

1 Wednesday, 18 October 2017  
 2 (10.30 am)  
 3 MR IAN MICHAEL DAVEY (affirmed)  
 4 Examination by MR ALTMAN  
 5 MR ALTMAN: Your full name, please?  
 6 **A. Yes, it's Ian Michael Davey.**  
 7 Q. I would like first to ask you about your career. We  
 8 know that in March 1991 you became Director of Social  
 9 Services in Rochdale. When did you start your career?  
 10 **A. In social services?**  
 11 Q. Yes.  
 12 **A. Yes. It was in 1972. I'd left university then --**  
 13 Q. I wonder if the other microphone -- it is not your  
 14 fault, Mr Davey.  
 15 **A. Okay. Yes, I left university in 1972 and I took on**  
 16 **a job as a trainee social worker at that point. I then,**  
 17 **after a few months -- I can't remember exactly when --**  
 18 **undertook professional social work training for two**  
 19 **years, and I qualified as a social worker in 1974. Do**  
 20 **you want me to explain a bit more?**  
 21 Q. No. Let me ask you a few questions then. When did you  
 22 start working for Rochdale?  
 23 **A. Yes. I can give the exact date of that. It was on**  
 24 **1 December 1987.**  
 25 Q. When you joined in December 1987, what position did you

Page 1

1 take up?  
 2 **A. I think the official title at that time was Assistant**  
 3 **Director Operations.**  
 4 Q. In due course, were you promoted to acting director?  
 5 **A. That is correct.**  
 6 Q. When was that?  
 7 **A. That is something it's proved impossible to get an exact**  
 8 **date for, because I have asked the council a couple of**  
 9 **times, there's no record, but I think it must have been**  
 10 **at the end of March, the very end of March, or the**  
 11 **beginning of April.**  
 12 Q. Of which year?  
 13 **A. Sorry, 1991.**  
 14 Q. Didn't you actually become the director in March 1991?  
 15 **A. No. No. The appointment was to the role of acting**  
 16 **director. It was an internal arrangement --**  
 17 Q. Yes?  
 18 **A. -- following Mr Littlemore's resignation, and on**  
 19 **a temporary basis.**  
 20 Q. I see. So was there no actual director after  
 21 Gordon Littlemore resigned?  
 22 **A. Well, obviously the -- sorry. What would have happened**  
 23 **would be that Mr Buckley, Allan Buckley, was the deputy**  
 24 **director at the time, so clearly he was the most senior**  
 25 **person around at that time, so he would have, in effect,**

Page 2

1 **been in that role until such time as the interviews took**  
 2 **place for the acting director role.**  
 3 Q. When they did take place --  
 4 **A. Yes.**  
 5 Q. -- you got the role; is that right?  
 6 **A. That is correct.**  
 7 Q. So you became the senior man?  
 8 **A. Yes.**  
 9 Q. In around March 1991?  
 10 **A. It would have been at the very end of March 1991,**  
 11 **because it would have taken some time to set up the**  
 12 **recruitment process. There was an elected member panel**  
 13 **which did the interviews. So right at the end of March**  
 14 **or at the very beginning of April -- the police did tell**  
 15 **me that it was 5 April. That seems to me to be too**  
 16 **late. It would have been just a few days before,**  
 17 **I think.**  
 18 Q. So that we are clear, when did you leave Rochdale  
 19 Social Services?  
 20 **A. I think I left Rochdale in the -- at the very beginning**  
 21 **of 2002.**  
 22 Q. When you left, what was your position?  
 23 **A. My position was Director of Social Services.**  
 24 Q. When did Ian Davey acting director become actual  
 25 director?

Page 3

1 **A. The date of that, I was appointed as Director of Social**  
 2 **Services on 4 December 1991.**  
 3 Q. So acting director for about, what, nine months?  
 4 **A. Yes.**  
 5 Q. Then you became director at the end of 1991?  
 6 **A. Yes.**  
 7 Q. When you were assistant director, who did you report to?  
 8 **A. It was to Mr Buckley.**  
 9 Q. What was the relationship between senior managers like  
 10 yourself, Mr Buckley at the time, and the elected  
 11 members of the council?  
 12 **A. I think it was a reasonable working arrangement. There**  
 13 **were tensions around at that time -- sorry, just before**  
 14 **I became the acting director, particularly about the**  
 15 **policy of going local, decentralisation, and there was**  
 16 **a lot of anxiety within the department about what that**  
 17 **might lead to, and I think there were differing -- there**  
 18 **were concerns in the senior management team as well**  
 19 **about what that would mean, and I think that caused some**  
 20 **tensions as far as some leading councillors were**  
 21 **concerned, because I think there was a view by some**  
 22 **councillors that social services were "dragging their**  
 23 **feet", in inverted commas, on the implementation of**  
 24 **going local and decentralisation.**  
 25 Q. What would have been or what was the impact of, as you

Page 4

1 call it, going local? Just spell out for us what that  
 2 meant, please?  
 3 **A. Yes. I think it is a very important issue which has**  
 4 **a bearing on the kind of issues that I was dealing with**  
 5 **at the time when I became acting director, but, in**  
 6 **effect, what was being called into question I think at**  
 7 **that time was the very existence of the Social Services**  
 8 **Department itself, because the idea of -- of the policy**  
 9 **was to break up services, to decentralise them, put them**  
 10 **in local offices, and potentially there would only be**  
 11 **a sort of core function left at the centre, and there**  
 12 **were also issues then, clearly, about lines of**  
 13 **accountability, and I think social work staff were very**  
 14 **concerned about whether or not they would be reporting**  
 15 **to managers who had no social services or social work**  
 16 **background. I think that's the essence of it.**  
 17 Q. Was the policy actually implemented?  
 18 **A. In effect, no, it wasn't, because we had just got to the**  
 19 **point, I think, of reaching some degree of compromise**  
 20 **about these arrangements, and the Labour group who were**  
 21 **in control of the council in 1990 lost control in 1992,**  
 22 **late 1992, and the Liberal Democrats and Conservatives**  
 23 **formed a coalition and decided they were not going to**  
 24 **implement the policy of going local.**  
 25 Q. So the --

Page 5

1 **A. Sorry, if I could just say?**  
 2 Q. Yes, go on.  
 3 **A. It has only just become clearer to me, when I was**  
 4 **reflecting on this very point over the last week, that**  
 5 **when I was in the role of acting director, I suddenly**  
 6 **found myself in a situation where I had to really**  
 7 **understand and get my head around all of these issues,**  
 8 **and I remember that -- I think it was a few days**  
 9 **afterwards, actually, that I was appointed as the acting**  
 10 **director that all of the senior members of the council,**  
 11 **all of the council's corporate management team, the**  
 12 **chief executive, went to Birmingham University for**  
 13 **a seminar -- I'm sorry if I am going on slightly, but**  
 14 **I think it is important -- to consider how this policy**  
 15 **was going to be implemented and I certainly found myself**  
 16 **in a situation where I really had to get a grip of, you**  
 17 **know, what all these things meant for the department.**  
 18 **So it was a very major issue at the time.**  
 19 Q. So that was a major issue which was, as I have  
 20 understood you, a local Labour Party initiative?  
 21 **A. It was.**  
 22 Q. But, in the end, when they lost the council, the  
 23 Conservative/Liberal Democrat coalition did away with  
 24 it?  
 25 **A. That is correct.**

Page 6

1 Q. From 1992?  
 2 **A. From May 1992, I think it was, yes.**  
 3 Q. So May '92, when the election presumably would have  
 4 been?  
 5 **A. Yes.**  
 6 Q. So this was going on in the background. When did this  
 7 initiative begin?  
 8 **A. It had certainly begun well before that. Yes, I think**  
 9 **"going on in the background", it was very much in the**  
 10 **foreground, actually, as I have explained, it was**  
 11 **a major issue for the department to have to deal with,**  
 12 **and I --**  
 13 Q. When did it begin, Mr Davey?  
 14 **A. I cannot recall the actual date.**  
 15 Q. The year?  
 16 **A. I can't recall the actual date, but I joined in 1987.**  
 17 **I think it had already been at least a year before that**  
 18 **that it was a significant issue. But I can't recall the**  
 19 **actual date.**  
 20 Q. All right. So background or foreground, it had been  
 21 going on then from before you joined in 1987 through to  
 22 just after the election in May 1992. Is that what we  
 23 should understand by this?  
 24 **A. No, I'm not sure that it had happened before 1987. I'm**  
 25 **saying, I think, that it was at least a year before**

Page 7

1 **I took on the role of acting director in 1991.**  
 2 Q. All right.  
 3 **A. It could have been longer.**  
 4 Q. All right. So it could have been longer. So 1990-ish  
 5 to 1992, middle of?  
 6 **A. Yes.**  
 7 Q. When you were acting director, who did you report to  
 8 then?  
 9 **A. To the chief executive, Mr Pierce.**  
 10 Q. So it is Mr Pierce at that time?  
 11 **A. Yes.**  
 12 Q. Who was the leader of the council at that point?  
 13 **A. Councillor Farnell.**  
 14 Q. Farnell. Is he the leader now, do you know?  
 15 **A. As I understand it, he is the leader now.**  
 16 Q. What was he like to deal with?  
 17 **A. Councillor Farnell, he was a forceful personality. He**  
 18 **was the one who was driving the decentralisation policy,**  
 19 **the "going local" policy. I wouldn't normally have had**  
 20 **a lot of contact with him, but I believe I did have**  
 21 **contact with him over the proposals about**  
 22 **decentralisation.**  
 23 **I have to say that I think he was prepared to listen**  
 24 **to concerns that were being raised. So for me, it was**  
 25 **a case of finding a way through what the members wanted,**

Page 8

1 the elected members wanted, and what were important  
 2 professional standards and responsibilities,  
 3 accountabilities, to be retained. That was my  
 4 understanding of it.  
 5 Q. Was he someone who took advice?  
 6 A. As I say, I think he -- he was quite clear that this  
 7 policy was going to be implemented. That's why  
 8 I mentioned the seminar at Birmingham. But I seem to  
 9 recall in a meeting or meetings with him that he did  
 10 listen to the concerns I raised on behalf of  
 11 social services.  
 12 Q. What kind of concerns were they? Just about the  
 13 decentralisation policy or other concerns?  
 14 A. No, it was primarily -- I can't remember exactly, but  
 15 I think there were something like 18 decentralised  
 16 offices proposed, and it was going to be very difficult  
 17 to staff all of those; for social workers and so on that  
 18 was a key issue.  
 19 The other primary issue -- and this wasn't just an  
 20 issue for Rochdale, because other councils were looking  
 21 at it at the time -- was, what would be the lines of  
 22 professional accountability? Because the idea of  
 23 the decentralisation was to have all services in one  
 24 building that members of the public didn't need to worry  
 25 about, was it social services or technical services,

Page 9

1 they would be able to go into an office and they would  
 2 be able to get help, they would be able to access help.  
 3 But the concern of the staff was that the managers  
 4 on site then would not -- would be decentralised offices  
 5 managers, they would not be social work trained or have  
 6 a social services background.  
 7 So who would have the ultimate line of  
 8 accountability for decisions relating to  
 9 social services? That was a key dilemma, I think, at  
 10 the time, and I do remember having discussions with  
 11 a colleague in Tower Hamlets, who were going through the  
 12 same process, and the same concerns were raised. So it  
 13 was a very significant issue.  
 14 Q. Generally, were councillors supportive and helpful?  
 15 A. From the point that I was being -- that I was appointed  
 16 acting director, do you mean?  
 17 Q. Yes. Let's just focus on that period.  
 18 A. Well, there were a number of councillors on the council  
 19 at that time who were very concerned about what had  
 20 happened with the Middleton cases.  
 21 Q. We are going to come to that, Mr Davey.  
 22 A. Yes, sure, but they were wanting to -- I mean, they were  
 23 not supportive, in the sense that they were very  
 24 critical of the department, and they wanted to pursue --  
 25 they wanted to pursue that.

Page 10

1 The leading members that I had contact with -- the  
 2 chair, vice chair, and so on, the opposition  
 3 spokesperson -- were supportive.  
 4 Q. Let's move away from that, please, because I want to ask  
 5 you about social services' involvement with Knowl View,  
 6 which is one of the aspects of this investigation and  
 7 this inquiry.  
 8 A. Yes.  
 9 Q. When you were assistant, so that's the time before you  
 10 became acting director in March 1991, were you  
 11 personally aware of concerns about pupils from  
 12 Knowl View being sexually exploited at Smith Street  
 13 toilets?  
 14 A. Before I became acting director? Yes. I don't think  
 15 so.  
 16 Q. Which office did you occupy?  
 17 A. The municipal offices.  
 18 Q. The 10th floor?  
 19 A. Yes.  
 20 Q. Did your office overlook Smith Street toilets?  
 21 A. I cannot picture where they are, so -- my office  
 22 overlooked a car park. That's all I can remember. It  
 23 had a view out onto the Pennines and it overlooked a car  
 24 park.  
 25 Q. Did nobody ever bring to your attention the fact that

Page 11

1 schoolboys, among whom were Knowl View pupils, were  
 2 sitting on the wall of ornamental beds outside  
 3 Smith Street toilets ten floors below, going into the  
 4 toilets to service men on a regular basis, Monday to  
 5 Friday, when they should have been at school?  
 6 A. I don't think so.  
 7 Q. You don't think so?  
 8 A. No, I don't think so. I can't recollect it. But if  
 9 I can say that obviously at that time -- this was when  
 10 the media interest in the Middleton cases was at its  
 11 height, and from September 1990 onwards -- I'll just  
 12 check back on that -- the department, in effect, was  
 13 besieged by media interest, and my working life at that  
 14 time was completely dominated by what was happening  
 15 around those cases, and that happened right up  
 16 until March.  
 17 Q. What, Middleton?  
 18 A. I beg your pardon?  
 19 Q. You're talking about Middleton?  
 20 A. I'm talking about Middleton, yes. So it wasn't a normal  
 21 situation, as it were.  
 22 Q. No. Who was minding the shop, then, Mr Davey?  
 23 A. That was Mr Buckley.  
 24 Q. That was Mr Buckley?  
 25 A. Yes. Because what happened was that when the media

Page 12

1 **interest became very significant, Mr Littlemore decided**  
 2 **that he would need to be personally involved, and so, in**  
 3 **effect, I worked directly to him, and both of us,**  
 4 **I would say, were preoccupied with that during that**  
 5 **time, and somebody else, clearly, had to make sure that**  
 6 **the sort of day-to-day business of the department**  
 7 **continued to happen, oversight of it, and that was**  
 8 **Mr Buckley, I think.**  
 9 Q. Can we just look at some of the information that the  
 10 investigation has --  
 11 **A. Yes.**  
 12 Q. -- and accumulated in relation to the years 1989 and  
 13 onwards? Can we put up, please, on screen RHC002506.  
 14 Can you see that all right?  
 15 **A. Yes, thank you.**  
 16 Q. You can see yourself it is dated 6 April 1989. A phone  
 17 call has been received, and H Lynn was a social  
 18 worker -- I think it is Harry Lynn.  
 19 **A. Yes.**  
 20 Q. Does that name ring a bell?  
 21 **A. I remember the name. I can't picture the person.**  
 22 Q. "Phone call from PC Dunning, Rochdale Police, regarding  
 23 A10", who in 1989 was 11, probably 12. I think he was  
 24 born in 1978:  
 25 "It seems to be reliable information that he has

Page 13

1 been involved in inappropriate sexual activities in  
 2 Smith Street toilets. No other information available at  
 3 present.  
 4 "Later -- phoned mother to let her know the general  
 5 information I have had and to confirm with her that A10  
 6 should not be allowed out unsupervised when he visits  
 7 home at weekends. I assured her the matter would be  
 8 dealt with in due course and should not be discussed  
 9 with A10 at present.  
 10 "Met with A10 to discuss his present situation and  
 11 also to bring up the notion of fostering with him. He  
 12 was very upset at the idea. As far as he is concerned,  
 13 he only has one mum and he wants things to stay that way  
 14 and wants to stay at, at present, until he goes back  
 15 home."  
 16 Remind us, Mr Davey, what was your position in 1989?  
 17 **A. At that point, I was Assistant Director Operations.**  
 18 Q. You will agree with me that the judgment of  
 19 Mr Justice Douglas Brown in the Middleton cases was not  
 20 handed down until 1 January 1991, and not made public  
 21 until March 1991 around the time, obviously, when  
 22 Littlemore resigned and you became acting; is that  
 23 right?  
 24 **A. The judgment, as I understood it, was on 7 March --**  
 25 **sorry, what was the point about January? January 1991?**

Page 14

1 Q. Wasn't the judgment actually given on 1 January but not  
 2 made public until March 1991?  
 3 **A. I don't recall that.**  
 4 Q. It may not matter very much, because what I am seeking  
 5 to focus on, Mr Davey, is the year. It is 1989.  
 6 **A. Yes.**  
 7 Q. When you were working in a senior position for Rochdale  
 8 Social Services, when the Middleton judgment hadn't even  
 9 happened?  
 10 **A. Yes.**  
 11 Q. So are you saying that this kind of information you had  
 12 no idea about?  
 13 **A. Yes, I am saying that. If I could just say that there**  
 14 **would be a social worker, a senior social worker, a sort**  
 15 **of team leader role, area manager responsible for**  
 16 **a number of teams, and then area managers reported to me**  
 17 **as assistant director. So I wouldn't normally be**  
 18 **informed about individual cases.**  
 19 Q. Can we just look at another document, RHC002504, page 1.  
 20 This is a document of the next day:  
 21 "Met with PC Dunning at Townhead."  
 22 What was Townhead, Mr Davey?  
 23 **A. Townhead was the area office in Rochdale which had,**  
 24 **I think I'm right in saying, two area teams within it.**  
 25 Q. Right:

Page 15

1 "Met with PC Dunning at Townhead today with regard  
 2 to A10. Apparently complaints were made by people in  
 3 the bus station in the town centre on 17 March 1989  
 4 about young people asking for money."  
 5 Whether that is PC Cunningham perhaps, I don't know:  
 6 "Cunningham investigated this on 18 March and met  
 7 with all of the group to discuss their activities around  
 8 the town centre. She received information from one of  
 9 them and believes this to be A9 ..."  
 10 For your information, A9 is one of the Knowl View  
 11 boys:  
 12 "... that one of the group was a rent boy in  
 13 Manchester, or was associating with a rent boy in  
 14 Manchester, which apparently was common knowledge within  
 15 the group."  
 16 If we can go to the next paragraph, please:  
 17 "Also, there was apparently an incident on 26 March  
 18 at Smith Street toilets involving A10. Apparently a man  
 19 was in the toilet around 2-2.30 pm when another man went  
 20 into the loo and masturbated himself in public view.  
 21 The witness said that a young lad, ie A10, came in and  
 22 asked this man if he had 50p. The defendant then asked  
 23 the young lad what he wanted 50p for. There ensued some  
 24 sort of discussion and both left at the same time.  
 25 PC Dunning later arrested this man who admitted he had

Page 16

1 been masturbating in the toilets and admitted that a lad  
 2 had asked him for 50p. This man's name is [given but  
 3 ciphered]. He said that after he left the toilet he  
 4 went over to the bus station and at that point A10 again  
 5 approached him and said, 'Do you want to play with me?'.  
 6 The man replied, 'No, you will get into trouble'. A10  
 7 had apparently said, 'It's all right. I got £5 last  
 8 week and I can get £5-£10 any time I want'.  
 9 That entry in the social care records for this boy  
 10 was the day after the entry I first showed you. You are  
 11 saying, Mr Davey, at no time was any of this brought to  
 12 your attention?  
 13 **A. No, that is correct. When you very helpfully sent all**  
 14 **the documents to me in advance to have a look through,**  
 15 **previous to that, I had had available to me -- it was**  
 16 **through Mr Garnham's inquiry -- a chronology that had**  
 17 **been put together of the social services' involvement in**  
 18 **Knowl View. That made reference to activities like this**  
 19 **going back to the year 1990.**  
 20 **So it was a surprise to me that this went back even**  
 21 **further than had been identified at that time.**  
 22 Q. This boy -- if we can look in the same document,  
 23 RHC002504 at page 4, we will find an entry of  
 24 25 April 1989 in relation to A10 and a member of his  
 25 family, A24:

1 "Agreed that a period of assessment of their  
 2 educational capabilities in a stable educational  
 3 situation would be appropriate for both boys and that  
 4 Knowl View Residential School could be an option. We  
 5 did have concerns that A10 and A24 being together in the  
 6 same school may cause problems, given their behaviour at  
 7 home; however, we agreed that this option should be  
 8 pursued given the unsettled school situation and our  
 9 concerns with regard to A10 in particular around the  
 10 Smith Street toilet incident."  
 11 So what happened was, A10 goes off to Knowl View  
 12 because of concerns about what he was doing at  
 13 Smith Street. Now, you didn't know that?  
 14 **A. No. Do you want me to comment on that?**  
 15 Q. I haven't asked you a question, Mr Davey --  
 16 **A. Sorry, I beg your pardon.**  
 17 Q. -- but if you wish to, you can?  
 18 **A. I think one of the things that came out in Mrs Hopper's**  
 19 **evidence to you, which I read through, was the concern**  
 20 **raised about children, boys, about whom there were**  
 21 **social concerns and, where social services were**  
 22 **involved, were directly admitted to Knowl View, for**  
 23 **those reasons, as you have just pointed out. That came**  
 24 **as a surprise to me, I have to say. I was not aware of**  
 25 **that -- of that course of action being taken.**

