

<p>1 Wednesday, 30 September 2020</p> <p>2 (10.00 am)</p> <p>3 THE CHAIR: Good morning, everyone, and welcome to Day 8 of</p> <p>4 this public hearing. We are hearing first from</p> <p>5 Ms Benfield.</p> <p>6 MS BENFIELD: Chair, we are going to start this morning by</p> <p>7 reading the timelines of individual children's cases in</p> <p>8 relation to St Helens and, chair, of course you heard</p> <p>9 evidence in relation to St Helens on Monday.</p> <p>10 Chair, the following timeline has been compiled by</p> <p>11 the inquiry's legal team from material disclosed to the</p> <p>12 inquiry, largely by the relevant local authority and</p> <p>13 police force. The timeline (break in connection)</p> <p>14 institutional witnesses. The timeline does not purport</p> <p>15 to express the child's own words, but, rather, what is</p> <p>16 known from the disclosed material about their</p> <p>17 experiences of child sexual exploitation.</p> <p>18 Summary of timeline of WITNESS CS-A26 (read)</p> <p>19 MS BENFIELD: The first child is CS-A26. The time span</p> <p>20 covered by this timeline dates from 2015 onwards. This</p> <p>21 was an active case in April 2018 and beyond. The</p> <p>22 evidence suggests that CS-A26 was at risk of</p> <p>23 exploitation from the age of 11. She lived between her</p> <p>24 parents' homes and the home circumstances of one of her</p> <p>25 parents was considered to pose high risk to her because</p> <p style="text-align: center;">Page 1</p>	<p>1 of drug misuse and house parties frequented by many</p> <p>2 adults, some of whom were misusing drugs.</p> <p>3 At age 11, CS-A26 was found in a park at 2.00 am</p> <p>4 intoxicated, with older males. At age 12, CS-A26 was</p> <p>5 again found in a park late at night with older males.</p> <p>6 At this time, she had a significant number of missing</p> <p>7 episodes -- over 30, in about three months. At age 12,</p> <p>8 CS-A26 had a further missing episode and was found at</p> <p>9 a house with older males. At age 13, CS-A26 was found</p> <p>10 to have been supplied with, and consumed, drugs.</p> <p>11 At age 13, a CE2 assessment recorded CS-A26 as being</p> <p>12 at high risk of sexual exploitation, and she had been</p> <p>13 referred to local specialist agencies.</p> <p>14 Three months later, a multi-agency CSE meeting was</p> <p>15 informed that the risks to CS-A26 had reduced because</p> <p>16 she now was subject to a child protection plan under the</p> <p>17 category of neglect. She still scored medium risk of</p> <p>18 CSE and Catch22 were supporting her.</p> <p>19 The meeting agreed that she didn't need to be</p> <p>20 discussed further unless the risks escalated and</p> <p>21 a referral to Barnardo's was to be progressed.</p> <p>22 At age 13, a CE1 referral noted that an 18-year-old</p> <p>23 male had taken CS-A26 away overnight, that she later</p> <p>24 stayed overnight with him at the home of his family</p> <p>25 members, who later stated that they thought she was 16.</p> <p style="text-align: center;">Page 2</p>
<p>1 At age 13, CS-A26 was found by the police to be in</p> <p>2 bed with an older male. A second male child, also older</p> <p>3 than her, was in the room.</p> <p>4 At age 14, one of CS-A26's parents reported to the</p> <p>5 police they believed CS-A26 was being groomed online.</p> <p>6 At around the same time, it was understood that older</p> <p>7 males were associating with CS-A26 and she had</p> <p>8 self-harmed during the missing episodes. She had</p> <p>9 physical health problems possibly linked to sexual abuse</p> <p>10 and was suffering from symptoms of anxiety. She was</p> <p>11 unable to sleep. She disclosed to a professional that</p> <p>12 she was unable to speak to anyone about what was</p> <p>13 happening to her for fear of what it would lead to.</p> <p>14 Aged 14, a month later, at a multi-agency meeting,</p> <p>15 it was reported that a 17-year-old male was engaging in</p> <p>16 harmful sexual behaviour towards CS-A26. Aged 14,</p> <p>17 several months later, CS-A26 was sighted by the police</p> <p>18 at 1.00 am with two older males who ran off when the</p> <p>19 police attempted to stop the group.</p> <p>20 At the end of 2017, at a child protection case</p> <p>21 conference, the independent reviewing officer who</p> <p>22 chaired that meeting expressed concerns that CS-A26 was</p> <p>23 not being reported missing when she was missing from</p> <p>24 home and that adults did not know her whereabouts during</p> <p>25 missing episodes.</p> <p style="text-align: center;">Page 3</p>	<p>1 At age 14, in the same month, the police were called</p> <p>2 to a house party where CS-A26 was present.</p> <p>3 At age 14, in the spring of 2018, at a multi-agency</p> <p>4 meeting, CS-A26 was considered at high risk of sexual</p> <p>5 exploitation. There were no recent missing episodes,</p> <p>6 but it was recognised that she was unlikely to be</p> <p>7 reported missing.</p> <p>8 The police reported that there were no current</p> <p>9 investigations concerning her. Children's social care</p> <p>10 have expressed their concerns regarding missing episodes</p> <p>11 and the amount of parties the child was attending with</p> <p>12 older males present.</p> <p>13 A 17-year-old young offender was associating with</p> <p>14 her intermittently and there were concerns about him</p> <p>15 engaging in harmful sexual behaviour towards her.</p> <p>16 He was due to transfer to the adult probation</p> <p>17 service. The police were recorded as not having any</p> <p>18 information about this individual. The meeting was</p> <p>19 informed that care proceedings had still to be</p> <p>20 progressed.</p> <p>21 At age 14, around this time, a CE2 assessment noted</p> <p>22 that children's social care had taken a decision to</p> <p>23 initiate preproceedings for care proceedings.</p> <p>24 At age 15, by mid 2018, CS-A26 was a looked-after</p> <p>25 child and placed out of borough. A CE2 assessment</p> <p style="text-align: center;">Page 4</p>

<p>1 recorded that missing-from-care episodes and child 2 exploitation risks had escalated. 3 Aged 15, around three months later, CS-A26 was moved 4 to a local residential home to try and reduce her 5 missing episodes. Records indicated that her 6 missing-from-care episodes had escalated further. 7 At age 15, approximately two months later, CS-A26 8 was still placed in a local children's home. There was 9 a concern that she was being sexually abused by an 10 18-year-old male. She had multiple missing episodes and 11 had been seen at premises where there were older males. 12 Aged 15, around this time, CS-A26 was placed in 13 a short-term crisis placement at a distance from 14 St Helens. She was subsequently moved to a long-term 15 specialist residential placement, again at a distance 16 from St Helens. 17 Summary of timeline of WITNESS CS-A27 (read) 18 MS BENFIELD: Chair, the second child is CS-A27. The time 19 span covered here dates from 2013 onwards. It was an 20 active case in April 2018 and beyond. 21 CS-A27 was a looked-after child. He was placed in 22 St Helens by another local authority. He had complex 23 needs and learning disabilities. 24 At age 13, records indicate that CS-A27 was being 25 sexually exploited in a city near where he lived. He</p> <p style="text-align: center;">Page 5</p>	<p>1 was described in reports as "prostituting himself". He 2 became looked after and was placed in St Helens in 3 a specialist placement. 4 At age 14, CS-A27 was referred to the sexual 5 exploitation meeting in his home area after incidents in 6 a city centre while on a visit home. 7 He was discussed several times in this forum while 8 placed out of area. 9 Aged 14 to 16, several CSE assessments were carried 10 out during this period and the majority of time he was 11 considered to be medium risk or amber, indicating that 12 he was vulnerable to exploitation but not at immediate 13 risk. 14 At age 16, by late 2016, a risk assessment carried 15 out by his placement noted that the child had joined an 16 LGBT group, that there were no more missing episodes and 17 staff were confident that he was fully aware of how to 18 keep himself safe when he came into contact with 19 strangers. 20 At age 17, a looked-after child review noted 21 continued improvements and the child was being supported 22 towards independence. 23 Aged 17, in the middle of 2017, the child disclosed 24 to his social worker that he had started using 25 a particular online application to meet men for sex. He</p> <p style="text-align: center;">Page 6</p>
<p>1 was being dropped off at his placement by an unknown 2 male. At age 17, an exploitation meeting in his home 3 area noted that the child had lost all faith in the 4 system, indicating police and social care, because of 5 the failure to obtain a conviction against the adults 6 who abused him. 7 At age 17, CS-A27 came to the attention of 8 St Helens' exploitation meeting, which monitored the 9 sexual exploitation threats to him until he reached the 10 age of 18. 11 The multi-agency group considered him to be at high 12 risk of CSE. He told the police that he was engaging in 13 sexual encounters with men he met from dating websites. 14 He disclosed to staff that different adult males had met 15 him for the purpose of sexual activity. 16 Aged 17, in late 2017, it was reported that CS-A27 17 had been raped by two men he had initially met on 18 a dating website. At age 17, a multi-agency meeting 19 included discussion about staff taking CS-A27 to 20 different locations to meet an older male. They were 21 accompanying him in an effort to keep him safe. This 22 had apparently been agreed at a looked-after child 23 review. The issue was taken up by a St Helens manager. 24 At age 17, in early 2018, during a Return Home 25 Interview after a missing episode, CS-A27 stated that he</p> <p style="text-align: center;">Page 7</p>	<p>1 had stayed at a 20-year-old boyfriend's house. The 2 child was also recorded as having frequent thoughts of 3 suicide and self-harm. 4 At age 17, it was reported that CS-A27 had shown 5 a video of himself having sexual activity with an 6 unknown male to another child. 7 At age 18, in the spring of 2018, he ceased to be 8 a looked-after child and remained in his placement to 9 complete his education. 10 Aged 18, in the middle of 2018, during a CSE 11 assessment, it was reported that CS-A27 was having 12 multiple sexual contacts through dating websites. At 13 age 19, in early 2020, he was living at home with his 14 mother. 15 Summary of timeline of WITNESS CS-A71 (read) 16 MS BENFIELD: The third child is CS-A71. The time span 17 covered here dates from 2016 onwards. It was an active 18 case in April 2018 and beyond. 19 The evidence suggests that CS-A71 was groomed online 20 when she was 13 and became a victim of sexual 21 exploitation from the age of 14. It was thought that 22 she had a difficult relationship with her mother. She 23 was diagnosed with attention deficit disorder, ADHD. 24 Aged 14, CS-A71 was groomed online by a male. 25 Children's social care recommended that specific work</p> <p style="text-align: center;">Page 8</p>

<p>1 should be done with her on online safety. The case was 2 closed and stepped down for the school to manage. 3 Aged 14, in late 2017, it was reported to the police 4 that CS-A71 had been raped. Aged 15, in the spring of 5 2018, CS-A71's risk of CSE was graded as high. The 6 child was having missing episodes. 7 At age 15, she was still considered at high risk of 8 CSE. She had multiple missing episodes and her 9 whereabouts were unknown. 10 She met up with an 18-year-old male, and the nature 11 of the friendship was unknown. The child was thought to 12 be travelling to another town to meet this 18-year-old. 13 Aged 15, in the July of 2018, CS-A71 became looked 14 after with her parents' consent. Aged 15, CS-A71 was 15 taking a 13-year-old to other towns to meet up with 16 males who had contacted her online. Aged 15, in the 17 autumn of 2018, the child's risk of CSE was thought to 18 be decreasing. She had met someone a year older than 19 her and stated she was engaged and going to get married. 20 She had multiple missing episodes from her placement. 21 The child stayed at the house of this male's parents 22 during missing episodes. 23 At age 15, missing episodes with the 13-year-old 24 continued and escalated. Both children disclosed the 25 other was being sexually abused by adult males who made</p> <p style="text-align: center;">Page 9</p>	<p>1 contact online. 2 Aged 15, the risk of CSE to CS-A71 was graded as 3 medium. At age 15, at the end of 2018, CS-A71's parent 4 found a hammer in the child's handbag and took her to 5 the police station where CS-A71 stated that a male had 6 used it to break into a house. 7 The child had also been found with other children in 8 a car with a registered sex offender and other males. 9 Aged 15, the police stated that they had significant 10 concerns around sexual exploitation of CS-A71. Her risk 11 of CSE was now very high and placement staff stated that 12 they could not keep her safe. 13 The child was reported not to be engaging with 14 support services, and she was collected from a house 15 where sexual activity had taken place. 16 Aged 15, the child's placement broke down because of 17 her going missing repeatedly and a crisis placement was 18 found out of area. 19 At age 16, in the spring of 2019, a planned move 20 took place to a further out-of-area placement. CS-A71 21 was provided with one-to-one tuition and healthy 22 activities. She had good engagement with staff and 23 developed a stronger relationship with her social worker 24 and also her family members. 25 She was living in semi-independent accommodation out</p> <p style="text-align: center;">Page 10</p>
<p>1 of area, and was hoping to attend college. 2 Aged 16, in the autumn of 2019, it was recorded that 3 CS-A71's behaviour was deteriorating. She was arrested 4 for criminal damage, arson and threatening behaviour 5 towards staff in her placement and Youth Justice became 6 involved. 7 The risk of sexual exploitation was considered to 8 have increased and she was associating with males who 9 were dealing in class A drugs. CS-A71 continued to 10 misuse substances. 11 Summary of timeline of WITNESS CS-A212 (read) 12 MS BENFIELD: Chair, the fourth child is CS-A212. CS-A212 13 was placed under a full care order. She was looked 14 after by another council and had two out-of-area 15 placements in St Helens. 16 The evidence suggests that members of her family 17 posed a risk to her; that the risk of sexual 18 exploitation was linked to her friendship with an older 19 victim of CSE who had a controlling influence over her; 20 that she had multiple missing episodes; and that she was 21 groomed and sexually exploited in a number of towns. 22 This timeline covers the period 2017 to late 2018. 23 At age 12, in the middle of 2017, CS-A212 was placed 24 in a residential placement in St Helens following 25 a period of very difficult placement instability and</p> <p style="text-align: center;">Page 11</p>	<p>1 school placement breakdown. Prior to this, there were 2 concerns that the child might be vulnerable to sexual 3 exploitation because of familial problems and missing 4 episodes. They were concerned that an older victim of 5 CSE was taking the child to meet adult males who had 6 contacted her online. CS-A212 was also reportedly going 7 missing with another older female friend. 8 In the following month, CS-A212 had three missing 9 episodes. Return Home Interviews were offered but 10 reportedly declined. 11 Aged 12 or 11, she was referred to Barnardo's. It 12 was noted that the service could not engage her and the 13 service ceased. 14 At age 13, two CE2 meetings were held. It was 15 agreed that direct work on sexual exploitation would be 16 carried out and harbouring notices against close family 17 members were applied for. 18 Aged 13, in late 2017, the residential placement 19 broke down. At age 13, in early 2018, CS-A212 was 20 placed in a solo placement with a specialist care and 21 education provider. The case was discussed at 22 St Helens' MACE. The child was considered low risk and 23 closed to MACE in April 2018. Aged 13, in the same 24 month, she went missing for two nights with an older 25 girl. CS-A212 disclosed to staff that she got drunk and</p> <p style="text-align: center;">Page 12</p>

<p>1 had sex. The placement was to complete further work 2 with the child to try and get a picture of other 3 children involved and potential abusers. The child 4 appeared to be thriving in placement. 5 Aged 13, CS-A212 had a missing episode. She was 6 found by police outside St Helens with an older child. 7 They had travelled to meet a male that the older child 8 had met online. Aged 14, in the summer of 2018, a CSE 9 risk assessment identified that the girls were 10 travelling to towns around the north of England across 11 several police jurisdictions to meet males that the 12 older child had met online. It was noted that CS-A212 13 followed the instructions of the older child, leaving 14 her placement when told to. 15 CS-A212 was assessed at a medium risk of sexual 16 exploitation. At age 14, missing episodes with another 17 older child continued and escalated. Both children 18 disclosed that the other was being sexually abused by 19 adult males who made initial contact online. 20 Summary of timeline of WITNESS CS-A213 (read) 21 MS BENFIELD: Chair, the fifth and final child is CS-A213. 22 The evidence suggests that CS-A213 was groomed online by 23 an adult male who he thought was his own age. They 24 arranged to meet and the adult male sexually abused him. 25 He had no history of going missing from home. He was</p> <p style="text-align: center;">Page 13</p>	<p>1 described as confused and exploring his sexuality. 2 There were no issues in relation to complexity of 3 home life and his parent was considered to be supportive 4 of him. 5 Aged 15, in early 2019, a referral was made after 6 CS-A213 disclosed that he had met a male and with whom 7 he had initial contact online. Initially, the child 8 said that he thought he was meeting a 15-year-old child 9 who he'd met on Snapchat. The person he met was an 10 older male, about 40 to 50 years old. The child's 11 recollection of the incident changed several times as he 12 was spoken to by different agencies or parties. The 13 evidence suggests that the older male had sexually 14 abused him, having met him online and asked him to get 15 into a car. 16 Aged 15, a month later, the case was discussed in 17 a multi-agency meeting. The risk of CSE to CS-A213 was 18 scored as low, but increasing to medium through 19 professional judgment. Referrals were made for online 20 safety training, counselling through school and sexual 21 health services. The police were trying to identify the 22 application that the contact was made on and the case 23 was initially to be monitored through the MACE meeting. 24 Chair, thank you, that concludes the timeline in 25 relation to St Helens. I will now pass to</p> <p style="text-align: center;">Page 14</p>
<p>1 Mr Livingston. 2 THE CHAIR: Thank you, Ms Benfield. Mr Livingston? 3 MR LIVINGSTON: Thank you, chair, and the same introduction 4 that Ms Benfield read as to the nature of these 5 timelines applies to Bristol as well. 6 Summary of timeline of WITNESS CS-A32 (read) 7 MR LIVINGSTON: The first child is CS-A32. CS-A32 has 8 learning difficulties and attention deficit 9 hyperactivity disorder, ADHD. 10 The evidence suggests that she first became a victim 11 of sexual exploitation when aged 15. The period covered 12 by this timeline is from 2017 to 2019. 13 When aged 15, children's social care were informed 14 by police that A32 was a target of older males for 15 sexual exploitation. When aged 16, A32 was made the 16 subject of a child protection plan on grounds of 17 neglect, although concerns about sexual exploitation 18 were raised at the child protection meeting. 19 The child was recognised to have ADHD and was said 20 to be staying out late with reducing school attendance. 21 Aged 16, A32 was said to have been associating with 22 a 22-year-old male and "hanging around" outside a pub. 23 Aged 16, A32 was arrested for a property-related 24 offence. She told officers that men from a certain 25 place of business had made her do it. During a debrief</p> <p style="text-align: center;">Page 15</p>	<p>1 after a missing episode, A32 told police that she was 2 with two adults overnight, names and address given, that 3 she had met them at a local park and that they had told 4 her that they did not want the police involved, as they 5 had taken girls back and been in trouble with the police 6 before. 7 The inquiry has received no evidence showing that an 8 investigation was carried out by the police. When 9 aged 16, A32 disclosed that a man from the same place of 10 business had been touching her inappropriately. She 11 subsequently disclosed that a man from the place of 12 business had tried to get her to "go over the fields" 13 with him. She was described by police as "putting 14 herself at risk". 15 When aged 16, Barnardo's raised a concern with 16 police that A32 was staying with a male who was thought 17 to be older than her. Police received an email from 18 a professional to say A32 had arrived at school with 19 money which she said was given to her by one of the men 20 from the place of business. Referrals for support were 21 made to Barnardo's and CAMHS. 22 When aged 16, a police supervisor recorded that "An 23 investigation into the allegations relating to the men 24 from the place of business had not been taken forward as 25 perhaps they should have been". Aged 16, A32 was</p> <p style="text-align: center;">Page 16</p>

1 visited by police who recorded she would be happy for
 2 the case in relation to the allegations relating to the
 3 men from a certain place of business not to proceed.
 4 When aged 16, it was reported that A32 was stopped
 5 by a man in the street who grabbed her and tried to put
 6 his hands in her pockets. Children's social care
 7 informed police about this.
 8 Concerns were expressed about a "relationship" with
 9 an older male who said he was 17 but owned a flat and
 10 a motor vehicle. Therefore, it was thought he could be
 11 older. A32 was referred to a nurse for health support,
 12 a school nurse.
 13 A32 stated that a male had been playing games with
 14 her under the covers and was described as having older
 15 male friends. It was noted that there were sexual
 16 exploitation risks, such as frequent callers, and
 17 increased drug and alcohol use was identified.
 18 Three months later, when aged 16 to 17, A32 was
 19 reported missing on nine occasions over a few weeks.
 20 This included one occasion in which she stayed overnight
 21 at the home of a man and woman who had met her that day.
 22 When aged 17, a safety plan was developed as A32 had
 23 been exchanging messages with a male in his 40s, who was
 24 posing as a 19-year-old, who visited her home and who
 25 was thought to be a danger to her.

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1 It was noted that he was associating with another
 2 child who was also at high risk of sexual exploitation
 3 and that he was meeting [REDACTED] older people on
 4 dating apps. A looked-after child review recorded that
 5 A34 did not always feel safe in the accommodation that
 6 was being provided.
 7 Whilst aged 16, a strategy meeting recorded concern
 8 that A34 was being targeted by older [REDACTED]
 9 individuals on dating apps -- [REDACTED] -- and having
 10 unprotected sex. He was waiting for a CAMHS assessment.
 11 It was noted that Barnardo's were to engage with A34
 12 around personal safety. While still aged 16, the
 13 independent reviewing officer, at a looked-after child
 14 review, recommended that a foster care placement be
 15 found for A34.
 16 [REDACTED]
 17 Summary of timeline of WITNESS CS-A62 (read)
 18 MR LIVINGSTON: Chair, moving on to the third child, A62.
 19 A62 had complex disabilities. The evidence suggests he
 20 was sexually abused between the ages of 13 and 16. This
 21 timeline covers the period from 2015 to 2019.
 22 When aged 13, A62 reported to professionals that he
 23 had been meeting up with a male described as "a known
 24 paedophile". This was followed up and it was felt that
 25 there was little evidence to support concerns about A62

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1 Summary of timeline of WITNESS CS-A34 (read)
 2 MR LIVINGSTON: Chair, the second child is A34. [REDACTED]
 3 When aged 16, [REDACTED] A34 was discussed at
 4 a strategy meeting. It was noted [REDACTED] that he was
 5 considered to be at significant risk of sexual
 6 exploitation.
 7 The same month, a second strategy meeting took place
 8 after A34 reported being the victim of a sexual offence
 9 [REDACTED]. This happened at a time when he was living
 10 in temporary accommodation.
 11 A34, while still aged 16, became a looked-after
 12 child and had a large number of [REDACTED] separate
 13 placements during a two-month period. Two of
 14 the placements were in temporary overnight
 15 accommodation [REDACTED]. He reported that on one
 16 occasion he was too scared to stay at the temporary
 17 overnight accommodation [REDACTED] and, therefore, spent
 18 the night outside in a public space [REDACTED], where he
 19 was [REDACTED] the victim of a sexual offence.
 20 Children's social care subsequently acknowledged
 21 that, whilst the child was placed in temporary overnight
 22 accommodation [REDACTED], he was living with adults who
 23 could pose a risk. Aged 16, a CSE checklist was
 24 completed. It concluded that A34 was at risk of sexual
 25 exploitation. The risk was not graded.

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1 being abused.
 2 When aged 14, evidence which was recorded at
 3 a strategy meeting the following year suggests that A62
 4 was previously groomed and sexually assaulted by an
 5 older male and that an associated male then befriended
 6 him and showed controlling behaviour towards him.
 7 When aged 15, concerns were raised about A62's
 8 relationship with two females and the possibility that
 9 he was being groomed or used to run or supply drugs.
 10 A CAWN was issued to stop the two females having A62 at
 11 their home.
 12 Aged 15, a referral was opened and the statutory
 13 intervention commenced because of the increasing CSE
 14 concerns identified for A62.
 15 Still aged 15, a child protection strategy meeting
 16 was held as a result of an email from Barnardo's BASE
 17 when it was identified that A62 had been groomed for
 18 sexual exploitation. One of the alleged perpetrators
 19 was named and it was noted that there were associated
 20 perpetrators.
 21 The child was considered to be at very high risk of
 22 sexual exploitation from older males. It was noted that
 23 it seemed likely that A62 was being deliberately
 24 targeted due to his known vulnerability to abuse.
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<p>1 Summary of timeline of WITNESS CS-A302</p> <p>2 MR LIVINGSTON: Chair, moving on to A302. CS-A302 was</p> <p>3 described as having struggled with mental health</p> <p>4 problems. She was a looked-after child who had several</p> <p>5 out-of-area placements. The evidence suggests that she</p> <p>6 continued to be sexually exploited during this time.</p> <p>7 She was subsequently given a specialist placement which</p> <p>8 appeared to result in positive outcomes. This timeline</p> <p>9 covers a three-month period in 2017.</p> <p>10 When aged 13, A302's parent found indecent images of</p> <p>11 A302 on a digital device. Still aged 13, A302's case</p> <p>12 was opened to the Topaz CSE team. From this point, she</p> <p>13 was in an out-of-area placement at a children's home.</p> <p>14 Aged 13, A302 was allocated an out-of-area</p> <p>15 specialist residential placement intended to reduce her</p> <p>16 vulnerability to sexual exploitation. It was recorded</p> <p>17 that indecent images of the child had been circulated</p> <p>18 online and the child was sexually assaulted three times</p> <p>19 in the previous year.</p> <p>20 A302 had continued to go missing in residential</p> <p>21 placements prior to her specialist placement out of area</p> <p>22 and there was concern reported that during this time she</p> <p>23 was being groomed and exploited by older males.</p> <p>24 Chair, that concludes the timelines for Bristol and</p> <p>25 I now pass over to Ms Hill for the first witness.</p> <p style="text-align: center;">Page 21</p>	<p>1 THE CHAIR: Thank you, Mr Livingston. Ms Hill?</p> <p>2 MS HILL: Good morning, chair and panel. Our first witness</p> <p>3 for today, please, is Ann James from Bristol City</p> <p>4 Council.</p> <p>5 MS ANN JAMES (affirmed)</p> <p>6 Examination by MS HILL</p> <p>7 MS HILL: Ms James, good morning.</p> <p>8 A. Good morning.</p> <p>9 Q. As you know, I'm going to ask you a series of questions</p> <p>10 following, as best I can, the order of the topics list.</p> <p>11 We will, I think, have our mid-morning break today at</p> <p>12 11.00 am, so I am going to ask you questions between now</p> <p>13 and then about the topics at the beginning of the topics</p> <p>14 list. If you can't see or hear me or you don't</p> <p>15 understand the question, please let me know. As you</p> <p>16 know, there are a series of restriction orders in place</p> <p>17 that we need to make sure we respect. I'm sure you</p> <p>18 understand all those rules. Is that all right?</p> <p>19 A. Yes.</p> <p>20 Q. Can I ask you also please to confirm that the witness</p> <p>21 statements you provided to the inquiry with the</p> <p>22 following URNs -- BSC000186, BSC000284, BSC000295,</p> <p>23 BSC000273, BSC000170 and BSC000185 -- are the statements</p> <p>24 that you provided to the inquiry and they are true, to</p> <p>25 the best of your knowledge and belief; is that right?</p> <p style="text-align: center;">Page 22</p>
<p>1 A. They are.</p> <p>2 MS HILL: Chair, with your permission, please, could</p> <p>3 I adduce all of those statements in full. In addition,</p> <p>4 there is a further statement, I think, BSC000297. Can</p> <p>5 I adduce that in full as well?</p> <p>6 THE CHAIR: Yes.</p> <p>7 MS HILL: I assume that that is also true, to the best of</p> <p>8 your knowledge and belief?</p> <p>9 A. Yes.</p> <p>10 Q. Could I ask you, please, to give the chair and panel</p> <p>11 a little bit of information about your background,</p> <p>12 please?</p> <p>13 A. Yes. So I'm a qualified social worker. I've been</p> <p>14 qualified since 1997, so 23 years. Prior to that,</p> <p>15 I worked in children's homes, I worked and managed</p> <p>16 children's homes. I have worked in a variety of social</p> <p>17 work and commissioning roles in Bristol since that time</p> <p>18 and in senior management positions since 2011, and</p> <p>19 in January 2018, I became the director for children and</p> <p>20 family services in Bristol and that's the post</p> <p>21 I continue to hold. (Pause)</p> <p>22 Henrietta, we can't hear you.</p> <p>23 Q. So sorry, forgive me. The first theme we are exploring</p> <p>24 is that of problem profiling. You have given some</p> <p>25 evidence already about this in your witness statement,</p> <p style="text-align: center;">Page 23</p>	<p>1 so I will take this relatively shortly, if I may.</p> <p>2 Could I bring up, please, your first witness</p> <p>3 statement, BSC000186, and go, please, Danny, to internal</p> <p>4 pages 3 to 4, paragraphs 10 to 16. Broadly, is this</p> <p>5 right, Ms James, that there are a series of dynamic</p> <p>6 vulnerability profiling tools that you have used within</p> <p>7 Bristol City Council children and family services, and</p> <p>8 also a series of longer-term trend analysis tools? Is</p> <p>9 that right?</p> <p>10 A. Yes, that's correct. That's our Think Family database</p> <p>11 which brings together 35 datasets into a single view of</p> <p>12 an individual.</p> <p>13 Q. You also explain in your witness statement how you work</p> <p>14 closely with drawing data from the police. Can you help</p> <p>15 us a little bit more about that?</p> <p>16 A. Yes. So the Think Family database is administered by an</p> <p>17 insight team, which is jointly staffed and funded</p> <p>18 between Bristol City Council and the police, and what we</p> <p>19 are able to do is to bring together those datasets to</p> <p>20 analyse against vulnerability to look at trends, to</p> <p>21 give, on an individual basis, practitioners an</p> <p>22 opportunity to understand what's happening for a child,</p> <p>23 but also for us to be able to look -- to run certain</p> <p>24 models through that data whereby we are able to look at</p> <p>25 a cohort of children who -- for example, with a CSE</p> <p style="text-align: center;">Page 24</p>

