

<p>1 Friday, 20 November 2020 2 (10.30 am) 3 IN CLOSED SESSION 4 THE CHAIR: Good morning, everyone, and welcome to Day 5 of 5 this public hearing. Ms Bicarregui? 6 MS BICARREGUI: Thank you, chair. Chair, before we begin 7 evidence about Hillside First School, I would like to 8 ask permission to adduce the following four documents 9 relevant to Headlands School. The first document is the 10 witness statement of Sarah Bone, who is the current 11 headteacher of Headlands, HEA001087. The second, the 12 witness statement of Peter Emery, former deputy head of 13 Headlands School, which is ASC000010. The witness 14 statement of Gregor McGill, director of legal services, 15 CPS004978. And the major enquiry into Headlands school, 16 which is HEA000404. 17 Chair, I would ask that those documents are adduced 18 in full, please. 19 THE CHAIR: Yes. 20 MS BICARREGUI: Thank you. 21 WITNESS RS-A299 (affirmed) 22 Examination by MS BICARREGUI 23 MS BICARREGUI: RS-A299, just a few things before we start. 24 This isn't a test of memory, so please refer to your 25 witness statement or any other documents you have got.</p> <p style="text-align: center;">Page 1</p>	<p>1 I don't think we are going to need to get any documents 2 on the screen, but if we do, then Danny, our evidence 3 handler, will sort that out. 4 We are going to take a break every hour for 5 15 minutes, but if you need a break before that, just 6 let me know. 7 If we lose you at any point, don't worry, we will 8 sort it out as soon as we can. 9 I am going to be asking you questions, and then I am 10 going to ask the chair and panel if they have got any. 11 Lastly, the chair and panel have got your witness 12 statement, so I'm not going to be going through it line 13 by line. 14 A. Okay. 15 Q. RS-A299, could you turn to tab A1 of the bundle in front 16 of you. Your witness statement should be there. Do you 17 have a copy of that? 18 A. Yes. 19 Q. I think you signed that witness statement; is that 20 right? 21 A. I did. 22 Q. Is that witness statement true, to the best of your 23 knowledge and belief? 24 A. Yes. 25 Q. I know that you know that I am always going to be</p> <p style="text-align: center;">Page 2</p>
<p>1 referring to you as RS-A299. 2 A. Yes. 3 Q. When you're giving your evidence, don't worry about 4 saying the names of professionals, so teachers, but 5 please don't say any other children's names. In your 6 statement you talk about, in particular, RS-A346, 7 I think. 8 A. Yes. 9 Q. So if you could try to remember to use that. But if you 10 do accidentally say her name, don't worry, we are in 11 closed session, so we will be able to sort it out. 12 A. Okay. 13 Q. RS-A299, you were a pupil at Hillside School? 14 A. Yes. 15 Q. You describe the school in your statement a little bit. 16 You say it was one long continuous building and an old 17 grey building; is that right? 18 A. (No audible response). 19 Q. It was a small school? 20 A. Yes, it was. Yes. 21 Q. Who was the headteacher at the time that you were there? 22 A. Christopher Hood. 23 Q. You describe in your statement what it was like when you 24 started in Nigel Leat's class. 25 A. Yes.</p> <p style="text-align: center;">Page 3</p>	<p>1 Q. You say that the first couple of weeks everything was 2 okay, is how you put it, but that then things started to 3 get weird. Can you tell us a little bit about how 4 things started to get weird? 5 A. Yes, so, like I say, it was a gradual process. It 6 didn't become apparent, you know, the second that you 7 started the year. Things became weird – I say that 8 from a child's perspective. It was not normal. It was 9 out of the ordinary. It wasn't something that, as 10 a child, I could have put my understanding to, that this 11 was wrong or not allowed. It was something that, this 12 doesn't go on at home, but I'm going to go with it, I'm 13 in a teaching environment, you know, the teacher is my 14 superior, I do as I'm told, and I was uncomfortable with 15 it, as was anybody else, but it was my understanding at 16 the time to go along with whatever was happening. 17 Q. I think you tell us some of the little things that you 18 are saying, so Nigel Leat would, for example, take an 19 extra interest in you and RS-A346; is that right? 20 A. Yes. 21 Q. He would move your seats, I think, nearer to his desk; 22 does that sound right? 23 A. Yes, there was definitely -- it was -- there was 24 a seating arrangement that had got -- that was very 25 clear. Certain tables were certain shapes and certain</p> <p style="text-align: center;">Page 4</p>

1 (Pages 1 to 4)

1 students would sit on certain tables, either for that
 2 purpose, to be closer to him or his desk or where he was
 3 working, but not only this, to be in -- some tables were
 4 more out of sight than others.
 5 Q. He started putting his hand on your knee as well,
 6 I think?
 7 A. Yes. Yeah, there was -- that was where the table was
 8 relevant as to where you were sitting, because there
 9 was -- some were more concealed by other pieces of
 10 furniture that were in the room, and it does -- it
 11 started from anything from sort of to do with your feet,
 12 your shoes and your ankles to then progressively got
 13 more -- basically towards up the body from there on out,
 14 up through your legs, on your thighs, your lower back,
 15 your arms, the neck. There was nothing that was really
 16 off limits, to be honest with you.
 17 Q. You say that he was -- often he had his hand on your
 18 knee or elsewhere for quite a long period of time; is
 19 that right?
 20 A. Yes.
 21 Q. So he started singling you and RS-A346 out. I think you
 22 say that it was common knowledge, is the way that you
 23 describe it, amongst the children that Nigel Leat had
 24 favourites. What made you think at the time that this
 25 was common knowledge among the children?

Page 5

1 A. No, it was -- there was mixed. It was mixed between
 2 a few -- well, there was a few of each, sorry.
 3 Q. What did it mean to be one of Nigel Leat's favourites?
 4 A. It meant that you were subject to doing things that
 5 other students didn't have to do or didn't want to do.
 6 It was -- you were given -- it seemed like this sort of
 7 two-way system: it was, "I will do for you, and you do
 8 for me". That was where sort of the gifts and things
 9 played into different things and different sorts of
 10 rewards, if you will, or -- privileges that other
 11 students didn't get.
 12 Q. I think you describe being sort of sent out of
 13 the classroom to do different tasks sometimes?
 14 A. Yes.
 15 Q. Again, yes, you describe gifts. So Nigel Leat would
 16 give you gifts, would he?
 17 A. Mmm-hmm, yes.
 18 Q. The other favourites would get gifts as well?
 19 A. Yes.
 20 Q. Looking back now, do you think that others in the school
 21 would have been aware that there were children getting
 22 gifts in that class?
 23 A. Yes, there were.
 24 Q. Why do you think that, RS-A299?
 25 A. I think that because there was -- in general, I do

Page 7

1 A. It was apparent because of the conversations we were
 2 having at that age. It started arguments. It was just
 3 sort of child bickering, really, but it was done on
 4 purpose. For want of a better word, it was competition,
 5 and there was that sort of dynamic that was created by
 6 him that was in amongst any students -- any of his
 7 chosen students.
 8 Q. You got the impression, then, that the children -- did
 9 they think it was strange that he had favourites, or was
 10 it a way of --
 11 A. Between the favourites, everybody -- that's where the
 12 sort of competition came in, that everybody was, like,
 13 "This isn't strange. We are all doing the same thing".
 14 We were all very aware of what was going on between
 15 students. It was -- some things became very
 16 collaborative, almost. Whereas students that were in
 17 the rest of the classroom, it was -- to be quite honest,
 18 we became very isolated from them, and in terms of sort
 19 of larger groups of friends, and things like that, we
 20 didn't really have many because of how segregated we
 21 were within the classroom.
 22 Q. I think you say in the year that you were in his class,
 23 there were about four or five favourites; is that right?
 24 A. Yes, roughly, yes.
 25 Q. Were the other favourites also girls, or were they boys?

Page 6

1 believe that it was apparent to not only the other
 2 students within the classroom in that year group; there
 3 was also another year group within that classroom with
 4 another teacher, and obviously you have referred to sort
 5 of the structure of the building. That classroom in
 6 particular was -- there was two entries into it. It was
 7 a through classroom, so it was used as, like -- to be
 8 able to access other buildings. It wasn't one of
 9 the classrooms that were off in sort of a corner that
 10 no-one really went into. It was accessible by every and
 11 anybody within that school, and it was common knowledge
 12 among the children because of -- again, referring back
 13 to the sort of competition that was feeding this sort of
 14 animosity between students because some students were
 15 getting gifts and others weren't, and it -- yeah, it was
 16 creating this really horrible sort of argument dynamic
 17 between the kids -- between the students, and they
 18 didn't know -- we didn't know why, it was just that some
 19 students were getting gifts, others weren't, and people
 20 didn't like that.
 21 Q. Were there sometimes other adults in the classroom
 22 helping out Nigel Leat?
 23 A. It was a common occurrence, daily.
 24 Q. Did he behave in the same way when there were other
 25 adults in the room, do you think?

Page 8

1 **A. Yes, he did.**
 2 Q. You describe, when it was time to get ready for PE, some
 3 of the girls were allowed to go into the toilet to get
 4 ready, but you and RS-A346 had to get ready in the
 5 classroom in front of Nigel Leat; is that right?
 6 **A. Yes, that's right, and to further add to that, as to my**
 7 **knowledge, there were more than -- it was more than just**
 8 **me and that other person. It was -- there could be --**
 9 **it was to do with what we were being asked to do or**
 10 **where we were. You know, it was circumstantial as to**
 11 **who was in the room with us. It could be -- it could**
 12 **have been sort of a solo thing, so it could have been**
 13 **one person just there with Leat himself, or it could**
 14 **have been multiple students in the same room with Leat**
 15 **himself.**
 16 Q. Do you remember Nigel Leat taking any videos or taking
 17 any photographs when you were getting changed for PE?
 18 **A. Yes, I do, and it was -- it was very masked. It wasn't**
 19 **always very blatant. But I can confirm that me and the**
 20 **other student that's been referred to, we were aware.**
 21 Q. You say in your statement that you wanted to tell your
 22 mum about him watching you getting changed for PE, but
 23 you didn't. I think you thought she'd be upset. Is
 24 that right?
 25 **A. Yes, and, further to that, we had -- I had threats. We**

Page 9

1 **and potentially this would have made it more easy**
 2 **because then there wasn't necessarily somebody there,**
 3 **but I would have assumed that somebody would have seen,**
 4 **and not only this, the way in which it was positioned**
 5 **within the room, it had our backs to the rest of**
 6 **the room, so I -- you may have not potentially seen who**
 7 **was there and who wasn't there.**
 8 Q. Sorry, RS-A299, when you say "it had its back to", was
 9 this the classroom --
 10 **A. The piano.**
 11 Q. Oh, the piano.
 12 **A. Sorry, the piano where this -- the majority of this**
 13 **happened, the way in which the piano was positioned in**
 14 **the room had our backs to the rest of the room.**
 15 Q. I wanted to ask you about that, actually. You tell us
 16 in your statement that Nigel Leat was teaching you how
 17 to play the piano.
 18 **A. Yes.**
 19 Q. Can you describe to us what happened when he was saying
 20 that he was teaching you the piano?
 21 **A. These piano lessons were almost portrayed to me as some**
 22 **sort of extracurricular. We'd sort of -- it would be**
 23 **within a breaktime or a lunchtime. There was very**
 24 **rarely any other students other than the particular**
 25 **favourites in the room at a time. It wasn't sort of**

Page 11

1 **were threatened that we were not to say anything; that**
 2 **harm would come to our parents -- obviously mine in**
 3 **particular was my mum -- or anybody else I loved,**
 4 **really, and it was sort of -- there was a belittling**
 5 **element of, you know, "She wouldn't believe you if you**
 6 **told her that" and, "It's sort of our secret. You don't**
 7 **tell other people secrets like that. If you don't say**
 8 **anything, you can have this ..."** It was a distraction.
 9 It was a, "You do this, I'll give you such and such
 10 a gift".
 11 Q. So Nigel Leat was telling you not to tell your mum or
 12 anyone else?
 13 **A. Yes.**
 14 Q. Did I understand that properly, so the gifts that were
 15 given, were they also in relation to not telling
 16 anybody?
 17 **A. Bribery.**
 18 Q. Now, as well as the getting changed for PE, I think
 19 Nigel Leat also sat you on his lap quite often; is that
 20 right?
 21 **A. Yes.**
 22 Q. Again, was that done with other adults in the classroom?
 23 **A. It was more so that there may not have been somebody who**
 24 **was definitely there. It was more so that there would**
 25 **have been people coming and going throughout the room**

Page 10

1 **within the middle of a classroom setting. It ranged,**
 2 **really, anything from sitting very -- you know, sort of**
 3 **leg-to-leg with him on the stool of the piano and I'd**
 4 **sort of play and we'd -- I'd have my hands on the keys**
 5 **and his hands would be around me over my hands, in terms**
 6 **of like a very practical way of trying to teach me. If**
 7 **not, it could be anything from me sat directly on him,**
 8 **his hands completely wrapped around me, again, playing**
 9 **the piano, moving the -- and sort of moving the sheets**
 10 **of music, as well as other sort of things.**
 11 **There was a gap behind the piano, and there were**
 12 **different sorts of things that had gone on behind the**
 13 **piano as well.**
 14 Q. When you say "different sorts of things had gone on
 15 behind the piano", what do you mean?
 16 **A. It was more a sort of touching or it was -- of the legs,**
 17 **arms, hair, you know, again, sort of the whole body, and**
 18 **this was because no-one could see past the piano.**
 19 Q. I think as well you say that, at the piano, he was
 20 pressed up against you. Quite often his groin was
 21 pushed into your back; is that right?
 22 **A. Yes.**
 23 Q. Another pupil of Nigel Leat's has told us that what she
 24 realises now, but didn't realise then, is that he often
 25 had an erection while he was pushed up --

Page 12

1 **A. Yes.**
 2 Q. Is that something that you also experienced?
 3 **A. That's true, yes.**
 4 Q. Certainly in your statement you tell us that you just
 5 didn't like this and tried to get away. Can you tell us
 6 a little bit about what you did to try and get away?
 7 **A. Many times, I would try to get down or move away or move**
 8 **to the side even. This would often be dependent if**
 9 **there was other children in the room. If there was**
 10 **other children, I'd try to make an excuse, you know,**
 11 **"I want to get down to go and play".**
 12 **If not, the way in which he was positioned and I was**
 13 **positioned, if I was on his lap or next to him or behind**
 14 **the piano, the reasoning behind him wrapping me around,**
 15 **and I mention it, is so that I couldn't get out,**
 16 **I couldn't move away, I couldn't get down. Because the**
 17 **piano chair was so close to the actual piano itself,**
 18 **I couldn't stand up, so I was directly stuck in that**
 19 **position.**
 20 Q. Do you remember how that felt at the time?
 21 **A. Terrible. There was nothing -- it was horrendous**
 22 **because there is nothing like being stuck in a position**
 23 **where you know -- or you're definitely starting to come**
 24 **to an understanding that, "This isn't okay, I shouldn't**
 25 **be here, I don't like this feeling". It's extremely**

Page 13

1 **uncomfortable. And what that brought on is that you**
 2 **could feel this sort of person behind you and the**
 3 **breathing and the smells and the -- it was lots of**
 4 **different things put together that I started to realise,**
 5 **even as a child, "I don't like that", you know what**
 6 **I mean.**
 7 Q. I think in another part of your statement you describe
 8 that he tried to kiss you. You were by the table with
 9 your book, you say, I think.
 10 **A. Yes.**
 11 Q. Was this in the classroom?
 12 **A. Yes, it was in the classroom.**
 13 Q. Were there other children around at that time as well?
 14 **A. Again, very few. There wasn't very -- it wasn't a full**
 15 **classroom full of children.**
 16 Q. You describe another occasion where he pushed your
 17 friend RS-A346 against the bookcase. Do you remember
 18 that?
 19 **A. It was a very common occurrence for either myself alone,**
 20 **me and the other student, to be -- as well as another --**
 21 **other students to be taken to the library separate from**
 22 **everybody else and, again, it was another place that**
 23 **had -- it was very enclosed and not very many -- you**
 24 **couldn't -- it wasn't very visible once you sort of were**
 25 **in the "reading corner", there was only sort of one way**

Page 14

1 **out and one way in. It was very small. And the**
 2 **situation that arose was the teacher had asked to --**
 3 **sorry, had asked of a certain thing from one of**
 4 **the other students, and she had refused. So off the**
 5 **back of that, it was very common for him to have sort of**
 6 **a temper or a mood and that would very much dictate as**
 7 **to how we were going to be treated that day.**
 8 **Off of the -- he had tried to kiss this other**
 9 **student and, as she sort of pulled away, and obviously**
 10 **I would have looked in shock, she was in shock, and, you**
 11 **know, looked disgusted, he had sort of pushed or shoved**
 12 **or sort of slammed, almost, her head into the bookcase**
 13 **and sort of -- just, like, you know, was saying,**
 14 **"I don't even know why I just did that". Didn't**
 15 **apologise, but was saying that he just sort of lost his**
 16 **head for a minute there. And then we had -- he asked me**
 17 **to attend to her, so I took her to the students'**
 18 **bathroom, I sort of cleared her up. That was when she**
 19 **was quite violently ill.**
 20 **Again, it was sort of everywhere, not to be too**
 21 **graphic, and so I was trying to sort of get it up off**
 22 **the floor, off of the toilet, and she was sort of just**
 23 **in a state of shock, she wasn't saying very much at all.**
 24 **So then my instant reaction was to go to**
 25 **Christopher Hood. That was where I had -- so we both**

Page 15

1 **went, and we -- I went towards the office, through the**
 2 **hall, right to the office, and then just at the very**
 3 **last minute, she had pulled me into the adults'**
 4 **bathroom, which was a very -- which was a single**
 5 **bathroom with a sink and everything in it. She pulled**
 6 **me -- and she locked the door.**
 7 **We both were aware of where this was because, many**
 8 **times before now, we'd seen it and, on occasion, we had**
 9 **been put in there, and she -- after she pulled me in,**
 10 **she made me promise not to tell Hood what had happened**
 11 **in so many words.**
 12 **So I, as a child, almost had compromised and said,**
 13 **"I won't say directly what happened", and promised her**
 14 **that as my best friend, so I -- all I had claimed to**
 15 **Hood was that something had happened, [redacted] had**
 16 **hurt her head, I'd taken her to --**
 17 Q. Just pause there. If we could pause there. Don't worry
 18 at all. It was inevitable that this was going to
 19 happen. But, chair, there's just been an inadvertent
 20 disclosure of material which has been redacted. I will,
 21 I think, ask you to make a restriction order in relation
 22 to the name which has just been said?
 23 THE CHAIR: I will do that, thank you.
 24 MS BICARREGUI: RS-A299, I'm going to also ask you, you're
 25 remembering things, I think, and we just need to go back

Page 16

1 a stage, if you like, for us to be sure that we
 2 understand what had happened. So I'm going to summarise
 3 and you can tell me if I'm right or I'm wrong.
 4 I think you'd gone to the library; is that right?
 5 You and RS-A346?
 6 **A. Yes.**
 7 Q. In the library, what had Nigel Leat tried to do to
 8 RS-A346?
 9 **A. Touch her inappropriately.**
 10 Q. She hadn't liked that, and so is that when you describe
 11 him pushing her into the bookcase?
 12 **A. Yes, and then he kissed her afterwards.**
 13 Q. Okay.
 14 **A. It was almost like a form of trying to be, "Oh, I'm**
 15 **really sorry", and things like that, and that was when**
 16 **she was not very well.**
 17 Q. When you describe -- I think you said "it was
 18 everywhere". I know from your statement that you say
 19 that RS-A346 was sick. Is that what you are talking
 20 about at that point?
 21 **A. Yes.**
 22 Q. So this had happened in the library, and then you
 23 describe deciding that you are going to go and tell
 24 Mr Hood.
 25 **A. Yes.**

Page 17

1 **with Leat", nothing.**
 2 Q. RS-A299, I'm going to try to ask you some questions
 3 about what stopped you from saying things at the time.
 4 Now, you've already told us some things about what
 5 stopped you, so you were saying that Nigel Leat was
 6 essentially telling you that you mustn't tell anyone.
 7 **A. Yes.**
 8 Q. I think you've said, and you've described, that you knew
 9 that what was going on was wrong.
 10 **A. Yes.**
 11 Q. I think you also describe a time when RS-A346 was crying
 12 and saying that she was going to have to tell her mum,
 13 but you didn't think that was a good idea, did you?
 14 **A. No. There was a period -- a sort of a switch, if you**
 15 **like, between when I knew that things were wrong and**
 16 **that these things shouldn't have been happening and we**
 17 **should have tried to reach out to somebody, whoever it**
 18 **might have been, whether it was my parent, her parent or**
 19 **a teacher, that we should have said something, and then**
 20 **it moved to her telling me that we should say something,**
 21 **tell someone, et cetera, and I was the one saying that**
 22 **we shouldn't.**
 23 Q. You now know, I think, that your -- at the time, your
 24 mum thought there was something wrong, didn't she?
 25 **A. She did.**

Page 19

1 Q. Then you went into one of the adult toilets, is that
 2 right, on the way there?
 3 **A. Mmm-hmm.**
 4 Q. That's where RS-A346 asked you not to say; is that
 5 right?
 6 **A. Yes.**
 7 Q. If you could then tell us what happened next?
 8 **A. After that, I went into Hood's office. I had made it**
 9 **clear that she had hurt herself and had said that she**
 10 **was bleeding from her head. He asked if she was okay.**
 11 **I said -- I explained what I had done. And then**
 12 **I had -- he -- initially, after I said that she was**
 13 **injured, he got off of his chair on his way to come and**
 14 **get her with me, and as soon as I said that him -- that**
 15 **we were with Leat and she had hurt herself, he instantly**
 16 **sat back down again and said, "I'm sure she'll be okay".**
 17 Q. Did you say that something had happened with Nigel Leat?
 18 **A. Yes.**
 19 Q. But you didn't say what had happened?
 20 **A. I didn't tell Hood that he had kissed her, no.**
 21 Q. Did Mr Hood ask you any questions?
 22 **A. No.**
 23 Q. No questions at all?
 24 **A. Other than, "Is she okay now?", and I just said, "Yeah,**
 25 **she's with -- we're going to go back to class. We were**

Page 18

1 Q. But she didn't know what it was. Was there anything
 2 told to you in the school about someone that you could
 3 talk to if you had any worries?
 4 **A. No.**
 5 Q. Any of the other adults that were in the classroom with
 6 Mr Leat, did you ever think about talking to any of them
 7 about any of this?
 8 **A. There was one -- a teaching assistant, and I'm not**
 9 **100 per cent sure, but she was -- I think she was on**
 10 **some sort of placement because she was there for a very**
 11 **brief amount of time. I remember that myself and other**
 12 **students in the classroom really took to her really**
 13 **well. She was really lovely, we were really comfortable**
 14 **around her, and, to be quite honest with you, we were**
 15 **really close, we'd really built a healthy**
 16 **teacher/student relationship, and think we were quite --**
 17 **myself and the other student were very close in telling**
 18 **her, but we didn't have the words, we didn't understand**
 19 **what it was that we were even going to say, to be quite**
 20 **honest, and then she left.**
 21 Q. So that was while you were in Nigel Leat's class that
 22 she --
 23 **A. Yes.**
 24 Q. You don't remember Mrs Bamford, the deputy head's name,
 25 being mentioned as somebody who --

Page 20

1 **A. No.**
 2 Q. RS-A299, I'm going to ask you now about the arrest and
 3 prosecution of Nigel Leat. Again, we know from your
 4 statement that your mum got a telephone call
 5 in December 2010 to go to a meeting at the school; is
 6 that right?
 7 **A. Yes.**
 8 Q. Then she was told, I think, that Nigel Leat had been
 9 arrested -- I think, at that point, she was told for
 10 having pornographic material; is that right?
 11 **A. Yes, there was -- it was a huge meeting. There were**
 12 **lots and lots of people there, including police**
 13 **officers, social workers and other teachers, and it was**
 14 **sort of a big meeting that had happened in the hall, and**
 15 **no-one had been pointed out. There was no indication as**
 16 **to who or what had gone on, other than the fact that**
 17 **there was a confirmation that he had been arrested.**
 18 Q. At that point, you hadn't been in Nigel Leat's class for
 19 a while, had you?
 20 **A. Two years, to my knowledge.**
 21 Q. I think, at that point, you did feel able to tell your
 22 mum what had happened when you were in Nigel Leat's
 23 class?
 24 **A. It wasn't straight away. After my -- because it wasn't**
 25 **only my mum, it was other members of my family, after**

Page 21

1 Q. I think, again, what you describe very vividly is that,
 2 before this point, you hadn't put together what you'd
 3 call different bits of the jigsaw. Can you tell us
 4 a little bit more about what you mean by that?
 5 **A. When Leat's arrest had happened, I was still very --**
 6 **quite young. It was -- again, it was a process.**
 7 **I couldn't understand -- I wasn't quite linking two and**
 8 **two together. I could understand that my mum had**
 9 **confirmed to me that -- a very brief overview that one**
 10 **of my teachers of a few years ago had been arrested.**
 11 **I might have had something -- I was in the classroom,**
 12 **did I know anything? And then there was just gaps,**
 13 **really, in my knowledge and understanding of what was**
 14 **going on around me, because then, the next minute, I was**
 15 **in an interview about him and then it was a medical and**
 16 **then it was other conversations that had to happen, and**
 17 **it was a very slow process of having to understand that**
 18 **all of these things were linked together and that I was**
 19 **involved.**
 20 Q. They were linked back to what was happening in the
 21 classroom with Nigel Leat; is that right?
 22 **A. Yes.**
 23 Q. Now, you didn't have to go to court to give evidence
 24 against Nigel Leat, did you?
 25 **A. No, I didn't.**

Page 23

1 **they'd all -- after the initial meeting itself, and some**
 2 **time had gone on for us, you know, to process how that**
 3 **conversation was going to go, what was being said and**
 4 **after they had more information on what had actually --**
 5 **like, the arrest had been anything to do with, it was**
 6 **only then that I had the conversation, and initially**
 7 **I had completely dismissed it and said that nothing had**
 8 **happened, and it was a short time after that point that**
 9 **I then decided to have the conversation.**
 10 Q. At that point, the police interviewed you, I think?
 11 **A. Yes.**
 12 Q. Do you remember the police interview?
 13 **A. Yes, I do.**
 14 Q. I think you say that the detective constable who did
 15 that was lovely to you; is that right?
 16 **A. Yes, she was really amazing. She had been working with**
 17 **us from the very beginning, so she had been in my home,**
 18 **we'd -- I'd been introduced to her, and she was then the**
 19 **one that was conducting and sort of coming through the**
 20 **whole process with us.**
 21 Q. I think, RS-A299, you had to have a medical examination
 22 at the time?
 23 **A. I did.**
 24 Q. You describe that as a horrendous experience, I think?
 25 **A. It was awful.**

Page 22

1 Q. I think you're aware that that was because there was --
 2 well, he pleaded guilty, but also that there was video
 3 evidence of you that was found at his --
 4 **A. Yes.**
 5 Q. Do you remember if you and your family were given any
 6 support during this time, up to when he pleaded guilty,
 7 from the police, for example?
 8 **A. The only knowledge that I have is that the only person**
 9 **I dealt with was the police officer -- I think her name**
 10 **was Maria -- and that's the only form that I'd had up**
 11 **until the point of his arrest.**
 12 Q. It is difficult to talk about this, but you say in your
 13 statement that you don't think, when you were young,
 14 that you were affected so much on the outside, but you
 15 were affected in lots of little ways on the inside.
 16 **A. Yes.**
 17 Q. Can you tell us what you mean by that?
 18 **A. It was to do with my behaviour and who I was as a person**
 19 **from that point onwards. When you -- when I had**
 20 **experienced that through a year, it was at a point where**
 21 **it had -- what it had done is it had taught me to be**
 22 **completely different to who I usually was. I wasn't**
 23 **a child who kept secrets. Me and my mum's relationship**
 24 **was amazing. And it was those -- it was to do with my**
 25 **relationships with other people, it was to do with my**

Page 24

1 ability to talk about anything with anyone, to trust and
 2 to be near other men and to talk and confide in my mum.
 3 I turned very secretive and generally physically started
 4 to -- I lost weight, I lost my appetite, I -- my
 5 relationship with my other siblings was quite damaged,
 6 I became very isolated from everyone.
 7 Q. Can you tell us what happened in year 10? Because
 8 I think you say you kind of -- you know, on the outside,
 9 things were all right, but then -- yes, tell us what
 10 happened in year 10.
 11 A. Although it seems like a long time, the realisation of
 12 what had happened, after the point of his arrest and the
 13 sort of -- probably within a year after that, I hadn't
 14 spoken about it since that point. It was -- the case
 15 was over, he had been convicted, and then it was just
 16 "Go about your usual life", really. So it wasn't really
 17 until -- and obviously, from that point onwards, I had
 18 to stay in an educational setting, and that was
 19 always -- that was always a problem, and even though
 20 I now and at the time I really enjoyed education,
 21 I liked being with friends, I liked being in that
 22 setting, and then it wasn't until year 10 came around
 23 that it was a massive wave of -- to know -- to really
 24 understand what had happened and the effect that it had
 25 had on me, the impact it had had on me, and the

Page 25

1 knowledge and memories, quite honestly, that had come
 2 back in that I had blocked out for a very long time.
 3 Q. I think, at that point, you kind of started having --
 4 was it panic attacks at that point?
 5 A. Yes, I was having panic attacks and flashbacks and just
 6 started to have huge signs of severe post-traumatic
 7 stress disorder, anxiety and slight -- and depression.
 8 Q. You say that you had some therapy, I think, just after
 9 the prosecution, but that stopped quite quickly at that
 10 point because everyone kind of thought you were doing
 11 okay.
 12 A. Yes.
 13 Q. Is that right?
 14 A. On the outside, I seemed to have been functioning quite
 15 well, and the form of therapy that they had tried to
 16 give me wasn't necessary for the time. Obviously, still
 17 being so young, it still wasn't -- the impact and
 18 understanding wasn't there. There wasn't anything in my
 19 eyes that needed to be fixed because there wasn't
 20 anything necessarily wrong. But that same form of
 21 therapy that I had, I had later on in life instead.
 22 Q. Do you think that was it, that by year 10 you sort of
 23 understood more about what had happened to you?
 24 A. Yes.
 25 Q. Again, looking back a little bit, at the time Nigel Leat

Page 26

1 sort of pleaded guilty, you'd left Hillside School,
 2 I think?
 3 A. Yes.
 4 Q. We asked North Somerset Council about the lack of
 5 support at the time, and they describe there being some
 6 contact between them and your mum, which was why you had
 7 that early treatment from CAMHS, but you won't have
 8 known about that. What do you think would have helped,
 9 RS-A299? I think you talk about sort of just keeping in
 10 touch a bit over time. Can you tell us about that
 11 a little bit?
 12 A. The problems occurred because, after the conviction --
 13 and, like I said, I was still very young, still a huge
 14 lack of understanding of what had happened. So in terms
 15 of trying -- dealing with and coming to terms with what
 16 had happened, it was too close. The therapy that they'd
 17 offered me, it wasn't the right time to be doing those
 18 kinds of things, and over -- as time had gone on, it was
 19 common knowledge that these things were going to forever
 20 affect me and there was no, like you said, constant feed
 21 of -- and, like, just sort of a checking in, almost, and
 22 knowing that somebody is there to support you if you
 23 need it, and the feeling of -- that there has been
 24 wrongdoing, people are responsible, and you do deserve
 25 help. There wasn't any of that from that point onwards.

Page 27

1 Q. I know that you know that we are not really looking into
 2 the Parole Board decision, the recent decision, to
 3 release Nigel Leat, but you have told us in your
 4 statement that, once it became clear that he was being
 5 released, you would have liked somebody at the local
 6 authority come and talk to you; is that right?
 7 A. Yes, there were a few stages where I believe that there
 8 was a duty for somebody to have mentioned, to have let
 9 us know, to have informed us, that there was -- there
 10 was several stages. There was the release to an open
 11 prison; there was the fact that he was going to be
 12 considered for parole; the parole hearing itself; and
 13 the decision made. None of which any information was
 14 given to us. And, not only this, in search of that
 15 information, it was so difficult to get a hold of and,
 16 furthermore to that, we didn't end up finding out for
 17 such a period of time afterwards, and we just felt
 18 completely unsupported and forgotten about.
 19 Q. You have looked at the Serious Case Review, I think,
 20 haven't you, as part of preparing for this hearing, and
 21 you tell us about that in your statement. You say that,
 22 although the recommendation to put glass in the doors in
 23 schools is not a bad recommendation, what you say is
 24 that it wouldn't have stopped Nigel Leat. Why do you
 25 say that, RS-A299?

Page 28

1 **A. Leat's abuse was blatant. There was no hiding it.**
 2 **There was no -- I can't speak for anything that happened**
 3 **before me. I can only speak for at the time. When this**
 4 **was happening, it was so public, it was so blatant, it**
 5 **was so -- almost known. I'd go as far as to say it was**
 6 **known that there was many periods of time where, had**
 7 **somebody have said, "I have just seen ...", "I have just**
 8 **witnessed such and such happening", it would have been**
 9 **brought up, it would have been flagged, it wouldn't have**
 10 **been the correct behaviour to be seeing from a teacher**
 11 **to a student in that environment.**
 12 **Therefore, when you talk about windows, I was in**
 13 **a classroom with at least 20 other students and multiple**
 14 **access from other teachers, including a whole other**
 15 **class of students that was connected to a public ICT**
 16 **suite and the main hall. There was no need for windows.**
 17 **Everybody could see. So, in that case, in my case,**
 18 **personally, that wouldn't have made any difference.**
 19 **Q. Your focus is more that the staff should have been much**
 20 **better trained in safeguarding -- you tell us that in**
 21 **your statement?**
 22 **A. Absolutely. Absolutely. Children, in general, go to**
 23 **a teaching environment to learn and to be productive**
 24 **with their education and their learning. They're not,**
 25 **at that time, built to understand what they should be**

Page 29

1 **purpose. So it is unbelievable that they have managed**
 2 **to go into a school and give it an Ofsted and**
 3 **teaching -- like, to give it a report that it's**
 4 **excellent, when you almost wonder how you can come to**
 5 **that conclusion, or where they were or what they were**
 6 **actually reporting on, if not the children.**
 7 **Q. I think, RS-A299, you brought a claim against**
 8 **North Somerset Council, which has now settled; is that**
 9 **right?**
 10 **A. Yes.**
 11 **Q. You say in your statement that there hasn't been an**
 12 **apology. Would that be a helpful thing for the council**
 13 **to do, do you think?**
 14 **A. It's too -- it's so -- it's too late, to be quite honest**
 15 **with you. It's so late now that I wouldn't think that**
 16 **that actually made any impact. But it does go back to,**
 17 **it's the thought that counts. It's the acknowledgement**
 18 **of, "Yes, there was wrongdoing, yes, that shouldn't have**
 19 **happened, and we do take even an emblem of**
 20 **responsibility". The first apology I heard was one**
 21 **within this inquiry.**
 22 **MS BICARREGUI: Thank you, RS-A299. I don't have any**
 23 **further questions for you, but I think there is**
 24 **something that you would like to say to the chair and**
 25 **panel?**

Page 31

1 **looking out for or should be cautious of or careful of.**
 2 **It's the teacher. The teacher owes a duty of care. All**
 3 **teachers in that setting -- and not only teachers,**
 4 **anybody else who -- any other adult that was involved**
 5 **with that school had a duty of care and a responsibility**
 6 **to the children, including myself, and that, to me, just**
 7 **shows that there was something that was not there,**
 8 **whether it was teacher training, whether it was an**
 9 **understanding or just the culture of the environment to,**
 10 **you know, not want to call somebody out, not want to say**
 11 **something in the wrong way, but reporting and things**
 12 **like that, as we have seen throughout, was awful.**
 13 **Some reports were made and dismissed; others were**
 14 **ignored; others just didn't have any follow-up on them.**
 15 **I just believe that, although people should have had the**
 16 **commonsense, there also wasn't a duty to them or any**
 17 **repercussions if they didn't.**
 18 **Q. I think you also tell us that you were disappointed that**
 19 **there were three Ofsted inspections while Nigel Leat was**
 20 **teaching there that didn't pick up any of the sort of**
 21 **issues; is that right?**
 22 **A. Absolutely shocking. You put your trust and your faith**
 23 **in that these sort of organisations are made for that**
 24 **purpose, to ensure that everything within a school and**
 25 **within a teaching environment is made and fit for**

Page 30

1 **A. Yes, I would like to just add, just for some sort of --**
 2 **me, personally, I would like to plead with everyone, to**
 3 **be honest with you, it's more that -- what's happened**
 4 **and what's happened in the past in this inquiry and what**
 5 **it's made to do is lessons and learning, and that's**
 6 **amazing, and I completely -- and that's why I'm here.**
 7 **I want to be helping in any way, as a part of that.**
 8 **But it is in the past, and there is nothing that any**
 9 **of us can do about that now. But we are also in the**
 10 **present and the future is to consider, and I really hope**
 11 **and would want to be helpful in any way to any change**
 12 **that could potentially happen in the future, and that it**
 13 **has to happen, because this is not acceptable. This is**
 14 **not the kind of thing that we should ever be hearing**
 15 **about again, these huge scandals over these huge periods**
 16 **of time, and that's why I'm here today.**
 17 **I want to somehow represent people that didn't have**
 18 **a voice, that weren't considered and that -- we are the**
 19 **past, it happens in the future, but I want to protect**
 20 **the people that it potentially could happen to in the**
 21 **future.**
 22 **MS BICARREGUI: Thank you very much, RS-A299. I don't have**
 23 **any further questions, but the chair and panel may do,**
 24 **so if you could stay there.**
 25 **THE CHAIR: Thank you very much, Ms Bicarregui. No, we have**

Page 32

1 no questions for the witness, but I want to thank her
 2 very much for her evidence. We know how difficult it
 3 can be to recall the terrible experience of abuse and
 4 the courage it takes to do so. So we appreciate you
 5 assisting the inquiry in this way. Thank you.
 6 (The witness withdrew)
 7 MS BICARREGUI: Chair, it is slightly early, but might it be
 8 a good idea to take a break now for 15 minutes?
 9 THE CHAIR: Yes, we will do so and return at 11.40 am.
 10 Thank you.
 11 (11.21 am)
 12 (A short break)
 13 (11.40 am)
 14 THE CHAIR: Ms Bicarregui?
 15 MS BICARREGUI: Thank you, chair. Chair, we are now going
 16 to hear evidence from RS-H2.
 17 WITNESS RS-H2 (affirmed)
 18 Examination by MS BICARREGUI
 19 MS BICARREGUI: RS-H2, before we begin, just a few
 20 introductory things. It is not a test of memory, so
 21 I know you have got your statement in front of you. If
 22 you need to look at it, then please have a look at it.
 23 Danny, our evidence handler, will display certain
 24 documents on the screen. Sometimes it takes a little
 25 bit of time for them to come up, but they will come up.