1 Q. What was the surprise?  
 2 **A. The surprise was that they were going directly to**  
 3 **Knowl View and that it was being considered, in effect,**  
 4 **as an alternative to residential care. You will come on**  
 5 **to this, I am sure, but I think before 1990 I didn't**  
 6 **know anything about Knowl View School. I knew it**  
 7 **existed, clearly, but I think what I knew at the time**  
 8 **was that it was a school, its primary purpose was**  
 9 **education, and that there were assessments that were**  
 10 **done prior to admission for boys going there by**  
 11 **education psychologists, or whoever.**  
 12 **So I certainly, you know -- it was a surprise to me**  
 13 **that it looked like it was being used there as an**  
 14 **alternative to a residential care placement.**  
 15 Q. So that we are clear, when did you first learn this,  
 16 what you have just told us? Through Gail Hopper's  
 17 evidence?  
 18 **A. Yes.**  
 19 Q. So in all the years you were there, you had no idea how  
 20 Knowl View operated?  
 21 **A. No. I -- well, I didn't have any detailed knowledge of**  
 22 **how Knowl View operated, but what I am saying is, in**  
 23 **relation to the social services' involvement, I believe**  
 24 **I had no idea that Knowl View was being considered or**  
 25 **actually it did take place that children who may have**

1 **needed residential care were going there as an**  
 2 **alternative.**  
 3 Q. Ought you to have known?  
 4 **A. I ought to have known in the sense that I think, if it**  
 5 **was drawn to my attention, I would have raised concerns**  
 6 **about it.**  
 7 Q. What would you have done about that?  
 8 **A. I think I would have raised the -- a concern that that**  
 9 **did not seem to be within the remit of Knowl View School**  
 10 **for it to be an alternative to residential care for**  
 11 **children who were the responsibility of social services,**  
 12 **Rochdale Social Services.**  
 13 Q. Let's look at another document, please, RHC002505,  
 14 page 1. We are moving on by four months, into  
 15 the August of 1989.  
 16 **A. Yes.**  
 17 Q. Another case record entry relating to the same boy:  
 18 "Dave Carter and myself met with A10 today to talk  
 19 with him about the incidents around Rochdale Bus  
 20 Station. A10 was very clingy and uncommunicative for  
 21 a period of time and didn't really want to talk about  
 22 the matter and certainly did not want to talk to the  
 23 police about it. In the end, it was decided to  
 24 rearrange the police interview for the next day and to  
 25 concentrate on spending time with him to allow him time

1 and space to talk about Rochdale toilets. In the end,  
 2 he did say that he had been involved with a man at  
 3 Rochdale Bus Station who apparently worked part time in  
 4 a cafe nearby."  
 5 Then he describes him:  
 6 "He admitted that he had got money from him for the  
 7 naughty things he did with him. Apparently they went to  
 8 a hut near Shopping Giant car park. Apparently he went  
 9 on one occasion with [another individual]. He also made  
 10 some suggestion that A24 [who was the other member of  
 11 his family] may have been involved. These incidents  
 12 occurred apparently fairly recently, within the last two  
 13 months. He found the whole experience extremely  
 14 difficult and did not want to verbalise in detail what  
 15 he actually did, although it would seem that he did  
 16 admit to masturbating the man. Eventually, A10 agreed  
 17 that he would talk with the police about this. We  
 18 validated his feelings of anxiety and confusion about  
 19 the incidents and emphasised that he was not to blame  
 20 for what had occurred and that the adults concerned were  
 21 wrong in involving him in these activities. Also  
 22 thanked him for having the courage to tell us about it.  
 23 Before we left, emphasised to [redacted] that it would  
 24 be important to monitor him and offer support to him  
 25 given the nature of our discussions with him."

Page 21

1 Is this new information or did you become aware of  
 2 it through the course of Garnham and any material that  
 3 the inquiry has given you for your reading? Is this  
 4 new?  
 5 **A. Yes. As I've just explained, I think that --**  
 6 **I wasn't -- at the time I met Mr Garnham and also at the**  
 7 **time that I had the interview with the police, the only**  
 8 **document that I had available at that point, which is**  
 9 **relevant to this, was the chronology which was prepared**  
 10 **by social services, and that referred to these kinds of**  
 11 **incidents which had happened in early, I think, March**  
 12 **or June 1990.**  
 13 **So I wasn't aware until you supplied me with these**  
 14 **documents that these incidents went back further --**  
 15 **sorry, before 1990, into 1989.**  
 16 Q. Perhaps it is futile my taking you through more of  
 17 the same, but so that we understand your evidence,  
 18 Mr Davey, was there a point when you were in post when  
 19 you did come to learn of, for example, the goings on at  
 20 Smith Street? Did --  
 21 **A. Yes, I think it -- sorry.**  
 22 Q. Sorry for cutting across. What did you wish to say?  
 23 **A. I think it was towards the end of March --**  
 24 Q. Of which year?  
 25 **A. -- 1991, and you will obviously be coming on to this in**

Page 22

1 **terms of the report which was circulated by Mr Shepherd.**  
 2 Q. Yes.  
 3 **A. I think -- you will come on to it, I'm sure -- that**  
 4 **I was made aware of its existence before I actually**  
 5 **received the report. But as far as I'm aware, yes, that**  
 6 **is the case.**  
 7 Q. So you have in your mind around the time of  
 8 the Shepherd Report when you first learned about what  
 9 was going on at Smith Street?  
 10 **A. Yes.**  
 11 Q. The Shepherd Report, which we will come to, was  
 12 20 March 1991, but did I hear you say just now that it  
 13 was before then you might have discovered it?  
 14 **A. Yes. I think there is a reference in the records --**  
 15 **I think it may be a record from Mrs Bowyer. I think --**  
 16 **it can be traced, but I think it was -- I have got it in**  
 17 **my documents here. It was 27 March, I think.**  
 18 Q. 27 March postdates Shepherd?  
 19 **A. Yes.**  
 20 Q. I thought you were telling us you learned about it  
 21 before the Shepherd Report?  
 22 **A. No, before I actually received a copy of the report**  
 23 **myself.**  
 24 Q. So that we understand you, then, before you received  
 25 a copy of the Shepherd Report, you had never heard from

Page 23

1 anyone or from any source that Knowl View boys in  
 2 particular were engaging in rent boy activities in the  
 3 toilets at Smith Street?  
 4 **A. I don't think so, no. Can I just add that, in one way,**  
 5 **it wouldn't be surprising, by virtue of what had**  
 6 **immediately preceded that, and by that I'm referring to**  
 7 **the Middleton cases, in that, for the six months prior**  
 8 **to Mr Shepherd's report coming out, my attention was**  
 9 **virtually entirely focused on those issues.**  
 10 Q. Did you know at any time while you were even assistant,  
 11 but in particular acting director, that some boys at  
 12 Knowl View were in care to Rochdale Social Services?  
 13 Was that obvious to you?  
 14 **A. No. I am pretty sure I did not know that. I think even**  
 15 **after the Phil Shepherd report it was not entirely clear**  
 16 **to me the extent of the social services involvement in**  
 17 **those cases. But you will probably come on to that**  
 18 **later.**  
 19 Q. For example, A10, the boy that I have been focusing on,  
 20 when he was admitted to Knowl View he was living there  
 21 within a residential educational establishment between  
 22 Monday to Friday and then going to a care home at  
 23 weekends?  
 24 **A. Yes.**  
 25 Q. What do you think about that?

Page 24

1 **A. Well, I saw what Mrs Hopper had to say about that, and**  
2 **I would have to agree with that. I think it would**  
3 **obviously have been difficult for the young man, the boy**  
4 **concerned, because he was being subjected to two**  
5 **regimes, in effect. I don't think that either was**  
6 **anything that I was aware of at the time.**  
7 Q. So you weren't aware that boys at Knowl View were in  
8 care to Rochdale Social Services?  
9 **A. Prior to March 1990.**  
10 Q. Prior to March 1991.  
11 **A. Sorry, 1991, yes.**  
12 Q. And you weren't aware that some boys, like A10, were  
13 actually living in two different residential  
14 establishments?  
15 **A. No.**  
16 Q. One education and one care?  
17 **A. No.**  
18 Q. Is this a failure of Rochdale Social Services? Was it  
19 acceptable that somebody as senior as you didn't know  
20 things like that, Mr Davey, do you think?  
21 **A. Sorry, which things, about the -- living in two**  
22 **different establishments?**  
23 Q. The two points I have just raised, that boys in care to  
24 Rochdale Social Services were living in a residential  
25 educational establishment, you didn't know that?

Page 25

1 **A. Yes.**  
2 Q. You didn't know that some boys, such as A10, were living  
3 in two residential establishments with different  
4 objectives and different regimes. Do you think that was  
5 a failure of Rochdale Social Services to make somebody  
6 as senior as you aware of fundamentals like that?  
7 **A. Yes, overall. But clearly it seems not to have been**  
8 **considered something that should have been raised at**  
9 **a more senior level at the time.**  
10 Q. Have you any explanation, having been on the inside and  
11 at a senior level of Rochdale Social Services  
12 Department, why, if it was inappropriate, for example,  
13 for boys in care to live in a residential educational  
14 establishment five days a week and in a care home two  
15 days a week at the weekends, that was allowed to go on,  
16 if it was bad practice?  
17 **A. Sorry, could you repeat the question?**  
18 Q. Yes. Why was it allowed to happen, if it was bad  
19 practice?  
20 **A. Well, it seems to have been the case that the people**  
21 **involved didn't think it was particularly bad practice.**  
22 **That can be the only explanation for it.**  
23 Q. Because it was never brought to your attention, what you  
24 are telling us is, had it been so, then you would have  
25 stopped it?

Page 26

1 **A. I think I would certainly have, on the first point,**  
2 **raised questions about the appropriateness of Knowl View**  
3 **School being used as an alternative to residential care,**  
4 **yes. That seems to me a very fundamental point.**  
5 Q. Now, the social services files that we have show that  
6 there was regular contact by social workers with the  
7 police and with the school?  
8 **A. Mmm-hmm.**  
9 Q. Are you able to tell the inquiry anything at all,  
10 Mr Davey, about what steps were taken to try to prevent  
11 children being exploited in Smith Street as well as  
12 other locations?  
13 **A. What, from my reading of the information?**  
14 Q. No, from your own experience as assistant and then  
15 acting director?  
16 **A. Sorry, could you repeat that question?**  
17 Q. Yes, I can. The social services files show that there  
18 was regular contact by social workers with the police  
19 and with the school. Now, I am asking you what steps  
20 were taken by you, as a senior manager, to try to  
21 prevent children being exploited in Smith Street toilets  
22 and elsewhere?  
23 **A. Well, I didn't, as we have just gone through -- I don't**  
24 **think I knew about these activities prior to 1990, so in**  
25 **terms of my personal involvement, I don't -- I couldn't**

Page 27

1 **have done anything, I don't think, if I didn't know**  
2 **about them.**  
3 Q. Who are the people, looking back, who you say were the  
4 people in charge who should have dealt with these  
5 issues?  
6 **A. Well, there was a line of accountability, in terms of**  
7 **the social services management, so there were senior**  
8 **social workers or team leaders.**  
9 Q. Let's name names, Mr Davey, because we have seen some  
10 people. What I want from you is, given that you were  
11 blissfully unaware of all this until around March 1991,  
12 who are the people that we should understand in this  
13 inquiry were the responsible people within Rochdale  
14 Social Services for putting a stop to what we have been  
15 describing as the child sexual exploitation at  
16 Smith Street toilets? Who were the people who were in  
17 charge and should have taken steps to stop it, if not  
18 you?  
19 **A. Well, there is a question, I think, first of all**  
20 **about -- which is what you are raising, really, which is**  
21 **about the escalation process, or was there an escalation**  
22 **process. It seems in this case, no, there wasn't.**  
23 **The line management accountabilities were -- as**  
24 **I have said, there was a team leader, or a senior social**  
25 **worker, at the time, responsible for the social workers.**

Page 28

1 Q. Name?  
 2 A. And above them --  
 3 Q. Name?  
 4 A. I can't remember the names of individual senior social  
 5 workers at this time, although one is mentioned, we will  
 6 come on to that, I'm sure, in the Heywood case.  
 7 Then there were the area managers for each of  
 8 the area teams. I would have thought then, in terms of  
 9 any more overall action, those were the people who would  
 10 have been responsible for pursuing issues further.  
 11 But I have read all of the documentation you sent to  
 12 me very carefully. They relate to, I think, A10  
 13 particularly and A24, and there seem to be some  
 14 indications that there was a lot of contact with the  
 15 police and also that some consideration was given to  
 16 outside placements. I think in the case of A10, an  
 17 external placement was made for him.  
 18 But are you asking me to tell you who -- the names  
 19 of the area managers?  
 20 Q. I want to know the names of the people that you are  
 21 saying, Mr Davey, because you were blissfully unaware of  
 22 all of this until March 1991, who were the responsible  
 23 people?  
 24 A. Well, the area managers, I can give you their names.  
 25 Q. Can you?

Page 29

1 A. Yes. One was Freema Taylor, who was the area manager in  
 2 Heywood.  
 3 Q. Yes.  
 4 A. Steve Titcombe was the area manager in Middleton.  
 5 There's a name, Roger Graham, I think, who was an area  
 6 manager in Rochdale. There was also Ian Rush in  
 7 Rochdale. There was another area manager, I think, in  
 8 Rochdale, whose name I now can't recall. So those were  
 9 the people, I think, who were in post at the time.  
 10 Q. So you're saying any one of those within whose  
 11 jurisdiction any one of these boys might have fallen,  
 12 they were the responsible people, were they?  
 13 A. I'm saying those were the people who were in post at the  
 14 time. But if I can just go back to the case record,  
 15 because the main case records seem to be about A10 and  
 16 A24, and that was in the Rochdale area.  
 17 Q. Yes.  
 18 A. There obviously was a lot of contact with the police at  
 19 that time. I think I'm right in saying my reading of it  
 20 is that there were attempts to get the police more  
 21 involved, and so I think staff and managers were trying  
 22 to get the police to act to put a stop to some of these  
 23 activities, and then they were also trying other  
 24 options, it seemed to me, to remove some of these  
 25 children from this very inappropriate and clearly wrong

Page 30

1 situation and, in the case of A10, a placement was made.  
 2 So it seems to me attempts were being made to try to  
 3 respond to the concerns that you raised.  
 4 Q. Does the name Janet Bowyer mean anything to you,  
 5 Mr Davey?  
 6 A. Yes, of course.  
 7 Q. Where does she, in your view, sit in all of this?  
 8 A. Sorry, in relation to the issues you have just raised?  
 9 Q. Yes, the questions I have been asking you. Was she  
 10 a responsible person?  
 11 A. Absolutely, yes. Janet was -- I think her official  
 12 title then was something like Professional Adviser for  
 13 Child Protection, or something like that. I have read,  
 14 you know, the information she gave to you yesterday.  
 15 So, yes, I mean, I'm fully aware of her involvement in  
 16 all of this.  
 17 Q. We will come back to her a little later.  
 18 What was, do you think, the relationship or  
 19 communication like between social services and the  
 20 Education Department?  
 21 A. Yes. Well, I have seen the reference that was made to  
 22 my comment to Mr Garnham by Mrs Hopper, and I think --  
 23 I said it was good. What I meant by that was that the  
 24 relationship I think between -- with Mrs Cavanagh and  
 25 her senior managers and the senior -- our management

Page 31

1 team within the social services was good, in the sense  
 2 that, you know, there were quite friendly relationships,  
 3 I think.  
 4 I did go on to qualify that in my comment to  
 5 Mr Garnham, that obviously -- and the events prove  
 6 this -- the relationships/communications between  
 7 officers at different levels within the departments were  
 8 not so good.  
 9 So I wasn't -- I don't think --  
 10 Q. Sorry, I missed what you said.  
 11 A. Sorry, were not so good. So I don't think there is any  
 12 major difference between what I was saying and what, as  
 13 I understood it, Mrs Hopper was saying Mrs Cavanagh  
 14 said.  
 15 Q. Why were said relationships not good?  
 16 A. Well, I can only go on, you know, what I have seen from  
 17 the documentation and the communication issues which  
 18 were raised there. As to why they were not, I'm not  
 19 sure. There were obviously differences of view,  
 20 differences of opinion about how things should be  
 21 tackled and so on. I don't think it was anything other  
 22 than differences of perspective and view.  
 23 Q. Were there --  
 24 A. But, sorry, if I could just add, to clarify the  
 25 situation a bit more, in terms of, you know, whether

Page 32



1 **there was a kind of significant barrier between**  
 2 **social services and education, I wasn't aware of that,**  
 3 **and just -- this is perhaps anecdotal, but we used to go**  
 4 **to committee meetings in the evenings, senior officers,**  
 5 **members, and prior to those meetings there was a meal,**  
 6 **and so you would have that beforehand.**  
 7 **In social services, the senior managers in education**  
 8 **met then. You know, we didn't, like, sit at separate**  
 9 **tables, you know, one was for social services, one was**  
 10 **for education, and so on. That's what I meant, really,**  
 11 **by the relationships at senior management level.**  
 12 Q. But that may be an entirely different matter to  
 13 different departments within the council jealously  
 14 guarding their patch and their finances and resources.  
 15 Was that going on?  
 16 **A. I'm not particularly aware of that going on at the time,**  
 17 **no. I mean, from my point of view, Mrs Cavanagh**  
 18 **certainly didn't fall into that category.**  
 19 Q. What about you? Did you fall into that category?  
 20 **A. I don't think so.**  
 21 Q. You don't think so?  
 22 **A. No.**  
 23 Q. In February 1992, Valerie Mellor wrote a report. You  
 24 know what I am talking about, don't you?  
 25 **A. Yes.**

Page 33

1 Q. Did you see it at the time?  
 2 **A. Yes, I did.**  
 3 Q. Among other things, she recommended that the  
 4 relationship between education and social service staff  
 5 required review?  
 6 **A. Mmm-hmm.**  
 7 Q. Do you remember that?  
 8 **A. Yes.**  
 9 Q. Were you aware of a report which Diana Cavanagh  
 10 commissioned as a result of complaints from staff at  
 11 Knowl View in May 1992, written by Dr Selwyn Hodge and  
 12 Liz Dobie? Did you see that report by Dr Hodge?  
 13 **A. I don't think so.**  
 14 Q. But you certainly knew that Valerie Mellor  
 15 in February 1992 was recommending, among many other  
 16 things, a review of the relationships between social  
 17 service staff and education --  
 18 **A. Well, I had the report, so, yes, I must have read that**  
 19 **in the report.**  
 20 Q. Was that a surprise to you when she said that?  
 21 **A. In view of all that had happened leading up to her**  
 22 **involvement, no.**  
 23 Q. Was that one of the things you sought to tackle as  
 24 a result of Valerie Mellor's report?  
 25 **A. I cannot -- I can't recollect anything specific on that.**

Page 34

1 Q. What was generally the relationship like between  
 2 social services, your department, and Rochdale Police?  
 3 I know we have seen some examples back in 1989, and you  
 4 have mentioned the police more than once.  
 5 **A. Yes.**  
 6 Q. But what was your view of the relationship between  
 7 social services and the police?  
 8 **A. I'm having difficulty recalling anything particular or**  
 9 **anything particularly problematic. I've seen,**  
 10 **obviously, what other people have said. I noted what**  
 11 **Mrs Bowyer said yesterday. And I think probably that**  
 12 **would be similar to my recollection, that relationships**  
 13 **were good with some senior police officers, perhaps less**  
 14 **with others, based on their approach. I mean, she gave**  
 15 **a view along those lines.**  
 16 **There's nothing particularly striking, I don't**  
 17 **think, about that at the time.**  
 18 Q. What you are talking about, Mr Davey, is what she said  
 19 about Jim Henderson in a particular meeting?  
 20 **A. I think she made -- I can't remember the officers**  
 21 **concerned, but she made a comparison between differences**  
 22 **of approach of two individuals, one who, you know, she**  
 23 **worked closely with. I can't remember who was -- which**  
 24 **was which, but it was something along those lines, yes.**  
 25 Q. You have mentioned the Middleton cases a number of

Page 35

1 times, and I would like to ask you some questions about  
 2 that now, please.  
 3 **A. Yes.**  
 4 Q. In a sentence or two, if this is possible, Mr Davey,  
 5 just remind us what that was all about?  
 6 **A. A number of children were removed from their families.**  
 7 **This was a joint police and social services operation.**  
 8 **The view was, or the concerns were, at that time, that**  
 9 **there had been -- those children had been abused and**  
 10 **that there was ritual abuse going on.**  
 11 Q. When did that happen?  
 12 **A. That happened, I think, in the spring time of 1990,**  
 13 **I think.**  
 14 Q. That led to the judgment which we have discussed?  
 15 **A. Yes.**  
 16 Q. With criticisms made by Mr Justice Douglas Brown of  
 17 social services?  
 18 **A. Yes.**  
 19 Q. Were you involved in the Middleton cases at all?  
 20 **A. Yes, I was involved in the Middleton cases, yes.**  
 21 Q. Were you criticised in the judgment?  
 22 **A. I think I was, because I was told that by Mr Garnham.**  
 23 **So I take that as a fact, yes.**  
 24 Q. I'm struggling to understand how you took it from  
 25 Mr Garnham?