<p>1 model, to look at harm currently for that group, and 2 then to look back at what was happening in terms of 3 vulnerabilities earlier in their life, so adversity they 4 might have been facing earlier, and then to run that 5 through our current child population to identify 6 children where those similar vulnerabilities may be 7 there now and we may be able to take preventative 8 action.</p> <p>9 We share that information with the police, that 10 speaks to vulnerability. We look across our cohorts 11 with the aim of ensuring that we are able to act 12 preventatively and to see as many children as we can 13 through that dataset.</p> <p>14 Q. Can I bring up, please, a little bit more information 15 about the way in which you use these predictive risk 16 models. Could we scroll in, please, on paragraphs -- in 17 fact, before we get there, confirm this. Paragraph 12. 18 You explain that the database system that you have just 19 described, the Think Family database, is growing 20 steadily in use since its inception in 2014, and you 21 give an estimate there that the system is accessed 22 around 2,000 times a month by members of the first 23 response team and 4,800 times a month by other users 24 within the system. Is that right?</p> <p>25 A. Yes, that's correct. The first response team is our</p> <p style="text-align: center;">Page 25</p>	<p>1 front door into our multi-agency safeguarding 2 arrangements, and the wider workforce use it to inform 3 their decision making -- well, between 5,000 and 6,000, 4 actually, now, times a month.</p> <p>5 What I probably should make absolutely clear, 6 really, is that what this database does is, it provides 7 information. It doesn't predict that something will 8 happen. It identifies vulnerability. It certainly does 9 not replace professional judgment, in that it doesn't -- 10 therefore, it doesn't dictate. It's informative. It is 11 not entirely predictive. And it speaks to 12 vulnerabilities. It does not consider strengths or the 13 complexity of relationships around children, young 14 people and families, so absolutely and by necessity 15 requires -- it is a tool for those professionals to use. 16 It certainly doesn't lead professional decision making.</p> <p>17 Q. I think, in fairness, you make this point clear at 18 paragraphs 13 to 14 of your witness statement. Perhaps 19 we can scroll in on those paragraphs, Danny. You 20 explain there to the chair and panel how the predictive 21 risk models are built, if I can put it that way. You 22 say it's two parts. Firstly, police systems and index 23 scoring key vulnerability flags are looked at. And the 24 second stage is to apply that network to the predictive 25 risk model. That's developed using the cohort of</p> <p style="text-align: center;">Page 26</p>
<p>1 individuals supported by BASE who are known to have been 2 victims of CSE.</p> <p>3 Then you use that profile to identify other young 4 people that are exhibiting similar risk factors. You 5 make clear at 14 it is not a likelihood measure. 6 Rather, it identifies how similar each individual is, in 7 comparison to the target cohort. Then I think, just 8 help us with understanding who the primary customers, as 9 you say in your witness statement, are of this model? 10 I think it is both the police and then professionals 11 working in children's social care?</p> <p>12 A. Yes, it is, and the wider workforce. So Operation Topaz 13 is the police team working to disrupt perpetrators and 14 to support victims of CSE through the criminal justice 15 process. So they work very closely with us. They're on 16 multi-agency meetings on a fortnightly basis through 17 Operation Topaz and the discussions that take place 18 there are informed by the vulnerability indicators that, 19 you know, have been produced by the Think Family 20 database.</p> <p>21 Q. You indicate that the lead professional working with 22 a young person -- this is paragraph 15 and 23 paragraph 16 -- is able to see the paragraph describing 24 why the child may be at increased risk according to 25 these factors and can use that as a tool to supplement</p> <p style="text-align: center;">Page 27</p>	<p>1 their own professional judgment and that this can also 2 be used alongside perhaps more traditional strategic 3 intelligence from education providers and other service 4 teams. Is that right?</p> <p>5 A. Yes, that's correct.</p> <p>6 Q. You finally indicate that the data can be used for 7 commissioning and needs assessments to understand how 8 demand is spread across the city. Is that right?</p> <p>9 A. Yes. Perhaps now is a good time to let you know that we 10 have recently run a review of the CSE model in Bristol, 11 and we provided that evidence for the panel only 12 yesterday because we --</p> <p>13 Q. Forgive me, Ms James, I will come to that. Bear with me 14 a second.</p> <p>15 A. Oh, okay.</p> <p>16 Q. Don't worry. Just before we leave your witness 17 statement, you indicate later -- I don't need to bring 18 it up, I think -- paragraph 112, that information from 19 the police is received dynamically through the 20 Think Family database and through monthly briefings from 21 Topaz; is that right?</p> <p>22 A. That's correct.</p> <p>23 Q. Can I also ask you to confirm, please, that at 24 paragraph 119 -- just help the panel understand what you 25 say there about ensuring consistency of flagging</p> <p style="text-align: center;">Page 28</p>

<p>1 children at risk through the database and the CSE model. 2 Just help us understand that, please? 3 A. Are you able to pull up paragraph 119? 4 Q. Paragraph 119, please, Danny. It goes over the page 5 into the next page. I think it is about ensuring 6 children are flagged consistently. Can you help us with 7 that? 8 A. We review the use of flagging and we have been, both 9 across the police computer system and our own, we are 10 able to share that information with our health 11 colleagues so that they have a consistent flag there 12 that when a child is seen by a GP or presents at 13 a walk-in surgery, the professionals dealing with that 14 child can be notified of any particular risks or be 15 alert to any vulnerabilities. 16 Q. In your next witness statement, please, BSC000284_003, 17 can we look, please, at what you say there at 18 paragraphs 13 to 18 and see if there is anything in 19 particular you would like to draw out for the panel? 20 You give some further detail about the way in which the 21 teams are structured. You describe the Strengthening 22 Families teams. Is there anything you would like to say 23 about that? 24 A. So our Strengthening Families teams are fairly newly 25 established since 2018, and they work with children on</p> <p style="text-align: center;">Page 29</p>	<p>1 the sort of edge of care, edge of statutory services, in 2 a very strong multi-agency team around the school and 3 team around the family model, with the aim of building 4 strength and resilience. So those teams are specially 5 trained in a number of interventions, but including 6 working with children who are at heightened risk of CSE. 7 Q. You indicate towards the end of this passage -- please 8 can we scroll in on 16 to 18 on the second page, 9 internal page 5, Danny. You indicate that the 10 Strengthening Families team have a strong recognition of 11 the risk factors for CSE, and you give some evidence 12 there about outcomes improving. Can you just help the 13 chair and panel with that? 14 A. This comes from -- these teams grow from the troubled 15 families work, so we measure against a range of 16 outcomes, and you can see there at paragraph 17 the 17 teams intervention and the demonstration of -- the 18 measurable demonstration of success. You can see that 19 education attendance improved in 40 per cent of 20 the families where that was identified as an issue. 21 And, of course, what you can see in our analysis of risk 22 of CSE -- you won't be surprised to see that absence 23 from school is a significant risk factor, as is mental 24 health issues, and so you can see here that, for 25 44 per cent of families, there was evidence of sustained</p> <p style="text-align: center;">Page 30</p>
<p>1 improvement, in that they didn't come back into services 2 within six months. For adults where support was needed 3 around employment, there were improvements in 4 45 per cent of those families that we were intervening 5 with. For 43 per cent of families where there was 6 domestic abuse, there was a reduced risk and an 7 improvement in health-related issues in relation to 8 45 per cent of those families. 9 Q. Finally from your witness evidence on this topic, can 10 I bring up your statement I think from July of this 11 year, BSC000295, and scroll in, please, Danny, on 12 internal paragraphs 2 to 7, which is pages _001 to _002. 13 You provide some further context here in your July 14 statement about how the council uses algorithms. Just 15 draw out from the passages there, please, the key points 16 that you want to make for the panel? 17 A. In terms of new referrals into children's services, 18 there's significant use made of the Think Family 19 database because it provides information quickly to 20 first response advisors who are aiming to consider what 21 those particular vulnerabilities are, you know, and then 22 be able to go on to make further enquiries to explore 23 strengths and make decisions about the right pathway for 24 a child and for a family in terms of the support that 25 they get.</p> <p style="text-align: center;">Page 31</p>	<p>1 Further to that, paragraphs 3 onwards take you into 2 some exploration of the debate about the use of 3 analytics in children's social care, and we have sought 4 in Bristol -- we have really sought to use this to 5 inform our preventative work and to target our 6 resources. We recognise some of the challenges there 7 and we have worked very closely with our data protection 8 teams, and those in the police, to test and to be open 9 about the use of data and to ensure that we believe we 10 have got the right legal gateways and that we are 11 holding that data securely and that it is delivering the 12 value for us. 13 We are working currently -- we have engaged with 14 academics, and I know there are a number of articles as 15 well where we have engaged with the media, in as open as 16 we can, actually, a conversation about that, and most 17 recently -- 18 Q. Forgive me, Ms James. Just pause there. I think the 19 purpose -- if we look, please, at paragraph 3 of your 20 statement, you were sent a few articles and documents 21 and invited to comment on them. Can I just bring up, 22 for example, please, INQ0005323, which is an article, 23 I think, from The Guardian newspaper headed "how Bristol 24 assesses citizens' risk of harm -- using an algorithm". 25 In the beginning, it suggests the computer algorithm</p> <p style="text-align: center;">Page 32</p>

<p>1 whirs through reams of data about the lives of 170,000</p> <p>2 citizens of Bristol. It's that sort of public</p> <p>3 commentary about the use of algorithms, I think, that</p> <p>4 you are referring to. Is that right?</p> <p>5 A. Yes, it is. And also, as I say, engagement with</p> <p>6 universities and academics around it, and most recently</p> <p>7 with the Centre for Data Ethics and Innovation around</p> <p>8 the development of an ethical framework, which I think</p> <p>9 will not only help in terms of children's social care,</p> <p>10 but, you know, in the public sector as a whole in the</p> <p>11 use of data on its citizens and how, you know, we ensure</p> <p>12 transparency and value and that it is used to good end,</p> <p>13 to safeguard people.</p> <p>14 Q. You have referenced, I think, in your statement at</p> <p>15 BSC000295, work around this with academics. You have</p> <p>16 talked about public seminars. I think the council --</p> <p>17 forgive me if you have already said this -- is in</p> <p>18 discussion with the Department for Education around what</p> <p>19 Think Family can offer in cases of hidden harm. I think</p> <p>20 you explain at paragraph 4 of that statement that it</p> <p>21 was, during the recent pandemic, of assistance to have</p> <p>22 this database as a useful safety net. Is that right?</p> <p>23 A. Absolutely. We have become acutely aware of hidden harm</p> <p>24 during the lockdown with children not at school, and</p> <p>25 actually one of our -- the next steps in terms of access</p> <p style="text-align: center;">Page 33</p>	<p>1 to some of that information is about how we might share</p> <p>2 that more effectively and in real time with partners so</p> <p>3 that schools can, you know, identify -- sometimes it is</p> <p>4 not the children who are at greatest risk who we often</p> <p>5 know about or who are experiencing harm, but it's that</p> <p>6 group of children below that that it will be, you know,</p> <p>7 extremely helpful for schools, for health settings, for</p> <p>8 universal and targeted services, to be able to be more</p> <p>9 informed to understand perhaps what's been going on for</p> <p>10 a child, and to act quickly and in a trauma-informed and</p> <p>11 strengths-based way, rather than, perhaps -- I guess the</p> <p>12 inquiry will have heard, and if you look at Bristol</p> <p>13 statistics, exclusion from school for children is high.</p> <p>14 Often that relates to behavioural issues, and for</p> <p>15 a significant portion of that, that is likely to relate</p> <p>16 to the trauma that those children are experiencing</p> <p>17 either at home or outside of their family. If we can</p> <p>18 understand that better and intervene more effectively,</p> <p>19 we can keep children in schools, in universal settings,</p> <p>20 and wrap around them. That's the way in which we would</p> <p>21 like to continue on using that data.</p> <p>22 Q. I think, just for completeness and so the chair and</p> <p>23 panel understand a little bit more about the wider</p> <p>24 context of the evidence you are giving, can I bring up</p> <p>25 a few more references that I think perhaps illustrate</p> <p style="text-align: center;">Page 34</p>
<p>1 how current this debate is and how complex it is.</p> <p>2 I hope that's a fair summary. INQ005325 is a report,</p> <p>3 I think, from community care. This is an article that</p> <p>4 again quotes the Bristol project. The headline of</p> <p>5 the article is:</p> <p>6 "Using algorithms in children's social care: experts</p> <p>7 call for better understanding of risks and benefits.</p> <p>8 Calls to explore concerns around bias, improve</p> <p>9 understanding of terms and involve families in the</p> <p>10 debate, as borough drops pilot of profiling system to</p> <p>11 identify at-risk children."</p> <p>12 Do you want to tell us a little bit more about the</p> <p>13 content of this article that you were asked to look at?</p> <p>14 A. Of course -- I'm sure that the panel will be aware that</p> <p>15 there are risks around bias and misuse with data --</p> <p>16 Q. Sorry to interject. I should have made clear that there</p> <p>17 is another profiling system that was being piloted in</p> <p>18 a different area, and I think it was that pilot that was</p> <p>19 being discontinued, wasn't it? But the Bristol example</p> <p>20 does feature in the article?</p> <p>21 A. That's right. Also Cardiff University and the What</p> <p>22 Works Centre have explored the use of data. It is</p> <p>23 across a number of -- and machine learning, actually,</p> <p>24 across a number of local authorities, and Bristol not</p> <p>25 being one of them. I guess, just to underline my point,</p> <p style="text-align: center;">Page 35</p>	<p>1 the analytics that we use in Bristol indicate</p> <p>2 vulnerability. It is not a dictator of -- it does not</p> <p>3 predict that a certain thing will happen and it is not</p> <p>4 based on machine learning in that same way. What it</p> <p>5 gives us is a set of indicators and the opportunity to</p> <p>6 intervene earlier. It doesn't say that child A, because</p> <p>7 they have those vulnerabilities, will necessarily be</p> <p>8 sexually exploited.</p> <p>9 We are aware of, and the insight team work with,</p> <p>10 some of the limitations of that data. They take action</p> <p>11 to reduce the risk of bias. So gender, age, ethnicity</p> <p>12 is removed so that, you know, the risk of kind of</p> <p>13 profiling is eliminated from the application of that</p> <p>14 analytics.</p> <p>15 The only information it holds regarding any</p> <p>16 potential disability related to a child is information</p> <p>17 about the child's EHCP plan, so it means that, in its</p> <p>18 analysis, it doesn't -- there is no basis of gender,</p> <p>19 age, ethnicity within it.</p> <p>20 Q. Sorry, was there something else you wanted to say?</p> <p>21 A. Only to come on and cover the point about misuse of</p> <p>22 data. I think our systems are no more at risk of misuse</p> <p>23 than children's record systems per se. We have a number</p> <p>24 of gateway mechanisms and restrictions about who has</p> <p>25 access to what and at what level. We audit and monitor</p> <p style="text-align: center;">Page 36</p>

<p>1 against that appropriate use.</p> <p>2 We have, you know, privacy and usage assessments and</p> <p>3 agreements in place and aim to work as openly as</p> <p>4 possible.</p> <p>5 Q. Just for the panel's note, perhaps we can deal with the</p> <p>6 issue perhaps in this way: I think there is a certain</p> <p>7 amount of material that the panel could review in due</p> <p>8 course generally about the use of algorithms in this</p> <p>9 sort of decision making, so the panel may wish, in due</p> <p>10 course, to have regard to the reports that we have.</p> <p>11 I think there's an Open Society report about the use of</p> <p>12 citizens scoring in public services -- INQ005328.</p> <p>13 I don't need to bring that up. There is, again,</p> <p>14 a report from the Centre for Data Ethics and Innovation</p> <p>15 about bias in algorithmic decision making at INQ005324.</p> <p>16 Perhaps more specifically, could I bring up briefly,</p> <p>17 please, a report from January of this year entitled</p> <p>18 "Ethics review of machine learning in children's social</p> <p>19 care" -- INQ005322. This is a report provided or</p> <p>20 prepared, I think, specifically on the issue of</p> <p>21 children's social care, supported by a range of</p> <p>22 partners. I think, if we just scroll through to</p> <p>23 internal page 5, the chair and panel can perhaps scroll</p> <p>24 through on page 5. This is the promises and perils of</p> <p>25 machine learning in children's social care. If you</p> <p style="text-align: center;">Page 37</p>	<p>1 scroll in, please, under the heading "The project at</p> <p>2 a glance" on the right-hand side, the "What works for</p> <p>3 children's social care" request for research was on the</p> <p>4 question of: is it ethical to use machine learning</p> <p>5 approaches in children's social care, and if so how and</p> <p>6 under what circumstances?</p> <p>7 If we scroll through the remainder of this executive</p> <p>8 summary, the chair and panel can see that there are</p> <p>9 questions, please, on page 6 -- I'm just trying to make</p> <p>10 this as straightforward as possible. The first-tier</p> <p>11 question is: should we be doing this? That's at the</p> <p>12 very top. The second tier poses the question, can we do</p> <p>13 this right? And the third tier poses the question, what</p> <p>14 is to be done?</p> <p>15 Then it goes through, I think, in the remainder of</p> <p>16 this section and sets out some, I think, preliminary</p> <p>17 findings and some recommendations.</p> <p>18 I think perhaps the third-tier findings on page 7,</p> <p>19 please, Danny, if we can just scroll in on those bold</p> <p>20 italic third-tier findings, they provide perhaps some</p> <p>21 assistance for the panel about some key elements to do</p> <p>22 with consent-based practices, using data insights to</p> <p>23 describe the root causes of the need for CSC and things</p> <p>24 of that nature. Is that a fair summary of where this</p> <p>25 research report has landed?</p> <p style="text-align: center;">Page 38</p>
<p>1 A. Yes, and I believe it is a precursor to the more</p> <p>2 recently published test that the What Works Centre</p> <p>3 did -- undertook in a number of local authorities.</p> <p>4 I just make the point that, you know, their test is</p> <p>5 different to the analytics that we use to identify</p> <p>6 difficulties across our population.</p> <p>7 Q. Just specifically in Bristol, please, can I bring up</p> <p>8 BSC000288, which I think is a document which helps</p> <p>9 explain to people how your data is used in modelling.</p> <p>10 This is a Bristol document, I think. BSC000288. The</p> <p>11 document explains that there are different risk models</p> <p>12 in operation within the insight team -- the CSC model,</p> <p>13 the CCE model, the NEET model -- I think "not in</p> <p>14 education, employment or training". Does that help</p> <p>15 illustrate how the data is used?</p> <p>16 A. Yes, it does. This is published on our website.</p> <p>17 Q. Finally, BSC000290, before we take our break, is your</p> <p>18 Think Family data process map, which is, first of all,</p> <p>19 a table that illustrates, I think, the journey, if I can</p> <p>20 call it that, of the data. So raw data processing</p> <p>21 through the warehouse into outputs and products, which</p> <p>22 the panel can look at. Is that right?</p> <p>23 A. Yes, it is.</p> <p>24 MS HILL: I'm not sure we need to look at the remainder of</p> <p>25 that document. Thank you very much, Ms James. Those</p> <p style="text-align: center;">Page 39</p>	<p>1 are all the questions I had on that general theme.</p> <p>2 Chair, perhaps it would be an appropriate moment to</p> <p>3 take our morning break?</p> <p>4 THE CHAIR: Yes, we will return at 11.15 am. Thank you.</p> <p>5 (11.01 am)</p> <p>6 (A short break)</p> <p>7 (11.15 am)</p> <p>8 MS HILL: Just a few more documents I'd like to bring up to</p> <p>9 illustrate the issue of profiling and, to some degree,</p> <p>10 partnership working. Can I bring up, please, the</p> <p>11 Operation Topaz operational summary from January of this</p> <p>12 year, BSC000275, please. This is a document, I think,</p> <p>13 prepared by Avon and Somerset Police but provided to</p> <p>14 partner agencies for those attending the weekly Topaz</p> <p>15 meeting; is that right?</p> <p>16 A. Yes, that's correct.</p> <p>17 Q. Just broadly, one can see the contents on page 1. This</p> <p>18 is the means by which, is it, the police update partner</p> <p>19 agencies on things like active investigations, cases</p> <p>20 going to court, children allocated to engagement</p> <p>21 officers, and things like that?</p> <p>22 A. Yes.</p> <p>23 Q. Can I also ask you, please, just to look briefly at</p> <p>24 ASP000474, please, which is part of a series of</p> <p>25 documents that we have. I just need to perhaps bring up</p> <p style="text-align: center;">Page 40</p>

1 the first couple of pages. This is, I think, described
 2 as a weekly victim list; is that right?
 3 **A. Yes.**
 4 **Q.** It is, again, I think, prepared by the police. We can
 5 just get a broad sense of it. What the panel can see,
 6 I think, are a series of children, their age is
 7 recorded, the area in which they are -- the LPA, is that
 8 a police determination of which area of Bristol they
 9 are? The "explainer text" indicates the rationale for
 10 the child being on this document, and it is frequently
 11 factors in their police history, factors in their
 12 Think Family history and then that they are being
 13 monitored by Operation Topaz. No doubt the police
 14 witness can explain this a bit more, but the
 15 "Assessment" column is around increasing or emerging
 16 risks and there is a colour code system; is that right?
 17 **A. Yes, that's correct. That's my understanding of it.**
 18 **These meetings take place on a monthly basis and the**
 19 **"explainer text" is driven by the Think Family database**
 20 **and what is produced there from the vulnerability index.**
 21 **Q.** Final document, please, on this topic, ASP000218_002.
 22 This is the chart, if I have understood it correctly, of
 23 risk factors that are used as part of this inter-agency
 24 working. This is a police document. Just help us
 25 understand how this model that's illustrated on here

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1 **A. This is the children that were worked with**
 2 **between April 2017 and 2019 who had an identified risk**
 3 **of CSE as flagged across our system. You can see here**
 4 **in this analysis 39 children were in our care in 2017 to**
 5 **2018, and 23 in 2018 to 2019. You can see the**
 6 **demographic breakdown there, so we're able to**
 7 **interrogate and look for trends and patterns and whether**
 8 **we have got over or underrepresentation and, therefore,**
 9 **how we want to work across the children's system to**
 10 **address issues of accessibility, build trust, ensure**
 11 **that we have got services that are adaptable and able to**
 12 **meet the needs of children in city.**
 13 **You can see a reducing number of children, and there**
 14 **are a number of reasons for that. Would you like me to**
 15 **go into --**
 16 **Q.** Just pausing there, if I may, your evidence in the first
 17 witness statement indicated an apparent reduction in the
 18 number of children at risk of CSE. You were asked some
 19 further questions about that by the inquiry. Just help,
 20 please, by bringing up BSC000284_009-010. I think there
 21 you did set out why there might appear to be this
 22 reduction in numbers, what the reasons might be. The
 23 panel can read what you say at 36 to 42, but just
 24 perhaps summarise it for them, would you?
 25 **A. Sure. What we recognise is that we have got improved**

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1 sort of works in practice, please? Help us understand
 2 what these different categories and tags are?
 3 **A. So this is the way in which the model for identifying**
 4 **vulnerability, and particularly CSE in this case, is**
 5 **derived. If you look at the purple side, that's the**
 6 **information held by the police on their database, and it**
 7 **pulls together the flags currently, any occurrences,**
 8 **reports, intelligence, missing person reports,**
 9 **et cetera, together with, on the right-hand side, it**
 10 **pulls in information from our children's and other**
 11 **databases to give that whole picture of vulnerability.**
 12 **So it's this model that then can be regressed and**
 13 **then played across our current population to look for**
 14 **where those vulnerabilities are to help us to take**
 15 **decisions about where we might want to target resources,**
 16 **as well as understand children on an individual basis.**
 17 **Q.** Moving on, then, if I may -- we can take that down -- to
 18 the related topic of risk assessment and protection from
 19 harm. Can I bring up, please, BSC000186_008, please,
 20 paragraphs 29 to 31. Just help us understand broadly
 21 the evidence you give there, in short form, please,
 22 about the risk assessment process and about the
 23 statistics that you have gathered there, although I know
 24 you're going to bring us more up to date. Just help us
 25 understand the figures you've given?