Page 33

1 a restriction order. So don't worry too much. But if
 2 you can try and refer to her as A320, that will be
 3 great.
 4 Your daughter is now 19 years old; is that right?
 5 **A. Yes.**
 6 Q. She has special educational needs, she has learning
 7 difficulties and autism; is that right?
 8 **A. Potentially autism, yes.**
 9 Q. Suspected autism, I think is what you say.
 10 **A. Yes.**
 11 Q. You also tell us, I think, that she's never really come
 12 to terms with what happened to her at Hillside; is that
 13 right?
 14 **A. She's never spoken about it.**
 15 Q. Your daughter started in Nigel Leat's class
 16 in September 2007, didn't she?
 17 **A. Yes.**
 18 Q. At that point, you tell us that -- you knew that she had
 19 learning difficulties and she couldn't really read or
 20 write at that point; is that right?
 21 **A. Yes. Yes, she could only put maybe, like, two words of**
 22 **a sentence together.**
 23 Q. Can you tell us what happened with her reading and
 24 writing when she was in Nigel Leat's class?
 25 **A. She went from, as I said, being not able to read or just**

Page 35

1 We will take a break in an hour's time, but if you
 2 need a break before that, then just let me know. That
 3 will be absolutely fine.
 4 I'm going to ask you questions and then, once I have
 5 finished, I will ask the chair and panel if they have
 6 any questions for you.
 7 Do you have the bundle of documents in front of you?
 8 **A. Yes.**
 9 Q. Can you turn to tab A1, which should be your witness
 10 statement.
 11 **A. Yes.**
 12 Q. Did you sign that witness statement, RS-H2?
 13 **A. Yes, I did.**
 14 Q. Is that statement true, to the best of your knowledge
 15 and belief?
 16 **A. Yes.**
 17 Q. You are here today to give evidence on your own behalf
 18 and on behalf of your daughter; is that right?
 19 **A. Yes.**
 20 Q. We will be referring to your daughter as RS-A320.
 21 I know you know that. It is going to be difficult,
 22 I know, to do that all the way through. Don't worry too
 23 much because, as you know, this isn't being streamed
 24 live, so if there is a -- if you do say her name, I will
 25 just pause for a moment and the chair will issue

Page 34

1 **putting a couple of sentences to completely being able**
 2 **to read a book of her age at that point. She learnt how**
 3 **to read, how to write, count, add, take away, you know,**
 4 **all the basics that they do in that year. She came on**
 5 **a real lot, so much.**
 6 Q. As a result of that -- it is a silly question, really --
 7 what was your view of Nigel Leat as a teacher?
 8 **A. I thought he was amazing. I thought he was -- he still**
 9 **is probably the best teacher she's ever had. He put**
 10 **a lot of effort in -- obviously we know now, but a lot**
 11 **of effort into making her come up to the same level as**
 12 **a lot of the other children in the class and making her**
 13 **feel included. If they were reading a book or if they**
 14 **were doing a project, she could speak about it as well**
 15 **and read what she was doing.**
 16 Q. You just said it then, I think, H2, you said, "Well, we
 17 know now". But it is very helpful to do what you are
 18 doing, which is to try to remember what it was like at
 19 the time and what you felt at the time. So I think,
 20 because of the progress she made, you asked that she
 21 stay in Nigel Leat's class for a further year. Can you
 22 tell us a little bit about that?
 23 **A. Yes. So I knew that he taught two years. He taught**
 24 **[redacted] and [redacted].**
 25 Q. I'm going to stop you there. You're not to know this,

Page 36

1 so please don't worry about it, RS-H2. But, chair,
 2 there has been an inadvertent breach. We have actually
 3 redacted the year groups in the statements, so if
 4 I could ask you to make a restriction order to prohibit
 5 the disclosure of that information?
 6 THE CHAIR: Yes, I will do that.
 7 MS BICARREGUI: Sorry, RS-H2. You were describing that he
 8 taught two year groups.
 9 **A. Yes.**
 10 Q. And you wanted her to stay for a further year; is that
 11 right?
 12 **A. Yes, 100 per cent, because of how much progress she'd**
 13 **made, I really wanted her to stay in his class, because**
 14 **I thought, by the end of the following year, she would**
 15 **probably be up or above the standard of everybody else**
 16 **in that year and, you know, with her then moving on to**
 17 **a different school, her catch-up might be less hard,**
 18 **I suppose.**
 19 Q. Do you remember approximately when you asked for that?
 20 **A. I probably would have been aware, maybe around**
 21 **the March/April time, that we would then learn when the**
 22 **next teacher was for the class for the children, and**
 23 **that's when I asked for a meeting with -- I asked**
 24 **Nigel Leat if she could stay in his class. He told me**
 25 **there was no reason why she couldn't, and he would look**

Page 37

1 **forward to teaching her for another year. But I would**
 2 **need to go to Chris Hood and I would need to speak to**
 3 **him about it as well, because he was the one who**
 4 **allocated the children.**
 5 Q. So who did you hear from that that wouldn't be allowed
 6 to happen?
 7 **A. I went into a meeting with Chris Hood, Nigel Leat and**
 8 **someone else. I'm not sure if it was the deputy head,**
 9 **but there was definitely somebody else in this meeting**
 10 **with us. I explained all the reasons why I'd like her**
 11 **to stay in there for another year, and I was told by him**
 12 **he doesn't think that's a good idea because of how close**
 13 **they are and how good a relationship they have, because**
 14 **when she then left the whole school at the end of**
 15 **the next year, it would be too traumatic and upsetting**
 16 **for her.**
 17 Q. Again, let's -- if we try and imagine back to when your
 18 daughter was in Nigel Leat's class, I'm just going to
 19 ask you some questions about how he acted towards you
 20 and how he acted towards your daughter.
 21 Just as an introduction, you say in paragraph 22 of
 22 your statement that, looking back, you think you were
 23 100 per cent groomed by him. You were taken in by
 24 Nigel Leat, I think you say?
 25 **A. Yes. So one of the first times I met him -- at the time**

Page 38

1 **of being in the school, I worked with children myself,**
 2 **and I would take my children with me to the school, and**
 3 **how the school was laid out, I used to have to stand at**
 4 **the bottom of the school and -- by two, like, portable**
 5 **rooms, I suppose, and his class was right over the other**
 6 **side of the school playground. He used to come to me**
 7 **almost every day in the run-up to her moving classes and**
 8 **introduce himself to me and, you know, explained that**
 9 **I know that I won't be able to get up to the classroom**
 10 **very much because of what I did for a living and that he**
 11 **would make sure she was safe, he would make sure she**
 12 **would always come back -- you know, at the end of**
 13 **the day, if she had any problems, he would come and**
 14 **speak to me, all of that.**
 15 **Then, when she was in his class, he would come down**
 16 **to me at least three times a week to tell me how good**
 17 **she'd been in his class, how amazing she was at reading,**
 18 **how much she was coming on, how good she is. You know,**
 19 **everything a parent wants to hear about their child**
 20 **being in school, how friendly she is with the other**
 21 **children, how inclusive she is with people there that**
 22 **have worse learning difficulties than her. He would**
 23 **also tell me -- my daughter used to go to school with**
 24 **pigtails and plaits in all the time because I was**
 25 **petrified of her getting head lice, and he used to tell**

Page 39

1 **me his wife would send their daughter to school like**
 2 **that and, when she'd come home, it would be sticking out**
 3 **in all directions because of her playing around and how**
 4 **much [redacted] -- sorry.**
 5 MS BICARREGUI: Don't worry. Chair, as you will have
 6 noticed, there's been an inadvertent disclosure of
 7 the name which we have redacted. Can I ask you to make
 8 a restriction order?
 9 THE CHAIR: Yes, I will do that.
 10 MS BICARREGUI: Thank you very much. Please don't worry,
 11 RS-H2. If it happens a lot, which it might well do,
 12 don't worry at all. I won't stop you every time and
 13 I will simply ask for there to be a restriction order
 14 made at the end. So don't think I haven't spotted it.
 15 We will very much make sure there isn't any inadvertent
 16 disclosure of your daughter's name but it may be we do
 17 that at the end.
 18 **A. He would tell me my daughter reminded him of his**
 19 **daughter a lot in her ways, in the way she looked, in**
 20 **her actions and, because his children were now grown up,**
 21 **that when he looked at my daughter, that's what he saw**
 22 **and how it was so nice and everything like that on top**
 23 **of everything else that he would tell me.**
 24 Q. Was that reassuring?
 25 **A. It was very reassuring, because I probably would have**

Page 40

1 **been classed as one of the over-the-top mothers in**
 2 **school where, if my daughter had a dress on, she would**
 3 **have leggings or shorts underneath because I didn't want**
 4 **the teachers seeing her underwear or anything like that,**
 5 **because it's not very fair on the children. And she**
 6 **would always, what I would say, be covered up, you know.**
 7 **So -- mmm.**
 8 Q. If I can -- so Nigel Leat sort of went out of his way;
 9 is that the right way of describing it?
 10 **A. Yes.**
 11 Q. He would come and talk to you and he was very friendly
 12 with you?
 13 **A. Yes.**
 14 Q. Did you see him doing that with other parents?
 15 **A. No, not at all. But the one thing I will say is,**
 16 **because of where I was in the playground, I never saw**
 17 **any of the other parents for our class.**
 18 Q. I think sometimes he would suggest that your daughter
 19 stay behind after school to do some extra reading; is
 20 that right?
 21 **A. Yes. He had work for her that had been given to him, or**
 22 **he told me had been given to him, and it would help**
 23 **progress her learning and reading and writing and things**
 24 **like that. Sometimes, if he had to do something after**
 25 **school, he would ask that she stayed and help him.**

Page 41

1 **an ex-friend of mine, shall I say, who was a teacher at**
 2 **the time, and she told me not to worry.**
 3 Q. Just pausing there briefly, just to say that I've just
 4 noticed that you said your name.
 5 **A. Oh, okay.**
 6 Q. What we are going to do is, we are going to handle this
 7 at the end, I think, RS-H2. So I will -- I'm going to
 8 be writing a note of the things and don't worry at all.
 9 We will -- at the end, I will ask the chair to make
 10 a restriction order covering all of the things.
 11 **A. Okay.**
 12 Q. So don't worry about it.
 13 **A. Okay.**
 14 Q. In a sense, I'm just saying that so other people know
 15 that I have noticed there's been a breach, but we will
 16 deal with it.
 17 Going back to Christmas time, you said -- in your
 18 statement, you tell us that you were kind of wondering,
 19 is it normal for a teacher to be so focused on a single
 20 child --
 21 **A. Yes.**
 22 Q. -- and so affectionate, if you like? I think you said
 23 sometimes she would sit on his lap or he would kiss the
 24 top of her head, that kind of thing?
 25 **A. Yes. To me, that wasn't a normal behaviour that I'd**

Page 43

1 **Sometimes it wasn't just her, it might have been with**
 2 **another child which was a friend of hers or it would**
 3 **have been by herself.**
 4 Q. I think he told you that RS-A320 did jobs for him in the
 5 classroom, sort of helped him out?
 6 **A. Yes, he said she was very helpful. If he had to send**
 7 **a letter to the reception area or something, he would**
 8 **ask her to do it and -- knowing that it would get there**
 9 **safe and she would come straight back and everything**
 10 **like that.**
 11 Q. So school would have started in September. I think in
 12 your statement you describe that, around Christmas time,
 13 you did start to worry a bit about Nigel Leat's
 14 behaviour with your daughter.
 15 **A. Yes. I think, like, my concern was that he was very**
 16 **friendly and very -- yeah, very friendly, I suppose,**
 17 **towards us and very -- we'd go for parents evening, he**
 18 **would just tell me how amazing she was. If she was next**
 19 **to him, he might have, like, touched her hair or**
 20 **something like that. I was concerned, but, as it says**
 21 **in my statement, you know, I did speak to people about**
 22 **this and I did -- and everybody was telling me, "That's**
 23 **what you want a teacher to be like, [redacted]. You**
 24 **don't want a teacher to be really standoffish and "Oh,**
 25 **go away from me, child". I spoke to a friend of mine,**

Page 42

1 **experienced with any other teacher. On the other side**
 2 **of that, the work that I was doing at the time, my**
 3 **husband was very affectionate to the children in the**
 4 **environment and it was no different to what Nigel Leat**
 5 **was doing to my daughter, and I didn't know if he was**
 6 **doing it to other people's children or not. At the time**
 7 **I thought, "Well, he must be, because he's so open about**
 8 **it, other people must see this", you know, whether it's**
 9 **teachers, learning assistants, they must know that this**
 10 **is what he's like.**
 11 Q. I think you said you spoke to a friend who was a teacher
 12 about this, didn't you?
 13 **A. Yes.**
 14 Q. What did she tell you about this? Is this the one
 15 about, "This is what you want from a teacher", is that
 16 the advice --
 17 **A. Yes. The person taught a lot older children, like sixth**
 18 **form level, and she told me that that's what you would**
 19 **want from a teacher of that age, you'd want somebody who**
 20 **wants to put the effort in to help your child when she**
 21 **is so far behind on everything else.**
 22 Q. So this is around Christmas time. You have asked some
 23 people about it. You have discussed it, I think, with
 24 your husband -- is that right?
 25 **A. Yes.**

Page 44

1 Q. Then I think you tell us that, in the end, you ended up
 2 thinking it was a problem with you rather than a problem
 3 with Nigel Leat. Is that right?
 4 **A. Yes, I just thought, well, if everybody is telling me it**
 5 **is okay, it's obviously just an internal issue that**
 6 **I have, thinking that somebody would want to be**
 7 **inappropriate with my child, but -- so it just came down**
 8 **to me thinking, "Okay, just take a step back and just**
 9 **think about it".**
 10 Q. Is that why you didn't mention it to anyone at the
 11 school at the time, do you think?
 12 **A. Yes, I think it was, because how open he was about it as**
 13 **well, I thought that somebody must see this, whether it**
 14 **was one of the teachers, a teaching assistant, a dinner**
 15 **lady, other parents, somebody must see that he's like**
 16 **this, because it was so natural to him to be so**
 17 **affectionate to my child that he must have been like**
 18 **this with other children.**
 19 Q. You say as well, sort of by around Christmas time, your
 20 daughter was being teased by class members about being
 21 Nigel Leat's favourite.
 22 **A. Yes.**
 23 Q. Did you have the impression that all the children in the
 24 class knew about this?
 25 **A. Yes, very much so. We were -- I was looking after one**

1 **of the children in the class as well, and he would come**
 2 **home and tell me that, "Oh, she's Mr Leat's favourite",**
 3 **and all this, and, "Everybody knows that she is", and**
 4 **blah, blah, blah. My daughter didn't bat an eyelid to**
 5 **do with this. She just ignored it. So ...**
 6 Q. Do you think that the other parents knew about it? Did
 7 any other parent mention to you that they knew? No,
 8 okay.
 9 So even after this point, everyone has told you, you
 10 know, it is just in your mind, kind of thing. You still
 11 have some concerns, I think. You tell us that there was
 12 a sports day, I think. Can you remember what --
 13 **A. Yes. So the school that they have doesn't have a sports**
 14 **green area, it doesn't have like -- it just has a stone**
 15 **playground. So they go to another school in the area**
 16 **that is, like, their sister school and they do all the**
 17 **sports play there because it's got a huge green track**
 18 **and everything that they needed for sports day. And we**
 19 **went to sports day and, after she'd done all her races,**
 20 **she came and told me that she'd been in Nigel Leat's**
 21 **car, and I was, like -- I asked her who else was in the**
 22 **car and why she was in the car. She told me that**
 23 **somebody else was in the car with her, one of the other**
 24 **students, and they had just drove down because they had**
 25 **to bring possibly some of the equipment with them or**

1 **something like that.**
 2 **So I did go up to Nigel Leat and ask him, you know,**
 3 **"I'm not overly happy with this, but why did it happen?"**
 4 **He apologised and said, "It was just because I needed**
 5 **some help" and my child and this other child offered to**
 6 **help him. Again, I would have assumed that the other**
 7 **teachers would have known this if they're asking him to**
 8 **bring the stuff down to the school. So, again,**
 9 **I assumed that Chris had known.**
 10 Q. From when in the school year -- I know that Nigel Leat
 11 gave your daughter some gifts. We are not going to
 12 mention specifically what those gifts were, but he gave
 13 her a number of gifts. I think you describe in your
 14 statement him wanting a Christmas gift to go under your
 15 Christmas tree; is that right?
 16 **A. Yes. He asked me if he could give her a really small**
 17 **gift for Christmas and specifically if he could put it**
 18 **under the Christmas tree with a card and that she would**
 19 **know that it was from him. He also told her that he was**
 20 **sending a gift home to go under the tree. Yeah, that**
 21 **was the first one.**
 22 Q. Then, I think, a birthday present?
 23 **A. Yes, a birthday present, which, again, was very similar**
 24 **to what the first one was. He asked me again, and I did**
 25 **say to him, "Do you do this for all the children?" And**

1 **he said, yes, he does, he buys every child in his class**
 2 **a little gift. So I said, okay, that's fine.**
 3 **He then gave us an Easter gift, and we then left in**
 4 **the June.**
 5 Q. So this is the point where you have asked if your
 6 daughter can stay another year and you have been told
 7 no, and you have talked to us about that. So at this
 8 point, so this would have been in around the July?
 9 **A. Yes.**
 10 Q. Your daughter left Hillside?
 11 **A. Yes.**
 12 Q. But you tell us in your statement that Nigel Leat wanted
 13 to keep in touch with your daughter, didn't he?
 14 **A. Yes.**
 15 Q. I think he continued to leave presents for her. Can you
 16 tell us a little bit about how he continued to contact
 17 you after that?
 18 **A. Yes. So on the last day, he asked me if he could keep**
 19 **in contact with us and gave me his mobile number and**
 20 **asked me to email him my address and telephone number.**
 21 **He told me this was a thing that he did regularly to**
 22 **children that he wouldn't be seeing but he would like to**
 23 **know how they got on academically going through the next**
 24 **few years, and that, if I had any questions, I could**
 25 **always ask him for help. Originally, I just ignored it.**

1 He then saw me and my child again a few days later on
 2 his bike, and said, "Oh, please do message me, you know,
 3 I'm really looking forward to getting a letter or
 4 whatever", so I was like okay, okay. I didn't again,
 5 and then, a few days later, I received a letter to my
 6 home, which he must have got from the school. He must
 7 have got my address from the school. So we received
 8 a letter and for the next few months it was just
 9 letters, which [redacted] -- sorry, [redacted] wasn't
 10 really wanting to write to him, but I would write
 11 a childish letter out and get her to copy it, and then,
 12 whenever it came up to a special occasion, we would get
 13 presents from him.
 14 We lived on his route from where he -- from where he
 15 got off the train to when he got to school, so he would
 16 come past our home and drop the presents in our
 17 porchway.
 18 Q. So he kept leaving presents for [redacted] outside your
 19 house?
 20 A. Yes.
 21 Q. I think he also asked at some point whether or not you
 22 had a webcam, [redacted].
 23 A. Yes.
 24 Q. But you said no, and I think that was the end of that?
 25 A. Yes. He asked if we had a webcam and I said, "No, we

Page 49

1 to class. They were watering their plants. I felt it
 2 was strange because I expected that [your daughter]
 3 would either be completing her SAT or the other work ...
 4 On return to class, I asked Pam why [she] was carrying
 5 out the activity ..." et cetera:
 6 "Pam commented on how Nigel Leat asked to carry out
 7 the SAT with [your daughter] 'because she wouldn't be
 8 able to do it' and feels that [she] was given support on
 9 a 1:1 to complete the paper."
 10 Danny, that can come down, thank you.
 11 Did anyone talk to you about this, about the fact
 12 that your daughter would be doing SATs in a different
 13 way to the other children?
 14 A. No.
 15 Q. Sorry, could we get that up again, but just get the next
 16 paragraph down, please, DFE003202_003. This is another
 17 concern which is noted:
 18 "Heather came into my class ... She was very
 19 'annoyed' and asked me to come and see what Nigel Leat
 20 was doing. She said that he was marking the maths SAT
 21 and was allowing [your daughter] to write the scorings
 22 on the papers. She felt this was inappropriate and
 23 compromised the SAT."
 24 When she arrived in the class neither were there.
 25 You presumably weren't aware your daughter was spending

Page 51

1 don't at the moment". I probably wouldn't have let her
 2 do that, because -- I don't know why. I just don't
 3 think I would have done, but yeah.
 4 Q. Then we are not going to talk about it in detail, but at
 5 some point just before he was arrested, you left the
 6 area, didn't you?
 7 A. Yes. So in the [redacted], we left and moved to where
 8 we live now and, the weekend before he was arrested, we
 9 were about to write to him and tell him our new address,
 10 which would be not far from where he lives, or lived.
 11 Q. We are just going to have a look at something which was
 12 recorded when your daughter was in the school. Danny,
 13 can we get up DFE003202_003. RS-H2, can you see that?
 14 A. Yes.
 15 Q. I think you have seen it before in preparing for the
 16 hearing; is that right?
 17 A. Yes. Yes, I have.
 18 Q. It is quite difficult to read, it is small type.
 19 I don't know if we can get it any bigger than that,
 20 probably not. It doesn't look like it. Let's go to the
 21 first paragraph. We know that we are referring to your
 22 daughter as RS-A320.
 23 A. Yes.
 24 Q. So this is a concern that's been written down:
 25 "I met Nigel Leat and [your daughter] on my way back

Page 50

1 time --
 2 A. Not like this, not at all.
 3 Q. No. Danny, can we have the next paragraph down, please.
 4 This is a very long paragraph. I know you have read it.
 5 A. Yes.
 6 Q. But, essentially, it expresses -- I think the crux of
 7 it, if you like, is towards the end, the third bullet
 8 point down. This is a trainee teacher and her college
 9 tutor came in to observe and noted the physical contact
 10 between RS-A320 and Nigel Leat. In her feedback session
 11 with Nicola, she commented on the fact that the
 12 relationship between RS-A320 and Nigel Leat was "a bit
 13 close for comfort"?
 14 A. Yes.
 15 Q. So this is somebody external to the school coming in and
 16 describing this.
 17 A. Mmm.
 18 Q. Were you told about any concerns about how close
 19 Nigel Leat was to your daughter at the time?
 20 A. I was told nothing. Nobody ever came to me. I have
 21 said before in all my statements that, if they would
 22 have come to me and said that my daughter was acting
 23 inappropriately with Nigel Leat, I would never even have
 24 looked at Leat. I would have looked at my family and
 25 thought, why, at this age, is she acting this way?

Page 52

1 **Yeah, but I was never told anything. Not one person**
 2 **came to me and said anything of what is on here.**
 3 Q. That can come down, thank you.
 4 As you describe, there were occasions where staff
 5 noticed, for example, that your daughter would get upset
 6 if she couldn't sit next to Nigel Leat or be physically
 7 close to him. But, again, that wasn't shared with you
 8 at the time?
 9 **A. No.**
 10 Q. I know you know that, as a result of those concerns,
 11 Nigel Leat was given a verbal warning. I think he
 12 described what he was doing as trying to support your
 13 daughter.
 14 **A. Yes.**
 15 Q. I think that was the message he was giving you as well
 16 at the time, wasn't it?
 17 **A. Definitely. To me, everything he was doing was**
 18 **supporting her to develop more in as a child and in her,**
 19 **you know, education.**
 20 Q. This is a difficult question, and you may not be able to
 21 answer it, but do you think if somebody had spoken to
 22 your daughter at the time, do you think she would have
 23 been able to tell them what was going on?
 24 **A. No. Not at all.**
 25 Q. I think you now, looking at that that we just looked at,

1 that report about the various concerns, you are keen for
 2 there to be some sort of duty on people to report
 3 things; is that right, RS-H2?
 4 **A. Definitely. I think that there needs to be, I don't**
 5 **know, somebody external, not involved in the school, and**
 6 **especially in a small town like Weston, not in an area**
 7 **where you probably live and work with people who work in**
 8 **the council offices. I also think that, possibly, if**
 9 **there was somewhere that you could go to that was**
 10 **confidential and everything else, that the student and**
 11 **that tutor might have said something, because reading**
 12 **their statements, they did feel like something needed to**
 13 **be done, and I don't -- because they weren't part of**
 14 **the school, they never had any of the hierarchy and**
 15 **everything like that involved in it, so I believe they**
 16 **probably would have done something, and I think that we**
 17 **definitely need something that people can -- whether**
 18 **it's the children, whether it's parents, whether it's**
 19 **support assistants or teachers, can just go and share**
 20 **their concerns.**
 21 Q. We are going to move on a bit now in the story to when
 22 Nigel Leat was arrested. So at this point we know that
 23 you have left the area, and you say that you kind of
 24 found out about it because there were rumours on
 25 Facebook and then there was a Daily Mail headline which

1 said something like, "Teacher films himself abusing
 2 children"; is that right?
 3 **A. Yes.**
 4 Q. You say something interesting in your statement. You
 5 say you knew in your gut, that's what you say, that this
 6 was about Hillside and Nigel Leat. Can you tell us what
 7 you mean, you knew in your gut?
 8 **A. So I think part of it was sort of saying what I felt was**
 9 **right inside of me; also, the other side of that is, at**
 10 **the time, in the area where the schools were, there was**
 11 **one teacher, one male teacher, of that area. So**
 12 **everybody knew, everybody knew which school it was, you**
 13 **know, what year.**
 14 Q. Initially, there was a bit of confusion, I think,
 15 because, when you contacted the police, you gave one
 16 name for your daughter, [redacted]; is that right?
 17 **A. Yes. When we were in the school, [redacted] because she**
 18 **couldn't get her head around that herself.**
 19 Q. But when they sort of cleared that up, the police
 20 I think immediately became engaged with you; is that
 21 right?
 22 **A. Yes. They were -- when I called them the second time,**
 23 **they were in my house within 20 minutes.**
 24 Q. What were your views of the officer who was in charge of
 25 the case?

1 **A. The first two that came were, I think, just people**
 2 **finding out information. Very good, everything like**
 3 **that. And then I got involved with DS Steve Robinson,**
 4 **and he was just amazing. I've never met somebody as**
 5 **helpful as him. There were times I'd phone him maybe**
 6 **20 times a day and just cry or shout or rant and rave,**
 7 **and he would listen to me, he would come over, he would**
 8 **talk, he would just be so helpful to us.**
 9 Q. In your statement, you say he kind of went beyond what
 10 you would have expected him to do?
 11 **A. Definitely.**
 12 Q. So you were asked to look at some photographs; is that
 13 right?
 14 **A. Yes.**
 15 Q. You were also asked to look at some film?
 16 **A. Yes.**
 17 Q. The purpose of looking at those photographs and that
 18 film was to identify whether the child that you were
 19 seeing was your daughter; is that right?
 20 **A. Yes, because the film and the pictures didn't show the**
 21 **face.**
 22 Q. So it was from clothing that you were trying to tell
 23 whether or not it was your daughter?
 24 **A. Yes.**
 25 Q. You did, in fact, identify her from those photographs,

1 didn't you?
 2 **A. Yes. Yes, one of them was a party dress -- there had**
 3 **been a disco at the school; and the other one was school**
 4 **uniform.**
 5 Q. This is difficult, but can you try to tell us what your
 6 reaction was when you recognised your daughter in the
 7 photographs?
 8 **A. It was still -- I think at first I was still like,**
 9 **"Okay, but it's not going to be that bad. It's probably**
 10 **just a slight bit of inappropriate behaviour, maybe some**
 11 **of the teachers didn't like it, so we're not picking on**
 12 **him" -- that's not how I mean it, but some of**
 13 **the teachers were a bit, "Oh, it's just him again, doing**
 14 **whatever", until they told me the charges and that's**
 15 **when I realised how serious it was.**
 16 Q. We are not going to go through all of them, but just so
 17 everybody understands, the charges in relation to your
 18 daughter included attempted rape of a child under 13,
 19 didn't they?
 20 **A. Yes.**
 21 Q. And a number of counts of sexual assault of a child
 22 under 13 by penetration?
 23 **A. Yes.**
 24 Q. So they were extremely serious and distressing charges?
 25 **A. Yes.**

Page 57

1 **do", and things like that.**
 2 Q. I think you describe him as a clever and manipulative
 3 paedophile; is that right?
 4 **A. Very much so. Very much so.**
 5 Q. So you had to look at some images. But, on the positive
 6 side, that meant nobody had to give evidence, did they,
 7 in terms of --
 8 **A. Well, the thing that made the no evidence was,**
 9 **originally he was denying the attempted rape, and then**
 10 **I think, maybe a couple of weeks before, he said, yes,**
 11 **it is an attempted rape, so [redacted] didn't have --**
 12 **oh, sorry, [redacted] didn't have to give evidence.**
 13 Q. Please don't worry. We are keeping a note of
 14 everything, so we will make sure we cover it at the end.
 15 You told us about the support that you got from
 16 DS Steve Robinson, I think you said.
 17 **A. Yes.**
 18 Q. But, otherwise, I think you felt that there wasn't
 19 really very much support for you and for your daughter?
 20 **A. Yes.**
 21 Q. You'd left the area, if you like, so do you think that
 22 was part of the problem, in terms of accessing support,
 23 or ...?
 24 **A. I think some of it was because, at the time, from what**
 25 **I heard from what was in the papers and what was being**

Page 59

1 Q. You made two statements to the police, I think,
 2 in December 2010 and then again in January; is that
 3 right?
 4 **A. Yes. 2010 was just, like, the beginning, and then, in**
 5 **the January or February time, whenever that was, that**
 6 **was after they had watched all the videos and found out**
 7 **what had actually gone on.**
 8 Q. I think the police tried to talk to your daughter,
 9 didn't they?
 10 **A. Yes.**
 11 Q. Was she able to talk to them at all?
 12 **A. No. She sat next to my husband on the sofa and just**
 13 **cried the whole time. I mean, they were very good.**
 14 **They just asked her like a couple of questions, and she**
 15 **just said, "I don't know, I don't know".**
 16 Q. I think you said she still doesn't talk about this.
 17 She's not able to talk about it?
 18 **A. No.**
 19 Q. You also say that Nigel Leat groomed your daughter
 20 extremely effectively because she still talked about him
 21 in positive terms; is that right?
 22 **A. Yes, 100 per cent. She would talk about him -- an**
 23 **example is, we were watching, I don't know, the Olympics**
 24 **one year, and they were doing a long cycling race, and**
 25 **she would mention, "Oh, mum, that's what he likes to**

Page 58

1 **put on Facebook, and everything like that, somebody from**
 2 **Social Services, from North Somerset, were going into**
 3 **the school weekly, and they were always available if**
 4 **anybody wanted to speak to them and they were doing,**
 5 **like, weekly meetings and stuff. Whether that's**
 6 **100 per cent true, I'm not sure, and I asked**
 7 **North Somerset for help, and I had one meeting with**
 8 **NSPCC and were told that, because, as a family, we are**
 9 **fully functioning, there's nothing they can do, because**
 10 **I was very aware of all the safeguarding issues that**
 11 **needed to be put in place, so -- but every time I called**
 12 **Social Services, they would never get back to me, they**
 13 **would never tell me what they could do to help us, they**
 14 **just never did anything.**
 15 Q. I think you know that we have asked North Somerset
 16 a little bit about the lack of support, and they do
 17 mention someone visiting you in December and January.
 18 Were those the visits that you were talking about?
 19 **A. Yes.**
 20 Q. There is also some mention of the Greenhouse Project.
 21 Did you have any support?
 22 **A. Well, yes, we did. We were offered a -- well, six**
 23 **months originally for my daughter, and then me and my**
 24 **husband were offered -- I think it was either eight**
 25 **sessions or 12 sessions. I don't know what they thought**

Page 60

1 they were doing or what type of counsellors they were
 2 giving us, because the help we got didn't help us deal
 3 with anything, it just helped -- she -- because we had
 4 it at the time of the court case, so she was very good
 5 in explaining the wording, shall I say, and explaining
 6 what that meant and what that meant, but not help in
 7 anything else. She didn't teach me any tools that
 8 I could put in place to help my daughter in years to
 9 come, which is what I wanted, which might be the
 10 problem: I wanted something they couldn't give me.
 11 And then, the help my daughter got -- well, I think
 12 they must have just picked this woman off the bloom
 13 street. She just didn't -- there was no relation to
 14 her -- she struggled to have a relationship with my
 15 daughter and struggled to give me any information that
 16 I could use to help her. I said to her, "I know you
 17 can't tell me what goes on in your sessions, and I'm
 18 happy with that, but please tell me what I can do in the
 19 future or what I can do at home with her", and there was
 20 nothing. The only thing she told me was that there
 21 definitely had been abuse, because my daughter, when
 22 drawing anything, put her and then a barrier in between
 23 whatever she was drawing, so if she was drawing me and
 24 her, she would put a flower in between or a ball or
 25 anything like that, but that was it. They were not

Page 61

1 helpful at all. Especially because they were sold to me
 2 as a company who dealt with children and young adults
 3 every day who hadn't disclosed, so I thought, this is
 4 perfect for her. And no.
 5 Q. Did you mention at the time that this didn't seem to be
 6 working for your daughter, or for you, in fact?
 7 A. Yes. Yes, we told them both. We said -- I did say to
 8 ours, "I think I've expected too much out of this",
 9 because all that they'd done is explain, like, jargon in
 10 the courts. I said to my daughter's, "I don't think
 11 this is helping her. I don't know -- but I've never
 12 been in this situation before. You're going to have to
 13 lead me and tell me what we need to do". So she said to
 14 me, "I suggest we do another six months with her", so
 15 altogether she had year's counselling with this person.
 16 But it was no help.
 17 Q. Did you tell anyone in North Somerset Council, "I don't
 18 think the Greenhouse Project is working for us. Is
 19 there anything else we could access?"
 20 A. Yes, I did, and I think -- I don't think I spoke
 21 directly to Sheila. I think I spoke to somebody under
 22 her. Sorry, I don't know --
 23 Q. No, no, Sheila is coming to give evidence. That's not
 24 a name we need to worry about.
 25 A. Okay. I think I spoke to somebody underneath her. This

Page 62

1 person then gave me the name of a company called
 2 Stop It Now!. At the time, I didn't realise what they
 3 were. So about a week later, maybe, I called them up
 4 and she explained to me, "I'm sorry, I can't help you.
 5 We are a call centre for child offenders who would call
 6 us to help us stop them from going on to abuse". So why
 7 they even gave that to me, I don't know. But that was
 8 it.
 9 Q. Was that the end of you contacting North Somerset for
 10 help?
 11 A. Yes.
 12 Q. Are you able -- this is tricky as well, but is there an
 13 answer to this: do you know what kind of support would
 14 have been useful? You said you wanted someone to tell
 15 you how you should be helping your daughter. Is that
 16 what you had in mind?
 17 A. Yes. I think -- I mean, I don't know, if I'm honest,
 18 but I think that -- I'm not -- I think it might be
 19 different if she were to start disclosing information
 20 through the years, but she didn't. I think that
 21 I probably needed to be explained to how to understand,
 22 if she doesn't, she doesn't, not just, "Okay, I'll just
 23 living my life as I'm living it, but what happens if she
 24 doesn't disclose and I know in detail what's happened
 25 and how do I deal with that?".