Page 36

1 **A. Sorry, the specific point was, was I named?**  
 2 Q. No, my question was were you criticised?  
 3 **A. Sorry?**  
 4 Q. My question, Mr Davey --  
 5 **A. Yes.**  
 6 Q. -- was, were you criticised?  
 7 **A. Yes, I was criticised. Sorry, the point I was trying to**  
 8 **get across was I'd forgotten the point he made that**  
 9 **I was actually named personally in the judgment, that**  
 10 **was all. But, yes, Mr Littlemore was criticised, I was**  
 11 **criticised, the department was criticised. So there is**  
 12 **no question about that.**  
 13 Q. What was the criticism of you?  
 14 **A. I don't think the criticism of me was any different to**  
 15 **the criticism of Mr Littlemore.**  
 16 Q. That's not my question. My question is, what was the  
 17 criticism of you, Mr Davey?  
 18 **A. Well, the criticism that was being made was that we had**  
 19 **accepted the judgment of the social workers involved,**  
 20 **and he found that there was no evidence of ritual abuse**  
 21 **having taken place, and we had supported the social**  
 22 **workers in their judgment.**  
 23 Q. Yes.  
 24 **A. But I -- it is a long time ago since I read the**  
 25 **judgment, but I think the criticisms he made about the**

Page 37

1 **way the social workers went about interviewing children,**  
 2 **leading questions, and so on, all of those things he was**  
 3 **saying that the senior managers involved were**  
 4 **responsible for that, that included Mr Littlemore, that**  
 5 **included me, but I'm not aware that he particularly**  
 6 **singled out -- singled out me as an exception.**  
 7 Q. I assume that even though the judgment was in early  
 8 1991, it is hardly anything you are likely to forget, is  
 9 it, Mr Davey?  
 10 **A. Oh, no, certainly not.**  
 11 Q. How did that judgment impact on you in your role at  
 12 Rochdale Social Services?  
 13 **A. Well, my task, I think, then was to try to deal with all**  
 14 **of the criticisms that were raised in that judgment and**  
 15 **to restore the reputation of Rochdale Social Services**  
 16 **which had been severely criticised as a result.**  
 17 Q. Who took the lead on confronting the issues that were  
 18 raised in the course of the judgment? Was that you or  
 19 was it a corporate approach that was taken to it?  
 20 **A. There was a corporate approach, in the sense that it**  
 21 **wasn't just the social services that had been**  
 22 **criticised. The legal services had also been**  
 23 **criticised.**  
 24 **But in terms of the social services'**  
 25 **responsibilities, the lead for that was me.**

Page 38

1 **Subsequently, when Jane Held was appointed as Assistant**  
 2 **Director Childcare, she also took on some of those**  
 3 **responsibilities. But the overall responsibility was**  
 4 **clearly mine.**  
 5 Q. There's a document I would like put up on screen,  
 6 please, GMP000917 at page 4 to begin with, please. Do  
 7 you see it is a report of the chief executive and town  
 8 clerk and acting director of social services, who was  
 9 you, special Social Services Committee, dated  
 10 7 May 1991:  
 11 "Purpose of report.  
 12 "(i) to respond to the transcript of the public  
 13 judgment of the Honourable Mr Justice Douglas Brown in  
 14 the Middleton Wardship cases.  
 15 "(ii) to obtain committee approval to the approach  
 16 outlined for our departments in the light of  
 17 the 'lessons to be learnt' as detailed at the end of  
 18 the High Court judgment."  
 19 Then if we perhaps turn to the conclusion on  
 20 page 13 -- do you recognise this document, Mr Davey?  
 21 **A. Yes, I hadn't seen this immediately prior to the**  
 22 **hearing, but, yes, I recognise it.**  
 23 Q. If you go to the conclusion page, page 13, you will see  
 24 your name is at the bottom of it, together with  
 25 Mr Pierce --

Page 39

1 **A. Yes.**  
 2 Q. It is actually signed off 1 May, although the header  
 3 date was the 7th?  
 4 **A. Yes.**  
 5 Q. "It will take time for all concerned with this case to  
 6 recover from the experience. For the Social Services  
 7 Department in particular, it will take several weeks and  
 8 months to restore morale."  
 9 **A. Yes.**  
 10 Q. Was morale rock bottom?  
 11 **A. Yes.**  
 12 Q. Everyone up and down the hierarchy?  
 13 **A. I think so, yes. Yes.**  
 14 Q. What about you --  
 15 **A. And everybody I think was also, including myself,**  
 16 **devastated by the resignation of Mr Littlemore. That**  
 17 **was a real blow.**  
 18 Q. The effect was, it put you into the driving seat?  
 19 **A. Yes, following my appointment as acting director, yes.**  
 20 Q. We understand, if I have remembered it correctly, from  
 21 Mr Buckley that you and he were invited to interview for  
 22 the post?  
 23 **A. That's correct, yes.**  
 24 Q. You got it?  
 25 **A. Yes.**

Page 40

1 Q. Even despite the criticisms of you. Did you find that  
 2 odd, that you were appointed to the post that  
 3 Mr Littlemore had just vacated, resigned due to  
 4 criticisms, and you took up the post even though I think  
 5 you told us moments ago the criticisms of you were no  
 6 different than to those of him?  
 7 **A. That is correct.**  
 8 Q. Were you comfortable?  
 9 **A. Sorry?**  
 10 Q. Were you comfortable in the role, despite that?  
 11 **A. I was surprised.**  
 12 Q. Yes.  
 13 **A. I was surprised. Comfortable? Certainly not.**  
 14 Q. Why not?  
 15 **A. Because it was a major, major problem to deal with.**  
 16 **There were many sensitivities involved. It was an**  
 17 **extremely difficult situation to deal with. Do you want**  
 18 **me to explain what my -- how it was for me immediately**  
 19 **after the events? Would that help?**  
 20 Q. I am going to come to that, because I think we would  
 21 like to understand what your daily life looked like  
 22 after that.  
 23 **A. As acting director?**  
 24 Q. Yes.  
 25 **A. Well, it was a very difficult situation to deal with.**

Page 41

1 **Mr Littlemore had resigned, we had lost him as director.**  
 2 **Morale, as has been said here, was at rock bottom.**  
 3 **We didn't have, in effect, an assistant director in**  
 4 **post, so that's why I had to -- I was becoming more**  
 5 **involved in the cases that we will go on to discuss.**  
 6 **But in terms of, I think, the role about being**  
 7 **comfortable, I -- after the judgment came out and**  
 8 **Mr Littlemore's resignation, I was pretty much, I would**  
 9 **say, mentally and emotionally exhausted at that point,**  
 10 **because there had been a six-month period of intense**  
 11 **pressure, and I did actually seriously consider not**  
 12 **continuing to work in social services.**  
 13 **However, both Mr Buckley and myself were invited to**  
 14 **apply. I think when I went into the interview with the**  
 15 **members, I did say something along the lines that, in**  
 16 **view of all that had happened, if they were not**  
 17 **confident in me taking on such a role, then, you know,**  
 18 **I shouldn't be appointed, as it were.**  
 19 **I didn't expect to get that role. However, having**  
 20 **been appointed to that role, I felt a sense of duty,**  
 21 **I think, and responsibility to try and put right many of**  
 22 **the things that had gone wrong in the course of**  
 23 **the Middleton cases.**  
 24 **So I think my mind-set, as it were, changed after**  
 25 **that.**

Page 42

1 Q. I think you are telling us, Mr Davey, that in many ways  
 2 you doubted whether you were the right man for the job,  
 3 but you took the job out of a sense of duty, and for no  
 4 other reason?  
 5 **A. I was -- well, I was asked to take on the role, and**  
 6 **I think I -- I felt -- yes, I felt a sense of duty and**  
 7 **responsibility, that's right, yes.**  
 8 Q. Looking back, should you have taken it?  
 9 **A. Well, it wasn't a question of -- we were invited to**  
 10 **apply. The council wanted me to take on that role.**  
 11 **I think I would have felt I would have been failing in**  
 12 **my sense of duty and responsibility if I'd said no.**  
 13 Q. Were you flattered by being asked?  
 14 **A. Not particularly.**  
 15 Q. On a personal level, Mr Davey, given everything that had  
 16 happened in Middleton, the judgment had criticised you  
 17 and others, you had, as you have told us earlier, to  
 18 deal with media -- "besieged", I think you told us, is  
 19 how the council was during this period?  
 20 **A. Yes.**  
 21 Q. Some might say it was understandable or would have been  
 22 understandable if you had reacted in a way which meant  
 23 that you became far more cautious about intervention in  
 24 child cases. Do you think that's what happened?  
 25 **A. Yes, I've seen that, obviously.**

Page 43

1 Q. What have you seen?  
 2 **A. I've seen a number of references in the transcripts**  
 3 **to -- I think the word "overcautious".**  
 4 Q. Or "super-cautious" I think is one expression.  
 5 **A. Okay.**  
 6 Q. Obviously, Mr Davey, you have been entitled to read  
 7 transcripts of evidence, and inevitably the inquiry  
 8 hands you material. But what we are really interested  
 9 in is you and not what you have picked up from other  
 10 people.  
 11 **A. Yes.**  
 12 Q. What I would like to know is how you reacted?  
 13 **A. Yes.**  
 14 Q. Do you think you became super-cautious as a result of  
 15 what happened?  
 16 **A. No, I don't. I don't think I ever would have set out to**  
 17 **have been overcautious. But what clearly we did need to**  
 18 **do was to ensure that the reputation which the**  
 19 **department had acquired as a result of this experience,**  
 20 **which was -- you know, there were headlines about child**  
 21 **snatching, and so on, that those experiences shouldn't**  
 22 **be repeated. That was my motivation.**  
 23 **If I am able to, I did supply a document to**  
 24 **Mr Garnham and to the police. It is just something**  
 25 **I found, an article which appeared in the Community Care**

Page 44

1 **magazine which I think explained -- this was as a result**  
 2 **of a social services inspection report --**  
 3 Q. Are you referring to --  
 4 **A. 1994.**  
 5 Q. Just let me stop you. Are you referring to a document  
 6 that you supplied to Garnham after your interview in  
 7 which you made a number of points, having been provided  
 8 with the transcript? Let me put up on screen -- you  
 9 will see what I have. It is RHC000242. If we look at  
 10 the second paragraph, this is your document --  
 11 **A. Yes.**  
 12 Q. -- headed "Further corrections to transcript". Page 8.  
 13 "VM" is, what, Valerie Mellor?  
 14 **A. Yes.**  
 15 Q. "VM's comments about change of emphasis. Please refer  
 16 to the Community Care article provided ..."  
 17 **A. That's correct, yes.**  
 18 Q. "... which I think gives a good summary of how I led the  
 19 department post Middleton cases particularly ref  
 20 parental involvement. I have also made the point in my  
 21 previous submission [because there was one] that in any  
 22 case any issue about 'hesitancy to go in and intervene  
 23 in family circumstances' did not apply in this case  
 24 where all the boys were in a residential school."  
 25 **A. Yes.**

Page 45

1 **in a residential setting who were not living with their**  
 2 **families. That was the only point I was making there.**  
 3 Q. So were you seeking to say -- when you made the point,  
 4 which I think you did during the course of your  
 5 interview with Mr Garnham, about "hesitancy to go in and  
 6 intervene in family circumstances", you were saying that  
 7 family circumstances are one thing, and that of course  
 8 was Middleton --  
 9 **A. Yes.**  
 10 Q. -- but boys who are in a residential establishment, that  
 11 was something entirely different?  
 12 **A. That was not the Middleton situation, clearly.**  
 13 Q. So you were saying, although we were accused of  
 14 overcaution in the case of family cases, which Middleton  
 15 were, that's an entirely different set of circumstances  
 16 to intervention, or potential intervention, in the case  
 17 of boys who are living in a residential educational  
 18 establishment?  
 19 **A. Sorry --**  
 20 Q. Is that what you were saying?  
 21 **A. We weren't accused of overcaution in the Middleton**  
 22 **cases, we were accused of the opposite.**  
 23 Q. Forgive me. You are right. What I am trying to get at  
 24 is what distinction you were trying to make here?  
 25 **A. The distinction was entirely that, that the situation of**

Page 47

1 Q. What were you saying?  
 2 **A. I was saying two things, I think. This was the article**  
 3 **which I supplied, and I think that gave a summary of how**  
 4 **I thought we were leading the department at the time and**  
 5 **how the lessons to be learnt, which you have shown in**  
 6 **the committee report there, how we were going to do**  
 7 **that, and there was a reference particularly to parents'**  
 8 **rights, parents being involved in case conferences, and**  
 9 **so on. I think that --**  
 10 Q. Sorry, Mr Davey, the Community Care article, was that  
 11 you being quoted in it?  
 12 **A. Yes. Yes. And Jane Held, yes.**  
 13 **I think, you know, issues about parental involvement**  
 14 **in case conferences and so on, those were controversial**  
 15 **issues at the time, perhaps.**  
 16 **So that was why I provided that.**  
 17 Q. Yes.  
 18 **A. The second point, which I am sure you will want to go**  
 19 **over in some detail, was what I was saying there was**  
 20 **that if the concerns about being overcautious or**  
 21 **super-cautious, that view was being expressed about --**  
 22 **these are people's perceptions, clearly. Those were**  
 23 **being expressed about intervention in families, children**  
 24 **who were living with their families. The issues about**  
 25 **Knowl View School were clearly about children who were**

Page 46

1 **the boys who were being considered the subject of this**  
 2 **inquiry were not living at home with their families.**  
 3 **So, therefore, the concerns about how social services**  
 4 **intervened in Middleton or intervened here, those**  
 5 **circumstances were not applying in this case. That is**  
 6 **precisely the point I was trying to make.**  
 7 Q. Is that because Knowl View was run by the Education  
 8 Department?  
 9 **A. No.**  
 10 Q. Did that have anything to do with it?  
 11 **A. No. No, no. It was that they were living in**  
 12 **a residential setting and not with their parents.**  
 13 Q. So there was no -- what you are saying is, there was no  
 14 evidence, and could be no evidence, of an overcautious  
 15 reaction to Middleton because it was a completely  
 16 different set of circumstances?  
 17 **A. Sorry? An overcautious reaction to Middleton?**  
 18 Q. In relation to intervening in the case of boys who were  
 19 residing at Knowl View. You were being accused --  
 20 **A. Yes.**  
 21 Q. -- of a reaction --  
 22 **A. Yes.**  
 23 Q. -- to Middleton --  
 24 **A. Indeed.**  
 25 Q. -- which would mean you would become overcautious and

Page 48

1 become actually the converse of what had happened in  
 2 Middleton?  
 3 **A. Yes.**  
 4 Q. What you were trying to say here, as I understand you,  
 5 is that that wouldn't happen because Middleton was  
 6 a family situation and this was a boys' residential  
 7 establishment school?  
 8 **A. Exactly.**  
 9 Q. Two entirely different sets of circumstances?  
 10 **A. Exactly right. Is it possible I could -- sorry --**  
 11 Q. No, no, ask away, Mr Davey.  
 12 **A. In terms of how we approached things in relation to**  
 13 **post Middleton, I did -- I was given also documents by**  
 14 **Mr Garnham about childcare, and I did look at a report**  
 15 **which was written by myself and Jane Held in 1992 which**  
 16 **outlined the department's childcare strategy. That was**  
 17 **the heading of it.**  
 18 That explains, I think -- and this helped to remind  
 19 me of how we were dealing with the situation at the  
 20 time -- that -- this was in relation to the Children Act  
 21 as well -- that we were trying to employ a preventative  
 22 approach, supporting families, preventing children  
 23 coming into care, and so on.  
 24 So I think that is an important document which  
 25 outlines the strategy we were taking, the approach we

Page 49

1 were taking at the time. But I think -- I'm sorry if  
 2 I am going to refer to some things that people have  
 3 already said, but it is quite clear in here that that  
 4 should not -- would not and should not lead to  
 5 overcaution to the point where children were being left  
 6 in any kind of situation of risk.  
 7 That concerned me greatly and I do not believe that  
 8 was my approach. I do not believe that was Jane Held's  
 9 approach. I can't deny perceptions, but that was  
 10 certainly no part in my motivation.  
 11 MR ALTMAN: Mr Davey, we are going to have a break now,  
 12 I think. What I would like to do is take that document  
 13 from you just to check whether it is a document we have  
 14 seen -- is that all right? -- during the course of  
 15 the break?  
 16 THE CHAIR: Okay. We will return at 12.05 pm.  
 17 (11.52 am)  
 18 (A short break)  
 19 (12.08 pm)  
 20 MR ALTMAN: Chair, I understand that you would like to ask  
 21 Mr Davey a few questions at this juncture before we move  
 22 on to other topics.  
 23 Questions from THE PANEL  
 24 THE CHAIR: Thank you, Mr Altman. Mr Davey, my questions  
 25 are about liaison arrangements between the

Page 50

1 Social Services and Education Department within  
 2 Rochdale. Is it the case that you had regular liaison  
 3 meetings with the Department of Education?  
 4 **A. I can't recollect any particular liaison meetings, no.**  
 5 **Is there a reference to that?**  
 6 THE CHAIR: No. I'm simply talking about practices that  
 7 would normally be in place.  
 8 **A. Ah. I can't remember any specific liaison meetings**  
 9 **between social services and education, but obviously**  
 10 **Mrs Cavanagh and myself were part of the council's**  
 11 **corporate management team, and that was all of the chief**  
 12 **officers, so we met every week with the chief**  
 13 **executives. So I had a lot of contact with Mrs Cavanagh**  
 14 **through that. As I say, there was quite a lot of**  
 15 **informal contact as well between senior officers and**  
 16 **going to committee meetings and so on, you know, so,**  
 17 **yeah, it was more informal than any formal liaison**  
 18 **meeting, I would say.**  
 19 THE CHAIR: But you would agree there would be a number of  
 20 issues of mutual interest that you would need to discuss  
 21 between the two departments?  
 22 **A. Yes. Yes.**  
 23 THE CHAIR: Some of those would be strategic and some of  
 24 those would be operational?  
 25 **A. More strategic, I would think. More strategic.**

Page 51

1 THE CHAIR: So at other levels in the organisation --  
 2 **A. Yes.**  
 3 THE CHAIR: -- where would the operational issues be  
 4 discussed?  
 5 **A. I'm trying to remember who was in post at the time.**  
 6 **I honestly can't recollect any -- your question is about**  
 7 **specific liaison arrangements. I can't recollect any at**  
 8 **this time.**  
 9 THE CHAIR: So you're not aware of the issue of Knowl View  
 10 School or any of the related matters we have been  
 11 hearing about this morning being discussed at any  
 12 operational meeting where difficulties with individual  
 13 children, in either the education or social services  
 14 system, might have been raised?  
 15 **A. Well, what I'm aware of is obviously what I have read in**  
 16 **all of the documents I have been supplied with, and**  
 17 **there clearly were a number of meetings that took place**  
 18 **between social services and education, the child**  
 19 **psychiatric service and so on. But I'm aware of that**  
 20 **having read the documents.**  
 21 **I'm not aware that prior to March 1990 there was any**  
 22 **consideration of strategic issues in relation to the**  
 23 **functional role of Knowl View School.**  
 24 THE CHAIR: At the area team level that you have described,  
 25 area manager level, was there an arrangement for regular

Page 52

1 liaison with educational counterparts?  
 2 **A. I don't think so, no.**  
 3 THE CHAIR: So there was no place in the structured liaison  
 4 between educational and social services for discussion  
 5 either of broader issues in relation to Knowl View  
 6 School or concerns or individual ones on a regular  
 7 basis?  
 8 **A. No.**  
 9 THE CHAIR: Thank you very much.  
 10 **A. I don't think so.**  
 11 MS SHARPLING: Thank you. I just have a couple of  
 12 questions, if I may.  
 13 **A. Yes.**  
 14 MS SHARPLING: If any, what was the formal escalation  
 15 process in place, or was there one, for cases of  
 16 challenge or difficulty, particular difficulty, to be  
 17 referred up the line management chain?  
 18 **A. I think it would have been -- the arrangement would have**  
 19 **been that, as in any organisation, I think, if any issue**  
 20 **can't be resolved at one level, then it needs to be**  
 21 **referred up to a higher level. I don't think there was**  
 22 **anything more than that in terms of a policy which said**  
 23 **you would need to escalate problems. That was normal**  
 24 **day-to-day practice, I would have thought, that issues**  
 25 **were -- if issues could not be resolved between, let's**

Page 53

1 **say, team managers, then it would be referred up to the**  
 2 **area manager, and similarly, obviously, there was a case**  
 3 **in point, which we will come on to, that there was an**  
 4 **escalation from Mrs Cavanagh to the chief executive**  
 5 **regarding the child-to-child sex abuse issue. So that**  
 6 **was an example of how things worked at the most senior**  
 7 **level.**  
 8 MS SHARPLING: Thank you. In a related question, had any  
 9 guidance or any instructions been given on the sort of  
 10 cases or the sort of difficult challenges a senior  
 11 manager might want to hear about in any event, leaving  
 12 aside the escalation process? Was there something that  
 13 senior managers had issued saying, "Well, this is the  
 14 sort of case that we want to be informed about"?  
 15 **A. No, I don't think there was.**  
 16 MS SHARPLING: Thank you.  
 17 THE CHAIR: Thank you, Mr Altman.  
 18 Examination by MR ALTMAN (continued)  
 19 MR ALTMAN: Before we broke, Mr Davey, you took out two  
 20 documents. Was there anything that you wanted  
 21 particularly to point to in either of them in order to  
 22 make good the point that you were making earlier?  
 23 **A. Yes. If I could, in relation to the first document,**  
 24 **which is dated 27 January 1992 --**  
 25 Q. We have that. I am going to put it up on screen so

Page 54

1 everybody can follow it.  
 2 **A. Okay.**  
 3 Q. RHC001240.  
 4 **A. It is on the third page, in paragraph 5.3.1.**  
 5 Q. Under "Changes", yes?  
 6 **A. Which referred to the changes introduced by the Children**  
 7 **Act 1999 [sic], and it is the last sentence, really:**  
 8 **"The local authority ... must provide services to**  
 9 **enable children, wherever possible, to remain with their**  
 10 **families ..."**  
 11 **So that was clearly the brief, and there is**  
 12 **a reference to putting more resources into preventative**  
 13 **services, that's part of the strategy. The key point**  
 14 **is:**  
 15 **"... whilst ensuring that the child's welfare is**  
 16 **still the first consideration."**  
 17 Q. What does that have to do with decisions you were having  
 18 to make through 1990 and indeed the early part of 1991?  
 19 When did the Children's Act come into force?  
 20 **A. Well, the Children Act was 1989.**  
 21 Q. Yes, but when did it come into force?  
 22 **A. I think the year afterwards.**  
 23 Q. October 1991, wasn't it? When was it?  
 24 **A. I thought it was the year afterwards.**  
 25 Q. It was October 1991.