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1 **recording, more nuanced understanding, and we are**
 2 **undertaking timely reviews of CSE risk flags being on**
 3 **children's records, so they're reviewed six monthly now.**
 4 **We have become more sophisticated at recording, so**
 5 **perhaps in the past when a child might have been -- the**
 6 **primary risk for them might be criminal exploitation,**
 7 **for example, within which there may well be elements of**
 8 **sexual violence, we are able to record that separately**
 9 **now and flag that separately and understand what's**
 10 **happening for that child rather than, perhaps in the**
 11 **past, record that as CSE.**
 12 **We know that the reduction in figures -- we have**
 13 **looked across the force area, and that's -- you know,**
 14 **it's emulated, it correlates with what's happening**
 15 **across the force area.**
 16 **We might hypothesise our sustained investment in**
 17 **prevention and early intervention services, something**
 18 **Bristol has absolutely retained focus on, is having some**
 19 **impact and some of that is, you know, driven by our**
 20 **understanding that the Think Family database gives us,**
 21 **but also sustained investment through Topaz and our**
 22 **focus on disruption of perpetrators. What I can't say**
 23 **to you, and I'm not saying to you, is that we are**
 24 **complacent and we are absolutely certain of those**
 25 **figures. We are not. We continue to look. We bring**

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<p>1 our datasets together and we do our absolute best to 2 have, you know, a really good overview and to make sure 3 that we have got a trained and supported workforce who 4 are spotting the signs of CSE and other risks. 5 Q. I think you indicated -- I don't need to bring it up -- 6 at BSC000295_003, paragraph 8 -- that the data suggests 7 that the decrease in numbers has continued, but you were 8 at that point saying that the pandemic was likely to 9 impact on the figures. I think very recently, I think 10 late yesterday, you provided to the inquiry the most 11 recent September 2020 model review. I think that has 12 been made available for core participants only this 13 morning, but it's BSC000314. Could I bring up, please, 14 the executive summary on internal page 1. I think this 15 is a report that you have done similar to previous 16 reports by looking at the data that you have on a set of 17 children. 18 If we go to the second page internally, please, the 19 executive summary talks about this being research taken 20 from the 400 children that are identified as most at 21 risk within the model. You have then, just very 22 briefly, mapped them by gender, so 59.3 per cent, 23 I think -- if we scroll in at the bottom paragraph of 24 this, Danny, please -- are female, 67 per cent are white 25 British and only 45 are under the age of 15. Is that</p> <p style="text-align: center;">Page 45</p>	<p>1 the broad demographics of the children that you have 2 looked at? 3 A. Yes, it is. This is so helpful. One of the other 4 things that it gives us is indications of where we 5 have -- you know, of prevalence across the city, and, in 6 particular, education settings. What that data does is, 7 it -- you know, it enables us to ask further questions 8 about what is happening there for children and why that 9 might be that we are seeing that. So, you know -- 10 Q. Just to help you, Ms James, just to take this review 11 relatively shortly, if I may, if we go, please, to 12 internal page _004, you map your understanding of CSE -- 13 just scroll in on the pictures in the middle, please -- 14 I think by geographical areas within the city. Is that 15 right? 16 A. Yes. 17 Q. Then over the page -- 18 A. In close correlation with areas of deprivation in the 19 city. 20 Q. I think, then, over the page, you map this specifically 21 by certain -- redacted names at the bottom, obviously, 22 but by certain educational establishments; is that 23 right? 24 A. Yes, absolutely. That may well correlate with serving 25 those communities but it also enables you to ask</p> <p style="text-align: center;">Page 46</p>
<p>1 questions about, for example, would that setting be 2 being targeted by an organised network. So it's just 3 very helpful in terms of thinking about that, also in 4 thinking about if we have some resource and we want to 5 undertake some sex and relationships work, some positive 6 preventative work, you know, where, if we're working 7 with limited resources, is that going to have the most 8 impact? 9 Q. If we go over the page, please, Danny, to internal 10 page _006, scroll in on the bottom, please. You look at 11 whether or not there are particular hotspots within 12 certain schools. In fact, just take that back down, 13 please, Danny. Let's go to the top of that page and 14 look at the table. In fact, forgive me a moment, 15 please, chair. I think we may need to just take a short 16 break. I think a document has been brought up that has 17 something on it that should not have been visible, that 18 should have been redacted. 19 I'm afraid, Ms James -- 20 A. (Overspeaking). 21 MS HILL: Chair, could I ask you to make a restriction order 22 about the document that was just brought up on screen, 23 please? 24 THE CHAIR: Yes, I will make a restriction order. 25 MS HILL: I will just wait for advice as to whether or not</p> <p style="text-align: center;">Page 47</p>	<p>1 we can continue. I think we can continue, it is just 2 that that document should not be reported, the page that 3 I just brought up. I think -- just explaining, there 4 was a series of schools' names that had been redacted on 5 internal page _005, I think, of the report, but then the 6 table that I took you to had one of the names still 7 visible. So there should be no reporting, chair, of 8 the name of one of those educational institutions. 9 The broad point is that you're looking with some 10 granularity -- is this right? -- I think in this report 11 at three particular educational establishments? 12 A. Yes. It highlights to me three particular settings and 13 potential reasons why they might be, you know, hotspots, 14 if you like, for CSE and why we need to attend. 15 Q. You later in the report -- we don't need to go to it -- 16 look at particular wards within the city by geography to 17 see whether or not there are particular datasets that 18 you can draw from that. Then -- I don't want to bring 19 it up, but can you take it from me that at the top of 20 the page that I took down there is a separate bubble 21 chart that looks at the particular factors for children, 22 so looks at whether or not particular children within 23 the group of 400 had been reported missing, had been 24 reported to have mental health issues, were a child in 25 need. You have done some mapping to see what the</p> <p style="text-align: center;">Page 48</p>

<p>1 overlaps on -- I think is it still called a Venn diagram 2 type illustration are between those factors? 3 A. What that diagram is highlighting is that these are the 4 most prevalent indicators of vulnerability across that 5 group, so being reported missing, being persistently 6 absent from school, a mental health concern, or being -- 7 I mean a social worker and being considered a child in 8 need. 9 Q. The final page is internal page 9 that has -- focusing 10 on the highest 99 within the model. So you drill down 11 even further, I think, to the 99 most at risk children. 12 So it is the same INQ as before, BSC000314_009. You can 13 see from the narrative at the top you were looking 14 particularly at the data around those children, whether 15 they were in employment, education and training, and 16 things of that nature? 17 A. Yes, and I think you can see there as well, it's mapped 18 against the flagging system for children's social care 19 around CSE to look at correlation there, and so, you 20 know, for us, it's absolutely about ensuring that we are 21 able to ask the questions, we have got good visibility 22 on children who may have additional vulnerabilities that 23 are perhaps not being spotted in the range. So that 24 kind of tier below, really, those at highest risk. 25 Q. Finally on this report, please, can we go to the next</p> <p style="text-align: center;">Page 49</p>	<p>1 internal page. If I have understood it correctly, 2 Ms James, what happened in the next part of the report 3 is a mapping or comparison between the 400 children 4 identified through the modelling and those children who 5 had been already identified as at risk by social workers 6 to see if they correlated? 7 A. Yes. 8 Q. I think, if you scroll in just above the table, please, 9 when comparing the 107 children flagged as being at risk 10 by social workers, 66 per cent appeared in the top 400 11 identified through the modelling; is that right? 12 A. That's correct. 13 Q. There is further comment at the bottom of that page 14 about the accuracy of the modelling, precision and 15 recall scores. Is there anything else the chair and 16 panel might need to understand from that? 17 A. This is about the test of the accuracy and the quality 18 of the model. The model is frequently updated with new 19 information from -- on the basis of the children that we 20 currently know about, and that's then tested, and you 21 can see there that both the precision and recall, the 22 strength is considered very strong, almost 79 per cent 23 and 80 per cent. 24 Q. Taking, if I may, Ms James, the other two documents you 25 provided yesterday quite briefly, BSC000317 is a more</p> <p style="text-align: center;">Page 50</p>
<p>1 focused report, perhaps, looking specifically at those 2 children and young people who were assessed as being at 3 risk of child sexual exploitation in the area 4 from January to June of this year, so that's BSC000317, 5 and a snapshot as at September. I'm not sure we need to 6 go through it in detail, but the report deals with -- 7 perhaps we can just pull up internal page _004, please. 8 In fact, forgive me, Danny, let's scroll in on the top. 9 You can see the gender breakdown and then the ethnicity 10 breakdown at the bottom. Can we just look at the 11 tables, please. Thank you. 12 A. Yes. 13 Q. If we go back, please, one page in this document, you 14 have representation of the change in figures over the 15 previous years. 16 A. Yes. 17 Q. Then the report goes on to look at the ages of those 18 children and whether or not the children were in care. 19 Then, finally, please, a similar report, I think, has 20 been prepared specifically around missing children, and 21 that's BSC000316. 22 A. Yes. 23 Q. This, again, has a series of datasets and 24 representations about it, but it tracks the number of 25 missing episodes by month shown by both children in care</p> <p style="text-align: center;">Page 51</p>	<p>1 and children living at home. If you just pull up the 2 third internal page, I think we can see that, or fourth 3 internal page, we can see the sort of mapping that's 4 being done. The third and fourth will show you those 5 data sets. 6 We don't need to bring it up, but you look at the 7 missing episodes by gender of child, by the place where 8 the child went missing from, by the identified, I think, 9 what are called the push/pull factors -- is that right? 10 A. That's correct. That's taken from Return Home 11 Interviews. 12 Q. Perhaps we can go, please, to internal page 12, just 13 some statistics on Return Home Interviews, bringing the 14 inquiry right up to date to June of this year. If we 15 scroll in on the table at the top, you give there 16 a representation of the number of children who were 17 eligible for a Return Home Interview, the number that 18 were offered and the number and percentage accepted. Is 19 that right? 20 A. Correct. 21 Q. Can you take that down, Danny. That's sufficient on 22 that topic. Thank you. 23 Your model or tool for assessing risk, Ms James, 24 just help us understand what tool is used, or framework 25 is used, and how that has changed in recent years.</p> <p style="text-align: center;">Page 52</p>

1 **A. So Bristol uses a single assessment framework which is**
 2 **based around our Signs of Safety, which is**
 3 **a strengths-based methodology and supports our**
 4 **relationship-based work. Within children's social care,**
 5 **we have a CSE checklist which practitioners are asked to**
 6 **complete, but across our partnership we don't have**
 7 **a specific tool that we ask people to use. We have**
 8 **taken a principled and evidence-informed stance on that,**
 9 **we have looked at the literature on it and we have**
 10 **discussed it across our partnership, and on a number of**
 11 **occasions we have reaffirmed the decision that we want**
 12 **to work -- we don't want to have a specific dictated**
 13 **tool, we want to have a rounded assessment for children**
 14 **and young people that looks at their needs and at their**
 15 **family needs in the round and balances that against**
 16 **their strengths.**
 17 **Q. I think, in fairness, the panel has already heard some**
 18 **local authorities using the Signs of Safety approach.**
 19 **I think that is part of the Bristol approach. Is that**
 20 **correct?**
 21 **A. It is.**
 22 **Q. Just so we understand it, the assessment system that is**
 23 **used does not have a scoring system or reference to**
 24 **high, medium or low risk; is that correct?**
 25 **A. No, it doesn't. We are trying to be more analytical and**

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1 **about children in different places. What we are doing,**
 2 **and, you know, Operation Topaz is -- the meeting there**
 3 **is -- one area of that is we are part of the contextual**
 4 **safeguarding scaleup project, which is working with**
 5 **University of Bedfordshire. We are looking across areas**
 6 **of extrafamilial harm in the round and we are instating**
 7 **some oversight meetings where we are able to really try**
 8 **to help practitioners who have child-level meetings,**
 9 **complex strategies, multi-agency risk management**
 10 **meetings, to just assure ourselves but also think where**
 11 **we need to take more creative steps to ensure there is**
 12 **a robust package around a child or around a school or**
 13 **a setting, where we are most able to act to build**
 14 **safety.**
 15 **Q. You give some evidence about how information can be**
 16 **shared between different professionals at**
 17 **BSC000284_012-013. I think, for example, education**
 18 **providers can use the Think Family database. Help us**
 19 **understand how, given, as you have explained, the**
 20 **checklists are not routinely shared with other**
 21 **agencies -- that's the children and families**
 22 **checklists -- the child's overarching assessment,**
 23 **I think the Child in Need or child protection assessment**
 24 **is shared. Just help us understand that element of your**
 25 **evidence, please?**

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1 **to -- you know, to recognise the nuance and to use --**
 2 **you know, improved descriptors, really, of what we**
 3 **understand to be going on for a child and, therefore,**
 4 **what we are going to do in terms of engagement and**
 5 **building protection and resilience.**
 6 **Currently, our CSE checklist does ask the**
 7 **practitioner completing it to recognise or to try to**
 8 **differentiate between risk and being a victim of CSE.**
 9 **I know the inquiry has heard much over the past week or**
 10 **so on risk and harm, and that's a very live debate,**
 11 **partly prompted by the inquiry in Bristol, as to**
 12 **whether -- you know, how useful or not that is at the**
 13 **end of that checklist. So my previous point about the**
 14 **nuance and really understanding what's happening for**
 15 **a child appertaining.**
 16 **Q. Bring up, please, in your witness statement**
 17 **BSC000186_013. You explain there that in Bristol you do**
 18 **not use the multi-agency child sexual exploitation**
 19 **meeting structure. Help us briefly to understand what**
 20 **structure is in place for the assessment of risk for**
 21 **children?**
 22 **A. We use the child protection system and we have looked at**
 23 **specific and separate meetings and have -- the viewpoint**
 24 **we have taken is, what we don't want to do is to**
 25 **duplicate processes and systems and have conversations**

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1 **A. So the checklist informs the broader assessment, and so,**
 2 **really, recognising children in the round. This fits**
 3 **with some of -- I think certainly some of my reading**
 4 **from Dr Hallett about, you know, not -- working hard,**
 5 **really, to recognise children as people and their**
 6 **strengths and what they -- and their family and their**
 7 **context rather than isolating a particular risk factor.**
 8 **So it's in that way that we aim to hold conversations to**
 9 **share information with schools and settings and**
 10 **universal services.**
 11 **Q. You have provided some helpful evidence at BSC000284_014**
 12 **about the threshold for identifying a child as being**
 13 **sexually exploited and about the audits that I think**
 14 **have been carried out within Bristol. I hope I can**
 15 **summarise it fairly: they have recognised some**
 16 **inconsistency in the quality of CSE checklists; is that**
 17 **right?**
 18 **A. Yes.**
 19 **Q. You have identified, you say, if we scroll in, please,**
 20 **on 61 at the bottom of page 14 and over the page, you**
 21 **have identified opportunities for the tools to be more**
 22 **detailed in collating intelligence, providing a single**
 23 **easy reference point for professionals to understand the**
 24 **risk. Help us with what other opportunities for**
 25 **improvement in this area you think you've identified?**

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<p>1 A. This is specifically, I believe, in relation to audit of 2 disabled children and risk of CSE. We are very much -- 3 have got ongoing training. We have engaged in some 4 specific training in this regard so that we have got our 5 quality assurance framework and a feedback loop with 6 practitioners so that there is continued conversations 7 about the quality of recorded information, but also that 8 they're supported in their understanding and their 9 development that, you know -- we're holding 10 conversations about values, ethics, which speaks to use 11 of language, actually, and, you know -- perhaps I can 12 give you an example. 13 Where we're aiming to -- 14 Q. Sorry to interrupt. Could I just focus perhaps on the 15 evidence that's in this part of your witness statement. 16 I'm just keen for the panel to understand. If we look, 17 please, scroll in on internal page 15, at 61 through to 18 65, my understanding is that you recognise a few issues 19 here, and I will just summarise them. There are 20 opportunities for some of the checklists to be more 21 detailed in respect of intelligence, and you quote one 22 example, I think, of a child where references to older 23 males without qualification was mentioned? 24 A. Yes. 25 Q. And another child where sexual exploitation, being given</p> <p style="text-align: center;">Page 57</p>	<p>1 drugs for sexual activity, is happening earlier in the 2 year, I think were ones where you felt the role of 3 intelligence could have been more fulsome; is that 4 right? 5 A. And greater specificity that helps us to understand 6 what's happening for a child and, therefore, you know, 7 improving the quality of our conversation and our 8 ability to work with what's happening for them. 9 Q. Then 64 to 65. You talk about opportunities to 10 strengthen your assessment by "developing our screening 11 at the front door in respect of information held about 12 locations, unrelated perpetrators and peer groups", and 13 you talk about the work with the University of 14 Bedfordshire contextual safeguarding project. Help us 15 with understanding what that is saying about your 16 process for risk assessment and protection from harm? 17 A. Our engagement, really, with the University of 18 Bedfordshire and the contextual safeguarding is really 19 improving our understanding of extrafamilial harm and 20 our ability to assess -- you know, to consider from 21 just, you know, individual child assessments, to be able 22 to look at what's happening for them in the context of 23 their peer group, in the context of the locations that 24 they frequent, you know, places they go, you know, being 25 able to think about the community as a protective</p> <p style="text-align: center;">Page 58</p>
<p>1 resource, so really kind of assessing risk and thinking 2 about those mitigations in a much broader context and 3 engaging with opportunities to build safety in 4 a different way. 5 What I would say my observation about that is, you 6 know, some of the feedback from children and young 7 people is that that is really helpful and it moves -- 8 shifts some of the responsibility that they feel away 9 from necessarily being just all about the child to 10 considering how we build a system that safeguards, how 11 we have a culture of caring to safeguard young people. 12 One very recent development through contextual 13 safeguarding, according to the way in which we assess 14 risk, would be to begin to engage with local businesses, 15 the night-time economy, to build some guardians in our 16 communities who are looking out for our children and 17 young people and who are -- who we have trained and who 18 feel able to, you know, at a relatively low level, 19 intervene and to, you know, support our safeguarding 20 endeavours. 21 Q. Just to bring the panel up to date, BSC000295_003, you 22 explain at paragraphs 9 to 10 on that page that you have 23 given, I think, quite recent consideration -- this is 24 a statement from July of this year -- to whether or not 25 to maintain the single assessment. You have discussed</p> <p style="text-align: center;">Page 59</p>	<p>1 again the use of sector-specific CSE checklists and 2 I think the view is you are going to continue with your 3 current practice; is that right? 4 A. Yes, that's correct. That's my earlier reference and 5 reference to considering what the evidence is to inform 6 that decision, so the early intervention work. 7 Q. We have already looked, I think, at the very recent data 8 around Return Home Interviews. Perhaps we can just see 9 if there is anything specific that you want to pull up 10 from your evidence about that. I will go, perhaps, 11 first of all, briefly, to BSC000186, paragraph 22 and 12 onwards. But I suspect you've already told us a certain 13 amount about this. You explain at 22 to 26, internal 14 pages _006 to _007 -- help us, briefly, to understand 15 the process around the role of Barnardo's, for example, 16 here? 17 A. So we have a mixed approach, flexible approach, to 18 engaging children in Return Home Interviews, so we 19 commission Barnardo's to deliver our Safe Choices 20 service. They offer -- we now call them missing return 21 conversations for children to children that don't have 22 an allocated lead professional. 23 We have further invested in the last couple of years 24 in this service so that the service is able to continue 25 on to undertake one-to-one and group work aimed at</p> <p style="text-align: center;">Page 60</p>

<p>1 prevention of repeat missing episodes. We also have, 2 internally, a missing from care coordinator and 3 a reducing offending worker who is -- part of their role 4 is around missing and working with children around 5 exploitation. 6 Q. Just briefly, BSC000186_016, paragraph 72, please. You 7 explain, Ms James, there that where there are children 8 who are placed in Bristol by another authority -- 9 although I think that happens relatively rarely, does 10 it, because you have comparatively few independent 11 children's homes and foster carers? When a child in 12 that category goes missing, they are not automatically 13 given a Return Home Interview, but, on a case-by-case 14 basis, you discuss with the placing authority whether 15 they should have. Is that right? 16 A. Yes, that's correct. The majority of children placed 17 within Bristol by another local authority are placed by 18 one of our neighbouring local authorities, who, for the 19 most part, operate the same type of relational approach 20 that we do, so they would generally wish to undertake 21 that Return Home Interview -- you know, conversation 22 themselves. When we have a child placed at greater -- 23 they have come from a local authority at greater 24 distance, we will undertake that on their behalf if they 25 would like us to, and we try to negotiate that on an</p> <p style="text-align: center;">Page 61</p>	<p>1 individual basis according to the needs of the child. 2 Q. I think you've indicated already that the most recent 3 report or review gave some data around the percentage of 4 Return Home Interviews that were offered, and perhaps, 5 if I can, I will bring up this table again, please. It 6 is from the most recent missing in Bristol report, 7 BSC000316. I think this is internal page _012. 8 I confess mine is not numbered. Let's just see if 9 internal page _012 is the Return Home Interview chart. 10 Scroll in at the top, please. The best performance 11 in June was 97 per cent of children being offered 12 a Return Home Interview. The worst, in January, was 13 84 per cent. The rate of RHI accepted, I think just 14 look at the narrative, please, below this table. The 15 rate of RHI accepted was very low at the beginning of 16 2019, with only 28.77 per cent being completed in April. 17 Since then, there's been a general increase to around 18 50 per cent. 19 Just help us with what you think this trend 20 illustrates. We can see from the table -- we can see 21 the 28.7 per cent at the top. We can see that it goes 22 up to anywhere from sort of 61, 67 per cent but hovers 23 in the 50s. Help us understand that figure? 24 A. Sorry, say again? 25 Q. Help us understand why you think the figure of takeup is</p> <p style="text-align: center;">Page 62</p>
<p>1 what it is? 2 A. There's a number of points to make about this. I'm 3 really pleased that we have got, you know, 90 per cent 4 or over of our children being offered a Return Home 5 Interview. The takeup remains too low. It's been an 6 absolute area of focus for us for the past couple of 7 years. There are a number of reasons why this is quite 8 a difficult figure to shift. 9 There's a number of points to make, really. The 10 process around Return Home Interviews is highly 11 bureaucratic and it can be really institutional. My 12 reference to changing the language to "return 13 conversations" is based on feedback from young people 14 because, you know, it often feels very bureaucratic. 15 It's often -- a Return Home Interview often comes at the 16 end of -- you know, you come back from a missing period 17 as a child, your carer opens the door, they ask you how 18 you are, what's happened, you talk to them about it, you 19 might talk to members of your family or other people 20 about what's happening. You have probably had a missing 21 return interview with the police and then you have 22 somebody else ask you about a Return Home Interview, by 23 which point you may well be totally fed up and not 24 prepared to repeat your story again. 25 We have changed our policy to a more</p> <p style="text-align: center;">Page 63</p>	<p>1 relational-based one and we have changed our language 2 because we know in audit that often those push/pull 3 factors, that qualitative conversation that helps us to 4 build safety is happening, we can see that in our case 5 notes for children, case recording system, is not always 6 on the Return Home Interview, so we have changed some of 7 our systems to make it easier for our practitioners to 8 capture it in the right place so we can draw that 9 intelligence off and work more effectively. 10 What we also know, and this is particularly worrying 11 for us, is that for children who perhaps are the ones we 12 are most concerned about who have repeated missing 13 episodes, that that process can feel meaningless for 14 them, and we also know that perpetrators -- they know 15 our processes and they may bring pressure to bear on 16 those young people not to engage in a Return Home 17 Interview. So what we are trying to do, by moving to 18 a more qualitative conversation, is to build that 19 culture of care, to really understand why children are 20 going missing, so that we can act to build that 21 resilience and to protect children. 22 I have referenced we have invested in our 23 Safe Choices missing prevention services. We have 24 changed our policy and procedure and that was partly in 25 response to findings -- we invited the National Working</p> <p style="text-align: center;">Page 64</p>

<p>1 Group in to undertake a diagnostic with us and to 2 challenge us and to help us to improve around that. We 3 now know that -- 4 Q. Just to help you with that, we can bring up briefly 5 BSC000139. I think this NWG review perhaps sits 6 alongside the internal audit of RHIs and processes that 7 you do. Can we go, please, Danny, to internal page _006 8 to _007. Just help us with what the recommendations 9 were here that you, I think, then took on board; is that 10 right? 11 A. So we worked at that time -- you know, we have 12 implemented all of those recommendations, is perhaps the 13 first thing that I should say. 14 In terms of our policy and procedure, we learned -- 15 there is reference at the top of your page 7 to Oldham 16 Borough Council and they moved to a relationship-based 17 approach and they did that in conjunction with 18 discussions with young people. We undertook the same 19 exploration as to what -- some of my references are to 20 the learning that we did with young people that then led 21 to the changes that we made to our procedures. 22 You can see that there is an improvement. We are 23 still improving in this regard. That was accepted by 24 our Safeguarding Children's Board as a new policy and 25 implemented.</p> <p style="text-align: center;">Page 65</p>	<p>1 Q. I think for completeness, I don't need to bring it up, 2 you were asked to look at the evidence from Barnardo's, 3 and we will hear in due course from Amanda Naylor this 4 afternoon, but BRD000278_003 at paragraph 11, Barnardo's 5 have ongoing discussions, she says, with the council 6 contract management about improving the takeup of Return 7 Home Interviews; refers again to the expected 72 hours' 8 timeframe; the challenges of meeting that timeframe. 9 "We have, though", she says, "not been given any formal 10 notice of improvement but do work to improve our 11 delivery rate of RHIs". Is that right? 12 A. Yes, it is. We work in partnership, but that is within 13 a restorative frame. There is significant challenge as 14 well as support in that partnership around our contract 15 monitoring. So I think that will be why Amanda has made 16 such reference. 17 Q. I think Barnardo's share data with you from that process 18 of Return Home Interviews; is that right? 19 A. They do. Their information is recorded on our systems, 20 and because they're working with children who don't 21 have -- predominantly who don't have an allocated lead 22 professional, sometimes I appreciate it can be difficult 23 for them to catch up with children and families within 24 that 72-hour period. 25 Q. I'm not sure I need to bring it up, you have had,</p> <p style="text-align: center;">Page 66</p>
<p>1 I think, engagement very recently -- this year -- with 2 Ofsted around a range of interviews, OFS012558_002. 3 I think the Ofsted communications with you recognised 4 the work that had been done around Return Home 5 Interviews, but at the end of the paragraph is this, 6 that you believe the children about whom you have 7 concerns are closely overseen and supported but 8 acknowledge that you have more to do to engage children 9 in Return Home Interviews, which I think is what you 10 have said already. Is that right? 11 A. Yes, that's correct. If you look at the timeline of 12 the submissions that you have from us, you can see that 13 we identify this as a difficulty, a problem for us to 14 solve, prior to our 2018 full inspection, it's 15 highlighted in our 2018 full inspection and I think your 16 reference is just to our annual conversation last year 17 and the progress that we are making with that, which is 18 as I have just outlined to you. 19 Q. I will try to take, if I may, please, the remaining 20 themes relatively shortly. The next theme is that of 21 looked-after children. You have given some evidence 22 around this at BSC000186_016 to _019. Help us a little 23 bit in understanding what you have told us. If you 24 scroll in, please, Danny, on paragraphs 75 to 82. You 25 talk there about, I think, children who go missing from</p> <p style="text-align: center;">Page 67</p>	<p>1 care. Is there anything in particular -- I think 2 perhaps we have already covered that in sufficient 3 detail -- that you want to tell us about that? 4 A. You can see there is my reference to the reducing 5 offending of children in care officer, and we have 6 strengthened that with a missing from care coordinator 7 who works alongside them. 8 Q. We haven't looked at paragraph 90 of this statement. If 9 we go to internal page 19, paragraph 90, I think you 10 indicate there that none of the children's homes in the 11 Bristol area, residential homes, have been identified as 12 accounting for a disproportionate number of missing 13 episodes. There has been some limited evidence of 14 trends in children going missing more from a specific 15 residential home beyond the pattern of missing for an 16 individual specific child. Forgive me, there has been 17 limited evidence. You're not seeing particular 18 children's homes evidencing undue numbers of children 19 going missing? 20 A. No, we are not able to analyse it and say that any of 21 our children's homes are necessarily -- that there are 22 indicators that you might think they were being targeted 23 in any way. You can see in some of the other reports 24 that there are slightly elevated numbers of missing 25 episodes for children from children's homes and that --</p> <p style="text-align: center;">Page 68</p>

