

<p>1 Thursday, 3 October 2019</p> <p>2 (10.00 am)</p> <p>3 THE CHAIR: Good morning, everyone, and welcome to Day 4 of</p> <p>4 this public inquiry.</p> <p>5 MS ROBERTSON: Good morning, chair and panel. We now call</p> <p>6 Dr Hillier from the Yehudi Menuhin School.</p> <p>7 DR RICHARD HILLIER (sworn)</p> <p>8 Examination by MS ROBERTSON</p> <p>9 MS ROBERTSON: Good morning, Dr Hillier, thank you for</p> <p>10 coming. I have one or two things to say to you before</p> <p>11 we start the questions. First of all, this is not</p> <p>12 a memory test. You have papers and documents with you,</p> <p>13 I know. Please feel free to refer to those at any time,</p> <p>14 if that would help you.</p> <p>15 Secondly, we can stop at any time and for any</p> <p>16 reason, if you need us to. Just let me know, and we can</p> <p>17 make that happen.</p> <p>18 Thirdly, there is a paper bundle in front of you.</p> <p>19 There is also a screen. Any document I am going to ask</p> <p>20 you about will come up on that screen, and you can refer</p> <p>21 to it either on the screen or in the bundle, whichever</p> <p>22 you find easier.</p> <p>23 You have given a statement to this inquiry. It is</p> <p>24 in the witness bundle in front of you at tab 1. It is</p> <p>25 at tab 10 of the core bundle, for the chair and panel.</p> <p style="text-align: center;">Page 1</p>	<p>1 It is INQ004420. Could you turn to that for me, please?</p> <p>2 You will see at the end that the signature has been</p> <p>3 redacted out for data protection reasons. Can you</p> <p>4 confirm that you have in fact signed that statement?</p> <p>5 <b>A. I can.</b></p> <p>6 Q. Are the contents of it true, to the best of your</p> <p>7 knowledge and belief?</p> <p>8 <b>A. They are.</b></p> <p>9 Q. Let me start by asking you about yourself and your role.</p> <p>10 You are Richard Hillier. You are the former headmaster</p> <p>11 of the Yehudi Menuhin School, and I think you were</p> <p>12 headmaster from 2010 to 2017; is that correct?</p> <p>13 <b>A. That's correct.</b></p> <p>14 Q. What was your background in education and musical</p> <p>15 education prior to that?</p> <p>16 <b>A. So before that, musically, I had been a cathedral</b></p> <p>17 <b>chorister, I had sung at St John's College, Cambridge,</b></p> <p>18 <b>I had been a lay clerk at Durham Cathedral, so my</b></p> <p>19 <b>background is in singing and semi-professional singing.</b></p> <p>20 <b>I'm a classicist by training. My first degree was in</b></p> <p>21 <b>classics at Cambridge and then my doctorate was in</b></p> <p>22 <b>what's known as late antiquity, in Durham, and then</b></p> <p>23 <b>I was a classics teacher at Durham School, then head of</b></p> <p>24 <b>classics at Repton, where I became a housemaster, and</b></p> <p>25 <b>very much involved with music and drama there, and then</b></p> <p style="text-align: center;">Page 2</p>
<p>1 <b>I went on to become a headmaster at the Oratory</b></p> <p>2 <b>Preparatory School near Reading, before moving to the</b></p> <p>3 <b>Menuhin School in 2010.</b></p> <p>4 Q. Can you tell us a little bit about the Yehudi Menuhin</p> <p>5 School in terms of the size of the school, how many</p> <p>6 students it has?</p> <p>7 <b>A. When I arrived in 2010 -- I can't remember exactly how</b></p> <p>8 <b>many students there were, but it was something like</b></p> <p>9 <b>67/68/69, that kind of size, which, historically, was</b></p> <p>10 <b>quite big for the school, which of course had started</b></p> <p>11 <b>with a mere handful.</b></p> <p>12 Q. Your students, who are they? Where do they come from?</p> <p>13 <b>A. Approximately half of them were UK based, and</b></p> <p>14 <b>approximately half -- well, somewhere like perhaps</b></p> <p>15 <b>40 per cent were from overseas.</b></p> <p>16 Q. Are they a diverse group, a homogeneous group?</p> <p>17 <b>A. Pretty diverse because the Music and Dance scheme, which</b></p> <p>18 <b>gives means-tested bursaries, enabled pupils, if they</b></p> <p>19 <b>have the skills and the potential, to come from all</b></p> <p>20 <b>kinds of backgrounds. So, socially, they were from</b></p> <p>21 <b>quite a diverse group, and, of course, in terms of</b></p> <p>22 <b>nationality, very diverse.</b></p> <p>23 Q. Do they all board?</p> <p>24 <b>A. All -- I think throughout my time at the school, all</b></p> <p>25 <b>apart from around ten pupils boarded.</b></p> <p style="text-align: center;">Page 3</p>	<p>1 Q. When you arrived at the school in 2010, you inherited</p> <p>2 a system in which the headmaster was the designated</p> <p>3 safeguarding lead, and you decided to change that. Why</p> <p>4 did you change that and what did you change it to?</p> <p>5 <b>A. Certainly in the school I had been head at previously,</b></p> <p>6 <b>the head was not the DSL, and I think at the time it was</b></p> <p>7 <b>regarded as best practice for the head not to be the</b></p> <p>8 <b>DSL, I think probably because it might dissuade young</b></p> <p>9 <b>people from coming to talk; it might be confused with</b></p> <p>10 <b>some kind of disciplinary issue, they might think they</b></p> <p>11 <b>were going to get into trouble if they had to go and see</b></p> <p>12 <b>the head about something they were worried about. That</b></p> <p>13 <b>was my understanding at the time. I was the assistant,</b></p> <p>14 <b>the deputy, DSL, but we trained up another member of</b></p> <p>15 <b>staff to be the main DSL, although, in practice, we</b></p> <p>16 <b>worked very much as a team.</b></p> <p>17 Q. So you became the deputy.</p> <p>18 <b>A. Yes.</b></p> <p>19 Q. And there was a separate DSL.</p> <p>20 <b>A. Yes.</b></p> <p>21 Q. Was there anyone else on your team?</p> <p>22 <b>A. To begin with, it was just those two. Later in my term</b></p> <p>23 <b>there, we then did train up another deputy DSL so that</b></p> <p>24 <b>there would always be someone, just in case there was</b></p> <p>25 <b>a time when both of us were offsite, that there could be</b></p> <p style="text-align: center;">Page 4</p>

1 someone else at hand.  
 2 Q. What was the procedure that the DSL was to follow if  
 3 a disclosure or an allegation was made?  
 4 A. So if a disclosure was made, if it -- she would see  
 5 whether it met -- if it met the threshold for informing  
 6 the LADO, then she would follow that. If it was a --  
 7 any allegation against a member of staff would probably  
 8 come to me, in which case then I would look at the  
 9 threshold. I would almost certainly discuss it with the  
 10 DSL as well to see whether we thought it met the  
 11 threshold, whether it was a low-level concern.  
 12 Any concern that reached the DSL would be recorded,  
 13 whether it was a low-level concern or something which  
 14 needed to be reported.  
 15 Q. At what point would you involve the school governors, if  
 16 at all?  
 17 A. The school governors would be informed if it was  
 18 anything which involved reporting to the LADO at that  
 19 stage. Although we had -- twice a year, we had  
 20 a meeting of the governors' safeguarding committee,  
 21 which was made up of two governors plus the DSL and  
 22 myself, and we would go through -- we would look at all  
 23 the low-lying concerns, or just any kind of complaint  
 24 that had come in through the year. So those were  
 25 monitored twice a year with the governors, to see

Page 5

1 had just had an Ofsted boarding inspection so I was --  
 2 I hope I was pretty much up to date with what needed to  
 3 be in the policy, and it seemed to me that it could be  
 4 improved.  
 5 Q. Can you remember any of the changes that you made?  
 6 A. I can't remember the precise changes. All I know is  
 7 that it was quite short and it really needed a lot more  
 8 detail in it.  
 9 Q. Did you put in place a system to make sure that it  
 10 remained updated after that?  
 11 A. Yes, because the -- it had to be approved by the  
 12 governing body every year, and would be updated in line  
 13 with all subsequent guidance that came either from the  
 14 DfE or from ISI or in terms of Keeping Children Safe in  
 15 Education or whatever. So there was a process for  
 16 updating every year or more frequently if the guidance  
 17 came more frequently.  
 18 Q. I think there was also another document, a different  
 19 document, which you introduced, which was a new policy  
 20 called "Guidelines for instrumental teachers"?  
 21 A. That's right.  
 22 Q. Did that policy include guidance on physical contact  
 23 during practical music lessons, for example, setting out  
 24 boundaries for teachers who wished to touch a pupil's  
 25 arm and that kind of thing, the correct technique?

Page 7

1 whether there was any kind of pattern, all the usual  
 2 things.  
 3 Q. Did anything ever come of those meetings?  
 4 A. I think we, you know, identified, in terms of  
 5 complaints, the kind of things that parents might  
 6 complain about, to see if there was any way that, you  
 7 know, the school could foresee those in advance and  
 8 prevent them happening, but they weren't safeguarding  
 9 issues.  
 10 Q. I think it is right that the DSL assumed responsibility  
 11 for safeguarding training within the school?  
 12 A. She did.  
 13 Q. Did you still retain overall responsibility to oversee  
 14 that function?  
 15 A. To oversee that it happened, yes, because that was part  
 16 of her job description, yes.  
 17 Q. When you arrived at the school -- I take this from your  
 18 statement -- you said there was already a safeguarding  
 19 and child protection policy in place, and you updated  
 20 that. Why did it need to be updated?  
 21 A. I think -- at that time, 2010, things were moving very,  
 22 very quickly. There were constant new recommendations  
 23 for what should be in a child protection policy.  
 24 I think the one that I inherited was a few years old,  
 25 things had moved on a lot. At my previous school, we

Page 6

1 A. Yes, it did.  
 2 Q. As I understand it, there was, prior to that, a staff  
 3 handbook which had within it a staff code of conduct  
 4 which also made recommendations about one-to-one  
 5 teaching and contained a protocol for touching of arms  
 6 and shoulders and that sort of thing. Is that right?  
 7 A. Yes, there was.  
 8 Q. What was the difference between those two documents?  
 9 A. The "Guidance for instrumental teachers" was a broader  
 10 document that dealt with -- I don't have a copy of it  
 11 with me -- more issues than just contact; it was the  
 12 whole ethos of one-to-one teaching and -- safeguarding  
 13 for staff and for pupils and how that should be gone  
 14 about in school. It wasn't merely to do with touching.  
 15 I think what we did in that policy was draw together  
 16 a lot of things which were separate in this in the staff  
 17 handbook, so it could all be in one place for teachers  
 18 to consult. But that document was also drawn up by the  
 19 director of music at the time in consultation -- he had  
 20 several sessions with the instrumental teachers, talking  
 21 to them about what they thought should be in this  
 22 document. So it was very much done in co-operation and  
 23 collaboration with them so that everybody could own that  
 24 document and not see it as something that had been  
 25 imposed on them, perhaps.

Page 8

1 Q. Did anyone talk to the children about it?  
 2 **A. I can't say that I know that they did, no.**  
 3 Q. In terms of that protocol on touching, was it  
 4 substantially different when it was incorporated into  
 5 the new document?  
 6 **A. I don't think it was substantially different. I think**  
 7 **there was probably an added emphasis on making sure that**  
 8 **the instrumental staff gained the pupils' permission --**  
 9 **to explain why they were doing it and to gain permission**  
 10 **for touching them and, if the pupil did not want to be**  
 11 **touched, then to respect that.**  
 12 Q. You have said in your statement that you feel you could,  
 13 and should, have introduced that new document sooner.  
 14 Do you think you reasonably could have done?  
 15 **A. I see no reason why we couldn't have done. We**  
 16 **certainly -- we took the decision to compile that**  
 17 **document -- because of the situation at the time when**  
 18 **there was more and more concern, obviously, because of**  
 19 **the non-recent claims/allegations, therefore, we just**  
 20 **thought we needed to have better guidance for staff, at**  
 21 **that point, to protect themselves as well as the**  
 22 **children. Could we have done it sooner, I'm sure we**  
 23 **could have done, but the need for it became apparent,**  
 24 **more apparent, then.**  
 25 Q. I understand now, and indeed in your time, the Yehudi

Page 9

1 **have been impossible. The only way of monitoring a "no**  
 2 **touch" policy in that way would have been to have**  
 3 **a constant monitor on the CCTV, so --**  
 4 Q. Well, can I take you -- you deal with this in your  
 5 statement. Ralph, I wonder, could we have INQ004420\_009  
 6 on the screen, please. This is your statement,  
 7 Dr Hillier, at paragraph 4.4. If I go about four lines  
 8 down, you say:  
 9 "When I arrived at the Yehudi Menuhin School, all of  
 10 the teaching classrooms had either already been fitted  
 11 with windows in the doors or were on the ground floor  
 12 with windows which looked out onto busy areas of  
 13 the school with staff and students constantly passing.  
 14 In addition, the policy of the director of music was to  
 15 visit instrumental lessons on a regular basis, both to  
 16 watch the teaching methods of the staff and to monitor  
 17 the progress of the students. Furthermore, in a large  
 18 number of instrumental lessons, there were two members  
 19 of staff present throughout, the principal teacher and  
 20 an assistant, who would then be able to assist the  
 21 student with their practice sessions when the principal  
 22 teacher was absent. We were very aware of the need to  
 23 be able to monitor what happened in lessons, for the  
 24 safeguarding of both students and staff, which was why,  
 25 when the new music studios opened in September 2016,

Page 11

1 Menuhin School does not operate a "no touch" policy, and  
 2 the current designated safeguard lead, who we will be  
 3 talking to later this morning, says in her statement  
 4 that it would be almost impossible to police and there  
 5 are situations where limited appropriate consensual  
 6 touching may be required. Do you agree with that, in  
 7 terms of it being required?  
 8 **A. I think with instrumental teaching that is almost**  
 9 **certainly the case.**  
 10 Q. Can you explain why?  
 11 **A. I think it is inevitable that if a -- I mean, I'm not**  
 12 **a violin player, but I know that if -- you know, there**  
 13 **are a lot of problems with the bowing arm, for example,**  
 14 **and to not be able to put your hand on an elbow, or**  
 15 **whatever, or to touch a wrist would make it much more**  
 16 **difficult to explain exactly how to do that.**  
 17 Q. Could it not be done by description and demonstration?  
 18 **A. I think it would be much less effective.**  
 19 Q. What about the point about policing a "no touch" policy?  
 20 Do you think it would be hard to police? Perhaps  
 21 "monitor" is a better word.  
 22 **A. When we built our new music studios in -- I can't**  
 23 **remember the exact year. They opened in 2010, I think.**  
 24 **We equipped all the teaching rooms and practice rooms**  
 25 **with CCTV, but to monitor that CCTV constantly would**

Page 10

1 a CCTV system was installed throughout the building,  
 2 both in corridors and in all teaching and practice  
 3 rooms."  
 4 Now, presumably you consider those to be pretty  
 5 thorough monitoring arrangements?  
 6 **A. Yes, but I think, as the current DSL points out, you**  
 7 **can't be monitoring every second of every lesson. There**  
 8 **is, I think, very good monitoring because of the culture**  
 9 **of people walking in and out of lessons, that teachers**  
 10 **and pupils know this is going to happen, and I think**  
 11 **that's very effective monitoring, but if you're talking**  
 12 **about absolute monitoring, that it can never happen,**  
 13 **then I think that would be impossible to do.**  
 14 Q. With respect, that's not what the question is. The  
 15 question is that, if there were a "no touch policy", as,  
 16 say, for example, there is a "no abuse" policy -- not  
 17 meaning to be flippant -- you would not be monitoring it  
 18 24 hours a day. But the fact that these precautions and  
 19 arrangements are in place, presumably you believed, at  
 20 the time when you were headmaster, were sufficient to  
 21 keep safe the children from abuse --  
 22 **A. Yes.**  
 23 Q. -- and from the breaking of the rules on abuse. By  
 24 extension, those arrangements could be used in the same  
 25 way, not in terms of monitoring the tape 24 hours a day,

Page 12

<p>1 but they could be used in the same way to monitor a "no 2 touch" policy? 3 <b>A. I'm sure that is true if we consider that a "no touch" 4 policy was beneficial and essential.</b> 5 Q. Can I turn to ask you about the wider culture of 6 the school. As you know, Kate Clanchy took up the post 7 of the head of school after you. I think you left at 8 the end of 2017 and she started at the beginning of 9 2018. Is that right? 10 <b>A. Yes, that's right.</b> 11 Q. She has subsequently resigned her post, in June this 12 year, after a relatively short tenure. She has provided 13 the inquiry with a statement, and we know that some of 14 that statement is disputed by the school. To be 15 absolutely clear, we are not, at this hearing, going to 16 make any findings about who is right and who is wrong, 17 but what is obvious is that she and the chair of 18 the governors have different views about the way that 19 a school should be run and the different approaches to 20 that task. 21 What I am interested in exploring is the 22 safeguarding implications of those two approaches. 23 Can I take you to her statement. Ralph, this is at 24 INQ004644. Dr Hillier, if you prefer to look at it on 25 paper, it is at tab 15 of your bundle. It is</p> <p style="text-align: center;">Page 13</p>	<p>1 paragraph 12 that I want to go to, which is on page 3. 2 Now, this is Ms Clanchy saying, if I could just read it: 3 "I recall one visit to the Yehudi Menuhin School 4 prior to taking up my post where I witnessed the 5 previous head [who I take to be you, Dr Hillier] leading 6 a morning meeting (or assembly). The head was angry 7 with the pupils, as they were leaving evidence of their 8 drinking and smoking activities around the school site, 9 on the roof of the music studios and around the estate 10 manager's hut. I was somewhat taken aback because the 11 focus of his anger was the fact that they were brazenly 12 leaving evidence behind rather than the fact they were 13 smoking and drinking in the first place. I remember 14 thinking that I would be adopting a 'zero tolerance' 15 approach to misbehaviour of this sort once the role 16 began." 17 Do you remember the incident that she's describing? 18 <b>A. I remember the morning, yes.</b> 19 Q. Do you recall being angry with the pupils for leaving 20 evidence rather than because they were smoking and 21 drinking? 22 <b>A. No, I don't. I was angry with them for breaking the 23 rules. I was additionally angry that they were being so 24 blatant about it, but my main anger was focused on the 25 fact that they were breaking the rules.</b></p> <p style="text-align: center;">Page 14</p>
<p>1 Q. Did you have a zero tolerance approach to such matters? 2 <b>A. If pupils were caught smoking or smelling of smoke, if 3 they were caught with alcohol, then they were punished 4 and they knew that.</b> 5 Q. Would you describe that as a zero tolerance approach? 6 <b>A. If a zero tolerance approach is punishing people when 7 they misbehave, yes.</b> 8 Q. What sort of punishments would they be? What level of 9 punishments, really, is what I'm asking? 10 <b>A. It would depend, you know, when -- how often they had 11 been caught. As far as smoking was concerned, it would 12 be the removal of privileges, it would be a smoking 13 education session with the school nurse, it would be 14 a letter home. Removal of privileges. And the same 15 with alcohol. Alcohol is slightly different. Certainly 16 if they were involved in bringing alcohol into school 17 and supplying it to a minor, that would be a very 18 serious offence and would -- could well merit expulsion.</b> 19 Q. She also goes on to talk about beer and pizza parties 20 that were held -- "under the radar", is her phrase, in 21 the boarding house at night, organised by the 22 housemaster. That, I think, is referring to something 23 that happened after your time. Am I right about that? 24 <b>A. Yes, after my time.</b> 25 Q. Were you aware of anything like that --</p> <p style="text-align: center;">Page 15</p>	<p>1 <b>A. No, I wasn't.</b> 2 Q. -- when you were the headmaster? 3 <b>A. No.</b> 4 Q. Did you have in place in the school any regime or clear 5 policy, written or otherwise, about social evenings in 6 the boarding house? 7 <b>A. I don't believe there was a policy at that time, no.</b> 8 Q. Were there clear rules about what was allowed in the 9 boarding house? 10 <b>A. I think it was understood that pupils who were of age 11 might be -- if they were having a meal on the 12 housemaster's side of the house, would be allowed 13 a small amount of alcohol, if they were of age, with 14 a meal, which was a practice that I was accustomed to at 15 previous schools where I had been.</b> 16 Q. What do you mean by "if they were of age"? 17 <b>A. If they were 18.</b> 18 Q. Ms Clanchy also talks about discovering that pupils were 19 going back to bed after breakfast. Were you aware of 20 that in your time? 21 <b>A. It could happen. It could happen. If they were not -- 22 if they had a free period where they were supposed to be 23 practising, sometimes we would find, instead of 24 practising in their room, they were lying on their bed, 25 and then it was up to the house staff to chivvy them up</b></p> <p style="text-align: center;">Page 16</p>

4 (Pages 13 to 16)

<p>1 <b>and get them to be doing what they should be doing. But</b></p> <p>2 <b>they were where they should be; they were just</b></p> <p>3 <b>occasionally taking themselves off to bed.</b></p> <p>4 Q. Did you consider whether there were any safeguarding</p> <p>5 risks associated with that?</p> <p>6 <b>A. I think if the child is where they are supposed to be,</b></p> <p>7 <b>I'm not sure that that's the risk. The risk would be if</b></p> <p>8 <b>they weren't where they were supposed to be.</b></p> <p>9 Q. Similarly, the same point arises about not attending</p> <p>10 compulsory lessons and concerts. Was that a problem</p> <p>11 when you were there?</p> <p>12 <b>A. I don't recognise not attending compulsory lessons.</b></p> <p>13 <b>Lunchtime concerts were supposed to be compulsory for</b></p> <p>14 <b>everyone, unless they had a prior commitment, and I was</b></p> <p>15 <b>in the habit of asking, each morning of a lunchtime</b></p> <p>16 <b>concert, for the pupils to let me know if they had</b></p> <p>17 <b>a prior commitment, so that I would know whether or not</b></p> <p>18 <b>they were going to be at that concert. So it wasn't an</b></p> <p>19 <b>issue.</b></p> <p>20 <b>I mean, it could be that pupils decided they had</b></p> <p>21 <b>something -- they had an important lesson to prepare for</b></p> <p>22 <b>and would want to practise, in which case they would</b></p> <p>23 <b>come and ask.</b></p> <p>24 Q. Universally?</p> <p>25 <b>A. No, occasionally they would not --</b></p> <p style="text-align: center;">Page 17</p>	<p>1 Q. And what did you do?</p> <p>2 <b>A. -- and you would have to follow that up, yes.</b></p> <p>3 Q. Ms Clanchy also found that teachers, when they were</p> <p>4 doing instrumental lessons, would often have the blinds</p> <p>5 down in the music studios. Did you have an issue about</p> <p>6 that when you were head?</p> <p>7 <b>A. No, I don't remember any instrumental teacher ever</b></p> <p>8 <b>teaching with blinds down. Pupils might practise with</b></p> <p>9 <b>blinds down, but I am not aware of any teacher teaching</b></p> <p>10 <b>with blinds down. Occasionally, the sun would come in</b></p> <p>11 <b>on one side of the building of the new music studios,</b></p> <p>12 <b>which might necessitate a blind, in a room with several</b></p> <p>13 <b>windows, to be down, but I don't remember any issues of</b></p> <p>14 <b>teachers teaching with blinds down in that way.</b></p> <p>15 Q. Everyone would be sympathetic, I feel, to putting the</p> <p>16 blind down when the sun is in your eyes, but these are</p> <p>17 rather specific circumstances, with particular</p> <p>18 safeguarding risks associated.</p> <p>19 <b>A. Yes.</b></p> <p>20 Q. Was there any rule, either about lessons or indeed about</p> <p>21 practising, which said, "Although you don't have to have</p> <p>22 the sun in your eyes, there must, nevertheless, be the</p> <p>23 ability to see into the room"?</p> <p>24 <b>A. As I say, I don't have the instrumental teachers' guide</b></p> <p>25 <b>with me, but I believe it is part of that policy, that</b></p> <p style="text-align: center;">Page 18</p>
<p>1 <b>curtains and blinds should be open.</b></p> <p>2 Q. Did you ever find teachers or students reluctant to obey</p> <p>3 that rule?</p> <p>4 <b>A. I think students practising -- I am not aware that there</b></p> <p>5 <b>was a rule about students practising not having blinds</b></p> <p>6 <b>down, and I know that the various directors of music --</b></p> <p>7 <b>the two directors of music under my -- in my time there,</b></p> <p>8 <b>would say that pupils don't always want to be watched</b></p> <p>9 <b>when they're practising, but there was certainly a rule</b></p> <p>10 <b>about it for teaching.</b></p> <p>11 Q. Do you think that it carries a safeguarding risk,</p> <p>12 allowing students to practise with the blinds down? By</p> <p>13 that, I mean so that you can't see in?</p> <p>14 <b>A. But if you can see in through the door -- I'm talking</b></p> <p>15 <b>about windows, not doors. I would expect there always</b></p> <p>16 <b>to be somewhere that -- so you could see into the room.</b></p> <p>17 Q. Even if it's a pupil practising by themselves?</p> <p>18 <b>A. Yes.</b></p> <p>19 Q. Is that enshrined anywhere, or was it at the time?</p> <p>20 <b>A. I can't remember.</b></p> <p>21 Q. Would it be helpful for it to be enshrined somewhere?</p> <p>22 <b>A. I think it would, yes.</b></p> <p>23 Q. There is also an allegation that teachers had been</p> <p>24 turning a blind eye to children going drinking in Cobham</p> <p>25 on a Friday evening. Were the children allowed into</p> <p style="text-align: center;">Page 19</p>	<p>1 town, the older children, perhaps?</p> <p>2 <b>A. Yes, they were. They were taken in by a member of the</b></p> <p>3 <b>house staff and collected.</b></p> <p>4 Q. What were the rules about what they were allowed to do?</p> <p>5 <b>A. The ones who were 18 were allowed to have a drink and</b></p> <p>6 <b>the ones who were not 18 were allowed to go for a meal,</b></p> <p>7 <b>and, according to the laws -- you know, the licensing</b></p> <p>8 <b>laws, have a drink with a meal, if that was appropriate.</b></p> <p>9 Q. Did you ever have any difficulties with children coming</p> <p>10 back under the influence or being aggressive?</p> <p>11 <b>A. Occasionally. Very occasionally. I can remember one or</b></p> <p>12 <b>two occasions when that was the case. Very few.</b></p> <p>13 <b>Because the pupils knew it was a privilege that could be</b></p> <p>14 <b>taken away. But some people would always make a mistake</b></p> <p>15 <b>and, therefore, that privilege would be removed.</b></p> <p>16 Q. Could you monitor what they were doing in Cobham of an</p> <p>17 evening?</p> <p>18 <b>A. There was a limited area in which they could go in</b></p> <p>19 <b>Cobham, but they weren't monitored, as in accompanied.</b></p> <p>20 Q. No. It has been said by many people, including several</p> <p>21 of your predecessors, that the school has an informal</p> <p>22 and familial atmosphere, or having a family atmosphere.</p> <p>23 Indeed, you also make a similar point in your statement.</p> <p>24 You say that the fact that pupils do not wear uniforms</p> <p>25 and address staff by their first names gives an air of</p> <p style="text-align: center;">Page 20</p>

5 (Pages 17 to 20)

1 informality. This seems to be fairly commonly accepted,  
 2 that there was an informal, familial atmosphere; is that  
 3 right?  
 4 **A. Yes.**  
 5 Q. Which maybe came from the fact that the school  
 6 originally was much smaller?  
 7 **A. The school was tiny when it started, yes.**  
 8 Q. And there was a clear intention that it should have  
 9 a family atmosphere at that time?  
 10 **A. Indeed.**  
 11 Q. But you would say that that persisted until your tenure?  
 12 **A. Yes. I think it was a very happy school, where**  
 13 **children -- where the pupils related to each other and**  
 14 **to staff in a very natural -- not a forward, not an**  
 15 **over-familiar way, but in a very natural and grown-up**  
 16 **way. Our pupils were very good at talking to adults and**  
 17 **related well with each other, and I think the school was**  
 18 **much happier at a slightly bigger size. I think that**  
 19 **made relationships, certainly between pupils, very much**  
 20 **easier, when it just got slightly bigger.**  
 21 Q. Would you say that it was an important part of  
 22 the school culture to give children the freedom they  
 23 needed to excel musically; in other words, to have  
 24 a lack of constraint to allow the musical talent to  
 25 flourish?

Page 21

1 **A. I think the important thing is to have very clear**  
 2 **boundaries on the important things, so the smoking and**  
 3 **drinking and whatever else it is. I think that the**  
 4 **smaller things, the things where -- you know, where, in**  
 5 **a family, you would not necessarily punish someone for**  
 6 **not making their bed, are not so important. You can be**  
 7 **relaxed about those things, but you are clearly firm on**  
 8 **the important issues.**  
 9 Q. We have heard some evidence that music schools, or  
 10 specialist music schools, present particular  
 11 safeguarding risks because of the nature of the task  
 12 that is undertaken at music schools, and you have said  
 13 in your statement, at paragraph 4.4, if you would like  
 14 to turn to it, but there is no need, really, that you do  
 15 not think that residential music schools differ  
 16 essentially from other residential schools. Is that  
 17 right?  
 18 **A. This is a tricky one. I think so. On balance, I think**  
 19 **in all residential schools, there is always the**  
 20 **possibility for one-to-one contact and, in that respect,**  
 21 **I'm not sure essentially they differ.**  
 22 Q. Can I put some points to you about that, as to ways in  
 23 which it might be seen to be different. In the first  
 24 place, would you agree that there is, at a specialist  
 25 music school such as the Yehudi Menuhin School, a weight

Page 23

1 **A. I'm not sure what "lack of constraint" means. No, there**  
 2 **must, of course, be boundaries and disciplines and rules**  
 3 **which they are expected to obey. But I think there is**  
 4 **a common understanding that music is why they are there.**  
 5 **I mean, it is a music school. But that doesn't mean**  
 6 **that everything else goes by the board. There's**  
 7 **certainly -- there are boundaries and there are**  
 8 **expectations.**  
 9 Q. It may be that, in that, you have already answered this  
 10 question: the danger with an informal atmosphere is that  
 11 it might stray over the edge into permissiveness. Do  
 12 you see that as a danger?  
 13 **A. I can see that could be a danger, but I do not believe**  
 14 **it was the case at the Menuhin School.**  
 15 Q. Do you think it happened sometimes, occasionally?  
 16 **A. No, I don't.**  
 17 Q. There must be, though, testing of the boundaries of that  
 18 informality, children being children?  
 19 **A. Children are children, they will test boundaries,**  
 20 **whether there is formality or informality. I have been**  
 21 **a teacher at very traditional independent schools. The**  
 22 **pupils push the boundaries just as much as they did at**  
 23 **an informal school; probably more so.**  
 24 Q. How do you make sure that those boundaries hold when you  
 25 are working in an informal, familial setting?

Page 22

1 of expectation and a pressure on children which is  
 2 greater than in other schools? Would you recognise that  
 3 description?  
 4 **A. I think in many ways the weight of expectation is one**  
 5 **they put on -- yes, the -- yes, the weight of**  
 6 **expectation is one they put on themselves. They have**  
 7 **gained this place at a prestigious school, and they feel**  
 8 **that burden that they must achieve. I think that is**  
 9 **true.**  
 10 **Do the teachers have expectations of them? Yes, I'm**  
 11 **sure they do too, because they have been part in**  
 12 **offering them a place and they think this is a pupil**  
 13 **with potential, and they want them to achieve it. So**  
 14 **there is that burden.**  
 15 Q. One of your predecessors from a while back,  
 16 Peter Renshaw, has talked about parents and teachers  
 17 living vicariously through the children. Does that ring  
 18 any bells?  
 19 **A. There were a few parents, I could say, who would live up**  
 20 **to that expectation.**  
 21 Q. The Yehudi Menuhin School is, by its nature, an elite  
 22 institution, taking children with the very greatest  
 23 talent and hoping to allow that to flourish, and that's  
 24 unusual, is it not, in terms of an ordinary school is  
 25 not like that?

Page 24

1 **A. Yes, that is true.**  
 2 Q. You have said that there are opportunities for  
 3 one-to-one tuition in all residential schools, but they  
 4 are perhaps greater in a music school where there are  
 5 one-to-one lessons twice a week with an instrumental  
 6 teacher. It's certainly possible, therefore, that the  
 7 relationships that grow between the pupil and that main  
 8 study instrumental teacher become very intense?  
 9 **A. That is a very important relationship, to be sure.**  
 10 Q. That is not necessarily replicated in other boarding  
 11 schools?  
 12 **A. No. But I think I also said -- talked about the**  
 13 **opportunity for one-to-one contact, not just the**  
 14 **tuition, and people can, you know, form very close --**  
 15 **you know, pupils will form close relationships with**  
 16 **teachers. In my -- I think of my own -- I was at**  
 17 **a state boarding school and my classics teacher at**  
 18 **school was the most important person in my life at that**  
 19 **point.**  
 20 Q. A number of people have used the word that children  
 21 "revere" that particular instrumental teacher. That's  
 22 not a word that is commonly used in other subjects, in  
 23 other schools?  
 24 **A. I don't -- no, I -- I don't know. I think I could use**  
 25 **it of myself and my classics teacher. I don't like that**

Page 25

1 **future --**  
 2 Q. No, but, with respect, that's not going to be the test,  
 3 is it?  
 4 **A. No, I can understand that. But if you're asking me**  
 5 **about that point, all I can say is, I noticed that one**  
 6 **of the directors of music in my time has said in his**  
 7 **statement, in his knowledge, interview panels at the**  
 8 **music colleges disregarded, almost always, the advice**  
 9 **that was given them by the instrumental teacher who**  
 10 **came, because they liked to do their own thing, and, you**  
 11 **know, you might have an instrumental teacher who was**  
 12 **recommending a child for a scholarship and then they**  
 13 **didn't get that scholarship because the interview panels**  
 14 **like to do their own thing.**  
 15 **So I think -- I am sure that there were some pupils**  
 16 **who were worried, but I think it was a groundless worry,**  
 17 **and it's the kind of worry that's probably hard to**  
 18 **dispel in a child. It's a natural worry they're going**  
 19 **to have. But I think it's very rarely a worry with any**  
 20 **substance.**  
 21 Q. There's a particular challenge, isn't there, for music  
 22 schools, in terms of vetting and training the  
 23 instrumental teachers, because they are part-time,  
 24 freelance sometimes, sometimes on contract, peripatetic.  
 25 They have international or national obligations of their

Page 27

1 **term. I don't think I heard it used particularly in the**  
 2 **Menuhin School. The pupils did look up to their**  
 3 **principal instrumental teachers, as was natural. These**  
 4 **were, you know, major figures. Did they revere them?**  
 5 **Not all the time, because sometimes they would want to**  
 6 **change their teacher because they didn't think that**  
 7 **teacher was getting the results with them that they felt**  
 8 **they should be getting. So I don't think it is**  
 9 **a general point that you can say is always the case.**  
 10 Q. It may not be a general or universal point, but would  
 11 you agree it is a thing that can, and does, happen?  
 12 **A. It could happen, yes.**  
 13 Q. It could, or it can and does?  
 14 **A. I'm not sure that I can point definitely to any child**  
 15 **and any teacher and say they revered that teacher. Did**  
 16 **they regard them very highly? Yes. Did they revere**  
 17 **them, with the connotations of worship and deification?**  
 18 **I'm not sure.**  
 19 Q. What about the point that the musical world is  
 20 a relatively small and well-connected world and that  
 21 there is a fear that, if you get on the wrong side of  
 22 your teacher, this could affect your career prospects?  
 23 **A. I can't say what those pupils were thinking in their**  
 24 **heads. No pupil ever came to me and said they were**  
 25 **worried about upsetting a teacher because of their**

Page 26

1 own, they need to engage deputies, and so on. That is  
 2 a particular safeguarding challenge for specialist music  
 3 schools, would you agree?  
 4 **A. Yes, it can be. It makes it an absolute priority that**  
 5 **you get it right.**  
 6 Q. I'm sure that's right, but it also makes there a greater  
 7 risk of not managing to get it right because it's a much  
 8 more complex undertaking?  
 9 **A. It can be very difficult, but if the school considers**  
 10 **safeguarding training to be of utmost importance, the**  
 11 **school makes the efforts to make sure that those staff**  
 12 **get the training. So, you know, the DSL, when I was at**  
 13 **the school, would offer several choices of which**  
 14 **training session to attend, and that generally did the**  
 15 **trick, and everybody would attend one of those**  
 16 **scheduled. In the very rare circumstance that they**  
 17 **couldn't, she would go out of her way to do individual**  
 18 **or small group sessions in order to make sure that**  
 19 **everybody had that training. It wasn't an issue. But**  
 20 **the school -- if the school thinks it's important to**  
 21 **have these musicians as teachers, then the school will**  
 22 **have to make the efforts to make sure that it gives the**  
 23 **training to them which they need.**  
 24 Q. I hear you saying it wasn't an issue. I understand  
 25 that. After your time, there was subsequently an ISI

Page 28

1 report. One of their criticisms of the school was that  
 2 that training was not up to date. That rather  
 3 underscores the point that I'm putting to you, that,  
 4 actually, this is quite a complex and difficult thing,  
 5 no matter how much of a priority it is, and it can go  
 6 wrong?  
 7 **A. Well, it seems to have gone wrong.**  
 8 Q. Can I turn to ask you about specific allegations of  
 9 abuse that you dealt with in your time as headmaster.  
 10 Can I start by asking you about allegations that were  
 11 made against a teacher who we are going to call F13. We  
 12 are aware of four allegations which were made against  
 13 him. Two of them related to abuse which was said to  
 14 have taken place before your time; two of  
 15 the allegations related to events which were said to  
 16 have occurred whilst you were head.  
 17 **A. Yes.**  
 18 Q. I would like to ask you about those two, that occurred,  
 19 or were said to occur, when you were the headmaster.  
 20 **A. Yes.**  
 21 Q. The first allegation was made by a pupil who we are  
 22 calling A204, and that allegation was made in July 2013,  
 23 when that girl told her assistant housemistress that F13  
 24 had tried to kiss her beside her mouth. That allegation  
 25 was passed on to you.

Page 29

1 Q. What did you do next?  
 2 **A. Well, it was slightly complicated by the fact that I was**  
 3 **absent from school, and so the bursar at the time spoke**  
 4 **with F13 on the phone and asked him not to come in to**  
 5 **the school until we'd completed our preliminary**  
 6 **investigations. I then met with the student concerned,**  
 7 **and then, after having spoken to her, I phoned the LADO**  
 8 **again to ask her advice and she gave me advice on the**  
 9 **meeting I was to hold with F13 and how I should approach**  
 10 **that conversation.**  
 11 Q. You met F13?  
 12 **A. I did.**  
 13 Q. And you put the allegation to him?  
 14 **A. I did.**  
 15 Q. And he was fairly angry in response?  
 16 **A. He did not respond well.**  
 17 Q. What was the outcome of that meeting?  
 18 **A. So the outcome was that he couldn't remember. It was**  
 19 **a year -- this was an allegation about a year**  
 20 **previously. He couldn't remember the incident, and of**  
 21 **course I was unable to tell him the name of the student.**  
 22 **I then -- after that meeting, I then spoke with the LADO**  
 23 **again, and then spoke with two of our governors over the**  
 24 **weekend and then to the LADO again on the Monday**  
 25 **morning, I think it was, when we agreed that, because**

Page 31

1 By that stage, did you feel that your safeguarding  
 2 and other policies were sufficiently robust and detailed  
 3 to enable you to know what to do in response?  
 4 **A. Yes.**  
 5 Q. What did you do?  
 6 **A. The first thing we did -- if I can refer to my notes, as**  
 7 **it is exact?**  
 8 Q. Please do. Actually, you say a certain amount about it  
 9 at paragraph 6.12 in your statement, if that helps you  
 10 to answer the question.  
 11 **A. Yes. Well, it was immediately reported to the LADO by**  
 12 **me to seek her advice on what steps to take.**  
 13 Q. What happened next?  
 14 **A. She then arranged for a police officer to come to the**  
 15 **school, which he did. He then spoke to the student**  
 16 **concerned, who then refused to press charges.**  
 17 Q. So it became, thereafter, the police stopped their  
 18 investigation?  
 19 **A. Yes, they dropped their --**  
 20 Q. And it became, therefore, a disciplinary matter for you?  
 21 **A. Yes, to decide on the nature of the allegation and to**  
 22 **follow the advice of the LADO in coming to the right**  
 23 **conclusion about that allegation.**  
 24 Q. So you consulted the LADO about how to proceed?  
 25 **A. Absolutely.**

Page 30

1 **there were no witnesses, because the student was --**  
 2 **wouldn't press charges and repeat the complaint to the**  
 3 **police, that we agreed with the LADO that a decision of**  
 4 **making the -- of judging the allegation to be**  
 5 **unsubstantiated was appropriate. But because we had**  
 6 **sufficient concerns, then we would place restrictions on**  
 7 **his teaching, which was the times he could teach and**  
 8 **where he could teach, in a very public part of**  
 9 **the school.**  
 10 Q. Yes. I think the conditions were he could only teach up  
 11 until a certain point of the day, that he had to teach  
 12 his lessons in the middle block, which had big windows?  
 13 **A. That's right.**  
 14 Q. That he had to do further safeguarding training?  
 15 **A. That's right.**  
 16 Q. And that he could engage in no physical contact that  
 17 could be misconstrued?  
 18 **A. Yes.**  
 19 Q. Those conditions, were they agreed with the LADO in  
 20 advance?  
 21 **A. Yes.**  
 22 Q. You say that the outcome was that the allegations were  
 23 unsubstantiated. Was that a deliberate choice of word,  
 24 rather than another word which is often used, which is  
 25 "unfounded"?

Page 32

1 **A. Definitely.**  
 2 Q. So it was a knowing decision that they were  
 3 unsubstantiated rather than unfounded?  
 4 **A. Absolutely, yes.**  
 5 Q. What we now know, of course, and I don't think -- well,  
 6 what we now know is that there had been two much earlier  
 7 allegations against this same man. One of them had been  
 8 made in 2005, during the tenure of the previous  
 9 headmaster; that F13 had made a pupil uncomfortable by  
 10 talking about her playing with more passion and emotion,  
 11 and that allegation had been investigated by the then  
 12 headmaster and the then director of music. That, of  
 13 course, was before your regime where the designated  
 14 safeguarding lead was a separate person, with the  
 15 outcome that the child, in 2005, was transferred to  
 16 a new teacher.  
 17 Were you aware of that set of events when you were  
 18 investigating in 2013?  
 19 **A. Yes, I was. Yes, I was.**  
 20 Q. A record of that would presumably have been in his staff  
 21 file?  
 22 **A. Yes, it was in the complaints file.**  
 23 Q. Was there any procedure or policy in place at the time  
 24 which required you to go and look in that file and make  
 25 sure that you found that information?

Page 33

1 comes to us from the Avon and Somerset Police, who have  
 2 told us that the month before you received A204's  
 3 complaint, they had received an allegation made by  
 4 a different girl who said that she had had a sexual  
 5 relationship with F13 in the 1980s at a different  
 6 school. She said that she hadn't consented to that  
 7 relationship, but she hadn't made that clear to F13  
 8 because she'd been scared of him, and that, because of  
 9 that, she did not want to pursue the allegation because  
 10 she felt her evidence would not be strong enough.  
 11 Now, the police knew about that in June 2013, and  
 12 you were investigating in July 2013. They didn't  
 13 contact the Yehudi Menuhin School for reasons that  
 14 I will come on to in a minute, but what difference would  
 15 it have made to you if you had known?  
 16 **A. This would have shown without doubt that F13 had**  
 17 **a sexual interest in sort of teenage girls, and I think**  
 18 **it would have -- it is hard to say in hindsight, but my**  
 19 **feeling is that it would have been that extra bit of**  
 20 **evidence that would have made us find that allegation**  
 21 **and made it substantiated.**  
 22 Q. What was your emotion on finding out about this --  
 23 **A. I was absolutely furious. I couldn't believe it.**  
 24 Q. The document that we have from Avon and Somerset Police  
 25 explains that they did not contact the Yehudi Menuhin

Page 35

1 **A. I was aware of that because I was -- I was fully aware**  
 2 **of what was in our complaints file and it was still in**  
 3 **the complaints file. I knew it was there and I'd seen**  
 4 **it, because, every time you have an inspection, they are**  
 5 **going to want to see your complaints file and I knew it**  
 6 **was in that file.**  
 7 Q. What difference did it make to you, though, knowing  
 8 that?  
 9 **A. The decision of the previous head was -- well, the**  
 10 **complaint was not -- did not go further, it did not**  
 11 **become a formal complaint, it didn't go to a governors'**  
 12 **panel, it did not seem to have been treated as**  
 13 **a safeguarding issue. It was -- seemed to have been**  
 14 **largely a complaint about his professional conduct and**  
 15 **the effectiveness of his teaching and, looking at the**  
 16 **statement of my predecessor, I think he says**  
 17 **categorically he did not see it as a safeguarding issue.**  
 18 **I discussed it with the director of music at the**  
 19 **time, who was the same one who had been there, and that**  
 20 **confirmed what I gathered from the complaint, that this**  
 21 **was not -- had not been regarded as a safeguarding**  
 22 **issue.**  
 23 Q. The other, earlier, allegation I think you did not know  
 24 about at the time when you were making your own  
 25 investigation, and the information that we have about it

Page 34

1 School, but they did pass the information on to another  
 2 police force in the area of another specialist music  
 3 school -- I'm being slightly opaque deliberately --  
 4 where they believed that F13 was teaching, and he may  
 5 well have been teaching at that school. They then left  
 6 it for that school to take matters forward, thinking  
 7 that they had identified his employer.  
 8 Was it possible that F13 was teaching at your school  
 9 and at other schools at the same time?  
 10 **A. No, I believe he wasn't.**  
 11 Q. The police say that there is now a better system in  
 12 place to manage this kind of complaint, and that now  
 13 a strategy meeting would be convened with the LADO, the  
 14 allegations would be investigated by that meeting,  
 15 information would be shared with the employer, and the  
 16 onus would be on the employer to pass the information on  
 17 to the Disclosure and Barring Service.  
 18 This may not be a question that you can help us  
 19 with, but it seems to me that that doesn't solve the  
 20 problem that occurred in this case, which was that they  
 21 failed correctly to identify the employer.  
 22 Presumably -- help me with this -- it is possible for  
 23 teachers, peripatetic teachers, to be teaching in more  
 24 than one music school at a time?  
 25 **A. Yes. I think it's not very common -- in fact, I would**

Page 36

1 say it's very rare.  
 2 Q. Okay.  
 3 **A. None of our -- none of the instrumental teachers -- none**  
 4 **of the principal instrumental teachers during my time at**  
 5 **the Menuhin School taught in another specialist school.**  
 6 **I think there might have been, at one point, one or two**  
 7 **other assistant instrumental teachers who also taught at**  
 8 **another school.**  
 9 Q. To your knowledge, is there any central register that  
 10 would help police in this circumstance to know where  
 11 such teachers are employed?  
 12 **A. There's something called Google, and if they had put**  
 13 **F13's name into Google, they would have found out where**  
 14 **he was teaching.**  
 15 Q. That all has arisen out of my original questions about  
 16 A204, which was the original investigation that you  
 17 conducted. Within your time as head, there was another  
 18 allegation against F13, this time by A208. In that  
 19 case, the child's parent complained to you that F13 had  
 20 an overly close relationship with her daughter, wanted  
 21 to take photos of her, would not permit her father to  
 22 stay in the house when she went to his house for  
 23 lessons, which I understand can occasionally occur. I'm  
 24 not going to take you through this in any great detail,  
 25 save just to go through the fact that you, having

Page 37

1 Q. Given that this was the background, this was some nine  
 2 months after you had imposed -- approximately, it might  
 3 have been slightly less, actually, than nine months  
 4 after you'd imposed the conditions on him and found the  
 5 complaint clearly unsubstantiated, rather than  
 6 unfounded. So -- these are my words and not yours --  
 7 there is clearly a question mark over him at that point.  
 8 You then had these further allegations from  
 9 a different source. Did you speak to him about, for  
 10 example, not letting the father stay?  
 11 **A. I cannot remember. I see the notes from the meeting**  
 12 **that the director of music and I had with him about**  
 13 **moving this pupil away from him to another teacher.**  
 14 **I can't remember how much of the detail we went into**  
 15 **with him about what she had said.**  
 16 Q. There were, subsequently, further allegations from the  
 17 same source, just expanding, really, saying that he had  
 18 been giving unwelcomed hand massages to this girl and  
 19 that he was having issues with mood and control of this  
 20 girl. The parents were concerned about that.  
 21 I think the outcome of that was that you moved  
 22 teacher; is that right?  
 23 **A. Yes, we did.**  
 24 Q. You took no further action against him, save that you  
 25 gave him no new pupils because you felt that his

Page 39

1 listened to those concerns, those initial concerns, did  
 2 not feel that it reached the threshold for the LADO; is  
 3 that right?  
 4 **A. Yes. The allegations were made to the DSL. The**  
 5 **allegations concerned incidents which happened before**  
 6 **the issuing of the instrumental teachers' policy, which**  
 7 **made absolutely clear in particular about teaching at**  
 8 **home and having to consult the school and the parents**  
 9 **tell the school and the advisability of having a parent**  
 10 **in the lesson, or in their house while the child was**  
 11 **being taught, if that were ever to happen, which we**  
 12 **didn't encourage, but we realised that sometimes it**  
 13 **might have to happen for reasons of competitions,**  
 14 **auditions, whatever, and also the taking of photos.**  
 15 **F13 was writing a book, an instrument tuition book,**  
 16 **and was using photos of [redacted] of pupils, whatever,**  
 17 **holding an instrument. But this was all covered in the**  
 18 **instrumental teachers' policy.**  
 19 **That policy was issued after the incidents to which**  
 20 **those concerns referred, and the DSL and I felt it was**  
 21 **unfair to sort of backdate that. Here, F13 was already**  
 22 **on a warning, he was already on restricted practices,**  
 23 **he'd already had to have safeguarding training, and it**  
 24 **seemed to us that this was -- to reverse the order of**  
 25 **events would be inappropriate --**

Page 38

1 teaching style was --  
 2 **A. At the same time, two other pupils had requested to**  
 3 **move, for totally different reasons. They were to do**  
 4 **with reasons for lack of progress, failure to enter**  
 5 **competitions, the parents were dissatisfied. So we had**  
 6 **had to move people in previous years and the director of**  
 7 **music and I felt that we were lacking confidence in his**  
 8 **teaching, which is why we didn't want to give him any**  
 9 **more pupils at this time.**  
 10 Q. Somewhat fortuitously, he then resigned on an unrelated  
 11 issue to do with not liking some new contractual terms  
 12 about having to come to parents' evenings. Do you think  
 13 that was a suitable and happy outcome?  
 14 **A. I think we were glad not to have him teaching at the**  
 15 **school. However, I do feel uneasy that the concerns**  
 16 **which we had, because of the nature of**  
 17 **the unsubstantiated allegation, which means you can't**  
 18 **refer to it -- for example, if I were asked to write him**  
 19 **a reference, if an allegation is unsubstantiated,**  
 20 **I believe I cannot make reference to that. And yet the**  
 21 **verdict "unsubstantiated" means you still have some**  
 22 **doubts which can't quite be proved.**  
 23 Q. Did you ever write him a reference?  
 24 **A. No.**  
 25 Q. Can I just ask you briefly about your handling of some

Page 40

1 other matters that came your way, because you also had  
 2 to deal, during your time, with the coming to light of  
 3 some non-recent allegations of abuse.  
 4 In 2013, which seems to have been the year when  
 5 a lot of this happened, and perhaps that's not  
 6 a coincidence, I think you were made aware that an  
 7 ex-pupil had written to the director of music a few  
 8 years previously --  
 9 **A. Yes.**  
 10 Q. -- alleging non-recent abuse. What did you do when you  
 11 discovered -- I think it was some, I'm not sure, five or  
 12 so years later, you discovered that that letter had been  
 13 sent. What did you do?  
 14 **A. I can't remember when I first became aware of that**  
 15 **letter. I think I was aware of it slightly earlier, but**  
 16 **I was under the impression that it had been reported to**  
 17 **the previous head, and I assumed that he had reported**  
 18 **it. However, when it got to 2013, and we had a number**  
 19 **of allegations about non-recent abuse, I revisited this**  
 20 **and asked her to come in to see me, because I hadn't**  
 21 **seen her in person, because I felt this was something**  
 22 **I needed to report to the police if it hadn't been**  
 23 **already, and I wanted -- as I said, with all former**  
 24 **pupils who rang me, the school's policy is to report to**  
 25 **the police, but I will -- I can only give your name if**

Page 41

1 **A. Every one was referred to the police, and if they were**  
 2 **prepared to have their name, I included their name; if**  
 3 **they weren't, it was referred anonymously.**  
 4 MS ROBERTSON: Thank you, Dr Hillier. I don't have any  
 5 further questions, but if you would please stay there,  
 6 because the chair and panel may.  
 7 THE CHAIR: No, we have no questions, thank you very much,  
 8 Dr Hillier.  
 9 (The witness withdrew)  
 10 MS ROBERTSON: Chair, our next witness is ready, and  
 11 I wonder whether you would like me to start her now, or  
 12 whether you'd prefer to take an earlier break? I'm  
 13 happy either way.  
 14 THE CHAIR: I think we could start her now.  
 15 MS ROBERTSON: In that case, we call Joanne Field.  
 16 MS JOANNE FIELD (sworn)  
 17 Examination by MS ROBERTSON  
 18 MS ROBERTSON: Good morning. Thank you very much for  
 19 coming. I have a few things to say to you before  
 20 I start asking you questions. First of all this, is not  
 21 a memory test. You have, I know, papers in front of  
 22 you, notes and files. Feel free to refer to those at  
 23 any time, if it helps you to answer the question.  
 24 Secondly, we are going to have a break in the middle  
 25 of your evidence, but if you need another break, or you

Page 43

1 **you are prepared for me to give it, otherwise I will do**  
 2 **it anonymously, but it is much easier for the police if**  
 3 **they have a name.**  
 4 **So that former student came to see me. We had**  
 5 **a long talk through everything that had gone on. I have**  
 6 **a feeling she went away to think about it and then**  
 7 **contacted me and told me that she was happy for me to**  
 8 **contact the police, but not to give her name.**  
 9 Q. And that's what you did?  
 10 **A. And that's what I did.**  
 11 Q. Similarly, I think there was then an email -- not an  
 12 email, I'm sorry. There was an internet blog or  
 13 a posting of some kind that made some kind of allegation  
 14 and that perhaps triggered more allegations to come your  
 15 way?  
 16 **A. Yes.**  
 17 Q. I think in 2013 you received three or four more by email  
 18 and phone call?  
 19 **A. Yes.**  
 20 Q. Was that your response in each case, to talk to the  
 21 person --  
 22 **A. In some cases, I spoke to them -- I certainly spoke to**  
 23 **them on the phone or I was in email conversation and**  
 24 **I invited them to come into the school to talk to me.**  
 25 Q. Did you refer each and every one to the police?