Page 55

1 **A. Okay. It was further on than I thought.**  
 2 Q. So this has got nothing to do with anything, has it,  
 3 Mr Davey?  
 4 **A. I was being -- sorry, I thought I was being asked about**  
 5 **my reaction to the Middleton cases and being**  
 6 **overcautious.**  
 7 Q. Yes.  
 8 **A. And that led to questions being raised about whether**  
 9 **children were being left at risk. My view is that**  
 10 **neither myself nor Jane Held took that view, and I think**  
 11 **this document was saying that the children's welfare**  
 12 **must take precedence overall.**  
 13 Q. Yes.  
 14 **A. That was why I was referring to it.**  
 15 Q. Fine. But the fact is, that was a policy designed  
 16 around, presumably, the Children Act 1989, which you  
 17 have confirmed didn't come into force  
 18 until October 1991?  
 19 **A. Yes.**  
 20 Q. The events we are dealing with began in 1989 and  
 21 continued through your stewardship as acting director in  
 22 and through March 1991 to a decision we will come to  
 23 that you made in May 1991 and onwards?  
 24 **A. Yes.**  
 25 Q. So my earlier question was designed not to attract an

Page 56

1 answer as to what happened once the Children Act was in  
 2 force, but what your reaction was before it was in force  
 3 and when you were acting director.  
 4 Now, are you saying it was the same as what you have  
 5 just identified, whatever that means, or are you saying  
 6 there was not an overcautious approach?  
 7 **A. The timescale we are talking about here, that you were**  
 8 **asking me about, as I understood it, was**  
 9 **post March 1991, whether I took an overcautious**  
 10 **approach. So this came, January 1992, relatively soon**  
 11 **after. That was just documentary evidence of**  
 12 **the approach that we were taking.**  
 13 **So there was no -- the issue didn't come up**  
 14 **before March 1990. You were asking me about my reaction**  
 15 **to the Middleton cases post 1990.**  
 16 Q. Well, the Middleton cases, you told us when they  
 17 happened --  
 18 **A. Sorry, post 1991, I'm sorry.**  
 19 Q. 1991 is the judgment.  
 20 **A. Yes.**  
 21 Q. That is the period I am asking you about. But do you  
 22 agree that a policy that you and Jane Held reduced to  
 23 writing in January 1992 and the other document that you  
 24 made reference to was in fact later that same year,  
 25 in November 1992 --

Page 57

1 **A. Yes.**  
 2 Q. -- have little or no bearing on what was going on at the  
 3 time you took over the running of social services  
 4 in March 1991, do they?  
 5 **A. Well, I think it did, in the sense that these were**  
 6 **contemporaneous documents which give evidence of**  
 7 **the approach -- obviously Jane didn't arrive**  
 8 **until October 1991, I think -- that overall, I was**  
 9 **taking, and then we were taking, post the Middleton**  
 10 **cases. It wasn't just the immediate months after the**  
 11 **Middleton cases, it was how the social services was**  
 12 **going to operate from then onwards.**  
 13 Q. All right.  
 14 **A. And that -- as I say, obviously people have had their**  
 15 **own perceptions. I clearly didn't have the motivation**  
 16 **to be overcautious, but there were a number of lessons**  
 17 **to be learnt, as we have heard about, the Middleton**  
 18 **cases, and that was what I was trying to do, but it was**  
 19 **within this framework.**  
 20 Q. One thing we have heard is that the threshold in  
 21 Rochdale was higher than elsewhere -- do you agree or  
 22 disagree with that? -- for intervention, as a result of  
 23 Middleton?  
 24 **A. I don't think it was. The person who had most to do**  
 25 **with the threshold was Jane.**

Page 58

1 Q. She didn't start until October 1991.  
 2 **A. That's correct.**  
 3 Q. Let's forget that, then, Mr Davey, because it is  
 4 irrelevant. What about before then?  
 5 **A. Well, before then, there was no -- it wasn't possible to**  
 6 **take an immediate action to change the complete**  
 7 **practices of the Social Services Department. It**  
 8 **obviously took some time to do that.**  
 9 Q. Do you know the name Christine Scarborough?  
 10 **A. Yes.**  
 11 Q. You presumably know it because she gave evidence  
 12 yesterday. But did you know it when you were working as  
 13 acting director?  
 14 **A. Well, I knew Chris before I was acting director, yes.**  
 15 Q. You knew Dr Alison Fraser, I assume?  
 16 **A. I knew Alison much less so than Chris Scarborough,**  
 17 **because obviously she didn't work in the department,**  
 18 **but, yes, I knew Alison.**  
 19 Q. Were you copied in to a letter that was sent in  
 20 Dr Fraser's name but crafted by her and  
 21 Christine Scarborough to Diana Cavanagh in late 1990,  
 22 just before Christmas of that year?  
 23 **A. I don't think so.**  
 24 Q. I don't think she said it yesterday when she gave  
 25 evidence, but she made, Dr Fraser, a statement to the

Page 59

1 inquiry, dated 25 July 2017, in paragraph 13 of which  
 2 she describes this letter and says you were copied in to  
 3 it. The letter was to raise concerns, and if you have  
 4 been following the evidence, which you tell us you have  
 5 been, Mr Davey, you will know, it was to raise concerns  
 6 about the intruder into Knowl View, Roderick Hilton,  
 7 where sexual abuse had occurred and that some of the  
 8 boys were visiting or continuing to visit Smith Street  
 9 toilets. There were two issues which they wished to  
 10 raise because they weren't getting anywhere with their  
 11 concerns.  
 12 Now, are you saying that you weren't copied in to  
 13 such a letter?  
 14 **A. I think this point was raised with me in the Mr Garnham**  
 15 **interview. I think it was said that the letter was sent**  
 16 **to the Director of Social Services.**  
 17 Q. It was sent to the Director of the Education Department.  
 18 What Dr Fraser says in the statement she made in July of  
 19 this year is that you were copied into it?  
 20 **A. As assistant director?**  
 21 Q. I can't tell you because we don't have the letter. But  
 22 I'm asking for your recollection, whether you were  
 23 copied in to such a letter?  
 24 **A. I don't think so, no.**  
 25 Q. What we do know, Mr Davey, is that a few months later,

Page 60

1 on 4 March 1991, which is the very time that you become  
 2 acting director, and is the very time that the media is  
 3 in meltdown about Middleton, a meeting was convened by  
 4 social services to discuss the issues which were raised  
 5 by Dr Fraser and Christine Scarborough in the letter  
 6 before Christmas to Diana Cavanagh. Did you know about  
 7 the 4 March meeting?  
 8 **A. No. Could I just say that I wasn't the acting director**  
 9 **on 4 March 1991.**  
 10 Q. I didn't say you were the acting director on 4 March.  
 11 I said it was around the time that you became acting  
 12 director. I think you told us earlier it was the end  
 13 of March?  
 14 **A. It was the end of March, yes.**  
 15 Q. I'm just talking about the general period.  
 16 **A. Yes.**  
 17 Q. I'm not being precise about dates.  
 18 **A. Okay, sorry. I understand.**  
 19 Q. All right, Mr Davey?  
 20 **A. I understand, yes.**  
 21 Q. Did you know, coming back to the question, about the  
 22 meeting that took place on 4 March 1991?  
 23 **A. No, I don't think I did; not at that stage.**  
 24 Q. Well, what stage?  
 25 **A. When I saw the chronology which had been produced by**

Page 61

1 **social services --**  
 2 Q. Remind us when you got that?  
 3 **A. I think I got that -- well, I did get that through the**  
 4 **interview with Mr Garnham.**  
 5 Q. That's 2014?  
 6 **A. Yes.**  
 7 Q. So what we take from that, Mr Davey, is, before the  
 8 social services chronology was provided to you in 2014  
 9 for the purposes of perhaps your Garnham interview, you  
 10 knew nothing about the 4 March 1991 meeting?  
 11 **A. I don't think so, no.**  
 12 Q. I'm going to put it up on the screen, RHC001617.  
 13 Forgive me, it is my fault. Page 10. Just look at this  
 14 for a moment, Mr Davey.  
 15 **A. Yes.**  
 16 Q. Headed "Knowl View Residential School". If my memory  
 17 serves me, that's where the meeting took place:  
 18 "Minutes of meeting.  
 19 "Dr Fraser.  
 20 "Janet Bowyer.  
 21 "Christine Scarborough.  
 22 "Brian Williams. Assistant Education Officer."  
 23 Did you know him?  
 24 **A. Yes.**  
 25 Q. Then from D Eaton onwards, members of staff of Knowl

Page 62

1 View School. Underneath that:  
 2 "The meeting was arranged by the Social Services  
 3 Department who were concerned about a number of issues  
 4 involving sexual abuse."  
 5 Looking at it now, does this document ring any bells  
 6 with you?  
 7 **A. No -- well, obviously I have seen it through the**  
 8 **information --**  
 9 Q. I don't want you to recreate, as it were, recollections  
 10 which were not relevant at the material time. What I am  
 11 asking you about is whether you saw this document in or  
 12 after March 1991?  
 13 **A. I don't think so, no.**  
 14 Q. Three incidents were highlighted. The first related to  
 15 A10. Do you remember he was the boy I was asking you  
 16 about?  
 17 **A. Yes.**  
 18 Q. Those social services records from April 1989, which you  
 19 knew nothing about. This, in the first paragraph -- I'm  
 20 not going to read every detail of it -- was about him  
 21 involved in sexual activity at Smith Street toilets,  
 22 also offering services to men, occasionally going off  
 23 with them in their cars.  
 24 The second paragraph is another boy, whom I have  
 25 mentioned to you already, A9, involved also at

Page 63

1 Smith Street; A13, likewise; A12, likewise.  
 2 A12 had also been involved in sexual activities with  
 3 a neighbour.  
 4 Then to the next page. At point 2:  
 5 "In September we had an incident in Norden House  
 6 unit."  
 7 That relates to what we have come to call the Hilton  
 8 incident in September 1990 when he gained access to the  
 9 school, in particular one of the senior boys' units, two  
 10 nights, and on the second night managed to abuse  
 11 sexually at least one boy.  
 12 Then the third issue that was raised:  
 13 "The above incident ..."  
 14 In other words, the Hilton incident:  
 15 "... took place in A11's first week of school at  
 16 Knowl View. A11 has confusion over his sexual identity,  
 17 saying he is 'gay' and asking for an HIV test as he had  
 18 a relationship with a man outside school", and so on and  
 19 so forth. Were you informed about all of this?  
 20 **A. I don't think so, no.**  
 21 Q. You use the word "think" quite a lot, Mr Davey. When  
 22 you use the word "think", are you saying definitely not  
 23 or "I simply don't recall"?  
 24 **A. I am pretty certain no, and I think the -- that was --**  
 25 **as I have already explained, that would not be**

Page 64



<p>1 <b>surprising in any way because of the situation I was</b>                  2 <b>involved in at the time, which was the Middleton cases,</b>                  3 <b>and this is obviously just coming up to the judgment</b>                  4 <b>which resulted in Mr Littlemore's resignation.</b>                  5 Q. What was your relationship in your role as acting                  6 director towards the end of March, or assistant at this                  7 particular point in time, and the child protection team                  8 lead, Janet Bowyer? What was your relationship with her                  9 like?                  10 <b>A. I think it was a good working relationship.</b>                  11 Q. If we turn the page in this minute, and there were on                  12 page 12 of our document suggested solutions. Are you                  13 saying that you have never seen this, apart from when --                  14 I know what you are saying, since. But at the time, you                  15 had not seen this, you were not party to any of this?                  16 <b>A. No.</b>                  17 Q. You did not know what was being suggested by way of                  18 solution? You didn't even know the problem?                  19 <b>A. No, because I was preoccupied with another major</b>                  20 <b>problem.</b>                  21 Q. So we are clear, there is no point in my asking whether                  22 you agreed with any of it because you were completely                  23 ignorant of it?                  24 <b>A. Yes.</b>                  25 Q. If we can go to the same reference, please, but page 1,</p> <p style="text-align: center;">Page 65</p>	<p>1 suggesting a wider problem."                  2 So Dr Fraser gets in touch with Diana Cavanagh just                  3 before Christmas. That's what Diana Cavanagh is                  4 reporting. A letter was sent thereafter, the one I have                  5 discussed with you.                  6 In your liaison meetings with Diana Cavanagh, did                  7 she mention any of this to you?                  8 <b>A. Before -- no, no.</b>                  9 Q. Around this period of time?                  10 <b>A. No.</b>                  11 Q. Again, I don't want to go through all of it, but you see                  12 that Janet Bowyer feeds into this meeting what was fed                  13 into the 4 March meeting, some of the detail of that.                  14 <b>A. Mmm-hmm.</b>                  15 Q. She renames the boys that she was told about, and                  16 everybody contributes to this meeting.                  17 On page 6 of this document, we should find                  18 Janet Bowyer's initials halfway down. She suggests the                  19 possibility of a joint police/Social Services Department                  20 investigation with care staff from the school?                  21 <b>A. Yes.</b>                  22 Q. Then on the next page, Richard Flammer, who was the                  23 educational psychologist, talks about a two-pronged                  24 attack towards the bottom:                  25 "Suggests 2-pronged attack.</p> <p style="text-align: center;">Page 67</p>
<p>1 where we started with this document, the manuscript                  2 notes, this was a meeting four days later, on 8 March,                  3 a planning strategy meeting, and you can see the names,                  4 Mr Davey: Janet Bowyer, Brian Williams, Mike Poulton,                  5 who was the stand-in head at the time,                  6 Sergeant Sterndale, Jim Henderson -- this is what you                  7 picked up from the evidence yesterday with                  8 Janet Bowyer -- Richard Flammer, an educational                  9 psychologist; the chief adviser, who at the time was,                  10 I think, Cliff Bentley; Marilyn Simpson, also an                  11 adviser; Mr Kazi, principal education welfare officer;                  12 Sheila McGough, Sharon Collins, Annie Dodds, as well as                  13 Diana Cavanagh. Do some of those names mean something                  14 to you?                  15 <b>A. Yes.</b>                  16 Q. Is there anybody there you didn't know?                  17 <b>A. I didn't know Mr Poulton. Apart from that, I knew of</b>                  18 <b>them, yes.</b>                  19 Q. Diana Cavanagh, "DC", begins the meeting by saying,                  20 "Reported", as in reported to her:                  21 "... the September incident. No awareness then of                  22 wider problem."                  23 What she was saying was in September 1990 she had no                  24 awareness then of a wider problem:                  25 "Phone call from Dr Fraser just before Christmas</p> <p style="text-align: center;">Page 66</p>	<p>1 "Continuing of development started by school. Not                  2 [according to Ms Weeks, as she now is, but Janet Bowyer                  3 at the time] emphasising sexual activities to rebuild                  4 school as community based on trust with child protection                  5 system close to hand.                  6 "Take account of resource needs of the school."                  7 Diana Cavanagh talks about forming, it seems, two                  8 groups, how they were going to achieve all of that. Do                  9 we take it you knew nothing about any of this, Mr Davey,                  10 from what you are telling us?                  11 <b>A. Yes, I didn't know anything about it. This actually</b>                  12 <b>also happens to be the date that -- it was the day after</b>                  13 <b>the --</b>                  14 Q. The judgment?                  15 <b>A. The judgment. The day that Mr Littlemore resigned.</b>                  16 <b>I was very much occupied, obviously, with that at that</b>                  17 <b>particular time.</b>                  18 Q. I am going to put up another document on screen,                  19 GMP000392 at page 31, please. This is a document we                  20 looked at yesterday with Janet Bowyer, who thought it                  21 could be notes that she made. It begins:                  22 "A number of situations have arisen over the last                  23 eight-nine months which have given cause for concern."                  24 Then the note taker sets all of that out. At the                  25 foot of this page, there is reference to the</p> <p style="text-align: center;">Page 68</p>

1 4 March 1991 meeting I have asked you to look at,  
 2 attended by the residential staff, Dr Fraser,  
 3 Chris Scarborough, Janet Bowyer and Brian Williams:  
 4 "See minutes.  
 5 "It became apparent that there were a number of  
 6 agendas around. Some of these included.  
 7 "Staff regrading claims.  
 8 "The appointment of waking night staff [in relation  
 9 to the school].  
 10 "Friction between residential and teaching staff  
 11 [that relates to the school].  
 12 "Lack of confidence.  
 13 "Ignorance of child sexual abuse and 'normal'  
 14 adolescent development.  
 15 "View that earlier education review had 'swept'  
 16 issues under the carpet and had not wanted to see the  
 17 problems."  
 18 That related to an internal investigation in  
 19 around October 1990:  
 20 "Staff did not think they were being heard."  
 21 Was any of that fed up to you at any time, Mr Davey,  
 22 about the problems at the school?  
 23 **A. At that time, no.**  
 24 Q. At what time?  
 25 **A. When I became aware of the Phil Shepherd report,**

Page 69

1 **I think.**  
 2 Q. So towards the end of March?  
 3 **A. Yes.**  
 4 Q. We will come to that.  
 5 **A. Yes.**  
 6 Q. Then you can see in the left-hand column, ignoring 1, 2,  
 7 3, 4, 5 and 6, which were certain solutions proposed,  
 8 the author of this document is setting out certain  
 9 dates. Missed in the left-hand margin are the actual  
 10 days, but you can see the second entry at some time  
 11 in March 1991:  
 12 "Meeting with Mr Littlemore and Diana Cavanagh.  
 13 "Gave outline of concern.  
 14 "Agreed that a strategy meeting be convened to look  
 15 at all present concerns and to decide on a future plan  
 16 of action."  
 17 Clearly, Mr Littlemore was still in post at that  
 18 point?  
 19 **A. Yes.**  
 20 Q. So it has to be before 8 March, presumably; is that  
 21 right? Does that follow?  
 22 **A. It does follow, yes.**  
 23 Q. Mr Littlemore: did he pull you aside and say, "Ian, we  
 24 have got some serious problems at Knowl View"?  
 25 **A. I don't recall him doing that, no.**

Page 70

1 Q. Was he someone who would conceal things from you?  
 2 **A. Certainly not.**  
 3 Q. So was it likely he did discuss it with you?  
 4 **A. I don't know -- I don't know whether it was likely or**  
 5 **not, but obviously it was very, very close to the**  
 6 **Middleton judgment coming out. I was surprised to see**  
 7 **that Mr Littlemore was involved in that meeting. Where**  
 8 **I was at that time, I'm not sure. But given the**  
 9 **proximity of the judgment, I wouldn't see it as**  
 10 **surprising that he didn't mention it to me.**  
 11 Q. Then on another date -- we know this to be 8 March;  
 12 that's the meeting I showed you in the handwritten  
 13 minutes, "Meeting held at school psychological service".  
 14 It is described as a "very difficult meeting":  
 15 "Mr Bentley and Marilyn Simpson considered that the  
 16 sexual activity being described was normal behaviour in  
 17 a boys' school.  
 18 "Police did not want to be involved in any  
 19 investigation. They could not see that any action would  
 20 be helpful at this time.  
 21 "Mansoor Kazi reminded everyone of the ACPC  
 22 procedures and requirements.  
 23 "Reached an impasse with education. The staff  
 24 saying that they did not consider the behaviour to  
 25 constitute abuse.

Page 71

1 "Agreed.  
 2 "No action for police or SSD to take at present.  
 3 "Education Department to collate their information  
 4 and obtain statements from relevant care staff and to  
 5 contact other agencies when this is available."  
 6 Did you know about any impasse with education?  
 7 **A. At that time, no.**  
 8 Q. At what time? At what time did you become aware of  
 9 there being an impasse between education?  
 10 **A. I think when -- later on in March, presumably around the**  
 11 **time that I was made aware of the letter from area**  
 12 **health. And I think that was when I will have had some**  
 13 **discussions with Mrs Bowyer.**  
 14 Q. We are going to come to that in a second.  
 15 The next entry is 22 March:  
 16 "Mansoor Kazi came up to floor 10 at 2.30 pm."  
 17 Floor 10 is where social services lived in the  
 18 municipal offices?  
 19 **A. Correct.**  
 20 Q. Mansoor Kazi: education or social services, what was he?  
 21 **A. He worked for education.**  
 22 Q. He was a principal education welfare officer?  
 23 **A. Yes.**  
 24 Q. So there is him coming up to floor 10, clearly to  
 25 report:

Page 72

1 "There had been a further meeting in the Education  
 2 Department earlier this week, 18.3.91, when a decision  
 3 was taken that the behaviour in Norden unit was  
 4 considered to constitute child-to-child sexual abuse.  
 5 The Education Department are therefore requesting  
 6 protocol interviews in relation to the relevant boys."  
 7 What did you know about that?  
 8 **A. I don't think I knew anything about that. I think -- my**  
 9 **assumption is this is Janet Bowyer's notes and it is her**  
 10 **record of that discussion.**  
 11 Q. Do you not find it remarkable -- we are going to come to  
 12 it, Mr Davey, and I don't want to be diverted now into  
 13 the decision you made and recorded in a memorandum of  
 14 30 May. Do you not find it fairly remarkable that two  
 15 months before, a completely divergently opposite  
 16 decision appears to have been made to that which you  
 17 arrived at two months later?  
 18 **A. Well, what is clear to me from this, from reading those**  
 19 **documents, is that Mr Kazi did have that view, and one**  
 20 **of the reasons for having the meeting on 30 May, I think**  
 21 **it was, was to review exactly that issue, whether or not**  
 22 **this behaviour constituted child-to-child sexual abuse.**  
 23 Q. Well, it is not clear, for a start, that this was  
 24 Mr Kazi's view rather than one he was simply conveying  
 25 to the Social Services Department?