<p>1 essentially, that relates to the particular</p> <p>2 vulnerabilities and trauma behaviours that you might see</p> <p>3 from some of the children that we would be reaching out</p> <p>4 to and looking after and caring for in our children's</p> <p>5 homes.</p> <p>6 What I will say is that this year, under COVID, we</p> <p>7 have instated a further layer of scrutiny and support</p> <p>8 through missing oversight meetings and you have evidence</p> <p>9 of those, and that discusses both children in care and</p> <p>10 children living with their family.</p> <p>11 Q. Can I turn to the slightly different issue, please, of</p> <p>12 the placement of children out of the authority's area,</p> <p>13 BSC000186_018. If we could bring up on screen, please,</p> <p>14 paragraphs 83 to 89. I will just try, if I can, to</p> <p>15 summarise this briefly and hopefully you will tell me</p> <p>16 whether this is fair or not. Where a child is at risk</p> <p>17 of CSE and is being placed in an out-of-authority care</p> <p>18 home, there are a range of approaches, you say, to</p> <p>19 ensure that that child is protected. You reference the</p> <p>20 work of the placements team, you indicate at 85 that</p> <p>21 "The underpinning ethos is to try, wherever possible, to</p> <p>22 care for our children within our city using our</p> <p>23 specialist resources"; that a multi-agency meeting is</p> <p>24 convened before any out-of-area placement is considered.</p> <p>25 At 86, the child-specific needs and risks are</p> <p style="text-align: center;">Page 69</p>	<p>1 considered. At 87, there are quality assurance visits</p> <p>2 and value-for-money meetings carried out. And then, at</p> <p>3 89, you indicate that unregulated care placements are</p> <p>4 used as an exception in an emergency and as a last</p> <p>5 option. Is that right?</p> <p>6 A. Absolutely. That's absolutely correct.</p> <p>7 Q. We just -- scroll in on 88, please, Danny, finally on</p> <p>8 this part. There are some figures up to March 2019: 14</p> <p>9 children at risk of sexual exploitation were placed out</p> <p>10 of area in that year, seven were placed in adjoining</p> <p>11 authorities within 5 miles of Bristol's border. Is that</p> <p>12 correct?</p> <p>13 A. Yes, that's correct. Bristol has near neighbours, so</p> <p>14 some of our young people can still stay close to family</p> <p>15 and community and protective relationships and might</p> <p>16 live just across the border in a care setting.</p> <p>17 Q. You indicated later in your evidence -- I don't need to</p> <p>18 bring it up -- BSC000186_029, paragraph 144, that you</p> <p>19 have carried out particular audits for certain children</p> <p>20 placed in other local authority areas. I think you have</p> <p>21 given the inquiry six examples of that. Is that</p> <p>22 correct?</p> <p>23 A. That's correct.</p> <p>24 Q. You indicate, please -- can we just bring up your next</p> <p>25 witness statement, BSC000285_003. You have made the</p> <p style="text-align: center;">Page 70</p>
<p>1 point that a number of police investigations have</p> <p>2 highlighted -- we can scroll in, please, on</p> <p>3 paragraph 10, BSC000284_003, paragraph 10, where you</p> <p>4 talk about the impact of cross-border movement of</p> <p>5 children and perpetrators that's been highlighted by</p> <p>6 police investigations and trials. Just tell us a little</p> <p>7 bit about the evidence you give there at 10, please?</p> <p>8 A. This starts with, I think, learning from</p> <p>9 Operation Brooke, which was the Serious Case Review into</p> <p>10 organised networks and CSE that led to prosecution in</p> <p>11 2016, and there was recognition of, you know, the</p> <p>12 cross-border vulnerabilities, and so both the Barnardo's</p> <p>13 BASE, which is our specialist sexual exploitation</p> <p>14 service, as well as the police Operation Topaz, or</p> <p>15 police-led Operation Topaz, have been scaled and</p> <p>16 scaled to cover the region which enables that -- you know,</p> <p>17 those protective relationships from each of those</p> <p>18 services to continue if children are moved or have moved</p> <p>19 across borders, as it does police intelligence and</p> <p>20 police ability to disrupt perpetrators.</p> <p>21 It's also scaled, actually, into the 18- to</p> <p>22 25-year-old age range, so we're working with</p> <p>23 developments around transitional safeguarding, but that</p> <p>24 is -- one of our earlier steps was to extend or to</p> <p>25 provide a specific service for 18- to 25-year-olds.</p> <p style="text-align: center;">Page 71</p>	<p>1 Q. Finally, please, to bring the panel up to date,</p> <p>2 BSC000284_024, paragraphs 100 through to 105, please.</p> <p>3 You indicate that, while Bristol's placement stability</p> <p>4 and placement locally is relatively good, you're working</p> <p>5 hard to improve this area, and you have described the</p> <p>6 Bristol model of care prioritising robust assessment and</p> <p>7 support, excellent support and training of staff and</p> <p>8 ensuring the home environment is conducive to safety and</p> <p>9 stability, and I think briefly you reference there two</p> <p>10 things: the foster carer training programme and the</p> <p>11 opening of a new small children's home that's along the</p> <p>12 model that you anticipate being the future model. Is</p> <p>13 that right?</p> <p>14 A. Yes, this represents significant investment for us in</p> <p>15 Bristol, and I'm sure that the inquiry will have heard</p> <p>16 about the dysfunctional, essentially, independent market</p> <p>17 for children's homes. Bristol aims to insulate itself,</p> <p>18 to a degree, through its in-house provision as a very</p> <p>19 strong foster care sector and we have much improved our</p> <p>20 training and support to that group, with the aim of</p> <p>21 being able to meet the needs of children who are highly</p> <p>22 traumatised and, for our children's homes, which have</p> <p>23 been four- and five-bedded to date, right across the</p> <p>24 city, we are reprofiling and moving away from that model</p> <p>25 to smaller two- and three-bedded homes that will look</p> <p style="text-align: center;">Page 72</p>

<p>1 like any house on your street, and so, you know, will 2 not stand out in their community but will also afford 3 the flexibility and the ability to match well -- you 4 know, to care for children who are some of our most 5 vulnerable, and we have opened two smaller homes to date 6 and they are working really well. Ofsted visited our 7 first home a couple of weeks ago and the feedback was 8 strong, and that -- you know, that is really -- what 9 I should say is that we have developed our placement, 10 support, a kind of therapeutic offer, so we can resource 11 those staff working with some of those most vulnerable 12 children and to retain their objectivity and their 13 compassion in the face of some real challenges 14 sometimes.</p> <p>15 Q. Briefly, please, can I bring up BSC000186_024, 16 paragraph 115. Your support for children aged 16 to 18 17 and then 18 to 25, please. You indicate here that there 18 are specific services available for those who are 18 to 19 25, sexually-exploited young adults. Is there anything 20 else that you would wish to say about that? I think you 21 later indicate that the quality of transitional 22 safeguarding for children who are turning 18 has been 23 agreed, I think, by the SCP as being one of the quality 24 assurance focuses for the year, but can you help us 25 a little bit more with that?</p> <p style="text-align: center;">Page 73</p>	<p>1 A. Yes. I have referenced our specialist service working 2 18 to 25, but also our targeted youth services, 3 specifically for disabled young people being able to 4 work 18 to 25, and some of our specific health services 5 either working up beyond but also inviting adult 6 services in -- into that 18- to 25-year-old age range.</p> <p>7 Q. I think --</p> <p>8 A. I think that paragraph also referenced our Be Safe 9 offer, which is a CAMHS-led service, a Child and 10 Adolescent Mental Health Service, an offer for young 11 people who also have sexually harmful behaviour.</p> <p>12 We strengthened, actually, our transitions service 13 for disabled young people, so we are working from 14 and 14 have a pathway to independence team who have regard to 15 all -- you know, holistic planning at those most 16 vulnerable times, really, for some of our young people 17 as they move from school into sort of post-16 provision.</p> <p>18 Q. Moving to the final few topics, to the issue of male 19 victims. I think we will hear more detail about this in 20 due course, but if you bring up, please, BSC000186_020, 21 paragraphs 92 to 97 and 98 on the next page. I think 22 you have indicated there the recognition within Bristol 23 of the specific issues around male victims of CSE. You 24 reference Operation Brooke, and other large-scale 25 investigations and I think you describe there the</p> <p style="text-align: center;">Page 74</p>
<p>1 resources and commissioning of specific CSE training by 2 the BLAST specialist CSE project. You have engaged with 3 the Barnardo's Boys2 Research Project and you talk about 4 the recognition of unconscious bias around gender. Is 5 there anything further that you would like to draw to 6 the panel's attention on that topic?</p> <p>7 A. Only to say in response to that awareness raising, which 8 is ongoing, we saw an increase in boys identified. We 9 know that that's younger boys who tend to be identified, 10 so we continue to kind of challenge ourselves around 11 that.</p> <p>12 You will know some of the social mores about boys 13 being troublesome rather than troubled, and that is not 14 accurate, and we are alert to that and aim to engage 15 with our boys in relation to vulnerability to CSE.</p> <p>16 We also -- the one thing that the inquiry may be 17 interested in, we have -- within our specialist 18 services, in recognition of this, we have a reduced 19 threshold. If a boy comes forward, we will work with 20 them and provide a service. It doesn't work in exactly 21 the same way as it does for girls within our system.</p> <p>22 Q. You deal with the issue of children with a disability in 23 a similar part of your statement, BSC000186_021, 24 paragraphs 99 and onwards. I think you have referenced 25 already the ability of the assessment processes that you</p> <p style="text-align: center;">Page 75</p>	<p>1 have to assess and record disability, the Signs of 2 Safety social work model. You indicate -- scroll in, 3 please, on 102 -- that you have invited specific audit 4 of your children at risk of CSE who are disabled cases. 5 Is that right?</p> <p>6 A. Yes, that's correct. And other quality assurance work 7 also highlights to us the challenge, particularly for 8 disabled young people, at points of transition, and we 9 have got training coming up, I think in October, with 10 the National Working Group for our disabled children's 11 service and our preparing for adulthood service, you 12 know, to further build their skills and our ability to 13 protect young people into early adulthood.</p> <p>14 Q. I think, for completeness, if we go over the page, 103 15 to 104, there is an audit that has been carried out, as 16 we have heard. You indicate that the report set out 17 areas of strengths so that there was still more to do to 18 ensure a more consistent response to children at risk of 19 CSE who have learning disabilities, but you then set out 20 some further work that's been done around that in that 21 area. Is that right?</p> <p>22 A. Yes, that's correct. And my previous reference to 23 reviewing the CSE checklist on a six-monthly basis.</p> <p>24 Q. I'm not sure I need to bring it up, but for the note, 25 please, in your latest statement, BSC000284_025 through</p> <p style="text-align: center;">Page 76</p>

1 to _027, you give some further information about, for
 2 example, a new quality assurance officer for special
 3 educational needs and disabilities and some other work.
 4 Is that right?
 5 **A. Yes. We have invested in a practice development**
 6 **advisor, and their role will be to take training and**
 7 **skills development, information from quality assurance,**
 8 **and move it from a kind of two-dimensional feedback**
 9 **process into making that come alive for practitioners**
 10 **and help -- you know, coming alongside and helping**
 11 **really our practitioners to really think about what that**
 12 **means in practice to develop their practice.**
 13 Q. I don't need to bring it up, but you use, is this right,
 14 the data tools that you have described already to do
 15 specific reports on disabled children at risk of CSE?
 16 We can perhaps just bring up one example of that. It's
 17 at BSC000132. That looks at -- I think you provided
 18 this to the inquiry to illustrate the sort of
 19 information that you do have around disabled children
 20 within your area who are at risk of CSE; is that right?
 21 **A. Yes, that's correct. You know, it speaks to our quality**
 22 **assurance framework where we are able to undertake**
 23 **individual case audits (overspeaking) --**
 24 Q. I think this is (overspeaking) --
 25 **A. -- multi-agency audits.**

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1 **executive.**
 2 **There is a real drive to action, and to do so on the**
 3 **basis of evidence. So the -- just to take us full**
 4 **circle, the data analytics piece is something that is**
 5 **developing across the partnership. It's not entirely**
 6 **driven by one partner.**
 7 Q. A final question, chair, because I do see that we have
 8 been sitting for just over an hour, but a final generic
 9 question, if I may, for this witness: on our topic of
 10 audit, review and performance improvement, we have
 11 already heard evidence of the work you have done around
 12 Return Home Interviews. You have given evidence about
 13 also an audit of practice in relation to victim-blaming
 14 language and response. I will just give the reference
 15 for that: BSC000284, paragraphs 46 to 48. You have
 16 given an audit of referral processes, so the
 17 identification of CSE at referral, and you have given
 18 evidence already about the audit of casework for
 19 disabled children.
 20 Is there anything else that you wish to say on that
 21 specific topic?
 22 **A. I don't think so.**
 23 MS HILL: I have, chair, some questions for this witness
 24 around the specific children. I think there will be
 25 about 15 minutes' worth of questioning around the

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1 Q. Sorry to talk across you. I think this, actually, is
 2 the audit that we have seen summarised; is that right?
 3 **A. Yes, that's correct.**
 4 Q. I think we have seen elsewhere that you do have data
 5 reports, but I'm not sure I need to bring those up.
 6 You were asked, I think, to review the Barnardo's
 7 evidence on this topic. Perhaps just -- is there
 8 anything else that you would wish to say in response to
 9 what Ms Naylor's written evidence is about that?
 10 **A. I don't believe so. No.**
 11 Q. Some brief questions, then, please, about partnership
 12 working. You have already talked about the work with
 13 the police and with Barnardo's, and we have got your
 14 witness evidence about that.
 15 You have talked already about the Topaz multi-agency
 16 meetings.
 17 Generally, can you give us a sense of how, on an
 18 operational basis, inputs from schools and health and
 19 youth services are achieved?
 20 **A. What I would say of the partnership in Bristol is that**
 21 **it is mature. It's been strengthened through COVID.**
 22 **People have come together, been willing to step into**
 23 **their role but into other roles on a relationship-based**
 24 **approach to children. There is a strong strategic**
 25 **overview from the Keeping Bristol Safe partnership and**

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1 children. I'm in your hands, chair, as to how you wish
 2 me to proceed. Are you content for me to press on
 3 a little bit and then perhaps see how we go?
 4 THE CHAIR: Yes, go ahead.
 5 MS HILL: Thank you. Ms James, you were asked to review
 6 some of the children's cases, and I know you've spent
 7 a bit of time looking at the children's cases that were
 8 provided to the inquiry.
 9 We have flagged particular themes for some of
 10 the children. Can I begin, please, with CS-A34. You
 11 heard the evidence being read out in the summarised form
 12 of the timeline. CS-A34 had been targeted for child
 13 sexual exploitation through online dating apps, there
 14 were several missing episodes and the child became
 15 looked after, I think, at the age of 16. [REDACTED]
 16 Q. You were also asked to look at his case from the
 17 perspective of him being a looked-after child, in
 18 particular to look at the suitability of his placements.
 19 Our understanding is that he had [REDACTED] a large
 20 number of placements in a one-month period in 2018, two
 21 of which involved being placed in [REDACTED] temporary
 22 overnight accommodation, where it was acknowledged,
 23 I think, that he was in a location with others who posed
 24 a risk. Overall, having looked back at this, do you
 25 consider that the placements for him as a looked-after

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1 child properly met his needs and addressed the issue of
 2 risk as best as possible?
 3 **A. I do not. It is indefensible that we have children in**
 4 **care who are placed in such temporary accommodation.**
 5 **The inquiry will know that rates of children in care**
 6 **nationally have grown at a swifter rate than placement**
 7 **provision has been able to keep pace with.**
 8 **I think our increasing numbers of children in care**
 9 **actually are an indictment. We need to be focused in**
 10 **our communities and working with our families, and**
 11 **certainly for CS-A34, you can see much work actually**
 12 **trying to prevent the need for care, and potentially,**
 13 **I suspect, with workers full in the knowledge that it**
 14 **will be very difficult to find suitable and safe care**
 15 **placements.**
 16 **I have already referenced the action that Bristol is**
 17 **taking to insulate itself from some of those national**
 18 **challenges, but we are -- you know, I cannot say to you**
 19 **that it is a completely solved picture. There are**
 20 **challenges (overspeaking) --**
 21 Q. I'm sorry (overspeaking) --
 22 **A. Just to make this one point. Monitor on a weekly basis**
 23 **our use of any such temporary accommodation, and we have**
 24 **not used [REDACTED] this type of temporary overnight**
 25 **accommodation for any young person in our care or a care**

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1 a subsequent incident, a separate incident, and an
 2 alleged perpetrator, which we were notified the night
 3 before the strategy meeting took place, because that was
 4 what prompted the strategy discussion.
 5 Q. In terms of his case, though, did it seem to suggest
 6 good practice around partnership working, I think
 7 Barnardo's BASE, Learning Partnership West, Topaz and
 8 children's services and a specialist learning disability
 9 psychologist were involved in supporting the child. Is
 10 that right?
 11 **A. Yes, that's -- I mean, that's correct. When we -- what**
 12 **you can see in that is really those different**
 13 **disciplines coming together to safeguard a disabled**
 14 **young person.**
 15 **What was particularly positive for this young man**
 16 **was that his mum was very engaged in that, and worked as**
 17 **part of the team, and informed by the learning**
 18 **disability psychologist, so that we tried to maximise**
 19 **the impact of interventions around CSE, but also use --**
 20 **for disabled young people, it's really important that we**
 21 **talk to them about their bodies, about sex, about**
 22 **exploring your sexuality, and what, you know, are**
 23 **positive relationships, and within this young person's**
 24 **record, we can see all of that happening, and that**
 25 **building helping him to be able to make choices and to**

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1 **leaver for -- I believe I'm right in saying the entirety**
 2 **of -- since late last year.**
 3 Q. [REDACTED]
 4 Q. CS-A62 has been described in the timeline as a child
 5 with complex disabilities, evidence suggesting he was
 6 sexually abused between the ages of 13 and 16. He had
 7 reported, I think, meeting up with a male described as
 8 a known paedophile. There was evidence suggesting that
 9 he'd been previously groomed and sexually assaulted by
 10 an older male. There were concerns about his
 11 relationship with females, about potential grooming and
 12 drug supply. You were asked to look at his case,
 13 particularly from the perspective of the delay, it
 14 appeared, between the CSE referral and the convening of
 15 the strategy meeting in his case.
 16 As far as the timeline is concerned, our
 17 understanding from the paperwork is that it took nine
 18 weeks between a referral from BASE and the holding of
 19 the strategy meeting. Can you help us with that?
 20 **A. I think we have provided further information on that.**
 21 **I don't think that's an accurate interpretation of**
 22 **the timeline. That young person had a Strengthening**
 23 **Families early intervention service in place. Concern**
 24 **escalated. A social worker stepped in. The strategy**
 25 **meeting that was -- and a plan was in place. There was**

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1 **build safety, and he's actually gone on to -- he's at**
 2 **college, he's doing well, he's had a number of same-age**
 3 **relationships that are positive for him.**
 4 Q. CS-A59 was a child whose case you were asked to look at,
 5 again. It appeared there was risk to this child posed
 6 by Grindr, there were concerns about the family's
 7 ability to protect the child. The child appeared to
 8 have been in extremely dangerous abusive situations,
 9 being abused in a range of different locations. Having
 10 reviewed CS-A59's case, what was your view on the
 11 quality of the risk assessment and protection from harm
 12 of this child?
 13 **A. I think the risk assessment in relation to the use of an**
 14 **online dating app and social media generally is very**
 15 **challenging -- it is a very challenging area, actually,**
 16 **in terms of risk assessment and how, you know, we might**
 17 **engage with those agencies or our police colleagues**
 18 **might. So it's an area that practitioners can feel that**
 19 **they lack agency.**
 20 **What you can see, in terms of the risk assessment**
 21 **for this young person, was that workers didn't see the**
 22 **app in its entirety as, you know, a static risk factor.**
 23 **What they undertook was a series of sessions. They**
 24 **explored what that meant to that young man, what he was**
 25 **getting from it. They talked to him about the risks of**

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<p>1 using that app and were able to undertake sessions that 2 began to -- that took a harm reduction approach, began 3 to reduce that harm, and to begin to build safeguards 4 into its use. 5 You know, it was a situation where, actually, 6 ultimately, he chose to take that app off of his phone 7 and for a period not to use it. That didn't sustain, 8 but in terms of that exchange, if you like, that's not 9 entirely unsurprising. 10 In relation to the assessment of the family and the 11 family's ability to protect and risk, it's a very 12 complex family structure. We could see some action from 13 family around building safety, helping and being, you 14 know, constructive contributors when our young person 15 was missing. But, equally, there were sometimes actions 16 that the parents took which probably exacerbated the 17 level of risk and harm, and that was the dynamic we were 18 working with this young man: loved his parents, really 19 would prefer to be there with them in an altered 20 situation. Often we see that adversity for parents 21 playing out, both for them and for their children. 22 Q. The final question I have, please, and the final child 23 I'd like to ask you about is CS-A302. This was a child 24 described in the timeline as having struggled with 25 mental health. She was a looked-after child with</p> <p style="text-align: center;">Page 85</p>	<p>1 several out-of-area placements. Evidence suggested she 2 continued to be sexually exploited during this time. 3 Having looked back at this child's case from the 4 perspective of those different placements, you were 5 asked in particular to focus on the fact that she had 6 been, on the evidence, sexually exploited while 7 a looked-after child, placed out of area and also had 8 specialist placements. 9 Does her case illustrate that simply placing a child 10 a distance from home does not itself result in the child 11 being safer and can increase the risk to that child? 12 A. Yes, absolutely, that is what that would suggest. We 13 worked very hard to try to find the right care provision 14 for her. 15 Q. I think there was an out-of-area placement with 16 specialist structured support that appeared more 17 successful; is that fair? 18 A. That's right. And two things really came together that 19 in my view meant that that was successful, and those two 20 things were, she asked us, at that point, to help and to 21 get her out and away from the situation, and we were 22 able to identify the right type of placement. I know 23 that that young person has submitted her own evidence, 24 or through me a statement that she's made very recently 25 that she would like the panel to consider.</p> <p style="text-align: center;">Page 86</p>
<p>1 MS HILL: Forgive me, we have the information that came to 2 us very late yesterday around that, and we are taking 3 steps to consider how best to deal with that. This 4 child is still 17, so we need to act very carefully. 5 But thank you very much. Chair, those are all my 6 questions. 7 THE CHAIR: Thank you, Ms Hill. I have some questions, and 8 then I will ask my colleagues if they have questions as 9 well. 10 Questions from THE PANEL 11 THE CHAIR: Ms James, I want to take you back to A34, who 12 spent two periods in temporary overnight accommodation 13 [REDACTED], as you have confirmed, of course. Was he 14 left overnight on his own during those periods? 15 A. Yes, he would have been. He was over 16. Well, unless 16 it was a staffed premises, he would have been there on 17 his own. He would have been supported in the evening by 18 our staff. We're developing an out-of-hours service, in 19 fact, in Bristol because it's intolerable that that 20 should happen for a 16- or 17-year-old. 21 THE CHAIR: Well, my question was, it is not that long ago. 22 Why was a care worker not assigned to be present with 23 him, especially when he was in the circumstances in that 24 placement of such vulnerability? 25 A. Yes, he should have been, and he should have been within</p> <p style="text-align: center;">Page 87</p>	<p>1 supported accommodation. 2 THE CHAIR: Do you have any unregulated placements in use 3 right now? 4 A. I don't believe so. One of the other actions that we've 5 taken is to commission what we call our external 6 supported accommodation framework, and that is 7 a framework of specialist providers of support and 8 high-level bespoke supported accommodation for young 9 people who are no longer living in a regulated setting, 10 to make sure that they have the right support around 11 them so that they can -- you know, to be supported into 12 their early adulthood. 13 THE CHAIR: Thank you. But can you confirm whether or not 14 you have any children in unregulated placements now? 15 A. I don't -- to the best of my knowledge, I don't believe 16 we do have. I can check for you and provide that 17 information. 18 THE CHAIR: Thank you very much. Now, can I move on to 19 clarify something you mentioned earlier, which I may 20 have misunderstood. It concerned the flagging of a CSE 21 child or children. Did you say that if an issue such as 22 drug dealing was a primary concern in the circumstances, 23 that you would not flag that a sexually-exploited child 24 was present or was involved? 25 A. No, what I was trying to explain is that we are more</p> <p style="text-align: center;">Page 88</p>

<p>1 able to differentiate now what the primary risks are for 2 young people so we can flag criminal exploitation, for 3 example, as well as sexual exploitation. 4 THE CHAIR: So that any child present in any circumstances, 5 regardless of whether it is the primary concern or not, 6 would be flagged on your system if they were believed to 7 be sexually exploited? 8 A. Yes. 9 THE CHAIR: Thank you. Moving to a more general question, 10 do you know what your council does with its regulatory 11 powers, such as licensing premises and taxi drivers, to 12 address the CSE agenda? 13 A. Yes, we have a series of safeguarding champions across 14 the council. We have undertaken training with our 15 night-time economy and with licensing and taxi drivers. 16 There's been a campaign that runs in taxis. We have 17 had -- we refresh that. We know that this is, you know, 18 an area where there's turnover and where we need to keep 19 that conversation going, and we have had a good 20 response, actually, from our taxi service. I also 21 should say that I know one taxi driver had their licence 22 removed because of concerns, so it acts in both ways. 23 THE CHAIR: Is the training mandatory to be a licensed taxi 24 driver? 25 A. I can't tell you whether it's mandatory. I know it's</p> <p style="text-align: center;">Page 89</p>	<p>1 been very well attended. I will check. 2 THE CHAIR: We would be grateful to hear of how regulatory 3 powers are used. 4 Finally, concerning overall resourcing of children's 5 social care, and obviously related to child sexual 6 exploitation as well, is it your opinion that it has 7 kept pace with demand over the last three or four years? 8 I appreciate you haven't been there that long, but you 9 will know about the pattern of resourcing for your own 10 department? 11 A. What I want to say to you is that austerity and funding 12 of public organisations has been really challenging. 13 Bristol has been able to hold a position of some 14 resilience because of our investment in early 15 intervention and prevention and, to some extent, our 16 understanding of our population through data analytics. 17 Things that make our lives in local authorities, in 18 terms of the resourcing picture, much more difficult is 19 short-term funding cycles, annual funding cycles, the 20 prospect of the end of the troubled families funding. 21 We don't know what will come after that. That really 22 impacts our ability to continue to invest in early 23 intervention and other local authorities -- I'm sure 24 this is a picture across the country. Of course, what 25 that does -- I'm talking to you about the importance of</p> <p style="text-align: center;">Page 90</p>
<p>1 relationships, in being able to intervene effectively. 2 Very skilled workers, when we can't secure them long 3 term, will go into other jobs and we will lose them from 4 our workforce and young people will have the disbenefit 5 of that. 6 If I were to postulate on what I would like to 7 invest in, should I be slightly more affluent as a local 8 authority, I want to say to the inquiry that we need 9 trauma recovery pathways, actually, for adults and for 10 families. All too often, I see the impact of adversity 11 playing out in adults that happens to them in childhood. 12 All too often, I see the trauma that a family has 13 suffered because one child has been sexually exploited, 14 and that family struggles to recover those support -- we 15 can't get those support services in place and, 16 therefore, younger siblings are at greater risk because 17 of that adversity, and I would love to see 18 a multi-agency offer that really supports adult and 19 family recovery from abuse, inclusive of the voluntary 20 sector. I fully appreciate that statutory services -- 21 sometimes there's a mistrust for family of statutory 22 services. 23 THE CHAIR: Thank you for that full answer as to what you 24 would like, but to answer the question, please, further, 25 is it actually keeping pace with demand and,</p> <p style="text-align: center;">Page 91</p>	<p>1 particularly, if you have to prioritise, where does 2 child protection sit in that? First of all, I would 3 like to know whether it is actually keeping pace with 4 demand at the moment. 5 A. No. Resourcing in local authorities is not sufficient. 6 Bristol builds resilience through early intervention. 7 Child protection is absolutely a priority. 8 What I need to say to you is we hold that intention. 9 We cannot retrench just into a child protection service 10 and the highest levels of risk. We have to be working 11 at an earlier point. 12 THE CHAIR: Has your child protection budget, 13 nevertheless -- has it, first, been decreased in the 14 period of time you have been there? 15 A. Yes. We ran a transformation programme in Bristol which 16 delivered the Strengthening Families team, the Edge of 17 Care, that early intervention work. Three years ago, 18 I had 1.9 million investment. That was about turning 19 that situation around, managing demand and delivering 20 savings in -- well, both in -- over the past three 21 years. So my budget has decreased. 22 THE CHAIR: Thank you very much, Ms James. Ms Sharpling? 23 MS SHARPLING: Just one question, if I may. We have heard 24 a lot in this investigation about language which may 25 reflect attitudes towards child sexual abuse, and</p> <p style="text-align: center;">Page 92</p>

<p>1 a general question from me: is there any multi-agency 2 initiative to tackle attitudes about child sexual abuse 3 or is it limited to each agency, as it were, doing their 4 own thing? 5 A. No, it's not limited to each agency doing its own thing, 6 although each agency does bear its own responsibility in 7 that regard. 8 We have worked, as a partnership, so the Keeping 9 Bristol Safe Partnership, to engage with young people, 10 to explore both institutionalised and blaming language 11 and to come up with a glossary of alternative terms. 12 Our young people, a couple of years ago, actually, 13 sort of translated, if you like, our CSE strategy by 14 working with spoken word poets, a really powerful piece, 15 and our young people through Operation Brooke -- we have 16 a very active shadow board and working with young people 17 have really influenced our use of language. 18 But it's more than that, isn't it? It's about 19 understanding why. So that is an ongoing dialogue 20 across the partnership and across our workforce. 21 I don't pretend to you we get it right all of the time, 22 but we are working really hard to hold the right 23 culture. 24 MS SHARPLING: Can I ask one supplementary question. One of 25 the issues around the culture, for example, in child</p> <p style="text-align: center;">Page 93</p>	<p>1 sexual exploitation has been the role of keeping records 2 and using language which is inappropriate perhaps 3 reflecting that attitude. How far do supervisors and 4 team leaders, do you think, understand these issues and 5 make sure that the workforce, as far as it is able, 6 understands the concepts as well? 7 A. I think there's an improving picture in Bristol. We are 8 training all of our staff in systemic practice, we are 9 strengthening our reflective supervision and our group 10 supervision. It speaks to an inclusive -- one of 11 the live areas for us is around antiracism at the 12 moment, a real kind of focus. What I see across the 13 workforce are ongoing discussions about use of language, 14 meaning, anti-oppressive practice, and CSE absolutely 15 sits in there. 16 So I think those mechanisms are there and are 17 building. 18 I think also there are -- our quality assurance 19 mechanisms, hand in hand with our training, is offering 20 those opportunities for both -- we are trying to -- as 21 well as identify where we get it wrong, we are trying to 22 identify when we get it right and analyse our success. 23 So we try to reinforce that through our quality 24 assurance and, you know, using appreciative enquiry as 25 a method to continue to hold those conversations across</p> <p style="text-align: center;">Page 94</p>
<p>1 our workforce. 2 Where I think we need to go next is, we need to be 3 more confident at challenging across our agencies and 4 having those kind of educative challenge support 5 conversations. So when we get it wrong, and when we 6 each get it wrong. 7 MS SHARPLING: Thank you. 8 THE CHAIR: Mr Frank? 9 MR FRANK: No, thank you. 10 THE CHAIR: Sir Malcolm? 11 PROF SIR MALCOLM EVANS: Just one quick question, if I may. 12 The model that you have set out here is somewhat 13 qualitatively different in many ways, as you have, 14 yourself, indicated, from that we have heard in relation 15 to other areas. Are you confident that the systems, 16 structures and interventions that you have set out mean 17 that you are better placed to understand the nature and 18 scale of child sexual exploitation by organised networks 19 than perhaps might otherwise be the case? In other 20 words, are these differences in approach, in your view, 21 delivering the outcomes that doubtless you hope that 22 they're intended to do? 23 A. There is some indication, and you will see that in our 24 data and the quality assurance, that it is having an 25 impact, and that is why, in Bristol, we are trying to</p> <p style="text-align: center;">Page 95</p>	<p>1 continue -- you know, trying to be courageous, trying to 2 continue to have those conversations, to think about how 3 we can do that differently, to use the maturity of 4 the partnership that I referenced before, 5 Operation Topaz and so on, to continue to search for 6 organised networks and to disrupt those, but to seek 7 assurance that we are not missing something. 8 PROF SIR MALCOLM EVANS: Thank you. That's helpful. 9 Perhaps just the final one: do you think your approach, 10 then, is just different to that of others, or do you 11 think it's better? 12 A. There's a really difficult question to answer. 13 I believe in the use that we make of data analytics and 14 that we can take that further and that that can add 15 value. I think that the way we are coming together and 16 developing our contextual safeguarding approach will be 17 better. Other local authorities are doing that, and 18 I believe in the impact of our early intervention and 19 prevention services and more measured use of statutory 20 intervention with families and children and to build 21 a protection. I do think those are -- those are the 22 things that we should continue to invest in. So, yes, 23 I think that those are better. 24 PROF SIR MALCOLM EVANS: Thank you very much. 25 THE CHAIR: Thank you, Ms James.</p> <p style="text-align: center;">Page 96</p>

1 MS HILL: Chair, there is one rule 10 question I just need
2 to put, I think, if I may, to Ms James. I'm sorry
3 I didn't ask this before.
4 Further examination by MS HILL
5 MS HILL: In your witness statement, I think your first
6 witness statement, Ms James, you address the fact that
7 there is an above-average rate of children entering care
8 as a result of extrafamilial abuse, including CSE by
9 organised networks. Can you give any explanation for
10 that phenomenon?
11 **A. So that reference was to more historic -- you know,**
12 **that's not having the services that we have just been**
13 **talking about in the right places to work with children**
14 **in our communities, to build resilience in families and**
15 **to help children who are experiencing CSE to step away**
16 **and to thrive. As a result, we saw an elevated rate, so**
17 **pre 2017/2018, 2018, really, you can see an elevated**
18 **rate of teenagers entering care, and that includes**
19 **a number of areas of extrafamilial harm, but of course**
20 **does include CSE by organised networks.**
21 **What I think my police colleague who is giving**
22 **evidence this afternoon will point to in that period as**
23 **well is the increased disruption of perpetrators, and**
24 **that's been a real focus in Bristol.**
25 MS HILL: Thank you.