Page 42

1 need to stop at any time, please let me know, and we can  
 2 arrange to stop.  
 3 Finally, there is a bundle of documents in front of  
 4 you, and I will refer you to those if I need to, but  
 5 there is also a screen in front of you, and any document  
 6 that I am referring to in detail will come up on that  
 7 screen, so you can use whichever one of those two that  
 8 you want.  
 9 **A. Okay.**  
 10 Q. If you would go to your witness bundle which is in front  
 11 of you, at tab 1 you should find your statement.  
 12 **A. Yes.**  
 13 Q. If you go to the back of that statement, you will find  
 14 your signature has been redacted for data protection  
 15 reasons. Can you confirm that you have signed that  
 16 statement?  
 17 **A. Yes, I have.**  
 18 Q. Can you confirm that the contents of it are true, to the  
 19 best of your knowledge and belief?  
 20 **A. Yes, they are.**  
 21 Q. Can I start by asking you about yourself and your role.  
 22 You are Joanne Field and you are the current designated  
 23 safeguarding lead --  
 24 **A. Yes.**  
 25 Q. -- and head of pastoral care --

Page 44

1 **A. Yes.**  
 2 Q. -- at the Yehudi Menuhin School?  
 3 **A. Yes.**  
 4 Q. How long have you been at the school?  
 5 **A. Just since last September, 2018.**  
 6 Q. Have you been the DSL right from the start?  
 7 **A. Yes, when I was employed, I was put in place as DSL.**  
 8 Q. Can you explain just a little bit about your own  
 9 background in working in schools and in nursing?  
 10 **A. Yes. My background is nursing. I'm a registered**  
 11 **general nurse. I qualified in 1989. I was also --**  
 12 **I also did my midwifery training, I qualified in '91 for**  
 13 **midwifery. I then worked on a neonatal unit for ten**  
 14 **years as one of the senior staff nurses and from there**  
 15 **I moved to King's School in Canterbury as a school**  
 16 **nurse, as part of a team of six nurses. I then became**  
 17 **the lead nurse there for the last few years of my**  
 18 **working at King's, and then moved to Ashford School in**  
 19 **2010 and I worked there as the lead nurse with a smaller**  
 20 **medical centre. We had 440 pupils at that school and**  
 21 **there were about 1,000 at King's.**  
 22 **Then I stayed until last -- just about January last**  
 23 **year -- no, sorry -- yes, January 2018, when I decided**  
 24 **I wanted to move on from being a school nurse but wanted**  
 25 **to stay within the school setting. I had a short period**

Page 45

1 Q. Making referrals to the police if you become aware of  
 2 any criminal activity?  
 3 **A. Yes.**  
 4 Q. And training the staff in safeguarding and raising  
 5 awareness?  
 6 **A. Mmm-hmm.**  
 7 Q. Now, the middle two of those, which is making referrals  
 8 to the DBS or to the police, have you ever had to do  
 9 that?  
 10 **A. I've made a referral to the police this week for the**  
 11 **first time.**  
 12 Q. Is there anything that you can tell us about that?  
 13 **A. I think that was mentioned to the lawyers, and they said**  
 14 **that that didn't need to be discussed here today.**  
 15 Q. So I'm going to leave those two parts of your function  
 16 on one side. But the other two, which are about making  
 17 referrals to the LADO and about training, I am going to  
 18 ask you some questions about those two, if I may.  
 19 **A. Yes.**  
 20 Q. Taking the process and procedures for making referrals  
 21 to the LADO, who actually takes the lead in making that  
 22 referral? Is it you or is it the head teacher?  
 23 **A. It is the head teacher.**  
 24 Q. Is that the case still at the moment, when I think you  
 25 have an acting head?

Page 47

1 **of time working for a private company that looked after**  
 2 **children with complex needs in the community, and then**  
 3 **I was told about the job at the Menuhin School by an**  
 4 **ex-colleague of mine and I applied and I started there**  
 5 **in September 2018 as the lead nurse overseeing another**  
 6 **nurse who works from Monday to Friday, as the pastoral**  
 7 **lead, as the DSL and also as the housemistress of**  
 8 **the girls' boarding house, so quite a lot.**  
 9 Q. That is quite a full timetable that you have?  
 10 **A. Yes.**  
 11 Q. In terms of being pastoral lead, that means that you  
 12 oversee the health, the well-being, the happiness of all  
 13 the pupils; is that right?  
 14 **A. Yes.**  
 15 Q. I will ask you a bit about that, but I'm going to start  
 16 by asking you more about your functions as the  
 17 designated safeguarding lead.  
 18 You have set out in your statement four things that  
 19 that entails, and they are: supporting the head in  
 20 making referrals to the LADO when an allegation is made  
 21 against a member of staff. Yes?  
 22 **A. Yes.**  
 23 Q. Referring staff who leave to the Disclosure and Barring  
 24 Service if necessary?  
 25 **A. Yes.**

Page 46

1 **A. Yes, that's still the case.**  
 2 Q. How good would you say is the flow of information  
 3 between the school and the LADO?  
 4 **A. I think, since I've been in post -- I can only comment**  
 5 **on since I've been there, so for the last year.**  
 6 Q. Yes.  
 7 **A. I think it has been a fairly smooth flow of**  
 8 **communication of information. Certainly, when**  
 9 **I started, I didn't think I'd be referring much to the**  
 10 **LADO, because that was the head's job, but I made**  
 11 **communication with the LADO and introduced myself to**  
 12 **them and found out how the process would work should**  
 13 **that need to be done, so I supported Kate Clanchy**  
 14 **previously when she had to have a discussion with LADO**  
 15 **about somebody.**  
 16 Q. I want to turn you to a document. I am going to ask  
 17 Ralph if he will put it on the screen for us, please.  
 18 It is in tab 8 in your bundle, Ms Field. It is  
 19 SRC000014\_005. This is a document from a woman called  
 20 Gillian Halden, who is responsible for Surrey County  
 21 Council's LADO service. She has made a number of  
 22 criticisms of the way in which matters were handled  
 23 before you took up the role.  
 24 **A. Yes.**  
 25 Q. She is critical that decisions were made not to refer

Page 48

<p>1 certain issues to the LADO. I just want to look at some                  2 of those. If I could start by looking at paragraph 5.2,                  3 which I see Ralph has already got on the screen for us,                  4 that refers to an incident in 2013. It is quite                  5 difficult to read because of all the redactions, so                  6 I might be able to help by saying that it refers to an                  7 incident when the school received a letter from an adult                  8 female complaining that a tutor had touched her breast                  9 and that another had laughed, and this had allegedly                  10 happened at an event outside the school. The LADO                  11 complains that the school treated this matter as not                  12 linked to the school and took no protective action and                  13 did not inform the LADO.                  14 Now, I think this was before your time.                  15 <b>A. Yes, it was.</b>                  16 Q. Were you aware of that incident having happened?                  17 <b>A. No, I wasn't.</b>                  18 Q. Assuming for a moment that the allegation was made in                  19 the way that Ms Holden says it was made, do you think                  20 protective action should have been taken?                  21 <b>A. I think we would definitely refer that to the LADO if                  22 that happened now, yes.</b>                  23 Q. Even if it happened off the school premises?                  24 <b>A. Yes.</b>                  25 Q. Because we have heard some evidence in this inquiry</p> <p style="text-align: center;">Page 49</p>	<p>1 about a distinction being made between things that                  2 happen when the school is in loco parentis and when it                  3 isn't. Do you find that a helpful distinction in terms                  4 of making referrals to the LADO?                  5 <b>A. Well, I think we all have the responsibility for                  6 safeguarding children the whole time, and if we were                  7 made aware of something that had happened outside                  8 school, I think we would still refer it.</b>                  9 Q. The second incident is described in the paragraph below,                  10 paragraph 5.3, and that relates to an event in 2018 when                  11 a parent alleged that a pupil had been punched in the                  12 face by a teacher and had been emotionally abused by the                  13 same teacher. That was not initially reported to the                  14 LADO, but then in mid March, a bit later, the parent of                  15 the same child reported that her son had been physically                  16 and mentally abused by the teacher and specifically that                  17 the teacher had set unrealistic goals, punched the boy                  18 on his chin, slapped his hand, shouted in his face and                  19 told him he was a baby and no good. This information                  20 was relayed to the police, who visited the school, yet                  21 still the school did not contact the LADO. Again, that                  22 was before your time?                  23 <b>A. Yes.</b>                  24 Q. Were you aware of that incident?                  25 <b>A. No, not until I read it in the statement.</b></p> <p style="text-align: center;">Page 50</p>
<p>1 Q. Again, assuming that that allegation was made in the way                  2 that Ms Holden said it was made, would you now have done                  3 anything different?                  4 <b>A. Yes.</b>                  5 Q. What would you have done?                  6 <b>A. I would have encouraged the head to report that to the                  7 LADO straightaway.</b>                  8 Q. If you just turn the page, and go to paragraph 5.5,                  9 there is a third criticism from the LADO. This time,                  10 this does refer to something which is said to have taken                  11 place while you were at the school.                  12 <b>A. Yes.</b>                  13 Q. An allegation has been made that a staff member had                  14 hosted beer and pizza nights in the boarding house.                  15 Now, do you remember that allegation being made?                  16 <b>A. Yes.</b>                  17 Q. I'm going to come on to it again later, but just the                  18 question at the moment is, it's said that that                  19 allegation, or that event, was not reported to the LADO.                  20 Do you think that it should have been?                  21 <b>A. I remember it being reported to me, as the DSL in                  22 school, and I discussed it with head exactly on the same                  23 day. We spoke with the member of staff, and we were                  24 satisfied that, having spoken to him, it wasn't as --                  25 quite as it had been reported by the person outside</b></p> <p style="text-align: center;">Page 51</p>	<p>1 <b>school, and steps were taken to stop that procedure                  2 happening in the boarding house on the same day.</b>                  3 Q. If it wasn't as reported, how was it?                  4 <b>A. The member of staff was with the children in the                  5 evening -- they were all the sixth formers, the 18-plus                  6 sixth formers, and the member of staff had been with                  7 them, and, occasionally, on a Saturday night in the                  8 boarding house, he allowed them to buy in a take-away                  9 pizza, and they had a beer or two if they were 18 or                  10 over, and they used that as a social evening within the                  11 boarding house whilst they were supervised by a member                  12 of staff.</b>                  13 Q. And that, at that level, the way you have described it,                  14 you felt was not something that the LADO needed to be                  15 told about?                  16 <b>A. No, I didn't.</b>                  17 Q. So you take issue, really, with her view that it should                  18 have been?                  19 <b>A. Yes. We managed that within school, within the policies                  20 and procedures in school.</b>                  21 Q. There's another criticism made about -- it is the same                  22 paragraph:                  23 "Some boys had consumed alcohol during recreational                  24 trips to Cobham ..."                  25 And we have just heard evidence from the former</p> <p style="text-align: center;">Page 52</p>

1 headmaster about that, explaining the way in which that  
 2 took place. But the allegation here is that, on  
 3 occasion, they returned under the influence and acting  
 4 aggressively. Were you aware of that happening?  
 5 **A. Yes, I was.**  
 6 Q. Do you think that should have been reported to the LADO,  
 7 or managed in-house?  
 8 **A. Again, we managed that in-house. I was actually the**  
 9 **person that brought that to the head's attention,**  
 10 **because I had bumped into the pupil when he returned to**  
 11 **school. He was dealt a sanction from school and we then**  
 12 **changed -- we re-educated the pupils about what they**  
 13 **should be doing when they go into trips in Cobham and**  
 14 **told them again that, at under 18, they shouldn't be**  
 15 **drinking alcohol, and we made it very clear to them that**  
 16 **if they behaved in that way again there would be**  
 17 **sanctions applied. The one pupil that was being --**  
 18 **acting aggressively at the time was dealt with, again**  
 19 **within the school policy.**  
 20 Q. So you think no need to refer to the LADO?  
 21 **A. I didn't think we needed to refer to the LADO at the**  
 22 **time, no.**  
 23 Q. Finally, at paragraph 5.6, there is a complaint made  
 24 about something that is said to have happened  
 25 in March 2019, where, in the third line, a pupil

Page 53

1 **done that or not.**  
 2 Q. If I just read on down that paragraph, there is a bit  
 3 I missed out in the middle, actually, where it says:  
 4 "However, the school were not prepared to take any  
 5 further action and this raises a concern that the  
 6 musical reputation of the school may be, on occasion,  
 7 placed above the needs and welfare of the children."  
 8 Would you like to respond to that?  
 9 **A. I disagree with that. I don't think that -- I know,**  
 10 **certainly in my role, that I would place the needs of**  
 11 **the children and the safeguarding of the child above**  
 12 **anything, including the music.**  
 13 Q. Going through that list, it is clear that you, as  
 14 a school, and the LADO are not always on the same page  
 15 about what needs to be reported and what doesn't need to  
 16 be reported. What do you think needs to happen about  
 17 that?  
 18 **A. I think when we have a new head -- we are advertising**  
 19 **for a new head at the moment -- that needs to be**  
 20 **something that we have very clear communication between**  
 21 **the head and myself when the new head is put into place.**  
 22 **I think it would be useful to discuss with LADO the**  
 23 **threshold that they would like us to refer and have that**  
 24 **very clear for the incoming head when they arrive.**  
 25 Q. It sounds as if it is something that needs to be sorted;

Page 55

1 complained when a self-employed music teacher made  
 2 racist comments to the pupil and also made  
 3 discriminatory comments about the child's mother, who  
 4 has a disability. The date of these events was not  
 5 noted, but it was assumed to be as recent as  
 6 early March. There were no sanctions imposed on the  
 7 teacher, although the teacher did apologise. Then down  
 8 at the bottom it says:  
 9 "... it is concerning that the school had not  
 10 understood the safeguarding significance of this  
 11 incident nor the need to seek LADO advice in respect of  
 12 this issue."  
 13 Do you think that you should have sought LADO  
 14 advice?  
 15 **A. At the time, this was dealt with within the disciplinary**  
 16 **procedure at the school. The parents of the child were**  
 17 **very involved. The pupil was involved in trying to get**  
 18 **to the bottom of the comments that were allegedly made**  
 19 **by the teacher, and the head and the director of music**  
 20 **managed her within that setting. I didn't know whether**  
 21 **it was reported to the LADO, I'm afraid, at the time,**  
 22 **because that wouldn't have been my job.**  
 23 Q. I'm sorry, I didn't hear that last bit.  
 24 **A. It wouldn't have been my job to report that to the LADO**  
 25 **at the time, so I'm afraid I don't know whether they had**

Page 54

1 would you agree?  
 2 **A. Yes.**  
 3 MS ROBERTSON: Chair, I'm noticing the time. Obviously,  
 4 I have more for this witness, but I'm wondering if this  
 5 is a suitable moment for a short break?  
 6 THE CHAIR: Yes, we will return at 11.35 am.  
 7 (11.20 am)  
 8 (A short break)  
 9 (11.35 am)  
 10 MS ROBERTSON: Ms Field, I am going to turn to the topic of  
 11 training.  
 12 **A. Yes.**  
 13 Q. One of your strands of your responsibilities in your DSL  
 14 role is training the staff in safeguarding and raising  
 15 awareness of safeguarding throughout the school. There  
 16 is now, as I understand it, mandatory safeguarding  
 17 training for all staff; is that right?  
 18 **A. Yes, there is, yes.**  
 19 Q. Now, I think when you arrived at the school  
 20 last September, it was at a time when the mandatory  
 21 three-yearly training was due.  
 22 **A. Yes.**  
 23 Q. You have explained how you set about delivering  
 24 24 sessions of training in the school at varying times  
 25 and on different days to reach as many of the staff as

Page 56

1 possible. Of course, one of the challenges in  
 2 specialist music schools generally is that there are  
 3 these part-time, freelance, peripatetic teachers. Did  
 4 you manage to get everybody trained in your 24 sessions,  
 5 including all of those teachers?  
 6 **A. I didn't manage 100 per cent, no. I managed near**  
 7 **100 per cent, but --**  
 8 Q. I do not doubt that it is a difficult job.  
 9 **A. Yes.**  
 10 Q. What did you do about the people who were not caught by  
 11 your programme?  
 12 **A. The people that weren't caught have now had their**  
 13 **face-to-face safeguarding training with me, so that ran**  
 14 **until the end of term, after I'd written my witness**  
 15 **statement, and everyone has now been seen in the first**  
 16 **three weeks of this term as well.**  
 17 Q. So have you now caught 100 per cent of them?  
 18 **A. Yes.**  
 19 Q. So it is a question of chasing them up and not letting  
 20 go?  
 21 **A. Yes.**  
 22 Q. We have received a statement, as you know, from  
 23 Kate Clanchy, the recently departed head. She says that  
 24 the part-time and changeable timetables of some  
 25 instrumental teachers makes safeguarding training

Page 57

1 Q. We know that you had an ISI inspection, which came to  
 2 a number of conclusions, many of which were positive.  
 3 **A. Yes.**  
 4 Q. But it is in the nature of an inquiry such as this that,  
 5 I'm afraid, as ever, I'm going to the negative, so  
 6 I just preface my remarks with that.  
 7 One of the things they said was that the inspectors  
 8 who inspected in May this year, I think, found that not  
 9 all visiting staff had completed their training at the  
 10 time of the inspection, which is what we have just been  
 11 talking about?  
 12 **A. Yes, that was the case, yes.**  
 13 Q. I understand that you have now rectified that, but how  
 14 did that happen? What went wrong?  
 15 **A. I think a lot of the staff do teach elsewhere. A lot of**  
 16 **the staff come -- some staff fly in from abroad and are**  
 17 **literally in to work and then have other obligations**  
 18 **elsewhere.**  
 19 **Some of the documentation -- although they have done**  
 20 **the training, the documentation wasn't actually on the**  
 21 **single central register at the time of the inspection,**  
 22 **and the inspectors weren't happy to have to look through**  
 23 **files and notes to try to find information that we had**  
 24 **that actually wasn't on the single central register at**  
 25 **the time.**

Page 59

1 difficult, though not impossible. She says that she had  
 2 to insist that the training was done, to the point of  
 3 refusing to allow some teachers to teach until the  
 4 safeguarding training was done. Do you recall that?  
 5 **A. Yes, I do.**  
 6 Q. Is that still a strategy that you would use?  
 7 **A. Yes. We have used it this term.**  
 8 Q. You have used it this term?  
 9 **A. Yes. Yes, we have.**  
 10 Q. Is that now a part of your policy, that that is what  
 11 should happen?  
 12 **A. I'm not sure if it is actually written in the policy,**  
 13 **but certainly the teachers know that if they arrive for**  
 14 **work on the first day, for example, of this term in this**  
 15 **academic year and they hadn't had their safeguarding**  
 16 **training, that their first hour being in school would be**  
 17 **allocated to meeting me and having their safeguarding**  
 18 **training and making sure everything was up to date**  
 19 **before they then taught.**  
 20 **So if a pupil had been booked in to have a lesson**  
 21 **with them, that lesson would be postponed until they'd**  
 22 **had their safeguarding training.**  
 23 Q. Would it be helpful to you to have that as part of your  
 24 training policy?  
 25 **A. Yes. Yes, it would, yes.**

Page 58

1 Q. Is it now?  
 2 **A. It is now. It is all completely complete.**  
 3 Q. I think that that reiterates, in a sense, the  
 4 difficulties that we know you face in terms of dealing  
 5 with peripatetic, visiting teachers?  
 6 **A. Yes.**  
 7 Q. Given that that did go wrong in the first half of this  
 8 year, what have you now got in place to make sure that  
 9 that doesn't go wrong again?  
 10 **A. Well, as I say, all the staff have had their**  
 11 **face-to-face safeguarding with me. They have all**  
 12 **received the new KCSIE and they've signed to say they**  
 13 **have read that and understood that and sent that back to**  
 14 **me.**  
 15 Q. That's very helpful, but I'm wondering about for the  
 16 future. Have you got a process, a policy, something  
 17 that will make sure that that doesn't happen again in  
 18 the future?  
 19 **A. Having worked at the school for a year, I think I now**  
 20 **have more of a handle on how difficult it is to catch**  
 21 **people, and I think certainly staff that are in on**  
 22 **certain days, towards the end of them needing to be**  
 23 **retrained, I will know when they're around. I can try**  
 24 **and find out when they're due in to school and catch**  
 25 **them for their training. We also have now EduCare**

Page 60

1 **online training as well which we use as an additional**  
 2 **training school for staff.**  
 3 Q. I'm going to come on to that and ask you a bit about  
 4 that in a moment. But just tell me how that is going to  
 5 help you ensure that there aren't any gaps arising?  
 6 **A. Sorry?**  
 7 Q. How EduCare, how does that fit into your process?  
 8 **A. It is not instead of having the training with me, it is**  
 9 **additional. So it is an additional training that we**  
 10 **have asked staff to complete. I think it will make them**  
 11 **more aware of how important it is to have their**  
 12 **safeguarding training. They all know that anyway, and**  
 13 **they certainly know that I walk around school banging**  
 14 **the drum of safeguarding and that safeguarding and the**  
 15 **pupils' welfare is more important than anything else**  
 16 **that we do in schools.**  
 17 Q. So you've now got the training records all on the  
 18 central register?  
 19 **A. Yes, we do, yes.**  
 20 Q. Does that make it easier for you to be able to say,  
 21 "This person can't teach today because they haven't had  
 22 their training"?  
 23 **A. Yes, I didn't have access to the SCR until after the**  
 24 **inspection because it wasn't routine for DSLs to have**  
 25 **access to that. But since we had the inspection in May,**

Page 61

1 **that I know when people's safeguarding training is due**  
 2 **and I can put sessions into place in the school.**  
 3 Q. Ralph, can we go on to the next page, please, 5.2.2:  
 4 "Schedule additional face-to-face safeguarding  
 5 training ... for all outstanding existing staff and  
 6 governors."  
 7 I think you've just told me that you have done that,  
 8 that's ticked off on your list?  
 9 **A. Yes.**  
 10 Q. Tell me about governors? What's the school policy on  
 11 training governors?  
 12 **A. They have the same training that the school staff have.**  
 13 **I adapt it slightly to give them a governors'**  
 14 **perspective, but it is the same training and they're**  
 15 **asked to attend that. Some of the governors had already**  
 16 **had that training with the previous DSL, and the ones**  
 17 **that hadn't, including the new medical governor, have**  
 18 **been and attended school and had the safeguarding**  
 19 **training before one of the AGMs.**  
 20 Q. Is their training recorded in a similar or the same  
 21 register?  
 22 **A. The same, the same way.**  
 23 Q. The same register?  
 24 **A. Yes.**  
 25 Q. The next paragraph, 5.2.3:

Page 63

1 **I now have access to that, so I can see myself, rather**  
 2 **than trying to speak to the head of music or to find out**  
 3 **when the staff are in.**  
 4 Q. I know that, arising out of the inspection, the school  
 5 has drawn up an action plan to put things right.  
 6 **A. Yes.**  
 7 Q. Can I just turn you to that. It is at tab 6 of your  
 8 bundle. Ralph, it is YMS000141\_004.  
 9 This comes from a statement which was given by  
 10 Geoffrey Richards, who is the vice chairman of the board  
 11 of governors. He has explained all about this ISI  
 12 inspection.  
 13 Now, at the bottom of that page, at paragraph 5.21,  
 14 that's where it begins, there is a number of points for  
 15 the action plan. I'm not going to go through them all.  
 16 But if I can pick out a few, the first one there -- it's  
 17 on the screen -- is:  
 18 "Review the list of those who have not completed  
 19 face-to-face safeguarding training ... prevent duty  
 20 training and KCSIE 'read and understood' requirement."  
 21 **A. Yes.**  
 22 Q. What have you got in place to make sure that doesn't  
 23 fall behind again?  
 24 **A. It is part of my role to make sure we don't slip with**  
 25 **things like this and that we keep ahead of the game so**

Page 62

1 "Building training needs into induction checklist."  
 2 **A. Yes.**  
 3 Q. Has that now been done?  
 4 **A. Yes.**  
 5 Q. But that wasn't there before?  
 6 **A. No, that wasn't there quite so comprehensively before.**  
 7 **We now have a new induction checklist which is now being**  
 8 **used and was written by the compliance officer, the**  
 9 **head, myself, making sure that everything was in place**  
 10 **for that checklist.**  
 11 Q. Then if I can just skip over and go to 5.2.5:  
 12 "Provide access to school training register to  
 13 designated safeguarding lead [and the deputies] ..."  
 14 **A. Yes.**  
 15 Q. If you will forgive me, it seems rather extraordinary  
 16 that you didn't have access to that before?  
 17 **A. I don't know what they do in other schools. This is the**  
 18 **first time I have worked as a DSL in a school, so I'm**  
 19 **not sure, in comparison to others, whether they all have**  
 20 **access to that. It was difficult from last September**  
 21 **until now, because we have had a lot of changeover of**  
 22 **staff, we haven't had an HR officer, we had one just for**  
 23 **a month -- sorry, for a couple of months. We are just**  
 24 **employing a new HR officer, starting next week. The**  
 25 **compliance officer is part time and works Mondays and**

Page 64

1 **Tuesdays and I'm off Wednesdays, so we only have two**  
 2 **days a week to catch each other. So there were a lot of**  
 3 **staff issues that made it more complicated.**  
 4 **Before we had the inspection, it wasn't something**  
 5 **that crossed my mind that I should have access to it.**  
 6 Q. Maybe I have misunderstood it, in which case help me.  
 7 But if that is the register of what training has been  
 8 completed and you're in charge of making sure they have  
 9 completed the training, is it not very difficult for you  
 10 to do that unless you can see the list of --  
 11 **A. It was really difficult, yes. So I had lots of lists.**  
 12 Q. I'm looking to the future really and thinking, well, am  
 13 I right that that will make an enormous difference?  
 14 **A. Yes, it will be hugely beneficial to me to have access**  
 15 **to that.**  
 16 Q. So now I would like you to tell me about EduCare. What  
 17 is it and how does it work?  
 18 **A. EduCare is an online package that we bought in January**  
 19 **last year which has mainly to do with the safeguarding,**  
 20 **welfare and health and safety of the children within**  
 21 **schools. We have enrolled every member of staff as**  
 22 **a user on the package. Myself, the compliance officer**  
 23 **and one of the admin staff are the admins of EduCare, so**  
 24 **we can access it and see what people have done.**  
 25 **We have asked every member of staff to complete not**

Page 65

1 **complete these modules. If there was something**  
 2 **particular that was happening in school, then I would**  
 3 **send a reminder that there was a module that would be**  
 4 **appropriate to look at and to learn if we had a specific**  
 5 **incident happening in school at that time.**  
 6 Q. Can I turn and ask you a little bit about the wider  
 7 culture in the school. We have already heard a little  
 8 bit of evidence about this this morning. I have also  
 9 mentioned Kate Clanchy in this evidence session.  
 10 **A. Yes.**  
 11 Q. As you know, she resigned in June this year as a result  
 12 of -- well, she resigned in June this year. Some parts  
 13 of her statement that she has submitted to us are  
 14 disputed by the school; other parts are not. I want to  
 15 be clear that we are not going to go into a fact-finding  
 16 exercise to see who is right and who is wrong about what  
 17 happened there. But what does seem to be the case is  
 18 that she and the chair of governors have a different  
 19 approach to the way that a school should be run. What  
 20 I am interested in is the safeguarding implications of  
 21 the approaches and the culture that the approaches would  
 22 bring about.  
 23 I'd like to ask you about some of the things that  
 24 Ms Clanchy says you were there for, that you were  
 25 involved in. She says that she was actively supported

Page 67

1 **as mandatory training, but as additional training, the**  
 2 **Safeguarding in Education, particularly in music**  
 3 **schools, module, and since we have had it going, I have**  
 4 **completed about ten modules myself, all to do with**  
 5 **peer-on-peer abuse, preventing bullying, safeguarding,**  
 6 **health and safety, a wide range of things that are all**  
 7 **appropriate to the welfare of the children.**  
 8 **Approximately 50 per cent of staff have already**  
 9 **undertaken and completed the Safeguarding in Music**  
 10 **course, and we are asking for them to look at that at**  
 11 **their leisure, and to do that over the next academic**  
 12 **year. That will run alongside updates from me as well.**  
 13 Q. How can you know they have done it?  
 14 **A. As their administrator, I can look on the screen and see**  
 15 **if they have started, if they have looked, how far they**  
 16 **are through the course and whether they have completed**  
 17 **it. We ask them to send us their certificates, which we**  
 18 **then print and put in their personnel file and update on**  
 19 **the training register that they have also completed that**  
 20 **additional training.**  
 21 Q. You said a moment ago that this is additional, it's not  
 22 instead of?  
 23 **A. Yes.**  
 24 Q. How does that fit in, then, with your overall programme?  
 25 **A. It is highly recommended as best practice that they also**

Page 66

1 by you in ensuring that staff attended all training and  
 2 that they were up to date.  
 3 **A. Yes.**  
 4 Q. That's right?  
 5 **A. Yes.**  
 6 Q. Ralph, can we go to tab 11 in your bundle, Ms Field,  
 7 INQ004644\_003. This is Ms Clanchy's statement.  
 8 Actually, the next page, INQ004644\_004.  
 9 Go to the very end of paragraph 13. At the very  
 10 end, she says that she and the head of pastoral care  
 11 established a new and clear regime for social evenings  
 12 in the boarding house.  
 13 **A. Yes.**  
 14 Q. Do you remember that?  
 15 **A. Yes.**  
 16 Q. What is the new regime?  
 17 **A. This was as a result of the beer and pizza nights.**  
 18 Q. What can you tell us about the beer and pizza night?  
 19 **A. The beer and pizza night was something that came to our**  
 20 **attention and was dealt with on the same day, where,**  
 21 **I've said previously, the housemaster in the boarding**  
 22 **house allowed the boys to have a couple of beers and**  
 23 **have pizza, if they were 18 or over, socially. That**  
 24 **wasn't something -- I'm a housemistress in the girls'**  
 25 **house and that wasn't something we were doing in the**

Page 68

1 girls' house because I had no knowledge of it happening  
 2 in the boys' house.  
 3 So from then, we decided that, for those that were  
 4 18 or over, it would certainly be nice for them to have  
 5 a social evening that was just for them, that was  
 6 completely supervised by a member of staff. At the  
 7 moment, they are allowed to have a glass of wine after  
 8 a concert if they are with a member of staff and they're  
 9 meeting a celebrity, for example, or Kate, indeed, used  
 10 to take year groups of children to her house and, if  
 11 they were over 16 and they were with her and in her  
 12 house, then she would allow them a glass of wine with  
 13 some food. And we decided that in the boarding houses,  
 14 too, we ought to allow them a little bit more  
 15 responsibility and understanding that they need to be  
 16 sensible when they're socialising and drinking, so we  
 17 now have just once a half term -- or once a term --  
 18 actually, we haven't done it the last half term because  
 19 the girls didn't ask. Once a half term, if they would  
 20 like an evening just for the sixth formers when a member  
 21 of staff -- so, usually, it's the assistant house  
 22 parent -- is with the older children. I think the girls  
 23 had face packs and chocolate and nail varnish and  
 24 a glass of wine that was supervised by my assistant  
 25 housemistress, and it was just for the girls that were

Page 69

1 statement, if I could just ask you about them. She had  
 2 come across, she says, incidents of students going back  
 3 to bed during the day, which Dr Hillier said is possible  
 4 if they had a free period or whatever?  
 5 A. Yes.  
 6 Q. Were you aware of that?  
 7 A. Yes.  
 8 Q. Do you think there are safeguarding implications about  
 9 that?  
 10 A. No.  
 11 Q. Why not?  
 12 A. Because it's a very fluid school, the Menuhin School.  
 13 The children are allowed in and out of the boarding  
 14 houses throughout the day, for the whole day, and  
 15 boarding staff are always on duty in the boarding  
 16 houses. Also, practice supervisors are sometimes there  
 17 observing them practise. It is an extension of  
 18 the school environment. It is quite different to the  
 19 boarding schools I'd worked in before, where the  
 20 boarding school and the bedroom areas were shut during  
 21 the day, the children had no access to them. At the  
 22 Menuhin School, they have access to all of their areas  
 23 the whole time, the children -- not the staff,  
 24 obviously, but the children do. And it wouldn't be  
 25 unusual to walk around the boarding house and check on

Page 71

1 old enough to drink the alcohol and they had one glass  
 2 under supervision and in a separate room away from the  
 3 rest of the children within the boarding house and then  
 4 went to bed in the evening.  
 5 Q. So if that is now the standard and within the rules,  
 6 what was wrong with the beer and pizza evenings? Why  
 7 did they need to be changed?  
 8 A. I think it was that we were unaware of it and we'd had  
 9 the incident before with the people -- the children that  
 10 were coming back from Cobham and, particularly, I think,  
 11 as far as I remember, that was the Monday after the  
 12 Saturday that the pupil had come back and was aggressive  
 13 with me, having been drinking alcohol.  
 14 Q. So that was --  
 15 A. I think because it came so quickly after that incident,  
 16 we decided we needed to not be having that because we  
 17 needed to reassess how, safely, to be able to let the  
 18 children have a glass of wine when supervised.  
 19 Q. As designated safeguarding leader, are you now satisfied  
 20 with the policy that is in place --  
 21 A. Yes.  
 22 Q. -- in terms of not only drinking alcohol, but also going  
 23 to Cobham in the evenings?  
 24 A. Yes, I am, yes.  
 25 Q. A number of other concerns were raised in Ms Clanchy's

Page 70

1 children or knock on doors and check in rooms and find  
 2 them resting on their beds and saying, "I just need  
 3 ten minutes". We allow them that. We allow them to  
 4 make that decision about -- especially as they get  
 5 older, as to whether they need to rest, and they can  
 6 structure their day the best way for them.  
 7 Q. Had you come across incidents where students had been  
 8 disappearing off to practise when they should have been  
 9 either at lessons or at compulsory concerts?  
 10 A. I'm afraid, yes. They love their music and they will  
 11 practise so much that they will take any opportunity to  
 12 do so.  
 13 Q. If they are doing that, they're not where they're  
 14 supposed to be.  
 15 A. No, and we do find where they are. We didn't have it --  
 16 I don't think they had it before, but we now -- I'm not  
 17 sure before I started, but we certainly now register at  
 18 lunchtime concerts. So we usually have a lunchtime  
 19 concert on a Tuesday and a Thursday, which all pupils  
 20 should attend, and if they are not present as the  
 21 concert starts, then the member of staff that's taking  
 22 that register will alert someone in the boarding house  
 23 and we will try and find that pupil. So we always track  
 24 them down and find out where they are, and most of  
 25 the time, they think they can have a quick practice

Page 72

<p>1 <b>rather than going to a concert, but we scoot them in the</b>  2 <b>right direction.</b>  3 Q. There is also a concern raised about teachers and pupils  4 practising in the music studios and pulling the blinds  5 down. Again, I asked Dr Hillier about this and he said  6 that sometimes the sun is in your eyes and you have to  7 pull the blind down, but that he would have expected  8 that there would always be a window, perhaps an internal  9 window in the door or something, where you could see in.  10 Have you come across situations where blinds have been  11 down and it's not been possible to see in?  12 <b>A. I have seen blinds pulled down for that exact reason,</b>  13 <b>but they're never pulled fully down to the bottom of</b>  14 <b>the window, and, actually, if the light's on in the</b>  15 <b>room, you can still see through the blind. So if there</b>  16 <b>is brightness within the room, you can still see</b>  17 <b>through.</b>  18 <b>Generally, I would say the blinds aren't down. Only</b>  19 <b>maybe a tiny bit, if they're trying to just shield</b>  20 <b>themselves from the sun that's coming in. But</b>  21 <b>generally, no, the blinds aren't down. And you can see</b>  22 <b>from the other side, because all the rooms have windows</b>  23 <b>and doors the other side.</b>  24 Q. Is there a rule, both for teachers, but also for pupils,  25 about making sure that you can always see in?</p> <p style="text-align: center;">Page 73</p>	<p>1 <b>A. I know that it's part of our policy that we have written</b>  2 <b>in our -- I'm not sure which policy it is, sorry,</b>  3 <b>I can't remember. I think it's in our safeguarding</b>  4 <b>policy, the generic safeguarding policy, that we</b>  5 <b>recommend that blinds are always left open so that</b>  6 <b>people can be seen when they're having practice and</b>  7 <b>music lessons. The children -- I was listening to</b>  8 <b>Richard's statement earlier, and the children do prefer</b>  9 <b>to practise unseen, and I probably spend a lot of my</b>  10 <b>time opening blinds and opening curtains, even in the</b>  11 <b>common room in the boarding house. If I walk through</b>  12 <b>there, it's a very open common room that faces out into</b>  13 <b>the quadrant of the school and, quite often, there will</b>  14 <b>be a child in there practising and they have pulled the</b>  15 <b>curtains because they just don't like to be watched as</b>  16 <b>they are practising.</b>  17 Q. In that situation, would they have an internal window  18 that could be seen from the corridor?  19 <b>A. Yes, they do, yes. So there are windows both ends of</b>  20 <b>the common room in the doors.</b>  21 Q. You say in one of your policies it is recommended that  22 the blinds are open. What I'm wondering is whether you  23 need a more -- a clearer rule that says you must always  24 be able to see in. Now, can I just break that into two  25 halves, that question: one, during a lesson, during</p> <p style="text-align: center;">Page 74</p>
<p>1 a one-to-one lesson with a member of staff; and, two,  2 when you are practising, because I can see they are two  3 different scenarios?  4 <b>A. Yes, they're two different things.</b>  5 Q. In those two scenarios, do you think there should be  6 a rule to say, whatever you do with the blinds, we have  7 got to be able to see in?  8 <b>A. Yes, I think that should be there.</b>  9 Q. For both?  10 <b>A. Certainly for the staff. I think it would be really</b>  11 <b>difficult with the pupils, because they do practise in</b>  12 <b>their own bedrooms a lot, and their bedroom doors don't</b>  13 <b>have windows and you can't see them inside their</b>  14 <b>bedrooms. So I think that would be more difficult to</b>  15 <b>police. Certainly when I walked -- only last week, when</b>  16 <b>I was walking into the main area of the boarding house,</b>  17 <b>we have one very large music room at the bottom of</b>  18 <b>the boarding house that has huge bay windows, and the</b>  19 <b>curtains were shut, which was very unusual, because</b>  20 <b>that's a teaching room. So I actually went into the</b>  21 <b>room and it was a group of pupils in there that were</b>  22 <b>practising a quartet that said, "Oh, we just wanted to</b>  23 <b>shut ..." I said, "Look, girls, please, I understand you</b>  24 <b>want to do that now", because the sun was streaming in</b>  25 <b>on their music, "but you need to have it open", and they</b></p> <p style="text-align: center;">Page 75</p>	<p>1 <b>opened it a little bit and they said they would open it</b>  2 <b>again fully when they'd finished. It's very difficult</b>  3 <b>though. They do like to practise in private.</b>  4 Q. I think the scenario that you are describing, where the  5 children have free access to the boarding house during  6 the day, and quite obviously they will have to have  7 privacy in their bedrooms, so they will not have windows  8 in the doors and so on.  9 <b>A. Yes.</b>  10 Q. But that they go to their bedrooms to practise.  11 <b>A. Yes.</b>  12 Q. Nobody ever likes to think of sexual abuse happening in  13 their school, but what we know is that, whether we like  14 thinking about it or not, it happens, so we have to face  15 this and talk about it.  16 If children have free access to their own private  17 bedrooms, that is clearly a situation which almost could  18 be used to facilitate abuse. What do you do to keep the  19 children safe in relation to that particular risk, which  20 is quite unusual?  21 <b>A. The boarding areas all have individual key pads, so</b>  22 <b>numbered key pads, which are different to the main</b>  23 <b>security doors for the rest of the school. So only the</b>  24 <b>pupils that are going into the bedroom areas know the</b>  25 <b>codes for those. And the boys' and the girls' houses</b></p> <p style="text-align: center;">Page 76</p>

1 are different key codes as well. So they shouldn't have  
 2 access.  
 3 Q. Sorry, that's to get into the ...?  
 4 A. Any area with a bedroom in it in the boarding house.  
 5 Q. Right. But members of staff must be able to get into  
 6 that to check that the children are okay?  
 7 A. The practice supervisor, who we used to have -- we have  
 8 not got a practice supervisor at the moment, that's been  
 9 taken over by a boarding member of staff. So she has  
 10 access to that anyway. But the music teachers and the  
 11 academic teachers wouldn't know the code to come into  
 12 the boarding house bedroom area.  
 13 Q. You don't have codes on individual bedroom doors?  
 14 A. No. And I've -- since I've been there, I've never seen  
 15 any academic or any music member of staff within those  
 16 areas of the boarding house.  
 17 Q. Another risk is sexual activity between pupils. Is that  
 18 something that you have addressed or thought about?  
 19 A. Yes, I've thought about it.  
 20 Q. What do you have in place to deal with that?  
 21 A. We have regular checks in boarding. We always have  
 22 a member of staff that's on duty in the boarding house  
 23 during the day, and that member of staff will frequently  
 24 walk around the boarding house and just say hello to  
 25 pupils, knock on doors, check what's going on. I think

Page 77

1 talking about today?  
 2 A. Yes. We have actually, literally last week updated our  
 3 safeguarding policy. So the one that you had for the  
 4 witness statement I'm afraid is out of date. That's  
 5 been updated and quite -- actually rewritten quite --  
 6 what's the word I want? A lot of rewriting.  
 7 Q. Extensive?  
 8 A. Extensively, thank you. I forgot my words. Extensive  
 9 rewriting, plus additions from the new KCSIE about  
 10 upskirting, changes of members of staff, and that  
 11 literally went to the safeguarding governor last week  
 12 and has been passed by her, so that will go out to all  
 13 staff by the end of tomorrow.  
 14 Q. How often do you update it, the policy?  
 15 A. We look at it at least annually, at the beginning of  
 16 the year, or, if there are any changes or significant  
 17 legislation changes, we update it again.  
 18 Q. Does that always go to the governors?  
 19 A. Yes, it always goes to the safeguarding governor, and  
 20 the head. So it would be myself and the compliance  
 21 officer that write the document and update the document,  
 22 and then that goes to the head and the safeguarding  
 23 governor.  
 24 Q. It might be said that a slightly more informal approach  
 25 to the culture of the school is actually necessary in

Page 79

1 the pupils are probably more aware now that there's more  
 2 checks on them than there used to be in previous years.  
 3 We have strengthened the boarding staffing, so we now  
 4 have more people in boarding. Again, it's very fluid,  
 5 so they know that any of the boarding staff -- for  
 6 example, if I walk from my flat, which is one end of  
 7 the boarding house, to my office, I always walk through  
 8 the boarding house. I don't go outside. I use that as  
 9 an opportunity to just walk through and check that  
 10 everyone is happy and everyone is okay.  
 11 Q. I know that you now have CCTV in the practice -- the  
 12 music school bit that's been built, as I understand it?  
 13 A. Yes.  
 14 Q. I can understand that you may not wish to have CCTV in  
 15 a boarding house corridor because it makes it feel like  
 16 a prison or something, so, first of all, can I just  
 17 establish, you don't have CCTV in the boarding house?  
 18 A. No.  
 19 Q. Do you have CCTV, for example, about who goes in and out  
 20 of the boarding house?  
 21 A. Yes, we do. Yes, we have cameras outside the boarding  
 22 houses.  
 23 Q. In terms of your safeguarding policy that you have now,  
 24 is it something that you are now satisfied is robust  
 25 enough to deal with all of the issues that we have been

Page 78

1 the case of a school which educates talented young  
 2 musicians in order to give them the space they need to  
 3 be able to express themselves and bring their talent to  
 4 full flower, as it were.  
 5 A. Mmm-hmm.  
 6 Q. Do you think that there is some truth in that?  
 7 A. Yes, I do.  
 8 Q. Do you think it can be helpful?  
 9 A. Yes, I think it does help them be more creative.  
 10 Certainly that's what the pupils would say.  
 11 Q. There is also a tension, isn't there, between having  
 12 enough rules so that there are clear lines and  
 13 a situation where those rules are too rigidly enforced,  
 14 where it might be said that children become afraid of  
 15 the punishment regime and they won't come forward.  
 16 A. Yes.  
 17 Q. Where do you think the balance lies, in terms of  
 18 rigidity and informality, and do you think that the  
 19 Yehudi Menuhin School has got that right?  
 20 A. I think we cannot forget that we are dealing with  
 21 teenagers. Teenagers need rules and guidance generally  
 22 anyway. I think that we can do our best in putting that  
 23 into place to help them have a good day, to help them --  
 24 I personally agree with having a tidy room, making their  
 25 beds, et cetera. I think that was -- that's a good

Page 80

<p>1 implementation of the rule, but we're not -- you know, 2 if they haven't made their beds, we don't chase them 3 around the school to come and do it.</p> <p>4 A lot of the teachers that worked at the school with 5 Menuhin, and knew Menuhin, would say that a tidy room 6 clears your mind for the day and helps creativity, it 7 doesn't make it worse -- it doesn't stifle it.</p> <p>8 So I think there are places for rules in every 9 school, particularly in boarding schools, because we 10 have to be tidy, we have to allow the cleaners to come 11 in to clean the rooms, but equally, the children would 12 say that's not the most important reason they're at 13 school, and we appreciate that too, and we have to make 14 sure there's a good balance between being a supportive 15 parent to them and allowing them to develop their own 16 music and creativity themselves.</p> <p>17 Q. Have you ever been concerned that a child, or children, 18 might be reluctant to come forward to speak out about 19 something because the regime is too rigid?</p> <p>20 A. I think maybe they were when I first started working at 21 the school. As I say, I can't compare my role as DSL or 22 even as a housemistress to any other school because I've 23 never been in that role before, and I think, maybe, over 24 the year I've seen that they have certainly become more 25 relaxed and more able to come and chat about things that</p> <p style="text-align: center;">Page 81</p>	<p>1 they think aren't quite right. They're very vocal, the 2 children at school. They're not afraid to say what they 3 think and ask questions of anything they think is not 4 quite right and I think that's a good thing. They are 5 very competent in talking and speaking their mind and 6 expressing their wishes, and I think that's a good 7 thing.</p> <p>8 Q. Can I just turn finally to one last topic, which is 9 about managing low-level concerns. We have heard 10 various answers to questions about thresholds for going 11 to the LADO, and that's not always clear. There are 12 situations, aren't there, where allegations are made 13 which you feel don't warrant being passed to the LADO.</p> <p>14 A. Mmm-hmm.</p> <p>15 Q. Some of those may be on the line, you know, a difficult 16 decision. Some of them might be very low-level concerns 17 indeed where you just think, "That doesn't feel right, 18 that's a bit odd".</p> <p>19 A. Yes.</p> <p>20 Q. Is there a set procedure at the Yehudi Menuhin School 21 for what you do about that kind of thing, the low level?</p> <p>22 A. I still encourage all staff to report it in the same way 23 that they would with any other concern. So we have one 24 form, which is called a "Cause for concern form", which 25 I introduced when I started because there didn't seem to</p> <p style="text-align: center;">Page 82</p>
<p>1 be a uniform way of reporting concerns, whether they 2 were just friendship issues or more serious issues that 3 staff wanted to report.</p> <p>4 We now use that form to report anything from someone 5 just doesn't look right or seems a bit unhappy or was 6 crying in a lesson for no reason but said they were 7 okay, up to more serious things. So everything.</p> <p>8 Q. So you encourage people to fill in that form?</p> <p>9 A. Yes, I do.</p> <p>10 Q. How do they know that? How do you encourage them?</p> <p>11 A. I teach them that in their safeguarding training. They 12 have that as a reminder -- I do half-termly safeguarding 13 bulletins to staff and I would always add something 14 about the cause for concern form. There are hard copies 15 in reception that people can pick up and write by hand, 16 if they prefer to do so, or they can access them on the 17 computer. I don't mind how they come to me. And then, 18 once I've received those -- if it was, for example, 19 discussing two separate pupils or a member of staff and 20 a pupil, then those forms will be copied and put in each 21 file separately in my office and kept as safeguarding 22 low-level concerns.</p> <p>23 Q. So what you need then is an overview, isn't it?</p> <p>24 A. Yes.</p> <p>25 Q. So that you can pick up on any patterns that are</p> <p style="text-align: center;">Page 83</p>	<p>1 developing?</p> <p>2 A. Yes.</p> <p>3 Q. Presumably that would be your role?</p> <p>4 A. Yes, and I meet every week with -- well, we thought we 5 might meet every fortnight, but we are finding we are 6 needing to meet every week, every week with the deputy 7 DSL, and we would discuss anything that had come through 8 about that.</p> <p>9 Q. If you did spot patterns and so on -- first of all, has 10 it ever happened that you have spotted a pattern?</p> <p>11 A. Not yet, yes.</p> <p>12 Q. Why was it necessary to meet every week, not every 13 fortnight?</p> <p>14 A. Well, I had this, and we were reinspected, so we have 15 just had our reinspection.</p> <p>16 Q. How did that go?</p> <p>17 A. Extremely positive. The results are being published in 18 five weeks, but we have been told it was a very positive 19 outcome. So we were discussing that. I think returning 20 to school and all the stresses that come with that, the 21 pupils returning, and new pupils, we have had quite 22 a lot to discuss. They're not necessarily issues that 23 are safeguarding concerns, but it is just the feel of 24 the school and anything that is current and needs 25 discussion between me and the DDSL.</p> <p style="text-align: center;">Page 84</p>

21 (Pages 81 to 84)