Page 73

1 **A. Mmm-hmm.**  
 2 Q. But do you agree, on the surface, this is the opposite  
 3 view to the one that you took about two and a half  
 4 months later?  
 5 **A. Oh, yes. Yes, clearly.**  
 6 Q. The next entry, 27 March:  
 7 "ID [your initials] made aware of letter from area  
 8 health."  
 9 **A. Mmm-hmm.**  
 10 Q. Do you see that?  
 11 **A. Yes.**  
 12 Q. Now, the letter from area health, was that a letter from  
 13 Pam Hawton?  
 14 **A. No. I read that -- my interpretation of that is that**  
 15 **this was the letter that Mr Shepherd sent to**  
 16 **Mrs Cavanagh, which was the covering letter to his**  
 17 **report.**  
 18 Q. You are talking about the Shepherd Report --  
 19 **A. Yes.**  
 20 Q. -- written on 20 March. Let's just have a look at that  
 21 for a moment. That is RHC001234 at page 1. That report  
 22 is at page 5 within that -- sorry, I think I may have  
 23 had the wrong reference. Let me have a look. It is  
 24 page 3 within that reference, RHC001234 at page 3. This  
 25 is the Shepherd Report. We have it in a slightly

Page 74

1 different iteration, but it is the same report. Dated  
 2 20 March. So that we are clear, did you see this at the  
 3 time?  
 4 **A. I saw the -- I was given the report by Dr Bullough, as**  
 5 **I understand it.**  
 6 Q. He was one of the persons to whom the report was  
 7 distributed?  
 8 **A. That's right, yes.**  
 9 Q. When were you given it? Did you say the 27th to us  
 10 earlier? About a week later? Or not?  
 11 **A. Sorry, when I actually had the report?**  
 12 Q. When you received it. I remember you saying something  
 13 about 27 March when you gave evidence about this  
 14 earlier?  
 15 **A. Yes. It says that I was made aware of the letter, area**  
 16 **health letter. I assume that means Mr Shepherd's**  
 17 **report, because it had a covering letter with it --**  
 18 Q. It did.  
 19 **A. -- which I was given a copy of, I think. I assume**  
 20 **that's what this meant. But I didn't actually get the**  
 21 **report -- yes, that's right, yes. So his letter is**  
 22 **dated 20 March to Mrs Cavanagh. I assume that's what**  
 23 **this is referring to.**  
 24 Q. The entry in that document we had up before, that  
 25 chronology of events, was 27 March, so you're assuming

Page 75

1 that the reference to "ID made aware of letter from area  
 2 health" refers to the Shepherd Report with the cover  
 3 letter to it?  
 4 **A. Yes. But I am pretty sure I did not have the report**  
 5 **until I was actually given -- well, I know I didn't have**  
 6 **the report until I was given a copy of it by**  
 7 **Dr Bullough. I wasn't on the original circulation list,**  
 8 **as you know.**  
 9 Q. Does that surprise you, that you weren't on the  
 10 distribution list?  
 11 **A. Well, it was Mr Shepherd who obviously decided who he**  
 12 **would send it to. I can't really comment. That was**  
 13 **obviously his judgment. I can't really comment.**  
 14 Q. There came a point where you had the report -- not just  
 15 the letter, but you had the report because Dr Bullough  
 16 gave it to you?  
 17 **A. Yes.**  
 18 Q. Did you read it carefully?  
 19 **A. Yes.**  
 20 Q. You will agree, without going through it, it described  
 21 significant and widespread problems of peer-on-peer  
 22 sexual abuse and child exploitation at the school?  
 23 **A. Yes. I think -- I have got the date -- no, I don't have**  
 24 **the date, but it was very soon after I met Mrs Hawton.**  
 25 Q. What was very soon after you met Mrs Hawton?

Page 76

1 **A. This is my recollection now. I think Dr Bullough came**  
 2 **in to see me and I think he gave me a copy of**  
 3 **the letter. Mrs Hawton came in to see me on 3 April.**  
 4 Q. 3 April.  
 5 **A. I think it was very soon after that.**  
 6 Q. Did its contents surprise you?  
 7 **A. They didn't surprise me in the sense that I had already**  
 8 **been given the information that this existed and some of**  
 9 **the allegations in here I think were referred to at the**  
 10 **time. But obviously it did -- the allegations in here**  
 11 **were very, very serious and shocking. There is no doubt**  
 12 **about that.**  
 13 Q. I'm sorry, it must be me. When had you become aware of  
 14 some of these allegations then?  
 15 **A. I'm not exactly sure how I became aware of them. Maybe**  
 16 **through Mrs Bowyer. It could also have been through**  
 17 **Diana Cavanagh. But before I received the report,**  
 18 **I know that I had been given the view that the issues**  
 19 **which were -- Mr Shepherd was raising in the report were**  
 20 **not new and that they were being dealt with and that**  
 21 **they were in hand, in effect, and that is in line with**  
 22 **the letter that Mrs Cavanagh wrote to Phil Shepherd and**  
 23 **the meetings that had taken place. So I think that was**  
 24 **what was -- I was aware of at that time before actually**  
 25 **receiving the report.**

Page 77

1 **the fact that the report was -- existed and of**  
 2 **the concerns that he was raising in the report.**  
 3 Q. So the awareness you say you had came about before you  
 4 read the report --  
 5 **A. Correct.**  
 6 Q. -- but it was once Mr Shepherd had been into the school  
 7 and had raised his concerns; is that what you are  
 8 telling us? It was after Shepherd had been commissioned  
 9 to go into the school for one reason, was producing  
 10 a report for entirely a different reason, and before you  
 11 read the report you had become aware that there were  
 12 issues arising, serious issues, around the school. Do  
 13 we understand that correctly?  
 14 **A. Yes. I didn't know about those issues before**  
 15 **Mr Shepherd went into the school.**  
 16 Q. If somebody had raised with you the fact that  
 17 Phil Shepherd had gone into the school and become alive  
 18 to serious issues of sexual exploitation and abuse in  
 19 the school, weren't you saying to Diana Cavanagh, "I'd  
 20 better have a copy of that report as soon as it hits  
 21 your desk, please"?  
 22 **A. Well, I -- if it was Mrs Cavanagh, and, as I have**  
 23 **explained, I can't recall whether it was from her or**  
 24 **from Mrs Bowyer. It could have been from both of them.**  
 25 Q. It could have been from ...?

Page 79

1 Q. So that we understand, Mr Davey, I thought you told us  
 2 a little earlier that at the time that those meetings we  
 3 looked at were taking place in early March, you were not  
 4 aware of --  
 5 **A. I was not aware of, no.**  
 6 Q. Certainly by the time you received and read the Shepherd  
 7 Report, you were aware of what was going on at the  
 8 school; yes?  
 9 **A. Yes, from -- yes.**  
 10 Q. Yes?  
 11 **A. Mmm-hmm.**  
 12 Q. But there is a sort of grey area just in between those  
 13 two periods, which is a period of about two weeks --  
 14 **A. Yes.**  
 15 Q. -- where somehow, some way, some of these allegations  
 16 had come to your ears?  
 17 **A. Around 27 March, I think, yes.**  
 18 Q. No, no, I thought you told us before you read the  
 19 Shepherd Report, is what you are telling us?  
 20 **A. Yes.**  
 21 Q. So how? Who was it? Diana Cavanagh told you?  
 22 **A. I can't --**  
 23 Q. Or Janet Bowyer told you?  
 24 **A. I can't recall, whether it was Mrs Bowyer or**  
 25 **Mrs Cavanagh, but I did have an awareness, clearly, of**

Page 78

1 **A. From both of them. I clearly had in mind before**  
 2 **I received a copy of the report -- I clearly had in mind**  
 3 **before I received a copy of the report that steps had**  
 4 **been taken to deal with the issues which he raised**  
 5 **within the report.**  
 6 Q. By whom? What steps had been taken?  
 7 **A. The steps that were listed in the meetings you have just**  
 8 **taken me through.**  
 9 Q. A joint police/Social Services Department investigation  
 10 with care staff? I mean, you were head of  
 11 the department. Did you know whether that joint  
 12 police/Social Services Department investigation, in  
 13 conjunction with Knowl View care staff, was under way?  
 14 Is that what you are telling us?  
 15 **A. I think that was the impression I was being given, yes.**  
 16 Q. By whom? By whom?  
 17 **A. As I have said, by either Mrs Bowyer or Mrs Cavanagh or**  
 18 **both, and what Mrs Cavanagh wrote -- what Mrs Cavanagh**  
 19 **said to Mr Shepherd in her letter to him confirms that.**  
 20 Q. Mrs Bowyer, or Ms Weeks, if my memory is correct of what  
 21 she told us, I don't think she ever saw the  
 22 Shepherd Report, did she?  
 23 **A. I don't know whether Janet actually saw the report or**  
 24 **not.**  
 25 Q. She felt marginalised --

Page 80

1 **A. Yes, I saw that comment, yes, which -- I don't know**  
 2 **whether you want me to comment on that now?**  
 3 Q. No, because I am going to come back to it.  
 4 **A. Okay. But in terms of Janet being aware of**  
 5 **the Phil Shepherd report and/or the issues within it,**  
 6 **I am sure that she was aware of it, the contents of it,**  
 7 **and I noted that in the minutes -- or, sorry, the notes**  
 8 **that she took, she said that she had seen a copy of**  
 9 **the letter that I sent to Councillor Hawton, and that**  
 10 **does clearly say that these concerns that Mrs Hawton**  
 11 **discussed with me were following the report by**  
 12 **Mr Shepherd. It is documented.**  
 13 Q. Let's --  
 14 **A. So I think she was certainly aware of the report and the**  
 15 **main contents of it.**  
 16 Q. Let's just see if we can trace through, then, what  
 17 happened. Can we put up on screen, if we haven't got it  
 18 already, GMP000392 at 33, please, a document we had up  
 19 earlier. The next date is 3 April 1991:  
 20 "Mrs Hawton came to see ID."  
 21 Do you remember a discussion with Pam Hawton?  
 22 **A. Yes.**  
 23 Q. She was the chair of the Rochdale Health Authority,  
 24 wasn't she?  
 25 **A. She was, yes. She was also the leader of**

Page 81

1 **the Conservative Group on the council.**  
 2 Q. The next day, 4 April:  
 3 "ID showed area health letter to JB."  
 4 That's Janet Bowyer. Now, what letter do you think  
 5 you were talking -- or was being discussed there? Was  
 6 it Pam Hawton's letter? Because you got a letter from  
 7 her, didn't you?  
 8 **A. I think it was the letter from Mrs Hawton, yes. Yeah,**  
 9 **Mrs Hawton wrote to me on 4 April.**  
 10 Q. It is RHC001975 at page 2. If you look on the screen,  
 11 Mr Davey, is that the letter?  
 12 **A. Yes.**  
 13 Q. "Dear Mr Davey.  
 14 "I write to confirm our conversation yesterday when  
 15 I informed you that I had learned from one of my  
 16 officers of situations at this establishment, which  
 17 I consider to be unacceptable.  
 18 "Having expressed these concerns to you I would urge  
 19 the department to initiate a thorough investigation of  
 20 the situation there, possibly headed by some person of  
 21 good standing from outside the local authority, which  
 22 could report its findings and make recommendations.  
 23 I feel that this should be done in cooperation with both  
 24 the Education Department, who have statutory  
 25 responsibility for this establishment, and senior police

Page 82

1 officers."  
 2 A similar letter was sent to Diana Cavanagh -- we  
 3 don't have to look at it -- of the same date referring  
 4 to the fact that she, Pamela Hawton, had sent you the  
 5 letter that we have just looked at.  
 6 Can we look at another document, just to keep things  
 7 in sequence. I would like you to look at RHC001614,  
 8 page 1, a memorandum from Diana Cavanagh to  
 9 Brian Williams and Marilyn Simpson dated 5 April, so the  
 10 next day:  
 11 "Knowl View.  
 12 "I attach a copy of my response to Mr Shepherd which  
 13 I have discussed with Ian Davey ... I am aware that  
 14 Mr Shepherd has invited both of you to make a response  
 15 but would be grateful if you would not do so."  
 16 The letter, the one to which I think you referred  
 17 a little earlier, is found on the next page. It reads:  
 18 "Dear Mr Shepherd.  
 19 "Thank you for your letter of 20 March and the copy  
 20 of the report ...  
 21 "First of all, might I say that it was valuable to  
 22 have sight of the report and your conclusions following  
 23 the discussions with the staff at Knowl View School.  
 24 Clearly at the time you were not aware of other actions  
 25 which were taking place (and neither were the staff you

Page 83

1 talked to)."  
 2 Pausing there, what other actions were taking place  
 3 at the school that Mr Shepherd was unaware of  
 4 in March 1991?  
 5 **A. I think she was referring there to the actions which**  
 6 **were being considered in the meetings you have already**  
 7 **referred to. I don't think that was about actions**  
 8 **within the school.**  
 9 Q. So you think it relates to the solutions and conclusions  
 10 and recommendations that had dropped out of the meetings  
 11 on 4 and 8 March?  
 12 **A. Yes, I do, yes.**  
 13 Q. Carrying on:  
 14 "The initial incident to which you refer  
 15 in September 1990 was handled by the Education  
 16 Department and the governing body in conjunction with  
 17 the police. At that time all the staff in the school --  
 18 teaching staff, care staff and auxiliary staff -- were  
 19 interviewed by officers of the Education Department.  
 20 There was no indication then of the other activities  
 21 which you refer to in your report. Information about  
 22 these activities first came to light in the spring term  
 23 and in March a joint meeting was held between the  
 24 police, the Social Services Department and the Education  
 25 Department."

Page 84

<p>1 That must be a reference to the 8 March meeting?                  2 <b>A. Yes.</b>                  3 Q. "Subsequently meetings have been held with the newly                  4 appointed head teacher ..."                  5 Who by that time was Stephen Bradshaw:                  6 "... and other officers of the Education Department                  7 and within the social services teams. There will                  8 shortly be a further joint meeting between the police,                  9 Social Services and Education Department to consider the                  10 strategy of the investigation which will take place.                  11 "A copy of your report was also passed to                  12 Councillor Hawton in her capacity ... and she has                  13 discussed the matter both with myself and with the                  14 acting Director of Social Services [in other words,                  15 you]."                  16 <b>A. Yes.</b>                  17 Q. "In the report many important issues are raised, some of                  18 which have been the subject of discussion already and                  19 others which will be discussed as part of                  20 the investigation or as part of the programme which the                  21 new head intends to implement ... I would like to assure                  22 you that although there are serious issues to be faced                  23 at Knowl View, these are now being addressed through                  24 concerted professional action."                  25 Finally, the last page:</p> <p style="text-align: center;">Page 85</p>	<p>1 <b>in the report, steps were being taken to deal with those</b>                  2 <b>issues, and that essentially is what she is saying in</b>                  3 <b>the letter, I think.</b>                  4 Q. Two things: the memorandum that we looked at a little                  5 earlier, the same reference, page 1, where she attached                  6 a copy of her response, the letter we have just read                  7 through together, to Mr Shepherd "which I have discussed                  8 with Ian Davey", literally taken, she discussed her                  9 response with you?                  10 <b>A. Sorry, could you refer back to the --</b>                  11 Q. It is page 1. It is being typed up now, into the                  12 system:                  13 "I attach a copy of my response to Mr Shepherd,                  14 which I have discussed with Ian Davey ..."                  15 So taken literally, from what she has to say to                  16 Williams and Simpson on the next day -- in fact, the                  17 same date of the letter, but after your discussion -- is                  18 that she's discussed that response with you?                  19 <b>A. Well, I think that's in the general sense. I don't</b>                  20 <b>think she showed me a copy of the letter, or a draft of</b>                  21 <b>the letter before it was sent out.</b>                  22 Q. Did you advise her about any part of the content we have                  23 just looked at?                  24 <b>A. No. No, I don't think so.</b>                  25 Q. About the sensitivities?</p> <p style="text-align: center;">Page 87</p>
<p>1 "Given the sensitivity of this situation and the                  2 fact that appropriate action is being discussed and                  3 implemented, I would ask you to ensure that your report                  4 does not receive a wider circulation than that listed on                  5 the back page and would also request you not to                  6 undertake any independent action.                  7 "I am copying this letter to all those whom you list                  8 as having received a copy of the original report and to                  9 the Acting Director of Social Services with whom the                  10 report has also been discussed (he received a copy from                  11 Dr Bullough)."                  12 Was that a letter that you were referring to                  13 a little earlier, Mr Davey?                  14 <b>A. Yes.</b>                  15 Q. How much of this letter were you responsible for                  16 contributing to? In other words, did you share with                  17 Diana Cavanagh what should be the content of this letter                  18 back to Mr Shepherd or was this solely her own work?                  19 <b>A. No, I wasn't party to the letter which was sent.</b>                  20 Q. The memo --                  21 <b>A. Sorry, the -- I think the content just confirms the</b>                  22 <b>impression that I had from -- assuming it was from --</b>                  23 <b>I obviously had a discussion with Mrs Cavanagh because</b>                  24 <b>that's referred to. I think that is how I had the view</b>                  25 <b>from 27 March onwards, or whenever it was, that what was</b></p> <p style="text-align: center;">Page 86</p>	<p>1 <b>A. No.</b>                  2 Q. Wider circulation?                  3 <b>A. No, no. No.</b>                  4 Q. Were you privy to any of the other things that she said                  5 or claimed were happening, joint "concerted professional                  6 action", were you party to that? Do you remember in the                  7 letter "concerted professional action" that she promised                  8 Mr Shepherd was taking place?                  9 <b>A. Yes. That refers to my letter, I think, to Mrs Hawton.</b>                  10 Q. We are going to look at that. But your letter to                  11 Mrs Hawton I don't think was written for another                  12 11 days?                  13 <b>A. That's right.</b>                  14 Q. It was dated 16 April?                  15 <b>A. That's right.</b>                  16 MR ALTMAN: We will come to that.                  17 I see the time. We have overshot a little. Thank                  18 you, chair. If we could take our break now. I'm                  19 clearly not going to finish Mr Davey this side of lunch.                  20 THE CHAIR: We will return at 2.00 pm. Thank you.                  21 (1.06 pm)                  22 (The short adjournment)                  23 (2.02 pm)                  24 MR ALTMAN: Mr Davey, can we go back to a document we were                  25 looking at before, GMP000392 at page 33. Halfway down</p> <p style="text-align: center;">Page 88</p>

1 the page, we were considering the chronology of events.  
 2 On 3 April, as we saw, Mrs Hawton came to see you. On  
 3 the next day, you showed the area health letter to  
 4 Janet Bowyer. I don't think we established what it was  
 5 you showed her. What do you think you showed her? Was  
 6 it the letter from Pam Hawton inviting you to consider  
 7 a thorough investigation?  
 8 **A. I think it was probably that. Yes.**  
 9 Q. Presumably, she agreed with you?  
 10 **A. Yes.**  
 11 Q. Or with that, forgive me, with that sentiment, that  
 12 a thorough investigation was required?  
 13 **A. Yes.**  
 14 Q. We have been through 4 April, your meeting with  
 15 Diana Cavanagh.  
 16 **A. Mmm-hmm.**  
 17 Q. We have looked at the memorandum she sent to Williams  
 18 and Simpson on the 5th, saying that she and you had  
 19 discussed her response, which she attached to that  
 20 memorandum, which we looked at before lunch.  
 21 In the meeting with Diana Cavanagh following, as it  
 22 is put here, Mrs Hawton's intervention, it appears you  
 23 agreed to convene a further meeting on 11 April?  
 24 **A. Yes.**  
 25 Q. What was that to achieve?

Page 89

1 **A. I think that was to get information -- I have got the**  
 2 **chronology note in front of me. That was to get**  
 3 **relevant information for the Social Services Department**  
 4 **for action by police and social services.**  
 5 Q. If we look further down the page, we can see, skipping  
 6 over the 9 April margin note, the next entry appears to  
 7 be 1 April -- it is clearly not; it is the 11th -- and  
 8 this recites what happened at the meeting:  
 9 "Cliff Bentley present, Marilyn Simpson,  
 10 Richard Hammer [it should be Flammer], Mansoor Kazi,  
 11 Brian Williams, Stephen Bradshaw, Duncan Eaton and  
 12 Janet Bowyer.  
 13 "Janet Bowyer explained the situation in relation to  
 14 protocol interviews and that we needed to identify one  
 15 or two 'victims' to initiate the process. This was  
 16 assigned to Stephen Bradshaw and Duncan Eaton."  
 17 Were you aware that this was going on?  
 18 **A. Yes, I think so. Yes.**  
 19 Q. You think so?  
 20 **A. Yes.**  
 21 Q. There's not much "know so", Mr Davey. "Think" rather  
 22 allows a little wiggle room, as it were, to suggest you  
 23 didn't know. Let me be clear: when you use the word  
 24 "think", is that a positive assertion?  
 25 **A. Yes, it is. It is only because it is so long ago. Some**

Page 90

1 **things are difficult to recall.**  
 2 Q. I'm sure we'll all accept that, Mr Davey, but it's not  
 3 the first time you have been asked about these matters,  
 4 is it?  
 5 **A. No, no, indeed. By that I mean, yes, I believe I was.**  
 6 Q. You believe you were?  
 7 **A. Yes.**  
 8 Q. But you weren't present at this meeting?  
 9 **A. No, no.**  
 10 Q. So:  
 11 "Janet Bowyer explained the situation in relation to  
 12 protocol interviews ...  
 13 "The investigation was not to be resource united",  
 14 what does that mean?  
 15 **A. I think it is a typing error, I think it should be**  
 16 **"resource limited".**  
 17 Q. "Limited" is what you think it should be?  
 18 **A. Yes.**  
 19 Q. "But I did point out", and if these are Janet Bowyer's  
 20 notes, then it is she who did the pointing out:  
 21 "... that it may be that none of the boys identified  
 22 may be able or willing to provide information.  
 23 "Cliff Bentley wanted all the boys in the school  
 24 interviewed. I explained that this was neither  
 25 appropriate or necessary.