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1 can't see or hear, then please let me know. Is that all
2 right?
3 **A. Yes, will do. Thank you.**
4 Q. Can I begin, please, by asking you a little about your
5 professional background. Can you just summarise for the
6 chair and panel your background?
7 **A. So I've been in Avon and Somerset Constabulary since**
8 **1995. I've done a variety of roles, predominantly in**
9 **the detective world, with some experience in public**
10 **protection. Probably key for the inquiry is, I was the**
11 **head of the child abuse investigation team for Bristol**
12 **between 2006 and 2008 as a detective inspector. I was**
13 **on the regional organised crime unit between 2012 and**
14 **2014. I was head of various units, including the**
15 **regional intelligence unit with an overview of organised**
16 **crime group mapping for the region. I was head of**
17 **Protect between 2016 and 2018 as a detective**
18 **superintendent. That was in the investigations world**
19 **overseeing child protection, sexual offences, human**
20 **trafficking and other areas of vulnerability.**
21 **In that role, I was the lead for child protection**
22 **and child sexual exploitation for the force and it's in**
23 **that role that I submitted evidence to the inquiry from**
24 **that point onwards before I came into my current role.**
25 Q. Thank you very much. Can I deal, first of all, with the

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1 THE CHAIR: Thank you very much, Ms James. We have no
2 further questions, thank you.
3 **A. Thank you.**
4 **(The witness withdrew)**
5 THE CHAIR: I intend that we take our break now and return
6 at 1.45 pm.
7 MS HILL: Thank you, chair.
8 (12.50 pm)
9 (The short adjournment)
10 (1.45 pm)
11 THE CHAIR: Ms Hill?
12 MS HILL: Good afternoon, chair. Our next witness, please,
13 is William White from Avon and Somerset Police.
14 MR WILLIAM DEMPSTER WHITE (affirmed)
15 Examination by MS HILL
16 MS HILL: You are William Dempster White; is that right?
17 **A. That's right, yes.**
18 Q. I think you're chief superintendent within Avon and
19 Somerset Police; is that correct?
20 **A. Yes, it is.**
21 Q. I am going to ask you a series of questions following,
22 as best I can, the order of the topics list. You are
23 aware, I'm sure, of the restriction orders that are in
24 place. So please take care to respect those in
25 answering your questions. If you don't understand or

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1 theme of profiling which we have summarised on the
2 topics list for you. You have already -- we have
3 already heard some evidence about the provision of
4 victim lists and a little bit already about
5 Operation Topaz. Can I bring up, please, and ask you to
6 explain a little bit to the panel about the Topaz risk
7 assessment profile, I think, or TRAP. ASP000321_012,
8 running over to internal page_013. Can you help us
9 there with the information that you have given us about
10 the way in which the Topaz model operates and the
11 sources of intelligence that go into the creation of
12 the victim list and also the cohort of risk-assessed CSE
13 suspects. Just tell us a little bit about how it works?
14 **A. Primarily, because CSE is human harm, what we wanted to**
15 **do is understand everyone that posed a risk of CSE but**
16 **was also at risk of CSE. We wanted to use all our data**
17 **analytics that we try and invest in as a force and as**
18 **a partnership to assist with that understanding. So**
19 **that's partly used the data modelling from the**
20 **Think Family database, but it's also, importantly, from**
21 **a police perspective, understanding the different risk**
22 **factors that may be behind being a victim or being**
23 **a suspect. So I would never use the expression**
24 **"predicted analytics", I'd always refer to "data**
25 **modelling" or "data analytics". What it's trying to do**

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1 is, obviously, in case reviews, they talk about joining
 2 the dots, or not joining the dots, as the case may be,
 3 when not seeing the whole picture of information. The
 4 data analytics brings that together and makes it really
 5 accessible for professionals to make assessments and
 6 make judgments. So for both the suspect cohorts and the
 7 victim cohorts, what we do is we use that data to then
 8 try and identify who could potentially be at risk and
 9 then we overlay that with the intelligence we know to
 10 then flag who is at risk that we need to flag on our
 11 systems.
 12 I can talk about how we use that, if that's helpful.
 13 Q. If we scroll in on paragraph 51, we can see the
 14 different sources of information and intelligence that
 15 go into this process.
 16 You have already set out, I think, in your witness
 17 statement how the cohort of children at heightened risk
 18 are identified -- that's at 52 to 53. We heard quite
 19 a bit this morning about the Think Family database.
 20 Help us with understanding, though, the Topaz cohort
 21 of children who are identified and flagged on Niche at
 22 risk of child sexual exploitation. Help us understand
 23 that, please?
 24 A. We use that work we do around risk indicators to
 25 understand who is potentially at risk -- sorry, could be

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1 basis, they will then have a discussion with the
 2 sergeant in terms of who needs safeguarding and who may
 3 need to be prioritised for disruption, and that allows
 4 us to really have a fluid understanding of the changing
 5 risks for children and young people but also from
 6 perpetrators.
 7 Q. Help us, please, in understanding a little bit more
 8 about the TRAP process. Scroll in on 57 to 58. Can we
 9 see there that the TRAP system is used, I think, to try
 10 to focus on a separate group, ie, potential suspects.
 11 Just help us with the factors set out in 57, please,
 12 that are used to inform that?
 13 A. With the victims, we can do a process with modelling
 14 where we have people that we know have been subject or
 15 at absolute risk of CSE and we can then identify the
 16 risk factors for them and we can then translate to see
 17 which people we don't know about share those risk
 18 factors.
 19 With suspects, it's much more difficult to do that
 20 and we don't have the same kind of clear intelligence or
 21 clear associations around CSE in our systems that
 22 enables us to look at it the same way. So the Topaz
 23 risk assessment profile for suspects is a much more
 24 manual process at that stage -- we are looking to
 25 automate it -- but we are picking up the risk factors we

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1 at risk. But then, when we overlay the intelligence of
 2 our analysts and researchers, we can then identify who
 3 is at risk of CSE and be able to prioritise them in
 4 terms of that.
 5 What's important with the section that you have just
 6 put up on the screen is, we have our outreach worker
 7 trying to do the intelligence gaps with some of our
 8 communities where we have concern around trust and
 9 confidence while understanding what the full picture is.
 10 We then get the portal we have developed on our website
 11 to allow professionals to really readily submit
 12 intelligence into our system so we can get the whole
 13 picture for things that may not previously have hit the
 14 required threshold to be counted as intelligence in the
 15 system but it is important for CSE. Then what we have
 16 done is, those cohorts of victims and suspects when they
 17 are flagged on the system, every day we will do a trawl
 18 with what we call a business object search and we will
 19 look through our systems for any information on those
 20 flagged individuals, it will look for any incidents that
 21 we have linked to CSE and look for key words that may be
 22 linked to CSE.
 23 The analysts and the researcher will review those in
 24 perspective to the cohorts, see how the risks may have
 25 changed, and then, when they do that task on a daily

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1 know are common to all our suspects and the research
 2 shows a link. So sexual offences, violent offences,
 3 antisocial behaviour, drugs, criminality with children,
 4 links to MISPERs, links to gangs and organised crime
 5 groups and trafficking. That enables us to then
 6 prioritise and understand the complete holistic picture
 7 of risk from those cohorts of potential perpetrators.
 8 Q. Mr White, at the very beginning of your evidence
 9 I should have asked you to confirm that the witness
 10 statements you have given are at ASP000434, that we are
 11 looking at now, ASP000321 and a child-specific statement
 12 from one of your colleagues, ASP000476. Are they all
 13 true, to the best of your knowledge and belief?
 14 A. Yes, they are.
 15 MS HILL: Apologies for not dealing with that first. Chair,
 16 your permission, please, to adduce those statements in
 17 full?
 18 THE CHAIR: Yes, of course.
 19 MS HILL: There is, in addition, the most recent statement
 20 from you, ASP000484, for which I make the same
 21 application.
 22 Could I take you, please, to ASP000434 internal
 23 page 3, paragraphs 10 to 12, and hopefully take this
 24 relatively shortly. You indicate there that the TRAP
 25 method was originally focused on looking at suspects,

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<p>1 dividing them up into high, medium or low risk bands. 2 Those suspects who scored high risk were prioritised for 3 disruption opportunities. But I think you explain that 4 the system has become more nuanced since it started at 5 the pilot stage; is that right? 6 A. So my understanding now is it's a tiered process, tiered 7 for those that require active disruption and those 8 tiered for monitoring and gathering of intelligence. 9 Q. I think you indicate at the end of paragraph 11 -- is 10 this right? -- that the initial score will give 11 a suspect a rank within the TRAP, but their position 12 within the rank does not determine the Topaz activity, 13 that there is still disruption activity carried out or 14 processing of intelligence irrespective of the risk 15 category; is that right? 16 A. Yes. So with all our work with data analytics, it's not 17 a decision-making tool. It's to help us focus on 18 activity. So I always refer to it as the start of 19 a conversation not the end. So it's very much then the 20 view of the analyst and the researcher, together with 21 the sergeant and also with partners, to understand where 22 the risk is, where the intervention is required, and 23 where the best opportunities are to make people safer. 24 Q. Next statement, please, ASP000484_004, paragraphs 14 to 25 16. You bring the inquiry up to date in this most</p> <p style="text-align: center;">Page 105</p>	<p>1 recent witness statement by indicating that the process 2 for flagging nominals has changed. It is achieved 3 through a combination of live-time received intelligence 4 or incidents and regular reviews of those lists. Not 5 every subject is flagged, with a decision informed by 6 a manual process based on the information and 7 intelligence available and not upon a numerical score. 8 Because I think you were asked to provide some evidence 9 about the review of the TRAP system that was due to take 10 place this year. Is that right? 11 A. Yes. I think what -- my understanding from the analyst 12 is, the extent of the information and the size of 13 the cohort is making it very hard to maintain manually, 14 so there's been changes made there. But we think that 15 the modelling we are currently developing with Bristol 16 City Council as part of that work will be able to 17 automate that for us and then that will free up the 18 analyst and the researcher just with the added value in 19 terms of the research and analytics of the networks and 20 the intervention that's required. 21 Q. I think very recently -- I don't need to bring it up -- 22 this issue was one of many issues, I think, discussed at 23 the regional complex safeguarding meeting in February of 24 this year. I don't need to bring it up, but it's 25 ASP000485_003-005. Is this right, the presentation,</p> <p style="text-align: center;">Page 106</p>
<p>1 I think, was given by you, I think, about the data and 2 the analysis and what you were doing and you updated the 3 safeguarding partnership group around that; is that 4 correct? 5 A. So, yes, in essence, we were just discussing the 6 (inaudible) of travel. So you have the modelling around 7 different cohorts you have seen there for CSE. The work 8 we have done around the violence reduction units and 9 reducing violence has moved that on, so we can 10 overlay -- automate analytics around networks, and the 11 dynamics, and offending and victimisation within 12 networks, and what we are looking to do as a partnership 13 to see how we can bring together CSE, criminal 14 exploitation of children and CS violence and have an 15 understanding of the cohorts and better co-ordination 16 activity rather than looking at them thematically to 17 address vulnerability and exploitation across all 18 children. 19 Q. Can I bring the panel an example, please, of one of 20 the offender lists. We looked at one of the victim 21 lists, in fact, with the council witness this morning. 22 Can I bring up, please, ASP000473 and just have the 23 panel perhaps look at the example that's given here. 24 I think what we see here is set out in similar form to 25 the list of children, in fact, that we saw. It's got</p> <p style="text-align: center;">Page 107</p>	<p>1 a list of, I think, police areas that are looking at the 2 person. Can you go down to one of the next substantive 3 pages, please, Danny. I think go within that to 4 perhaps -- page _002 or page _003 has quite a few 5 examples on. 6 We can see, can we, here that this is basically 7 a quite lengthy document that has a series of different 8 individuals and explanations in simple terms of why it 9 is they are considered to be of interest? 10 A. Yes, and probably you can see it shows what level they 11 are tiered at, the particular thematics we think they 12 are at risk from, and then things like the trigger plans 13 and the opportunities that we are looking to progress in 14 the meeting and the discussions. So it's a short 15 summary so people know who will be discussed, who will 16 be the areas of conversation to be actually -- provide 17 that professional judgment on. 18 Q. We have put on the topics list for you the issue 19 generally of the understanding within the police service 20 of the overall number of CSE incidents and offences. 21 I think you've given some witness evidence about that. 22 Perhaps the best way of dealing with this is simply to 23 bring up the profile. But I will just read in the 24 relevant part. So your witness evidence at ASP000321, 25 paragraphs 59 to 73, 118 to 120, 270 to 274. Perhaps</p> <p style="text-align: center;">Page 108</p>

<p>1 just before we do that, we can bring up your most recent 2 evidence on this, ASP000434_004. This is just perhaps 3 bringing the panel up to date with your understanding of 4 the profile of the number of offences and the overall 5 patterns and so on. Is there anything else that you 6 want to add around what's in paragraphs 16 to 18 of your 7 witness statement? 8 A. No. So 18 is the work we are doing in relation to 9 addressing the completeness of our understanding of 10 ethnicity. So in terms of the constabulary, the chief 11 constable has got two very clear ambitions around being 12 a data-driven organisation and also being the most 13 inclusive force in the country. So that work has been 14 prioritised and it's got very senior oversight from the 15 deputy chief constable and the assistant chief constable 16 and there's a clear understanding of the underlying 17 issues and the work that we have agreed, as 18 a constabulary management board, about how we will 19 address it and documents have been submitted to the 20 inquiry to detail that. 21 Q. You have explained, I think, later on in this part of 22 your evidence -- just going over the page to 23 paragraph 23, please -- one issue you have identified 24 here is that the constabulary is rarely notified by 25 a local authority or another police force if a child at</p> <p style="text-align: center;">Page 109</p>	<p>1 risk of CSE has been placed in your force area. Do you 2 want to talk about that a little bit, please? 3 A. My understanding from the child protection meetings we 4 have had nationally on policing was that sharing of 5 information of looked-after children between local 6 authority areas and then being communicated to police 7 could be improved upon. So that just reflects that on 8 a local level with what I understand to be a national 9 concern. 10 Q. We have already looked this morning at several different 11 reports by the council of their understanding of 12 the profile in the area. Can we take that document 13 down, Danny, and bring up, please, ASP000438. Is this 14 right, that this is the Avon and Somerset CSE profile 15 from November of last year. Is that right? 16 A. Yes, that's correct. 17 Q. If we just go to the next internal page, please, Danny, 18 within this document, again you can see -- if you go to 19 the key findings section, please, that would be helpful. 20 Let me just find the relevant page for you. Bear with 21 me a second. Can we go to internal page _006, please, 22 Danny. In fact, go back to the key findings there, 23 please, Danny. Just scroll in there on that table. 24 Help us, Mr White, with what that tells us? 25 A. I can't see the key for the colours -- sorry, I can, at</p> <p style="text-align: center;">Page 110</p>
<p>1 the bottom, yes. So in terms of those -- for instance, 2 for Bristol, those at risk would be from, perhaps, the 3 modelling from the Bristol Insight's work or our own 4 risk factors we look at elsewhere in the force area. 5 Then the ones we actually flag to Topaz as being of 6 particular concern show the distinction, and then what 7 you see there is our eight local policing areas, so it 8 breaks that down to give us a picture across the force 9 area and also where it's not recorded or there's 10 children out of that force area. 11 Q. Just scroll back out on that, please, Danny. We can 12 also note, this, if I understood it correctly, is the 13 CSE profile for the whole of Avon and Somerset Police; 14 is that right? 15 A. That's correct. 16 Q. Then, separately, please, if we can bring up ASP000222, 17 I think this is a different type of document. This 18 covers the south-west police regional organised crime 19 unit; is that right? We can take down the first 20 document. So this covers -- help us understand what 21 geographical area this covers? 22 A. The south-west regional organised crime unit will cover 23 Devon and Cornwall, Dorset, ourselves, Wiltshire and 24 Gloucestershire. 25 Q. If we look within just the table of contents, please, at</p> <p style="text-align: center;">Page 111</p>	<p>1 internal page _003, you can see it covers a whole range 2 of issues related to child sexual abuse and 3 exploitation. It includes victim and offender 4 profiling, organised crime groups, online CSE groups and 5 all sorts of other topics. Is there anything in 6 particular from this document you feel you should draw 7 to our attention? 8 A. So I think it's really important, in terms of the focus 9 of the inquiry, to understand the difference between 10 organised crime groups and how we assess those and 11 organised crime networks. I don't know if this is the 12 relevant point for that. 13 Q. Please do help us with that. 14 A. In terms of the definition for organised crime groups, 15 the key words in terms of those is "individuals", 16 "planning", "co-ordinated" and "committing". So that's 17 in terms of the serious and organised crime strategy for 18 2018. What that requires is a high level of intent and 19 capability for those groups, and that's how we assess 20 them to commit serious crime. 21 In terms of the definition for organised networks 22 for the inquiry, it's "involved in, or to precipitate, 23 sexual exploitation". So it shows a much lower level. 24 Probably what would be helpful is if we could put up 25 ASP000199_021. That showed our initial --</p> <p style="text-align: center;">Page 112</p>

<p>1 Q. Bear with me a second. Let me just double-check. Is 2 that one of the documents you flagged yesterday as being 3 one you wanted to bring up? 4 A. Yes. 5 Q. That's fine. We can bring that document up, Danny. 6 This is the Topaz evaluation report from October 2017, 7 I think. Is that right? 8 A. Yes, it should be on page _021, if we can go to that. 9 At the top -- 10 Q. Is it 8.5.6 you want and the table above it? 11 A. No, just the chart at the top section, please. If you 12 were to ask me in terms of the existence of organised 13 crime groups in Bristol or elsewhere in Avon and 14 Somerset, I would say they are very rare. You have to 15 have that level of intent and capability and 16 organisation, co-ordination, planning, you have to be 17 able to evidence that to get them classified in that 18 way. 19 In terms of networks it's much more fluid, so a lot 20 of the people in the inquiry so far have talked and used 21 words such as "dynamic", "fluid", "loose association", 22 "chaotic", and that certainly reflects what we have seen 23 in Topaz. 24 Coming in to looking at Topaz, this was the initial 25 network chart for Bristol and it showed the complexity</p> <p style="text-align: center;">Page 113</p>	<p>1 of the situation in terms of that. I asked the analyst 2 that's doing our network charting for violence 3 reduction, that's also done work around CSE, if he could 4 look another that kind of charting for CSE across the 5 force and he did so. 6 What he came up with is a very extensive picture in 7 terms of how many we saw. So if I can just find my 8 reference to it, basically, it showed that about 9 42 per cent of those that were on there could actually 10 be shown in terms of being part of a single network. So 11 the 1,000 or so people we had in the cohort, a high 12 proportion were shown as a degree of association on our 13 systems of being interrelated. So the challenge then is 14 we don't have a single network for the organisation and 15 how do you break that down to understand a network 16 around CSE to be able to say that's one network and 17 that's a different one and to segment them? So in terms 18 of the overall picture of networks around CSE, what we 19 know is, there's lots of people involved with that and 20 there's lots of potential groups but to define them as 21 different networks is virtually impossible. 22 In terms of networks we think that's possibly 23 extensive in terms of the scope. Organised criminal 24 groups are very rare and very limited. 25 Q. A couple of other points. Can we take that down?</p> <p style="text-align: center;">Page 114</p>
<p>1 A. I can give the figure. So 486 of the 1,056 people with 2 common CSE flags were shown to be interrelated on our 3 systems. Not for CSE, but just associated on our 4 systems. 5 Q. Thank you. Just on statistics, I should have adduced 6 from you page _005 of the previous profile. Can we just 7 bring up the Avon and Somerset profile, ASP000438_005. 8 This is the November 2019 document, and this just gives 9 the breakdown of offences that I should have adduced 10 from you before. If we can just scroll in, it 11 identified 276 offences of child sexual exploitation, 12 which related to 262 victims. The Topaz cohort had 13 identified 479 children specifically at risk, so then 14 you worked out what the disparity was. Is that right? 15 A. Yes. 16 Q. There is some further figures given which I'm sure the 17 panel can read in due course. 18 Take that down, and can I ask you just to go back to 19 the document we were in before, please. That is the 20 south-west region police regional organised crime unit 21 profile at ASP000222, and go to internal page _006, 22 please, on to page _007, the executive summary. 23 This noted, did it, in the executive summary, the 24 extent of CSAE is higher in the south-west region than 25 previously recorded. It noted that over half, or</p> <p style="text-align: center;">Page 115</p>	<p>1 58 per cent, did not progress to prosecution due to 2 evidential difficulties, including either with or 3 without the support of a victim. Victims most commonly 4 white females between the ages of 13 and 15. Noted 5 there are very few incidents of intelligence in the 6 south-west region to prove or disprove CSAE is occurring 7 within gang culture and noted the increased relevance of 8 the online issues. Is there anything else about this 9 particular profile you wanted to share with us? 10 A. That comment around the gang culture reinforces the 11 difference in the definition and what's there, and what 12 would be needed for that is the kind of telecoms 13 analysis or social media analysis to show that strong 14 intent and working together. In terms of 15 the prosecutions, you've got child sexual abuse and 16 exploitation put together there, and there will be very 17 different outcomes, probably, for investigations that we 18 do through some of our internet work than perhaps some 19 of the ones with people that have been offended in 20 person in our area. 21 Q. I think related to the document we have just been 22 looking at, ASP000223_002, there is the south-west 23 police regional organised crime unit regional threat 24 assessment, which I think is something a bit more 25 granular that builds on the profile and goes into</p> <p style="text-align: center;">Page 116</p>

<p>1 further detail. If we scroll in on the next page, 2 Danny, and look at the contents list, scrolls in on 3 particular elements around online groups, OCGs and 4 things of that nature. But this is more operational, is 5 it, than the profile itself? 6 A. Yes, and with a heavy focus to the work that's done at 7 a regional level. 8 Q. Can I ask you to now bring up ASP000220, please, Danny. 9 You gave some data here, internal page 2, please, about 10 the data on children at risk of CSE by ethnicity. Do 11 you want to comment on the patterns presented by that 12 data? 13 A. Only to say, in terms of my previous point about us 14 wanting to understand how different crime types and our 15 policing affect our communities in different way and the 16 importance of this data to us. In terms of the Topaz 17 evaluation, the one that's submitted with the shortened 18 version to the inquiry. The longer version had very 19 detailed demographic data to look at this kind of 20 pattern, and I've already commented about our drive and 21 focus work to make sure we complete that picture. 22 Q. The broad indications that we can get from that document 23 are that the vast majority recorded here are recorded in 24 your area as white British, but there is a significant 25 number, I think 85 on this chart, as noting that there</p> <p style="text-align: center;">Page 117</p>	<p>1 is no information obtained. Is that right? 2 A. Yes. 3 Q. Then dealing with the issue of Topaz suspects by 4 ethnicity, please, ASP000221_002, just help us with what 5 you draw from this, but, again, white north European is 6 the most prevalent group here, it seems; is that right? 7 A. Yes, and it is the same points around the blanks as in 8 the previous. This is how the ethnicity is classified 9 on our systems, and the figures speak for themselves. 10 Q. Take that down, please, Danny. In one of your witness 11 statements, I think paragraph 66 of your first witness 12 statement, I will just read this out to you. You said: 13 "Ethnicity is known to be poorly recorded on the 14 police systems, inhibiting its ability to analyse data 15 and draw meaningful conclusions." 16 Can you assist with why there are those difficulties 17 and what steps are being taken to improve the position? 18 A. In terms of the document I provided to the inquiry, that 19 was what we call our spotlight report in terms of this 20 issue. We looked at the underlying reasons and drivers. 21 Some of that was some of the lack of mandatory fields on 22 Niche, our crime and intelligence recording system. 23 Some of that were missed opportunities to record that, 24 and there's also concern whether staff feel confident in 25 having conversations with members of the public and</p> <p style="text-align: center;">Page 118</p>
<p>1 victims in terms of how they define their own ethnicity. 2 So we know the importance of it. We have done 3 a very detailed report this month in terms of all 4 different size of policing and disproportionality, given 5 the need to understand all those aspects and, again, the 6 importance of the data accuracy and completeness came 7 out in that. So the work we are doing to address that 8 at this time is we've produced pocket book inserts for 9 5,000 of our staff to give them some guidance in terms 10 of how they have those conversations and how they record 11 it, we are looking at addressing the systems issue, we 12 are also looking at automated processes to try and fill 13 some of those gaps in our systems without requiring it 14 to be done manually, but, most importantly, from my 15 perspective, our data analytics -- so we have some 16 software called (inaudible) that drives all activity in 17 the organisation. It visualises data for us on all our 18 systems. We now have what we call the My Work app where 19 every member of staff has everything that they've 20 recorded on the systems. If there are issues, they are 21 flagged to the individual officer and the individual 22 officer has responsibility for addressing them and then 23 also rectifying whatever led them to make that error on 24 the system in the first place. 25 In the past, we have gone top-down in terms of,</p> <p style="text-align: center;">Page 119</p>	<p>1 "This is an area we need to improve. Please improve 2 it", and very much a down focus. Now we can get our own 3 staff to see for themselves the issues they are creating 4 individually, problem solve them, and then we use the 5 data to understand where that improvement is working 6 really well and perhaps where we may need to have 7 increased focus. That's the approach that we think will 8 drive that issue for us. 9 Q. In your most recent witness statement, ASP000484_002-003 10 and scroll in on paragraphs 6 to 11. The panel can read 11 that information, but you refer there, I think, just 12 generally, to the research that's been done around the 13 causes of poor ethnicity recording, the work that's been 14 done with front-line staff and the work that's been done 15 about recording ethnicity on Niche. Is there anything 16 else that you would like to add on that topic or have 17 you covered everything there? 18 A. That's essentially what I have just outlined. 19 Q. So the chair and panel can read that as well. Moving 20 then to the issue of disruption -- we can bring that 21 down, please -- can I go back, please, to your -- 22 perhaps the easiest way of doing this is to bring up the 23 Topaz evaluation from 2017. I will just indicate, 24 there, there is quite a bit in your witness evidence 25 around direct disruption, indirect disruption and</p> <p style="text-align: center;">Page 120</p>