<p>1 Q. There is a system of reporting called neutral reporting 2 which is very similar to what you have just described in 3 your school with the cause for concern form. 4 <b>A. Yes.</b> 5 Q. Perhaps the main difference is that, in neutral 6 reporting, the filling in of that form and submitting of 7 it is compulsory. It is mandatory. So that if 8 a teacher sees anything that strikes them as odd, they 9 must notify you. 10 <b>A. Okay.</b> 11 Q. The other emphasis on it is that they can also 12 self-refer and they can say, "Something a bit funny 13 happened in my lesson. This pupil burst into tears. 14 I don't know why, but I need to tell you that happened 15 in my lesson"? 16 <b>A. Yes.</b> 17 Q. That is mandatory to do that. Have you come across 18 a system like that before? 19 <b>A. No. I didn't actually know the phrase "neutral 20 notification" until I received the information to write 21 the witness statement.</b> 22 Q. Taking on board the mandatory nature of it, do you have 23 any observations to make about such a system, whether it 24 might be a good system, whether it might be problematic? 25 <b>A. I think it can only be a good thing if it raises</b></p> <p style="text-align: center;">Page 85</p>	<p>1 <b>concerns and it is something that the DSL can then look</b> 2 <b>at and decide whether there is other information about</b> 3 <b>that pupil or about that family or about that teacher</b> 4 <b>that they have already had from another source.</b> 5 MS ROBERTSON: Ms Field, thank you very much. I don't have 6 any more questions. But please would you stay there 7 just for a moment? Chairman, do you have any questions? 8 THE CHAIR: Ms Sharpling, please. 9 Questions from THE PANEL 10 MS SHARPLING: Thank you, Ms Field. I'm just interested in 11 your view about something, if I may. We have heard from 12 victims and survivors of sexual abuse in a music school 13 during the course of this investigation. One of 14 the things that was apparent, that some children 15 over-practise, leading to a sense of isolation, and them 16 not socialising in a normal child or teenager way. Is 17 that something you're alert to at the Yehudi Menuhin 18 School, and, if so, what do you do about it? 19 <b>A. I am certainly aware of that. The children at our 20 school, as with the other music schools, are all elite 21 performers who want to succeed in every way, as far as 22 their music is concerned. We provide outlets for them 23 to have normal teenage experiences. We do activities at 24 the weekends; they're going to crazy golf this week. So 25 they go out for local walks. We are very lucky, in that</b></p> <p style="text-align: center;">Page 86</p>
<p>1 <b>the boarding staff, only one member of the boarding --</b> 2 <b>well, not "very lucky". That will sound awful for him.</b> 3 <b>He is the only music teacher from all the boarding</b> 4 <b>staff. The other boarding staff are myself and purely</b> 5 <b>boarding staff, not music -- not involved in the music.</b> 6 <b>So the children can come back to the boarding houses and</b> 7 <b>really let off steam about any pressure or anything</b> 8 <b>they're feeling, and have reassurance from a nonmusical</b> 9 <b>person that it's okay to have downtime and it's okay not</b> 10 <b>to be too stressed about what they're trying to manage,</b> 11 <b>especially if they're trying to impress their music</b> 12 <b>teachers and practise hard.</b> 13 <b>We also make sure that they're not up too early in</b> 14 <b>the mornings practising. I can think of one pupil who</b> 15 <b>particularly didn't like a room choice because she</b> 16 <b>couldn't get to practise at 5.30 in the morning. When</b> 17 <b>we spoke to her and her parents and the director of</b> 18 <b>music chatted with her, she realised that, actually, she</b> 19 <b>was exhausted and she did need to sleep and she</b> 20 <b>naturally now wakes up at 7.00 o'clock and doesn't worry</b> 21 <b>about not being able to get that extra hour and a half</b> 22 <b>of practise in. So we do try very hard to take maternal</b> 23 <b>and paternal roles and look after them socially as well</b> 24 <b>as supporting them with their music.</b> 25 MS SHARPLING: Thank you.</p> <p style="text-align: center;">Page 87</p>	<p>1 THE CHAIR: Thank you, Ms Field. We have no further 2 questions. 3 <b>A. Thank you.</b> 4 <b>(The witness withdrew)</b> 5 MS NIELD: Chair, our next witness is Peter Crook. I think 6 he is here, and, if convenient, we will continue. 7 MR PETER CROOK (sworn) 8 Examination by MS NIELD 9 MS NIELD: Good morning, Mr Crook. Just a few things before 10 I start my questions. Firstly, this is not a test of 11 memory. Please feel free to refer to your notes or your 12 witness statement as often as you like and, if you can't 13 remember a particular matter, then please do say so. 14 Secondly, we can take as many breaks as you like. 15 Just let me know if you wish to take a break at any 16 time. We will be breaking at 1.00 pm, in any event, for 17 lunch. 18 Thirdly, there is a screen in front of you, and the 19 evidence handler, this gentleman here, Ralph, I will be 20 requesting to bring up any documents that we are going 21 to look at, which everyone else will be able to also see 22 on their screens. 23 You have a paper bundle in front of you of witness 24 statements and documents. Your own witness statement is 25 at the very front of that bundle, behind divider A/1.</p> <p style="text-align: center;">Page 88</p>

<p>1 It is a matter for you: you can either use the screen 2 when we are looking at documents or your paper bundle or 3 you can move between the two, but I will ensure that any 4 documents that we are looking at do appear on the 5 screen. 6 Your witness statement, as I have said, is at the 7 front of that bundle, and, chair and panel, this is in 8 your core bundle D behind divider D/12. It is signed by 9 you and dated, I think, 8 August 2019. Have you read 10 that statement recently? 11 <b>A. Yes.</b> 12 Q. Is it true, to the best of your knowledge and belief? 13 <b>A. It is.</b> 14 Q. I won't be taking you through that witness statement 15 line by line. There may be points where you wish to 16 look at particular parts or I take you to particular 17 parts. 18 You were the head teacher of the Purcell School for 19 Young Musicians from September 2007 to October 2011; is 20 that correct? 21 <b>A. It is.</b> 22 Q. By whom were you appointed to that position? 23 <b>A. Mr Graham Smallbone.</b> 24 Q. I think he was the chair of governors; is that right? 25 <b>A. Correct.</b></p> <p style="text-align: center;">Page 89</p>	<p>1 Q. You had previously worked at Rugby School, I think? 2 <b>A. Correct.</b> 3 Q. What was your role there? 4 <b>A. Initially, director of music for 18 years. For the 5 following four years, I was an assistant resident 6 housemaster, which means that I lived in a boarding 7 house of approximately 64 boys, with my wife and my 8 family, and I was coordinator of performing arts, which 9 meant that I tried to co-ordinate the musical and 10 dramatic and sporting activities to allow a priority 11 programme to try to prevent children being pulled from 12 pillar to post. 13 So if you were dealing with somebody who was a very 14 talented musician, who also loved drama and was a good 15 sportsman or sportswoman, hopefully the system enabled 16 them to flourish. And to aid that, we had a little 17 committee which tried to ensure that the extracurricular 18 activities were proportionate and balanced.</b> 19 Q. Thank you. Did you have any pastoral responsibilities 20 at the school? 21 <b>A. Of course. I was an assistant housemaster.</b> 22 Q. Did that involve any safeguarding training? 23 <b>A. I would like you to understand that the word 24 "safeguarding", when I was working in this country, was 25 not used as ubiquitously as it appears to be at the</b></p> <p style="text-align: center;">Page 90</p>
<p>1 <b>moment. We called things "child protection", and that 2 was --</b> 3 Q. Did you have child protection training? 4 <b>A. Yes.</b> 5 Q. When you accepted the post of headmaster at 6 Purcell School, I think that was your first role as 7 headmaster; is that correct? 8 <b>A. Correct.</b> 9 Q. Had you undertaken any safeguarding training 10 specifically for your role as headmaster, either before 11 you took up the role or on taking up the role? 12 <b>A. Following my appointment, I attended a course -- from 13 memory, it would be about three days' long -- from the 14 Society of Heads. I'm afraid I shredded all of that 15 years ago, and I cannot remember the exact content of 16 it. But I imagine that child protection would have 17 formed part of it.</b> 18 Q. The Purcell School is a specialist music school; that's 19 right, isn't it? 20 <b>A. Correct.</b> 21 Q. It has boarding facilities and a mix of boarders and day 22 pupils; is that right? 23 <b>A. When you said "it has", I can only speak for what it was 24 when I was there. That is correct.</b> 25 Q. We have heard that some of the other music schools tend</p> <p style="text-align: center;">Page 91</p>	<p>1 to be top heavy in terms of the distribution of pupils 2 throughout the school years; that there are more pupils 3 in the sixth form than there are, for example, in the 4 year 7 or year 8? 5 <b>A. I think that would be right.</b> 6 Q. That was the case at Purcell when you were there? 7 <b>A. I'm just trying to remember. Yes, I think that is 8 correct.</b> 9 Q. As headmaster of the Purcell School, you had ultimate 10 responsibility for safeguarding issues at the school; is 11 that correct? 12 <b>A. Yes.</b> 13 Q. But you had also a designated safeguarding person who 14 had particular safeguarding responsibilities as well, 15 and I think that was a man called Paul Elliott, when you 16 were the head, or at least initially? 17 <b>A. Paul Elliott was known as the designated senior person 18 for child protection. As I have said, the word 19 "safeguarding" wasn't so much in use then. 20 Hilary Austin, the school nurse, was the deputy senior 21 person for child protection.</b> 22 Q. You have said in your witness statement that the 23 designated senior person, so Paul Elliott, and the 24 school nurse were the main contact points in terms of 25 child protection or safeguarding issues; is that</p> <p style="text-align: center;">Page 92</p>

23 (Pages 89 to 92)

<p>1 correct?</p> <p>2 <b>A. The main contact points for whom?</b></p> <p>3 Q. For safeguarding. If any staff needed to speak about</p> <p>4 safeguarding issues --</p> <p>5 <b>A. Oh, yes, yes. Sorry, I slightly misunderstood you.</b></p> <p>6 <b>Yes.</b></p> <p>7 Q. I think you've seen the witness statement of</p> <p>8 Paul Elliott that he's provided for the inquiry. He</p> <p>9 states within that witness statement that safeguarding</p> <p>10 allegations against members of staff were not within his</p> <p>11 remit; they were to be handled by the headmaster. And</p> <p>12 if there was a referral made, obviously that would be to</p> <p>13 outside agencies, but he did not expect to be involved</p> <p>14 in the process of handling allegations against members</p> <p>15 of staff; is that correct? That was your remit and</p> <p>16 responsibility?</p> <p>17 <b>A. On the very rare occasion when that happened,</b></p> <p>18 <b>I certainly let him know what had happened, and I can</b></p> <p>19 <b>remember, just, a situation where an allegation had come</b></p> <p>20 <b>from outside the school and I asked him to be with me</b></p> <p>21 <b>when I telephoned -- I think it would have been the</b></p> <p>22 <b>LADO: so I wanted to have somebody with me both to</b></p> <p>23 <b>witness what I was doing and to prompt me if I forgot</b></p> <p>24 <b>anything. But he was also the deputy head. So you</b></p> <p>25 <b>could argue that he was doing that in his deputy head</b></p> <p style="text-align: center;">Page 93</p>	<p>1 <b>role.</b></p> <p>2 Q. He was the deputy head (pastoral); is that right?</p> <p>3 <b>A. No. When I first arrived at the school, there was no</b></p> <p>4 <b>differentiation between deputy head (pastoral) and</b></p> <p>5 <b>deputy head (academic). That was something that we</b></p> <p>6 <b>introduced I think in about my third year.</b></p> <p>7 Q. So that would have been around 2010; is that right? You</p> <p>8 began in 2007?</p> <p>9 <b>A. I think that was right. We managed to appoint a lady</b></p> <p>10 <b>called Mary Pitkin as the deputy head (pastoral) to</b></p> <p>11 <b>allow Paul to concentrate more on the academic side.</b></p> <p>12 <b>So, in other words, we were trying to create what is</b></p> <p>13 <b>common in many schools. I know the deputy head</b></p> <p>14 <b>(pastoral) and the deputy head (academic), but of course</b></p> <p>15 <b>the staff at Purcell is fewer in number than in a huge</b></p> <p>16 <b>traditional boarding school and, you know, it takes time</b></p> <p>17 <b>to get the appointments exactly as you want.</b></p> <p>18 Q. Was it the responsibility of the designated safeguarding</p> <p>19 person, the DSP or DSL, Mr Elliott, to ensure that staff</p> <p>20 received their safeguarding training and refresher</p> <p>21 courses or updates? Was training his responsibility?</p> <p>22 <b>A. Yes. He would, of course, have done it in consultation</b></p> <p>23 <b>with me and with my full knowledge, both for the</b></p> <p>24 <b>permanent academic staff, by which I mean what you would</b></p> <p>25 <b>understand the class teachers, and also for the</b></p> <p style="text-align: center;">Page 94</p>
<p>1 <b>individual visiting staff, which was a much more</b></p> <p>2 <b>difficult task.</b></p> <p>3 Q. Those were the instrumental tutors?</p> <p>4 <b>A. And vocal tutors, correct.</b></p> <p>5 Q. Mr Elliott has said that he was not responsible for</p> <p>6 delivering safeguarding training to you as the head</p> <p>7 teacher. How did you keep up to date with safeguarding</p> <p>8 training?</p> <p>9 <b>A. I suppose by reading the bulletins of the professional</b></p> <p>10 <b>associations I belonged to, the Society of Headmasters</b></p> <p>11 <b>and my professional association, ASCL. They would send</b></p> <p>12 <b>out bulletins of things that we needed to know, not just</b></p> <p>13 <b>about child protection, but about everything.</b></p> <p>14 <b>I also attended a course before taking up my role --</b></p> <p>15 <b>I think it was called "Reducing allegations against</b></p> <p>16 <b>staff", run by Hertfordshire County Council.</b></p> <p>17 Q. I'd like to come on now, if I may, to an incident where</p> <p>18 an allegation against staff was referred to the local</p> <p>19 authority designated officer. That was a safeguarding</p> <p>20 allegation against a member of staff RS-F20.</p> <p>21 <b>A. Yes.</b></p> <p>22 Q. I'm going to, if I may, summarise, and you can correct</p> <p>23 me if you take issue with this. But a student at the</p> <p>24 school, A160, had been away on a course, away from</p> <p>25 school, and had alleged during that that she had been in</p> <p style="text-align: center;">Page 95</p>	<p>1 a sexual relationship with the staff member F20. Staff</p> <p>2 on the tour then contacted the local authority in the</p> <p>3 area they were situated at the time, and also the</p> <p>4 allegation was passed on to you, as head teacher of</p> <p>5 the school, and you then made contact with your local</p> <p>6 authority designated officer. Is that right?</p> <p>7 <b>A. Almost. From memory, my understanding is that the girl</b></p> <p>8 <b>in question was in the process of just having, you know,</b></p> <p>9 <b>a chat, and she was talking to another member of the NYO</b></p> <p>10 <b>course, another youngster. I don't know whether you</b></p> <p>11 <b>could say that what she actually said was an allegation,</b></p> <p>12 <b>or whether it was just, you know --</b></p> <p>13 Q. The inference was made?</p> <p>14 <b>A. -- a bit of chatter, but he, according to my</b></p> <p>15 <b>understanding -- I have never met him or spoken to him</b></p> <p>16 <b>or anything. I think he was alarmed and he passed that</b></p> <p>17 <b>on to one of the course supervisors who then passed it</b></p> <p>18 <b>to the head of the -- whoever was running the course.</b></p> <p>19 <b>They -- no, sorry, whoever was running the course. She</b></p> <p>20 <b>contacted the local authority in which the course was</b></p> <p>21 <b>situated, which, from memory, I think was [redacted] --</b></p> <p>22 Q. We don't need to go into that detail.</p> <p>23 <b>A. Sorry, all right.</b></p> <p>24 Q. In any event, when you made contact with your local</p> <p>25 authority designated officer, they decided to conduct an</p> <p style="text-align: center;">Page 96</p>

<p>1 investigation, and they held a series of strategy 2 meetings in which they were co-ordinated between the 3 local authority, a police officer was there and you 4 attended those strategy meetings as well. That was 5 in January of 2009. Those strategy meetings reported 6 back on the progress of the case, the investigation, and 7 made decisions as to the appropriate steps to be taken. 8 Can we go to HDC000006_007, please. This is behind 9 your tab B/13? 10 <b>A. Is that 14 January?</b> 11 Q. If we go to page 7 of that, please. This is 14 January. 12 In that meeting, I think the police officer had -- that 13 was Sergeant John Mairs -- reported back that the girl 14 in question had been taken to, A160 had been spoken to. 15 She didn't want to assist with any prosecution of 16 the staff member. She had indicated that there had been 17 a sexual relationship which she said was consensual and 18 there was a discussion about the criminal offence of 19 sexual activity with a child in breach of a position of 20 trust. Can you look at page 8 of that document, please. 21 Can we bring up the third paragraph, please, that 22 begins, "John said that". So the officer explained 23 that, from the police point of view, what the girl, 24 A160, had said suggested to the police that there may be 25 cause to believe that the staff member, F20, had</p> <p style="text-align: center;">Page 97</p>	<p>1 committed an offence under the Sexual Offences Act 2003, 2 that's a person abusing a position of trust. 3 Can we go on to the next paragraph, please?: 4 "Peter said he didn't know enough about this 5 legally, but as this took place when A160 was 16 and 6 a half, what would happen if they had fallen in love? 7 Surely there is nothing anyone can do about it? Peter 8 was informed RS-F20 would still be suspended pending 9 investigation as he had been in a position of trust. 10 Peter said, if this went to court, he could envisage 11 a clever barrister try to argue this." 12 The local authority designated officer who was 13 present at that meet, Frazer Smith, has said in his 14 witness statement, which you have seen, that it was 15 clear from your remarks in that meeting that you were 16 not aware of the criminal offence of sexual activity 17 with a child in a position of trust. 18 Do you accept that you weren't aware of the criminal 19 offence of a teacher or a staff member at a school 20 engaging in a sexual relationship with a student who was 21 over the age of 16? 22 <b>A. No, I think I was fully aware that teachers in a school 23 could not have a sexual or physical relationship. 24 You're asking me to think back a long time, but I think 25 I was just trying to, with conversation, work out what</b></p> <p style="text-align: center;">Page 98</p>
<p>1 <b>the situation would be, had something like that occurred 2 if he wasn't employed by the school, maybe before he was 3 employed by the school, if they had been completely 4 outside the school. But I was very quickly put right, 5 and I do not believe that my comments had any effect on 6 the eventual result, and of course, during this time, 7 I had suspended that member of staff.</b> 8 Q. Yes. What I'm getting at is whether you were aware that 9 if somebody working in your school had any sort of 10 sexual activity with a student under the age of 18 at 11 that school, that would be an offence, because the LADO 12 seems to think that you didn't understand that, that 13 there were criminal consequences -- 14 <b>A. Well, I apologise if I gave the incorrect appearance, as 15 it were, at that meeting. But I am sure that I knew 16 that any teacher in a school could not have that sort of 17 activity. It may have been thoughtlessness on my part, 18 I may just have been thinking of the things happening 19 outside the school, if he wasn't, at that point, 20 a teacher at the school, but subsequently became one.</b> 21 Q. But he was, in fact, a staff member -- 22 <b>A. Yes, well, I know that now, but I'm not quite sure what 23 I thought about it actually at that time.</b> 24 Q. Later on in that strategy meeting, if we go to page 8, 25 there's a discussion about RS-F20 pending the</p> <p style="text-align: center;">Page 99</p>	<p>1 investigations, and at the bottom: 2 "Frazer and Steve would recommend the following 3 options: 4 "Suspend without prejudice. 5 "Place F20 on paid leave, pending enquiries. This 6 would mean he did not have a suspension against his 7 name." 8 If he hadn't been employed by the school, would you 9 have been able to suspend him or place him on paid leave 10 of absence? 11 <b>A. Yes, I think so. If he had just been a volunteer, 12 I would have been able to say, "I'm very sorry, but you 13 cannot come into the school because" --</b> 14 Q. But he wasn't a volunteer, was he? 15 <b>A. No, but you asked me --</b> 16 Q. I'm trying to establish -- 17 <b>A. What I'm trying to say to you is, if he had been 18 a volunteer and he wasn't an employee of the school, 19 I would have still understood that that volunteer was 20 not to come into the school.</b> 21 Q. What I am trying to establish is whether you are saying 22 that you were uncertain of the employment status of F20, 23 and that's why you made those remarks? 24 <b>A. I'm afraid I can't think back in sufficient detail. 25 I would just say my remarks may have been somewhat</b></p> <p style="text-align: center;">Page 100</p>

25 (Pages 97 to 100)

<p>1 <b>thoughtless.</b></p> <p>2 Q. If we can go to page 11 of that document, please,</p> <p>3 HDC000506, this is the first of the strategy meetings,</p> <p>4 on 7 January.</p> <p>5 <b>A. Yes.</b></p> <p>6 Q. Can we go to the third paragraph down, "Steve asked for</p> <p>7 background information on F20. Peter said F20" -- so</p> <p>8 this was the first of the meetings. It is prior to the</p> <p>9 meeting we looked at previously when there was the</p> <p>10 discussion of criminal offences. On 7 January, you</p> <p>11 said:</p> <p>12 "Peter said that F20 was offered a position at</p> <p>13 Purcell School in [the month is redacted] 2006, however</p> <p>14 he is unsure if he commenced at the school in [month] or</p> <p>15 [month] 2006."</p> <p>16 Then you give his current address and his previous</p> <p>17 addresses. Had you consulted his staff file to have</p> <p>18 that information? You seem to know exactly when he</p> <p>19 began at the school and that he was offered a position</p> <p>20 at the school?</p> <p>21 <b>A. I'm afraid I cannot remember exactly. I may have spoken</b></p> <p>22 <b>to the director of music about it. I cannot remember</b></p> <p>23 <b>whether I actually saw his staff file or not.</b></p> <p>24 Q. Thank you.</p> <p>25 <b>A. I'm sorry.</b></p> <p style="text-align: center;">Page 101</p>	<p>1 Q. At what point did you find out that the breach of trust</p> <p>2 offences applied to any adults working in a school,</p> <p>3 regardless of their employment status?</p> <p>4 <b>A. I absolutely can't remember that, I'm sorry.</b></p> <p>5 Q. Now, the final of those three strategy meetings</p> <p>6 in January took place on 22 January. I think you were</p> <p>7 informed by the police officer that, because RS-F20 had</p> <p>8 admitted to having too close a relationship and giving</p> <p>9 her hugs and kisses on the cheek after rehearsals at his</p> <p>10 house, that the student was not prepared to support</p> <p>11 a prosecution and so the allegation was going to be</p> <p>12 recorded as "unfounded". Was that your recollection?</p> <p>13 We can look at HDC000006_004. We can see there:</p> <p>14 "Contact other agencies ..."</p> <p>15 Second point down:</p> <p>16 "... investigation now concluded with allegations</p> <p>17 unfounded."</p> <p>18 <b>A. Sorry, I can't find it.</b></p> <p>19 Q. Can you see there is a bullet point here on page 4? If</p> <p>20 you look on the screen, it's there. There are bullet</p> <p>21 points.</p> <p>22 <b>A. I've got it.</b></p> <p>23 Q. The second bullet point says that the allegations are</p> <p>24 unfounded?</p> <p>25 <b>A. The second bullet point I have is "Frazer to advise</b></p> <p style="text-align: center;">Page 102</p>
<p>1 <b>Purcell School" --</b></p> <p>2 Q. If you can look on your screen, the allegations were</p> <p>3 unfounded. Then can you look, please, at the paragraph</p> <p>4 beginning, "Peter said that they need to discuss and</p> <p>5 negotiate if it would be best for her to attend the</p> <p>6 school and pay for her lessons, but not board. He asked</p> <p>7 if A160 is emotionally unstable, what's to stop her from</p> <p>8 making further allegations. Any approach by A160 to F20</p> <p>9 is to be reported immediately to [you] head teacher."</p> <p>10 Then John, this is Sergeant John Mairs, the police</p> <p>11 officer:</p> <p>12 "John stated we need to be mindful that A160 is the</p> <p>13 child and F20 is the adult and she is the one who may</p> <p>14 have been wronged."</p> <p>15 Yes? When Sergeant Mairs said that to you, did you</p> <p>16 consider that the student in this particular situation</p> <p>17 was vulnerable and could have been placed at risk by the</p> <p>18 actions of F20?</p> <p>19 <b>A. I find that quite a difficult question to answer.</b></p> <p>20 <b>I mean, anybody can be at risk, can't they? But I think</b></p> <p>21 <b>what I meant when I said, "What's to stop her from</b></p> <p>22 <b>making further allegations?" -- I'm not exactly sure</b></p> <p>23 <b>that's what I said. That was my way of trying to find</b></p> <p>24 <b>out what I had to do if she did. But I was instructed,</b></p> <p>25 <b>immediately, the head teacher, and then of course</b></p> <p style="text-align: center;">Page 103</p>	<p>1 <b>I would have referred it again.</b></p> <p>2 Q. Now, the matter was referred back to the school, and</p> <p>3 I think F20 was given some further safeguarding</p> <p>4 training. Mr Elliott says that there was no school</p> <p>5 policy at the time on keeping records of allegations</p> <p>6 where they had been found to be unfounded; is that</p> <p>7 correct? Does that accord with your recollection?</p> <p>8 <b>A. I cannot recollect.</b></p> <p>9 Q. You can't recollect. He says in his witness statement</p> <p>10 that five years later, there was another allegation,</p> <p>11 a very similar allegation, against F20 by a different</p> <p>12 student at the school, and there was no record of this</p> <p>13 allegation and any steps taken by the school in relation</p> <p>14 to that. What would have been your normal policy on</p> <p>15 keeping notes where an allegation had been made against</p> <p>16 a member of staff?</p> <p>17 <b>A. They would go in the file of that member of staff.</b></p> <p>18 Q. So you can't help us with why there weren't any notes</p> <p>19 five years later?</p> <p>20 <b>A. I'm very sorry, I can't.</b></p> <p>21 Q. Can we look, please, at INQ004300. That's behind</p> <p>22 tab B/14 in your bundle. This is a document I think</p> <p>23 drafted by you in January 2009. Was this -- it's called</p> <p>24 "Safer working practices for staff at the</p> <p>25 Purcell School: a Purcell School safety and welfare</p> <p style="text-align: center;">Page 104</p>

26 (Pages 101 to 104)

<p>1 document, draft for discussion". Was this drafted as 2 a response to some of the issues that had arisen with 3 the allegations against F20?</p> <p>4 <b>A. It's very difficult for me to answer that. Of course, 5 when one was thinking about this, you know, one could 6 not put from one's mind what had happened. But 7 I believe it was broader.</b></p> <p>8 <b>When I arrived at the school, I was very keen that 9 all the peripatetic music staff should be given child 10 protection training, as I've alluded to before, and this 11 effort -- and it is just a draft effort -- was a way of 12 trying to achieve that to get the peripatetic staff to 13 think about their role, and although you can't see from 14 reading this, my recollection is that this is not really 15 aimed at the full-time academic staff, but the visiting 16 music staff.</b></p> <p>17 Q. Can we bring up, please, the lines beginning, "Some 18 adolescents", the next five lines, please. Thank you. 19 This begins the Safer Working Practices document: 20 "Some adolescents experience periods of profound 21 emotional disturbance and turmoil when they might lose 22 all sense of rationality, balance and perspective. They 23 may be unable to differentiate between fantasy and 24 reality and they are often unable to foresee the 25 consequences of their actions. They may even be</p> <p style="text-align: center;">Page 105</p>	<p>1 temporarily insane.</p> <p>2 "They can thus present a danger, even to the most 3 careful of teachers. This being the case, it is 4 important to realise that appropriate demeanour is not 5 enough. For your own safety, you must try to ensure 6 that you never find yourself in a situation where it 7 could simply be their word against yours, with no 8 witness."</p> <p>9 Did that reflect your approach at that time to 10 students who made allegations against staff?</p> <p>11 <b>A. Not in the sense of reducing the impact of what would 12 have happened if any student had made an allegation. It 13 would have been followed up. The state of mind, 14 perceived or not, of the student I think would not have 15 been relevant if an allegation is made. It is extremely 16 important. It has to be followed up.</b></p> <p>17 Q. Did you think that students who made allegations against 18 staff were worthy of belief?</p> <p>19 <b>A. Worthy of what?</b></p> <p>20 Q. Belief.</p> <p>21 <b>A. Of course.</b></p> <p>22 Q. Can we move on, please, to an incident that took place 23 in the boarding house, an incident of bullying, that you 24 dealt with in May 2009. You have explained in your 25 witness statement the circumstances that led to a PSHE</p> <p style="text-align: center;">Page 106</p>
<p>1 lesson taking place. You explain that you became aware 2 of an incident in the boarding house where a boy had 3 ejaculated onto the bed of another boy, and you say that 4 you had always understood it to have been one boy 5 bullying another. That's right?</p> <p>6 <b>A. I think it's very important you understand that this was 7 hearsay and rumour, and I never had any proof that this 8 had actually taken place.</b></p> <p>9 Q. You didn't speak to the boys involved?</p> <p>10 <b>A. No.</b></p> <p>11 Q. It was later suggested --</p> <p>12 <b>A. Not until I talked to them en masse.</b></p> <p>13 Q. There was subsequently a local authority investigation, 14 which you were not involved in; you didn't attend those 15 strategy meetings. It was suggested that there, in 16 fact, had been two boys who had ejaculated onto that 17 bed. But your understanding -- you have said it was 18 hearsay. Your understanding was there was one boy who 19 had ejaculated onto the bed of another boy?</p> <p>20 <b>A. When you say my understanding was, my understanding was 21 that I had heard rumours that that was the case, yes.</b></p> <p>22 Q. And the boys were in year 9?</p> <p>23 <b>A. Yes.</b></p> <p>24 Q. You discussed the incident with the head of boarding, 25 Tom Smith, and it was decided that a sensible and</p> <p style="text-align: center;">Page 107</p>	<p>1 sensitive way of addressing this would be to talk to all 2 the year 9 boys, and thus you held a PSHE lesson on 3 Sunday, 10 May 2009 at 9.00 pm in the ground floor of 4 your private accommodation?</p> <p>5 <b>A. Not all year 9 boys. Just the year 9 boys in the house 6 concerned.</b></p> <p>7 Q. The year 9 boarding boys?</p> <p>8 <b>A. Correct.</b></p> <p>9 Q. We are going to come on to the transcript of that 10 session, but before we do, do you know whether the 11 school had a policy at that time on harmful sexual 12 behaviour between peers or peer-on-peer abuse or 13 whatever it might have been called?</p> <p>14 <b>A. I cannot recall exactly, but I don't think it did.</b></p> <p>15 Q. Right.</p> <p>16 <b>A. But I might be wrong.</b></p> <p>17 Q. You have read the witness statement of Paul Elliott, the 18 designated safeguarding lead, or the senior person?</p> <p>19 <b>A. The DSO, yes.</b></p> <p>20 Q. He says in his witness statement, at paragraph 32, that 21 he was surprised that you didn't consult him about the 22 bullying incident or your intention to speak to the 23 year 9 boys, that, normally, the boys would have been 24 interviewed individually by pastoral staff, and an 25 action plan would have been drawn up and their</p> <p style="text-align: center;">Page 108</p>

27 (Pages 105 to 108)

<p>1 relationships monitored, and that, when he did find out, 2 Paul Elliott, after the event, he did not consider this 3 PSHE lesson an appropriate way to deal with the 4 behaviour and that he believed there was an 5 anti-bullying policy in place at the time. Does that 6 accord with what you understood? 7 <b>A. You're asking me an awful lot.</b> 8 Q. Did you know there was an anti-bullying policy, and did 9 you consult it? 10 <b>A. I cannot recall -- policies were continually being</b> 11 <b>updated -- what the anti-bullying policy was at that</b> 12 <b>point. But I know that at some stage we certainly had</b> 13 <b>an anti-bullying policy. But it wasn't quite as simple</b> 14 <b>as that. My discussions with the head of boarding were</b> 15 <b>that he felt that these boys were not happy and there</b> 16 <b>were various things wrong and could I help to do</b> 17 <b>something about it. So I gave that talk, partly in</b> 18 <b>response to the matters you have referred to, but also</b> 19 <b>for wider reasons.</b> 20 Q. What were the school rules around staff having children 21 in their private accommodation? 22 <b>A. There weren't any.</b> 23 Q. There weren't any. 24 <b>A. Wait a moment, I have got that wrong, I beg your pardon.</b> 25 <b>The staff running boarding houses, I think I'm right in</b></p> <p style="text-align: center;">Page 109</p>	<p>1 <b>saying the general tradition, if you like, would be that</b> 2 <b>pupils did not go beyond the first room, which is</b> 3 <b>probably, if you imagine a housemaster or</b> 4 <b>housemistress's flat, near the pupils' accommodation.</b> 5 <b>They would probably go into the entrance part of it to</b> 6 <b>sign in and sign out and to see the house parents.</b> 7 <b>Generally, they would not go further than that, unless</b> 8 <b>there was a very special occasion, say, I don't know,</b> 9 <b>a Christmas reception or something, where they might be</b> 10 <b>invited in.</b> 11 Q. Which part of your house -- which room in your house did 12 this PSHE lesson take place in? 13 <b>A. It took place on the ground floor, which was two rooms</b> 14 <b>locked together with a sort of sliding door. The</b> 15 <b>previous head and his wife who ran the school would use</b> 16 <b>that area for teaching, because, in those days, the</b> 17 <b>school had fewer facilities -- just before I arrived,</b> 18 <b>they opened the most wonderful new music building. So</b> 19 <b>it was not unprecedented for groups of pupils to be in</b> 20 <b>that space, which was actually far more public in the</b> 21 <b>school, because it was at the front, than many of</b> 22 <b>the classrooms.</b> 23 Q. Can we get up, please, DFE001039_001. This is behind 24 tab B/17 in your bundle. It will come up on the screen 25 as well.</p> <p style="text-align: center;">Page 110</p>
<p>1 This is the transcript of what you said and, indeed, 2 Mr Smith speaks very briefly on this. The transcript of 3 your words that evening. You were not aware that the 4 session was being recorded; is that right? 5 <b>A. Correct.</b> 6 Q. It seems to have been recorded by one of the boys on 7 their phone or some other device. You have read this 8 recently, I think, this transcript? 9 <b>A. Yes.</b> 10 Q. We are not going to go through all of it, but you have 11 agreed in your witness statement that it appears to be 12 an accurate transcript of your remarks during that 13 session? 14 <b>A. Correct.</b> 15 Q. You begin by saying: 16 "I'm going to talk to you in a very frank way about 17 life in the house. This is a PSHE sexual lesson, as it 18 were, or more like a chat." 19 You begin by outlining the topics that you are going 20 to discuss, and the first matter that you deal with in 21 detail -- of course you're playing snippets of, as you 22 describe them, a Channel 4 sex education programme or 23 programme about puberty, and those television programme 24 snippets aren't reproduced in this transcript, it is 25 just your words that are reproduced in this transcript.</p> <p style="text-align: center;">Page 111</p>	<p>1 But you give a detailed explanation. 2 Can we go to page 3, please. You give a very 3 detailed explanation of how to measure their penis, and 4 you talk about porn films using men with abnormally 5 large penises. Was that something on the PSHE 6 curriculum? 7 <b>A. Not exactly, no. As I have explained, this was extra to</b> 8 <b>that. The PSHE curriculum does include sex education</b> 9 <b>for year 9s, and I did explain this was a sexual talk.</b> 10 <b>But the exact nature of that, no, it wasn't. As I have</b> 11 <b>explained, it was something extra as a response to the</b> 12 <b>circumstance.</b> 13 Q. Did you think it might be considered inappropriate to 14 talk to the boys about how to measure their penis, as 15 you were their headmaster? 16 <b>A. As I have already admitted or, if that is the right</b> 17 <b>word, accepted, it would have been very much better for</b> 18 <b>me to get a professionally trained person to give this</b> 19 <b>talk. I was unable to find anybody to do it at such</b> 20 <b>short notice. It's not easy getting these people.</b> 21 <b>I long ago said what I have just said: I should have got</b> 22 <b>a professionally trained person to do it. But I do</b> 23 <b>think, from what I have understood, from rumour and all</b> 24 <b>the rest of it, that some sort of talk like that for</b> 25 <b>those boys was certainly the right thing to do.</b></p> <p style="text-align: center;">Page 112</p>

<p>1 Q. Let's look, if we may, at what you said. The second 2 paragraph on page 3, if we can enlarge that paragraph, 3 thank you. You say: 4 "... of course it says in the school rules that all 5 pornographic material in the school is not to be. Well, 6 I mean, in any school with boys in it, you have to say 7 that because it's a legal requirement; we all know that 8 the reality is, in any boys' boarding house -- in my 9 last boarding house, there was enough porn to set up 10 a whole bookshop and DVD library and that's just about 11 it." 12 And the boys laughed: 13 "So you have to accept that and try and get over to 14 you to be careful, because it can actually leave boys to 15 get very, very depressed because they'll see somebody 16 with the most massive knob and feel that they are 17 completely inadequate ..." 18 The school rules prohibited pornography in the 19 boarding house and anywhere in the school, didn't they? 20 <b>A. From memory, yes.</b> 21 Q. Do you think it could have been assumed from this that 22 the boys were saying that you were not going to support 23 or enforce that school rule around the use of 24 pornography? 25 <b>A. If I may say so, in the context of contemporary life,</b></p> <p style="text-align: center;">Page 113</p>	<p>1 <b>I'm not sure about that question. You have to accept,</b> 2 <b>when you're dealing with contemporary teenagers, and</b> 3 <b>I had to years and years ago, with the advent of things</b> 4 <b>like internet-enabled mobile phones or I think there was</b> 5 <b>a device -- I'm not technically proficient, I think it</b> 6 <b>was called a dongle or something, that you could get to</b> 7 <b>put in a laptop, you can then bypass all the school</b> 8 <b>firewalls and systems and get directly onto the</b> 9 <b>internet, and the remarks I made, that you've just</b> 10 <b>outlined, were, to some extent, me speaking</b> 11 <b>figuratively.</b> 12 <b>So you have to accept that you can make as many</b> 13 <b>rules and regulations as you like, but 13- and</b> 14 <b>14-year-old boys are intensely curious and they will</b> 15 <b>find ways of accessing this stuff.</b> 16 Q. Mr Crook, you can make as many rules and regulations as 17 you like, but, as headmaster, isn't it your job to 18 ensure those rules and regulations, the school's rules, 19 are enforced? 20 <b>A. It's your job to try to, but, you know, I mean, you can</b> 21 <b>try. You can make a rule that nobody is to have</b> 22 <b>a mobile phone, as I understand happens in French day</b> 23 <b>schools. But what do you do when you're in a boarding</b> 24 <b>school and the kids want to phone home over the weekend</b> 25 <b>or in the evening? It's just not realistic.</b></p> <p style="text-align: center;">Page 114</p>
<p>1 Q. Can we move on, please, to page 6. There is more 2 discussion in the intervening period about penis size 3 and measuring of penises and hygiene, and then you come 4 to address the topic of masturbation on page 6. Can we 5 go to the paragraph after 36:36 there, please, Ralph, 6 and highlight that paragraph. You say: 7 "There will be a lot of masturbation going on in 8 a boys' boarding house. It is inevitable. And 9 sometimes people can feel very guilty about it. You 10 must never feel guilty about it. It's almost impossible 11 to help it." 12 You talk about your experiences at the boarding 13 house in Rugby and the approach the boys took to 14 masturbation there? 15 <b>A. Pardon?</b> 16 Q. You talk about when you were in the boarding house at 17 Rugby? 18 <b>A. Where is that?</b> 19 Q. 37:44: 20 "In one boarding house where I was in Rugby ..." 21 <b>A. Oh, yes, all right.</b> 22 Q. You are talking about the approach of the boys there. 23 Then you go on, page 7, please -- can you highlight, 24 please, the second paragraph on page 7, Ralph. You talk 25 about your own experiences here:</p> <p style="text-align: center;">Page 115</p>	<p>1 "I used to wake up in the morning ..." 2 This is when you tell the boys you had grown up in 3 a boarding house: 4 "I used to wake up in the morning and say, 'Did you 5 have a good wank last night?' and some boys would get 6 very upset about it, but I used to say, 'It was really 7 great and you're just jealous because you can't have 8 multiple orgasms like I can!'" 9 The boys laugh. Then you say: 10 "What you mustn't do is report this outside the 11 dorm. It's not fair, and certainly don't tell girls in 12 lessons or things." 13 Why did you refer to your own experiences of 14 masturbation when you were addressing the boys? 15 <b>A. Because I thought it was truthful, open, fair and honest</b> 16 <b>and that it would hopefully remove some of their</b> 17 <b>anxieties and fears and also possible elements of</b> 18 <b>bullying.</b> 19 Q. Did you think it was appropriate for the headmaster to 20 be saying that to 13- or 14-year-old boys? 21 <b>A. As I have already explained to you, I concede that</b> 22 <b>I should have got a professional person to do it. But</b> 23 <b>I believed, for those people, the subject matter was</b> 24 <b>appropriate.</b> 25 Q. If you had got a professional person to do it, do you</p> <p style="text-align: center;">Page 116</p>

1 think they'd have said that, Mr Crook?

2 **A. I do not know.**

3 MS NIELD: I think that might be an appropriate point,

4 chair, to break for lunch.

5 THE CHAIR: Thank you, Ms Nield. We will return at 2.00 pm.

6 (1.00 pm)

7 (The short adjournment)

8 (2.00 pm)

9 MS NIELD: Mr Crook, we were about halfway through the

10 transcript, that's DFE001039, please, Ralph, page 7 of

11 that document. I want to come to the second passage to

12 look at. Again, in that page, after the number 41, it

13 begins "PC". You say to the boys:

14 "When you are masturbating, you may have very, very

15 vivid images coming into your head which you can't help

16 and they said that they thought it was better than

17 actually watching somebody having a good screw on the

18 computer, because you've got to be ... and I agree with

19 that actually ... another thing we need to talk about is

20 that some boys absolutely completely horrified what they

21 might dream about -- you can't help it. Now, when you

22 are growing up and you have got hormones racing all

23 around you, you may have the most weird fantasies and it

24 might happen to you that, when you ejaculate, you could

25 imagine having sex with other boys, then boys are

Page 117

1 Q. But this was a response to a bullying incident, you

2 said. How were you addressing bullying in this?

3 **A. I said that it was a response to general malaise, partly**

4 **in response to a supposed bullying incident. I have**

5 **already explained that that was hearsay. One wasn't**

6 **absolutely certain what had happened. And it seemed to**

7 **me to be a good response to talk.**

8 Q. You go on to tell the boys about wet dreams and, on

9 page 8, if we can go to page 8, please, about halfway

10 down the page -- I think just above there, please,

11 Ralph, you say:

12 "I can still remember to this day, when I was about

13 15, a dream that I had, and I was absolutely amazed and

14 it was just like looking, frankly, at a porn film and it

15 just came out of absolutely nowhere ..."

16 Did you think it appropriate to tell the boys about

17 your erotic dreams?

18 **A. It seemed to me appropriate to try to be truthful and**

19 **honest with them, which I hope that I was.**

20 Q. Can we look at the way you dealt with bullying in that

21 transcript, because there are two mentions of bullying

22 in it. The first is on page 1, if we can go back to

23 page 1. About halfway down that page, after "Phone call

24 ends", if we can take that ten lines or so:

25 "Telling tales about what's going on in the dorm,

Page 119

1 terrified that they are gay, or you can imagine having

2 sex with your own father. It's very common."

3 Why did you say that to the boys?

4 **A. Because I felt it was pertinent and relevant. As part**

5 **of my background reading before I gave this talk,**

6 **I consulted this book that I have here, which is by**

7 **Dr Wardell Pomeroy, who is the co-author of**

8 **the Kinsey Reports, and on page 48 of his book "Boys and**

9 **Sex", which I have here, which I believe to be a very,**

10 **very well-written book, he covers this topic, and**

11 **although I didn't get it word for word, it is**

12 **a paraphrase.**

13 Q. When was that book published, Mr Crook?

14 **A. Quite a long --**

15 Q. First published, I should say.

16 **A. Quite a long time ago. 1968.**

17 Q. Thank you. In 2009, when you were having this

18 conversation with the boys, did you think this was an

19 appropriate topic of conversation for a headmaster to be

20 having?

21 **A. As I have already explained, it would have been better**

22 **to get a professional person to do it. But I did**

23 **consider it to be an appropriate topic, in order, as**

24 **Dr Pomeroy says himself, to try and overcome guilt and**

25 **anxiety.**

Page 118

1 which is very embarrassing -- that's bullying."

2 Then on page 12, just after 1:05:50, the number

3 there, you say this:

4 "So the message is enjoy yourselves, keep it happy,

5 don't feel any guilt at all about any weird stuff that

6 may go through your mind. Don't make it difficult for

7 your mates by taking outside the house or the dorms

8 things that may have happened, and telling other

9 people -- that is bullying, and if I were to find out

10 about that, then we would have to do something about

11 it."

12 Did you consider that your remarks about not

13 reporting incidents from within the house outside the

14 house may have conveyed the impression to the boy who

15 had been bullied, or had reported the ejaculation

16 incident, that he had done something wrong in talking

17 about it?

18 **A. Who had done something wrong?**

19 Q. The boy on whose bed another boy had ejaculated?

20 **A. No, of course not.**

21 Q. I'd like to ask you specifically about a passage near

22 the end of the recording, and that's on this page 12,

23 after the numbers 1:07:26:

24 "Occasionally, and please don't be horrified about

25 this, I have found or I know that boys quite like to

Page 120

<p>1 masturbate with one another, you have got to be a little 2 bit careful about that, it happens, or you might, say, 3 be watching a film or something like that and have a go. 4 You've got to be pretty sure that the other person if 5 you ask them, they might be rather horrified and you 6 might lose a friendship. I just say that. I also want 7 to say to you that if something like that were to happen 8 in the school and, say, I walked into the room, I would 9 ignore it because you are growing up and that's the way 10 it is sometimes. Okay?"</p> <p>11 Did the school rules prohibit sexual activity 12 between the pupils?</p> <p>13 <b>A. I'm not absolutely sure what the status of them was at 14 that time. I certainly changed the school rules with 15 the help of a parent governor, Dr Brown, where we 16 changed the tradition of the school, which previously 17 had allowed sixth form boys and girls, I think from 18 memory, into each other's bedsits, and I stopped that 19 happening.</b></p> <p>20 Q. Would it have been allowed for boys to masturbate one 21 another?</p> <p>22 <b>A. That is quite a difficult question. I do regret the way 23 I expressed this. I think the reality is that, if it 24 were to happen, in the very unlikely event that it was 25 noticed, one would take advice from the social service</b></p> <p style="text-align: center;">Page 121</p>	<p>1 <b>team.</b></p> <p>2 Q. So why did you tell the boys that if you did see it, you 3 would ignore it?</p> <p>4 <b>A. I regret that I made what, in hindsight, I can now see 5 was a mistake in that.</b></p> <p>6 Q. Can we look, please, at INQ004456_003, please. This is 7 the PSHE scheme of work. You have told us --</p> <p>8 <b>A. Hold on a minute.</b></p> <p>9 Q. It is coming up on your screen. If you can have a look 10 at your screen, please, Mr Crook. This says -- is that 11 your handwriting -- it might be a bit difficult to see, 12 but is that your handwriting down the side of that 13 document?</p> <p>14 <b>A. Yes.</b></p> <p>15 Q. It says:</p> <p>16 "In accordance with the spirit of 'every child 17 matters' and Department of Children, Schools and 18 Families' guidance on the prevention of bullying and the 19 Purcell School anti-bullying policy, it will sometimes 20 be appropriate to deliver tutorials with smaller groups 21 of pupils. Such tutorials must take place in formal 22 areas of the school."</p> <p>23 Do you know when that was developed?</p> <p>24 <b>A. I'm afraid I don't. The position I found myself in was 25 that the previous head of PSHE left the school after my</b></p> <p style="text-align: center;">Page 122</p>
<p>1 <b>first year as headmaster, so my second year, I'd been 2 unable to find another member of staff to take on the 3 role. We weren't in a position to advertise outside the 4 school, it had to be something that an existing member 5 of staff would do.</b></p> <p>6 <b>I couldn't find anybody, and I redeveloped the 7 schemes as the year went on. Partly because I needed to 8 have something to use and partly because I needed to 9 have something to give to an incoming person. I managed 10 to appoint a new head of PSHE in -- it was at the end of 11 my second year, I think, who then went into post.</b></p> <p>12 <b>So this document is a sort of ongoing thing that 13 I kept fiddling with.</b></p> <p>14 Q. Did you rewrite that policy to say that it was permitted 15 for staff to deliver PSHE in smaller groups in 16 a domestic setting?</p> <p>17 <b>A. I didn't realise it was a policy. I thought this was 18 just an attempt at a scheme of work. I was trying to 19 find it --</b></p> <p>20 Q. I think you have seen the witness statement of 21 Margaret Moore that's behind tab A/7 in your bundle.</p> <p>22 <b>A. Yes, I believe I did write that.</b></p> <p>23 Q. If you can go to page 7 of Margaret Moore's statement, 24 please, that's behind tab A/7 in your bundle. She says 25 in her witness statement that you announced at a staff</p> <p style="text-align: center;">Page 123</p>	<p>1 meeting on 19 May, so just over a week after the PSHE 2 lesson in your house, that you needed to rewrite the 3 school's PSHE document, and she subsequently saw that 4 document and she sets out at paragraph 48 of her witness 5 statement what she says it said, and that was that it 6 said:</p> <p>7 "It will sometimes be appropriate to deliver 8 tutorials with smaller groups of pupils. If this is 9 done in an informal domestic setting, two adults must be 10 present."</p> <p>11 She says that when she saw that, she was concerned 12 that you had retrospectively rewritten an existing 13 school policy to provide cover for the boys having come 14 over to your house that evening. Was she correct in 15 that assumption or not?</p> <p>16 <b>A. No, I don't think so. I mean, what are you supposed to 17 do? Policies are continually being updated, and I was 18 doing my best. I never asked to be head of PSHE. 19 I found it very difficult to cope with it, with my other 20 duties, but I did it.</b></p> <p>21 Q. Did you rewrite the policy in the way she sets out, to 22 say, "If this is done in an informal domestic setting, 23 two adults must be present", and did you make that 24 change after the lesson on 10 May?</p> <p>25 <b>A. I do not know.</b></p> <p style="text-align: center;">Page 124</p>

31 (Pages 121 to 124)

<p>1 Q. Thank you. After that PSHE lesson had taken place on 2 10 May, did the chair of governors speak to you at any 3 time to let you know that there were concerns amongst 4 the staff about the timing, location and content of 5 that?</p> <p>6 <b>A. I cannot remember if he referred to concerns from the 7 staff. He certainly told me at some point -- I can't 8 remember exactly when -- that the matter was in the 9 hands of the local authority, because I was required to 10 give him, which I did, some evaluation forms, which the 11 pupils had done, and also the precise details of 12 the Channel 4 programmes, which I duly passed to him. 13 I cannot remember, in that conversation, whether he 14 referred to the staff of the school or not.</b></p> <p>15 Q. But you were aware that there was some concern expressed 16 about the PSHE lesson? You knew it was being considered 17 by the local authority?</p> <p>18 <b>A. I knew it was being considered by the local authority. 19 I cannot remember when I first realised that there was 20 staff disquiet about it.</b></p> <p>21 Q. Again, Margaret Moore in her witness statement has said 22 there was, in fact, a staff meeting on 3 June, when 23 there were concerns expressed by staff. Do you remember 24 a staff meeting where there were those concerns?</p> <p>25 <b>A. I think the minutes of that meeting are somewhere in</b></p> <p style="text-align: center;">Page 125</p>	<p>1 <b>here, aren't they?</b></p> <p>2 Q. Can we get up INQ004583, please? Can you bring it up on 3 the screen? Can we enlarge points 1 to 3? Number 1 on 4 there is:</p> <p>5 "PSHE.</p> <p>6 "Headmaster informed staff that he had given a PSHE 7 anti-bullying session to all [those in a particular 8 house] in year 9 in the presence of Mr Smith, in an 9 attempt to reduce taunting and teasing and to prevent 10 potential bullying."</p> <p>11 At point 3, PSHE appears again:</p> <p>12 "Opinions were expressed about PSHE and also about 13 rumours of possible bullying. The headmaster said that 14 the rumours could be completely untrue."</p> <p>15 That was the staff meeting when concerns were aired; 16 would that be right to say?</p> <p>17 <b>A. I cannot remember. I have no recollection of 18 the meeting, apart from what I'm reading here.</b></p> <p>19 Q. Mrs Moore, in her witness statement, has said that staff 20 were pressing you in that meeting and you seemed very 21 keen to close down the discussion. Do you recall 22 anything along those lines?</p> <p>23 <b>A. No. But it would seem to me to be perfectly normal 24 practice for any headmaster, if there is something like 25 that going on and the headmaster makes a statement, that</b></p> <p style="text-align: center;">Page 126</p>
<p>1 <b>is sufficient. If staff want to know something, they 2 can go and talk to the relevant people on their own.</b></p> <p>3 Q. Which relevant people?</p> <p>4 <b>A. Well, it would either be me or the school nurse or the 5 head of boarding, or whoever they chose, I suppose, but 6 I think, in a public meeting, that is enough.</b></p> <p>7 Q. Did you think staff were entitled to challenge you if 8 they had concerns about the way you were handling 9 issues?</p> <p>10 <b>A. I don't think it sort of really occurred to me that they 11 didn't, necessarily.</b></p> <p>12 Q. That they didn't ...?</p> <p>13 <b>A. That they didn't have the right to do it.</b></p> <p>14 Q. Can we get up, please, INQ004393. This is headed 15 "Rationale for talk". It is behind your tab B/18, if 16 you would like to look at your paper copy, Mr Crook. It 17 is signed at the bottom -- well, not signed, but it says 18 in handwriting at the bottom "Provided by Peter Crook 19 8/6/09". Is this a document that you gave to the chair 20 of governors?</p> <p>21 <b>A. Yes.</b></p> <p>22 Q. Because he wanted to know the reasons for you having the 23 PSHE talk, presumably, and that's why you provided the 24 rationale?</p> <p>25 <b>A. I imagine so. I knew that he was dealing with the local</b></p> <p style="text-align: center;">Page 127</p>	<p>1 <b>authority.</b></p> <p>2 Q. In that, can we please highlight the fifth paragraph 3 down:</p> <p>4 "APC [that's you] searched very carefully for 5 appropriate material to illustrate the presentation and 6 decided that the Channel 4 websites ... were the most 7 appropriate. APC wished to say as little as possible 8 himself in order to avoid subsequently being misquoted 9 or quoted out of context ..."</p> <p>10 We have heard the transcript, and you're talking 11 quite a lot to the boys, in fact?</p> <p>12 <b>A. Yes, I agree with that, and I apologise if that is 13 misleading. I wrote it from memory, and I did not keep 14 a transcript, and I have never seen one until I was sent 15 one by the inquiry.</b></p> <p>16 Q. Yes, but you presumably knew what you had said, because 17 this is dated 8 June, and that meeting was 10 May. So 18 you knew the content of what you'd discussed with the 19 boys. This is your rationale provided --</p> <p>20 <b>A. I'm not sure -- I don't quite understand what you are 21 asking me.</b></p> <p>22 Q. You didn't have a transcript of what you'd said, at that 23 point, but this is your rationale for the talk that's 24 given a month after the talk?</p> <p>25 <b>A. Yes.</b></p> <p style="text-align: center;">Page 128</p>

