

1 Tuesday, 17 October 2017
 2 (10.30 am)
 3 MR ALTMAN: Chair, before we begin with the anonymous
 4 witness who is currently sitting in the witness box,
 5 I understand that the Home Secretary responded to
 6 a question in parliament yesterday about whether
 7 government was committed to releasing papers held by all
 8 departments and agencies.
 9 For the avoidance of doubt, may I simply repeat what
 10 I said in my opening statement in this investigation
 11 Monday week ago, on 9 October, namely, that the inquiry
 12 made a request to MI5, the Security Service, to see if
 13 it had any information that was relevant to this
 14 investigation. The Security Service conducted the
 15 searches we requested and counsel and solicitor to the
 16 inquiry inspected the product of those searches. We
 17 identified material that was relevant and asked the
 18 Security Service to produce it to the inquiry so it
 19 could be disclosed in the investigation. The
 20 Security Service did so and a number of documents were
 21 disclosed to core participants.
 22 THE CHAIR: Thank you for confirming that, Mr Altman. Of
 23 course the Inquiries Act permits the inquiry to obtain
 24 all the information that it needs.
 25 MR ALTMAN: Thank you very much. Indeed it does.

Page 1

1 We have in the witness box a witness who for these
 2 proceedings is known as A9, and I will ask for him to be
 3 sworn or affirmed, as the case may be.
 4 WITNESS A9 (sworn)
 5 Examination by MR ALTMAN
 6 MR ALTMAN: As you know, you are A9 for the purposes of
 7 these proceedings, and I am sure you understand I am not
 8 going to be asking you for any names of any individuals,
 9 and certainly not your own name. Are you happy with
 10 that?
 11 **A. Yes.**
 12 Q. There was a time in your life when you were sent to
 13 Knowl View?
 14 **A. Correct.**
 15 Q. Knowl View School in Rochdale. I don't think we really
 16 need to go into the background very much, but I think at
 17 a previous school at which you had been, you played
 18 truant; is that correct?
 19 **A. That's correct.**
 20 Q. One thing led to another, and eventually you found
 21 yourself at Knowl View?
 22 **A. That's correct.**
 23 Q. I am looking at a statement you made in July of this
 24 year where you said you thought or you believed you were
 25 made subject to a care order. Is that what you thought

Page 2

1 at the time or is it something that you believe since?
 2 **A. No, I very much know I was made subject to one of them**
 3 **orders.**
 4 Q. So you know now --
 5 **A. Yes, I was aware.**
 6 Q. -- or you were aware at the time --
 7 **A. I was placed in the care of the local authority, yeah.**
 8 Q. Which local authority?
 9 **A. Rochdale Borough.**
 10 Q. How old were you when you went to Knowl View?
 11 **A. I'm not sure. 13, I think -- 14, 13, 12 even.**
 12 Q. When you got there, which dormitory did you find
 13 yourself in?
 14 **A. Ashworth.**
 15 Q. That's one of the juniors.
 16 **A. Yes.**
 17 Q. We have been told, although the age range is a bit
 18 varying, that it took boys roughly between 7 up to 12.
 19 So would you have been one of the older boys in Ashworth
 20 at the time?
 21 **A. Yes.**
 22 Q. How long were you at Knowl View?
 23 **A. About two years.**
 24 Q. At the time you left, had you been promoted, as it were,
 25 to one of the senior units?

Page 3

1 **A. Yeah, I got promoted to one of the senior departments,**
 2 **Egerton.**
 3 Q. Egerton.
 4 **A. For about two months before I left the school.**
 5 Q. So only, what, the last two months before you left?
 6 **A. The last two or three months.**
 7 Q. Who was the house parent on that unit at the --
 8 **A. I can't remember her name exactly, but I think she was**
 9 **female, I think it was a female teacher.**
 10 Q. Jayne Le Clere?
 11 **A. Yes, that's right.**
 12 Q. What about Martin Digan. Did you know him?
 13 **A. Yes, I did, yes, a good man.**
 14 Q. Was he a house parent?
 15 **A. Yes.**
 16 Q. On Egerton?
 17 **A. No, I think he was Norden. But I think he was, like,**
 18 **flexible. A very good man.**
 19 Q. When you first got there, how was life at Knowl View?
 20 **A. I don't know. Like any other school, I suppose. You**
 21 **start and, you know, you're a bit apprehensive and it**
 22 **takes you a while to fit into a routine, I suppose, and**
 23 **such.**
 24 Q. Did you settle in?
 25 **A. I suppose I did, yes.**

Page 4

1 Q. Was there bullying?
 2 **A. Yes.**
 3 Q. You say in the statement that your daily --
 4 **A. Only minor, minor sort of bullying.**
 5 Q. Yes.
 6 **A. People weren't getting tipped upside-down or anything,**
 7 **but I did see minor intimidation things going on.**
 8 Q. You said you used to stand up for yourself?
 9 **A. Yes. I like to think I did, yes.**
 10 Q. You said that the daily routine was fairly regimental.
 11 Is that how you felt, it was a regimented regime at the
 12 school?
 13 **A. I suppose.**
 14 Q. What about teaching? Was that good or not good?
 15 **A. I suppose it was okay, yes.**
 16 Q. One of the things you said was you felt, at the time you
 17 made the statement in July, most of the teaching was
 18 poor and the school was not geared --
 19 **A. To mainstream standards, I suppose, yeah. But it was**
 20 **probably sufficient --**
 21 Q. For what it was?
 22 **A. -- for what it was.**
 23 Q. I want to come on to ask you some questions about some
 24 indecent assaults that took place on you.
 25 **A. Okay.**

Page 5

1 Q. One of the things, before I start, is this: is it right,
 2 bringing matters up to date as far as you're concerned,
 3 that quite recently you gave evidence in a criminal
 4 court in the prosecution of a man by the name of
 5 Anthony Whitehead?
 6 **A. Right.**
 7 Q. Is that right?
 8 **A. What's your question, sir?**
 9 Q. Recently, you gave evidence in a criminal court in the
 10 prosecution of a man by the name of Anthony Whitehead?
 11 **A. That's correct.**
 12 Q. Which led to his conviction?
 13 **A. That's correct.**
 14 Q. And imprisonment. He was sent to gaol?
 15 **A. The judge sent him there.**
 16 Q. I will come back to ask you some questions about him in
 17 a moment.
 18 **A. Okay.**
 19 Q. But I would like to ask you a couple of things about
 20 sexual assaults that happened upon you when you were
 21 still at Knowl View School. You felt you were about 13
 22 at the time and it was a teacher -- I don't want his
 23 name. We know him as F99. But was this a teacher, when
 24 you were about 13, who you remembered first-off on one
 25 occasion placed his hand on your backside and tried to

Page 6

1 grope you?
 2 **A. A teacher in so much as to say it was a social worker,**
 3 **and not actually an educational teacher.**
 4 Q. It wasn't an educational teacher? All right.
 5 **A. No, it was a social worker, not an educational teacher.**
 6 Q. Very well. He was one of the care staff?
 7 **A. That's correct.**
 8 Q. Not an educational teacher?
 9 **A. Yes.**
 10 Q. But he placed his hand on your backside?
 11 **A. Yes, he groped my bum, yes.**
 12 Q. You remembered being in your pyjamas and dressing gown
 13 at that point?
 14 **A. That's right.**
 15 Q. You remembered, as a result, being upset and running out
 16 of the school and running all the way home?
 17 **A. That's right, to my mum, yes.**
 18 Q. Which was about 2 or 3 miles away?
 19 **A. That's correct.**
 20 Q. But when you got home --
 21 **A. My mum phoned the police.**
 22 Q. And you were taken back?
 23 **A. And I was taken back.**
 24 Q. Did you, in the time you had with your mother, tell her
 25 what had happened to you?

Page 7

1 **A. No.**
 2 Q. Because?
 3 **A. My mum was a half-Irish soldier woman, she used to serve**
 4 **at a point in the army, so she was a bit of a strong**
 5 **woman, world woman. I was ashamed of myself --**
 6 Q. Ashamed of yourself?
 7 **A. Yes, I was ashamed of myself to mention something like**
 8 **that to my mum.**
 9 Q. The same member of staff, was he involved in another
 10 incident with you in the toilets on the Ashworth unit?
 11 **A. Yes, he was. That's correct.**
 12 Q. Did you happen to go to the toilet when he was standing
 13 at the urinal?
 14 **A. Yes.**
 15 Q. I'm simply reading what you had to say in your
 16 statement. He called you over and he was at the urinal
 17 masturbating?
 18 **A. Yes.**
 19 Q. Because of what you were seeing, you didn't go over, but
 20 you just ran off?
 21 **A. Yeah, he tried to persuade me to come and touch him, and**
 22 **I ran off.**
 23 Q. Again, and absolutely no-one is criticising you, but on
 24 this occasion, again, you said nothing to anyone?
 25 **A. That's right.**

Page 8

1 Q. And you said nothing because ...?
 2 **A. I ran back to my class where I was supposed to be and**
 3 **I sat down in my chair and I can remember consciously**
 4 **thinking to myself, "Just forget about it and you won't**
 5 **think about it again". For some reason, I lured myself**
 6 **into thinking it wouldn't affect my life, the**
 7 **experience, I just thought.**
 8 Q. We understand that this incident happened during the
 9 school day?
 10 **A. Yeah, yeah, it was during school hours, yes.**
 11 Q. The other time, the first incident, when you were in
 12 your pyjamas?
 13 **A. Nearly approximately around 9 o'clock in the evening,**
 14 **just before bedtime.**
 15 Q. Were there any physical punishments at Knowl View that
 16 you remember?
 17 **A. Yes.**
 18 Q. Such as?
 19 **A. Violence towards pupils.**
 20 Q. By whom?
 21 **A. Staff members.**
 22 Q. Teaching or care staff?
 23 **A. One or two educational staff. One educational staff, in**
 24 **fact -- one, two, three teachers I can think of. Like**
 25 **you say, don't mention their names, but I --**

Page 9

1 Q. No, no. What was the nature of the physical
 2 punishments? What would they do?
 3 **A. Severe. It was severe.**
 4 Q. Such as?
 5 **A. I saw it and it just turned me into shock. I was**
 6 **shocked at what I seen, and frightened.**
 7 Q. What sort of things did you see?
 8 **A. A teacher was punching one of the pupils, throwing him**
 9 **against the wall, and he was falling down at the wall**
 10 **onto a sofa, all crumpled up and crying.**
 11 Q. Anything else you remember?
 12 **A. Yes. A teacher with a cricket bat asking one of**
 13 **the pupils to touch his toes while he whacked him around**
 14 **his arse and he fell onto the grass.**
 15 Q. You mentioned something in your statement about boys
 16 being made to parade naked?
 17 **A. Yes, frogmarched, torchlight, in the middle of the light**
 18 **to the gymnasium. We was asked to take off all our**
 19 **clothes and stand in a corner of the gym until daylight**
 20 **in the morning.**
 21 Q. Did that happen to you?
 22 **A. Yes, several times.**
 23 Q. You talk about "members of staff would walk along the
 24 catwalk to look"?
 25 **A. Yes.**

Page 10

1 Q. What does that mean?
 2 **A. In the gymnasium, on the top, there was like a catwalk**
 3 **where you get from one dormitory, the junior dormitories**
 4 **to the senior dormitories.**
 5 Q. What would the members of staff do?
 6 **A. I don't know. I mean, I was looking at the wall,**
 7 **crying.**
 8 Q. But they would be walking along the catwalk?
 9 **A. Yes, along there, yes.**
 10 Q. Evening times at Knowl View, were there staff on duty?
 11 **A. Yes.**
 12 Q. Was that true when you were in Ashworth as when you were
 13 in Egerton or were there differences between the junior
 14 and the senior dorms?
 15 **A. I think I was only in the senior part for a couple of**
 16 **months.**
 17 Q. You said, yes.
 18 **A. And so --**
 19 Q. Do you remember or you don't remember about the staffing
 20 in the evenings on Egerton?
 21 **A. I remember slightly, yeah, bits and pieces, yeah.**
 22 **I think the staff and things -- I don't know. I mean,**
 23 **you know, I'm a victim here. I suppose, if you ask**
 24 **a teacher, they'd give you a better understanding of**
 25 **what the routine was.**

Page 11

1 Q. Were you able to get out of the school at night-time?
 2 **A. In so much as to say?**
 3 Q. Well, were you able to leave the premises?
 4 **A. I suppose, if I really wanted to, yeah, but I never made**
 5 **too much of a habit of it --**
 6 Q. But go into town, you could go into town if you wanted
 7 to?
 8 **A. No, I never just went into town, left and went into**
 9 **town, never.**
 10 Q. Let me now ask you then about Anthony Whitehead, please.
 11 **A. Okay.**
 12 Q. I don't want to ask too much about him, but was he a man
 13 who would often park his car opposite the school --
 14 **A. Yeah.**
 15 Q. -- to entice boys?
 16 **A. Yes.**
 17 Q. Did you, I suppose "meet" is the wrong word, but were
 18 you enticed by him into a relationship?
 19 **A. Yes.**
 20 Q. A sexual relationship?
 21 **A. Yes.**
 22 Q. Did he pay you?
 23 **A. Yes.**
 24 Q. Did you meet him probably around, you thought, when you
 25 made this statement, once a week?

Page 12

1 **A. If -- yeah. I mean, the pathetic relationship lasted**
2 **around two years, I think, before I tried to -- managed**
3 **to get myself out of it.**
4 Q. You said it was quite easy to leave Knowl View and go
5 off without being noticed?
6 **A. I suppose, yeah.**
7 Q. Well, you had to, presumably, to go and meet him?
8 **A. Right.**
9 Q. Where were you? Which unit were you on when this was
10 going on?
11 **A. I was on Ashworth.**
12 Q. Ashworth. You remember you told us you were only in the
13 senior unit for about two months. Was it still ongoing
14 when you were promoted to the senior unit or had it
15 stopped by then?
16 **A. I think this was right at the beginning of**
17 **the relationship I think you're referring to. I did see**
18 **this person a couple of times, yeah, but I never made**
19 **a point of leaving that school to go and meet this**
20 **person. I grew so disgruntled with the school and the**
21 **staff, coming towards the end, and I felt my**
22 **relationship with them was untenable enough for me to**
23 **just run off, take it upon myself to just disappear and**
24 **run off from the school, and go and just play truant**
25 **with my friends on the estate where I lived, where my**

Page 13

1 **mum lived, steal cars and such and get into trouble.**
2 Q. You ran away from time to time?
3 **A. Yeah, I didn't just run away just to go and see this**
4 **paedophile, no, is what I'm trying to say.**
5 Q. I know. I understand that you were also homesick; is
6 that right?
7 **A. Yes, yes, very much so.**
8 Q. Years later, in 2004, and I'm taking this from your
9 statement, did you report all of this to police?
10 **A. In 2004?**
11 Q. That's the date I have got in your statement. 2004.
12 **A. Yes, I think it's about right that, yeah.**
13 Q. You reported all of this to police but they said that
14 they didn't believe you?
15 **A. Yes, Keith Ramsey, he's called.**
16 Q. Detective Constable Keith Ramsey of Rochdale. You said
17 he referred the matter on to a police officer in Bolton?
18 **A. Correct.**
19 Q. You went to the police station and signed a statement?
20 **A. Yes, correct. I'm not sure of the detective's name from**
21 **Astley Bridge Police Station in Bolton, I'm not sure of**
22 **his name, though. But, yes, I went to him with**
23 **a statement that I wrote, that I went to my own**
24 **solicitor beforehand to see if I was doing the right**
25 **thing and he said I was.**

Page 14

1 Q. I think that may relate to something that happened
2 10 years later. But the officer in Bolton, did he tell
3 you that they were going to put your statement in their
4 files but there was nothing else they could do?
5 **A. He said there's no evidence, there's nothing they could**
6 **do, yeah. He never mentioned anything what he was doing**
7 **with the statement.**
8 Q. But 10 years later -- again, I'm taking this from your
9 statement -- you said in 2014, out of the blue, you were
10 contacted about Whitehead?
11 **A. Yeah, by the BBC.**
12 Q. That's what you say, and a newspaper started covering
13 Knowl View and then you sought legal advice. So you're
14 saying you sought legal advice in 2014?
15 **A. That sounds about right.**
16 Q. The advice you got was to go back to the police and make
17 another complaint?
18 **A. I think that's right, yes.**
19 Q. That's what you did. A criminal investigation was
20 started and the case went to trial in March of this
21 year, which is when you gave evidence and Whitehead was
22 convicted of serious sexual offences against you. Is
23 that right?
24 **A. Yes. Correct.**
25 Q. Those are all the questions I have for you, but is there

Page 15

1 anything that you would like to add or like to tell the
2 chair and the panel about your experiences or how it's
3 impacted your life?
4 **A. It's impacted my life in so many different ways that**
5 **I can't even begin to explain and understand myself,**
6 **even. I suppose I'd like, you know, as part of**
7 **the conclusion, for me to get some sort of assessment by**
8 **professionals, and so the true impact it's had on me can**
9 **be, you know, brought to my own light as well so I can**
10 **understand it better myself. That's all.**
11 Q. Overall, do you think, without these experiences, your
12 life would have taken a different turn?
13 **A. Absolutely, yes.**
14 Q. You would have achieved differently?
15 **A. Absolutely. Absolutely. Without a doubt in my mind.**
16 MR ALTMAN: Thank you very much. I will ask the chair and
17 the panel if they have any questions for you.
18 THE CHAIRMAN: No, we don't. But we would like to thank you
19 very much indeed for your attendance today. It is very
20 helpful.
21 **A. Thank you, Miss.**
22 **(The witness withdrew)**
23 MS HOYANO: Chair, if I might take just a couple of minutes,
24 you have heard from the last of our core complainants,
25 core participants who are complainants. Unfortunately,

Page 16

1 the other witness who was scheduled to testify today is
 2 in hospital, and so his statement will be read.
 3 I wanted to acknowledge and put on the record the
 4 excellent support which has been provided to our
 5 witnesses by the inquiry staff. They have been warm,
 6 tactful, never intrusive, and inventive in devising
 7 solutions where difficulties arose, and that happened
 8 only occasionally because the planning was so well done.
 9 All of our witnesses -- and I am quite sure that's
 10 the case for the one who has just departed the hearing
 11 room -- have felt better for having come forward and
 12 having testified here. They have been listened to with
 13 respect. I am saying this publicly because I want to
 14 encourage anyone who has hesitated in coming forward in
 15 this or any other investigation being conducted by the
 16 inquiry and who may be daunted by the process and the
 17 prospect of engaging with the inquiry, that our
 18 experience and our clients' experience has been entirely
 19 positive. Thank you.
 20 THE CHAIR: Thank you, Ms Hoyano. We very much appreciate
 21 your comments and will make sure all the staff concerned
 22 understand that you have made the statement. It is very
 23 helpful to the process. Thank you.
 24 MR ALTMAN: Chair, just to complete the evidence of
 25 the complainant core participants, the one individual

Page 17

1 who was too unwell to give evidence, although originally
 2 intended to, A8, will be read now by Mr Henderson.
 3 Statement of WITNESS A8 (read)
 4 MR HENDERSON: Chair and panel, I am going to read some
 5 excerpts from a witness statement from A8, as Mr Altman
 6 has just said.
 7 A8 says as follows:
 8 "I was placed at Knowl View School in Rochdale.
 9 I believe I was placed there around the age of 12. This
 10 was in 1969.
 11 "Knowl View School had only just been opened and
 12 I was one of the first pupils to be admitted.
 13 I remember a number of other boys from that time.
 14 I also remember the following staff members:
 15 "John Turner (headmaster);
 16 "Mrs Turner (his wife);
 17 "Mr Cooper (science teacher);
 18 "Mrs Cooper (his wife);
 19 "Mr Higgins;
 20 "Mr Jermaine (metalwork teacher);
 21 "Mrs Jermaine (his wife);
 22 "Mr Palin (caretaker);
 23 "Miss Dejean (she was French -- housekeeper);
 24 "Miss Francis ([the other] housekeeper).
 25 "Compared to other homes that I had been in,

Page 18

1 Knowl View felt luxurious. Everything was new,
 2 including clothing, bedding and all the equipment.
 3 "I was in awe of the place, as were most of
 4 the other kids who had invariably come from impoverished
 5 backgrounds.
 6 "I recall that there were four dormitories,
 7 lilliput, Bliss, Nirvana and Valhalla. I recall that
 8 initially I was placed in Lilliput and later moved on to
 9 Bliss. I believe each dormitory had about 15 or 20
 10 children.
 11 "The food was very good. For breakfast, we would
 12 have orange juice and cornflakes and a cooked breakfast.
 13 For lunch, we would have a starter, with a main meal and
 14 dessert. In the afternoon, we would have our afternoon
 15 tea, which was a banana and a drink, and then we would
 16 have our tea after that. The food was better than any
 17 I'd had at home.
 18 "On a typical day, we would have our breakfast and
 19 then have our lessons. We would then have lunch
 20 followed by more lessons in the afternoon. We would
 21 then have 'low tea' and we would be able to do what we
 22 wanted. Tea was then at around 5.30 pm and then after
 23 that we were free again to do what we wanted.
 24 "There was a tie system. The children were given
 25 a different coloured tie according to how well we had

Page 19

1 behaved. The best tie to have would be the blue tie as
 2 this would give you the most privileges. This would
 3 allow you to go out into the community unsupervised.
 4 This was, however, a privilege that had to be earned.
 5 "Initially, on entering the school, I thought the
 6 place was fantastic. However, following a 'honeymoon'
 7 period of around a week, the persona of the place
 8 changed. The staff used restraining techniques that
 9 were very physical and oppressive. The majority of
 10 the residents had behavioural problems and I believe the
 11 teaching staff had possibly not come across pupils with
 12 such problems before and were perhaps more physical than
 13 they needed to be.
 14 "I grew to hate the place and, as a result,
 15 I absconded regularly. As a consequence of my running
 16 away, it was deemed that I was unhappy with Knowl View
 17 and after several months I was moved to a children's
 18 home in Bolton. I remained for around a year there and
 19 attempts were made to integrate me into regular
 20 schooling which were unsuccessful. As a result,
 21 I returned to Knowl View School.
 22 "One of the members of staff at Knowl View was
 23 Mr Higgins. I remember Mr Higgins as a Yorkshireman.
 24 He appeared tall and had wavy, sandy/dark coloured hair.
 25 He was a heavy man with powerful forearms and wrists.

Page 20

<p>1 He had scars on his wrists from a previous operation. 2 He was an outdoors type. He enjoyed walking and hill 3 climbing. I enjoyed that too. I enjoyed being outside 4 and doing cross-country running. 5 "During school time he was 'tweedy', wearing 6 corduroy trousers and brogues. 7 "Out of school, he would normally wear shorts, which 8 were usually tight and appeared too small for him. 9 "He was similar in his mannerisms and actions to 10 'John Noakes', the old Blue Peter TV presenter. 11 I remember him walking around with a camera, especially 12 when we went on camping trips. 13 "Higgins had a flat within the school which from my 14 recollection overlooked the front of the building. 15 "Every time we came back from cross-country running, 16 we would be stinking and muddy. We would have to take 17 a shower and every time we took a shower, Mr Higgins 18 would be supervising. I remember him ogling me and the 19 other boys. Once when I was showering he came up and 20 looked at my genitals and said, 'You're not short in 21 that department'. 22 "When he spoke, there was a lot of sexual innuendo. 23 As lads, we just laughed it off. Most of us were just 24 thinking about girls. 25 "I cannot remember what subjects Higgins taught.</p> <p style="text-align: center;">Page 21</p>	<p>1 "I was only 10 to 12 feet away from him at the time. 2 "He didn't appear shocked at all and he just nodded 3 towards me and nonchalantly gestured that I should turn 4 round and carry on walking, which I did. 5 "I don't think that B201 saw us, or was aware of 6 what we'd witnessed. 7 "I don't think that I realised the enormity of what 8 I had witnessed, in some ways we were all quite naive 9 young boys. 10 "On a further occasion, on a similar walk along 11 Ashworth Valley, I again saw Higgins and B201 engaged in 12 similar behaviour. 13 "On this occasion, my attention was brought then by 14 another boy, who I can't recall. 15 "I glanced to my left and saw Higgins stood with 16 B201. 17 "Higgins had his penis out and was facing B201. 18 "I believe that he had his hand in B201's trousers 19 and with his other hand was pulling his head towards his 20 penis. 21 "I was probably about 12 to 15 feet away from them 22 at this time. I didn't stop to watch what was happening 23 but continued to walk past. 24 "I don't believe that either of them saw us but they 25 were making no attempt to hide.</p> <p style="text-align: center;">Page 23</p>
<p>1 However, after school, he would take us out walking and 2 camping. He was very much into outdoor pursuits. 3 "We would regularly hike around the hills 4 surrounding Rochdale and would travel further afield as 5 far as Morecambe Bay or even Hadrian's Wall. Groups of 6 around six to eight boys would normally accompany 7 Higgins on such walks. 8 "Invariably on these walks we became strung out, 9 although not too far apart. 10 "Higgins would usually point out a landmark on the 11 route where we would all regroup and continue. 12 "On one such walk, in Ashworth Valley, we had become 13 stretched out as usual. I was aware Mr Higgins was some 14 way behind. 15 "On this occasion, for some reason, I decided to 16 return and find Higgins. 17 "I was possibly with someone else, but as I rounded 18 some rocks near to a waterfall I saw Higgins together 19 with a boy, B201. Higgins was standing to the right of 20 B201 and Higgins had his penis out which was erect. 21 I could clearly see B201 was touching Higgins' penis and 22 was rubbing it, masturbating him. 23 "Higgins had his hand inside B201's trousers and 24 appeared to be fondling him. 25 "As I approached, Higgins looked towards me.</p> <p style="text-align: center;">Page 22</p>	<p>1 "I didn't specifically mention these incidents to 2 B201 but it was well known that he was one of Higgins' 3 favourites. 4 "B201 was a small, slight boy who didn't really fit 5 in at the school, he was a bit of a loner who kept 6 himself to himself. I got on all right with him but he 7 never really joined in with the 'gang'. 8 "Higgins acted like he had a God-given right to 9 treat any kid as he liked. Any child was a target and 10 he made it blatantly obvious that he was sexually 11 attracted to the boys in his care. This was obvious to 12 the pupils and must have been obvious to the other 13 members of staff. 14 "After I witnessed this behaviour with B201, I think 15 he must have thought that because I never mentioned this 16 to anyone, I could be trusted. He started making 17 advances towards me (although as I mentioned above he 18 had already made lewd statements to me before this). 19 "Higgins liked old buses and cars and drove an old 20 Wolsley, which was black. I remember being fascinated 21 by the hydraulic jack in the car. I was interested in 22 old classic cars. Mr Higgins came across as an expert 23 to me and he seemed to know everything. 24 "On one occasion, during my initial stay at 25 Knowl View I went on a trip with Higgins to an old bus</p> <p style="text-align: center;">Page 24</p>

1 depot. He drove us there and back.
 2 "I cannot remember recall where the depot was, but
 3 recall it being in a semi-rural area.
 4 "The buses in the depot were undergoing
 5 modernisation and there were some older scrap buses and
 6 others that were obviously operational. We were shown
 7 around by a member of staff initially and then given
 8 free run of the place.
 9 "I remember Higgins buying some items like
 10 Leyland bus insignia and the like, but particularly
 11 remember him buying or scrounging an old destination
 12 banner with brass handles on it. He placed all the
 13 items in the car.
 14 "On the way to the bus depot, I sat in the front
 15 seat next to Higgins who was driving.
 16 "During the course of the journey he brushed against
 17 my leg whilst he was changing gear. Initially, I didn't
 18 think anything of this. However, he continued to brush
 19 against me and I became more and more concerned.
 20 "He then took his hand off the gear lever and placed
 21 it onto my thigh and allowed it to linger there for
 22 a few moments which seemed to last forever.
 23 "I was extremely frightened and froze, tensing up.
 24 "He took his hand off my thigh and placed it back
 25 onto the gear stick.

Page 25

1 "I was too frightened to say anything.
 2 "I had been indecently assaulted before my time in
 3 care and was worried it was going to happen again.
 4 "Higgins stated that his underpants were tight and
 5 started to adjust himself. I don't think that he opened
 6 his trousers, but he readjusted his trousers.
 7 "I am not sure whether he had an erection or not.
 8 "We continued to the bus depot as I have described
 9 earlier.
 10 "In hindsight, I believe he was judging my reaction
 11 to him touching me.
 12 "As we were about to leave the bus depot, with me
 13 sitting in the front passenger seat and Higgins in the
 14 driver's seat, I recall him leaning over me to reach
 15 something. I can't remember what.
 16 "As he returned to the driving position, he took
 17 hold of my genitals over my trousers.
 18 "He used his left hand, which he placed over my
 19 privates, and rubbed. I recoiled into my seat in terror
 20 and immediately pushed him away physically. I told him
 21 that I wanted to go back to school. I was terrified and
 22 frightened.
 23 "Higgins started the car and set off back to
 24 Knowl View and tried to act calm as if nothing had
 25 happened.

Page 26

1 "We arrived back at Knowl View and nothing was ever
 2 said about the incident between us.
 3 "There were two further occasions when he abused me.
 4 "Some time after the incident in the car I remember
 5 having occasion to go to Higgins' flat. Although
 6 I can't recall the reason for going to his flat I do
 7 remember that it was during a weekend.
 8 "I knocked on the door, which was ajar, and entered
 9 the room.
 10 "I noticed a wallet on a table as I went in.
 11 "Higgins was not around and I took a £5 note out of
 12 the wallet.
 13 "As I did so, Higgins walked into the room from
 14 another part of the flat and caught me in the act.
 15 "I was shocked that I had been caught and became
 16 upset and started crying. He came over to me and asked
 17 me what I thought I was doing and put an arm around me.
 18 "I remember he smelled heavily of BO. He was
 19 initially very angry and I was very frightened.
 20 "In hindsight, I think that the anger he displayed
 21 was feigned because he soon calmed down and became very
 22 friendly.
 23 "He had one arm around my shoulders which slowly
 24 moved down my back, gently rubbing and patting it.
 25 "He told me that I was in trouble and that he would

Page 27

1 have to tell the headmaster, the police or even my
 2 father.
 3 "As he was saying this, his hand had gone down as
 4 far as my backside and he was beginning to fondle my
 5 buttocks.
 6 "Remembering what he'd done in the car, I pushed him
 7 away forcefully and shouted at him, 'Tell my dad then,
 8 I will tell him what you have done to me', and ran out
 9 of the room, taking the £5 note with me.
 10 "He made no attempt to chase me, which I found
 11 strange.
 12 "This incident was never mentioned again and he
 13 never asked for the £5 note back.
 14 "At that time, I found this reaction strange, but
 15 now understand he didn't want to push the issue too far
 16 because I'd threatened to tell my father what had
 17 occurred.
 18 "In my police statement, I said that he never made
 19 any further physical advances to me after this incident.
 20 However, there was in fact one further incident of
 21 sexual abuse I suffered when I was at Knowl View.
 22 "Because the school had not been opened for long,
 23 there was an official opening day. During this opening
 24 day, I was on car park duty. There was a long driveway
 25 between the road and Knowl View and I had to direct cars

Page 28

1 to park.
 2 "Higgins was supervising me. When one man came
 3 along in his car, I was told off for making the man park
 4 with the others. Higgins said to me, 'Do you know who
 5 he is?' He was allowed to park close to the school.
 6 A huge man then got out of the car. I was told that he
 7 was Cyril Smith. I didn't know who he was. He seemed
 8 official though and I gathered he was the mayor. He was
 9 treated like royalty.
 10 "I was made to lock up the car and was told that
 11 this would get sorted out afterwards.
 12 "At the opening ceremony there were some drinks and
 13 cakes. There were not many people there. Some of
 14 the parents of the children were there, although mine
 15 were not.
 16 "After the ceremony, Higgins told me to come up to
 17 his flat. When I got there, Higgins led me in.
 18 Cyril Smith was already in his flat. Higgins told me
 19 that I now knew who Cyril Smith was. I was told that as
 20 I got Cyril Smith to park his car in the wrong place,
 21 I had to be punished. This could be done by the
 22 headmaster or it could be done by Cyril Smith.
 23 I started to protest.
 24 "I was then pushed forward over the back of a chair
 25 or sofa in the flat. This was done by Higgins. He was

Page 29

1 standing to one side. He used one hand to push my head
 2 down and the other hand to pull my trousers down.
 3 I could feel that Cyril Smith was behind me. I could
 4 hear that Cyril Smith was undoing his clothes. I felt
 5 another hand reach around and grab my genitals. It
 6 could only have been Cyril Smith as Higgins was using
 7 one hand to hold my head down and was pulling my
 8 trousers down with the other. I realised what was
 9 happening. I struggled, and somehow I managed to break
 10 loose and I left. As I left, they were laughing.
 11 "Odd as it sounds, I then went on and resumed my
 12 day.
 13 "Shortly after this, I told the headmaster,
 14 John Turner, about what had happened with Higgins and
 15 Smith in Higgins' flat. Mr Turner was somebody
 16 I trusted. He was a nice man and he was a Rotarian.
 17 I remember seeing his lapel badge. When he heard me
 18 complain about Higgins and Smith, I saw a different side
 19 to him. I saw his full anger with the lid off.
 20 "He gave me a slap across the head. It was so hard
 21 that I had a headache. His eyes were bulging with
 22 anger. He called me a liar. He told me that I wouldn't
 23 be believed. He told me I had to consider the
 24 reputation of the school. Because of the reaction I got
 25 from him, I left it at that.

Page 30

1 "I didn't have any further problems at all from
 2 Higgins. I don't know if Mr Turner had spoken to him or
 3 if the complaint had been passed on. It was quite clear
 4 at the school, the staff watched out for each other.
 5 "Higgins never made any further physical advances to
 6 me after this incident.
 7 "In addition to the sexual assaults, violence was
 8 used a lot by staff in Knowl View. Some of the staff
 9 wanted the best for you. There were varying degrees of
 10 violence if you stepped out of line. Some staff were
 11 worse than others. One would throw stuff at your head.
 12 He once threw the chalk board eraser at me. It hit me
 13 on the head and it hit me so hard that I saw stars.
 14 "At Knowl View, there was a 'rowdy' room. This was
 15 almost like a gym, without the equipment. There wasn't
 16 anything at all that could be broken there. This was
 17 where we could play ball games. If you were ever called
 18 there, you knew that something was wrong. When I was
 19 called there, I had to stand there and Mr Jermaine and
 20 Mr Higgins would throw a medicine ball at me. This was
 21 a very heavy ball and sometimes more staff would come in
 22 and kick and slap me. After being beaten up, I was told
 23 to get a shower and get on with it.
 24 "I got regularly battered by staff. I had always
 25 pushed boundaries, although I was very resilient.

Page 31

1 Sometimes at night I wouldn't want to go to bed and
 2 I would lock myself in the toilet. Once they got me
 3 out, they would just jump on me. It was the way we were
 4 treated there.
 5 "Shortly after I had complained to John Turner about
 6 the abuse by Higgins and Smith, I was moved back to
 7 a children's home.
 8 "In 2014, I was informed that as Higgins had already
 9 been convicted and now was in prison and unlikely to see
 10 the light of day again, it was not in the public
 11 interest to prosecute him in relation to what he did to
 12 me."
 13 That's the excerpts from A8's statement.
 14 THE CHAIR: Thank you, Mr Henderson.
 15 MR ALTMAN: Chair, the next witness is
 16 Christine Scarborough.
 17 MS CHRISTINE MARY SCARBOROUGH (sworn)
 18 Examination by MR ALTMAN
 19 MR ALTMAN: Can we have your name, please?
 20 **A. Christine Mary Scarborough.**
 21 Q. Thank you, Ms Scarborough. The microphone does amplify
 22 your voice and we will need you to speak into it, not
 23 too exaggeratedly, but it just helps us and the rest of
 24 the room to hear what your evidence is.
 25 Now, Mrs Scarborough, did you train as a social

Page 32

1 worker?
 2 **A. Yes.**
 3 Q. Now retired?
 4 **A. Yes.**
 5 Q. When did you start working in Rochdale Social Services?
 6 **A. I started working in Rochdale Social Services in 1975,**
 7 **and apart from some time in Leeds as a guardian**
 8 **ad litem, I continued to work there right through my**
 9 **career.**
 10 Q. I'm taking this from your statement. You were in
 11 Rochdale from 1975 until 1985?
 12 **A. That's right.**
 13 Q. You said you went to Bradford Social Services. Did that
 14 cover the guardian ad litem work in Leeds?
 15 **A. Yes. It was a consortium between Bradford, Calderdale**
 16 **and Leeds. So I was employed by Bradford**
 17 **Social Services but worked in Leeds and Calderdale.**
 18 Q. I think you were away about two years?
 19 **A. Yes.**
 20 Q. And returned to Rochdale in 1987?
 21 **A. Yes.**
 22 Q. When you returned in 1987, what was your work then?
 23 **A. I worked as the senior social worker in the child and**
 24 **adolescent unit, which was a child mental health unit**
 25 **based up at the hospital.**

Page 33

1 Q. Which hospital?
 2 **A. Birch Hill Hospital in Rochdale.**
 3 Q. Birch Hill Hospital is in Rochdale. You worked at -- it
 4 is called the child and adolescent unit?
 5 **A. That's right.**
 6 Q. What was the purpose -- it may be obvious -- of that
 7 particular unit?
 8 **A. Well, it's a unit to deal with children who had mental**
 9 **health issues, emotional and behavioural problems, and**
 10 **psychiatric issues.**
 11 Q. How long were you on that unit?
 12 **A. I worked on that unit -- I worked at that unit**
 13 **basically -- virtually the rest of my career, but was**
 14 **backwards and forwards doing things in Rochdale**
 15 **Social Services, so I was the acting hospital social**
 16 **work manager of Birch Hill for a while and, because**
 17 **I had children and a family and a husband who worked**
 18 **away, I went back to work at the child and adolescent**
 19 **unit. But I was still -- whilst I was doing the other**
 20 **jobs, I was still at the child and adolescent unit and**
 21 **then that unit went into an organisation called**
 22 **Pennine Care and I worked with them and managed the**
 23 **services across Bury, Rochdale, Oldham, Tameside and**
 24 **Stockport, but was still employed. Because they were**
 25 **multi-disciplinary teams, I was still employed by**

Page 34

1 **social services, Rochdale Social Services.**
 2 Q. Retiring in 2008?
 3 **A. Yes.**
 4 Q. So around that time you were wearing two hats:
 5 a management hat and an operational hat, I suppose?
 6 **A. Yes.**
 7 Q. Let me ask you about, please, Knowl View. We understand
 8 that Knowl View School was run by the Education
 9 Department of Rochdale Council, and not social services;
 10 is that right?
 11 **A. Yes.**
 12 Q. Dr Fraser, Alison Fraser, who is sitting in the hearing
 13 room, she is next to give evidence, but she is permitted
 14 to listen to your evidence, when did you first meet her?
 15 **A. When I first started work at the child and adolescent**
 16 **unit in 1987.**
 17 Q. What was her relationship with the child and adolescent
 18 unit?
 19 **A. She was the child psychiatrist that led the child and**
 20 **adolescent unit.**
 21 Q. Your relationship with Knowl View, and perhaps hers,
 22 coincided, but what was your first relationship with
 23 Knowl View School, either yourself or the unit?
 24 **A. The child and adolescent unit started and Dr Fraser**
 25 **started it and I joined it and then we -- more staff**

Page 35

1 **joined. But one of the things we did was work with**
 2 **children who had emotional and behavioural difficulties,**
 3 **so obviously we wanted to provide support to those units**
 4 **in the borough that had those kinds of problems.**
 5 **So Dr Fraser worked for -- went into Knowl View and**
 6 **the EBD school Brownhills and I went into all the**
 7 **children's homes to offer the staff support. So she**
 8 **did --**
 9 Q. The schools?
 10 **A. -- the schools, and I did the children's homes.**
 11 Q. When do you think that started?
 12 **A. Pretty soon after I joined, in about -- towards the end**
 13 **of '87.**
 14 Q. As far as you're concerned, at that point did you ever
 15 do any of the schoolwork?
 16 **A. With Knowl View, no, or Brownhills, no.**
 17 Q. But clearly you must have discussed the work that
 18 Dr Fraser was doing?
 19 **A. Yes.**
 20 Q. In particular at Knowl View, which is all we are really
 21 interested in at the moment. First of all, what was she
 22 actually doing at Knowl View? I am sure she will tell
 23 us herself, but what was your understanding of what
 24 Dr Fraser was doing at Knowl View? What was the purpose
 25 of it?