<p>1 locational disruption. I will just give the references. 2 ASP000321, paragraphs 30 to 33, 93 to 115 and 284 to 3 285. ASP000434, paragraphs 29 to 37, 93 to 94, and then 4 ASP000476, paragraphs 81 to 86. 5 Do you want to give us the headlines, perhaps, about 6 direct, indirect and locational disruption before we 7 bring up the evaluation? 8 A. What I say in relation to that is that CSE is different 9 to other crime types. It's different in its dynamics 10 and its nature. The reason we developed Topaz was 11 because traditional ways of looking at crime and 12 responding to crime didn't seem to work effectively for 13 CSE and we were trying to address some of the areas 14 where it wasn't effective. 15 So it requires staff to be much more creative in 16 terms of how they look to problem solve the issue, and 17 the detective sergeant that ran Topaz had a very good 18 way of describing to staff where we had someone who was 19 potentially a victim or at risk and we had a perpetrator 20 or someone that posed a risk, and he saw his job as 21 building a wall and he described it as brick by brick to 22 make sure that risk was stopped and that perpetrator or 23 person could not offend against that child or young 24 person. 25 So direct disruption is where we go directly to the</p> <p style="text-align: center;">Page 121</p>	<p>1 activity of the person that poses the risk and put in 2 any investigation or activity that we think will stop or 3 deter what they're doing. 4 Indirect is where we look at the people around them 5 and the circumstances around the perpetrator to see if 6 there is something there that we can do that could 7 disrupt their activity. 8 Lastly, locational is where there's a particular 9 place they may be taking people at risk or where we know 10 is perhaps a hotspot for CSE where we think there is 11 work we can do to make it much harder for CSE to happen 12 or to be initiated in that area. 13 Q. The Topaz pilot evaluation findings from 2017, we can 14 bring those up, please, ASP00019_008-009. Broadly, help 15 us with what you took from the findings of what then was 16 the pilot for Topaz in 2017. We can see the findings 17 are at section 2 and the recommendations are at 18 section 3. What were the key things that you took from 19 this? 20 A. What you need to understand about Topaz is where it came 21 from. So, very briefly, the understanding of CSE 22 changed with Rotherham, Rochdale and Oxford. Brooke was 23 our first case. We adopted what we call a major 24 incident response to the investigation. So we used the 25 same resourcing and approach that we used for a murder.</p> <p style="text-align: center;">Page 122</p>
<p>1 That was really effective and the Serious Case Review 2 identified that. 3 But as our awareness and our staff's awareness of 4 CSE grew, we couldn't replicate that model because it 5 was too resource intensive. What we ended up -- I was 6 having really difficult decisions about who we put on 7 those investigations from our core investigations team, 8 who were under huge pressure themselves. 9 So it was an impossible decision making about, did 10 you extract people to pick up a CSE investigation or did 11 you then not do that and maintain the resilience in the 12 main investigations team that had huge issues, at that 13 point, in 2016, around welfare, workloads and morale? 14 So Topaz identified nine issues systematically 15 through workshops we held with 50 people from different 16 agencies about what was working well so far in our 17 experience with CSE, what we needed to address and how 18 we tried to evolve it to meet the managing demands. And 19 what we seen in the evaluation report and the key 20 findings, from my perspective, was evidence to show that 21 Topaz had effectively addressed some of those and the 22 objectives and the purpose of Topaz, as we set out to 23 address those issues we had identified from our all 24 learning to date, did that and, really importantly, the 25 Serious Case Review for Brooke, it didn't just result in</p> <p style="text-align: center;">Page 123</p>	<p>1 activity, it reshaped and evolved our whole approach to 2 CSE and the key findings reinforced that that was 3 successful and that we should continue that modelling 4 approach around CSE from our perspective. 5 Q. Then I think this is the case, is it, there are 6 documents that we have been provided with by the force 7 that are monthly activity summaries for Topaz and also, 8 then, operational summaries. Is that right? 9 A. Yes. 10 Q. If we look perhaps at a recent example, I think we 11 looked at one with Ms James this morning, but the 12 operational summary I think was produced every month, is 13 that right, and it is shared with key partners, so 14 I think we don't need to bring that up again. 15 You have helpfully provided the inquiry, but I don't 16 need to bring it up, with some very recent 17 documentation. One of the documents is ASP000487. This 18 is your exhibit 169. This is a SWOT analysis -- is that 19 right? -- from June 2020, where you have summarised 20 where there are threats, where there are weaknesses, 21 where there are opportunities and have looked carefully 22 at the way in which your disruption strategy, I think, 23 fits within each of those headings. That's probably 24 quite a clumsy description, but is that what your SWOT 25 analysis does?</p> <p style="text-align: center;">Page 124</p>

1 **A. Yes. I wasn't directly involved with that. That was by**
 2 **my successor in that role I was in previously. My view**
 3 **of having looked at it is that's a very thorough look at**
 4 **our approach to child sexual abuse and child sexual**
 5 **exploitation and trying to do that SWOT analysis to**
 6 **understand our current position so that we can focus**
 7 **where we need to drive improvements going forward and**
 8 **what's working well that we want to reinforce. It**
 9 **looked a very thorough and detailed evaluation from our**
 10 **perspective.**
 11 Q. The panel can look at it in due course, but is it right
 12 to note -- you will remember from looking at it -- there
 13 are a lot of strengths set out in bullet point form but
 14 then quite a few opportunities and also quite a few
 15 weaknesses that are very granular. For example,
 16 specific points around some staffing issues, some
 17 retraining issues, and closer links between
 18 neighbourhood policing, patrol, LSU and investigations,
 19 some issues with mobile ABE equipment, examples of where
 20 the voice of the child has not always been heard, delays
 21 in processing digital evidence are adversely impacting
 22 on investigation timelines -- and I'm not summarising
 23 them all, but to give you a flavour of how detailed this
 24 internal analysis was in June. Is that a fair summary?
 25 **A. Yeah, and what I would say is, the approach we have**

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1 that. Do you want to just reflect on what's said at 16
 2 to 17 and see if you wish to say anything in response to
 3 it?
 4 **A. For me, the most important element of what we did at**
 5 **Topaz was the experience of victims through**
 6 **investigations and through court trials and the feedback**
 7 **we got and our own experience, so speaking with one of**
 8 **our engagement officers yesterday, who's got incredible**
 9 **interpersonal skills and empathy and warmth and the**
 10 **ability to build relationships with children and young**
 11 **people, and even -- in 18 months with one of the people**
 12 **she's engaging with that we have looked at, it was**
 13 **12 months before she started to get disclosure. That is**
 14 **the common picture across every approach we have taken**
 15 **to CSE, that, often, the children and young people, we**
 16 **have to develop and build that trust and confidence with**
 17 **them. It takes extensive time. That was the key issue**
 18 **that we had to try and solve in Topaz.**
 19 **So trying to shift the focus onto the perpetrator as**
 20 **the Serious Case Review into Operation Brooke**
 21 **recommended we should do and focus on prevention was**
 22 **absolutely about trying to take the pressure and the**
 23 **focus away from the victim and to try and look at every**
 24 **other option in terms of how we could stop the CSE and**
 25 **prevent it, not six months down the line or 12 months**

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1 **taken around CSE has evolved continuously in the last**
 2 **six to seven years since we started Operation Brooke and**
 3 **it doesn't stop. That is still going apace. That**
 4 **progress and improvement that we are trying to deliver**
 5 **is achieved through very honest self-assessment and**
 6 **reflection and that assurance work, as you have seen**
 7 **from the documents submitted -- there's very detailed**
 8 **documents, probably about 30 pages in length, every**
 9 **year, trying to stocktake where we are, where we need to**
 10 **go, what the feedback is from victims, and so that SWOT**
 11 **analysis is just one component of that improvement work.**
 12 Q. You were asked to review some witness evidence obtained
 13 from Rachael Scott of the Crown Prosecution Service.
 14 Could I bring up, please, CPS004977_004, paragraphs 16
 15 to 17, please. She describes the disruption activities
 16 undertaken by Topaz and says at paragraph 16:
 17 "Disruption activities undertaken by Topaz are often
 18 without the support of child victims. Alternatives to
 19 prosecution is focused on, such as CAWN notices and
 20 Sexual Risk Orders that can be obtained without victims
 21 and more consideration is given to so-called
 22 evidence-led prosecutions.
 23 "Topaz's objective of disruption is a different
 24 approach in law enforcement responses to CSE."
 25 And then goes on to give some further detail around

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1 **down the line, but CSE we recognise today we are**
 2 **stopping tomorrow. So that's the approach that we have**
 3 **used and that's the -- you know, the disruption work and**
 4 **the way we have engaged with victims and moved from an**
 5 **investigative-needs -- that's my words -- approach that**
 6 **we used to use, we used to speak to victims and it was**
 7 **very much a focus on what we needed from them, as**
 8 **a policing agency, to prosecute people who are**
 9 **perpetrators that posed high risk, shifting that focus**
 10 **to the victims' needs, so we weren't pressurising them**
 11 **for disclosures, we were allowing them to make**
 12 **disclosures when they were ready, we weren't requiring**
 13 **them to fit in with our structured timetable of working**
 14 **as the police, which often gets moved around, we were**
 15 **making sure we had engagement officers available when**
 16 **they were ready to speak at a place they were happy to**
 17 **speak, and then, when they did tell us something, we**
 18 **made sure we acted very quickly to show that that**
 19 **information was being taken credibly and we were doing**
 20 **something about it. Those are some of the key things**
 21 **that we tried to instigate in Topaz that has resulted in**
 22 **those evidence-led prosecutions.**
 23 Q. At internal paragraph 53 of that statement, she says
 24 that, in her view, the implementation of Topaz and its
 25 ethos of disruption in the absence of the victim's

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1 support is a small but valuable step in undermining this
 2 criminal activity. She makes some further suggestions
 3 there about improvements in the criminal justice system
 4 and more awareness training for teachers and medical
 5 practitioners. Is there anything in paragraph 53 you
 6 would like to comment on?

7 **A. So I don't see it as a small step. If you look at the**
 8 **scale of the cohorts that we have described in terms of**
 9 **victims and suspects and potential perpetrators, that**
 10 **was the challenge we had to meet in terms of demand that**
 11 **we were trying to look at through Topaz. So even the**
 12 **lower end of disruption -- in the inquiry you've**
 13 **discussed child abuse warning notices, CAWNs, quite**
 14 **a bit, but also CSE warning letters, to me they can be**
 15 **incredibly effective tools where we are setting out to**
 16 **people that they have been identified potentially by the**
 17 **police in terms of what they are doing, the implications**
 18 **of it and where they could get support if they want it.**
 19 **Those are really important things to preventing the**
 20 **widespread potential nature of CSE and addressing that**
 21 **hidden harm. I would see disruption as a critical part**
 22 **and dealing with probably a large volume of the risk we**
 23 **see through perpetrators, the criminal justice is where**
 24 **we look at the really high-end ones in terms of**
 25 **addressing the risk from those.**

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1 MS HILL: I'm going to take the remaining themes relatively
 2 shortly and then ask you some questions about the
 3 children. Chair, I think we anticipate that the
 4 questioning for this witness will continue until just
 5 before 3.00 pm and that should be a time for our break.
 6 I hope that's all right?

7 THE CHAIR: Yes, go ahead.

8 MS HILL: Dealing then with the theme of empathy and concern
 9 for child victims, you have set out -- just for the
 10 panel's note, but we will bring it up briefly,
 11 ASP000321_036-038. I think at 151 through to 160, you
 12 have given quite a bit of detail about the Topaz
 13 engagement officer that you have already mentioned. Is
 14 there anything further on that topic you would like to
 15 add?

16 **A. I just reiterate, some of the feedback we had from**
 17 **victims in Operation Brooke and through Barnardo's and**
 18 **elsewhere talked about having contact with different**
 19 **officers and that undermining their trust and they**
 20 **talked about the fact that when the court case finished**
 21 **that contact with the officer would end, and when**
 22 **I started the work around CSE, I picked up some tension**
 23 **between the agencies, and when I looked at it, my**
 24 **analysis of that was the different objectives. So**
 25 **Barnardo's BASE were very much about the therapeutic**

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1 Q. Finally on her statement, please, scroll back up to
 2 internal page _003, paragraphs 12 to 13. She gives the
 3 evidence that, in the last two years, progress has taken
 4 place and Operation Topaz officers know that they can
 5 obtain early investigative advice from the CPS on cases
 6 where they have retained ownership of the CSE
 7 investigation, although their primary focus is
 8 disruption. They have introduced a specialist
 9 child abuse exploitation team known as Operation Ruby,
 10 and both Operation Topaz and Operation Ruby officers are
 11 encouraged to obtain early investigative advice as soon
 12 as they believe they have a viable investigation. Do
 13 you want to comment on how accurate you think that is
 14 and whether that is, in fact, something that you would
 15 agree with or disagree with?

16 **A. I think the challenge for us and the Crown Prosecution**
 17 **Service is the demands of the criminal justice system**
 18 **for sexual offences, the impact of austerity, the impact**
 19 **of things like technology in terms of the evidence we**
 20 **need to gather. So I don't disagree with anything**
 21 **that's mentioned there. I think the challenge is the**
 22 **timeliness of seeing things through from the initial**
 23 **point of investigation through to court and wanting to**
 24 **reduce that with the resource we have available and the**
 25 **CPS have available.**

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1 **support to the young person and child. Children's**
 2 **social care were focused on the child and the family and**
 3 **work there, and we were very much focused in terms of**
 4 **the offence that had been committed and the risk the**
 5 **perpetrators posed to the wider cohort of young people**
 6 **and children. That's where that pressure around**
 7 **investigation and disclosure came from the policing**
 8 **perspective, and sometimes, particularly Barnardo's saw,**
 9 **you know, the implications of that through the welfare**
 10 **and the therapeutic support to that child and young**
 11 **person. So that's why that change in ethos from**
 12 **a policing perspective from the investigation needs to**
 13 **the needs of the victim is really important for us.**
 14 **I think that change and the setup of Topaz with the**
 15 **engagement officers has helped lead to really strong**
 16 **partnership working where all the objectives are**
 17 **aligned, we all agree on the flagging of those of**
 18 **concern, we all agree in terms of who should be**
 19 **prioritised for the valuable commission service through**
 20 **Barnardo's and then the engagement officer -- it is not**
 21 **about the short term, it is about the long-term support**
 22 **and contact and being able to respond when the child or**
 23 **young person is ready to speak and to understand the**
 24 **nature of partial disclosures, and what we saw quite**
 25 **a lot of the time was they would talk about a third**

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<p>1 person and the risk to a third person and when we dealt 2 with that, they might talk about themselves. And 3 similarly, when they told us about a perpetrator, 4 sometimes we had to arrest because of the risk we saw 5 and the need to gather evidence. When we did that, we 6 separated out the investigating officer -- 7 MS HILL: Just pause there, Mr White. I think there may be 8 some technical difficulties. There was certainly some 9 sound on the line there that I could hear. Chair, are 10 you content for me to continue or are there difficulties 11 at your end? 12 THE CHAIR: The fire alarm went off here, but it has now 13 stopped. 14 MS HILL: I'm sorry to cut across you, Mr White. Carry on. 15 A. That separation is really important because, where it is 16 an investigation officer and we did something without 17 telling the young person, they felt a breach of trust. 18 But where the engagement officer was separated out from 19 the investigation, was there to support the victim, and 20 went to tell them at the first opportunity whilst that 21 person was in custody, one, it maintained the trust and, 22 two, it gave confidence to the victim that they could 23 then disclose further. Quite often, we would then see 24 them being willing -- being secure with the person in 25 custody to give disclosures about what happened to them.</p> <p style="text-align: center;">Page 133</p>	<p>1 Q. Thank you. I don't need to bring it up, but you have 2 given us further evidence about the engagement officers 3 at ASP000434, internal paragraphs 40 to 44. Separately, 4 just briefly tell us about the work of the prevention 5 and co-ordination officer, please? 6 A. Both in terms of the engagement officer and the 7 prevention and co-ordination officer, the role and the 8 processes are one thing, it's the standard and the 9 exceptional people that we get into those posts that can 10 build rapport, can have a real impact, and so our Topaz 11 prevention coordination officer has been working with us 12 for CSE in the last five years and her passion and 13 commitment comes across to others. So she works with 14 those communities where we have got concern about 15 under-reporting, so she's built -- with certain minority 16 ethnic communities and religious communities, she's 17 developed informal relationships. She's not a police 18 officer, she doesn't come across like a police officer. 19 So, for instance, in mums' networks in the communities, 20 she's linked into them and got really good friendships. 21 Likewise, some schoolchildren that perhaps aren't so 22 engaged in the wider community, she's managed to get 23 links into there to be able to build links with them. 24 With some of our schools that provide provisions to the 25 disabled, she's got strong links there, in terms of</p> <p style="text-align: center;">Page 134</p>
<p>1 raising awareness with staff and, similarly, some of 2 the work she does around boys. She goes out and links 3 in with professionals and the community. She does work 4 with schools, taxis, hotels, lots of GPs and A&E staff, 5 so in 2019, in terms of those that received awareness or 6 training sessions from her, there's 2,552 professionals, 7 16,094 students at schools, 866 parents, 310 staff 8 members internally in the police, 1,992 business or 9 public groups. So in total she reached 21,814 people 10 with her sessions in one year. 11 She's also led a lot of our initiatives, such as the 12 one in Castle Park and the one with the hotels that you 13 have seen in the evidence. 14 Q. Just briefly, then, please, on the issue of 15 victim-blaming language, ASP000321_038-039. You 16 indicate that there have been no complaints made to the 17 professional standards department. You found no 18 examples in case reviews. The 2018 deep dive audit did 19 not highlight any examples either. There is evidence 20 given here, I think you say, that the Topaz North 21 detective sergeant has not witnessed any but did refer 22 to an incident where a children's social care colleague 23 had highlighted language used in a crime report by an 24 officer. Again, a reference to the child prostituting 25 herself. The officer, I think, accepted the feedback</p> <p style="text-align: center;">Page 135</p>	<p>1 about that. Is that right? 2 A. Yes. So in terms of what we have done around that -- 3 Q. I don't need to have too much detail, Mr White. I'm 4 conscious of time. I don't mean to rush you, but can 5 I look, please, at 163 through to 165 and just scroll in 6 on that. There is, nevertheless, a concern identified 7 here that sometimes criminal -- certain criminal types, 8 types of crime -- you list here possession with intent 9 to supply and some of the serious violent offences. In 10 those cases, sometimes the child suspect is perceived 11 with a criminal label rather than it being understood 12 that they may be potentially exploited. Is that right? 13 A. Yes. So something about the overlap between offending 14 and victimisation and, sometimes, where we hear language 15 about being at risk, what we see across organisations is 16 a range of child protection people, and our Topaz people 17 are excellent, our operational people should be good, 18 but we still have to work on that. We are good at the 19 ethos, treating people with respect, empathy and 20 understanding people's decisions as young people. But 21 we are not complacent and the comment that you have 22 mentioned is shocking and, you know, from my 23 perspective, that's always been inappropriate my entire 24 police career and, as you say, at least there was 25 positive leadership and it got addressed, but we have to</p> <p style="text-align: center;">Page 136</p>

1 **keep working at the language aspect. It is not**
 2 **something we can do once. We need to continually keep**
 3 **that in focus.**
 4 Q. You set out, at 164, an advice piece, if you like, that
 5 I think features in the pocket book. Is that right? So
 6 this is about it being never the child's fault, the need
 7 to look beyond presenting behaviour and giving guidance
 8 to front-line officers. Is that right?
 9 **A. Yes, and our front-line staff, you know, have a very**
 10 **challenging job and the demands are relentless in terms**
 11 **of what's expected of them. I guess the concern is that**
 12 **you can't allow that operational pressure to erode**
 13 **empathy. You have to keep working to make sure people**
 14 **understand the vulnerability and what young people**
 15 **require and the holistic picture around them.**
 16 Q. Then just scroll in, please, on 165 that goes over the
 17 page. You talk there about the CSE guidance document
 18 given to officers and staff includes an appendix
 19 document created by the Rotherham post-abuse steering
 20 group developed from real-life victim experiences
 21 including the following. Just scroll in on the top of
 22 page_040, please:
 23 "Don't ever blame a victim. As children, we did
 24 not, and could not, consent to our own abuse, but we
 25 were told constantly we did. This will stay with people

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1 **the evidence that has come to light from my perspective**
 2 **shows the increasing importance of this as an indicator**
 3 **of harm and concern.**
 4 **The area around the Return Home Interviews, so we**
 5 **will do a Safe and Well check, we now call it**
 6 **a prevention interview, as soon as the child or young**
 7 **person is found, to make sure they are safe, they are**
 8 **where they should be and nothing untoward has happened.**
 9 **But that's often not the best time for the child or**
 10 **young person, as soon as they get home, and the police**
 11 **officer is often the person they don't want to see. So**
 12 **we often feel that we don't get the full picture there.**
 13 **That's where the Return Home Interviews comes, that gets**
 14 **followed up through the local authority or commission**
 15 **service, to hopefully give a richer picture in terms of**
 16 **what may be the factors at home that have pushed the**
 17 **child away or the factors in their wider situation that**
 18 **have pulled them away from home so we can look to**
 19 **problem solve it.**
 20 **I wrote to the five directors of children's service**
 21 **and the three safeguarding arrangement leads in February**
 22 **around this issue and the importance of it, given that**
 23 **evidence we now see. I think the structures are there**
 24 **and there's been a lot put in place, but I think there's**
 25 **much more we can do in that area to improve things. So**

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1 until they are told, usually more than once, it was not
 2 their fault."
 3 Does that feature in documents that are given to all
 4 officers and staff?
 5 **A. So that's what -- so the training that I have described**
 6 **with the prevention coordination officer, that would be**
 7 **a part of that training, that all our new staff receive**
 8 **and the existing staff will receive. That guidance is**
 9 **available on our intranet site.**
 10 Q. Just take the next topic relatively briefly, please.
 11 You have given quite a bit of information about the
 12 number of missing children, the improvements made to the
 13 missing children process, and issues around data
 14 recording. Do you want to just summarise what the key
 15 themes there are, please?
 16 **A. So in terms of that, we have got -- with that software**
 17 **I mentioned called (inaudible), that enables our**
 18 **neighbourhood teams to have a list in terms of**
 19 **the repeat young people and children going missing and**
 20 **to be able to prioritise them so we know where to focus**
 21 **our problem solving. We have got our missed**
 22 **coordinators that can help drive the problem-solving**
 23 **approach with partners. So it's very much about trying**
 24 **to problem solve those that go repeat missing,**
 25 **particularly when the frequency is increasing, and all**

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1 **the structures are there, but the operational delivery**
 2 **I think we can continue to work on.**
 3 Q. Are there particular concerns about the ability of
 4 the constabulary to monitor Bristol looked-after
 5 children who are placed elsewhere?
 6 **A. So I didn't mention that with the prevention and**
 7 **coordination officer, so in terms of looked-after**
 8 **children that moved into the area, she makes direct**
 9 **contact with those homes, whether they respond to her,**
 10 **and has good relationships both with the staff and the**
 11 **children there to give us a view. In terms of**
 12 **looked-after children moved out of the area, if they are**
 13 **with Topaz, their contacts will stay and we have got**
 14 **occasions where evidence is continuously gathered where**
 15 **they're out of the force area, but if it's not linked to**
 16 **Topaz, that's not likely to be the case.**
 17 Q. Is there anything else in particular on the topic of
 18 missing children and Return Home Interviews that you
 19 would like to draw out for us? I'll just ask you about
 20 one paragraph here, please, ASP000434_013, paragraph 57,
 21 which goes over the page. You're talking here about
 22 a difficulty caused by not receiving information from
 23 the local authority Return Home Interviews and that
 24 being a weakness in the multi-agency system. Do you
 25 want to just comment a little bit further on that,

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1 please?

2 **A. That's the bit I was trying to refer to in my previous**

3 **answer. The structure and the roles are there. I guess**

4 **my concern at the minute is the processes are working**

5 **effectively, but we could do enhanced problem solving in**

6 **relation to that, and that's not looking at the Return**

7 **Home Interviews from a strategic perspective, but trying**

8 **to look at it from an individual child perspective where**

9 **we try and pull out what the underlying causes are of**

10 **that individual young person going missing and trying to**

11 **problem solve it and, also, with our own missing person**

12 **reports in the police, we don't see that as a way to**

13 **expedite finding the young person next time they go**

14 **missing, we use the process -- that information to stop**

15 **them going missing again. That's what I mean by the**

16 **problem-solving approach. We try to prevent and reduce**

17 **further occurrences of missing people and that**

18 **information from the Safe and Well check and the Return**

19 **Home Interview are key to them trying to do that**

20 **follow-up problem-solving work. And I would want us to**

21 **be in a different place next year, in terms of that**

22 **reduction level.**

23 Q. I'd like to ask you now some questions about some of

24 the children's cases that you were asked to look at.

25 Just before I do that, there is one further question,

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1 **None of them were named, so we couldn't do that direct**

2 **disruption of a perpetrator. What was looked at was the**

3 **location disruption, so the CSE prevention and**

4 **coordination officer has done work with the local**

5 **nightclubs in terms of vigilance and awareness. The**

6 **location you refer to is a known hotspot for us, so that**

7 **summer we had done a two-week operation to try to reduce**

8 **that risk. One week in terms of awareness raising for**

9 **people using the location and frequenting it and another**

10 **week in terms of engaging with young people there.**

11 **There's also been £59,000 invested by the council to**

12 **try to -- we would call it target hardening, so to make**

13 **it more difficult for people to use that as a place for**

14 **offending or engaging in that kind of behaviour.**

15 **In terms of the app referred to, that's a challenge**

16 **for us. It's incredibly difficult, both from a legal**

17 **point of view requiring international coordination and**

18 **from the organisation, to get any assistance that would**

19 **assist with disruption or investigation.**

20 Q. [REDACTED]

21 Q. Then the next child, please, CS-A32, was described in

22 the timeline as having learning difficulties and ADHD;

23 suggesting, on the evidence, that she first became

24 a victim of child sexual exploitation when aged 15; was

25 targeted, on the evidence, by older males for sexual

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1 please, on partnership working. You give evidence in

2 your second witness statement that there is no

3 formalised mechanism for the council to share

4 information with the constabulary. Ought there to be

5 such a process, is the question? In fact, forgive me.