32 (Pages 125 to 128)

1 Q. Presumably, those matters were still fresh in your mind?  
 2 **A. Reasonably fresh.**  
 3 Q. Of course, you hadn't known that the session had been  
 4 recorded?  
 5 **A. Correct.**  
 6 Q. So at that stage, the only people who knew exactly what  
 7 had been said were yourself and Mr Smith and the boys  
 8 concerned; is that right?  
 9 **A. I do not know. How can I know? If it's true, as it**  
 10 **seems to be, that a boy recorded it, I have no idea to**  
 11 **whom he might have played that recording.**  
 12 Q. You were aware that the local authority came to consider  
 13 that PSHE lesson. Were you made aware that later  
 14 in June the conclusion of that series of strategy  
 15 meetings was that the allegation was unfounded? Were  
 16 you made aware of that?  
 17 **A. I cannot remember now the date -- I put it down**  
 18 **somewhere -- but both Tom Smith and I went to Herts'**  
 19 **Children, School and Families, and we had a very**  
 20 **constructive session with two social workers.**  
 21 **I think that they told me that it was unfounded at**  
 22 **that meeting, but I cannot completely recollect. But**  
 23 **I certainly went to a meeting with Mr Smith.**  
 24 Q. Were you then aware that further matters regarding  
 25 concerns about yourself and your conversations with

Page 129

1 an explanation for using that language because you were  
 2 never aware that you were alleged to have used it; is  
 3 that right?  
 4 **A. I think so.**  
 5 Q. In November 2009, you were invited to attend  
 6 a disciplinary meeting.  
 7 **A. Yes.**  
 8 Q. What was the disciplinary meeting to address?  
 9 **A. Well, I haven't got a record of it. I think it was**  
 10 **generally that -- and please understand I'm doing this**  
 11 **entirely from memory. I believe I had caused unrest in**  
 12 **the school, I was perceived to have divided the staff,**  
 13 **and it was made very, very clear to me that I would have**  
 14 **to be appraised in order to attempt to take the school**  
 15 **forward. I don't have a record of it, so --**  
 16 Q. Can I take you to the letter that was inviting you to  
 17 the disciplinary meeting, because I don't want you to  
 18 have to struggle from your own memory?  
 19 **A. Okay.**  
 20 Q. It is PUR000514.  
 21 **A. Excuse me, which tab is that?**  
 22 Q. I'm not sure that it's found its way into the bundle,  
 23 but if we can have a look at it on the screen in front  
 24 of you. Can we expand the first paragraph, please,  
 25 Ralph. It begins, "Dear Peter". This is from the chair

Page 131

1 pupils had been referred to the local authority  
 2 designated officer?  
 3 **A. I think I became aware of that, as far as I recollect,**  
 4 **because of a phone call from the LADO, and I have sent**  
 5 **in to the inquiry the notes of that phone call.**  
 6 Q. Was that on 10 July?  
 7 **A. I can't remember, I'm afraid.**  
 8 Q. Were you ever made aware by the chair of governors, or  
 9 indeed through any other means, that the local authority  
 10 designated officer had found as substantiated  
 11 in July 2009 an allegation that the year before, so in  
 12 2008, you had used inappropriate language when speaking  
 13 to two children at the school who were alleged to be in  
 14 a sexual relationship?  
 15 **A. No.**  
 16 Q. The allegation that was substantiated was that you had  
 17 said to the boy regarding his girlfriend, "Have you  
 18 fucked her yet and have you put your cock in her mouth?"  
 19 Were those specific remarks ever discussed with you by  
 20 the chair of governors?  
 21 **A. I don't think so.**  
 22 Q. You were never made aware that it was alleged that you  
 23 had used that language?  
 24 **A. Not to my recollection.**  
 25 Q. It may follow as night follows day, but you never gave

Page 130

1 of governors:  
 2 "As you know, the governors have recently been  
 3 reviewing the factors which have led to the recent  
 4 unrest and problems at the school. This review, which  
 5 I will give you separately, has highlighted a number of  
 6 concerns in relation to staff conduct, which we shall be  
 7 pursuing. With regard to yourself, it includes  
 8 complaints of inappropriate language used by you with  
 9 pupils and an inappropriate level of interest in pupils'  
 10 sexual conduct, both of which, as you know, have been  
 11 the subject of reports to social services. I believe  
 12 you are aware of the incidents to which I refer, but if  
 13 you would like me to identify them, I will of course do  
 14 so."  
 15 So complaints of inappropriate language used by you  
 16 with pupils and an inappropriate level of interest in  
 17 pupils' sexual conduct. It appears from the context of  
 18 that that they had already been discussed with you by  
 19 the chair of governors. Does that prompt your memory?  
 20 I appreciate these are events of ten years ago?  
 21 **A. I'm afraid not, no.**  
 22 Q. It doesn't?  
 23 **A. No.**  
 24 Q. You don't recall speaking to the chair of governors  
 25 prior to that disciplinary meeting about inappropriate

Page 132

<p>1 language used by you or an inappropriate level of</p> <p>2 interest in pupils' sexual conduct?</p> <p>3 <b>A. I am afraid I cannot recall when conversations took</b></p> <p>4 <b>place. But the chairman of governors certainly spoke to</b></p> <p>5 <b>me, and I'm not sure whether it was before or after the</b></p> <p>6 <b>meeting or both. I would think probably before.</b></p> <p>7 Q. During the meeting, during the disciplinary meeting, do</p> <p>8 you recall whether those matters specifically were</p> <p>9 addressed with you?</p> <p>10 <b>A. No, I can't, I'm sorry.</b></p> <p>11 Q. You can't recall. All right. During that meeting, you</p> <p>12 were not made subject of any disciplinary action at all?</p> <p>13 Were you not given a formal warning or any disciplinary</p> <p>14 sanction?</p> <p>15 <b>A. My memory, which may be wrong, is that the chairman</b></p> <p>16 <b>warned me about slang. I'm not absolutely certain</b></p> <p>17 <b>whether it was in that meeting or after it. I did not</b></p> <p>18 <b>receive any formal written warning or written evidence</b></p> <p>19 <b>of oral warning. No, I didn't.</b></p> <p>20 Q. So you weren't given a formal warning, either oral or</p> <p>21 written?</p> <p>22 <b>A. I wasn't.</b></p> <p>23 Q. No.</p> <p>24 <b>A. No. Correct.</b></p> <p>25 Q. Were you aware that the recording of the PSHE lesson</p> <p style="text-align: center;">Page 133</p>	<p>1 from 10 May had begun to circulate in December 2009,</p> <p>2 that there was a CD in existence?</p> <p>3 <b>A. I'm afraid I cannot remember when I first discovered</b></p> <p>4 <b>that.</b></p> <p>5 Q. But you were made aware at some point --</p> <p>6 <b>A. Eventually, yes, of course I was, yes.</b></p> <p>7 Q. -- that there was a recording?</p> <p>8 <b>A. Yes.</b></p> <p>9 Q. Were you aware that the chair of governors had listened</p> <p>10 to the recording?</p> <p>11 <b>A. Yes.</b></p> <p>12 Q. Did he discuss it with you?</p> <p>13 <b>A. Yes.</b></p> <p>14 Q. Were you aware that, as well as the chair of governors,</p> <p>15 some of the other governors and some staff and some</p> <p>16 parents had also heard the recording?</p> <p>17 <b>A. I became aware of that when a parent sent me a copy of</b></p> <p>18 <b>an email which enclosed the recording of the talk which</b></p> <p>19 <b>had been circulated to a large number of parents.</b></p> <p>20 Q. Did you ever speak to the chair of governors</p> <p>21 specifically about your remarks to the boys, as was</p> <p>22 recorded on that CD?</p> <p>23 <b>A. I'm afraid I can't remember.</b></p> <p>24 Q. Once the recording had surfaced, you were not, at that</p> <p>25 point, made the subject of any disciplinary action?</p> <p style="text-align: center;">Page 134</p>
<p>1 <b>A. No, I wasn't, I don't think.</b></p> <p>2 Q. You weren't invited to another disciplinary meeting</p> <p>3 after the one that had taken place in November 2009?</p> <p>4 <b>A. I wasn't invited to another disciplinary meeting, but</b></p> <p>5 <b>I recall attending a meeting of governors at the school</b></p> <p>6 <b>solicitors in London, but I cannot remember, I'm afraid,</b></p> <p>7 <b>exactly when that was. It wasn't a disciplinary</b></p> <p>8 <b>meeting, but it was to, you know, discuss general</b></p> <p>9 <b>matters.</b></p> <p>10 Q. General matters. Was there any discussion about your</p> <p>11 remarks particularly to the boys and whether they were</p> <p>12 appropriate?</p> <p>13 <b>A. Not that I remember. I don't think so.</b></p> <p>14 Q. You weren't challenged by the chair of governors at any</p> <p>15 point that your language had been inappropriate?</p> <p>16 <b>A. I was certainly aware that he thought some of</b></p> <p>17 <b>the language was inappropriate, and I know that --</b></p> <p>18 <b>I think the person, I think, who was then deputy</b></p> <p>19 <b>chairman, I think he was deputy chairman, made it clear</b></p> <p>20 <b>that he thought some of the language was inappropriate.</b></p> <p>21 Q. Can you recall when that conversation with the deputy</p> <p>22 chairman took place?</p> <p>23 <b>A. I don't think it was a conversation. I think it might</b></p> <p>24 <b>have been an email. But I can't exactly remember. But</b></p> <p>25 <b>I do remember him saying some was inappropriate.</b></p> <p style="text-align: center;">Page 135</p>	<p>1 Q. Were you made aware at any point that there were parents</p> <p>2 who had listened to the recording who were very</p> <p>3 concerned that your language was inappropriate?</p> <p>4 <b>A. Well, obviously the person who sent the recording around</b></p> <p>5 <b>to all the other parents, yes, I did read some of his</b></p> <p>6 <b>emails. So I was aware of that.</b></p> <p>7 <b>I was aware that there was one father whose son was</b></p> <p>8 <b>not actually in the school when I gave the talk, but who</b></p> <p>9 <b>must have arrived the year later, was concerned about</b></p> <p>10 <b>it. I was not aware of concern from other parents and,</b></p> <p>11 <b>in fact, some of the parents wrote to me and told me</b></p> <p>12 <b>they thought that it was fine, and I think it is only</b></p> <p>13 <b>fair to point out that I had no complaint at all from</b></p> <p>14 <b>any of the parents of the pupils concerned; none at all.</b></p> <p>15 Q. Those parents who had indicated that they were concerned</p> <p>16 that the language you had used and the content of</p> <p>17 the PSHE lesson was inappropriate, could you understand</p> <p>18 that point of view?</p> <p>19 <b>A. Well, I found some of it difficult to understand, so</b></p> <p>20 <b>I asked the parents, the people who had sent around the</b></p> <p>21 <b>CD, to come to see me so that we could talk about it.</b></p> <p>22 <b>One of the partners came, but I couldn't get the</b></p> <p>23 <b>other one ever to talk to me about it.</b></p> <p>24 Q. Did you understand --</p> <p>25 <b>A. Well, I can see --</b></p> <p style="text-align: center;">Page 136</p>

1 Q. -- their concern --  
 2 **A. -- that you have to expect, in anything, that different**  
 3 **people have different viewpoints. So, yes, I could**  
 4 **understand it, but I didn't necessarily agree with it.**  
 5 Q. Can I turn now to the final topic that I'd like to talk  
 6 about with you, please. It is a safeguarding allegation  
 7 that was referred to the LADO by yourself as head.  
 8 That's an allegation against a member of staff who  
 9 ultimately received a police caution. His name was  
 10 'RS-F80'.  
 11 If I can summarise that a student A192 had told  
 12 staff at the school that she had been in a sexual  
 13 relationship for some months with 'RS-F80' and the  
 14 allegation was referred to the local authority  
 15 designated officer. 'RS-F80' was suspended by the  
 16 school, I think, pending the investigation; is that  
 17 right?  
 18 **A. Well, he was suspended by me.**  
 19 Q. The local authority investigation effectively handed  
 20 over to the police to investigate and you participated  
 21 in the strategy meetings that discussed the process; is  
 22 that right?  
 23 **A. I do not recall more than one strategy -- you said**  
 24 **meetings.**  
 25 Q. Yes.

Page 137

1 sorry, paragraph 7, forgive me:  
 2 "The headmaster, Peter Crook, was interviewed and  
 3 stated that he was not convinced that the victim was  
 4 telling the truth and believed that fantasy and  
 5 exaggeration featured heavily in her account of events."  
 6 Why did you say that to the police officer  
 7 investigating that member of staff?  
 8 **A. Could I ask you just to compare that with a witness**  
 9 **statement -- or is that the same one? This looks**  
 10 **different. Okay. It seemed to me to be reasonable, but**  
 11 **I'm speculating, because I can't remember, just to bring**  
 12 **the police's attention to that, but I must state that**  
 13 **the member of staff had gone, and I hoped I had removed**  
 14 **the danger to the girl.**  
 15 Q. But you told the police you thought she was lying?  
 16 **A. Oh, no, certainly not.**  
 17 Q. You were not convinced that the victim was telling the  
 18 truth?  
 19 **A. Well, it depends what you mean -- it could have been**  
 20 **I felt that she was exaggerating it. By the way, I have**  
 21 **no recollection of this police thing. I don't know --**  
 22 **it doesn't say when it was or where it was or who did**  
 23 **it. I don't know whether it was before or after the**  
 24 **strategy meeting.**  
 25 Q. It was during the course of --

Page 139

1 **A. I think there was only one. Were there more than that?**  
 2 Q. No, there was only one.  
 3 **A. So I most certainly did. I have no memory of it, but**  
 4 **obviously I can read what there is here. So, yes,**  
 5 **I obviously attended the strategy meeting for that.**  
 6 Q. Yes.  
 7 **A. But I suspended the member of staff way before the**  
 8 **strategy meeting --**  
 9 Q. Immediately.  
 10 **A. Immediately. Within about three hours.**  
 11 Q. The police reported back to the strategy meeting,  
 12 because they had spoken to 'RS-F80', they had spoken to  
 13 the girl involved. They had spoken to a number of  
 14 people, in fact, I think including you, you spoke to the  
 15 police at one point. 'RS-F80', when he was interviewed  
 16 by the police, admitted that he had been in a sexual  
 17 relationship, that he had engaged in sexual activity  
 18 with A192, and so accepted a criminal caution for sexual  
 19 touching whilst being in a position of trust. Yes?  
 20 Can I take you to tab A/8. That's the witness  
 21 statement of Assistant Chief Constable Jephson of  
 22 Hertfordshire Police. He has produced a witness  
 23 statement to the inquiry covering this incident with  
 24 'RS-F80' and the process of the investigation.  
 25 Can I take you, please, to page 2 at paragraph 8 --

Page 138

1 **A. I did not consider the girl was lying. I thought she**  
 2 **just might have been elaborating a bit, I think. But**  
 3 **I can't remember.**  
 4 Q. What basis did you have, what did you know about the  
 5 relationship between herself and 'RS-F80', to have  
 6 a basis to say she was exaggerating?  
 7 **A. The basis of exaggeration had nothing whatever to do**  
 8 **with her relationship with 'RS-F80', just with her own**  
 9 **general character and demeanour. She was quite --**  
 10 **I don't mean that in a nasty way. She was a very nice**  
 11 **girl. But she was quite sort of dramatic.**  
 12 Q. But she was telling the truth, because 'RS-F80' admitted  
 13 that she was telling the truth?  
 14 **A. Which is why I suspended him.**  
 15 Q. Yes. Well, you suspended him --  
 16 **A. So I don't feel that I let her down in any way at all.**  
 17 Q. Was that your approach to children in your school who  
 18 would come forward with allegations against staff, that  
 19 you considered that they were unlikely to be telling the  
 20 truth?  
 21 **A. As I have outlined before lunch, any allegation that**  
 22 **came to the school, through whichever route, would have**  
 23 **to be investigated most carefully. The allegation**  
 24 **wouldn't necessarily have come to me, it could have**  
 25 **gone, well, to anybody, and then passed on to the school**

Page 140

<p>1 nurse, the deputy DSO or to Paul Elliott. And, of</p> <p>2 course, it would be very serious, it has to be taken</p> <p>3 totally seriously.</p> <p>4 Q. Could we look at that, please. RS-A192 made these</p> <p>5 disclosures to a number of members of staff</p> <p>6 in May 2010 --</p> <p>7 <b>A. Excuse me, I'm sorry to interrupt you. Where are we</b></p> <p>8 <b>now, please?</b></p> <p>9 Q. I'm reminding you of the circumstances.</p> <p>10 <b>A. I beg your pardon, thank you.</b></p> <p>11 Q. Please correct me if you think I'm wrong.</p> <p>12 The allegation was made in May 2010. We know that</p> <p>13 the strategy meeting took place on 14 May 2010. In</p> <p>14 fact, in November 2009, so six months previously, you</p> <p>15 had found 'RS-F80' and A192 together on the school field</p> <p>16 at about 8.00 in the evening, hadn't you?</p> <p>17 <b>A. I am not absolutely sure if the time is correct. My</b></p> <p>18 <b>memory is it was pretty dark. But that is correct. As</b></p> <p>19 <b>I explained, I did come across them when I was taking</b></p> <p>20 <b>our dog for a walk in the evening. I'm not absolutely</b></p> <p>21 <b>sure of the time.</b></p> <p>22 Q. Perhaps the time is immaterial. They were in the dark</p> <p>23 and they were on the school field and they were</p> <p>24 together. Is it right that they were not supposed to be</p> <p>25 alone together in the dark on the school field?</p> <p style="text-align: center;">Page 141</p>	<p>1 <b>A. Nobody was supposed to be, in the pupil body, on the</b></p> <p>2 <b>school field at that time, which is why I instructed</b></p> <p>3 <b>them to get back immediately, because I didn't want the</b></p> <p>4 <b>girl to be in any danger from other -- you know, I mean,</b></p> <p>5 <b>other people could come in and be on the school field,</b></p> <p>6 <b>so that was not allowed. That was against the school</b></p> <p>7 <b>rules, yes.</b></p> <p>8 Q. Did you ask the DSL, Paul Elliott, to give 'RS-F80' some</p> <p>9 additional or refresher safeguarding training?</p> <p>10 <b>A. I certainly did.</b></p> <p>11 Q. So were you concerned that there may be an inappropriate</p> <p>12 relationship between 'RS-F80' and A192?</p> <p>13 <b>A. No. At that stage, I was far more concerned about</b></p> <p>14 <b>general dangers to a female pupil out on that quite</b></p> <p>15 <b>large field on her own. It is surrounded by a road.</b></p> <p>16 <b>Although there are secure fences and things, if somebody</b></p> <p>17 <b>really wanted to, they could get in. That concerned me</b></p> <p>18 <b>far more. I thought he was a very inexperienced member</b></p> <p>19 <b>of staff who was still at university, had just been</b></p> <p>20 <b>inexperienced, utterly foolish and stupid, and I wanted</b></p> <p>21 <b>Mr Elliott to make that absolutely clear to him.</b></p> <p>22 Q. So why did you ask for him to have safeguarding</p> <p>23 training?</p> <p>24 <b>A. I didn't. As I have explained earlier, we didn't tend</b></p> <p>25 <b>to use the term "safeguarding", I think. I just asked</b></p> <p style="text-align: center;">Page 142</p>
<p>1 <b>Mr Elliott to give him whatever training, but I admit</b></p> <p>2 <b>that's splitting hairs, because I thought Mr Elliott, as</b></p> <p>3 <b>a first-class member of staff, would be the right person</b></p> <p>4 <b>to set this young man right.</b></p> <p>5 Q. Did you speak to A192 at any point, in October 2009?</p> <p>6 <b>A. Good Lord, I can't remember which pupils I spoke to all</b></p> <p>7 <b>these years ago.</b></p> <p>8 Q. Forgive me, in relation to the fact that you had found</p> <p>9 her on the school field in the hours of darkness with</p> <p>10 a young member of staff?</p> <p>11 <b>A. No, I don't think so, but -- and I'm speculating a bit.</b></p> <p>12 <b>I would certainly, I think, have mentioned it to her</b></p> <p>13 <b>housemistress, and I think I told them, you know, to get</b></p> <p>14 <b>into the house and to report in, which would have meant</b></p> <p>15 <b>seeing either the tutor on duty or the housemistress</b></p> <p>16 <b>herself.</b></p> <p>17 Q. The local authority designated officer, Frazer Smith,</p> <p>18 says in his witness statement, which you have seen, that</p> <p>19 the manner in which you dealt with that incident</p> <p>20 in October 2009 gave rise to some concern; particularly</p> <p>21 in the fact that you did not speak to A192 alone after</p> <p>22 that event, and that might have given her an earlier</p> <p>23 opportunity to make a disclosure, either you or another</p> <p>24 member of staff. That was the first opportunity --</p> <p>25 <b>A. I am very sorry if the impression has been given that</b></p> <p style="text-align: center;">Page 143</p>	<p>1 <b>I was in any way incorrect. But I think it's something</b></p> <p>2 <b>much better for the house staff, the pastoral staff, who</b></p> <p>3 <b>knew her better than I did, to do it.</b></p> <p>4 Q. Did you ask them to do that?</p> <p>5 <b>A. I cannot remember, but I think it's very, very likely.</b></p> <p>6 <b>You can't have a girl of that age on her own in the dark</b></p> <p>7 <b>in the field behind the school. It's ridiculous.</b></p> <p>8 Q. You didn't ask the designated safeguarding lead to speak</p> <p>9 to [redacted], did you?</p> <p>10 <b>A. Pardon?</b></p> <p>11 Q. Cut the feed, sorry.</p> <p>12 <b>A. I told --</b></p> <p>13 Q. Cut the feed. Continue.</p> <p>14 You didn't ask the designated safeguarding lead to</p> <p>15 speak to A192, did you? You just asked him to speak to</p> <p>16 'RS-F80'?</p> <p>17 <b>A. I cannot remember, but it would seem to me to be</b></p> <p>18 <b>perfectly reasonable to leave a matter like that in the</b></p> <p>19 <b>very capable hands of Paul Elliott. As I have already</b></p> <p>20 <b>said, he is a first-class member of staff, and I would</b></p> <p>21 <b>think I would have left that to his judgment.</b></p> <p>22 Q. Thank you.</p> <p>23 <b>A. But I think, as I say, that I did alert house staff.</b></p> <p>24 MS NIELD: Thank you. I have no more questions for you,</p> <p>25 Mr Crook. If you wait there, there may be some</p> <p style="text-align: center;">Page 144</p>

<p>1 questions from the chair and panel.</p> <p>2 THE CHAIR: No, we have no questions. Thank you very much.</p> <p>3 <b>A. Thank you very much, Professor. Thank you.</b></p> <p>4 <b>(The witness withdrew)</b></p> <p>5 MS NIELD: The next witness, please, is Mr Graham Smallbone.</p> <p>6 MR GRAHAM SMALLBONE (sworn)</p> <p>7 Examination by MS NIELD</p> <p>8 MS NIELD: Good afternoon, Mr Smallbone. Just a few things</p> <p>9 before I start my questions. First of all, it is not</p> <p>10 a test of memory. Please feel free to refer to your</p> <p>11 notes, if you have them, at any time, or indeed your</p> <p>12 witness statement, and if you cannot remember</p> <p>13 a particular matter, then please do say so.</p> <p>14 We can take as many breaks as you like. We will be</p> <p>15 taking a break at -- well, perhaps, as we are finishing</p> <p>16 early today, I think a little earlier, at 4.00 pm, it</p> <p>17 might be appropriate to take a break at 3.00 pm today.</p> <p>18 I'm in your hands, chair and panel? Yes, we will take</p> <p>19 a break at around 3.00 pm, in any event.</p> <p>20 There is a screen in front of you, and the evidence</p> <p>21 handler, this gentleman in front of me, will be bringing</p> <p>22 up on screen any documents that I'm referring to, which</p> <p>23 everyone else will be able to see on the larger screens</p> <p>24 in the room. But you also have a paper bundle in front</p> <p>25 of you, a ring binder. That's got your witness</p> <p style="text-align: center;">Page 145</p>	<p>1 statement at the very front of it behind tab A/1 and any</p> <p>2 other relevant witness statements, and it also has</p> <p>3 documents in there. So it is a matter for you whether</p> <p>4 you prefer to use the screen or to refer to your paper</p> <p>5 bundle, but I will ensure that all the documents are on</p> <p>6 the screen.</p> <p>7 Your witness statement you dated 16 August 2019.</p> <p>8 You have signed it. Is it true, to the best of your</p> <p>9 knowledge and belief?</p> <p>10 <b>A. Yes.</b></p> <p>11 Q. I think you've read it recently.</p> <p>12 <b>A. I have.</b></p> <p>13 Q. Mr Smallbone, you were the chairman of the governors at</p> <p>14 the Purcell School for Young Musicians I think from 1998</p> <p>15 to 2010; is that right?</p> <p>16 <b>A. That's correct.</b></p> <p>17 Q. You had been appointed governor there in 1997?</p> <p>18 <b>A. Yes.</b></p> <p>19 Q. Earlier in your career, you had been, I think, director</p> <p>20 of music in three different schools before you became</p> <p>21 the headmaster of Oakham School; is that correct?</p> <p>22 <b>A. That's all correct.</b></p> <p>23 Q. Oakham School, if people don't know it, is a large,</p> <p>24 co-educational, independent boarding school; is that</p> <p>25 right?</p> <p style="text-align: center;">Page 146</p>
<p>1 <b>A. Yes.</b></p> <p>2 Q. You were there from 1995 until you retired in 1996?</p> <p>3 <b>A. Yes.</b></p> <p>4 Q. When you were on the governing body at Purcell, you have</p> <p>5 said there were between eight and ten members during</p> <p>6 your time there?</p> <p>7 <b>A. Yes. In fact, I think there were just a few more by the</b></p> <p>8 <b>time I finished.</b></p> <p>9 Q. There were two subcommittees on the board of governors,</p> <p>10 but not a specific safeguarding subcommittee, is that</p> <p>11 right, during your time?</p> <p>12 <b>A. Not specifically a safeguarding committee, no.</b></p> <p>13 Q. Was there a specific safeguarding governor?</p> <p>14 <b>A. Of course, we didn't use the word, but we had a governor</b></p> <p>15 <b>who was responsible particularly for staff matters, and</b></p> <p>16 <b>I think that she did take on child safety, but I can't</b></p> <p>17 <b>be absolutely certain at what stage.</b></p> <p>18 Q. I understand. Did the board of governors have oversight</p> <p>19 of the school's child protection or safeguarding</p> <p>20 policies and procedures?</p> <p>21 <b>A. They were always reported automatically in an annual</b></p> <p>22 <b>meeting.</b></p> <p>23 Q. So there was discussion of the policy in an annual</p> <p>24 meeting; is that correct?</p> <p>25 <b>A. It would be considered first by the finance and general</b></p> <p style="text-align: center;">Page 147</p>	<p>1 <b>purposes committee and then it would go through to the</b></p> <p>2 <b>governing body as a routine item.</b></p> <p>3 Q. Did the board of governors also scrutinise individual</p> <p>4 safeguarding cases that occurred within the school?</p> <p>5 <b>A. No, I don't think so.</b></p> <p>6 Q. Either as chair of governors or the governor that you</p> <p>7 told us had particular responsibility for staff issues</p> <p>8 and may have dealt with some child protection issues,</p> <p>9 was there any safeguarding or child protection training</p> <p>10 provided to the governors?</p> <p>11 <b>A. I certainly recall having some child protection training</b></p> <p>12 <b>run by Paul Elliott. I think some of my colleagues also</b></p> <p>13 <b>attended it. But I don't think there was a formal child</b></p> <p>14 <b>protection instruction for governors at the time.</b></p> <p>15 Q. I'm reminded at this stage to remind everybody in the</p> <p>16 room that the reporting restrictions do apply in</p> <p>17 relation to the earlier difficulties. Thank you.</p> <p>18 In your role as chair of governors, if there were</p> <p>19 allegations made against the head teacher, were you the</p> <p>20 person who was designated to deal with those</p> <p>21 allegations?</p> <p>22 <b>A. That, I think, would have been the automatic assumption,</b></p> <p>23 <b>yes.</b></p> <p>24 Q. You were aware of that, and was that --</p> <p>25 <b>A. Yes.</b></p> <p style="text-align: center;">Page 148</p>

<p>1 Q. -- publicised throughout the school?</p> <p>2 <b>A. I beg your pardon?</b></p> <p>3 Q. Were staff made aware that that was your role, if you</p> <p>4 had an allegation --</p> <p>5 <b>A. Yes, they did know that, absolutely.</b></p> <p>6 Q. I want to deal now with concerns that were brought to</p> <p>7 your attention regarding a PSHE lesson --</p> <p>8 <b>A. Yes.</b></p> <p>9 Q. -- conducted by the head teacher in May 2009?</p> <p>10 <b>A. Yes.</b></p> <p>11 Q. Can we get up, please, INQ004382. That's behind</p> <p>12 tab B/13 in your paper bundle, if you wish to use that?</p> <p>13 <b>A. Yes.</b></p> <p>14 Q. You received this anonymous, unsigned letter. It is</p> <p>15 dated 14 May 2009. That was the first time you were</p> <p>16 aware that there were some concerns that on Sunday</p> <p>17 evening -- can we get up the third paragraph, please.</p> <p>18 <b>A. Yes.</b></p> <p>19 Q. "The whisperings say that late on Sunday evening a small</p> <p>20 number of year 9 boys were asked to go to Mr Crook's</p> <p>21 private residence, where, amongst other things, an</p> <p>22 explicit discussion on masturbation took place."</p> <p>23 <b>A. Yes.</b></p> <p>24 Q. The next paragraph said:</p> <p>25 "I am reporting this in good faith because if the</p> <p style="text-align: center;">Page 149</p>	<p>1 story, and all its lurid details, is untrue, then</p> <p>2 appropriate action should be taken against the relevant</p> <p>3 students for spreading what could be construed as</p> <p>4 malicious gossip about Mr Crook. If, however, the story</p> <p>5 is true, then serious questions should be asked of</p> <p>6 the headmaster concerning his understanding of the need</p> <p>7 for teachers to safeguard themselves against possible</p> <p>8 allegations of inappropriate conduct, as per child</p> <p>9 protection training."</p> <p>10 In the final paragraph, it says:</p> <p>11 "Despite a whistleblowing policy being in place,</p> <p>12 this letter remains unsigned because of a genuine fear</p> <p>13 of reprisal by the headmaster should he become aware of</p> <p>14 who has written it; however, it is hoped that you will</p> <p>15 take this extremely sensitive matter seriously."</p> <p>16 Once you received that letter, did you speak to</p> <p>17 Mr Crook?</p> <p>18 <b>A. Yes, and there's a note on the bottom of the letter in</b></p> <p>19 <b>my handwriting which says that I discussed it with Peter</b></p> <p>20 <b>on 18 May 2009, and he explained to me that it was</b></p> <p>21 <b>a PSHE initiative with the housemaster, and he had</b></p> <p>22 <b>discussed it also with the school nurse.</b></p> <p>23 Q. That's Hilary Austin?</p> <p>24 <b>A. Sorry?</b></p> <p>25 Q. Hilary Austin was the school nurse?</p> <p style="text-align: center;">Page 150</p>
<p>1 <b>A. Yes, Hilary Austin, yes.</b></p> <p>2 Q. And that both of them were present?</p> <p>3 <b>A. Yes. And I was -- yes, that's correct.</b></p> <p>4 Q. "Staff to be told on Wednesday, 20th, girls to have</p> <p>5 parallel instruction" --</p> <p>6 <b>A. Yes.</b></p> <p>7 Q. Does that say "opportunity ASAP"?</p> <p>8 <b>A. Yes.</b></p> <p>9 Q. When you spoke to Mr Crook when you'd received that</p> <p>10 letter, he told you there was PSHE initiative. Did he</p> <p>11 tell you what topics were being discussed in the lesson</p> <p>12 at that point?</p> <p>13 <b>A. Not at that point, I don't think. Though I did ask for</b></p> <p>14 <b>an explanation, and hence the paper was the rationale</b></p> <p>15 <b>for the talk.</b></p> <p>16 Q. Had he mentioned at that time that there was a bullying</p> <p>17 incident, or was there mention of that later?</p> <p>18 <b>A. At this time, I had heard nothing about it at all. The</b></p> <p>19 <b>anonymous letter was the first indication I had.</b></p> <p>20 Q. When you spoke to Mr Crook after receiving the anonymous</p> <p>21 letter, did Mr Crook say anything about there having</p> <p>22 been bullying? There is no note of bullying on there?</p> <p>23 <b>A. I don't think I was aware of bullying, but I did know</b></p> <p>24 <b>that, when he gave the talk, the main aim was to prevent</b></p> <p>25 <b>bullying. So he must, in fact, have realised that there</b></p> <p style="text-align: center;">Page 151</p>	<p>1 <b>was some bullying.</b></p> <p>2 Q. Were there concerns discussed then about the time and</p> <p>3 the location of that PSHE lesson, the fact that it had</p> <p>4 taken place at 9.00 o'clock in the headmaster's</p> <p>5 accommodation?</p> <p>6 <b>A. Sorry, was there a discussion with ...?</b></p> <p>7 Q. With Mr Crook about the time and place of the PSHE</p> <p>8 lesson?</p> <p>9 <b>A. Not between us, no. It would have seemed that it was</b></p> <p>10 <b>a fairly sensible time, for certain, because the</b></p> <p>11 <b>boarders concerned would have been back at the weekend</b></p> <p>12 <b>and, therefore, they would be available, and he has</b></p> <p>13 <b>already given, I think, the reasons why he had it in his</b></p> <p>14 <b>room in his house.</b></p> <p>15 Q. What did he tell you about that? Why did he have it in</p> <p>16 his house?</p> <p>17 <b>A. Well, mainly because of the difficulty that there was of</b></p> <p>18 <b>accessing the TV programme that he wanted to use, which</b></p> <p>19 <b>was not possible on the computers -- or television</b></p> <p>20 <b>screens elsewhere.</b></p> <p>21 Q. Is that an issue about firewalls and the IT system?</p> <p>22 <b>A. I imagine it was, but it certainly wasn't available --</b></p> <p>23 <b>they couldn't have accessed it in the school.</b></p> <p>24 Q. You then received, I think, another letter, this time</p> <p>25 from the Staff Association. Can we go to PUR001145.</p> <p style="text-align: center;">Page 152</p>

<p>1 This is behind tab B/14.</p> <p>2 <b>A. Has it got a number?</b></p> <p>3 Q. If you go behind tab B/14 in your bundle.</p> <p>4 <b>A. Oh, yes, 5 June?</b></p> <p>5 Q. It is dated 5 June.</p> <p>6 <b>A. Yes.</b></p> <p>7 Q. That was a letter that you got from the</p> <p>8 Staff Association?</p> <p>9 <b>A. Yes.</b></p> <p>10 Q. Again, raising issues about the content, timing,</p> <p>11 location and manner of the unscheduled lesson. The</p> <p>12 general feeling was that the lesson was both</p> <p>13 inappropriate and unrelated to normal guidelines for the</p> <p>14 education of key stage 3 students. Can we highlight,</p> <p>15 please, the fourth paragraph down. The letter states:</p> <p>16 "As you are now aware, we are working with</p> <p>17 a headmaster who can be aggressive and threatening to</p> <p>18 other members of staff. For this reason, we do not wish</p> <p>19 to put any particular name to this letter, but please be</p> <p>20 assured that this plea to you represents a significant</p> <p>21 proportion of staff at the Purcell School.</p> <p>22 "There are a number of other concerns about the</p> <p>23 running of the school which we wish to bring to your</p> <p>24 attention, but it is felt that the current issue is more</p> <p>25 pressing as it concerns children at risk."</p> <p style="text-align: center;">Page 153</p>	<p>1 It finishes:</p> <p>2 "We would, as the Staff Association, with grateful</p> <p>3 for an acknowledgement of your receipt of this letter,</p> <p>4 addressed to the Purcell School Staff Association."</p> <p>5 Can we go to your letter? It is over the page,</p> <p>6 behind tab 15, INQ004384?</p> <p>7 <b>A. Yes.</b></p> <p>8 Q. In that letter, you say that you have a responsibility</p> <p>9 to consider it seriously and, in order to do that, you</p> <p>10 would like to have a discussion to make sure that you're</p> <p>11 fully informed of the nature of the serious allegations</p> <p>12 made. You say:</p> <p>13 "Your letter is unsigned and is from an organisation</p> <p>14 which has no formal position in the school. I would</p> <p>15 ask, therefore, that a representative of the association</p> <p>16 identifies himself or herself and contacts me</p> <p>17 immediately so that I can decide what action I should</p> <p>18 take. It is very difficult for me to proceed on the</p> <p>19 basis of anonymous and unsigned correspondence."</p> <p>20 Why did you need to know the identity of the staff</p> <p>21 members in order to address the concerns raised in that</p> <p>22 letter?</p> <p>23 <b>A. Because I needed to have a conversation with the</b></p> <p>24 <b>association and I did not know to whom I could respond</b></p> <p>25 <b>because there was no name.</b></p> <p style="text-align: center;">Page 154</p>
<p>1 Q. But they had asked you to respond by letter to the</p> <p>2 Staff Association?</p> <p>3 <b>A. I thought that that was slightly unsatisfactory, that</b></p> <p>4 <b>they were not willing to identify themselves.</b></p> <p>5 Q. The concerns that they had set out about the PSHE lesson</p> <p>6 were quite clear; would you agree? They were concerned</p> <p>7 about the time, content and location.</p> <p>8 <b>A. Yes.</b></p> <p>9 Q. Why was it necessary to establish the identity of</p> <p>10 the staff member in order to explore those issues?</p> <p>11 <b>A. Well, so that I would know who I was talking to.</b></p> <p>12 Q. But why did you need to know who you were talking to?</p> <p>13 The issue was about Mr Crook and what Mr Crook had done,</p> <p>14 wasn't it?</p> <p>15 <b>A. Well, I was getting what they obviously felt was</b></p> <p>16 <b>a perfectly justified complaint which they wished me to</b></p> <p>17 <b>examine and, in order to do so, I felt that it was very</b></p> <p>18 <b>important indeed that I should be able to talk with the</b></p> <p>19 <b>people concerned, and there was no means of my doing so</b></p> <p>20 <b>unless they were prepared to give me somebody to talk</b></p> <p>21 <b>to.</b></p> <p>22 Q. Those people hadn't been present during the PSHE lesson,</p> <p>23 had they? The staff members were not saying they had</p> <p>24 witnessed anything?</p> <p>25 <b>A. No.</b></p> <p style="text-align: center;">Page 155</p>	<p>1 Q. Wasn't the person to talk to Mr Crook?</p> <p>2 <b>A. Well, I didn't know all the -- the nature of all the</b></p> <p>3 <b>accusations at the time.</b></p> <p>4 Q. They have said to you that the content, timing and</p> <p>5 location of the unscheduled lesson were what were</p> <p>6 concerning them. Did you address those issues with</p> <p>7 Mr Crook after you received that letter?</p> <p>8 <b>A. I was waiting, in the first instance, to be able to talk</b></p> <p>9 <b>directly with somebody, and that proved extremely</b></p> <p>10 <b>difficult because they weren't willing to identify</b></p> <p>11 <b>themselves.</b></p> <p>12 MS NIELD: I'm mindful of the time. Perhaps before we move</p> <p>13 on to the next document, that might be a good time to</p> <p>14 take a break, if you are in agreement.</p> <p>15 THE CHAIR: Thank you. We will return at 3.20 pm.</p> <p>16 MS NIELD: Mr Smallbone, you are still under oath whilst the</p> <p>17 break continues.</p> <p>18 <b>A. Quite understood.</b></p> <p>19 Q. So please don't discuss your evidence with anyone during</p> <p>20 the break.</p> <p>21 <b>A. Certainly not.</b></p> <p>22 MS NIELD: Thank you.</p> <p>23 (3.03 pm)</p> <p>24 (A short break)</p> <p>25 (3.20 pm)</p> <p style="text-align: center;">Page 156</p>

<p>1 MS NIELD: Mr Smallbone, having been made aware by the two 2 letters that we have seen that there were some concerns 3 about the PSHE lesson that Mr Crook had conducted, you 4 were, I think, invited to attend a strategy meeting by 5 the local authority. 6 <b>A. Yes.</b> 7 Q. Because there had been a referral made not directly by 8 the designated safeguarding lead at the school, but in 9 fact I think through Ofsted. There had been a complaint 10 to Ofsted by, as it turned out, a member of staff? 11 <b>A. There had been a complaint sent to Ofsted, who had 12 forwarded it to the LADO at Hertfordshire County 13 Council.</b> 14 Q. Yes. There were a series of strategy meetings in June 15 to discuss the complaint. I think the first strategy 16 meeting had taken place on 5 June, but you weren't 17 invited to that strategy meeting; is that correct? 18 <b>A. That's correct.</b> 19 Q. You were invited on 8 June, and there was another 20 strategy meeting on 10 June. Can we look, please, at 21 the minutes of that strategy meeting. It is PUR000455. 22 It is tab 18 in your bundle, Mr Smallbone. 23 On the first page, can we highlight, please, the 24 fourth paragraph down: 25 "Steve Morris said ..."</p> <p style="text-align: center;">Page 157</p>	<p>1 Steve Morris, we can see, is the children's service 2 manager: 3 "... there appear to be different perceptions of 4 what we feel in CSF [Children, School &amp; Families] is 5 okay and what the school feel is okay regarding pupils 6 going to staff's private accommodation." 7 <b>A. Yes, I think we weren't quite on the same network here. 8 The question of -- if you run a boarding house and 9 you're in a boarding school, it's -- the house parents 10 are in loco parentis, and the view of the county council 11 was that boys or girls were not allowed to cross even 12 the threshold of the front door. I said, effectively, 13 "But they have got to be able to go into the study. 14 What happens, for instance, if they want to invite the 15 new pupils to tea or to a Christmas supper?", it's just 16 been mentioned, I think, something of that nature, and 17 there might just have been a misconception that they 18 thought that I was talking about staff's private 19 accommodation outside the school. That wasn't the case.</b> 20 Q. I think Peter Crook told you -- you referred to the 21 rationale for the talk -- that he had held the PSHE 22 lesson in the downstairs part of his accommodation, and 23 he told you, I think, that crisps and lemonade had been 24 served? 25 <b>A. Yes.</b></p> <p style="text-align: center;">Page 158</p>
<p>1 Q. Did you think that was appropriate for a PSHE lesson? 2 <b>A. Well, I didn't think of it, and I don't think that he 3 did, initially, as a PSHE lesson. It clearly wasn't 4 that. It was something slightly different, specifically 5 to deal with the exceptional circumstances that he was 6 attempting to address; that is to say, relieving the 7 anxiety about bullying, and so on. So I don't think 8 that he thought of it as that.</b> 9 Q. But that's what he called it, isn't it? 10 <b>A. Yes, and he wanted to put the pupils at their ease, and 11 that, I think, was the explanation as to why they had 12 Coke and biscuits.</b> 13 Q. On page 3 of that document, can we go to the third 14 paragraph -- forgive me, page 4 of the document. Can 15 you highlight the third paragraph, please? This is from 16 page 4 -- 17 <b>A. Sorry, the pages aren't numbered.</b> 18 Q. You may prefer to look at your screen? 19 <b>A. I will try with the screen.</b> 20 Q. "Mr Smallbone said he felt staff had been virulent in 21 their attitude to Peter Crook. Steve Morris disagreed 22 and felt that members of staff had every right to raise 23 the issues in their letter." 24 Would you say this was a theme that recurred 25 throughout the strategy meetings which you attended,</p> <p style="text-align: center;">Page 159</p>	<p>1 that there was a difference of perception in how 2 appropriate it was for staff to have raised concerns 3 about Mr Crook? 4 <b>A. It was entirely appropriate for staff to raise concerns. 5 There can't be any doubt about that. But it was the way 6 in which they were raised, that is to say, anonymously, 7 mainly. That was the problem, as far as I was 8 concerned.</b> 9 Q. But the staff had brought their concerns to your 10 attention as chair of governors, hadn't they? 11 <b>A. Anonymously, yes. I mean, the staff body as a whole, 12 that wouldn't be true at all. It was just the people 13 who particularly wanted to bring it to my attention. 14 And it was important that I should be able to make 15 personal contact with them.</b> 16 Q. This was the final strategy meeting at that point 17 dealing with this concern about the PSHE lesson. There 18 were later strategy meetings which we will come on to. 19 Can we look at page 5, please, Ralph, and bring up the 20 section from "Action", and below "Action". Are you on 21 page 5? 22 <b>A. Yes.</b> 23 Q. "Action: 24 "(1) outcome unsubstantiated." 25 That's the allegation against the head teacher:</p> <p style="text-align: center;">Page 160</p>

40 (Pages 157 to 160)

<p>1       "(2) CSF to arrange with the permission of 2       the parents to speak to RS-C49 whose bed was masturbated 3       on and who is a victim of bullying as a follow-up to 4       make sure he is okay." 5       So he doesn't appear to have been taken to by anyone 6       at the school at this point, is that right, the boy who 7       was the victim of bullying? 8       <b>A. I think that is probably right. Of course I wouldn't</b> 9       <b>have known that from my position.</b> 10      Q. Paragraph 3: 11      "This strategy group strongly agreed that no pupils 12      should attend or enter staff's private accommodation 13      under any circumstances." 14      So that was certainly the view of -- 15      <b>A. That is the matter that we just spoke of.</b> 16      Q. Yes. 17      <b>A. My experience in boarding schools was, always, in</b> 18      <b>boarding houses, that the closeness and the opportunity</b> 19      <b>of pupils to go into the accommodation of house parents</b> 20      <b>was absolutely firmly understood and, indeed, was</b> 21      <b>essential if they were going to act in loco parentis.</b> 22      Q. Although this had happened, in fact, in the headmaster's 23      accommodation, hadn't it? 24      <b>A. Yes. Well, the headmaster, in fairness, is in loco</b> 25      <b>parentis for the entire school.</b></p> <p style="text-align: center;">Page 161</p>	<p>1       Q. You had been headmaster at Oakham School and you told us 2       that you retired in 1996. This meeting is in 2009. Do 3       you think that it may be, in the intervening 13 years, 4       ideas about what was acceptable or safe practice 5       regarding boarding pupils going into staff accommodation 6       may have changed? 7       <b>A. I don't think so, not in this particular situation. I'm</b> 8       <b>sure that all the schools I've been familiar with were</b> 9       <b>accustomed to pupils being able to go into the houses.</b> 10      Q. Can we go over the page, please. This is page 6, to 11      point number 4. Point 4 was referrals to be made to the 12      Department for Education and Skills, as it then was, and 13      Ofsted to do an interim inspection of the school and 14      review all policies and procedures. And Steve Morris to 15      invite Mr Crook and Tom Smith separately into the office 16      to speak to them. That's point 9. 17      <b>A. Yes.</b> 18      Q. Then regarding you, point 7: 19      "Gail Valentine to go into the school to look at who 20      is responsible for whistleblowing -- training to be 21      given and to invite chair of governors, 22      Graham Smallbone." 23      Do you remember whether you attended that training 24      on whistleblowers? 25      <b>A. Yes, I certainly attended a training meeting.</b></p> <p style="text-align: center;">Page 162</p>
<p>1       Q. Did you understand, at that point in June 2009, that 2       this had been an incident of whistleblowing from the 3       staff who had referred their concerns to the local 4       authority? Did you approach this as a whistleblowing 5       incident? 6       <b>A. I wasn't, of course, quite clear at the beginning as to</b> 7       <b>whether it was a member of staff and, in that sense, it</b> 8       <b>wouldn't have been whistleblowing, it would have come</b> 9       <b>from outside.</b> 10      Q. But you became aware during the series of strategy 11      meetings that it had been a member of staff? 12      <b>A. I became aware during the strategy meetings it was</b> 13      <b>a member of staff, yes.</b> 14      Q. Did you then consider that this was an incident of 15      whistleblowing, that the staff member was 16      a whistleblower? 17      <b>A. I think it was, yes.</b> 18      Q. That, in fact, wasn't the end of the matter, in terms of 19      concerns about Mr Crook being referred to the local 20      authority, and I think there were then a series of 21      further strategy meetings throughout July, as the local 22      authority designated officer received concerns about 23      Peter Crook that had not come from you in that sense, it 24      wasn't a referral by the school itself? 25      <b>A. That's correct.</b></p> <p style="text-align: center;">Page 163</p>	<p>1       Q. There were other staff members or parents who had 2       referred various concerns? 3       <b>A. Yes.</b> 4       Q. On 30 June 2009 -- we can get up PUR000456_003. 5       <b>A. Is there a number for that?</b> 6       Q. Can we highlight the second paragraph, please? If you 7       would like to look on your screen. This allegation that 8       was referred was that in around June 2008, so this is 9       a year previously, Peter Crook had a conversation with 10      RS-B19 -- that's a pupil at the school -- with him and 11      his girlfriend around 9.00 pm in his office: 12      "Peter Crook asked RS-B19 if he had fucked her and 13      if he had put his cock in her mouth. RS-B19's 14      girlfriend was crying. RS-B19 went on to say that 15      Peter Crook then threatened him, saying social services 16      would arrest him for sexual activity with a minor." 17      The conclusion of that particular investigation, the 18      next strategy meeting took place on 7 July 2009. 19      I think it is right that you didn't attend that because 20      you were, in fact, attending a meeting at the 21      Purcell School; is that right? 22      <b>A. That's right. In fact, it was arranged very much at the</b> 23      <b>last moment. It was only arranged the day before,</b> 24      <b>I think.</b> 25      Q. On that occasion, 7 July, the local authority concluded</p> <p style="text-align: center;">Page 164</p>

41 (Pages 161 to 164)

1 their investigation and the outcome of that allegation  
 2 was "substantiated". I think you say you were not made  
 3 aware of that finding until the minutes were sent to you  
 4 in early September by the LADO. Is that correct?  
 5 **A. Yes, it was unfortunate that minutes of the strategy**  
 6 **meetings, in fact, were delayed by several months in**  
 7 **reaching me, and so there was an issue that slightly --**  
 8 **that arose because I didn't feel that the business had**  
 9 **been finished.**  
 10 Q. You, in fact, responded to the local authority by email  
 11 in October 2009, and you requested that the local  
 12 authority reconsider their conclusion that the  
 13 allegation was substantiated; is that correct?  
 14 **A. Yes. That is exactly why, because we didn't quite see**  
 15 **eye to eye about the reasons, and I did not consider**  
 16 **that they had really confirmed that they had**  
 17 **substantiated the accusation.**  
 18 Q. But it was recorded in the minutes, wasn't it?  
 19 **A. True. But it came so many months later that there was**  
 20 **a problem.**  
 21 Q. Can we look at PUR000457. Can we go to the --  
 22 **A. Is there a number for this?**  
 23 Q. I don't know whether it's found its way into the bundle.  
 24 Do you recall that the strategy meeting minutes had  
 25 noted that the matter would be referred back to the

Page 165

1 **A. I think it is possible that I did not use those**  
 2 **particular words -- indeed, it is probable that I didn't**  
 3 **use those particular words. We did talk very often with**  
 4 **each other, and I am in no doubt that I had spoken to**  
 5 **him very firmly indeed about the language issues and**  
 6 **that he had understood it. I did not feel that it**  
 7 **needed to be discussed over and over again because**  
 8 **I felt that that had happened.**  
 9 Q. I think in July 2009 you instructed two former head  
 10 teachers of independent boarding schools to conduct  
 11 a review at the school to look into why there had been  
 12 a direct referral -- anonymous letters to the local  
 13 authority --  
 14 **A. Sorry, was this the independent --**  
 15 Q. The independent review?  
 16 **A. Sorry, the independent --**  
 17 Q. This is the independent review that you commissioned.  
 18 **A. Yes, it was my suggestion there should be one in the**  
 19 **first place.**  
 20 Q. The focus on the brief of that review was not directly  
 21 on the conduct and language of the headmaster, was it,  
 22 but, rather, the circumstances by which complaints had  
 23 been made to the local authority?  
 24 **A. Well, as I think you will have gathered, a big problem**  
 25 **for the governors was that we were unable to talk to the**

Page 167

1 school to take out a disciplinary on Peter Crook for his  
 2 inappropriate behaviour? I think you took issue with  
 3 that, didn't you?  
 4 **A. Yes, I did. I had a telephone conversation with**  
 5 **Frazer Smith -- I'm speaking entirely from memory at the**  
 6 **moment, because I can't see the documents -- I think it**  
 7 **was on 8 July. My understanding of that meeting was**  
 8 **that we had not reached the stage of this discussion,**  
 9 **whether it should be substantiated, unsubstantiated or**  
 10 **something else, had been completed and I had asked them**  
 11 **to reconsider it because I didn't think all the evidence**  
 12 **had, in fact, been considered.**  
 13 Q. Were you concerned that they hadn't spoken to the  
 14 headmaster? Was that the gist of your concern?  
 15 **A. Well, throughout that time, I am on extensive record as**  
 16 **having said that it's very difficult for me because**  
 17 **I wasn't allowed, because of the embargo while**  
 18 **a strategy meeting was being continued, to discuss it**  
 19 **with anybody, including the headmaster, and I saw a big**  
 20 **problem with the fact that he had not been able to make**  
 21 **any comment or respond to any accusations.**  
 22 Q. When you received the minutes in September 2009, which  
 23 stated that the allegation was substantiated, did you  
 24 then discuss that allegation and those specific words,  
 25 the inappropriate language that was used, with Mr Crook?