Page 63

1 I was never -- even though I'm aware of it, I was
 2 never told of the paths she could choose when she got
 3 to, like, teenager. She might go down one route or
 4 another route. She might be fine, but then she might go
 5 down addiction routes or harming or whatever. They
 6 never explained any of that to me, but I am aware of it.
 7 Q. Let's talk about that, then, RS-H2, the effect that this
 8 had on your daughter. So you have told us that she
 9 didn't talk to the police about it. She was very young,
 10 wasn't she, when it happened?
 11 A. Mmm.
 12 Q. You say it was confusing for her, you think, because he
 13 was a good teacher and he was kind to her. So the
 14 grooming, you think, was very difficult for her to kind
 15 of reconcile in her mind; is that right?
 16 A. Definitely. I think that -- I'm not sure if she thought
 17 every male teacher would be like that or if every male
 18 around her should be like that. She never showed any --
 19 an example is, when she went into the last year of
 20 junior school, she had her first male teacher since
 21 then, and she would do things like ask this teacher if
 22 she could stay behind and help him, or if all the other
 23 children were going down for playground, she wanted to
 24 stay up with him and do whatever, and this teacher told
 25 me, "I have never felt so guilty being so rude to

Page 64

1 a child, because I'd have to say to her, 'No, go and
 2 play', or, 'No, I'm not doing this with you'. In the
 3 end, he said, "I had to start blanking her to make her
 4 realise that this wasn't going to happen again".
 5 Q. The fact that the learning difficulties she's got, the
 6 suspected autism, that must have played a part, knowing
 7 how she was able to deal with this, do you think?
 8 A. Definitely. I think part of it was very -- she's just
 9 put it in the a little cardboard box and it's gone away.
 10 But I think, on the other side of it, she has, in her
 11 younger years -- well, teenage years, she would think
 12 that's how you get attention, you know, anything sexual
 13 would be attention, and maybe that's when someone loves
 14 you.
 15 Q. I think you describe in your statement that, actually,
 16 some of the issues which have come up are to do with,
 17 you know, sending photos over social media or a number
 18 of things which we don't need to go into detail about
 19 but mean that she's ended up on the at-risk register for
 20 child sexual exploitation?
 21 A. Yes.
 22 Q. It is a reasonable view, but your view is that that's
 23 all tied into what happened to her when she was very
 24 young?
 25 A. Very much so, yes. Definitely.

Page 65

1 Q. That got worse, did it, when she got to be a teenager?
 2 Is that when things started becoming very difficult for
 3 your daughter?
 4 A. Yes, from about the age of 12.
 5 Q. You sum up by saying that it's difficult to put in words
 6 how she's been impacted because she hasn't accepted it
 7 at all; is that right?
 8 A. Yes, very much so. She just -- I can't say that this --
 9 the way she's behaving one day would be because of
 10 what's happened. I think she has got to the point where
 11 she is just trying to live her life. She wants to
 12 forget about it, because my daughter is aware of this,
 13 she's aware of the other cases we have got going on, and
 14 she just says, "I just want it over with now".
 15 Q. I'd just like to talk to you a little bit about your
 16 involvement in the Serious Case Review.
 17 A. Yes.
 18 Q. So you were interviewed, I think, for the Serious Case
 19 Review; is that right?
 20 A. Yes.
 21 Q. But you describe the interview as very quick. What was
 22 your view on the questions you were asked as part of
 23 that?
 24 A. When I got the Serious Case Review through and I read it
 25 and I saw how many points involved my daughter, they

Page 66

1 didn't ask me one question about if I knew any of that,
 2 they didn't ask me -- it literally was maybe a 20-minute
 3 conversation on the phone, and they were just asking me
 4 my opinion of this and my opinion of that. It was not
 5 in detail about anything. Also, when I was answering
 6 the questions, they would then interrupt me and just go
 7 on to the next question. I'd feel that -- it came
 8 across to me that they had so many people to talk to
 9 that it was just trying to get it rushed and over and
 10 done with.
 11 Q. I don't think anyone talked you through the Serious Case
 12 Review when it was published --
 13 A. No.
 14 Q. -- or let you know that it was coming or anything like
 15 that; is that right?
 16 A. No. We were told it would be released on a date. It
 17 wasn't released on that date. Then I found out it was
 18 going to be released on a different date. Then I phoned
 19 Steve Robinson and said to him, "Can you explain it to
 20 me?" and he did, he explained everything to me. He then
 21 told me that he would be receiving it a day earlier than
 22 me. I don't know why I thought it would be delivered by
 23 somebody, but when it did come through to me the next
 24 day, it was just through the letterbox. It was just
 25 delivered by normal post. And I think that shocked me.

Page 67

1 I think I maybe expected somebody to go through it with
 2 me more or even call me to tell me, "This is what you
 3 need to expect", and they didn't. They just come
 4 through the normal post and that was it.
 5 Q. There are a number of references, I think, to your
 6 daughter in the Serious Case Review, aren't there?
 7 A. Yes.
 8 Q. I think she was the youngest of Nigel Leat's victims; is
 9 that right?
 10 A. Yes.
 11 Q. As you say, there were a number of issues in there which
 12 are relevant to your daughter's experience in the
 13 classroom, isn't there?
 14 A. Yes.
 15 Q. So the favourites, the physical contact?
 16 A. Yes.
 17 Q. Why do you think Mr Hood, at the time, refused to let
 18 your daughter stay another year? I think you described
 19 at the meeting, so you say that he thought by that point
 20 she'd be too attached to him; is that right?
 21 A. Yes. He thought that they would have -- or she would
 22 have too much of a close relationship with Leat, when,
 23 at the end of the following year, they left the whole
 24 school together and went on to, like, their sister
 25 school, so there would be -- she wouldn't be seeing him,

Page 68

1 she wouldn't have any contact with him. It's not like
 2 she's just in a different class and in that class she
 3 would still see Nigel Leat at playgrounds and things
 4 like that. It was a totally different school, and
 5 that's what he said to me.

6 Q. In your statement, I think you think that maybe Mr Hood
 7 knew what was going on; is that --

8 A. Yes. I think that -- I'm not sure if I believe he knew
 9 the extent of the abuse, but I do think he knew
 10 something was going on, but maybe didn't have indefinite
 11 proof for it. But -- he must have done because of how
 12 many people had gone to him before then and after. He
 13 must have known something was not right. Whether that
 14 was he was thinking that Nigel Leat was just overly
 15 touchy-feely with these children but nothing had gone on
 16 or whether he suspected something but didn't know the
 17 actual amount.

18 Q. I'd like to talk to you -- you put in your statement
 19 some things that you would like to see changed.

20 A. Yes.

21 Q. I think you say at paragraph 60 that you would support
 22 a change in the law to make it a criminal offence for
 23 teachers and others not to report concerns?

24 A. Yes.

25 Q. That's definitely something the inquiry is looking into.

Page 69

1 You also talk about making it easier for people to
 2 report concerns. Can you tell us a little bit more
 3 about what you mean by that?

4 A. Yes, I think --

5 Q. (Overspeaking) being outside the school, which you
 6 mentioned?

7 A. Yes, definitely. I think that, from the things that
 8 I've read about the teachers and the support assistants
 9 and things like that, they all felt that they couldn't
 10 go to Chris Hood about anything. I mean, the next
 11 person should have been the deputy, and they should have
 12 been able to go to her and that, but obviously, in this
 13 environment, it wasn't. So I feel that there should be
 14 an external person or company they could go to and just
 15 say, "This is my concern", and then -- it could be
 16 confidential, it could be whatever, but it does need to
 17 be made. Because the -- in this school, the headmaster
 18 and the deputy head were both aware of different
 19 situations and different incidences and them incidences
 20 were given written warnings or the deputy just ignored
 21 them, she didn't go anywhere with them. Then it needs
 22 to be made punishable for if that doesn't happen.

23 If you are aware -- even if -- like, one of
 24 the incidents in the Serious Case Review, I have said
 25 that, "My daughter was acting inappropriate with

Page 70

1 a teacher, why was I not told that?" Why did they not
 2 come to me and say, "I have seen this. This isn't right
 3 with your daughter. You need to look at what's going on
 4 in her life". They just need somewhere that they can go
 5 and they can discuss this with and not be punished or
 6 not made, you know, head of whatever because they have
 7 said this.

8 Q. So this is somewhere the staff could all go outside the
 9 school?

10 A. Yes, definitely.

11 MS BICARREGUI: Thank you very much, RS-H2. I don't have
 12 any more questions for you, but there may be something
 13 I've missed that you would like to tell the chair and
 14 panel. Is there anything else?

15 A. No, that's fine.

16 MS BICARREGUI: In which case, chair, I would like to --
 17 there have been a number of inadvertent disclosures.
 18 I'd like to ask for restriction orders to cover the name
 19 of this witness, the name of her daughter, including
 20 surname, the year groups, the occupation of the witness
 21 and the month that she moved house.

22 THE CHAIR: Yes, I will make that order.

23 MS BICARREGUI: Thank you very much, chair.
 24 RS-H2, if you could stay there, the chair and panel
 25 may have some questions for you.

Page 71

1 THE CHAIR: We have no questions, but I want to thank the
 2 witness very much for her evidence. We are grateful to
 3 you for telling us about abuse from a parent's
 4 perspective, and it's very helpful to the inquiry.
 5 Thank you.

6 A. You're welcome.

7 (The witness withdrew)

8 MS BICARREGUI: Chair, we are early to break, but it may be
 9 that before we call the next witness we could perhaps
 10 break for an early lunch?

11 THE CHAIR: Yes, we will do that and return at 1.30 pm.
 12 (12.32 pm)

13 (The short adjournment)

14 (1.30 pm)

15 THE CHAIR: Ms Bicarregui?

16 MS BICARREGUI: Thank you, chair.

17 WITNESS RS-H1 (affirmed)

18 Examination by MS BICARREGUI

19 MS BICARREGUI: RS-H1, just a few things before we start.
 20 It is not a test of memory. I know you have your
 21 witness statement there, so if you need to look at it,
 22 then please do.

23 Danny, the evidence handler, will also display
 24 certain documents on the screen, which might take a few
 25 minutes, but they will get there.

Page 72

1 We are going to take a break every hour, for
 2 15 minutes, but if you need other breaks, then just let
 3 me know.
 4 If we lose you, don't worry, we will get you back.
 5 I am going to ask you questions, and then, when I am
 6 finished, the chair and panel may have some questions
 7 for you.
 8 Before we start, could you turn to tab A1 in the
 9 bundle in front of you. Is that your witness statement,
 10 RS-H1?
 11 **A. It is.**
 12 Q. Is that statement true, to the best of your knowledge
 13 and belief?
 14 **A. It is.**
 15 Q. RS-H1, we are not going to be using your name,
 16 obviously, and when we talk about your daughter, we are
 17 going to be talking about RS-A300. So, as far as you
 18 can, if you could try to refer to her either as your
 19 daughter or as RS-A300. Don't worry, we have already
 20 seen this morning that there are some slips, and we can
 21 deal with those by way of a restriction order, so don't
 22 worry about it too much, and we will deal with that as
 23 we go along.
 24 Your daughter, RS-A300, was in Nigel Leat's class in
 25 the school year 2010 to 2011; is that right?

Page 73

1 secure; is that right?
 2 **A. That's right, yes.**
 3 Q. I think you didn't read the Ofsted reports before
 4 sending your daughter there, but you were aware from
 5 other parents that they were broadly good; is that
 6 right?
 7 **A. That's right. I did go to the preschool that was**
 8 **privately run connected to Hillside prior to her time at**
 9 **the school, so I knew roughly how the school conducted,**
 10 **yes.**
 11 Q. If we talk a little bit about your daughter's experience
 12 when she went into Nigel Leat's class, I think it is
 13 right to say, isn't it, that your daughter was really
 14 pleased to be going into Nigel Leat's class?
 15 **A. Yes. My first memory of RS-A300 going into Nigel Leat's**
 16 **class was that of excitement. She had come across him**
 17 **a couple of times in year [redacted] -- said he was fun,**
 18 **a bit lenient. Yes, I was quite excited, definitely.**
 19 Q. I think even in year [redacted] he had talked to your
 20 daughter a bit, hadn't he?
 21 **A. That's right, yes.**
 22 Q. You think, looking back, I think, that that was maybe
 23 the start of something; is it fair to say that?
 24 **A. Yes, he did mention his name on several occasions prior**
 25 **to the releasement of which class she would be going**

Page 75

1 **A. That's right.**
 2 Q. She started in the September 2010?
 3 **A. September 2010 to December 2010.**
 4 Q. You tell us in your statement that she was abused by
 5 Nigel Leat between September and December; is that
 6 right?
 7 **A. That's right.**
 8 Q. Importantly, and we are going to come to this in more
 9 detail, but very importantly, it was you asking your
 10 daughter questions that led to Nigel Leat being
 11 arrested, wasn't it?
 12 **A. That's right, yes.**
 13 Q. You tell us in your statement that your daughter is
 14 currently under the age of 18 and she is studying for
 15 exams, and she's not emotionally ready to provide
 16 a witness statement; is that right?
 17 **A. That's correct.**
 18 Q. But, in any event, I think you're able to help us
 19 a great deal, aren't you, with what happened at the
 20 time?
 21 **A. I believe so, yes.**
 22 Q. You tell us in your statement that Hillside had a good
 23 reputation academically in the local area, but the main
 24 reason you chose the school was your friends' children
 25 were there and it was a small school which felt safe and

Page 74

1 **into in year [redacted].**
 2 Q. So she joined his class. You say that her behaviour
 3 changed quite quickly when she went into that class.
 4 Can you tell us a little bit about how her behaviour
 5 changed?
 6 **A. She became very withdrawn. I can remember on a couple**
 7 **of occasions having tummy ache, which was unlike her at**
 8 **all.**
 9 **We had refusals to wear skirts to school, which was**
 10 **a new thing. I would also put her hair up before school**
 11 **for a number of reasons, not just because it was out of**
 12 **the way, and she would continuously come home after**
 13 **school with her hair down. That would cause an argument**
 14 **between her and myself -- not a big argument, but just**
 15 **something that I was aware of happening a lot.**
 16 **Her sleeping pattern changed slightly. She would**
 17 **ask to be with me more times than on her own at night.**
 18 **I just saw a general behavioural change in her, for**
 19 **sure.**
 20 Q. Then I think you went away in the half term of that
 21 term. What happened when you were away?
 22 **A. We went abroad on the half term -- the October half**
 23 **term, and I got my [redacted] back. She was happy. We**
 24 **were with friends, another child roughly her same age.**
 25 **I do remember thinking that she may have been tired**

Page 76

1 **before we went away, that's why her behaviour was**
 2 **slightly different, but I think it just highlighted the**
 3 **difference in her before we had actually gone onto the**
 4 **holiday, for sure.**
 5 MS BICARREGUI: I'm just going to pause there. There has
 6 been an inadvertent disclosure, so don't worry at all
 7 about that.
 8 Chair, there has been a disclosure of material
 9 covered by the restriction order. Could I ask you to
 10 make that order? Thank you very much.
 11 Again, don't worry. It's very easily done. If it
 12 happens lots, I'm not going to stop you because I think
 13 it will interrupt you, but we will then deal with it at
 14 the end of your evidence. So thank you.
 15 You were describing that you got your daughter back,
 16 if you like, during that holiday. Okay. Then what
 17 happened when she went back to school?
 18 **A. That was the very beginning of a big change in her**
 19 **behaviour. She didn't really talk about school very**
 20 **much. If I questioned her about what she'd had for**
 21 **dinner, it would be very short, quick answers; really**
 22 **avoided talking about school at all. Again, that was**
 23 **very unlike her.**
 24 **She most definitely went back into the stage of**
 25 **withdrawal and quiet, for sure.**

Page 77

1 quite well and we moved on from it.
 2 Then I realised that the book had been brought home
 3 from school in her book bag without the stamp of
 4 Hillside in there, which was unusual.
 5 Q. Did she tell you where that book had come from?
 6 A. **Not initially. It was probably a day or two later,**
 7 **where she said that he had given it to her, but she must**
 8 **keep it a secret, and then the word "secret" just**
 9 **highlighted my thoughts.**
 10 Q. So she said those words to you, that Nigel Leat had told
 11 her to keep it secret. Okay. So then you had
 12 a conversation with your daughter, didn't you?
 13 A. **I did.**
 14 Q. I'd like to talk exactly, really, about what you said to
 15 her during that. What was the first question that you
 16 asked her?
 17 A. **Was there anything worrying her, particularly at school,**
 18 **to which the response was no. But it was all very much**
 19 **around school itself, that I was picking up on that**
 20 **things weren't great. So she said no, initially.**
 21 **I then went on and thought, "I have to ask the**
 22 **question". I wasn't sure how to do it. I tried to make**
 23 **it as comfortable a situation as I could. I did it**
 24 **before bed, so she felt she was fairly relaxed, rather**
 25 **than midday when I was washing up or something. So**

Page 79

1 Q. Did the concerns about not wanting to wear a skirt --
 2 did that all continue through that time as well?
 3 A. **Yes. I do also remember her not wanting to bath, which**
 4 **was quite peculiar to me. It was something that**
 5 **I didn't really experience before. I guess now -- yeah,**
 6 **I guess --**
 7 Q. You mentioned something about her eating patterns as
 8 well at this point, which had changed?
 9 A. **Yes, her eating patterns had changed. She really wasn't**
 10 **sort of eating very well. I can remember at school**
 11 **dinner -- she did change from school dinners to packed**
 12 **lunch, because I thought that might help her eat, but it**
 13 **didn't. It used to come back in her packed lunch box,**
 14 **just as it went. So I saw a pattern in her food**
 15 **behaviour.**
 16 Q. As the Christmas holidays approached, it sounds like you
 17 were getting really quite concerned about your daughter;
 18 is that right? Can you tell us what happened in
 19 relation to a gift that you found out about that
 20 Nigel Leat had bought for her?
 21 A. **At the school, there was a book fair. The book fair**
 22 **was, I think, a couple of weeks before Christmas, and**
 23 **she'd asked me to buy this particular book. I had said**
 24 **no. It was a couple of weeks away from Christmas and**
 25 **Father Christmas may well do the thing. She took it**

Page 78

1 **I took my opportunity that evening to ask her whether**
 2 **he'd been inappropriate or touching her, and she said**
 3 **yes.**
 4 Q. I think in your statement you say you said, "Has
 5 Nigel Leat touched you?"
 6 A. **That's right, yes.**
 7 Q. And she said "Yes"?
 8 A. **Yes.**
 9 Q. Then you asked her, I think, where he'd touched her;
 10 that's right?
 11 A. **That's right, yes, and she then proceeded to show me.**
 12 **After me asking her where, she showed me.**
 13 Q. Where did she show you, RS-H1?
 14 A. **On her private parts, underneath her clothes.**
 15 Q. Did she also say that it was on her "minnie", I think
 16 was the word she used?
 17 A. **That was the name for her parts at the time. She used**
 18 **that word particularly so that I knew where it was, yes.**
 19 Q. Just pausing there briefly, this is something we have
 20 heard before in the inquiry, but it is only when you ask
 21 a precise question. Do you think, when you said, "Is
 22 anything worrying you?" -- why do you think that she
 23 said "no" to that?
 24 A. **I don't know whether she realised whether that should**
 25 **have been something she would have been worried about.**

Page 80

1 Perhaps his behaviour was such that she thought it may
 2 have been normal. She knew she was being singled out
 3 a bit more than the other children in the classroom, but
 4 I don't really believe, at that stage, she thought he
 5 was doing something as serious as it became.
 6 Q. Then I think you asked her how often he had been
 7 touching her, and what did she tell you?
 8 A. Every day, apart from if the assistant teacher was in
 9 the classroom or if there was a particular event going
 10 on that she was either involved with or -- yeah, every
 11 day.
 12 Q. I think, at that point, you put your daughter to bed, it
 13 was bedtime?
 14 A. Yes. I kind of hoped that maybe in the morning things
 15 might have not developed the way it did. Maybe it was
 16 just, "Oh, mum, I'm sorry, I shouldn't have probably
 17 said that and it wasn't true", but, no, it was. It
 18 carried on.
 19 Q. The next morning, then. I think you continued the
 20 conversation, didn't you, the next morning, and I think
 21 you say at paragraph 13 you said, you know, "Is there
 22 anything else that you want to tell me?", and I think at
 23 that point she was able to tell you a little bit more,
 24 wasn't she, about how this had happened?
 25 A. That's right. She mentioned how he conducted the abuse

Page 81

1 in the classroom, by moving tables, so that he was
 2 discreeter. He also had a red and a blue chair system,
 3 which I don't believe is in my statement, but one of
 4 the things she did mention was the fact that, if he
 5 wanted her to comply, he would sit her on a red chair,
 6 so she always knew on the day where it was going to go.
 7 She also mentioned that one of her friends, very
 8 close friends, was picking up on his behaviour as well.
 9 She would ask for her to sit next to her, just to
 10 protect her a little bit, but he would move her, so,
 11 yeah.
 12 Q. You also tell us, I think, a little bit about, he would
 13 ask her what colour her knickers were on a given day; is
 14 that right?
 15 A. Yes. I did, at times, find it difficult for her to
 16 change her underwear, and the skirt thing, it all came
 17 into each other, and I would leave her to get dressed in
 18 the morning, but quite often she wouldn't change her
 19 underwear. That was quite something that was obvious at
 20 the time as not being normal.
 21 Q. There was some sort of game, wasn't there, when he was
 22 supposed to guess the colour; is that right?
 23 A. Yes.
 24 Q. Again, you've touched on this a little bit, but in terms
 25 of where this was happening, it was around the tables in

Page 82

1 the classroom, I think; is that right?
 2 A. Yes. Yes, I believe so, yes.
 3 Q. He would ask her, I think, whether or not he could rub
 4 her; is that what your daughter was saying?
 5 A. Yes. I think on a couple of occasions he was kissing
 6 her and touching her, but the majority of it was
 7 rubbing, yes.
 8 Q. It's a bit of a silly question, but can you tell us how
 9 you were feeling when you'd just heard all of this from
 10 your daughter?
 11 A. Numb, in fact. This was the Friday, I believe, and it
 12 wasn't really until the Monday that it hit and the
 13 severity of the issue was in front of me. So probably
 14 numb, quite shocked, but also relieved because we'd got
 15 to the problem of what the issue was. I know that
 16 sounds a bit sort of -- as a mother to say "relieved",
 17 but, yes, I was quite relieved to know that actually she
 18 had the guts to come and tell me, yes, for sure.
 19 Q. Who did you decide to tell at this point?
 20 A. It was a friend. He -- yes, a police officer. He is
 21 a family friend. He also knows people that -- and
 22 I thought about what to do. I had her school uniform
 23 hanging up on the Monday morning ready for her to go
 24 into school, but obviously something must have told me
 25 not to do it and I rang him and I said, "I've got

Page 83

1 something to ask you. How do I go around this?", and
 2 obviously he was as horrified as myself, and advised me
 3 to ring the safeguarding team, sexual offence team,
 4 which is what I did on that morning.
 5 Q. So this is the safeguarding team at the police?
 6 A. Yes, Clevedon Police Station, yes.
 7 Q. I think in your statement you -- you have just described
 8 for us that you were quite close to, you know, going to
 9 the school, perhaps, and, looking back now, are you
 10 pleased that you went to the police with this?
 11 A. Very much so, yes.
 12 Q. At this point, had you been told that one of
 13 the teaching assistants at Hillside had been noticing
 14 that your daughter had been rubbing herself a bit on the
 15 carpet and displaying behaviours which were a bit
 16 oddly --
 17 A. It was only after the disclosure that she had said that
 18 to me. So I didn't know before I notified the police.
 19 Q. So you didn't know that this was something that the
 20 school was saying that they were monitoring at the time?
 21 A. No.
 22 Q. You also tell us in your statement that the same
 23 teaching assistant had said something to you that you
 24 have sort of wondered about since, which was that she
 25 was so sorry she couldn't stop it. Do you remember that

Page 84

1 conversation?

2 **A. I do. I actually asked RS-A300 to clarify that for me,**

3 **and she did actually say he would only really abuse when**

4 **she wasn't in the classroom, or try to only use that as**

5 **the days where she was being abused. So I did say to**

6 **her, "Do you think that this assistant teacher knew?",**

7 **and she seemed to think not. However, obviously, after**

8 **now listening to that, maybe there was signs there that**

9 **they had an inkling.**

10 Q. Can you tell us what happened once you'd made that phone

11 call to the safeguarding team of the police?

12 **A. We were picked up from our house by them and they drove**

13 **us to the police station, where [redacted] was**

14 **interviewed. I was also interviewed. I didn't get hold**

15 **what [redacted] said at the time, but obviously**

16 **[redacted] -- sorry --**

17 Q. That's fine. Don't worry. We will sort it out at the

18 end. But if you can say RS-A300, yes.

19 **A. RS-A300 did say to me prior to going in to the station**

20 **lots of things that were actually said on her interview.**

21 **So ...**

22 Q. Again, you mention that, I think, in your statement.

23 She also said some things I think that she hadn't

24 mentioned to you, so apparently I think from your

25 statement you tell us that after Nigel Leat had touched

Page 85

1 your daughter, he would then ask if she wanted to move

2 to another table, but I think you tell us that she said

3 no because she didn't want to be horrible to him. Do

4 you remember that?

5 **A. I wasn't aware of that before the interview, for sure,**

6 **yes.**

7 Q. I think she told the police that she was fed up with it

8 and that it was happening, as she'd told you,

9 essentially, three, four, six times a week?

10 **A. I think that's why, at the time of disclosure to me on**

11 **that evening, she was relieved to, because I think it**

12 **was getting to the point where she was realising that**

13 **this could go into a different ball game, you know; even**

14 **though she was only that age, she understood what was to**

15 **come, maybe.**

16 Q. I think she certainly mentioned to the police that she

17 thought maybe other pupils would have seen what was

18 going on. Is that the impression you got when you were

19 talking to her?

20 **A. Yes. I think there was one friend of hers in particular**

21 **that would interrupt Mr Leat and her on her own, so she**

22 **would make it known that she was still in the classroom,**

23 **so I do believe that she was aware that there was**

24 **something not right happening between the two of them.**

25 Q. After that interview, I think you say that you didn't

Page 86

1 really have very much involvement with the police; is

2 that right?

3 **A. Very little. I remember them coming to the house on**

4 **a couple of occasions after the arrest and asking that**

5 **I didn't talk to anybody about the situation; did I need**

6 **any support from the press and things that I felt that**

7 **I was going to be facing. For me, it was a bit more**

8 **like, I just needed to take time to soak it all in and**

9 **to make sure that she was okay. So I -- yeah, I didn't**

10 **have any more dealing with them at that point.**

11 Q. I think you also felt, perhaps, that it looked like you

12 were coping with it well; is that right?

13 **A. Yes, I think so. I think, because of the way it panned**

14 **out for myself and her, that maybe we -- we did appear**

15 **to be coping with it okay.**

16 Q. Now, I know you've seen this, but the CPS has provided

17 the inquiry with some of the evidence about how

18 Nigel Leat operated, if you like, in that he targeted,

19 it seemed, a girl, or more than one girl, every school

20 year. Danny, could we get up CPS004917_002. If we

21 could get paragraphs 8, 9 and 10 up, please, Danny. I'm

22 just showing you this, H1, because it looks like, if we

23 see here, this is the film recordings, so there were

24 films which depicted the abuse of child A between

25 the September of the first school year, child B the

Page 87

1 second, child C the third, child D the fourth, and then

2 we see here your daughter, child E, related to conduct

3 in December 2010.

4 So by the questions that you asked RS-A300, you put

5 a stop, I think, to this. Were you aware of any of this

6 at the time?

7 **A. No, not at all.**

8 Q. Danny, can you take that down, thank you. I think,

9 initially, you had a meeting at the school, didn't you,

10 and it was assumed at the school at this time, I think,

11 that this was the only incident; is that right?

12 **A. Yes. I remember the invitation, if you like, going out**

13 **to all the parents of the pupils that attended the**

14 **school, including myself. The police presence was**

15 **strong. I obviously knew this was going to be quite an**

16 **ordeal. All of the teachers were there, including the**

17 **preschool teachers that [redacted] had been -- RS-A --**

18 **sorry --**

19 Q. We are going to do it at the end, don't worry.

20 **A. Yes, it was quite something. I can remember a few**

21 **parents standing up and saying that they had known of**

22 **rumours before the disclosure, and I was quite shocked.**

23 **I thought, "Hang on, you know, we didn't know this", and**

24 **so, yeah, that was my first knowledge of other people**

25 **knowing that there was rumours beforehand.**

Page 88

1 Q. You decided to keep your daughter at Hillside; that's
 2 right, isn't it?
 3 A. Yes.
 4 Q. Can you tell us about that decision?
 5 A. I did make proceedings for her to move to a different
 6 school. We had long chats about why it would be best or
 7 not best for her. Her reasoning was that she had two
 8 particular teachers that she liked, and one of which was
 9 still going to be involved in her education. Also, her
 10 friends were still there. And, from my reasoning, was
 11 that, more for the point -- I didn't want her to feel
 12 like she'd done anything wrong. If I'd have pulled her
 13 out from the school and put her in somewhere else, where
 14 perhaps there wasn't going to be the same support there
 15 or the bubble of being able to watch her closely,
 16 I decided to keep her there for that main reason.
 17 Q. I think there were some issues, weren't there, following
 18 that decision? I think you had asked, hadn't you, that
 19 she shouldn't go back to the same classroom?
 20 A. Yes. There was only two things I asked of the school,
 21 one of which was, "Please don't put her back into the
 22 classroom where it happened". There were rooms for that
 23 to not happen. They could have swapped classrooms, as
 24 it were. There were two classes of year [redacted].
 25 Though I did ask the head to see if that could be

Page 89

1 arranged. And also she didn't want to go into assembly
 2 thinking that lots of people knew it was her as
 3 a victim, and I was uncomfortable with the fact that, if
 4 that was the only two things that were bugging her to go
 5 back to the school, perhaps they should have been dealt
 6 with.
 7 Q. I think a decision was taken at the time that the
 8 teachers at Hillside shouldn't be told about which
 9 children had been subjected to abuse. Looking back, or
 10 even at the time, what did you think of that as
 11 a decision?
 12 A. Not the best. I didn't want [redacted], as I say, to be
 13 wrapped up in cotton wool or to be treated any
 14 differently from the other pupils in the class, simply
 15 because I didn't want that to be the instigation of
 16 gossip, really. We kind of proceeded to go to school,
 17 as she was, by law, meant to go. So I just think maybe
 18 they possibly should have known if it was -- if she was
 19 the only person at the school still there as a victim,
 20 maybe it would have been in her interests for the
 21 teachers to have known, really.
 22 Q. I think you felt that the communication generally wasn't
 23 great at the time; is that right?
 24 A. No. We -- I can remember a letter being sent home to
 25 all the parents about the suspension of the head, and

Page 90

1 I'm not saying that it was the wrong thing to do, but
 2 just the sensitivity part, from a victim's point of
 3 view, I think that should have been done behind closed
 4 doors, between myself and possibly the police or
 5 somebody of authority; then disclosed it to the parents.
 6 I would have been a little bit more prepared. I was
 7 very unaware of -- I just shut myself away between the
 8 holiday and coming back and that was what we were faced
 9 with when we got back.
 10 Q. I think there was another issue when your daughter moved
 11 to her next school after Hillside, that you felt there
 12 wasn't enough communication about what she had suffered
 13 while she was younger; is that right?
 14 A. Yes. [Redacted] did struggle in year [redacted], but we
 15 were told to go in for a meeting after school one day
 16 and that she'd been under tables and hysterically
 17 crying, really. I did say to her teacher at the time,
 18 "Do you understand, possibly, the background of why?",
 19 and she just said, "No, I'm not -- unaware of what this
 20 could be", so they didn't know in my knowledge that
 21 [redacted] was --
 22 Q. You should not worry about it anymore. We will
 23 definitely do it at the end.
 24 A. That she had been a victim of the Hillside case at all.
 25 They were very unaware.

Page 91

1 Q. Can we talk a little bit about the effect that it has
 2 had on RS-A300. I think, as you say, it wasn't
 3 initially visible, if you like, but can you tell us when
 4 you began to notice what effect it had --
 5 A. I think, for me, as a parent noticing it more was out in
 6 public. We had a couple of events coming up, one of
 7 which was a pantomime. We did go to the pantomime and
 8 we had a panic attack in the middle of the pantomime
 9 where we had to leave -- well, she did. That was my
 10 very first memory of it being, "What's going on here?"
 11 At school, in particular, it was male teachers; loud
 12 noises, shouting, didn't like that at all.
 13 Assemblies -- she was pulled out of assembly for quite
 14 a period of time because she thought that, actually, in
 15 the back of her mind, people were knowing it was her and
 16 talking about her.
 17 Yeah, she struggled in public quite a bit. We were
 18 in a bank at one point, in a queue, she just looked
 19 round and obviously saw something that we weren't seeing
 20 and darted out quite rapidly. That was the start.
 21 I believe that probably going through primary school
 22 more so than senior school, so, yeah.
 23 Q. You think her education was affected by --
 24 A. Oh, definitely. Yes. For sure, yes. Maths in
 25 particular. She just didn't get her head around maths

Page 92

1 at all. That possibly may have -- one of the things
 2 that Mr Leat would do was to keep her behind after
 3 school for extra maths lessons and telling her that she
 4 needed those maths lessons because she wasn't
 5 academically where she should be, and I think it just
 6 caused a mental block about the whole thing, and she
 7 struggled from there, really.

8 Q. You say in your statement that both you and your
 9 daughter should have had a lot more and a lot better
 10 counselling?

11 A. Yes. Initially, at the time of the disclosure, but
 12 perhaps, like I said, you know, we just wanted to just
 13 soak it in and make sure that this -- it was -- you
 14 know, her well-being really at that point was okay, but
 15 as time went on, because she has to go to school by law,
 16 I think for me it was difficult. New things would pop
 17 up term by term, so it was a new thing each time. So
 18 a lot of what was going on in her school years after
 19 that were new. We didn't see it coming, as such, but
 20 obviously we knew there was going to be a problem along
 21 the way somewhere.

22 So, for me, the counselling probably wasn't
 23 initially; it should have been done further down the
 24 line, or maybe she should have been watched further down
 25 the line to see how she was progressing in different

Page 93

1 A. Most definitely. It was shocking to read. Definitely.
 2 Shocking.

3 Q. I think you have looked through that document now,
 4 I know, haven't you, and, as you say -- you talk about,
 5 I think, a number of things, but you do tell us about
 6 the failure of the inspection regime, as you saw it.
 7 Can you tell us what you meant when you were writing
 8 that?

9 A. The safeguarding of the school, in my opinion at the
 10 time, was not great, if at all; seriously bad. Now
 11 I have got the knowledge of the fact that there were so
 12 many incidences reported and none of which was logged
 13 was the thing that was more shocking to me than any of
 14 it, really.

15 So I think there should have been far more
 16 safeguarding issues in place for those children, for
 17 sure, yes.

18 Q. I think you say it was a difficult read for you because,
 19 of course, your daughter came into the class
 20 in September 2010, when a lot of these things had been
 21 seen, if you like, in the school; is that right?

22 A. That's right, yes.

23 Q. We asked North Somerset Council about some of
 24 the concerns about the sort of lack of support that you
 25 described in your statement, and there is a response

Page 95

1 year groups, maybe.