6 Bear with me a second. I'm not reading this very

7 clearly. This is about the movement of a looked-after

8 child from Bristol to somewhere else. Do you think

9 there should be more formality around the sharing of

10 information in that regard?

11 **A. Yes, and I don't think that's a local issue. I think**

12 **that's a national issue.**

13 Q. I would like to now ask you some questions, please,

14 about the individual children whose cases you were asked

15 to review. [REDACTED].

16 Q. In relation to this child as well, you were asked to

17 comment on what disruption activity had taken place,

18 bearing in mind it looked as if this child had been

19 targeted by certain apps and it looked as if there was

20 a particular location that was of concern for this

21 child. So comment, please, on the extent of disruption

22 activity in relation to the online element and the other

23 locations, please?

24 **A. From my reading of the reports I read, there were**

25 **multiple people posing a risk to that young person.**

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1 exploitation; suggestions about staying out late and not

2 attending school.

3 In relation to this child, you were asked to look at

4 the adequacy and speed of the investigation regarding

5 a particular location. We don't need to know the

6 location or, indeed, the type of location, but help us

7 with what your evidence is about that, please?

8 **A. So when we talk about a range of disruption activity,**

9 **there wasn't an individual perpetrator named or**

10 **described, so the disruption activity that took place**

11 **was initially a conversation with a manager at that**

12 **premises to outline the concerns. That person refused**

13 **to identify any members of staff. It was reviewed by**

14 **the Topaz sergeant for potential for disruption, and in**

15 **that it was noted there was already ongoing work around**

16 **modern slavery intelligence that was being investigated**

17 **that could look as a disruption option in terms of that**

18 **location and also to help identify the members of staff**

19 **being present. There was also discussion and reviews**

20 **with the offender management unit as to any options**

21 **around orders.**

22 Q. From the evidence we have seen, it looks as if the

23 police investigation ran for several months into the

24 activities at that particular location, but it is not

25 apparent that there was an ABE interview with the

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1 victim. Can you help with whether there was?
 2 **A. I can't, from recollection. I don't remember reading of**
 3 **one in relation to that.**
 4 Q. There seemed to be evidence of the child reporting
 5 staying overnight with an adult male and a female she
 6 had met in a CSE hotspot and, separately, that
 7 children's social care had been informed that the child
 8 had been grabbed in the street. It's not immediately
 9 apparent what disruption activity or investigation took
 10 place in relation to those two allegations. Can you
 11 help with that?
 12 **A. Yes. So in terms of the missing episodes, I don't know**
 13 **if the flat she went to was a hotspot. So in terms of**
 14 **that, she said that nothing untoward happened at the**
 15 **flat, that she slept there and there were no issues. In**
 16 **terms of how we pick that up -- so on our system,**
 17 **everything is linked. That missing episode is linked to**
 18 **the location she was taken to. It's linked to the**
 19 **couple that lived there. So we have an understanding of**
 20 **that connection between a vulnerable young person, those**
 21 **two people and that location. But it may have looked,**
 22 **in terms of intelligence building around that, but --**
 23 **you know, without a disclosure of an offence or any**
 24 **harm, it wouldn't have warranted further investigation**
 25 **in its own right. And in terms of the incident on the**

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1 **that was reduced to eight weeks on appeal, for knowingly**
 2 **inducing a child to run away or stay away.**
 3 Q. Finally, I missed it before, perhaps, when you were
 4 talking about victim-blaming language, did you see in
 5 the papers for the case of CS-A32, several references to
 6 the child putting herself at risk, this being a case
 7 where, according to the timeline, the timeline is 2017
 8 to 2019. Did you pick up on those documents?
 9 **A. Yes. I saw two references using similar kind of**
 10 **language to that. So the one you cited before was**
 11 **shocking, and that's not an expression I have heard in**
 12 **my service. That phrase of "putting herself or himself**
 13 **at risk" through this process, I have heard that two or**
 14 **three times and that is an expression I think we need to**
 15 **do more work with staff in relation to. I don't think**
 16 **staff appreciate the victim-blaming nature of that**
 17 **language, and perhaps we need to do more education about**
 18 **that phrasing in particular. I'm trying to think**
 19 **through why that might be. We have a lot of focus in**
 20 **terms of empathy and respect and how we treat young**
 21 **people, that they make their own decisions and we**
 22 **listen, and I think we assume that they will understand**
 23 **the risk in situations that we see, but I think often**
 24 **that child or young person will think they are making**
 25 **safe decisions or good decisions where they can manage**

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1 **street, my recollection was that was investigated but no**
 2 **suspects were identified.**
 3 Q. I think, in relation to CS-A59, there wasn't evidence
 4 read out in the timeline, but this is an example of
 5 another child where there is a concern about older males
 6 on social media apps targeting the child. It also
 7 appears from a document from the autumn of 2019 that
 8 a risk management meeting noted concerns that young
 9 people in the supported accommodation where the child
 10 was living were being targeted by unsafe adults. Can
 11 you assist with what the disruption activity was in
 12 relation to that child?
 13 **A. Yes. So when I looked at some of the reports in**
 14 **relation to that, what came out to me was, there was**
 15 **some really strong practice between the agencies. So in**
 16 **looking in terms of how hard the engagement officer was**
 17 **working together with the disruption officer at Topaz**
 18 **and the Barnardo's BASE worker and children's social**
 19 **care to try to give support to that young person and**
 20 **disclosures and to take disruption activity. So, again,**
 21 **there were a number of people posing a risk to that**
 22 **young person. That one in particular, there was a CAWN**
 23 **issued with a number of clear conditions, and there was**
 24 **related -- arrests in relation to that. One of the main**
 25 **perpetrators got convicted, initially for 21 weeks, but**

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1 **that risk. So whether it's conscious or not, that**
 2 **language is victim blaming, regardless, and we need to**
 3 **address and do work on that.**
 4 MS HILL: Thank you. Those are all my questions, chair.
 5 Questions from THE PANEL
 6 THE CHAIR: Thank you. I have one question for you,
 7 Mr White. As you obviously will know, the CSE by
 8 organised groups is often accompanied by the most
 9 appalling violence to the child and, quite separately,
 10 threats to the family. From your experience -- well,
 11 what is the extent of this in the child sexual
 12 exploitation cases that you have come across?
 13 **A. So from my perspective, the majority of sexual offences**
 14 **come down when we go to court under the issue of**
 15 **consent. The Sexual Offences Act gives some clear**
 16 **definitions around that for children and young people.**
 17 **So most of our investigations focus on that issue.**
 18 **Where we see violence being used, that is shocking**
 19 **and I rarely see that and it stands out when you do see**
 20 **it. So certainly the incidents that were expressed in**
 21 **the Rotherham Inquiry, I don't see anything of that**
 22 **severity. For instance, in CS-A59, when we talk about**
 23 **the domestic abuse involving the father, that is**
 24 **shocking in its own right when you read it. So I would**
 25 **say it was rare and, when it does, it gets prioritised**

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1 very quickly because it's much more high in terms of
 2 the threat and harm.
 3 THE CHAIR: Do you have any explanation for why it rarely
 4 occurs, given it does in other places? It's been well
 5 recorded that that's the case.
 6 A. So I think that comes back to when I was talking through
 7 the difference between organised crime networks and
 8 organised crime groups. So with organised crime
 9 networks, it's more about opportunistic offending and
 10 that's very -- less likely to gravitate to that level of
 11 violence. When you have the organised crime groups,
 12 although they're rare, that's where the concern is to
 13 high harm, because that's where I see the potential.
 14 Where you have that coordination and people working
 15 together and they think that that's something that they
 16 can do and get away with, I think that's where there's
 17 potential for the use of violence and threats and
 18 intimidation, and that's why you have to be particularly
 19 vigilant and proactive in looking for the existence of
 20 that.
 21 THE CHAIR: Just for clarification, when you say "organised
 22 crime groups", are you excluding groups of people who
 23 may socialise together and prefer to find children as
 24 their sexual preference?
 25 A. So an example of an organised crime group for me would

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1 work around that. So it's trying to understand how we
 2 can get that evidence off a phone rapidly and how we can
 3 try and avoid having to take the phone or, if we need
 4 it, what we do in relation to that. Because, if we were
 5 to ask a young person at risk of CSE for their phone
 6 with a view that they were not going to get it back and
 7 they're going to lose all their contacts and everything
 8 they have got on it, that's a huge barrier for that
 9 young person in terms of being able to support the
 10 investigation.
 11 MS SHARPLING: Yes. I was wondering how the delays that
 12 were mentioned previously in your evidence to the
 13 analysis of digital evidence, whether work was being
 14 done to decrease those delays?
 15 A. There's always work going on, and it goes in terms of
 16 peaks and troughs in terms of what those delays look
 17 like because, as you know, the capacity in storage on
 18 phones is just increasing all the time. So we are
 19 constantly running to try and keep up with that. But
 20 I think, from the young person's perspective, if you're
 21 saying that phone will be gone for a week, that's as
 22 good as six months, so, for them, they won't
 23 differentiate. A period beyond a day or two without
 24 their phone is a really important issue for them. So
 25 the delay is something we need to continually work on,

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1 be any group of predatory paedophiles I would look at --
 2 so we have had it once where they co-ordinated activity
 3 on the internet or in person. That would count as an
 4 organised crime group from my perspective, because
 5 there's thinking, intent, capability, planning going on
 6 there. It's where things are much more fluid,
 7 particularly with the peer-on-peer groups, that it's the
 8 network and you don't see that level of violence and
 9 harm.
 10 THE CHAIR: Thank you very much. Ms Sharpling?
 11 MS SHARPLING: Thank you, chair. A granular question to
 12 start off with. You mentioned that there were delays in
 13 the analysis of digital evidence, which I think -- you
 14 will correct me if I am wrong -- is not a recent problem
 15 throughout the country. If a child is deprived of his
 16 or her mobile phone, which is often regarded as a safety
 17 device for the child, that may cause considerable
 18 concern. What's being done to improve the timeliness of
 19 that sort of analysis?
 20 A. It's trying to work around that issue, and so, when
 21 you're looking at a victim-needs approach, you know, in
 22 terms of the importance of a mobile phone in a young
 23 person's life, it can't be -- you can't underestimate
 24 that. For them, that's a critical part of their life
 25 and they can't be without it, and so we have to try and

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1 but I think, when you go into any kind of timescales for
 2 that kind of seizure and forensic examination, it's
 3 going to be a barrier for a young person, regardless.
 4 MS SHARPLING: In terms of changing attitudes, some of which
 5 is reflected perhaps in the language that's being used,
 6 but often language is a reflection of the attitude
 7 itself, has any work been done with supervisors and team
 8 leaders in the constabulary to assist in managing those
 9 attitudes that might be expressed unfortunately in
 10 front-line practitioners?
 11 A. So, yes, and certainly, you know, everything we do we
 12 see first-line management particularly, but also
 13 second-line management, is key to delivering whatever we
 14 want to do organisationally. I think, going forward,
 15 with that expression we picked up before, that's the
 16 focus, and it is often the area where they are feeling
 17 that operational demand and pressure and where the
 18 constant demand and attrition of empathy could happen.
 19 So I think it is really important we don't just ask them
 20 to support in the delivery, we engage with first- and
 21 second-line managers to make sure they continually
 22 understand the importance of the empathy and the
 23 importance of understanding the vulnerability so that
 24 they feel it and they -- it is something they completely
 25 are bought into when they are trying to deliver that to

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1 **their own staff.**
 2 MS SHARPLING: Thank you.
 3 THE CHAIR: Mr Frank?
 4 MR FRANK: No, thank you.
 5 THE CHAIR: Sir Malcolm?
 6 PROF SIR MALCOLM EVANS: Yes, please, just one question. At
 7 several points throughout your evidence, you raised
 8 questions concerning the adequacy of information
 9 sharing. I was just wondering if you could help us by
 10 just pulling together your thoughts on this and
 11 highlight what you seem to think are the key areas in
 12 which there are weaknesses in information sharing,
 13 either with the local local authority or, more
 14 generally, you mentioned it could be a national problem.
 15 **A. So I don't think generally there's an issue. I think**
 16 **our information sharing is really strong and really**
 17 **positive. Information sharing works best when – you**
 18 **know, the process is one thing, the relationships**
 19 **between professionals is equally critical. So where you**
 20 **have things such as the way Topaz has developed really**
 21 **strong relationships with Barnardo's and children's**
 22 **social care, when that trust is there, they will use**
 23 **that information sharing to the maximum of its**
 24 **potential. Equally with the data analytics,**
 25 **particularly with Bristol City Council, again we are**

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1 our mid-afternoon break. I'm conscious it's been a long
 2 session, but we do have one more witness to hear from,
 3 so a matter for you, but perhaps we might return at just
 4 after 20 past?
 5 THE CHAIR: Yes, we will do that. Thank you.
 6 (3.08 pm)
 7 (A short break)
 8 (3.21 pm)
 9 MR FULLBROOK: Chair, we are now going to hear from
 10 Amanda Naylor.
 11 MS AMANDA NAYLOR (affirmed)
 12 Examination by MR FULLBROOK
 13 MR FULLBROOK: Ms Naylor, you have provided the inquiry with
 14 a 13-page witness statement, reference BRD00275. Can
 15 you confirm, was that statement true, to the best of
 16 your knowledge, at the time you signed it?
 17 **A. Yes, it is.**
 18 Q. Thank you. You have also exhibited three documents to
 19 that statement. Their references are BRD000276,
 20 BRD000277 and BRD000278. They contain information
 21 provided by Barnardo's officers working in Warwickshire,
 22 Swansea and Bristol respectively. Chair, with your
 23 permission, I would like to formally adduce the entirety
 24 of the witness's statements and those three documents by
 25 publishing them in full?

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1 **really pushing to the maximum amount we can achieve and**
 2 **we are doing workshops to see how we can accelerate that**
 3 **further.**
 4 **So it is not a general issue. The general position**
 5 **is really strong. What we have got is particular bits**
 6 **of issues that we would like to improve on. So in terms**
 7 **of missing, it is not the general information sharing**
 8 **around missing, it's the entry on our Safe and Well**
 9 **check and it's the Return Home Interview and how we get**
 10 **that into a problem-solving multi-agency meeting to try**
 11 **to understand underlying parts of it, and then the**
 12 **looked-after children is more extensive in terms of how**
 13 **that communication links through and, you know, I think**
 14 **people from the local authority would have a much better**
 15 **understanding and can give a much more informed opinion.**
 16 **That's just the understanding I have picked up at my**
 17 **level from the contact and experience I have had to date**
 18 **at a national level as well as through local**
 19 **practitioners.**
 20 PROF SIR MALCOLM EVANS: Thank you very much.
 21 THE CHAIR: Thank you. Thank you very much. We have no
 22 further questions.
 23 **A. Thank you.**
 24 **(The witness withdrew)**
 25 MS HILL: Chair, now might be an appropriate moment to take

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1 THE CHAIR: Yes, of course.
 2 MR FULLBROOK: Thank you. Ms Naylor, the chair and panel
 3 have a copy of your statement and those other documents
 4 that I referred to so I won't be going through those
 5 documents line by line. I might take you to particular
 6 topics and ask you questions in relation to those
 7 topics. If you have any difficulties seeing or hearing
 8 me or anyone else, then just let me know.
 9 Just turning to your background briefly, Ms Naylor,
 10 at paragraph 1 of your statement, you set out your own
 11 personal professional background. If I just summarise
 12 that for you, you are assistant director of impact at
 13 Barnardo's and you lead Barnardo's strategy in the field
 14 of child sexual abuse and wider exploitation. You have
 15 over 25 years' experience in the field of child
 16 protection with a specific focus on the victims of
 17 crime. You also sit on the Centre of Expertise CSA
 18 advisory board and the NOTA advisory board?
 19 **A. That's correct.**
 20 Q. At paragraphs 6 to 8 of your statement you set out in
 21 a little detail some of the work Barnardo's does. I'll
 22 just read over some of that. You said that Barnardo's
 23 has been supporting children and young people affected
 24 by sexual abuse for over 20 years, and you deliver
 25 specialist services in 45 locations across the UK. Your

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1 practitioners work with statutory safeguarding partners
 2 to help them disrupt offenders, gaining access to
 3 children, building up protective safeguarding networks
 4 whilst supporting children and young people's recovery
 5 by rebuilding their confidence and self-esteem and by
 6 helping their families, schools and social networks
 7 develop strategies to cope with what has happened. You
 8 describe it as being long-term, complex work often over
 9 many months and you work in partnership with other
 10 voluntary sector and statutory sector organisations to
 11 promote joined-up responses for children and their
 12 families and support networks?
 13 **A. That's correct.**
 14 **Q.** In addition, in the three witness statements from the
 15 different areas, they set out as well -- this is just
 16 for the chair and panel's reference -- each of those set
 17 out a brief introductory paragraph about the specific
 18 work that they do in their areas. I won't take you
 19 through those, but that can all be found in the written
 20 evidence which is before the inquiry.
 21 Ms Naylor, just to take you to our first theme,
 22 which is problem profiling and disruption, and to one
 23 issue which has come up a few times in this hearing, and
 24 that's the question of the definition of child sexual
 25 exploitation, at paragraph 11 of your witness statement,

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1 there is a divergence of opinion about the importance of
 2 exchange in the definition of CSE. Is that a fair
 3 assessment and do you have any further comment you want
 4 to make on this issue?
 5 **A. Yes. I think it is a fair assessment that the sector is**
 6 **divided on the definition. We have four definitions**
 7 **across the four areas of the UK that Barnardo's work**
 8 **with and all of those differ slightly, which causes**
 9 **challenges in terms of making sure our services are**
 10 **responding to those policy definitions in their**
 11 **respective countries. Certainly, in terms of**
 12 **practice -- and I think this is where practice does**
 13 **diverge potentially from academia and policy, is we**
 14 **would not need to see the element of exchange to accept**
 15 **a referral into one of our CSE services, because that is**
 16 **not always immediately apparent if we are looking at the**
 17 **definition of "exchange" within the different UK policy**
 18 **definitions. So that's the first thing, really.**
 19 **We have children within our child sexual**
 20 **exploitation services who are clearly being exploited**
 21 **where the way "exchange" is defined in those different**
 22 **policy definitions is not clear. We would not want to**
 23 **exclude any of those children from the types of support**
 24 **and services they clearly need and, therefore, we need**
 25 **to work without that clear understanding of what that**

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1 which is BRD000275_003 -- Danny can bring that up.
 2 While he is doing that, I will read what you say about
 3 the definition of CSE in there. You say:
 4 "We have defined CSE as child sexual abuse that has
 5 occurred outside the family and its immediate networks."
 6 You go on to explain that the concept of exchange is
 7 not incorporated into your organisational definition of
 8 CSE, as you feel that it is misleading and has its roots
 9 in victim blaming and does not fully take into account
 10 the imbalance of power in coercive approaches that
 11 offenders use to sexually exploit children.
 12 You may have heard, Ms Naylor, the evidence of
 13 Dr Hallett who gave evidence on Day 2 of this hearing.
 14 She said, if we just bring up an extract from her
 15 witness statement, which is at INQ006087_002,
 16 paragraph 2, and within that paragraph, Dr Hallett says
 17 the research that she's conducted concluded that the
 18 sexual exploitation is distinct from other forms of
 19 child sexual abuse in centring around an element of
 20 exchange, whereby a child is abused to exchange sex for
 21 something tangible and/or the meeting of an emotional
 22 need, and that acknowledging this meeting and the
 23 exploitation of otherwise unmet needs is central to the
 24 understanding of CSE.
 25 So it seems, at first glance, at least, Ms Naylor,

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1 **exchange might be.**
 2 **I will come back to the word "exchange" because we**
 3 **see it as particularly problematic, really.**
 4 **The other thing to say, in terms of what Dr Hallett**
 5 **says, she's absolutely right. In some areas of**
 6 **exploitation we can clearly see children being given**
 7 **monetary gifts or possessions or they may be given**
 8 **somewhere to stay or somewhere to live, and that's part**
 9 **of the levers that exploiters use in order to exploit**
 10 **children in many cases. So they will look at where**
 11 **there are issues of vulnerabilities in children's lives**
 12 **and they will use those levers to the maximum in order**
 13 **to be able to sexually exploit children.**
 14 **However, we see across other crime types those kind**
 15 **of behaviours happening too. For example, modern**
 16 **slavery would be a good example. Nowhere in the modern**
 17 **slavery definition do we talk about exchange, where**
 18 **adult victims are exchanging their liberty or, again,**
 19 **around sexual exploitation, we don't see that defined**
 20 **there, and it raises the question, why would we see that**
 21 **around children who have less agency, who, in the UK**
 22 **definition of consent, are not able to consent, they are**
 23 **not legally able to consent in terms of sex, so why**
 24 **would we use the exchange for children and yet in other**
 25 **settings, such as domestic abuse and modern slavery,**

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1 where we see similar patterns of exploitation and levers
 2 being used to exploit children – to exploit victims, we
 3 would not use that language. For me that's the second
 4 issue we need to look at.

5 The third and final issue, really, is the problem
 6 with the word "exchange". In layperson's terms,
 7 "exchange" is around somebody giving something of
 8 a similar value and that being exchanged between
 9 individuals. When we look at children who are in our
 10 child sexual exploitation services and we look at the
 11 levels of coercion and we look at the levels of violence
 12 and we look at the levels of threat and we look at the
 13 persistence and consistency of that, coming from often
 14 not just one person but a range of people, it is very
 15 difficult to accept that that's any kind of exchange,
 16 actually, and that children are giving something in
 17 order to receive something. That's where I think the
 18 problems lie.

19 In terms of the divergence in terms of opinions,
 20 I do want to pick up on this, because it's not only
 21 other professionals that feel exchange is important,
 22 I had a conversation with a young man, who is a survivor
 23 of child sexual abuse, just this week, who wanted to
 24 talk to me around our definition and the evidence I was
 25 going to give today because he said his exploitation

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1 explain what types of information that you think it is
 2 important for specialist providers to receive from the
 3 police and other partners?

4 **A. If we are going to protect children and we are going to**
 5 **manage and mitigate risk and support children in terms**
 6 **of not being accessed by offenders, we need to**
 7 **understand who those offenders are, what their**
 8 **motivations are, how are they accessing those children**
 9 **and young people, how many of them there might be, and**
 10 **the means that they're using to communicate with**
 11 **children and young people. Quite often, instead, when**
 12 **we receive referrals around children, we receive**
 13 **referrals that tell us around what children have been**
 14 **doing, what their behaviours are like, what are the**
 15 **places that children are going and the activities that**
 16 **children are doing. We cannot keep children safe**
 17 **without understanding what adults or older peers are**
 18 **doing in relation to exploitation of those children.**
 19 **What that leads us to do is to try and manage children's**
 20 **behaviour, because that's the only information we have,**
 21 **rather than working effectively with other agencies to**
 22 **make sure that offenders' behaviours are disrupted.**
 23 **It also hinders us from engaging and mobilising**
 24 **protective networks around children who could step in to**
 25 **support and protect children because they don't know**

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1 would not have been identified if the word "exchange"
 2 wasn't in the definition. He said because he was
 3 homeless at the time and the exploiters knew he was
 4 homeless, the fact that they gave him shelter in return
 5 for exploitation, in return for being able to rape that
 6 young man, that that was an important part of his
 7 exploitation and he would not want that to not be
 8 recognised.

9 What worries me is that, why would we miss a child
 10 who clearly has already been let down by a system that
 11 has rendered him homeless and vulnerable and then to be
 12 exploited, which isn't an exchange, that child was at
 13 risk already, constrained choices. So to suggest that
 14 he exchanged physical safety and shelter for sexual
 15 exploitation doesn't feel acceptable in terms of what we
 16 know and understand now around how abusers operate, how
 17 they network, and how they use their power to render
 18 children victims of exploitation.

19 Q. Thank you, Ms Naylor. I want to look at the question of
 20 knowledge and information sharing. Paragraph 13 of your
 21 witness statement, BRD000275_003, you say that currently
 22 Barnardo's receives very little information from the
 23 police and other partners on offenders and their
 24 networks which can make it difficult to identify the
 25 patterns of abuse and disrupt offender access. Can you

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1 **what – when or where they need to be stepping in**
 2 **because they haven't got a clear picture of offender**
 3 **behaviours.**

4 Q. This lack of information sharing that you identify, is
 5 that something that you see across the board or is there
 6 quite a lot of variation between different areas?

7 **A. So your previous witness talked around Operation Topaz**
 8 **and Bristol, and where there is an organised operation**
 9 **that very clearly has framed information-sharing**
 10 **processes that have been agreed by all agencies, it is**
 11 **much easier for us to receive and store that**
 12 **information, and also for those agencies to be able to**
 13 **share that information.**

14 However, in many cases, there isn't that same
 15 organised approach and, therefore, in those areas that's
 16 where we see specific gaps around children or children
 17 who haven't met a threshold to be included in that
 18 operation's parameters.

19 Q. Thank you. Then you go on in your statement to talk
 20 about the fact that your observations on openness to
 21 sharing data information and intelligence has reduced
 22 since the implementation of the general data protection
 23 regulation, the GDPR. Is this something that partners
 24 have expressly told you is a reason for reducing the
 25 level of information sharing that they give you?