Page 91

1 "I also pointed out that members of staff had again  
 2 been telling 'their story' to outsiders which was [in  
 3 the author's view] not necessary and could lead to an  
 4 investigation by media which would be in no-one's  
 5 interest."  
 6 On 9 April, just looking up, before we move on,  
 7 there was a meeting at Heywood with Chris Spankie,  
 8 Annie Dodds and Chris Waring where one boy, A17, had  
 9 appeared to be the most appropriate boy to begin  
 10 interviews with. Janet Bowyer agreed to recontact the  
 11 school and the Education Department and Chris Waring  
 12 would also talk to school about A15, who was  
 13 a Manchester boy, and his responsibility. Did you know  
 14 about that, that a single boy at that point had been  
 15 identified for interview?  
 16 **A. I don't think I knew in detail, no, but obviously it was**  
 17 **in line with the arrangements which were being set in**  
 18 **hand.**  
 19 Q. So what does that mean, Mr Davey? You did, you didn't  
 20 know, you knew the generality but --  
 21 **A. Yeah, I knew the generality that things had been set in**  
 22 **motion to trigger the investigation. Sorry, could**  
 23 **I just clarify on A17, this -- it is not on the list**  
 24 **that I have from Mrs Mellor, unless I have got that**  
 25 **wrong.**

Page 92

1 Q. We have to be careful. If you are talking about her  
 2 appendix --  
 3 **A. Yes, sorry, that's what I was talking about.**  
 4 Q. A17, if my memory serves me, was one of the boys. It  
 5 doesn't matter overmuch --  
 6 **A. Fine.**  
 7 Q. It is certainly one of the boys who was certainly  
 8 mentioned in the papers we have seen, so there is  
 9 nothing novel about that individual.  
 10 A15 was certainly one of the individuals mentioned  
 11 in the 4 March 1991 minutes?  
 12 **A. Yes.**  
 13 Q. So with that in mind, 9 April, one boy had been singled  
 14 out to start the ball rolling, as it were.  
 15 Let's go to the next page in this document. Because  
 16 it was delegated to Stephen Bradshaw and Duncan Eaton  
 17 who was, or became, the head of care at Knowl View. At  
 18 the top of the next page:  
 19 "Stephen Bradshaw confirmed that staff would be told  
 20 not to discuss the situation further outside the school.  
 21 "Boys identified by Stephen Bradshaw. A14, A11 and  
 22 A15."  
 23 Those three boys were, if my memory is good,  
 24 mentioned in the 4 March minutes:  
 25 "However, these are not considered to be victims.

Page 93

1 Knowl View to prepare relevant information for  
 2 Social Services Department."  
 3 What was your view about that, Mr Davey? Where  
 4 peer-on-peer child sexual abuse was taking place, where  
 5 were you on that? Was this normal sexual  
 6 experimentation between boys cooped up in a residential  
 7 establishment or was it abnormal and should boys be  
 8 characterised as victims or abusers or both or what?  
 9 **A. Thinking myself back into the situation, and we will**  
 10 **come on to that in relation to the meeting at the end**  
 11 **of May, I obviously took the advice of Freema Taylor and**  
 12 **the other staff involved. That's why I wrote the memo,**  
 13 **sorry, that I did. It's subsequently that I have looked**  
 14 **at the situation again, the procedures, and I think that**  
 15 **that conclusion, which I supported, was not the right**  
 16 **conclusion.**  
 17 Q. We will come to that, Mr Davey, 30 May. I just wanted  
 18 your general approach. I'm not looking for what you did  
 19 or didn't do and decide at the end of May. We will come  
 20 to that, I can promise you.  
 21 **A. Sure.**  
 22 Q. I just want your general approach at that time, putting  
 23 yourself back in the position you were as acting  
 24 director of this establishment, whether you had a view  
 25 about that sort of thing?

Page 94

1 **A. Sorry, which establishment?**  
 2 Q. The Social Services Department.  
 3 **A. Oh, sorry, okay. Up until this particular time, I had**  
 4 **not given a great deal of thought to the issue of**  
 5 **child-to-child sexual abuse. This came out in**  
 6 **discussions which followed when I became involved.**  
 7 **I hadn't, because of the other things that were going on**  
 8 **at the time and it is not something in particular I had**  
 9 **considered in any detail.**  
 10 Q. Why not?  
 11 **A. Because there were many other things on my agenda. It**  
 12 **was a large organisation and I was dealing with a number**  
 13 **of the other priorities that we were talking about. It**  
 14 **wasn't until I was actually confronted with the**  
 15 **situation that there was a difference of view between**  
 16 **the Education Department and Social Services Department**  
 17 **that I looked at this in any detail.**  
 18 Q. Are you saying -- as I keep on saying, we will come to  
 19 30 May -- that you were a complete novice as to the  
 20 thinking around child-on-child abuse around this time?  
 21 **A. No, I'm not saying that, clearly. But it wasn't an**  
 22 **issue that I had given any particular thought to at that**  
 23 **time.**  
 24 Q. Knowl View was surely not the only problem school in  
 25 your catchment area and boys at Knowl View were

Page 95

1 presumably not the only problem boys who were engaging  
 2 in child sexual abuse in Rochdale. Surely you must have  
 3 confronted this issue elsewhere at other times?  
 4 **A. Sorry, in other schools?**  
 5 Q. Wherever.  
 6 **A. I think this is quite an important point, that as far as**  
 7 **the way in which the procedures were written, and**  
 8 **I think the outline of the procedures to be taken was**  
 9 **referring to particularly child-to-child sexual abuse in**  
 10 **families or other settings, not particularly in**  
 11 **residential settings.**  
 12 Q. We are going to come to the guidelines.  
 13 **A. Yes.**  
 14 Q. I promise. But my question is, these issues which were  
 15 confronting you and your department at this point in  
 16 time, although one accepts off the scale compared to  
 17 perhaps what might be met elsewhere, were not novel  
 18 issues entirely, were they, child-on-child sexual abuse?  
 19 **A. No, clearly not. They were not novel issues entirely.**  
 20 **But I am not aware that any of the issues of**  
 21 **child-to-child sexual abuse within schools or --**  
 22 **certainly within schools or indeed in residential**  
 23 **childcare had particularly come to the fore before that.**  
 24 Q. Do you accept my characterisation of this as being off  
 25 the scale?

Page 96



1 **A. Sorry, within the school?**  
 2 Q. Yes, what was going on at Knowl View.  
 3 **A. Yes. Looking at the situation, I think there was --**  
 4 **there were some differences of view, but this was**  
 5 **"beyond normal", in inverted commas, sexual activity**  
 6 **between boys, clearly.**  
 7 Q. We will hold that thought for the time being. Can we  
 8 look, please, at the letter that you sent to  
 9 Councillor Hawton, GMP000287 at page 2.  
 10 There is a sticky label on it, "Director coming in  
 11 to see me" which obliterates where the date is. But  
 12 I think you agree this letter was dated 16 April?  
 13 **A. Yes.**  
 14 Q. The sticky, who is that to, "Director coming in to see  
 15 me"? Is that your writing or somebody else's?  
 16 **A. I don't think it is my writing, no.**  
 17 Q. You don't think so?  
 18 **A. No.**  
 19 Q. Whose writing is it?  
 20 **A. I don't know.**  
 21 Q. Who was it addressed to?  
 22 **A. I don't know. I have no idea.**  
 23 Q. "Dear Councillor Hawton.  
 24 "Thank you for your letter of 4 April 1991, received  
 25 on 8 April."

Page 97

1 That's the letter we looked at earlier:  
 2 "I share your concerns about the situation at  
 3 Knowl View ..."  
 4 This is your letter, so we are clear:  
 5 "... following the report by Mr Shepherd made  
 6 available to me by Dr Bullough. There had been meetings  
 7 about the concerns identified in the report prior to you  
 8 coming in to see me, involving Gordon Littlemore and  
 9 Mrs Diana Cavanagh, chief education officer. Decisions  
 10 were taken to make a coordinated response to the  
 11 problems at Knowl View. I followed up our discussion by  
 12 arranging an urgent meeting with Mrs Cavanagh on  
 13 4 April."  
 14 We have seen reference to that. Pausing there, do  
 15 those few lines mean that the meetings there had been  
 16 about concerns identified in the Shepherd Report prior  
 17 to her coming in to see you, which was on 3 April, were  
 18 meetings involving you, Gordon Littlemore and  
 19 Mrs Cavanagh?  
 20 **A. No.**  
 21 Q. What does it mean?  
 22 **A. It means that the concerns which Mr Shepherd had**  
 23 **identified had already been discussed in meetings prior**  
 24 **to this time.**  
 25 Q. So excluding you?

Page 98

1 **A. Yes.**  
 2 Q. "Decisions were taken to make a coordinated response to  
 3 the problems at Knowl View. I followed up our  
 4 discussion by arranging an urgent meeting with  
 5 Mrs Cavanagh on 4 April. Having reviewed the situation  
 6 again, in particular your concerns, it was decided to  
 7 continue with a concerted approach to the problem  
 8 involving the police, education and social services."  
 9 Then you enclose a copy of the letter to Shepherd  
 10 sent by Mrs Cavanagh, which we have seen -- I imagine  
 11 that's the 5 April letter?  
 12 **A. Yes.**  
 13 Q. "It was decided to continue with a concerted approach".  
 14 Decided by whom?  
 15 **A. By Mrs Cavanagh and myself, I think.**  
 16 Q. So that's a reference to what she wrote in the 5 April  
 17 letter about a concerted professional approach?  
 18 **A. I think so, yes.**  
 19 Q. So that was a decision that you contributed to?  
 20 **A. Oh, yes, clearly.**  
 21 Q. I wasn't sure you were telling us that earlier when  
 22 I asked you if you contributed to the response letter?  
 23 **A. No, I was only trying to say that, you know, I hadn't --**  
 24 **I wasn't a co-author of the letter, that's all.**  
 25 Q. Right.

Page 99

1 **A. But, clearly, there was a joint approach from -- by**  
 2 **Mrs Cavanagh and myself.**  
 3 Q. "A subsequent meeting was then held at our instigation  
 4 to finalise the details on the way this matter should be  
 5 investigated. As a result, following consultation with  
 6 staff and with the appropriate parents, a number of boys  
 7 will initially be interviewed by police officers and  
 8 social work staff. Obviously much will depend on the  
 9 outcome of these interviews, but it may well be that  
 10 further joint investigations will need to be undertaken.  
 11 This approach is being taken in full consultation with  
 12 the newly appointed head teacher."  
 13 The next paragraph:  
 14 "I understand that the Education Department are also  
 15 tackling various management and training issues which  
 16 have arisen and I shall be drawing Mrs Cavanagh's  
 17 attention to your concern that care staff should be  
 18 fully aware and involved in tackling the problems  
 19 identified.  
 20 "I hope you will feel reassured that there is  
 21 concerted professional action", which, if my memory  
 22 serves me, are in fact the very words Mrs Cavanagh used  
 23 in the 5 April letter, aren't they? Or something very  
 24 similar?  
 25 **A. Mmm-hmm.**

Page 100

1 Q. This was a direct reaction to Councillor Hawton coming  
 2 in to see you on the 3rd?  
 3 **A. Yes.**  
 4 Q. The letter to you of 4 April confirming the meeting that  
 5 you had had the previous day and her demand of you for  
 6 a thorough investigation?  
 7 **A. Mmm-hmm.**  
 8 Q. This is your response?  
 9 **A. Mmm-hmm.**  
 10 Q. This was your idea of a thorough investigation? Is this  
 11 what you are promising her?  
 12 **A. Yes.**  
 13 Q. Including interviews of children --  
 14 **A. Yes.**  
 15 Q. -- by police officers and social work staff -- protocol  
 16 interviews?  
 17 **A. Yes.**  
 18 Q. You say:  
 19 "... following consultation with staff and with the  
 20 appropriate parents ..."  
 21 Did you have in mind that before any of that was  
 22 going to be undertaken, there would have to be  
 23 consultations first with appropriate staff and the  
 24 parents of the boys involved?  
 25 **A. The timing of the involvement of the parents I think**

Page 101

1 **would be -- wouldn't be before that. It would need to**  
 2 **be decided at what time the parents should be involved,**  
 3 **I think.**  
 4 Q. Well, when did you think -- you wrote this letter. When  
 5 did you think that parents and appropriate staff were  
 6 going to be consulted on the nature of these protocol  
 7 interviews?  
 8 **A. In the course of the investigation.**  
 9 Q. Yes. But before the interviews took place? It's hardly  
 10 going to be helpful to do them afterwards. What did you  
 11 have in mind?  
 12 **A. I'm trying to recall now.**  
 13 Q. What would have been the correct approach, Mr Davey?  
 14 You are the acting head here. What would be the correct  
 15 approach to a protocol interview?  
 16 **A. Clearly, the parents would have been involved.**  
 17 Q. When?  
 18 **A. Well, either -- yes, either before or at the same time**  
 19 **as the other action was taking place -- the interviews**  
 20 **were taking place.**  
 21 Q. So either before or at the time the interviews were  
 22 taking place?  
 23 **A. Yes.**  
 24 Q. Isn't the time the interviews are taking place too late  
 25 to consult with a parent about it?

Page 102

1 **A. Well, I think -- this comes back to the point which I'm**  
 2 **sure we will come on to later, as to whether the**  
 3 **sensitivity of interviewing the boys -- so that is**  
 4 **a question in my mind. Because there was an issue**  
 5 **raised later on about whether, in some instances, this**  
 6 **possibly might have been harmful for interviews to take**  
 7 **place. So that's the only thing I can think of. But,**  
 8 **yes, I would accept that normally speaking, yes, the**  
 9 **parents should have been involved at the early stage.**  
 10 Q. They might have valuable views about whether --  
 11 **A. Yes, indeed.**  
 12 Q. -- their sons should submit to such interviews at all?  
 13 **A. Absolutely, and one of the issues that clearly came out**  
 14 **of the Middleton judgment was that parental rights had**  
 15 **not been sufficiently respected.**  
 16 Q. Yes.  
 17 **A. So, yes, I fully accept the point that parents should**  
 18 **have been, and should be, fully involved in this**  
 19 **process.**  
 20 Q. Which brings me to the next question: do you happen to  
 21 know whether any parents were approached about this?  
 22 Any of the relevant parents?  
 23 **A. I think, from my reading of the records that you have**  
 24 **supplied to me, that certainly in one case, A10, yes,**  
 25 **they were. As to the other cases, I'm not sure.**

Page 103

1 Q. You may be confusing matters, Mr Davey.  
 2 **A. Sorry.**  
 3 Q. Because A10 was not one of the boys identified as being  
 4 somebody to be interviewed. It was A14, A11 and A15,  
 5 after the original boy, A17, was identified as the --  
 6 **A. I'm sorry, were you referring to the three boys?**  
 7 Q. Who else do you think I'm referring to?  
 8 **A. Possibly other boys on the list.**  
 9 Q. No.  
 10 **A. Sorry, I misunderstood. I misunderstood.**  
 11 Q. It was only three boys who were identified. By  
 12 11 April, at the meeting which you sought to be  
 13 convened, there was only ever going to be three boys who  
 14 were interviewed. Do you remember I showed you that  
 15 passage --  
 16 **A. Yes, indeed.**  
 17 Q. -- "However, these are not considered to be victims?"  
 18 **A. I'm sorry, I did misunderstand the question. In**  
 19 **relation to the three boys, no, I have no knowledge of**  
 20 **the parents being informed.**  
 21 Q. On 24 April, moving on --  
 22 **A. Sorry, could I just make a comment on the letter to**  
 23 **Mrs Hawton?**  
 24 Q. Yes?  
 25 **A. Thank you. The meeting with Mrs Hawton for me brought**

Page 104

1 a different perspective – not different, but an added  
 2 perspective to the situation, and I think that was  
 3 reinforced by my meeting with Dr Bullough, which was –  
 4 it was certainly a couple of days afterwards, that  
 5 although I think I had the impression that steps were in  
 6 hand to pursue this investigation, I think there was  
 7 a concern being expressed – I know there was a concern  
 8 being expressed by Mrs Hawton, by Dr Bullough, that  
 9 no – action wasn't happening, and so, therefore, the  
 10 urgency of the situation – it became more urgent from  
 11 my perspective as a result of that discussion.  
 12 So just to explain, I think my thinking about that,  
 13 why I had a particular view before I had the report by  
 14 Mr Shepherd, and then, when I saw Mrs Hawton and  
 15 Dr Bullough, it raised the level of  
 16 concern/anxiety/urgency, et cetera, and the need to make  
 17 sure something was happening. So that was my view at  
 18 the time, I think.  
 19 Q. Does that mean that you were now taking the lead for all  
 20 of this?  
 21 A. Yes. In effect, yes.  
 22 Q. From whom?  
 23 A. From the people who had been involved to date.  
 24 Q. Who were?  
 25 A. Janet Bowyer, the social services staff, and obviously

Page 105

1 Mr Littlemore, but Mr Littlemore was no longer around.  
 2 Q. So you were in the hot seat dealing with this?  
 3 A. Yes, that's quite clear.  
 4 Q. Dealing with this, as well as Middleton?  
 5 A. Yes.  
 6 Q. Can we have a look, please, at RHC001271, page 2. This  
 7 is a confidential memorandum you sent to Janet Bowyer,  
 8 but it is 24 April 1991. You were acting director now  
 9 by about three/four weeks.  
 10 A. Mmm-hmm.  
 11 Q. "I think it essential that we have a record of all the  
 12 meetings which have been held where we have been  
 13 involved as a department. Can you ensure that we have  
 14 these through a combined effort with education by the  
 15 end of next week (3 May).  
 16 "I think the record of the most recent meeting  
 17 should be very specific about the action recommended and  
 18 refer to the procedures we are following in pursuing the  
 19 investigation."  
 20 What was the most recent meeting? Was that 11 April  
 21 or had there been an intervening meeting?  
 22 A. I think it must have been 11 April. I can't see any  
 23 other meeting that it could be referring to.  
 24 Q. "We should also have a record of consultation with the  
 25 police and their responses.

Page 106

1 "I suggest you open a file for retention of all  
 2 relevant documents. I would expect to be kept informed  
 3 of developments and to be consulted as appropriate."  
 4 A. Yes.  
 5 Q. Objectively, it feels a bit like a defensive memorandum.  
 6 In other words, let's make sure we have a complete audit  
 7 trail of everything that's going on, past and present.  
 8 Do you agree?  
 9 A. I haven't seen this document until today.  
 10 Q. Have another read of it, if you wish.  
 11 A. Thank you. I don't think it is defensive. I think it  
 12 is saying, "This is an important – this is a major  
 13 issue and we should make sure we have appropriate  
 14 records to be sure that – obviously that there is  
 15 a record of meetings and decisions that have been  
 16 taken". To me, that's important. I don't think it's  
 17 being particularly defensive.  
 18 Q. Looked at another way, Mr Davey, why, on 24 April, did  
 19 you regard it as important to write this memorandum at  
 20 all?  
 21 A. Perhaps – I'm sorry, this is speculation on my part  
 22 because, as I say, I haven't seen this up until to  
 23 date -- it goes back to the point that I had the  
 24 impression at the end of March/beginning of April that  
 25 things were in hand and steps were taking place to deal

Page 107

1 with these issues, and it appeared that they hadn't got  
 2 very far, and now we needed to make sure we were dealing  
 3 with this as thoroughly as we possibly could. That's my  
 4 only interpretation on that.  
 5 Q. Do you remember I asked you about whether you were now  
 6 taking the lead?  
 7 A. Yes.  
 8 Q. Did you take the lead because your hand was effectively  
 9 forced by the letter that was sent to you by  
 10 Councillor Hawton, do you think?  
 11 A. No, I don't think that. I've explained, you know, my  
 12 different perceptions, but obviously it was  
 13 a significant event that Mrs Hawton came in to see me,  
 14 and the seriousness of the situation, the need for  
 15 urgency, was reinforced by her discussion with me and  
 16 I think also probably Dr Bullough as well.  
 17 Q. On the same date, there's another memorandum I'd like  
 18 you to look at, please, GMP000392 at page 29. It is not  
 19 very easy to read. It is impossible to make out who it  
 20 was addressed to, unless you can provide any insight.  
 21 It has Janet Bowyer's name on it, but that may not mean  
 22 that she was the recipient, or the intended recipient of  
 23 it?  
 24 A. No, sorry, the reference to Mrs Bowyer is that  
 25 Mrs Bowyer had actually drafted this memo.