Page 36

1 **A. To provide support to the staff to help them deal with**
 2 **any difficulties or emotional problems, behavioural**
 3 **problems, that they were struggling with; any issues**
 4 **with mental health issues that they might need some**
 5 **advice and support on.**
 6 Q. So this wasn't about, as it were, treating individual
 7 children?
 8 **A. No.**
 9 Q. This was about giving overarching advice --
 10 **A. Yes.**
 11 Q. -- to, what, teaching or care staff or both?
 12 **A. I would think to both, whoever would want to come to**
 13 **those meetings.**
 14 Q. About how to manage --
 15 **A. Yes.**
 16 Q. -- particular problems that they would confront in their
 17 working time at the school in relation to the type of
 18 boys that they had?
 19 **A. Yes.**
 20 Q. Boys who were vulnerable?
 21 **A. Yes.**
 22 Q. What did you understand from Dr Fraser when she
 23 undertook that work about, as it were, the takeup or the
 24 level of interest at Knowl View?
 25 **A. I don't think it was very good. The staff didn't use it**

Page 37

1 **as we had hoped that they would. I think there were**
 2 **times when she wasn't able to -- there was nobody there**
 3 **at all came in to see her.**
 4 Q. Now, can I move on to another topic, please,
 5 Mrs Scarborough. Did you become aware of sexual abuse
 6 that was taking place with boys at Knowl View at any
 7 particular point?
 8 **A. We became -- yes, we did, but not until the meeting of**
 9 **4 March, abuse to the boys. What we knew was that there**
 10 **was -- an intruder had broken into Knowl View School and**
 11 **that the children were going to -- some of the children**
 12 **were going down to Smith Street toilets.**
 13 Q. So there were two things that you knew -- is this what
 14 you are telling us --
 15 **A. Yes.**
 16 Q. -- we will come to the meeting of 4 March 1991. Now,
 17 the incident of the intruder we know to have taken place
 18 over two nights in September 1990.
 19 **A. Yes.**
 20 Q. How soon after that event or those events, including one
 21 night when sexual assaults took place, at least one, how
 22 long after that, as a ballpark figure, do you think it
 23 was that you, Mrs Scarborough, came into possession of
 24 that knowledge?
 25 **A. Probably a few months later.**

Page 38

1 Q. Where did you get the information from?
 2 **A. I think it came on a referral to the unit about some**
 3 **children at Knowl View, and it would have been possibly**
 4 **individual children who were referred to us.**
 5 Q. So referred for what? Psychiatric or psychological
 6 counselling?
 7 **A. Yes, basically, therapy to deal with what was going on.**
 8 Q. I think you said you became aware of the Hilton, as we
 9 call it, the Hilton incident?
 10 **A. Yes.**
 11 Q. Did you say a few months afterwards?
 12 **A. Yes.**
 13 Q. Do you think still in 1990 or tipping into 1991?
 14 **A. I think it was probably in 1990, because I think it was**
 15 **about that time that we wrote a letter.**
 16 Q. I will come to that. The second thing that you knew
 17 about, you said, was the child sex exploitation that was
 18 taking place with Knowl View boys down at Smith Street
 19 toilets?
 20 **A. That was referred to in the letters, the referral**
 21 **letters, I think.**
 22 Q. So that was a specific matter that was referred to your
 23 unit as being the subject of a requirement for either
 24 psychiatric treatment or psychological counselling in
 25 relation to, what, one boy or more than one boy from

Page 39

1 Knowl View?
 2 **A. I think it was -- it wasn't just -- there wasn't the**
 3 **referring for treatment about that. They was letting us**
 4 **know that basically the boys were involved. There were**
 5 **some boys going down to Smith Street toilets.**
 6 Q. What was the purpose, then -- if it wasn't to treat
 7 individual boys, what was the purpose in letting your
 8 unit know?
 9 **A. I suppose it was to try and help them stop the**
 10 **behaviour, basically. They were letting us know this**
 11 **behaviour was going on.**
 12 Q. Who is the "they"? Who was letting you know?
 13 **A. Whoever made the referrals, and I don't know, without**
 14 **looking at the files, who made the referrals.**
 15 Q. Was it a letter from Knowl View or some other source?
 16 **A. No, it wasn't from other schools. Whether it was --**
 17 **I think there's some reference in the notes to that**
 18 **being the medical officer, and I think there was also**
 19 **a referral from Hilary Marsh, who was an EWO.**
 20 Q. Which is what?
 21 **A. Education welfare officer.**
 22 Q. Was she attached to Rochdale Council?
 23 **A. Yes.**
 24 Q. So Hilary Marsh you think may have made a referral, but
 25 she would have been attached to which department at

Page 40

1 Rochdale? Education?
 2 **A. Education.**
 3 Q. She was an education welfare officer attached to the
 4 Education Department for Rochdale. She is a name that
 5 you have in mind as possibly having made a referral to
 6 the unit?
 7 **A. Yes, I think we got several different referrals about**
 8 **different boys.**
 9 Q. So we are clear -- forgive me if I have already asked,
 10 but just so I have it clear in my head -- Hilton
 11 incident September 1990. You say a few months later,
 12 leading up to the letter that you and Dr Fraser wrote --
 13 we will come to that -- is when you first became aware
 14 of the Hilton matter. At what point in all of this do
 15 you become aware of the Smith Street referrals? When
 16 are they sent to you?
 17 **A. I think they were included in the same thing. It was**
 18 **just mentioned that these things had happened.**
 19 Q. So this is all happening around the same time?
 20 **A. Yes, and it is in the same -- if I remember rightly,**
 21 **it's in the -- it would be in the same letters.**
 22 Q. We are talking about more than one letter?
 23 **A. I think so.**
 24 Q. Were these letters simply addressed to the unit
 25 generally or to you personally or to Dr Fraser

Page 41

1 personally, do you think?
 2 **A. They would be what we called referral letters, so they**
 3 **could come to whoever and basically they would then look**
 4 **at -- those would be assessed and to decide what we were**
 5 **going to actually do with them.**
 6 Q. That brings me to the next question. Presumably, both
 7 you and Dr Fraser in particular knew about these
 8 referrals?
 9 **A. Yes.**
 10 Q. You must have discussed them.
 11 **A. Yes.**
 12 Q. What did you decide to do about them?
 13 **A. Well, if I can remember rightly, it would be that**
 14 **I would go and check out some of the information to see**
 15 **what was actually happening. So I'd find out if they**
 16 **were known to Social Services Department, find out if**
 17 **any of them were in care, find out, you know, what was**
 18 **happening, check with the educational people about, for**
 19 **instance, why we'd got -- why somebody had broken into**
 20 **the educational establishment, and why weren't these**
 21 **children being protected from going down to Smith Street**
 22 **toilets.**
 23 **So after I'd done that, I'd be contacting the area**
 24 **teams to try and see what we needed to do, and my**
 25 **recollection is that it became clear that we weren't**

Page 42

1 **getting anywhere, nobody was seeing it as any kind of**
 2 **serious incident, and so, consequently, I was extremely**
 3 **concerned about that, as was Dr Fraser.**
 4 **So we made a decision, after having tried to get it**
 5 **through the organisation, to actually write a letter to**
 6 **the Director of Education.**
 7 Q. Who was, at the time, Diana Cavanagh?
 8 **A. Yes.**
 9 Q. As I say, I will come back to that. But just a couple
 10 of questions before I do.
 11 In your long experience as a social worker and then
 12 on the child and adolescent unit, just from what you had
 13 become aware of in those referral letters, had you come
 14 across anything quite like that before in relation to
 15 any residential school?
 16 **A. Yes.**
 17 Q. Where?
 18 **A. I was -- as a newly qualified social worker in**
 19 **Leicestershire, I had a child who was placed at**
 20 **a children's home in Market Harborough in Leicestershire**
 21 **with a manager called Frank Beck, and I on one occasion**
 22 **went to the school and was told that they had been doing**
 23 **some regression therapy with him, where they had -- he**
 24 **was 14 at the time, where they had placed him -- given**
 25 **him a bottle and put him in a nappy, stripped him down**

Page 43

1 **and put him in a nappy. I was about 24/25 at the time.**
 2 **I was just completely horrified.**
 3 **So I was really upset about it, and the child**
 4 **wouldn't speak about what happened. I went back to the**
 5 **office and I talked to them in the office, and that was**
 6 **passed up the management line, and, basically, I got**
 7 **a phone call two days later from a senior manager who --**
 8 **it stands in my mind because it was one of the only few**
 9 **times in my career when I was actually shouted at, about**
 10 **what was I doing, what did I know about regression**
 11 **therapy, how long had I been qualified, you know, this**
 12 **man was doing a very, very good job, and, basically,**
 13 **he'd brought children back from out-of-borough**
 14 **placements and had made -- was being successful with**
 15 **them and who was I to question this, and they didn't**
 16 **want any more complaints from me again.**
 17 Q. So this is another example of -- these are my words, not
 18 yours -- in effect, you hitting a bit of a brick wall?
 19 **A. Yes. But, you see, at that time, I didn't know anything**
 20 **about Frank Beck, in the sense of -- I mean, I knew he**
 21 **was a very personable man, he was very charming, and it**
 22 **wasn't until 10 years later that he was then convicted**
 23 **of sexual offences against the children in children's**
 24 **homes, and at that point I thought, "You were right".**
 25 **So there was then another time with a child in**

Page 44

1 **Otley, when I was working as a guardian ad litem, when**
 2 **I was interviewing him because his sister had been**
 3 **sexually abused and he'd been complicit in some of**
 4 **the sexual abuse with him and his father, and he told me**
 5 **that he'd been made to stand outside the headmaster's**
 6 **office with no clothes on, and this was denied by the**
 7 **staff, but, again, I went back and talked about it with**
 8 **senior people, and, basically, was told there was**
 9 **nothing we could do about it.**
 10 **So when I came into this with Knowl View with what**
 11 **was going on, I was very concerned about those**
 12 **experiences. I was concerned as to why we'd got a home**
 13 **where people were allowing young boys to be going down**
 14 **to Smith Street toilets in the evening and not**
 15 **protecting them, that there were paedophiles or somebody**
 16 **had broken into the home -- I don't think I knew at the**
 17 **time it was a paedophile, but had broken into the home**
 18 **and actually been there on two nights. How had that**
 19 **been allowed to happen? Where were the staff?**
 20 **So making a referral to us to just do some treatment**
 21 **with the boys seemed totally inappropriate because,**
 22 **essentially, we had to -- we'd got to stop that before**
 23 **you could actually do anything -- you had to protect the**
 24 **children first.**
 25 Q. Of course.

Page 45

1 **A. And make sure they were okay. You know, what else might**
 2 **be happening?**
 3 **So what -- the letter, as I recall, was about**
 4 **sending that in to make sure we'd got the education and**
 5 **Social Services Departments talking to each other to try**
 6 **and formulate a plan on how we were going to deal and**
 7 **protect these children.**
 8 Q. Another question. Up to this point in time, you had
 9 understood from these referral letters about the
 10 incident, the intruder, who had sexually abused at least
 11 one boy --
 12 **A. I didn't know that they'd sexually abused anybody at**
 13 **that point. All I knew was that there was an intruder.**
 14 **I didn't know that anything had happened at that point.**
 15 Q. You certainly do now.
 16 **A. Yes.**
 17 Q. You knew then, or if you didn't know the full scale of
 18 it, you know now, that it wasn't just one boy, it was
 19 several boys who were selling themselves, young boys, in
 20 the junior unit at Knowl View, selling themselves to men
 21 in the public toilets, and indeed elsewhere.
 22 My question, this question, is designed to ask, from
 23 your experience, had you, in all of those years, come
 24 across anything on that scale in terms of any other
 25 school?

Page 46

1 **A. No.**
 2 Q. Before the letter was written, did you know, and maybe,
 3 if she recalls it, Dr Fraser can tell us, that before
 4 the letter was sent to Diana Cavanagh, did Dr Fraser
 5 make any phone call to Diana Cavanagh just before
 6 Christmas 1990? Do you know about that?
 7 **A. Might have -- no, I don't. I can't remember anything**
 8 **about that. I know we were trying to get education and**
 9 **social services involved.**
 10 Q. One of the things you said in a witness statement which
 11 you made on 6 October 2015 -- you can look at it if you
 12 wish, but can I just read to you -- if you have it in
 13 front of you, it is on the second page. 6 October 2015?
 14 **A. That's the police statement, isn't it?**
 15 Q. Yes, second page. It is five pages, page 2 of five. Do
 16 you have that, Mrs Scarborough? You will see the
 17 numbering up the top?
 18 **A. I have got the police statement and I'm on page 2.**
 19 Q. Do you see a paragraph in the middle that says, "Knowl
 20 View School was run by the Education Department"?
 21 **A. Yes.**
 22 Q. That's the right page. Towards the end of that
 23 paragraph, just to introduce what I want to ask you
 24 about, you are talking there about Dr Fraser
 25 encountering an attitude at Knowl View of indifference

Page 47

1 towards what was being offered, and then four lines up
 2 in that central paragraph:
 3 "I didn't see any of the children from Knowl View,
 4 nor did any of my staff. However, I think Dr Fraser
 5 must have seen some or was aware there were problems,
 6 which in the end prompted us to send a letter to the
 7 Director of Education."
 8 **A. That's because I thought at the time, because I didn't**
 9 **have all the documentation, that we -- that the**
 10 **information had come from Knowl View with Dr Fraser**
 11 **going in there. I hadn't realised until I saw the**
 12 **recent -- more recent stuff that there were referral**
 13 **letters into us. So that's what that's --**
 14 Q. Which had no link to what she was doing at Knowl View?
 15 **A. Well, I think she'd stopped being at Knowl View then.**
 16 **But I didn't remember -- I didn't know that we'd had**
 17 **referral letters.**
 18 Q. Can we just read on:
 19 "We'd become aware that there had been an intruder
 20 and sexual abuse was occurring, plus some of the boys
 21 were visiting Smith Street toilets."
 22 That's what you have told us?
 23 **A. Yes.**
 24 Q. Let's go on to the next paragraph:
 25 "Dr Fraser had tried the usual avenues of referral

Page 48

1 into social services, which would be by way of telephone
 2 calls, but nothing appeared to be happening and because
 3 I was the link between social services and the child and
 4 adolescent unit, she would have discussed it with me."
 5 **A. Yes.**
 6 Q. It is about this, really that, I want to ask:
 7 "It was evident that the feeling from
 8 social services was that it was not their problem and
 9 should be addressed by the Education Department."
 10 Now, what was evident? Why was it evident? What
 11 had happened?
 12 **A. Well, because, basically, that's what we were being --**
 13 **I was being told that it was an education problem.**
 14 Q. Told by whom? Do you remember?
 15 **A. I can't remember who in the organisation told me that,**
 16 **but that was the thing, that it wasn't social services,**
 17 **it was education. I certainly felt that we needed to be**
 18 **looking and exploring what was happening to see whether**
 19 **in actual fact there was a child protection issue. So**
 20 **the only way it seemed to me we could begin to resolve**
 21 **it was by having a meeting between education,**
 22 **social services and ourselves to try and determine who**
 23 **was going to do what and what should happen.**
 24 Q. If we read on:
 25 "We were therefore faced with a difficulty, and

Page 49

1 because I had previous experience of similar issues in
 2 Leicestershire and Leeds ..."
 3 This is what you told us about?
 4 **A. Yes.**
 5 Q. What you were really saying is, similar issues in
 6 getting no cooperation out of people?
 7 **A. Yes.**
 8 Q. Or being told to stop:
 9 "So where things appeared to be ignored, I felt
 10 something had to be done as we had a responsibility to
 11 the children."
 12 **A. Yes.**
 13 Q. You say:
 14 "Our concern was, how could it be allowed to
 15 continue to happen? It was definitely a nuclear
 16 option."
 17 **A. Well, the sending the letter was.**
 18 Q. That's what I want to ask you, because those are your
 19 words in inverted commas. Why was it nuclear to send
 20 a letter to the Director of Education?
 21 **A. Because you just didn't do that because you had to go up**
 22 **the hierarchy. So you went up the hierarchy and it had**
 23 **to be resolved obviously at the lower level. So to**
 24 **actually send a letter from one health -- from health to**
 25 **the director and to -- with probably a copy to**

Page 50

1 **social services without going through all the normal**
 2 **channels would have been like sort of -- just like**
 3 **dropping a bomb into it, really. But we felt like we**
 4 **had to do that in order to try and get something to**
 5 **happen, to set up a meeting to try and plan how we dealt**
 6 **with the situation and how we kept these children safe.**
 7 Q. If you had gone through proper channels --
 8 **A. Well --**
 9 Q. -- and not, as it were, frog leaped --
 10 **A. Well, I tried that. I tried talking to up the**
 11 **organisation --**
 12 Q. You had done that already?
 13 **A. Yes.**
 14 Q. When you say "up the organisation" --
 15 **A. Well, I had spoken to education. I must have. Because**
 16 **I knew there was a previous -- there had been some kind**
 17 **of assessment previously that it wasn't a problem.**
 18 Q. What do you mean by that?
 19 **A. I think somebody had done a review of Knowl View after**
 20 **the incident and didn't see that it was a problem.**
 21 Q. Right.
 22 **A. That they'd sorted it out or it seemed okay.**
 23 Q. Who did you understand that from?
 24 **A. Educational psychology, I think, an educational**
 25 **psychologist might have done that.**

Page 51

1 Q. So your understanding was, presumably from somebody you
 2 had spoken to in the Education Department, that, what,
 3 Knowl View had a clean bill of health, it was an
 4 isolated incident, it wasn't going to happen again?
 5 What did you understand?
 6 **A. That they had done a review and there wasn't a problem.**
 7 Q. Did you understand who had done this review? You
 8 understood -- was it a psychological review or an
 9 internal school review?
 10 **A. A school review, I think. I think -- in reference to**
 11 **the papers, I think it might have been Mr Flammer, but**
 12 **I don't know.**
 13 Q. He was an educational psychologist?
 14 **A. Yes.**
 15 Q. Certainly there were interviews of staff, that's right.
 16 But you think Dr Flammer or Mr Flammer, as the case may
 17 be, was involved in some review?
 18 **A. Well, that's what's written down and I certainly sort of**
 19 **picked that up.**
 20 Q. Anyway, so it is the nuclear option that we go for. The
 21 letter was drafted by whom: you, Dr Fraser or both of
 22 you?
 23 **A. Both of us together.**
 24 Q. Whose name did it go out in?
 25 **A. Probably Dr Fraser's.**

Page 52

1 Q. Do you recall its content? Because we have never found
 2 this letter. We don't have it. I am sure you -- if you
 3 had a copy or Dr Fraser, we would have seen it, but we
 4 haven't. Can you help us? Obviously not word for word,
 5 but just gist it for us, let us know the sort of things
 6 that it said?

7 **A. Well, it would be talking -- from what I remember, it**
 8 **would be talking about the concerns about what had**
 9 **happened to the incident with the person breaking into**
 10 **the school, we'd be talking about the concerns about the**
 11 **children going down to Smith Street toilets, and that we**
 12 **would have wanted a multi-agency meeting to actually try**
 13 **and deal with the situation.**

14 **It was no good them referring the children to us for**
 15 **us to do individual therapy if abuse was going on. What**
 16 **we'd got to do is basically stop and make the children**
 17 **safe, but also to try and make sure that if there were**
 18 **child protection issues and there was any need for**
 19 **a criminal investigation, that that wasn't compromised**
 20 **by us wading in. Consequently, what we were wanting was**
 21 **for child protection procedures to be followed so that**
 22 **we could actually see -- somebody could actually**
 23 **interview the children with police people present, if**
 24 **necessary, to actually try and determine what had gone**
 25 **on. That's where we were.**

Page 53

1 Q. If the information is correct, the first thing that
 2 happened was Dr Fraser telephoned Diana Cavanagh
 3 in December 1990, and we know that there was this
 4 meeting on 4 March 1991. When, in all of that, do you
 5 think this letter went?

6 **A. I can't remember that. No idea.**

7 Q. Somewhere in between?

8 **A. Somewhere in between, I would think, so.**

9 Q. So between Christmas and the beginning of March?

10 **A. Yes, because the March meeting was in response to --**
 11 **that was the response to our letter.**

12 Q. Did you get any formal response from Diana Cavanagh, in
 13 writing?

14 **A. I can't remember that. No idea.**

15 Q. How did that meeting then on 4 March come about? How
 16 was it arranged?

17 **A. Well, it would be -- it was sort of set up. I don't**
 18 **know who set it up. I think social services set it up.**
 19 **So it might be Janet Bowyer, who was the child**
 20 **protection lead at the time, set that up. She was**
 21 **there, we were there, there were people from education**
 22 **there and people from the school, and the Assistant**
 23 **Director of Education was there.**

24 Q. Let's look at the minutes that we have, please.
 25 RHC001617 at page 10. You have seen this before,

Page 54

1 Mrs Scarborough. You probably have your own copy. If
 2 you look at the screen, just to check we are looking at
 3 the same copy of it.

4 **A. Yes.**

5 Q. This is the document. We see Dr Fraser is named at the
 6 top. Janet Bowyer. Then you. B Williams,
 7 Brian Williams, the Assistant Education Officer?

8 **A. Yes.**

9 Q. Is he who you were talking about?

10 **A. Yes.**

11 Q. What was his job, as a matter of interest? Where did he
 12 sit in relation to Diana Cavanagh?

13 **A. Just below her. One below.**

14 Q. Then Duncan Eaton, who is shown as a residential social
 15 worker, but he was the head of the unit, the Norden
 16 unit, where the intruder had been. Bill Roberts, house
 17 parent. Martin Digan, he was a residential social
 18 worker or house parent, at the time, of the other senior
 19 unit, Egerton. Janet Wheeler was a team leader.
 20 Hilda Wenlock, another house parent, and Steve Cohen,
 21 given as PRCCO. Do you know what that means?

22 **A. No idea.**

23 Q. Under that:
 24 "The meeting was arranged by the Social Services
 25 Department who were concerned about a number of issues

Page 55

1 involving sexual abuse."

2 But looking at the list of attendees, was there
 3 anybody there from the Social Services Department, as
 4 such?

5 **A. Janet Bowyer.**

6 Q. So she is social services?

7 **A. Yes.**

8 Q. But she is the only one?

9 **A. She's the child protection person.**

10 Q. Where did she work, do you know? Which office? Was it
 11 the municipal offices, the main office? Do you
 12 remember?

13 **A. No, it wasn't. I can't remember where she would be.**
 14 **The office, the child protection unit, was not in the**
 15 **main social services building. It was somewhere else.**
 16 **I can't remember --**

17 Q. Don't worry.

18 **A. -- where it was at that particular time.**

19 Q. Don't worry, we are hearing from her we hope this
 20 afternoon.
 21 Does it look as if Diana Cavanagh then must have got
 22 somebody from within the Social Services Department to
 23 set up the meeting that you required?

24 **A. Yes, I mean, that was the meeting. I mean, we have**
 25 **somebody high up in education, the assistant director;**

Page 56

<p>1 we have child protection, the child protection lead 2 there; and the only person who wasn't there that I would 3 have hoped to be there was the headmaster of the school, 4 but I'm not sure whether there was one at the time. 5 Q. Well, it was in a position of transition. On 4 March 6 the headmaster, if I'm right in saying, was 7 Michael Poulton, who had been seconded from another 8 school. But from 8 March of that year, Stephen Bradshaw 9 was the incoming headmaster, and he didn't take up his 10 post for about another month? 11 A. Okay. 12 Q. So that might explain it? 13 A. Yes. 14 Q. There were three incidents which were highlighted in the 15 course of this meeting. We don't need to go through 16 them in great detail. The chair and panel have seen 17 this many times. But the first related to an interview 18 that a boy underwent with a detective constable by the 19 name of Goggins in July of the previous year in relation 20 to events at Smith Street toilets, and the whole first 21 section dealt with his dealings, that boy's dealings, 22 with events there -- A10 as we know him -- another boy, 23 A9, A13 and A12, all of whom were involved in events at 24 those toilets. 25 Then if we go to the next page --</p> <p style="text-align: center;">Page 57</p>	<p>1 Where did all of that information come from? 2 A. It came from the school and, as I said, none of that we 3 knew. 4 Q. Who fed it into the meeting then? 5 A. I can't remember. I would assume that's the school 6 staff. 7 Q. Well, the school staff we have here are Eaton, Roberts, 8 Digan, Wheeler, I think Wenlock and Cohen. So you think 9 it was one or more of those members of staff who fed 10 that information into the meeting? 11 A. Yes. 12 Q. Then when we go to the third page, which is page 12 of 13 the document -- I hope it starts with the word "College" 14 at the top, apart from the title? 15 A. Yes. 16 Q. "Suggestions for solutions were: 17 "1. Another unit so movement could flow and Norden 18 could be contained. 19 "2. We need help from outside authorities, ie, 20 Dave Edmunds, educational psychologist. 21 "3. A report to be issued from child guidance. 22 "4. Regrading. Extra help could then be provided." 23 Regrading of what or who -- staff? Is that what you 24 meant? 25 A. That was a staffing issue.</p> <p style="text-align: center;">Page 59</p>
<p>1 A. Can I just pause you, please? 2 Q. As long as you're not going to mention any names. 3 A. No, I'm not going to mention any names. What I am going 4 to say is that we only had that there was an incident at 5 Smith Street toilets as information. We only had 6 that -- all this detail was completely new at that 7 meeting. 8 Q. You have anticipated a question, because I am going 9 through it just to ask who was giving this information. 10 Let's just go through the information and then 11 I will ask you a global question, the one that you have 12 anticipated. 13 If we go to the next page, point 2, this really 14 deals with what we call "the Hilton incident", 15 the September 1990 incident, in Norden House unit. 16 Then the third is about a boy ciphered as A11, the 17 Hilton incident having occurred during his first week at 18 the school at Knowl View, but the particular issue 19 around him was confusion apparently over his sexual 20 identity, saying that he was gay and asking for HIV 21 tests as he had a relationship with a man outside the 22 school as well as having had sexual involvement with 23 another boy encouraged by two others. He'd also 24 truanted from school, and there were clearly problems 25 around him.</p> <p style="text-align: center;">Page 58</p>	<p>1 Q. Did you understand it? 2 A. There are two minutes of this meeting -- 3 Q. Right. 4 A. -- one of which says this and another one says that they 5 were going to involve -- Janet Bowyer was going to be 6 involved in discussions with the police and working -- 7 so there was a number of things that came out of that 8 meeting. 9 Q. Right. 10 A. The regrading stuff and extra help would be about -- one 11 of the things I was wanting was waking night staff. So 12 there would be things about training the staff -- 13 Q. Which comes into point 5. 14 A. Yes. So there was issues about whether in actual 15 fact -- because some people saw what was happening at 16 the school as normal behaviour that went on in a boys' 17 school, and so it was about what was normal and what 18 wasn't normal. So there were some discussions about 19 that. 20 So it was about helping the staff to differentiate 21 and protect those children, really. So there are two 22 minutes. There is another minute as well. 23 Q. I want to ask you about that. Is that a handwritten 24 minute or a typed minute that you have because I would 25 like to look at that to see what document you are</p> <p style="text-align: center;">Page 60</p>

1 referring to.
 2 **A. Oh, right.**
 3 Q. Don't worry, Mrs Scarborough --
 4 **A. As you come further down here, it says:**
 5 **"Janet Bowyer wants to look at the situation before**
 6 **any new children are admitted."**
 7 **That was what -- Janet was going to look and talk to**
 8 **the police, talk about the incidents, talk about whether**
 9 **we needed to do joint social services/police interviews**
 10 **to determine what was happening.**
 11 **I mean, nobody would want to criminalise the boys,**
 12 **but what one wanted to do is make sure there was**
 13 **a situation where everything had been looked at, because**
 14 **where was all this behaviour coming from, is the crucial**
 15 **question; what was leading to all these children**
 16 **behaving in this kind of way?**
 17 Q. Mrs Scarborough, you will remember me telling you when
 18 we met earlier that the chair and panel would have
 19 a break. We have slightly overrun by five minutes, but
 20 they won't mind. But I am going to invite the chair and
 21 panel to have a break now. That will give me an
 22 opportunity to look at the other minutes that you have
 23 of this meeting, which I would just like to check, if
 24 you wouldn't mind, before you go, and we will come back,
 25 I imagine, chair, at about 12.05 pm? Thank you very

Page 61

1 much.
 2 THE CHAIR: Thank you, Mr Altman.
 3 (11.50 am)
 4 (A short break)
 5 (12.07 pm)
 6 MR ALTMAN: Ms Scarborough, before we broke do you remember
 7 telling us that in the context of what we were looking
 8 at in relation to 4 March, or perhaps just before then,
 9 certain people thought the behaviour was normal in
 10 a boys' school?
 11 **A. Yes.**
 12 Q. Who thought it was normal? In what context was that
 13 said?
 14 **A. There is a reference in one of the notes here to who**
 15 **thought it was normal. But it was a general feeling**
 16 **that was around in many places, that if you put groups**
 17 **of boys together, whether it be in a boarding school or**
 18 **a children's home or a residential school, then there**
 19 **would be sexual abuse between the boys.**
 20 Q. We will see if we come across that reference, because we
 21 are going to go to the other notes that you have, which
 22 we do have, they are the same thing, in a moment.
 23 Let's just look at the conclusions that you arrived
 24 at on 4 March. Can we have up the document we had up
 25 before, please, RHC001617 at page 12. You will see it

Page 62

1 on the screen, Ms Scarborough:
 2 "Children need guidance individually, regarding
 3 awareness. Parents could possibly make a claim against
 4 the authority if something isn't sorted out quickly."
 5 Whose concern was that? Who vocalised that concern?
 6 **A. I have no idea. I don't know. I would have thought --**
 7 **I don't know.**
 8 Q. Well, the only people who could be concerned about
 9 a claim being made against the authority is the
 10 authority?
 11 **A. I can't remember who said that.**
 12 Q. "Regrading to be looked at. Head of care has produced
 13 a new structure list."
 14 Was Duncan Eaton, do you think, the head of care or
 15 was somebody else the head of care at that point?
 16 **A. I don't remember that either.**
 17 Q. "Janet Bowyer wants to look at the situation before any
 18 new children are admitted."
 19 **A. Yes.**
 20 Q. "B Williams not sure the solutions will be pursued, but
 21 agrees the present weighs is intolerable. It may be
 22 that certain boys need to go home at night. The alarm
 23 system is sufficient for outside but is not solving
 24 inside problems.
 25 "It is not acceptable to create a separate unit for

Page 63

1 boys as there is different degrees of sexual abuse.
 2 "Social workers for individual boys to be notified.
 3 "Janet Bowyer to speak to Brian Williams on 5 March.
 4 A strategy meeting with police to be arranged to work
 5 out who will be involved in documenting these issues."
 6 And she was to talk to Mr Edmonds.
 7 Let's go to the note that you have, please, because
 8 you have a separate note, and we can bring that up on
 9 screen. I think we are looking at the same document,
 10 Mrs Scarborough, but I am told by Mr Henderson, who has
 11 had a peek at what you have, that it slightly differs
 12 from what we have in the sense of the redactions which
 13 have been applied. So I ask you to be especially
 14 careful to not name names as you go in case anything has
 15 been left unredacted in the document that you have.
 16 The one I am going to put up on the screen, if you
 17 wouldn't mind, the one I have, which is GMP000375,
 18 page 3.
 19 If you look at the screen, is that the same document
 20 that you have? Of course we have redactions on the
 21 document. But is that the same document? Those are the
 22 notes.
 23 **A. Yes.**
 24 Q. I don't want to go through them all, but whose
 25 handwriting is this?

Page 64

1 **A. No idea.**
 2 Q. You don't know?
 3 **A. No.**
 4 Q. How did you come into possession of these notes? Were
 5 they from the inquiry or did you always have them?
 6 **A. I have never seen these notes until -- I think I might**
 7 **have seen them when I spoke to Justice Garnham --**
 8 **Mr Garnham, the QC who was leading the Rochdale inquiry.**
 9 **I hadn't seen any of these notes beforehand.**
 10 Q. So during the Garnham Review you may have seen them?
 11 **A. Yes.**
 12 Q. We don't have to go through them at great length because
 13 they cover the same ground. These are simply
 14 handwritten notes, perhaps, rather than minutes, of
 15 the same meeting that we have been looking at.
 16 A couple of things I want to ask you about which
 17 don't appear in the typed minutes. Best look on the
 18 screen so you can follow. Go to our page 4. Do you see
 19 just above the redaction label at the foot of the page
 20 in inverted commas:
 21 "Poppers' from a sex shop."
 22 **A. Yes.**
 23 Q. Do you remember somebody mentioning that one of
 24 the boys -- and we know from another source the
 25 allegation, it was A10 as we have ciphered them, was

Page 65

1 able to get poppers, amyl nitrate, from a sex shop in
 2 Bury. Do you remember being told that during the course
 3 of the meeting?
 4 **A. Not particularly. I mean, there was just such a lot of**
 5 **information that was produced. Because you have got to**
 6 **remember, all of these things, all of these allegations,**
 7 **other than the Smith Street toilet and the man breaking**
 8 **into, were all new.**
 9 Q. And that, you said, the intruder, you didn't know that
 10 sexual abuse was involved, what, until this meeting?
 11 **A. Yes.**
 12 Q. Can we look halfway down page 6 in the same document.
 13 This deals with -- although, unfortunately, it is not
 14 ciphered, but the second paragraph, where there is
 15 a redaction label, reads:
 16 "Admitted to school September. Known to [something]
 17 and Prestwich Hospital."
 18 Does that mean anything, the name? Forgive me,
 19 "Known to Alison", perhaps, at Prestwich Hospital?
 20 **A. No, it is "and Prestwich Hospital". Prestwich Hospital**
 21 **was the inpatient unit --**
 22 Q. Psychiatric?
 23 **A. The psychiatric inpatient unit for the region.**
 24 Q. So that's "Known to Alison and Prestwich Hospital."
 25 Confusion over sexual identity. Shock tactics. I'm

Page 66

1 gay'. Demanded HIV test."
 2 So the shock tactic part of it, which I don't think
 3 appears in the typed note, do you remember who said that
 4 A11 was demanding an HIV test as a shock tactic? Do you
 5 remember who said that?
 6 **A. No idea. I assume it's one of the residential staff.**
 7 Q. Then there's further information about what he had been
 8 doing with a man from -- an older Heywood man, out of
 9 school.
 10 On the final page, page 8, do you see the second
 11 line has the words "Negligence HIV"? Did the word
 12 "negligence" -- don't let me put words into your mouth,
 13 but did the word "negligence" relate to the fear that
 14 was expressed by someone of parents possibly making
 15 a claim against the authority if something wasn't sorted
 16 out, or did "negligence", the word "negligence", if you
 17 have any recollection of it, relate to some entirely
 18 different problem?
 19 **A. I think that might have referred to the fact that nobody**
 20 **had actually seen whether -- if there had been some**
 21 **sexual relationships with the boys with a man who had**
 22 **HIV, whether in actual fact the child had HIV, whether**
 23 **there had been any tests. That's what I remember of**
 24 **that.**
 25 Q. Now, when you were spoken to by Mr Garnham, as he was,

Page 67

1 in June 2014, you made comments about speaking to
 2 Janet Bowyer in the car park?
 3 **A. Yes.**
 4 Q. Was this before or after the meeting?
 5 **A. After the meeting.**
 6 Q. And saying, "This is awful, something has to be done"?
 7 **A. If you can imagine, we have gone along for a planning**
 8 **meeting and all this information is provided about these**
 9 **children. Then one of the things that you're thinking**
 10 **is, it is terrible. Somebody actually needs to be going**
 11 **in and doing some interviews with these children, with**
 12 **the police involved, to actually make sure that we see**
 13 **what's happening, we try and sort it out, we stop it, we**
 14 **make the children safe.**
 15 Q. Forgive me for stopping you. While I have got the
 16 thought in my head, from your position and your
 17 professional expertise, what was so critical about
 18 getting people in to interview the children in the
 19 presence of the police, or was it by the police you
 20 envisaged?
 21 **A. Well, it would be a joint interview.**
 22 Q. By?
 23 **A. The police and social services. Because that was the**
 24 **protocol, the way that you had to deal with things to**
 25 **actually then determine whether you needed -- I mean,**

Page 68

1 nobody would want to criminalise the boys, but whether
 2 in actual fact you needed to do -- whether something
 3 else might be happening that was leading to this
 4 behaviour or whether it was just what was going on in
 5 the school and how we could make some of the younger
 6 boys or the boys who were not happy with what was going
 7 on safe.

8 Q. Which boys, at least in your mind, should have been
 9 interviewed? Some or all of them?

10 A. All of them.

11 Q. When you say all --

12 A. All of those boys where there were concerns raised. All
 13 of them. All of the boys who had been down to
 14 Smith Street toilets. There was no -- it was no good me
 15 doing it, as part of the child and adolescent unit,
 16 because, essentially, I needed a police person to do
 17 that with, we needed to be involved in a planned way.
 18 That was the protocol. So we had to do that to then
 19 determine what were the next steps. So if I'd have done
 20 it on my own, it would have been in breach of all the
 21 child protection protocols.

22 Q. When you use the term "protocols", for members of
 23 the public watching, what protocols did you have in
 24 mind?

25 A. The child protection guidelines that we were actually to

Page 69

1 work to.

2 Q. So all of the boys who were named, did that envisage,
 3 for example, in the Hilton incident, as it turns out,
 4 there is, without question, one boy who was sexually
 5 abused not least because Hilton pleaded guilty to
 6 a criminal offence in relation to him at the back end of
 7 1990 and was sentenced in February 1991 for it. But
 8 what about other boys who might have witnessed sexual
 9 assaults taking place or those boys who were perhaps
 10 indirectly involved in another way? There was some
 11 suggestion, if my memory serves me, of boys being
 12 encouraged into group masturbation, for example. Would
 13 you have envisaged those boys being interviewed as well?

14 A. My feeling was that you needed -- I mean, you've
 15 obviously got a very, very difficult situation, and you
 16 needed to get as much information as possible. So my
 17 thought would be that you would need to certainly start
 18 with the ones where there was the serious things and
 19 then plan out interviewing the other children as well.

20 Q. Thank you. So when we think about the 4 March meeting,
 21 and we looked at the issues for resolution and the
 22 conclusions of the meeting, did you think a reasonable
 23 plan had been formulated? Were you happy with it?

24 A. Well, I knew that Janet was going off to talk to the
 25 police, she was going to talk to the social services

Page 70

1 teams where the children were from, that she was --
 2 there were some discussions about training the staff,
 3 there were discussions about looking at waking night
 4 staff, so that we were beginning to get a hold on the
 5 situation and take that forward. So that's what
 6 I thought was happening.

7 Q. I think in your statement, or perhaps the Garnham one,
 8 it doesn't really matter which, you said you felt the
 9 school was in a terrible mess?

10 A. Well, I think it was.

11 Q. 4 March. We have seen the outcome of that meeting in
 12 the sense of what was resolved to do. Did you have any
 13 more involvement with the school after that?

14 A. No. No, I didn't. I didn't have any more involvement
 15 in any meetings or anything. I mean, I obviously -- all
 16 of the meetings that happened, I wasn't party to in any
 17 kind of way.

18 Q. What about Alison Fraser?

19 A. I don't think Alison was either. That didn't mean to
 20 say we weren't concerned.

21 Q. Nobody is suggesting that; quite the contrary. But what
 22 I want to know is whether you'd expected to be involved
 23 or consulted further?

24 A. Well, I would have hoped that we would have been, but it
 25 wasn't -- in a sense -- at the time, there was the

Page 71

1 thinking that you couldn't start therapy with the
 2 children until you'd actually resolved some of the other
 3 things. So once they'd sorted out some of the other
 4 things and found out what was happening and made the
 5 children safe, then you could do work with them.

6 Q. So the other things were for other people, were they?

7 A. Well, the other things had been planned out with
 8 education and Janet Bowyer to take forward.

9 Q. If you have got your witness statement in front of you,
 10 page 3 of 5 at the bottom?

11 A. Which specific one are you referring to?

12 Q. The one we looked at earlier. The one of
 13 6 October 2015. Page 3 of 5 at the bottom:
 14 "Sometime after the meeting of 4 March 1991 and
 15 before Val Mellor's report was published in 1992, you
 16 say:
 17 "I visited Freema Taylor's office at Heywood and had
 18 a major row with her as she maintained that the issues
 19 at Knowl View School were not child protection because
 20 it only related to children at home and these children
 21 were at an educational establishment ..."
 22 I'm at the top of page 4.

23 A. Yes.

24 Q. "... and a report had been set up, so it was nothing to
 25 do with social services and didn't fall within our

Page 72

1 remit."
 2 First of all, who was Freema Taylor?
 3 **A. Freema Taylor was the area manager for Heywood**
 4 **Social Services team, which Knowl View was -- was in**
 5 **that borough.**
 6 Q. It fell within Heywood?
 7 **A. Yes.**
 8 Q. How did this row erupt?
 9 **A. I can't remember why I was there, but at the end of why**
 10 **I was there there was a discussion about the fact that**
 11 **they were not going to take any action because it wasn't**
 12 **child protection.**
 13 Q. Why wasn't it child protection?
 14 **A. Because it was seen that child protection only happened**
 15 **in families, and that was an authority decision. I was**
 16 **absolutely beside myself. So I was really, really cross**
 17 **and we had an argument about it because I said I could**
 18 **not believe that we could possibly have made that**
 19 **decision.**
 20 Q. Help us, if you are able: this was clearly after the
 21 meeting of 4 March. Do you have any sense now how long
 22 after that meeting it was that you had this row with
 23 Freema Taylor?
 24 **A. Looking at the paperwork that I've got, it was clearly**
 25 **after the decisions had been made, so we were talking**

Page 73

1 **about the end of May/beginning of June.**
 2 Q. Presumably, you know that a decision was certainly made
 3 and recorded in a memorandum of 30 May 1991 by
 4 Ian Davey, the then Director of Social Services?
 5 **A. Yes.**
 6 Q. But purely in relation to child-on-child abuse, which
 7 was said not to fall within child protection guidelines.
 8 Is that what you have in mind?
 9 **A. Well, it was -- yes. I mean, I was told that the things**
 10 **that were happening within Knowl View did not fall**
 11 **within child protection. What was told to me was that**
 12 **child protection was only -- we only dealt with it in**
 13 **social services when it was within families, and that**
 14 **was not my understanding.**
 15 Q. Just looking at your statement, you disagreed, saying:
 16 "It had to be child protection owing to the alleged
 17 nature of the abuse and the vulnerability of
 18 the pupils."
 19 But it was being put to you that -- on
 20 a technicality, is the way you viewed it -- on
 21 a technicality, child protection only related to what
 22 parents do to children at home and therefore not within
 23 the remit of social services, and felt to be education's
 24 responsibility?
 25 **A. Yes.**

Page 74

1 Q. That's the way it was put to you.
 2 **A. Obviously there were no interviews with any of**
 3 **the children.**
 4 Q. We know about that, and we will have some evidence about
 5 that later. But I suppose you added:
 6 "It should be noted that it was a different era then
 7 and at the time it was accepted that there would be some
 8 form of sexualised behaviour between boys in that type
 9 of an environment."
 10 Which is something you have already commented about?
 11 **A. Yes.**
 12 Q. It is something that we see alleged elsewhere against
 13 two other people during the course of a meeting, to
 14 which we will also come.
 15 Do you think social services were perhaps influenced
 16 by that kind of thinking at that time? You know, this
 17 was pretty normal, boys experimenting with each other,
 18 what do you expect, boys together in a residential
 19 establishment?
 20 **A. There was clearly some of that around.**
 21 Q. But even if that was right, it could only apply to peer
 22 on peer or child on child; it couldn't possibly explain
 23 the Hilton incident?
 24 **A. No.**
 25 Q. Do you agree? And it couldn't possibly explain what was

Page 75

1 going on at Smith Street?
 2 **A. No.**
 3 Q. So that we are clear, as far as you're concerned,
 4 Mrs Scarborough, if you had had your way, would all of
 5 the three different very serious issues which were
 6 raised during the course of the 4 March meeting have
 7 fallen within child protection?
 8 **A. Well, I thought so.**
 9 Q. Can I ask you another question, diverting slightly? You
 10 obviously knew about what was going on in Rochdale with
 11 the ritual abuse matter. Did you have any sense that
 12 after that, in particular after the judgments which the
 13 council received, I think, on 1 January 1991, but wasn't
 14 published until March of that year, so around the time
 15 all of this is going on, from your impression or
 16 observation, do you think that that impacted in
 17 particular on social services and how they viewed their
 18 job in intervening in child cases?
 19 **A. Yes.**
 20 Q. In what way?
 21 **A. I think the authority had been, up until that point,**
 22 **quite an interventionist authority, and had been -- its**
 23 **child protection work had been very good. They had**
 24 **taken children into care. They had supported families.**
 25 **From that point, I think we moved to an organisation**

Page 76

1 where it was very difficult to get children into care.
 2 **It was very difficult. You had to have extremely high**
 3 **thresholds to take any kind of proceedings.**
 4 Q. Did you have any sense that that approach impacted on
 5 what was going on here at this point, almost the very
 6 same point in time?
 7 **A. I think, with hindsight, looking back, that probably was**
 8 **the case, because, clearly, they'd already had one issue**
 9 **and been criticised for what had happened with**
 10 **Middleton. I wasn't involved in Middleton --**
 11 Q. No, no --
 12 **A. -- in any kind of way, and clearly one wouldn't perhaps**
 13 **want another thing arising a few months later.**
 14 Q. Yes.
 15 **A. But that is speculation.**
 16 Q. We understand. But you will be comforted by knowing you
 17 are not the only person to have said it.
 18 Mrs Scarborough, can we think about a couple of
 19 reports. Have you heard of the Shepherd Report?
 20 Phil Shepherd, 20 March 1991?
 21 **A. I heard -- first saw that report when I was interviewed**
 22 **by Mr Garnham as part of the evidence. I had never seen**
 23 **that before.**
 24 Q. There was also a report -- you made reference to it --
 25 by Valerie Mellor in February 1992. Were you ever shown

Page 77

1 that report at the time?
 2 **A. No, I didn't actually see that report, but I knew that**
 3 **as a result of what was happening, the fact that they**
 4 **were going to bring in Val Mellor to actually do**
 5 **a review of what had been happening at Knowl View, and**
 6 **as she was -- provided expert opinion to the Cleveland**
 7 **inquiry, she provided expert opinion to the Middleton**
 8 **inquiry and she was seen as the expert in the north-west**
 9 **on child sexual abuse, then it had been handed over to**
 10 **somebody who I suppose had expertise in the area.**
 11 Q. In the area of child sexual abuse?
 12 **A. Yes.**
 13 Q. Did you think, or do you think, that you and/or
 14 Dr Fraser ought to have been involved in investigations
 15 that were taking place during that period?
 16 **A. Well, I wasn't seen as having that kind of expertise to**
 17 **that kind of level to do that. You know, I mean, they**
 18 **went to Val Mellor, I assume, because --**
 19 Q. Do you think she was the right person for it?
 20 **A. Well, she was the expert, the regional expert.**
 21 Q. If the terms of reference that she was asked to consider
 22 were purely as to child sexual abuse in the
 23 psychological field, would you agree that she would be
 24 a good expert to employ?
 25 **A. Well, she was the one that was basically the main one in**

Page 78

1 **the north-west, so yes is the answer to that.**
 2 Q. If the terms of reference that she was given had to do
 3 with education at the school, would you so readily
 4 agree?
 5 **A. Well, I don't know what her expertise was in that area,**
 6 **personally. But that doesn't mean to say she didn't**
 7 **have any.**
 8 Q. No, no. You said to the Garnham Review in your
 9 interview that you thought -- because you clearly saw
 10 the report by that time -- it was a bit naive, or she
 11 was a bit naive in her conclusions. Do you remember
 12 what you meant by that?
 13 **A. I think it was the fact that she didn't think the abuse**
 14 **was of -- I can't remember the words because I haven't**
 15 **seen it for several years, that report, and it was the**
 16 **first time I saw it then, but it was something about the**
 17 **abuse wasn't, you know -- it wasn't seen as abuse,**
 18 **really, which I fundamentally disagreed with.**
 19 MR ALTMAN: I think, Mrs Scarborough, those were all the
 20 questions I have for you. The chair and the panel might
 21 have the odd question for you.
 22 Questions from THE PANEL
 23 THE CHAIR: Thank you, Ms Scarborough. Regarding your
 24 comment about the higher thresholds for reception into
 25 care after Middleton, I appreciate your comment was

Page 79

1 speculative and probably your answer to this would be as
 2 well, but where do you think the determination to raise
 3 these thresholds arose? Was it led by councillors or
 4 senior managers or both?
 5 **A. I think it was possibly senior managers because I had**
 6 **certainly a discussion with the legal chief exec about**
 7 **taking some children into care and was very clearly told**
 8 **we weren't an authority to be doing that, and I said,**
 9 **well, that was our job, and so there was certainly an**
 10 **issue about that, but I have no idea whether it came**
 11 **from higher up or not. I think obviously the message**
 12 **was, after Middleton, that we had made -- that**
 13 **Middleton -- that Rochdale Social Services had made**
 14 **a terrible mistake taking those children into care and**
 15 **therefore there was the pendulum swung quite**
 16 **dramatically.**
 17 THE CHAIR: The other way.
 18 **A. But that was around for a very long time because**
 19 **I worked across five local authorities in the job I was**
 20 **doing and it was always more difficult to get a child**
 21 **into care in Rochdale than it was in any of the other**
 22 **authorities around about.**
 23 THE CHAIR: Again, this would only be your opinion, but was
 24 it your view that your professional assessments were
 25 being undermined?