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1 **A. So in some areas of the country, we saw a very immediate**
2 **change in the information that was shared and how it was**
3 **shared with us as well. That hasn't been universal**
4 **across England and Wales, but we have seen it in some**
5 **regions. As a national organisation, we are in**
6 **a position both to refer to the Information**
7 **Commissioner, we have got our own clear data protection**
8 **lead and, as an established and large organisation, we**
9 **are able to go back to those local authorities and**
10 **police forces and say, "This is what's happening in**
11 **other areas of the country and we feel that these are**
12 **ways that we can get around that lack of data**
13 **information sharing". For smaller, grass-roots**
14 **organisations, that must prove particularly difficult,**
15 **and some guidance and frameworks around how we share and**
16 **store information, particularly around offenders, is**
17 **really -- would be welcomed, I think, across the sector**
18 **and certainly would be welcomed by Barnardo's.**
19 **Q. So is it fair to say you think the problem is more due**
20 **to a misunderstanding of the GDPR and the various**
21 **exemptions within it than that it is actually a problem**
22 **with the GDPR itself?**
23 **A. I think the problem is the lack of clarity around how we**
24 **can securely store and which information around which**
25 **perpetrators. It becomes easier when it is around**

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1 **that we were supporting, there was an online element in**
2 **addition to potentially contact exploitation as well.**
3 **So we know that the way abusers organise themselves, are**
4 **able to contact children directly and are able to track**
5 **children's movements as well in terms of online**
6 **activity, so children -- being able to use GPS to know**
7 **where children are at any given time, for example. We**
8 **know that's widely used as a means of being able to both**
9 **control and frighten and access children.**
10 **What the online environment does as well is provide**
11 **us with an opportunity to have some clear forensic**
12 **evidence around that activity and certainly we have seen**
13 **that in terms of the Centre of Expertise for CSA's data**
14 **around prosecutions. We see that, actually, where there**
15 **is a digital footprint around exploitation, we are more**
16 **likely to see a successful prosecution. So at the same**
17 **time it's enabled them to access children in different**
18 **ways. It's also enabled us to be able to track their**
19 **activity better and secure successful prosecutions.**
20 **Do you want to just repeat the question around**
21 **county lines, please?**
22 **Q. It is really the same question about county lines. To**
23 **what extent has county lines impacted on the nature and**
24 **extent of child sexual exploitation by networks that you**
25 **have observed?**

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1 **offenders that potentially have criminal histories or**
2 **have been deemed a person of interest by the police, but**
3 **quite a lot of our information around network abuse**
4 **starts off with associates and just people around**
5 **children that actually we hear children mention names,**
6 **they may be nicknames, partial names, and it is around**
7 **how we start to put together those small pieces of data**
8 **that enable us to see a picture around who is**
9 **surrounding a child and what is happening that becomes**
10 **less clear. So some clarity, I think, around how we can**
11 **do that kind of sharing of information when a threshold**
12 **of safeguarding or offending hasn't yet been met would**
13 **be very welcome.**
14 **Q. When you say "clarity", are you talking about more**
15 **national guidance about how the GDPR applies in CSE**
16 **situations, for example?**
17 **A. Absolutely, yes.**
18 **Q. I just want to ask you one final question on this topic,**
19 **which is, to what extent do you think that online**
20 **grooming activity and county lines have impacted on the**
21 **nature and extent of child sexual exploitation by**
22 **organised networks as observed by Barnardo's?**
23 **A. Certainly in terms of online exploitation, let's take**
24 **that one first. We did a survey across our**
25 **practitioners last year, and two-thirds of the children**

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1 **A. In terms of county lines, we know sexual exploitation**
2 **has always been a part of -- let's talk criminal**
3 **exploitation, which is wider than just county lines,**
4 **because we know children are used for more than just**
5 **drug running, they are used in all sorts of criminal**
6 **activity and often that's interlinked.**
7 **What we recognise is that sexual exploitation has**
8 **always been present in that, either as a separate**
9 **entity, in terms of a monetary-making activity, or as**
10 **a way of keeping children within that group or a gang or**
11 **initiating children within that activity and also**
12 **through threats and violence and keeping children**
13 **compliant.**
14 **I think the way it's impacted in terms of child**
15 **sexual exploitation services at Barnardo's is that it is**
16 **(interference) the scope and the numbers of children,**
17 **really, that those services are being required to work**
18 **with, and that includes children online in terms of**
19 **online exploitation.**
20 **In terms of the numbers of children, resources into**
21 **those services have not increased. So what we have seen**
22 **is maybe some incremental increases in terms of**
23 **resources but certainly much larger cohorts of children**
24 **being expected to be worked with.**
25 **The challenge with that as well is an assumption**

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<p>1 that criminal exploitation is very similar to child 2 sexual exploitation, and Barnardo's have completed 3 a piece of work where we have looked at the learning and 4 the similarities between CSE and criminal exploitation 5 and been able to look at, actually, where similar 6 approaches might be useful. What we also need to 7 recognise, however, is some distinct differences. Just 8 because a service is ready to work with child sexual 9 exploitation does not mean it can automatically just 10 switch to working with criminal exploitation where the 11 stakes may be higher, where the use of weapons may be 12 more increased, where the demographics of children may 13 be different, and where the partners, in terms of what 14 needs to be done about them, may be wider, for example, 15 housing may become a really important partner. 16 So to just add criminal exploitation into child 17 sexual exploitation without understanding all of that, 18 and without understanding the specific nature of work we 19 need to do with children who have been sexually 20 exploited as well, the sexual element requires some 21 specialist interventions that are different to organised 22 crime and criminal exploitation and I think we need to 23 hold the learning across the piece, bring good practice 24 to both of those areas, understand that for many 25 children there are connections, but for others there are</p> <p style="text-align: center;">Page 169</p>	<p>1 not, and we need to resource both areas properly and 2 ensuring we have got the work force that's skilled to be 3 able to do that work. 4 MR FULLBROOK: Thank you. Chair, I think there was a slight 5 problem with Ms Naylor's connection there, but I think 6 everything got across and it seems to be better now. If 7 you are content, I will just proceed. 8 Ms Naylor, I want to ask you now about empathy and 9 concern for child victims and the issue of 10 victim-blaming language which the inquiry has heard 11 quite a lot of evidence about over the last week or so. 12 The statements from all the three offices that you 13 provided -- from Bristol, from Cymru and from 14 Warwickshire -- all refer to victim-blaming language 15 still being used in their areas. For your note, chair, 16 the references for those are BRD000278_005, 17 paragraph 13, BRD000276_004, paragraphs 14 to 15 and 18 BRD000277_006, paragraph 32. 19 My first question is, from your perspective, working 20 with victims and survivors, what is the impact of this 21 kind of language on them? 22 A. I think, firstly, it is important to note that there 23 isn't consensus around what is victim-blaming language 24 and what isn't. And I'm not sure we have defined it. 25 I'm not sure it's been defined earlier within this</p> <p style="text-align: center;">Page 170</p>
<p>1 inquiry either. 2 But certainly some of the phrases that we believe 3 are victim blaming, other agencies may not see them as 4 victim blaming. So I think that's important to say 5 first. I'm not sure if there's a shared consensus. 6 For us, any language that places responsibility, 7 shame or blame onto a child for their own exploitation 8 is victim blaming. So, for example, language that 9 refers to children making risky choices, children 10 needing to make safer choices, children keeping 11 themselves safe, phrases that put the whole 12 responsibility of stopping exploitation on their small 13 shoulders in line with all -- we have talked about 14 power, coercion, control and threat -- is victim 15 blaming. Our front-line staff consistently challenge 16 that kind of language in day-to-day meetings and in the 17 presence of children and young people as well. 18 Sometimes we see children and young people adopting some 19 of that language that has been given to them. For 20 example, saying, "I would not have been raped if 21 I hadn't chosen to go to the party or if I hadn't taken 22 that drink", and the impact on children is really, 23 really profound. You will see across research the 24 biggest feelings around sexual abuse are often shame and 25 blame and guilt, self-blame and guilt, and children</p> <p style="text-align: center;">Page 171</p>	<p>1 feeling culpable for their own abuse. It can take many 2 weeks and months, actually, for us to be able to work 3 with children in a way that helps them understand that 4 it was never their fault, where the shame and blame 5 needs to lie is with those that abuse them, and that 6 they were children. That is core work that we 7 consistently need to do with children who find the 8 systems that they have to navigate, whether safeguarding 9 systems or criminal justice systems, often use language 10 which puts blame and shame back onto them. 11 As an organisation that is around rights and social 12 justice, Barnardo's works very hard to challenge that. 13 But quite often, our front-line workers are in meetings 14 with other agencies where they have officers of a higher 15 kind of rank. They're often the lowest-paid staff in 16 the room, the project workers working with those 17 children, and they're having to challenge consistently 18 cultures that have been built up around children bearing 19 responsibility for their own -- taking responsibility 20 for their own abuse. But it doesn't stop at language. 21 What is very important to note is the interventions and 22 support plans that are then put in place that come from 23 that victim-blaming culture and approach often mean 24 children are further punished for their own abuse. 25 For example, if a child is deemed to be putting</p> <p style="text-align: center;">Page 172</p>

<p>1 themselves at risk by being online, then their internet 2 use may become monitored or taken away. Their phones 3 may be taken away. Protective factors and contacting 4 positive peers may be stopped because of what an abuser 5 is doing and the means that an abuser is using to 6 exploit a child. So this doesn't stop at language. It 7 permeates through a whole range of behaviours that then 8 happen and interventions that happen that themselves can 9 put blame and shame back onto a child and be quite 10 punitive for children.</p> <p>11 Q. Thank you. One of the ways in which I think Barnardo's 12 strives to respond to victims and survivors is by 13 adopting what you describe -- in fact, what all three 14 area offices describe -- as a trauma-informed approach 15 to victims of child exploitation. Can you just explain 16 very briefly what you mean by a "trauma-informed 17 approach" and what that looks like in practice?</p> <p>18 A. So Barnardo's has adopted trauma-informed approaches 19 right across the UK in all of its services. So we have 20 just undergone a significant training programme with all 21 of our staff, not just front-line but right through to 22 senior leadership, the chief executive and the board of 23 trustees, to really start to think about how we make all 24 of our responses to children trauma informed. 25 In relation to that, what we are trying to ensure</p> <p style="text-align: center;">Page 173</p>	<p>1 our workforce is able to do is to understand and 2 recognise trauma in children and trauma responses in 3 children so that their behaviours are seen in light of, 4 and in context of, the experiences that they have had.</p> <p>5 That's really important in order for us to be able 6 to get the right intervention and the right response.</p> <p>7 We want to respond to it at that individual level, 8 with the child in front of us, but we also want to 9 structure our services in ways that mean that children 10 can access us. So what often happens, in terms of 11 children who are traumatised, they may not want to 12 access services at certain times, they may struggle to 13 keep appointments, they may struggle with office hours. 14 What they do need is somebody there that they can trust 15 that's going to be persistent and consistent and go and 16 find them if they find it too difficult to get into 17 services and reach out and be there for them and be able 18 to manage challenging behaviours and be able to manage 19 incidents of dissociation and trauma and significant 20 emotional distress and to be able to support them 21 through a journey to a point where they feel that, 22 actually, they have the skills and the abilities and the 23 support to be able to manage positively.</p> <p>24 That's a huge undertaking for any service that has 25 a limited resource and often limited operating hours,</p> <p style="text-align: center;">Page 174</p>
<p>1 and so, for us, it has been around restructuring where 2 we deliver our services, how we deliver our services and 3 the consistency and persistency which we have in helping 4 children engage in those services.</p> <p>5 Q. So you talk about being quite resource intensive and 6 Barnardo's resources being finite. Is there any work 7 being done to promote the adoption of this approach by 8 other bodies?</p> <p>9 A. In terms of commissioners, the commissioning 10 environment, I think it is very important that we note 11 that that hasn't necessarily commissioned services that 12 respond to children's trauma and the recognition of, 13 sometimes, the length of time to build a relationship it 14 takes children and the length of time that they might 15 need to engage in those services in order to be able to 16 move on positively.</p> <p>17 So, in a commissioning framework, we have been 18 working hard with the University of Bedfordshire around 19 contextual safeguarding, bringing funding bodies 20 together to understand what trauma-responsive approaches 21 might look like and contextual approaches might look 22 like for children, and that's one way that's very 23 important that we restructure the way that we commission 24 services, because if we are commissioned to do 25 a six-week programme with a child who has experienced</p> <p style="text-align: center;">Page 175</p>	<p>1 complex trauma, then we are not going to be able to 2 engage with that child's trauma experiences in the same 3 way as if we were able to work with that child over 4 a number of months.</p> <p>5 The other agencies that we tend to very much engage 6 with in terms of trauma responses are schools. Schools 7 are the places where children are mostly at, and they're 8 structures that children can often struggle to engage 9 with. However, we know that children who have 10 experienced CSE are more likely to experience fixed-term 11 exclusion, for example, or have difficulties in terms of 12 accessing a full-term curriculum, and working with 13 schools to shape curriculums and make sure there is 14 sufficient pastoral support and that children are able 15 to access that pastoral support within schools when they 16 need it becomes a very important part of our work.</p> <p>17 The other element of our work, of course, around 18 trauma is making sure that the criminal justice system 19 uses its tools and abilities in terms of special 20 measures, in terms of registered intermediaries, in 21 terms of pre-recorded cross-examination, that they use 22 that to the full to ensure that children are able to 23 manage and cope with what are very difficult processes 24 to navigate in a trauma-informed way.</p> <p>25 MR FULLBROOK: Thank you. Chair, I note the time. I think</p> <p style="text-align: center;">Page 176</p>

<p>1 I have another ten minutes or so of questions for 2 Ms Naylor, with your permission, if I could proceed with 3 that? 4 THE CHAIR: Yes. 5 MR FULLBROOK: Ms Naylor, moving through to the topic of 6 missing children, and Return Home Interviews, we have 7 heard today some of the challenges in Bristol with 8 a 72-hour target timeline for conducting Return Home 9 Interviews. In the statement from the Bristol base, 10 they talk about their hope that they will see increasing 11 use of professionals who already have a good 12 relationship with the child who has gone missing and to 13 undertake the Return Home Interview, so rather than it 14 just being somebody who is designated, it is somebody 15 who already has a relationship with the child and, 16 indeed, we heard from the witness this morning about the 17 move in Bristol to turning this more into conversations 18 than interviews. 19 You talk about the finite resources. How feasible 20 is this actually to deliver, a conversation like that 21 with a trusted person within the 72-hour timeline? 22 A. I think it's understanding that each individual child 23 returns back to their placement or their home in 24 a different place and having experienced different 25 things. So some children need to sleep. They may not</p> <p style="text-align: center;">Page 177</p>	<p>1 have slept for days, or at least for a long period of 2 time. They may not have eaten. They may need some 3 space to -- a shower and bath and get some time for 4 themselves before being asked to talk with an adult 5 around some of those experiences. 6 Equally a child may return, they may leave again 7 with a peer group and they may come back, so actually 8 being able to find that child at a time where they are 9 able and ready to talk is very important, and we know we 10 are more likely to achieve that if there is a person who 11 is trusted and that child already has a relationship 12 with and wants to spend time with to do that rather than 13 a stranger. So we know that that's a very important 14 element. 15 We also recognise that, even though 72 hours can be 16 challenging, it's important that we get back early and 17 see children as early as possible. Some children need 18 to debrief early, and that is why the guideline states 19 72 hours, but each individual child is different and it 20 is important that we have guidance and frameworks that 21 allow to get the best information from a child around 22 what they need next, so our approach is not that it's an 23 intelligence-gathering activity; the first thing is, 24 "Are you okay? Are you safe? Are you well? Are there 25 any medical needs? What is it that you need to feel as</p> <p style="text-align: center;">Page 178</p>
<p>1 safe as possible?", really. 2 Then, when a child is ready to talk about what's 3 happened to them is the next stage, and then to think 4 through, are there any risks that we need to then act on 5 and share within multi-agency settings. 6 I think sometimes Return Home Interviews are seen as 7 a way of getting as much data to inform a system, to 8 inform a risk assessment, when actually we should be 9 thinking, what does this child need in this moment, how 10 do we best build and maintain a relationship with this 11 child and what does that mean going forward, in order 12 for us to be able to intervene and support properly. 13 Currently, we struggle to do that with the way that 14 Return Home Interviews are commissioned. 15 Q. One question I have been asked to put to you is, what 16 would you say in response to the suggestion that CSE is 17 taking place in plain sight and that children in 18 residential care are being taken away from care homes, 19 usually for weekends, by older men for the purpose of 20 sexual exploitation. What's your response to that 21 statement? 22 A. So child sexual exploitation has always and is 23 continuing to take place in plain sight. What children 24 tell us around their experiences is that exploiters are 25 in and around their schools and they are in and around</p> <p style="text-align: center;">Page 179</p>	<p>1 their homes and they are in and around their care homes 2 and they are in their public spaces that they go to. 3 So when children talk to us about how exploiters get 4 access to them and where they get access to them -- they 5 are in their mobile phones as well, of course, in terms 6 of online exploitation -- we know that this is happening 7 in plain sight. This almost gives the anonymity of an 8 abuser that actually they are just there and they are in 9 those regular places. 10 That's where contextual safeguarding becomes very 11 important in terms of child sexual exploitation, because 12 it stops us from just looking at the home or the 13 placement for looked-after children and it starts 14 looking at, where are the places and spaces that 15 children are, where are the protective adults in those 16 places and spaces, and what are the things that we can 17 do to disrupt that activity to keep children safe? 18 It means that we all need to continue to be vigilant 19 and it means that we all need to have an ability to talk 20 to children around where they're going, what's happening 21 and who is around those spaces. 22 So, yes, I'd agree that CSE is still happening in 23 plain sight. I wouldn't agree that it is only around 24 care homes. I think it is in lots of different places 25 and we need to take a contextual view to start to</p> <p style="text-align: center;">Page 180</p>

<p>1 address it.</p> <p>2 Q. Can I just ask you a couple of questions about male</p> <p>3 victims of child sexual exploitation, if I may. There's</p> <p>4 a statement again from Bristol, BRD000278_006,</p> <p>5 paragraph 25. I don't know if that can be brought up on</p> <p>6 screen. It is a short paragraph, but it says that in</p> <p>7 Bristol they have historically applied a lower threshold</p> <p>8 of known risk or harm where boys have been referred as</p> <p>9 a deliberate attempt to ensure that the hidden</p> <p>10 experience of CSE faced by boys is responded to. Do you</p> <p>11 know, has this approach -- do you think that's proven</p> <p>12 effective and how do you measure effectiveness in that</p> <p>13 context?</p> <p>14 A. So I think it's important to note why we need to do</p> <p>15 something different in terms of gender. So this comes</p> <p>16 from the fact that the majority of referrers into</p> <p>17 services at Barnardo's use risk assessments that were</p> <p>18 developed mainly from practice and mainly from observing</p> <p>19 CSE that had happened to white girls, particularly girls</p> <p>20 that were in the looked-after system and particularly</p> <p>21 girls that were 13-plus.</p> <p>22 So risk assessments, in terms of identifying levels</p> <p>23 of risk for children, have been developed mainly from</p> <p>24 that demographic, and what it does not capture is the</p> <p>25 different ways that potentially boys may experience CSE</p> <p style="text-align: center;">Page 181</p>	<p>1 and also the behaviours that might result of</p> <p>2 experiencing CSE.</p> <p>3 So when we talk about having a lower threshold, it</p> <p>4 is in relation to that CSE checklist that does not</p> <p>5 properly take account of gender. We would also need to</p> <p>6 do that for children around black/minority/Asian/ethnic</p> <p>7 communities. We would also need to do that around</p> <p>8 children with disabilities because we have developed</p> <p>9 tools to identify risks of harm that have not</p> <p>10 incorporated the needs of all of those groups.</p> <p>11 In terms of the success of BASE, what you will see</p> <p>12 in BASE's statement is they have a much higher</p> <p>13 percentage of boys within their services than many other</p> <p>14 services across the country. I think it states</p> <p>15 25 per cent now, compared to 15 per cent earlier,</p> <p>16 I think, but we can check that on the statement later.</p> <p>17 However, that's much higher than what we see across</p> <p>18 the rest of Barnardo's, where that hadn't been a local</p> <p>19 decision kind of approach, where around 3 to 5 per cent</p> <p>20 of service users were boys.</p> <p>21 So what we see is, where we open the front door,</p> <p>22 where we stop needing for children to meet lots of</p> <p>23 criteria in order to get access to the service, what we</p> <p>24 then start to see is that we start to identify boys'</p> <p>25 vulnerability earlier and their experiences of sexual</p> <p style="text-align: center;">Page 182</p>
<p>1 exploitation.</p> <p>2 Q. Thank you very much. Chair, just for the record,</p> <p>3 Ms Naylor, you talked about some of the issues with risk</p> <p>4 assessment and how that can be affected by minority</p> <p>5 groups. For reference, I think you talk more about the</p> <p>6 issues with risk assessment at paragraph 25 of your</p> <p>7 statement, and that's just for the chair and panel's</p> <p>8 note.</p> <p>9 I just have one follow-up question, then, for you on</p> <p>10 the issue of male victims, and I think you've covered it</p> <p>11 to some extent, but Sheila Taylor gave evidence to the</p> <p>12 inquiry on Day 2 of this hearing and she said that, on</p> <p>13 the subject of young men and boys, the National Working</p> <p>14 Group strongly advocates that the assessment and</p> <p>15 response for boys should be exactly the same as it is</p> <p>16 for girls and women. Do you agree with that statement?</p> <p>17 A. So in terms of recognising that boys are as at risk of</p> <p>18 CSE as girls, I think it is absolutely important for us</p> <p>19 to see vulnerability for both, and for all genders</p> <p>20 across the gender spectrum.</p> <p>21 I think, in terms of responses to children, we have</p> <p>22 done some co-production work with boys in Wales, and you</p> <p>23 will see that from our Boys2 report which is an exhibit</p> <p>24 in the witness bundle. Here, what we found was, boys</p> <p>25 were found mainly in services that looked at their</p> <p style="text-align: center;">Page 183</p>	<p>1 behaviour, so it might be in harmful sexual behaviour</p> <p>2 services, it may also be in other youth offending team</p> <p>3 services, and what had been missed had been their</p> <p>4 vulnerability.</p> <p>5 So, actually, we need to look at different</p> <p>6 approaches to make sure that we see boys' vulnerability</p> <p>7 as well as girls' vulnerability. It may display in</p> <p>8 different ways and they may end up with different</p> <p>9 pathways, which means different adverse outcomes. So if</p> <p>10 a child has gone down a criminal justice route and they</p> <p>11 are in a youth offending team, that will impact</p> <p>12 significantly on their life outcomes. If their</p> <p>13 vulnerability had been spotted earlier, they may have</p> <p>14 come into a CSE support service. So it is not as easy</p> <p>15 as saying we need to see them all the same. There are</p> <p>16 some very different approaches across the sector around</p> <p>17 how we see boys and young men and how we see girls and</p> <p>18 young women in terms of vulnerability, and we need to</p> <p>19 address those differences and have individual approaches</p> <p>20 to children to make sure that they get the types of</p> <p>21 services that they need.</p> <p>22 MR FULLBROOK: Again, just for reference, the Boys2 report</p> <p>23 that you refer to, I think the key findings of it are at</p> <p>24 reference BRD000279. Chair, with permission, I would</p> <p>25 like to adduce the entirety of that report.</p> <p style="text-align: center;">Page 184</p>

1 Ms Naylor, thank you very much indeed. Those are
 2 all the questions that I have for you, but the chair and
 3 panel may have questions for you as well.
 4 THE CHAIR: Thank you, Mr Fullbrook. I have no questions.
 5 Ms Sharpling?
 6 MS SHARPLING: Yes, just a couple of questions, chair.
 7 Questions from THE PANEL
 8 MS SHARPLING: Ms Naylor, you were posed a very important
 9 question about whether child sexual exploitation was
 10 taking place in plain sight, I think the words were. Do
 11 you collect any data on child sexual exploitation, and,
 12 if so, what do you do with it?
 13 **A. A very good question. So we do, obviously, collect data**
 14 **in each of our services, often to what commissioners**
 15 **require. So, in terms of a national dataset,**
 16 **Barnardo's, like many other agencies, do not have data**
 17 **that can correlate across services or across**
 18 **geographies.**
 19 **The Centre of Expertise did some very important work**
 20 **on looking at a national dataset and what that might**
 21 **look like to enable us to be able to answer the very**
 22 **questions you are posing which is, where are exploiters**
 23 **getting access to children and what are we doing about**
 24 **it and is it effective.**
 25 **At the moment, we don't have a national dataset to**

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1 advice to the agencies, perhaps drawn from Barnardo's
 2 own audit and review scheme, that would help them
 3 improve on that regime?
 4 **A. I think what's very important, in terms of that regime,**
 5 **is that we listen to the voices and experiences of**
 6 **children and young people, and that they become**
 7 **regular -- those are regularly reviewed. The closer**
 8 **that children are to helping us review our services and**
 9 **develop our services, the more informed and better we**
 10 **become, and I think that's very important.**
 11 **I think looking at the issues without blame and**
 12 **being able to learn and say we made mistakes and we need**
 13 **to change this has been something that has been very**
 14 **important to Barnardo's. Barnardo's were instrumental**
 15 **in developing some of the risk assessments that we have**
 16 **now moved away from. It's very important for us to say,**
 17 **we developed that at the time with the best knowledge**
 18 **that we had, but we have learnt, and we need to listen**
 19 **to academia, we need to look at research and we need to**
 20 **look at the evidence base and we need to be able to**
 21 **shift both our tools, but also our culture, and we need**
 22 **to foster an environment, and that hasn't been the case**
 23 **necessarily for CSE where people have been frightened**
 24 **about getting things wrong, and we need to be able to**
 25 **say, "We got things wrong, but we moved and we made it**

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1 **be able to give a national picture, but we do have local**
 2 **datasets for each service.**
 3 MS SHARPLING: Can I just press you a bit more on this. In
 4 relation to individual cases, can you tell me what
 5 Barnardo's do if they come across, in their service
 6 delivery, matters of child sexual exploitation taking
 7 place in plain sight? What do they do about that?
 8 **A. So often those children -- those services are already**
 9 **working very closely within multi-agency arrangements,**
 10 **so we will be attending the MASH meetings or the CSE**
 11 **panel meetings regularly, we would be sharing that**
 12 **information across those partners. Certainly, if we**
 13 **were aware somebody was intending to abuse a child and**
 14 **they were going to pick them up from school, we would be**
 15 **directing that very clearly to the police and social**
 16 **care in the first instance. So we have those**
 17 **multi-agency arrangements already in place in our CSE**
 18 **services and are able to link in to those very quickly.**
 19 MS SHARPLING: My last question, if I may, Ms Naylor: you
 20 talked a little, I think, under audit, review and
 21 performance improvement in your statement about the
 22 joint targeted area inspection. That's obviously a very
 23 important feature which you emphasise in your statement,
 24 but it's not a substitute for regular audit and review
 25 performance by the agency. Do you have any tips or

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1 **right. We learnt, and we did that because we listened**
 2 **to children, we looked at the evidence base, we listened**
 3 **to our practitioners and we are going to try and do**
 4 **things differently", and we need to create a culture**
 5 **around CSE that enables other agencies to do that too.**
 6 MS SHARPLING: Thank you very much.
 7 THE CHAIR: Mr Frank?
 8 MR FRANK: No, thank you.
 9 THE CHAIR: Sir Malcolm?
 10 PROF SIR MALCOLM EVANS: Yes, just one question, if I may.
 11 One of the issues which has arisen across the course of
 12 this concerns the idea of speaking in terms of risk and
 13 risk assessments, and, indeed, linking in to your answer
 14 to the last question, I wondered what your thoughts were
 15 on the comments we have heard about the way in which
 16 speaking about risk can minimise or blind people's sight
 17 to the reality of harm which is already taking place.
 18 **A. Absolutely, and referring back to my statement, we talk**
 19 **very clearly around risk indicators sometimes being**
 20 **evidence of harm already taking place and us not being**
 21 **able to distinguish sometimes between risk and harm.**
 22 **The other element is where risk lies. It does not**
 23 **lie in children's behaviours; it lies with offenders and**
 24 **perpetrators, and we need to manage the risk that they**
 25 **pose to children. So there is some work, definitely, to**

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1 **be done around how we manage risk.**
 2 **How we understand that when we do a risk assessment**
 3 **it is just a snapshot, it is just what we know on that**
 4 **day around that child, and risk escalates and decreases**
 5 **for children regularly and quickly around child sexual**
 6 **exploitation and we need to be dynamic in our response**
 7 **to that. Risk is not static, and in terms of causing**
 8 **harm, we need to be able to both move agilely and**
 9 **protect children, but also make sure that those**
 10 **disruptive methods in terms of offenders are very**
 11 **clearly in place.**
 12 PROF SIR MALCOLM EVANS: So would you say you think it
 13 important to think both in terms of harm and risk?
 14 **A. Absolutely, and some children are at risk themselves,**
 15 **and also are potentially a source of harm for others.**
 16 **So we need to be able to hold the whole picture. It is,**
 17 **"Not you're a child who is vulnerable", and, "You're**
 18 **a child who might harm other people". Quite often those**
 19 **children will have both of those elements within their**
 20 **identities and their experiences and we need to be able**
 21 **to see both of those through a safeguarding lens,**
 22 **I think that's very important, and that we hold kind of**
 23 **the multiplicity of that for children and are able to**
 24 **see that this is where the risk is and this is where**
 25 **harm is actually happening.**

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1 PROF SIR MALCOLM EVANS: Thank you very much.
 2 THE CHAIR: Thank you very much, Ms Naylor.
 3 **A. Thank you.**
 4 **(The witness withdrew)**
 5 THE CHAIR: Thank you, Mr Fullbrook. Ms Hill?
 6 MS HILL: Chair, thank you. Just to complete the
 7 proceedings for today, I would like to formally adduce
 8 evidence from Ivan Powell from the Keeping Bristol Safe
 9 Partnership, which is the Safeguarding Children
 10 Partnership in the area working across Bristol to
 11 deliver multi-agency safeguarding arrangements for
 12 children.
 13 You have already heard reference made, chair, to the
 14 statement from Rachael Scott, Crown Prosecution Service
 15 for the south-west area. Ms Scott is a senior district
 16 Crown Prosecutor in the Crown Prosecution Service with
 17 responsibility for rape and serious sexual offences in
 18 the south-west. She has undertaken work on a number of
 19 CSE cases, both as reviewing lawyer and as a legal
 20 manager. Chair, with your permission, I formally adduce
 21 evidence from both of those individuals.
 22 Chair, that concludes the evidence in relation to
 23 Bristol for today. Thank you very much.
 24 THE CHAIR: Thank you, Ms Hill. We reconvene tomorrow.
 25 Thank you.

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1 (4.10 pm)
 2 (The hearing was adjourned to
 3 Thursday, 1 October 2020 at 10.00 am)
 4
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 10 Summary of timeline of WITNESS5
 11 CS-A27 (read)
 12 Summary of timeline of WITNESS8
 13 CS-A71 (read)
 14 Summary of timeline of WITNESS11
 15 CS-A212 (read)
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 17 CS-A213 (read)
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