2 Q. That's actually something that another one of
 3 the children in Nigel Leat's class told us earlier
 4 today, that someone keeping an eye on her through the
 5 school years would have been helpful. Thank you.

6 You, I think, were interviewed as well for the
 7 Serious Case Review. Can you remember what you were
 8 asked about or anything to do with that?

9 A. Not really. I remember being told if I knew anything
 10 that was the rumours beforehand, so, no, I don't really
 11 remember a huge amount about that. The support I was
 12 given from the school, one of the things that comes to
 13 mind was that the support was actually in the school
 14 after the event. The last place we wanted to be was in
 15 the school. So we were asked why we didn't perhaps get
 16 the help at that time, and I can remember sort of
 17 saying, you know, "The last place we wanted to be was in
 18 the school hall after disclosure, really", but that's
 19 where most of the support was coming from, I believe.
 20 But, no, I didn't know anything about the disclosures
 21 that were being released in there.

22 Q. I think, again, and we have heard this from other
 23 witnesses, the SCR sort of arrived in the post, you say,
 24 one day, and you would have appreciated having some bit
 25 of a heads-up about that; is that right?

Page 94

1 from Sheila Smith, who is coming to give evidence next
 2 week, and she describes there being, I think, five
 3 visits from a social worker in 2011, I think, where you
 4 were given advice about the Greenhouse Project and
 5 a referral was made to the NSPCC?

6 A. Yes. I don't remember the five visits. I might be
 7 wrong, but I don't remember five visits. I remember two
 8 visits, one of -- a visit was between myself and
 9 RS-A300, and an independent visit, where she was taken
 10 out of the house with her. But after that, I don't
 11 remember any other visits at all. Sorry, I've
 12 forgotten --

13 Q. That's fine. Did you access any of the support they
 14 talked about at the Greenhouse Project or the NSPCC?

15 A. Not at that particular time -- sorry, no, not at that
 16 particular time. I was aware that they were there if
 17 I needed to speak to them, and that then came in later
 18 when she started senior school, sort of a year 7/8 time,
 19 she did ask me then to see if we can get some
 20 counselling for her, which I rang the NSPCC and they
 21 then put me onto the Greenhouse. We had to go to
 22 Bristol from Weston-super-Mare, which is an hour and
 23 a half in the traffic from here, and, in my opinion, it
 24 wasn't really the best way, at that time, for her to be
 25 helped.

Page 96

1 Q. What do you think would have been helpful at the time?
 2 **A. What was becoming quite apparent is that she was**
 3 **struggling at school. It was school that was beginning**
 4 **to get to her, you know. Male teachers, for example, or**
 5 **if she had to go into assembly. So I would have liked**
 6 **to have had a little bit more support from internal**
 7 **educational counsellors, maybe, within her school, if**
 8 **that was possible.**
 9 Q. Did anyone talk to you at the time about the Education
 10 Psychology Service? Was that something that was
 11 mentioned?
 12 **A. No.**
 13 Q. I think your daughter has a civil claim against
 14 North Somerset Council; is that right?
 15 **A. Yes.**
 16 Q. That's still ongoing at the moment, is it?
 17 **A. Yes.**
 18 Q. I asked somebody else, but what would you think about an
 19 apology from the council? Is that something which would
 20 be useful or --
 21 **A. Yes, I guess so. I guess. I think, from where I was,**
 22 **it was a little -- I'm going to use the word "easier",**
 23 **I don't mean easier, but for us, because she was the one**
 24 **that disclosed to me, we kind of got a little bit of**
 25 **solace out of that because we kind of knew, from going**

1 **forward, she could be open with me, she was talking**
 2 **about this quite regularly, but for the victims that**
 3 **weren't able to do that, I think, yes, North Somerset**
 4 **should come forward and maybe -- and me, for that**
 5 **matter, to say something. Yes.**
 6 Q. At the end of your statement, you tell us again, really,
 7 about this lack of communication. I think it sounds
 8 like it was -- it felt very difficult at the time to not
 9 know what was going on. Is that one of the main things
 10 from the time that you remember?
 11 **A. Yes. I can remember going into the school on a couple**
 12 **of occasions and asking different questions, but being**
 13 **almost fobbed off, really, if you like. I think, in**
 14 **particular, the head at the time seemed very sorry for**
 15 **himself. It appeared to me that he was overwhelmed with**
 16 **everything going on, and rightly so. You know, the**
 17 **opinion of myself at the time was, "Wow, he's got a lot**
 18 **to contend with right now", and I didn't know what was**
 19 **going on with the rest of the complaints and stuff. So,**
 20 **for me, it was bit like, I'm going to stand back**
 21 **a little bit and let them do their thing.**
 22 **Maybe it was a little bit of my part that I didn't**
 23 **push forward and want to know everything and try and be**
 24 **involved every day in the development of it, but,**
 25 **equally, the bigger things, like the letter coming home,**

1 **we should have been told prior to that, I believe. You**
 2 **know, obviously the releasing of the Serious Case**
 3 **Review, we should have been told before that got**
 4 **released. And maybe, as victims, we should have been**
 5 **told the severity of the case study before we got**
 6 **a chance to sit down and read it on our own.**
 7 MS BICARREGUI: Thank you very much. RS-H1, I don't have
 8 any other questions, but have I missed anything? Is
 9 there anything you would like to say?
 10 **A. I don't think so, no. Thank you.**
 11 MS BICARREGUI: Thank you very much. Chair, I do need to
 12 apply for a restriction order for the name of RS-H1's
 13 daughter. Thank you.
 14 Chair, I don't have any questions, but you may have
 15 some questions.
 16 THE CHAIR: No, we don't have any questions, but I want to
 17 thank the witness for her evidence. You've given us
 18 a powerful account of the impact of the abuse on your
 19 daughter and on yourself, and that's been very helpful
 20 to the inquiry in this investigation. So thank you very
 21 much.
 22 **A. Thank you.**
 23 MS BICARREGUI: Thank you, RS-H1.
 24 (The witness withdrew)
 25 MS BICARREGUI: Chair, could we have a five-minute break to

1 make sure that the live feed can be restarted?
 2 THE CHAIR: Yes, we will come back in five minutes, thank
 3 you.
 4 (2.11 pm)
 5 (A short break)
 6 (2.21 pm)
 7 IN OPEN SESSION
 8 THE CHAIR: Ms Bicarregui?
 9 MS BICARREGUI: Thank you, chair. We will now be hearing
 10 from Mr Hood.
 11 MR CHRISTOPHER HOOD (affirmed)
 12 Examination by MS BICARREGUI
 13 MS BICARREGUI: Mr Hood, just a few preliminaries before we
 14 start. This isn't a test of memory. I know that you
 15 have got your witness statement in front of you, and
 16 there will be some other documents. Danny, the evidence
 17 handler, will display certain documents on the screen.
 18 Sometimes this takes a few seconds to come up.
 19 We are going to take a break around 3.00 pm, so we
 20 won't do a full hour, but if you need a break before
 21 that, then please let me know.
 22 If we lose you, if the connection goes down, don't
 23 worry, we will make sure that we get you back again.
 24 **A. Okay.**
 25 Q. I will be asking you some questions and then, when

<p>1 I have finished, I will ask the chair and panel if they 2 have any questions for you. 3 We have a copy of your witness statement, so I won't 4 be going through it line by line. 5 A. Right. 6 Q. Could you turn to tab A1 of the bundle. That should be 7 your witness statement. Have you got a copy of that? 8 A. Yes. 9 Q. The last page of that, we have put a "DPA" sign over it, 10 but you should have signed that. Do you remember 11 signing that statement? 12 A. I do, yes. 13 Q. Is this statement true, to the best of your knowledge 14 and belief? 15 A. Yes. 16 Q. Thank you, Mr Hood. Mr Hood, you have indicated to me 17 that there is something that you would like to say 18 before I start asking questions. Is that right? 19 A. Yes. 20 Q. Please go ahead. 21 A. I want to convey my heartfelt and deep regret to the 22 whole community of Hillside First School; but more 23 especially, every single child victim and their parents 24 and family. I trusted the perpetrator to become 25 a better teacher so that children could improve their</p> <p style="text-align: center;">Page 101</p>	<p>1 academic abilities, and that did happen. Despite the 2 incidences and any perceived failings, either by me or 3 other staff, to extend enquiries further into his 4 behaviour, I must sincerely emphasise that nobody knew 5 what he was doing, nor, under any circumstances, would 6 have wantonly condoned that behaviour. 7 None of those incidences, in themselves, were of 8 a criminal nature, and I did what I thought was right at 9 the time, and others did too. With hindsight, I know, 10 and many staff, parents and children understand, that 11 they were groomed by this person. 12 With my experience of such a dreadful episode as 13 this case, I can readily make recommendations for both 14 safeguarding training and mandatory recording with 15 a more holistic view of child welfare, so that, in 16 future, everyone has a clear and systematic 17 responsibility. 18 I can only imagine the ongoing distress and effects 19 victims must be experiencing, and I will remain deeply 20 saddened and heartbroken by that. 21 I wish I could keep you all well and look after you, 22 as that was why I first became a teacher, and 23 I sincerely hope that, from the bottom of my heart, with 24 the passage of time, you can come to lead the happy 25 lives that you all so readily deserve. Thank you.</p> <p style="text-align: center;">Page 102</p>
<p>1 Q. Thank you, Mr Leat -- sorry, that is a shocking thing to 2 say. I have just been talking about him. I apologise 3 very sincerely for that mistake. 4 Mr Hood, you began teaching in 1982; is that right? 5 A. I did, yes. 6 Q. You started your role as headteacher of 7 Hillside First School on 5 November 2001? 8 A. I did, yes. 9 Q. I think you were there until November 2011; is that 10 right? 11 A. That's right, yes, ten years. 12 Q. When you started, then, you had about 20 years' teaching 13 experience; is that right? 14 A. Yes, prior to becoming a headteacher, yes. 15 Q. I think, before your headteacher role, you had had 16 a deputy headteacher role, hadn't you, in a different 17 school? 18 A. Yes, I had. 19 Q. Had you been doing that for around ten years before you 20 were -- 21 A. Nine years. 22 Q. So you remained in post, we have just said, 23 until November 2011, but you were suspended, I think, on 24 17 January 2011; is that right? At that point, 25 a disciplinary hearing took place, I think; is that</p> <p style="text-align: center;">Page 103</p>	<p>1 right? 2 A. Yes, it did, yes. 3 Q. At the time that you were headteacher at the school, you 4 were also the school's designated teacher for child 5 protection for certain periods of time, weren't you? 6 A. I was, and I'm a bit fuzzy about the dates for that, I'm 7 afraid, and that will be in some other evidence 8 somewhere else, but I believe it was for about half the 9 time. 10 Q. I think we can have a look, because it might help us 11 later on in the evidence. Danny, could we see 12 DFE002193_001. If you could go to the fourth paragraph 13 down, where it says, "Mr Hood was also the school's 14 designated teacher". This is just for us to have in 15 mind, Mr Hood, as we go through the evidence. This is 16 actually taken from the decision of the Teaching Agency, 17 but when they looked into it, I think they found that 18 you had been the designated teacher for child protection 19 from September 2003 until August 2004, and I think I'm 20 right in saying at that point that your deputy, 21 Michelle Bamford, was sort of shadowing you then; is 22 that right? 23 A. Yes. 24 Q. Then, from April 2005 to mid July 2005, so quite a short 25 period in 2005, and then January 2009 until</p> <p style="text-align: center;">Page 104</p>

1 mid July 2009, and then it looks like, again, from
 2 the January 2010 until the end of the school year 2010.
 3 **A. Yes.**
 4 Q. Do they look right to you, Mr Hood?
 5 **A. Yes, they do, as far as my memory serves.**
 6 Q. Thank you, Danny, those can come down.
 7 When you weren't holding the role of designated
 8 teacher for child protection at that point, was it
 9 Michelle Bamford, your deputy, who was in that role?
 10 **A. Yes.**
 11 Q. Mrs Bamford taught full time at the school at the same
 12 time; is that right?
 13 **A. Yes, she did.**
 14 Q. Now, when you joined the school as its headteacher,
 15 Nigel Leat was already teaching there, wasn't he?
 16 **A. He was, yes.**
 17 Q. I think, just looking at the records, it is not very
 18 controversial, he had been there about six years when
 19 you became headteacher. Does that sound about right?
 20 **A. Yes.**
 21 Q. How many teachers were there in the school when you were
 22 the headteacher?
 23 **A. Six or seven. Six. Six.**
 24 Q. So I think that would be classified as a small school,
 25 I think I'm right in saying, of teachers?

Page 105

1 **local authority. But from the point of being suspended,**
 2 **I had no contact with anybody, nobody was able to**
 3 **contact me. I had no idea of what was happening with**
 4 **Leat's case. I knew nothing of all the crimes that had**
 5 **been committed. And so that did adversely affect me.**
 6 **I wish it hadn't, but it did, because I went from --**
 7 **I went from, you know, flying high, I suppose, to being**
 8 **thrown out of the aeroplane without a parachute.**
 9 Q. Because you were doing well, I think. Hillside was
 10 doing well in the Ofsted reports; is that right?
 11 **A. Yes.**
 12 Q. And you had -- was there an Investors in People award,
 13 as well, that Hillside had?
 14 **A. Yes, and that was something of a great pride for me and**
 15 **for the whole community, because everyone involved in**
 16 **the school had contributed significantly to that**
 17 **success.**
 18 Q. Mr Hood, do you need to take a minute?
 19 **A. No, I'm fine, thank you.**
 20 Q. You were dismissed in November and referred to what was
 21 then called the General Teaching Council for England,
 22 which then became the Teaching Agency; that's right,
 23 isn't it?
 24 **A. That's right.**
 25 Q. After a hearing at the Teaching Agency, you were

Page 107

1 **A. Yes.**
 2 Q. As well as the teachers, were there teaching assistants
 3 as well?
 4 **A. Yes, there were. There were three at the time when**
 5 **I started.**
 6 Q. Before we look into things in a bit more detail, I just
 7 want to look at the events which came to a head
 8 in December 2010. So Nigel Leat was arrested, wasn't
 9 he, in December 2010?
 10 **A. He was, yes. The police arrived at the school and asked**
 11 **me to go and get him from his room, and he was**
 12 **escorted -- I escorted him to my office, I think, and**
 13 **then he was taken away, yes.**
 14 Q. So I think he was arrested in your office at the school;
 15 is that right?
 16 **A. Yes.**
 17 Q. How much did the police tell you at that point, if
 18 anything, about why he was being arrested?
 19 **A. Nothing.**
 20 Q. We touched on this, but he was suspended in the January,
 21 the following January, and the disciplinary process
 22 I think took quite a lot of time, didn't it?
 23 **A. Yes, it did. I had to attend, with my representative**
 24 **from the union, an external enquiry that took place to**
 25 **gather evidence, and I guess that fed back into the**

Page 106

1 prohibited from teaching for life; is that right?
 2 **A. I was, but I also had notification that -- I forget what**
 3 **the agency is called now, but the one that says you can**
 4 **work or not work with children, and that affirmed that**
 5 **I could still work with children and vulnerable adults.**
 6 **But (overspeaking) the Teaching Agency, not in a school**
 7 **setting.**
 8 Q. So that was the DBS?
 9 **A. Yes, sorry. That, in itself, was quite distressing,**
 10 **having a ban for life, whereas I thought perhaps I might**
 11 **have been given a chance to be reeducated, refocused and**
 12 **contribute further.**
 13 Q. We will look a little bit about that Teaching Agency
 14 decision a bit later in evidence.
 15 You now work, I think, as a painter and a decorator;
 16 is that right?
 17 **A. Yes, I do.**
 18 Q. Mr Hood, in paragraph 3 of your statement, so at the
 19 beginning of your statement, you say that you accept
 20 your failings as the headteacher of Hillside, but that
 21 you want to look at things objectively and try for
 22 lessons to be learnt. Before we look in some detail at
 23 what happened, what do you think your failings were,
 24 Mr Hood?
 25 **A. I think, essentially, my failings involved being**

Page 108

1 **overtrusting and having an especially, if you like,**
 2 **directed focus on trying to make the school the very**
 3 **best it was in academic performance, and that was**
 4 **consistently and constantly reinforced and encouraged by**
 5 **the local authority.**
 6 Q. I do want to look at that, actually, that perhaps you
 7 felt -- I know from -- the perception of North Somerset
 8 Council was it was the academic performance of
 9 the school that was important, and you think, I think,
 10 that meant there was much less emphasis on safeguarding;
 11 is that right?
 12 **A. I don't remember having conversations with the school**
 13 **advisor on their termly visits about anything other**
 14 **than, "How well are your SATs doing? Are the children**
 15 **making progress over the year in the class? What's**
 16 **their reading and writing and mathematical ability**
 17 **like?", and so on and so forth, and, you know, if I'm**
 18 **allowed to suggest at this point, I think in future the**
 19 **conversation should start with, and be much more focused**
 20 **on, you know, "How well are your children? Are they**
 21 **being cared for effectively, both in and out of**
 22 **school?", and I think that that has to be at least equal**
 23 **importance with performance, and it is a performance**
 24 **aspect anyway.**
 25 Q. I would like to come back to look at that precise point,

Page 109

1 allegations, and all staff and volunteers should
 2 understand what to do if they receive an allegation
 3 against another member of staff or they, themselves,
 4 have concerns about the behaviour of another member of
 5 staff. The procedure should make it clear that all
 6 allegations should be reported straight away, normally
 7 to the headteacher ..." and it goes on.
 8 So as early as this, and, actually, for some time
 9 before this, Mr Hood, there had been guidance, hadn't
 10 there, about what to do if somebody made an allegation
 11 against a member of staff?
 12 **A. That's true, but, in a sense, the concept of allegations**
 13 **I think is very ambiguous in some respects, and the**
 14 **whole document tends to be about allegations of harm or**
 15 **otherwise on individual children, and that's borne out**
 16 **by, you know, statements from other people, et cetera.**
 17 **But I don't consider that we had any allegations put**
 18 **forward about the perpetrator. Maybe observations, and**
 19 **that's something that perhaps we can explore a bit more.**
 20 Q. Certainly. We will look at some of the detail of
 21 the things that were said. But just in the broadest
 22 terms, Mr Hood, if somebody is telling you that a member
 23 of staff is too tactile with children, would you not
 24 think that that was an allegation?
 25 **A. I didn't at the time, and I understand much more about**

Page 111

1 Mr Hood. Before we do that, I think it's important to
 2 look back and see what the national guidance, what the
 3 local guidance, was like that you were operating under
 4 when you were headteacher between 2001
 5 and December 2010.
 6 **A. Yes.**
 7 Q. We are going to just have a look at some documents to
 8 sort of try to understand what was around at that point
 9 and what you were aware of. Danny, if we could get up
 10 DFE003163. Mr Hood, if you could go to the next page,
 11 please -- that's great. So this was a document
 12 "Safeguarding children in education: dealing with
 13 allegations of abuse against teachers and other staff",
 14 and the date, we can see, is November 2005.
 15 If you look a little bit down at "Audience", it says
 16 three up from the bottom, "Headteachers of all schools".
 17 Do you see that?
 18 **A. Yes.**
 19 Q. Would this have been something that you were aware of as
 20 headteacher at Hillside?
 21 **A. Yes.**
 22 Q. If we could go to _005 of that document, please, Danny,
 23 and if you could highlight paragraph 2 for me, it says
 24 here -- it describes:
 25 "All schools should have procedures for dealing with

Page 110

1 **that now. I think, in terms of, you know, lessons**
 2 **learnt and, you know, the concept of the way in which**
 3 **perpetrators begin to groom in these sorts of ways, and**
 4 **that, you know, presents a disturbing picture for me and**
 5 **obviously people who viewed what happened at Hillside.**
 6 Q. Just so I understand that, I can understand that there's
 7 a confusion about if somebody is being tactile with
 8 children that they may be doing that in a support role,
 9 but if somebody is saying that someone is being too
 10 tactile, does that not become something which is more of
 11 an allegation?
 12 **A. I think it's still open to interpretation, and it's**
 13 **a concept that, you know, in hindsight, we know is --**
 14 **was leading up to something else. But in an infant**
 15 **setting, it can often be the case that a child needs**
 16 **some comfort and obviously how that comfort is**
 17 **administered is of a particular focus in this case and**
 18 **I get it that some people feel that that was different**
 19 **sometimes in Leat's case.**
 20 Q. The next bit of safeguarding national guidance that came
 21 out was called Working Together to Safeguard Children.
 22 I think that would have been something that you would
 23 have been aware of as a headteacher; am I right about
 24 that?
 25 **A. Yes.**

Page 112

1 Q. That came out in 2006. Danny, could we get up
 2 DFE003161_005. If you could highlight paragraph 13 for
 3 me, please. Mr Hood, this is similar in some ways to
 4 the document we looked at before about what you do when
 5 there are allegations against a member of staff, and
 6 I know that one of the things that you are concerned
 7 about is the sort of threshold. So just looking at what
 8 was said in 2006, it says here:
 9 "Procedures need to be applied with commonsense and
 10 judgment. Some allegations will be so serious as to
 11 require immediate referral to social care and the police
 12 for investigation. Others may be much less serious and,
 13 at first sight, might not seem to warrant consideration
 14 of a police investigation, or enquiries by children's
 15 social care. However, it is important to ensure that
 16 even apparently less serious allegations are seen to be
 17 followed up, and that they are examined objectively by
 18 someone independent of the organisation concerned.
 19 Consequently, the local authority designated officer
 20 should be informed of all allegations that come to the
 21 employer's attention and appear to meet the criteria in
 22 paragraph 1."
 23 **A. I think the concept of procedures being applied with
 24 commonsense and judgment -- I am being judged. I made
 25 what I thought was a commonsense/judgmental analysis of**

Page 113

1 **have to go and disseminate that to our staff, doesn't
 2 really snap of, you know, this is very important, this
 3 is something we need to do. And I'm not suggesting it's
 4 not very important, but I just feel that, you know, the
 5 emphasis, as I stated earlier, on, you know, generating
 6 that commonality in what -- how safeguarding -- sorry,
 7 how low-level incidents can lead to, as in this case,
 8 terrible abuse. I feel that, you know, we weren't
 9 trained well enough at that, and I hope and pray that
 10 people are, you know, trained very well in that now.**
 11 **How do you recognise that? How do you recognise
 12 that? How do you move forward? All right, there's
 13 guidance, and so on and so forth, but, you know, there's
 14 nothing better than a sort of open debate about that and
 15 working out exactly what it is so that you can go back
 16 armed better to deal with it.**
 17 Q. Mr Hood, I think we should look at some of
 18 the incidents, perhaps, because you're talking about low
 19 level, but I just wanted to show that bit of guidance.
 20 If we can get up DFE003202, perhaps if we could take the
 21 first four paragraphs first, Danny. Mr Hood, this is
 22 a record of a concern that came to light in 2004.
 23 **A. Yes.**
 24 Q. Can you see that on your screen?
 25 **A. Yes.**

Page 115

1 **what evidence I had, and I get it that, you know, a more
 2 accumulative view of these incidences would have helped,
 3 and I advocate that very much, but, in essence --
 4 I wasn't trained to any degree at all about what that
 5 looked like, what low-level incidences looked like. I'm
 6 not making an excuse via that statement. What I'm
 7 saying is that, if I were a trainer now, I could easily
 8 tell people what that might look like and how they
 9 should attend to it and move forward.**
 10 **But at the time, I felt -- I felt that I'd made the
 11 right decisions. I had, in essence, taken those
 12 observations back to him on, you know, several
 13 occasions, and by so doing, you know, his grooming
 14 nature --**
 15 Q. Mr Hood, did you know about this guidance? Had you read
 16 Working Together to Safeguard Children 2006?
 17 **A. Yes. Yes, I had.**
 18 Q. You had. Do you remember reading this paragraph about
 19 just getting some independent -- you know, getting some
 20 light on from outside about allegations? Do you
 21 remember that having a less serious threshold was
 22 something that was discussed in the guidance?
 23 **A. Yes, I seem to remember reading that, yes, I do. But
 24 I think, you know, the delivery of training by the local
 25 authority to, you know, senior managers, and then we**

Page 114

1 Q. Is that okay for you to see?
 2 **A. Yes.**
 3 Q. There were two parts to this concern, weren't there?
 4 The first one is that someone had come to see
 5 Michelle Bamford, in this case, to tell her that
 6 somebody else had told her that the children were on
 7 a laptop when an image of a naked man or a woman
 8 appeared.
 9 **A. Yes.**
 10 Q. The image had been described as quite graphic, and they
 11 said Mr Leat took away the image and then, according to
 12 a child in the class, told them not to tell their mums
 13 and dads. That's the first part of the concern, isn't
 14 it?
 15 **A. Yes.**
 16 Q. The second part of the concern we see in the third
 17 paragraph, which is the same person:
 18 "... expressed concerns that she felt that Mr Leat
 19 was 'too tactile' with the children in the class and in
 20 particular the girls. She felt she needed to inform
 21 school ..." because her friend was too embarrassed to
 22 inform the school. Then we go on and Michelle Bamford
 23 describes discussing it with you.
 24 Now, I'm going to slightly shortcut this, Mr Hood,
 25 because we know, in relation to the image, at least,

Page 116

1 that that was something that had just been uploaded to
 2 all of the laptops in the school, hadn't it?
 3 **A. Yes.**
 4 Q. Essentially, it was a PSHE lesson that was for older
 5 children, so perhaps in years 5 and 6.
 6 **A. Yes.**
 7 Q. And you had established, when you looked into it, that
 8 Mr Leat had not, himself, if you like, put that image on
 9 the computer; is that right?
 10 **A. That's right.**
 11 Q. Again, just to shortcut things which are not
 12 controversial, I think, in all of the -- in your
 13 disciplinary hearing and before the Teaching Agency,
 14 that wasn't considered to be a safeguarding matter, as
 15 such, was it?
 16 **A. No.**
 17 Q. But the second part of it, that you were being told he
 18 was too tactile, do you think now that you didn't pay
 19 enough attention to that part of the allegation?
 20 **A. Yeah, I think, in hindsight, with this particular issue,**
 21 **and given the current climate, things could have been**
 22 **very different indeed. It troubles me that I didn't**
 23 **focus on that and, along with Michelle, we didn't deal**
 24 **with that and take it further, and I'm not apportioning**
 25 **any blame there by saying that, but there was a joint**

Page 117

1 her a bit -- it says "weary", but I think "wary", about
 2 Mr Leat picking up a child and how he took special care
 3 of a child in his class.
 4 So, given that the threshold is quite low, as we
 5 have seen, from the 2006 guidance, two of these
 6 statements there that Mr Leat has been too tactile, do
 7 you not think they would have met the threshold that was
 8 set out in Working Together 2006 to get some information
 9 from the LADO, get a different set of eyes on this
 10 issue?
 11 **A. I think that, in many respects, that's right. I think**
 12 **the issue for me is that, you know, for the most part,**
 13 **you know, we hadn't, you know, got enough information to**
 14 **take it further forward, and I think that was what was**
 15 **stuck in our heads, whereas obviously, with reference to**
 16 **the guidance, because of that, then sharing it with**
 17 **somebody who could make an external, more objective look**
 18 **at it might have been the better way forward.**
 19 **But it has to be said that that evidence is partly**
 20 **based on hearsay, and obviously that doesn't mean to say**
 21 **it wasn't believed, but it wasn't evidenced by, you**
 22 **know, many of us walking through his classroom, his --**
 23 **you know, his daily work with children.**
 24 **But, you know, I'm not making an excuse for that.**
 25 **I do agree that further action would have been the**

Page 119

1 **decision, if you like, albeit, you know, it was mine, as**
 2 **the senior party.**
 3 **But, yes, I agree. I agree. And I think, in many**
 4 **respects, despite it being sort of third party, somebody**
 5 **had seen something and was reporting it to somebody else**
 6 **and then it came to us, you know, I needed to have**
 7 **treated it with more objectivity.**
 8 Q. If we could, Danny, get the same document up, DFE003202,
 9 but the paragraphs underneath, Ms Bamford is telling you
 10 about the tactileness here, isn't she, of --
 11 **A. Yes, yes.**
 12 Q. I think you established that Mr Leat hadn't told their
 13 parents about it. Could you go over to the next page,
 14 please, Danny. Sorry, I think we are missing a bit from
 15 the last page at the bottom, Danny. Yes, Wednesday,
 16 12 May, thank you. Again, this wasn't the end of
 17 the matter, so that was in April, but, in fact, RS-H4
 18 comes back again and she's told that the image has been
 19 dealt with, and then she says that the main reason is
 20 that she wants to make a request that her relatives
 21 aren't placed in Mr Leat's class, as she feels that
 22 Mr Leat is too tactile with children. So she repeats
 23 that again, doesn't she, "too tactile with the children,
 24 in particular the girls". Then if we can go over the
 25 page. And that she's heard incidents which have made

Page 118

1 **better course.**
 2 Q. Danny, if we could get that document up and go to the
 3 next page, _003, and, again, we might need to split it
 4 up a bit. Perhaps the -- thank you. So this is
 5 a completely different record, Mr Hood, which I think
 6 you will have seen before, and this is now in 2008.
 7 **A. I know.**
 8 Q. Do you need a moment, Mr Leat -- sorry, it is because
 9 I just read it on the page. Mr Hood, please, if you
 10 need a moment to compose yourself? Yes.
 11 **A. It's all right. Just don't call me Mr Leat, please.**
 12 Q. Yes, I know, and I can't tell you how sorry I am for
 13 that. I have spent all morning talking about him with
 14 other witnesses, but it is still completely and utterly
 15 unforgivable, and I really am sorry.
 16 **A. I understand.**
 17 MS BICARREGUI: It may be best, I think, anyway, because we
 18 are coming up to 3.00 pm, chair, if we have a break now
 19 for 15 minutes.
 20 THE CHAIR: Yes, we will return at 3.15 pm. Thank you.
 21 MS BICARREGUI: Thank you.
 22 (2.57 pm)
 23 (A short break)
 24 (3.15 pm)
 25 MS BICARREGUI: We were just about to look at DFE003202_003.

Page 120

<p>1 Mr Hood, I just asked you, you recognise this document, 2 I think? 3 A. Yes, I do, yes. 4 Q. This was a record that was compiled by Michelle Bamford 5 in 2008; is that right? 6 A. Yes, along with me, yes. 7 Q. I think I'm right in saying that this first page she 8 wrote, and then, when we look over the page, you added 9 some text; is that right? 10 A. That's right, yes. 11 Q. Essentially, this deals with a number of concerns that 12 were raised in May 2008 about Nigel Leat's contact with 13 a pupil who we are going to call RS-A320. 14 A. Yes. 15 Q. Just briefly, the first concern is that Nigel Leat was 16 with this pupil? 17 A. Yes. 18 Q. And that he had helped her to complete her SATs in 19 a one-to-one way -- that's the first paragraph, isn't 20 it? 21 A. Yes. 22 Q. The second paragraph that we see there, the teacher is 23 annoyed because Nigel Leat has been allowing the pupil 24 to write scorings of other pupils on the SATs paper. 25 A. Right.</p> <p style="text-align: center;">Page 121</p>	<p>1 Q. Then there's a long paragraph where somebody else is 2 expressing concerns to Michelle Bamford about the 3 relationship between Nigel Leat and this pupil. 4 A. Yes. 5 Q. The paragraph says that she feels that he has too much 6 physical contact -- hugging, sitting on lap, tickling; 7 she feels uneasy. Then there's another incident where 8 Nicola had been supporting the same pupil and Nigel Leat 9 walked in and said that she was being lazy and she 10 should be working on her own, and she was kept in at 11 playtime and began to be upset, and then he gave her 12 a hug when she got upset. 13 A. Yes. 14 Q. Nicola's college tutor came in and in a feedback session 15 she said that the relationship between Nigel Leat and 16 the pupil was a bit too close for comfort? 17 A. Yes. 18 Q. Again, Nicola expressed further concerns that a student 19 who had been working with Nigel Leat had felt frustrated 20 because he had refused to allow them to support this 21 particular pupil and she commented on the fact there's 22 always been special treatment of that pupil by 23 Nigel Leat, that she does jobs for him and frequently 24 joins in his PPA time. Even the other children in the 25 class had been commenting on how she is Nigel Leat's</p> <p style="text-align: center;">Page 122</p>
<p>1 favourite and how she is also the one who carries out 2 jobs for him? 3 A. Yes. 4 Q. I think there is a last bit underneath that paragraph, 5 this is a difference incident, where a different 6 Nicola -- to tell Michelle Bamford about an incident 7 happening. This is with a different child, isn't it? 8 But she felt that Nigel Leat had allowed the child to 9 speak to him in a completely informal way and she also 10 added that she had seen, again, RS-A320 with Nigel Leat 11 quite often on a one-to-one basis and is allowed to 12 speak to him in a completely unprofessional manner. 13 A. Yes. 14 Q. If we can go over the page to complete this, 15 Michelle Bamford says: 16 "I have shared my concerns with the following 17 disclosures with [you]", and you have spoken to 18 Nigel Leat. 19 Pausing there, before we look at your response, just 20 before the break, we looked at the 2006 guidance which 21 talked about it being important to ensure that even 22 apparently less serious allegations are seen to be 23 followed up and that they're examined objectively by 24 someone independent. Given that, and I think you said 25 you were familiar with that 2006 guidance, what was</p> <p style="text-align: center;">Page 123</p>	<p>1 going through your mind, Mr Hood, when these things were 2 brought to your attention in 2008? 3 A. Well, I'd got -- I think, as with all incidences, 4 however small or large, within our school community, 5 I made the mistake of taking it back to him, and 6 I discussed the fact that I would take it back to him 7 with Michelle, and she was -- had a heads-up on the fact 8 that I was doing that. But in retrospect, and in 9 hindsight, in actual fact, taking it back to him gave 10 him the opportunity to explain away his 11 unprofessionalism, his -- you know, the way he was with 12 these children, and these incidences. I get that that 13 was -- wasn't the right way. 14 Q. It did meet the threshold, didn't it, Mr Hood, that 15 these incidents were concerning, weren't they? They 16 raised questions about his suitability to be a teacher? 17 A. Yes. It wasn't in terms of any -- in a malice 18 forethought that I didn't take it elsewhere. I think 19 that, you know, going back to my training and the sort 20 of mind-set that a lot of us had was that we regarded 21 safeguarding as something harmful to the child. You 22 know, we had instances of children coming to school with 23 bruises on their arms and whatever, and we worked very 24 closely with social workers to ensure, you know, that 25 they were safe within our school boundaries. I think</p> <p style="text-align: center;">Page 124</p>

1 **there's that concept of, as I say, taking it back to him**
2 **when I shouldn't have done.**
3 Q. Danny, can we see that, because there is a record of
4 that, I think, isn't there, Mr Hood? This is, I think,
5 written by you, isn't it, in the different text
6 underneath; is that right? Is that your understanding?
7 **A. Yes.**
8 Q. So you say you went to find Nigel Leat and you put to
9 him your concerns that other members of staff had about
10 his closeness --
11 **A. Yes. In essence, that -- you know, it looks pretty**
12 **awful now, and in hindsight -- again, I was operating**
13 **under what I thought was the right thing to do. But, in**
14 **essence, you know, my training hadn't given me that --**
15 **the methodology to take it further, the experience to**
16 **take it further. Any -- all the headteachers that I'd**
17 **worked for previously always took things back to the**
18 **teacher, the -- you know, the other adults working in**
19 **the school, to, you know, get their point of view,**
20 **et cetera.**
21 Q. So that had always been done by other headmasters before
22 you, you think?
23 **A. Oh, yes, certainly, yes.**
24 Q. You say that, with hindsight, it looks bad. But looking
25 at it now, Mr Hood, do you not think that that record --

Page 125

1 there were five different people expressing concerns
2 about how close Nigel Leat was with that child. Do you
3 still think this was the right call to make?
4 **A. No, I've suggested in my statement right at the**
5 **beginning that, you know, failings were made, and, at**
6 **the time, I just felt that I had control over the**
7 **situation, if that makes sense.**
8 Q. I think --
9 **A. I get that that sounds a bit bizarre, but it's not**
10 **bizarre in the sense that I felt that I was -- I was**
11 **redirecting him and, sure enough, he was, you know,**
12 **compliant afterwards and, you know, he took exception to**
13 **what we were saying to him, and so on and so forth, and**
14 **I understand that that was all part of the grooming --**
15 **the sort of grooming process.**
16 Q. Mr Hood, I don't want to underplay the extent to which
17 Nigel Leat was grooming the school, because there's all
18 sorts of ways in which that's apparent on the papers.
19 We will come to that in due course, I think. Looking
20 back at this, then, do you remember at the time anyone
21 in the council, for example, making it clear to you that
22 informal discussions -- well, or even perhaps the local
23 authority designated officer himself making it clear
24 that if he wanted to discuss an issue, without
25 necessarily making a formal referral, that that was