Page 80

<p>1 A. Undermined -- being questioned, in terms of -- that one 2 was being too interventionist and was perhaps being 3 a little over the top and dramatic. 4 THE CHAIR: Again, in your opinion, did that mean that 5 children were left in circumstances of risk? 6 A. Yes, in my opinion, yes, there were a number of 7 circumstances when I had considerable disagreements 8 with -- within the authority about children that 9 I thought should be in care. But we had to work with 10 the organisation, and that's what we did. We tried to 11 support the children as much as we possibly could. 12 THE CHAIR: Thank you very much. 13 MR FRANK: Ms Scarborough, just one thing: in relation to 14 the handwritten minutes that you have referred to, 15 I wonder if I could ask you for just one detail. 16 I think I saw on the handwritten at the bottom of 17 the page, towards the bottom of the page, a reference to 18 ID cards. This was a reference I hadn't seen before on 19 the typewritten one. First of all, can you just 20 confirm, was there a reference to that on the 21 handwritten one? 22 A. I can't remember whether there was. There was a written 23 reference to it, but I can't remember what was said 24 about that at all. 25 MR FRANK: Do you have any recollection at all as to how</p> <p style="text-align: center;">Page 81</p>	<p>1 the meeting of 4 March. We have a letter which was 2 addressed to the councillor who was the chair then of 3 the health authority, Pam Hawton. It is dated 4 April. 4 I wonder if we can bring it up. GMP000287. Page 1, 5 I suspect, or page 2, the next page. This will be 6 a voyage of discovery for the pair of us. Can we just 7 look at what it says? Ian Davey, the director, writes: 8 "Thank you for your letter of 4 April 1991, received 9 on 8 April. 10 "I share your concerns about the situation at 11 Knowl View following the report by Mr Shepherd made 12 available to me by Dr Bullough. There had been meetings 13 about the concerns identified in the report prior to you 14 coming in to see me, involving Gordon Littlemore and 15 Mrs Diana Cavanagh ... decisions were taken to make 16 a coordinated response to the problems at Knowl View. 17 I followed up our discussion by arranging an urgent 18 meeting with Mrs Cavanagh on 4 April. Having reviewed 19 the situation again, in particular your concerns, it was 20 decided to continue with a concerted approach to the 21 problem involving the police, education and 22 social services. (I enclose a copy of a letter to 23 Mr Shepherd ... 24 "A subsequent meeting was then held at our 25 instigation to finalise the details on the way this</p> <p style="text-align: center;">Page 83</p>
<p>1 that arose in relation to that conversation? 2 A. No. No, I haven't. It seemed a little -- it didn't 3 seem to fit in, but, no, I don't know about that. 4 MR FRANK: No. All right. You can't assist any further? 5 A. No. 6 MR ALTMAN: You probably can. Bring it up again, GMP000375. 7 I think it is page 8. No. If we go back a page, I'm 8 sorry. No, next page, please. Not that one, I think. 9 Not that one either, I think. Yes, that one. It is the 10 penultimate: 11 "School so concerned that ID card produced." 12 Just above the "poppers" reference. Do you know 13 what that refers to? 14 A. I'm wondering -- I'm not specific on this, but I'm 15 wondering it's about making sure that visitors to the 16 building had proper identification and making sure that 17 they knew who was in so that there was -- because at 18 that point in time, I don't think we were signing into 19 and out of buildings. 20 MR FRANK: That's very helpful. Thank you. That's all 21 I need to ask you. 22 MR ALTMAN: Mrs Scarborough, actually, there is one more 23 question I am being asked to ask you. I didn't know, 24 but I have been told that there was a document you had 25 asked to see before you went, which was the response to</p> <p style="text-align: center;">Page 82</p>	<p>1 matter should be investigated. As a result, following 2 consultation with staff and with the appropriate 3 parents, a number of boys will initially be interviewed 4 by police officers and social work staff. Obviously 5 much will depend on the outcome of these interviews, but 6 it may well be that further joint investigations will 7 need to be undertaken. This approach is being taken in 8 full consultation with the newly appointed head teacher. 9 "I understand that the Education Department are also 10 tackling various management and training issues which 11 have arisen and I shall be drawing Mrs Cavanagh's 12 attention to your concerns that care staff should be 13 fully aware and involved in tackling the problems 14 identified." 15 In fact, I have seen this letter and it is one I am 16 going to be asking Mr Davey about. But is this what you 17 requested to see, Mrs Scarborough? 18 A. Yes, it is. 19 Q. Is there anything you want to say about it? 20 A. Well, it was more that Mrs Hawton was responsible -- she 21 was the chair of the health authority. I am pretty 22 certain we had a discussion with her. So it was -- 23 obviously this relates to Phil Shepherd, but it also 24 checks in with the information that we were trying to do 25 this -- that there was going to be this joint approach</p> <p style="text-align: center;">Page 84</p>

1 across the services, and she was also very concerned.
 2 She was responsible for, in a sense, the child and
 3 adolescent unit.
 4 So we tried to -- I suppose what I wanted to see the
 5 letter for was because we tried to involve everybody
 6 that we could to see if we could make a difference and
 7 unfortunately we couldn't.
 8 Q. Thank you very much, Mrs Scarborough.
 9 A. Okay.
 10 MR ALTMAN: You are free to remain, and Dr Fraser is going
 11 to be asked to give evidence now, so you if you are
 12 travelling back together, please feel free. I am afraid
 13 we are not going to finish before lunchtime, contrary to
 14 the optimistic approach we took a little earlier today.
 15 I'm sorry about that.
 16 (The witness withdrew)
 17 DR ALISON MARGARET FRASER (affirmed)
 18 Examination by MR ALTMAN
 19 MR ALTMAN: May we have your name, please.
 20 A. Alison Margaret Fraser.
 21 Q. Dr Fraser, tell us where you read medicine, please?
 22 A. I read medicine in Aberdeen and then I did my initial
 23 psychiatry training in Oxford and then my higher
 24 specialist training in Manchester.
 25 Q. You began working at Birch Hill Hospital in Rochdale in

Page 85

1 1986?
 2 A. Yes, November 1986.
 3 Q. Mrs Scarborough, well known to you?
 4 A. Yes.
 5 Q. A member of the team at the child and adolescent unit
 6 that she's been telling us about?
 7 A. Yes, she joined me several months after I started.
 8 Q. Was it a new role when you joined?
 9 A. Yes. There hadn't actually been a service in Rochdale
 10 prior to my appointment.
 11 Q. So it was a brand new role. Was a job plan created for
 12 your role?
 13 A. In those days, the job plans were very brief; really,
 14 just saying that you will provide a service.
 15 Q. The service that you provided in your case was, as
 16 Mrs Scarborough has told us, to visit two schools?
 17 A. Yes. One of the things I was requested to do was to go
 18 into the two schools in Rochdale for children with
 19 emotional and behavioural support, to offer advice and
 20 support to the staff, not to see the children, but it
 21 was to be an informal arrangement so that the school
 22 staff, it was going to be up to them whether they took
 23 up the offer.
 24 Q. Was one of the two schools you visited, as we have been
 25 told, Knowl View?

Page 86

1 A. Yes.
 2 Q. When do you remember starting those visits?
 3 A. I'm not sure of the exact dates, but I would think it
 4 would be sometime in 1987.
 5 Q. Simply picking up from a statement that you made, which
 6 I am sure you have had the opportunity of reading, you
 7 recalled visiting Knowl View between 2.00 pm and
 8 4.00 pm. Was that once a fortnight?
 9 A. I think it was once a fortnight.
 10 Q. So that you were available for anyone who wished to see
 11 you?
 12 A. Yes, I think that time was chosen so that both teaching
 13 staff and care staff would be around so that they could
 14 take up the option if they so wished.
 15 Q. You said in the statement you made in July of this year
 16 that you felt that you'd only carried on visiting for
 17 about a year, with the visits stopping, you felt, in
 18 around 1990. Does that sound right or wrong?
 19 A. No, I think probably before that. I don't think I was
 20 visiting later than '89.
 21 Q. So 1989, no later. When you did visit, and for however
 22 long it was that you did, how did you find it at Knowl
 23 View School?
 24 A. Well, if my memory serves me well, there were only
 25 a couple of members of staff, whoever took up the

Page 87

1 opportunity to come and talk. More often than not,
 2 I would go along and wait for about half an hour,
 3 45 minutes, no-one would turn up, and I would then
 4 leave. That was very much in contrast to the other
 5 school.
 6 Q. Being which school?
 7 A. The other school was Brownhill, which was the day school
 8 for children with emotional and behavioural
 9 difficulties.
 10 Q. Do you remember the names of those who did turn up from
 11 time to time?
 12 A. No. Unfortunately -- one was a young male member of
 13 staff, and then latterly there was a woman, and she was,
 14 I think, the head of the care staff.
 15 Q. No names?
 16 A. No.
 17 Q. You can't remember?
 18 A. I can't remember.
 19 Q. What about teaching staff? Did any teaching staff --
 20 A. No. Teaching staff never came. What was fed back to me
 21 was that they felt that their remit was to provide
 22 education for the children, so that there was nothing
 23 that I would be able to offer them.
 24 Q. On that note, did you gain any impression about
 25 divisions between teaching and care staff?

Page 88

1 **A. There seemed to be very little contact between the two.**
 2 Q. Was that just observation or were people telling you
 3 that?
 4 **A. That's what was fed back to me.**
 5 Q. By?
 6 **A. By the two or three members of care staff who I saw.**
 7 Q. So you stopped, you think, in 1989, and you stopped
 8 principally because you were wasting your time?
 9 **A. Yes. I had a discussion with my manager and then wrote**
 10 **to the Education Department, saying that there didn't**
 11 **seem to be any value in me continuing, and by then the**
 12 **department was getting busier and busier and we were**
 13 **building up a waiting list.**
 14 Q. So you wrote to the Education Department, and that would
 15 be '89-ish?
 16 **A. Probably.**
 17 Q. So that we are clear, when you did go to the school, did
 18 you ever see any of the children?
 19 **A. No. That wasn't my remit. The agreement was, if any of**
 20 **the children needed to be seen, they would be referred**
 21 **to the relevant child psychiatry department.**
 22 Q. But there was a time, once you'd stopped visiting, that
 23 children were referred to the unit; is that right? Have
 24 I understood that correctly? After you'd stopped
 25 visiting?

Page 89

1 **A. Yes.**
 2 Q. Are those the referrals Mrs Scarborough has been telling
 3 us about?
 4 **A. Yes.**
 5 Q. I'm simply taking it from what you had to say in
 6 a witness statement you made, and if it helps your
 7 recollection, by all means have it in front of you, but
 8 it is from your paragraph 12. You remembered a referral
 9 from the school doctor, Knowl View School?
 10 **A. Yes.**
 11 Q. You thought in 1990. You couldn't remember his name.
 12 And the referral you remembered was in relation to
 13 a number of boys hanging around Smith Street toilets,
 14 sexualised behaviour by the boys and someone breaking
 15 into the school?
 16 **A. Yes.**
 17 Q. Does that ring bells with you?
 18 **A. Yes.**
 19 Q. Perhaps we can look at a letter which shows, in the
 20 middle of November 1990, boys being referred to you.
 21 Can we put up on screen, please, RHC002316. This is
 22 a letter dated 14 November. In fact, it is from the
 23 secretary of your unit to Hilary Marsh, which is a name
 24 I think mentioned by Mrs Scarborough in the course of
 25 her evidence, the education welfare officer. This is in

Page 90

1 relation to Oulder Hill Community High School:
 2 "Dear Ms Marsh."
 3 In relation to a boy ciphered as A12 at Knowl View:
 4 "Thank you for your referral ..."
 5 So it is an acknowledgement of a referral in
 6 relation to a boy:
 7 "Dr Fraser has asked me to write to you to let you
 8 know that we have had a number of referrals for boys at
 9 the school and are at the moment meeting with the
 10 headmaster to decide how best we may help them."
 11 So looking at the date and given what you have told
 12 us, does this probably relate to the same period of time
 13 and the same information?
 14 **A. Yes. Where it refers to a number of referrals, I think**
 15 **it was a bunch of letters that we all got -- that we got**
 16 **on the same day from the school doctor, just naming**
 17 **several boys.**
 18 Q. In relation to these referrals, do you remember what
 19 happened?
 20 **A. Well, our usual routine was that, apart from urgent**
 21 **referrals, once a week the team would meet up and we**
 22 **would discuss the referrals and decide the best way**
 23 **forward and, at that time, if there were issues that**
 24 **were to do with potential abuse or if there was**
 25 **indications that social services might be involved,**

Page 91

1 **Chris Scarborough would take the lead as the social work**
 2 **manager and do some investigating.**
 3 Q. But in terms of what she was actually able to achieve,
 4 from what she tells us, very little?
 5 **A. Yes.**
 6 Q. Did that therefore lead, in your recollection -- you
 7 have listened to her evidence -- to the nuclear option
 8 letter?
 9 **A. Yes. We had discussions, and although Chris had been**
 10 **doing investigating, we thought that people might take**
 11 **a bit more notice if it was also written in my name.**
 12 Q. That was preceded by -- do you remember this? -- a phone
 13 call you made to Diana Cavanagh, the Director of
 14 Education, before Christmas 1990?
 15 **A. I can't remember the phone call.**
 16 Q. We will see evidence later that she does remember a call
 17 from you in December 1990 reporting to her that several
 18 referrals had been made to your unit from the school --
 19 and that would be accurate, because we have just seen
 20 that letter that refers to them -- of sexualised
 21 behaviour that were of concern to you and that there was
 22 a problem that was far wider and not limited just to the
 23 Hilton incident, but you have no recollection of that
 24 anymore?
 25 **A. No.**

Page 92

1 Q. Clearly, you understood from Christine that she was
 2 getting absolutely nowhere and that's what precipitated
 3 the idea to write a letter in your name and go to the
 4 very top?
 5 **A. Yes.**
 6 Q. In your statement, the one I have already referred to,
 7 at paragraph 14 you say:
 8 "I recall that after sending the letter we were told
 9 that Val Mellor would look into it."
 10 **A. Yes, this was some time later.**
 11 Q. Sure. Who was it who told you that? Because Val Mellor
 12 doesn't really come into the picture until some time
 13 afterwards?
 14 **A. Yes, I can't remember. As I say, there seemed to be**
 15 **ongoing things that were happening that we weren't**
 16 **included on, obviously those meetings, and then at some**
 17 **point we were informed -- I was told that they were**
 18 **going to get Val Mellor to come and investigate the**
 19 **matters, which seemed at the time an appropriate thing**
 20 **to do.**
 21 Q. An appropriate thing to do?
 22 **A. Appropriate.**
 23 Q. Appropriate. Were you content with the idea that there
 24 was no role left for you or Christine Scarborough at
 25 that point?

Page 93

1 **A. Well, our experience was that sometimes we got included**
 2 **in things and sometimes we didn't, and it wasn't our**
 3 **place to question if people didn't feel that we had**
 4 **anything to offer.**
 5 Q. As a matter of chronology, you went on maternity leave
 6 at the end of September 1991, and I think you returned
 7 to work in June 1992?
 8 **A. Yes.**
 9 Q. Do you think you ought to have been asked to become more
 10 involved or was it something that you simply accepted?
 11 **A. I think that at that time, because we hadn't had any**
 12 **active involvement with pupils from the school, and**
 13 **since I was no longer going into the school, it didn't**
 14 **seem as though there was anything very much remiss in**
 15 **not involving me.**
 16 Q. The Shepherd Report, which you have heard about, and
 17 probably seen since, is dated 20 March 1991. He was
 18 called in to the school to give staff training in
 19 relation to HIV and AIDS and, as you may appreciate,
 20 that was an opportunity for the members of staff to tell
 21 him that what going on. The Valerie Mellor report
 22 wasn't published -- or at least written and sent to the
 23 council until 18 February 1992. You were around when
 24 Phil Shepherd -- you were still working, you hadn't yet
 25 gone on maternity leave, at the time that the

Page 94

1 Shepherd Report was written in March. You went on
 2 maternity leave the following September. But when
 3 Valerie Mellor's report was written and presented to the
 4 council and other staff members, between February
 5 and March 1992, you were still on maternity leave, not
 6 returning until June 1992, returning to work. Did you
 7 see either of those reports at the time?
 8 **A. I didn't see either of those reports, and I hadn't been**
 9 **aware that Mr Shepherd had done a report.**
 10 Q. Did you know who Shepherd was? Did you know him?
 11 **A. I knew of him.**
 12 Q. I am going to ask you the same question I asked
 13 Christine a little earlier, from your own experience:
 14 now, when you think about what you had seen during the
 15 course of the March meeting and the information that was
 16 fed into the meeting about what was in fact going on --
 17 Smith Street toilets, rent boy activity by not just one
 18 but several boys, young boys, from the school at the
 19 public lavatories; peer-on-peer sexual abuse going on in
 20 the school; and then there was the Hilton incident,
 21 which involved sexual abuse of at least one child -- had
 22 you ever encountered anything quite like that in your
 23 professional experience?
 24 **A. No.**
 25 Q. On that scale?

Page 95

1 **A. No.**
 2 Q. And of that variety?
 3 **A. Certainly not.**
 4 Q. Insofar as the peer-on-peer abuse is concerned, you say
 5 this:
 6 "I think I also sent a letter in the late 1980s.
 7 I don't now know who that was to, but it was possibly to
 8 the Education Department."
 9 You carry on, saying:
 10 "I think the concern at the time was boy-on-boy
 11 sexual involvement."
 12 Pausing there, and this is not being critical, you
 13 have already told us about a letter that you did send at
 14 the end of the 1980s about, really, that your time was
 15 not being used very well at Knowl View. Might you have
 16 confused that?
 17 **A. I can't -- it was someone that had said to me that I had**
 18 **sent a letter in the -- earlier in the '80s. I can't**
 19 **recall that at all.**
 20 Q. You can't recall, but you did tell us a little earlier
 21 that you do remember contacting the Education Department
 22 saying you were, effectively, wasting your time going to
 23 Knowl View every other week because nobody was taking it
 24 up?
 25 **A. Yes.**

Page 96

1 Q. So might it have been that letter that you had in mind?
 2 **A. It might have been.**
 3 Q. But reading on, you said:
 4 "I think the concern at the time was boy-on-boy
 5 sexual involvement. I recall that there was a view
 6 amongst certain social workers that that is what boys
 7 do. In my team, we thought it could be coercive
 8 behaviour, but I think it was thought that we were just
 9 being prissy and middle-class."
 10 Is that how you felt at the time?
 11 **A. Yes. It had been in relation to some other children**
 12 **that we'd worked with, when we'd raised concerns and we**
 13 **were told that it was -- what we expected was not the**
 14 **norm and that it was -- that was, as I say, what boys**
 15 **did in all kinds of settings and, really, we didn't**
 16 **understand.**
 17 Q. Then at your paragraph 17 you say:
 18 "Around that time, it was very difficult to get
 19 social services and police to accept referrals unless it
 20 was familial abuse and there was corroborative
 21 evidence."
 22 Is that what the approach was in those days?
 23 **A. Yes.**
 24 Q. What, in your view, distinguished this abuse that you
 25 were being told about, you and Christine, what

Page 97

1 distinguished this as to take it so far outside the norm
 2 that nobody could sensibly have come to the view that
 3 this was normative behaviour?
 4 **A. Well, I think from our point of view it was boys in**
 5 **a residential -- a large number of boys in a residential**
 6 **setting where there were -- the authorities were in --**
 7 **had parental responsibility, and our concern about how**
 8 **this was able to happen, what the level of supervision**
 9 **was that this behaviour could be going on both inside**
 10 **and outside the school.**
 11 Q. I think I was a bit pessimistic, Dr Fraser, because this
 12 is my last question: the satanic abuse scandal in 1990,
 13 you have heard Mrs Scarborough's evidence about it, but
 14 I would like yours: did that have an impact on
 15 social services in Rochdale, in your experience?
 16 **A. Yes. Yes. They went from being a kind of very**
 17 **interventionist authority, where the NSPCC was very**
 18 **dominant, to being an authority where the number of**
 19 **children on the Child Protection Register, the number of**
 20 **cases that went to court, absolutely plummeted. I know**
 21 **that in our team, members of the team, including myself,**
 22 **had great difficulty in ever getting social services**
 23 **involved with cases.**
 24 Q. You said "Their threshold seemed high to our team and
 25 their view of what constituted abuse differed from ours.

Page 98

1 They seemed reluctant to get involved"?)
 2 **A. Yes.**
 3 Q. Do you stand by that?
 4 **A. Yes.**
 5 MR ALTMAN: I think those are, in fact, all the questions
 6 I need to ask. I will invite the chair before we break,
 7 obviously, if there are any questions from you or the
 8 panel?
 9 THE CHAIR: No, we have no questions, Mr Altman.
 10 Thank you very much for coming, Dr Fraser.
 11 MR ALTMAN: Thank you for coming, Dr Fraser. Thank you,
 12 Mrs Scarborough.
 13 (The witness withdrew)
 14 (1.03 pm)
 15 (The short adjournment)
 16 (2.00 pm)
 17 MS JANET BETTY WEEKS (sworn)
 18 Examination by MR ALTMAN
 19 MR ALTMAN: Can we have your name, please?
 20 **A. Yes. I am Janet Betty Weeks.**
 21 Q. Ms Weeks, I want to ask you obviously about your
 22 association with social services in Rochdale and Knowl
 23 View School. Before I do, can you first of all tell us
 24 a little about yourself. When did you move to Rochdale
 25 or when did you start working in Rochdale?

Page 99

1 **A. I think it was towards the end of 1987, about November**
 2 **time.**
 3 Q. That was as a child protection policy officer?
 4 **A. Yes. Yes. As a professional officer, was the title.**
 5 Q. What were your qualifications?
 6 **A. I have a certificate of qualification in social work and**
 7 **a DipSW.**
 8 Q. And a what?
 9 **A. A diploma in social work, sorry, both from Central**
 10 **Lancashire Polytechnic.**
 11 Q. The role that you had when you joined the council in
 12 1987, was that a new role?
 13 **A. It was. They felt that they needed somebody to give**
 14 **some further advice on child protection matters. The**
 15 **area teams were responsible for managing the workload,**
 16 **but they felt that there was somebody that should be**
 17 **there kind of advising on policy and developing a policy**
 18 **for the department.**
 19 Q. While you were working for Rochdale, did you study for
 20 a further diploma?
 21 **A. I did. I did a diploma in management studies. It was**
 22 **awarded by Lancaster University.**
 23 Q. I'm simply picking this up from something you said in
 24 a statement you made in January last year: were you
 25 employed primarily for the purpose of improving

Page 100

1 practices in the borough?
 2 **A. I was, that's correct.**
 3 Q. What did the role involve you doing?
 4 **A. It was quite a woolly role, really, if I can describe it**
 5 **as that. I had no line management responsibility for**
 6 **any social workers or any of the managers. I was there**
 7 **to look at the practices, child protection practices,**
 8 **and give advice on them, to look at the policy documents**
 9 **that we had and try and review those. At the time**
 10 **I went to work at Rochdale, the child protection service**
 11 **was provided by the NSPCC. They had a unit in the town**
 12 **and they were responsible for managing advice to the**
 13 **social work teams and to coordinate all the conferences**
 14 **and meetings about any child protection matters. So**
 15 **they were the kind of lead group and then I was to the**
 16 **side, rather, giving advice on certain issues.**
 17 Q. How long did you continue in that post?
 18 **A. Until the end of 1991, I think, when I then -- the**
 19 **NSPCC, there was an unfortunate case in Rochdale and the**
 20 **NSPCC were considered to have been not at the heart of**
 21 **it, but because they weren't directly managed by the**
 22 **department, it was felt that it hadn't helped the**
 23 **process. So they were -- their contract was not renewed**
 24 **and a new unit was set up, and at that time the post was**
 25 **advertised nationally and I applied for it and**

Page 101

1 **I eventually was appointed to the post.**
 2 Q. Are you saying that that meant that you left Rochdale
 3 or --
 4 **A. I stayed in Rochdale but I stayed and I set up**
 5 **a completely new child protection unit, but it was all**
 6 **managed and staffed by Rochdale employees, as opposed to**
 7 **subcontracted to the NSPCC, if I can explain it in that**
 8 **way.**
 9 Q. The unfortunate case in Rochdale, what was that?
 10 Middleton?
 11 **A. It was the Middleton case.**
 12 Q. That coincides with -- so we are in 1991. That
 13 coincides with Gordon Littlemore's resignation?
 14 **A. It does.**
 15 Q. In about March of that year?
 16 **A. Yes.**
 17 Q. And Ian Davey taking over?
 18 **A. That's right.**
 19 Q. Jane Held. Does that name mean anything to you?
 20 **A. Yes.**
 21 Q. Who was she and where does she fit in?
 22 **A. Jane Held was the AD.**
 23 Q. What does that mean?
 24 **A. Sorry, the Assistant Director for Children's Services**
 25 **who came in and replaced Ian when Ian Davey was**

Page 102

1 **appointed as a director.**
 2 Q. Had she been in Rochdale before or had she come in from
 3 outside?
 4 **A. No, she came in from outside, from one of the London**
 5 **boroughs.**
 6 Q. She came in and took over Ian Davey's job when he
 7 stepped up?
 8 **A. Yes.**
 9 Q. Does that mean she came in to Rochdale in
 10 about March 1991?
 11 **A. Thereabouts. March or just after, I would think. She**
 12 **didn't come in immediately after Gordon left. I think**
 13 **he went towards the beginning of March. I just can't**
 14 **remember the date.**
 15 Q. So the new child protection unit, or the one you're
 16 talking about, was that set up as a result of Middleton?
 17 **A. Yes.**
 18 Q. Was that the effect of it?
 19 **A. Yes.**
 20 Q. Who did you report to in that role?
 21 **A. In the role as policy officer, I can't remember -- it is**
 22 **awful, I can't remember her surname, but there was**
 23 **a manager, Margaret. She managed myself and the officer**
 24 **that managed the fostering and adoption team and the**
 25 **intermediate treatment team, and the day care resources,**

Page 103

1 **and then she in line was managed by Ian Davey.**
 2 Q. As head of the unit now at this time, who did you work
 3 alongside with? What other people did you work
 4 alongside with in that unit or --
 5 **A. Sorry, which unit? When I worked for Margaret?**
 6 Q. The new policy unit, yes.
 7 **A. I was on my own, as a policy officer. There was nobody**
 8 **else that was doing that job. I had close involvement**
 9 **with the area managers.**
 10 Q. That's what I'm driving at.
 11 **A. Right, sorry. With the area managers. But, again, it**
 12 **was only as a policy role. They could totally disregard**
 13 **any advice I gave them.**
 14 Q. Did you say they would?
 15 **A. They could and would.**
 16 Q. Could and would. Was Freema Taylor one of them?
 17 **A. She was.**
 18 Q. Who was the other one?
 19 **A. Steve Dooks, Bob Mutton.**
 20 Q. There were more than just a couple?
 21 **A. There were five. Five area managers.**
 22 Q. Typically, would your team, or would that team, assess
 23 any allegation of child abuse reported in Rochdale?
 24 **A. No. When I had the adviser role, I had no hands-on**
 25 **involvement with any cases. I was purely and simply an**

Page 104

1 **adviser, and it was the area teams and the seniors that**
 2 **would take responsibility for investigating any of**
 3 **the work.**
 4 Q. Maybe it is my fault. I'm just looking at the foot of
 5 page 2 of the statement you made in January 2016,
 6 12 January 2016, the bottom of page 2 of 11:
 7 "All child protection incidents should have been
 8 referred to the CPMU."
 9 Is that the child protection management unit?
 10 **A. Yes.**
 11 Q. Which is different from the policy job that you had?
 12 **A. Yes.**
 13 Q. So you were wearing two hats?
 14 **A. No. The CPMU was set up, the child protection**
 15 **management unit was set up, the Rochdale one was set up**
 16 **at the end of that year. Previously, it had been the**
 17 **NSPCC child protection unit. So CPMU was when I was**
 18 **promoted to the other job.**
 19 Q. I see.
 20 **A. So prior to that, I was an adviser.**
 21 Q. Whenever you talk about the CPMU, that was the new child
 22 protection unit set up as a result of fallout of
 23 Middleton?
 24 **A. Yes.**
 25 Q. You headed it, and you time it as being about the end of

Page 105

1 that year, '91?
 2 **A. Yes.**
 3 Q. So when you say all child protection incidents should
 4 have been referred to the CPMU, you are talking about
 5 the end of that year?
 6 **A. Yes.**
 7 Q. "We would assess any allegation of child abuse reported
 8 in the Rochdale area, including all the schools."
 9 **A. Yes.**
 10 Q. So you're still talking about end of 1991 onwards?
 11 **A. Yes. Anything prior to that date should and would have**
 12 **been referred through to the NSPCC managed unit.**
 13 Q. But they lost the contract --
 14 **A. Yes.**
 15 Q. -- you say as a result of Middleton?
 16 **A. Yes.**
 17 Q. And this new unit which you headed up took over?
 18 **A. Yes.**
 19 Q. And the CPMU, as I have understood it, part of the team,
 20 did that include Freema Taylor still?
 21 **A. No, no. I was responsible for -- I think I had five**
 22 **child protection officers who chaired meetings.**
 23 Q. Right.
 24 **A. And I had an admin staff. But, again, we didn't have**
 25 **any direct responsibility for the day-to-day management**

Page 106

1 **of the cases. That was still held by the area teams.**
 2 Q. Thank you for that. Involvement with or knowledge of
 3 Knowl View is what I want to ask you about now. Did you
 4 personally have a close working relationship with the
 5 school at any time during the period we are talking
 6 about?
 7 **A. No. I didn't have a close working relationship with**
 8 **them. I did attend a couple of meetings there. I had**
 9 **contact with a couple of the officers on a sporadic**
 10 **basis, but, no, I didn't have any regular involvement**
 11 **with them.**
 12 Q. What about for the positions you'd occupied before the
 13 end of 1991 and the position you occupied in the new
 14 unit after 1991? Did you have any dealings with the
 15 school or your department, if that is not the wrong
 16 expression?
 17 **A. Prior to moving over to the CPMU, yes, I did, because**
 18 **there was the meetings we had at the school because of**
 19 **the concerns they had --**
 20 Q. Right?
 21 **A. -- about the boys' behaviour.**
 22 Q. We will come to that. So you did at that point. In
 23 terms of when you first had that close association, and
 24 actually it is just words I'm picking from your
 25 statement on page 4, where you're asked about your

Page 107

1 knowledge relating to Knowl View School in the central
 2 paragraph, halfway down -- do you see that:
 3 "I remember it being a Special Needs school which
 4 was partly residential, also day school, residential
 5 between Mondays and Fridays. My department had a close
 6 working relationship with teaching and care staff
 7 there."
 8 I'm just trying to be clear about when we are
 9 talking about?
 10 **A. Sorry, when we are talking about?**
 11 Q. Yes, when.
 12 **A. I don't know. I mean, from the time I started there --**
 13 **the school had always been involved with the two**
 14 **departments because it was managed jointly by**
 15 **social services and education.**
 16 Q. Was that your impression?
 17 **A. Yes. Yes, that was my understanding.**
 18 Q. Both departments managed the school?
 19 **A. Well, perhaps "managed" is too strong a word, but they**
 20 **had the interest there because of the residential side**
 21 **and the education aspect.**
 22 Q. Just so we are clear, because it is not your fault, it
 23 is slightly confusing because of your change of position
 24 and the unit changes, when you say, "My department had
 25 a close working relationship with the school", what do

Page 108

1 you mean?
 2 **A. I meant the Social Services Department.**
 3 Q. The Social Services Department. You are talking about
 4 a time before the end of 1991 when the NSPCC went and
 5 this new unit came in?
 6 **A. Yes, yes.**
 7 Q. Help us with this: look at the foot of the same page
 8 that I have asked you to look at. You say:
 9 "As far as the school was concerned, my worries
 10 related to the high truancy of some pupils and their
 11 attendance at Smith Street toilets in Rochdale."
 12 First of all, how did you become aware of high
 13 truancy and their attendance at Smith Street?
 14 **A. The missing persons and information like that came**
 15 **through into the department and sometimes the children**
 16 **were classed as being missing as opposed to just**
 17 **truanting, depending on whether they had a residential**
 18 **status there or not.**
 19 As far as the Smith Street toilets were concerned,
 20 the municipal offices were actually based on
 21 Smith Street and my office was on the 10th floor and my
 22 window directly overlooked the street. I and other
 23 workers became aware that from time to time there would
 24 be school-age children, school-age boys, sitting on
 25 the -- there was ornamental flower beds and they would

Page 109

1 **be sitting on the walls of the ornamental flower beds**
 2 **outside the toilets. If we watched them, which we did,**
 3 **we would notice that they would wait for men to go into**
 4 **the toilets and then they would follow them in, and that**
 5 **became quite a pattern and it became a worrying pattern.**
 6 Q. First of all, and you say this in your statement, it was
 7 perfectly clear what they were up to?
 8 **A. We thought it -- yes, I thought that they were following**
 9 **men in for the purposes of, as we termed it, cottaging.**
 10 Q. You say it wasn't just you, it was others as well?
 11 **A. Yes.**
 12 Q. Others within social services?
 13 **A. It was a social service office and then we alerted the**
 14 **police and the police actually came and stood in our**
 15 **office and watched.**
 16 Q. When do you date this?
 17 **A. I honestly don't know. It would be -- it would be the**
 18 **time I was working in the Smith Street building, which**
 19 **would be from '87 to '91.**
 20 Q. Are you saying these observations could have taken place
 21 any time at all between those two years?
 22 **A. No, it was a much shorter period of time. I can't**
 23 **remember which of the police officers was involved then.**
 24 **Kevin Bentley was one of the officers that actually came**
 25 **and was involved in it.**

Page 110

1 Q. Kevin ...?
 2 **A. Bentley.**
 3 Q. Bentley.
 4 **A. But I can't actually date it for you. But I think it**
 5 **would have been around about the end of '90/beginning of**
 6 **'91, that kind of time span.**
 7 Q. How many of your co-workers -- I don't want a precise
 8 figure, but just give us an impression -- would have
 9 seen the same as you?
 10 **A. It would have been the admin staff there that would have**
 11 **noticed it as well, and myself, and maybe the other --**
 12 **there were two male officers that worked very closely**
 13 **with me. I think they were aware of it.**
 14 Q. Managers?
 15 **A. Yes, my manager was.**
 16 Q. Who was?
 17 **A. I can't remember her surname, but Margaret. I'm sorry.**
 18 Q. Margaret Moore?
 19 **A. No. I've wracked my brains, but I can't think what her**
 20 **surname is. It's awful.**
 21 Q. What school were they from, these boys?
 22 **A. I don't know. One or two of them we learned were from**
 23 **Knowl View.**
 24 Q. Did they wear a uniform or --
 25 **A. I don't recall.**

Page 111

1 Q. -- what kind of clothing did they wear during the day?
 2 **A. I don't recall.**
 3 Q. Ties?
 4 **A. No. I mean, it's too far away to see that much detail.**
 5 **I can't recall. I seem to think that they were in**
 6 **school uniform, but I don't remember.**
 7 Q. You say "boys, including some from Knowl View, would
 8 regularly sit on the wall"?
 9 **A. Yes, because a couple of them were identified as being**
 10 **boys from Knowl View, not by myself because I didn't**
 11 **know them.**
 12 Q. Just give us an idea, you have dated it as best you can,
 13 I think, to between around the end of 1990 and to 1991.
 14 But how often would you see this sort of thing going on?
 15 Clearly during office hours?
 16 **A. Most days. Most days.**
 17 Q. Presumably, you didn't work in the offices at the
 18 weekends?
 19 **A. No. No, Monday to Friday.**
 20 Q. Monday to Friday, most days. What time of day?
 21 **A. Well, I would have been in the office from 9 till 5.**
 22 Q. Any time during that day or lunch breaks or what?
 23 **A. No, I don't think there was any particular pattern to**
 24 **the timing of them.**
 25 Q. Clearly, it was obvious to others what was going on, as

Page 112

1 it was obvious to you?
 2 **A. If any -- I suppose because of the elevated position our**
 3 **office was in, it gave a better view of the boys sitting**
 4 **there and then moving off and coming back. If people**
 5 **had just been walking past on the street, they wouldn't**
 6 **have noticed it in the same way.**
 7 Q. I'm really talking about people who might have more of
 8 an idea, people in social services, perhaps, like
 9 yourself and your colleagues. But other colleagues?
 10 **A. I don't know who else would have been looking out and**
 11 **kind of making those kind of connections.**
 12 Q. As a result of what you saw, you brought it to the
 13 attention of the police?
 14 **A. Mmm-hmm.**
 15 Q. Police where? Rochdale Police?
 16 **A. Yes.**
 17 Q. You remember the name of one officer?
 18 **A. Yes.**
 19 Q. But are you telling us that as a result of the report
 20 that you made, they launched an intelligence-gathering
 21 operation?
 22 **A. Yes. Yes.**
 23 Q. From your floor?
 24 **A. They came up and they did some kind of initial viewings**
 25 **from the floor and then they were going to keep a more**

Page 113

1 **kind of a -- what's the word?**
 2 Q. Surveillance?
 3 **A. Yes, more informal surveillance from -- onto the street.**
 4 **At that time, though, they were -- you know, there were**
 5 **other issues going on and they were keeping information.**
 6 **We were trying to plot information of things like this.**
 7 Q. Do you remember the name Goggins, an officer by the name
 8 of Goggins?
 9 **A. Yes.**
 10 Q. Was he one of them involved or was that later?
 11 **A. I think he was. I think he was. It was around that**
 12 **time.**
 13 Q. Look at the top of the next page of your statement. You
 14 say:
 15 "In my role as policy officer I held meetings with
 16 area team managers and staff from the school regarding
 17 the problem. The headmaster, Steve Bradshaw ..."
 18 He didn't start until 8 April 1991, I think:
 19 "... would more than likely have attended.
 20 Information was collated and shared with the local
 21 police who I remember carried out an intelligence
 22 initiative to address the problem, but don't recall the
 23 outcome. Sometime in 1991, a police officer called into
 24 my office relating to this matter. I think the
 25 officer's name was Goggins."

Page 114

1 So is all of that beginning to fall into place
 2 a little?
 3 **A. Yes.**
 4 Q. This is what you are telling us?
 5 **A. Yes.**
 6 Q. Perhaps it helps us date matters a little. Let me ask
 7 you about what you said in the first line:
 8 "I held meetings with area team managers ..."
 9 You have told us a little about those:
 10 "... and staff from the school regarding the
 11 problem."
 12 Tell us about that. What meeting do you have in
 13 mind? Are you talking about a meeting of 4 March?
 14 **A. I think that was around the date, yes.**
 15 Q. Is that what you are talking about there, 4 March?
 16 Let's look at the minutes that we have, and I'm sure you
 17 have seen them, for 4 March. Can we go, please -- put
 18 up on screen -- you will see on the screen to your
 19 right, Ms Weeks, a document which is going to be put up,
 20 RHC001617 at page 10. At the time, you used the
 21 surname -- was it Bowyer?
 22 **A. Yes, Bowyer.**
 23 Q. Have a look at that. I'm sure you have seen it many
 24 times. These are some minutes of a meeting that was
 25 held on 4 March 1991. We see you are second named as

Page 115

1 child protection team?
 2 **A. Mmm-hmm.**
 3 Q. Together with Dr Fraser, who we have seen and heard from
 4 this morning, Christine Scarborough likewise, the
 5 assistant education officer, Brian Williams, and then
 6 members of staff from the school -- Eaton, Roberts,
 7 Digan, Wheeler, Wenlock and Cohen. Do you remember the
 8 meeting?
 9 **A. I do remember the meeting. I don't remember Mr Cohen**
 10 **being there. That surprises me seeing his name there.**
 11 Q. If my memory serves me, we may have seen these minutes
 12 with the name struck through, possibly. So maybe he
 13 wasn't there, and it doesn't really matter overmuch
 14 whether he was or he wasn't, but there were certainly
 15 other members of staff from Knowl View who were present.
 16 Is this the meeting you think you are talking about at
 17 the top of your page 5 of your statement?
 18 **A. Yes.**
 19 Q. As you remember it now, how did this meeting come about?
 20 Were you directly responsible or did it come about in
 21 a different way?
 22 **A. No, I think -- it's hard to remember exactly. But at**
 23 **this particular point in time there seemed to be**
 24 **a number of people that were expressing concerns about**
 25 **certain behaviours that were occurring in Rochdale.**

Page 116

1 **Some of them seemed to be linked in with Knowl View**
 2 **School. I don't know who actually requested the**
 3 **meeting. But it was coordinated to try and see if we**
 4 **could find some way forward with some of the issues**
 5 **there.**
 6 Q. You see under the list of attendees it reads:
 7 "The meeting was arranged by the Social Services
 8 Department who were concerned about a number of issues
 9 involving sexual abuse."
 10 If we look at the list, were you the only
 11 Social Services Department attendee representative?
 12 **A. Yes.**
 13 Q. In the body of the document, there are three sets of, if
 14 you like, discrete issues which were fed to the meeting.
 15 The first, without belabouring them, was the
 16 Smith Street toilets issue?
 17 **A. Mmm-hmm.**
 18 Q. The second, if you look on to the next page, please, our
 19 page 2, page 11 at the bottom, the second page, point 2
 20 relates to an incident where an intruder got into the
 21 school via a unit and, on the second of two nights when
 22 he did that, sexual assaults took place, at least one?
 23 **A. Mmm-hmm.**
 24 Q. The third incident related to another boy whose cipher
 25 for the purposes of this inquiry is A11, who happened to

Page 117

1 be in his first week of school when the Hilton incident,
 2 as we have called it, in September 1990 took place, but
 3 he had confusion over his sexuality, had asked for an
 4 HIV test because he was in a relationship with an adult
 5 male outside the school.
 6 From your recollection, Ms Weeks, who fed all of
 7 this information into the meeting?
 8 **A. I can't honestly remember. I think it was coming in**
 9 **from different places. The information about the**
 10 **Smith Street toilets I had some of that --**
 11 Q. Let me stop you there. Clearly, you didn't know the
 12 names of the boys who were involved?
 13 **A. No. No, I didn't.**
 14 Q. Have you read this recently, this document?
 15 **A. I have read it a while ago. I haven't re-read it but**
 16 **I have read it a while ago.**
 17 Q. When you look at it, there is a lot of focus in the
 18 first paragraph on a boy who we call A10; another, A9;
 19 A13; and A12, all of whom are involved in the sexual
 20 abuse at the toilets, but also there was also allegation
 21 in relation to peer-on-peer abuse between some of them.
 22 There's a lot of detail there. Was that more than you
 23 had understood?
 24 **A. Yes, and I think -- obviously the details and the names**
 25 **must have come from the school --**

Page 118

1 Q. Of course.
 2 **A. -- or from the police.**
 3 Q. Yes. If you look, there is no police officer present?
 4 **A. I thought there was at that one. Oh, no, there's not.**
 5 **There's not. You're right.**
 6 Q. Then if we look at the next section, that was about the
 7 Hilton incident. Again, we have a number of names of
 8 boys who were apparently involved or aware of
 9 the intruder's reputation and their part in what had
 10 happened. Again, that must have been fed in by people
 11 in the know who had the names and were able to feed that
 12 into the meeting.
 13 What about the third issue, in relation to A11? Was
 14 that news to you? Did you know any of that?
 15 **A. No. Not that I remember.**
 16 Q. Did you know of the Hilton incident before you turned up
 17 at this meeting?
 18 **A. It's difficult to say when I knew about the Hilton**
 19 **incident, to be honest, because so much time has gone**
 20 **past. I don't know whether I knew about it before then**
 21 **or not.**
 22 Q. If you look on the final page, which I will ask to be
 23 put up, of this document, do you see that there were
 24 suggestions for solutions, five of them?
 25 **A. Yes.**

Page 119

1 Q. Another unit so movement could flow and Norden could be
 2 contained; second, needing help from an outside
 3 authority, an educational psychologist; third, a report
 4 to be issued from child guidance; fourth, regrading,
 5 extra help; and, fifth, trained staff required.
 6 What did you think of those as a series of possible
 7 solutions?
 8 **A. I think they were all needed. I was concerned about the**
 9 **way that the Norden unit was being managed at the time.**
 10 **I'd come out of residential, so I had some understanding**
 11 **of the residential situation and the pressures on**
 12 **staffing it.**
 13 **The school were unable to recruit and maintain**
 14 **staff, which seemed to be a big issue, which is why we**
 15 **looked at the regrading issue at that meeting.**
 16 Q. What does "regrading" mean?
 17 **A. Basically, the pay scale they were on was very low and**
 18 **it wasn't attracting the right type of staff to be**
 19 **employed there.**
 20 Q. You're talking about care rather than teaching staff?
 21 **A. Care staff. Care staff. They would have been on fairly**
 22 **low wages for the hours they put in because in many**
 23 **residential units at that time they weren't eligible for**
 24 **overtime pay.**
 25 Q. Then "Conclusions":

Page 120

1 "Children need guidance individually, regarding
 2 awareness, parents could possibly make a claim against
 3 the authority if something isn't sorted out quickly."
 4 **A. Mmm.**
 5 Q. Who said that?
 6 **A. I don't know who said that, but that would be my view,**
 7 **that if the school had a problem and weren't tackling**
 8 **it, then that was a very valid point to be made.**
 9 Q. "Regrading to be looked at. Head of care has produced
 10 a new structure list."
 11 Who was the head of care?
 12 **A. That was the head of care at the school.**
 13 Q. Who was the head of care?
 14 **A. I don't know. Digan?**
 15 Q. Was it at that time Duncan Eaton, who was one of the
 16 attendees?
 17 **A. Might be.**
 18 Q. He came to give evidence yesterday and he told us when
 19 he became head of care, if my memory serves me, within
 20 the last year of his time at the school, which ended
 21 around spring time 1992?
 22 **A. Right. So it must have just been about that. They'd**
 23 **just got the new head came in about that time, I think.**
 24 Q. Although he is referred to only as residential social
 25 worker in the list of attendees, so maybe he wasn't

Page 121

1 quite then.
 2 If we go back to the "Conclusions", the third
 3 paragraph:
 4 "Janet Bowyer wants to look at that the situation
 5 before any new children are admitted."
 6 What do you take that to mean now, looking at that?
 7 **A. I don't know because it wouldn't be my position to look**
 8 **at that. I mean, I could -- I would have gone back into**
 9 **my department and made them aware of the issues and then**
 10 **talked to them about what needed to be done, but**
 11 **I wasn't able to do anything about the actual admission**
 12 **process for the school or anything like that. So I'm**
 13 **not quite sure what that means in that way.**
 14 Q. Are you disputing that you said it or something like it?
 15 **A. I think probably what I would have said could have been**
 16 **misconstrued as that. I think it's more likely I said**
 17 **we need to be looking at what's going on there before**
 18 **any new children are admitted, because I think they**
 19 **needed to. From the information we'd heard at that**
 20 **meeting, there were concerns about what was happening.**
 21 Q. "B Williams not sure the solutions will be pursued but
 22 agrees the present situation is intolerable. It may be
 23 that certain boys need to go home at night. The alarm
 24 system is sufficient for outside but is not solving
 25 inside problems.