Page 108

1 Q. Right. But it is from you?  
 2 **A. Yes.**  
 3 Q. So it is as from you. It reads:  
 4 "Confidential.  
 5 "Thank you for your assistance in arranging the  
 6 meeting in relation to Knowl View School. I understand  
 7 from Janet Bowyer ... that it was a useful and  
 8 productive meeting.  
 9 "I would wish to confirm that the following  
 10 agreement was reached.  
 11 "(1) Education Department to continue to reassess  
 12 staffing/intake and training needs of the establishment.  
 13 "(2) Head teacher and relevant staff to identify  
 14 appropriate children to be involved in child protection  
 15 interviews.  
 16 "I understand that assurance were given by  
 17 Mrs Bowyer that resources will not define the level and  
 18 extent of action taken but this will be determined by  
 19 information received from the children.  
 20 "It was agreed that all agencies involved with  
 21 Knowl View have a responsibility for all the children to  
 22 identify the child protection issues.  
 23 "The group agreed to reconvene when the initial  
 24 interviews have been completed and to reserve the right  
 25 at that stage to further consider what needs to be done

Page 109

1 in the school."  
 2 Whose writing is that at the bottom?  
 3 **A. That is Janet's, Janet Bowyer's.**  
 4 Q. On the right, is that your signature?  
 5 **A. Yes.**  
 6 Q. "This needs to be signed if you are happy with it"?  
 7 **A. That was her note to me.**  
 8 Q. Were you happy with it?  
 9 **A. Yes, because I signed it.**  
 10 Q. Exactly. You signed it.  
 11 **A. I think just to say, you know, the reference you made**  
 12 **earlier on to Mrs Bowyer, yeah, she was assisting in**  
 13 **this process and was trying to be helpful in this**  
 14 **process, as far as I was concerned.**  
 15 Q. Who did this memo go to? Do you know?  
 16 **A. I think it was to Diana. I'm not 100 per cent sure, but**  
 17 **I think it was. Do we have anything like a magnifying**  
 18 **glass?**  
 19 Q. I don't think there is much profit in that, Mr Davey.  
 20 **A. But I think the word at the top there is "officer".**  
 21 Q. Education officer?  
 22 **A. It may have been chief education officer. I think it**  
 23 **refers back to the meeting on 4 April which then**  
 24 **triggered the meeting on 11 April involving Education**  
 25 **Department, and so on and so forth.**

Page 110

1 Q. So that's the agreement that has been reached?  
 2 **A. I think so, yes.**  
 3 Q. Fine. Thank you. Can we put up RHC002314, please.  
 4 7 May, Mr Davey. A memorandum from Chris Spankie, who  
 5 was the principal social worker in the Heywood team, to  
 6 Janet Bowyer. It is headed "Knowl View". It is in  
 7 relation to A11:  
 8 "From our earliest discussions regarding the  
 9 situation at Knowl View, we have agreed that it would be  
 10 impossible to conduct an interview with any of the boys  
 11 until there was some clearer and more detailed  
 12 information available, not least because there was some  
 13 uncertainty as to whether any sexual abuse had actually  
 14 taken place. We were also concerned that the first  
 15 interview(s) should take place with victim(s) of abuse  
 16 rather than alleged perpetrators or victim/perpetrators.  
 17 "I do not feel that the information which you have  
 18 sent regarding A11 clarifies the situation to a point  
 19 where an interview is appropriate, as it is inconclusive  
 20 as to whether any abuse took place. I remain of  
 21 the view that A17 would appear to be the most  
 22 appropriate starting point, provided sufficient detail  
 23 is received to warrant an interview with him.  
 24 "... I have discussed the situation with Freema, who  
 25 shares my view."

Page 111

1 This is within 13 days of you writing the letter  
 2 that we saw of 24 April, or the memorandum that we saw  
 3 of 24 April in relation to the situation and what was  
 4 being done, the second memorandum about what agreement  
 5 had been reached with Diana Cavanagh back in  
 6 early April, and it is about three weeks after the  
 7 promises that you appeared to be making to  
 8 Councillor Hawton. And here we have Chris Spankie  
 9 unravelling it all for you. Did you know about this?  
 10 **A. I hadn't seen this document prior to you sending me the**  
 11 **set of documents for this inquiry, so I hadn't seen it**  
 12 **when I saw Mr Garnham or when I met with the Greater**  
 13 **Manchester Police. In fact, I inadvertently muddled the**  
 14 **waters I think a bit with Mr Garnham because there was**  
 15 **a one-line reference to this, 7 May -- sorry, 24 April,**  
 16 **that there was a memo to the Heywood principal social**  
 17 **worker requesting an interview of CD. I thought --**  
 18 **I interpreted that as coming from me. It wasn't from**  
 19 **me. It was from Janet Bowyer. That's a detail.**  
 20 **So, no, I wasn't aware of this memo until I saw it**  
 21 **as part of the documentation for today, and obviously it**  
 22 **gives a strong indication of what was to come later on.**  
 23 Q. Which means what, Mr Davey?  
 24 **A. The meeting that I had with Ms Taylor and Mrs Dodds to**  
 25 **construct the memo of 30 May.**

Page 112

1 Q. Well, as at 7 May, did you know that Chris Spankie had  
 2 effectively put a spanner in the works of the interviews  
 3 that were being promoted as the way forward?  
 4 **A. I don't -- I don't think I did. I am pretty certain**  
 5 **I didn't, at that stage.**  
 6 Q. Let's be clear: at what stage do you think you learned  
 7 about it? Later in the month?  
 8 **A. Later on when Ms Taylor, Freema Taylor, would have**  
 9 **contacted me, which would have been probably, I would**  
 10 **have thought, a week or so later. Because that is what**  
 11 **led to the meeting with Mr Pierce, Mrs Cavanagh --**  
 12 Q. On 17 May?  
 13 **A. On 17 May.**  
 14 Q. Then you had a meeting with Freema Taylor and  
 15 Annie Dodds on 29 May?  
 16 **A. That's correct.**  
 17 Q. Then you wrote the memorandum with your decision on  
 18 30 May?  
 19 **A. Yes.**  
 20 Q. As far as you were concerned, when Freema Taylor told  
 21 you, clearly, as you are indicating she must have, that  
 22 she agreed with Chris Spankie's views that interviews  
 23 couldn't progress or proceed, what impact did that have  
 24 on the decision making that had to be made?  
 25 **A. Sorry, could you just repeat the question?**

Page 113

1 Q. What impact did the fact that you could not -- or you  
 2 were not being advised to conduct interviews, what  
 3 impact was that going to have on the decision that you  
 4 came to make?  
 5 **A. Well, it was her saying to me that, in essence, what is**  
 6 **detailed in the 30 May email, that essentially the same**  
 7 **view that was expressed in this memo as applying to**  
 8 **other children, that was then communicated to**  
 9 **Mrs Cavanagh, to the Education Department, and clearly**  
 10 **Mrs Cavanagh was unhappy with that and that was what**  
 11 **led, as I recollect, Mr Pierce to convene a meeting with**  
 12 **both of us on 17 May.**  
 13 Q. Looked at another way, a failure to have interviews with  
 14 children -- don't you think, Mr Davey? -- or the  
 15 children involved, rather meant you were never going to  
 16 understand what had gone on in terms of the allegations  
 17 of peer-on-peer sexual abuse?  
 18 **A. Yes. I think -- looking at it now, I think, yes, that**  
 19 **is the case, or that was the case.**  
 20 Q. When Freema Taylor told you about this, you say about  
 21 a week later, what was your reaction to it?  
 22 **A. You have highlighted the word in the notes about being**  
 23 **disappointed. That was the word I used to Mr Garnham --**  
 24 Q. Well --  
 25 **A. Yes?**

Page 114

1 Q. I think you used the word "disappointed" about the  
 2 advice you were given, leading to the decision on  
 3 30 May. I'm asking you a different question.  
 4 **A. Okay, sorry.**  
 5 Q. I'm asking you about your reaction --  
 6 **A. Yes, my reaction --**  
 7 Q. -- a week later when Freema Taylor tells you that  
 8 Chris Spankie has said no interview?  
 9 **A. I believe that Ms Taylor, Freema Taylor, rang me up to**  
 10 **give me her view. It wasn't just based on Chris Spankie**  
 11 **or one individual case. There were two other boys, or**  
 12 **at least one other boy.**  
 13 **And I think, yes, my reaction was to have a sense of**  
 14 **unease about that. That was my view.**  
 15 Q. Because?  
 16 **A. Because in that case the arrangements that I thought --**  
 17 **well, we had set in place with Mrs -- in my letter to**  
 18 **Mrs Hawton, they were not going to then proceed, and**  
 19 **that was -- obviously that would be a significant**  
 20 **change.**  
 21 Q. Embarrassing?  
 22 **A. Potentially, yes. Yes.**  
 23 Q. Now, ten days later, on 17 May -- I'm not going to have  
 24 this put up on the screen, but we have a hard copy for  
 25 you. If the panel want to follow it, if they have the

Page 115

1 same bundle that I have, it should be behind tab 64 of  
 2 the Knowl View core documents. Volume 4 of 5 of  
 3 the Knowl View core documents, tab 64. We should find  
 4 immediately a memorandum or a letter by  
 5 Stephen Bradshaw, the head teacher, dated 17 May to  
 6 Freema Taylor. Have you got that in hard copy,  
 7 Mr Davey?  
 8 **A. I have, yes.**  
 9 Q. "Dear Freema.  
 10 "I enclose the first part of information on 'who is  
 11 doing what to whom'. This is in two parts. The factual  
 12 that is contained on the boys' files and the alleged,  
 13 which is hearsay. I will forward other information as  
 14 it is compiled."  
 15 There then follows in handwriting, various  
 16 handwritings, albeit redacted I hope in the bundle you  
 17 have, a series of facts in relation to individual  
 18 ciphred boys, followed by a series of allegations in  
 19 relation to a series of ciphred boys. This is the  
 20 information in fact which ended up in a different format  
 21 in the appendix to Valerie Mellor's report in February  
 22 the following year.  
 23 But what we have here, Mr Davey, was Mr Bradshaw  
 24 writing to Freema Taylor around the very time you are  
 25 telling us that you had a conversation with her about

Page 116

1 interviews not being progressed where they had -- or  
 2 somebody had, Mr Bradshaw or somebody or some people on  
 3 his behalf, descended to the detail, perhaps for the  
 4 very first time, about who was involved with whom and  
 5 what was going on.  
 6 Now, were you alive to any of this?  
 7 **A. I don't believe I was. I wasn't aware of this document**  
 8 **until it was drawn to my attention by the Greater**  
 9 **Manchester Police.**  
 10 Q. All right. So Freema Taylor never discussed it with  
 11 you?  
 12 **A. Right. Well, first of all, I think that, in relation to**  
 13 **the conversation that we had in the first instance, when**  
 14 **she was coming back to me to say that, for these**  
 15 **reasons, interviews shouldn't take place, that obviously**  
 16 **must have been before she had a copy of this letter,**  
 17 **because her view on that and the way in which that**  
 18 **was -- sorry, the fact that that was communicated to the**  
 19 **Education Department must have been in advance of 17 May**  
 20 **because we then had the meeting with the chief**  
 21 **executive, with Diana, on 17 May.**  
 22 **So I'm just making the point that this wasn't in her**  
 23 **possession when she had that conversation with me. But**  
 24 **obviously she did have it shortly after 17 May and**  
 25 **before the meeting on 29 May.**

Page 117

1 Q. Yes. Let's look at another document that she created,  
 2 GMP000371, page 3. This is a document that she did  
 3 create. If we were to go to the second page, we will  
 4 see it has got her initials. It is dated 28 May. It  
 5 sets out the houses in the school; in the second  
 6 paragraph:  
 7 "The sexual activity causing concern relates only to  
 8 Norden and Ashworth ... there is no concern whatsoever  
 9 about the other two units. Staff's explanation is that  
 10 the boys on Norden and Ashworth would have been involved  
 11 wherever they were placed.  
 12 "The units giving cause for concern [are ...]"  
 13 And she runs through a list of names, who was still  
 14 at school and who was not. Over the page:  
 15 "In relation to the boys referred to in the health  
 16 authority report ..."  
 17 Presumably that relates to Shepherd?  
 18 **A. Yes.**  
 19 Q. You can see:  
 20 "Boy in homosexual contact with adult outside  
 21 school -- A11 ...  
 22 "Several of the senior boys indulging in oral sex.  
 23 "[Even an] 8-year-old boy involved -- not from  
 24 Knowl View.  
 25 "Rent boy removed -- A10 -- in care at Poplar House

Page 118

1 whilst attending Knowl View ... removed to 52-week  
 2 placement."  
 3 Did you see this document?  
 4 **A. I don't believe I saw this note. I hadn't seen this**  
 5 **note either when I had my interview with Mr Garnham nor**  
 6 **when I had my interview with Greater Manchester Police.**  
 7 Q. Were any children ever actually interviewed, Mr Davey?  
 8 **A. I think -- and I will just refer, if I can, to the**  
 9 **30 May email -- memo, I'm sorry, to the Director of**  
 10 **Education. I -- well, my reading of the documentation**  
 11 **is that [redacted] was actually interviewed --**  
 12 Q. Can we stop there, please. I am going to invite them to  
 13 cut the link and invite you, chair, to make  
 14 a restriction order in relation to that which was just  
 15 named.  
 16 **A. Oh, sorry.**  
 17 Q. We are going to come back to 30 May. I will enquire of  
 18 the chair when she would like a break, whether now or  
 19 a bit later? I think I am going to be the rest of  
 20 the afternoon with Mr Davey, and I am beginning to worry  
 21 slightly about the time -- it is not his fault, it is  
 22 just the amount of material.  
 23 THE CHAIR: Of course. We will return at 3.05 pm in that  
 24 case.  
 25 **A. Can I just apologise for that? I'm very sorry about**

Page 119

1 **that.**  
 2 MR ALTMAN: No, no. It is all right.  
 3 (2.50 pm)  
 4 (A short break)  
 5 (3.08 pm)  
 6 MR ALTMAN: Mr Davey, it is 3.05 pm. I am going to do my  
 7 utmost, I hope with your help, to finish your evidence  
 8 by around 4.30 pm, if we can.  
 9 **A. Can I apologise again for that --**  
 10 Q. There is no need. You are not the first and I am sure  
 11 you won't be the last.  
 12 **A. I'm very sorry.**  
 13 Q. I am going to come shortly to the 30 May memorandum,  
 14 which all of this has been leading up to. Before I do,  
 15 there are a couple of things I need first to touch upon.  
 16 The first is, if we can put up on the screen,  
 17 because it is against this that we have to judge your  
 18 decision of 30 May, GMP000740 at page 7. This was  
 19 a circular dated, I think, 6 July 1988 about "Working  
 20 Together", which was guidance which came from what  
 21 I think was then the Department of Health and Social  
 22 Security, drawn to the council's attention  
 23 in September 1988. Do you remember?  
 24 **A. I don't recall this document. It's obviously gone to**  
 25 **education authorities.**

Page 120

1 Q. I don't want to dwell on it for too long. I'm just  
 2 touching on it. Because this was perhaps the start,  
 3 I think, of the multi-disciplinary collaboration idea of  
 4 interagency work on child cases, working together with  
 5 children --  
 6 **A. Yes.**  
 7 Q. -- which you're aware of, and was developed over time.  
 8 That's all I want to ask you about that because that was  
 9 how you go about it.  
 10 Perhaps more importantly, can I look, please, with  
 11 you at the definition of "child-on-child abuse" that you  
 12 actually employed in order to arrive at the decision  
 13 that you made. This is RHC001771 at page 2.  
 14 So that we are clear, you confirmed, when you had  
 15 your interview with Mr Garnham, that this was the  
 16 guidance document that you used at the time. If we look  
 17 at the foot of page 2, which is internal page 12, so it  
 18 is the one we have, under (a) do you see "Criterion for  
 19 child-to-child sexual abuse.  
 20 "The involvement of children under the age of  
 21 17 years in sexual activities which they do not truly  
 22 comprehend to which they are unable to give informed  
 23 consent or that violate the social taboos of family  
 24 roles."  
 25 Do you remember that definition?

Page 121

1 **A. Yes. Obviously I have seen this document twice now.**  
 2 Q. At the top of the next page:  
 3 "Clearly not all sexual contact between children is  
 4 abusive and it is in the nature of childhood to explore  
 5 and to enjoy their bodies. Secondly, cultural and  
 6 family norms about touch and privacy vary. Therefore,  
 7 the following list of factors is given to provide  
 8 guidance in assessing situations in which sexual contact  
 9 between children may be suspicious and abusive.  
 10 Particular regard must be paid to the nature of  
 11 the incident, age, maturity and intent."  
 12 There are a number of factors under (c) which are  
 13 set out to enable the decision maker to determine which  
 14 it is. So age, maturity, illegality are things which  
 15 have to be taken into account; marked discrepancy  
 16 between the ages, development or maturity of  
 17 the children, for example. Then (d) through to (k) are  
 18 the actions that can be taken.  
 19 So do you agree that this is the guide that you had  
 20 at the time, the one that you employed?  
 21 **A. Yes.**  
 22 Q. Do you accept that on 18 September 1990, so the year  
 23 before the period that we are looking at, the Minister  
 24 for Health happened to announce an inspection of  
 25 Rochdale Child Protection Services, and, among other

Page 122

1 things, was critical of the guidance that Rochdale was  
 2 using at the time, that you hadn't updated your guidance  
 3 properly, in particular the use of "Working Together"  
 4 practices?  
 5 **A. Yes.**  
 6 Q. Do you accept that?  
 7 **A. Yes.**  
 8 Q. That's all I am going to ask you about that.  
 9 We know -- I am not going to bother you with it, but  
 10 as a matter of record, and we had this from  
 11 Allan Buckley, in November 1990 he wrote a report about  
 12 the management of child protection systems presumably  
 13 arising out of the inspection. Do you remember that?  
 14 You may not. It doesn't matter, Mr Davey.  
 15 **A. Yes. No, no, I'm happy to accept that.**  
 16 Q. We have seen it and he has been asked about it.  
 17 **A. Mmm-hmm.**  
 18 Q. I have short-circuited all of that.  
 19 **A. Yes.**  
 20 Q. Let's then come, with that, to the 30 May memorandum,  
 21 RHC001236, please, at the first page. We have been  
 22 through it a few times.  
 23 **A. Yes.**  
 24 Q. You probably know it pretty well?  
 25 **A. Yes.**

Page 123

1 Q. Let's remind ourselves:  
 2 "As you know, we met with the chief executive and  
 3 deputy town clerk on 17 May regarding Knowl View  
 4 School."  
 5 This is a memorandum directed at Diana Cavanagh; is  
 6 that right?  
 7 **A. It was sent to Diana with a copy to the chief executive.**  
 8 Q. "We discussed the concerns of the school and the  
 9 chronology of events since the meeting which took place  
 10 in early March."  
 11 The meeting that took place in early March, is that  
 12 the 4 March meeting or the 8 March meeting?  
 13 **A. I think it is the 8 March meeting.**  
 14 Q. So the planning meeting, the strategy meeting?  
 15 **A. Yes, sorry, the --**  
 16 Q. With the handwritten notes that we saw?  
 17 **A. Yes, involving the Director of Education and so on, yes.**  
 18 Q. "I shared with you and with Mr Pierce and Mr Shipp my  
 19 understanding regarding the allegations, which was that  
 20 they do not come within the child abuse guidelines and  
 21 procedures definition of sexual abuse between children."  
 22 Before we move on, what was the role of the chief  
 23 executive and the deputy town clerk in this particular  
 24 decision making?  
 25 **A. Well, as I think I have said earlier on, my -- although**

Page 124

1 **I have no recollection directly of the meeting, I think**  
2 **it came about as a result of Mrs Cavanagh feeling**  
3 **unhappy about the response that she'd had. She'd gone**  
4 **to talk to Mr Pierce --**  
5 Q. The response she'd had from whom?  
6 **A. From social services. She'd gone to Mr Pierce and he**  
7 **had decided to convene a meeting inviting Mrs Cavanagh**  
8 **and myself and to try to work out a way forward. That's**  
9 **what I think the meeting was about.**  
10 Q. Did you say at that particular meeting anything along  
11 the lines of, "Social services wouldn't investigate the  
12 matters discussed on 8 March, save interview a few  
13 pupils with police, but that would be the extent of it"?  
14 **A. Sorry, could you repeat the last bit?**  
15 Q. Did you say at that meeting on 17 May that  
16 social services would not investigate the matters that  
17 had been discussed on 8 March, at that meeting, save  
18 interview a few pupils with police, but that would be  
19 the extent of it?  
20 **A. I have -- as I say, I have no recollection of the actual**  
21 **meeting. My understanding of the context of this**  
22 **meeting taking place was specifically on the issues of**  
23 **child-to-child sexual abuse.**  
24 Q. Yes. Well, what was your stance at the 17 May meeting?  
25 **A. It was, in effect, the same as in the memo of 30 May,**

Page 125

1 **because, in effect, that was the stance that**  
2 **Freema Taylor was taking, that had been fed back to**  
3 **education and so on.**  
4 Q. Then --  
5 **A. Sorry --**  
6 Q. Carry on.  
7 **A. Mr Pierce was asking me then, given this clear**  
8 **difference of view, go back and review the situation,**  
9 **look at it again.**  
10 Q. Sorry, are you saying that by 17 May you approached the  
11 meeting with the chief executive and the deputy town  
12 clerk with your decision based upon what Freema Taylor  
13 was advising you? So by 17 May, in effect you had made  
14 up your mind what was going to happen?  
15 **A. I think so, yes, on the child-to-child sexual abuse**  
16 **only.**  
17 Q. Yes. And John Pierce, are you saying the chief  
18 executive told you to go away and rethink?  
19 **A. After -- well, he didn't say that immediately, but he**  
20 **said that as a result of the meeting.**  
21 Q. This meeting?  
22 **A. Yes.**  
23 Q. In what --  
24 **A. On the 17th.**  
25 Q. In what format did he say it to you, if not immediately?