Page 166

1 **headmaster while these strategy meetings were taking**  
 2 **place, so we felt that we needed more information. I'm**  
 3 **getting slightly lost, I'm afraid, in answering. Could**  
 4 **you repeat the question?**  
 5 Q. The focus of the brief on the independent review was not  
 6 to look directly and re-open any questions about the  
 7 conduct and language --  
 8 **A. No, no, that had been considered by the strategy**  
 9 **meetings and of course we always made it clear we would**  
 10 **accept their decision.**  
 11 Q. But the reviewers, in fact, interviewed 47 members of  
 12 staff, and there were complaints from members of staff  
 13 and concerns raised about the head's behaviour and about  
 14 his language and conversations with pupils during that  
 15 independent review?  
 16 **A. Yes.**  
 17 Q. When the review reported back to you -- can we get up,  
 18 please, PUR000563\_012, please.  
 19 **A. Is there a number?**  
 20 Q. We are going to bring this up on the screen for you, but  
 21 this is behind tab 21 in your bundle. It is on page 12.  
 22 It is the second-to-last page, if that helps you. Can  
 23 we bring up paragraph (f), please? Can you see it on  
 24 the screen?  
 25 **A. I can see it on the screen. I was just looking for it**

Page 168

<p>1 <b>in mine, which I can't find.</b></p> <p>2 Q. "We recommend that the headmaster, Mr Peter Crook, be</p> <p>3 given a formal final written warning and be placed on</p> <p>4 probation."</p> <p>5 <b>A. Yes.</b></p> <p>6 Q. If we go down a little further, about halfway down that</p> <p>7 paragraph which is highlighted, can you bring up the</p> <p>8 section, "We believe that the headmaster, as he himself</p> <p>9 concedes ..." Can you bring up that paragraph, please?:</p> <p>10 "We believe that the headmaster, as he himself</p> <p>11 concedes, has used totally inappropriate language with</p> <p>12 pupils and has taken a dangerously personal interest in</p> <p>13 their sexual conduct. The Channel 4 video incident is</p> <p>14 only one such illustration."</p> <p>15 That's a reference to what has sometimes been called</p> <p>16 the PSHE lesson?</p> <p>17 <b>A. Yes.</b></p> <p>18 Q. You have said in your witness statement that you</p> <p>19 prepared for this inquiry at the request of the inquiry</p> <p>20 that you wholeheartedly agreed with that assessment?</p> <p>21 <b>A. Yes.</b></p> <p>22 Q. After that independent review had taken place, there was</p> <p>23 then a meeting of the governors' subcommittee on</p> <p>24 3 November 2009 and, at that meeting, a decision was</p> <p>25 taken that the head should be given a formal final</p> <p style="text-align: center;">Page 169</p>	<p>1 warning at a disciplinary meeting that was scheduled</p> <p>2 then for 16 November?</p> <p>3 <b>A. Yes.</b></p> <p>4 Q. In the meantime, there was an Ofsted investigation.</p> <p>5 Once that had concluded -- that took place on</p> <p>6 11 November. After the Ofsted inspection came the</p> <p>7 disciplinary meeting of Peter Crook on 16 November. Had</p> <p>8 you delayed the disciplinary meeting until after the</p> <p>9 Ofsted inspection?</p> <p>10 <b>A. No.</b></p> <p>11 Q. When you invited Mr Crook to that disciplinary meeting,</p> <p>12 did you set out that you wanted to talk to him about his</p> <p>13 inappropriate language, amongst other matters?</p> <p>14 <b>A. Yes, I think so. There is a letter somewhere that says</b></p> <p>15 <b>that.</b></p> <p>16 Q. I think that's PUR000514.</p> <p>17 <b>A. Number?</b></p> <p>18 Q. It is behind tab 28 in your bundle. Can we highlight</p> <p>19 the first paragraph, please. It says:</p> <p>20 "As you know, the governors have recently been</p> <p>21 reviewing the factors which have led to the recent</p> <p>22 unrest and problems at the school. This review, which</p> <p>23 I will give you separately, has highlighted a number of</p> <p>24 concerns in relation to staff conduct, which we shall be</p> <p>25 pursuing. With regard to yourself, it includes</p> <p style="text-align: center;">Page 170</p>
<p>1 complaints of inappropriate language used by you with</p> <p>2 pupils and an inappropriate level of interest in pupils'</p> <p>3 sexual conduct ..."</p> <p>4 That's really a direct quote from the independent</p> <p>5 review, I think, isn't it?</p> <p>6 <b>A. Yes.</b></p> <p>7 Q. "... both of which, as you know, have been the subject</p> <p>8 of reports to social services. I believe you are aware</p> <p>9 of the incidents to which I refer, but if you would like</p> <p>10 me to identify them, I will of course do so."</p> <p>11 If we can highlight, please, the second part of</p> <p>12 the second paragraph. You said this:</p> <p>13 "Whilst I am quite sure that some of these</p> <p>14 criticisms are either overblown or without merit, it is</p> <p>15 obviously a matter for concern that they enjoy currency</p> <p>16 amongst some staff members."</p> <p>17 Were you keeping an open mind, at that stage, about</p> <p>18 criticisms of the headmaster by staff members?</p> <p>19 <b>A. I hope I was keeping an open mind all the time.</b></p> <p>20 <b>I always tried to assess the evidence as it appeared.</b></p> <p>21 Q. Why were you quite sure that some criticisms were</p> <p>22 overblown or without merit?</p> <p>23 <b>A. I was very much aware that there were members of staff</b></p> <p>24 <b>who felt that they wanted to find an opportunity to</b></p> <p>25 <b>criticise the headmaster.</b></p> <p style="text-align: center;">Page 171</p>	<p>1 Q. Can we look at the minutes of the disciplinary meeting,</p> <p>2 please, PUR000517. It is behind tab 29 in your bundle,</p> <p>3 Mr Smallbone.</p> <p>4 <b>A. Thank you.</b></p> <p>5 Q. Can we highlight the second paragraph, please. It says</p> <p>6 this:</p> <p>7 "APC was restrained and focused in responding. He</p> <p>8 said he would certainly do things differently if he was</p> <p>9 starting again. He had done far too many things alone</p> <p>10 and taken far too much personal responsibility without</p> <p>11 proper support and without following some necessary</p> <p>12 procedures (such as keeping parents and staff informed</p> <p>13 in specific instances). He had been asked by some</p> <p>14 parents to take a firm disciplinary stance and knew he</p> <p>15 was supported by them in doing so. With regard to one</p> <p>16 of the complaints to Herts CC [county council] he had</p> <p>17 acted on a report of oral sex in a common room, dealing</p> <p>18 personally with the matter, speaking plainly to the boy</p> <p>19 concerned. The girl involved had a long record of poor</p> <p>20 behaviour."</p> <p>21 Was that his response or his explanation for the</p> <p>22 comments that were substantiated at the local authority</p> <p>23 strategy meeting, "Have you fucked her yet? Have you</p> <p>24 put your cock in her mouth?"</p> <p>25 <b>A. Yes, this is the incident, yes.</b></p> <p style="text-align: center;">Page 172</p>

<p>1 Q. Had you put those words to him, that it was alleged, and 2 had been substantiated, that he had said those words: 3 "Have you fucked her yet? Have you put your cock in her 4 mouth?" 5 <b>A. No, I don't think I put the actual words to him. I'm 6 not even sure that I had them.</b> 7 Q. Well, we know that you were present at the strategy 8 meeting when those allegations were set out. We have 9 been through that? 10 <b>A. Right, they were in the strategy meeting.</b> 11 Q. So you were aware -- 12 <b>A. No, I felt, thinking back on it, that I had dealt really 13 quite extensively with the matter of language already 14 and, as a result, I think I didn't use -- I didn't cite 15 these particular words again.</b> 16 Q. Would you agree that using that sort of language -- for 17 a headmaster to use that sort of language to a pupil, of 18 any age, is wholly inappropriate? 19 <b>A. Yes.</b> 20 Q. Wasn't it rather important, then, to tell Mr Crook that 21 it was that specific language that was inappropriate? 22 <b>A. Well, I believe that I had already covered that with him 23 quite extensively.</b> 24 Q. So had you covered with him the fact that he had used 25 language like "fuck" and "cock"?</p> <p style="text-align: center;">Page 173</p>	<p>1 <b>A. I didn't use the words, no. But in terms of language -- 2 slang, teenage language, I mentioned somewhere --</b> 3 Q. So you said things like "slang" and "teenage language"? 4 <b>A. That was the way that I expressed it.</b> 5 Q. I see. Now if we can go down a little further, can we 6 look at the second half of that paragraph, please: 7 "The episode of the PSHE-style talk to year 9 boys 8 that had sparked the referral to Hertfordshire County 9 Council had been widely misunderstood -- the material 10 from the Channel 4 programmes was focused on boosting 11 self-esteem. (Graham Smallbone said the governors had 12 no illusions about this and it was not an issue for 13 them). He described the conventions existing in his 14 previous school where it was the norm for members of 15 staff to conduct PSHE sessions in their houses. On 16 reflection, he had been too swift to take action and 17 regretted this. He was acutely aware of staff 18 opposition and now thought that sessions of this nature 19 should be undertaken through outside sources as perhaps 20 should warnings of the likely penalties for involvement 21 with alcohol and drugs ..." 22 You didn't issue a formal final warning to Mr Crook 23 during that disciplinary meeting, did you? 24 <b>A. No. In fact, we came to a conclusion that it was not 25 justified to make a formal final warning.</b></p> <p style="text-align: center;">Page 174</p>
<p>1 Q. At that point, the independent review that you had 2 commissioned had recommended he be given a final written 3 warning and be placed on probation, hadn't they? 4 <b>A. I'm sorry, could you repeat that?</b> 5 Q. The independent review that you had recommended, which 6 we have looked at their recommendations to you? 7 <b>A. Yes.</b> 8 Q. They had recommended that Peter Crook be given a final 9 written warning and be placed on probation, hadn't they? 10 <b>A. Yes, they had.</b> 11 Q. The subcommittee of the governing body had decided that 12 he should indeed be given a final formal warning? 13 <b>A. The subcommittee -- indeed, we had decided that, but 14 when the disciplinary review came around and we heard 15 Mr Crook able to defend himself or explain himself for 16 the very first time, we came to the conclusion that that 17 wasn't justified.</b> 18 Q. But you told us that you had had numerous conversations 19 already about his language, so in what sense was that 20 the first time that you discussed it with him? 21 <b>A. It was the first time that he'd had an opportunity to 22 explain himself to governors.</b> 23 Q. But he'd already explained himself to you? 24 <b>A. We had many private conversations.</b> 25 Q. The local authority had also recommended that</p> <p style="text-align: center;">Page 175</p>	<p>1 disciplinary action should be taken at that point, 2 hadn't they? 3 <b>A. Can you give me the reference for that?</b> 4 Q. At the strategy meeting, on 7 July, Jill Varnell had 5 said it will be referred back to the school for them to 6 take out a disciplinary on the head teacher, and you had 7 objected to that? 8 <b>A. Thank you. I understand now. That was indeed what they 9 said, but my understanding was that, in handing it back 10 to the school, we were obviously being expected -- when 11 I say "to the school", to the governors. It was being 12 expected of us that we would enquire properly into the 13 matter, which we did, and take a decision and, when we 14 did so, we came to the conclusion that it was not right 15 to administer the formal warning.</b> 16 Q. After that disciplinary meeting had taken place, at 17 which no disciplinary action was taken, a recording of 18 the PSHE lesson surfaced, didn't it? 19 <b>A. Yes.</b> 20 Q. It was in the format of a compact disc at that point, 21 a CD; is that right? 22 <b>A. Could you repeat that?</b> 23 Q. Was it in a CD format? 24 <b>A. It was on a CD, yes.</b> 25 Q. It was on a CD. A parent, in fact, had sent you that</p> <p style="text-align: center;">Page 176</p>

<p>1 CD; is that right?</p> <p>2 <b>A. It didn't come directly to me, oddly enough, but</b></p> <p>3 <b>I acquired one from somebody else.</b></p> <p>4 Q. You acquired one from somebody else. You were aware</p> <p>5 that there was a parent who had circulated the CD</p> <p>6 amongst some staff?</p> <p>7 <b>A. Yes.</b></p> <p>8 Q. Some other parents, some governors heard it as well,</p> <p>9 I think; is that right?</p> <p>10 <b>A. Yes. Not all of them.</b></p> <p>11 Q. Not all of them. That parent was very concerned about</p> <p>12 what was said by Mr Crook in that PSHE lesson?</p> <p>13 <b>A. Yes.</b></p> <p>14 Q. Did you listen to the CD?</p> <p>15 <b>A. I did.</b></p> <p>16 Q. When you emailed the other governors, you said that you</p> <p>17 had listened and it was very good with only very minor</p> <p>18 exceptions; is that right?</p> <p>19 <b>A. Yes.</b></p> <p>20 Q. Is that still your assessment of the talk and what</p> <p>21 Mr Crook had said?</p> <p>22 <b>A. My assessment of the talk was that it had been</b></p> <p>23 <b>successful in the aims that the headmaster had had for</b></p> <p>24 <b>it. When I actually heard the words, of course,</b></p> <p>25 <b>I didn't think they were satisfactory.</b></p> <p style="text-align: center;">Page 177</p>	<p>1 Q. They weren't satisfactory. Can we get up the</p> <p>2 transcript, please, of the talk, DFE001039, please. You</p> <p>3 have seen this transcript. I think you have had an</p> <p>4 opportunity to read through it?</p> <p>5 <b>A. I have read it.</b></p> <p>6 Q. You have had it for some time?</p> <p>7 <b>A. Yes.</b></p> <p>8 Q. And you agree that it appears to be an accurate</p> <p>9 transcript of the CD that you heard?</p> <p>10 <b>A. I think so.</b></p> <p>11 Q. In that talk by Mr Crook, he tells the boys in detail</p> <p>12 how to measure their penises. Did you think that was</p> <p>13 appropriate from a headmaster?</p> <p>14 <b>A. I thought it was a bit strange, but it arose out of</b></p> <p>15 <b>the Channel 4 programme.</b></p> <p>16 Q. The headmaster tells the boys that, whilst the school</p> <p>17 rules prohibited pornography, he accepted that there was</p> <p>18 going to be a large amount of pornography in the</p> <p>19 boarding house. Did you consider that it was the role</p> <p>20 of the headmaster to be clear about school rules and to</p> <p>21 enforce them?</p> <p>22 <b>A. It would certainly be his role to be very clear about</b></p> <p>23 <b>school rules and to do the best, with every aid at his</b></p> <p>24 <b>disposal, to enforce them, yes.</b></p> <p>25 Q. Were you concerned then with how Mr Crook dealt with the</p> <p style="text-align: center;">Page 178</p>
<p>1 issue of pornography in the boarding house in that</p> <p>2 transcript?</p> <p>3 <b>A. The initial ...?</b></p> <p>4 Q. In the transcript, when you read the transcript or when</p> <p>5 you listened to the recording, were you concerned about</p> <p>6 the way that Peter Crook was addressing the issue of</p> <p>7 pornography in the boarding house? Did you think he</p> <p>8 addressed it appropriately for a headmaster?</p> <p>9 <b>A. I thought it was slightly questionable that he should</b></p> <p>10 <b>have done that.</b></p> <p>11 Q. Did you think it was appropriate when he used words like</p> <p>12 "wank" and "a good screw"?</p> <p>13 <b>A. No, as I said before, I'd already protested about slang</b></p> <p>14 <b>and teenage language.</b></p> <p>15 Q. Did you think it was appropriate when the headmaster</p> <p>16 told the boys that, when they masturbate, they might</p> <p>17 imagine having sex with their own father?</p> <p>18 <b>A. Absolutely unacceptable.</b></p> <p>19 Q. And when the headmaster recounted to the boys his own</p> <p>20 wet dreams when he was a teenager?</p> <p>21 <b>A. I wouldn't have thought that at all acceptable.</b></p> <p>22 Q. Or when he referred to his own experiences of</p> <p>23 masturbation?</p> <p>24 <b>A. No, I wouldn't have wanted that.</b></p> <p>25 Q. Can we put up, please, page 12 of the document. Towards</p> <p style="text-align: center;">Page 179</p>	<p>1 the end of that transcript, Mr Crook is talking to the</p> <p>2 boys about masturbating together, and he says that if he</p> <p>3 walked into the room and boys were masturbating</p> <p>4 together, he would ignore it. Did you think that was</p> <p>5 appropriate?</p> <p>6 <b>A. I thought that was a bad choice of words. I'm not quite</b></p> <p>7 <b>sure what he meant by it. I think what he was trying to</b></p> <p>8 <b>say was that masturbation in itself was not something</b></p> <p>9 <b>that was unnatural or should necessarily call for</b></p> <p>10 <b>punishment.</b></p> <p>11 Q. Did you think not just the choice of words, but the</p> <p>12 content of that passage was problematic, in that the</p> <p>13 headmaster was saying that he would take no action if he</p> <p>14 caught two boys masturbating each other?</p> <p>15 <b>A. Well, that is what I think I've just been trying to say,</b></p> <p>16 <b>that I think his choice of words was unsatisfactory.</b></p> <p>17 <b>What he was saying was that he didn't consider that</b></p> <p>18 <b>masturbation was something that should be considered as</b></p> <p>19 <b>a punishable offence. It was more something that needed</b></p> <p>20 <b>some proper assistance and explanation, which is what he</b></p> <p>21 <b>was attempting to give.</b></p> <p>22 Q. Did you consider that this talk was a suitable response</p> <p>23 to that original bullying incident of one boy</p> <p>24 ejaculating onto the bed of another, or indeed two boys</p> <p>25 ejaculating onto the bed of another?</p> <p style="text-align: center;">Page 180</p>

45 (Pages 177 to 180)

<p>1 <b>A. I think the intention of it was good.</b></p> <p>2 Q. Did you think it properly addressed the problem between</p> <p>3 the boys?</p> <p>4 <b>A. I'm not sure that I could say one way or the other about</b></p> <p>5 <b>that.</b></p> <p>6 Q. When you were the headmaster of Oakham School,</p> <p>7 Mr Smallbone, would you have spoken to boys of 13 or 14</p> <p>8 in that way?</p> <p>9 <b>A. No.</b></p> <p>10 Q. The local authority considered that recording and they</p> <p>11 specifically directed you to reconsider the recording</p> <p>12 with the board of directors and to decide whether any</p> <p>13 further action was necessary. Did you consider any</p> <p>14 further action was necessary?</p> <p>15 <b>A. No, we didn't.</b></p> <p>16 Q. I'm mindful of the time. I want to ask you one further</p> <p>17 question because I want to give you the opportunity to</p> <p>18 respond to a criticism that was made of your judgment.</p> <p>19 <b>A. Yes.</b></p> <p>20 Q. You know, I think, because you have seen a copy of</p> <p>21 a safeguarding review that was undertaken at the</p> <p>22 Purcell School by the current -- commissioned by the</p> <p>23 current head teacher, or principal, as he is now called,</p> <p>24 Paul Bambrough?</p> <p>25 <b>A. Yes.</b></p> <p style="text-align: center;">Page 181</p>	<p>1 Q. And that that review reported back -- it is PUR001260.</p> <p>2 I don't think we need to get it up. It is behind tab 31</p> <p>3 in your bundle.</p> <p>4 There were two Her Majesty's Inspectors who were</p> <p>5 instructed to consider a number of past safeguarding</p> <p>6 cases, including this incident, the referrals of</p> <p>7 Peter Crook, and they concluded that your decision not</p> <p>8 to discipline Peter Crook was a misjudgment on your</p> <p>9 part. I'd like to invite you to make any comment you</p> <p>10 wish to make in relation to that conclusion?</p> <p>11 <b>A. Obviously I very much regret, having read that, and in</b></p> <p>12 <b>fact I'm quite taken aback by it. I understand that the</b></p> <p>13 <b>report, very properly commissioned by the governors,</b></p> <p>14 <b>absolutely right, was produced purely through viewing</b></p> <p>15 <b>available documents, which must have been in very short</b></p> <p>16 <b>supply and, as a result, there are a number of</b></p> <p>17 <b>inaccuracies, and I would have been pleased -- it says</b></p> <p>18 <b>in paragraph 5 that I was not available. I would have</b></p> <p>19 <b>been very pleased to assist in any way I could, had it</b></p> <p>20 <b>been possible.</b></p> <p>21 <b>There are references -- please stop me if you think</b></p> <p>22 <b>you don't want to hear this, but I have read it very</b></p> <p>23 <b>carefully. In paragraph 24, there is a reference to</b></p> <p>24 <b>a lack of procedures in managing staff. That's not</b></p> <p>25 <b>correct. One of my first tasks when I became chairman</b></p> <p style="text-align: center;">Page 182</p>
<p>1 <b>of the governors was to implement a management review in</b></p> <p>2 <b>1998, and all those job descriptions, whistleblowing and</b></p> <p>3 <b>everything else, was put into practice. And all the</b></p> <p>4 <b>relevant policies were included in the staff handbook.</b></p> <p>5 <b>I communicated the results to the staff in a letter</b></p> <p>6 <b>which also deals with other matters which are of</b></p> <p>7 <b>relevance in trying to make a school work well.</b></p> <p>8 <b>If I may very quickly tell you what the inaccuracies</b></p> <p>9 <b>were. Some of them are more important than others.</b></p> <p>10 Q. Can I ask you this, Mr Smallbone: do you agree with</p> <p>11 their assessment that you made a misjudgment in not</p> <p>12 disciplining Mr Crook?</p> <p>13 <b>A. We held a very careful disciplinary meeting, and our</b></p> <p>14 <b>judgment was that discipline was not appropriate and,</b></p> <p>15 <b>incidentally, there is an element of support for that</b></p> <p>16 <b>from the LADO. The recommendations of the independent</b></p> <p>17 <b>review and the LADO were different in this respect. One</b></p> <p>18 <b>thought that the disciplinary sanctions were necessary,</b></p> <p>19 <b>and the other didn't.</b></p> <p>20 <b>I know we are pressed for time. I won't tell you</b></p> <p>21 <b>all the errors, but amongst the most important ones, the</b></p> <p>22 <b>decision not to give the headmaster a formal warning was</b></p> <p>23 <b>not as stated. There was a disciplinary meeting. He</b></p> <p>24 <b>had received informal warnings about the use of language</b></p> <p>25 <b>from me, as you can see from his statement. I regret</b></p> <p style="text-align: center;">Page 183</p>	<p>1 <b>the impression very much that I did not have an open</b></p> <p>2 <b>mind, but it was impossible for me not to recognise that</b></p> <p>3 <b>a number of allegations found to be false called for</b></p> <p>4 <b>clarification which no-one else was in a position to</b></p> <p>5 <b>give.</b></p> <p>6 MS NIELD: Thank you very much. I have no more questions</p> <p>7 for you, Mr Smallbone. Chair and panel, do you have any</p> <p>8 questions?</p> <p>9 Questions from THE PANEL</p> <p>10 MR FRANK: I just want to ask one thing, if I may. This is,</p> <p>11 really, just in fairness to you.</p> <p>12 You have gone through that last matter very quickly,</p> <p>13 but, in fact, you deal with that matter in your witness</p> <p>14 statement at paragraphs 56 and 57, where you set out the</p> <p>15 background to which there was conflicting advice from</p> <p>16 the LADO, including, among other things, given the</p> <p>17 disturbed atmosphere, it might be contrary to the best</p> <p>18 interests of the school as well?</p> <p>19 <b>A. That is correct.</b></p> <p>20 MR FRANK: Thank you.</p> <p>21 MS NIELD: I hope I can clarify a point in that. I think</p> <p>22 the LADO -- was that paragraph 58? 57? 56?</p> <p>23 MR FRANK: 56 and 57, yes, that's what I've got in front of</p> <p>24 me.</p> <p>25 MS NIELD: I think we should clarify. I think we might need</p> <p style="text-align: center;">Page 184</p>

46 (Pages 181 to 184)

1 to get that up, INQ004483. This was in fact the LADO  
 2 talking about disciplining those members of staff  
 3 because it had been proposed that the members of staff  
 4 who had reported to the LADO should be disciplined.  
 5 This is not talking about the headmaster:  
 6 "Whilst conclusion (6.1(c)) was believed to be the  
 7 dominant factor for child protection procedures not  
 8 being followed, I do not believe there to be sufficient  
 9 evidence to support any formal disciplinary action  
 10 against any member of staff. I feel such action would  
 11 be disproportional and could have a severe and negative  
 12 impact upon the school and its ethos. Staff, parents  
 13 and students must feel able to challenge practice,  
 14 albeit through the appropriate procedures."  
 15 Can we turn over the page, please. At paragraph 3  
 16 is where the LADO discusses the head teacher.  
 17 Paragraph 1 is talking about the staff that -- there  
 18 were proposals to discipline the staff who had been  
 19 whistleblowers, Mr Smallbone, weren't there?  
 20 Paragraph 3 is talking about the head teacher:  
 21 "Where further actions are to be considered in  
 22 relation to the head teacher, for the LADO to be able to  
 23 conclude the case, they will require information on the  
 24 conclusion of these recommendations and any actions  
 25 taken."

Page 185

1 That was the recommendation -- talking about the  
 2 recommendation of the independent review to discipline  
 3 the head teacher and to place him on probation. So the  
 4 LADO was not saying there that it was not appropriate to  
 5 discipline the head teacher, it was saying it was not  
 6 appropriate to discipline the other staff members, those  
 7 who had blown the whistle?  
 8 **A. Well, the headmaster is also a member of staff, albeit**  
 9 **a special one, but it seemed to us that, in saying that**  
 10 **the best interests of the school and coming together and**  
 11 **pulling in one direction, it would have been totally**  
 12 **wrong to discipline the headmaster and not the members**  
 13 **of staff, when there had clearly been very many reasons**  
 14 **why they might have been disciplined.**  
 15 MS NIELD: Thank you.  
 16 THE CHAIR: Thank you. There are no further questions.  
 17 Thank you very much, Mr Smallbone.  
 18 (The witness withdrew)  
 19 THE CHAIR: That concludes today's hearing.  
 20 (4.05 pm)  
 21 (The hearing was adjourned to  
 22 Friday, 4 October 2019 at 10.00 am)  
 23  
 24 I N D E X  
 25

Page 186

1 DR RICHARD HILLIER (sworn) .....1  
 2  
 3 Examination by MS ROBERTSON .....1  
 4  
 5 MS JOANNE FIELD (sworn) .....43  
 6  
 7 Examination by MS ROBERTSON .....43  
 8  
 9 Questions from THE PANEL .....86  
 10  
 11 MR PETER CROOK (sworn) .....88  
 12  
 13 Examination by MS NIELD .....88  
 14  
 15 MR GRAHAM SMALLBONE (sworn) .....145  
 16  
 17 Examination by MS NIELD .....145  
 18  
 19 Questions from THE PANEL .....184  
 20  
 21  
 22  
 23  
 24  
 25

Page 187

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

<b>A</b>	<b>academic</b> 58:15 66:11 77:11,15 94:5,11,14,24 105:15 <b>accept</b> 98:18 113:13 114:1,12 168:10 <b>acceptable</b> 162:4 179:21 <b>accepted</b> 21:1 91:5 112:17 138:18 178:17 <b>access</b> 61:23,25 62:1 64:12,16,20 65:5,14,24 71:21 71:22 76:5,16 77:2,10 83:16 <b>accessed</b> 152:23 <b>accessing</b> 114:15 152:18 <b>accommodation</b> 108:4 109:21 110:4 152:5 158:6,19,22 161:12,19,23 162:5 <b>accompanied</b> 20:19 <b>accord</b> 104:7 109:6 <b>account</b> 139:5 <b>accurate</b> 111:12 178:8 <b>accusation</b> 165:17 <b>accusations</b> 156:3 166:21 <b>accustomed</b> 16:14 162:9 <b>achieve</b> 24:8,13 105:12 <b>acknowledgement</b> 154:3 <b>acquired</b> 177:3,4 <b>act</b> 98:1 161:21 <b>acted</b> 172:17 <b>acting</b> 47:25 53:3 53:18 <b>action</b> 39:24 49:12 49:20 55:5 62:5	62:15 108:25 133:12 134:25 150:2 154:17 160:20,20,23 174:16 176:1,17 180:13 181:13,14 185:9,10 <b>actions</b> 103:18 105:25 185:21,24 <b>actively</b> 67:25 <b>activities</b> 14:8 86:23 90:10,18 <b>activity</b> 47:2 77:17 97:19 98:16 99:10,17 121:11 138:17 164:16 <b>actual</b> 173:5 <b>acutely</b> 174:17 <b>adapt</b> 63:13 <b>add</b> 83:13 <b>added</b> 9:7 <b>addition</b> 11:14 <b>additional</b> 61:1,9,9 63:4 66:1,20,21 142:9 <b>additionally</b> 14:23 <b>additions</b> 79:9 <b>address</b> 20:25 101:16 115:4 131:8 154:21 156:6 159:6 <b>addressed</b> 77:18 133:9 154:4 179:8 181:2 <b>addresses</b> 101:17 <b>addressing</b> 108:1 116:14 119:2 179:6 <b>adjourned</b> 186:21 <b>adjournment</b> 117:7 <b>admin</b> 65:23 <b>administer</b> 176:15 <b>administrator</b> 66:14 <b>admins</b> 65:23 <b>admit</b> 143:1 <b>admitted</b> 102:8 112:16 138:16	140:12 <b>adolescents</b> 105:18 105:20 <b>adopting</b> 14:14 <b>adult</b> 49:7 103:13 <b>adults</b> 21:16 102:2 124:9,23 <b>advance</b> 6:7 32:20 <b>advent</b> 114:3 <b>advertise</b> 123:3 <b>advertising</b> 55:18 <b>advice</b> 27:8 30:12 30:22 31:8,8 54:11,14 121:25 184:15 <b>advisability</b> 38:9 <b>advise</b> 102:25 <b>affect</b> 26:22 <b>afraid</b> 54:21,25 59:5 72:10 79:4 80:14 82:2 91:14 100:24 101:21 122:24 130:7 132:21 133:3 134:3,23 135:6 168:3 <b>afternoon</b> 145:8 <b>age</b> 16:10,13,16 98:21 99:10 144:6 173:18 <b>agencies</b> 93:13 102:14 <b>aggressive</b> 20:10 70:12 153:17 <b>aggressively</b> 53:4 53:18 <b>AGMs</b> 63:19 <b>ago</b> 66:21 91:15 112:21 114:3 118:16 132:20 143:7 <b>agree</b> 10:6 23:24 26:11 28:3 56:1 80:24 117:18 128:12 137:4 155:6 173:16 178:8 183:10 <b>agreed</b> 31:25 32:3 32:19 111:11	161:11 169:20 <b>agreement</b> 156:14 <b>ahead</b> 62:25 <b>aid</b> 90:16 178:23 <b>aim</b> 151:24 <b>aimed</b> 105:15 <b>aims</b> 177:23 <b>air</b> 20:25 <b>aired</b> 126:15 <b>alarmed</b> 96:16 <b>albeit</b> 185:14 186:8 <b>alcohol</b> 15:3,15,15 15:16 16:13 52:23 53:15 70:1 70:13,22 174:21 <b>alert</b> 72:22 86:17 144:23 <b>allegation</b> 5:3,7 19:23 29:21,22 29:24 30:21,23 31:13,19 32:4 33:11 34:23 35:3 35:9,20 37:18 40:17,19 42:13 46:20 49:18 51:1 51:13,15,19 53:2 93:19 95:18,20 96:4,11 102:11 104:10,11,13,15 106:12,15 129:15 130:11,16 137:6 137:8,14 140:21 140:23 141:12 149:4 160:25 164:7 165:1,13 166:23,24 <b>allegations</b> 29:8,10 29:12,15 32:22 33:7 36:14 38:4 38:5 39:8,16 41:3,19 42:14 82:12 93:10,14 95:15 102:16,23 103:2,8,22 104:5 105:3 106:10,17 140:18 148:19,21 150:8 154:11 173:8 184:3
----------	---	--	--	---

<p><b>alleged</b> 50:11 95:25 130:13,22 131:2 173:1</p> <p><b>allegedly</b> 49:9 54:18</p> <p><b>alleging</b> 41:10</p> <p><b>allocated</b> 58:17</p> <p><b>allow</b> 21:24 24:23 58:3 69:12,14 72:3,3 81:10 90:10 94:11</p> <p><b>allowed</b> 16:8,12 19:25 20:4,5,6 52:8 68:22 69:7 71:13 121:17,20 142:6 158:11 166:17</p> <p><b>allowing</b> 19:12 81:15</p> <p><b>alluded</b> 105:10</p> <p><b>alongside</b> 66:12</p> <p><b>amazed</b> 119:13</p> <p><b>amount</b> 16:13 30:8 178:18</p> <p><b>anger</b> 14:11,24</p> <p><b>angry</b> 14:6,19,22 14:23 31:15</p> <p><b>announced</b> 123:25</p> <p><b>annual</b> 147:21,23</p> <p><b>annually</b> 79:15</p> <p><b>anonymous</b> 149:14 151:19,20 154:19 167:12</p> <p><b>anonymously</b> 42:2 43:3 160:6,11</p> <p><b>answer</b> 30:10 43:23 103:19 105:4</p> <p><b>answered</b> 22:9</p> <p><b>answering</b> 168:3</p> <p><b>answers</b> 82:10</p> <p><b>anti-bullying</b> 109:5,8,11,13 122:19 126:7</p> <p><b>antiquity</b> 2:22</p> <p><b>anxieties</b> 116:17</p> <p><b>anxiety</b> 118:25 159:7</p> <p><b>anybody</b> 103:20</p>	<p>112:19 123:6 140:25 166:19</p> <p><b>anyway</b> 61:12 77:10 80:22</p> <p><b>apart</b> 3:25 126:18</p> <p><b>APC</b> 128:4,7 172:7</p> <p><b>apologise</b> 54:7 99:14 128:12</p> <p><b>apparent</b> 9:23,24 86:14</p> <p><b>appear</b> 89:4 158:3 161:5</p> <p><b>appearance</b> 99:14</p> <p><b>appeared</b> 171:20</p> <p><b>appears</b> 90:25 111:11 126:11 132:17 178:8</p> <p><b>applied</b> 46:4 53:17 102:2</p> <p><b>apply</b> 148:16</p> <p><b>appoint</b> 94:9 123:10</p> <p><b>appointed</b> 89:22 146:17</p> <p><b>appointment</b> 91:12</p> <p><b>appointments</b> 94:17</p> <p><b>appraised</b> 131:14</p> <p><b>appreciate</b> 81:13 132:20</p> <p><b>approach</b> 14:15 15:1,5,6 31:9 67:19 79:24 103:8 106:9 115:13,22 140:17 163:4</p> <p><b>approaches</b> 13:19 13:22 67:21,21</p> <p><b>appropriate</b> 10:5 20:8 32:5 66:7 67:4 97:7 106:4 109:3 116:19,24 117:3 118:19,23 119:16,18 122:20 124:7 128:5,7 135:12 145:17 150:2 159:1 160:2,4 178:13</p>	<p>179:11,15 180:5 183:14 185:14 186:4,6</p> <p><b>appropriately</b> 179:8</p> <p><b>approved</b> 7:11</p> <p><b>approximately</b> 3:13,14 39:2 66:8 90:7</p> <p><b>area</b> 20:18 36:2 75:16 77:4,12 96:3 110:16</p> <p><b>areas</b> 11:12 71:20 71:22 76:21,24 77:16 122:22</p> <p><b>argue</b> 93:25 98:11</p> <p><b>arisen</b> 37:15 105:2</p> <p><b>arises</b> 17:9</p> <p><b>arising</b> 61:5 62:4</p> <p><b>arm</b> 7:25 10:13</p> <p><b>arms</b> 8:5</p> <p><b>arose</b> 165:8 178:14</p> <p><b>arrange</b> 44:2 161:1</p> <p><b>arranged</b> 30:14 164:22,23</p> <p><b>arrangements</b> 12:5,19,24</p> <p><b>arrest</b> 164:16</p> <p><b>arrive</b> 55:24 58:13</p> <p><b>arrived</b> 3:7 4:1 6:17 11:9 56:19 94:3 105:8 110:17 136:9</p> <p><b>arts</b> 90:8</p> <p><b>ASAP</b> 151:7</p> <p><b>ASCL</b> 95:11</p> <p><b>Ashford</b> 45:18</p> <p><b>asked</b> 31:4 40:18 41:20 61:10 63:15 65:25 73:5 93:20 100:15 101:6 103:6 124:18 136:20 142:25 144:15 149:20 150:5 155:1 164:12 166:10 172:13</p> <p><b>asking</b> 2:9 15:9</p>	<p>17:15 27:4 29:10 43:20 44:21 46:16 66:10 98:24 109:7 128:21</p> <p><b>assembly</b> 14:6</p> <p><b>assess</b> 171:20</p> <p><b>assessment</b> 169:20 177:20,22 183:11</p> <p><b>assist</b> 11:20 97:15 182:19</p> <p><b>assistance</b> 180:20</p> <p><b>assistant</b> 4:13 11:20 29:23 37:7 69:21,24 90:5,21 138:21</p> <p><b>associated</b> 17:5 18:18</p> <p><b>association</b> 95:11 152:25 153:8 154:2,4,15,24 155:2</p> <p><b>associations</b> 95:10</p> <p><b>assumed</b> 6:10 41:17 54:5 113:21</p> <p><b>assuming</b> 49:18 51:1</p> <p><b>assumption</b> 124:15 148:22</p> <p><b>assured</b> 153:20</p> <p><b>atmosphere</b> 20:22 20:22 21:2,9 22:10 184:17</p> <p><b>attempt</b> 123:18 126:9 131:14</p> <p><b>attempting</b> 159:6 180:21</p> <p><b>attend</b> 28:14,15 63:15 72:20 103:5 107:14 131:5 157:4 161:12 164:19</p> <p><b>attended</b> 63:18 68:1 91:12 95:14 97:4 138:5 148:13 159:25 162:23,25</p> <p><b>attending</b> 17:9,12</p>	<p>135:5 164:20</p> <p><b>attention</b> 53:9 68:20 139:12 149:7 153:24 160:10,13</p> <p><b>attitude</b> 159:21</p> <p><b>auditions</b> 38:14</p> <p><b>August</b> 89:9 146:7</p> <p><b>Austin</b> 92:20 150:23,25 151:1</p> <p><b>authority</b> 95:19 96:2,6,20,25 97:3 98:12 107:13 125:9,17,18 128:1 129:12 130:1,9 137:14 137:19 143:17 157:5 163:4,20 163:22 164:25 165:10,12 167:13 167:23 172:22 175:25 181:10</p> <p><b>automatic</b> 148:22</p> <p><b>automatically</b> 147:21</p> <p><b>available</b> 152:12 152:22 182:15,18</p> <p><b>avoid</b> 128:8</p> <p><b>Avon</b> 35:1,24</p> <p><b>aware</b> 11:22 15:25 16:19 18:9 19:4 29:12 33:17 34:1 34:1 41:6,14,15 47:1 49:16 50:7 50:24 53:4 61:11 71:6 78:1 86:19 98:16,18,22 99:8 107:1 111:3 125:15 129:12,13 129:16,24 130:3 130:8,22 131:2 132:12 133:25 134:5,9,14,17 135:16 136:1,6,7 136:10 148:24 149:3,16 150:13 151:23 153:16 157:1 163:10,12 165:3 171:8,23</p>
--	--	---	---	--

173:11 174:17 177:4 <b>awareness</b> 47:5 56:15 <b>awful</b> 87:2 109:7	<b>bedroom</b> 71:20 75:12 76:24 77:4 77:12,13 <b>bedrooms</b> 75:12 75:14 76:7,10,17 <b>beds</b> 72:2 80:25 81:2 <b>bedsits</b> 121:18 <b>beer</b> 15:19 51:14 52:9 68:17,18,19 70:6 <b>beers</b> 68:22 <b>beg</b> 109:24 141:10 149:2 <b>began</b> 14:16 94:8 101:19 <b>beginning</b> 13:8 79:15 103:4 105:17 163:6 <b>begins</b> 62:14 97:22 105:19 117:13 131:25 <b>begun</b> 134:1 <b>behaved</b> 53:16 <b>behaviour</b> 108:12 109:4 166:2 168:13 172:20 <b>belief</b> 2:7 44:19 89:12 106:18,20 146:9 <b>believe</b> 16:7 18:25 22:13 35:23 36:10 40:20 97:25 99:5 105:7 118:9 123:22 131:11 132:11 169:8,10 171:8 173:22 185:8 <b>believed</b> 12:19 36:4 109:4 116:23 139:4 185:6 <b>bells</b> 24:18 <b>belonged</b> 95:10 <b>beneficial</b> 13:4 65:14 <b>best</b> 2:6 4:7 44:19 66:25 72:6 80:22 89:12 103:5	124:18 146:8 178:23 184:17 186:10 <b>better</b> 9:20 10:21 36:11 112:17 117:16 118:21 144:2,3 <b>beyond</b> 110:2 <b>big</b> 3:10 32:12 166:19 167:24 <b>bigger</b> 21:18,20 <b>binder</b> 145:25 <b>biscuits</b> 159:12 <b>bit</b> 3:4 35:19 45:8 46:15 50:14 54:23 55:2 61:3 67:6,8 69:14 73:19 76:1 78:12 82:18 83:5 85:12 96:14 121:2 122:11 140:2 143:11 178:14 <b>blatant</b> 14:24 <b>blind</b> 18:12,16 19:24 73:7,15 <b>blinds</b> 18:4,8,9,10 18:14 19:1,5,12 73:4,10,12,18,21 74:5,10,22 75:6 <b>block</b> 32:12 <b>blog</b> 42:12 <b>blown</b> 186:7 <b>board</b> 3:23 22:6 62:10 85:22 103:6 147:9,18 148:3 181:12 <b>boarded</b> 3:25 <b>boarders</b> 91:21 152:11 <b>boarding</b> 7:1 15:21 16:6,9 25:10,17 46:8 51:14 52:2,8,11 68:12,21 69:13 70:3 71:13,15,15 71:19,20,25 72:22 74:11 75:16,18 76:5,21 77:4,9,12,16,21	77:22,24 78:3,4,5 78:7,8,15,17,20 78:21 81:9 87:1 87:1,3,4,5,6 90:6 91:21 94:16 106:23 107:2,24 108:7 109:14,25 113:8,9,19 114:23 115:8,12 115:16,20 116:3 127:5 146:24 158:8,9 161:17 161:18 162:5 167:10 178:19 179:1,7 <b>body</b> 7:12 142:1 147:4 148:2 160:11 175:11 <b>book</b> 38:15,15 118:6,8,10,13 <b>booked</b> 58:20 <b>bookshop</b> 113:10 <b>boosting</b> 174:10 <b>bottom</b> 54:8,18 62:13 73:13 75:17 100:1 127:17,18 150:18 <b>bought</b> 65:18 <b>boundaries</b> 7:24 22:2,7,17,19,22 22:24 23:2 <b>bowing</b> 10:13 <b>boy</b> 50:17 107:2,3 107:4,18,19 120:14,19,19 129:10 130:17 161:6 172:18 180:23 <b>boys</b> 52:23 68:22 90:7 107:9,16,22 108:2,5,5,7,23,23 109:15 111:6 112:14,25 113:6 113:12,14,22 114:14 115:13,22 116:2,5,9,14,20 117:13,20,25,25 118:3,8,18 119:8 119:16 120:25	121:17,20 122:2 124:13 128:11,19 129:7 134:21 135:11 149:20 158:11 174:7 178:11,16 179:16 179:19 180:2,3 180:14,24 181:3 181:7 <b>boys'</b> 69:2 76:25 113:8 115:8 <b>brazenly</b> 14:11 <b>breach</b> 97:19 102:1 <b>break</b> 43:12,24,25 56:5,8 74:24 88:15 117:4 145:15,17,19 156:14,17,20,24 <b>breakfast</b> 16:19 <b>breaking</b> 12:23 14:22,25 88:16 <b>breaks</b> 88:14 145:14 <b>breast</b> 49:8 <b>brief</b> 167:20 168:5 <b>briefly</b> 40:25 111:2 <b>brightness</b> 73:16 <b>bring</b> 67:22 80:3 88:20 97:21 105:17 126:2 139:11 153:23 160:13,19 168:20 168:23 169:7,9 <b>bringing</b> 15:16 145:21 <b>broader</b> 8:9 105:7 <b>brought</b> 53:9 149:6 160:9 <b>Brown</b> 121:15 <b>building</b> 12:1 18:11 64:1 110:18 <b>built</b> 10:22 78:12 <b>bullet</b> 102:19,20 102:23,25 <b>bulletins</b> 83:13 95:9,12
---	---	--	---	--

<b>bullied</b> 120:15	<b>capable</b> 144:19	49:1 60:22 119:6	<b>changeable</b> 57:24	70:3,9,18 71:13
<b>bullying</b> 66:5	<b>care</b> 44:25 68:10	133:16 147:17	<b>changed</b> 53:12	71:21,23,24 72:1
106:23 107:5	<b>career</b> 26:22	152:10	70:7 121:14,16	74:7,8 76:5,16,19
108:22 116:18	146:19	<b>certainly</b> 4:5 5:9	162:6	77:6 80:14 81:11
119:1,2,4,20,21	<b>careful</b> 106:3	9:16 10:9 15:15	<b>changeover</b> 64:21	81:17 82:2 86:14
120:1,9 122:18	113:14 121:2	19:9 21:19 22:7	<b>changes</b> 7:5,6	86:19 87:6 90:11
126:10,13 151:16	183:13	25:6 42:22 48:8	79:10,16,17	109:20 122:17
151:22,22,23,25	<b>carefully</b> 128:4	55:10 58:13	<b>Channel</b> 111:22	129:19 130:13
152:1 159:7	140:23 182:23	60:21 61:13 69:4	125:12 128:6	140:17 153:25
161:3,7 180:23	<b>carries</b> 19:11	72:17 75:10,15	169:13 174:10	158:4
<b>bumped</b> 53:10	<b>case</b> 4:24 5:8 10:9	80:10 81:24	178:15	<b>children's</b> 158:1
<b>bundle</b> 1:18,21,24	17:22 20:12	86:19 93:18	<b>character</b> 140:9	<b>chin</b> 50:18
1:25 13:25 44:3	22:14 26:9 36:20	109:12 112:25	<b>charge</b> 65:8	<b>chivvy</b> 16:25
44:10 48:18 62:8	37:19 42:20	116:11 121:14	<b>charges</b> 30:16 32:2	<b>chocolate</b> 69:23
68:6 88:23,25	43:15 47:24 48:1	125:7 129:23	<b>chase</b> 81:2	<b>choice</b> 32:23 87:15
89:2,7,8 104:22	59:12 65:6 67:17	133:4 135:16	<b>chasing</b> 57:19	180:6,11,16
110:24 123:21,24	80:1 92:6 97:6	138:3 139:16	<b>chat</b> 81:25 96:9	<b>choices</b> 28:13
131:22 145:24	106:3 107:21	142:10 143:12	111:18	<b>chorister</b> 2:17
146:5 149:12	158:19 185:23	148:11 152:22	<b>chatted</b> 87:18	<b>chose</b> 127:5
153:3 157:22	<b>cases</b> 42:22 148:4	156:21 161:14	<b>chatter</b> 96:14	<b>Christmas</b> 110:9
165:23 168:21	182:6	162:25 172:8	<b>check</b> 71:25 72:1	158:15
170:18 172:2	<b>catch</b> 60:20,24	178:22	77:6,25 78:9	<b>circulate</b> 134:1
182:3	65:2	<b>certificates</b> 66:17	<b>checklist</b> 64:1,7,10	<b>circulated</b> 134:19
<b>burden</b> 24:8,14	<b>categorically</b>	<b>cetera</b> 80:25	<b>checks</b> 77:21 78:2	177:5
<b>bursar</b> 31:3	34:17	<b>chair</b> 1:3,5,25	<b>cheek</b> 102:9	<b>circumstance</b>
<b>bursaries</b> 3:18	<b>cathedral</b> 2:16,18	13:17 43:6,7,10	<b>Chief</b> 138:21	28:16 37:10
<b>burst</b> 85:13	<b>caught</b> 15:2,3,11	43:14 56:3,6	<b>child</b> 6:19,23 17:6	112:12
<b>business</b> 165:8	57:10,12,17	67:18 86:8 88:1	26:14 27:12,18	<b>circumstances</b>
<b>busy</b> 11:12	180:14	88:5 89:7,24	33:15 38:10	18:17 106:25
<b>buy</b> 52:8	<b>cause</b> 82:24 83:14	117:4,5 125:2	50:15 54:16	141:9 159:5
<b>bypass</b> 114:7	85:3 97:25	127:19 130:8,20	55:11 74:14	161:13 167:22
	<b>caused</b> 131:11	131:25 132:19,24	81:17 86:16 91:1	<b>cite</b> 173:14
	<b>caution</b> 137:9	134:9,14,20	91:3,16 92:18,21	<b>claims/allegations</b>
	138:18	135:14 145:1,2	92:25 95:13	9:19
<b>call</b> 1:5 29:11	<b>CC</b> 172:16	145:18 148:6,18	97:19 98:17	<b>Clanchy</b> 13:6 14:2
42:18 43:15	<b>CCTV</b> 10:25,25	156:15 160:10	103:13 105:9	16:18 18:3 48:13
119:23 130:4,5	11:3 12:1 78:11	162:21 184:7	122:16 147:16,19	57:23 67:9,24
180:9	78:14,17,19	186:16,19	148:8,9,11,13	<b>Clanchy's</b> 68:7
<b>called</b> 7:20 37:12	<b>CD</b> 134:2,22	<b>chairman</b> 62:10	150:8 185:7	70:25
48:19 82:24 85:1	136:21 176:21,23	86:7 133:4,15	<b>child's</b> 37:19 54:3	<b>clarification</b> 184:4
91:1 92:15 94:10	176:24,25 177:1	135:19,19,22	<b>children</b> 7:14 9:1	<b>clarify</b> 184:21,25
95:15 104:23	177:5,14 178:9	146:13 182:25	9:22 12:21 19:24	<b>class</b> 94:25
108:13 114:6	<b>celebrity</b> 69:9	<b>challenge</b> 27:21	19:25 20:1,9	<b>classicist</b> 2:20
159:9 169:15	<b>cent</b> 3:15 57:6,7,17	28:2 127:7	21:13,22 22:18	<b>classics</b> 2:21,23,24
181:23 184:3	66:8	185:13	22:18,19,19 24:1	25:17,25
<b>calling</b> 29:22	<b>central</b> 37:9 59:21	<b>challenged</b> 135:14	24:17,22 25:20	<b>classrooms</b> 11:10
<b>Cambridge</b> 2:17	59:24 61:18	<b>challenges</b> 57:1	46:2 50:6 52:4	110:22
2:21	<b>centre</b> 45:20	<b>change</b> 4:3,4,4	55:7,11 65:20	<b>clean</b> 81:11
<b>cameras</b> 78:21	<b>certain</b> 30:8 32:11	26:6 124:24	66:7 69:10,22	<b>cleaners</b> 81:10
<b>can'</b> 116:8				
<b>Canterbury</b> 45:15				