Page 122

1 "It is not acceptable to create a separate unit for
 2 boys as there is [as reads] different degrees of sexual
 3 abuse.
 4 "Social workers for individual boys to be notified.
 5 "Janet Bowyer to speak to Brian Williams on 5 March.
 6 A strategy meeting with police to be arranged to work
 7 out who will be involved in documenting these issues.
 8 "Janet Bowyer to talk to D Edmonds."
 9 Do you remember those two features which involved
 10 you?
 11 **A. I do remember talking to Brian Williams after that. We**
 12 **had a follow-up meeting about something else and we were**
 13 **going to discuss that. I think I remember talking to**
 14 **Mr Edmonds. I made my own notes at that meeting, and**
 15 **I would need to kind of go back over those.**
 16 Q. At this meeting, you mean?
 17 **A. Yes.**
 18 Q. Let's have a look at them because we saw them through
 19 Christine Scarborough. GMP000375 at page 3. It will be
 20 brought up on the screen for you. I haven't got the
 21 screen working, I'm afraid, so I will have to rely on
 22 you. Has it come up?
 23 **A. It's come up.**
 24 Q. By the look of it, this is a copy which the police have
 25 had. I can tell that because you have got "N", nominal

Page 123

1 numbers, given against certain people. Are these the
 2 documents you are talking about?
 3 **A. These are my handwritten notes, yes.**
 4 Q. Apart from the N numbers which have been applied
 5 afterwards to a copy.
 6 I don't want to go through all of it, but I will
 7 perhaps ask you about a couple of things, if I may. If
 8 we go to our page 4 at the bottom, but internal page 2
 9 at the top. Redactions have been applied for obvious
 10 reasons.
 11 **A. Yes.**
 12 Q. Towards the bottom, something that's come up before but
 13 let's see if you can confirm this:
 14 "School so concerned that ID cards produced."
 15 Do you remember that?
 16 **A. I think that was about them having ID cards for staff on**
 17 **the premises because one of the issues was that somebody**
 18 **got onto the premises and wasn't challenged by staff or**
 19 **wasn't known to be there. They had a number of new**
 20 **staff and it was about making sure everybody was clearly**
 21 **identified.**
 22 Q. Beneath that:
 23 "'Poppers' from a sex shop."
 24 We know from another source this was one of the
 25 boys, in fact A10, the boy that was first discussed in

Page 124

1 the 4 March meeting, who was reputed to have bought
 2 poppers from a sex shop in Bury?
 3 **A. In Bury.**
 4 Q. Do you remember that?
 5 **A. Yes, yes.**
 6 Q. This boy, if my memory serves me, was probably not much
 7 older than --
 8 **A. About 12. I think he was about 12 or 13. I mean, there**
 9 **were a lot of concerns about the fact that a child of**
 10 **that age could go into a shop and get them. But --**
 11 Q. The fact he was doing it?
 12 **A. Yes.**
 13 Q. The fact he was able to do it?
 14 **A. Exactly.**
 15 Q. And because that boy in particular was not only in
 16 residential education at Knowl View but he was in a care
 17 home at the weekends?
 18 **A. Mmm. I think that is what was for me so concerning,**
 19 **that there was a number of quite young and, I have to**
 20 **say, physically immature young lads that were going into**
 21 **places that they shouldn't have been going into and**
 22 **nobody was stopping them.**
 23 Q. You use the word "concerning". Maybe because of your
 24 experience and things that you have seen over the years
 25 it makes you use the word "concerning" but to most

Page 125

1 outsiders and observers, shocking?
 2 **A. Shocking, horrifying, yes.**
 3 Q. Horrifying might be a more appropriate descriptive term?
 4 **A. Yes, I am aware that I sometimes --**
 5 Q. No, we all understand. Sometimes exposure to things can
 6 sometimes desensitize?
 7 **A. Yes. Yes, it is not about minimising it. It is**
 8 **about --**
 9 Q. No, I'm not accusing you of that --
 10 **A. I appreciate that.**
 11 Q. -- I'm trying to understand what perhaps the
 12 layperson -- the level at which a layperson would
 13 describe this sort of thing.
 14 Can we look at our page 8. I think it is internal
 15 page 6. It should say at the top "Speak to Dave Edmonds
 16 re training."
 17 Do you have that page?
 18 **A. Yes.**
 19 Q. "Negligence HIV". Do you know what that was about?
 20 **A. Those were the general concerns I had. These are my**
 21 **notes as I'm scribbling during the meeting. From my**
 22 **point of view, I thought there were very real issues for**
 23 **the authority for charges of negligence being raised**
 24 **against them by parents and others.**
 25 Q. So that relates to what we saw in the typed notes?

Page 126

1 **A. Yes.**
 2 Q. And something you think you might have raised, that
 3 parents might come back to the authority and --
 4 **A. And quite rightly so. If I was a parent and I thought**
 5 **my child was being exposed to anything like that,**
 6 **I would be horrified.**
 7 Q. I think most right-minded people would be.
 8 So that was 4 March. That was the plan?
 9 **A. Sorry, you have just asked me something about the head**
 10 **of care. That's one of the little notes I put on that,**
 11 **"Head of care".**
 12 Q. I can see that:
 13 "Staffing levels. Establishment [something] head of
 14 care?
 15 **A. "Establishment too low" is what I have put and "Head of**
 16 **care", so that appointment was probably made after that**
 17 **meeting. That would have been one of the issues that**
 18 **I've made a note to myself about.**
 19 Q. "Establishment too low". What does that mean?
 20 **A. The number of staff they had available to manage the**
 21 **number of children, it wasn't a workable amount. Again,**
 22 **I've worked in residential, I've managed residential**
 23 **facilities. You need a core element of staff to**
 24 **facilitate the shifts in a safe pattern to cover the**
 25 **children that are there.**

Page 127

1 Q. How did that relate to your note "Head of care"? Are
 2 you saying that that was something else that you raised,
 3 that it also not only needed greater resources, but it
 4 needed somebody to head up the whole lot?
 5 **A. I think that that's what I put there. It's either that**
 6 **or they'd mentioned that there was one coming in. But**
 7 **the fact that I've made a comment of "Head of care",**
 8 **it's something I have obviously been aware that was**
 9 **needed.**
 10 Q. The next meeting with which you were involved was
 11 a planning strategy meeting. It was four days later, on
 12 8 March. Do you remember this, on 8 March?
 13 **A. I don't.**
 14 Q. Let's have a look. Let's go to RHC001617. These are
 15 somebody's handwritten notes. Have you seen these
 16 before, Ms Weeks?
 17 **A. I don't recall seeing -- other than that may be in my**
 18 **pack, I don't know.**
 19 Q. Not your handwriting?
 20 **A. No, not my handwriting.**
 21 Q. Possibly -- possibly -- Brian Williams', who was the
 22 education officer. But do you see your name is right at
 23 the top?
 24 **A. Yes.**
 25 Q. Brian Williams, the assistant education officer;

Page 128

1 Mike Poulton, he was the stand-in headmaster at the
 2 time?
 3 **A. Mmm-hmm.**
 4 Q. Steve Bradshaw took over at the beginning of April.
 5 Sergeant Sterndale. Do you remember earlier --
 6 **A. Yes, Kevin Sterndale.**
 7 Q. -- you remembered a police officer being present?
 8 Sterndale was the child protection officer at
 9 Littleborough?
 10 **A. He was.**
 11 Q. And then Jim Henderson, was he an inspector, a police
 12 inspector?
 13 **A. Yes.**
 14 Q. They are bracketed as police. Richard Flammer. He was
 15 an educational psychologist?
 16 **A. Mmm-hmm.**
 17 Q. Marilyn Simpson -- forgive me, I skipped over the chief
 18 adviser. Who was the chief adviser according to this?
 19 Was that Cliff Bentley?
 20 **A. It could have been.**
 21 Q. Marilyn Simpson. She shows as general adviser, but she
 22 was Special Needs adviser. Mansoor Kazi, a PEWO. He
 23 was the principal education welfare officer?
 24 **A. He was.**
 25 Q. Sheila McGough. What is a PSW?

Page 129

1 **A. She was the principal social worker at the central team.**
 2 Q. Then Sharon Collins and Annie Dodds.
 3 **A. Annie Dodds was the -- it's just down there as a social
 4 worker at central team. I thought she was a manager by
 5 that time, but she may well have been a social worker
 6 still.**
 7 Q. One important person right at the top right,
 8 Diana Cavanagh --
 9 **A. Yes.**
 10 Q. -- who was there. She was by then the Director of
 11 Education. The first entry is "DC". I have a history
 12 in this inquiry of not being able to read most people's
 13 handwriting so I get help from the sides and behind.
 14 But I have seriously struggled with the first word which
 15 is repeated against your name. But it does say:
 16 "... the September incident.
 17 "No awareness then of wider problem.
 18 "Phone call from Dr Fraser just before Christmas
 19 suggesting a wider problem."
 20 That's Diana Cavanagh, whatever that first word is,
 21 and I'm waiting for shouting from the side or behind to
 22 tell me what it is, but it doesn't matter.
 23 MS HOYANO: "Reported".
 24 MR ALTMAN: "Reported the September incident.
 25 "No awareness then of wider problem.

Page 130

1 "Phone call from Dr Fraser just before Christmas
 2 suggesting a wider problem."
 3 What Diana Cavanagh was saying is, Dr Fraser, from
 4 whom we have heard this morning, and I think she didn't
 5 have too much of a recollection of that if my
 6 recollection is accurate. But here is Diana Cavanagh
 7 herself reporting that Dr Fraser was contacting her just
 8 before Christmas and that relates to 1990. In other
 9 words, this isn't just about Roderick Hilton, this is
 10 a much wider problem. So she's reporting that and
 11 you -- it looks right -- "Reported meeting" -- can you
 12 read that?
 13 **A. "... earlier this week involving concerns" --**
 14 Q. "... regarding 11 boys relating to five concerned with
 15 persons outside Knowl View. Concerned also of other six
 16 who appear to have" --
 17 **A. "... been involved in child sexual activity".**
 18 Q. "... with possible coercion/manipulation". Then
 19 a number were named. They have all been redacted but we
 20 can see the redactions:
 21 "Two separate occasions in September.
 22 Roderick Hilton was admitted to Knowl View by boys.
 23 Boys engaged in provocative behaviour. Charged with
 24 incident relating to A14."
 25 We know who he was, and he pleaded guilty to it at

Page 131

1 the end of 1990. That seems to be what you fed into the
 2 meeting?
 3 **A. Yes.**
 4 Q. But presumably you were able to feed that into the
 5 meeting by virtue of the fact you had learned it four
 6 days earlier?
 7 **A. Yes.**
 8 Q. I'm not going to go through all of this because it is
 9 quite a lengthy meeting, but can I just invite your
 10 attention to a couple of other pages, please. First,
 11 our page 3, or the document page 3, the third page. If
 12 you look about ten lines up from the bottom, you will
 13 see in the left-hand margin an "MP" which begins "More
 14 frequent". That's Mike Poulton who was the stand-in
 15 teacher at that time:
 16 "Goes beyond normal sexual play. Coercion and
 17 threats are new factors."
 18 Do you remember that point being made?
 19 **A. I don't. I don't actually remember it being made there,
 20 but with what was going on at that time, I'm quite happy
 21 to accept that it was being made.**
 22 Q. Because we have been told quite a lot that there was
 23 a view that was current around that time in certain
 24 circles that certainly insofar as the peer-on-peer
 25 sexual abuse is concerned, that was normal sexual

Page 132

1 experimentation among boys in residential
 2 establishments. Now, I don't know if you held that
 3 view?
 4 **A. I don't hold that view, and I never have.**
 5 Q. No. But we were told by Mrs Scarborough and indeed
 6 Dr Fraser that that was a view that was current. Here
 7 Mr Poulton is saying it goes well beyond that?
 8 **A. Yes.**
 9 Q. Not least because coercion and manipulation are
 10 involved?
 11 **A. Yes.**
 12 Q. So that was known about and considered and it wasn't
 13 a view you held, in any event, by this meeting on
 14 8 March 1991.
 15 **A. Sorry, what wasn't held by me? I didn't --**
 16 Q. You didn't hold the view that it was normal --
 17 **A. No, no, I didn't.**
 18 Q. -- for young boys to experiment in the way that was
 19 going on here. That's what I mean.
 20 **A. No. My view at that time, with the information we had**
 21 **heard, was that this was not normal developmental**
 22 **behaviour, if you like. This was something more than**
 23 **that, and because words like "coercion" were being used,**
 24 **then that was abusive. I was quite clear on that.**
 25 Q. The next page, please, right in the middle. Can we see

Page 133

1 your initials on the left-hand side, "JB". A11. Do you
 2 remember he was the third issue brought up in the
 3 4 March meeting:
 4 "Spent some time in Prestwich adolescent" -- is that
 5 what it says?
 6 **A. Adolescent unit, yes.**
 7 Q. That's a psychiatric wing of the hospital, is it?
 8 **A. Yes. Prestwich Hospital is primarily a psychiatric**
 9 **health hospital, psychiatric unit. It doesn't deal with**
 10 **general health problems.**
 11 Q. Where did you get that information from?
 12 **A. I've said "Seen by Alison Fraser" at that time so**
 13 **presumably it was from Alison or somebody else.**
 14 Q. So "Seen by Alison Fraser". Does that suggest A11 had
 15 been seen by her in a psychiatric sense?
 16 **A. Yes. I think, yes.**
 17 Q. "Cross-dresses, claims to be gay and has sexual
 18 relationship with male. May be shock tactic. Not
 19 investigated."
 20 The words "shock tactic", if we look back at those
 21 notes you took on 4 March, I think those two words
 22 appear there. Was the shock tactic being suggested in
 23 relation to his demanding an HIV test?
 24 **A. No, the shock tactic, from my point of view there, was**
 25 **about his whole behaviour, that he was trying to shock**

Page 134

1 **people to get attention, and that was why he was**
 2 **cross-dressing and claiming to be gay and whatever, and**
 3 **that was part of his -- I don't want to say**
 4 **attention-seeking behaviour, but part of his behaviour**
 5 **that, by shocking people, he was actually getting them**
 6 **to stop and look at him to get the right kind of**
 7 **attention, and that wasn't working, from my perspective.**
 8 Q. Using the words "shock tactic" were you simply repeating
 9 what you had heard four days before or were you
 10 expressing an opinion?
 11 **A. I think that that's an opinion because the way I wrote**
 12 **my notes originally, I think that's the way I thought it**
 13 **was. It may be a shock tactic. It may have been used**
 14 **in that meeting, but it was something that I thought was**
 15 **happening.**
 16 Q. Now, at the foot of this page, while we have it, the
 17 last four lines, again attributed to Mike Poulton, seems
 18 to read:
 19 "Oral sex -- became more commonplace in their
 20 perception last summer following RH incident. Same/some
 21 boys/fruit-flavoured condoms."
 22 **A. Yes, they were using fruit-flavoured condoms, not**
 23 **flowered.**
 24 Q. No, you are right, sorry, it is my misreading of it.
 25 "No definite information". So what was he saying? Do

Page 135

1 you remember?
 2 **A. It's interesting, because they put "JB" above that and**
 3 **it's been crossed out. I think what he was saying was,**
 4 **from his understanding, the incidents of the oral sex,**
 5 **as it was being reported to him, had seemed to increase**
 6 **since the Rod Hilton incident.**
 7 Q. In other words, the Hilton incident had a direct impact
 8 on the behaviour of the boys?
 9 **A. Yes. That was his view.**
 10 Q. Can we go to our page 6. We will see the name
 11 Jim Henderson. That was the police inspector?
 12 **A. Yes.**
 13 Q. Jim Henderson I think it says agreed that children need
 14 to be told that what they are doing is wrong?
 15 **A. Yes.**
 16 Q. You're laughing?
 17 **A. Yes.**
 18 Q. A bit old school for you?
 19 **A. It's Jim Henderson. That was --**
 20 Q. We don't know him, you do.
 21 **A. No, I do. That would be very much Jim Henderson, I'm**
 22 **afraid.**
 23 Q. Which means?
 24 **A. How can I put this politely? He was that kind of**
 25 **a policeman, you know, "We will just tell them it's**

Page 136

1 wrong".
 2 Q. Unrealistic?
 3 **A. Yes, in those kinds of circumstances. He wasn't -- his**
 4 **predecessor, Jim Smellie, had been very much -- very**
 5 **interested in the child protection work and really**
 6 **promoted it. I always felt with Jim Henderson that he'd**
 7 **seen it as a career step and one of those jobs that he**
 8 **needed to do to move on to the next one.**
 9 Q. To get it out of the way and move on?
 10 **A. Yes. I don't mean that in any way kind of derogatory**
 11 **towards him, but I just felt that's what it was. He had**
 12 **a very different attitude to some of the child**
 13 **protection issues than some of his colleagues. He was**
 14 **a very good officer but he just had a different view.**
 15 Q. Was he Littleborough or Rochdale?
 16 **A. He was actually based in the Rochdale office but he**
 17 **managed the Littleborough staff. Littleborough was just**
 18 **kind of a substation.**
 19 Q. He was Sterndale's supervising officer?
 20 **A. Yes.**
 21 Q. It reads on. This is Jim Henderson:
 22 "An investigation will probably only lead to
 23 conclusions that MP has already arrived at."
 24 **A. Yes.**
 25 Q. In other words, what's the point?

Page 137

1 **A. Yes.**
 2 Q. Then you intervene and suggest a possibility of a joint
 3 police/Social Services Department with care staff?
 4 **A. Yes.**
 5 Q. So you were saying, well, no, we need a joint
 6 investigation involving social services with care staff,
 7 meaning what, the residential care staff or --
 8 **A. With the residential care staff, yes. I felt we**
 9 **needed -- yes.**
 10 Q. And police?
 11 **A. And the police.**
 12 Q. In other words, you know, "Jim, you're old-fashioned,
 13 you don't know what you're talking about. This is
 14 what's needed?"
 15 **A. Yes.**
 16 Q. Mr Poulton stressed the need for therapy?
 17 **A. Yes.**
 18 Q. Which was something else that was on the agenda, as it
 19 were, and required thinking about?
 20 **A. Yes, and needed resources, because those resources would**
 21 **not have been freely available for that.**
 22 Q. Can I ask you about an entry at the bottom of the same
 23 page under the horizontal line that's been drawn right
 24 at the bottom:
 25 "Other group of boys involved in stranger abuse."

Page 138

1 **A. Yes.**
 2 Q. What's that all about?
 3 **A. Stranger abuse was where -- these were boys that had met**
 4 **up with people that weren't familiar to them, they**
 5 **weren't family, they weren't professionals that were**
 6 **involved with them or anything like that, they were**
 7 **people that they either met off the street or they were**
 8 **linked in with others.**
 9 Q. Was this an oblique reference to Smith Street?
 10 **A. It was Smith Street, but also at that time, I -- I and**
 11 **a couple of the police officers were concerned that**
 12 **there was a wider network of, for want of a better term,**
 13 **kind of paedophiles that was going around, particularly**
 14 **picking up the young boys, and we believed that some of**
 15 **the boys were being picked up in Rochdale and taken to**
 16 **other places.**
 17 Q. Yes.
 18 **A. I actually became so concerned about one case that I'd**
 19 **heard had gone into the next authority rather than**
 20 **Greater Manchester, it had come into Lancashire, that on**
 21 **my way home from work one night I actually called in and**
 22 **spoke to the local officers there to alert them to what**
 23 **I thought was boys from Rochdale moving into Lancashire**
 24 **with strangers.**
 25 Q. The whole reads:

Page 139

1 "Other group of boys involved in stranger abuse has
 2 occurred outside school premises. No appropriate means
 3 of communication at this time."
 4 **A. Mmm.**
 5 Q. Does that mean anything to you?
 6 **A. No. No, I don't know what that actually refers to**
 7 **there. But it was something that was going on.**
 8 Q. Then if we look, please, I think finally, insofar as
 9 this document is concerned, on the final page, page 7,
 10 right at the top we have the initials "ZRF", that's
 11 Mr Flammer, the educational psychologist, isn't it?
 12 **A. It could be.**
 13 Q. I think those are his initials, ZRF. About two-thirds
 14 of the way down, he suggests a two-pronged attack:
 15 "Continuing of development started by school
 16 not ..."
 17 This is another word I have struggled with?
 18 **A. "Emphasising".**
 19 Q. "Empathising", is that what you think it is?
 20 **A. I think it's "emphasising".**
 21 Q. "No emphasising on sexual activities". What does that
 22 mean?
 23 **A. I think they were suggesting that they kind of looked at**
 24 **working with staff and the school in changing the whole**
 25 **kind of management routine of the young people; didn't**

Page 140

<p>1 focus on, let's look at the kind of sexual abuse side of 2 this, but let's just look at our general management of 3 young people in the school and see if we can get that 4 right and better. Because there were issues around the 5 whole management of the children in that establishment. 6 Q. What was the "Not empathising"?</p> <p>7 A. "Not emphasising", not "empathising".</p> <p>8 Q. "Emphasising"?</p> <p>9 A. I think it is "emphasising". So let's play down the 10 sexual activity side. Let's just look at good practice 11 in managing the children's behaviour.</p> <p>12 Q. So "Not emphasising on sexual activity", if that is what 13 it is, "to rebuild school as community based on 14 trust..."</p> <p>15 A. Yes.</p> <p>16 Q. "... with child protection system close to hand. 17 Second, take account of resource needs of the school." 18 Did you agree with that? Did you agree with that as 19 being the way forward as a result of this meeting?</p> <p>20 A. To be honest, I don't know, at that time, whether 21 I thought that was the way forward. I felt they needed 22 to actually get a grip of the school, and that would be 23 kind of a step towards it, those two aspects. But 24 I felt there was also more needed.</p> <p>25 Q. If you are not emphasising sexual activity, are you</p> <p style="text-align: center;">Page 141</p>	<p>1 A. Well, as you say, in the first part, that is about how 2 they are going to look at the issues in the school, and 3 that had to be a joint investigation with the police and 4 social services.</p> <p>5 Q. Taking up your idea, was it?</p> <p>6 A. Yes. The second one was, again, from the issues that 7 they understood was going on in the school -- got the 8 boy that was cross-dressing, we'd got other children 9 that were being abusive to one another -- then that 10 needed to be looked at in terms of counselling and in 11 terms of implementing strategies to try and reduce that. 12 So they would have been, I would have thought, quite 13 sensible steps forward.</p> <p>14 Q. Can we please look at another single-page, typed note 15 that we have of the 8 March meeting. This is RHC001271. 16 I'm not sure if it is complete or incomplete. Have you 17 seen this before?</p> <p>18 A. I have seen it. It's been shown to me recently, yes.</p> <p>19 Q. Do you know who created it?</p> <p>20 A. I don't.</p> <p>21 Q. Because it is clearly from the same meeting. But 22 a little over halfway down, we find "Level of sexual 23 abuse way above that which you would find in male 24 boarding. 25 "Coercion and threats involved have become factors."</p> <p style="text-align: center;">Page 143</p>
<p>1 ignoring it?</p> <p>2 A. I would hope not.</p> <p>3 Q. Let's look at what Diana Cavanagh suggested?</p> <p>4 A. Because that is talking about getting a developmental 5 policy started, so you wouldn't want to develop a policy 6 that was about sexual activity, it would be about 7 reducing it and minimising it.</p> <p>8 Q. But you still had the problem?</p> <p>9 A. Yes.</p> <p>10 Q. And it was ongoing and not going away?</p> <p>11 A. No.</p> <p>12 Q. And it had to be tackled?</p> <p>13 A. Yes.</p> <p>14 Q. But it wasn't going to be emphasised?</p> <p>15 A. No.</p> <p>16 Q. Diana Cavanagh, we see that she seemed to consider two 17 groups should be appointed. The second group: 18 "Further discussion of police, Social Services 19 Department, with issues for school to consider. 20 "First group -- counselling must go hand in hand 21 with school strategies and Education Department has to 22 take ...?"</p> <p>23 A. "... earlier steps".</p> <p>24 Q. Something "steps". What was that about? What was being 25 suggested there, as you recall it?</p> <p style="text-align: center;">Page 142</p>	<p>1 There are elements of that which you might have 2 found in what Mr Poulton was saying but starkly a level 3 of sexual abuse way above that which you would find in 4 male boarding", do you know who said that?</p> <p>5 A. No, but I would agree with that. I would concur with 6 that completely. I felt what was being described to us 7 was not normal.</p> <p>8 Q. We see, for example, at the bottom, Richard Flammer, 9 "Two-pronged attack. Further developments of working 10 with the school. School as community staff members and 11 pupils". That's what we were just looking at?</p> <p>12 A. Yes.</p> <p>13 Q. Pithily noted on this minute?</p> <p>14 A. Yes.</p> <p>15 Q. I want us now, please, to look at another document, 16 because I just want to pick up the thread, Ms Weeks, of 17 really your involvement, which became rather extensive 18 at this point. GMP000392 at page 32. At the risk of 19 making myself very unpopular, can we actually go to the 20 previous page, I'm sorry, page 31. 21 This is, once we get there, a document which doesn't 22 appear to have a header. This appears to be the first 23 page. It runs for two or three, maybe four: 24 "A number of situations have arisen over the last 25 eight-nine months which have given cause for concern.</p> <p style="text-align: center;">Page 144</p>

<p>1 Briefly, these are ..."</p> <p>2 Have you ever seen this document before?</p> <p>3 A. Yes.</p> <p>4 Q. I will take you through it. Whose document is it?</p> <p>5 A. I don't know.</p> <p>6 Q. Not yours?</p> <p>7 A. It could be, but I don't know.</p> <p>8 Q. We will see. Certainly you are named in it. Anyway,</p> <p>9 the first page --</p> <p>10 A. I have to say, I didn't do a lot of typing, so if I had</p> <p>11 typing done, it was sent off to the typing pool, so most</p> <p>12 of my photos are handwritten scribbles if they appear</p> <p>13 anywhere.</p> <p>14 Q. The first paragraph deals with boys engaged in</p> <p>15 cottaging. The second deals with Hilton. You will see</p> <p>16 at the end of that first paragraph under point 2:</p> <p>17 "The Education Department launched an internal</p> <p>18 investigation which resulted in:</p> <p>19 "No disciplinary action.</p> <p>20 "The decision to formerly cover the absence of</p> <p>21 the head teacher who was on sick leave by the</p> <p>22 appointment of an acting head.</p> <p>23 "Review of staff rotas.</p> <p>24 "Review of staff levels and training."</p> <p>25 If accurate, that's the result of an internal</p> <p style="text-align: center;">Page 145</p>	<p>1 agendas around. Some of these included:</p> <p>2 "Staff regrading claims.</p> <p>3 "The appointment of waking night staff.</p> <p>4 "Friction between residential and teaching staff.</p> <p>5 "Lack of confidence.</p> <p>6 "Ignorance of child sexual abuse and 'normal'</p> <p>7 adolescent development.</p> <p>8 "View that earlier education review had 'swept'</p> <p>9 issues under the carpet and had not wanted to see the</p> <p>10 problems.</p> <p>11 "Staff did not think they were being heard."</p> <p>12 We have gone through one page of it. Do you think</p> <p>13 any more that this was your document or someone else's?</p> <p>14 A. I don't know.</p> <p>15 Q. You don't know?</p> <p>16 A. I don't know.</p> <p>17 Q. Do you recognise some of the different agendas that were</p> <p>18 highlighted at the top of this page?</p> <p>19 A. Yes, yes.</p> <p>20 Q. Some of those were highlighted in the meetings that you</p> <p>21 attended or elsewhere?</p> <p>22 A. Yes, I mean, some of those issues were in the meeting</p> <p>23 and the discussions that I had with people. You know,</p> <p>24 you have informal meetings.</p> <p>25 I remember coming out of the meeting we had with --</p> <p style="text-align: center;">Page 147</p>
<p>1 investigation, something about which we know; whether</p> <p>2 there was a report or not is another matter, but we know</p> <p>3 about an internal investigation.</p> <p>4 Then the next paragraph:</p> <p>5 "During December, January and early February, the</p> <p>6 staff -- predominantly residential staff became aware</p> <p>7 that the boys in Norden unit were engaged in some</p> <p>8 sexually explicit activities.</p> <p>9 "The staff referred a number of the boys</p> <p>10 independently to the child and family psychiatric unit."</p> <p>11 Is that a reference to Dr Fraser's unit, do you</p> <p>12 think?</p> <p>13 A. Yes.</p> <p>14 Q. We know that that happened around November 1990 because</p> <p>15 we have seen a thank you letter for referring, and they</p> <p>16 are named in the next paragraph:</p> <p>17 "Fraser and Scarborough became concerned at the way</p> <p>18 the situation was being handled and requested that</p> <p>19 a meeting be convened ..."</p> <p>20 That meeting was held on 4 March, we have just seen</p> <p>21 that.</p> <p>22 "It was attended by Fraser" -- if you don't mind me</p> <p>23 using surnames -- "Scarborough, Bowyer and Williams.</p> <p>24 "See minutes.</p> <p>25 "It became apparent that there were a number of</p> <p style="text-align: center;">Page 146</p>	<p>1 at Knowl View and actually talking to Chris Scarborough</p> <p>2 on the car park about our concerns about things. So</p> <p>3 I had -- you know, around that time I had informal</p> <p>4 discussions with people as well.</p> <p>5 Q. That was on 4 March after that meeting that was at the</p> <p>6 school?</p> <p>7 A. Yes.</p> <p>8 Q. Let's carry on:</p> <p>9 "1. The meeting concluded that education would</p> <p>10 consider staff criticisms."</p> <p>11 "The meeting" must be a reference to the 4 March</p> <p>12 meeting?</p> <p>13 A. Yes.</p> <p>14 Q. That's the only one that we have read so far about:</p> <p>15 "2. Staff would prepare written records on recent</p> <p>16 incidents which they considered to be child-to-child</p> <p>17 sexual abuse.</p> <p>18 "3. No further action could be taken in relation to</p> <p>19 the adult abuser.</p> <p>20 "4. Staff needed to be involved in ACPC child abuse</p> <p>21 training.</p> <p>22 "5. Staff needed advice on handling and managing</p> <p>23 boys who had been sexually abused.</p> <p>24 "6. No further action could be taken in relation to</p> <p>25 the Smith Street toilets other than making boys and</p> <p style="text-align: center;">Page 148</p>

1 their parents aware of the risks.
 2 "Concentrate on promoting the individual boys'
 3 self-esteem and offering protection advice.
 4 "Reassured staff that their concerns were heard and
 5 were being taken seriously."
 6 The way it reads is that all of that dropped out of
 7 the 4 March meeting?
 8 **A. Mmm.**
 9 Q. Yet the minutes we saw of the 4 March meeting don't
 10 really reflect all of that, do they?
 11 **A. No.**
 12 Q. Why do you think that is?
 13 **A. Down to the minute-taker, I would think.**
 14 Q. Simple as that?
 15 **A. Yes.**
 16 Q. What came out of the 4 March meeting was, if this is
 17 accurate, far more extensive than those minutes reflect?
 18 **A. I think when you have been to a meeting like that,**
 19 **whether this is my document or somebody else's, you go**
 20 **away and reflect on things. Then if you are trying to**
 21 **kind of crystallise your thoughts to kind of move them**
 22 **on and get somebody else to take -- not notice of them,**
 23 **but to kind of appreciate what is going on, then you**
 24 **would set them out in this way.**
 25 Q. Then you will see that in the left-hand margin we have

Page 149

1 ".3.91". That rather suggests a number of other events
 2 happening in March of that year. Unfortunately, the
 3 dates have dropped off the side so we can't really tell.
 4 **A. Yes.**
 5 Q. But on the first entry:
 6 "Spoke to Brian Williams. He was concerned that
 7 I should be aware of all the agendas and action
 8 previously taken by the Education Department."
 9 Does that give you a clue as to who the author of
 10 this might be? Still not?
 11 **A. No, not really. As I say, it's a long time ago.**
 12 Q. Don't worry. Let's see. If there is any point where
 13 you recognise if it is not you but you have a clue who
 14 it might have been, do let us know. The next one is:
 15 "Meeting with Mr Littlemore and Diane Cavanagh ..."
 16 So whoever wrote this didn't realise her name is
 17 Diana, not Diane:
 18 "... gave outline of concern. Agreed that
 19 a strategy meeting be convened to look at all present
 20 concerns and to decide on a future plan of action."
 21 That strategy meeting was 8 March, so we can deduce
 22 from this the two dates we have looked at so far are
 23 between the 4th and the 8th; agreed?
 24 **A. Mmm.**
 25 Q. The next one:

Page 150

1 "Meeting held at school psychological service."
 2 It is not 8 March, which we have already looked at,
 3 I think, or maybe you will tell me it is?
 4 **A. I think it would be.**
 5 Q. "K Bentley."
 6 That's the name you mentioned earlier?
 7 **A. That's Kevin Bentley.**
 8 Q. Kevin Bentley's name doesn't appear on the notes we just
 9 saw for 8 March, does it? But people who do, if my
 10 memory serves me, Marilyn Simpson, Diana Cavanagh,
 11 Brian Williams, Mansoor Kazi, Richard Hammer -- should
 12 be Flammer -- Janet Bowyer, Sheila McGough, Annie Dodds,
 13 Mike Poulton, acting head, Jim Henderson,
 14 Kevin Sterndale. Do you think this is --
 15 **A. I think it is the 8 March one. I may be wrong but**
 16 **I think it is.**
 17 Q. With the addition of Kevin Bentley?
 18 **A. Kevin Bentley.**
 19 Q. Kevin Bentley you told us was a police officer, didn't
 20 you?
 21 **A. No, that's Kevin Sterndale. Kevin Bentley was another**
 22 **social worker, another manager. Kevin Bentley was, if**
 23 **memory serves me right, the senior social worker from**
 24 **Heywood North team -- not Heywood, Rochdale North team.**
 25 Q. You don't think it is Cliff Bentley? Do you remember

Page 151

1 when we looked at the 8 March notes we didn't have
 2 a name that was "chief adviser, chief adviser"? Do you
 3 remember, when we were looking at the handwritten notes,
 4 but there was no name and I suggested it could be
 5 Cliff Bentley. You don't think the note taker meant
 6 "C Bentley"?
 7 **A. Could be.**
 8 Q. If that is, that would just about accord with everybody
 9 who was present at the 8 March meeting?
 10 **A. That could be it.**
 11 Q. We might be able to assume this is the 8 March meeting
 12 we have deduced from all of that. It is not that social
 13 worker but Cliff Bentley who was a chief adviser at the
 14 time?
 15 **A. Right.**
 16 Q. "Very difficult meeting". Do you remember 8 March, if
 17 this is what it is about, being a very difficult
 18 meeting?
 19 **A. Only from the other notes we looked at. It is a very**
 20 **long time ago.**
 21 Q. Sure. Let's read on:
 22 "Mr Bentley and M Simpson [rather looking like it
 23 would be Cliff Bentley] considered that the sexual
 24 activity being described was normal behaviour in a boys'
 25 school."

Page 152

1 Let me pause there, because it is only right I point
 2 out that Marilyn Simpson, who is alive to this, has
 3 disclaimed that either she or Mr Bentley said any such
 4 thing. But somebody has noted that. It is a long time
 5 ago. Do you remember anything like that being suggested
 6 by them or anyone during the course of that meeting?
 7 **A. At that time, I do remember that there were discussions**
 8 **at that time about -- this is -- that certain behaviours**
 9 **were fairly normal in a boys' school. I wouldn't like**
 10 **to attribute them to any particular person, this long**
 11 **away.**
 12 Q. No, of course.
 13 **A. But that was a view amongst some of the other**
 14 **professionals, that this was only fairly normal**
 15 **behaviour in an all-boys environment.**
 16 Q. You will remember the passage I invited your
 17 consideration of by Mike Poulton, that intervention,
 18 where he said it went well beyond normal sexual play
 19 because coercion and threats were new factors?
 20 **A. Yes.**
 21 Q. So it looks like there must have been some discussion
 22 around that issue during the course of that meeting?
 23 **A. Mmm-hmm.**
 24 Q. Then the next entry is:
 25 "Police didn't want to be involved in any

Page 153

1 investigation."
 2 We have seen that.
 3 **A. We have seen that in the other piece of --**
 4 Q. "They couldn't see that any action would be helpful at
 5 this time. Mansoor Kazi [the principal education
 6 welfare officer] reminded everyone of the ACPC
 7 procedures and requirements. Reached an impasse with
 8 education."
 9 What was the impasse? Do you remember?
 10 **A. I think that that was in relation -- as you said,**
 11 **that -- it was that bit about them saying that it's kind**
 12 **of fairly normal behaviour. I think that was the**
 13 **impasse, that we needed to move it on.**
 14 Q. "The staff" --
 15 **A. Because they are saying it didn't constitute abuse.**
 16 Q. You have read on:
 17 "The staff saying that they did not consider the
 18 behaviour to constitute abuse.
 19 "Agreed.
 20 "No action for police or SSD to take at present.
 21 "Education Department to collate their information
 22 and obtain statements from relevant care staff and to
 23 contact other agencies when this is available."
 24 So that seems to be the author of this note's
 25 summary of the position on 8 March?

Page 154

1 **A. That would appear to be the agreed decisions that came**
 2 **out of that meeting, yes.**
 3 Q. Then we move on to 22 March:
 4 "Mansoor Kazi came up to floor 10 at 2.30 pm."
 5 We are beginning to get a clue this must have been
 6 written by somebody in your department or in the
 7 Social Services Department. You told us you were on the
 8 10th floor?
 9 **A. Yes, yes.**
 10 Q. "There had been a further meeting in the Education
 11 Department earlier this week 18.3.91 when a decision was
 12 taken that the behaviour in Norden unit was considered
 13 to constitute child-to-child sexual abuse. The
 14 Education Department are therefore requesting protocol
 15 interviews in relation to the relevant boys."
 16 So it looks as if a few days later, on 18 March, and
 17 ten days after the last meeting you attended, a decision
 18 was taken on that occasion that this was child sexual
 19 abuse, which was quite different to a decision that was
 20 made at the end of May. It was the converse:
 21 "In view of the fact that the school has now closed
 22 for the Easter holidays, I advised Mansoor that the
 23 department would take no action until there had been the
 24 opportunity of discussions with staff members after
 25 8 April."

Page 155

1 "I advised Mansoor". Who would advise Mansoor?
 2 **A. I don't know.**
 3 Q. Then we can see "ID", that's Ian Davey, "made aware of
 4 a letter from area health, 27 March."
 5 3 April, Mrs Hawton came to see Ian Davey. She was
 6 the counsellor and the chair of Rochdale Health
 7 Authority. We know she did and we will see that later.
 8 The next day, 4 April, "Ian Davey showed area health
 9 letter to JB."
 10 That's you, unless there was another JB?
 11 **A. No, that will be me.**
 12 Q. Would you refer to yourself as "JB" in a note?
 13 **A. Yes, I probably would. I don't recall doing these**
 14 **notes, but it may well be that --**
 15 Q. "On the same day "Meeting with Diane Cavanagh and
 16 Ian Davey following Mrs Hawton's intervention. Agreed
 17 to convene further meeting 11 April."
 18 Did you or anyone else have a meeting with them at
 19 that time?
 20 **A. There is a meeting -- that will be the 11th, further**
 21 **down your list.**
 22 Q. We are going to come to that. It looks like there was
 23 a meeting with Cavanagh and Davey on 4 April with the
 24 author of this note:
 25 "9 April. Meeting at Heywood with Chris Spankie,

Page 156

1 Annie Dodds and Chris Waring of Manchester."
 2 Who was Chris Spankie?
 3 **A. Chris Spankie was the senior social worker at the**
 4 **Heywood area team.**
 5 Q. Annie Dodds, you have told us about. "Chris Waring,
 6 Manchester" mean anything to you?
 7 **A. Chris Waring was a social worker from one of**
 8 **the Manchester teams. I think, yes, Harpurhey, I think.**
 9 Q. Now we look at what goes on, because in light of that
 10 important, on the face of it, decision that had been
 11 made on 18 March about progressing the investigation
 12 perhaps into child-on-child sexual abuse and a decision
 13 being made about it, on 9 April in that meeting with
 14 Spankie, Dodds and Waring:
 15 "It was agreed that A17 appeared to be the most
 16 appropriate boy to begin interviews with. JB
 17 agreed ..."
 18 It looks like you were there?
 19 **A. I think these probably are my notes then.**
 20 Q. "... agreed to recontact school and Education
 21 Department. Chris Waring would also talk to the school
 22 about A15."
 23 So you were getting up and running an investigation?
 24 **A. Yes.**
 25 Q. Without the police, by the look of it?

Page 157

1 **A. No. If these are my notes and if that is what I was**
 2 **doing, this was where we were kind of getting -- the**
 3 **team to actually negotiate with the police would be**
 4 **either Chris Waring in Manchester or Chris Spankie in**
 5 **Heywood. They would be the lead workers to involve the**
 6 **police.**
 7 Q. The police had already refused to become involved?
 8 **A. Right. But if they're then doing it, it would have been**
 9 **a joint police investigation at that time.**
 10 Q. At least that was in your mind, even if it wasn't in the
 11 police's at that point?
 12 **A. Yes.**
 13 Q. It looks as if things were progressing and although,
 14 according to Mr Flammer in the 8 March meeting, the
 15 two-pronged attack, the emphasis was going to be taken
 16 away from the sexual activity, it looks like the
 17 emphasis was straight back on it, at least as far as
 18 social services were concerned at this point. Is that
 19 right?
 20 **A. It looks like from those, yes.**
 21 Q. Then on the same day, "TC" -- telephone call?
 22 **A. Yes.**
 23 Q. "... from Liz Cotton, trainer, meeting arranged for
 24 15 April."
 25 Was she going to train the staff?