Page 126

1 possible? Did anyone talk to you about having informal
2 discussions about these kinds of things?
3 **A. No, not at all. That was, I think, a major failing of**
4 **the system at the time.**
5 Q. We know that the system in itself -- this is the
6 interesting thing. The guidance says that these
7 informal discussions should happen. But you're saying
8 that, on the ground, that wasn't your recollection?
9 **A. That wasn't my experience, and I think I referred to it**
10 **in my witness statement, that, you know, I'm not**
11 **criticising, I'm just making the observation -- and**
12 **I think -- as I say, it's in my witness statement, that**
13 **the LADO appeared to be an inaccessible sort of person.**
14 **We never saw the LADO or any of these officers in our**
15 **schools. We only ever saw social workers and -- in**
16 **support of children who had been abused at home.**
17 Q. There was no training, for example, that was delivered
18 by the LADO that was offered to the school at any point?
19 **A. Not that I recall.**
20 Q. Mr Hood, we looked at the guidance in 2005 about
21 allegations and then Working Together. There was also
22 a document called "Guidance for safer working practice
23 for adults who work with children and young people".
24 That was issued in January 2009. But it was actually
25 a revision of earlier guidance from 2005. The reason

Page 127

1 that it's particularly important for Hillside is that
2 the North Somerset Safeguarding Children Board wrote to
3 all schools in the area in November 2009 advising them
4 that they were adopting the guidance and that
5 by January 2010 the guidance should be disseminated to
6 all staff. The Hillside safeguarding policy
7 from January 2010 -- I don't think we need to get this
8 up, if you will take my word for it -- says that the
9 school will ensure that all individuals engaged to work
10 within the school are aware of the guidance?
11 **A. Yes.**
12 Q. That rings a bell?
13 **A. Yes.**
14 Q. Okay. If we could get up DFE003164_018. Actually,
15 sorry, could we have the first page, just so we can see
16 what it looks like first. Sorry, the second page. This
17 is what I was talking about. Is this the document that
18 you recall, Mr Hood?
19 **A. Yes.**
20 Q. This guidance is relevant because it talks about --
21 could you go to _011, please, Danny. Could you
22 highlight the "Unsuitability" bit, the second part.
23 This guidance says it is "an attempt to identify what
24 behaviours are expected of adults who work with children
25 and young people. Adults whose practice deviates",

Page 128

1 et cetera, "may bring into question their suitability to
 2 work with children and young people."
 3 This is the kind of threshold question again, isn't
 4 it?
 5 **A. Yes. I think by this time I was getting -- what's the**
 6 **word? -- a more holistic view of the instances that had**
 7 **happened previously, and, of course, prior to him being**
 8 **arrested, we were investigating an unusual behaviour by**
 9 **a child, and that manifestation was the first time,**
 10 **I believe, that we'd seen a child who had possibly been**
 11 **harmed.**
 12 Q. If we could have a quick look through here, you say that
 13 this was sort of when you became aware of it, if you
 14 like. So you weren't aware of the first iteration of
 15 this guidance from 2005?
 16 **A. Yes.**
 17 Q. If we could go to _018, please, this is talking about
 18 gifts, rewards and favouritism. We should say that this
 19 isn't directed only at teachers, is it, Mr Hood; it's
 20 directed generally at people working in positions of
 21 trust? Is that your understanding of this?
 22 **A. Absolutely.**
 23 Q. So it talks about the fact here, doesn't it, that there
 24 shouldn't be favourites, if you like, in terms of
 25 adults' relationships with children. So adults -- this

Page 129

1 **around the school", and so on.**
 2 Q. Mr Hood, was it after the 2005 guidance was issued or
 3 after the 2009 that you did the rota for the bringing of
 4 the register?
 5 **A. I don't remember exactly, but I know that it was**
 6 **particularly -- I'm fairly sure it was part of**
 7 **the personal and social health education policy that we**
 8 **did that.**
 9 Q. So it was known in the school that you shouldn't always
 10 choose the same child to do --
 11 **A. Yes, exactly. Yes.**
 12 Q. Danny, if we could go to _023 of the same document,
 13 please, and if we could get up the fourth and fifth
 14 paragraphs of this. Again, this is the same document,
 15 Mr Hood:
 16 "Physical contact which occurs regularly with an
 17 individual child or young person is likely to raise
 18 questions unless there is explicit agreement ..."
 19 Then:
 20 "... it would then be part of a formally agreed
 21 plan ..."
 22 Do you see that? So it should never be secretive?
 23 **A. Yes.**
 24 Q. Again, this was, as I say, I think, you know, from 2005,
 25 certainly from 2009, a really clear guideline, wasn't

Page 131

1 is the third paragraph:
 2 "Adults should exercise care when selecting children
 3 and/or young people for specific activities or privilege
 4 to avoid perceptions of favouritism or unfairness.
 5 Methods and criteria for selection should always be
 6 transparent and subject to scrutiny."
 7 **A. As part of the development that came out of that through**
 8 **our PSHE curriculum, we adopted a rota system for all**
 9 **children in the school to have the opportunity to take**
 10 **and return registers, for example, and that was**
 11 **something that we discussed and worked out between us in**
 12 **a staff meeting.**
 13 **As far as the gifts and rewards are concerned,**
 14 **that's something that we never knew anything about, and**
 15 **I see from some of the victims' statements that, you**
 16 **know, that was happening all the time, and particularly**
 17 **with the disclosure, eventually, something that none of**
 18 **us were aware of. Nobody came to me with that**
 19 **information that he was providing gifts or rewards, and**
 20 **the concept of the favouritism, as I say, was something**
 21 **that had been -- as was said by the previous head,**
 22 **something of an issue for staffroom gossip and**
 23 **playground gossip, but never something that was, you**
 24 **know, particularly seen in terms of, "Oh, it's the same**
 25 **child bringing this to -- a message for me or moving**

Page 130

1 it, that regular physical contact with an individual
 2 child was going to raise questions?
 3 **A. Yes. I think that, with this particular document, we**
 4 **were beginning to get, you know, a better understanding**
 5 **of, you know, those issues that could well have been,**
 6 **you know, taken forward and processed by somebody else.**
 7 **I get that, and I understand it. As I say, we were**
 8 **heading towards a point where, you know, prior to**
 9 **disclosure, I'm sure he would have been found out.**
 10 Q. Again, just in terms of timing, you were not sure -- or
 11 are you sure, Mr Hood, about -- because, as I say, this
 12 was around in 2005. I'm not entirely clear from your
 13 evidence when you feel that this was properly embedded
 14 in the school culture?
 15 **A. I think -- I'm not sure about that. I can't answer**
 16 **that, I'm afraid. I think -- all I can say is that we**
 17 **updated our policies with each successive publication of**
 18 **safeguarding.**
 19 Q. We know that -- so the safeguarding policy
 20 in January 2010 says that the school will ensure that
 21 all individuals are aware of this guidance. But when
 22 the individual management review was conducted, so that
 23 was the review that was conducted to inform the Serious
 24 Case Review, a consultant who worked with the school
 25 found that the guidance hadn't been disseminated to the

Page 132

<p>1 staff at Hillside, despite what was in the safeguarding 2 policy. Why do you think that was, Mr Hood? 3 A. I'm sorry, I don't remember. I can't recall that at 4 all. I'm sorry. 5 Q. So you mentioned the favouritism, and I think if we can 6 get up INQ006202_005, over on to _006, so it is the 7 bottom of _005. Yes, it is that paragraph. Mr Hood, 8 this is your statement, and this is about the 9 favouritism, so you just touched on this, I think. You 10 say you don't recall being informed that he had 11 favourite pupils, and you don't accept it was common 12 knowledge, or that it was common knowledge that he spoke 13 to children in an inappropriate, adult fashion, and you 14 weren't privy to it. You say that witness C assumed you 15 were aware because it was general gossip in the 16 staffroom, and you say that it wasn't common knowledge 17 but the subject of gossip. Is that right? 18 A. Yes, that's my statement and that's how I felt when 19 I wrote the statement. I'm a bit hazy about that, but 20 I don't -- it's not a big -- it's not an expansive part 21 of my memory of dealing with this person in particular. 22 I don't think we had a queue of people, you know, 23 telling me that -- and distressed at the fact that he 24 had favourite people that were doing various things. 25 Q. Mr Hood, we are going to look at some of the police</p> <p style="text-align: center;">Page 133</p>	<p>1 statements which were taken in the immediate aftermath 2 of Nigel Leat being arrested: you are going to have to 3 bear with me a bit. There aren't going to be questions 4 after each document, because there are a number of 5 documents, but I just want to let you know what the 6 underlying documents say about this. 7 Can we get up OHY009387_034. I'm not going to go to 8 every person to tell you who is giving evidence, but 9 this is a teacher who was teaching from 1996 to 2003. 10 She says clearly she didn't witness anything else that 11 was inappropriate, but it was always common knowledge 12 that he had pupils he favoured more than others: 13 "I didn't witness anything specific but he would 14 mention some children more than others and didn't seem 15 that interested in children with more academic needs." 16 Could we now go to OHY009388_004, and go to the last 17 paragraph. This is another witness statement from the 18 time. This time it is from a teaching assistant who had 19 been at the school since 1990: 20 "Nigel Leat would also seem to have 'favourites' ... 21 they were always girls who would just hang around him 22 and who he would always get to go off and do jobs for 23 him, such as taking the register or getting them to go 24 off and give messages to other teachers." 25 Can we get OHY009388_007, and if we could have</p> <p style="text-align: center;">Page 134</p>
<p>1 paragraphs 7, 8, 9 and 10. This, Mr Hood, is a teaching 2 assistant, who had been at the school for eight to ten 3 years, who says: 4 "He didn't treat all the children the same. He had 5 favourites, always girls and never boys, vulnerable 6 children." 7 She names some of the pupils: 8 "It was so noticeable that, at lunchtime, the dinner 9 ladies would often talk about it. Occasionally, he 10 would keep a child back in the class ..." 11 Every time it was for something official, so it was 12 never questioned. 13 Could we then get up OHY009387_025, the last two 14 paragraphs, please. This is another teacher who joined 15 in around 2006, so just starting her fourth year: 16 "Since I joined the school, it seemed to be always 17 known and common knowledge that Nigel had favourite 18 pupils. It was something that was often commented on by 19 staff, and even the dinner ladies." 20 Two pupils -- RS-A320 we know is one of the children 21 and, again, RS-A304. Then, Danny, if we could get up 22 OHY009388_010, this is again in relation to favouritism 23 of -- it is the fourth paragraph up from the bottom -- 24 in fact, actually, the reason I don't have a paragraph 25 number I think is that it's all of this page. Sorry,</p> <p style="text-align: center;">Page 135</p>	<p>1 Danny, if you could go to the top: 2 "I felt he took too much interest in these 3 girls ..." 4 So these are the favourites. He would give them 5 better jobs to do: 6 "I also observed him keeping these girls in class at 7 break and lunchtimes." 8 A. Can I -- yeah. 9 Q. In fact, Mr Hood, there are another seven incidences of 10 this in the police statements in the immediate aftermath 11 of the arrest. We have said, Mr Hood, haven't we, that 12 Hillside was a small school. 13 A. Yes, it was, but, you know, if people don't share that 14 with me, and -- I guess because, in a psychological way, 15 if people are talking about that in a sort of staffroom 16 gossip way, and by dinner ladies in the playground way, 17 they don't attach anything malicious to that and, 18 I guess, don't see the need to tell anybody about that. 19 I'm not sure that, you know, my deputy would know of all 20 those cases, for example. 21 Q. These are people, aren't they, Mr Hood, who are noticing 22 things in the lunch hall or -- it's not necessarily -- 23 they're not necessarily, for example, classroom 24 assistants who are privy to certain knowledge. There's 25 a sense, a really pervasive sense, and I won't go</p> <p style="text-align: center;">Page 136</p>

1 through the next seven, that this was simply something
 2 that everybody knew. Are you saying that you didn't
 3 know, or you knew and you thought that it was harmless?
 4 **A. I honestly believe, looking back, that I didn't know.**
 5 **I didn't --**
 6 Q. I suppose, then, the question is, why didn't you know?
 7 Why were you the only person -- I'm not saying this --
 8 I mean, we need to understand why, in a school where it
 9 seemed to be really clear to everybody, were you -- were
 10 people not talking to you? Were you not listening,
 11 Mr Hood? What do you think --
 12 **A. Of course I felt I was listening, but I honestly don't**
 13 **remember people coming to me and saying, "Oh, you know,**
 14 **he's got favourites", you know, "He's doing -- he's**
 15 **giving these jobs to certain people", et cetera.**
 16 Q. I don't think they necessarily were, Mr Hood. I don't
 17 think they necessarily were. It just -- all of those
 18 statements suggest that it was taken as read, and this
 19 is across -- I mean, if you plotted it across time, for
 20 nearly all of the years that they knew this was
 21 happening, and it's interesting that you didn't know.
 22 **A. Well, I can say it baffles me.**
 23 Q. You walked around the classrooms, I think? You went
 24 into Nigel Leat's classroom?
 25 **A. I went around it twice a day, every day. You know, we**

Page 137

1 **A. Yes.**
 2 Q. It is very clear that that wasn't reported to you and it
 3 wasn't reported to your deputy. I mean, that's
 4 a startling thing, isn't it, that isn't reported?
 5 I think she says that she felt that you were not
 6 approachable and that you might dismiss what she'd said.
 7 Why do you think that kind of thing wasn't being
 8 reported in Hillside?
 9 **A. I think "that sort of thing" is a bit of a dubious**
 10 **statement, because that was a one-off observation,**
 11 **surely. We are not talking about people observing him**
 12 **having an erection on a regular basis.**
 13 Q. Sorry, Mr Hood, just so I understand, you don't think
 14 it's problematic that --
 15 **A. Oh, I do, of course I do.**
 16 Q. I thought you probably did, but --
 17 **A. I was just concerned by your phraseology. I do**
 18 **apologise.**
 19 Q. No, no, well, I apologise if I phrased it in an odd way.
 20 The thing that I would like to understand and that is
 21 confusing is, on the face of it, that is a startling
 22 thing to witness. Why wasn't it being reported in your
 23 school?
 24 **A. I think it might be in -- it might be that -- well,**
 25 **let's start with it not being -- the sense that I wasn't**

Page 139

1 **are talking about a devious paedophile who was -- you**
 2 **know, as soon as you walked in the door, he would cover**
 3 **up what he was doing, I guess. He wasn't about to show**
 4 **off what -- the awful crimes he was committing, and so**
 5 **he had every ploy, you know, sorted out. As I say, we**
 6 **had a system in place through the PSHE to ensure that**
 7 **there was, you know, better equality for children**
 8 **throughout the class to have opportunities to do jobs**
 9 **for people, and, as far as I can remember, Leat was**
 10 **compliant with that.**
 11 Q. But you don't remember when that started?
 12 **A. I can't recall, sorry.**
 13 Q. I'd like to look at some of the incidents that were
 14 witnessed that weren't reported to you, because some of
 15 those are -- sort of raise issues about how people felt
 16 they could report at the time.
 17 **A. Yes.**
 18 Q. The most striking incident that wasn't reported was when
 19 a voluntary classroom assistant saw Nigel Leat sitting
 20 in the corner reading with a child, and in her
 21 statement -- we don't need to go to the statement -- she
 22 suggests it looked a bit strange, it looked like he was
 23 trying to keep this child's attention.
 24 **A. Yes.**
 25 Q. When he stood up, she noticed that he had an erection.

Page 138

1 **approachable. I didn't set out to be unapproachable in**
 2 **any way, shape or form.**
 3 Q. No, but it seems that maybe you were.
 4 **A. That's the first part. The second part is that this**
 5 **person wasn't -- was here on a voluntary basis,**
 6 **I believe. She would have been given an induction**
 7 **booklet by the -- by our secretary when she came into**
 8 **the school.**
 9 Q. Mr Hood, I'm going to stop you just briefly.
 10 I apologise, I will let you explain. But do you need
 11 a booklet, do you think, to tell someone --
 12 **A. No, I'm not suggesting that one bit, no. All I'm saying**
 13 **is, the process of providing somebody coming to the**
 14 **school on a voluntary basis and having some experience**
 15 **with us, with our age group of children, and being**
 16 **provided with a booklet at the time, and I think it was**
 17 **a long time ago, so it's difficult to remember exactly.**
 18 **But --**
 19 Q. I think this (overspeaking)?
 20 **A. She had an induction booklet which had all sorts of**
 21 **details in it, including some safeguarding references**
 22 **and what to do if ...**
 23 Q. Does it make you reflect a little bit, Mr Hood, about
 24 why that kind of thing wasn't being reported within the
 25 school?

Page 140

1 **A. It does --**
 2 Q. What (overspeaking) done differently?
 3 **A. I think the psychology of that is the fact that somebody**
 4 **saw something that was absolutely shocking, distressing,**
 5 **and a psychologist might say something that, you know,**
 6 **they -- it was unbelievable, that they -- you know, that**
 7 **they -- and then they have to decide what they do with**
 8 **that information. I don't -- I think that might have**
 9 **been overwhelming for her. I don't think, in all**
 10 **honesty, she could say that I wasn't approachable when**
 11 **she could have spoken to my deputy or she could have --**
 12 **she could have made light of something that she saw to**
 13 **anybody.**
 14 Q. I think, for the full picture, in her police report,
 15 what she says is that the next day she was with
 16 a teacher and pointed out that Nigel Leat had a child at
 17 the piano -- between his legs at the piano, and when she
 18 said, "That doesn't look right", the teacher kind of
 19 rolled her eyes, so at that point she felt there was no
 20 point in reporting. However we look at this, there is
 21 a problem, isn't there, with people reporting things in
 22 Hillside at this point?
 23 **A. It appears to be like that, but, you know, in a --**
 24 **again, I'm not making excuses, but in a busy school,**
 25 **with what I thought was an open-door policy, people came**

Page 141

1 **Hillside every week there was something in the newspaper**
 2 **whereby a paedophile had been caught doing their deeds**
 3 **in all sorts of places.**
 4 **So the -- I think there was an unfortunate cultural**
 5 **feeling in Hillside where people felt, you know, this**
 6 **isn't -- they didn't know. They weren't seeing somebody**
 7 **who was being evil.**
 8 Q. No --
 9 **A. So it made it very difficult to bring that forward. The**
 10 **psychology is very difficult, and I think it is very**
 11 **different now than it was then.**
 12 Q. But some of these things, Mr Hood -- you're absolutely
 13 right, there are some incidents that you would say would
 14 fit the low-level mould, some small, "Oh, he seems to,
 15 you know, be a little bit too much", but there are some
 16 things which aren't low level, aren't there? So this
 17 seeing him with an erection, that's not low level --
 18 **A. No, of course not.**
 19 Q. So not all of that is explained away by a difference in
 20 culture, is it? You say that it's all changed, but some
 21 of these things that were happening at the time -- and
 22 I think it's probably right to say as well that his
 23 closeness to RS-A320, that wasn't low level either, was
 24 it?
 25 **A. No, I've accepted that as a failing. I have. To go**

Page 143

1 **to me with all sorts of issues, and I am distressed by**
 2 **the fact that she didn't come to me, or anybody else,**
 3 **with that information. I didn't purposely put barriers**
 4 **in the way of people approaching me. I think that's**
 5 **damning me in the wrong way.**
 6 Q. I think it's about trying to find ways that it can be
 7 clear that you are accessible. We will look at some of
 8 the other -- that was the main incident, if you like, of
 9 lack of reporting. There were lots of other incidents,
 10 weren't there, that weren't reported to you or
 11 Michelle Bamford, that you were just never told about?
 12 I think, in terms of numbers, the Serious Case Review
 13 has about 33 incidents and I think only about ten were
 14 reported, and that was to both you and Michelle Bamford.
 15 So there were a lot of things going unreported, weren't
 16 there, in school at this point?
 17 **A. Yes, and that troubles me greatly, and I understand**
 18 **where you're going with this, in terms of, you know,**
 19 **that concept of reporting. But I think, you know, post**
 20 **what happened at Hillside, the concept of**
 21 **whistleblowing, the concept of reporting low-level**
 22 **incidents, et cetera, became much, much more focused by,**
 23 **you know, high-profile cases and the analysis of that**
 24 **and by, you know, cases in other schools, et cetera. It**
 25 **seemed, you know, almost from the time I finished at**

Page 142

1 **back to your original question about this, I still**
 2 **maintain that, you know, the fear and trepidation that**
 3 **she had about reporting something like that is something**
 4 **that experts recognise.**
 5 Q. Some of the incidents that were reported to you but not
 6 recorded, so this is -- there are a number of these
 7 incidents, some of which I think you remember, some of
 8 which you don't. But there was a -- one of the teachers
 9 came to you in the 2003/2004 school year saying that
 10 she'd found between 15 and 20 photographs of Nigel Leat
 11 cheek to cheek with a female pupil, and the evidence
 12 that the teacher gave is that you told her not to
 13 insinuate things when she came to you with that. Is
 14 that something you recall, Mr Hood?
 15 **A. No. I really don't think I would have said that to**
 16 **a colleague, and I don't remember enough about that at**
 17 **all, I'm afraid.**
 18 Q. But if someone had come to you and said, "Look, there
 19 are 15/20 pictures" -- they weren't inappropriate
 20 pictures, Mr Hood. The teacher is clear, they were just
 21 sort of the teacher sort of next to the pupil. What
 22 would you have done if that had been brought to you as
 23 a concern?
 24 **A. As I say, I think -- I refer back to my witness**
 25 **statement that I probably did -- didn't do what was**

Page 144

1 expected, but took the issue back to him and his
 2 explanations or the way in which he saw it was something
 3 to consider in trying to resolve this particular issue.
 4 **I get that that's -- that was probably not the right**
 5 **thing. I don't even recall seeing the photographs.**
 6 **That's a difficulty for me.**
 7 Q. The next school year, there was a not dissimilar thing,
 8 where you were -- a mother of a pupil said that her
 9 daughter had said that Mr Leat had taken a photo of her
 10 with his personal camera, with his mobile phone, I think
 11 she said?
 12 **A. Yes.**
 13 Q. Do you recall that incident? I think, again, you went
 14 to see Mr Leat about that, and he denied it; is that
 15 right? I think you then suggested that the mother talk
 16 to Nigel Leat. Do you recall that?
 17 **A. I vaguely recall him offering to show me his phone, and**
 18 **I understand it from police reports that he had more**
 19 **than one device, and he gave the impression that he**
 20 **didn't know how to use the cameras in the school**
 21 **properly, and all this sort of thing, and so on and so**
 22 **forth, but we know full well that he did, et cetera.**
 23 **They were never available, for example, for other people**
 24 **to use, they could never be found, and so on.**
 25 **But I think I said in my statement about -- a staff**

Page 145

1 Q. The daily diaries, I think those are the journals which
 2 are talked about but have never been found; is that
 3 right?
 4 **A. Yes. I either -- I can't remember exactly. I either**
 5 **destroyed them each term, because I kept one each term,**
 6 **or at the end of the year. But obviously, when I left,**
 7 **there would have been some in my office, and I think my**
 8 **office was emptied of everything at the time, before**
 9 **I came back to collect my personal belongings.**
 10 Q. I'd like to ask you about another incident that doesn't
 11 seem to have been recorded, which is when RS-A299, so
 12 one of the pupils, came to see you to tell you that
 13 something was going on between Nigel Leat and her
 14 friend. She's clear that she didn't tell you that
 15 Nigel Leat had kissed her friend, but she said that
 16 something was going on. Do you have any recollection of
 17 her coming to tell you that?
 18 **A. I don't. Sorry.**
 19 Q. Just to go back to the recordings, you say you may have
 20 put it in your journals, but it wasn't anywhere
 21 accessible, was it, Mr Hood, in a way that you could
 22 have looked back at these things and thought, for
 23 example, at the time of the allegations in 2008, "Okay,
 24 well, I've got this now, but I've also got the leg
 25 stroking, the two camera incidents". You weren't able

Page 147

1 **meeting that we had about the use of personal phones in**
 2 **school and made a point of ensuring that everybody was**
 3 **very clear about the use of them and bringing them into**
 4 **school.**
 5 MS BICARREGUI: Chair, I notice the time. I do have some
 6 further questions for this witness. Would it be --
 7 could I go on until 4.10 pm, please?
 8 THE CHAIR: Yes, go ahead, Ms Bicarregui.
 9 MS BICARREGUI: Thank you.
 10 Mr Hood, there is another incident where you were
 11 observing a lesson, I think, of Nigel Leat's and you
 12 observed a child with her hand up his trouser leg
 13 stroking his leg. Do you recall that incident?
 14 **A. I don't remember it very well; only from the reports**
 15 **I've read.**
 16 Q. I think you didn't talk to the child's parents about
 17 that at the time, or the child, I don't think?
 18 **A. I don't recall, sorry.**
 19 Q. One of these issues, I think, is that none of these
 20 things were recorded. Would you agree with that?
 21 **A. No. I probably -- I'm fairly sure that I had recorded**
 22 **them in my own personal daily journals and diaries, and**
 23 **I accept that perhaps they should have been recorded in**
 24 **a different way in order to build up, you know, that**
 25 **collective picture of these incidents.**

Page 146

1 to put anything together in that way, were you?
 2 **A. No, and I accept that, had I been able to do that, or**
 3 **had I done that, it would have been a different case and**
 4 **a different outcome altogether. I accept -- well, not**
 5 **accept. I believe that Marcus Erooga's concept of**
 6 **recording and providing a sort of cumulative picture of**
 7 **these low-level incidents would have provided a much**
 8 **clearer, holistic view of what ...**
 9 Q. Do you need to take a moment, Mr Hood?
 10 **A. A much clearer view of a gateway to eventually finding**
 11 **out what this disgusting man had done.**
 12 Q. Mr Hood, there are some questions that I would like to
 13 put to you on behalf of some of the victims/survivors.
 14 Certainly the mother of RS-A320, she wonders whether or
 15 not you were being in some way blackmailed by
 16 Nigel Leat.
 17 **A. Gosh!**
 18 Q. Is that the case?
 19 **A. No. No way. That's an awful thing ...**
 20 Q. Mr Hood, I know this is very, very difficult.
 21 **A. I understand where she's -- you know, that she has**
 22 **intense feelings of despair, unimaginable even**
 23 **compared -- you know, compared to my heartache, but, as**
 24 **I said in my statement at the beginning, there's no way**
 25 **that I was -- that I was a party to any of the awful**

Page 148

1 **things that this man was doing, and it says very clearly**
 2 **in the police statement that he acted alone.**
 3 Q. I think she's more -- she wonders, and it is
 4 understandable that she wonders this, whether or not you
 5 had a feeling at the time that there was something going
 6 on, or that he -- is that the case, Mr Hood?
 7 **A. No. No. I may have been very naive and very foolish**
 8 **about Leat, but there's no way that I was, you know,**
 9 **going to be colluding with this monster.**
 10 Q. If we could look at training, safeguarding training,
 11 Mr Hood, it seems that you often thought that the thing
 12 to do, whenever there was an allegation, was to go and
 13 talk to Mr Leat, and I think, through your evidence, you
 14 accept that that wasn't what should have happened. Do
 15 you recall having any significant training in
 16 safeguarding when you were training to be a teacher?
 17 **A. I think it was about, as I said in my statement, child**
 18 **welfare, and the overriding sort of memory is of**
 19 **children being abused at home and not in institutional**
 20 **settings.**
 21 Q. So do you think it is right to say there was a bit of
 22 a gap when you became headteacher, in terms of your
 23 understanding of institutional -- sorry,
 24 "institutional", of teachers who could offend against
 25 children? Was that a gap in your knowledge, do you

Page 149

1 **across the board to people that perhaps I hadn't sort of**
 2 **taken into my work as the head at Hillside.**
 3 Q. You've also told us that you felt that the emphasis from
 4 the local authority was on academic measures; is that
 5 right?
 6 **A. Yes, and I recognise the same sentiment in**
 7 **Sheila Smith's report, which states that they have**
 8 **a duty to provide the support to improve academic**
 9 **performance within the school. But I maintain that, you**
 10 **know, conversations should be had at all times on an**
 11 **equal basis about the safeguarding culture in your**
 12 **school, some mandatory paperwork that shows low-level**
 13 **incidences, for example, and a discussion that is had**
 14 **between the local authority officer and the headteacher**
 15 **about that very thing. Now, that may not be the school**
 16 **development advisor, who is obviously trained in trying**
 17 **to develop the school's academic performance.**
 18 Q. So maybe somebody else needs to have a focus on
 19 safeguarding and come into schools to talk about that,
 20 do you think?
 21 **A. Absolutely, and I think that would have made all the**
 22 **difference to me and to Hillside.**
 23 MS BICARREGUI: I don't have any further questions for you,
 24 but if you could keep your microphone on, the chair and
 25 panel may have some questions for you.

Page 151

1 think?
 2 **A. I think not only me. You know, colleagues who worked in**
 3 **other local schools, you know, if they'd been presented**
 4 **with something like this, you know, the journey might**
 5 **have been similar and might have been different, but**
 6 **they will have -- their starting point would have been**
 7 **very similar to mine, and that is that, you know, you**
 8 **don't imagine for one minute that this man, this man was**
 9 **doing what he was doing.**
 10 Q. I think you didn't complete the headteacher training
 11 course, did you, that you had started?
 12 **A. No.**
 13 Q. Is it your understanding that that would have had any
 14 element of safeguarding training within it?
 15 **A. Yes, I understand that it probably did, and I think it**
 16 **should have been mandatory for me to undertake that at**
 17 **the beginning of my tenure at Hillside. I was given the**
 18 **opportunity to not complete the training.**
 19 Q. Again, I suppose, in retrospect, maybe that sort of --
 20 this element of training would have been a helpful thing
 21 for you when you were presented with the problems that
 22 you had at Hillside?
 23 **A. Yes, yes, quite possibly. Quite possibly. Because**
 24 **I believed at the time that the content therein was well**
 25 **put together and, you know, gave a number of skills**

Page 150

1 THE CHAIR: Thank you, Ms Bicarregui. I have no questions.
 2 I will ask my colleagues if they have any.
 3 Ms Sharpling?
 4 MS SHARPLING: No, thank you, chair.
 5 THE CHAIR: Mr Frank?
 6 MR FRANK: No, thank you.
 7 THE CHAIR: Sir Malcolm? No. Mr Hood, thank you very much
 8 for your evidence.
 9 **A. Thank you.**
 10 **(The witness withdrew)**
 11 MS BICARREGUI: Chair, that concludes our evidence for
 12 today. We will begin at 10.30 tomorrow -- no, we won't,
 13 sorry, chair, we definitely won't. We will be back at
 14 10.30 am on Monday.
 15 (4.09 pm)
 16 (The hearing was adjourned to
 17 Monday, 23 November 2020 at 10.30 am)
 18
 19
 20 I N D E X
 21
 22 WITNESS RS-A299 (affirmed)1
 23 Examination by MS BICARREGUI1
 24 WITNESS RS-H2 (affirmed)33
 25 Examination by MS BICARREGUI33

Page 152

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

Examination by MS BICARREGUI72
MR CHRISTOPHER HOOD (affirmed)100
Examination by MS BICARREGUI100

A	accepted 66:6 143:25	125:18 127:23 128:24,25	146:8	anyway 109:24 120:17
A1 2:15 34:9 73:8 101:6	access 8:8 29:14 62:19 96:13	129:25 130:2	albeit 118:1	apart 81:8
A320 35:2	accessible 8:10 142:7 147:21	adults' 16:3 129:25	allegation 111:2 111:10,24 112:11 117:19 149:12	apologise 15:15 103:2 139:18 139:19 140:10
abilities 102:1	accessing 59:22	adversely 107:5	allegations 110:13 111:1,6 111:12,14,17 113:5,10,16,20 114:20 123:22 127:21 147:23	apologised 47:4
ability 25:1 109:16	accidentally 3:10	advice 44:16 96:4	allocated 38:4	apology 31:12 31:20 97:19
able 3:11 8:8 21:21 35:25 36:1 39:9 51:8 53:20,23 58:11 58:17 63:12 65:7 70:12 74:18 81:23 89:15 98:3 107:2 147:25 148:2	account 99:18	advised 84:2	allow 122:20	apparent 4:6 6:1 8:1 97:2 126:18
abroad 76:22	accumulative 114:2	advisor 109:13 151:16	allowed 4:11 9:3 38:5 109:18 123:8,11	apparently 85:24 113:16 123:22
absolutely 29:22 29:22 30:22 34:3 129:22 141:4 143:12 151:21	ache 76:7	advocate 114:3	allowing 51:21 121:23	appear 87:14 113:21
abuse 29:1 33:3 61:21 63:6 69:9 72:3 81:25 85:3 87:24 90:9 99:18 110:13 115:8	acknowledge... 31:17	aeroplane 107:8	altogether 62:15 148:4	appeared 98:15 116:8 127:13
abused 74:4 85:5 127:16 149:19	acted 38:19,20 149:2	affect 27:20 107:5	amazing 22:16 24:24 32:6 36:8 39:17 42:18 56:4	appears 141:23
abusing 55:1	acting 52:22,25 70:25	affectionate 43:22 44:3 45:17	amount 20:11 69:17 94:11	appetite 25:4
academic 102:1 109:3,8 134:15 151:4,8,17	action 119:25	affirmed 1:21 33:17 72:17 100:11 108:4 152:21,23 153:2	analysis 113:25 142:23	applied 113:9,23
academically 48:23 74:23 93:5	actions 40:20	aforethought 124:18	and/or 130:3	apply 99:12
accept 108:19 133:11 146:23 148:2,4,5 149:14	activities 130:3	afraid 104:7 132:16 144:17	animosity 8:14	apportioning 117:24
acceptable 32:13	activity 51:5	aftermath 134:1 136:10	ambiguous 111:13	appreciate 33:4 94:24
	actual 13:17 69:17 124:9	age 6:2 36:2 44:19 52:25 66:4 74:14 76:24 86:14 140:15	amount 20:11 69:17 94:11	appreciated 94:24
	add 9:6 32:1 36:3	agency 104:16 107:22,25 108:3,6,13 117:13	analysis 113:25 142:23	approachable 139:6 140:1 141:10
	added 121:8 123:10	ago 23:10 140:17	annoyed 121:23	approached 78:16
	addiction 64:5	agree 118:3,3 119:25 146:20	annoyed' 51:19	approaching 142:4
	address 48:20 49:7 50:9	agreed 131:20	answer 53:21 63:13 132:15	approximately 37:19
	adduce 1:8	agreement 131:18	answering 67:5	April 104:24 118:17
	adduced 1:17	ahead 101:20	answers 77:21	area 42:7 46:14 46:15 50:6 54:6,23 55:10 55:11 59:21 74:23 128:3
	adjourned 152:16		anxiety 26:7	argument 8:16 76:13,14
	adjournment 72:13		anybody 4:15 8:11 10:3,16 30:4 60:4 87:5 107:2 136:18 141:13 142:2	arguments 6:2
	administered 112:17		anymore 91:22	
	adopted 130:8			
	adopting 128:4			
	adult 18:1 30:4 133:13			
	adults 8:21,25 10:22 20:5 62:2 108:5			

armed 115:16	92:13 97:5	37:20 51:25	95:10 125:24	111:4 129:8
arms 5:15 12:17 124:23	assistant 20:8 45:14 81:8	60:10 64:1,6 66:12,13 70:18	baffles 137:22	behavioural 76:18
arose 15:2	84:23 85:6	70:23 75:4	bag 79:3	behaviours 84:15 128:24
arranged 90:1	134:18 135:2	76:15 86:5,23	ball 61:24 86:13	belief 2:23 34:15
arrangement 4:24	138:19	88:5 96:16	Bamford 20:24	73:13 101:14
arrest 21:2 22:5 23:5 24:11	assistants 44:9 54:19 70:8	110:9,19	104:21 105:9	believe 8:1 10:5
25:12 87:4	84:13 106:2	112:23 128:10	105:11 116:5	28:7 30:15
136:11	136:24	129:13,14	116:22 118:9	54:15 69:8
arrested 21:9,17	assisting 33:5	130:18 132:21	121:4 122:2	74:21 81:4
23:10 50:5,8	assumed 11:3 47:6,9 88:10	133:15	123:6,15	82:3 83:2,11
54:22 74:11	133:14	awful 22:25	142:11,14	86:23 92:21
106:8,14,18	at-risk 65:19	30:12 125:12	ban 108:10	94:19 99:1
129:8 134:2	attach 136:17	138:4 148:19	bank 92:18	104:8 129:10
arrived 51:24	attached 68:20	148:25	barrier 61:22	137:4 140:6
94:23 106:10	attack 92:8	B	barriers 142:3	148:5
ASC000010	attacks 26:4,5	B 87:25	based 119:20	believed 119:21
1:13	attempt 128:23	back 5:14 7:20	basically 5:13	150:24
asked 9:9 15:2,3	attempted 57:18 59:9,11	8:12 11:8	basics 36:4	belittling 10:4
15:16 18:4,10	attend 15:17	12:21 15:5	basis 123:11	bell 128:12
27:4 36:20	106:23 114:9	16:25 18:16,25	139:12 140:5	belongings 147:9
37:19,23,23	attended 88:13	23:20 26:2,25	140:14 151:11	best 2:22 16:14
44:22 46:21	attention 65:12	31:16 38:17,22	bat 46:4	34:14 36:9
47:16,24 48:5	65:13 113:21	39:12 42:9	bath 78:3	73:12 89:6,7
48:18,20 49:21	117:19 124:2	43:17 45:8	bathroom 15:18	90:12 96:24
49:25 51:4,6	138:23	50:25 60:12	16:4,5	101:13 109:3
51:19 56:12,15	audible 3:18	73:4 75:22	bear 134:3	120:17
58:14 60:6,15	Audience 110:15	76:23 77:15,17	becoming 66:2	better 6:4 29:20
66:22 78:23	August 104:19	77:24 78:13	97:2 103:14	93:9 101:25
79:16 80:9	authority 28:6	84:9 89:19,21	bed 79:24 81:12	115:14,16
81:6 85:2 88:4	91:5 107:1	90:5,9 91:8,9	bedtime 81:13	119:18 120:1
89:18,20 94:8	109:5 113:19	92:15 98:20	began 92:4	132:4 136:5
94:15 95:23	114:25 126:23	100:2,23	103:4 122:11	138:7
97:18 106:10	151:4,14	106:25 109:25	beginning 22:17	beyond 56:9
121:1	autism 35:7,8,9	110:2 114:12	58:4 77:18	Bicarregui 1:5,6
asking 2:9 47:7	65:6	115:15 118:18	97:3 108:19	1:20,22,23
67:3 74:9	available 60:3	124:5,6,9,19	103:4 122:11	16:24 31:22
80:12 87:4	145:23	125:1,17	126:5 132:4	32:22,25 33:7
98:12 100:25	avoid 130:4	126:20 135:10	148:24 150:17	33:14,15,18,19
101:18	avoided 77:22	137:4 144:1,24	bed 79:24 81:12	37:7 40:5,10
aspect 109:24	award 107:12	145:1 147:9,19	bedtime 81:13	71:11,16,23
assault 57:21	aware 6:14 7:21	147:22 152:13	begin 92:4	72:8,15,16,18
Assemblies 92:13	9:20 16:7 24:1	background 91:18	103:4 122:11	72:19 77:5
assembly 90:1		backs 11:5,14	126:5 132:4	99:7,11,23,25
		bad 28:23 57:9	148:24 150:17	100:8,9,12,13
			behalf 34:17,18 148:13	
			behave 8:24	
			behaving 66:9	
			behaviour 24:18 29:10 42:14	
			43:25 57:10	
			76:2,4 77:1,19	
			78:15 81:1	
			82:8 102:4,6	