<p><b>clear</b> 13:15 16:4,8 21:8 23:1 35:7 38:7 53:15 55:13 55:20,24 67:15 68:11 80:12 82:11 98:15 131:13 135:19 142:21 155:6 163:6 168:9 178:20,22 <b>clearer</b> 74:23 <b>clearly</b> 23:7 39:5,7 76:17 159:3 186:13 <b>clears</b> 81:6 <b>clerk</b> 2:18 <b>clever</b> 98:11 <b>close</b> 25:14,15 37:20 102:8 126:21 <b>closeness</b> 161:18 <b>co-author</b> 118:7 <b>co-educational</b> 146:24 <b>co-operation</b> 8:22 <b>co-ordinate</b> 90:9 <b>co-ordinated</b> 97:2 <b>Cobham</b> 19:24 20:16,19 52:24 53:13 70:10,23 <b>cock</b> 130:18 164:13 172:24 173:3,25 <b>code</b> 8:3 77:11 <b>codes</b> 76:25 77:1 77:13 <b>coincidence</b> 41:6 <b>Coke</b> 159:12 <b>collaboration</b> 8:23 <b>colleagues</b> 148:12 <b>collected</b> 20:3 <b>College</b> 2:17 <b>colleges</b> 27:8 <b>come</b> 1:20 3:12,19 5:8,24 6:3 17:23 18:10 30:14 31:4 35:14 40:12 41:20 42:14,24 44:6 51:17 59:16</p>	<p>61:3 70:12 71:2 72:7 73:10 77:11 80:15 81:3,10,18 81:25 83:17 84:7 84:20 85:17 87:6 93:19 95:17 100:13,20 108:9 110:24 115:3 117:11 124:13 136:21 140:18,24 141:19 142:5 160:18 163:8,23 177:2 <b>comes</b> 35:1 62:9 <b>coming</b> 1:10 4:9 20:9 30:22 41:2 43:19 70:10 73:20 117:15 122:9 186:10 <b>commenced</b> 101:14 <b>comment</b> 48:4 166:21 182:9 <b>comments</b> 54:2,3 54:18 99:5 172:22 <b>commissioned</b> 167:17 175:2 181:22 182:13 <b>commitment</b> 17:14,17 <b>committed</b> 98:1 <b>committee</b> 5:20 90:17 147:12 148:1 <b>common</b> 22:4 36:25 74:11,12 74:20 94:13 118:2 172:17 <b>commonly</b> 21:1 25:22 <b>communicated</b> 183:5 <b>communication</b> 48:8,11 55:20 <b>community</b> 46:2 <b>compact</b> 176:20 <b>company</b> 46:1 <b>compare</b> 81:21</p>	<p>139:8 <b>comparison</b> 64:19 <b>competent</b> 82:5 <b>competitions</b> 38:13 40:5 <b>compile</b> 9:16 <b>complain</b> 6:6 <b>complained</b> 37:19 54:1 <b>complaining</b> 49:8 <b>complains</b> 49:11 <b>complaint</b> 5:23 32:2 34:10,11,14 34:20 35:3 36:12 39:5 53:23 136:13 155:16 157:9,11,15 <b>complaints</b> 6:5 33:22 34:2,3,5 132:8,15 167:22 168:12 171:1 172:16 <b>complete</b> 60:2 61:10 65:25 67:1 <b>completed</b> 31:5 59:9 62:18 65:8 65:9 66:4,9,16,19 166:10 <b>completely</b> 60:2 69:6 99:3 113:17 117:20 126:14 129:22 <b>complex</b> 28:8 29:4 46:2 <b>compliance</b> 64:8 64:25 65:22 79:20 <b>complicated</b> 31:2 65:3 <b>comprehensively</b> 64:6 <b>compulsory</b> 17:10 17:12,13 72:9 85:7 <b>computer</b> 83:17 117:18 <b>computers</b> 152:19 <b>concede</b> 116:21 <b>concedes</b> 169:9,11</p>	<p><b>concentrate</b> 94:11 <b>concern</b> 5:11,12 5:13 9:18 55:5 73:3 82:23,24 83:14 85:3 125:15 136:10 137:1 143:20 160:17 166:14 171:15 <b>concerned</b> 15:11 30:16 31:6 38:5 39:20 81:17 86:22 108:6 124:11 129:8 136:3,9,14,15 142:11,13,17 152:11 155:6,19 160:8 166:13 172:19 177:11 178:25 179:5 <b>concerning</b> 54:9 150:6 156:6 <b>concerns</b> 5:23 32:6 38:1,1,20 40:15 70:25 82:9,16 83:1,22 84:23 86:1 125:3,6,23 125:24 126:15 127:8 129:25 132:6 149:6,16 152:2 153:22,25 154:21 155:5 157:2 160:2,4,9 163:3,19,22 164:2 168:13 170:24 <b>concert</b> 17:16,18 69:8 72:19,21 73:1 <b>concerts</b> 17:10,13 72:9,18 <b>conclude</b> 185:23 <b>concluded</b> 102:16 164:25 170:5 182:7 <b>concludes</b> 186:19 <b>conclusion</b> 30:23 129:14 164:17 165:12 174:24</p>	<p>175:16 176:14 182:10 185:6,24 <b>conclusions</b> 59:2 <b>conditions</b> 32:10 32:19 39:4 <b>conduct</b> 8:3 34:14 96:25 132:6,10 132:17 133:2 150:8 167:10,21 168:7 169:13 170:24 171:3 174:15 <b>conducted</b> 37:17 149:9 157:3 <b>confidence</b> 40:7 <b>confirm</b> 2:4 44:15 44:18 <b>confirmed</b> 34:20 165:16 <b>conflicting</b> 184:15 <b>confused</b> 4:9 <b>connotations</b> 26:17 <b>consensual</b> 10:5 97:17 <b>consented</b> 35:6 <b>consequences</b> 99:13 105:25 <b>consider</b> 12:4 13:3 17:4 103:16 109:2 118:23 120:12 129:12 140:1 154:9 163:14 165:15 178:19 180:17,22 181:13 182:5 <b>considered</b> 112:13 125:16,18 140:19 147:25 166:12 168:8 180:18 181:10 185:21 <b>considers</b> 28:9 <b>Constable</b> 138:21 <b>constant</b> 6:22 11:3 <b>constantly</b> 10:25 11:13 <b>constraint</b> 21:24 22:1 <b>constructive</b></p>
---	--	--	---	---

129:20 <b>construed</b> 150:3 <b>consult</b> 8:18 38:8 108:21 109:9 <b>consultation</b> 8:19 94:22 <b>consulted</b> 30:24 101:17 118:6 <b>consumed</b> 52:23 <b>contact</b> 7:22 8:11 23:20 25:13 32:16 35:13,25 42:8 50:21 92:24 93:2 96:5,24 102:14 160:15 <b>contacted</b> 42:7 96:2,20 <b>contacts</b> 154:16 <b>contained</b> 8:5 <b>contemporary</b> 113:25 114:2 <b>content</b> 91:15 125:4 128:18 136:16 153:10 155:7 156:4 180:12 <b>contents</b> 2:6 44:18 <b>context</b> 113:25 128:9 132:17 <b>continually</b> 109:10 124:17 <b>continue</b> 88:6 144:13 <b>continued</b> 166:18 <b>continues</b> 156:17 <b>contract</b> 27:24 <b>contractual</b> 40:11 <b>contrary</b> 184:17 <b>control</b> 39:19 <b>convened</b> 36:13 <b>convenient</b> 88:6 <b>conventions</b> 174:13 <b>conversation</b> 31:10 42:23 98:25 118:18,19 125:13 135:21,23 154:23 164:9 166:4	<b>conversations</b> 129:25 133:3 168:14 175:18,24 <b>conveyed</b> 120:14 <b>convinced</b> 139:3 139:17 <b>coordinator</b> 90:8 <b>cope</b> 124:19 <b>copied</b> 83:20 <b>copies</b> 83:14 <b>copy</b> 8:10 127:16 134:17 181:20 <b>core</b> 1:25 89:8 <b>correct</b> 2:12,13 7:25 89:20,25 90:2 91:7,8,20,24 92:8,11 93:1,15 95:4,22 104:7 108:8 111:5,14 124:14 129:5 133:24 141:11,17 141:18 146:16,21 146:22 147:24 151:3 157:17,18 163:25 165:4,13 182:25 184:19 <b>correctly</b> 36:21 <b>correspondence</b> 154:19 <b>corridor</b> 74:18 78:15 <b>corridors</b> 12:2 <b>council</b> 95:16 157:13 158:10 172:16 174:9 <b>Council's</b> 48:21 <b>country</b> 90:24 <b>county</b> 48:20 95:16 157:12 158:10 172:16 174:8 <b>couple</b> 64:23 68:22 <b>course</b> 3:10,21 22:2 31:21 33:5 33:13 57:1 66:10 66:16 86:13 90:21 91:12 94:14,22 95:14 95:24 96:10,17	96:18,19,20 99:6 103:25 105:4 106:21 111:21 113:4 120:20 129:3 132:13 134:6 139:25 141:2 147:14 161:8 163:6 168:9 171:10 177:24 <b>courses</b> 94:21 <b>court</b> 98:10 <b>cover</b> 124:13 <b>covered</b> 38:17 173:22,24 <b>covering</b> 138:23 <b>covers</b> 118:10 <b>crazy</b> 86:24 <b>create</b> 94:12 <b>creative</b> 80:9 <b>creativity</b> 81:6,16 <b>criminal</b> 47:2 97:18 98:16,18 99:13 101:10 138:18 <b>crisps</b> 158:23 <b>critical</b> 48:25 <b>criticise</b> 171:25 <b>criticism</b> 51:9 52:21 181:18 <b>criticisms</b> 29:1 48:22 171:14,18 171:21 <b>Crook</b> 88:5,7,9 114:16 117:1,9 118:13 122:10 127:16,18 139:2 144:25 150:4,17 151:9,20,21 152:7 155:13,13 156:1,7 157:3 158:20 159:21 160:3 162:15 163:19,23 164:9 164:12,15 166:1 166:25 169:2 170:7,11 173:20 174:22 175:8,15 177:12,21 178:11	178:25 179:6 180:1 182:7,8 183:12 187:11 <b>Crook's</b> 149:20 <b>cross</b> 158:11 <b>crossed</b> 65:5 <b>crying</b> 83:6 164:14 <b>CSF</b> 158:4 161:1 <b>culture</b> 12:8 13:5 21:22 67:7,21 79:25 <b>curious</b> 114:14 <b>currency</b> 171:15 <b>current</b> 10:2 12:6 44:22 84:24 101:16 153:24 181:22,23 <b>curriculum</b> 112:6 112:8 <b>curtains</b> 19:1 74:10,15 75:19 <b>Cut</b> 144:11,13	114:22 119:12 130:25 164:23 <b>days</b> 56:25 60:22 65:2 110:16 <b>days'</b> 91:13 <b>DBS</b> 47:8 <b>DDSL</b> 84:25 <b>deal</b> 11:4 41:2 77:20 78:25 109:3 111:20 148:20 149:6 159:5 184:13 <b>dealing</b> 60:4 80:20 90:13 114:2 127:25 160:17 172:17 <b>deals</b> 183:6 <b>dealt</b> 8:10 29:9 53:11,18 54:15 68:20 106:24 119:20 143:19 148:8 173:12 178:25 <b>Dear</b> 131:25 <b>December</b> 134:1 <b>decide</b> 30:21 86:2 154:17 181:12 <b>decided</b> 4:3 17:20 45:23 69:3,13 70:16 96:25 107:25 128:6 175:11,13 <b>decision</b> 9:16 32:3 33:2 34:9 72:4 82:16 168:10 169:24 176:13 182:7 183:22 <b>decisions</b> 48:25 97:7 <b>defend</b> 175:15 <b>definitely</b> 26:14 33:1 49:21 <b>degree</b> 2:20 <b>deification</b> 26:17 <b>delayed</b> 165:6 170:8 <b>deliberate</b> 32:23 <b>deliberately</b> 36:3 <b>deliver</b> 122:20	
			<b>D</b>		
			<b>D</b> 89:8 186:24 <b>D/12</b> 89:8 <b>Dance</b> 3:17 <b>danger</b> 22:10,12 22:13 106:2 139:14 142:4 <b>dangerously</b> 169:12 <b>dangers</b> 142:14 <b>dark</b> 141:18,22,25 144:6 <b>darkness</b> 143:9 <b>data</b> 2:3 44:14 <b>date</b> 7:2 29:2 54:4 58:18 68:2 79:4 95:7 129:17 <b>dated</b> 89:9 128:17 146:7 149:15 153:5 <b>daughter</b> 37:20 <b>day</b> 1:3 12:18,25 32:11 51:23 52:2 58:14 68:20 71:3 71:14,14,21 72:6 76:6 77:23 80:23 81:6 91:21		

<p>123:15 124:7  <b>delivering</b> 56:23  95:6  <b>demeanour</b> 106:4  140:9  <b>demonstration</b>  10:17  <b>departed</b> 57:23  <b>Department</b>  122:17 162:12  <b>depend</b> 15:10  <b>depends</b> 139:19  <b>depressed</b> 113:15  <b>deputies</b> 28:1  64:13  <b>deputy</b> 4:14,17,23  84:6 92:20 93:24  93:25 94:2,4,5,10  94:13,14 135:18  135:19,21 141:1  <b>describe</b> 15:5  111:22  <b>described</b> 50:9  52:13 85:2  174:13  <b>describing</b> 14:17  76:4  <b>description</b> 6:16  10:17 24:3  <b>descriptions</b> 183:2  <b>designated</b> 4:2  10:2 33:13 44:22  46:17 64:13  70:19 92:13,17  92:23 94:18  95:19 96:6,25  98:12 108:18  130:2,10 137:15  143:17 144:8,14  148:20 157:8  163:22  <b>Despite</b> 150:11  <b>detail</b> 7:8 37:24  39:14 44:6 96:22  100:24 111:21  178:11  <b>detailed</b> 30:2  112:1,3  <b>details</b> 125:11</p>	<p>150:1  <b>develop</b> 81:15  <b>developed</b> 122:23  <b>developing</b> 84:1  <b>device</b> 111:7 114:5  <b>DfE</b> 7:14  <b>DFE001039</b>  117:10 178:2  <b>DFE001039_001</b>  110:23  <b>differ</b> 23:15,21  <b>difference</b> 8:8 34:7  35:14 65:13 85:5  160:1  <b>different</b> 7:18 9:4  9:6 13:18,19  15:15 23:23 35:4  35:5 39:9 40:3  51:3 56:25 67:18  71:18 75:3,4  76:22 77:1  104:11 137:2,3  139:10 146:20  158:3 159:4  183:17  <b>differentiate</b>  105:23  <b>differentiation</b>  94:4  <b>differently</b> 172:8  <b>difficult</b> 10:16  28:9 29:4 49:5  57:8 58:1 60:20  64:20 65:9,11  75:11,14 76:2  82:15 95:2  103:19 105:4  120:6 121:22  122:11 124:19  136:19 154:18  156:10 166:16  <b>difficulties</b> 20:9  60:4 148:17  <b>difficulty</b> 152:17  <b>direct</b> 167:12  171:4  <b>directed</b> 181:11  <b>direction</b> 73:2  186:11</p>	<p><b>directly</b> 114:8  156:9 157:7  167:20 168:6  177:2  <b>director</b> 8:19  11:14 33:12  34:18 39:12 40:6  41:7 54:19 87:17  90:4 101:22  146:19  <b>directors</b> 19:6,7  27:6 181:12  <b>disability</b> 54:4  <b>disagree</b> 55:9  <b>disagreed</b> 159:21  <b>disappearing</b> 72:8  <b>disc</b> 176:20  <b>disciplinary</b> 4:10  30:20 54:15  131:6,8,17  132:25 133:7,12  133:13 134:25  135:2,4,7 166:1  170:1,7,8,11  172:1,14 174:23  175:14 176:1,6  176:16,17 183:13  183:18,23 185:9  <b>discipline</b> 182:8  183:14 185:18  186:2,5,6,12  <b>disciplined</b> 185:4  186:14  <b>disciplines</b> 22:2  <b>disciplining</b>  183:12 185:2  <b>disclosure</b> 5:3,4  36:17 46:23  143:23  <b>disclosures</b> 141:5  <b>discovered</b> 41:11  41:12 134:3  <b>discovering</b> 16:18  <b>discriminatory</b>  54:3  <b>discuss</b> 5:9 55:22  84:7,22 103:4  111:20 134:12  135:8 156:19</p>	<p>157:15 166:18,24  <b>discussed</b> 34:18  47:14 51:22  107:24 128:18  130:19 132:18  137:21 150:19,22  151:11 152:2  167:7 175:20  <b>discusses</b> 185:16  <b>discussing</b> 83:19  84:19  <b>discussion</b> 48:14  84:25 97:18  99:25 101:10  105:1 115:2  126:21 135:10  147:23 149:22  152:6 154:10  166:8  <b>discussions</b> 109:14  <b>dispel</b> 27:18  <b>disposal</b> 178:24  <b>disproportional</b>  185:11  <b>disputed</b> 13:14  67:14  <b>disquiet</b> 125:20  <b>disregarded</b> 27:8  <b>dissatisfied</b> 40:5  <b>dissuade</b> 4:8  <b>distinction</b> 50:1,3  <b>distribution</b> 92:1  <b>disturbance</b>  105:21  <b>disturbed</b> 184:17  <b>diverse</b> 3:16,17,21  3:22  <b>divided</b> 131:12  <b>divider</b> 88:25 89:8  <b>doctorate</b> 2:21  <b>document</b> 1:19  7:18,19 8:10,18  8:22,24 9:5,13,17  35:24 44:5 48:16  48:19 79:21,21  97:20 101:2  104:22 105:1,19  117:11 122:13  123:12 124:3,4</p>	<p>127:19 156:13  159:13,14 179:25  <b>documentation</b>  59:19,20  <b>documents</b> 1:12  8:8 44:3 88:20  88:24 89:2,4  145:22 146:3,5  166:6 182:15  <b>dog</b> 141:20  <b>doing</b> 9:9 17:1,1  18:4 20:16 53:13  68:25 72:13  93:23,25 124:18  131:10 155:19  172:15  <b>domestic</b> 123:16  124:9,22  <b>dominant</b> 185:7  <b>dongle</b> 114:6  <b>door</b> 19:14 73:9  110:14 158:12  <b>doors</b> 11:11 19:15  72:1 73:23 74:20  75:12 76:8,23  77:13,25  <b>dorm</b> 116:11  119:25  <b>dorms</b> 120:7  <b>doubt</b> 35:16 57:8  160:5 167:4  <b>doubts</b> 40:22  <b>downstairs</b> 158:22  <b>downtime</b> 87:9  <b>Dr</b> 1:6,7,9 11:7  13:24 14:5 43:4  43:8 71:3 73:5  118:7,24 121:15  187:1  <b>draft</b> 105:1,11  <b>drafted</b> 104:23  105:1  <b>drama</b> 2:25 90:14  <b>dramatic</b> 90:10  140:11  <b>draw</b> 8:15  <b>drawn</b> 8:18 62:5  108:25  <b>dream</b> 117:21</p>
---	--	--	--	--

119:13 <b>dreams</b> 119:8,17 179:20 <b>drink</b> 20:5,8 70:1 <b>drinking</b> 14:8,13 14:21 19:24 23:3 53:15 69:16 70:13,22 <b>dropped</b> 30:19 <b>drugs</b> 174:21 <b>drum</b> 61:14 <b>DSL</b> 4:6,8,14,15 4:19,23 5:2,10,12 5:21 6:10 12:6 28:12 38:4,20 45:6,7 46:7 51:21 56:13 63:16 64:18 81:21 84:7 86:1 94:19 142:8 <b>DSLs</b> 61:24 <b>DSO</b> 108:19 141:1 <b>DSP</b> 94:19 <b>due</b> 56:21 60:24 63:1 <b>duly</b> 125:12 <b>Durham</b> 2:18,22 2:23 <b>duties</b> 124:20 <b>duty</b> 62:19 71:15 77:22 143:15 <b>DVD</b> 113:10	<b>education</b> 2:14,15 7:15 15:13 66:2 111:22 112:8 153:14 162:12 <b>effect</b> 99:5 <b>effective</b> 10:18 12:11 <b>effectively</b> 137:19 158:12 <b>effectiveness</b> 34:15 <b>effort</b> 105:11,11 <b>efforts</b> 28:11,22 <b>eight</b> 147:5 <b>either</b> 1:21 7:13 11:10 18:20 43:13 72:9 89:1 91:10 127:4 133:20 143:15,23 148:6 171:14 <b>ejaculate</b> 117:24 <b>ejaculated</b> 107:3 107:16,19 120:19 <b>ejaculating</b> 180:24 180:25 <b>ejaculation</b> 120:15 <b>elaborating</b> 140:2 <b>elbow</b> 10:14 <b>element</b> 183:15 <b>elements</b> 116:17 <b>elite</b> 24:21 86:20 <b>Elliott</b> 92:15,17,23 93:8 94:19 95:5 104:4 108:17 109:2 141:1 142:8,21 143:1,2 144:19 148:12 <b>email</b> 42:11,12,17 42:23 134:18 135:24 165:10 <b>emailed</b> 177:16 <b>emails</b> 136:6 <b>embargo</b> 166:17 <b>embarrassing</b> 120:1 <b>emotion</b> 33:10 35:22 <b>emotional</b> 105:21 <b>emotionally</b> 50:12 103:7	<b>emphasis</b> 9:7 85:11 <b>employed</b> 37:11 45:7 99:2,3 100:8 <b>employee</b> 100:18 <b>employer</b> 36:7,15 36:16,21 <b>employing</b> 64:24 <b>employment</b> 100:22 102:3 <b>en</b> 107:12 <b>enable</b> 30:3 <b>enabled</b> 3:18 90:15 <b>enclosed</b> 134:18 <b>encourage</b> 38:12 82:22 83:8,10 <b>encouraged</b> 51:6 <b>ends</b> 74:19 119:24 <b>enforce</b> 113:23 178:21,24 <b>enforced</b> 80:13 114:19 <b>engage</b> 28:1 32:16 <b>engaged</b> 138:17 <b>engaging</b> 98:20 <b>enjoy</b> 120:4 171:15 <b>enlarge</b> 113:2 126:3 <b>enormous</b> 65:13 <b>enquire</b> 176:12 <b>enquiries</b> 100:5 <b>enrolled</b> 65:21 <b>enshrined</b> 19:19 19:21 <b>ensure</b> 61:5 89:3 90:17 94:19 106:5 114:18 146:5 <b>ensuring</b> 68:1 <b>entails</b> 46:19 <b>enter</b> 40:4 161:12 <b>entire</b> 161:25 <b>entirely</b> 131:11 160:4 166:5 <b>entitled</b> 127:7 <b>entrance</b> 110:5	<b>environment</b> 71:18 <b>envisage</b> 98:10 <b>episode</b> 174:7 <b>equally</b> 81:11 <b>equipped</b> 10:24 <b>erotic</b> 119:17 <b>errors</b> 183:21 <b>especially</b> 72:4 87:11 <b>essential</b> 13:4 161:21 <b>essentially</b> 23:16 23:21 <b>establish</b> 78:17 100:16,21 155:9 <b>established</b> 68:11 <b>estate</b> 14:9 <b>et</b> 80:25 <b>ethos</b> 8:12 185:12 <b>evaluation</b> 125:10 <b>evening</b> 19:25 20:17 52:5,10 69:5,20 70:4 111:3 114:25 124:14 141:16,20 149:17,19 <b>evenings</b> 16:5 40:12 68:11 70:6 70:23 <b>event</b> 49:10 50:10 51:19 88:16 96:24 109:2 121:24 143:22 145:19 <b>events</b> 29:15 33:17 38:25 54:4 132:20 139:5 <b>eventual</b> 99:6 <b>Eventually</b> 134:6 <b>everybody</b> 8:23 28:15,19 57:4 148:15 <b>evidence</b> 14:7,12 14:20 23:9 35:10 35:20 43:25 49:25 52:25 67:8 67:9 88:19 133:18 145:20	156:19 166:11 171:20 185:9 <b>ex-colleague</b> 46:4 <b>ex-pupil</b> 41:7 <b>exact</b> 10:23 30:7 73:12 91:15 112:10 <b>exactly</b> 3:7 10:16 51:22 94:17 101:18,21 103:22 108:14 112:7 125:8 129:6 135:7,24 165:14 <b>exaggerating</b> 139:20 140:6 <b>exaggeration</b> 139:5 140:7 <b>Examination</b> 1:8 43:17 88:8 145:7 187:3,7,13,17 <b>examine</b> 155:17 <b>example</b> 7:23 10:13 12:16 39:10 40:18 58:14 69:9 78:6 78:19 83:18 92:3 <b>excel</b> 21:23 <b>exceptional</b> 159:5 <b>exceptions</b> 177:18 <b>Excuse</b> 131:21 141:7 <b>exercise</b> 67:16 <b>exhausted</b> 87:19 <b>existence</b> 134:2 <b>existing</b> 63:5 123:4 124:12 174:13 <b>expand</b> 131:24 <b>expanding</b> 39:17 <b>expect</b> 19:15 93:13 137:2 <b>expectation</b> 24:1,4 24:6,20 <b>expectations</b> 22:8 24:10 <b>expected</b> 22:3 73:7 176:10,12 <b>experience</b> 105:20 161:17 <b>experiences</b> 86:23
<hr/> <b>E</b> <hr/> <b>E</b> 186:24 <b>earlier</b> 33:6 34:23 41:15 43:12 74:8 142:24 143:22 145:16 146:19 148:17 <b>early</b> 54:6 87:13 145:16 165:4 <b>ease</b> 159:10 <b>easier</b> 1:22 21:20 42:2 61:20 <b>easy</b> 112:20 <b>edge</b> 22:11 <b>EduCare</b> 60:25 61:7 65:16,18,23 <b>educates</b> 80:1				

115:12,25 116:13 179:22 <b>explain</b> 9:9 10:10 10:16 45:8 107:1 112:9 175:15,22 <b>explained</b> 56:23 62:11 97:22 106:24 112:7,11 116:21 118:21 119:5 141:19 142:24 150:20 175:23 <b>explaining</b> 53:1 <b>explains</b> 35:25 <b>explanation</b> 112:1 112:3 131:1 151:14 159:11 172:21 180:20 <b>explicit</b> 149:22 <b>explore</b> 155:10 <b>exploring</b> 13:21 <b>express</b> 80:3 <b>expressed</b> 121:23 125:15,23 126:12 174:4 <b>expressing</b> 82:6 <b>expulsion</b> 15:18 <b>extension</b> 12:24 71:17 <b>extensive</b> 79:7,8 166:15 <b>extensively</b> 79:8 173:13,23 <b>extent</b> 114:10 <b>extra</b> 35:19 87:21 112:7,11 <b>extracurricular</b> 90:17 <b>extraordinary</b> 64:15 <b>extremely</b> 84:17 106:15 150:15 156:9 <b>eye</b> 19:24 165:15 165:15 <b>eyes</b> 18:16,22 73:6	31:9,11 33:9 35:5,7,16 36:4,8 37:18,19 38:15 38:21 <b>F13's</b> 37:13 <b>F20</b> 96:1 97:25 100:5,22 101:7,7 101:12 103:8,13 103:18 104:3,11 105:3 <b>face</b> 50:12,18 60:4 69:23 76:14 <b>face-to-face</b> 57:13 60:11 62:19 63:4 <b>faces</b> 74:12 <b>facilitate</b> 76:18 <b>facilities</b> 91:21 110:17 <b>fact</b> 2:4 12:18 14:11,12,25 20:24 21:5 31:2 36:25 37:25 99:21 107:16 125:22 128:11 136:11 138:14 141:14 143:8,21 147:7 151:25 152:3 157:9 161:22 163:18 164:20,22 165:6 165:10 166:12,20 168:11 173:24 174:24 176:25 182:12 184:13 185:1 <b>fact-finding</b> 67:15 <b>factor</b> 185:7 <b>factors</b> 132:3 170:21 <b>failed</b> 36:21 <b>failure</b> 40:4 <b>fair</b> 116:11,15 136:13 <b>fairly</b> 21:1 31:15 48:7 152:10 <b>fairness</b> 161:24 184:11 <b>faith</b> 149:25 <b>fall</b> 62:23	<b>fallen</b> 98:6 <b>false</b> 184:3 <b>familial</b> 20:22 21:2 22:25 <b>familiar</b> 162:8 <b>Families</b> 129:19 158:4 <b>Families'</b> 122:18 <b>family</b> 20:22 21:9 23:5 86:3 90:8 <b>fantasies</b> 117:23 <b>fantasy</b> 105:23 139:4 <b>far</b> 15:11 66:15 70:11 86:21 110:20 130:3 142:13,18 160:7 172:9,10 <b>father</b> 37:21 39:10 118:2 136:7 179:17 <b>fear</b> 26:21 150:12 <b>fears</b> 116:17 <b>featured</b> 139:5 <b>feed</b> 144:11,13 <b>feel</b> 1:13 9:12 18:15 24:7 30:1 38:2 40:15 43:22 78:15 82:13,17 84:23 88:11 113:16 115:9,10 120:5 140:16 145:10 158:4,5 165:8 167:6 185:10,13 <b>feeling</b> 35:19 42:6 87:8 153:12 <b>felt</b> 26:7 35:10 38:20 39:25 40:7 41:21 52:14 109:15 118:4 139:20 153:24 155:15,17 159:20 159:22 167:8 168:2 171:24 173:12 <b>female</b> 49:8 142:14 <b>fences</b> 142:16	<b>fewer</b> 94:15 110:17 <b>fiddling</b> 123:13 <b>field</b> 43:15,16 44:22 48:18 56:10 68:6 86:5 86:10 88:1 141:15,23,25 142:2,5,15 143:9 144:7 187:5 <b>fifth</b> 128:2 <b>figuratively</b> 114:11 <b>figures</b> 26:4 <b>file</b> 33:21,22,24 34:2,3,5,6 66:18 83:21 101:17,23 104:17 <b>files</b> 43:22 59:23 <b>fill</b> 83:8 <b>filling</b> 85:6 <b>film</b> 119:14 121:3 <b>films</b> 112:4 <b>final</b> 102:5 137:5 150:10 160:16 169:3,25 174:22 174:25 175:2,8 175:12 <b>finally</b> 44:3 53:23 82:8 <b>finance</b> 147:25 <b>find</b> 1:22 16:23 19:2 35:20 44:11 44:13 50:3 59:23 60:24 62:2 72:1 72:15,23,24 102:1,18 103:19 103:23 106:6 109:1 112:19 114:15 120:9 123:2,6,19 169:1 171:24 <b>finding</b> 35:22 84:5 165:3 <b>findings</b> 13:16 <b>fine</b> 136:12 <b>finished</b> 76:2 147:8 165:9 <b>finishes</b> 154:1	<b>finishing</b> 145:15 <b>firewalls</b> 114:8 152:21 <b>firm</b> 23:7 172:14 <b>firmly</b> 161:20 167:5 <b>first</b> 1:11 2:20 14:13 20:25 23:23 29:21 30:6 41:14 43:20 47:11 57:15 58:14,16 60:7 62:16 64:18 78:16 81:20 84:9 91:6 94:3 101:3 101:8 110:2 111:20 118:15 119:22 123:1 125:19 131:24 134:3 143:24 145:9 147:25 149:15 151:19 156:8 157:15,23 167:19 170:19 175:16,20,21 182:25 <b>first-class</b> 143:3 144:20 <b>Firstly</b> 88:10 <b>fit</b> 61:7 66:24 <b>fitted</b> 11:10 <b>five</b> 41:11 84:18 104:10,19 105:18 <b>flat</b> 78:6 110:4 <b>flippant</b> 12:17 <b>floor</b> 11:11 108:3 110:13 <b>flourish</b> 21:25 24:23 90:16 <b>flow</b> 48:2,7 <b>flower</b> 80:4 <b>fluid</b> 71:12 78:4 <b>fly</b> 59:16 <b>focus</b> 14:11 167:20 168:5 <b>focused</b> 14:24 172:7 174:10 <b>follow</b> 5:2,6 18:2 30:22 130:25
<b>F</b>				
<b>f</b> 168:23 <b>F13</b> 29:11,23 31:4				

<b>follow-up</b> 161:3	165:23 184:3	34:10 39:8,16,24	116:11 121:17	149:20 152:25
<b>followed</b> 106:13	<b>four</b> 11:7 29:12	43:5 55:5 88:1	151:4 158:11	153:3 154:5
106:16 185:8	42:17 46:18 90:5	103:8,22 104:3	<b>girls'</b> 46:8 68:24	158:13 159:13
<b>following</b> 90:5	<b>fourth</b> 153:15	110:7 129:24	69:1 76:25	161:19 162:9,10
91:12 100:2	157:24	163:21 169:6	<b>gist</b> 166:14	162:19 165:21
172:11	<b>frank</b> 111:16	174:5 181:13,14	<b>give</b> 21:22 40:8	169:6 174:5
<b>follows</b> 130:25	184:10,20,23	181:16 185:21	41:25 42:1,8	<b>goals</b> 50:17
<b>food</b> 69:13	<b>frankly</b> 119:14	186:16	63:13 80:2	<b>goes</b> 15:19 22:6
<b>foolish</b> 142:20	<b>Frazer</b> 98:13	<b>Furthermore</b>	101:16 112:1,2	78:19 79:19,22
<b>force</b> 36:2	100:2 102:25	11:17	112:18 123:9	<b>going</b> 1:19 4:11
<b>foresee</b> 6:7 105:24	143:17 166:5	<b>future</b> 27:1 60:16	125:10 132:5	12:10 13:15
<b>forget</b> 80:20	<b>free</b> 1:13 16:22	60:18 65:12	142:8 143:1	16:19 17:18
<b>forgive</b> 64:15	43:22 71:4 76:5		155:20 170:23	19:24 27:2,18
139:1 143:8	76:16 88:11	<b>G</b>	176:3 180:21	29:11 34:5 37:24
159:14	145:10	<b>Gail</b> 162:19	181:17 183:22	43:24 46:15
<b>forgot</b> 79:8 93:23	<b>freedom</b> 21:22	<b>gain</b> 9:9	184:5	47:15,17 48:16
<b>form</b> 25:14,15	<b>freelance</b> 27:24	<b>gained</b> 9:8 24:7	<b>given</b> 1:23 27:9	51:17 55:13
82:24,24 83:4,8	57:3	<b>game</b> 62:25	39:1 60:7 62:9	56:10 59:5 61:3
83:14 85:3,6	<b>French</b> 114:22	<b>gaps</b> 61:5	104:3 105:9	61:4 62:15 66:3
92:3 121:17	<b>frequently</b> 7:16,17	<b>gathered</b> 34:20	126:6 128:24	67:15 70:22 71:2
<b>formal</b> 34:11	77:23	167:24	133:13,20 143:22	73:1 76:24 77:25
122:21 133:13,18	<b>fresh</b> 129:1,2	<b>gay</b> 118:1	143:25 152:13	82:10 86:24
133:20 148:13	<b>Friday</b> 19:25 46:6	<b>general</b> 26:9,10	162:21 169:3,25	88:20 95:22
154:14 169:3,25	186:22	45:11 110:1	175:2,8,12	102:11 108:9
174:22,25 175:12	<b>friendship</b> 83:2	119:3 135:8,10	184:16	111:10,16,19
176:15 183:22	121:6	140:9 142:14	<b>gives</b> 3:18 20:25	113:22 115:7
185:9	<b>front</b> 1:18,24	147:25 153:12	28:22	119:25 126:25
<b>formality</b> 22:20	43:21 44:3,5,10	<b>generally</b> 28:14	<b>giving</b> 39:18 102:8	158:6 161:21
<b>format</b> 176:20,23	88:18,23,25 89:7	57:2 73:18,21	<b>glad</b> 40:14	162:5 168:20
<b>formed</b> 91:17	110:21 131:23	80:21 110:7	<b>glass</b> 69:7,12,24	178:18
<b>former</b> 2:10 41:23	145:20,21,24	131:10	70:1,18	<b>golf</b> 86:24
42:4 52:25 167:9	146:1 158:12	<b>generic</b> 74:4	<b>go</b> 4:11 5:22 11:7	<b>good</b> 1:3,5,9 12:8
<b>formers</b> 52:5,6	184:23	<b>gentleman</b> 88:19	14:1 20:6,18	21:16 43:18 48:2
69:20	<b>fuck</b> 173:25	145:21	28:17 29:5 33:24	50:19 80:23,25
<b>forms</b> 83:20	<b>fucked</b> 130:18	<b>genuine</b> 150:12	34:10,11 37:25	81:14 82:4,6
125:10	164:12 172:23	<b>Geoffrey</b> 62:10	44:10,13 51:8	85:24,25 88:9
<b>fortnight</b> 84:5,13	173:3	<b>getting</b> 26:7,8 99:8	53:13 57:20 60:7	90:14 116:5
<b>fortuitously</b> 40:10	<b>full</b> 46:9 80:4	112:20 155:15	60:9 62:15 63:3	117:17 119:7
<b>forward</b> 21:14	94:23	168:3	64:11 67:15 68:6	143:6 145:8
36:6 80:15 81:18	<b>full-time</b> 105:15	<b>Gillian</b> 48:20	68:9 76:10 78:8	149:25 156:13
131:15 140:18	<b>fully</b> 34:1 73:13	<b>girl</b> 29:23 35:4	79:12,18 84:16	177:17 179:12
<b>forwarded</b> 157:12	76:2 98:22	39:18,20 96:7	86:25 96:22 97:8	181:1
<b>found</b> 18:3 33:25	154:11	97:13,23 138:13	97:11 98:3 99:24	<b>Google</b> 37:12,13
37:13 39:4 48:12	<b>function</b> 6:14	139:14 140:1,11	101:2,6 104:17	<b>gossip</b> 150:4
59:8 104:6	47:15	142:4 144:6	110:2,5,7 111:10	<b>governing</b> 7:12
120:25 122:24	<b>functions</b> 46:16	172:19	112:2 115:5,23	147:4 148:2
124:19 130:10	<b>funny</b> 85:12	<b>girlfriend</b> 130:17	119:8,9,22 120:6	175:11
131:22 136:19	<b>furious</b> 35:23	164:11,14	121:3 123:23	<b>governor</b> 63:17
141:15 143:8	<b>further</b> 32:14	<b>girls</b> 35:17 69:19	127:2 148:1	79:11,19,23
		69:22,25 75:23		

121:15 146:17 147:13,14 148:6 <b>governors</b> 5:15,17 5:21,25 13:18 31:23 62:11 63:6 63:10,11,15 67:18 79:18 89:24 125:2 127:20 130:8,20 132:1,2,19,24 133:4 134:9,14 134:15,20 135:5 135:14 146:13 147:9,18 148:3,6 148:10,14,18 160:10 162:21 167:25 170:20 174:11 175:22 176:11 177:8,16 182:13 183:1 <b>governors'</b> 5:20 34:11 63:13 169:23 <b>Graham</b> 89:23 145:5,6 162:22 174:11 187:15 <b>grateful</b> 154:2 <b>great</b> 37:24 116:7 <b>greater</b> 24:2 25:4 28:6 <b>greatest</b> 24:22 <b>ground</b> 11:11 108:3 110:13 <b>groundless</b> 27:16 <b>group</b> 3:16,16,21 28:18 75:21 161:11 <b>groups</b> 69:10 110:19 122:20 123:15 124:8 <b>grow</b> 25:7 <b>growing</b> 117:22 121:9 <b>grown</b> 116:2 <b>grown-up</b> 21:15 <b>guidance</b> 7:13,16 7:22 8:9 9:20 80:21 122:18 <b>guide</b> 18:24	<b>guidelines</b> 7:20 153:13 <b>guilt</b> 118:24 120:5 <b>guilty</b> 115:9,10 <hr/> <b>H</b> <hr/> <b>habit</b> 17:15 <b>hairs</b> 143:2 <b>Halden</b> 48:20 <b>half</b> 3:13,14 60:7 69:17,18,19 87:21 98:6 174:6 <b>half-termly</b> 83:12 <b>halfway</b> 117:9 119:9,23 169:6 <b>halves</b> 74:25 <b>hand</b> 5:1 10:14 39:18 50:18 83:15 <b>handbook</b> 8:3,17 183:4 <b>handed</b> 137:19 <b>handful</b> 3:11 <b>handing</b> 176:9 <b>handle</b> 60:20 <b>handled</b> 48:22 93:11 <b>handler</b> 88:19 145:21 <b>handling</b> 40:25 93:14 127:8 <b>hands</b> 125:9 144:19 145:18 <b>handwriting</b> 122:11,12 127:18 150:19 <b>happen</b> 1:17 12:10 12:12 16:21,21 26:11,12 38:11 38:13 50:2 55:16 58:11 59:14 60:17 98:6 117:24 121:7,24 <b>happened</b> 6:15 11:23 15:23 22:15 30:13 38:5 41:5 49:10,16,22 49:23 50:7 53:24 67:17 84:10 85:13,14 93:17	93:18 105:6 106:12 119:6 120:8 161:22 167:8 <b>happening</b> 6:8 52:2 53:4 67:2,5 69:1 76:12 99:18 121:19 <b>happens</b> 76:14 114:22 121:2 158:14 <b>happier</b> 21:18 <b>happiness</b> 46:12 <b>happy</b> 21:12 40:13 42:7 43:13 59:22 78:10 109:15 120:4 <b>hard</b> 10:20 27:17 35:18 83:14 87:12,22 <b>harmful</b> 108:11 <b>HDC000006_004</b> 102:13 <b>HDC000006_007</b> 97:8 <b>HDC000506</b> 101:3 <b>head</b> 2:23 4:5,6,7 4:12 13:7 14:5,6 18:6 29:16 34:9 37:17 41:17 44:25 46:19 47:22,23,25 51:6 51:22 54:19 55:18,19,21,21 55:24 57:23 62:2 64:9 68:10 79:20 79:22 89:18 92:16 93:24,25 94:2,4,5,10,13,14 95:6 96:4,18 103:9,25 107:24 109:14 110:15 117:15 122:25 123:10 124:18 127:5 137:7 148:19 149:9 160:25 167:9 169:25 176:6 181:23 185:16,20	185:22 186:3,5 <b>head's</b> 48:10 53:9 168:13 <b>headed</b> 127:14 <b>headmaster</b> 2:10 2:12 3:1 4:2 12:20 16:2 29:9 29:19 33:9,12 53:1 91:5,7,10 92:9 93:11 112:15 114:17 116:19 118:19 123:1 126:6,13 126:24,25 139:2 146:21 150:6,13 153:17 161:24 162:1 166:14,19 167:21 168:1 169:2,8,10 171:18,25 173:17 177:23 178:13,16 178:20 179:8,15 179:19 180:13 181:6 183:22 185:5 186:8,12 <b>headmaster's</b> 152:4 161:22 <b>Headmasters</b> 95:10 <b>heads</b> 26:24 91:14 <b>health</b> 46:12 65:20 66:6 <b>hear</b> 28:24 54:23 182:22 <b>heard</b> 23:9 26:1 49:25 52:25 67:7 82:9 86:11 91:25 107:21 128:10 134:16 151:18 175:14 177:8,24 178:9 <b>hearing</b> 13:15 186:19,21 <b>hearsay</b> 107:7,18 119:5 <b>heavily</b> 139:5 <b>heavy</b> 92:1 <b>held</b> 15:20 97:1 108:2 158:21	183:13 <b>hello</b> 77:24 <b>help</b> 1:14 36:18,22 37:10 49:6 61:5 65:6 80:9,23,23 104:18 109:16 115:11 117:15,21 121:15 <b>helpful</b> 19:21 50:3 58:23 60:15 80:8 <b>helps</b> 30:9 43:23 81:6 168:22 <b>Hertfordshire</b> 95:16 138:22 157:12 174:8 <b>Herts</b> 172:16 <b>Herts'</b> 129:18 <b>highlight</b> 115:6,23 128:2 153:14 157:23 159:15 164:6 170:18 171:11 172:5 <b>highlighted</b> 132:5 169:7 170:23 <b>highly</b> 26:16 66:25 <b>Hilary</b> 92:20 150:23,25 151:1 <b>Hillier</b> 1:6,7,9 2:10 11:7 13:24 14:5 43:4,8 71:3 73:5 187:1 <b>hindsight</b> 35:18 122:4 <b>historically</b> 3:9 <b>hold</b> 22:24 31:9 122:8 <b>Holden</b> 49:19 51:2 <b>holding</b> 38:17 <b>home</b> 15:14 38:8 114:24 <b>homogeneous</b> 3:16 <b>honest</b> 116:15 119:19 <b>hope</b> 7:2 119:19 171:19 184:21 <b>hoped</b> 139:13 150:14 <b>hopefully</b> 90:15 116:16
--	---	---	--	--

<b>hoping</b> 24:23	<b>HR</b> 64:22,24	11:1 12:13 58:1	123:9	<b>INQ004300</b>
<b>hormones</b> 117:22	<b>huge</b> 75:18 94:15	115:10 184:2	<b>incorporated</b> 9:4	104:21
<b>horrified</b> 117:20	<b>hugely</b> 65:14	<b>impress</b> 87:11	<b>incorrect</b> 99:14	<b>INQ004382</b>
120:24 121:5	<b>hugs</b> 102:9	<b>impression</b> 41:16	144:1	149:11
<b>hosted</b> 51:14	<b>hut</b> 14:10	120:14 143:25	<b>independent</b> 22:21	<b>INQ004384</b> 154:6
<b>hour</b> 58:16 87:21	<b>hygiene</b> 115:3	184:1	146:24 167:10,14	<b>INQ004393</b>
<b>hours</b> 12:18,25		<b>improved</b> 7:4	167:15,16,17	127:14
138:10 143:9	<b>I</b>	<b>in-house</b> 53:7,8	168:5,15 169:22	<b>INQ004420</b> 2:1
<b>house</b> 15:21 16:6,9	<b>idea</b> 129:10	<b>inaccuracies</b>	171:4 175:1,5	<b>INQ004420_009</b>
16:12,25 20:3	<b>ideas</b> 162:4	182:17 183:8	183:16 186:2	11:5
37:22,22 38:10	<b>identified</b> 6:4 36:7	<b>inadequate</b> 113:17	<b>indicated</b> 97:16	<b>INQ004456_003</b>
46:8 51:14 52:2	<b>identifies</b> 154:16	<b>inappropriate</b>	136:15	122:6
52:8,11 68:12,22	<b>identify</b> 36:21	38:25 112:13	<b>indication</b> 151:19	<b>INQ004483</b> 185:1
68:25 69:1,2,10	132:13 155:4	130:12 132:8,9	<b>individual</b> 28:17	<b>INQ004583</b> 126:2
69:12,21 70:3	156:10 171:10	132:15,16,25	76:21 77:13 95:1	<b>INQ004644</b> 13:24
71:25 72:22	<b>identity</b> 154:20	133:1 135:15,17	148:3	<b>INQ004644_003</b>
74:11 75:16,18	155:9	135:20,25 136:3	<b>individually</b>	68:7
76:5 77:4,12,16	<b>ignore</b> 121:9 122:3	136:17 142:11	108:24	<b>INQ004644_004</b>
77:22,24 78:7,8	180:4	150:8 153:13	<b>induction</b> 64:1,7	68:8
78:15,17,20 90:7	<b>illusions</b> 174:12	166:2,25 169:11	<b>inevitable</b> 10:11	<b>inquiry</b> 1:4,23
102:10 106:23	<b>illustrate</b> 128:5	170:13 171:1,2	115:8	13:13 49:25 59:4
107:2 108:5	<b>illustration</b> 169:14	173:18,21	<b>inexperienced</b>	93:8 128:15
110:6,11,11	<b>images</b> 117:15	<b>incident</b> 14:17	142:18,20	130:5 138:23
111:17 113:8,9	<b>imagine</b> 91:16	31:20 49:4,7,16	<b>inference</b> 96:13	169:19,19
113:19 115:8,13	110:3 117:25	50:9,24 54:11	<b>influence</b> 20:10	<b>insane</b> 106:1
115:16,20 116:3	118:1 127:25	67:5 70:9,15	53:3	<b>inside</b> 75:13
120:7,13,14	152:22 179:17	95:17 106:22,23	<b>inform</b> 49:13	<b>insist</b> 58:2
124:2,14 126:8	<b>immaterial</b> 141:22	107:2,24 108:22	<b>informal</b> 20:21	<b>inspected</b> 59:8
143:14 144:2,23	<b>immediately</b> 30:11	119:1,4 120:16	21:2 22:10,23,25	<b>inspection</b> 7:1
152:14,16 158:8	103:9,25 138:9	138:23 143:19	79:24 124:9,22	34:4 59:1,10,21
158:9 161:19	138:10 142:3	151:17 163:2,5	183:24	61:24,25 62:4,12
178:19 179:1,7	154:17	163:14 169:13	<b>informality</b> 21:1	65:4 162:13
<b>housemaster</b> 2:24	<b>impact</b> 106:11	172:25 180:23	22:18,20 80:18	170:6,9
15:22 68:21 90:6	185:12	182:6	<b>information</b> 33:25	<b>inspectors</b> 59:7,22
90:21 110:3	<b>implement</b> 183:1	<b>incidentally</b>	34:25 36:1,15,16	182:4
150:21	<b>implementation</b>	183:15	48:2,8 50:19	<b>installed</b> 12:1
<b>housemaster's</b>	81:1	<b>incidents</b> 38:5,19	59:23 85:20 86:2	<b>instance</b> 156:8
16:12	<b>implications</b> 13:22	71:2 72:7 120:13	101:7,18 168:2	158:14
<b>housemistress</b>	67:20 71:8	132:12 171:9	185:23	<b>instances</b> 172:13
29:23 46:7 68:24	<b>importance</b> 28:10	<b>include</b> 7:22 112:8	<b>informed</b> 5:17	<b>institution</b> 24:22
69:25 81:22	<b>important</b> 17:21	<b>included</b> 43:2	98:8 102:7 126:6	<b>instructed</b> 103:24
143:13,15	21:21 23:1,2,6,8	183:4	154:11 172:12	142:2 167:9
<b>housemistress's</b>	25:9,18 28:20	<b>includes</b> 132:7	<b>informing</b> 5:5	182:5
110:4	61:11,15 81:12	170:25	<b>inherited</b> 4:1 6:24	<b>instruction</b> 148:14
<b>houses</b> 69:13	106:4,16 107:6	<b>including</b> 20:20	<b>initial</b> 38:1 179:3	151:5
71:14,16 76:25	155:18 160:14	55:12 57:5 63:17	<b>initially</b> 50:13 90:4	<b>instrument</b> 38:15
78:22 87:6	173:20 183:9,21	138:14 166:19	92:16 159:3	38:17
109:25 161:18	<b>imposed</b> 8:25 39:2	182:6 184:16	<b>initiative</b> 150:21	<b>instrumental</b> 7:20
162:9 174:15	39:4 54:6	<b>incoming</b> 55:24	151:10	8:9,20 9:8 10:8
	<b>impossible</b> 10:4			