Page 158

1 **A. She was going to -- from recollection, Liz was going to**
 2 **do some work with the staff at Knowl View.**
 3 Q. Yes, which was one of the recommendations --
 4 **A. Yes.**
 5 Q. -- or the resolutions in the 4 March meeting, wasn't it?
 6 **A. She was one of the area Child Protection Committee**
 7 **trainers. We had trainers from different specialisms.**
 8 **She was the health rep for there, but she was one of**
 9 **the lead trainers. I think she was chair of**
 10 **the Training Subcommittee at that time.**
 11 MR ALTMAN: It is 3.15 pm. Ms Dobbin has just written the
 12 word "break" on a piece of paper. I think what that
 13 means is that I'm being asked to invite the chair and
 14 the panel if they would like to take their break. If
 15 that is not inconvenient to you?
 16 THE CHAIR: Thank you. We will return at 3.35 pm.
 17 (3.20 pm)
 18 (A short break)
 19 (3.35 pm)
 20 MR ALTMAN: Ms Weeks, we were looking at a meeting which
 21 must be 11 April:
 22 "Meeting with Cliff Bentley, Marilyn Simpson,
 23 Richard Hammer [should be Flammer] Mansoor Kazi,
 24 Brian Williams, Stephen Bradshaw ..."
 25 And by the 11th, he had probably been in post by

Page 159

1 about three or four days, Stephen Bradshaw, as head:
 2 "... Duncan Eaton" and you:
 3 "Janet Bowyer explained the situation in relation to
 4 protocol interviews and that we needed to identify one
 5 or two 'victims' to initiate the process. This was
 6 assigned to Stephen Bradshaw and Duncan Eaton."
 7 First question: why was the word "victims" in
 8 inverted commas, if you wrote this?
 9 **A. Because at that time -- it is difficult to explain. If**
 10 **we were looking -- we were looking to set up the process**
 11 **for investigation. So we want to talk to a child that**
 12 **we feel has been abused, in the victim role. What was**
 13 **being said at the school was that these boys were taking**
 14 **part -- two things were being said. One was that they**
 15 **were taking part willingly in these activities, and two**
 16 **is that it wasn't quite clear who was -- not the**
 17 **aggressor, but who was the kind of lead child in it. So**
 18 **the term "victim" was to try to convey it was one of**
 19 **the more vulnerable or unwilling subjects, if you will.**
 20 Q. One of the things you said in your witness statement at
 21 the top of page 7, and this probably touches on
 22 something you have said to us already:
 23 "At that time there were some procedures and advice
 24 on how to deal with child-on-child sexual abuse.
 25 However, child participants were considered to be

Page 160

1 victims, even though some activities were beyond normal
 2 experimentation, the rationale being the belief that the
 3 children must have been previously abused themselves."
 4 **A. Yes.**
 5 Q. Does that feed into this or not? Is that a completely
 6 different proposition?
 7 **A. No, that's part and parcel of it, yes.**
 8 Q. Reading on:
 9 "The investigation was not to be resource united but
 10 I did point out that it may be that none of the boys
 11 identified may be able or willing to provide
 12 information.
 13 "Cliff Bentley wanted all the boys in the school
 14 interviewed. I explained that this was neither
 15 appropriate or necessary."
 16 If Cliff Bentley wanted all the boys in the school
 17 interviewed, do we take that literally? Every single
 18 boy?
 19 **A. Yes.**
 20 Q. And "I", if that is you, "explained that this was
 21 neither appropriate nor necessary"?
 22 **A. No. Whichever way you look at it, you know, to involve**
 23 **every child in the school, to interview them as if they**
 24 **may have been either an abuser or an abused child --**
 25 **sometimes the process of interviewing these children can**

Page 161

1 **in itself be abusive. It is not intended to be, but the**
 2 **questions you need to ask, and some of these -- this**
 3 **school was for children that had emotional difficulties**
 4 **as well as sometimes learning difficulties, but in the**
 5 **main these were children with emotional difficulties, so**
 6 **to put them in that kind of an interview situation was**
 7 **not always appropriate.**
 8 Q. At the foot of the page:
 9 "I also pointed out that members of staff had again
 10 been telling 'their story' to outsiders which was in my
 11 view not necessary and could lead to an investigation by
 12 media which would prove to be in no-one's best
 13 interest."
 14 Is that something you might have said?
 15 **A. Quite likely, yes. Before I got this job, I had had**
 16 **a lot of experience in direct work in interviewing with**
 17 **children who had been abused. What I found was that**
 18 **sometimes the adults get involved in the story telling**
 19 **in such a way that it's unhelpful, both to the child who**
 20 **is the victim and to any investigative process, because**
 21 **it contaminates it. So it may well have been I said**
 22 **that. It would be something I had a very strong view**
 23 **about because I do feel that adults getting involved in**
 24 **the story telling contaminates it, if I can put it in**
 25 **that way.**

Page 162

1 Q. Then at the top of the next page:
 2 "Stephen Bradshaw confirmed that staff would be told
 3 not to discuss the situation further outside the school.
 4 "Boys identified by Stephen Bradshaw. A14, A11 and
 5 A15. However, these are not considered to be victims.
 6 Knowl View to prepare relevant information for SSD."
 7 "These are not considered to be victims". Is that
 8 the same point or a different point?
 9 **A. I don't know where that bit came from, who considered**
 10 **them not to be victims, to be honest.**
 11 Q. Because we see this a little later when we come to the
 12 decision that was made on 30 May. But on any showing,
 13 there were victims here, weren't there?
 14 **A. Oh, yes. Yes, yes.**
 15 Q. Even boys who may have been perpetrators looked at, at
 16 one end of the spectrum and what was going on --
 17 **A. Are still victims.**
 18 Q. -- are themselves victims?
 19 **A. Yes, yes.**
 20 Q. 15 April:
 21 "Home visit to Liz Cotton."
 22 About the training she was going to give. The last
 23 paragraph in that -- against that date:
 24 "Liz would be prepared to go into Knowl View and do
 25 some further training with them. She was very concerned

Page 163

1 that their responses and management was not altogether
 2 appropriate."
 3 It looked as if she had gone in, but it hadn't been
 4 very satisfactory?
 5 **A. I'm puzzled over that. Because if this is my entry,**
 6 **I don't ever remember visiting Liz Cotton in her home.**
 7 Q. Right.
 8 **A. But -- yes. No, just going on to that --**
 9 Q. Then 16, probably, April 1991:
 10 "Davey sent reply to Mrs Hawton's letter -- copy on
 11 ID pinks file."
 12 **A. The pinks file is the carbon copy.**
 13 Q. I think that may be a letter we have seen today already,
 14 chair, that Mrs Scarborough asked to be put on the
 15 screen before she left.
 16 22 April 1991:
 17 "JB to Knowl View School.
 18 "Bradshaw and Eaton present. They provided notes in
 19 respect of A15 and A11. Still no clear allegations.
 20 Also discussed lack of knowledge about ACPC training
 21 opportunities."
 22 If this is your note -- first of all, did you go to
 23 Knowl View around that time?
 24 **A. I may well have done. I can't remember.**
 25 Q. Do you understand what "still no allegations means"?

Page 164

1 **A. What I would take that to be is that the boys weren't**
2 **making -- my understanding of that comment would be that**
3 **the boys were not saying that anything had happened to**
4 **them and by whom. So it was -- there was no clear**
5 **information about if they had been abused. It may well**
6 **be that they weren't talking at all. I don't know.**
7 Q. Then we can see at the foot of the page, just passing
8 over 23 April, the second 23rd and the 24th, telephone
9 message for Spankie and a memo to Chris Spankie.
10 **A. I did write to Chris Spankie, so it is quite --**
11 Q. I am going to come to him in a minute.
12 Going back, you will remember how this note points
13 out on our page 33, so the previous page, at the top,
14 18 March, so against the 22 March entry, 18 March,
15 decision was taken behaviour in Norden was considered to
16 constitute child-to-child sexual abuse. Two days later,
17 Phil Shepherd of Rochdale Health Authority wrote
18 a report, he having been brought into Knowl View to give
19 some training on AIDS/HIV to staff, but things rather
20 turned, staff complained to him, told him what was going
21 on and he wrote a report about it only two days after
22 that decision was taken, but in the midst of all of this
23 going on, did you know anything about the
24 Shepherd Report?
25 **A. I wasn't aware of the Shepherd Report at the time.**

Page 165

1 Q. Or that Shepherd had gone into the school?
2 **A. I can't honestly say I do remember that. I don't.**
3 **I mean, a lot was going on at that time. There was**
4 **a lot of training that was being proposed. I don't know**
5 **about Phil Shepherd going in there.**
6 Q. The interviews that we have just been looking at that
7 were being discussed, what were the interviews going to
8 cover?
9 **A. The interviews with the children?**
10 Q. Yes. What were they going to cover? What were they
11 designed to cover? If there were going to be
12 interviews, and by the time we got to the middle
13 of April, three boys had been identified: A14, who had
14 been, let's remember, sexually assaulted by Hilton
15 in September 1990; A11, who was confused about his
16 sexuality and was in a homosexual relationship with an
17 adult male outside school; and A15, who, if my memory
18 serves me, was also involved in Smith Street toilets as
19 well as child-on-child abuse. What were the interviews
20 to cover?
21 **A. That would be down to the investigating social worker**
22 **and police officer, but they would be broadly to ask**
23 **them if there was anything that they wanted to tell them**
24 **about, if they felt that -- if they had been abused in**
25 **any way or --**

Page 166

1 Q. So completely open-ended?
2 **A. Yes.**
3 Q. It might have covered the whole gamut or absolutely
4 nothing?
5 **A. Yes. They were not intended to be directive interviews.**
6 **Child abuse interviews are supposed to be fairly**
7 **open-ended processes.**
8 Q. So you let the child talk?
9 **A. You encourage the child to talk without leading them in**
10 **any way. If it's seen that you are leading a child down**
11 **a particular avenue, then that evidence often becomes**
12 **inadmissible.**
13 Q. Well, it depends what you want to use it for.
14 **A. Well, yes.**
15 Q. If you want to use it to mount a prosecution, to support
16 a prosecution, then depending on how the interview is
17 conducted and whether the child is led into saying
18 things that the child might not otherwise say, yes, of
19 course, it may be inadmissible. But if it is not being
20 used with prosecution in sight, but to understand what
21 was going on for social services/educational reasons,
22 then perhaps one didn't have to be so --
23 **A. There was a lot of training being undertaken by social**
24 **workers and police jointly at that time, particularly in**
25 **Greater Manchester, where we were looking at interviews**

Page 167

1 **that were -- that could be used evidentially. So social**
2 **workers were being encouraged not to lead. They were**
3 **being jointly trained with the police and, unless it was**
4 **a solely social services interview and not a joint**
5 **interview, then that would be the basis on which they**
6 **would be doing it so they would be trying to gain**
7 **evidence rather than --**
8 Q. So you take precautions?
9 **A. Yes.**
10 Q. In other words, if they were going to be done, they
11 would be done in the right way?
12 **A. Yes.**
13 Q. Presumably because you didn't know where it would all
14 lead?
15 **A. Yes.**
16 Q. Can we look, please, at something that happened on
17 7 May. RHC002314, please. This is a letter from
18 Chris Spankie, the man that you have been telling us
19 about, principal social worker at Heywood, to you. It
20 is dated 7 May. Do you remember we last saw in the note
21 that we were looking at messages and telephone messages,
22 memos, to Chris Spankie. It is headed "Knowl View" and
23 it is in relation to A11, one of the boys who was named:
24 "From our earliest discussions regarding the
25 situation at Knowl View, we have agreed that it would be

Page 168

1 impossible to conduct an interview with any of the boys
 2 until there was some clearer and more detailed
 3 information available, not least because there was some
 4 uncertainty as to whether any sexual abuse had actually
 5 taken place. We were also concerned that the first
 6 interview(s) should take place with the victim(s) of
 7 abuse rather than alleged perpetrators or
 8 victim/perpetrators.
 9 "I do not feel that the information which you have
 10 sent regarding A11 clarifies the situation to a point
 11 where an interview is appropriate, as it is inconclusive
 12 as to whether any abuse took place. I remain of
 13 the view that A17 would appear to be the most
 14 appropriate starting point ..."
 15 Do you remember that's where it all started? He was
 16 identified:
 17 "... provided sufficient detail is received to
 18 warrant an interview with him.
 19 "As I am now on leave until 20 May, I have discussed
 20 the situation with Freema, who shares my view. Perhaps
 21 you could liaise with her in my absence."
 22 What had happened between the last week of April and
 23 7 May? If we go back, "we have agreed", who had agreed?
 24 **A. I don't know. It wasn't with me. I can only assume**
 25 **that he meant he had agreed with Freema because this was**

Page 169

1 **one of the issues that I had with him. He was not**
 2 **prepared to undertake the interview. He didn't feel it**
 3 **was appropriate and wanted to push it back.**
 4 Q. Why? For the reasons that he gives or --
 5 **A. Yes, for the reasons he stated.**
 6 Q. Were there any other --
 7 **A. Well, as far as I know, for the reasons he stated there.**
 8 Q. In other words, because there was uncertainty about
 9 whether any sexual "abuse" had actually taken place?
 10 **A. Yes.**
 11 Q. What do you think he meant by that?
 12 **A. My understanding of what he would mean was that he**
 13 **didn't feel that any activity that had taken place he**
 14 **thought may well have been consensual rather than**
 15 **abusive.**
 16 Q. So the emphasis on the word "abuse" --
 17 **A. Yes.**
 18 Q. -- is absence of consent?
 19 **A. Yes. For me, yes.**
 20 Q. And --
 21 **A. And I don't know where that was underlined.**
 22 Q. I don't think it was underlined by me -- I have done it
 23 before, but it is too straight a line for me. That's
 24 how the document is. It is underlined. Whether it was
 25 underlined in the original or somebody else has come

Page 170

1 along and done it, I agree with you, we have to be
 2 careful. But the word is there?
 3 **A. The word is there, yes.**
 4 Q. So that was one point. The second point was concern
 5 about it was the victim/perpetrators issue, wasn't it?
 6 What we are looking at.
 7 **A. Sorry?**
 8 Q. In that first paragraph, the second point he was
 9 making -- so the first was, is this abuse at all?
 10 **A. Yes.**
 11 Q. The second point is, in any event, we don't know whether
 12 we are looking at an offender or a victim?
 13 **A. No.**
 14 Q. Or a bit of both?
 15 **A. He was saying what we should be looking at is, the first**
 16 **interview should take place with victims, yes, and he**
 17 **wasn't sure whether that child was an abuser or an**
 18 **abused. I think that was why we had some impasse over**
 19 **it.**
 20 Q. Do you remember your reaction to this?
 21 **A. I wouldn't have been well pleased.**
 22 Q. So this was a bit of a catch-22, wasn't it?
 23 **A. It was a catch-22 because --**
 24 Q. Because, without interviewing, you are never going to
 25 know who's who and what's what and who did what to whom?

Page 171

1 **A. This was one of the difficulties I had with my role**
 2 **because I could not direct a social worker or a manager**
 3 **to intervene in the way I wanted them to. And even with**
 4 **his manager, you know, he directed me to Freema Taylor,**
 5 **but Freema Taylor supported Chris on that decision.**
 6 Q. Why was Chris Spankie involved at all? Where does he
 7 fit in with all of this?
 8 **A. He was the senior social worker for the team and the**
 9 **child -- whichever child that is that he refers to in**
 10 **those numberings, would have been a child that was**
 11 **managed by that area team.**
 12 Q. So it fell to him to take responsibility, what, for --
 13 he wouldn't have been an interviewer?
 14 **A. No, but he was the person that would have directed the**
 15 **social worker to do the interview.**
 16 Q. I see. So "This is my team. This is my view. This is
 17 the way it is going to go"?
 18 **A. Yes, and, "You can go whistle".**
 19 Q. Three days later, please, if we can look at another
 20 document, RHC001756, 10 May. This is a letter from the
 21 new headmaster to you -- not great quality, but it reads
 22 this way:
 23 "Dear Janet.
 24 "I am becoming increasingly alarmed at the length of
 25 time it is taking to initiate child protection

Page 172

<p>1 procedures regarding children at Knowl View. I feel 2 that I still have children at risk at the school and 3 allegations that have been made concerning A18, A12 and 4 A13 have not been investigated. Chris Waring, social 5 worker for A15 ..." 6 He was the Manchester boy: 7 "... has been in touch and is at this moment 8 following Manchester's child protection guidelines for 9 the investigation." 10 So Manchester was getting on with it and Rochdale 11 was stalling? 12 A. Yes. 13 Q. "I would like to feel that Rochdale Social Services will 14 not be left behind in this investigation. 15 "Perhaps you could let me know what developments, if 16 any, there have been." 17 Do you know if you were able to tell him? 18 A. I don't, to be honest. I mean, all I would have been 19 able to tell him was that -- if I had replied to that 20 was that I'd hit a brick wall with it because Heywood 21 were saying they weren't going to interview. 22 Q. One last document, please, Ms Weeks, and that is 23 a document we have already looked at and I am sure you 24 have seen before, RHC001236, which is the 30 May memo 25 from Ian Davey to Diana Cavanagh. Have you seen this</p> <p style="text-align: center;">Page 173</p>	<p>1 "I. A15." 2 We aren't looking at the detail of what he was 3 alleged to have been involved in: 4 "Manchester have responsibility for him. 5 I understand they don't intend to proceed any further 6 following the interview ..." 7 We know that was going on. So he is excluded from 8 any further consideration by Rochdale, leaving two boys, 9 A14: 10 "... involved in oral sex ..." 11 Last three lines: 12 "The view is that, if anything, A14 was 13 a perpetrator rather than a victim in these activities 14 and that this does not fit the guidelines ..." 15 Next page at the top, A11, the boy with the confused 16 sexual identity: 17 "The concerns are that he was involved in oral sex 18 with A15 and also with A14. It would appear that A11 19 was a willing partner in these activities and that, as 20 the oldest boy amongst the group, he was quite able to 21 deal with any unwelcome advances. Therefore, the 22 definition of sexual abuse between children as outlined 23 in the procedures does not apply in this case. 24 "In summary, therefore, as regards the three boys 25 who it was originally anticipated that we would be</p> <p style="text-align: center;">Page 175</p>
<p>1 before? 2 A. I have seen it in the pack. 3 Q. This is a decision which he made with the advice and 4 assistance of Freema Taylor, among others. Let's just 5 remind ourselves of what it says. First of all, he is 6 informing Diana Cavanagh that he's had a meeting with 7 the chief executive and the deputy town clerk, 8 Messrs Pierce and Shipp respectively, on 17 May, 9 regarding Knowl View: 10 "I shared with you and with Mr Pierce and Mr Shipp 11 my understanding regarding the allegations, which was 12 that they do not come within the child abuse guidelines 13 and procedures definition of sexual abuse between 14 children. 15 "In view of the nature of the concerns and the need 16 to resolve the matter speedily, I agreed to look further 17 into the concerns which the school has raised, to 18 consider these in detail and to let you have a formal 19 response as to whether they do in fact come within the 20 definition ... 21 "I met yesterday, 29 May, with Freema Taylor ... and 22 with Annie Dodd ... I considered in detail the concerns 23 regarding three boys referred by the school following 24 the meeting on 11 April ..." 25 Which was the one you attended:</p> <p style="text-align: center;">Page 174</p>	<p>1 following up with interviews, this has been completed in 2 one case and in the other two instances the concerns do 3 not fit the ... guidelines and procedures. 4 "Insofar as considering the position of other 5 children in the school, you may be aware that 6 Freema Taylor has done a considerable amount of work 7 with the head teacher and staff at Knowl View School and 8 my conclusion was that the definition of sexual abuse 9 between children does not apply in the other cases with 10 the possible exception of A12, aged 13." 11 I think we will see that judgment was suspended on 12 that: 13 "In conclusion, a considerable amount of 14 assimilation of the material provided by Knowl View has 15 been done by Freema Taylor. If it would be helpful to 16 you to have this information, then please let me know 17 and we can share it with you. 18 "Also, despite the fact that the information does 19 not enable us to proceed with investigations under the 20 child abuse procedures, we share the concerns that the 21 staff have about sexual activity between the children in 22 the school and I would offer our continued cooperation 23 and assistance in any way which would help resolve this 24 matter." 25 First of all, the memo limits itself to three boys</p> <p style="text-align: center;">Page 176</p>

1 because they were three boys who were identified for
 2 interview?
 3 **A. Yes.**
 4 Q. Do you agree with any of this?
 5 **A. No.**
 6 Q. Because?
 7 **A. That wasn't the view I took. I think it's interesting**
 8 **that the two officers he's named in there --**
 9 **Freema Taylor and Annie Dodd -- had separate jobs to do.**
 10 **Neither of them had been brought in as a child**
 11 **protection professional, which I was. I wasn't involved**
 12 **in the writing of that letter. I wasn't involved in any**
 13 **of the decisions taken with that. I wouldn't agree with**
 14 **it because -- the procedures did change shortly after**
 15 **that time, but my memory from the original procedures**
 16 **was that --**
 17 Q. Do you mean the 1987 guidelines before it all changed as
 18 a result of the Children Act 1989 or are you talking
 19 about --
 20 **A. No, I'm talking about when the NSPCC -- when we took**
 21 **over responsibility from the NSPCC, we completely**
 22 **rewrote the Rochdale child protection handbook, and**
 23 **I know we very much beefed up, because I was**
 24 **instrumental in writing it with others, we really beefed**
 25 **up the child-to-child sexual abuse bit. But the**

Page 177

1 **original procedures still had an element of what you**
 2 **should do in that and what constitutes child-to-child**
 3 **sexual abuse.**
 4 **I didn't agree with that. At the time that letter**
 5 **was written, I think I was actually on leave. But I --**
 6 **I still -- I then and I still do believe that those**
 7 **children met the criteria that we had at the time.**
 8 Q. Was there also, in your view -- don't let me put words
 9 into your mouth; please disagree if you think that this
 10 proposition is wrong, but all this does is it focuses on
 11 really two out of three boys. Manchester had done their
 12 part. We can forget about that first boy. So all we
 13 need to worry about is two other boys identified for
 14 interview. But just in relation to peer-on-peer child
 15 sexual abuse. What about the rest?
 16 **A. It's vanished. It's evaporated, by the look of it.**
 17 Q. Therefore, do you think, not only looking at the
 18 decision that was taken with which you disagreed, but do
 19 you think also that Smith Street, Hilton, all of those
 20 things, needed still to be addressed?
 21 **A. Yes. I have to say that, at that time -- I can't**
 22 **remember his title, but Inspector Downs, he was at the**
 23 **Chester House police office.**
 24 Q. Forgive us, because we are not locals. Chester House
 25 office?

Page 178

1 **A. Sorry, Chester House is the main Greater Manchester**
 2 **Police headquarters building.**
 3 Q. I've seen the name. Where does he fit into anything?
 4 **A. He was the head of -- it kept changing its name, but it**
 5 **was the Greater Manchester county-wide child protection**
 6 **unit. It had various titles and I can't remember any of**
 7 **them at the moment.**
 8 Q. Don't worry, they have been changed.
 9 **A. But he had a view about child sexual abuse, and**
 10 **perpetrators of child sexual abuse. He was very, very**
 11 **clear on what he believed we should do to protect**
 12 **children.**
 13 **He had -- we were going into kind of computerised**
 14 **systems at that time but he also had a very detailed**
 15 **card index system, which we also had, and we used to**
 16 **help him with information on his card index system.**
 17 **The incidents that we recorded in relation to the**
 18 **Smith Street toilets and the information about the**
 19 **children that we believed were being taken out of**
 20 **the county, we passed through to him.**
 21 **I wouldn't have taken the view with that letter that**
 22 **they were dealt with and managed. I think we had a much**
 23 **wider-scale abuse situation in Rochdale and,**
 24 **unfortunately, over the years, it now transpires that we**
 25 **did.**

Page 179

1 **We did our best, particularly when I set up the**
 2 **child protection unit, to collate as much information as**
 3 **we could do about things that were going on in our**
 4 **patch.**
 5 **I would not have dealt with those cases in that way,**
 6 **but I was not of a level at that time that I could do**
 7 **anything about it. I do feel that the way that Freema**
 8 **and Annie were brought in actually were brought in to**
 9 **marginalise me and to take away any influence or power**
 10 **I had at that time. It is somewhat ironic that when**
 11 **they eventually set up the child protection management**
 12 **unit, I was the best candidate they had so they had to**
 13 **put me forward and appoint me to it.**
 14 Q. That was the end of this year, wasn't it?
 15 **A. Yes. But I felt I was being marginalised at that time.**
 16 Q. What we see is, within the space of a little over two
 17 months, the decision had gone from one extreme to the
 18 other --
 19 **A. Yes.**
 20 Q. -- about whether this did or didn't constitute child
 21 sexual abuse?
 22 **A. Yes. And that may have been -- I think you have to put**
 23 **it into the context of the other things that had gone on**
 24 **at that time.**
 25 Q. Middleton?

Page 180

1 **A. Middleton.**
 2 Q. Yes.
 3 **A. And people were feeling very much under the spotlight.**
 4 Q. And bruised?
 5 **A. And bruised. I fortunately came out of the Middleton**
 6 **experience quite well, inasmuch as the Social Services**
 7 **Inspectorate, when they came in, said that I'd been put**
 8 **in a very difficult position and the advice -- because**
 9 **I was only giving advice, and it had been disregarded.**
 10 **I was actually protected by them, if you will.**
 11 **Other people didn't come out of it so well.**
 12 Q. Yes.
 13 **A. So I wasn't bruised and battered. In some ways,**
 14 **I probably got a bit more bravado about me which**
 15 **probably didn't go down too well, I have to say.**
 16 Q. But others felt the pinch?
 17 **A. I think others felt very much under pressure to do the**
 18 **right thing and not to react -- overreact to situations.**
 19 **I can't speak for the senior managers that were there,**
 20 **but I believe that some of them may have felt that it**
 21 **was best to keep a low profile with some of these**
 22 **things, not look for abuse where it may not be**
 23 **happening.**
 24 Q. Yes.
 25 **A. Because they felt we'd gone wrong with that before. It**

Page 181

1 **was there. It was -- I believe it was happening. Maybe**
 2 **not to the level that some of us thought it was going**
 3 **on, I don't know, but children were being abused.**
 4 Q. You're not, by the sound of it, limiting yourself to
 5 Knowl View?
 6 **A. No. No. Because of the other situations that were**
 7 **going on -- the Smith Street toilets were not just about**
 8 **Knowl View children. There were other Rochdale children**
 9 **there. The children going out of the county were not**
 10 **just Knowl View children. There were other children**
 11 **that we knew about. We were trying to build up a kind**
 12 **of network map of names that cropped up in different**
 13 **places to see if we could plot what was going on, and we**
 14 **were assisted in that by some people and I think**
 15 **hindered by others.**
 16 Q. Did you ever have this out with Ian Davey or anyone
 17 else? Did you ever discuss your disagreement about this
 18 or did it all, as far as you were concerned, just go
 19 away?
 20 **A. I had disagreements with Ian Davey.**
 21 Q. I'm talking about over this?
 22 **A. Not necessarily over this. He knew my views about some**
 23 **of the cases that we were dealing with. But I wasn't**
 24 **aware until this current investigation was going through**
 25 **on how much I had been marginalised to that degree.**

Page 182

1 **Some of these memos that I've now seen actually**
 2 **highlight that.**
 3 Q. Yes.
 4 **A. At the time, I felt that was happening but I had no**
 5 **proof of it. This actually now makes me feel that**
 6 **I wasn't being paranoid then.**
 7 Q. No.
 8 **A. You know, just because I thought I was paranoid didn't**
 9 **mean they weren't out to get me. I think at that time**
 10 **they were trying to marginalise me and this just**
 11 **confirms that for me, if that helps.**
 12 MR ALTMAN: It does. That's all I am going to ask you,
 13 Ms Weeks. It may be that the chair or panel members
 14 have questions for you.
 15 THE CHAIR: No, thank you.
 16 MR ALTMAN: Thank you very much for coming.
 17 THE CHAIR: Thank you very much.
 18 (The witness withdrew)
 19 MR ALTMAN: Chair, in the time we have left, and we are in
 20 your hands, there is some reading to be done, not by me,
 21 but Ms Dobbin. It is entirely up to you whether you
 22 would like to start it now or do it tomorrow or another
 23 time?
 24 THE CHAIR: We could take one read statement just now.
 25 MS DOBBIN: Chair, there were three statements due to be

Page 183

1 read but I was going to suggest, in any event, that only
 2 one of them really needed to be read and that the other
 3 two, with your leave, could simply be published on the
 4 website. They are witness statements that are by way of
 5 background and they are not essential to the chronology
 6 of events.
 7 Statement of MR BRETT ANDREWS (read)
 8 MS DOBBIN: The first statement is the witness statement of
 9 Brett Andrews. It is document GMP001005 and it starts
 10 at page 1.
 11 Mr Andrews made this statement on 21 July 2015 to
 12 the police and it has a statement of truth and he also
 13 signed it:
 14 "In 1989 I saw an advertisement in the
 15 Times Educational for a deputy head teacher at
 16 Knowl View Residential School. I applied for the
 17 position and went for an interview.
 18 "I was interviewed by a panel. I can't remember who
 19 the panel were. They offered me the job almost
 20 immediately, they told me that the head teacher was on
 21 sick leave, and would I be prepared to take on the role
 22 of acting head teacher. I agreed to this but I made it
 23 clear to the panel that I had no previous senior manager
 24 experience. I asked if a head could be appointed as
 25 soon as possible.

Page 184

<p>1 "I was informed that until the current head either 2 returned to work or retired they couldn't appoint 3 anyone. I did not receive a contract or terms of 4 reference. I received a pay slip. 5 "My intention was to look at the education at the 6 school and improve it. At the time, a teacher called 7 Ian was made acting deputy head and then acting head. 8 I was told by the interview panel I had to tell Ian 9 I was taking over the role. 10 "I am sure the staff resented the fact I was coming 11 in and relieving Ian of his post. I quickly realised 12 that the education at the school was not fitting the 13 needs of the children. 14 "I contacted the Education Department and spoke to 15 the special adviser, Brian Williams. He came to my 16 office and told me, 'Don't expect any help from me. 17 You're on your own'. I also contacted the chief 18 adviser, whose name I can't remember. He didn't even 19 visit the school. 20 "I found some of the teachers at the school 21 motivated. The others weren't. The care staff head was 22 Steven Cohen, who appeared competent, so I left the care 23 staff to him. In special schools, it was usual for the 24 head of care to deal with the care staff, the deputy 25 head to deal with education and the head teacher to deal</p> <p style="text-align: center;">Page 185</p>	<p>1 "I did feel there was an underlying level of 2 violence at the school, but, again, I have to say, 3 I never saw anything. 4 "To the best of my recollection, there was no 5 protocol in place re violent incidents in school. 6 I think the care staff used an incident book, I didn't 7 know where this book was kept and never saw it. 8 "I do not remember any specific incidents occurring 9 whilst I was acting head. 10 "I have been shown an exhibit which is handwritten 11 notes of a meeting held at Knowl View School on 12 21 September 1990 re Rod Hilton. 13 "I have read the minutes and I have no recollection 14 of this meeting or attending. I cannot recall the 15 incident that is referred to regarding Rod Hilton. 16 "In the notes, I make reference to a security system 17 and waking night workers. This surprises me because at 18 the time I would not have known that these things would 19 be required as I did not have the experience to know 20 this. I am concerned I have no memory of this. I have 21 never heard the name Rod Hilton or him entering the 22 school. 23 "When I was on call, I would check the school 24 externally to make sure everything was secure. I know 25 there was no alarm system in place.</p> <p style="text-align: center;">Page 187</p>
<p>1 with other issues. 2 "When I arrived at the school there were between 16 3 and 18 pupils. My intention was to try to get more 4 pupils at the school, liaise with the educational 5 psychologists and implement an integration programme. 6 As a result of this, a number of pupils transferred to 7 mainstream schools. 8 "This didn't go down well with some staff members 9 who saw their jobs may be in jeopardy. When I took up 10 my post I was given a house which was attached to the 11 school. I made it clear I still resided at Sheffield 12 and that I would stay at the school one night a week 13 when I was on call. The senior management team worked 14 a rota where we would be on call should the care staff 15 require us urgently. 16 "When I attended my interview, my residing at the 17 school was never mentioned and I received no contract 18 stating I was required to do this. 19 "It became apparent someone at the school had gone 20 to the Education Department about me residing at the 21 school. As a result, I agreed to spend three nights at 22 the school. 23 "Throughout my time at Knowl View, I never saw any 24 incident of violence either by pupils or staff and none 25 were brought to my attention.</p> <p style="text-align: center;">Page 186</p>	<p>1 "There would be approximately three care staff 2 working in each unit of the evenings and one staff 3 member would sleep in the sleeping-in room in the unit. 4 "Nothing was ever brought to my attention regarding 5 anything of a sexual nature. At the time I was at Knowl 6 View School, I did not have any child protection 7 training. I don't think there was any child protection 8 training in those days. 9 "I never had any meetings with the police and never 10 attended any meetings with them. I know when 11 Steve Bradshaw was appointed head he installed 12 a security system and introduced waking staff. 13 "At the time, I didn't know why he did this. 14 I attended training days with the teaching staff. 15 "I wasn't responsible for the training of the care 16 staff. 17 "In every special school I have been in, however 18 good they were, there was animosity between the care 19 staff and education staff because of the pay difference. 20 I made several attempts to engage the Education 21 Department to help me improve the school. I invited 22 a group of people to look around the school to assist me 23 in any way they could, but I never got a response. The 24 only thing I remember is one of them commented on the 25 lack of cleanliness of some of the school.</p> <p style="text-align: center;">Page 188</p>

<p>1 "I brought an Ofsted inspector in for a day. 2 I remember Graham Hutchinson went sick and I had to take 3 his woodwork class. I never got any feedback from 4 Ofsted. I never documented my attempts to engage with 5 the Education Department. In hindsight, I should have 6 recorded it. I was naive. 7 "I do recall I attended a meeting at a private 8 address with a number of people. I can't recall what 9 the meeting was about. I know I made a number of 10 requests for a head to be appointed. I got the 11 impression I wasn't to make a fuss and to keep quiet. 12 I felt isolated and abandoned by the Education 13 Department and also the staff. 14 "I was never informed that anyone had been absent 15 from their posts when they were on duty. I recall that 16 I conducted interviews with any staff member who wished 17 to apply. I gave the job to Graham Hutchinson. 18 "I recall an incident when I was off sick and 19 I informed Graham Hutchinson. I was told I should have 20 informed the Education Department. 21 "I recall being called to the Education Department 22 and speaking to Diana Cavanagh. She informed me that 23 a temporary head was coming from another school to take 24 over. After that, Steve Bradshaw was appointed head. 25 "By this time, my marriage had broken down due to</p> <p style="text-align: center;">Page 189</p>	<p style="text-align: center;">I N D E X</p> <p>1 2 3 WITNESS A9 (sworn)2 4 5 Examination by MR ALTMAN2 6 7 Statement of WITNESS A8 (read)18 8 9 MS CHRISTINE MARY SCARBOROUGH32 10 (sworn) 11 12 Examination by MR ALTMAN32 13 14 Questions from THE PANEL79 15 16 DR ALISON MARGARET FRASER (affirmed)85 17 18 Examination by MR ALTMAN85 19 20 MS JANET BETTY WEEKS (sworn)99 21 22 Examination by MR ALTMAN99 23 24 Statement of MR BRETT ANDREWS (read)184 25</p> <p style="text-align: center;">Page 191</p>
<p>1 the time that I was spending at Knowl View and my mother 2 died. I resigned my position in December 1991 and left 3 the school on 30 April 1992. 4 "In April 1991, I moved into the school permanently 5 as following the divorce the marital home was sold. 6 "Following my departure, no-one attempted to contact 7 me regarding being interviewed. 8 "When I look back at my time at Knowl View, I feel 9 I was a victim. I was put in a position without the 10 experience to deal with it and given no support 11 whatsoever from the Education Department. I have no 12 memory of any incidents occurring at the school and I am 13 deeply concerned about the minutes I have been shown as 14 I have no recollection of this meeting or the incident. 15 I was never informed by anyone at the school about the 16 incident." 17 Chair, that's the end of the statement. Thank you. 18 THE CHAIR: Thank you, Ms Dobbin. 19 MR ALTMAN: Thank you very much. 20 THE CHAIR: Thank you, Mr Altman. We will reconvene 21 tomorrow. Thank you. 22 (4.20 pm) 23 (The hearing was adjourned to 24 Wednesday, 18 October 2017 at 10.30 am) 25</p> <p style="text-align: center;">Page 190</p>	

A	53:15 56:1 62:19 64:1 66:10 74:6 74:17 76:11 78:9 78:11,22 79:13,17 79:17 91:24 95:19 95:21 96:4 97:20 97:24 98:12,25 104:23 106:7 117:9 118:20,21 123:3 132:25 138:25 139:3 140:1 141:1 143:23 144:3 147:6 148:17,20 154:15,18 155:13 155:19 157:12 160:24 165:16 166:19 167:6 169:4,7,12 170:9 170:16 171:9 174:12,13 175:22 176:8,20 177:25 178:3,15 179:9,10 179:23 180:21 181:22	accurate 92:19 131:6 145:25 149:17 accusing 126:9 achieve 92:3 achieved 16:14 acknowledge 17:3 acknowledgement 91:5 ACPC 148:20 154:6 164:20 act 1:23 26:24 27:14 177:18 acted 24:8 acting 34:15 145:22 151:13 184:22 185:7,7 187:9 action 73:11 145:19 148:18,24 150:7 150:20 154:4,20 155:23 actions 21:9 active 94:12 activities 140:21 146:8 160:15 161:1 175:13,19 activity 95:17 131:17 141:10,12 141:25 142:6 152:24 158:16 170:13 176:21 actual 49:19 60:14 67:22 69:2 122:11 ad 33:8,14 45:1 102:22 add 16:1 added 75:5 addition 31:7 151:17 address 114:22 189:8 addressed 41:24 49:9 83:2 178:20 adjourned 190:23 adjournment 99:15	adjust 26:5 admin 106:24 111:10 admission 122:11 admitted 18:12 61:6 63:18 66:16 122:5,18 131:22 adolescent 33:24 34:4,18,20 35:15 35:17,20,24 43:12 49:4 69:15 85:3 86:5 134:4,6 147:7 adoption 103:24 adult 118:4 148:19 166:17 adults 162:18,23 advances 24:17 28:19 31:5 175:21 advertised 101:25 advertisement 184:14 advice 15:13,14,16 37:5,9 86:19 100:14 101:8,12 101:16 104:13 148:22 149:3 160:23 174:3 181:8,9 advise 156:1 advised 155:22 156:1 adviser 104:24 105:1,20 129:18 129:18,21,22 152:2,2,13 185:15 185:18 advising 100:17 affect 9:6 affirmed 2:3 85:17 191:16 afield 22:4 afraid 85:12 123:21 136:22 afternoon 19:14,14	19:20 56:20 age 3:17 18:9 125:10 aged 176:10 agencies 1:8 154:23 agenda 138:18 agendas 147:1,17 150:7 aggressor 160:17 ago 1:11 118:15,16 150:11 152:20 153:5 agree 75:25 78:23 79:4 141:18,18 144:5 171:1 177:4 177:13 178:4 agreed 136:13 150:18,23 154:19 155:1 156:16 157:15,17,20 168:25 169:23,23 169:25 174:16 184:22 186:21 agreement 89:19 agrees 63:21 122:22 AIDS 94:19 AIDS/HIV 165:19 ajar 27:8 alarm 63:22 122:23 187:25 alarmed 172:24 alert 139:22 alerted 110:13 Alison 35:12 66:19 66:24 71:18,19 85:17,20 134:12 134:13,14 191:16 alive 153:2 all-boys 153:15 allegation 65:25 104:23 106:7 118:20 allegations 66:6 164:19,25 173:3
----------	---	--	---	---

174:11 alleged 74:16 75:12 169:7 175:3 allow 20:3 allowed 25:21 29:5 45:19 50:14 allowing 45:13 alongside 104:3,4 Altman 1:3,22,25 2:5,6 16:16 17:24 18:5 32:15,18,19 62:2,6 79:19 82:6 82:22 85:10,18,19 99:5,9,11,18,19 130:24 159:11,20 183:12,16,19 190:19,20 191:5 191:12,18,22 altogether 164:1 amount 127:21 176:6,13 amplify 32:21 amyl 66:1 and/or 78:13 Andrews 184:7,9 184:11 191:24 anger 27:20 30:19 30:22 angry 27:19 animosity 188:18 Annie 130:2,3 151:12 157:1,5 174:22 177:9 180:8 anonymous 1:3 answer 79:1 80:1 Anthony 6:5,10 12:10 anticipated 58:8,12 175:25 anybody 46:12 56:3 anymore 92:24 Anyway 52:20 145:8	apart 22:9 33:7 59:14 91:20 124:4 apparent 146:25 186:19 apparently 58:19 119:8 appear 23:2 65:17 131:16 134:22 144:22 145:12 151:8 155:1 169:13 175:18 appeared 20:24 21:8 22:24 49:2 50:9 157:15 185:22 appears 67:3 144:22 applied 64:13 101:25 124:4,9 184:16 apply 75:21 175:23 176:9 189:17 appoint 180:13 185:2 appointed 84:8 102:1 103:1 142:17 184:24 188:11 189:10,24 appointment 86:10 127:16 145:22 147:3 appreciate 17:20 79:25 94:19 126:10 149:23 apprehensive 4:21 approach 77:4 83:20 84:7,25 85:14 97:22 approached 22:25 appropriate 84:2 93:19,21,22,23 126:3 140:2 157:16 161:15,21 162:7 164:2 169:11,14 170:3	approximately 9:13 188:1 April 83:3,8,9,18 114:18 129:4 155:25 156:5,8,17 156:23,25 157:13 158:24 159:21 163:20 164:9,16 165:8 166:13 169:22 174:24 190:3,4 area 25:3 42:23 73:3 78:10,11 79:5 100:15 104:9 104:11,21 105:1 106:8 107:1 114:16 115:8 156:4,8 157:4 159:6 172:11 argument 73:17 arisen 84:11 144:24 arising 77:13 arm 27:17,23 army 8:4 arose 17:7 80:3 82:1 arranged 54:16 55:24 64:4 117:7 123:6 158:23 arrangement 86:21 arranging 83:17 arrived 27:1 62:23 137:23 186:2 arse 10:14 ashamed 8:5,6,7 Ashworth 3:14,19 8:10 11:12 13:11 13:12 22:12 23:11 asked 1:17 10:18 27:16 28:13 41:9 78:21 82:23,25 85:11 91:7 94:9 95:12 107:25 109:8 118:3 127:9 159:13 164:14	184:24 asking 2:8 10:12 58:20 84:16 aspect 108:21 aspects 141:23 assaulted 26:2 166:14 assaults 5:24 6:20 31:7 38:21 70:9 117:22 assess 104:22 106:7 assessed 42:4 assessment 16:7 51:17 assessments 80:24 assigned 160:6 assimilation 176:14 assist 82:4 188:22 assistance 174:4 176:23 assistant 54:22 55:7 56:25 102:24 116:5 128:25 assisted 182:14 association 99:22 107:23 assume 59:5 67:6 78:18 152:11 169:24 Astley 14:21 attached 40:22,25 41:3 186:10 attack 140:14 144:9 158:15 attempt 23:25 28:10 attempted 190:6 attempts 20:19 188:20 189:4 attend 107:8 attendance 16:19 109:11,13 attended 114:19 146:22 147:21 155:17 174:25	186:16 188:10,14 189:7 attendee 117:11 attendees 56:2 117:6 121:16,25 attending 187:14 attention 23:13 84:12 113:13 132:10 135:1,7 186:25 188:4 attention-seeking 135:4 attitude 47:25 137:12 attracted 24:11 attracting 120:18 attribute 153:10 attributed 135:17 author 150:9 154:24 156:24 authorities 59:19 80:19,22 98:6 authority 3:7,8 63:4,9,10 67:15 73:15 76:21,22 80:8 81:8 83:3 84:21 98:17,18 120:3 121:3 126:23 127:3 139:19 156:7 165:17 available 83:12 87:10 127:20 138:21 154:23 169:3 avenue 167:11 avenues 48:25 avoidance 1:9 awarded 100:22 aware 3:5,6 22:13 23:5 38:5 39:8 41:13,15 43:13 48:5,19 84:13 95:9 109:12,23 111:13 119:8
--	---	--	---	--