120:17,21,25 146:5,8,9 151:23 152:1 152:11,22,24 153:1,3 bickering 6:3 big 21:14 76:14 77:18 133:20 bigger 50:19 98:25 bike 49:2 birthday 47:22 47:23 bit 3:15 4:3 13:6 23:4 26:25 27:10,11 33:25 36:22 42:13 48:16 52:12 54:21 55:14 57:10,13 60:16 66:15 70:2 75:11,18,20 76:4 81:3,23 82:10,12,24 83:8,16 84:14 84:15 87:7 91:6 92:1,17 94:24 97:6,24 98:20,21,22 104:6 106:6 108:13,14 110:15 111:19 112:20 115:19 118:14 119:1 120:4 122:16 123:4 126:9 128:22 133:19 134:3 138:22 139:9 140:12 140:23 143:15 149:21 bits 23:3 bizarre 126:9,10 blackmailed 148:15 blah 46:4,4,4 blame 117:25	blanking 65:3 blatant 9:19 29:1,4 bleeding 18:10 block 93:6 blocked 26:2 bloomin' 61:12 blue 82:2 board 28:2 128:2 151:1 body 5:13 12:17 Bone 1:10 book 14:9 36:2 36:13 78:21,21 78:23 79:2,3,5 bookcase 14:17 15:12 17:11 booklet 140:7,11 140:16,20 borne 111:15 bottom 39:4 102:23 110:16 118:15 133:7 135:23 bought 78:20 boundaries 124:25 box 65:9 78:13 boys 6:25 135:5 breach 37:2 43:15 break 2:4,5 33:8 33:12 34:1,2 72:8,10 73:1 99:25 100:5,19 100:20 120:18 120:23 123:20 136:7 breaks 73:2 breaktime 11:23 breathing 14:3 Bribery 10:17 brief 20:11 23:9 briefly 43:3 80:19 121:15 140:9 bring 46:25 47:8	129:1 143:9 bringing 130:25 131:3 146:3 Bristol 96:22 broadest 111:21 broadly 75:5 brought 14:1 29:9 31:7 79:2 124:2 144:22 bruises 124:23 bubble 89:15 bugging 90:4 build 146:24 building 3:16,17 8:5 buildings 8:8 built 20:15 29:25 bullet 52:7 bundle 2:15 34:7 73:9 101:6 busy 141:24 buy 78:23 buys 48:1	119:2 130:2 cared 109:21 careful 30:1 carpet 84:15 carried 81:18 carries 123:1 carry 51:6 carrying 51:4 case 25:14 28:19 29:17,17 55:25 61:4 66:16,18 66:24 67:11 68:6 70:24 71:16 91:24 94:7 99:2,5 102:13 107:4 112:15,17,19 115:7 116:5 132:24 142:12 148:3,18 149:6 cases 66:13 136:20 142:23 142:24 catch-up 37:17 caught 143:2 cause 76:13 caused 93:6 cautious 30:1 cent 20:9 37:12 38:23 58:22 60:6 centre 63:5 certain 4:25,25 4:25 5:1 15:3 33:23 72:24 100:17 104:5 136:24 137:15 certainly 13:4 86:16 111:20 125:23 131:25 148:14 cetera 19:21 51:5 111:16 125:20 129:1 137:15 142:22 142:24 145:22 chair 1:4,6,6,17	1:19 2:10,11 13:17 16:19,23 18:13 31:24 32:23,25 33:7 33:9,14,15,15 34:5,25 37:1,6 40:5,9 43:9 71:13,16,22,23 71:24 72:1,8 72:11,15,16 73:6 77:8 82:2 82:5 99:11,14 99:16,25 100:2 100:8,9 101:1 120:18,20 146:5,8 151:24 152:1,4,5,7,11 152:13 chance 99:6 108:11 change 32:11 69:22 76:18 77:18 78:11 82:16,18 changed 9:17,22 10:18 69:19 76:3,5,16 78:8 78:9 143:20 charge 55:24 charges 57:14 57:17,24 chats 89:6 checking 27:21 cheek 144:11,11 child 4:10 6:3 14:5 16:12 24:23 39:19 42:2 43:20 44:20 45:7,17 47:5,5 48:1 49:1 53:18 56:18 57:18,21 63:5 65:1,20 76:24 87:24,25 88:1,1,2 101:23 102:15 104:4,18 105:8
		C		
		C 88:1 133:14 call 21:4 23:3 30:10 63:5,5 68:2 72:9 85:11 120:11 121:13 126:3 called 55:22 60:11 63:1,3 107:21 108:3 112:21 127:22 camera 145:10 147:25 cameras 145:20 CAMHS 27:7 car 46:21,22,22 46:23 card 47:18 cardboard 65:9 care 30:2,5 113:11,15		

112:15 116:12	children's 3:5	classroom 6:17	6:16	120:18 124:22
119:2,3 123:7	113:14	6:21 7:13 8:2,3	colleague	137:13 140:13
123:8 124:21	choose 64:2	8:5,7,21 9:5	144:16	147:17
126:2 129:9,10	131:10	10:22 11:9	colleagues 150:2	commented
130:25 131:10	chose 74:24	12:1 14:11,12	152:2	51:6 52:11
131:17 132:2	chosen 6:7	14:15 20:5,12	collect 147:9	122:21 135:18
135:10 138:20	Chris 38:2,7	23:11,21 29:13	collective	commenting
141:16 146:12	47:9 70:10	39:9 42:5	146:25	122:25
146:17 149:17	Christmas	68:13 81:3,9	college 52:8	committed
child' 42:25	42:12 43:17	82:1 83:1 85:4	122:14	107:5
child's 4:8	44:22 45:19	86:22 89:19,22	colluding 149:9	committing
138:23 146:16	47:14,15,17,18	119:22 136:23	colour 82:13,22	138:4
childish 49:11	78:16,22,24,25	137:24 138:19	come 10:2 13:23	common 5:22,25
children 5:23,25	Christopher	classrooms 8:9	18:13 26:1	8:11,23 14:19
6:8 7:21 8:12	3:22 15:25	89:23 137:23	28:6 31:4	15:5 27:19
13:9,10 14:13	100:11 153:2	clear 4:25 18:9	33:25,25 35:11	133:11,12,16
14:15 29:22	circumstances	28:4 102:16	36:11 39:6,12	134:11 135:17
30:6 31:6	102:5	111:5 126:21	39:13,15 40:2	commonality
36:12 37:22	circumstantial	126:23 131:25	41:11 42:9	115:6
38:4 39:1,2,21	9:10	132:12 137:9	46:1 49:16	commonsense
40:20 41:5	civil 97:13	139:2 142:7	51:10,19 52:22	30:16 113:9,24
44:3,6,17	claim 31:7 97:13	144:20 146:3	53:3 56:7 61:9	commonsense...
45:18,23 46:1	claimed 16:14	147:14	65:16 67:23	113:25
47:25 48:22	clarify 85:2	cleared 15:18	68:3 71:2 74:8	communication
51:13 54:18	class 3:24 6:22	55:19	75:16 76:12	90:22 91:12
55:2 62:2	7:22 18:25	clearer 148:8,10	78:13 79:5	98:7
64:23 69:15	20:21 21:18,23	clearly 134:10	83:18 86:15	community
74:24 81:3	29:15 35:15,24	149:1	98:4 100:2,18	101:22 107:15
90:9 94:3	36:12,21 37:13	Clevedon 84:6	102:24 105:6	124:4
95:16 101:25	37:22,24 38:18	clever 59:2	109:25 113:20	company 62:2
102:10 108:4,5	39:5,15,17	climate 117:21	116:4 126:19	63:1 70:14
109:14,20	41:17 45:20,24	close 13:17	142:2 144:18	compared
110:12 111:15	46:1 48:1 51:1	20:15,17 27:16	151:19	148:23,23
111:23 112:8	51:4,18,24	38:12 52:13,18	comes 94:12	competition 6:4
112:21 114:16	69:2,2 73:24	53:7 68:22	118:18	6:12 8:13
116:6,19 117:5	75:12,14,16,25	82:8 84:8	comfort 52:13	compiled 121:4
118:22,23	76:2,3 90:14	122:16 126:2	112:16,16	complaints
119:23 122:24	94:3 95:19	closed 1:3 3:11	122:16	98:19
124:12,22	109:15 116:12	91:3	comfortable	complete 51:9
127:16,23	116:19 118:21	closely 89:15	20:13 79:23	121:18 123:14
128:2,24 129:2	119:3 122:25	124:24	coming 10:25	150:10,18
129:25 130:2,9	135:10 136:6	closeness 125:10	22:19 27:15	completely 12:8
133:13 134:14	138:8	143:23	39:18 52:15	22:7 24:22
134:15 135:4,6	classed 41:1	closer 5:2	62:23 67:14	28:18 32:6
135:20 138:7	classes 39:7	clothes 80:14	87:3 91:8 92:6	36:1 120:5,14
140:15 149:19	89:24	clothing 56:22	93:19 94:19	123:9,12
149:25	classified 105:24	collaborative	96:1 98:25	completing 51:3

compliant 126:12 138:10	confirmation 21:17	control 126:6	court 23:23 61:4	Danny 2:2 33:23
comply 82:5	confirmed 23:9	controversial 105:18 117:12	courts 62:10	50:12 51:10
compose 120:10	confusing 64:12	conversation 22:3,6,9 67:3	cover 59:14	52:3 72:23
compromised 16:12 51:23	139:21	79:12 81:20	71:18 138:2	87:20,21 88:8
computer 117:9	confusion 55:14	85:1 109:19	covered 41:6	100:16 104:11
concealed 5:9	112:7	conversations 6:1 23:16	77:9	105:6 110:9,22
concept 111:12	connected 29:15	109:12 151:10	covering 43:10	113:1 115:21
112:2,13	75:8	convey 101:21	CPS 87:16	118:8,14,15
113:23 125:1	connection 100:22	convicted 25:15	CPS004917_002 87:20	120:2 125:3
130:20 142:19	Consequently 113:19	conviction 27:12	CPS004978 1:15	128:21 131:12
142:20,21	consider 32:10	copy 2:17 49:11	created 6:5	135:21 136:1
148:5	111:17 145:3	101:3,7	creating 8:16	darted 92:20
concern 42:15	consideration 113:13	corner 8:9 14:25	cried 58:13	date 67:16,17,18
50:24 51:17	considered 28:12 32:18	138:20	crimes 107:4	110:14
70:15 115:22	117:14	correct 29:10	138:4	dates 104:6
116:3,13,16	consistently 109:4	74:17	criminal 69:22	daughter 34:18
121:15 144:23	constable 22:14	cotton 90:13	102:8	34:20 35:4,15
concerned 42:20	constant 27:20	council 27:4	criteria 113:21	38:18,20 39:23
78:17 113:6,18	constantly 109:4	31:8,12 54:8	130:5	40:1,18,19,21
130:13 139:17	consultant 132:24	62:17 95:23	criticising 127:11	41:2,18 42:14
concerning 124:15	contact 27:6	97:14,19	crux 52:6	44:5 45:20
concerns 46:11	48:16,19 52:9	107:21 109:8	cry 56:6	46:4 47:11
52:18 53:10	68:15 69:1	126:21	crying 19:11	48:6,10,13
54:1,20 69:23	107:2,3 121:12	counselling 62:15 93:10,22	91:17	50:12,22,25
70:2 78:1	122:6 131:16	96:20	cultural 143:4	51:2,7,12,21
95:24 111:4	132:1	counsellors 61:1	culture 30:9	51:25 52:19,22
116:18 121:11	contacted 55:15	97:7	132:14 143:20	53:5,13,22
122:2,18	contacting 63:9	count 36:3	151:11	55:16 56:19,23
123:16 125:9	contend 98:18	counts 31:17	cumulative 148:6	57:6,18 58:8
126:1	content 150:24	57:21	current 1:10	58:19 59:19
concludes 152:11	continue 78:2	couple 4:1 36:1	117:21	60:23 61:8,11
conclusion 31:5	continued 48:15	58:14 59:10	cultural 143:4	61:15,21 62:6
condoned 102:6	48:16 81:19	75:17 76:6	culture 30:9	63:15 64:8
conduct 88:2	continuous 3:16	78:22,24 83:5	132:14 143:20	66:3,12,25
conducted 75:9	continuously 76:12	87:4 92:6	151:11	68:6,18 70:25
81:25 132:22	contribute 108:12	98:11	current 1:10	71:3,19 73:16
132:23	contributed 107:16	courage 33:4	117:21	73:19,24 74:10
conducting 22:19		course 95:19	currently 74:14	74:13 75:4,13
confide 25:2		120:1 126:19	curriculum 130:8	75:20 77:15
confidential 54:10 70:16		129:7 137:12	cycling 58:24	78:17 79:12
confirm 9:19		139:15 143:18		81:12 83:4,10
		150:11	D	84:14 86:1
			D 88:1 152:20	88:2 89:1
			dads 116:13	91:10 93:9
			daily 8:23 54:25	95:19 97:13
			119:23 146:22	99:13,19 145:9
			147:1	daughter's
			damaged 25:5	
			damning 142:5	

40:16 62:10 68:12 75:11 day 1:4 15:7 39:7,13 46:12 46:18,19 48:18 56:6 62:3 66:9 67:21,24 79:6 81:8,11 82:6 82:13 91:15 94:24 98:24 137:25,25 141:15 days 49:1,5 85:5 DBS 108:8 deal 43:16 61:2 63:25 65:7 73:21,22 74:19 77:13 115:16 117:23 dealing 27:15 87:10 110:12 110:25 133:21 deals 121:11 dealt 24:9 62:2 90:5 118:19 debate 115:14 December 21:5 58:2 60:17 74:3,5 88:3 106:8,9 110:5 decide 83:19 141:7 decided 22:9 89:1,16 deciding 17:23 decision 28:2,2 28:13 89:4,18 90:7,11 104:16 108:14 118:1 decisions 114:11 decorator 108:15 deeds 143:2 deep 101:21 deeply 102:19 definitely 4:23 10:24 13:23	38:9 53:17 54:4,17 56:11 61:21 64:16 65:8,25 69:25 70:7 71:10 75:18 77:24 91:23 92:24 95:1,1 152:13 degree 114:4 delivered 67:22 67:25 127:17 delivery 114:24 denied 145:14 denying 59:9 dependent 13:8 depicted 87:24 depression 26:7 deputy 1:12 20:24 38:8 70:11,18,20 103:16 104:20 105:9 136:19 139:3 141:11 describe 3:15,23 5:23 7:12,15 9:2 11:19 14:7 14:16 17:10,17 17:23 19:11 22:24 23:1 27:5 42:12 47:13 53:4 59:2 65:15 66:21 described 19:8 53:12 68:18 84:7 95:25 116:10 describes 96:2 110:24 116:23 describing 37:7 41:9 52:16 77:15 deserve 27:24 102:25 designated 104:4,14,18 105:7 113:19	126:23 desk 4:21 5:2 despair 148:22 despite 102:1 118:4 133:1 destroyed 147:5 detail 50:4 63:24 65:18 67:5 74:9 106:6 108:22 111:20 details 140:21 detective 22:14 develop 53:18 151:17 developed 81:15 development 98:24 130:7 151:16 deviates 128:25 device 145:19 devious 138:1 DFE002193_0... 104:12 DFE003161_0... 113:2 DFE003163 110:10 DFE003164_0... 128:14 DFE003202 115:20 118:8 DFE003202_0... 50:13 51:16 120:25 diaries 146:22 147:1 dictate 15:6 difference 29:18 77:3 123:5 143:19 151:22 different 7:9,9 7:13 12:12,14 14:4 23:3 24:22 37:17 44:4 51:12 63:19 67:18 69:2,4 70:18	70:19 77:2 86:13 89:5 93:25 98:12 103:16 112:18 117:22 119:9 120:5 123:5,7 125:5 126:1 143:11 146:24 148:3,4 150:5 differently 90:14 141:2 difficult 24:12 28:15 33:2 34:21 50:18 53:20 57:5 64:14 66:2,5 82:15 93:16 95:18 98:8 140:17 143:9 143:10 148:20 difficulties 35:7 35:19 39:22 65:5 difficulty 145:6 dinner 45:14 77:21 135:8,19 136:16 dinners 78:11 78:11 directed 109:2 129:19,20 directions 40:3 directly 12:7 13:18 16:13 62:21 director 1:14 disappointed 30:18 disciplinary 103:25 106:21 117:13 disclose 63:24 disclosed 62:3 91:5 97:24 disclosing 63:19 disclosure 16:20 37:5 40:6,16	77:6,8 84:17 86:10 88:22 93:11 94:18 130:17 132:9 disclosures 71:17 94:20 123:17 disco 57:3 discreeter 82:2 discuss 71:5 126:24 discussed 44:23 114:22 124:6 130:11 discussing 116:23 discussion 151:13 discussions 126:22 127:2,7 disgusted 15:11 disgusting 148:11 dismiss 139:6 dismissed 22:7 30:13 107:20 disorder 26:7 display 33:23 72:23 100:17 displaying 84:15 disseminate 115:1 disseminated 128:5 132:25 dissimilar 145:7 distraction 10:8 distress 102:18 distressed 133:23 142:1 distressing 57:24 108:9 141:4 disturbing 112:4 document 1:9 95:3 110:11,22 111:14 113:4
--	--	--	--	--

118:8 120:2 121:1 127:22 128:17 131:12 131:14 132:3 134:4 documents 1:8 1:17,25 2:1 33:24 34:7 72:24 100:16 100:17 110:7 134:5,6 doing 6:13 7:4 26:10 27:17 36:14,15,18 41:14 44:2,5,6 51:12,20 53:12 53:17 57:13 58:24 60:4 61:1 65:2 81:5 102:5 103:19 107:9,10 109:14 112:8 114:13 124:8 133:24 137:14 138:3 143:2 149:1 150:9,9 door 16:6 138:2 doors 28:22 91:4 DPA 101:9 drawing 61:22 61:23,23 dreadful 102:12 dress 41:2 57:2 dressed 82:17 drop 49:16 drove 46:24 85:12 DS 56:3 59:16 dubious 139:9 due 126:19 duty 28:8 30:2,5 30:16 54:2 151:8 dynamic 6:5 8:16	E 88:2 152:20 earlier 67:21 94:3 115:5 127:25 early 27:7 33:7 72:8,10 111:8 easier 70:1 97:22,23 easily 77:11 114:7 Easter 48:3 easy 11:1 eat 78:12 eating 78:7,9,10 education 25:20 29:24 53:19 89:9 92:23 97:9 110:12 131:7 educational 25:18 35:6 97:7 effect 25:24 64:7 92:1,4 effectively 58:20 109:21 effects 102:18 effort 36:10,11 44:20 eight 60:24 135:2 either 5:1 14:19 51:3 60:24 73:18 81:10 102:2 143:23 147:4,4 element 10:5 150:14,20 email 48:20 embarrassed 116:21 embedded 132:13 emblem 31:19 Emery 1:12 emotionally 74:15	emphasis 109:10 115:5 151:3 emphasise 102:4 employer's 113:21 emptied 147:8 enclosed 14:23 encouraged 109:4 ended 45:1 65:19 engaged 55:20 128:9 England 107:21 enjoyed 25:20 enquiries 102:3 113:14 enquiry 1:15 106:24 ensure 30:24 113:15 123:21 124:24 128:9 132:20 138:6 ensuring 146:2 entirely 132:12 entries 8:6 environment 4:13 29:11,23 30:9,25 44:4 70:13 episode 102:12 equal 109:22 151:11 equality 138:7 equally 98:25 equipment 46:25 erection 12:25 138:25 139:12 143:17 Erooga's 148:5 escorted 106:12 106:12 especially 54:6 62:1 101:23 109:1	essence 114:3,11 125:11,14 essentially 19:6 52:6 86:9 108:25 117:4 121:11 established 117:7 118:12 et 19:21 51:5 111:16 125:20 129:1 137:15 142:22,24 145:22 evening 42:17 80:1 86:11 event 74:18 81:9 94:14 events 92:6 106:7 eventually 130:17 148:10 everybody 6:11 6:12 14:22 29:17 37:15 42:22 45:4 46:3 55:12,12 57:17 137:2,9 146:2 evidence 1:7 2:2 3:3 23:23 24:3 33:2,16,23 34:17 59:6,8 59:12 62:23 72:2,23 77:14 87:17 96:1 99:17 100:16 104:7,11,15 106:25 108:14 114:1 119:19 132:13 134:8 144:11 149:13 152:8,11 evidenced 119:21 evil 143:7 ex-friend 43:1 exactly 79:14	115:15 131:5 131:11 140:17 147:4 examination 1:22 22:21 33:18 72:18 100:12 152:22 152:24 153:1,3 examined 113:17 123:23 example 4:18 24:7 53:5 58:23 64:19 97:4 126:21 127:17 130:10 136:20,23 145:23 147:23 151:13 exams 74:15 excellent 31:4 exception 126:12 excited 75:18 excitement 75:16 excuse 13:10 114:6 119:24 excuses 141:24 exercise 130:2 expansive 133:20 expect 68:3 expected 51:2 56:10 62:8 68:1 128:24 145:1 experience 22:24 33:3 68:12 75:11 78:5 102:12 103:13 125:15 127:9 140:14 experienced 13:2 24:20 44:1 experiencing 102:19
--	---	---	--	--

experts 144:4	56:25 62:6	135:22	107:19	108:2
explain 62:9	65:5 82:4	fear 144:2	finished 34:5	forgotten 28:18
67:19 124:10	83:11 90:3	February 58:5	73:6 101:1	96:12
140:10	95:11 118:17	fed 86:7 106:25	142:25	form 17:14
explained 18:11	122:21 124:6,7	feed 27:20 100:1	first 1:7,9 4:1	24:10 26:15,20
38:10 39:8	124:9 129:23	feedback 52:10	31:20 38:25	44:18 140:2
63:4,21 64:6	133:23 135:24	122:14	47:21,24 50:21	formal 126:25
67:20 143:19	136:9 141:3	feeding 8:13	56:1 57:8	formally 131:20
explaining 61:5	142:2	feel 14:2 21:21	64:20 75:15	former 1:12
61:5	failing 127:3	36:13 54:12	79:15 87:25	forth 109:17
explanations	143:25	67:7 70:13	88:24 92:10	115:13 126:13
145:2	failings 102:2	89:11 112:18	101:22 102:22	145:22
explicit 131:18	108:20,23,25	115:4,8 132:13	103:7 113:13	forward 38:1
exploitation	126:5	feeling 13:25	115:21,21	49:3 98:1,4,23
65:20	failure 95:6	27:23 83:9	116:4,13 121:7	111:18 114:9
explore 111:19	fair 41:5 75:23	143:5 149:5	121:15,19	115:12 119:14
expressed	78:21,21	feelings 148:22	128:15,16	119:18 132:6
116:18 122:18	fairly 79:24	feels 51:8 118:21	129:9,14 140:4	143:9
expresses 52:6	131:6 146:21	122:5,7	fit 30:25 143:14	found 24:3
expressing	faith 30:22	feet 5:11	five 6:23 96:2,6	54:24 58:6
122:2 126:1	familiar 123:25	felt 13:20 28:17	96:7 100:2	67:17 78:19
extend 102:3	family 21:25	36:19 51:1,22	126:1	104:17 132:9
extent 69:9	24:5 52:24	55:8 59:18	five-minute	132:25 144:10
126:16	60:8 83:21	64:25 70:9	99:25	145:24 147:2
external 52:15	101:24	74:25 79:24	fixed 26:19	four 1:8 6:23
54:5 70:14	far 29:5 44:21	87:6,11 90:22	flagged 29:9	86:9 115:21
106:24 119:17	50:10 73:17	91:11 98:8	flashbacks 26:5	fourth 88:1
extra 4:19 41:19	95:15 105:5	109:7 114:10	floor 15:22	104:12 131:13
93:3	130:13 138:9	114:10 116:18	flower 61:24	135:15,23
extracurricular	fashion 133:13	116:20 122:19	flying 107:7	Frank 152:5,6
11:22	Father 78:25	123:8 126:6,10	fobbed 98:13	frequently
extremely 13:25	favoured 134:12	133:18 136:2	focus 29:19	122:23
57:24 58:20	favourite 45:21	137:12 138:15	109:2 112:17	Friday 1:1 83:11
eye 94:4	46:2 123:1	139:5 141:19	117:23 151:18	friend 14:17
eyelid 46:4	133:11,24	143:5 151:3	focused 43:19	16:14 42:2,25
eyes 26:19 119:9	135:17	female 144:11	109:19 142:22	44:11 83:20,21
141:19	favourites 5:24	fifth 131:13	follow-up 30:14	86:20 116:21
	6:9,11,23,25	film 56:15,18,20	followed 113:17	147:14,15
	7:3,18 11:25	87:23	123:23	friendly 39:20
	68:15 129:24	films 55:1 87:24	following 1:8	41:11 42:16,16
	135:5 136:4	find 82:15 125:8	37:14 68:23	friends 6:19
	137:14	142:6	89:17 106:21	25:21 76:24
	favourites'	finding 28:16	123:16	82:7,8 89:10
	134:20	56:2 148:10	food 78:14	friends' 74:24
	favouritism	fine 34:3 48:2	foolish 149:7	front 2:15 9:5
	129:18 130:4	64:4 71:15	forever 27:19	33:21 34:7
	130:20 133:5,9	85:17 96:13	forget 66:12	73:9 83:13
F				
face 56:21				
139:21				
Facebook 54:25				
60:1				
faced 91:8				
facing 87:7				
fact 21:16 28:11				
51:11 52:11				

100:15 frustrated 122:19 full 1:18 14:14 14:15 100:20 105:11 141:14 145:22 fully 60:9 fun 75:17 functioning 26:14 60:9 furniture 5:10 further 9:6,25 31:23 32:23 36:21 37:10 93:23,24 102:3 108:12 117:24 119:14,25 122:18 125:15 125:16 146:6 151:23 furthermore 28:16 future 32:10,12 32:19,21 61:19 102:16 109:18 fuzzy 104:6	78:17 86:12 114:19,19 129:5 134:23 gift 10:10 47:14 47:17,20 48:2 48:3 78:19 gifts 7:8,15,16 7:18,22 8:15 8:19 10:14 47:11,12,13 129:18 130:13 130:19 girl 87:19,19 girls 6:25 9:3 116:20 118:24 134:21 135:5 136:3,6 give 7:16 10:9 23:23 26:16 31:2,3 34:17 47:16 59:6,12 61:10,15 62:23 96:1 134:24 136:4 given 7:6 10:15 24:5 28:14 41:21,22 51:8 53:11 70:20 79:7 82:13 94:12 96:4 99:17 108:11 117:21 119:4 123:24 125:14 140:6 150:17 giving 3:3 53:15 61:2 134:8 137:15 glass 28:22 go 4:12,12,16 9:3 13:11 15:24 16:25 17:23 18:25 21:5 22:3 23:23 25:16 29:5,22 31:2 31:16 38:2 39:23 42:17,25	46:15 47:2,14 47:20 50:20 54:9,19 57:16 64:3,4 65:1,18 67:6 68:1 70:10,12,14,21 71:4,8 73:23 75:7 82:6 83:23 84:1 86:13 89:19 90:1,4,16,17 91:15 92:7 93:15 96:21 97:5 101:20 104:12,15 106:11 110:10 110:22 115:1 115:15 116:22 118:13,24 120:2 123:14 128:21 129:17 131:12 134:7 134:16,16,22 134:23 136:1 136:25 138:21 143:25 146:7,8 147:19 149:12 goes 61:17 100:22 111:7 going 2:1,4,9,10 2:12,12,25 4:12 6:14 10:25 15:7 16:18,24 17:2 17:23 18:25 19:2,9,12 20:19 21:2 22:3 23:14 27:19 28:11 33:15 34:4,21 36:25 38:18 43:6,6,7,17 47:11 48:23 50:4,11 53:23 54:21 57:9,16 60:2 62:12 63:6 64:23	65:4 66:13 67:18 69:7,10 71:3 73:1,5,15 73:17 74:8 75:14,15,25 77:5,12 81:9 82:6 84:8 85:19 86:18 87:7 88:12,15 88:19 89:9,14 92:10,21 93:18 93:20 97:22,25 98:9,11,16,19 98:20 100:19 101:4 110:7 116:24 121:13 124:1,19 132:2 133:25 134:2,3 134:7 140:9 142:15,18 147:13,16 149:5,9 good 1:4 19:13 33:8 38:12,13 39:16,18 56:2 58:13 61:4 64:13 74:22 75:5 Gosh 148:17 gossip 90:16 130:22,23 133:15,17 136:16 gradual 4:5 graphic 15:21 116:10 grateful 72:2 great 35:3 74:19 79:20 90:23 95:10 107:14 110:11 greatly 142:17 green 46:14,17 Greenhouse 60:20 62:18 96:4,14,21 Gregor 1:14	grey 3:17 groin 12:20 groom 112:3 groomed 38:23 58:19 102:11 grooming 64:14 114:13 126:14 126:15,17 ground 127:8 group 8:2,3 140:15 groups 6:19 37:3,8 71:20 94:1 grown 40:20 guess 78:5,6 82:22 97:21,21 106:25 136:14 136:18 138:3 guidance 110:2 110:3 111:9 112:20 114:15 114:22 115:13 115:19 119:5 119:16 123:20 123:25 127:6 127:20,22,25 128:4,5,10,20 128:23 129:15 131:2 132:21 132:25 guideline 131:25 guilty 24:2,6 27:1 64:25 gut 55:5,7 guts 83:18
<hr/> G <hr/>				
game 82:21 86:13 gap 12:11 149:22,25 gaps 23:12 gateway 148:10 gather 106:25 general 7:25 29:22 76:18 107:21 133:15 generally 25:3 90:22 129:20 generating 115:5 getting 7:21 8:15,19 9:17 9:22 10:18 39:25 49:3				
<hr/> H <hr/>				
H1 87:22 H2 36:16 hair 12:17 42:19 76:10,13 half 76:20,22,22 96:23 104:8 hall 16:2 21:14 29:16 94:18 136:22				

hand 5:5,17 146:12	hard 37:17	39:19	79:9	100:10,11,13
handle 43:6	harm 10:2 111:14	heard 31:20 59:25 80:20	Hillside 1:7 3:13 27:1 35:12	101:16,16
handler 2:3 33:23 72:23 100:17	harmed 129:11	83:9 94:22 118:25	48:10 55:6 74:22 75:8	103:4 104:13
hands 12:4,5,5,8	harmful 124:21	hearing 1:5 28:12,20 32:14	79:4 84:13 89:1 90:8	104:15 105:4
hang 88:23 134:21	harming 64:5	50:16 100:9 103:25 107:25	91:11,24 101:22 103:7	107:18 108:18
hanging 83:23	harmless 137:3	117:13 152:16	107:9,13 108:20 110:20	108:24 110:1
happen 16:19 23:16 32:12,13 32:20 38:6	hazy 133:19	hearsay 119:20	112:5 128:1,6 133:1 136:12	110:10 111:9
47:3 65:4 70:22 89:23 102:1 127:7	HEA000404 1:16	heart 102:23	139:8 141:22 142:20 143:1,5	111:22 113:3
happened 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	HEA001087 1:11	heartache 148:23	150:17,22 151:2,22	114:15 115:17
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	head 1:12 15:12 15:16 16:16 18:10 38:8 39:25 43:24 55:18 70:18 71:6 89:25 90:25 92:25 98:14 106:7 130:21 151:2	heartbroken 102:20	151:2,22	115:21 116:24
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	head's 20:24	heartfelt 101:21	hindsight 102:9 112:13 117:20 124:9 125:12 125:24	120:5,9 121:1
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	heading 132:8	Heather 51:18	112:5 128:1,6 133:1 136:12 139:8 141:22 142:20 143:1,5 150:17,22 151:2,22	124:1,14 125:4
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	Headlands 1:9 1:11,13,15	help 27:25 41:22 41:25 44:20 47:5,6 48:25 60:7,13 61:2,2 61:6,8,11,16 62:16 63:4,6 63:10 64:22 74:18 78:12 94:16 104:10	151:2,22	125:25 126:16
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	headline 54:25	helped 27:8 42:5 61:3 96:25 114:2 121:18	holding 105:7	127:20 128:18
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	headmaster 70:17	helpful 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holiday 77:4,16 91:8	129:19 131:2
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	headmasters 125:21	helping 8:22 32:7 62:11 63:15	holidays 78:16	131:15 132:11
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	heads 119:15	helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holistic 102:15 129:6 148:8	133:2,7,25
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	heads-up 94:25 124:7	helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holistic 102:15 129:6 148:8	135:1 136:9,11
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	headteacher 1:11 3:21 103:6,14,15,16 104:3 105:14 105:19,22 108:20 110:4 110:20 111:7 112:23 149:22 150:10 151:14	helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	136:21 137:11
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	headteachers 110:16 125:16	helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holiday 77:4,16 91:8	137:16 139:13
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	health 131:7	helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holidays 78:16	140:9,23
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	healthy 20:15	helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holistic 102:15 129:6 148:8	143:12 144:14
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14	hear 33:16 38:5	helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	144:20 146:10
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	147:21 148:9
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	148:12,20
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	149:6,11 152:7
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	153:2
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	Hood's 18:8
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	hope 32:10 102:23 115:9
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	hoped 81:14
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	horrendous 13:21 22:24
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	horrible 8:16 86:3
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	horrified 84:2
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	hour 2:4 73:1 96:22 100:20
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	hour's 34:1
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14,16 29:2 31:19 32:3,4 35:12,23 63:24 64:10 65:23 66:10 74:19 76:21 77:17 78:18 81:24 85:10 89:22 108:23 112:5 129:7 142:20 149:14		helpless 31:12 32:11 36:17 42:6 56:5,8 62:1 72:4 94:5 97:1 99:19 150:20	holding 105:7	house 49:19 55:23 71:21 85:12 87:3 96:10
headed 11:13 11:19 16:10,13 16:15 17:2,22 18:7,17,19 21:14,22 22:8 23:5 25:7,10 25:12,24 26:23 27:14				