<b>laugh</b> 116:9	116:12	169:6 174:5	119:14 168:25	53:7,8 54:20
<b>laughed</b> 49:9	<b>Let's</b> 113:1	<b>live</b> 24:19	<b>looks</b> 139:9	57:6 94:9 123:9
113:12	<b>letter</b> 15:14 41:12	<b>lived</b> 90:6	<b>Lord</b> 143:6	<b>management</b>
<b>laws</b> 20:7,8	41:15 49:7	<b>living</b> 24:17	<b>lose</b> 105:21 121:6	183:1
<b>lawyers</b> 47:13	131:16 149:14	<b>local</b> 86:25 95:18	<b>lost</b> 168:3	<b>manager</b> 158:2
<b>lay</b> 2:18	150:12,16,18	96:2,5,20,24 97:3	<b>lot</b> 6:25 7:7 8:16	<b>manager's</b> 14:10
<b>lead</b> 4:3 10:2 33:14	151:10,19,21	98:12 107:13	10:13 41:5 46:8	<b>managing</b> 28:7
44:23 45:17,19	152:24 153:7,15	125:9,17,18	59:15,15 64:21	82:9 182:24
46:5,7,11,17	153:19 154:3,5,8	127:25 129:12	65:2 74:9 75:12	<b>mandatory</b> 56:16
47:21 64:13	154:13,22 155:1	130:1,9 137:14	79:6 81:4 84:22	56:20 66:1 85:7
108:18 144:8,14	156:7 159:23	137:19 143:17	109:7 115:7	85:17,22
157:8	170:14 183:5	157:5 163:3,19	128:11	<b>manner</b> 143:19
<b>leader</b> 70:19	<b>letters</b> 157:2	163:21 164:25	<b>lots</b> 65:11	153:11
<b>leading</b> 14:5 86:15	167:12	165:10,11 167:12	<b>love</b> 72:10 98:6	<b>March</b> 50:14
<b>learn</b> 67:4	<b>letting</b> 39:10 57:19	167:23 172:22	<b>loved</b> 90:14	53:25 54:6
<b>leave</b> 46:23 47:15	<b>level</b> 15:8 52:13	175:25 181:10	<b>low</b> 82:21	<b>Margaret</b> 123:21
100:5,9 113:14	82:21 132:9,16	<b>location</b> 125:4	<b>low-level</b> 5:11,13	123:23 125:21
144:18	133:1 171:2	152:3 153:11	82:9,16 83:22	<b>mark</b> 39:7
<b>leaving</b> 14:7,12,19	<b>library</b> 113:10	155:7 156:5	<b>low-lying</b> 5:23	<b>Mary</b> 94:10
<b>led</b> 106:25 132:3	<b>licensing</b> 20:7	<b>locked</b> 110:14	<b>lucky</b> 86:25 87:2	<b>massages</b> 39:18
170:21	<b>lies</b> 80:17	<b>loco</b> 50:2 158:10	<b>lunch</b> 88:17 117:4	<b>masse</b> 107:12
<b>left</b> 13:7 36:5 74:5	<b>life</b> 25:18 111:17	161:21,24	140:21	<b>massive</b> 113:16
122:25 144:21	113:25	<b>London</b> 135:6	<b>lunchtime</b> 17:13	<b>masturbate</b> 121:1
<b>legal</b> 113:7	<b>light</b> 41:2	<b>long</b> 42:5 45:4	17:15 72:18,18	121:20 179:16
<b>legally</b> 98:5	<b>light's</b> 73:14	91:13 98:24	<b>lurid</b> 150:1	<b>masturbated</b>
<b>legislation</b> 79:17	<b>liked</b> 27:10	112:21 118:14,16	<b>lying</b> 16:24 139:15	161:2
<b>leisure</b> 66:11	<b>likes</b> 76:12	172:19	140:1	<b>masturbating</b>
<b>lemonade</b> 158:23	<b>liking</b> 40:11	<b>look</b> 5:8,22 13:24	<b>M</b>	117:14 180:2,3
<b>lesson</b> 12:7 17:21	<b>limited</b> 10:5 20:18	26:2 33:24 49:1	<b>main</b> 4:15 14:24	180:14
38:10 58:20,21	<b>line</b> 7:12 53:25	59:22 66:10,14	25:7 75:16 76:22	<b>masturbation</b>
74:25 75:1 83:6	82:15 89:15,15	67:4 75:23 79:15	85:5 92:24 93:2	115:4,7,14
85:13,15 107:1	<b>lines</b> 11:7 80:12	83:5 86:1 87:23	151:24	116:14 149:22
108:2 109:3	105:17,18 119:24	88:21 89:16	<b>Mairs</b> 97:13	179:23 180:8,18
110:12 111:17	126:22	97:20 102:13,20	103:10,15	<b>material</b> 113:5
124:2,24 125:1	<b>linked</b> 49:12	103:2,3 104:21	<b>Majesty's</b> 182:4	128:5 174:9
125:16 129:13	<b>list</b> 55:13 62:18	113:1 117:12	<b>major</b> 26:4	<b>maternal</b> 87:22
133:25 136:17	63:8 65:10	119:20 122:6,9	<b>making</b> 9:7 23:6	<b>mates</b> 120:7
149:7 151:11	<b>listen</b> 177:14	127:16 131:23	32:4 34:24 46:20	<b>matter</b> 29:5 30:20
152:3,8 153:11	<b>listened</b> 38:1 134:9	141:4 157:20	47:1,7,16,20,21	49:11 88:13 89:1
153:12 155:5,22	136:2 177:17	159:18 160:19	50:4 58:18 64:9	104:2 111:20
156:5 157:3	179:5	162:19 164:7	65:8 73:25 80:24	116:23 125:8
158:22 159:1,3	<b>listening</b> 74:7	165:21 167:11	103:8,22	144:18 145:13
160:17 169:16	<b>lists</b> 65:11	168:6 172:1	<b>malaise</b> 119:3	146:3 150:15
176:18 177:12	<b>literally</b> 59:17	174:6	<b>malicious</b> 150:4	161:15 163:18
<b>lessons</b> 7:23 11:15	79:2,11	<b>looked</b> 11:12 46:1	<b>man</b> 33:7 92:15	165:25 171:15
11:18,23 12:9	<b>little</b> 3:4 45:8 67:6	66:15 101:9	143:4	172:18 173:13
17:10,12 18:4,20	67:7 69:14 76:1	175:6	<b>manage</b> 36:12	176:13 184:12,13
25:5 32:12 37:23	90:16 121:1	<b>looking</b> 34:15 49:2	57:4,6 87:10	<b>matters</b> 15:1 36:6
72:9 74:7 103:6	128:7 145:16	65:12 89:2,4	<b>managed</b> 52:19	41:1 48:22

109:18 129:1,24 133:8 135:9,10 147:15 170:13 183:6 <b>matters'</b> 122:17 <b>meal</b> 16:11,14 20:6 20:8 <b>mean</b> 10:11 16:16 17:20 19:13 22:5 22:5 94:24 100:6 103:20 113:6 114:20 124:16 139:19 140:10 142:4 160:11 <b>meaning</b> 12:17 <b>means</b> 22:1 40:17 40:21 46:11 90:6 130:9 155:19 <b>means-tested</b> 3:18 <b>meant</b> 90:9 103:21 143:14 180:7 <b>measure</b> 112:3,14 178:12 <b>measuring</b> 115:3 <b>medical</b> 45:20 63:17 <b>meet</b> 84:4,5,6,12 98:13 <b>meeting</b> 5:20 14:6 31:9,17,22 36:13 36:14 39:11 58:17 69:9 97:12 98:15 99:15,24 101:9 124:1 125:22,24,25 126:15,18,20 127:6 128:17 129:22,23 131:6 131:8,17 132:25 133:6,7,7,11,17 135:2,4,5,8 138:5 138:8,11 139:24 141:13 147:22,24 157:4,16,17,20 157:21 160:16 162:2,25 164:18 164:20 165:24 166:7,18 169:23 169:24 170:1,7,8	170:11 172:1,23 173:8,10 174:23 176:4,16 183:13 183:23 <b>meetings</b> 6:3 97:2 97:4,5 101:3,8 102:5 107:15 129:15 137:21,24 157:14 159:25 160:18 163:11,12 163:21 165:6 168:1,9 <b>member</b> 4:14 5:7 20:2 46:21 51:13 51:23 52:4,6,11 65:21,25 69:6,8 69:20 72:21 75:1 77:9,15,22,23 83:19 87:1 95:20 96:1,9 97:16,25 98:19 99:7,21 104:16,17 123:2 123:4 137:8 138:7 139:7,13 142:18 143:3,10 143:24 144:20 155:10 157:10 163:7,11,13,15 185:10 186:8 <b>members</b> 11:18 77:5 79:10 93:10 93:14 141:5 147:5 153:18 154:21 155:23 159:22 164:1 168:11,12 171:16 171:18,23 174:14 185:2,3 186:6,12 <b>memory</b> 1:12 43:21 88:11 91:13 96:7,21 113:20 121:18 128:13 131:11,18 132:19 133:15 138:3 141:18 145:10 166:5 <b>men</b> 112:4 <b>mentally</b> 50:16 <b>mention</b> 151:17	<b>mentioned</b> 47:13 67:9 143:12 151:16 158:16 174:2 <b>mentions</b> 119:21 <b>Menuhin</b> 1:6 2:11 3:3,4 10:1 11:9 14:3 22:14 23:25 24:21 26:2 35:13 35:25 37:5 45:2 46:3 71:12,22 80:19 81:5,5 82:20 86:17 <b>mere</b> 3:11 <b>merely</b> 8:14 <b>merit</b> 15:18 171:14,22 <b>message</b> 120:4 <b>met</b> 5:5,5,10 31:6 31:11 96:15 <b>methods</b> 11:16 <b>mid</b> 50:14 <b>middle</b> 32:12 43:24 47:7 55:3 <b>midwifery</b> 45:12 45:13 <b>mind</b> 65:5 81:6 82:5 83:17 105:6 106:13 120:6 129:1 171:17,19 184:2 <b>mindful</b> 103:12 156:12 181:16 <b>mine</b> 46:4 169:1 <b>minor</b> 15:17 164:16 177:17 <b>minute</b> 35:14 122:8 <b>minutes</b> 72:3 125:25 157:21 165:3,5,18,24 166:22 172:1 <b>misbehave</b> 15:7 <b>misbehaviour</b> 14:15 <b>misconception</b> 158:17 <b>misconstrued</b> 32:17	<b>misjudgment</b> 182:8 183:11 <b>misleading</b> 128:13 <b>misquoted</b> 128:8 <b>missed</b> 55:3 <b>mistake</b> 20:14 122:5 <b>misunderstood</b> 65:6 93:5 174:9 <b>mix</b> 91:21 <b>Mmm-hmm</b> 47:6 80:5 82:14 <b>mobile</b> 114:4,22 <b>module</b> 66:3 67:3 <b>modules</b> 66:4 67:1 <b>moment</b> 47:24 49:18 51:18 55:19 56:5 61:4 66:21 69:7 77:8 86:7 91:1 109:24 164:23 166:6 <b>Monday</b> 31:24 46:6 70:11 <b>Mondays</b> 64:25 <b>monitor</b> 10:21,25 11:3,16,23 13:1 20:16 <b>monitored</b> 5:25 20:19 109:1 <b>monitoring</b> 11:1 12:5,7,8,11,12,17 12:25 <b>month</b> 35:2 64:23 101:13,14,15 128:24 <b>months</b> 39:2,3 64:23 137:13 141:14 165:6,19 <b>mood</b> 39:19 <b>Moore</b> 123:21 125:21 126:19 <b>Moore's</b> 123:23 <b>morning</b> 1:3,5,9 10:3 14:6,18 17:15 31:25 43:18 67:8 87:16 88:9 116:1,4 <b>mornings</b> 87:14 <b>Morris</b> 157:25	158:1 159:21 162:14 <b>mother</b> 54:3 <b>mouth</b> 29:24 130:18 164:13 172:24 173:4 <b>move</b> 40:3,6 45:24 89:3 106:22 115:1 156:12 <b>moved</b> 6:25 39:21 45:15,18 <b>moving</b> 3:2 6:21 39:13 <b>multiple</b> 116:8 <b>music</b> 2:25 3:17 7:23 8:19 10:22 11:14,25 14:9 18:5,11 19:6,7 22:4,5 23:9,10,12 23:15,25 25:4 27:6,8,21 28:2 33:12 34:18 36:2 36:24 39:12 40:7 41:7 54:1,19 55:12 57:2 62:2 66:2,9 72:10 73:4 74:7 75:17 75:25 77:10,15 78:12 81:16 86:12,20,22 87:3 87:5,5,11,18,24 90:4 91:18,25 101:22 105:9,16 110:18 146:20 <b>musical</b> 2:14 21:24 26:19 55:6 90:9 <b>musically</b> 2:16 21:23 <b>musician</b> 90:14 <b>musicians</b> 28:21 80:2 89:19 146:14 <b>mustn't</b> 116:10 <hr/> <b>N</b> <hr/> <b>N</b> 186:24 <b>nail</b> 69:23 <b>name</b> 31:21 37:13 41:25 42:3,8 43:2,2 100:7
---	---	---	--	--

137:9 153:19 154:25 <b>names</b> 20:25 <b>nasty</b> 140:10 <b>national</b> 27:25 <b>nationality</b> 3:22 <b>natural</b> 21:14,15 26:3 27:18 <b>naturally</b> 87:20 <b>nature</b> 23:11 24:21 30:21 40:16 59:4 85:22 112:10 154:11 156:2 158:16 174:18 <b>near</b> 3:2 57:6 110:4 120:21 <b>necessarily</b> 23:5 25:10 84:22 127:11 137:4 140:24 180:9 <b>necessary</b> 46:24 79:25 84:12 155:9 172:11 181:13,14 183:18 <b>necessitate</b> 18:12 <b>need</b> 1:16 6:20 9:23 11:22 23:14 28:1,2,3 43:25 44:1,4 47:14 48:13 53:20 54:11 55:15 69:15 70:7 72:2 72:5 74:23 75:25 80:2,21 83:23 85:14 87:19 96:22 103:4,12 117:19 150:6 154:20 155:12 182:2 184:25 <b>needed</b> 5:14 7:2,7 9:20 21:23 41:22 52:14 53:21 70:16,17 93:3 95:12 123:7,8 124:2 154:23 167:7 168:2 180:19 <b>needing</b> 60:22	84:6 <b>needs</b> 46:2 55:7,10 55:15,16,19,25 64:1 84:24 <b>negative</b> 59:5 185:11 <b>negotiate</b> 103:5 <b>neonatal</b> 45:13 <b>network</b> 158:7 <b>neutral</b> 85:1,5,19 <b>never</b> 12:12 73:13 77:14 81:23 96:15 106:6 107:7 115:10 124:18 128:14 130:22,25 131:2 <b>nevertheless</b> 18:22 <b>new</b> 6:22 7:19 9:5 9:13 10:22 11:25 18:11 33:16 39:25 40:11 55:18,19,21 60:12 63:17 64:7 64:24 68:11,16 79:9 84:21 110:18 123:10 158:15 <b>nice</b> 69:4 140:10 <b>Nield</b> 88:5,8,9 117:3,5,9 144:24 145:5,7,8 156:12 156:16,22 157:1 184:6,21,25 186:15 187:13,17 <b>night</b> 15:21 52:7 68:18,19 130:25 <b>night?' 116:5</b> <b>nights</b> 51:14 68:17 <b>nine</b> 39:1,3 <b>no-one</b> 184:4 <b>non-recent</b> 9:19 41:3,10,19 <b>nonmusical</b> 87:8 <b>norm</b> 174:14 <b>normal</b> 86:16,23 104:14 126:23 153:13 <b>normally</b> 108:23 <b>note</b> 150:18	151:22 <b>noted</b> 54:5 165:25 <b>notes</b> 30:6 39:11 43:22 59:23 88:11 104:15,18 130:5 145:11 <b>notice</b> 112:20 <b>noticed</b> 27:5 121:25 <b>noticing</b> 56:3 <b>notification</b> 85:20 <b>notify</b> 85:9 <b>November</b> 131:5 135:3 141:14 169:24 170:2,6,7 <b>number</b> 11:18 25:20 41:18 48:21 59:2 62:14 70:25 94:15 117:12 120:2 126:3 132:5 134:19 138:13 141:5 149:20 153:2,22 162:11 164:5 165:22 168:19 170:17,23 182:5,16 184:3 <b>numbered</b> 76:22 159:17 <b>numbers</b> 120:23 <b>numerous</b> 175:18 <b>nurse</b> 15:13 45:11 45:16,17,19,24 46:5,6 92:20,24 127:4 141:1 150:22,25 <b>nurses</b> 45:14,16 <b>nursing</b> 45:9,10 <b>NYO</b> 96:9	59:17 <b>observations</b> 85:23 <b>observing</b> 71:17 <b>obvious</b> 13:17 <b>obviously</b> 9:18 56:3 71:24 76:6 93:12 136:4 138:4,5 155:15 171:15 176:10 182:11 <b>occasion</b> 53:3 55:6 93:17 110:8 164:25 <b>occasionally</b> 17:3 17:25 18:10 20:11,11 22:15 37:23 52:7 120:24 <b>occasions</b> 20:12 <b>occur</b> 29:19 37:23 <b>occurred</b> 29:16,18 36:20 99:1 127:10 148:4 <b>October</b> 1:1 89:19 143:5,20 165:11 186:22 <b>odd</b> 82:18 85:8 <b>oddly</b> 177:2 <b>offence</b> 15:18 97:18 98:1,16,19 99:11 180:19 <b>offences</b> 98:1 101:10 102:2 <b>offer</b> 28:13 <b>offered</b> 101:12,19 <b>offering</b> 24:12 <b>office</b> 78:7 83:21 162:15 164:11 <b>officer</b> 30:14 64:8 64:22,24,25 65:22 79:21 95:19 96:6,25 97:3,12,22 98:12 102:7 103:11 130:2,10 137:15 139:6 143:17 163:22 <b>offsite</b> 4:25	<b>Ofsted</b> 7:1 157:9 157:10,11 162:13 170:4,6,9 <b>Oh</b> 75:22 93:5 115:21 139:16 153:4 <b>okay</b> 37:2 44:9 77:6 78:10 83:7 85:10 87:9,9 121:10 131:19 139:10 158:5,5 161:4 <b>old</b> 6:24 70:1 <b>older</b> 20:1 69:22 72:5 <b>once</b> 14:15 69:17 69:17,19 83:18 134:24 150:16 170:5 <b>one's</b> 105:6 <b>one-to-one</b> 8:4,12 23:20 25:3,5,13 75:1 <b>ones</b> 20:5,6 63:16 183:21 <b>ongoing</b> 123:12 <b>online</b> 61:1 65:18 <b>onus</b> 36:16 <b>opaque</b> 36:3 <b>open</b> 19:1 74:5,12 74:22 75:25 76:1 116:15 171:17,19 184:1 <b>opened</b> 10:23 11:25 76:1 110:18 <b>opening</b> 74:10,10 <b>operate</b> 10:1 <b>Opinions</b> 126:12 <b>opportunities</b> 25:2 <b>opportunity</b> 25:13 72:11 78:9 143:23,24 151:7 161:18 171:24 175:21 178:4 181:17 <b>opposition</b> 174:18 <b>options</b> 100:3 <b>oral</b> 133:19,20
---	--	--	--	---

172:17 <b>Oratory</b> 3:1 <b>order</b> 28:18 38:24 80:2 118:23 128:8 131:14 154:9,21 155:10 155:17 <b>ordinary</b> 24:24 <b>organisation</b> 154:13 <b>organised</b> 15:21 <b>orgasms</b> 116:8 <b>original</b> 37:15,16 180:23 <b>originally</b> 21:6 <b>other's</b> 121:18 <b>ought</b> 69:14 <b>outcome</b> 31:17,18 32:22 33:15 39:21 40:13 84:19 160:24 165:1 <b>outlets</b> 86:22 <b>outlined</b> 114:10 140:21 <b>outlining</b> 111:19 <b>outside</b> 49:10 50:7 51:25 78:8,21 93:13,20 99:4,19 116:10 120:7,13 123:3 158:19 163:9 174:19 <b>outstanding</b> 63:5 <b>over-familiar</b> 21:15 <b>over-practise</b> 86:15 <b>overall</b> 6:13 66:24 <b>overblown</b> 171:14 171:22 <b>overcome</b> 118:24 <b>overly</b> 37:20 <b>overseas</b> 3:15 <b>oversee</b> 6:13,15 46:12 <b>overseeing</b> 46:5 <b>oversight</b> 147:18 <b>overview</b> 83:23	<b>package</b> 65:18,22 <b>packs</b> 69:23 <b>pads</b> 76:21,22 <b>page</b> 14:1 51:8 55:14 62:13 63:3 68:8 97:11,20 99:24 101:2 102:19 112:2 113:2 115:1,4,23 115:24 117:10,12 118:8 119:9,9,10 119:22,23,23 120:2,22 123:23 138:25 154:5 157:23 159:13,14 159:16 160:19,21 162:10,10 168:21 168:22 179:25 185:15 <b>pages</b> 159:17 <b>paid</b> 100:5,9 <b>panel</b> 1:5,25 34:12 43:6 86:9 89:7 145:1,18 184:7,9 187:9,19 <b>panels</b> 27:7,13 <b>paper</b> 1:18 13:25 88:23 89:2 127:16 145:24 146:4 149:12 151:14 <b>papers</b> 1:12 43:21 <b>paragraph</b> 11:7 14:1 23:13 30:9 49:2 50:9,10 51:8 52:22 53:23 55:2 62:13 63:25 68:9 97:21 98:3 101:6 103:3 108:20 113:2,2 115:5,6,24 124:4 128:2 131:24 138:25 139:1 149:17,24 150:10 153:15 157:24 159:14,15 161:10 164:6 168:23 169:7,9 170:19 171:12 172:5	174:6 182:18,23 184:22 185:15,17 185:20 <b>paragraphs</b> 184:14 <b>parallel</b> 151:5 <b>paraphrase</b> 118:12 <b>pardon</b> 109:24 115:15 141:10 144:10 149:2 <b>parent</b> 37:19 38:9 50:11,14 69:22 81:15 121:15 134:17 176:25 177:5,11 <b>parentis</b> 50:2 158:10 161:21,25 <b>parents</b> 6:5 24:16 24:19 38:8 39:20 40:5 54:16 87:17 110:6 134:16,19 136:1,5,10,11,14 136:15,20 158:9 161:2,19 164:1 172:12,14 177:8 185:12 <b>parents'</b> 40:12 <b>part</b> 6:15 18:25 21:21 24:11 32:8 45:16 58:10,23 62:24 64:25 74:1 91:17 99:17 110:5,11 118:4 158:22 171:11 182:9 <b>part-time</b> 27:23 57:3,24 <b>participated</b> 137:20 <b>particular</b> 18:17 23:10 25:21 27:21 28:2 38:7 67:2 76:19 88:13 89:16,16 92:14 103:16 126:7 145:13 148:7 153:19 162:7 164:17 167:2,3	173:15 <b>particularly</b> 26:1 66:2 70:10 81:9 87:15 135:11 143:20 147:15 160:13 <b>parties</b> 15:19 <b>partly</b> 109:17 119:3 123:7,8 <b>partners</b> 136:22 <b>parts</b> 47:15 67:12 67:14 89:16,17 <b>pass</b> 36:1,16 <b>passage</b> 117:11 120:21 180:12 <b>passed</b> 29:25 79:12 82:13 96:4 96:16,17 125:12 140:25 <b>passing</b> 11:13 <b>passion</b> 33:10 <b>pastoral</b> 44:25 46:6,11 68:10 90:19 94:2,4,10 94:14 108:24 144:2 <b>paternal</b> 87:23 <b>pattern</b> 6:1 84:10 <b>patterns</b> 83:25 84:9 <b>Paul</b> 92:15,17,23 93:8 94:11 108:17 109:2 141:1 142:8 144:19 148:12 181:24 <b>pay</b> 103:6 <b>PC</b> 117:13 <b>peer-on-peer</b> 66:5 108:12 <b>peers</b> 108:12 <b>penalties</b> 174:20 <b>pending</b> 98:8 99:25 100:5 137:16 <b>penis</b> 112:3,14 115:2 <b>penises</b> 112:5 115:3 178:12	<b>people</b> 4:9 12:9 15:6 20:14,20 25:14,20 40:6 57:10,12 60:21 65:24 70:9 74:6 78:4 83:8,15 112:20 115:9 116:23 120:9 127:2,3 129:6 136:20 137:3 138:14 142:5 146:23 155:19,22 160:12 <b>people's</b> 63:1 <b>perceived</b> 106:14 131:12 <b>perception</b> 160:1 <b>perceptions</b> 158:3 <b>perfectly</b> 126:23 144:18 155:16 <b>performers</b> 86:21 <b>performing</b> 90:8 <b>period</b> 16:22 45:25 71:4 115:2 <b>periods</b> 105:20 <b>peripatetic</b> 27:24 36:23 57:3 60:5 105:9,12 <b>permanent</b> 94:24 <b>permission</b> 9:8,9 161:1 <b>permissiveness</b> 22:11 <b>permit</b> 37:21 <b>permitted</b> 123:14 <b>persisted</b> 21:11 <b>person</b> 25:18 33:14 41:21 42:21 51:25 53:9 61:21 87:9 92:13 92:17,21,23 94:19 98:2 108:18 112:18,22 116:22,25 118:22 121:4 123:9 135:18 136:4 143:3 148:20 156:1 <b>personal</b> 160:15
<b>P</b>				

<p>169:12 172:10  <b>personally</b> 80:24  172:18  <b>personnel</b> 66:18  <b>perspective</b> 63:14  105:22  <b>pertinent</b> 118:4  <b>Peter</b> 24:16 88:5,7  98:4,7,10 101:7  101:12 103:4  127:18 131:25  139:2 150:19  158:20 159:21  163:23 164:9,12  164:15 166:1  169:2 170:7  175:8 179:6  182:7,8 187:11  <b>phone</b> 31:4 42:18  42:23 111:7  114:22,24 119:23  130:4,5  <b>phoned</b> 31:7  <b>phones</b> 114:4  <b>photos</b> 37:21  38:14,16  <b>phrase</b> 15:20  85:19  <b>physical</b> 7:22  32:16 98:23  <b>physically</b> 50:15  <b>pick</b> 62:16 83:15  83:25  <b>pillar</b> 90:12  <b>Pitkin</b> 94:10  <b>pizza</b> 15:19 51:14  52:9 68:17,18,19  68:23 70:6  <b>place</b> 6:19 7:9 8:17  12:19 14:13 16:4  23:24 24:7,12  29:14 32:6 33:23  36:12 45:7 51:11  53:2 55:10,21  60:8 62:22 63:2  64:9 70:20 77:20  80:23 98:5 100:5  100:9 102:6  106:22 107:1,8</p>	<p>109:5 110:12,13  122:21 125:1  133:4 135:3,22  141:13 149:22  150:11 152:4,7  157:16 164:18  167:19 168:2  169:22 170:5  176:16 186:3  <b>placed</b> 55:7 103:17  169:3 175:3,9  <b>places</b> 81:8  <b>plainly</b> 172:18  <b>plan</b> 62:5,15  108:25  <b>played</b> 129:11  <b>player</b> 10:12  <b>playing</b> 33:10  111:21  <b>plea</b> 153:20  <b>please</b> 1:13 2:1  11:6 30:8 43:5  44:1 48:17 63:3  75:23 86:6,8  88:11,13 97:8,11  97:20,21 98:3  101:2 103:3  104:21 105:17,18  106:22 110:23  112:2 115:1,5,23  115:24 117:10  119:9,10 120:24  122:6,6,10  123:24 126:2  127:14 128:2  131:10,24 137:6  138:25 141:4,8  141:11 145:5,10  145:13 149:11,17  153:15,19 156:19  157:20,23 159:15  160:19 162:10  164:6 168:18,18  168:23 169:9  170:19 171:11  172:2,5 174:6  178:2,2 179:25  182:21 185:15  <b>pleased</b> 182:17,19</p>	<p><b>plus</b> 5:21 79:9  <b>pm</b> 88:16 108:3  117:5,6,8 145:16  145:17,19 156:15  156:23,25 164:11  186:20  <b>point</b> 5:15 9:21  10:19 17:9 20:23  25:19 26:9,10,14  26:19 27:5 29:3  32:11 37:6 39:7  58:2 97:23 99:19  102:1,15,19,23  102:25 109:12  117:3 125:7  126:11 128:23  134:5,25 135:15  136:1,13,18  138:15 143:5  151:12,13 160:16  161:6 162:11,11  162:16,18 163:1  175:1 176:1,20  184:21  <b>points</b> 12:6 23:22  62:14 89:15  92:24 93:2  102:21 126:3  <b>police</b> 10:4,20  30:14,17 32:3  35:1,11,24 36:2  36:11 37:10  41:22,25 42:2,8  42:25 43:1 47:1  47:8,10 50:20  75:15 97:3,12,23  97:24 102:7  103:10 137:9,20  138:11,15,16,22  139:6,15,21  <b>police's</b> 139:12  <b>policies</b> 30:2 52:19  74:21 109:10  124:17 147:20  162:14 183:4  <b>policing</b> 10:19  <b>policy</b> 6:19,23 7:3  7:19,22 8:15  10:1,19 11:2,14</p>	<p>12:15,16 13:2,4  16:5,7 18:25  33:23 38:6,18,19  41:24 53:19  58:10,12,24  60:16 63:10  70:20 74:1,2,4,4  78:23 79:3,14  104:5,14 108:11  109:5,8,11,13  122:19 123:14,17  124:13,21 147:23  150:11  <b>Pomeroy</b> 118:7,24  <b>poor</b> 172:19  <b>porn</b> 112:4 113:9  119:14  <b>pornographic</b>  113:5  <b>pornography</b>  113:18,24 178:17  178:18 179:1,7  <b>position</b> 89:22  97:19 98:2,9,17  101:12,19 122:24  123:3 138:19  154:14 161:9  184:4  <b>positive</b> 59:2 84:17  84:18  <b>possibility</b> 23:20  <b>possible</b> 25:6 36:8  36:22 57:1 71:3  73:11 116:17  126:13 128:7  150:7 152:19  167:1 182:20  <b>post</b> 13:6,11 14:4  48:4 90:12 91:5  123:11  <b>posting</b> 42:13  <b>postponed</b> 58:21  <b>potential</b> 3:19  24:13 126:10  <b>practical</b> 7:23  <b>practice</b> 4:7,15  10:24 11:21 12:2  16:14 66:25  71:16 72:25 74:6</p>	<p>77:7,8 78:11  126:24 162:4  183:3 185:13  <b>practices</b> 38:22  104:24 105:19  <b>practise</b> 17:22  18:8 19:12 71:17  72:8,11 74:9  75:11 76:3,10  87:12,16,22  <b>practising</b> 16:23  16:24 18:21 19:4  19:5,9,17 73:4  74:14,16 75:2,22  87:14  <b>precautions</b> 12:18  <b>precise</b> 7:6 125:11  <b>predecessor</b> 34:16  <b>predecessors</b>  20:21 24:15  <b>preface</b> 59:6  <b>prefer</b> 13:24 43:12  74:8 83:16 146:4  159:18  <b>prejudice</b> 100:4  <b>preliminary</b> 31:5  <b>premises</b> 49:23  <b>Preparatory</b> 3:2  <b>prepare</b> 17:21  <b>prepared</b> 42:1  43:2 55:4 102:10  155:20 169:19  <b>presence</b> 126:8  <b>present</b> 11:19  23:10 72:20  98:13 106:2  124:10,23 151:2  155:22 173:7  <b>presentation</b> 128:5  <b>press</b> 30:16 32:2  <b>pressed</b> 183:20  <b>pressing</b> 126:20  153:25  <b>pressure</b> 24:1 87:7  <b>prestigious</b> 24:7  <b>presumably</b> 12:4  12:19 33:20  36:22 84:3  127:23 128:16</p>
---	--	--	--	--

129:1 <b>pretty</b> 3:17 7:2 12:4 121:4 141:18 <b>prevent</b> 6:8 62:19 90:11 126:9 151:24 <b>preventing</b> 66:5 <b>prevention</b> 122:18 <b>previous</b> 6:25 14:5 16:15 33:8 34:9 40:6 41:17 63:16 78:2 101:16 110:15 122:25 174:14 <b>previously</b> 4:5 31:20 41:8 48:14 68:21 90:1 101:9 121:16 141:14 164:9 <b>principal</b> 11:19,21 26:3 37:4 181:23 <b>print</b> 66:18 <b>prior</b> 2:15 8:2 14:4 17:14,17 101:8 132:25 <b>priority</b> 28:4 29:5 90:10 <b>prison</b> 78:16 <b>privacy</b> 76:7 <b>private</b> 46:1 76:3 76:16 108:4 109:21 149:21 158:6,18 161:12 175:24 <b>privilege</b> 20:13,15 <b>privileges</b> 15:12 15:14 <b>probable</b> 167:2 <b>probably</b> 4:8 5:7 9:7 22:23 27:17 74:9 78:1 110:3 110:5 133:6 161:8 <b>probation</b> 169:4 175:3,9 186:3 <b>problem</b> 17:10 36:20 160:7 165:20 166:20	167:24 181:2 <b>problematic</b> 85:24 180:12 <b>problems</b> 10:13 132:4 170:22 <b>procedure</b> 5:2 33:23 52:1 54:16 82:20 <b>procedures</b> 47:20 52:20 147:20 162:14 172:12 182:24 185:7,14 <b>proceed</b> 30:24 154:18 <b>process</b> 7:15 47:20 48:12 60:16 61:7 93:14 96:8 137:21 138:24 <b>produced</b> 138:22 182:14 <b>professional</b> 34:14 95:9,11 116:22 116:25 118:22 <b>professionally</b> 112:18,22 <b>Professor</b> 145:3 <b>proficient</b> 114:5 <b>profound</b> 105:20 <b>programme</b> 57:11 66:24 90:11 111:22,23,23 152:18 178:15 <b>programmes</b> 125:12 174:10 <b>progress</b> 11:17 40:4 97:6 <b>prohibit</b> 121:11 <b>prohibited</b> 113:18 178:17 <b>prompt</b> 93:23 132:19 <b>proof</b> 107:7 <b>proper</b> 172:11 180:20 <b>properly</b> 176:12 181:2 182:13 <b>proportion</b> 153:21 <b>proportionate</b> 90:18	<b>proposals</b> 185:18 <b>proposed</b> 185:3 <b>prosecution</b> 97:15 102:11 <b>prospects</b> 26:22 <b>protect</b> 9:21 <b>protection</b> 2:3 6:19,23 44:14 91:1,3,16 92:18 92:21,25 95:13 105:10 147:19 148:8,9,11,14 150:9 185:7 <b>protective</b> 49:12 49:20 <b>protested</b> 179:13 <b>protocol</b> 8:5 9:3 <b>proved</b> 40:22 156:9 <b>provide</b> 64:12 86:22 124:13 <b>provided</b> 13:12 93:8 127:18,23 128:19 148:10 <b>PSHE</b> 106:25 108:2 109:3 110:12 111:17 112:5,8 122:7,25 123:10,15 124:1 124:3,18 125:1 125:16 126:5,6 126:11,12 127:23 129:13 133:25 136:17 149:7 150:21 151:10 152:3,7 155:5,22 157:3 158:21 159:1,3 160:17 169:16 174:15 176:18 177:12 <b>PSHE-style</b> 174:7 <b>puberty</b> 111:23 <b>public</b> 1:4 32:8 110:20 127:6 <b>publicised</b> 149:1 <b>published</b> 84:17 118:13,15 <b>pull</b> 73:7 <b>pulled</b> 73:12,13	74:14 90:11 <b>pulling</b> 73:4 186:11 <b>punched</b> 50:11,17 <b>punish</b> 23:5 <b>punishable</b> 180:19 <b>punished</b> 15:3 <b>punishing</b> 15:6 <b>punishment</b> 80:15 180:10 <b>punishments</b> 15:8 15:9 <b>pupil</b> 9:10 19:17 24:12 25:7 26:24 29:21 33:9 39:13 50:11 53:10,17 53:25 54:2,17 58:20 70:12 72:23 83:20 85:13 86:3 87:14 142:1,14 164:10 173:17 <b>pupil's</b> 7:24 <b>pupils</b> 3:18,25 8:13 12:10 14:7 14:19 15:2 16:10 16:18 17:16,20 18:8 19:8 20:13 20:24 21:13,16 21:19 22:22 25:15 26:2,23 27:15 38:16 39:25 40:2,9 41:24 45:20 46:13 53:12 72:19 73:3,24 75:11,21 76:24 77:17,25 78:1 80:10 83:19 84:21,21 91:22 92:1,2 110:2,19 121:12 122:21 124:8 125:11 130:1 132:9,16 136:14 143:6 158:5,15 159:10 161:11,19 162:5 162:9 168:14 169:12 171:2	<b>pupils'</b> 9:8 61:15 110:4 132:9,17 133:2 171:2 <b>PUR000455</b> 157:21 <b>PUR000456_003</b> 164:4 <b>PUR000457</b> 165:21 <b>PUR000514</b> 131:20 170:16 <b>PUR000517</b> 172:2 <b>PUR000563_012</b> 168:18 <b>PUR001145</b> 152:25 <b>PUR001260</b> 182:1 <b>Purcell</b> 89:18 91:6 91:18 92:6,9 94:15 101:13 103:1 104:25,25 122:19 146:14 147:4 153:21 154:4 164:21 181:22 <b>purely</b> 87:4 182:14 <b>purposes</b> 148:1 <b>pursue</b> 35:9 <b>pursuing</b> 132:7 170:25 <b>push</b> 22:22 <b>put</b> 7:9 10:14 23:22 24:5,6 31:13 37:12 45:7 48:17 55:21 62:5 63:2 66:18 83:20 99:4 105:6 114:7 129:17 130:18 153:19 159:10 164:13 172:24 173:1,3,5 179:25 183:3 <b>putting</b> 18:15 29:3 80:22 <hr/> <b>Q</b> <hr/> <b>quadrant</b> 74:13 <b>qualified</b> 45:11,12 <b>quartet</b> 75:22 <b>question</b> 12:14,15
---	--	--	---	---

22:10 30:10 36:18 39:7 43:23 51:18 57:19 74:25 96:8 97:14 103:19 114:1 121:22 158:8 168:4 181:17 <b>questionable</b> 179:9 <b>questions</b> 1:11 37:15 43:5,7,20 47:18 82:3,10 86:6,7,9 88:2,10 144:24 145:1,2,9 150:5 168:6 184:6,8,9 186:16 187:9,19 <b>quick</b> 72:25 <b>quickly</b> 6:22 70:15 99:4 183:8 184:12 <b>quite</b> 3:10,21 7:7 29:4 40:22 46:8 46:9 49:4 51:25 64:6 71:18 74:13 76:6,20 79:5,5 82:1,4 84:21 99:22 103:19 109:13 118:14,16 120:25 121:22 128:11,20 140:9 140:11 142:14 155:6 156:18 158:7 163:6 165:14 171:13,21 173:13,23 180:6 182:12 <b>quote</b> 171:4 <b>quoted</b> 128:9	153:10 <b>Ralph</b> 11:5 13:23 48:17 49:3 62:8 63:3 68:6 88:19 115:5,24 117:10 119:11 131:25 160:19 <b>ran</b> 57:13 110:15 <b>rang</b> 41:24 <b>range</b> 66:6 <b>rare</b> 28:16 37:1 93:17 <b>rarely</b> 27:19 <b>rationale</b> 127:15 127:24 128:19,23 151:14 158:21 <b>rationality</b> 105:22 <b>re-educated</b> 53:12 <b>re-open</b> 168:6 <b>reach</b> 56:25 <b>reached</b> 5:12 38:2 166:8 <b>reaching</b> 165:7 <b>read</b> 14:2 49:5 50:25 55:2 60:13 62:20 89:9 108:17 111:7 136:5 138:4 146:11 178:4,5 179:4 182:11,22 <b>reading</b> 3:2 95:9 105:14 118:5 126:18 <b>ready</b> 43:10 <b>realise</b> 106:4 123:17 <b>realised</b> 38:12 87:18 125:19 151:25 <b>realistic</b> 114:25 <b>reality</b> 105:24 113:8 121:23 <b>really</b> 7:7 15:9 23:14 39:17 52:17 65:11,12 75:10 87:7 105:14 116:6 127:10 142:17 165:16 171:4	173:12 184:11 <b>reason</b> 1:16 9:15 73:12 81:12 83:6 153:18 <b>reasonable</b> 139:10 144:18 <b>reasonably</b> 9:14 129:2 <b>reasons</b> 2:3 35:13 38:13 40:3,4 44:15 109:19 127:22 152:13 165:15 186:13 <b>reassess</b> 70:17 <b>reassurance</b> 87:8 <b>recall</b> 14:3,19 58:4 108:14 109:10 126:21 132:24 133:3,8,11 135:5 135:21 137:23 148:11 165:24 <b>receipt</b> 154:3 <b>receive</b> 133:18 <b>received</b> 35:2,3 42:17 49:7 57:22 60:12 83:18 85:20 94:20 137:9 149:14 150:16 151:9 152:24 156:7 163:22 166:22 183:24 <b>receiving</b> 151:20 <b>reception</b> 83:15 110:9 <b>recognise</b> 17:12 24:2 184:2 <b>recollect</b> 104:8,9 129:22 130:3 <b>recollection</b> 102:12 104:7 105:14 126:17 130:24 139:21 <b>recommend</b> 74:5 100:2 169:2 <b>recommendation</b> 186:1,2 <b>recommendations</b> 6:22 8:4 175:6	183:16 185:24 <b>recommended</b> 66:25 74:21 175:2,5,8,25 <b>recommending</b> 27:12 <b>reconsider</b> 165:12 166:11 181:11 <b>record</b> 33:20 104:12 131:9,15 166:15 172:19 <b>recorded</b> 5:12 63:20 102:12 111:4,6 129:4,10 134:22 165:18 <b>recording</b> 120:22 129:11 133:25 134:7,10,16,18 134:24 136:2,4 176:17 179:5 181:10,11 <b>records</b> 61:17 104:5 <b>recounted</b> 179:19 <b>recreational</b> 52:23 <b>rectified</b> 59:13 <b>recurred</b> 159:24 <b>redacted</b> 2:3 38:16 44:14 96:21 101:13 144:9 <b>redactions</b> 49:5 <b>redeveloped</b> 123:6 <b>reduce</b> 126:9 <b>reducing</b> 95:15 106:11 <b>refer</b> 1:13,20 30:6 40:18 42:25 43:22 44:4 48:25 49:21 50:8 51:10 53:20,21 55:23 88:11 116:13 132:12 145:10 146:4 171:9 <b>reference</b> 40:19,20 40:23 169:15 176:3 182:23 <b>references</b> 182:21 <b>referral</b> 47:10,22 93:12 157:7	163:24 167:12 174:8 <b>referrals</b> 46:20 47:1,7,17,20 50:4 162:11 182:6 <b>referred</b> 38:20 43:1,3 95:18 104:1,2 109:18 125:6,14 130:1 137:7,14 158:20 163:3,19 164:2,8 165:25 176:5 179:22 <b>referring</b> 15:22 44:6 46:23 48:9 145:22 <b>refers</b> 49:4,6 <b>reflect</b> 106:9 <b>reflection</b> 174:16 <b>refresher</b> 94:20 142:9 <b>refused</b> 30:16 <b>refusing</b> 58:3 <b>regard</b> 26:16 132:7 170:25 172:15 <b>regarded</b> 4:7 34:21 <b>regarding</b> 129:24 130:17 149:7 158:5 162:5,18 <b>regardless</b> 102:3 <b>regime</b> 16:4 33:13 68:11,16 80:15 81:19 <b>register</b> 37:9 59:21 59:24 61:18 63:21,23 64:12 65:7 66:19 72:17 72:22 <b>registered</b> 45:10 <b>regret</b> 121:22 122:4 182:11 183:25 <b>regretted</b> 174:17 <b>regular</b> 11:15 77:21 <b>regulations</b> 114:13 114:16,18
<hr/> <b>R</b> <hr/> <b>racing</b> 117:22 <b>racist</b> 54:2 <b>radar</b> 15:20 <b>raise</b> 159:22 160:4 <b>raised</b> 70:25 73:3 154:21 160:2,6 168:13 <b>raises</b> 55:5 85:25 <b>raising</b> 47:4 56:14				

<p><b>rehearsals</b> 102:9  <b>reinspected</b> 84:14  <b>reinspection</b> 84:15  <b>reiterates</b> 60:3  <b>related</b> 21:13,17  29:13,15  <b>relates</b> 50:10  <b>relation</b> 76:19  104:13 132:6  143:8 148:17  170:24 182:10  185:22  <b>relationship</b> 25:9  35:5,7 37:20  96:1 97:17 98:20  98:23 102:8  130:14 137:13  138:17 140:5,8  142:12  <b>relationships</b>  21:19 25:7,15  109:1  <b>relatively</b> 13:12  26:20  <b>relaxed</b> 23:7 81:25  <b>relayed</b> 50:20  <b>relevance</b> 183:7  <b>relevant</b> 106:15  118:4 127:2,3  146:2 150:2  183:4  <b>relieving</b> 159:6  <b>reluctant</b> 19:2  81:18  <b>remained</b> 7:10  <b>remains</b> 150:12  <b>remarks</b> 59:6  98:15 100:23,25  111:12 114:9  120:12 130:19  134:21 135:11  <b>remember</b> 3:7 7:5  7:6 10:23 14:13  14:17,18 18:7,13  19:20 20:11  31:18,20 39:11  39:14 41:14  51:15,21 68:14  70:11 74:3 88:13</p>	<p>91:15 92:7 93:19  101:21,22 102:4  119:12 125:6,8  125:13,19,23  126:17 129:17  130:7 134:3,23  135:6,13,24,25  139:11 140:3  143:6 144:5,17  145:12 162:23  <b>remind</b> 148:15  <b>reminded</b> 148:15  <b>reminder</b> 67:3  83:12  <b>reminding</b> 141:9  <b>remit</b> 93:11,15  <b>removal</b> 15:12,14  <b>remove</b> 116:16  <b>removed</b> 20:15  139:13  <b>Renshaw</b> 24:16  <b>repeat</b> 32:2 168:4  175:4 176:22  <b>replicated</b> 25:10  <b>report</b> 29:1 41:22  41:24 51:6 54:24  82:22 83:3,4  116:10 143:14  172:17 182:13  <b>reported</b> 5:14  30:11 41:16,17  50:13,15 51:19  51:21,25 52:3  53:6 54:21 55:15  55:16 97:5,13  103:9 120:15  138:11 147:21  168:17 182:1  185:4  <b>reporting</b> 5:18  83:1 85:1,1,6  120:13 148:16  149:25  <b>reports</b> 118:8  132:11 171:8  <b>representative</b>  154:15  <b>represents</b> 153:20  <b>reprisal</b> 150:13</p>	<p><b>reproduced</b>  111:24,25  <b>Repton</b> 2:24  <b>reputation</b> 55:6  <b>request</b> 169:19  <b>requested</b> 40:2  165:11  <b>requesting</b> 88:20  <b>require</b> 185:23  <b>required</b> 10:6,7  33:24 125:9  <b>requirement</b> 62:20  113:7  <b>residence</b> 149:21  <b>resident</b> 90:5  <b>residential</b> 23:15  23:16,19 25:3  <b>resigned</b> 13:11  40:10 67:11,12  <b>respect</b> 9:11 12:14  23:20 27:2 54:11  183:17  <b>respond</b> 31:16  55:8 154:24  155:1 166:21  181:18  <b>responded</b> 165:10  <b>responding</b> 172:7  <b>response</b> 30:3  31:15 42:20  105:2 109:18  112:11 119:1,3,4  119:7 172:21  180:22  <b>responsibilities</b>  56:13 90:19  92:14  <b>responsibility</b> 6:10  6:13 50:5 69:15  92:10 93:16  94:18,21 148:7  154:8 172:10  <b>responsible</b> 48:20  95:5 147:15  162:20  <b>rest</b> 70:3 72:5  76:23 112:24  <b>resting</b> 72:2  <b>restrained</b> 172:7</p>	<p><b>restricted</b> 38:22  <b>restrictions</b> 32:6  148:16  <b>result</b> 67:11 68:17  99:6 173:14  182:16  <b>results</b> 26:7 84:17  183:5  <b>retain</b> 6:13  <b>retired</b> 147:2  162:2  <b>retrained</b> 60:23  <b>retrospectively</b>  124:12  <b>return</b> 56:6 117:5  156:15  <b>returned</b> 53:3,10  <b>returning</b> 84:19  84:21  <b>revere</b> 25:21 26:4  26:16  <b>revered</b> 26:15  <b>reverse</b> 38:24  <b>review</b> 62:18  132:4 162:14  167:11,15,17,20  168:5,15,17  169:22 170:22  171:5 175:1,5,14  181:21 182:1  183:1,17 186:2  <b>reviewers</b> 168:11  <b>reviewing</b> 132:3  170:21  <b>revisited</b> 41:19  <b>rewrite</b> 123:14  124:2,21  <b>rewriting</b> 79:6,9  <b>rewritten</b> 79:5  124:12  <b>Richard</b> 1:7 2:10  187:1  <b>Richard's</b> 74:8  <b>Richards</b> 62:10  <b>ridiculous</b> 144:7  <b>right</b> 6:10 7:21 8:6  13:9,10,16 15:23  21:3 23:17 28:5  28:6,7 30:22</p>	<p>32:13,15 38:3  39:22 45:6 46:13  56:17 62:5 65:13  67:16 68:4 73:2  77:5 80:19 82:1  82:4,17 83:5  89:24 91:19,22  92:5 94:2,7,9  96:6,23 99:4  107:5 108:15  109:25 111:4  112:16,25 115:21  126:16 127:13  129:8 131:3  133:11 137:17,22  141:24 143:3,4  146:15,25 147:11  159:22 161:6,8  164:19,21,22  173:10 176:14,21  177:1,9,18  182:14  <b>rigid</b> 81:19  <b>rigidity</b> 80:18  <b>rigidly</b> 80:13  <b>ring</b> 24:17 145:25  <b>rise</b> 143:20  <b>risk</b> 17:7,7 19:11  28:7 76:19 77:17  103:17,20 153:25  <b>risks</b> 17:5 18:18  23:11  <b>road</b> 142:15  <b>ROBERTSON</b> 1:5  1:8,9 43:4,10,15  43:17,18 56:3,10  86:5 187:3,7  <b>robust</b> 30:2 78:24  <b>role</b> 2:9 14:15  44:21 48:23  55:10 56:14  62:24 81:21,23  84:3 90:3 91:6  91:10,11,11 94:1  95:14 105:13  123:3 148:18  149:3 178:19,22  <b>roles</b> 87:23  <b>roof</b> 14:9</p>
---	--	--	--	--