122:9 126:4 128:8 146:6 149:1 150:7 156:3 165:25 176:5 182:24 awareness 63:3 121:2 130:17,25 awe 19:3 awful 68:6 103:22 111:20	39:7 40:4,10 42:3 44:6,12 45:8 49:12 53:16 78:25 120:17 basis 107:10 168:5 bat 10:12 battered 31:24 181:13 Bay 22:5 BBC 15:11 beaten 31:22 Beck 43:21 44:20 becoming 172:24 bed 32:1 bedding 19:2 beds 109:25 110:1 bedtime 9:14 beefed 177:23,24 began 85:25 beginning 13:16 28:4 54:9 71:4 103:13 115:1 129:4 155:5 begins 132:13 behaved 20:1 behaving 61:16 behaviour 23:12 24:14 40:10,11 60:16 61:14 62:9 69:4 75:8 90:14 92:21 97:8 98:3,9 107:21 131:23 133:22 134:25 135:4,4 136:8 141:11 152:24 153:15 154:12,18 155:12 165:15 behavioural 20:10 34:9 36:2 37:2 86:19 88:8 behaviours 116:25 153:8 belabouring 117:15 belief 161:2	believe 3:1 14:14 18:9 19:9 20:10 23:18,24 26:10 73:18 178:6 181:20 182:1 believed 2:24 30:23 139:14 179:11,19 bells 90:17 Beneath 124:22 Bentley 110:24 111:2,3 129:19 151:5,7,17,18,19 151:21,22,25 152:5,6,13,22,23 153:3 159:22 161:13,16 Bentley's 151:8 best 20:1 31:9 65:17 91:10,22 112:12 162:12 180:1,12 181:21 187:4 better 11:24 16:10 17:11 19:16 113:3 139:12 141:4 Betty 99:17,20 191:20 beyond 132:16 133:7 153:18 161:1 big 120:14 bill 52:3 55:16 Birch 34:2,3,16 85:25 bit 3:17 4:21 8:4 24:5 44:18 79:10 79:11 92:11 98:11 136:18 154:11 163:9 171:14,22 177:25 181:14 bits 11:21 black 24:20 blatantly 24:10 Bliss 19:7,9 blue 15:9 20:1	21:10 BO 27:18 board 31:12 boarding 62:17 143:24 144:4 Bob 104:19 body 117:13 Bolton 14:17,21 15:2 20:18 bomb 51:3 book 187:6,7 borough 3:9 36:4 73:5 101:1 boroughs 103:5 bottle 43:25 bottom 72:10,13 81:16,17 105:6 117:19 124:8,12 132:12 138:22,24 144:8 bought 125:1 boundaries 31:25 Bowyer 54:19 55:6 56:5 60:5 61:5 63:17 64:3 68:2 72:8 115:21,22 122:4 123:5,8 146:23 151:12 160:3 box 1:4 2:1 boy 22:19 23:14 24:4 39:25,25 46:11,18 57:18,22 58:16,23 70:4 91:3,6 95:17 117:24 118:18 124:25 125:6,15 143:8 157:16 161:18 173:6 175:15,20 178:12 boy's 57:21 boy-on-boy 96:10 97:4 boys 3:18,19 10:15 12:15 18:13 21:19	22:6 23:9 24:11 37:18,20 38:6,9 39:18 40:4,5,7 41:8 45:13,21 46:19,19 48:20 61:11 62:17,19 63:22 64:1,2 65:24 67:21 69:1 69:6,6,8,12,13 70:2,8,9,11,13 75:8,17,18 84:3 90:13,14,20 91:8 91:17 95:18,18 97:6,14 98:4,5 109:24 111:21 112:7,10 113:3 118:12 119:8 122:23 123:2,4 124:25 131:14,22 131:23 133:1,18 136:8 138:25 139:3,14,15,23 140:1 145:14 146:7,9 148:23,25 155:15 160:13 161:10,13,16 163:4,15 165:1,3 166:13 168:23 169:1 174:23 175:8,24 176:25 177:1 178:11,13 boys' 60:16 62:10 107:21 149:2 152:24 153:9 boys/fruit-flower... 135:21 bracketed 129:14 Bradford 33:13,15 33:16 Bradshaw 57:8 114:17 129:4 159:24 160:1,6 163:2,4 164:18 188:11 189:24 brains 111:19
B				
B 55:6 63:20 122:21 B201 22:19,20,21 23:5,11,16,17 24:2,4,14 B201's 22:23 23:18 back 6:16 7:22,23 9:2 15:16 21:15 25:1,24 26:21,23 27:1,24 28:13 29:24 32:6 34:18 43:9 44:4,13 45:7 61:24 70:6 77:7 82:7 85:12 88:20 89:4 113:4 122:2 122:8 123:15 127:3 134:20 158:17 165:12 169:23 170:3 190:8 background 2:16 184:5 backgrounds 19:5 backside 6:25 7:10 28:4 backwards 34:14 badge 30:17 ball 31:17,20,21 ballpark 38:22 banana 19:15 banner 25:12 based 33:25 109:20 137:16 141:13 basically 34:13				

brand 86:11	building 21:14	29:20 68:2 148:2	11:8	177:14
brass 25:12	56:15 82:16 89:13	carbon 164:12	caught 27:14,15	changed 20:8
bravado 181:14	110:18 179:2	card 82:11 179:15	cause 144:25	177:17 179:8
breach 69:20	buildings 82:19	179:16	Cavanagh 43:7	changes 108:24
break 30:9 61:19	bulging 30:21	cards 81:18 124:14	47:4,5 54:2,12	changing 25:17
61:21 62:4 99:6	Bullough 83:12	124:16	55:12 56:21 83:15	140:24 179:4
159:12,14,18	bullying 5:1,4	care 2:25 3:7 7:6	83:18 92:13 130:8	channels 51:2,7
breakfast 19:11,12	bum 7:11	9:22 24:11 26:3	130:20 131:3,6	Charged 131:23
19:18	bunch 91:15	34:22 37:11 42:17	142:3,16 150:15	charges 126:23
breaking 53:9 66:7	Bury 34:23 66:2	63:12,14,15 76:24	151:10 156:15,23	charming 44:21
90:14	125:2,3	77:1 79:25 80:7	173:25 174:6	chase 28:10
breaks 112:22	bus 24:25 25:10,14	80:14,21 81:9	189:22	check 42:14,18
Brett 184:7,9	26:8,12	84:12 87:13 88:14	Cavanagh's 84:11	55:2 61:23 187:23
191:24	buses 24:19 25:4,5	88:25 89:6 103:25	central 48:2 100:9	checks 84:24
Brian 55:7 64:3	busier 89:12,12	108:6 120:20,21	108:1 130:1,4	Chester 178:23,24
116:5 123:5,11	buttocks 28:5	120:21 121:9,11	ceremony 29:12,16	179:1
128:21,25 150:6	buying 25:9,11	121:12,13,19	certain 62:9 63:22	chief 80:6 129:17
151:11 159:24		125:16 127:10,11	84:22 97:6 101:16	129:18 152:2,2,13
185:15	C	127:14,16 128:1,7	116:25 122:23	174:7 185:17
brick 44:18 173:20	C 152:6	138:3,6,7,8	124:1 132:23	child 24:9 33:23,24
Bridge 14:21	cakes 29:13	154:22 185:21,22	153:8	34:4,18,20 35:15
brief 86:13	Calderdale 33:15	185:24,24 186:14	certainly 2:9 46:15	35:17,19,19,24
Briefly 145:1	33:17	187:6 188:1,15,18	49:17 52:15,18	39:17 43:12,19
bring 64:8 78:4	call 39:9 44:7 47:5	career 33:9 34:13	70:17 74:2 80:6,9	44:3,25 49:3,19
82:6 83:4	58:14 92:13,15,16	44:9 137:7	96:3 116:14	53:18,21 54:19
bringing 6:2	118:18 130:18	careful 64:14 171:2	132:24 145:8	56:9,14 57:1,1
brings 42:6	131:1 158:21	caretaker 18:22	certificate 100:6	59:21 67:22 69:15
broadly 166:22	186:13,14 187:23	carpet 147:9	chair 1:3,22 9:3	69:21,25 72:19
brogues 21:6	called 8:16 14:15	carried 87:16	16:2,16,23 17:20	73:12,13,14 74:7
broke 62:6	30:22 31:17,19	114:21	17:24 18:4 29:24	74:11,12,16,21
broken 31:16 38:10	34:4,21 42:2	carry 23:4 96:9	32:14,15 57:16	75:22,22 76:7,18
42:19 45:16,17	43:21 94:18	148:8	61:18,20,25 62:2	76:23 78:9,11,22
189:25	114:23 118:2	cars 14:1 24:19,22	79:20,23 80:17,23	80:20 85:2 86:5
brought 16:9 23:13	139:21 185:6	28:25	81:4,12 83:2	89:21 95:21 98:19
44:13 113:12	189:21	case 2:3 15:20	84:21 99:6,9	100:3,14 101:7,10
123:20 134:2	calls 49:2	17:10 52:16 64:14	156:6 159:9,13,16	101:14 102:5
165:18 177:10	calm 26:24	77:8 86:15 101:19	164:14 183:13,15	103:15 104:23
180:8,8 186:25	calmed 27:21	102:9,11 139:18	183:17,19,24,25	105:7,9,14,17,21
188:4 189:1	camera 21:11	175:23 176:2	190:17,18,20	106:3,7,22 116:1
Brownhill 88:7	camping 21:12	cases 76:18 98:20	chaired 106:22	120:4 125:9 127:5
Brownhills 36:6,16	22:2	98:23 104:25	CHAIRMAN	129:8 131:17
bruised 181:4,5,13	candidate 180:12	107:1 176:9 180:5	16:18	137:5,12 141:16
brush 25:18	car 12:13 24:21	182:23	chalk 31:12	146:10 147:6
brushed 25:16	25:13 26:23 27:4	catch-22 171:22,23	challenged 124:18	148:20 155:18
build 182:11	28:6,24 29:3,6,10	catwalk 10:24 11:2	change 108:23	159:6 160:11,17

160:25 161:23,24 162:19 167:6,8,9 167:10,17,18 171:17 172:9,9,10 172:25 173:8 174:12 176:20 177:10,22 178:14 179:5,9,10 180:2 180:11,20 188:6,7 child-on-child 74:6 157:12 160:24 166:19 child-to-child 148:16 155:13 165:16 177:25 178:2 children 19:10,24 29:14 34:8,17 36:2 37:7 38:11 38:11 39:3,4 42:21 44:13,23 45:24 46:7 48:3 50:11 51:6 53:11 53:14,16,23 60:21 61:6,15 63:2,18 68:9,11,14,18 70:19 71:1 72:2,5 72:20,20 74:22 75:3 76:24 77:1 80:7,14 81:5,8,11 86:18,20 88:8,22 89:18,20,23 97:11 98:19 109:15,24 121:1 122:5,18 127:21,25 136:13 141:5 143:8 161:3 161:25 162:3,5,17 166:9 173:1,2 174:14 175:22 176:5,9,21 177:18 178:7 179:12,19 182:3,8,8,9,10,10 185:13 children's 20:17 32:7 36:7,10	43:20 44:23 62:18 102:24 141:11 chosen 87:12 Chris 92:1,9 148:1 156:25 157:1,2,3 157:5,7,21 158:4 158:4 165:9,10 168:18,22 172:5,6 173:4 Christine 32:16,17 32:20 93:1,24 95:13 97:25 116:4 123:19 191:9 Christmas 47:6 54:9 92:14 130:18 131:1,8 chronology 94:5 184:5 cipher 117:24 ciphered 58:16 65:25 66:14 91:3 circles 132:24 circumstances 81:5 81:7 137:3 claim 63:3,9 67:15 121:2 claiming 135:2 claims 134:17 147:2 clarifies 169:10 class 9:2 189:3 classed 109:16 classic 24:22 clean 52:3 cleanliness 188:25 clear 31:3 41:9,10 42:25 76:3 89:17 108:8,22 110:7 133:24 160:16 164:19 165:4 179:11 184:23 186:11 clearer 169:2 clearly 22:21 36:17 58:24 73:20,24	75:20 77:8,12 79:9 80:7 93:1 112:15,25 118:11 124:20 143:21 Clere 4:10 clerk 174:7 Cleveland 78:6 clients' 17:18 Cliff 129:19 151:25 152:5,13,23 159:22 161:13,16 climbing 21:3 close 29:5 104:8 107:4,7,23 108:5 108:25 141:16 closed 155:21 closely 111:12 clothes 10:19 30:4 45:6 clothing 19:2 112:1 clue 150:9,13 155:5 co-workers 111:7 coercion 132:16 133:9,23 143:25 153:19 coercion/manipu... 131:18 coercive 97:7 Cohen 55:20 59:8 116:7,9 185:22 coincided 35:22 coincides 102:12,13 collate 154:21 180:2 collated 114:20 colleagues 113:9,9 137:13 College 59:13 Collins 130:2 coloured 19:25 20:24 come 5:23 6:16 8:21 17:11 19:4 20:11 29:16 31:21 37:12 38:16 39:16	41:13 42:3 43:9 43:13 46:23 48:10 54:15 59:1 61:4 61:24 62:20 65:4 75:14 88:1 93:12 93:18 98:2 103:2 103:12 107:22 116:19,20 118:25 120:10 123:22,23 124:12 127:3 139:20 156:22 163:11 165:11 170:25 174:12,19 181:11 comes 60:13 comforted 77:16 coming 13:21 17:14 61:14 83:14 99:10 99:11 113:4 118:8 128:6 147:25 183:16 185:10 189:23 commas 50:19 65:20 160:8 comment 79:24,25 128:7 165:2 commented 75:10 188:24 comments 17:21 68:1 committed 1:7 Committee 159:6 commonplace 135:19 communication 140:3 community 20:3 91:1 141:13 144:10 Compared 18:25 competent 185:22 complain 30:18 complainant 17:25 complainants 16:24,25	complained 32:5 165:20 complaint 15:17 31:3 complaints 44:16 complete 17:24 143:16 completed 176:1 completely 44:2 58:6 102:5 144:6 161:5 167:1 177:21 complicit 45:3 compromised 53:19 computerised 179:13 Concentrate 149:2 concern 50:14 63:5 63:5 92:21 96:10 97:4 98:7 144:25 150:18 171:4 concerned 6:2 17:21 25:19 36:14 43:3 45:11,12 55:25 63:8 71:20 76:3 82:11 85:1 96:4 109:9,19 117:8 120:8 124:14 131:14,15 132:25 139:11,18 140:9 146:17 150:6 158:18 163:25 169:5 182:18 187:20 190:13 concerning 125:18 125:23,25 173:3 concerns 53:8,10 69:12 83:10,13,19 84:12 97:12 107:19 116:24 122:20 125:9 126:20 131:13 148:2 149:4
---	---	---	--	--

150:20 174:15,17 174:22 175:17 176:2,20 concerted 83:20 concluded 148:9 conclusion 16:7 176:8,13 conclusions 62:23 70:22 79:11 120:25 122:2 137:23 concur 144:5 condoms 135:21,22 conduct 169:1 conducted 1:14 17:15 167:17 189:16 conferences 101:13 confidence 147:5 confirm 81:20 124:13 confirmed 163:2 confirming 1:22 confirms 183:11 confront 37:16 confused 96:16 166:15 175:15 confusing 108:23 confusion 58:19 66:25 118:3 connections 113:11 consciously 9:3 consensual 170:14 consent 170:18 consequence 20:15 consequently 43:2 53:20 consider 30:23 78:21 142:16,19 148:10 154:17 174:18 considerable 81:7 176:6,13 consideration 153:17 175:8	considered 101:20 133:12 148:16 152:23 155:12 160:25 163:5,7,9 165:15 174:22 considering 176:4 consortium 33:15 constable 14:16 57:18 constitute 154:15 154:18 155:13 165:16 180:20 constituted 98:25 constitutes 178:2 consultation 84:2,8 consulted 71:23 contact 89:1 107:9 154:23 190:6 contacted 15:10 185:14,17 contacting 42:23 96:21 131:7 contained 59:18 120:2 contaminates 162:21,24 content 53:1 93:23 context 62:7,12 180:23 continue 22:11 50:15 83:20 101:17 continued 23:23 25:18 26:8 33:8 176:22 continuing 89:11 140:15 contract 101:23 106:13 185:3 186:17 contrary 71:21 85:13 contrast 88:4 convene 156:17 convened 146:19	150:19 conversation 82:1 converse 155:20 convey 160:18 convicted 15:22 32:9 44:22 conviction 6:12 cooked 19:12 Cooper 18:17,18 cooperation 50:6 176:22 coordinate 101:13 coordinated 83:16 117:3 copy 50:25 53:3 55:1,3 83:22 123:24 124:5 164:10,12 corduroy 21:6 core 1:21 16:24,25 17:25 127:23 corner 10:19 cornflakes 19:12 correct 2:14,18,19 2:22 6:11,13 7:7 7:19 8:11 14:18 14:20 15:24 54:1 101:2 correctly 89:24 corroborative 97:20 cottaging 110:9 145:15 Cotton 158:23 163:21 164:6 council 35:9 40:22 76:13 94:23 95:4 100:11 councillor 83:2 councillors 80:3 counsel 1:15 counselling 39:6,24 142:20 143:10 counsellor 156:6 county 179:20	182:9 county-wide 179:5 couple 6:19 11:15 13:18 16:23 43:9 65:16 77:18 87:25 104:20 107:8,9 112:9 124:7 132:10 139:11 course 1:23 25:16 45:25 57:15 64:20 66:2 75:13 76:6 90:24 95:15 119:1 153:6,12,22 167:19 court 6:4,9 98:20 cover 33:14 65:13 127:24 145:20 166:8,10,11,20 covered 167:3 covering 15:12 CPMU 105:8,14,17 105:21 106:4,19 107:17 create 63:25 123:1 created 86:11 143:19 cricket 10:12 criminal 6:3,9 15:19 53:19 70:6 criminalise 61:11 69:1 criteria 178:7 critical 68:17 96:12 criticised 77:9 criticising 8:23 criticisms 148:10 cropped 182:12 cross 73:16 cross-country 21:4 21:15 Cross-dresses 134:17 cross-dressing 135:2 143:8 crossed 136:3	crucial 61:14 crumpled 10:10 crying 10:10 11:7 27:16 crystallise 149:21 current 132:23 133:6 182:24 185:1 currently 1:4 Cyril 29:7,18,19,20 29:22 30:3,4,6 <hr/> D <hr/> D 123:8 191:1 dad 28:7 daily 5:3,10 date 6:2 14:11 91:11 103:14 106:11 110:16 111:4 115:6,14 163:23 dated 83:3 90:22 94:17 112:12 168:20 dates 87:3 150:3,22 daunted 17:16 Dave 59:20 126:15 Davey 74:4 83:7 84:16 102:17,25 104:1 156:3,5,8 156:16,23 164:10 173:25 182:16,20 Davey's 103:6 day 9:9 19:18 28:23 28:24 30:12 32:10 88:7 91:16 103:25 108:4 112:1,20,22 156:8,15 158:21 189:1 day-to-day 106:25 daylight 10:19 days 44:7 86:13 97:22 112:16,16 112:20 128:11 132:6 135:9
---	--	--	--	--

155:16,17 160:1 165:16,21 172:19 188:8,14 DC 130:11 deal 34:8 37:1 39:7 46:6 53:13 68:24 134:9 160:24 175:21 185:24,25 185:25 190:10 dealing 182:23 dealings 57:21,21 107:14 deals 58:14 66:13 145:14,15 dealt 51:5 57:21 74:12 179:22 180:5 Dear 91:2 172:23 December 54:3 92:17 146:5 190:2 decide 42:4,12 91:10,22 150:20 decided 22:15 83:20 decision 43:4 73:15 73:19 74:2 145:20 155:11,17,19 157:10,12 163:12 165:15,22 172:5 174:3 178:18 180:17 decisions 73:25 83:15 155:1 177:13 deduce 150:21 deduced 152:12 deemed 20:16 deeply 190:13 definite 135:25 definitely 50:15 definition 174:13 174:20 175:22 176:8 degree 182:25 degrees 31:9 64:1	123:2 Dejean 18:23 Demanded 67:1 demanding 67:4 134:23 denied 45:6 departed 17:10 department 35:9 40:25 41:4 42:16 47:20 49:9 52:2 55:25 56:3,22 84:9 89:10,12,14 89:21 96:8,21 100:18 101:22 107:15 108:5,24 109:2,3,15 117:8 117:11 122:9 138:3 142:19,21 145:17 150:8 154:21 155:6,7,11 155:14,23 157:21 185:14 186:20 188:21 189:5,13 189:20,21 190:11 department' 21:21 departments 1:8 4:1 46:5 108:14 108:18 departure 190:6 depend 84:5 depending 109:17 167:16 depends 167:13 depot 25:1,2,4,14 26:8,12 deputy 174:7 184:15 185:7,24 derogatory 137:10 describe 101:4 126:13 described 26:8 144:6 152:24 descriptive 126:3 desensitise 126:6 designed 46:22	166:11 despite 176:18 desert 19:14 destination 25:11 detail 57:16 58:6 81:15 112:4 118:22 169:17 174:18,22 175:2 detailed 169:2 179:14 details 83:25 118:24 detective 14:16 57:18 detective's 14:20 determination 80:2 determine 49:22 53:24 61:10 68:25 69:19 develop 142:5 developing 100:17 development 140:15 147:7 developmental 133:21 142:4 developments 144:9 173:15 devising 17:6 Diana 43:7 47:4,5 54:2,12 55:12 56:21 83:15 92:13 130:8,20 131:3,6 142:3,16 150:17 151:10 173:25 174:6 189:22 Diane 150:15,17 156:15 died 190:2 differed 98:25 difference 85:6 188:19 differences 11:13 different 16:4,12 19:25 30:18 41:7 41:8 64:1 67:18	75:6 76:5 105:11 116:21 118:9 123:2 137:12,14 147:17 155:19 159:7 161:6 163:8 182:12 differentiate 60:20 differently 16:14 differs 64:11 difficult 70:15 77:1 77:2 80:20 97:18 119:18 152:16,17 160:9 181:8 difficulties 17:7 36:2 37:2 88:9 162:3,4,5 172:1 difficulty 49:25 98:22 Digan 4:12 55:17 59:8 116:7 121:14 diploma 100:9,20 100:21 DipSW 100:7 direct 28:25 106:25 136:7 162:16 172:2 directed 172:4,14 directive 167:5 directly 101:21 109:22 116:20 director 43:6 48:7 50:20,25 54:23 56:25 74:4 83:7 92:13 102:24 103:1 130:10 disagree 178:9 disagreed 74:15 79:18 178:18 disagreement 182:17 disagreements 81:7 182:20 disappear 13:23 disciplinary 145:19 disclaimed 153:3	disclosed 1:19,21 discovery 83:6 discrete 117:14 discuss 91:22 123:13 163:3 182:17 discussed 36:17 42:10 49:4 124:25 164:20 166:7 169:19 discussion 73:10 80:6 83:17 84:22 89:9 142:18 153:21 discussions 60:6,18 71:2,3 92:9 147:23 148:4 153:7 155:24 168:24 disgruntled 13:20 displayed 27:20 disputing 122:14 disregard 104:12 disregarded 181:9 distinguished 97:24 98:1 diverting 76:9 divisions 88:25 divorce 190:5 Dobbin 159:11 183:21,25 184:8 190:18 doctor 90:9 91:16 document 55:5 59:13 60:25 62:24 64:9,15,19,21,21 66:12 82:24 115:19 117:13 118:14 119:23 132:11 140:9 144:15,21 145:2,4 147:13 149:19 170:24 172:20 173:22,23 184:9 documentation
---	--	--	---	---

48:9	drawing 84:11	49:21 50:20 51:15	emotional 34:9	153:15
documented 189:4	drawn 138:23	52:2 54:21,23	36:2 37:2 86:19	envisage 70:2
documenting 64:5	dress 7:12	55:7 56:25 72:8	88:8 162:3,5	envisaged 68:20
123:7	drink 19:15	79:3 83:21 84:9	empathising	70:13
documents 1:20	drinks 29:12	88:22 89:10,14	140:19 141:6,7	equipment 19:2
101:8 124:2	driver's 26:14	90:25 92:14 96:8	emphasis 158:15	31:15
Dodd 174:22 177:9	driveway 28:24	96:21 108:15,21	158:17 170:16	era 75:6
Dodds 130:2,3	driving 25:15 26:16	116:5 125:16	emphasised 142:14	eraser 31:12
151:12 157:1,5,14	104:10	128:22,25 129:23	emphasising	erect 22:20
doing 14:24 15:6	dropped 149:6	130:11 142:21	140:18,20,21	erection 26:7
21:4 27:17 34:14	150:3	145:17 147:8	141:7,8,9,12,25	erupt 73:8
34:19 36:18,22,24	dropping 51:3	148:9 150:8 154:5	employ 78:24	especially 21:11
43:22 44:10,12	drove 24:19 25:1	154:8,21 155:10	employed 33:16	64:13
48:14 67:8 68:11	due 183:25 189:25	155:14 157:20	34:24,25 100:25	essential 184:5
69:15 80:8,20	Duncan 55:14	185:5,12,14,25	120:19	essentially 45:22
92:10 101:3 104:8	63:14 121:15	186:20 188:19,20	employees 102:6	69:16
125:11 136:14	160:2,6	189:5,12,20,21	enable 176:19	establishment
156:13 158:2,8	duty 11:10 28:24	190:11	enclose 83:22	42:20 72:21 75:19
168:6	189:15	education's 74:23	encountered 95:22	127:13,15,19
dominant 98:18		educational 7:3,4,5	encountering 47:25	141:5
Dooks 104:19	E	7:8 9:23,23 42:18	encourage 17:14	establishments
door 27:8	E 191:1	42:20 51:24,24	167:9	133:2
dormitories 11:3,4	earlier 26:9 61:18	52:13 59:20 72:21	encouraged 58:23	estate 13:25
19:6	72:12 85:14 95:13	120:3 129:15	70:12 168:2	evaporated 178:16
dormitory 3:12	96:18,20 129:5	140:11 184:15	ended 121:20	evening 9:13 11:10
11:3 19:9	131:13 132:6	186:4	engage 188:20	45:14
dorms 11:14	142:23 147:8	effect 44:18 103:18	189:4	evenings 11:20
doubt 1:9 16:15	151:6 155:11	effectively 96:22	engaged 23:11	188:2
Downs 178:22	earliest 168:24	Egerton 4:2,3,16	131:23 145:14	event 38:20 133:13
Dr 35:12,24 36:5	early 146:5	11:13,20 55:19	146:7	171:11 184:1
36:18,24 37:22	earned 20:4	eight 22:6	engaging 17:17	events 38:20 57:20
41:12,25 42:7	Easter 155:22	eight-nine 144:25	enjoyed 21:2,3,3	57:22,23 150:1
43:3 47:3,4,24	easy 13:4	either 23:24 35:23	enormity 23:7	184:6
48:4,10,25 52:16	Eaton 55:14 59:7	39:23 63:16 71:19	entered 27:8	eventually 2:20
52:21,25 53:3	63:14 116:6	82:9 95:7,8 128:5	entering 20:5	102:1 180:11
54:2 55:5 78:14	121:15 160:2,6	139:7 153:3 158:4	187:21	everybody 85:5
83:12 85:10,17,21	164:18	161:24 185:1	entice 12:15	124:20 152:8
91:7 98:11 99:10	EBD 36:6	186:24	enticed 12:18	evidence 6:3,9 15:5
99:11 116:3	Edmonds 64:6	element 127:23	entirely 17:18	15:21 17:24 18:1
130:18 131:1,3,7	123:8,14 126:15	178:1	67:17 183:21	32:24 35:13,14
133:6 146:11	Edmunds 59:20	elements 144:1	entry 130:11	75:4 77:22 85:11
191:16	education 35:8	elevated 113:2	138:22 150:5	90:25 92:7,16
drafted 52:21	40:21 41:1,2,3,4	eligible 120:23	153:24 164:5	97:21 98:13
dramatic 81:3	43:6 46:4 47:8,20	else's 147:13	165:14	121:18 167:11
dramatically 80:16	48:7 49:9,13,17	149:19	environment 75:9	168:7

evident 49:7,10,10	explained 160:3 161:14,20	fallen 76:7	13:21 17:11 19:1	fit 4:22 24:4 82:3
evidentially 168:1	explicit 146:8	falling 10:9	30:4 49:17 50:9	102:21 172:7
EWO 40:19	exploitation 39:17	fallout 105:22	51:3 71:8 74:23	175:14 176:3
exact 87:3	exploring 49:18	familial 97:20	87:16,17 88:21	179:3
exactly 4:8 116:22 125:14	exposed 127:5	familiar 139:4	97:10 100:13,16	fitting 185:12
exaggeratedly 32:23	exposure 126:5	families 73:15 74:13 76:24	101:22 137:6,11	five 47:15,15 61:19
Examination 2:5 32:18 85:18 99:18	expressed 67:14	family 34:17 139:5 146:10	138:8 141:21,24	80:19 104:21,21
191:5,12,18,22	expressing 116:24 135:10	fantastic 20:6	144:6 166:24	106:21 119:24
example 44:17 70:3 70:12 144:8	expression 107:16	far 6:2 22:5,9 28:4 28:15 36:14 76:3	180:15 181:16,17	131:14
excellent 17:4	extensive 144:17 149:17	92:22 98:1 109:9	181:20,25 183:4	Flammer 52:11,16
exception 176:10	externally 187:24	109:19 112:4	189:12	52:16 129:14
excerpts 18:5 32:13	extra 59:22 60:10 120:5	148:14 149:17	female 4:9,9	140:11 144:8
excluded 175:7	extreme 180:17	150:22 158:17	field 78:23	151:12 158:14
exec 80:6	extremely 25:23 43:2 77:2	170:7 182:18	fifth 120:5	159:23
executive 174:7	eyes 30:21	fascinated 24:20	figure 38:22 111:8	flat 21:13 27:5,6,14
exhibit 187:10		father 28:2,16 45:4	file 164:11,12	29:17,18,25 30:15
expect 75:18 185:16	F	fault 105:4 108:22	files 15:4 40:14	flexible 4:18
expected 71:22 97:13	F99 6:23	favourites 24:3	final 67:10 119:22 140:9	floor 109:21 113:23
experience 9:7 17:18,18 43:11	face 157:10	fear 67:13	finalise 83:25	113:25 155:4,8
46:23 50:1 94:1	faced 49:25	features 123:9	finally 140:8	flow 59:17 120:1
95:13,23 98:15	facilitate 127:24	February 70:7 77:25 94:23 95:4	find 3:12 22:16 42:15,16,17 87:22	flower 109:25 110:1
125:24 162:16	facilities 127:23	146:5	117:4 143:22,23	flowered 135:23
181:6 184:24	facing 23:17	fed 59:4,9 88:20 89:4 95:16 117:14	144:3	focus 118:17 141:1
187:19 190:10	fact 9:24 28:20 49:19 60:15 67:19	118:6 119:10	finish 85:13	focuses 178:10
experiences 16:2 16:11 45:12	67:22 69:2 73:10	132:1	first 4:19 9:11 18:12 35:14,15,22	follow 65:18 110:4
experiment 133:18	78:3 79:13 84:15	feed 119:11 132:4 161:5	36:21 41:13 45:24	follow-up 123:12
experimentation 133:1 161:2	90:22 95:16 99:5	feedback 189:3	54:1 57:17,20	followed 19:20 53:21 83:17
experimenting 75:17	124:25 125:9,11	feel 30:3 85:12 94:3 160:12 162:23	58:17 73:2 77:21	following 18:14 20:6 83:11 84:1
expert 24:22 78:6,7 78:8,20,20,24	125:13 128:7	169:9 170:2,13	79:16 81:19 99:23	95:2 110:8 135:20
expertise 68:17 78:10,16 79:5	132:5 155:21	173:1,13 180:7	107:23 109:12	156:16 173:8
explain 16:5 57:12 75:22,25 102:7 160:9	174:19 176:18 185:10	183:5 187:1 190:8	110:6 115:7	174:23 175:6
	factors 132:17 143:25 153:19	feeling 49:7 62:15 70:14 181:3	117:15 118:1,18	176:1 190:5,6
	fairly 5:10 120:21 153:9,14 154:12	feet 23:1,21	124:25 130:11,14	follows 18:7
	167:6	feigned 27:21	130:20 132:10	fondle 28:4
	fall 72:25 74:7,10 115:1	fell 10:14 73:6 172:12	142:20 143:1	fondling 22:24
		felt 5:11,16 6:21	144:22 145:9,14	food 19:11,16
			145:16 150:5	foot 65:19 105:4
			160:7 164:22	109:7 135:16
			169:5 171:8,9,15	162:8 165:7
			174:5 176:25	forcefully 28:7
			178:12 184:8	forearms 20:25
			first-off 6:24	forever 25:22

forget 9:4 178:12	146:11	G	101:16 181:9	69:4,6 70:24,25
forgive 41:9 66:18	free 19:23 25:8	gain 88:24 168:6	glanced 23:15	73:11 76:1,10,15
68:15 129:17	85:10,12	games 31:17	global 58:11	77:5 78:4 84:16
178:24	freely 138:21	gamut 167:3	GMP000287 83:4	84:25 85:10,13
form 75:8	Freema 72:17 73:2	gang' 24:7	GMP000375 64:17	86:22 93:18 94:13
formal 54:12	73:3,23 104:16	gaol 6:14	82:6 123:19	94:21 95:12,16,19
174:18	106:20 169:20,25	Garnham 65:7,8,10	GMP000392	96:22 98:9 112:14
formerly 145:20	172:4,5 174:4,21	67:25 71:7 77:22	144:18	112:25 113:25
formulate 46:6	176:6,15 177:9	79:8	GMP001005 184:9	114:5 115:19
formulated 70:23	180:7	gathered 29:8	go 2:16 8:12,19	122:17 123:13
fortnight 87:8,9	French 18:23	gay 58:20 134:17	12:6,6 13:4,7,19	125:20,21 132:8
fortunately 181:5	frequent 132:14	135:2	13:24 14:3 15:16	132:20 133:19
forward 17:11,14	Friction 147:4	gay' 67:1	20:3 26:21 27:5	139:13 140:7
29:24 71:5 72:8	Friday 112:19,20	gear 25:17,20,25	32:1 42:14 48:24	142:10,14 143:2,7
91:23 117:4	Fridays 108:5	geared 5:18	50:21 52:20,24	149:23 156:22
141:19,21 143:13	friendly 27:22	general 62:15	57:15,25 58:10,13	158:15,25 159:1,1
180:13	friends 13:25	126:20 129:21	59:12 61:24 62:21	163:16,22 164:8
forwards 34:14	frightened 10:6	134:10 141:2	63:22 64:7,14,24	165:11,12,20,23
fostering 103:24	25:23 26:1,22	generally 41:25	65:12,18 82:7	166:3,5,7,10,11
found 2:20 28:10	27:19	genitals 21:20	86:17 88:2 89:17	167:21 168:10
28:14 53:1 72:4	frog 51:9	26:17 30:5	93:3 110:3 115:17	171:24 172:17
144:2 162:17	frogmarched 10:17	gently 27:24	122:2,23 123:15	173:21 175:7
185:20	front 21:14 25:14	gestured 23:3	124:6,8 125:10	179:13 180:3
four 19:6 48:1	26:13 47:13 72:9	getting 5:6 43:1	128:14 132:8	182:2,7,9,13,24
128:11 132:5	90:7	50:6 68:18 89:12	136:10 142:20	183:12 184:1
135:9,17 144:23	froze 25:23	93:2 98:22 135:5	144:19 149:19	good 4:13,18 5:14
160:1	fruit-flavoured	142:4 157:23	163:24 164:22	5:14 19:11 37:25
fourth 120:4	135:22	158:2 162:23	169:23 172:17,18	44:12 53:14 69:14
Francis 18:24	full 30:19 46:17	173:10	181:15 182:18	76:23 78:24
Frank 43:21 44:20	84:8	girls 21:24	186:8	137:14 141:10
81:13,25 82:4,20	fully 84:13	gist 53:5	God-given 24:8	188:18
Fraser 35:12,12,24	fundamentally	give 11:24 18:1	goes 132:16 133:7	Gordon 83:14
36:5,18,24 37:22	79:18	20:2 35:13 61:21	157:9	102:13 103:12
41:12,25 42:7	further 22:4 23:10	85:11 94:18	Goggins 57:19	government 1:7
43:3 47:3,4,24	27:3 28:19,20	100:13 101:8	114:7,8,25	gown 7:12
48:4,10,25 52:21	31:1,5 61:4 67:7	111:8 112:12	going 2:8 5:7 13:10	grab 30:5
53:3 54:2 55:5	71:23 82:4 84:6	121:18 150:9	15:3 18:4 26:3	Graham 189:2,17
71:18 78:14 85:10	100:14,20 142:18	163:22 165:18	27:6 38:11,12	189:19
85:17,20,21 91:7	144:9 148:18,24	given 19:24 25:7	39:7 40:5,11 42:5	grass 10:14
98:11 99:10,11	155:10 156:17,20	43:24 55:21 79:2	42:21 45:11,13	great 57:16 65:12
116:3 130:18	163:3,25 174:16	91:11 124:1	46:6 48:11 49:23	98:22 172:21
131:1,3,7 133:6	175:5,8	144:25 186:10	51:1 52:4 53:11	greater 128:3
134:12,14 146:17	fuss 189:11	190:10	53:15 58:2,3,3,8	139:20 167:25
146:22 191:16	future 150:20	gives 170:4	60:5,5 61:7,20	179:1,5
Fraser's 52:25		giving 37:9 58:9	62:21 64:16 68:10	grew 13:20 20:14

grip 141:22	handwriting 64:25 128:19,20 130:13	head 23:19 30:1,7 30:20 31:11,13 41:10 55:15 63:12 63:14,15 68:16 84:8 88:14 104:2 121:9,11,12,13,19 121:23 127:9,11 127:13,15 128:1,4 128:7 145:21,22 151:13 160:1 176:7 179:4 184:15,20,22,24 185:1,7,7,21,24 185:25,25 187:9 188:11 189:10,23 189:24	heart 101:20	31:2,5,20 32:6,8
grope 7:1	handwritten 60:23 65:14 81:14,16,21 124:3 128:15 145:12 152:3 187:10	headed 105:25 106:17 168:22	heavily 27:18	Higgins' 22:21 24:2 27:5 30:15
groped 7:11	hanging 90:13	header 144:22	heavy 20:25 31:21	high 56:25 77:2 91:1 98:24 109:10 109:12
ground 65:13	happen 8:12 10:21 26:3 45:19 49:23 50:15 51:5 52:4 98:8	headmaster 18:15 28:1 29:22 30:13 57:3,6,9 91:10 114:17 129:1 172:21	held 1:7 83:24 102:19,22 107:1 114:15 115:8,25 133:2,13,15 146:20 151:1 187:11	higher 79:24 80:11 85:23
group 70:12 101:15 138:25 140:1 142:17,20 175:20 188:22	happened 6:20 7:25 9:8 15:1 17:7 26:25 30:14 41:18 44:4 46:14 49:11 53:9 54:2 71:16 73:14 77:9 91:19 117:25 119:10 146:14 165:3 168:16 169:22	headquarters 179:2	help 37:1 40:9 53:4 59:19,22 60:10 73:20 91:10 109:7 120:2,5 130:13 176:23 179:16 185:16 188:21	highlight 183:2
groups 22:5 62:16 142:17	happening 23:22 30:9 41:19 42:15 42:18 46:2 49:2 49:18 60:15 61:10 68:13 69:3 71:6 72:4 74:10 78:3,5 93:15 122:20 135:15 150:2 181:23 182:1 183:4	heard 16:24 30:17 77:19,21 94:16 98:13 116:3 122:19 131:4 133:21 135:9 139:19 147:11 149:4 187:21	helped 101:22	highlighted 57:14 147:18,20
guardian 33:7,14 45:1	happy 2:9 69:6 70:23 132:20	hearing 17:10 35:12 56:19 190:23	helpful 16:20 17:23 82:20 154:4 176:15	hike 22:3
guidance 59:21 63:2 120:4 121:1	Harborough 43:20		helping 60:20	Hilary 40:19,24 90:23
guidelines 69:25 74:7 173:8 174:12 175:14 176:3 177:17	hard 30:20 31:13 116:22		helps 32:23 90:6 115:6 183:11	Hilda 55:20
guilty 70:5 131:25	Harpurhey 157:8		Henderson 18:2,4 32:14 64:10 129:11 136:11,13 136:19,21 137:6 137:21 151:13	hill 21:2 34:2,3,16 85:25 91:1
gym 10:19 31:15	hat 35:5,5		hesitated 17:14	hills 22:3
gymnasium 10:18 11:2	hate 20:14		helps 32:23 90:6 115:6 183:11	Hilton 39:8,9 41:10 41:14 58:14,17 70:3,5 75:23 92:23 95:20 118:1 119:7,16,18 131:9 131:22 136:6,7 145:15 166:14 178:19 187:12,15 187:21
	Hawton 83:3 84:20 156:5		Henderson 18:2,4 32:14 64:10 129:11 136:11,13 136:19,21 137:6 137:21 151:13	hindered 182:15
H	Hawton's 156:16 164:10		Henderson 18:2,4 32:14 64:10 129:11 136:11,13 136:19,21 137:6 137:21 151:13	hindsight 26:10 27:20 77:7 189:5
habit 12:5			helps 32:23 90:6 115:6 183:11	history 130:11
Hadrian's 22:5			Henderson 18:2,4 32:14 64:10 129:11 136:11,13 136:19,21 137:6 137:21 151:13	hit 31:12,13 173:20
hair 20:24			hesitated 17:14	hitting 44:18
half 88:2			Heywood 67:8 72:17 73:3,6 151:24,24 156:25 157:4 158:5 168:19 173:20	HIV 58:20 67:1,4 67:11,22,22 94:19 118:4 126:19 134:23
half-Irish 8:3			hide 23:25	hold 26:17 30:7 71:4 133:4,16
halfway 66:12 108:2 143:22			hierarchy 50:22,22	holidays 155:22
Hammer 151:11 159:23			Higgins 18:19 20:23,23 21:13,17 21:25 22:7,10,13 22:16,18,19,20,23 22:25 23:11,15,17 24:8,19,22,25 25:9,15 26:4,13 26:23 27:11,13 29:2,4,16,17,18 29:25 30:6,14,18	home 1:5 7:16,20 19:17 20:18 32:7 43:20 45:12,16,17 62:18 63:22 72:20 74:22 122:23
hand 6:25 7:10 22:23 23:18,19 25:20,24 26:18 28:3 30:1,2,5,7 141:16 142:20,20				
handbook 177:22				
handed 78:9				
handled 146:18				
handles 25:12				
handling 148:22				
hands 183:20				
hands-on 104:24				

125:17 139:21 163:21 164:6 190:5 homes 18:25 36:7 36:10 44:24 homesick 14:5 homosexual 166:16 honest 119:19 141:20 163:10 173:18 honestly 110:17 118:8 166:2 honeymoon' 20:6 hope 56:19 59:13 142:2 hoped 38:1 57:3 71:24 horizontal 138:23 horrified 44:2 127:6 horrifying 126:2,3 hospital 17:2 33:25 34:1,2,3,15 66:17 66:19,20,20,24 85:25 134:7,8,9 hour 88:2 hours 9:10 112:15 120:22 house 4:7,14 55:16 55:18,20 58:15 178:23,24 179:1 186:10 housekeeper 18:23 18:24 Hoyano 16:23 17:20 130:23 huge 29:6 husband 34:17 Hutchinson 189:2 189:17,19 hydraulic 24:21	103:6 104:1 156:3 156:5,8,16 173:25 182:16,20 185:7,8 185:11 ID 81:18 82:11 124:14,16 156:3 164:11 idea 54:6,14 55:22 63:6 65:1 67:6 80:10 93:3,23 112:12 113:8 143:5 identification 82:16 identified 1:17 83:13 84:14 112:9 124:21 161:11 163:4 166:13 169:16 177:1 178:13 identify 160:4 identity 58:20 66:25 175:16 Ignorance 147:6 ignored 50:9 ignoring 142:1 imagine 61:25 68:7 immature 125:20 immediately 26:20 103:12 184:20 impact 16:8 98:14 136:7 impacted 16:3,4 76:16 77:4 impasse 154:7,9,13 171:18 implement 186:5 implementing 143:11 important 130:7 157:10 impossible 169:1 impoverished 19:4 impression 76:15 88:24 108:16	111:8 189:11 imprisonment 6:14 improve 185:6 188:21 improving 100:25 inadmissible 167:12,19 inappropriate 45:21 inasmuch 181:6 incident 8:10 9:8 9:11 27:2,4 28:12 28:19,20 31:6 38:17 39:9 41:11 43:2 46:10 51:20 52:4 53:9 58:4,14 58:15,17 70:3 75:23 92:23 95:20 117:20,24 118:1 119:7,16,19 130:16,24 131:24 135:20 136:6,7 186:24 187:6,15 189:18 190:14,16 incidents 24:1 57:14 61:8 105:7 106:3 136:4 148:16 179:17 187:5,8 190:12 include 106:20 included 41:17 93:16 94:1 147:1 including 19:2 38:20 98:21 106:8 112:7 incoming 57:9 incomplete 143:16 inconclusive 169:11 inconvenient 159:15 increase 136:5 increasingly 172:24 indecent 5:24	indecently 26:2 independently 146:10 index 179:15,16 indications 91:25 indifference 47:25 indirectly 70:10 individual 17:25 37:6 39:4 40:7 53:15 64:2 123:4 149:2 individually 63:2 121:1 individuals 2:8 influence 180:9 influenced 75:15 informal 86:21 114:3 147:24 148:3 information 1:13 1:24 39:1 42:14 48:10 54:1 58:5,9 58:10 59:1,10 66:5 67:7 68:8 70:16 84:24 91:13 95:15 109:14 114:5,6,20 118:7 118:9 122:19 133:20 134:11 135:25 154:21 161:12 163:6 165:5 169:3,9 176:16,18 179:16 179:18 180:2 informed 32:8 93:17 185:1 189:14,19,20,22 190:15 informing 174:6 initial 24:24 85:22 113:24 initially 19:8 20:5 25:7,17 27:19 84:3 initials 134:1	140:10,13 initiate 160:5 172:25 initiative 114:22 innuendo 21:22 inpatient 66:21,23 Inquiries 1:23 inquiry 1:11,16,18 1:23 17:5,16,17 65:5,8 78:7,8 117:25 130:12 inside 22:23 63:24 98:9 122:25 insignia 25:10 insofar 96:4 132:24 140:8 176:4 inspected 1:16 inspector 129:11 129:12 136:11 178:22 189:1 Inspectorate 181:7 installed 188:11 instance 42:19 instances 176:2 instigation 83:25 instrumental 177:24 integrate 20:19 integration 186:5 intelligence 114:21 intelligence-gath... 113:20 intend 175:5 intended 18:2 162:1 167:5 intention 185:5 186:3 interest 32:11 37:24 55:11 108:20 162:13 interested 24:21 36:21 137:5 interesting 136:2 177:7 intermediate
I				
Ian 74:4 83:7 102:17,25,25				