<p>hugging 122:6 hurt 16:16 18:9 18:15 husband 44:3,24 58:12 60:24 hysterically 91:16</p> <hr/> <p style="text-align: center;">I</p> <p>ICT 29:15 idea 19:13 33:8 38:12 107:3 identify 56:18 56:25 128:23 ignored 30:14 46:5 48:25 70:20 ill 15:19 image 116:7,10 116:11,25 117:8 118:18 images 59:5 imagine 38:17 102:18 150:8 immediate 113:11 134:1 136:10 immediately 55:20 impact 25:25 26:17 31:16 99:18 impacted 66:6 importance 109:23 important 109:9 110:1 113:15 115:2,4 123:21 128:1 importantly 74:8,9 impression 6:8 45:23 86:18 145:19 improve 101:25 151:8 inaccessible</p>	<p>127:13 inadvertent 16:19 37:2 40:6,15 71:17 77:6 inappropriate 45:7 51:22 57:10 70:25 80:2 133:13 134:11 144:19 inappropriately 17:9 52:23 incidences 70:19 70:19 95:12 102:2,7 114:2 114:5 124:3,12 136:9 151:13 incident 88:11 122:7 123:5,6 138:18 142:8 145:13 146:10 146:13 147:10 incidents 70:24 115:7,18 118:25 124:15 138:13 142:9 142:13,22 143:13 144:5,7 146:25 147:25 148:7 included 36:13 57:18 including 21:12 29:14 30:6 71:19 88:14,16 140:21 inclusive 39:21 indefinite 69:10 independent 96:9 113:18 114:19 123:24 indicated 101:16 indication 21:15 individual 111:15 131:17 132:1,22</p>	<p>individuals 128:9 132:21 induction 140:6 140:20 inevitable 16:18 infant 112:14 inform 116:20 116:22 132:23 informal 123:9 126:22 127:1,7 information 22:4 28:13,15 37:5 56:2 61:15 63:19 119:8,13 130:19 141:8 142:3 informed 28:9 113:20 133:10 initial 22:1 initially 18:12 22:6 55:14 79:6,20 88:9 92:3 93:11,23 injured 18:13 inkling 85:9 INQ006202_005 133:6 inquiry 31:21 32:4 33:5 69:25 72:4 80:20 87:17 99:20 inside 24:15 55:9 insinuate 144:13 inspection 95:6 inspections 30:19 instances 124:22 129:6 instant 15:24 instantly 18:15 instigation 90:15 institutional 149:19,23,24</p>	<p>intense 148:22 interest 4:19 136:2 interested 134:15 interesting 55:4 127:6 137:21 interests 90:20 internal 45:5 97:6 interpretation 112:12 interrupt 67:6 77:13 86:21 interview 22:12 23:15 66:21 85:20 86:5,25 interviewed 22:10 66:18 85:14,14 94:6 introduce 39:8 introduced 22:18 introduction 38:21 introductory 33:20 investigating 129:8 investigation 99:20 113:12 113:14 Investors 107:12 invitation 88:12 involved 23:19 30:4 54:5,15 56:3 66:25 81:10 89:9 98:24 107:15 108:25 involvement 66:16 87:1 isolated 6:18 25:6 issue 34:25 45:5 83:13,15 91:10</p>	<p>117:20 119:10 119:12 126:24 130:22 145:1,3 issued 127:24 131:2 issues 30:21 60:10 65:16 68:11 89:17 95:16 132:5 138:15 142:1 146:19 it' 51:8 iteration 129:14</p> <hr/> <p style="text-align: center;">J</p> <p>January 58:2,5 60:17 103:24 104:25 105:2 106:20,21 127:24 128:5,7 132:20 jargon 62:9 jigsaw 23:3 jobs 42:4 122:23 123:2 134:22 136:5 137:15 138:8 joined 76:2 105:14 135:14 135:16 joins 122:24 joint 117:25 journals 146:22 147:1,20 journey 150:4 judged 113:24 judgment 113:10,24 July 48:8 104:24 105:1 June 48:4 junior 64:20</p> <hr/> <p style="text-align: center;">K</p> <p>keen 54:1 keep 48:13,18 79:8,11 89:1</p>
---	--	--	---	--

89:16 93:2	21:3 22:2	125:14,18,19	98:7 142:9	69:3,14 74:5
102:21 135:10	23:12 25:8,23	126:5,11,12	ladies 135:9,19	74:10 78:20
138:23 151:24	28:1,1,9 30:10	127:5,10	136:16	79:10 80:5
keeping 27:9	33:2,21 34:2	130:16,24	LADO 119:9	85:25 86:21
59:13 94:4	34:21,21,22,23	131:5,24 132:4	127:13,14,18	87:18 93:2
136:6	36:3,10,17,25	132:5,6,8,19	lady 45:15	103:1 105:15
kept 24:23 49:18	37:16 39:8,9	133:22 134:5	laid 39:3	106:8 116:11
122:10 147:5	39:12,18 41:6	135:20 136:13	lap 10:19 13:13	116:18 117:8
keys 12:4	42:21 43:14	136:19,19	43:23 122:6	118:12,22
kids 8:17	44:5,8,9 46:10	137:3,4,6,13	laptop 116:7	119:2,6 120:8
kind 25:8 26:3	47:2,10,19	137:14,21,25	laptops 117:2	120:11 121:15
26:10 32:14	48:23 49:2	138:2,5,7	large 124:4	121:23 122:3,8
43:18,24 46:10	50:2,19,21	141:5,6,23	larger 6:19	122:15,19,23
54:23 56:9	52:4 53:10,10	142:18,19,23	Lastly 2:11	123:8,10,18
63:13 64:13,14	53:19 54:5,22	142:24,25	late 31:14,15	125:8 126:2,17
81:14 90:16	55:13 58:15,15	143:5,6,15	law 69:22 90:17	134:2,20 138:9
97:24,25 129:3	58:23 60:15,25	144:2 145:20	93:15	138:19 141:16
139:7 140:24	61:16 62:11,22	145:22 146:24	lazy 122:9	144:10 145:9
141:18	63:7,13,17,24	148:20,21,23	lead 62:13	145:14,16
kinds 27:18	65:12,17 67:14	149:8 150:2,3	102:24 115:7	147:13,15
127:2	67:22 69:16	150:4,7,25	leading 112:14	148:16 149:8
kiss 14:8 15:8	71:6 72:20	151:10	learn 29:23	149:13
43:23	73:3 80:24	knowing 27:22	37:21	Leat's 3:24 7:3
kissed 17:12	81:21 83:15,17	42:8 65:6	learning 29:24	12:23 20:21
18:20 147:15	84:8,18,19	88:25 92:15	32:5 35:6,19	21:18,22 23:5
kissing 83:5	86:13 87:16	knowledge 2:23	39:22 41:23	29:1 35:15,24
knee 5:5,18	88:23,23 91:20	5:22,25 8:11	44:9 65:5	36:21 38:18
knew 19:8,15	93:12,14 94:17	9:7 21:20	learnt 36:2	42:13 45:21
35:18 36:23	94:20 95:4	23:13 24:8	108:22 112:2	46:2,20 68:8
45:24 46:6,7	97:4 98:9,16	26:1 27:19	Leat 4:18 5:23	73:24 75:12,14
55:5,7,12,12	98:18,23 99:2	34:14 73:12	7:15 8:22 9:5	75:15 94:3
67:1 69:7,8,9	100:14,21	88:24 91:20	9:13,14,16	107:4 112:19
75:9 80:18	102:9 107:7	95:11 101:13	10:11,19 11:16	118:21 121:12
81:2 82:6 85:6	109:7,17,20	133:12,12,16	17:7 18:15,17	122:25 137:24
88:15 90:2	111:16 112:1,2	134:11 135:17	19:1,5 20:6	146:11
93:20 94:9	112:4,13,13	136:24 149:25	21:3,8 23:21	leave 48:15
97:25 102:4	113:6 114:1,12	known 27:8 29:5	23:24 26:25	82:17 92:9
107:4 130:14	114:13,15,19	29:6 47:7,9	28:3,24 30:19	leaving 49:18
137:2,3,20	114:24,25	69:13 86:22	36:7 37:24	led 74:10
knickers 82:13	115:2,4,5,8,10	88:21 90:18,21	38:7,24 41:8	left 20:20 27:1
know 2:6,25,25	115:13 116:25	131:9 135:17	44:4 45:3 47:2	38:14 48:3,10
4:6,13 8:18,18	118:1,6 119:12	knows 46:3	47:10 48:12	50:5,7 54:23
9:10 10:5 12:2	119:13,13,22	83:21	50:25 51:6,19	59:21 68:23
12:17 13:10,23	119:23,24	<hr/>	52:10,12,19,23	147:6
14:5 15:11,13	120:7,12	L	52:24 53:6,11	leg 146:12,13
15:14 17:18	124:11,19,22	<hr/>	54:22 55:6	147:24
19:23 20:1	124:24 125:11	lack 27:4,14	58:19 68:22	leg-to-leg 12:3
		60:16 95:24		

legal 1:14	60:16 65:9	149:10	151:12	129:9
leggings 41:3	66:15 70:2	looked 15:10,11	lower 5:14	manipulative
legs 5:14 12:16	75:11 76:4	28:19 40:19,21	lunch 72:10	59:2
141:17	81:23 82:10,12	52:24,24 53:25	78:12,13	manner 123:12
lenient 75:18	82:24 87:3	87:11 92:18	136:22	March/April
lesson 117:4	91:6 92:1 97:6	95:3 104:17	lunchtime 11:23	37:21
146:11	97:22,24 98:21	113:4 114:5,5	135:8	Marcus 148:5
lessons 11:21	98:22 108:13	117:7 123:20	lunchtimes	Maria 24:10
32:5 93:3,4	110:15 140:23	127:20 138:22	136:7	marking 51:20
108:22 112:1	143:15	138:22 147:22		masked 9:18
let's 38:17 50:20	live 34:24 50:8	looking 7:20	M	massive 25:23
64:7 139:25	54:7 66:11	26:25 28:1	Mail 54:25	material 16:20
letter 42:7 49:3	100:1	30:1 38:22	main 29:16	21:10 77:8
49:5,8,11	lived 49:14	45:25 49:3	74:23 89:16	mathematical
90:24 98:25	50:10	53:25 56:17	98:9 118:19	109:16
letterbox 67:24	lives 50:10	69:25 75:22	142:8	maths 51:20
letters 49:9	102:25	84:9 90:9	maintain 144:2	92:24,25 93:3
level 36:11	living 39:10	105:17 113:7	151:9	93:4
44:18 115:19	63:23,23	125:24 126:19	major 1:15	matter 98:5
143:16,17,23	local 28:5 74:23	137:4	127:3	117:14 118:17
library 14:21	107:1 109:5	looks 87:22	majority 11:12	McGill 1:14
17:4,7,22	110:3 113:19	105:1 125:11	83:6	mean 7:3 12:15
lice 39:25	114:24 126:22	125:24 128:16	making 36:11	14:6 23:4
life 25:16 26:21	150:3 151:4,14	lose 2:7 73:4	36:12 70:1	24:17 55:7
63:23 66:11	locked 16:6	100:22	109:15 114:6	57:12 58:13
71:4 108:1,10	logged 95:12	lost 15:15 25:4,4	119:24 126:21	63:17 65:19
light 114:20	long 3:16 5:18	lot 36:5,10,10,12	126:23,25	70:3,10 97:23
115:22 141:12	25:11 26:2	40:11,19 44:17	127:11 141:24	119:20 137:8
liked 17:10	52:4 58:24	76:15 93:9,9	Malcolm 152:7	137:19 139:3
25:21,21 28:5	89:6 122:1	93:18 95:20	male 55:11	meant 7:4 59:6
89:8 97:5	140:17	98:17 106:22	64:17,17,20	61:6,6 90:17
likes 58:25	look 33:22,22	124:20 142:15	92:11 97:4	95:7 109:10
limits 5:16	37:25 50:11,20	lots 14:3 21:12	malice 124:17	measures 151:4
line 2:12,13	56:12,15 59:5	21:12 24:15	malicious	media 65:17
93:24,25 101:4	71:3 72:21	77:12 85:20	136:17	medical 22:21
101:4	102:21 104:10	90:2 142:9	man 116:7	23:15
linked 23:18,20	105:4 106:6,7	loud 92:11	148:11 149:1	meet 113:21
linking 23:7	108:13,21,22	loved 10:3	150:8,8	124:14
listen 56:7	109:6,25 110:2	lovely 20:13	managed 31:1	meeting 21:5,11
listening 85:8	110:7,15	22:15	management	21:14 22:1
137:10,12	111:20 114:8	loves 65:13	132:22	37:23 38:7,9
literally 67:2	115:17 119:17	low 115:18	managers	60:7 68:19
little 3:15 4:3,17	120:25 121:8	119:4 143:16	114:25	88:9 91:15
13:6 23:4	123:19 129:12	143:17,23	mandatory	130:12 146:1
24:15 26:25	133:25 138:13	low-level 114:5	102:14 150:16	meetings 60:5
27:11 33:24	141:18,20	115:7 142:21	151:12	member 111:3,4
36:22 48:2,16	142:7 144:18	143:14 148:7	manifestation	111:11,22

113:5	104:15 124:1	mould 143:14	26:20 126:25	122:8,18 123:6
members 21:25	mind-set 124:20	move 4:21 13:7	136:22,23	Nicola's 122:14
45:20 125:9	mine 10:2 42:25	13:7,16 54:21	137:16,17	Nigel 3:24 4:18
memories 26:1	43:1 118:1	82:10 86:1	necessary 26:16	5:23 7:3,15
memory 1:24	150:7	89:5 114:9	neck 5:15	8:22 9:5,16
33:20 72:20	minnie 80:15	115:12	need 2:1,5 16:25	10:11,19 11:16
75:15 92:10	minute 15:16	moved 19:20	27:23 29:16	12:23 17:7
100:14 105:5	16:3 23:14	50:7 71:21	33:22 34:2	18:17 19:5
133:21 149:18	107:18 150:8	79:1 91:10	38:2,2 54:17	20:21 21:3,8
men 25:2	minutes 2:5 33:8	moving 12:9,9	62:13,24 65:18	21:18,22 23:21
mental 93:6	55:23 72:25	37:16 39:7	68:3 70:16	23:24 26:25
mention 13:15	73:2 100:2	82:1 130:25	71:3,4 72:21	28:3,24 30:19
45:10 46:7	120:19	multiple 9:14	73:2 87:5	35:15,24 36:7
47:12 58:25	missed 71:13	29:13	99:11 100:20	36:21 37:24
60:17,20 62:5	99:8	mum 9:22 10:3	107:18 113:9	38:7,18,24
75:24 82:4	missing 118:14	10:11 19:12,24	115:3 120:3,8	41:8 42:13
85:22 134:14	mistake 103:3	21:4,22,25	120:10 128:7	44:4 45:3,21
mentioned	124:5	23:8 25:2 27:6	136:18 137:8	46:20 47:2,10
20:25 28:8	mixed 7:1,1	58:25 81:16	138:21 140:10	48:12 50:25
70:6 78:7	mmm 41:7	mum's 24:23	148:9	51:6,19 52:10
81:25 82:7	52:17 64:11	mums 116:12	needed 26:19	52:12,19,23
85:24 86:16	Mmm-hmm	music 12:10	46:18 47:4	53:6,11 54:22
97:11 133:5	7:17 18:3	mustn't 19:6	54:12 60:11	55:6 58:19
message 49:2	mobile 48:19		63:21 87:8	68:8 69:3,14
53:15 130:25	145:10	N	93:4 96:17	73:24 74:5,10
messages 134:24	moment 34:25	N 152:20	116:20 118:6	75:12,14,15
met 38:25 50:25	50:1 97:16	naive 149:7	needs 35:6 54:4	78:20 79:10
56:4 119:7	120:8,10 148:9	naked 116:7	70:21 112:15	80:5 85:25
methodology	Monday 83:12	name 3:10 16:22	134:15 151:18	87:18 94:3
125:15	83:23 152:14	20:24 24:9	neither 51:24	105:15 106:8
Methods 130:5	152:17	34:24 40:7,16	never 35:11,14	121:12,15,23
Michelle 104:21	monitoring	43:4 55:16	41:16 52:23	122:3,8,15,19
105:9 116:5,22	84:20	62:24 63:1	53:1 54:14	122:23,25
117:23 121:4	monster 149:9	71:18,19 73:15	56:4 60:12,13	123:8,10,18
122:2 123:6,15	month 71:21	75:24 80:17	60:14 62:11	125:8 126:2,17
124:7 142:11	months 49:8	99:12	64:1,2,6,18,25	134:2,20
142:14	60:23 62:14	names 3:4,5	127:14 130:14	135:17 137:24
microphone	mood 15:6	135:7	130:23 131:22	138:19 141:16
151:24	morning 1:4	national 110:2	135:5,12	144:10 145:16
mid 104:24	73:20 81:14,19	112:20	142:11 145:23	146:11 147:13
105:1	81:20 82:18	natural 45:16	145:24 147:2	147:15 148:16
midday 79:25	83:23 84:4	nature 102:8	new 50:9 76:10	night 76:17
middle 12:1	120:13	114:14	93:16,17,19	Nine 103:21
92:8	mother 83:16	near 25:2	newspaper	no-one 8:10
mind 46:10	145:8,15	nearer 4:21	143:1	12:18 21:15
63:16 64:15	148:14	nearly 137:20	nice 40:22	noises 92:12
92:15 94:13	mothers 41:1	necessarily 11:2	Nicola 52:11	normal 4:8

43:19,25 67:25 68:4 81:2 82:20 normally 111:6 North 27:4 31:8 60:2,7,15 62:17 63:9 95:23 97:14 98:3 109:7 128:2 note 43:8 59:13 noted 51:17 52:9 notice 92:4 146:5 noticeable 135:8 noticed 40:6 43:4,15 53:5 138:25 noticing 84:13 92:5 136:21 notification 108:2 notified 84:18 November 1:1 103:7,9,23 107:20 110:14 128:3 152:17 NSPCC 60:8 96:5,14,20 numb 83:11,14 number 47:13 48:19,20 57:21 65:17 68:5,11 71:17 76:11 95:5 121:11 134:4 135:25 144:6 150:25 numbers 142:12	127:11 139:10 observations 111:18 114:12 observe 52:9 observed 136:6 146:12 observing 139:11 146:11 obvious 82:19 obviously 8:4 10:2 15:9 25:17 26:16 36:10 45:5 70:12 73:16 83:24 84:2 85:7,15 88:15 92:19 93:20 99:2 112:5,16 119:15,20 147:6 151:16 occasion 14:16 16:8 49:12 Occasionally 135:9 occasions 53:4 75:24 76:7 83:5 87:4 98:12 114:13 occupation 71:20 occurred 27:12 occurrence 8:23 14:19 occurs 131:16 October 76:22 odd 139:19 oddly 84:16 offence 69:22 84:3 offend 149:24 offenders 63:5 offered 27:17 47:5 60:22,24 127:18 offering 145:17 office 16:1,2 18:8 106:12,14	147:7,8 officer 24:9 55:24 83:20 113:19 126:23 151:14 officers 21:13 127:14 offices 54:8 official 135:11 Ofsted 30:19 31:2 75:3 107:10 oh 11:11 17:14 42:24 43:5 46:2 49:2 57:13 58:25 59:12 81:16 92:24 125:23 130:24 137:13 139:15 143:14 OHY009387_... 135:13 OHY009387_... 134:7 OHY009388_... 134:16 OHY009388_... 134:25 OHY009388_... 135:22 okay 2:14 3:12 4:2 13:24 17:13 18:10,16 18:24 26:11 43:5,11,13 45:5,8 46:8 48:2 49:4,4 57:9 62:25 63:22 77:16 79:11 87:9,15 93:14 100:24 116:1 128:14 147:23 old 3:16 35:4 older 44:17 117:4 Olympics 58:23	once 14:24 28:4 34:4 85:10 one-off 139:10 one-to-one 121:19 123:11 ongoing 97:16 102:18 onwards 24:19 25:17 27:25 open 28:10 44:7 45:12 98:1 100:7 112:12 115:14 open-door 141:25 operated 87:18 operating 110:3 125:12 opinion 67:4,4 95:9 96:23 98:17 opportunities 138:8 opportunity 80:1 124:10 130:9 150:18 ordeal 88:16 order 16:21 35:1 37:4 40:8,13 43:10 71:22 73:21 77:9,10 99:12 146:24 orders 71:18 ordinary 4:9 organisation 113:18 organisations 30:23 original 144:1 originally 48:25 59:9 60:23 outcome 148:4 outside 24:14 25:8 26:14 49:18 70:5 71:8 114:20 over-the-top	41:1 overly 47:3 69:14 overriding 149:18 overspeaking 70:5 108:6 140:19 141:2 overtrusting 109:1 overview 23:9 overwhelmed 98:15 overwhelming 141:9 owes 30:2
P				
				packed 78:11,13 paedophile 59:3 138:1 143:2 page 101:9 110:10 118:13 118:15,25 120:3,9 121:7 121:8 123:14 128:15,16 135:25 painter 108:15 Pam 51:4,6 panel 2:10,11 31:25 32:23 34:5 71:14,24 73:6 101:1 151:25 panic 26:4,5 92:8 panned 87:13 pantomime 92:7 92:7,8 paper 51:9 121:24 papers 51:22 59:25 126:18 paperwork 151:12 parachute 107:8

paragraph 38:21 50:21 51:16 52:3,4 69:21 81:21 104:12 108:18 110:23 113:2 113:22 114:18 116:17 121:19 121:22 122:1,5 123:4 130:1 133:7 134:17 135:23,24	112:17 116:20 117:20 118:24 122:21 132:3 133:21 145:3 particularly 79:17 80:18 128:1 130:16 130:24 131:6 partly 119:19 parts 80:14,17 116:3 party 57:2 118:2 118:4 148:25 passage 102:24 paths 64:2 pattern 76:16 78:14 patterns 78:7,9 pause 16:17,17 34:25 77:5 pausing 43:3 80:19 123:19 pay 117:18 PE 9:2,17,22 10:18 peculiar 78:4 penetration 57:22 people 8:19 10:7 10:25 21:12 24:25 27:24 30:15 32:17,20 39:21 42:21 43:14 44:8,23 54:2,7,17 56:1 67:8 69:12 70:1 83:21 88:24 90:2 92:15 107:12 111:16 112:5 112:18 114:8 115:10 126:1 127:23 128:25 129:2,20 130:3 133:22,24 136:13,15,21 137:10,13,15	138:9,15 139:11 141:21 141:25 142:4 143:5 145:23 151:1 people's 44:6 perceived 102:2 perception 109:7 perceptions 130:4 perfect 62:4 performance 109:3,8,23,23 151:9,17 period 5:18 19:14 28:17 92:14 104:25 periods 29:6 32:15 104:5 permission 1:8 perpetrator 101:24 111:18 perpetrators 112:3 person 9:8,13 14:2 24:8,18 44:17 53:1 62:15 63:1 70:11,14 90:19 102:11 116:17 127:13 131:17 133:21 134:8 137:7 140:5 personal 131:7 145:10 146:1 146:22 147:9 personally 29:18 32:2 perspective 4:8 72:4 pervasive 136:25 Peter 1:12 petrified 39:25 phone 56:5 67:3 85:10 145:10	145:17 phoned 67:18 phones 146:1 photo 145:9 photographs 9:17 56:12,17 56:25 57:7 144:10 145:5 photos 65:17 phrased 139:19 phraseology 139:17 physical 52:9 68:15 122:6 131:16 132:1 physically 25:3 53:6 piano 11:10,11 11:12,13,17,20 11:21 12:3,9 12:11,13,15,18 12:19 13:14,17 13:17 141:17 141:17 pick 30:20 picked 61:12 85:12 picking 57:11 79:19 82:8 119:2 picture 112:4 141:14 146:25 148:6 pictures 56:20 144:19,20 pieces 5:9 pigtails 39:24 place 14:22 60:11 61:8 94:14,17 95:16 103:25 106:24 138:6 placed 118:21 placement 20:10 places 143:3 plaits 39:24 plan 131:21	plants 51:1 play 11:17 12:4 13:11 46:17 play' 65:2 played 7:9 65:6 playground 39:6 41:16 46:15 64:23 130:23 136:16 playgrounds 69:3 playing 12:8 40:3 playtime 122:11 plead 32:2 pleaded 24:2,6 27:1 please 1:18,24 3:5 33:22 37:1 40:10 49:2 51:16 52:3 59:13 61:18 72:22 87:21 89:21 100:21 101:20 110:11 110:22 113:3 118:14 120:9 120:11 128:21 129:17 131:13 135:14 146:7 pleased 75:14 84:10 plotted 137:19 ploy 138:5 pm 72:11,12,14 100:4,6,19 120:18,20,22 120:24 146:7 152:15 point 2:7 17:20 21:9,18,21 22:8,10 23:2 24:11,19,20 25:12,14,17 26:3,4,10 27:25 35:18,20 36:2 46:9 48:5
---	---	--	---	---

48:8 49:21 50:5 52:8 54:22 66:10 68:19 78:8 81:12,23 83:19 84:12 86:12 87:10 89:11 91:2 92:18 93:14 103:24 104:20 105:8 106:17 107:1 109:18,25 110:8 125:19 127:18 132:8 141:19,20,22 142:16 146:2 150:6 pointed 21:15 141:16 points 66:25 police 21:12 22:10,12 24:7 24:9 55:15,19 58:1,8 64:9 83:20 84:5,6 84:10,18 85:11 85:13 86:7,16 87:1 88:14 91:4 106:10,17 113:11,14 133:25 136:10 141:14 145:18 149:2 policies 132:17 policy 128:6 131:7 132:19 133:2 141:25 pop 93:16 porchway 49:17 pornographic 21:10 portable 39:4 portrayed 11:21 position 13:19 13:22 positioned 11:4 11:13 13:12,13	positions 129:20 positive 58:21 59:5 possible 97:8 127:1 possibly 46:25 54:8 90:18 91:4,18 93:1 129:10 150:23 150:23 post 67:25 68:4 94:23 103:22 142:19 post-traumatic 26:6 potentially 11:1 11:6 32:12,20 35:8 powerful 99:18 PPA 122:24 practical 12:6 practice 127:22 128:25 pray 115:9 precise 80:21 109:25 preliminaries 100:13 prepared 91:6 preparing 28:20 50:15 preschool 75:7 88:17 presence 88:14 present 32:10 47:22,23 presented 150:3 150:21 presents 48:15 49:13,16,18 112:4 press 87:6 pressed 12:20 presumably 51:25 pretty 125:11 previous 130:21	previously 125:17 129:7 pride 107:14 primary 92:21 prior 75:8,24 85:19 99:1 103:14 129:7 132:8 prison 28:11 private 80:14 privately 75:8 privilege 130:3 privileges 7:10 privy 133:14 136:24 probably 25:13 36:9 37:15,20 40:25 50:1,20 54:7,16 57:9 63:21 79:6 81:16 83:13 92:21 93:22 139:16 143:22 144:25 145:4 146:21 150:15 problem 25:19 45:2,2 59:22 61:10 83:15 93:20 141:21 problematic 139:14 problems 27:12 39:13 150:21 procedure 111:5 procedures 110:25 113:9 113:23 proceeded 80:11 90:16 proceedings 89:5 process 4:5 22:2 22:20 23:6,17 106:21 126:15 140:13 processed 132:6 productive	29:23 professionals 3:4 progress 36:20 37:12 41:23 109:15 progressing 93:25 progressively 5:12 prohibit 37:4 prohibited 108:1 project 36:14 60:20 62:18 96:4,14 promise 16:10 promised 16:13 proof 69:11 properly 10:14 132:13 145:21 prosecution 21:3 26:9 protect 32:19 82:10 protection 104:5 104:18 105:8 provide 74:15 151:8 provided 87:16 140:16 148:7 providing 130:19 140:13 148:6 PSHE 117:4 130:8 138:6 psychological 136:14 psychologist 141:5 psychology 97:10 141:3 143:10 public 1:5 29:4 29:15 92:6,17 publication 132:17	published 67:12 pulled 15:9 16:3 16:5,9 89:12 92:13 punishable 70:22 punished 71:5 pupil 3:13 12:23 121:13,16,23 122:3,8,16,21 122:22 144:11 144:21 145:8 pupils 86:17 88:13 90:14 121:24 133:11 134:12 135:7 135:18,20 147:12 purpose 5:2 6:4 30:24 31:1 56:17 purposely 142:3 push 98:23 pushed 12:21,25 14:16 15:11 pushing 17:11 put 4:2,10 14:4 16:9 23:2 28:22 30:22 35:21 36:9 44:20 47:17 60:1,11 61:8 61:22,24 65:9 66:5 69:18 76:10 81:12 88:4 89:13,21 96:21 101:9 111:17 117:8 125:8 142:3 147:20 148:1 148:13 150:25 putting 5:5 36:1
Q				
question 36:6 53:20 67:1,7 79:15,22 80:21				

83:8 129:1,3 137:6 144:1 questioned 77:20 135:12 questions 2:9 18:21,23 19:2 31:23 32:23 33:1 34:4,6 38:19 48:24 58:14 66:22 67:6 71:12,25 72:1 73:5,6 74:10 88:4 98:12 99:8,14 99:15,16 100:25 101:2 101:18 124:16 131:18 132:2 134:3 146:6 148:12 151:23 151:25 152:1 queue 92:18 133:22 quick 66:21 77:21 129:12 quickly 26:9 76:3 quiet 77:25 quite 5:18 6:17 10:19 12:20 15:19 20:14,16 20:19 23:6,7 25:5 26:1,9,14 31:14 50:18 75:18 76:3 78:4,17 79:1 82:18,19 83:14 83:17 84:8 88:15,20,22 92:13,17,20 97:2 98:2 104:24 106:22 108:9 116:10 119:4 123:11 150:23,23	race 58:24 races 46:19 raise 131:17 132:2 138:15 raised 121:12 124:16 rang 83:25 96:20 ranged 12:1 rant 56:6 rape 57:18 59:9 59:11 rapidly 92:20 rarely 11:24 rave 56:6 reach 19:17 reaction 15:24 57:6 read 35:19,25 36:2,3,15 50:18 52:4 66:24 70:8 75:3 95:1,18 99:6 114:15 120:9 137:18 146:15 readily 102:13 102:25 reading 14:25 35:23 36:13 39:17 41:19,23 54:11 109:16 114:18,23 138:20 ready 9:2,4,4 74:15 83:23 real 36:5 realisation 25:11 realise 12:24 14:4 63:2 65:4 realised 57:15 79:2 80:24 realises 12:24 realising 86:12 really 5:15 6:3 6:20 8:10,16	10:4 12:2 17:15 20:12,12 20:13,13,15,15 22:16 23:13 25:16,16,20,23 28:1 32:10 35:11,19 36:6 37:13 42:24 47:16 49:3,10 59:19 75:13 77:19,21 78:5 78:9,17 79:14 81:4 83:12 85:3 87:1 90:16,21 91:17 93:7,14 94:9 94:10,18 95:14 96:24 98:6,13 115:2 120:15 131:25 136:25 137:9 144:15 reason 37:25 74:24 89:16 118:19 127:25 135:24 reasonable 65:22 reasoning 13:14 89:7,10 reasons 38:10 76:11 reassuring 40:24,25 recall 33:3 127:19 128:18 133:3,10 138:12 144:14 145:5,13,16,17 146:13,18 149:15 receive 111:2 received 49:5,7 receiving 67:21 reception 42:7 recognise 115:11,11 121:1 144:4	151:6 recognised 57:6 recollection 127:8 147:16 recommendat... 28:22,23 recommendat... 102:13 reconcile 64:15 record 115:22 120:5 121:4 125:3,25 recorded 50:12 144:6 146:20 146:21,23 147:11 recording 102:14 148:6 recordings 87:23 147:19 records 105:17 red 82:2,5 redacted 16:15 16:20 36:24,24 37:3 40:4,7 42:23 49:9,9 49:18,22 50:7 55:16,17 59:11 59:12 75:17,19 76:1,23 85:13 85:15,16 88:17 89:24 90:12 91:14,14,21 redirecting 126:11 reeducated 108:11 refer 1:24 35:2 73:18 144:24 reference 119:15 references 68:5 140:21 referral 96:5 113:11 126:25 referred 8:4 9:20 107:20	127:9 referring 3:1 8:12 34:20 50:21 reflect 140:23 refocused 108:11 refusals 76:9 refused 15:4 68:17 122:20 regarded 124:20 regime 95:6 register 65:19 131:4 134:23 registers 130:10 regret 101:21 regular 132:1 139:12 regularly 48:21 98:2 131:16 reinforced 109:4 related 88:2 relation 10:15 16:21 57:17 61:13 78:19 116:25 135:22 relationship 20:16 24:23 25:5 38:13 52:12 61:14 68:22 122:3,15 relationships 24:25 129:25 relatives 118:20 relaxed 79:24 release 28:3,10 released 28:5 67:16,17,18 94:21 99:4 releasement 75:25 releasing 99:2 relevant 1:9 5:8 68:12 128:20 relieved 83:14 83:16,17 86:11
R				

remain 102:19	represent 32:17	10:20 12:21	145:15 147:3	17:19 18:4
remained	representative	16:2 17:3,4	149:21 151:5	19:11
103:22	106:23	18:2,5 21:6,10	rightly 98:16	RS-H1 72:17,19
remember 3:9	reputation	22:15 23:21	ring 84:3	73:10,15 80:13
9:16 13:20	74:23	25:9 26:13	rings 128:12	99:7,23
14:17 20:11,24	request 118:20	27:17 28:6	Robinson 56:3	RS-H1's 99:12
22:12 24:5	require 113:11	30:21 31:9	59:16 67:19	RS-H2 33:16,17
36:18 37:19	resolve 145:3	34:18 35:4,7	role 103:6,15,16	33:19 34:12
46:12 76:6,25	respects 111:13	35:13,20 37:11	105:7,9 112:8	37:1,7 40:11
78:3,10 84:25	118:4 119:11	39:5 41:9,20	rolled 141:19	43:7 50:13
86:4 87:3	response 3:18	44:24 45:3	room 5:10 8:25	54:3 64:7
88:12,20 90:24	79:18 95:25	47:15 50:16	9:11,14 10:25	71:11,24
94:7,9,11,16	123:19	54:3 55:2,9,16	11:5,6,14,14	152:23
96:6,7,7,11	responsibility	55:21 56:13,19	11:25 13:9	RS-H4 118:17
98:10,11	30:5 31:20	58:3,21 59:3	106:11	rub 83:3
101:10 109:12	102:17	64:15 66:7,19	rooms 39:5	rubbing 83:7
114:18,21,23	responsible	67:15 68:9,20	89:22	84:14
126:20 131:5	27:24	69:13 71:2	rota 130:8 131:3	rude 64:25
133:3 137:13	rest 6:17 11:5,14	73:25 74:1,6,7	roughly 6:24	rumours 54:24
138:9,11	98:19	74:12,16 75:1	75:9 76:24	88:22,25 94:10
140:17 144:7	restarted 100:1	75:2,6,7,13,21	round 92:19	run 75:8
144:16 146:14	restriction	78:18 80:6,10	route 49:14 64:3	run-up 39:7
147:4	16:21 35:1	80:11 81:25	64:4	rushed 67:9
remembering	37:4 40:8,13	82:14,22 83:1	routes 64:5	
16:25	43:10 71:18	86:24 87:2,12	RS-A 88:17	S
reminded 40:18	73:21 77:9	88:11 89:2	RS-A299 1:21	saddened
repeats 118:22	99:12	90:23 91:13	1:23 2:15 3:1	102:20
repercussions	result 36:6	94:25 95:21,22	3:13 7:24 11:8	safe 39:11 42:9
30:17	53:10	97:14 98:18	16:24 19:2	74:25 124:25
report 31:3 54:1	retrospect 124:8	101:5,18 102:8	21:2 22:21	Safeguard
54:2 69:23	150:19	103:4,10,11,13	27:9 28:25	112:21 114:16
70:2 138:16	return 33:9 51:4	103:24 104:1	31:7,22 32:22	safeguarding
141:14 151:7	72:11 120:20	104:20,22	147:11 152:21	29:20 60:10
reported 95:12	130:10	105:4,12,19,25	RS-A300 73:17	84:3,5 85:11
111:6 138:14	review 28:19	106:15 107:10	73:19,24 75:15	95:9,16 102:14
138:18 139:2,3	66:16,19,24	107:22,24	85:2,18,19	109:10 110:12
139:4,8,22	67:12 68:6	108:1,16	88:4 92:2 96:9	112:20 115:6
140:24 142:10	70:24 94:7	109:11 112:23	RS-A304 135:21	117:14 124:21
142:14 144:5	99:3 132:22,23	114:11 115:12	RS-A320 34:20	128:2,6 132:18
reporting 30:11	132:24 142:12	117:9,10	42:4 50:22	132:19 133:1
31:6 118:5	revision 127:25	119:11 120:11	52:10,12	140:21 149:10
141:20,21	rewards 7:10	121:5,7,9,10	121:13 123:10	149:16 150:14
142:9,19,21	129:18 130:13	121:25 124:13	135:20 143:23	151:11,19
144:3	130:19	125:6,13 126:3	148:14	safer 127:22
reports 30:13	right 2:20 3:17	126:4 133:17	RS-A346 3:6	Sarah 1:10
75:3 107:10	4:19,22 5:19	141:18 143:13	4:19 5:21 9:4	sat 10:19 12:7
145:18 146:14	6:23 9:5,6,24	143:22 145:4	14:17 17:5,8	18:16 51:3,7