<b>room</b> 16:24 18:12 18:23 19:16 70:2 73:15,16 74:11 74:12,20 75:17 75:20,21 80:24 81:5 87:15 110:2 110:11 121:8 145:24 148:16 152:14 172:17 180:3	<b>running</b> 96:18,19 109:25 153:23	<b>satisfactory</b> 177:25 178:1	22:5,14,23 23:25 23:25 24:7,21,24 25:4,17,18 26:2 28:9,11,13,20,20 28:21 29:1 30:15 31:3,5 32:9 35:6 35:13 36:1,3,5,6 36:8,24 37:5,5,8 38:8,9 40:15 42:24 45:2,4,15 45:15,18,20,24 45:25 46:3 48:3 49:7,10,11,12,23 50:2,8,20,21 51:11,22 52:1,19 52:20 53:11,11 53:19 54:9,16 55:4,6,14 56:15 56:19,24 58:16 60:19,24 61:2,13 62:4 63:2,10,12 63:18 64:12,18 67:2,5,7,14,19 71:12,12,18,20 71:22 74:13 76:13,23 78:12 79:25 80:1,19 81:3,4,9,13,21,22 82:2,20 84:20,24 85:3 86:12,18,20 89:18 90:1,20 91:6,18,18 92:2,9 92:10,20,24 93:20 94:3,16 95:24,25 96:5 98:19,22 99:2,3,4 99:9,11,16,19,20 100:8,13,18,20 101:13,14,19,20 102:2 103:1,6 104:2,4,12,13,25 104:25 105:8 108:11 109:20 110:15,17,21 113:4,5,6,18,19 113:23 114:7,24 121:8,11,14,16 122:19,22,25 123:4 124:13	125:14 127:4 129:19 130:13 131:12,14 132:4 135:5 136:8 137:12,16 140:17 140:22,25 141:15 141:23,25 142:2 142:5,6 143:9 144:7 146:14,21 146:23,24 148:4 149:1 150:22,25 152:23 153:21,23 154:4,14 157:8 158:4,5,9,19 161:6,25 162:1 162:13,19 163:24 164:10,21 166:1 167:11 170:22 174:14 176:5,10 176:11 178:16,20 178:23 181:6,22 183:7 184:18 185:12 186:10
<b>rooms</b> 10:24,24 12:3 72:1 73:22 81:11 110:13	<b>safe</b> 7:14 12:21 76:19 162:4	<b>Saturday</b> 52:7 70:12	161:6,25 162:1 162:13,19 163:24 164:10,21 166:1 167:11 170:22 174:14 176:5,10 176:11 178:16,20 178:23 181:6,22 183:7 184:18 185:12 186:10	
<b>route</b> 140:22	<b>safeguard</b> 10:2 150:7	<b>save</b> 37:25 39:24	<b>school's</b> 41:24 114:18 124:3 147:19	
<b>routine</b> 61:24 148:2	<b>safeguarding</b> 4:3 5:20 6:8,11,18 8:12 11:24 13:22 17:4 18:18 19:11 23:11 28:2,10 30:1 32:14 33:14 34:13,17,21 38:23 44:23 46:17 47:4 50:6 54:10 55:11 56:14,15,16 57:13,25 58:4,15 58:17,22 60:11 61:12,14,14 62:19 63:1,4,18 64:13 65:19 66:2 66:5,9 67:20 70:19 71:8 74:3 74:4 78:23 79:3 79:11,19,22 83:11,12,21 84:23 90:22,24 91:9 92:10,13,14 92:19,25 93:3,4,9 94:18,20 95:6,7 95:19 104:3 108:18 137:6 142:9,22,25 144:8,14 147:10 147:12,13,19 148:4,9 157:8 181:21 182:5	<b>saw</b> 101:23 124:3 124:11 166:19	<b>saying</b> 14:2 28:24 39:17 49:6 72:2 100:21 110:1 111:15 113:22 116:20 135:25 155:23 164:15 180:13,17 186:4 186:5,9	<b>schools</b> 16:15 22:21 23:9,10,12 23:15,16,19 24:2 25:3,11,23 27:22 28:3 36:9 45:9 57:2 61:16 64:17 65:21 66:3 71:19 81:9 86:20 91:25 94:13 114:23 122:17 146:20 161:17 162:8 167:10
<b>RS-A192</b> 141:4	<b>S</b>	<b>says</b> 10:3 34:16 49:19 54:8 55:3 57:23 58:1 67:24 67:25 68:10 71:2 74:23 102:23 104:4,9 108:20 113:4 118:24 122:10,15 123:24 124:5,11 127:17 143:18 150:10,19 170:14,19 172:5 180:2 182:17	<b>scared</b> 35:8	
<b>RS-B19</b> 164:10,12 164:14	<b>safer</b> 104:24 105:19	<b>scenario</b> 76:4	<b>scenario</b> 76:4	
<b>RS-B19's</b> 164:13	<b>safety</b> 65:20 66:6 104:25 106:5 147:16	<b>scenarios</b> 75:3,5	<b>Schedule</b> 63:4	
<b>RS-C49</b> 161:2	<b>sanction</b> 53:11 133:14	<b>Schedule</b> 63:4	<b>scheduled</b> 28:16 170:1	
<b>RS-F20</b> 95:20 98:8 99:25 102:7	<b>sanctions</b> 53:17 54:6 183:18	<b>Schedule</b> 63:4	<b>scheme</b> 3:17 122:7 123:18	
<b>RS-F80'</b> 137:10,13 137:15 138:12,15 138:24 140:5,8 140:12 141:15 142:8,12 144:16		<b>Scheme</b> 63:4	<b>schemes</b> 123:7	
<b>Rugby</b> 90:1 115:13,17,20		<b>Scheduled</b> 28:16 170:1	<b>scholarship</b> 27:12 27:13	
<b>rule</b> 18:20 19:3,5,9 73:24 74:23 75:6 81:1 113:23 114:21		<b>scheduled</b> 28:16 170:1	<b>school</b> 1:6 2:11,23 3:2,3,5,5,10,24 4:1,5 5:15,17 6:7 6:11,17,25 8:14 10:1 11:9,13 13:6,7,14,19 14:3 14:8 15:13,16 16:4 20:21 21:5 21:7,12,17,22	
<b>rules</b> 12:23 14:23 14:25 16:8 20:4 22:2 70:5 80:12 80:13,21 81:8 109:20 113:4,18 114:13,16,18,18 121:11,14 142:7 178:17,20,23		<b>scheme</b> 3:17 122:7 123:18	<b>scholarship</b> 27:12 27:13	
<b>rumour</b> 107:7 112:23		<b>schemes</b> 123:7	<b>scholarship</b> 27:12 27:13	
<b>rumours</b> 107:21 126:13,14		<b>Scheme</b> 63:4	<b>scholarship</b> 27:12 27:13	
<b>run</b> 13:19 66:12 67:19 95:16 148:12 158:8		<b>Scheduled</b> 28:16 170:1	<b>scholarship</b> 27:12 27:13	

<p>159:19 164:7 168:20,24,25 <b>screens</b> 88:22 145:23 152:20 <b>screw</b> 117:17 179:12 <b>scrutinise</b> 148:3 <b>searched</b> 128:4 <b>second</b> 12:7 50:9 102:15,23,25 113:1 115:24 117:11 123:1,11 164:6 171:11,12 172:5 174:6 <b>second-to-last</b> 168:22 <b>Secondly</b> 1:15 43:24 88:14 <b>section</b> 160:20 169:8 <b>secure</b> 142:16 <b>security</b> 76:23 <b>see</b> 2:2 4:11 5:4,10 5:25 6:6 8:24 9:15 18:23 19:13 19:14,16 22:12 22:13 34:5,17 39:11 41:20 42:4 49:3 62:1 65:10 65:24 66:14 67:16 73:9,11,15 73:16,21,25 74:24 75:2,7,13 88:21 102:13,19 105:13 110:6 113:15 122:2,4 122:11 136:21,25 145:23 158:1 165:14 166:6 168:23,25 174:5 183:25 <b>seeing</b> 143:15 <b>seek</b> 30:12 54:11 <b>seen</b> 23:23 34:3 41:21 57:15 73:12 74:6,18 77:14 81:24 93:7 98:14 123:20 128:14 143:18</p>	<p>157:2 178:3 181:20 <b>sees</b> 85:8 <b>self-employed</b> 54:1 <b>self-esteem</b> 174:11 <b>self-refer</b> 85:12 <b>semi-professional</b> 2:19 <b>send</b> 66:17 67:3 95:11 <b>senior</b> 45:14 92:17 92:20,23 108:18 <b>sense</b> 60:3 86:15 105:22 106:11 163:7,23 175:19 <b>sensible</b> 69:16 107:25 152:10 <b>sensitive</b> 108:1 150:15 <b>sent</b> 41:13 60:13 128:14 130:4 134:17 136:4,20 157:11 165:3 176:25 <b>separate</b> 4:19 8:16 33:14 70:2 83:19 <b>separately</b> 83:21 132:5 162:15 170:23 <b>September</b> 11:25 45:5 46:5 56:20 64:20 89:19 165:4 166:22 <b>Sergeant</b> 97:13 103:10,15 <b>series</b> 97:1 129:14 157:14 163:10,20 <b>serious</b> 15:18 83:2 83:7 141:2 150:5 154:11 <b>seriously</b> 141:3 150:15 154:9 <b>served</b> 158:24 <b>service</b> 36:17 46:24 48:21 121:25 158:1 <b>services</b> 132:11 164:15 171:8</p>	<p><b>session</b> 15:13 28:14 67:9 108:10 111:4,13 126:7 129:3,20 <b>sessions</b> 8:20 11:21 28:18 56:24 57:4 63:2 174:15,18 <b>set</b> 33:17 46:18 50:17 56:23 82:20 113:9 143:4 155:5 170:12 173:8 184:14 <b>sets</b> 124:4,21 <b>setting</b> 7:23 22:25 45:25 54:20 123:16 124:9,22 <b>severe</b> 185:11 <b>sex</b> 111:22 112:8 117:25 118:2,9 172:17 179:17 <b>sexual</b> 35:4,17 76:12 77:17 86:12 96:1 97:17 97:19 98:1,16,20 98:23 99:10 108:11 111:17 112:9 121:11 130:14 132:10,17 133:2 137:12 138:16,17,18 164:16 169:13 171:3 <b>shared</b> 36:15 <b>Sharpling</b> 86:8,10 87:25 <b>she'd</b> 35:8 <b>shield</b> 73:19 <b>short</b> 7:7 13:12 45:25 56:5,8 112:20 117:7 156:24 182:15 <b>shoulders</b> 8:6 <b>shouted</b> 50:18 <b>shown</b> 35:16 <b>shredded</b> 91:14 <b>shut</b> 71:20 75:19 75:23</p>	<p><b>side</b> 16:12 18:11 26:21 47:16 73:22,23 94:11 122:12 <b>sign</b> 110:6,6 <b>signature</b> 2:2 44:14 <b>signed</b> 2:4 44:15 60:12 89:8 127:17,17 146:8 <b>significance</b> 54:10 <b>significant</b> 79:16 153:20 <b>similar</b> 20:23 63:20 85:2 104:11 <b>Similarly</b> 17:9 42:11 <b>simple</b> 109:13 <b>simply</b> 106:7 <b>singing</b> 2:19,19 <b>single</b> 59:21,24 <b>site</b> 14:8 <b>situated</b> 96:3,21 <b>situation</b> 9:17 74:17 76:17 80:13 93:19 99:1 103:16 106:6 162:7 <b>situations</b> 10:5 73:10 82:12 <b>six</b> 45:16 141:14 <b>sixth</b> 52:5,6 69:20 92:3 121:17 <b>size</b> 3:5,9 21:18 115:2 <b>skills</b> 3:19 162:12 <b>skip</b> 64:11 <b>slang</b> 133:16 174:2 174:3 179:13 <b>slapped</b> 50:18 <b>sleep</b> 87:19 <b>sliding</b> 110:14 <b>slightly</b> 15:15 21:18,20 31:2 36:3 39:3 41:15 63:13 79:24 93:5 155:3 159:4 165:7 168:3</p>	<p>179:9 <b>slip</b> 62:24 <b>small</b> 16:13 26:20 28:18 149:19 <b>Smallbone</b> 89:23 145:5,6,8 146:13 156:16 157:1,22 159:20 162:22 172:3 174:11 181:7 183:10 184:7 185:19 186:17 187:15 <b>smaller</b> 21:6 23:4 45:19 122:20 123:15 124:8 <b>smelling</b> 15:2 <b>Smith</b> 98:13 107:25 111:2 126:8 129:7,18 129:23 143:17 162:15 166:5 <b>smoke</b> 15:2 <b>smoking</b> 14:8,13 14:20 15:2,11,12 23:2 <b>smooth</b> 48:7 <b>snippets</b> 111:21,24 <b>social</b> 16:5 52:10 68:11 69:5 121:25 129:20 132:11 164:15 171:8 <b>socialising</b> 69:16 86:16 <b>socially</b> 3:20 68:23 87:23 <b>Society</b> 91:14 95:10 <b>solicitors</b> 135:6 <b>solve</b> 36:19 <b>somebody</b> 48:15 90:13 93:22 99:9 113:15 117:17 142:16 155:20 156:9 177:3,4 <b>Somerset</b> 35:1,24 <b>somewhat</b> 14:10 40:10 100:25 <b>son</b> 50:15 136:7</p>
--	---	---	--	--

<p><b>sooner</b> 9:13,22  <b>sorry</b> 42:12 45:23  54:23 61:6 64:23  74:2 77:3 93:5  96:19,23 100:12  101:25 102:4,18  104:20 133:10  139:1 141:7  143:25 144:11  150:24 152:6  159:17 167:14,16  175:4  <b>sort</b> 8:6 14:15 15:8  35:17 38:21 99:9  99:16 110:14  112:24 123:12  127:10 140:11  173:16,17  <b>sorted</b> 55:25  <b>sought</b> 54:13  <b>sound</b> 87:2  <b>sounds</b> 55:25  <b>source</b> 39:9,17  86:4  <b>sources</b> 174:19  <b>space</b> 80:2 110:20  <b>sparked</b> 174:8  <b>speak</b> 39:9 62:2  81:18 91:23 93:3  107:9 108:22  125:2 134:20  143:5,21 144:8  144:15,15 150:16  161:2 162:16  <b>speaking</b> 82:5  114:10 130:12  132:24 166:5  172:18  <b>speaks</b> 111:2  <b>special</b> 110:8  186:9  <b>specialist</b> 23:10,24  28:2 36:2 37:5  57:2 91:18  <b>specific</b> 18:17 29:8  67:4 130:19  147:10,13 166:24  172:13 173:21  <b>specifically</b> 50:16</p>	<p>91:10 120:21  133:8 134:21  147:12 159:4  181:11  <b>speculating</b> 139:11  143:11  <b>spend</b> 74:9  <b>spirit</b> 122:16  <b>splitting</b> 143:2  <b>spoke</b> 30:15 31:3  31:22,23 42:22  42:22 51:23  87:17 133:4  138:14 143:6  151:9,20 161:15  <b>spoken</b> 31:7 51:24  96:15 97:14  101:21 138:12,12  138:13 166:13  167:4 181:7  <b>sporting</b> 90:10  <b>sportsman</b> 90:15  <b>sportswoman</b>  90:15  <b>spot</b> 84:9  <b>spotted</b> 84:10  <b>spreading</b> 150:3  <b>SRC000014_005</b>  48:19  <b>St</b> 2:17  <b>staff</b> 4:15 5:7 8:2,3  8:13,16 9:8,20  11:13,16,19,24  16:25 20:3,25  21:14 28:11  33:20 45:14  46:21,23 47:4  51:13,23 52:4,6  52:12 56:14,17  56:25 59:9,15,16  59:16 60:10,21  61:2,10 62:3  63:5,12 64:22  65:3,21,23,25  66:8 68:1 69:6,8  69:21 71:15,23  72:21 75:1,10  77:5,9,15,22,23  78:5 79:10,13</p>	<p>82:22 83:3,13,19  87:1,4,4,5 93:3  93:10,15 94:15  94:19,24 95:1,16  95:18,20 96:1,1  97:16,25 98:19  99:7,21 101:17  101:23 104:16,17  104:24 105:9,12  105:15,16 106:10  106:18 108:24  109:20,25 123:2  123:5,15,25  125:4,7,14,20,22  125:23,24 126:6  126:15,19 127:1  127:7 131:12  132:6 134:15  137:8,12 138:7  139:7,13 140:18  141:5 142:19  143:3,10,24  144:2,2,20,23  147:15 148:7  149:3 151:4  152:25 153:8,18  153:21 154:2,4  154:20 155:2,10  155:23 157:10  159:20,22 160:2  160:4,9,11 162:5  163:3,7,11,13,15  164:1 168:12,12  170:24 171:16,18  171:23 172:12  174:15,17 177:6  182:24 183:4,5  185:2,3,10,12,17  185:18 186:6,8  186:13  <b>staff's</b> 158:6,18  161:12  <b>staffing</b> 78:3  <b>stage</b> 5:19 30:1  109:12 129:6  142:13 147:17  148:15 153:14  166:8 171:17  <b>stance</b> 172:14</p>	<p><b>standard</b> 70:5  <b>start</b> 1:11 2:9  29:10 43:11,14  43:20 44:21 45:6  46:15 49:2 88:10  145:9  <b>started</b> 3:10 13:8  21:7 46:4 48:9  66:15 72:17  81:20 82:25  <b>starting</b> 64:24  172:9  <b>starts</b> 72:21  <b>state</b> 25:17 106:13  139:12  <b>stated</b> 103:12  139:3 166:23  183:23  <b>statement</b> 1:23 2:4  6:18 9:12 10:3  11:5,6 13:13,14  13:23 20:23  23:13 27:7 30:9  34:16 44:11,13  44:16 46:18  50:25 57:15,22  62:9 67:13 68:7  71:1 74:8 79:4  85:21 88:12,24  89:6,10,14 92:22  93:7,9 98:14  104:9 106:25  108:17,20 111:11  123:20,23,25  124:5 125:21  126:19,25 138:21  138:23 139:9  143:18 145:12  146:1,7 169:18  183:25 184:14  <b>statements</b> 88:24  146:2  <b>states</b> 93:9 153:15  <b>status</b> 100:22  102:3 121:13  <b>stay</b> 37:22 39:10  43:5 45:25 86:6  <b>stayed</b> 45:22  <b>steam</b> 87:7</p>	<p><b>steps</b> 30:12 52:1  97:7 104:13  <b>Steve</b> 100:2 101:6  157:25 158:1  159:21 162:14  <b>stifle</b> 81:7  <b>stop</b> 1:15 44:1,2  52:1 103:7,21  182:21  <b>stopped</b> 30:17  121:18  <b>story</b> 150:1,4  <b>straightaway</b> 51:7  <b>strands</b> 56:13  <b>strange</b> 178:14  <b>strategy</b> 36:13  58:6 97:1,4,5  99:24 101:3  102:5 107:15  129:14 137:21,23  138:5,8,11  139:24 141:13  157:4,14,15,17  157:20,21 159:25  160:16,18 161:11  163:10,12,21  164:18 165:5,24  166:18 168:1,8  172:23 173:7,10  176:4  <b>stray</b> 22:11  <b>streaming</b> 75:24  <b>strengthened</b> 78:3  <b>stressed</b> 87:10  <b>stresses</b> 84:20  <b>strikes</b> 85:8  <b>strong</b> 35:10  <b>strongly</b> 161:11  <b>structure</b> 72:6  <b>struggle</b> 131:18  <b>student</b> 11:21  30:15 31:6,21  32:1 42:4 95:23  98:20 99:10  102:10 103:16  104:12 106:12,14  137:11  <b>students</b> 3:6,8,12  11:13,17,24 19:2</p>
---	--	---	--	---

19:4,5,12 71:2 72:7 106:10,17 150:3 153:14 185:13 <b>studios</b> 10:22 11:25 14:9 18:5 18:11 73:4 <b>study</b> 25:8 158:13 <b>stuff</b> 114:15 120:5 <b>stupid</b> 142:20 <b>style</b> 40:1 <b>subcommittee</b> 147:10 169:23 175:11,13 <b>subcommittees</b> 147:9 <b>subject</b> 116:23 132:11 133:12 134:25 171:7 <b>subjects</b> 25:22 <b>submitted</b> 67:13 <b>submitting</b> 85:6 <b>subsequent</b> 7:13 <b>subsequently</b> 13:11 28:25 39:16 99:20 107:13 124:3 128:8 <b>substance</b> 27:20 <b>substantially</b> 9:4,6 <b>substantiated</b> 35:21 130:10,16 165:2,13,17 166:9,23 172:22 173:2 <b>succeed</b> 86:21 <b>successful</b> 177:23 <b>sufficient</b> 12:20 32:6 100:24 127:1 185:8 <b>sufficiently</b> 30:2 <b>suggested</b> 97:24 107:11,15 <b>suggestion</b> 167:18 <b>suitable</b> 40:13 56:5 180:22 <b>summarise</b> 95:22 137:11 <b>sun</b> 18:10,16,22	73:6,20 75:24 <b>Sunday</b> 108:3 149:16,19 <b>sung</b> 2:17 <b>supervised</b> 52:11 69:6,24 70:18 <b>supervision</b> 70:2 <b>supervisor</b> 77:7,8 <b>supervisors</b> 71:16 96:17 <b>supper</b> 158:15 <b>supply</b> 182:16 <b>supplying</b> 15:17 <b>support</b> 102:10 113:22 172:11 183:15 185:9 <b>supported</b> 48:13 67:25 172:15 <b>supporting</b> 46:19 87:24 <b>supportive</b> 81:14 <b>suppose</b> 95:9 127:5 <b>supposed</b> 16:22 17:6,8,13 72:14 119:4 124:16 141:24 142:1 <b>sure</b> 7:9 9:7,22 13:3 17:7 22:1 22:24 23:21 24:11 25:9 26:14 26:18 27:15 28:6 28:11,18,22 33:25 41:11 58:12,18 60:8,17 62:22,24 64:9,19 65:8 72:17 73:25 74:2 81:14 87:13 99:15,22 103:22 114:1 121:4,13 128:20 131:22 133:5 141:17,21 154:10 161:4 162:8 171:13,21 173:6 180:7 181:4 <b>Surely</b> 98:7 <b>surfaced</b> 134:24 176:18	<b>surprised</b> 108:21 <b>Surrey</b> 48:20 <b>surrounded</b> 142:15 <b>survivors</b> 86:12 <b>suspend</b> 100:4,9 <b>suspended</b> 98:8 99:7 137:15,18 138:7 140:14,15 <b>suspension</b> 100:6 <b>swift</b> 174:16 <b>sworn</b> 1:7 43:16 88:7 145:6 187:1 187:5,11,15 <b>sympathetic</b> 18:15 <b>system</b> 4:2 7:9 12:1 36:11 85:1 85:18,23,24 90:15 152:21 <b>systems</b> 114:8	20:14 29:14 49:20 51:10 52:1 77:9 97:7,14 104:13 107:8 125:1 135:3 141:2 150:2 152:4 157:16 161:5 169:12,22 169:25 172:10 176:1,16,17 182:12 185:25 <b>takes</b> 47:21 94:16 <b>talent</b> 21:24 24:23 80:3 <b>talented</b> 80:1 90:14 <b>tales</b> 119:25 <b>talk</b> 4:9 9:1 15:19 42:5,20,24 76:15 108:1 109:17 111:16 112:4,9 112:14,19,24 115:12,16,24 117:19 118:5 119:7 127:2,15 127:23 128:23,24 134:18 136:8,21 136:23 137:5 151:15,24 155:18 155:20 156:1,8 158:21 167:3,25 170:12 174:7 177:20,22 178:2 178:11 180:22 <b>talked</b> 24:16 25:12 107:12 <b>talking</b> 8:20 10:3 12:11 19:14 21:16 33:10 59:11 79:1 82:5 96:9 115:22 120:16 128:10 155:11,12 158:18 180:1 185:2,5,17 185:20 186:1 <b>talks</b> 16:18 <b>tape</b> 12:25 <b>task</b> 13:20 23:11 95:2	<b>tasks</b> 182:25 <b>taught</b> 37:5,7 38:11 58:19 <b>taunting</b> 126:9 <b>tea</b> 158:15 <b>teach</b> 32:7,8,10,11 58:3 59:15 61:21 83:11 <b>teacher</b> 2:23 11:19 11:22 18:7,9 22:21 25:6,8,17 25:21,25 26:6,7 26:15,15,22,25 27:9,11 29:11 33:16 39:13,22 47:22,23 50:12 50:13,16,17 54:1 54:7,7,19 85:8 86:3 87:3 89:18 95:7 96:4 98:19 99:16,20 103:9 103:25 148:19 149:9 160:25 176:6 181:23 185:16,20,22 186:3,5 <b>teachers</b> 7:20,24 8:9,17,20 12:9 18:3,14 19:2,23 24:10,16 25:16 26:3 27:23 28:21 36:23,23 37:3,4,7 37:11 57:3,5,25 58:3,13 60:5 73:3,24 77:10,11 81:4 87:12 94:25 98:22 106:3 150:7 167:10 <b>teachers'</b> 18:24 38:6,18 <b>teaching</b> 8:5,12 10:8,24 11:10,16 12:2 18:8,9,14 19:10 32:7 34:15 36:4,5,8,23 37:14 38:7 40:1,8,14 75:20 110:16 <b>team</b> 4:16,21 45:16 122:1
		<b>T</b>		
		<b>tab</b> 1:24,25 13:25 44:11 48:18 62:7 68:6 97:9 104:22 110:24 123:21,24 127:15 131:21 138:20 146:1 149:12 153:1,3 154:6 157:22 168:21 170:18 172:2 182:2 <b>take</b> 6:17 11:4 13:23 14:5 30:12 36:6 37:21,24 43:12 52:17 55:4 69:10 72:11 87:22 88:14,15 89:16 95:23 110:12 119:24 121:25 122:21 123:2 131:14,16 138:20,25 145:14 145:17,18 147:16 150:15 154:18 156:14 166:1 172:14 174:16 176:6,13 180:13 <b>take-away</b> 52:8 <b>taken</b> 14:10 20:2		

<p><b>tears</b> 85:13  <b>teasing</b> 126:9  <b>technically</b> 114:5  <b>technique</b> 7:25  <b>teenage</b> 35:17  86:23 174:2,3  179:14  <b>teenager</b> 86:16  179:20  <b>teenagers</b> 80:21,21  114:2  <b>telephone</b> 166:4  <b>telephoned</b> 93:21  <b>television</b> 111:23  152:19  <b>tell</b> 3:4 31:21 38:9  47:12 61:4 63:10  65:16 68:18  85:14 116:2,11  119:8,16 122:2  151:11 152:15  173:20 183:8,20  <b>telling</b> 119:25  120:8 139:4,17  140:12,13,19  <b>tells</b> 178:11,16  <b>temporarily</b> 106:1  <b>ten</b> 3:25 45:13  66:4 72:3 119:24  132:20 147:5  <b>tend</b> 91:25 142:24  <b>tension</b> 80:11  <b>tenure</b> 13:12 21:11  33:8  <b>term</b> 4:22 26:1  57:14,16 58:7,8  58:14 69:17,17  69:18,19 142:25  <b>terms</b> 3:5,21 6:4  7:14 9:3 10:7  12:25 24:24  27:22 40:11  46:11 50:3 60:4  70:22 78:23  80:17 92:1,24  163:18 174:1  <b>terrified</b> 118:1  <b>test</b> 1:12 22:19  27:2 43:21 88:10</p>	<p>145:10  <b>testing</b> 22:17  <b>thank</b> 1:9 43:4,7  43:18 79:8 86:5  86:10 87:25 88:1  88:3 90:19  101:24 105:18  113:3 117:5  118:17 125:1  141:10 144:22,24  145:2,3,3 148:17  156:15,22 172:4  176:8 184:6,20  186:15,16,17  <b>theme</b> 159:24  <b>they'd</b> 58:21 76:2  117:1  <b>thing</b> 7:25 8:6 23:1  26:11 27:10,14  29:4 30:6 82:4,7  82:21 85:25  112:25 117:19  123:12 139:21  184:10  <b>things</b> 1:10 6:2,5  6:21,25 8:16  23:2,4,4,7 43:19  46:18 50:1 59:7  62:5,25 66:6  67:23 75:4 81:25  83:7 86:14 88:9  91:1 95:12 99:18  109:16 114:3  116:12 120:8  142:16 145:8  149:21 172:8,9  174:3 184:16  <b>think</b> 2:11 3:24 4:6  4:8,10 6:4,10,21  6:24 7:18 8:15  9:6,6,14 10:8,11  10:18,20,23 12:6  12:8,10,13 13:7  15:22 16:10 17:6  19:4,11,22 21:12  21:17,18 22:3,15  23:1,3,15,18,18  24:4,8,12 25:12  25:16,24 26:1,6,8</p>	<p>27:15,16,19  31:25 32:10 33:5  34:16,23 35:17  36:25 37:6 39:21  40:12,14 41:6,11  41:15 42:6,11,17  43:14 47:13,24  48:4,7,9 49:14,19  49:21 50:5,8  51:20 53:6,20,21  54:13 55:9,16,18  55:22 56:19 59:8  59:15 60:3,19,21  61:10 63:7 69:22  70:8,10,15 71:8  72:16,25 74:3  75:5,8,10,14 76:4  76:12 77:25 80:6  80:8,9,17,18,20  80:22,25 81:8,20  81:23 82:1,3,3,4  82:6,17 84:19  85:25 87:14 88:5  89:9,24 90:1  91:6 92:5,7,15  93:7,21 94:6,9  95:15 96:16,21  97:12 98:22,24  98:24 99:12  100:11,24 102:6  103:20 104:3,22  105:13 106:14,17  107:6 108:14  109:25 111:8  112:13,23 113:21  114:4,5 116:19  117:1,3 118:18  119:10,16 121:17  121:23 123:11,20  124:16 125:25  127:6,7,10  129:21 130:3,21  131:4,9 133:6  135:1,13,18,18  135:19,23,23  136:12 137:16  138:1,14 140:2  141:11 142:25  143:11,12,13</p>	<p>144:1,5,21,23  145:16 146:11,14  146:19 147:7,16  148:5,12,13,22  151:13,23 152:13  152:24 157:4,9  157:15 158:7,16  158:20,23 159:1  159:2,2,7,11  161:8 162:3,7  163:17,20 164:19  164:24 165:2  166:2,6,11 167:1  167:9,24 170:14  170:16 171:5  173:5,14 177:9  177:25 178:3,10  178:12 179:7,11  179:15 180:4,7  180:11,15,16  181:1,2,20 182:2  182:21 184:21,25  184:25  <b>thinking</b> 14:14  26:23 36:6 65:12  76:14 99:18  105:5 173:12  <b>thinks</b> 28:20  <b>third</b> 51:9 53:25  94:6 97:21 101:6  149:17 159:13,15  <b>Thirdly</b> 1:18 88:18  <b>thorough</b> 12:5  <b>thought</b> 5:10 8:21  9:20 77:18,19  84:4 99:23  116:15 117:16  123:17 135:16,20  136:12 139:15  140:1 142:18  143:2 155:3  158:18 159:8  174:18 178:14  179:9,21 180:6  183:18  <b>thoughtless</b> 101:1  <b>thoughtlessness</b>  99:17  <b>threatened</b> 164:15</p>	<p><b>threatening</b>  153:17  <b>three</b> 42:17 57:16  91:13 102:5  138:10 146:20  <b>three-yearly</b> 56:21  <b>threshold</b> 5:5,9,11  38:2 55:23  158:12  <b>thresholds</b> 82:10  <b>Thursday</b> 1:1  72:19  <b>ticked</b> 63:8  <b>tidy</b> 80:24 81:5,10  <b>time</b> 1:13,15 3:24  4:6,13,25 6:21  8:19 9:17,25  12:20 15:23,24  16:7,20 19:7,19  21:9 26:5 27:6  28:25 29:9,14  31:3 33:23 34:4  34:19,24 36:9,24  37:4,17,18 40:2,9  41:2 43:23 44:1  46:1 47:11 49:14  50:6,22 51:9  53:18,22 54:15  54:21,25 56:3,20  59:10,21,25  64:18,25 67:5  71:23 72:25  74:10 88:16  94:16 96:3 98:24  99:6,23 104:5  106:9 108:11  109:5 118:16  121:14 125:3  141:17,21,22  142:2 145:11  147:6,8,11  148:14 149:15  151:16,18 152:2  152:7,10,24  155:7 156:3,12  156:13 166:15  171:19 175:16,20  175:21 178:6  181:16 183:20</p>
---	---	--	--	--

<p><b>times</b> 32:7 56:24  <b>timetable</b> 46:9  <b>timetables</b> 57:24  <b>timing</b> 125:4  153:10 156:4  <b>tiny</b> 21:7 73:19  <b>today</b> 47:14 61:21  79:1 145:16,17  <b>today's</b> 186:19  <b>told</b> 29:23 35:2  42:7 46:3 50:19  52:15 53:14 63:7  84:18 122:7  125:7 129:21  136:11 137:11  139:15 143:13  144:12 148:7  151:4,10 158:20  158:23 162:1  175:18 179:16  <b>tolerance</b> 15:1,5,6  <b>tolerance'</b> 14:14  <b>Tom</b> 107:25  129:18 162:15  <b>tomorrow</b> 79:13  <b>top</b> 92:1  <b>topic</b> 56:10 82:8  115:4 118:10,19  118:23 137:5  <b>topics</b> 111:19  151:11  <b>totally</b> 40:3 141:3  169:11 186:11  <b>touch</b> 7:24 10:1,15  10:19 11:2 12:15  13:2,3  <b>touched</b> 9:11 49:8  <b>touching</b> 8:5,14  9:3,10 10:6  138:19  <b>tour</b> 96:2  <b>town</b> 20:1  <b>track</b> 72:23  <b>tradition</b> 110:1  121:16  <b>traditional</b> 22:21  94:16  <b>train</b> 4:23  <b>trained</b> 4:14 57:4</p>	<p>112:18,22  <b>training</b> 2:20 6:11  27:22 28:10,12  28:14,19,23 29:2  32:14 38:23  45:12 47:4,17  56:11,14,17,21  56:24 57:13,25  58:2,4,16,18,22  58:24 59:9,20  60:25 61:1,2,8,9  61:12,17,22  62:19,20 63:1,5  63:11,12,14,16  63:19,20 64:1,12  65:7,9 66:1,1,19  66:20 68:1 83:11  90:22 91:3,9  94:20,21 95:6,8  104:4 105:10  142:9,23 143:1  148:9,11 150:9  162:20,23,25  <b>transcript</b> 108:9  111:1,2,8,12,24  111:25 117:10  119:21 128:10,14  128:22 178:2,3,9  179:2,4,4 180:1  <b>transferred</b> 33:15  <b>treated</b> 34:12  49:11  <b>trick</b> 28:15  <b>tricky</b> 23:18  <b>tried</b> 29:24 90:9,17  171:20  <b>triggered</b> 42:14  <b>trips</b> 52:24 53:13  <b>trouble</b> 4:11  <b>true</b> 2:6 13:3 24:9  25:1 44:18 89:12  129:9 146:8  150:5 160:12  165:19  <b>trust</b> 97:20 98:2,9  98:17 102:1  138:19  <b>truth</b> 80:6 139:4  139:18 140:12,13</p>	<p>140:20  <b>truthful</b> 116:15  119:18  <b>try</b> 59:23 60:23  72:23 87:22  90:11 98:11  106:5 113:13  114:20,21 118:24  119:18 159:19  <b>trying</b> 54:17 62:2  73:19 87:10,11  92:7 94:12 98:25  100:16,17,21  103:23 105:12  123:18 180:7,15  183:7  <b>Tuesday</b> 72:19  <b>Tuesdays</b> 65:1  <b>tuition</b> 25:3,14  38:15  <b>turmoil</b> 105:21  <b>turn</b> 2:1 13:5  23:14 29:8 48:16  51:8 56:10 62:7  67:6 82:8 137:5  185:15  <b>turned</b> 157:10  <b>turning</b> 19:24  <b>tutor</b> 49:8 143:15  <b>tutorials</b> 122:20  122:21 124:8  <b>tutors</b> 95:3,4  <b>TV</b> 152:18  <b>twice</b> 5:19,25 25:5  <b>two</b> 1:10 4:22 5:21  8:8 11:18 13:22  19:7 20:12 29:13  29:14,18 31:23  33:6 37:6 40:2  44:7 47:7,15,16  47:18 52:9 65:1  74:24 75:1,2,4,5  83:19 89:3  107:16 110:13  119:21 124:9,23  129:20 130:13  147:9 157:1  167:9 180:14,24  182:4</p>	<p style="text-align: center;"><b>U</b></p> <p><b>ubiquitously</b> 90:25  <b>UK</b> 3:13  <b>ultimate</b> 92:9  <b>ultimately</b> 137:9  <b>unable</b> 31:21  105:23,24 112:19  123:2 167:25  <b>unacceptable</b>  179:18  <b>unaware</b> 70:8  <b>uncertain</b> 100:22  <b>uncomfortable</b>  33:9  <b>underscores</b> 29:3  <b>understand</b> 8:2  9:25 27:4 28:24  37:23 56:16  59:13 75:23  78:12,14 90:23  94:25 99:12  107:6 114:22  128:20 131:10  136:17,19,24  137:4 147:18  163:1 176:8  182:12  <b>understanding</b>  4:13 22:4 69:15  96:7,15 107:17  107:18,20,20  150:6 166:7  176:9  <b>understood</b> 16:10  54:10 60:13  100:19 107:4  109:6 112:23  156:18 161:20  167:6  <b>understood'</b> 62:20  <b>undertaken</b> 23:12  66:9 91:9 174:19  181:21  <b>undertaking</b> 28:8  <b>uneasy</b> 40:15  <b>unfair</b> 38:21  <b>unfortunate</b> 165:5  <b>unfounded</b> 32:25  33:3 39:6 102:12</p>	<p>102:17,24 103:3  104:6 129:15,21  <b>unhappy</b> 83:5  <b>uniform</b> 83:1  <b>uniforms</b> 20:24  <b>unit</b> 45:13  <b>universal</b> 26:10  <b>Universally</b> 17:24  <b>university</b> 142:19  <b>unnatural</b> 180:9  <b>unprecedented</b>  110:19  <b>unrealistic</b> 50:17  <b>unrelated</b> 40:10  153:13  <b>unrest</b> 131:11  132:4 170:22  <b>unsatisfactory</b>  155:3 180:16  <b>unscheduled</b>  153:11 156:5  <b>unseen</b> 74:9  <b>unsigned</b> 149:14  150:12 154:13,19  <b>unstable</b> 103:7  <b>unsubstantiated</b>  32:5,23 33:3  39:5 40:17,19,21  160:24 166:9  <b>unsure</b> 101:14  <b>untrue</b> 126:14  150:1  <b>unusual</b> 24:24  71:25 75:19  76:20  <b>unwelcomed</b> 39:18  <b>update</b> 66:18  79:14,17,21  <b>updated</b> 6:19,20  7:10,12 79:2,5  109:11 124:17  <b>updates</b> 66:12  94:21  <b>updating</b> 7:16  <b>upset</b> 116:6  <b>upsetting</b> 26:25  <b>upskirting</b> 79:10  <b>use</b> 25:24 44:7  58:6 61:1 78:8</p>
--	--	---	--	---

83:4 89:1 92:19 110:15 113:23 123:8 142:25 146:4 147:14 149:12 152:18 167:1,3 173:14 173:17 174:1 183:24 <b>useful</b> 55:22 <b>user</b> 65:22 <b>usual</b> 6:1 <b>usually</b> 69:21 72:18 <b>utmost</b> 28:10 <b>utterly</b> 142:20	<b>wait</b> 109:24 144:25 <b>waiting</b> 156:8 <b>wake</b> 116:1,4 <b>wakes</b> 87:20 <b>walk</b> 61:13 71:25 74:11 77:24 78:6 78:7,9 141:20 <b>walked</b> 75:15 121:8 180:3 <b>walking</b> 12:9 75:16 <b>walks</b> 86:25 <b>wank</b> 116:5 179:12 <b>want</b> 9:10 14:1 17:22 19:8 24:13 26:5 34:5 35:9 40:8 44:8 48:16 49:1 67:14 75:24 79:6 86:21 94:17 97:15 114:24 117:11 121:6 127:1 131:17 142:3 149:6 158:14 181:16,17 182:22 184:10 <b>wanted</b> 37:20 41:23 45:24,24 75:22 83:3 93:22 127:22 142:17,20 152:18 159:10 160:13 170:12 171:24 179:24 <b>Wardell</b> 118:7 <b>warned</b> 133:16 <b>warning</b> 38:22 133:13,18,19,20 169:3 170:1 174:22,25 175:3 175:9,12 176:15 183:22 <b>warnings</b> 174:20 183:24 <b>warrant</b> 82:13 <b>wasn't</b> 8:14 16:1 17:18 28:19,24 36:10 49:17 51:24 52:3 59:20	59:24 61:24 64:5 64:6 65:4 68:24 68:25 92:19 99:2 99:19 100:14,18 109:13 112:10 119:5 133:22 135:1,4,7 152:22 155:14 156:1 158:19 159:3 163:6,18,24 165:18 166:17 173:20 175:17 <b>watch</b> 11:16 <b>watched</b> 19:8 74:15 <b>watching</b> 117:17 121:3 <b>way</b> 6:6 11:1,2 12:25 13:1,18 18:14 21:15,16 28:17 41:1 42:15 43:13 48:22 49:19 51:1 52:13 53:1,16 63:22 67:19 72:6 82:22 83:1 86:16,21 103:23 105:11 108:1 109:3 111:16 119:20 121:9,22 124:21 127:8 131:22 138:7 139:20 140:10,16 144:1 160:5 165:23 174:4 179:6 181:4,8 182:19 <b>ways</b> 23:22 24:4 114:15 <b>we're</b> 81:1 <b>wear</b> 20:24 <b>websites</b> 128:6 <b>Wednesday</b> 151:4 <b>Wednesdays</b> 65:1 <b>week</b> 25:5 47:10 64:24 65:2 75:15 79:2,11 84:4,6,6 84:12 86:24 124:1 <b>weekend</b> 31:24	114:24 152:11 <b>weekends</b> 86:24 <b>weeks</b> 57:16 84:18 <b>weight</b> 23:25 24:4 24:5 <b>weird</b> 117:23 120:5 <b>welcome</b> 1:3 <b>welfare</b> 55:7 61:15 65:20 66:7 104:25 <b>well-being</b> 46:12 <b>well-connected</b> 26:20 <b>well-written</b> 118:10 <b>went</b> 3:1 37:22 39:14 42:6 59:14 70:4 75:20 79:11 98:10 123:7,11 129:18,23 164:14 <b>weren't</b> 6:8 17:8 20:19 43:3 57:12 59:22 98:18 104:18 109:22,23 123:3 133:20 135:2,14 156:10 157:16 158:7 178:1 185:19 <b>wet</b> 119:8 179:20 <b>whichever</b> 1:21 44:7 140:22 <b>whilst</b> 29:16 52:11 138:19 156:16 171:13 178:16 185:6 <b>whisperings</b> 149:19 <b>whistle</b> 186:7 <b>whistleblower</b> 163:16 <b>whistleblowers</b> 162:24 185:19 <b>whistleblowing</b> 150:11 162:20 163:2,4,8,15 183:2 <b>wholeheartedly</b> 169:20	<b>wholly</b> 173:18 <b>wide</b> 66:6 <b>widely</b> 174:9 <b>wider</b> 13:5 67:6 109:19 <b>wife</b> 90:7 110:15 <b>willing</b> 155:4 156:10 <b>window</b> 73:8,9,14 74:17 <b>windows</b> 11:11,12 18:13 19:15 32:12 73:22 74:19 75:13,18 76:7 <b>wine</b> 69:7,12,24 70:18 <b>wish</b> 78:14 88:15 89:15 149:12 153:18,23 182:10 <b>wished</b> 7:24 128:7 155:16 <b>wishes</b> 82:6 <b>withdrew</b> 43:9 88:4 145:4 186:18 <b>witness</b> 1:24 43:9 43:10 44:10 56:4 57:14 79:4 85:21 88:4,5,12,23,24 89:6,14 92:22 93:7,9,23 98:14 104:9 106:8,25 108:17,20 111:11 123:20,25 124:4 125:21 126:19 138:20,22 139:8 143:18 145:4,5 145:12,25 146:2 146:7 169:18 184:13 186:18 <b>witnessed</b> 14:4 155:24 <b>witnesses</b> 32:1 <b>woman</b> 48:19 <b>wonder</b> 11:5 43:11 <b>wonderful</b> 110:18 <b>wondering</b> 56:4 60:15 74:22
<b>V</b>				
<b>Valentine</b> 162:19 <b>various</b> 19:6 82:10 109:16 164:2 <b>Varndell</b> 176:4 <b>varnish</b> 69:23 <b>varying</b> 56:24 <b>verdict</b> 40:21 <b>vetting</b> 27:22 <b>vicariously</b> 24:17 <b>vice</b> 62:10 <b>victim</b> 139:3,17 161:3,7 <b>victims</b> 86:12 <b>video</b> 169:13 <b>view</b> 52:17 86:11 97:23 136:18 158:10 161:14 <b>viewing</b> 182:14 <b>viewpoints</b> 137:3 <b>views</b> 13:18 <b>violin</b> 10:12 <b>virulent</b> 159:20 <b>visit</b> 11:15 14:3 <b>visited</b> 50:20 <b>visiting</b> 59:9 60:5 95:1 105:15 <b>vivid</b> 117:15 <b>vocal</b> 82:1 95:4 <b>volunteer</b> 100:11 100:14,18,19 <b>vulnerable</b> 103:17				
<b>W</b>				

<b>word</b> 10:21 25:20 25:22 32:23,24 79:6 90:23 92:18 106:7 112:17 118:11,11 147:14	169:3 175:2,9 <b>wrong</b> 13:16 26:21 29:6,7 59:14 60:7,9 67:16 70:6 108:16 109:16,24 120:16 120:18 133:15 141:11 186:12 <b>wronged</b> 103:14 <b>wrote</b> 128:13 136:11	<b>youngster</b> 96:10	<b>1995</b> 147:2 <b>1996</b> 147:2 162:2 <b>1997</b> 146:17 <b>1998</b> 146:14 183:2	126:3,11 153:14 159:13 161:10 169:24 185:15,20 <b>3.00</b> 145:17,19 <b>3.03</b> 156:23 <b>3.20</b> 156:15,25 <b>30</b> 164:4 <b>31</b> 182:2 <b>32</b> 108:20 <b>36:36</b> 115:5 <b>37.44</b> 115:19
<b>words</b> 21:23 39:6 79:8 94:12 111:3 111:25 166:24 167:2,3 173:1,2,5 173:15 174:1 177:24 179:11 180:6,11,16	<b>X</b> <b>X</b> 186:24	<b>Z</b>	<b>2</b>	<b>3.00</b> 145:17,19 <b>3.03</b> 156:23 <b>3.20</b> 156:15,25 <b>30</b> 164:4 <b>31</b> 182:2 <b>32</b> 108:20 <b>36:36</b> 115:5 <b>37.44</b> 115:19
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>Y</b>	<b>0</b>	<b>1</b>	<b>2</b> 138:25 161:1 <b>2.00</b> 117:5,8 <b>2003</b> 98:1 <b>2005</b> 33:8,15 <b>2006</b> 101:13,15 <b>2007</b> 89:19 94:8 <b>2008</b> 130:12 164:8 <b>2009</b> 97:5 104:23
<b>worked</b> 4:16 45:13 45:19 60:19 64:18 71:19 81:4 90:1	<b>year</b> 5:19,24,25 7:12,16 10:23 13:12 31:19,19 41:4 45:23 48:5 58:15 59:8 60:8 60:19 65:19 66:12 67:11,12 69:10 79:16 81:24 92:4,4 94:6 107:22 108:2,5,5,7,23 112:9 123:1,1,7 123:11 126:8 130:11 136:9 149:20 164:9 174:7	<b>1,000</b> 45:21 <b>1.00</b> 88:16 117:6 <b>1:05:50</b> 120:2 <b>1:07:26</b> 120:23 <b>10</b> 1:25 108:3 124:24 125:2 128:17 130:6 134:1 157:20 <b>10.00</b> 1:2 186:22 <b>100</b> 57:6,7,17 <b>11</b> 68:6 101:2 170:6 <b>11.20</b> 56:7 <b>11.35</b> 56:6,9 <b>12</b> 14:1 120:2,22 168:21 179:25 <b>13</b> 68:9 162:3 181:7 <b>13-</b> 114:13 116:20 <b>14</b> 97:10,11 141:13 149:15 181:7	<b>2009</b> 97:5 104:23 106:24 108:3 118:17 130:11 131:5 134:1 135:3 141:14 143:5,20 149:9 149:15 150:20 162:2 163:1 164:4,18 165:11 166:22 167:9 169:24 <b>2010</b> 2:12 3:3,7 4:1 6:21 10:23 45:19 94:7 141:6,12,13 146:15 <b>2011</b> 89:19 <b>2013</b> 29:22 33:18 35:11,12 41:4,18 42:17 49:4 <b>2016</b> 11:25 <b>2017</b> 2:12 13:8 <b>2018</b> 13:9 45:5,23 46:5 50:10 <b>2019</b> 1:1 53:25 89:9 146:7 186:22 <b>20th</b> 151:4 <b>21</b> 168:21 <b>22</b> 102:6 <b>24</b> 12:18,25 56:24 57:4 182:23 <b>28</b> 170:18 <b>29</b> 172:2	<b>4</b> <b>4</b> 1:3 102:19 111:22 125:12 128:6 159:14,16 162:11,11 169:13 174:10 178:15 186:22 <b>4.00</b> 145:16 <b>4.05</b> 186:20 <b>4.4</b> 11:7 23:13 <b>40</b> 3:15 <b>41</b> 117:12 <b>43</b> 187:5,7 <b>440</b> 45:20 <b>47</b> 168:11 <b>48</b> 118:8 124:4
<b>workers</b> 129:20 <b>working</b> 22:25 45:9,18 46:1 81:20 90:24 99:9 102:2 104:24 105:19 153:16	<b>years</b> 6:24 40:6 41:8,12 45:14,17 78:2 90:4,5 91:15 92:2 104:10,19 114:3 114:3 132:20 143:7 162:3 <b>Yehudi</b> 1:6 2:11 3:4 9:25 11:9 14:3 23:25 24:21 35:13,25 45:2 80:19 82:20 86:17 <b>YMS000141_004</b> 62:8 <b>young</b> 4:8 80:1 89:19 143:4,10 146:14	<b>11</b> 68:6 101:2 170:6 <b>11.20</b> 56:7 <b>11.35</b> 56:6,9 <b>12</b> 14:1 120:2,22 168:21 179:25 <b>13</b> 68:9 162:3 181:7 <b>13-</b> 114:13 116:20 <b>14</b> 97:10,11 141:13 149:15 181:7 <b>14-year-old</b> 114:14 116:20 <b>145</b> 187:15,17 <b>15</b> 13:25 119:13 154:6 <b>16</b> 69:11 98:5,21 146:7 170:2,7 <b>18</b> 16:17 20:5,6 52:9 53:14 68:23 69:4 90:4 99:10 150:20 157:22 <b>18-plus</b> 52:5 <b>184</b> 187:19 <b>19</b> 124:1 <b>1968</b> 118:16 <b>1980s</b> 35:5 <b>1989</b> 45:11	<b>2010</b> 2:12 3:3,7 4:1 6:21 10:23 45:19 94:7 141:6,12,13 146:15 <b>2011</b> 89:19 <b>2013</b> 29:22 33:18 35:11,12 41:4,18 42:17 49:4 <b>2016</b> 11:25 <b>2017</b> 2:12 13:8 <b>2018</b> 13:9 45:5,23 46:5 50:10 <b>2019</b> 1:1 53:25 89:9 146:7 186:22 <b>20th</b> 151:4 <b>21</b> 168:21 <b>22</b> 102:6 <b>24</b> 12:18,25 56:24 57:4 182:23 <b>28</b> 170:18 <b>29</b> 172:2	<b>5</b> <b>5</b> 153:4,5 157:16 160:19,21 182:18 <b>5.2</b> 49:2 <b>5.2.2</b> 63:3 <b>5.2.3</b> 63:25 <b>5.2.5</b> 64:11 <b>5.21</b> 62:13 <b>5.3</b> 50:10 <b>5.30</b> 87:16 <b>5.5</b> 51:8 <b>5.6</b> 53:23 <b>50</b> 66:8 <b>56</b> 184:14,22,23 <b>57</b> 184:14,22,23 <b>58</b> 184:22
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b>	<b>6</b> <b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1,000</b> 45:21 <b>1.00</b> 88:16 117:6 <b>1:05:50</b> 120:2 <b>1:07:26</b> 120:23 <b>10</b> 1:25 108:3 124:24 125:2 128:17 130:6 134:1 157:20 <b>10.00</b> 1:2 186:22 <b>100</b> 57:6,7,17 <b>11</b> 68:6 101:2 170:6 <b>11.20</b> 56:7 <b>11.35</b> 56:6,9 <b>12</b> 14:1 120:2,22 168:21 179:25 <b>13</b> 68:9 162:3 181:7 <b>13-</b> 114:13 116:20 <b>14</b> 97:10,11 141:13 149:15 181:7	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b> <b>X</b> 186:24	<b>1</b> 1:24 44:11 119:22,23 126:3 126:3 160:24 185:17 187:1,3	<b>3</b> 1:1 14:1 112:2 113:2 125:22	<b>6</b> 62:7 115:1,4 162:10 <b>6.1(c)</b> 185:6
<b>work</b> 48:12 58:14 59:17 65:17 98:25 122:7 123:18 183:7	<b>X</b>			

**6.12** 30:9  
**64** 90:7  
**67/68/69** 3:9

---

**7**

**7** 92:4 97:11 101:4  
101:10 115:23,24  
117:10 123:23  
139:1 162:18  
164:18,25 176:4  
**7.00** 87:20

---

**8**

**8** 48:18 89:9 92:4  
97:20 99:24  
119:9,9 128:17  
138:25 157:19  
166:7  
**8.00** 141:16  
**8/6/09** 127:19  
**86** 187:9  
**88** 187:11,13

---

**9**

**9** 107:22 108:2,5,5  
108:7,23 126:8  
149:20 162:16  
174:7  
**9.00** 108:3 152:4  
164:11  
**91** 45:12  
**9s** 112:9