103:25	intruder's 119:9	133:10 138:25	Janet 54:19 55:6,19	juice 19:12
internal 52:9 124:8	intrusive 17:6	139:6 140:1	56:5 60:5 61:5,7	July 2:23 5:17
126:14 145:17,25	invariably 19:4	143:25 148:20	63:17 64:3 68:2	57:19 87:15
146:3	22:8	153:25 158:7	70:24 72:8 99:17	184:11
intervene 138:2	inventive 17:6	162:18,23 166:18	99:20 122:4 123:5	jump 32:3
172:3	inverted 50:19	172:6 175:3,10,17	123:8 151:12	June 68:1 74:1 94:7
intervening 76:18	65:20 160:8	177:11,12	160:3 172:23	95:6
intervention	investigate 93:18	involvement 58:22	191:20	junior 11:3,13
153:17 156:16	investigated 84:1	71:13,14 94:12	January 76:13	46:20
interventionist	134:19 173:4	96:11 97:5 104:8	100:24 105:5,6	juniors 3:15
76:22 81:2 98:17	investigating 92:2	104:25 107:2,10	146:5	Justice 65:7
interview 53:23	92:10 105:2	144:17	Jayne 4:10	
57:17 68:18,21	166:21	involving 56:1	JB 134:1 136:2	K
79:9 161:23 162:6	investigation 1:10	83:14,21 94:15	156:9,10,12	K 151:5
167:16 168:4,5	1:14,19 15:19	117:9 131:13	157:16 164:17	Kazi 129:22 151:11
169:1,11,18 170:2	17:15 53:19	138:6	jeopardy 186:9	154:5 155:4
171:16 172:15	137:22 138:6	ironic 180:10	Jermaine 18:20,21	159:23
173:21 175:6	143:3 145:18	is?' 29:5	31:19	keep 113:25 181:21
177:2 178:14	146:1,3 154:1	isolated 52:4	Jim 129:11 136:11	189:11
184:17 185:8	157:11,23 158:9	189:12	136:13,19,21	keeping 114:5
186:16	160:11 161:9	issue 28:15 49:19	137:4,6,21 138:12	Keith 14:15,16
interview(s) 169:6	162:11 173:9,14	58:18 59:25 77:8	151:13	kept 24:5 51:6
interviewed 69:9	182:24	80:10 117:16	job 44:12 55:11	179:4 187:7
70:13 77:21 84:3	investigations	119:13 120:14,15	76:18 80:9,19	Kevin 110:24 111:1
161:14,17 184:18	78:14 84:6 176:19	134:2 153:22	86:11,13 103:6	129:6 151:7,8,14
190:7	investigative	171:5	104:8 105:11,18	151:17,18,19,21
interviewer 172:13	162:20	issued 59:21 120:4	162:15 184:19	151:21,22
interviewing 45:2	invite 61:20 99:6	issues 34:9,10 37:3	189:17	kick 31:22
70:19 161:25	132:9 159:13	37:4 50:1,5 53:18	jobs 34:20 137:7	kid 24:9
162:16 171:24	invited 153:16	55:25 60:14 64:5	177:9 186:9	kids 19:4
interviews 52:15	188:21	70:21 72:18 76:5	John 18:15 21:10	kind 43:1 51:16
61:9 68:11 75:2	involve 60:5 85:5	84:10 91:23	30:14 32:5	61:16 71:17 75:16
84:5 155:15	101:3 158:5	101:16 114:5	joined 24:7 35:25	77:3,12 78:16,17
157:16 160:4	161:22	117:4,8,14 122:9	36:1,12 86:7,8	98:16 100:17
166:6,7,9,12,19	involved 8:9 40:4	123:7 124:17	100:11	101:15 111:6
167:5,6,25 176:1	47:9 52:17 57:23	126:22 127:17	joint 61:9 68:21	112:1 113:11,11
189:16	60:6 64:5 66:10	137:13 141:4	84:6,25 138:2,5	113:24 114:1
intimidation 5:7	68:12 69:17 70:10	142:19 143:2,6	143:3 158:9 168:4	123:15 135:6
intolerable 63:21	71:22 77:10 78:14	147:9,22 170:1	jointly 108:14	136:24 137:10,18
122:22	84:13 91:25 94:10	186:1	167:24 168:3	139:13 140:23,25
introduce 47:23	95:21 98:23 99:1	items 25:9,13	journey 25:16	141:1,23 149:21
introduced 188:12	108:13 110:23,25		judge 6:15	149:21,23 154:11
intruder 38:10,17	114:10 118:12,19	J	judging 26:10	158:2 160:17
46:10,13 48:19	119:8 123:7,9	jack 24:21	judgment 176:11	162:6 179:13
55:16 66:9 117:20	128:10 131:17	Jane 102:19,22	judgments 76:12	182:11

137:3	166:4 168:13	86:3 124:19	led 2:20 6:12 29:17	48:17 91:15
knew 29:19 31:18	169:24 170:7,21	133:12 187:18	35:19 80:3 167:17	letting 40:3,7,10,12
38:9,13 39:16	171:11,25 172:4		Leeds 33:7,14,16	level 37:24 50:23
42:7 44:20 45:16	173:15,17 175:7	L	33:17 50:2	78:17 98:8 126:12
46:13,17 51:16	176:16 177:23	label 65:19 66:15	left 3:24 4:4,5 12:8	143:22 144:2
59:3 70:24 76:10	182:3 183:8 187:7	lack 147:5 164:20	23:15 26:18 30:10	180:6 182:2 187:1
78:2 82:17 95:11	187:19,24 188:10	188:25	30:10,25 64:15	levels 127:13
119:18,20 182:11	188:13 189:9	lads 21:23 125:20	81:5 93:24 102:2	145:24
182:22	knowing 77:16	Lancashire 100:10	103:12 164:15	lever 25:20
knocked 27:8	Knowl 2:13,15,21	139:20,23	173:14 183:19	lewd 24:18
know 2:6 3:2,4	3:10,22 4:19 6:21	Lancaster 100:22	185:22 190:2	Leyland 25:10
4:12,20,21 6:23	9:15 11:10 13:4	landmark 22:10	left-hand 132:13	liaise 169:21 186:4
11:6,22,23 14:5	15:13 18:8,11	lapel 30:17	134:1 149:25	liar 30:22
16:6,9 24:23 29:4	19:1 20:16,21,22	large 98:5	leg 25:17	lid 30:19
29:7 31:2 38:17	24:25 26:24 27:1	lasted 13:1	legal 15:13,14 80:6	life 2:12 4:19 9:6
40:4,8,10,12,13	28:21,25 31:8,14	late 96:6	Leicestershire	16:3,4,12
42:17 44:10,11,19	35:7,8,21,23 36:5	laughed 21:23	43:19,20 50:2	light 10:17 16:9
46:1,12,14,17,18	36:16,20,22,24	laughing 30:10	length 65:12	32:10 157:9
47:2,6,8 48:16	37:24 38:6,10	136:16	172:24	liked 24:9,19
52:12 53:5 54:3	39:3,18 40:1,15	launched 113:20	lengthy 132:9	likewise 116:4
54:18 55:21 56:10	45:10 46:20 47:19	145:17	lessons 19:19,20	lilliput 19:7,8
57:22 63:6,7 65:2	47:25 48:3,10,14	lavatories 95:19	let's 48:24 54:24	limited 92:22
65:24 66:9 71:22	48:15 51:19 52:3	layperson 126:12	58:10 62:23 64:7	limiting 182:4
74:2 75:4,16	58:18 72:19 73:4	126:12	115:16 123:18	limits 176:25
78:17 79:5,17	74:10 78:5 83:11	Le 4:10	124:13 128:14,14	line 31:10 44:6
82:3,12,23 91:8	83:16 86:25 87:7	lead 54:20 57:1	141:1,2,9,10	67:11 101:5 104:1
95:10,10 96:7	87:22 90:9 91:3	92:1,6 101:15	142:3 148:8	115:7 138:23
98:20 108:12	96:15,23 99:22	137:22 158:5	150:12 152:21	170:23
110:17 111:22	107:3 108:1	159:9 160:17	166:14 174:4	lines 48:1 132:12
112:11 113:10	111:23 112:7,10	162:11 168:2,14	letter 39:15 40:15	135:17 175:11
114:4 117:2	116:15 117:1	leader 55:19	41:12,22 43:5	linger 25:21
118:11 119:11,14	125:16 131:15,22	leading 41:12 61:15	46:3 47:2,4 48:6	link 48:14 49:3
119:16,20 121:6	148:1 159:2 163:6	65:8 69:3 167:9	50:17,20,24 52:21	linked 117:1 139:8
121:14 122:7	163:24 164:17,23	167:10	53:2 54:5,11 83:1	list 56:2 63:13
124:24 126:19	165:18 168:22,25	leaning 26:14	83:8,22 84:15	89:13 117:6,10
128:18 131:25	173:1 174:9 176:7	leaped 51:9	85:5 90:19,22	121:10,25 156:21
133:2 136:20,25	176:14 182:5,8,10	learned 111:22	92:8,20 93:3,8	listen 35:14
138:12,13 140:6	184:16 186:23	132:5	96:6,13,18 97:1	listened 17:12 92:7
141:20 143:19	187:11 188:5	learning 162:4	146:15 156:4,9	litem 33:8,14 45:1
144:4 145:5,7	190:1,8	leave 12:3 13:4	164:10,13 168:17	literally 161:17
146:1,2,14 147:14	knowledge 38:24	26:12 88:4 94:5	172:20 177:12	little 81:3 82:2
147:15,16,23	107:2 108:1	94:25 95:2,5	178:4 179:21	85:14 89:1 92:4
148:3 150:14	164:20	145:21 169:19	letters 39:20,21	95:13 96:20 99:24
156:2,7 161:22	known 2:2 24:2	178:5 184:3,21	41:21,24 42:2	115:2,6,9 127:10
163:9 165:6,23	42:16 66:16,19,24	leaving 13:19 175:8	43:13 46:9 48:13	143:22 163:11

180:16	185:5 188:22	main 19:13 56:11	151:22 172:2,4	Margaret 85:17,20
Littleborough	190:8	56:15 78:25 162:5	184:23	103:23 104:5
129:9 137:15,17	looked 21:20 22:25	179:1	managers 80:4,5	111:17,18 191:16
137:17	61:13 63:12 70:21	mainstream 5:19	101:6 104:9,11,21	margin 132:13
Littlemore 83:14	72:12 120:15	186:7	111:14 114:16	149:25
150:15	121:9 140:23	maintain 120:13	115:8 181:19	marginalise 180:9
Littlemore's	143:10 150:22	maintained 72:18	managing 100:15	183:10
102:13	151:2 152:1,19	major 72:18	101:12 141:11	marginalised
lived 13:25 14:1	163:15 164:3	majority 20:9	148:22	180:15 182:25
Liz 158:23 159:1	173:23	making 23:25	Manchester 85:24	Marilyn 129:17,21
163:21,24 164:6	looking 2:23 11:6	24:16 29:3 45:20	139:20 157:1,6,8	151:10 153:2
local 3:7,8 80:19	40:14 49:18 55:2	67:14 82:15,16	158:4 167:25	159:22
114:20 139:22	56:2 62:7 64:9	113:11 124:20	173:6,10 175:4	marital 190:5
locals 178:24	65:15 71:3 73:24	144:19 148:25	178:11 179:1,5	Market 43:20
lock 29:10 32:2	74:15 77:7 91:11	165:2 171:9	Manchester's	marriage 189:25
London 103:4	105:4 113:10	male 88:12 111:12	173:8	Marsh 40:19,24
loner 24:5	122:6,17 144:11	118:5 134:18	manipulation	90:23 91:2
long 3:22 28:22,24	152:3,22 159:20	143:23 144:4	133:9	Martin 4:12 55:17
34:11 38:22 43:11	160:10,10 166:6	166:17	mannerisms 21:9	Mary 32:17,20
44:11 58:2 73:21	167:25 168:21	man 4:13,18 6:4,10	Mansoor 129:22	191:9
80:18 87:22	171:6,12,15 175:2	12:12 20:25 29:2	151:11 154:5	masturbating 8:17
101:17 150:11	178:17	29:3,6 30:16	155:4,22 156:1,1	22:22
152:20 153:4,10	looks 131:11	44:12,21 58:21	159:23	masturbation
longer 94:13	153:21 155:16	66:7 67:8,8,21	map 182:12	70:12
look 10:24 42:3	156:22 157:18	168:18	March 15:20 38:9	material 1:17
47:11 54:24 55:2	158:13,16,20	manage 37:14	38:16 54:4,9,10	176:14
56:21 60:25 61:5	loose 30:10	127:20	54:15 57:5,8 62:8	maternity 94:5,25
61:7,22 62:23	lost 106:13	managed 13:2 30:9	62:24 64:3 70:20	95:2,5
63:17 64:19 65:17	lot 21:22 31:8 66:4	34:22 101:21	71:11 72:14 73:21	matter 14:17 39:22
66:12 83:7 90:19	118:17,22 125:9	102:6 103:23,24	76:6,14 77:20	41:14 55:11 71:8
93:9 101:7,8	128:4 132:22	104:1 106:12	83:1 94:17 95:1,5	76:11 84:1 94:5
109:7,8 114:13	145:10 162:16	108:14,18,19	95:15 102:15	114:24 116:13
115:16,23 117:10	166:3,4 167:23	120:9 127:22	103:10,11,13	130:22 146:2
117:18 118:17	low 19:21 120:17	137:17 172:11	115:13,15,17,25	174:16 176:24
119:3,6,22 122:4	120:22 127:15,19	179:22	123:5 125:1 127:8	matters 6:2 93:19
122:7 123:18,24	181:21	management 35:5	128:12,12 133:14	100:14 101:14
126:14 128:14	lower 50:23	44:6 84:10 100:21	134:3,21 143:15	115:6
132:12 134:20	lunch 19:13,19	101:5 105:9,15	146:20 148:5,11	May/beginning
135:6 140:8 141:1	112:22	106:25 140:25	149:7,9,16 150:2	74:1
141:2,10 142:3	lunchtime 85:13	141:2,5 164:1	150:21 151:2,9,15	mayor 29:8
143:2,14 144:15	lured 9:5	180:11 186:13	152:1,9,11,16	McGough 129:25
150:19 157:9,25	luxurious 19:1	manager 34:16	154:25 155:3,16	151:12
161:22 168:16		43:21 44:7 73:3	156:4 157:11	me' 28:8
172:19 174:16		89:9 92:2 103:23	158:14 159:5	meal 19:13
178:16 181:22		111:15 130:4	165:14,14,14	mean 11:1,6,22
	M			
	M 152:22			

13:1 44:20 51:18 56:24,24 61:11 66:4,18 68:25 70:14 71:15,19 74:9 78:17 79:6 81:4 102:19,23 103:9 108:12 109:1 112:4 120:16 122:6,8 123:16 125:8 127:19 133:19 137:10 140:5,22 147:22 157:6 166:3 170:12 173:18 177:17 183:9 meaning 138:7 means 55:21 90:7 122:13 136:23 140:2 159:13 164:25 meant 59:24 79:12 102:2 109:2 152:5 169:25 170:11 media 162:12 medical 40:18 medicine 31:20 85:21,22 meet 12:17,24 13:7 13:19 35:14 91:21 meeting 38:8,16 49:21 51:5 53:12 54:4,10,15 55:24 56:23,24 57:15 58:7 59:4,10 60:2 60:8 61:23 64:4 65:15 66:3,10 68:4,5,8 70:20,22 71:11 72:14 73:21 73:22 75:13 76:6 83:1,18,24 91:9 95:15,16 115:12 115:13,24 116:8,9 116:16,19 117:3,7 117:14 118:7	119:12,17 120:15 122:20 123:6,12 123:14,16 125:1 126:21 127:17 128:10,11 131:11 132:2,5,9 133:13 134:3 135:14 141:19 143:15,21 146:19,20 147:22 147:25 148:5,9,11 148:12 149:7,9,16 149:18 150:15,19 150:21 151:1 152:9,11,16,18 153:6,22 155:2,10 155:17 156:15,17 156:18,20,23,25 157:13 158:14,23 159:5,20,22 174:6 174:24 187:11,14 189:7,9 190:14 meetings 37:13 71:15,16 83:12 93:16 101:14 106:22 107:8,18 114:15 115:8 147:20,24 188:9 188:10 Mellor 77:25 78:4 78:18 93:9,11,18 94:21 Mellor's 72:15 95:3 member 8:9 25:7 86:5 88:12 188:3 189:16 members 9:21 10:23 11:5 18:14 20:22 24:13 59:9 69:22 87:25 89:6 94:20 95:4 98:21 116:6,15 144:10 155:24 162:9 183:13 186:8 memo 165:9 173:24 176:25	memorandum 74:3 memory 70:11 87:24 116:11 121:19 125:6 151:10,23 166:17 177:15 187:20 190:12 memos 168:22 183:1 men 46:20 110:3,9 mental 33:24 34:8 37:4 mention 8:7 9:25 24:1 58:2,3 mentioned 10:15 15:6 24:15,17 28:12 41:18 90:24 128:6 151:6 186:17 mentioning 65:23 mess 71:9 message 80:11 165:9 messages 168:21,21 Messrs 174:8 met 61:18 139:3,7 174:21 178:7 metalwork 18:20 MI5 1:12 Michael 57:7 microphone 32:21 middle 10:17 47:19 90:20 133:25 166:12 middle-class 97:9 Middleton 77:10 77:10 78:7 79:25 80:12,13 102:10 102:11 103:16 105:23 106:15 180:25 181:1,5 midst 165:22 Mike 129:1 132:14 135:17 151:13 153:17	miles 7:18 mind 16:15 41:5 44:8 61:20,24 64:17 69:8,24 74:8 97:1 115:13 146:22 158:10 mine 29:14 minimising 126:7 142:7 minor 5:4,4,7 minute 60:22,24,24 144:13 165:11 minute-taker 149:13 minutes 16:23 54:24 60:2,22 61:19,22 65:14,17 81:14 88:3 115:16 115:24 116:11 146:24 149:9,17 187:13 190:13 misconstrued 122:16 misreading 135:24 missing 109:14,16 mistake 80:14 Mmm 121:4 125:18 140:4 149:8 150:24 Mmm-hmm 113:14 116:2 117:17,23 129:3,16 153:23 modernisation 25:5 moment 6:17 36:21 62:22 91:9 173:7 179:7 moments 25:22 Monday 1:11 112:19,20 Mondays 108:5 month 57:10 months 4:4,5,6 11:16 13:13 20:17 38:25 39:11 41:11	77:13 86:7 144:25 180:17 Moore 111:18 Morecambe 22:5 morning 10:20 116:4 131:4 mother 7:24 190:1 motivated 185:21 mount 167:15 mouth 67:12 178:9 move 38:4 99:24 137:8,9 149:21 154:13 155:3 moved 19:8 20:17 27:24 32:6 76:25 190:4 movement 59:17 120:1 moving 107:17 113:4 139:23 MP 132:13 137:23 muddy 21:16 multi-agency 53:12 multi-disciplinary 34:25 mum 7:17,21 8:3,8 14:1 municipal 56:11 109:20 Mutton 104:19 <hr/> N <hr/> N 123:25 124:4 191:1 naive 23:8 79:10,11 189:6 naked 10:16 name 2:9 4:8 6:4,10 6:23 14:20,22 32:19 41:4 52:24 57:19 64:14 66:18 85:19 90:11,23 92:11 93:3 99:19 102:19 113:17 114:7,7,25 116:10
--	--	--	---	--

116:12 128:22 130:15 136:10 150:16 151:6,8 152:2,4 179:3,4 185:18 187:21 named 55:5 70:2 115:25 131:19 145:8 146:16 168:23 177:8 names 2:8 9:25 58:2,3 64:14 88:10,15 118:12 118:24 119:7,11 182:12 naming 91:16 nappy 43:25 44:1 nationally 101:25 nature 10:1 74:17 174:15 188:5 near 22:18 Nearly 9:13 necessarily 182:22 necessary 53:24 161:15,21 162:11 need 2:16 32:22 37:4 53:18 57:15 59:19 63:2,22 70:17 82:21 84:7 99:6 121:1 122:17 122:23 123:15 127:23 136:13 138:5,16 162:2 174:15 178:13 needed 20:13 42:24 49:17 61:9 68:25 69:2,16,17 70:14 70:16 89:20 100:13 120:8 122:10,19 128:3,4 128:9 137:8 138:9 138:14,20 141:21 141:24 143:10 148:20,22 154:13 160:4 178:20 184:2	needing 120:2 needs 1:24 68:10 108:3 129:22 141:17 185:13 negligence 67:11 67:12,13,16,16 126:19,23 negotiate 158:3 neither 161:14,21 177:10 network 139:12 182:12 never 12:4,8,9 13:18 15:6 17:6 24:7,15 28:12,13 28:18 31:5 53:1 65:6 77:22 88:20 133:4 171:24 186:17,23 187:3,7 187:21 188:9,9,23 189:3,4,14 190:15 new 19:1 58:6 61:6 63:13,18 66:8 86:8,11 100:12 101:24 102:5 103:15 104:6 105:21 106:17 107:13 109:5 121:10,23 122:5 122:18 124:19 132:17 153:19 172:21 newly 43:18 84:8 news 119:14 newspaper 15:12 nice 30:16 night 32:1 38:21 60:11 63:22 71:3 122:23 139:21 147:3 186:12 187:17 night-time 12:1 nights 38:18 45:18 117:21 186:21 Nirvana 19:7	nitrate 66:1 no-one 8:23 88:3 190:6 no-one's 162:12 Noakes' 21:10 nodded 23:2 nominal 123:25 nonchalantly 23:3 Norden 4:17 55:15 58:15 59:17 120:1 120:9 146:7 155:12 165:15 norm 97:14 98:1 normal 51:1 60:16 60:17,18 62:9,12 62:15 75:17 132:16,25 133:16 133:21 144:7 152:24 153:9,14 153:18 154:12 161:1 normal' 147:6 normally 21:7 22:6 normative 98:3 North 151:24,24 north-west 78:8 79:1 note 27:11 28:9,13 64:7,8 67:3 88:24 127:18 128:1 143:14 152:5 156:12,24 164:22 165:12 168:20 note's 154:24 noted 75:6 144:13 153:4 notes 40:17 62:14 62:21 64:22 65:4 65:6,9,14 123:14 124:3 126:21,25 127:10 128:15 134:21 135:12 151:8 152:1,3,19 156:14 157:19 158:1 164:18	187:11,16 notice 92:11 110:3 149:22 noticed 13:5 27:10 111:11 113:6 notified 64:2 123:4 November 86:2 90:20,22 100:1 146:14 NSPCC 98:17 101:11,19,20 102:7 105:17 106:12 109:4 177:20,21 nuclear 50:15,19 52:20 92:7 number 1:20 18:13 55:25 60:7 81:6 84:3 90:13 91:8 91:14 98:5,18,19 116:24 117:8 119:7 124:19 125:19 127:20,21 131:19 144:24 146:9,25 150:1 186:6 189:8,9 numbering 47:17 numberings 172:10 numbers 124:1,4 <hr/> O <hr/> o'clock 9:13 oblique 139:9 observation 76:16 89:2 observations 110:20 observers 126:1 obtain 1:23 154:22 obvious 24:10,11 24:12 34:6 112:25 113:1 124:9 obviously 25:6 36:3 50:23 53:4 70:15 71:15 75:2 76:10	80:11 84:4,23 93:16 99:7,21 118:24 128:8 occasion 6:25 8:24 22:15 23:10,13 24:24 27:5 43:21 155:18 occasionally 17:8 occasions 27:3 131:21 occupied 107:12,13 occurred 28:17 58:17 140:2 occurring 48:20 116:25 187:8 190:12 October 1:1,11 47:11,13 72:13 190:24 odd 30:11 79:21 offence 70:6 offences 15:22 44:23 offender 171:12 offer 36:7 86:19,23 88:23 94:4 176:22 offered 48:1 184:19 offering 149:3 office 44:5,5 45:6 56:10,11,14 72:17 109:21 110:13,15 112:15,21 113:3 114:24 137:16 178:23,25 185:16 officer 14:17 15:2 40:18,21 41:3 55:7 90:25 100:3 100:4 103:21,23 104:7 113:17 114:7,15,23 116:5 119:3 128:22,25 129:7,8,23 137:14 137:19 151:19 154:6 166:22 officer's 114:25
---	--	---	--	---

officers 84:4 106:22 107:9 110:23,24 111:12 139:11,22 177:8	164:21 opportunity 61:22 87:6 88:1 94:20 155:24	Overall 16:11 overarching 37:9 overlooked 21:14 109:22	panel 16:2,17 18:4 57:16 61:18,21 79:20,22 99:8 159:14 183:13 184:18,19,23 185:8 191:14	125:15 153:10 167:11
offices 56:11 109:20 112:17	opposed 102:6 109:16	overmuch 116:13 overreact 181:18	paper 159:12 papers 1:7 52:11	particularly 25:10 66:4 139:13 167:24 180:1
official 28:23 29:8	opposite 12:13	overrun 61:19	paperwork 73:24	partly 108:4
Ofsted 189:1,4	oppressive 20:9	overtime 120:24	parade 10:16	partner 175:19
ogling 21:18	optimistic 85:14	owing 74:16	paragraph 47:19 47:23 48:2,24 66:14 90:8 93:7 97:17 108:2 118:18 122:3 145:14,16 146:4 146:16 163:23 171:8	party 71:16
Oh 61:2 119:4 163:14	option 50:16 52:20 87:14 92:7	own' 185:17	paranoid 183:6,8	passage 153:16
okay 5:15,25 6:18 12:11 46:1 51:22 57:11 85:9	oral 135:19 136:4 175:10,17	Oxford 85:23	parent 4:7,14 55:17 55:18,20 127:4	passed 31:3 44:6 179:20
old 3:10 21:10 24:19,19,22,25 25:11 136:18	orange 19:12	P	parental 98:7	passenger 26:13
old-fashioned 138:12	order 2:25 51:4	pack 128:18 174:2	parents 29:14 63:3 67:14 74:22 84:3 121:2 126:24 127:3 149:1	passing 165:7
older 3:19 25:5 67:8 125:7	orders 3:3	paedophile 14:4 45:17	park 12:13 28:24 29:1,3,5,20 68:2 148:2	patch 180:4
oldest 175:20	organisation 34:21 43:5 49:15 51:11 51:14 76:25 81:10	paedophiles 45:15 139:13	parliament 1:6	pathetic 13:1
Oldham 34:23	original 170:25 177:15 178:1	page 47:13,15,15 47:18,22 54:25 57:25 58:13 59:12 59:12 62:25 64:18 65:18,19 66:12 67:10,10 72:10,13 72:22 81:17,17 82:7,7,8 83:4,5,5 105:5,6 107:25 109:7 114:13 115:20 116:17 117:18,19,19,19 119:22 123:19 124:8,8 126:14,15 126:17 132:11,11 132:11 133:25 135:16 136:10 138:23 140:9,9 144:18,20,20,23 145:9 147:12,18 160:21 162:8 163:1 165:7,13,13 175:15 184:10	paranoid 183:6,8	pattern 110:5,5 112:23 127:24
once 12:25 21:19 31:12 32:2 72:3 87:8,9 89:22 91:21 144:21	originally 18:1 135:12 175:25	pages 47:15 132:10	parcel 161:7	patting 27:24
ones 70:18	ornamental 109:25 110:1	pair 83:6	parent 4:7,14 55:17 55:18,20 127:4	pause 58:1 153:1
ongoing 13:13 93:15 142:10	Otley 45:1	Palin 18:22	parental 98:7	Pausing 96:12
onwards 106:10	ought 78:14 94:9	Pam 83:3	parents 29:14 63:3 67:14 74:22 84:3 121:2 126:24 127:3 149:1	pay 12:22 120:17 120:24 185:4 188:19
open-ended 167:1 167:7	Oulder 91:1		part 11:15 16:6 27:14 67:2 69:15 77:22 106:19 119:9 135:3,4 143:1 160:14,15 161:7 178:12	peer 64:11
opened 18:11 26:5 28:22	out-of-borough 44:13		part 11:15 16:6 27:14 67:2 69:15 77:22 106:19 119:9 135:3,4 143:1 160:14,15 161:7 178:12	peer-on-peer 95:19 96:4 118:21 132:24 178:14
opening 1:10 28:23 28:23 29:12	outcome 71:11 84:5 114:23		parliament 1:6	pendulum 80:15
operation 21:1 113:21	outdoor 22:2		part 11:15 16:6 27:14 67:2 69:15 77:22 106:19 119:9 135:3,4 143:1 160:14,15 161:7 178:12	penis 22:20,21 23:17,20
operational 25:6 35:5	outdoors 21:2		participants 1:21 16:25 17:25 160:25	Pennine 34:22
opinion 78:6,7 80:23 81:4,6 135:10,11	outline 150:18		particular 34:7 36:20 37:16 38:7 42:7 56:18 58:18 76:12,17 83:19 112:23 116:23	penultimate 82:10
opportunities	outlined 175:22			people 5:6 29:13 42:18 45:8,13 50:6 53:23 54:21 54:22 60:15 62:9 63:8 68:18 72:6 75:13 89:2 92:10 94:3 104:3 113:4 113:7,8 116:24 119:10 124:1 127:7 135:1,5 139:4,7 140:25 141:3 147:23

148:4 151:9 181:3 181:11 182:14 188:22 189:8 people's 130:12 perception 135:20 perfectly 110:7 period 20:7 78:15 91:12 107:5 110:22 permanently 190:4 permits 1:23 permitted 35:13 perpetrator 175:13 perpetrators 163:15 169:7 179:10 person 13:18,20 53:9 56:9 57:2 69:16 77:17 78:19 130:7 153:10 172:14 persona 20:7 personable 44:21 personally 41:25 42:1 79:6 107:4 persons 109:14 131:15 perspective 135:7 persuade 8:21 pessimistic 98:11 Peter 21:10 PEWO 129:22 Phil 77:20 84:23 94:24 165:17 166:5 phone 44:7 47:5 92:12,15 130:18 131:1 phoned 7:21 photos 145:12 physical 9:15 10:1 20:9,12 28:19 31:5 physically 26:20 125:20	pick 144:16 picked 52:19 139:15 picking 87:5 100:23 107:24 139:14 picture 93:12 piece 154:3 159:12 pieces 11:21 Pierce 174:8,10 pinch 181:16 pinks 164:11,12 Pithily 144:13 place 5:24 19:3 20:6,7,14 25:8 29:20 38:6,17,21 39:18 70:9 78:15 94:3 110:20 115:1 117:22 118:2 169:5,6,12 170:9 170:13 171:16 187:5,25 placed 3:7 6:25 7:10 18:8,9 19:8 25:12,20,24 26:18 43:19,24 placements 44:14 places 62:16 118:9 125:21 139:16 182:13 plan 46:6 51:5 70:19,23 86:11 127:8 150:20 planned 69:17 72:7 planning 17:8 68:7 128:11 plans 86:13 play 13:24 31:17 132:16 141:9 153:18 played 2:17 pleaded 70:5 131:25 please 12:10 32:19 35:7 38:4 54:24	58:1 62:25 64:7 82:8 85:12,19,21 90:21 99:19 115:17 117:18 132:10 133:25 140:8 143:14 144:15 168:16,17 172:19 173:22 176:16 178:9 pleased 171:21 plot 114:6 182:13 plummeted 98:20 plus 48:20 pm 19:22 61:25 62:5 87:7,8 99:14 99:16 155:4 159:11,16,17,19 190:22 point 7:13 8:4 13:19 22:10 36:14 38:7 41:14 44:24 46:8,13,14 58:13 60:13 63:15 76:21 76:25 77:5,6 82:18 93:17,25 98:4 107:22 116:23 117:19 121:8 126:22 132:18 134:24 137:25 144:18 145:16 150:12 153:1 158:11,18 161:10 163:8,8 169:10,14 171:4,4 171:8,11 pointed 162:9 points 165:12 police 7:21 14:9,13 14:17,19,21 15:16 28:1,18 47:14,18 53:23 60:6 61:8 64:4 68:12,19,19 68:23 69:16 70:25 83:21 84:4 97:19 110:14,14,23	113:13,15,15 114:21,23 119:2,3 123:6,24 129:7,11 129:14 136:11 138:10,11 139:11 142:18 143:3 151:19 153:25 154:20 157:25 158:3,6,7,9 166:22 167:24 168:3 178:23 179:2 184:12 188:9 police's 158:11 police/Social 138:3 policeman 136:25 policy 100:3,17,17 101:8 103:21 104:6,7,12 105:11 114:15 142:5,5 politely 136:24 Polytechnic 100:10 pool 145:11 poor 5:18 poppers 66:1 82:12 125:2 Poppers' 65:21 124:23 position 26:16 57:5 68:16 107:13 108:23 113:2 122:7 154:25 176:4 181:8 184:17 190:2,9 positions 107:12 positive 17:19 possession 38:23 65:4 possibility 138:2 possible 70:16 120:6 131:18 176:10 184:25 possibly 20:11 22:17 39:3 41:5 63:3 67:14 73:18	75:22,25 80:5 81:11 96:7 116:12 121:2 128:21,21 post 57:10 101:17 101:24 102:1 159:25 185:11 186:10 posts 189:15 potential 91:24 Poulton 57:7 129:1 132:14 133:7 135:17 138:16 144:2 151:13 153:17 power 180:9 powerful 20:25 practice 141:10 practices 101:1,7,7 PRCCO 55:21 precautions 168:8 preceded 92:12 precipitated 93:2 precise 111:7 predecessor 137:4 predominantly 146:6 premises 12:3 124:17,18 140:2 prepare 148:15 163:6 prepared 163:24 170:2 184:21 presence 68:19 present 53:23 63:21 116:15 119:3 122:22 129:7 150:19 152:9 154:20 164:18 presented 95:3 presenter 21:10 pressure 181:17 pressures 120:11 Prestwich 66:17,19 66:20,20,24 134:4
---	--	--	---	--

134:8	130:25 131:2,10	178:10	psychiatric 34:10	43:25 44:1 62:16
presumably 13:7	142:8	prosecute 32:11	39:5,24 66:22,23	64:16 67:12 74:19
42:6 52:1 74:2	problems 20:10,12	prosecution 6:4,10	134:7,8,9,15	75:1 90:21 115:17
112:17 132:4	31:1 34:9 36:4	167:15,16,20	146:10	115:19 119:23
134:13 168:13	37:2,3,16 48:5	prospect 17:17	psychiatrist 35:19	120:22 127:10,15
pretty 36:12 75:17	58:24 63:24 83:16	protect 45:23 46:7	psychiatry 85:23	128:5 136:2,24
84:21	84:13 122:25	60:21 179:11	89:21	162:6,24 164:14
previous 2:17 21:1	134:10 147:10	protected 42:21	psychological 39:5	178:8 180:13,22
50:1 51:16 57:19	procedures 53:21	181:10	39:24 52:8 78:23	181:7 190:9
144:20 165:13	154:7 160:23	protecting 45:15	151:1	puzzled 164:5
184:23	173:1 174:13	protection 49:19	psychologist 51:25	pyjamas 7:12 9:12
previously 51:17	175:23 176:3,20	53:18,21 54:20	52:13 59:20 120:3	
105:16 150:8	177:14,15 178:1	56:9,14 57:1,1	129:15 140:11	Q
161:3	proceed 175:5	69:21,25 72:19	psychologists 186:5	QC 65:8
primarily 100:25	176:19	73:12,13,14 74:7	psychology 51:24	qualification 100:6
134:8	proceedings 2:2,7	74:11,12,16,21	public 32:10 46:21	qualifications
principal 129:23	77:3	76:7,23 98:19	69:23 95:19	100:5
130:1 154:5	process 17:16,23	100:3,14 101:7,10	publicly 17:13	qualified 43:18
168:19	101:23 122:12	101:14 102:5	published 72:15	44:11
principally 89:8	160:5,10 161:25	103:15 105:7,9,14	76:14 94:22 184:3	quality 172:21
prior 83:13 86:10	162:20	105:17,22 106:3	pull 30:2	question 1:6 6:8
105:20 106:11	processes 167:7	106:22 116:1	pulling 23:19 30:7	42:6 44:15 46:8
107:17	produce 1:18	129:8 137:5,13	punching 10:8	46:22,22 58:8,11
prison 32:9	produced 63:12	141:16 149:3	punished 29:21	61:15 70:4 76:9
prissy 97:9	66:5 82:11 121:9	159:6 172:25	punishments 9:15	79:21 82:23 94:3
private 189:7	124:14	173:8 177:11,22	10:2	95:12 98:12 160:7
privates 26:19	product 1:16	179:5 180:2,11	pupils 9:19 10:8,13	questioned 81:1
privilege 20:4	professional 68:17	188:6,7	18:12 20:11 24:12	questions 5:23 6:16
privileges 20:2	80:24 95:23 100:4	protest 29:23	74:18 94:12	15:25 16:17 43:10
probably 5:20	177:11	protocol 68:24	109:10 144:11	79:20,22 99:5,7,9
12:24 23:21 38:25	professionals 16:8	69:18 155:14	186:3,4,6,24	162:2 183:14
39:14 50:25 52:25	139:5 153:14	160:4 187:5	purely 74:6 78:22	191:14
55:1 77:7 80:1	profile 181:21	protocols 69:21,22	104:25	quickly 63:4 121:3
82:6 87:19 89:16	programme 186:5	69:23	purpose 34:6 36:24	185:11
91:12 94:17	progressing 157:11	prove 162:12	40:6,7 100:25	quiet 189:11
122:15 125:6	158:13	provide 36:3 37:1	purposes 2:6 110:9	quite 6:3 13:4 17:9
127:16 137:22	promoted 3:24 4:1	86:14 88:21	117:25	23:8 31:3 43:14
156:13 157:19	13:14 105:18	161:11	pursued 63:20	71:21 76:22 80:15
159:25 160:21	137:6	provided 17:4	122:21	95:22 101:4 110:5
164:9 181:14,15	promoting 149:2	59:22 68:8 78:6,7	pursuits 22:2	122:1,13 125:19
problem 49:8,13	prompted 48:6	86:15 101:11	push 28:15 30:1	127:4 132:9,20,22
51:17,20 52:6	proof 183:5	164:18 169:17	170:3	133:24 143:12
67:18 83:21 92:22	proper 51:7 82:16	176:14	pushed 26:20 28:6	155:19 160:16
114:17,22 115:11	proposed 166:4	provocative 131:23	29:24 31:25	162:15 165:10
121:7 130:17,19	proposition 161:6	PSW 129:25	put 15:3 17:3 27:17	175:20 181:6

R				
raise 80:2	97:15 101:4 113:7	recruit 120:13	169:10 173:1	12:20 13:1,17,22
raised 69:12 76:6	116:13 137:5	redacted 131:19	174:9,11,23	35:17,21,22 58:21
97:12 126:23	144:17 149:10	redaction 65:19	187:15 188:4	107:4,7 108:6,25
127:2 128:2	150:3,11 177:24	66:15	190:7	118:4 134:18
174:17	178:11 184:2	redactions 64:12	regards 175:24	166:16
Ramsey 14:15,16	reason 9:5 22:15	64:20 124:9	regime 5:11	relationships 67:21
ran 8:20,22 9:2	27:6	131:20	regimental 5:10	releasing 1:7
14:2 28:8	reasonable 70:22	reduce 143:11	regimented 5:11	relevant 1:13,17
range 3:17	reasons 124:10	reducing 142:7	region 66:23	89:21 154:22
rationale 161:2	167:21 170:4,5,7	refer 156:12	regional 78:20	155:15 163:6
re-read 118:15	Reassured 149:4	reference 40:17	Register 98:19	relieving 185:11
reach 26:14 30:5	rebuild 141:13	52:10 62:14,20	regrading 59:22,23	reluctant 99:1
Reached 154:7	recall 19:6,7 23:14	77:24 78:21 79:2	60:10 63:12 120:4	rely 123:21
react 181:18	25:2,3 26:14 27:6	81:17,18,20,23	120:15,16 121:9	remain 85:10
reaction 26:10	46:3 53:1 93:8	82:12 139:9	147:2	169:12
28:14 30:24	96:19,20 97:5	146:11 148:11	regression 43:23	remained 20:18
171:20	111:25 112:2,5	185:4 187:16	44:10	remember 4:8 9:3
read 17:2 18:2,3,4	114:22 128:17	referral 39:2,20	regroup 22:11	9:16 10:11 11:19
47:12 48:18 49:24	142:25 156:13	40:19,24 41:5	regular 20:19	11:19,21 13:12
85:21,22 118:14	187:14 189:7,8,15	42:2 43:13 45:20	107:10	18:13,14 20:23
118:15,16 130:12	189:18,21	46:9 48:12,17,25	regularly 20:15	21:11,18,25 24:20
131:12 135:18	recalled 87:7	90:8,12 91:4,5	22:3 31:24 112:8	25:2,9,11 26:15
148:14 152:21	recalls 47:3	referrals 40:13,14	relate 15:1 67:13	27:4,7,18 30:17
154:16 183:24	receive 185:3	41:7,15 42:8 90:2	67:17 91:12 128:1	41:20 42:13 47:7
184:1,2,7 187:13	received 76:13 83:8	91:8,14,18,21,22	related 57:17 72:20	48:16 49:14,15
191:7,24	169:17 185:4	92:18 97:19	74:21 109:10	53:7 54:6,14
readily 79:3	186:17	referred 14:17 39:4	117:24	56:12,13,16 59:5
reading 8:15 87:6	reception 79:24	39:5,20,22 67:19	relates 84:23	61:17 62:6 63:11
97:3 161:8 183:20	recognise 147:17	81:14 89:20,23	117:20 126:25	63:16 65:23 66:2
readjusted 26:6	150:13	90:20 93:6 105:8	131:8	66:6 67:3,5,23
reads 66:15 117:6	recoiled 26:19	106:4,12 121:24	relating 108:1	73:9 79:11,14
123:2 137:21	recollection 21:14	146:9 174:23	114:24 131:14,24	81:22,23 87:2
139:25 149:6	42:25 67:17 81:25	187:15	relation 32:11	88:10,17,18 90:11
172:21	90:7 92:6,23	referring 13:17	37:17 39:25 43:14	91:18 92:12,15,16
real 126:22	118:6 131:5,6	40:3 53:14 61:1	55:12 57:19 62:8	93:14 96:21
realise 150:16	159:1 187:4,13	72:11 146:15	70:6 74:6 81:13	103:14,21,22
realised 23:7 30:8	190:14	refers 82:13 91:14	82:1 90:12 91:1,3	108:3 110:23
48:11 185:11	recommendations	92:20 140:6 172:9	91:6,18 94:19	111:17 112:6
really 2:15 12:4	159:3	reflect 149:10,17	97:11 118:21	113:17 114:7,21
24:4,7 36:20 44:3	recontact 157:20	149:20	119:13 134:23	116:7,9,9,19,22
49:6 50:5 51:3	reconvene 190:20	refused 158:7	148:18,24 154:10	118:8 119:15
58:13 60:21 71:8	record 17:3	regarding 63:2	155:15 160:3	123:9,11,13
73:16,16 79:18	recorded 74:3	79:23 114:16	168:23 178:14	124:15 125:4
86:13 93:12 96:14	179:17 189:6	115:10 121:1	179:17	128:12 129:5
	records 148:15	131:14 168:24	relationship 12:18	132:18,19 134:2