<p>51:20,23 58:12 SATs 51:12 109:14 121:18 121:24 saw 40:21 41:16 49:1 66:25 76:18 78:14 92:19 95:6 127:14,15 138:19 141:4 141:12 145:2 saying 3:4 4:18 11:19 15:13,15 15:23 19:3,5 19:12,21 43:14 55:8 66:5 83:4 84:20 88:21 91:1 94:17 104:20 105:25 112:9 114:7 117:25 121:7 126:13 127:7 137:2,7,13 140:12 144:9 says 42:20 66:14 104:13 108:3 110:15,23 113:8 118:19 119:1 122:5 123:15 127:6 128:8,23 132:20 134:10 135:3 139:5 141:15 149:1 scandals 32:15 school 1:7,9,13 1:15 3:13,15 3:19 7:20 8:11 20:2 21:5 27:1 30:5,24 31:2 37:17 38:14 39:1,2,3,4,6,20 39:23 40:1 41:2,19,25 42:11 45:11 46:13,15,16 47:8,10 49:6,7</p>	<p>49:15 50:12 52:15 54:5,14 55:12,17 57:3 57:3 60:3 64:20 68:24,25 69:4 70:5,17 71:9 73:25 74:24,25 75:9 75:9 76:9,10 76:13 77:17,19 77:22 78:10,11 78:21 79:3,17 79:19 83:22,24 84:9,20 87:19 87:25 88:9,10 88:14 89:6,13 89:20 90:5,16 90:19 91:11,15 92:11,21,22 93:3,15,18 94:5,12,13,15 94:18 95:9,21 96:18 97:3,3,7 98:11 101:22 103:7,17 104:3 105:2,11,14,21 105:24 106:10 106:14 107:16 108:6 109:2,9 109:12,22 116:21,22 117:2 124:4,22 124:25 125:19 126:17 127:18 128:9,10 130:9 131:1,9 132:14 132:20,24 134:19 135:2 135:16 136:12 137:8 139:23 140:8,14,25 141:24 142:16 144:9 145:7,20 146:2,4 151:9 151:12,15 school's 104:4 104:13 151:17</p>	<p>schools 28:23 55:10 110:16 110:25 127:15 128:3 142:24 150:3 151:19 scorings 51:21 121:24 SCR 94:23 screen 2:2 33:24 72:24 100:17 115:24 scrutiny 130:6 search 28:14 seating 4:24 seats 4:21 second 1:11 4:6 55:22 88:1 116:16 117:17 121:22 128:16 128:22 140:4 seconds 100:18 secret 10:6 79:8 79:8,11 secretary 140:7 secretive 25:3 131:22 secrets 10:7 24:23 secure 75:1 see 12:18 29:17 41:14 44:8 45:13,15 50:13 51:19 69:3,19 87:23 88:2 89:25 93:19,25 96:19 104:11 110:2,14,17 115:24 116:1,4 116:16 121:22 125:3 128:15 130:15 131:22 136:18 145:14 147:12 seeing 29:10 41:4 48:22 56:19 68:25 92:19 143:6,17</p>	<p>145:5 seen 11:3,6 16:8 29:7 30:12 50:15 71:2 73:20 86:17 87:16 95:21 113:16 118:5 119:5 120:6 123:10,22 129:10 130:24 segregated 6:20 selecting 130:2 selection 130:5 send 40:1 42:6 sending 47:20 65:17 75:4 senior 92:22 96:18 114:25 118:2 sense 43:14 111:12 126:7 126:10 136:25 136:25 139:25 sensitivity 91:2 sent 7:12 90:24 sentence 35:22 sentences 36:1 sentiment 151:6 separate 14:21 September 35:16 42:11 74:2,3,5 87:25 95:20 104:19 serious 28:19 57:15,24 66:16 66:18,24 67:11 68:6 70:24 81:5 94:7 99:2 113:10,12,16 114:21 123:22 132:23 142:12 seriously 95:10 serves 105:5 Service 97:10 services 1:14 60:2,12 session 1:3 3:11</p>	<p>52:10 100:7 122:14 sessions 60:25 60:25 61:17 set 119:8,9 140:1 setting 12:1 25:18,22 30:3 108:7 112:15 settings 149:20 settled 31:8 seven 105:23 136:9 137:1 severe 26:6 severity 83:13 99:5 sexual 57:21 65:12,20 84:3 shadowing 104:21 shape 140:2 shapes 4:25 share 54:19 136:13 shared 53:7 123:16 sharing 119:16 Sharpling 152:3 152:4 she'd 9:23 37:12 39:17 40:2 46:19,20 68:20 77:20 78:23 86:8 89:12 91:16 139:6 144:10 she'll 18:16 sheets 12:9 Sheila 62:21,23 96:1 151:7 shock 15:10,10 15:23 shocked 67:25 83:14 88:22 shocking 30:22 95:1,2,13 103:1 141:4</p>
--	---	---	---	---

shoes 5:12	sink 16:5	somebody 10:23	9:12 10:4,6	134:13
short 22:8 33:12	Sir 152:7	11:2,3 19:17	11:22,22,25	specifically
72:13 77:21	sister 46:16	20:25 27:22	12:2,4,9,10,16	47:12,17
100:5 104:24	68:24	28:5,8 29:7	12:17 14:2,24	spending 51:25
120:23	sit 5:1 43:23	30:10 38:9	14:25 15:5,9	spent 120:13
shortcut 116:24	53:6 82:5,9	44:19 45:6,13	15:11,12,13,15	split 120:3
117:11	99:6	45:15 46:23	15:18,20,21,22	spoke 42:25
shorts 41:3	sitting 5:8 12:2	52:15 53:21	19:14 20:10	44:11 62:20,21
shout 56:6	122:6 138:19	54:5 56:4 60:1	21:14 22:19	62:25 133:12
shouting 92:12	situation 15:2	62:21,25 67:23	25:13 26:22	spoken 25:14
shoved 15:11	62:12 79:23	68:1 91:5	27:1,9,21	35:14 53:21
show 56:20	87:5 126:7	97:18 111:10	30:20,23 32:1	123:17 141:11
80:11,13	situations 70:19	111:22 112:7,9	41:8 42:5	sports 46:12,13
115:19 138:3	six 60:22 62:14	116:6 118:4,5	45:19 54:2	46:17,18,19
145:17	86:9 105:18,23	119:17 122:1	55:8,19 78:10	spotted 40:14
showed 64:18	105:23,23	132:6 140:13	82:21 83:16	staff 29:19 53:4
80:12	sixth 44:17	141:3 143:6	84:24 85:17	71:8 102:3,10
showing 87:22	skills 150:25	151:18	94:16,23 95:24	110:13 111:1,3
shows 30:7	skirt 78:1 82:16	Somerset 27:4	96:18 104:21	111:5,11,23
151:12	skirts 76:9	31:8 60:2,7,15	110:8 113:7	113:5 115:1
shut 91:7	slammed 15:12	62:17 63:9	115:14 118:4	125:9 128:6
siblings 25:5	sleeping 76:16	95:23 97:14	124:19 126:15	130:12 133:1
sick 17:19	slight 26:7 57:10	98:3 109:7	127:13 129:13	135:19 145:25
side 13:8 39:6	slightly 33:7	128:2	136:15 138:15	staffroom
44:1 55:9 59:6	76:16 77:2	soon 2:8 18:14	139:9 144:21	130:22 133:16
65:10	116:24	138:2	144:21 145:21	136:15
sight 5:4 113:13	slips 73:20	sorry 7:2 11:8	148:6 149:18	stage 17:1 77:24
sign 34:12 101:9	slow 23:17	11:12 15:3	150:19 151:1	81:4
signed 2:19	small 3:19 15:1	17:15 37:7	sorted 138:5	stages 28:7,10
101:10	47:16 50:18	40:4 49:9	sorts 7:9 12:12	stamp 79:3
significant	54:6 74:25	51:15 59:12	12:14 112:3	stand 13:18 39:3
149:15	105:24 124:4	62:22 63:4	126:18 140:20	98:20
significantly	136:12 143:14	81:16 84:25	142:1 143:3	standard 37:15
107:16	smells 14:3	85:16 88:18	sound 4:22	standing 88:21
signing 101:11	Smith 96:1	96:11,15 98:14	105:19	standoffish
signs 26:6 85:8	Smith's 151:7	103:1 108:9	sounds 78:16	42:24
silly 36:6 83:8	snap 115:2	115:6 118:14	83:16 98:7	start 1:23 42:13
similar 47:23	soak 87:8 93:13	120:8,12,15	126:9	63:19 65:3
113:3 150:5,7	social 21:13 60:2	128:15,16	speak 29:2,3	72:19 73:8
simply 40:13	60:12 65:17	133:3,4 135:25	36:14 38:2	75:23 92:20
90:14 137:1	96:3 113:11,15	138:12 139:13	39:14 42:21	100:14 101:18
sincerely 102:4	124:24 127:15	146:18 147:18	60:4 96:17	109:19 139:25
102:23 103:3	131:7	149:23 152:13	123:9,12	started 3:24 4:2
single 16:4	sofa 58:12	sort 2:3,8 3:11	special 35:6	4:4,7 5:5,11,21
43:19 101:23	solace 97:25	5:11 6:3,5,12	49:12 119:2	6:2 14:4 25:3
singled 81:2	sold 62:1	6:18 7:6,8,12	122:22	26:3,6 35:15
singling 5:21	solo 9:12	8:4,9,13,13,16	specific 130:3	42:11 66:2

74:2 96:18	station 84:6	6:7,15,16 7:5	39:5 42:16	118:10
103:6,12 106:5	85:13,19	7:11 8:2,14,14	107:7 137:6	take 2:4 4:18
138:11 150:11	stay 25:18 32:24	8:17,19 9:14	150:19	31:19 33:8
starting 13:23	36:21 37:10,13	11:24 14:21	supposed 82:22	34:1 36:3 39:2
135:15 150:6	37:24 38:11	15:4 20:12	sure 17:1 18:16	45:8 72:24
startling 139:4	41:19 48:6	29:13,15 46:24	20:9 38:8	73:1 87:8 88:8
139:21	64:22,24 68:18	students' 15:17	39:11,11 40:15	100:19 107:18
state 15:23	71:24	study 99:5	59:14 60:6	115:20 117:24
stated 115:5	stayed 41:25	studying 74:14	64:16 69:8	119:14 124:6
statement 1:10	step 45:8	stuff 47:8 60:5	76:19 77:4,25	124:18 125:15
1:12,14,25	Steve 56:3 59:16	98:19	79:22 83:18	125:16 128:8
2:12,16,19,22	67:19	subject 7:4	86:5 87:9	130:9 148:9
3:6,15,23 9:21	sticking 40:2	130:6 133:17	92:24 93:13	taken 14:21
11:16 13:4	stone 46:14	subjected 90:9	95:17 100:1,23	16:16 38:23
14:7 17:18	stood 138:25	success 107:17	126:11 131:6	90:7 96:9
21:4 24:13	stool 12:3	successive	132:9,10,11,15	104:16 106:13
28:4,21 29:21	stop 36:25 40:12	132:17	136:19 146:21	114:11 132:6
31:11 33:21	63:2,6 77:12	suffered 91:12	surely 139:11	134:1 137:18
34:10,12,14	84:25 88:5	suggest 41:18	surname 71:20	145:9 151:2
38:22 42:12,21	140:9	62:14 109:18	suspected 35:9	takes 33:4,24
43:18 47:14	stopped 19:3,5	137:18	65:6 69:16	100:18
48:12 55:4	26:9 28:24	suggested 126:4	suspended	talk 3:6 20:3
56:9 65:15	story 54:21	145:15	103:23 106:20	24:12 25:1,2
69:6,18 72:21	straight 21:24	suggesting	107:1	27:9 28:6
73:9,12 74:4	42:9 111:6	115:3 140:12	suspension	29:12 41:11
74:13,16,22	strange 6:9,13	suggests 138:22	90:25	50:4 51:11
80:4 82:3 84:7	51:2 138:22	suitability	swapped 89:23	56:8 58:8,11
84:22 85:22,25	streamed 34:23	124:16 129:1	switch 19:14	58:16,17,22
93:8 95:25	street 61:13	suite 29:16	system 7:7 82:2	64:7,9 66:15
98:6 100:15	stress 26:7	sum 66:5	127:4,5 130:8	67:8 69:18
101:3,7,11,13	striking 138:18	summarise 17:2	138:6	70:1 73:16
108:18,19	stroking 146:13	superior 4:14	systematic	75:11 77:19
114:6 126:4	147:25	support 24:6	102:16	79:14 87:5
127:10,12	strong 88:15	27:5,22 51:8		92:1 95:4 97:9
133:8,18,19	structure 8:5	53:12 54:19	T	127:1 135:9
134:17 138:21	struggle 91:14	59:15,19,22	tab 2:15 34:9	145:15 146:16
138:21 139:10	struggled 61:14	60:16,21 63:13	73:8 101:6	149:13 151:19
144:25 145:25	61:15 92:17	69:21 70:8	table 5:7 14:8	talked 48:7
148:24 149:2	93:7	87:6 89:14	86:2	58:20 67:11
149:17	struggling 97:3	94:11,13,19	tables 4:25 5:1,3	75:19 96:14
statements 37:3	stuck 13:18,22	95:24 96:13	82:1,25 91:16	123:21 147:2
52:21 54:12	119:15	97:6 112:8	tactile 111:23	talking 17:19
58:1 111:16	student 9:20	122:20 127:16	112:7,10	20:6 60:18
119:6 130:15	14:20 15:9	151:8	117:18 118:22	73:17 77:22
134:1 136:10	20:17 29:11	supporting	118:23 119:6	86:19 92:16
137:18	54:10 122:18	53:18 122:8	tactile' 116:19	98:1 103:2
states 151:7	students 5:1 6:6	suppose 37:18	tactileness	115:18 120:13

128:17 129:17 136:15 137:10 138:1 139:11 talks 128:20 129:23 targeted 87:18 tasks 7:13 taught 24:21 36:23,23 37:8 44:17 105:11 teach 12:6 61:7 teacher 4:13 8:4 15:2 19:19 29:10 30:2,2,8 36:7,9 37:22 42:23,24 43:1 43:19 44:1,11 44:15,19 52:8 55:1,11,11 64:13,17,20,21 64:24 71:1 81:8 85:6 91:17 101:25 102:22 104:4 104:14,18 105:8 121:22 124:16 125:18 134:9 135:14 141:16,18 144:12,20,21 149:16 teacher/student 20:16 teachers 3:4 21:13 23:10 29:14 30:3,3 41:4 44:9 45:14 47:7 54:19 57:11,13 69:23 70:8 88:16,17 89:8 90:8,21 92:11 97:4 105:21,25 106:2 110:13 129:19 134:24 144:8 149:24 teaching 4:13	11:16,20 20:8 29:23 30:20,25 31:3 38:1 45:14 84:13,23 103:4,12 104:16 105:15 106:2 107:21 107:22,25 108:1,6,13 117:13 134:9 134:18 135:1 team 84:3,3,5 85:11 teased 45:20 teenage 65:11 teenager 64:3 66:1 telephone 21:4 48:20 tell 4:3,17 9:21 10:7,11 11:15 13:4,5 16:10 17:3,23 18:7 18:20 19:6,12 19:21 21:21 23:3 24:17 25:7,9 27:10 28:21 29:20 30:18 35:11,18 35:23 36:22 39:16,23,25 40:18,23 42:18 43:18 44:14 45:1 46:2,11 48:12,16 50:9 53:23 55:6 56:22 57:5 60:13 61:17,18 62:13,17 63:14 68:2 70:2 71:13 74:4,13 74:22 76:4 78:18 79:5 81:7,22,23 82:12 83:8,18 83:19 84:22 85:10,25 86:2	89:4 92:3 95:5 95:7 98:6 106:17 114:8 116:5,12 120:12 123:6 134:8 136:18 140:11 147:12 147:14,17 telling 10:11,15 19:6,20 20:17 42:22 45:4 72:3 93:3 111:22 118:9 133:23 temper 15:6 ten 103:11,19 135:2 142:13 tends 111:14 tenure 150:17 term 76:20,21 76:22,23 93:17 93:17 147:5,5 termly 109:13 terms 6:18 12:5 27:14,15 35:12 58:21 59:7,22 82:24 111:22 112:1 124:17 129:24 130:24 132:10 142:12 142:18 149:22 terrible 13:21 33:3 115:8 test 1:24 33:20 72:20 100:14 text 121:9 125:5 thank 1:6,20 16:23 31:22 32:22,25 33:1 33:5,10,15 40:10 51:10 53:3 71:11,23 72:1,5,16 77:10,14 88:8 94:5 99:7,10 99:11,13,17,20 99:22,23 100:2	100:9 101:16 102:25 103:1 105:6 107:19 118:16 120:4 120:20,21 146:9 152:1,4 152:6,7,9 therapy 26:8,15 26:21 27:16 they'd 22:1 27:16 62:9 150:3 thighs 5:14 thing 6:13 9:12 15:3 31:12 32:14 41:15 43:24 46:10 48:21 59:8 61:20 76:10 78:25 82:16 91:1 93:6,17 95:13 98:21 103:1 125:13 127:6 139:4,7 139:9,20,22 140:24 145:5,7 145:21 148:19 149:11 150:20 151:15 things 1:23 4:2,4 4:7,17 6:15,19 7:4,8,9 12:10 12:12,14 14:4 16:25 17:15 19:3,4,15,16 23:18 25:9 27:18,19 30:11 33:20 41:23 43:8,10 54:3 59:1 64:21 65:18 66:2 69:3,19 70:7,9 72:19 79:20 81:14 82:4 85:20,23 87:6 89:20 90:4 93:1,16 94:12	95:5,20 98:9 98:25 106:6 108:21 111:21 113:6 117:11 117:21 124:1 125:17 127:2 133:24 136:22 141:21 142:15 143:12,16,21 144:13 146:20 147:22 149:1 think 2:1,19 3:7 4:17,21 5:6,21 5:24 6:9,22 7:12,20,24,25 8:25 9:23 10:18 12:19 14:7,9 16:21 16:25 17:4,17 19:8,11,13,23 20:6,9,16 21:8 21:9,21 22:10 22:14,21,24 23:1 24:1,9,13 25:8 26:3,8,22 27:2,8,9 28:19 30:18 31:7,13 31:15,23 35:9 35:11 36:16,19 38:12,22,24 40:14 41:18 42:4,11,15 43:7,22 44:11 44:23 45:1,9 45:11,12 46:6 46:11,12 47:13 47:22 48:15 49:21,24 50:3 50:15 52:6 53:11,15,21,22 53:25 54:4,8 54:16 55:8,14 55:20 56:1 57:8 58:1,8,16 59:2,10,16,18 59:21,24 60:15 60:24 61:11
--	--	---	---	---

62:8,10,18,20	119:14 120:5	137:3 139:16	96:18,24 97:1	90:8 91:15
62:20,21,25	120:17 121:2,7	141:25 147:22	97:9 98:8,10	94:3,9 99:1,3,5
63:17,18,18,20	123:4,24 124:3	149:11	98:14,17 102:9	116:6,12
64:12,14,16	124:18,25	thoughts 79:9	102:24 104:3,5	117:17 118:12
65:7,8,10,11	125:4,4,22,25	threatened 10:1	104:9 105:11	118:18 142:11
65:15 66:10,18	126:3,8,19	threats 9:25	105:12 106:4	144:12 151:3
67:11,25 68:1	127:3,9,12	three 30:19	106:22 111:8	tomorrow
68:5,8,17,18	128:7 129:5	39:16 86:9	111:25 114:10	152:12
69:6,6,8,9,21	131:24 132:3	106:4 110:16	122:24 126:6	tools 61:7
70:4,7 74:18	132:15,16	threshold 113:7	126:20 127:4	top 40:22 43:24
75:3,12,19,22	133:2,5,9,22	114:21 119:4,7	129:5,9 130:16	136:1
75:22 76:20	135:25 137:11	124:14 129:3	134:18,18	totally 69:4
77:2,12 78:22	137:16,17,23	thrown 107:8	135:11 137:19	touch 17:9 27:10
80:4,9,15,21	139:5,7,9,13	tickling 122:6	138:16 140:16	48:13
80:22 81:6,12	139:24 140:11	tied 65:23	140:17 142:25	touched 42:19
81:19,20,22	140:16,19	time 3:21 4:16	143:21 146:5	80:5,9 82:24
82:12 83:1,3,5	141:3,8,9,14	5:18,24 9:2	146:17 147:8	85:25 106:20
84:7 85:6,7,22	142:4,6,12,13	11:25 13:20	147:23 149:5	133:9
85:23,24 86:2	142:19 143:4	14:13 19:3,11	150:24	touching 12:16
86:7,10,11,16	143:10,22	19:23 20:11	times 13:7 16:8	80:2 81:7 83:6
86:20,25 87:11	144:7,15,24	22:2,8,22 24:6	38:25 39:16	touchy-feely
87:13,13 88:5	145:10,13,15	25:11,20 26:2	56:5,6 75:17	69:15
88:8,10 89:17	145:25 146:11	26:16,25 27:5	76:17 82:15	town 54:6
89:18 90:7,10	146:16,17,19	27:10,17,18	86:9 151:10	track 46:17
90:17,22 91:3	147:1,7 149:3	28:17 29:3,6	timing 132:10	traffic 96:23
91:10 92:2,5	149:13,17,21	29:25 32:16	tired 76:25	train 49:15
92:23 93:5,16	150:1,2,10,15	33:25 34:1	today 32:16	trained 29:20
94:6,22 95:3,5	151:20,21	36:19,19 37:21	34:17 94:4	114:4 115:9,10
95:15,18 96:2	thinking 45:2,6	38:25 39:24	152:12	151:16
96:3 97:1,13	45:8 69:14	40:12 42:12	toilet 9:3 15:22	trainee 52:8
97:18,21 98:3	76:25 90:2	43:2,17 44:2,6	toilets 18:1	trainer 114:7
98:7,13 99:10	third 52:7 88:1	44:22 45:11,19	told 4:14 10:6	training 30:8
103:9,15,23,25	116:16 118:4	52:1,19 53:8	12:23 19:4	102:14 114:24
104:10,17,19	130:1	53:16,22 55:10	20:2 21:8,9	124:19 125:14
105:17,24,25	thought 9:23	55:22 58:5,13	28:3 37:24	127:17 149:10
106:12,14,22	19:24 26:10	59:24 60:11	38:11 41:22	149:10,15,16
107:9 108:15	31:17 36:8,8	61:4 62:5 63:2	42:4 43:2	150:10,14,18
108:23,25	37:14 44:7	68:17 74:20	44:18 46:9,20	150:20
109:9,9,18,22	45:4,13 52:25	75:8 78:2	46:22 47:19	transparent
110:1 111:13	60:25 62:3	80:17 82:20	48:6,21 52:18	130:6
111:24 112:1	64:16 67:22	84:20 85:15	52:20 53:1	traumatic 38:15
112:12,22	68:19,21 78:12	86:10 87:8	57:14 59:15	treat 135:4
113:23 114:24	79:21 81:1,4	88:6,10 90:7	60:8 61:20	treated 15:7
115:17 117:12	83:22 86:17	90:10,23 91:17	62:7 64:2,8,24	90:13 118:7
117:18,20	88:23 92:14	92:14 93:11,15	67:16,21 71:1	treatment 27:7
118:3,12,14	102:8 108:10	93:17 94:16	79:10 83:24	122:22
119:1,7,11,11	113:25 125:13	95:10 96:15,16	84:12 86:7,8	tree 47:15,18,20

trepidation 144:2	two-way 7:7	150:16	victim 90:3,19	81:22 86:3
tricky 63:12	type 50:18 61:1	underwear 41:4	91:24 101:23	89:11 90:1,12
tried 13:5 14:8	<hr/> U <hr/>	82:16,19	victim's 91:2	90:15 98:23
15:8 17:7	unapprocha...	uneasy 122:7	victims 68:8	99:16 101:21
19:17 26:15	140:1	unfairness	98:2 99:4	106:7 108:21
58:8 79:22	unaware 91:7	130:4	102:19	109:6 126:16
troubles 117:22	91:19,25	unforgivable	victims' 130:15	134:5
142:17	unbelievable	120:15	victims/surviv...	wanted 9:21
trouser 146:12	31:1 141:6	unfortunate	148:13	11:15 37:10,13
true 2:22 13:3	uncomfortable	143:4	video 24:2	48:12 60:4
34:14 60:6	4:14 14:1 90:3	uniform 57:4	videos 9:16 58:6	61:9,10 63:14
73:12 81:17	underlying	83:22	view 36:7 65:22	64:23 82:5
101:13 111:12	134:6	unimaginable	65:22 66:22	86:1 93:12
trust 25:1 30:22	underneath	148:22	91:3 102:15	94:14,17
129:21	41:3 62:25	union 106:24	114:2 125:19	115:19 126:24
trusted 101:24	80:14 118:9	unprofessional	129:6 148:8,10	wanting 47:14
try 3:9 13:6,7,10	123:4 125:6	123:12	viewed 112:5	49:10 78:1,3
19:2 35:2	underplay	unprofessiona...	views 55:24	wantonly 102:6
36:18 38:17	126:16	124:11	violently 15:19	wants 39:19
57:5 73:18	understand	unreported	visible 14:24	44:20 66:11
85:4 98:23	10:14 17:2	142:15	92:3	118:20
108:21 110:8	20:18 23:7,8	Unsuitability	visit 96:8,9	warning 53:11
trying 12:6	23:17 25:24	128:22	visiting 60:17	warnings 70:20
15:21 17:14	29:25 63:21	unsupported	visits 60:18 96:3	warrant 113:13
27:15 53:12	91:18 102:10	28:18	96:6,7,8,11	wary 119:1
56:22 66:11	110:8 111:2,25	unusual 79:4	109:13	washing 79:25
67:9 109:2	112:6,6 120:16	129:8	avidly 23:1	wasn't 4:9 8:8
138:23 142:6	126:14 132:7	updated 132:17	voice 32:18	9:18 11:2,7,25
145:3 151:16	137:8 139:13	uploaded 117:1	voluntary	14:14,14,24
tummy 76:7	139:20 142:17	upset 9:23 53:5	138:19 140:5	15:23 21:24,24
turn 2:15 34:9	145:18 148:21	122:11,12	140:14	23:7 24:22
73:8 101:6	150:15	upsetting 38:15	volunteers	25:16,22 26:16
turned 25:3	understandable	use 3:9 61:16	111:1	26:17,18,18,19
tutor 52:9 54:11	149:4	85:4 97:22	vulnerable	27:17,25 30:16
122:14	understanding	145:20,24	108:5 135:5	42:1 43:25
twice 137:25	4:10,15 13:24	146:1,3	<hr/> W <hr/>	49:9 53:7,16
two 8:6 21:20	23:13 26:18	useful 63:14	walked 122:9	59:18 64:10
23:7,8 35:21	27:14 30:9	97:20	137:23 138:2	65:4 67:17
36:23 37:8	125:6 129:21	usual 25:16	walking 119:22	70:13 74:11
39:4 56:1 58:1	132:4 149:23	usually 24:22	want 6:4 7:5	78:9 79:22
79:6 86:24	150:13	utterly 120:14	13:11 30:10,10	81:17,24 82:21
89:7,20,24	understands	<hr/> V <hr/>	32:7,11,17,19	83:12 85:4
90:4 96:7	57:17	vaguely 145:17	33:1 41:3	86:5 89:14
116:3 119:5	understood	various 54:1	42:23,24 44:15	90:22 91:12
135:13,20	26:23 86:14	133:24	44:19,19 45:6	92:2 93:4,22
147:25	undertake	verbal 53:11	66:14 72:1	96:24 105:15
				106:8 114:4

117:14 118:16 119:21,21 124:13,17 127:8,9 131:25 133:16 138:3 138:18 139:2,3 139:7,22,25 140:5,24 141:10 143:23 147:20 149:14 watch 89:15 watched 58:6 93:24 watching 9:22 58:23 watering 51:1 wave 25:23 way 5:22 6:10 8:24 11:4,13 12:6 13:12 14:25 15:1 18:2,13 30:11 32:7,11 33:5 34:22 40:19 41:8,9 50:25 51:13 52:25 66:9 73:21 76:12 81:15 87:13 93:21 96:24 112:2 119:18 121:19 123:9 124:11 124:13 136:14 136:16,16 139:19 140:2 142:4,5 145:2 146:24 147:21 148:1,15,19,24 149:8 ways 24:15 40:19 112:3 113:3 126:18 142:6 we're 18:25 57:11 wear 76:9 78:1 weary 119:1	webcam 49:22 49:25 Wednesday 118:15 week 39:16 63:3 86:9 96:2 143:1 weekend 50:8 weekly 60:3,5 weeks 4:1 59:10 78:22,24 weight 25:4 weird 4:3,4,7 welcome 1:4 72:6 welfare 102:15 149:18 well-being 93:14 went 8:10 16:1,1 18:1,8 35:25 38:7 41:8 46:19 56:9 64:19 68:24 75:12 76:3,20 76:22 77:1,17 77:24 78:14 79:21 84:10 93:15 107:6,7 125:8 137:23 137:25 145:13 weren't 8:15,19 32:18 51:25 54:13 79:20 89:17 92:19 98:3 104:5 105:7 115:8 116:3 124:15 129:14 133:14 138:14 142:10 142:10,15 143:6 144:19 147:25 Weston 54:6 Weston-super... 96:22 whistleblowing 142:21	wife 40:1 windows 29:12 29:16 wish 102:21 107:6 withdrawal 77:25 withdrawn 76:6 withdrew 33:6 72:7 99:24 152:10 witness 1:10,12 1:13,21,25 2:11,16,19,22 33:1,6,17 34:9 34:12 71:19,20 72:2,7,9,17,21 73:9 74:16 99:17,24 100:15 101:3,7 127:10,12 133:14 134:10 134:13,17 139:22 144:24 146:6 152:10 152:21,23 witnessed 29:8 138:14 witnesses 94:23 120:14 woman 61:12 116:7 wonder 31:4 wondered 84:24 wondering 43:18 wonders 148:14 149:3,4 wool 90:13 word 6:4 79:8 80:16,18 97:22 128:8 129:6 wording 61:5 words 16:11 20:18 35:21 66:5 79:10 work 41:21 44:2	51:3 54:7,7 108:4,4,5,15 119:23 127:23 128:9,24 129:2 151:2 worked 39:1 124:23 125:17 130:11 132:24 150:2 worker 96:3 workers 21:13 124:24 127:15 working 5:3 22:16 62:6,18 112:21 114:16 115:15 119:8 122:10,19 125:18 127:21 127:22 129:20 worried 80:25 worries 20:3 worry 2:7 3:3,10 16:17 34:22 35:1 37:1 40:5 40:10,12 42:13 43:2,8,12 59:13 62:24 73:4,19,22 77:6,11 85:17 88:19 91:22 100:23 worrying 79:17 80:22 worse 39:22 66:1 wouldn't 10:5 28:24 29:9,18 31:15 38:5 48:22 50:1 51:7 68:25 69:1 82:18 Wow 98:17 wrapped 12:8 90:13 wrapping 13:14 write 35:20 36:3 49:10,10 50:9	51:21 121:24 writing 35:24 41:23 43:8 95:7 109:16 written 50:24 70:20 125:5 wrong 4:11 17:3 19:9,15,24 26:20 30:11 89:12 91:1 96:7 142:5 wrongdoing 27:24 31:18 wrote 121:8 128:2 133:19 <hr/> X <hr/> X 152:20 <hr/> Y <hr/> yeah 5:7 8:15 18:24 42:16 47:20 50:3 53:1 78:5 81:10 82:11 87:9 88:24 92:17,22 117:20 136:8 year 4:7 6:22 8:2,3 24:20 25:7,10,13,22 26:22 36:4,21 37:3,8,10,14 37:16 38:1,11 38:15 47:10 48:6 55:13 58:24 64:19 68:18,23 71:20 73:25 75:17,19 76:1 87:20,25 89:24 91:14 94:1 96:18 105:2 109:15 135:15 144:9 145:7 147:6 year's 62:15 years 21:20
---	---	---	---	---

23:10 35:4	12 60:25 66:4	2010 21:5 58:2,4	
36:23 48:24	118:16	73:25 74:2,3,3	
61:8 63:20	12.32 72:12	88:3 95:20	
65:11,11 93:18	13 57:18,22	105:2,2 106:8	
94:5 103:11,19	81:21 113:2	106:9 110:5	
103:21 105:18	15 2:5 33:8 73:2	128:5,7 132:20	
117:5 135:3	120:19 144:10	2011 73:25 96:3	
137:20	15/20 144:19	103:9,23,24	
years' 103:12	17 103:24	2020 1:1 152:17	
you' 65:2	18 74:14	22 38:21	
young 23:6	19 35:4	23 152:17	
24:13 26:17	1982 103:4		
27:13 62:2	1990 134:19	<u>3</u>	
64:9 65:24	1996 134:9	3 108:18	
127:23 128:25		3.00 100:19	
129:2 130:3	<u>2</u>	120:18	
131:17	2 110:23	3.15 120:20,24	
younger 65:11	2.11 100:4	33 142:13	
91:13	2.21 100:6	152:23,24	
youngest 68:8	2.57 120:22		
	20 1:1 29:13	<u>4</u>	
<u>Z</u>	55:23 56:6	4.09 152:15	
	103:12 144:10	4.10 146:7	
<u>0</u>	20-minute 67:2	<u>5</u>	
003 120:3	2001 103:7	5 1:4 103:7	
005 110:22	110:4	117:5	
133:7	2003 104:19		
006 133:6	134:9	<u>6</u>	
011 128:21	2003/2004 144:9	6 117:5	
018 129:17	2004 104:19	60 69:21	
023 131:12	115:22		
	2005 104:24,24	<u>7</u>	
<u>1</u>	104:25 110:14	7 135:1	
1 113:22 152:21	127:20,25	7/8 96:18	
152:22	129:15 131:2	72 153:1	
1.30 72:11,14	131:24 132:12		
1:1 51:9	2006 113:1,8	<u>8</u>	
10 25:7,10,22	114:16 119:5,8	8 87:21 135:1	
26:22 87:21	123:20,25		
135:1	135:15	<u>9</u>	
10.30 1:2 152:12	2007 35:16	9 87:21 135:1	
152:14,17	2008 120:6		
100 20:9 37:12	121:5,12 124:2		
38:23 58:22	147:23		
60:6 153:2,3	2009 104:25		
11.21 33:11	105:1 127:24		
11.40 33:9,13	128:3 131:3,25		