136:1 147:25 151:25 152:3,16 153:5,7,16 154:9 164:6,24 165:12 166:2,14 168:20 169:15 171:20 178:22 179:6 184:18 185:18 187:8 188:24 189:2 remembered 6:24 7:12,15 90:8,12 129:7 Remembering 28:6 remind 174:5 reminded 154:6 remiss 94:14 remit 73:1 74:23 88:21 89:19 renewed 101:23 rent 95:17 rep 159:8 repeat 1:9 repeated 130:15 repeating 135:8 replaced 102:25 replied 173:19 reply 164:10 report 14:9 59:21 72:15,24 77:19,21 77:24 78:1,2 79:10,15 83:11,13 94:16,21 95:1,3,9 103:20 113:19 120:3 146:2 165:18,21,24,25 reported 14:13 104:23 106:7 130:23,24 131:11 136:5 reporting 92:17 131:7,10 reports 77:19 95:7 95:8 representative	117:11 reputation 30:24 119:9 reputed 125:1 request 1:12 requested 1:15 84:17 86:17 117:2 146:18 requesting 155:14 requests 189:10 require 186:15 required 56:23 120:5 138:19 186:18 187:19 requirement 39:23 requirements 154:7 resented 185:10 resided 186:11 residential 43:15 55:14,17 62:18 67:6 75:18 98:5,5 108:4,4,20 109:17 120:10,11,23 121:24 125:16 127:22,22 133:1 138:7,8 146:6 147:4 184:16 residents 20:10 residing 186:16,20 resignation 102:13 resigned 190:2 resilient 31:25 resolution 70:21 resolutions 159:5 resolve 49:20 174:16 176:23 resolved 50:23 71:12 72:2 resource 141:17 161:9 resources 103:25 128:3 138:20,20 respect 17:13 164:19	respectively 174:8 responded 1:5 response 54:10,11 54:12 82:25 83:16 174:19 188:23 responses 164:1 responsibility 50:10 74:24 98:7 101:5 105:2 106:25 172:12 175:4 177:21 responsible 84:20 85:2 100:15 101:12 106:21 116:20 188:15 rest 32:23 34:13 178:15 restraining 20:8 result 7:15 20:14 20:20 78:3 84:1 103:16 105:22 106:15 113:12,19 141:19 145:25 177:18 186:6,21 resulted 145:18 resumed 30:11 retired 33:3 185:2 Retiring 35:2 return 22:16 159:16 returned 20:21 26:16 33:20,22 94:6 185:2 returning 95:6,6 review 51:19 52:6,7 52:8,9,10,17 65:10 78:5 79:8 101:9 145:23,24 147:8 reviewed 83:18 rewrote 177:22 RH 135:20 RHC001236 173:24 RHC001271	143:15 RHC001617 54:25 62:25 115:20 128:14 RHC001756 172:20 RHC002314 168:17 RHC002316 90:21 Richard 129:14 144:8 151:11 159:23 right 4:11 6:1,6,7 7:4,14,17 8:25 13:8,16 14:6,12 14:24 15:15,18,23 22:19 24:6,8 33:8 33:12 34:5 35:10 44:24 47:22 51:21 52:15 57:6 60:3,9 61:2 75:21 78:19 82:4 87:18 89:23 102:18 104:11 106:23 107:20 115:19 119:5 120:18 121:22 128:22 130:7,7 131:11 133:25 135:6,24 138:23 140:10 141:4 151:23 152:15 153:1 158:8,19 164:7 168:11 181:18 right-minded 127:7 rightly 41:20 42:13 127:4 ring 90:17 risk 81:5 144:18 173:2 risks 149:1 ritual 76:11 road 28:25 Roberts 55:16 59:7	116:6 Rochdale 2:15 3:9 14:16 18:8 22:4 33:5,6,11,20 34:2 34:3,14,23 35:1,9 40:22 41:1,4 65:8 76:10 80:13,21 85:25 86:9,18 98:15 99:22,24,25 100:19 101:10,19 102:2,4,6,9 103:2 103:9 104:23 105:15 106:8 109:11 113:15 116:25 137:15,16 139:15,23 151:24 156:6 165:17 173:10,13 175:8 177:22 179:23 182:8 rocks 22:18 Rod 136:6 187:12 187:15,21 Roderick 131:9,22 role 86:8,11,12 93:24 100:11,12 101:3,4 103:20,21 104:12,24 114:15 160:12 172:1 184:21 185:9 room 17:11 27:9,13 28:9 31:14 32:24 35:13 188:3 rota 186:14 Rotarian 30:16 rotas 145:23 roughly 3:18 round 23:4 rounded 22:17 route 22:11 routine 4:22 5:10 11:25 91:20 140:25 row 72:18 73:8,22 rowdy' 31:14
---	---	--	--	--

royalty 29:9	174:5	107:15,18 108:1,3	scrounging 25:11	seeing 8:19 30:17
rubbed 26:19	scale 46:17,24	108:4,13,18,25	searches 1:15,16	43:1 116:10
rubbing 22:22	95:25 120:17	109:9 111:21	seat 25:15 26:13,14	128:17
27:24	scandal 98:12	112:6 114:16	26:19	seen 10:6 48:5 53:3
run 13:23,24 14:3	Scarborough 32:16	115:10 116:6	second 39:16 47:13	54:25 57:16 65:6
25:8 35:8 47:20	32:17,20,21,25	117:2,21 118:1,5	47:15 66:14 67:10	65:7,9,10 67:20
running 7:15,16	38:5,23 47:16	118:25 120:13	115:25 117:18,19	71:11 73:14 77:22
20:15 21:4,15	55:1 61:3,17 62:6	121:7,12,20	117:21 120:2	78:8,16 79:15,17
157:23	63:1 64:10 76:4	122:12 124:14	141:17 142:17	81:18 84:15 89:20
runs 144:23	77:18 79:19,23	136:18 140:2,15	143:6 145:15	92:19 94:17 95:14
	81:13 82:22 84:17	140:24 141:3,13	165:8 171:4,8,11	111:9 115:17,23
S	85:8 86:3,16 90:2	141:17,22 142:19	seconded 57:7	116:3,11 125:24
safe 51:6 53:17	90:24 92:1 93:24	142:21 143:2,7	secretary 1:5 90:23	128:15 134:12,14
68:14 69:7 72:5	99:12 116:4	144:10,10 148:6	section 57:21 119:6	134:15 137:7
127:24	123:19 133:5	151:1 152:25	secure 187:24	143:17,18 145:2
Same/some 135:20	146:17,23 148:1	153:9 155:21	security 1:12,14,18	146:15,20 154:2,3
sandy/dark 20:24	164:14 191:9	157:20,21 160:13	1:20 187:16	164:13 167:10
sat 9:3 25:14	Scarborough's	161:13,16,23	188:12	173:24,25 174:2
satanic 98:12	98:13	162:3 163:3	see 1:12 5:7 10:7	179:3 183:1
satisfactory 164:4	scars 21:1	164:17 166:1,17	13:17 14:3,24	self-esteem 149:3
saw 10:5 22:18	scheduled 17:1	173:2 174:17,23	22:21 32:9 38:3	selling 46:19,20
23:5,11,15,24	school 2:15,17 4:4	176:5,7,22 184:16	42:14,24 44:19	semi-rural 25:3
30:18,19 31:13	4:20 5:12,18 6:21	185:6,12,19,20	47:16,19 48:3	send 48:6 50:19,24
48:11 60:15 77:21	7:16 9:9,10 12:1	186:2,4,11,12,17	49:18 51:20 53:22	96:13
79:9,16 81:16	12:13 13:19,20,24	186:19,21,22	55:5 60:25 62:20	sending 46:4 50:17
89:6 113:12	18:8,11 20:5,21	187:2,5,11,22,23	62:25 65:18 67:10	93:8
123:18 126:25	21:5,7,13 22:1	188:6,17,21,22,25	68:12 75:12 78:2	senior 3:25 4:1
149:9 151:9	24:5 26:21 28:22	189:23 190:3,4,12	82:25 83:14 84:17	11:4,14,15 13:13
168:20 184:14	29:5 30:24 31:4	190:15	85:4,6 86:20	13:14 33:23 44:7
186:9,23 187:3,7	35:8,23 36:6	school-age 109:24	87:10 89:18 92:16	45:8 55:18 80:4,5
saying 15:14 17:13	37:17 38:10 43:15	109:24	95:7,8 105:19	151:23 157:3
28:3 50:5 57:6	43:22 46:25 47:20	schooling 20:20	108:2 112:4,14	172:8 181:19
58:20 68:6 74:15	52:9,10 53:10	schools 36:9,10	115:18,25 117:3,6	184:23 186:13
86:14 89:10 96:9	54:22 57:3,8	40:16 86:16,18,24	119:23 124:13	seniors 105:1
96:22 102:2	58:18,22,24 59:2	106:8 185:23	127:12 128:22	sense 44:20 64:12
110:20 128:2	59:5,7 60:16,17	186:7	131:20 132:13	71:12,25 73:21
131:3 133:7	62:10,17,18 66:16	schoolwork 36:15	133:25 136:10	76:11 77:4 85:2
135:25 136:3	67:9 69:5 71:9,13	science 18:17	141:3 142:16	134:15
138:5 144:2	72:19 79:3 82:11	scrap 25:5	144:8 145:8,15	sensible 143:13
154:11,15,17	86:21 87:23 88:5	screen 55:2 63:1	146:24 147:9	sensibly 98:2
165:3 167:17	88:6,7,7 89:17	64:9,16,19 65:18	149:25 150:12	sent 2:12 6:14,15
171:15 173:21	90:9,9,15 91:1,9	90:21 115:18,18	154:4 156:3,5,7	41:16 47:4 94:22
says 18:7 47:19	91:16 92:18 94:12	123:20,21 164:15	163:11 165:7	96:6,18 145:11
60:4,4 61:4 83:7	94:13,18 95:18,20	scribbles 145:12	172:16 176:11	164:10 169:10
134:5 136:13	98:10 99:23 107:5	scribbling 126:21	180:16 182:13	sentenced 70:7

separate 63:25 64:8 123:1 131:21 177:9	set 26:23 51:5 54:17,18,18,20 56:23 72:24 101:24 102:4 103:16 105:14,15 105:15,22 149:24 160:10 180:1,11	sexually 24:10 45:3 46:10,12 70:4 146:8 148:23 166:14	shown 25:6 55:14 77:25 143:18 187:10 190:13	skipped 129:17 slap 30:20 31:22 sleep 188:3 sleeping-in 188:3 slight 24:4 slightly 11:21 61:19 64:11 76:9 108:23
September 38:18 41:11 58:15 66:16 94:6 95:2 118:2 130:16,24 131:21 166:15 187:12	sets 117:13	share 83:10 176:17 176:20	shows 90:19 129:21 sick 145:21 184:21 189:2,18	slip 185:4
Sergeant 129:5	setting 98:6	shared 114:20 174:10	side 30:1,18 101:16 108:20 130:21 134:1 141:1,10 150:3	slowly 27:23
series 120:6	settings 97:15	shares 169:20	sides 130:13	small 21:8 24:4
serious 15:22 43:2 70:18 76:5	settle 4:24	Sharon 130:2	sight 167:20	smelled 27:18
seriously 130:14 149:5	severe 10:3,3	she'd 48:15	signed 14:19 184:13	Smellie 137:4
serve 8:3	sex 39:17 65:21 66:1 124:23 125:2 135:19 136:4 175:10,17	Sheila 129:25 151:12	signing 82:18	Smith 29:7,18,19 29:20,22 30:3,4,6 30:15,18 32:6 38:12 39:18 40:5 41:15 42:21 45:14 48:21 53:11 57:20 58:5 66:7 69:14 76:1 90:13 95:17 109:11,13,19,21 110:18 117:16 118:10 139:9,10 148:25 166:18 178:19 179:18 182:7
serves 70:11 87:24 116:11 121:19 125:6 151:10,23 166:18	sexual 6:20 12:20 15:22 21:22 28:21 31:7 38:5,21 44:23 45:4 48:20 56:1 58:19,22 62:19 64:1 66:10 66:25 67:21 70:8 78:9,11,22 95:19 95:21 96:11 97:5 117:9,22 118:19 123:2 131:17 132:16,25,25 134:17 140:21 141:1,10,12,25 142:6 143:22 144:3 147:6 148:17 152:23 153:18 155:13,18 157:12 158:16 160:24 165:16 169:4 170:9 174:13 175:16,22 176:8,21 177:25 178:3,15 179:9,10 180:21 188:5	Shepherd 77:19,20 83:11,23 84:23 94:16,24 95:1,9 95:10 165:17,24 165:25 166:1,5	similar 21:9 23:10 23:12 50:1,5	social 7:2,5 32:25 33:5,6,13,17,23 34:15,15 35:1,1,9 42:16 43:11,18 46:5 47:9 49:1,3,8 49:16,22 51:1 54:18 55:14,17,24 56:3,6,15,22 61:9 64:2 68:23 70:25 72:25 73:4 74:4 74:13,23 75:15 76:17 80:13 83:22 84:4 91:25 92:1 97:6,19 98:15,22 99:22 100:6,9 101:6,13 108:15 109:2,3 110:12,13 113:8 117:7,11 121:24 123:4
service 1:12,14,18 1:20 86:9,14,15 101:10 110:13 151:1	shifts 127:24	Shipp 174:8,10	Simple 149:14	
services 33:5,6,13 33:17 34:15,23 35:1,1,9 42:16 46:5 47:9 49:1,3,8 49:16,22 51:1 54:18 55:24 56:3 56:6,15,22 68:23 70:25 72:25 73:4 74:4,13,23 75:15 76:17 80:13 83:22 85:1 91:25 97:19 98:15,22 99:22 102:24 108:15 109:2,3 110:12 113:8 117:7,11 138:3,6 142:18 143:4 155:7 158:18 168:4 173:13 181:6	shock 10:5 66:25 67:2,4 134:18,20 134:22,24,25 135:8,13	shocked 10:6 23:2 27:15	simply 1:9 8:15 41:24 65:13 87:5 90:5 94:10 100:23 104:25 135:8 184:3	
services/educatio... 167:21	shocking 126:1,2 135:5	shop 65:21 66:1 124:23 125:2,10	Simpson 129:17,21 151:10 152:22 153:2 159:22	
services/police 61:9	short 21:20 62:4 99:15 159:18	shorter 110:22	single 161:17	
	shortly 30:13 32:5 177:14	shorts 21:7	single-page 143:14	
	shoulders 27:23	shouted 28:7 44:9	sir 6:8	
	shouting 130:21	showed 156:8	sister 45:2	
	shower 21:17,17 31:23	showing 163:12	sit 55:12 112:8	
			sitting 1:4 26:13 35:12 109:24 110:1 113:3	
			situation 51:6 53:13 61:5,13 63:17 70:15 71:5 83:10,19 120:11 122:4,22 146:18 160:3 162:6 163:3 168:25 169:10,20 179:23	
			situations 144:24 181:18 182:6	
			six 22:6 131:15	

130:1,3,5 138:6 142:18 143:4 151:22,23 152:12 155:7 157:3,7 158:18 166:21 167:21,23 168:1,4 168:19 172:2,8,15 173:4,13 181:6 sofa 10:10 29:25 sold 190:5 soldier 8:3 solely 168:4 solicitor 1:15 14:24 solutions 17:7 59:16 63:20 119:24 120:7 122:21 solving 63:23 122:24 somebody 30:15 42:19 45:15 51:19 52:1 53:22 56:22 56:25 63:15 65:23 68:10 78:10 100:13,16 124:17 128:4 134:13 149:19,22 153:4 155:6 170:25 somebody's 128:15 somewhat 180:10 soon 27:21 36:12 38:20 184:25 sorry 82:8 85:15 100:9 102:24 104:5,11 108:10 111:17 127:9 133:15 135:24 144:20 171:7 179:1 sort 5:4 10:7 16:7 51:2 52:18 53:5 54:17 68:13 112:14 126:13 sorted 29:11 51:22 63:4 67:15 72:3	121:3 sought 15:13,14 sound 87:18 182:4 sounds 15:15 30:11 source 40:15 65:24 124:24 space 180:16 span 111:6 Spankie 156:25 157:2,3,14 158:4 165:9,9,10 168:18 168:22 172:6 speak 32:22 44:4 64:3 123:5 126:15 181:19 speaking 68:1 189:22 special 108:3 129:22 185:15,23 188:17 specialisms 159:7 specialist 85:24 specific 39:22 72:11 82:14 187:8 specifically 24:1 spectrum 163:16 speculation 77:15 speculative 80:1 speedily 174:16 spend 186:21 spending 190:1 Spent 134:4 spoke 21:22 65:7 139:22 150:6 185:14 spoken 31:2 51:15 52:2 67:25 sporadic 107:9 spotlight 181:3 spring 121:21 SSD 154:20 163:6 staff 7:6 8:9 9:21 9:22,23,23 10:23 11:5,10,22 13:21 17:5,21 18:14	20:8,11,22 24:13 25:7 31:4,8,8,10 31:21,24 35:25 36:7 37:1,11,25 45:7,19 48:4 52:15 59:6,7,9,23 60:11,12,20 67:6 71:2,4 84:2,4,12 86:20,22 87:13,13 87:25 88:13,14,19 88:19,20,25 89:6 94:18,20 95:4 106:24 108:6 111:10 114:16 115:10 116:6,15 120:5,14,18,20,21 120:21 124:16,18 124:20 127:20,23 137:17 138:3,6,7 138:8 140:24 144:10 145:23,24 146:6,6,9 147:2,3 147:4,11 148:10 148:15,20,22 149:4 154:14,17 154:22 155:24 158:25 159:2 162:9 163:2 165:19,20 176:7 176:21 185:10,21 185:23,24 186:8 186:14,24 187:6 188:1,2,12,14,16 188:19,19 189:13 189:16 staffed 102:6 staffing 11:19 59:25 120:12 127:13 stalling 173:11 stand 5:8 10:19 31:19 45:5 99:3 stand-in 129:1 132:14 standards 5:19	standing 8:12 22:19 30:1 stands 44:8 starkly 144:2 stars 31:13 start 4:21 6:1 33:5 70:17 72:1 99:25 114:18 183:22 started 15:12,20 24:16 26:5,23 27:16 29:23 33:6 35:15,24,25 36:11 86:7 108:12 140:15 142:5 169:15 starter 19:13 starting 87:2 169:14 starts 59:13 184:9 stated 26:4 170:5,7 statement 1:10 2:23 5:3,17 8:16 10:15 12:25 14:9 14:11,19,23 15:3 15:7,9 17:2,22 18:3,5 28:18 32:13 33:10 47:10 47:14,18 71:7 72:9 74:15 87:5 87:15 90:6 93:6 100:24 105:5 107:25 110:6 114:13 116:17 160:20 183:24 184:7,8,8,11,12 190:17 191:7,24 statements 24:18 154:22 183:25 184:4 stating 186:18 station 14:19,21 status 109:18 stay 24:24 186:12 stayed 102:4,4 steal 14:1	step 137:7 141:23 Stephen 57:8 159:24 160:1,6 163:2,4 stepped 31:10 103:7 steps 69:19 142:23 142:24 143:13 Sterndale 129:5,6,8 151:14,21 Sterndale's 137:19 Steve 55:20 104:19 114:17 129:4 188:11 189:24 Steven 185:22 stick 25:25 stinking 21:16 Stockport 34:24 stood 23:15 110:14 stop 23:22 40:9 45:22 50:8 53:16 68:13 118:11 135:6 stopped 13:15 48:15 89:7,7,22 89:24 stopping 68:15 87:17 125:22 story 162:18,24 story' 162:10 straight 158:17 170:23 strange 28:11,14 stranger 138:25 139:3 140:1 strangers 139:24 strategies 142:21 143:11 strategy 64:4 123:6 128:11 150:19,21 street 38:12 39:18 40:5 41:15 42:21 45:14 48:21 53:11 57:20 58:5 66:7 69:14 76:1 90:13
---	--	--	--	---

95:17 109:11,13 109:19,21,22 110:18 113:5 114:3 117:16 118:10 139:7,9,10 148:25 166:18 178:19 179:18 182:7 stressed 138:16 stretched 22:13 stripped 43:25 strong 8:4 108:19 162:22 struck 116:12 structure 63:13 121:10 struggled 30:9 130:14 140:17 struggling 37:3 strung 22:8 studies 100:21 study 100:19 stuff 31:11 48:12 60:10 Subcommittee 159:10 subcontracted 102:7 subject 2:25 3:2 39:23 subjects 21:25 160:19 subsequent 83:24 substation 137:18 successful 44:14 suffered 28:21 sufficient 5:20 63:23 122:24 169:17 suggest 134:14 138:2 184:1 suggested 134:22 142:3,25 152:4 153:5 suggesting 71:21	130:19 131:2 140:23 suggestion 70:11 suggestions 59:16 119:24 suggests 140:14 150:1 summary 154:25 175:24 summer 135:20 supervising 21:18 29:2 137:19 supervision 98:8 support 17:4 36:3,7 37:1,5 81:11 86:19,20 167:15 190:10 supported 76:24 172:5 suppose 4:20,22,25 5:13,15,19 11:23 12:4,17 13:6 16:6 35:5 40:9 75:5 78:10 85:4 113:2 supposed 9:2 167:6 sure 2:7 3:11 14:20 14:21 17:9,21 26:7 36:22 46:1,4 53:2,17 57:4 61:12 63:20 68:12 82:15,16 87:3,6 93:11 115:16,23 122:13,21 124:20 143:16 152:21 171:17 173:23 185:10 187:24 surname 103:22 111:17,20 115:21 surnames 146:23 surprises 116:10 187:17 surrounding 22:4 surveillance 114:2 114:3 suspect 83:5	suspended 176:11 swept' 147:8 sworn 2:3,4 32:17 99:17 191:3,10,20 swung 80:15 system 19:24 63:23 122:24 141:16 179:15,16 187:16 187:25 188:12 systems 179:14 <hr/> T <hr/> table 27:10 tackled 142:12 tackling 84:10,13 121:7 tactful 17:6 tactic 67:2,4 134:18 134:20,22,24 135:8,13 tactics 66:25 take 10:18 13:23 16:23 21:16 22:1 57:9 71:5 72:8 73:11 77:3 87:14 92:1,10 98:1 105:2 122:6 141:17 142:22 145:4 149:22 154:20 155:23 159:14 161:17 165:1 168:8 169:6 171:16 172:12 180:9 183:24 184:21 189:2,23 taken 7:22,23 16:12 38:17 76:24 83:15 84:7 110:20 139:15 148:18,24 149:5 150:8 155:12,18 158:15 165:15,22 169:5 170:9,13 177:13 178:18 179:19,21 taker 152:5	takes 4:22 takeup 37:23 talk 10:23 61:7,8,8 64:6 70:24,25 88:1 105:21 123:8 157:21 160:11 167:8,9 talked 44:5 45:7 122:10 talking 41:22 46:5 47:24 51:10 53:7 53:8,10 55:9 73:25 103:16 106:4,10 107:5 108:9,10 109:3 113:7 115:13,15 116:16 120:20 123:11,13 124:2 138:13 142:4 148:1 165:6 177:18,20 182:21 tall 20:24 Tameside 34:23 target 24:9 taught 21:25 Taylor 73:2,3,23 104:16 106:20 172:4,5 174:4,21 176:6,15 177:9 Taylor's 72:17 TC 158:21 tea 19:15,16,22 tea' 19:21 teacher 4:9 6:22,23 7:2,3,4,5,8 10:8 10:12 11:24 18:17 18:20 84:8 132:15 145:21 176:7 184:15,20,22 185:6,25 teachers 9:24 185:20 teaching 5:14,17 9:22 20:11 37:11 87:12 88:19,19,20	88:25 108:6 120:20 147:4 188:14 team 55:19 73:4 86:5 91:21 97:7 98:21,21,24 103:24,25 104:22 104:22 106:19 114:16 115:8 116:1 130:1,4 151:24,24 157:4 158:3 172:8,11,16 186:13 teams 34:25 42:24 71:1 100:15 101:13 105:1 107:1 157:8 technicality 74:20 74:21 techniques 20:8 telephone 49:1 158:21 165:8 168:21 telephoned 54:2 tell 7:24 15:2 16:1 28:1,7,8,16 36:22 47:3 85:21 94:20 96:20 99:23 115:12 123:25 130:22 136:25 150:3 151:3 166:23 173:17,19 185:8 telling 38:14 61:17 62:7 86:6 89:2 90:2 113:19 115:4 162:10,18,24 168:18 tells 92:4 temporary 189:23 ten 132:12 155:17 tensing 25:23 term 69:22 126:3 139:12 160:18 termed 110:9
--	--	---	---	--

terms 46:24 78:21 79:2 81:1 92:3 107:23 143:10,11 185:3	66:6 68:9,24 70:18 72:3,4,6,7 74:9 86:17 93:15 94:2 114:6 124:7 125:24 126:5 148:2 149:20 158:13 160:14,20 165:19 167:18 178:20 180:3,23 181:22 187:18	118:8,24 120:6,8 121:23 122:15,16 122:18 123:13 124:16 125:8,18 126:14 127:2,7 128:5 131:4 134:16,21 135:11 135:12 136:3,13 140:8,13,19,20,23 141:9 146:12 147:11,12 149:12 149:13,18 151:3,4 151:14,15,16,25 152:5 154:10,12 157:8,8,19 159:9 159:12 164:13 170:11,22 171:18 176:11 177:7 178:5,9,17,19 179:22 180:22 181:17 182:14 183:9 187:6 188:7	threatened 28:16 threats 132:17 143:25 153:19 three 4:6 9:24 57:14 76:5 89:6 117:13 144:23 160:1 166:13 172:19 174:23 175:11,24 176:25 177:1 178:11 183:25 186:21 188:1 threshold 98:24 thresholds 77:3 79:24 80:3 threw 31:12 throw 31:11,20 throwing 10:8 tie 19:24,25 20:1,1 Ties 112:3 tight 21:8 26:4 till 112:21 time 2:12 3:1,6,20 3:24 5:16 6:22 7:24 9:11 14:2,2 18:13 21:5,15,17 23:1,22 26:2 27:4 28:14 33:7 35:4 37:17 39:15 41:19 43:7,24 44:1,19 44:25 45:17 46:8 48:8 54:20 55:18 56:18 57:4 71:25 75:7,16 76:14 77:6 78:1 79:10 79:16 80:18 82:18 87:12 88:11,11 89:8,22 91:12,23 93:10,12,19 94:11 94:25 95:7 96:10 96:14,22 97:4,10 97:18 100:2 101:9 101:24 104:2 105:25 107:5 108:12 109:4,23	109:23 110:18,21 110:22 111:6 112:20,22 114:4 114:12 115:20 116:23 119:19 120:9,23 121:15 121:20,21,23 129:2 130:5 132:15,20,23 133:20 134:4,12 139:10 140:3 141:20 148:3 150:11 152:14,20 153:4,7,8 154:5 156:19 158:9 159:10 160:9,23 164:23 165:25 166:3,12 167:24 172:25 177:15 178:4,7,21 179:14 180:6,10,15,24 183:4,9,19,23 185:6 186:23 187:18 188:5,13 189:25 190:1,8 times 10:22 11:10 13:18 38:2 44:9 57:17 115:24 184:15 timing 112:24 tipped 5:6 tippling 39:13 title 59:14 100:4 178:22 titles 179:6 today 16:19 17:1 85:14 164:13 toes 10:13 toilet 8:12 32:2 66:7 toilets 8:10 38:12 39:19 40:5 42:22 45:14 46:21 48:21 53:11 57:20,24 58:5 69:14 90:13
terrible 68:10 71:9 80:14 terrified 26:21 terror 26:19 test 67:1,4 118:4 134:23 testified 17:12 testify 17:1 tests 58:21 67:23 thank 1:22,25 16:16,18,21 17:19 17:20,23 32:14,21 61:25 62:2 70:20 79:23 81:12 82:20 83:8 85:8 91:4 99:10,11,11 107:2 146:15 159:16 183:15,16,17 190:17,18,19,20 190:21 therapy 39:7 43:23 44:11 53:15 72:1 138:16 Thereabouts 103:11 they'd 11:24 46:12 51:22 72:3 77:8 121:22 128:6 thigh 25:21,24 thing 2:20 14:25 39:16 41:17 49:16 54:1 62:22 77:13 81:13 93:19,21 112:14 126:13 153:4 181:18 188:24 things 5:7,16 6:1,19 10:7 11:22 34:14 36:1 38:13 41:18 47:10 50:9 53:5 60:7,11,12 65:16	think 2:15,16 3:11 4:8,9,17,17 5:9 9:5,24 11:15,22 13:2,16,17 14:12 15:1,18 16:11 23:5,7 24:14 25:18 26:5 27:20 33:18 36:11 37:12 37:25 38:1,22 39:2,8,13,14,14 39:21 40:2,17,18 40:24 41:7,17,23 42:1 45:16 48:4 48:15 51:19,24 52:10,10,11,16 54:5,8,18 59:8,8 63:14 64:9 65:6 67:2,19 70:20,22 71:7,10,19 75:15 76:13,16,21,25 77:7,18 78:13,13 78:19 79:13,13,19 80:2,5,11 81:16 82:7,8,9,18 87:3,9 87:12,19,19 88:14 89:7 90:24 91:14 94:6,9,11 95:14 96:6,10 97:4,8 98:4,11 99:5 100:1 101:18 103:11,12 106:21 111:4,13,19 112:5 112:13,23 114:11 114:11,18,24 115:14 116:16,22	thinking 9:4,6 21:24 68:9 72:1 75:16 138:19 third 58:16 59:12 117:24 119:13 120:3 122:2 132:11 134:2 thought 2:24,25 9:7 12:24 20:5 24:15 27:17 44:24 48:8 62:9,12,15 63:6 68:16 70:17 71:6 76:8 79:9 81:9 90:11 92:10 97:7 97:8 110:8,8 119:4 126:22 127:4 130:4 135:12,14 139:23 141:21 143:12 170:14 182:2 183:8 thoughts 149:21 thread 144:16	threatened 28:16 threats 132:17 143:25 153:19 three 4:6 9:24 57:14 76:5 89:6 117:13 144:23 160:1 166:13 172:19 174:23 175:11,24 176:25 177:1 178:11 183:25 186:21 188:1 threshold 98:24 thresholds 77:3 79:24 80:3 threw 31:12 throw 31:11,20 throwing 10:8 tie 19:24,25 20:1,1 Ties 112:3 tight 21:8 26:4 till 112:21 time 2:12 3:1,6,20 3:24 5:16 6:22 7:24 9:11 14:2,2 18:13 21:5,15,17 23:1,22 26:2 27:4 28:14 33:7 35:4 37:17 39:15 41:19 43:7,24 44:1,19 44:25 45:17 46:8 48:8 54:20 55:18 56:18 57:4 71:25 75:7,16 76:14 77:6 78:1 79:10 79:16 80:18 82:18 87:12 88:11,11 89:8,22 91:12,23 93:10,12,19 94:11 94:25 95:7 96:10 96:14,22 97:4,10 97:18 100:2 101:9 101:24 104:2 105:25 107:5 108:12 109:4,23	109:23 110:18,21 110:22 111:6 112:20,22 114:4 114:12 115:20 116:23 119:19 120:9,23 121:15 121:20,21,23 129:2 130:5 132:15,20,23 133:20 134:4,12 139:10 140:3 141:20 148:3 150:11 152:14,20 153:4,7,8 154:5 156:19 158:9 159:10 160:9,23 164:23 165:25 166:3,12 167:24 172:25 177:15 178:4,7,21 179:14 180:6,10,15,24 183:4,9,19,23 185:6 186:23 187:18 188:5,13 189:25 190:1,8 times 10:22 11:10 13:18 38:2 44:9 57:17 115:24 184:15 timing 112:24 tipped 5:6 tippling 39:13 title 59:14 100:4 178:22 titles 179:6 today 16:19 17:1 85:14 164:13 toes 10:13 toilet 8:12 32:2 66:7 toilets 8:10 38:12 39:19 40:5 42:22 45:14 46:21 48:21 53:11 57:20,24 58:5 69:14 90:13

95:17 109:11,19 110:2,4 117:16 118:10,20 148:25 166:18 179:18 182:7 told 3:17 13:12 26:20 27:25 29:3 29:6,10,16,18,19 30:13,22,23 31:22 43:22 45:4,8 48:22 49:13,14,15 50:3,8 64:10 66:2 74:9,11 80:7 82:24 86:16,25 91:11 93:8,11,17 96:13 97:13,25 115:9 121:18 132:22 133:5 136:14 151:19 155:7 157:5 163:2 165:20 184:20 185:8,16 189:19 tomorrow 183:22 190:21 top 11:2 47:17 55:6 59:14 72:22 81:3 93:4 114:13 116:17 124:9 126:15 128:23 130:7 140:10 147:18 160:21 163:1 165:13 175:15 topic 38:4 torchlight 10:17 totally 45:21 104:12 touch 8:21 10:13 173:7 touches 160:21 touching 22:21 26:11 town 12:6,6,8,9 101:11 174:7 train 32:25 158:25	trained 120:5 168:3 trainer 158:23 trainers 159:7,7,9 training 60:12 71:2 84:10 85:23,24 94:18 126:16 145:24 148:21 159:10 163:22,25 164:20 165:19 166:4 167:23 188:7,8,14,15 transferred 186:6 transition 57:5 transpires 179:24 travel 22:4 travelling 85:12 treat 24:9 40:6 treated 29:9 32:4 treating 37:6 treatment 39:24 40:3 45:20 103:25 trial 15:20 tried 6:25 8:21 13:2 26:24 43:4 48:25 51:10,10 81:10 85:4,5 trip 24:25 trips 21:12 trouble 14:1 27:25 trousers 21:6 22:23 23:18 26:6,6,17 30:2,8 truancy 109:10,13 truant 2:18 13:24 truanted 58:24 truanting 109:17 true 11:12 16:8 trust 141:14 trusted 24:16 30:16 truth 184:12 try 40:9 42:24 46:5 49:22 51:4,5 53:12,17,24 68:13 101:9 117:3 143:11 160:18	186:3 trying 14:4 47:8 84:24 108:8 114:6 126:11 134:25 149:20 168:6 182:11 183:10 Tuesday 1:1 turn 16:12 23:3 88:3,10 turned 10:5 119:16 165:20 Turner 18:15,16 30:14,15 31:2 32:5 turns 70:3 TV 21:10 tweedy 21:5 two 3:23 4:4,5,6 9:23,24 13:2,13 27:3 33:18 35:4 38:13,18 44:7 45:18 58:23 60:2 60:21 75:13 86:16 86:18,24 89:1,6 105:13 108:13 110:21 111:12,22 117:21 123:9 131:21 134:21 141:23 142:16 144:23 150:22 160:5,14,15 165:16,21 175:8 176:2 177:8 178:11,13 180:16 184:3 two-pronged 140:14 144:9 158:15 two-thirds 140:13 type 21:2 37:17 75:8 120:18 typed 60:24 65:17 67:3 126:25 143:14 typewritten 81:19	typical 19:18 Typically 104:22 typing 145:10,11 145:11 <hr/> U <hr/> unable 120:13 uncertainty 169:4 170:8 undergoing 25:4 underlined 170:21 170:22,24,25 underlying 187:1 undermined 80:25 81:1 underpants 26:4 understand 1:5 2:7 9:8 14:5 16:5,10 17:22 28:15 35:7 37:22 51:23 52:5 52:7 60:1 77:16 84:9 97:16 126:5 126:11 164:25 167:20 175:5 understanding 11:24 36:23 52:1 74:14 108:17 120:10 136:4 165:2 170:12 174:11 understood 46:9 52:8 89:24 93:1 106:19 118:23 143:7 undertake 170:2 undertaken 84:7 167:23 undertook 37:23 underwent 57:18 undoing 30:4 unfortunate 101:19 102:9 unfortunately 16:25 66:13 85:7 88:12 150:2	179:24 unhappy 20:16 unhelpful 162:19 uniform 111:24 112:6 unit 4:7 8:10 13:9 13:13,14 33:24,24 34:4,7,8,11,12,12 34:19,20,21 35:16 35:18,20,23,24 39:2,23 40:8 41:6 41:24 43:12 46:20 49:4 55:15,16,19 56:14 58:15 59:17 63:25 66:21,23 69:15 85:3 86:5 89:23 90:23 92:18 101:11,24 102:5 103:15 104:2,4,5 104:6 105:9,15,17 105:22 106:12,17 107:14 108:24 109:5 117:21 120:1,9 123:1 134:6,9 146:7,10 146:11 155:12 179:6 180:2,12 188:2,3 united 161:9 units 3:25 36:3 120:23 University 100:22 unpopular 144:19 Unrealistic 137:2 unredacted 64:15 unsuccessful 20:20 unsupervised 20:3 untenable 13:22 unwelcome 175:21 unwell 18:1 unwilling 160:19 upset 7:15 27:16 44:3 upside-down 5:6 urgent 83:17 91:20
---	--	--	--	--

urgently 186:15	45:10 46:20 47:20	87:16,20 89:22,25	19:22,23 26:21	25:14 32:3 49:1
urinal 8:13,16	47:25 48:3,10,14	164:6	31:9 36:3 53:12	49:20 61:16 68:24
use 37:25 69:22	48:15 51:19 52:3	visitors 82:15	61:12 85:4 147:9	69:17 70:10 71:17
125:23,25 167:13	58:18 72:19 73:4	visits 87:2,17	161:13,16 166:23	74:20 75:1 76:4
167:15	74:10 78:5 80:24	vocalised 63:5	170:3 172:3	76:20 77:12 80:17
usual 22:13 48:25	83:11,16 86:25	voice 32:22	wanting 53:20	83:25 91:22 102:8
91:20 185:23	87:7,23 90:9 91:3	voyage 83:6	60:11	113:6 116:21
usually 21:8 22:10	96:15,23 97:5,24	vulnerability 74:17	wants 61:5 63:17	117:4 120:9
	98:2,4,25 99:23	vulnerable 37:20	122:4	122:13 133:18
	107:3 108:1	160:19	Waring 157:1,5,7	135:11,12 137:9
V	111:23 112:7,10		157:14,21 158:4	137:10 139:21
Val 72:15 78:4,18	113:3 116:15	W	173:4	140:14 141:19,21
93:9,11,18	117:1 121:6	wading 53:20	warm 17:5	143:23 144:3
Valerie 77:25 94:21	125:16 126:22	wages 120:22	warrant 169:18	146:17 149:6,24
95:3	131:15,22 132:23	wait 88:2 110:3	wasn't 7:4 31:15	161:22 162:19,25
Valhalla 19:7	133:3,4,6,13,16	waiting 89:13	37:6 38:2 40:2,2,6	166:25 167:10
valid 121:8	133:20 134:24	130:21	40:16 44:22 46:18	168:11 172:3,17
Valley 22:12 23:11	136:9 137:14	waking 60:11 71:3	49:16 51:17 52:4	172:22 176:23
value 89:11	147:8 148:1	147:3 187:17	52:6 53:19 56:13	180:5,7 184:4
vanished 178:16	153:13 155:21	188:12	57:2 60:18 67:15	188:23
variety 96:2	159:2 162:11,22	walk 10:23 22:12	71:16,25 73:11,13	ways 16:4 23:8
various 84:10	163:6,24 164:17	23:10,23	76:13 77:10 78:16	181:13
179:6	164:23 165:18	walked 27:13	79:17,17 89:19	wear 21:7 111:24
varying 3:18 31:9	168:22,25 169:13	walking 11:8 21:2	94:2,22 110:10	112:1
victim 11:23	169:20 172:16	21:11 22:1 23:4	116:13,14 120:18	wearing 21:5 35:4
160:12,18 162:20	173:1 174:9,15	113:5	121:25 122:11	105:13
171:12 175:13	175:12 176:7,14	walks 22:7,8	124:18,19 127:21	website 184:4
190:9	177:7 178:8 179:9	wall 10:9,9 11:6	133:12,15 135:7	Wednesday 190:24
victim(s) 169:6	179:21 182:5,8,10	22:5 44:18 112:8	137:3 142:14	week 1:11 12:25
victim/perperat...	184:16 186:23	173:20	158:10 159:5	20:7 58:17 91:21
169:8 171:5	187:11 188:6	wallet 27:10,12	160:16 165:25	96:23 118:1
victims 160:7 161:1	190:1,8	walls 110:1	169:24 171:5,17	131:13 155:11
163:5,7,10,13,17	viewed 74:20 76:17	want 5:23 6:22	171:22 177:7,11	169:22 186:12
163:18 171:16	viewings 113:24	12:12 17:13 28:15	177:12 180:14	weekend 27:7
victims' 160:5	views 182:22	32:1 37:12 44:16	181:13 182:23	weekends 112:18
view 2:13,15,21	violence 9:19 31:7	47:23 49:6 50:18	183:6 188:15	125:17
3:10,22 4:19 6:21	31:10 186:24	60:23 61:11 64:24	189:11	Weeks 99:17,20,21
9:15 11:10 13:4	187:2	65:16 69:1 71:22	wasting 89:8 96:22	115:19 118:6
15:13 18:8,11	violent 187:5	77:13 84:19 99:21	watch 23:22	128:16 144:16
19:1 20:16,21,22	virtually 34:13	107:3 111:7 124:6	watched 31:4 110:2	159:20 173:22
24:25 26:24 27:1	virtue 132:5	135:3 139:12	110:15	183:13 191:20
28:21,25 31:8,14	visit 86:16 87:21	142:5 144:15,16	watching 69:23	weighs 63:21
35:7,8,21,23 36:5	163:21 185:19	153:25 160:11	waterfall 22:18	welfare 40:21 41:3
36:16,20,22,24	visited 72:17 86:24	167:13,15	wavy 20:24	90:25 129:23
37:24 38:6,10	visiting 48:21 87:7	wanted 12:4,6 17:3	way 7:16 22:14	154:6
39:3,18 40:1,15				

Wenlock 55:20 59:8 116:7	175:19	36:1,17 37:23 56:10 64:4 70:1 72:5 76:23 81:9 84:4 92:1 94:7 95:6 100:6,9 101:10,13 104:2,3 105:3 112:17 123:6 137:5 139:21 159:2 162:16 176:6 185:2	worrying 110:5 worse 31:11 wouldn't 9:6 30:22 32:1 44:4 61:24 64:17 77:12 113:5 122:7 142:5 153:9 171:21 172:13 177:13 179:21 wracked 111:19 wrists 20:25 21:1 write 43:5 91:7 93:3 165:10 writes 83:7 writing 54:13 177:12,24 written 47:2 52:18 81:22 92:11 94:22 95:1,3 148:15 155:6 159:11 178:5	years 3:23 13:2 14:8 15:2,8 33:18 44:22 46:23 79:15 110:21 125:24 179:24 yesterday 1:6 121:18 174:21 Yorkshireman 20:23 young 23:9 45:13 46:19 88:12 95:18 125:19,20 133:18 139:14 140:25 141:3 younger 69:5
weren't 5:6 42:20 42:25 71:20 80:8 93:15 101:21 120:23 121:7 139:4,5,5 163:13 165:1,6 173:21 183:9 185:21	witness 1:4,4 2:1,1 2:4 16:22 17:1 18:3,5 32:15 47:10 72:9 85:16 90:6 99:13 160:20 183:18 184:4,8 191:3,7 witnessed 23:6,8 24:14 70:8 witnesses 17:5,9 Wolseley 24:20 woman 8:3,5,5 88:13 wonder 81:15 83:4 wondering 82:14 82:15 woodwork 189:3 woolly 101:4 word 12:17 53:4,4 59:13 67:11,13,16 108:19 114:1 125:23,25 130:14 130:20 140:17 159:12 160:7 170:16 171:2,3 words 44:17 50:19 67:11,12 79:14 107:24 131:9 133:23 134:20,21 135:8 136:7 137:25 138:12 168:10 170:8 178:8 work 33:8,14,22 34:16,18 35:15	workable 127:21 worked 33:17,23 34:3,12,12,17,22 36:5 80:19 97:12 104:5 111:12 127:22 186:13 worker 7:2,5 33:1 33:23 43:11,18 55:15,18 121:25 130:1,4,5 151:22 151:23 152:13 157:3,7 166:21 168:19 172:2,8,15 173:5 workers 64:2 97:6 101:6 109:23 123:4 158:5 167:24 168:2 187:17 working 33:5,6 37:17 45:1 60:6 85:25 94:24 99:25 100:19 107:4,7 108:6,25 110:18 123:21 135:7 140:24 144:9 188:2 workload 100:15 world 8:5 worried 26:3 worries 109:9 worry 56:17,19 61:3 150:12 178:13 179:8	wrong 12:17 29:20 31:18 87:18 107:15 136:14 137:1 151:15 178:10 181:25 wrote 14:23 39:15 41:12 89:9,14 135:11 150:16 160:8 165:17,21	<hr/> Z <hr/> ZRF 140:10,13 <hr/> 0 <hr/> 1 <hr/> 1 59:17 76:13 83:4 148:9 175:1 184:10 1.03 99:14 10 15:2,8 23:1 44:22 54:25 115:20 155:4 172:20 10.30 1:2 190:24 10th 109:21 155:8 11 105:6 117:19 131:14 156:17 159:21 174:24 11.50 62:3 11th 156:20 159:25 12 3:11,18 18:9 23:1,21 59:12 62:25 90:8 105:6 125:8,8 12.05 61:25 12.07 62:5 13 3:11,11 6:21,24 125:8 176:10 14 3:11 43:24 90:22
whacked 10:13 whatsoever 190:11 Wheeler 55:19 59:8 116:7 whichever 161:22 172:9 whilst 25:17 34:19 187:9 whistle 172:18 Whitehead 6:5,10 12:10 15:10,21 wider 92:22 130:17 130:19,25 131:2 131:10 139:12 wider-scale 179:23 wife 18:16,18,21 Williams 55:6,7 63:20 64:3 116:5 122:21 123:5,11 128:25 146:23 150:6 151:11 159:24 185:15 Williams' 128:21 willing 161:11		<hr/> X <hr/> X 191:1 <hr/> Y <hr/> yeah 3:7 4:1 5:19 8:21 9:10,10 11:21,21 12:4,14 13:1,6,18 14:3,12 15:6,11 year 2:24 15:21 20:18 57:8,19 76:14 87:15,17 100:24 102:15 105:16 106:1,5 121:20 150:2 180:14		

93:7	2 7:18 47:15,18	71:11 72:14,22	8th 150:23
15 19:9 23:21	58:13 59:19 83:5	73:21 76:6 83:1,3	<hr/>
158:24 163:20	105:5,6 117:19,19	83:8,18 107:25	9
16 164:9 186:2	124:8 145:16	115:13,15,17,25	9 1:11 9:13 112:21
17 1:1 97:17 174:8	148:15 191:3,5	124:8 125:1 127:8	156:25 157:13
18 94:23 155:16	2.00 87:7 99:16	134:3,21 146:20	90/beginning 111:5
157:11 165:14,14	2.30 155:4	148:5,11,20 149:7	91 106:1 110:19
186:3 190:24	20 19:9 77:20 94:17	149:9,16 156:8,23	111:6
191:7	169:19	159:5	99 191:20,22
18.3.91 155:11	2004 14:8,10,11	4.00 87:8	
184 191:24	2008 35:2	4.20 190:22	
1969 18:10	2014 15:9,14 32:8	45 88:3	
1975 33:6,11	68:1	4th 150:23	
1980s 96:6,14	2015 47:11,13	<hr/>	
1985 33:11	72:13 184:11	5	
1986 86:1,2	2016 105:5,6	5 27:11 28:9,13	
1987 33:20,22	2017 1:1 190:24	60:13 64:3 72:10	
35:16 87:4 100:1	21 184:11 187:12	72:13 112:21	
100:12 177:17	22 155:3 164:16	116:17 123:5	
1989 87:21 89:7	165:14	148:22	
177:18 184:14	23 165:8	5.30 19:22	
1990 38:18 39:13	23rd 165:8	<hr/>	
39:14 41:11 47:6	24/25 44:1	6	
54:3 58:15 70:7	24th 165:8	6 47:11,13 66:12	
87:18 90:11,20	27 156:4	72:13 126:15	
92:14,17 98:12	29 174:21	136:10 148:24	
112:13 118:2	<hr/>	<hr/>	
131:8 132:1	3	7	
146:14 166:15	3 7:18 59:21 64:18	7 3:18 140:9 160:21	
187:12	72:10,13 123:19	168:17,20 169:23	
1991 38:16 39:13	132:11,11 148:18	79 191:14	
54:4 70:7 72:14	156:5	<hr/>	
74:3 76:13 77:20	3.15 159:11	8	
83:8 94:6,17	3.20 159:17	8 57:8 67:10 82:7	
101:18 102:12	3.35 159:16,19	83:9 114:18	
103:10 106:10	3.91 150:1	126:14 128:12,12	
107:13,14 109:4	30 74:3 163:12	133:14 143:15	
112:13 114:18,23	173:24 190:3	150:21 151:2,9,15	
115:25 133:14	31 144:20	152:1,9,11,16	
164:9,16 190:2,4	32 144:18 191:9,12	154:25 155:25	
1992 72:15 77:25	33 165:13	158:14	
94:7,23 95:5,6	<hr/>	80s 96:18	
121:21 190:3	4	85 191:16,18	
<hr/>	4 38:9,16 54:4,15	87 36:13 110:19	
2	57:5 59:22 62:8	89 87:20	
<hr/>	62:24 65:18 70:20	89-ish 89:15	