Page 126

1 How did he convey to you that he wanted you to rethink  
2 that position in respect of child-on-child abuse?  
3 **A. Well, I can't recollect that in any detail, but**  
4 **essentially I think he was saying to me, "Given this**  
5 **clear difference of view, are you really sure about**  
6 **this? Go away, think about it and reconsider the**  
7 **position before we reach a final conclusion on this".**  
8 Q. Can I ask you this: did you limit your discussions with  
9 Mr Pierce and Mr Shipp to the allegations of  
10 child-on-child abuse, or did your discussion cover all  
11 the other matters about which you were aware by then --  
12 Smith Street, the Hilton incident the year before, or  
13 was it limited, as I have asked you, to the peer-on-peer  
14 abuse?  
15 **A. Well, as I say, I can't recollect any of the discussion**  
16 **within the meeting, but my understanding of how it came**  
17 **to be called, the subsequent meeting with Freema Taylor**  
18 **was that it was restricted to the issue of**  
19 **child-on-child sexual abuse and that was also because,**  
20 **I think, as you have already pointed out earlier on, in**  
21 **relation to the view of the Education Department,**  
22 **particularly from Mr Kazi, this was the specific issue**  
23 **that they wished to be resolved.**  
24 Q. "They" being?  
25 **A. Education.**

Page 127

1 Q. So what happened to Smith Street and what happened to  
2 the intruder incident in 1990? Were they just  
3 completely ignored?  
4 **A. Well, in relation to the intruder incident, I didn't**  
5 **have any involvement in that. I certainly wouldn't**  
6 **imagine that that would have been included within the**  
7 **discussion in the meeting.**  
8 **As far as the activities in the Smith Street toilets**  
9 **are concerned, that will come back to the role that**  
10 **Freema Taylor had in that.**  
11 **I think my understanding was, at that time, that in**  
12 **relation to identifying boys to be interviewed,**  
13 **obviously there is the letter from Mr Bradshaw, but my**  
14 **understanding at the time was that there had not been**  
15 **any boys who had been identified for interview who were**  
16 **involved in the activities at Smith Street toilets.**  
17 Q. But that surely didn't mean that one of the most  
18 pressing things that was going on with Knowl View boys,  
19 and continued in fact -- there is evidence of it going  
20 into the following year -- should be completely ignored  
21 or forgotten about, surely, Mr Davey?  
22 **A. Absolutely not.**  
23 Q. So what happened with that?  
24 **A. Absolutely not.**  
25 Q. So what happened with it?

Page 128



1 **A. Well, if I can just refer back to this meeting, so when**  
2 **we had the meeting on 29 May with Freema Taylor and**  
3 **Annie Dodds -- as I say, I can't recollect the**  
4 **discussion that took place. All we have is my memo.**  
5 **But that makes absolutely no reference to the activities**  
6 **in Smith Street toilets. So I don't think that that**  
7 **issue came up.**  
8 Q. But Mr Pierce and Mr Shipp would presumably have not  
9 known about it unless you, or whoever else was at the  
10 meeting with them, told them?  
11 **A. No, but obviously Mr Pierce and Mr Shipp obviously knew**  
12 **about the Phil Shepherd report and what was contained**  
13 **within it.**  
14 Q. Why do you say "obviously"?  
15 **A. Oh, sorry, Diana will have briefed Mr Pierce about that.**  
16 Q. Could you be confident about that, Mr Davey?  
17 **A. I would be absolutely confident about that.**  
18 Q. You were confident that Messrs Pierce and Shipp must  
19 have known because they would have been briefed about it  
20 by Diana Cavanagh and, therefore, what, you didn't have  
21 to raise it with them at the meeting on 17 May?  
22 Smith Street was somebody else's problem?  
23 **A. No, no, that's not what I meant at all. But in relation**  
24 **to whether or not they knew about these issues, clearly,**  
25 **my belief was that they did and that they would have**

Page 129

1 **been briefed about that by Mrs Cavanagh.**  
2 Q. So when we come on to look at the rest of this  
3 memorandum, you had made clear to Messrs Pierce and  
4 Shipp your view of the guidelines?  
5 **A. Yes.**  
6 Q. "In view of the nature of the concerns", you write, "and  
7 the need to resolve the matter speedily, I agreed to  
8 look further into the concerns which the school has  
9 raised, to consider these in detail and to let you have  
10 a formal response as to whether they do in fact come  
11 within the definition ..."  
12 **A. Yes.**  
13 Q. Is that a reflection of the further period of review  
14 Mr Pierce invited you to undertake?  
15 **A. Yes, absolutely, yes.**  
16 Q. You add:  
17 "I met yesterday, 29 May, with Freema Taylor ... and  
18 with Annie Dodds ... I considered in detail the concerns  
19 regarding three boys referred by the school following  
20 the meeting on 11 April."  
21 These are the three whom we have seen referred to  
22 already. A15, he was a Manchester boy. The Manchester  
23 services were dealing with him. You write in the last  
24 two lines of that paragraph:  
25 "I understand that they do not intend to proceed any

Page 130

1 further following the interview which has taken  
2 place ..."  
3 Correct?  
4 **A. Yes.**  
5 Q. Then boy number two --  
6 **A. Sorry, in answer to your question, I think an interview**  
7 **did take place in that case.**  
8 Q. Yes, but by Manchester?  
9 **A. Yes.**  
10 Q. Not by Rochdale?  
11 **A. No, not by Rochdale, no.**  
12 Q. Then A14:  
13 "The concerns are that A14 was involved in oral sex  
14 with A11 and observed oral sex between A11 and A15. The  
15 view is that, if anything, A14 was a perpetrator rather  
16 than a victim in these activities and that this does not  
17 fit the guidelines on sexual abuse between children."  
18 Whose view was it, "if anything, [he] was  
19 a perpetrator"?  
20 **A. That was the view of Freema Taylor, Annie Dodds and the**  
21 **staff, I assume, who were involved with that boy.**  
22 Q. So because that was a view that was taken about him,  
23 that rather suggested, did it, that there was no need to  
24 enquire any further into the circumstances and interview  
25 him?

Page 131

1 **A. Yes. I mean, I think, on reviewing the situation --**  
2 **again, I was a little bit unclear about this in the**  
3 **first instance when I saw Mr Garnham, but I think it is**  
4 **now clear to me, certainly when I met with the police,**  
5 **that the second boy and the third boy, that there was**  
6 **not -- there had not been an interview with them.**  
7 Q. But don't you think an interview might have illuminated  
8 whether or not it was a fair assumption that he was  
9 a perpetrator, rather than a victim?  
10 **A. Yes, I do now.**  
11 Q. Yes. What, it never struck anyone at the time that that  
12 might be the position?  
13 **A. Well, obviously this -- we have already seen that this**  
14 **was the view that was taken by the staff and also by**  
15 **Ms Taylor, Freema Taylor.**  
16 **If I could just -- I know time is short, but if**  
17 **I could just take one step aside there to say how**  
18 **Freema Taylor came to be appointed to this role, careful**  
19 **consideration was given to that, and very briefly I'm**  
20 **just going to mention in passing that I believe I did**  
21 **consult with Allan Buckley and John Bevan about how we**  
22 **should handle the situation regarding the Phil Shepherd**  
23 **report and in particular the response to Mrs Hawton.**  
24 **There was a difficulty at that point as to who would**  
25 **we ask to undertake this role. It was clearly a very**

Page 132

1 delicate task, and I think we looked at who amongst the  
 2 area managers, because they were the obvious people,  
 3 could take on this role. We considered that it should  
 4 be her, and I think, actually, and it makes sense in  
 5 terms of the timing of it, that Allan was a particular  
 6 supporter of Freema and felt that she had a very good  
 7 reputation as far as child protection was concerned, and  
 8 she was seen as somebody who was relatively fearless, as  
 9 it were, who was, if anything, interventionist rather  
 10 than not wishing to intervene.

11 It wasn't a particularly easy thing for me to ask  
 12 her to take on this role because -- I can't remember the  
 13 exact reasons, it may have been to do with  
 14 decentralisation, but she had a rather different view on  
 15 things, so in terms of how this came about, I think this  
 16 is quite important, it wasn't an easy thing for me to  
 17 do, to ask her.

18 But the view was that she was the best person to  
 19 take on this role in this situation, and that was the  
 20 most important thing.

21 Q. Right.

22 A. So, sorry, that is an aside, but I think it is an  
 23 important context in relation to how decisions were  
 24 reached here. So she was seen -- whatever differences  
 25 of view I had with her were not about her expertise, her

Page 133

1 competence, her integrity or anything like that. So she  
 2 was seen as somebody who had a very good reputation, as  
 3 far as child protection was concerned.

4 So she was in the position of giving me that advice,  
 5 somebody with a lot of experience, and that is why  
 6 I think ultimately -- we will come back to whether  
 7 I should have done -- I backed her judgment and advice  
 8 on this.

9 Q. Was Janet Bowyer not equally, if not better, equipped to  
 10 have provided you the advice that you sought?

11 A. Right. Well, clearly -- I know you don't want me to go  
 12 over what other people have said, but clearly Janet  
 13 would -- was taking/would have taken a different view.  
 14 I think certainly, in hindsight, it would have been  
 15 a good idea to have involved her in this process. I'm  
 16 not sure why that didn't happen. She mentioned  
 17 something about not being there. But nevertheless, that  
 18 didn't happen. That would have been helpful, I think.

19 I think now, looking at the situation more clearly,  
 20 given that the chief executive was asking me to review  
 21 this, it would have been helpful to broaden out the  
 22 discussion to find another way through this rather than,  
 23 as I did, rely on the professional judgment of one,  
 24 two -- mainly one -- person.

25 Q. Because, as you know and I have already suggested this

Page 134

1 to you, Janet Bowyer told us yesterday that she had felt  
 2 marginalised --

3 A. Yes, I am coming back to --

4 Q. Certainly in retrospect.

5 A. Coming back to Janet, I certainly didn't have any wish  
 6 or agenda to marginalise Janet. I think we have seen  
 7 that, you know, she was involved and I was involved with  
 8 her in constructing some memos, and so on.

9 But in relation to Freema Taylor and Annie Dodds  
 10 taking on this role, Freema Taylor was certainly  
 11 somebody who was much more senior than Janet was in the  
 12 organisation, and the role that Janet had was a purely  
 13 advisory one. So she was not in any operational role,  
 14 so she could not have taken on herself investigation or  
 15 interview, and so on, but I think the point she was  
 16 making was, "Why wasn't I included in the decision  
 17 making about this?".

18 Q. You made the point a little earlier, because you realise  
 19 that her decision would have been quite different to  
 20 yours. Is that what you told us?

21 A. Sorry?

22 Q. Is that what you told us?

23 A. Mrs Bowyer's?

24 Q. Yes.

25 A. Her view, her view, would have been different. That's

Page 135

1 what she's already gone on the record as saying.

2 Q. Was that something you appreciated at the time?

3 A. That, I'm less sure about. That, I'm less sure about.

4 Q. A11, at the top of the second page of this document,  
 5 concerns about him involved in oral sex with A15 and  
 6 A14:

7 "A11 was a willing partner in these activities and,  
 8 as the oldest boy amongst the group, he was quite able  
 9 to deal with any unwelcome advances."

10 So again, the definition of sexual abuse as outlined  
 11 in the procedures we have already looked at does not  
 12 apply in this case:

13 "In summary, therefore, as regards the three boys  
 14 who it was originally anticipated that we would be  
 15 following up with interviews, this has been completed in  
 16 one case and in the other two instances the concerns do  
 17 not fit the sexual abuse between children definition in  
 18 the child abuse guidelines and procedures."

19 That was that? Is that right, Mr Davey: that was  
 20 the end of that?

21 A. There was a reference obviously in the subsequent  
 22 paragraph to the possibility of it applying to another  
 23 boy.

24 Q. What happened to him?

25 A. I asked the police that question, and they told me,

Page 136

1 **"Nothing". This was then sent to Mrs Cavanagh, and that**  
 2 **was then I think the point at which Diana decided that,**  
 3 **"Okay, then, we are going to need to find another way**  
 4 **forward here", and that was how Mrs Mellor came to be**  
 5 **involved.**  
 6 Q. Let's just focus on this for the moment?  
 7 A. **Yeah, yeah, sure.**  
 8 Q. Do you see in the next paragraph:  
 9 "In the same meeting [which is a reference to  
 10 29 May] we also considered the position as regards other  
 11 children in the school."  
 12 Is that just child-on-child abuse?  
 13 A. **In my view, that is just child-on-child abuse.**  
 14 Q. "You may be aware that Freema Taylor has done  
 15 a considerable amount of work with the head teacher and  
 16 staff at Knowl View School ..."  
 17 Then if we drop down to the paragraph below:  
 18 "In conclusion, a considerable amount of  
 19 assimilation of the material provided by Knowl View has  
 20 been done by Freema Taylor. If it would be helpful to  
 21 you to have this information, then please let me know  
 22 and we can share it with you."  
 23 What were you talking about? What had Freema Taylor  
 24 done?  
 25 A. **She had gone to the school -- that was my understanding**

Page 137

1 **of it -- and had had discussions with Mr Bradshaw, as it**  
 2 **was then, about a number of the boys in the school,**  
 3 **clearly. That was what she was -- that was what was**  
 4 **being referred to there, I think.**  
 5 Q. Because although, sadly, she has since passed away, as  
 6 you know, she was interviewed by Garnham?  
 7 A. **Yes.**  
 8 Q. Among other things, she was asked to look at this  
 9 particular memorandum, and she thought it inaccurate,  
 10 that she didn't have lots of information, as it  
 11 suggests, and that she thought the issues around  
 12 Smith Street toilets should have been subject to child  
 13 protection procedures. So she disagreed with the  
 14 accuracy of this memorandum when she was able to give an  
 15 account to Garnham. So I am just wondering, thinking  
 16 back, Mr Davey, what it was that you represented here to  
 17 Diana Cavanagh and the chief executive the considerable  
 18 amount of work that you claim she had done with the head  
 19 teacher?  
 20 A. **Okay. Yes, I think it is a very important point and one**  
 21 **that I have thought quite a lot about. But obviously,**  
 22 **in the interview that Freema had with Mr Garnham, she**  
 23 **said she could not remember any of this. I have**  
 24 **happened to bump into her, as I mentioned to the police,**  
 25 **on the same day, and I saw her and she said the same**

Page 138

1 **thing to me. The problem is, I just can't remember any**  
 2 **of this. So obviously that was difficult for**  
 3 **Mr Garnham.**  
 4 **But I'm pretty clear that I did ask her to take on**  
 5 **this role. I think all of the documentary evidence**  
 6 **shows that I did ask her to do that. And the fact that**  
 7 **Mr Bradshaw subsequently then wrote a letter to her on**  
 8 **17 May, and he uses the term, "Dear Freema", so it is**  
 9 **not "Dear Ms Taylor", indicates that there were**  
 10 **discussions that went on between herself and**  
 11 **Mr Bradshaw, and also she met with Mrs Mellor as well**  
 12 **and gave her a brief about it.**  
 13 Q. That's not until --  
 14 A. **No, no, that's obviously later. But what -- I wrote**  
 15 **this at the time, immediately following the meeting, and**  
 16 **I would not have put something in there that wasn't**  
 17 **correct at the time, and I certainly wouldn't have done**  
 18 **that in a memo to the Director of Education and to the**  
 19 **chief executive.**  
 20 Q. The considerable amount of work that had been done had  
 21 been done by or on behalf of Mr Bradshaw --  
 22 A. **Yes.**  
 23 Q. -- in the documentation that we saw, "Who had done what  
 24 to whom?"  
 25 A. **Yes. I was --**

Page 139

1 Q. Can we divert for a second to another document,  
 2 RHC001756, 10 May, so it postdates Chris Spankie's  
 3 memorandum to Janet Bowyer, "We have agreed that we are  
 4 not going to interview anyone", and it predates by  
 5 a week the meeting you had with the chief executive and  
 6 the deputy town clerk:  
 7 "Dear Janet [this is from Stephen Bradshaw].  
 8 "I am becoming increasingly alarmed at the length of  
 9 time it is taking to initiate child protection  
 10 procedures regarding children at Knowl View. I feel  
 11 that I still have children at risk at the school and  
 12 allegations that have been made concerning [we see the  
 13 three boys] have not been investigated. Chris Waring,  
 14 social worker for A15 who is a Manchester child, has  
 15 been in touch and is at this moment following  
 16 Manchester's child protection guidelines for the  
 17 investigation.  
 18 "I would like to feel that Rochdale Social Services  
 19 will not be left behind in this investigation."  
 20 Were you aware of that?  
 21 A. **At that time, no, but I have obviously seen that**  
 22 **document since.**  
 23 Q. Because his suggestion is, far from a considerable  
 24 amount of work being done, Rochdale Social Services were  
 25 dragging their feet in relation to Manchester?

Page 140

1 **A. Yes, I can see that. I can understand that.**  
 2 Q. Do you accept that?  
 3 **A. Yes. That was clearly happening. But just going**  
 4 **back to --**  
 5 Q. Can we go back to the memo --  
 6 **A. Yes, the role of -- I think this is very important, the**  
 7 **role that Freema took on, and, as I say, when she had**  
 8 **the interview with Mr Garnham, she couldn't remember any**  
 9 **of it. She didn't know why she was in this meeting.**  
 10 **She didn't know about boy number 3. She didn't know why**  
 11 **Annie Dodds was involved in the meeting, and so on. You**  
 12 **know, if she had not had that role, then she would not**  
 13 **have done the note that you showed me dated 28 May,**  
 14 **whereby she was looking at all of the boys that were on**  
 15 **the list that Mr Bradshaw sent to her.**  
 16 So, okay, I mean, one can question whether the  
 17 actual phrase used "considerable amount of work" was  
 18 accurate at this point, but she clearly had the role of  
 19 looking into the concerns that were being raised, both  
 20 in terms of child-to-child sexual abuse and the other  
 21 issues.  
 22 Q. Do you think --  
 23 **A. In my view.**  
 24 Q. Do you think it was slightly misleading in the  
 25 memorandum -- we can put it up again if it is not up

Page 141

1 already, RHC001236 at page 2 -- in that central  
 2 paragraph:  
 3 "In the same meeting [in other words, 29 May] we  
 4 also considered the position as regards other children  
 5 in the school."  
 6 Did you think it was plain to any reader of that, in  
 7 particular Diana Cavanagh and the chief executive, that  
 8 you were limiting yourself to child-on-child abuse?  
 9 **A. I think the way in which it is written, it does say it**  
 10 **is about that. To my understanding, that was the**  
 11 **primary concern of education. But what I do now**  
 12 **understand as a result of this is that this was**  
 13 **interpreted, and I can now see how it happened that way,**  
 14 **that this was in effect saying, "and we are not going to**  
 15 **take any other matters further forward, other than the**  
 16 **child-to-child sexual abuse, we are not going to take**  
 17 **those matters forward". That was not what I think**  
 18 **I thought I was doing in writing this memo, because**  
 19 **I had gone -- I had arranged this meeting and it was to**  
 20 **get back specifically on the point about child-to-child**  
 21 **sexual abuse.**  
 22 Q. Let me ask you this: you say that that sentence was not  
 23 deliberately misleading, but you can see how it could  
 24 have been misinterpreted --  
 25 **A. Yes.**

Page 142

1 Q. -- as it were, to cover the whole gamut of what was  
 2 going on?  
 3 **A. Yes.**  
 4 Q. Why doesn't this memorandum cover the whole gamut of  
 5 what was going on? Why did you limit yourself to  
 6 child-on-child abuse when there were serious ongoing  
 7 problems of child exploitation taking place under the  
 8 nose of the Social Services Department on the 10th floor  
 9 of the municipal offices?  
 10 **A. I think, and this is where I need to try to be clear**  
 11 **about what I thought at the time and I think I had**  
 12 **a partial view of the situation in that sense. The**  
 13 **concerns which had been identified by Mr Shepherd were**  
 14 **obviously relating to events that had already taken**  
 15 **place. I think I thought that there were potentially**  
 16 **going to be further cases referred to the**  
 17 **social services concerning the activities in**  
 18 **Smith Street toilets and that there would potentially be**  
 19 **interviews or investigations after that. That is what**  
 20 **I think my view of the situation was at the time.**  
 21 Q. But there's not a single document from you, Mr Davey,  
 22 ever expressing that view, is there?  
 23 **A. No.**  
 24 Q. Why not? Why not, if you had that view, that  
 25 Smith Street was not only an ongoing concern for

Page 143

1 social services, but had to be addressed sometime in the  
 2 future? The trail runs cold, doesn't it?  
 3 **A. Yes, it does.**  
 4 Q. Completely and utterly cold. There is not  
 5 a memorandum --  
 6 **A. Yes.**  
 7 Q. -- there is not a single letter, there is not a single  
 8 report. The whole trail goes cold. Why?  
 9 **A. I fully accept that.**  
 10 Q. But why?  
 11 **A. Well, I will try and explain. I think that I learnt**  
 12 **about the involvement of Mrs Mellor in the investigation**  
 13 **into the school, which was, you know, a very short time**  
 14 **afterwards, and I think I thought then, "Okay, well,**  
 15 **these issues are going to be pursued via that avenue",**  
 16 **and I think I would have to say that, in view of what**  
 17 **I've already explained to you, all of the other things**  
 18 **that I had to deal with at that time, other things took**  
 19 **over.**  
 20 **But what I feel clearly that I should have done**  
 21 **then, which I didn't do, was to actually follow through**  
 22 **on those points, and I come back to, for myself, the**  
 23 **fact that I had gone on record to Mrs Hawton, I had**  
 24 **given her -- sorry, I had given her commitments that we**  
 25 **would be taking these actions, and I wasn't, therefore,**

Page 144

1 proactive enough in actually then going back and saying,  
 2 "Okay, then, well, what has happened? Are there -- have  
 3 there been any other concerns/issues raised about those  
 4 activities?"  
 5 I think I had the impression -- it may be because of  
 6 Mrs Mellor's report, although that obviously came later  
 7 on -- that these things were maybe not continuing. You  
 8 have obviously identified that they were, in 1991, and  
 9 they carried on into 1992. But that was my view at the  
 10 time.  
 11 When I read the note here of 28 May, I think -- and  
 12 you have identified yourself -- there are certainly two  
 13 areas where, for the boys identified in the health  
 14 authority report, there was a question that was raised  
 15 about whether or not these activities were continuing.  
 16 It says, no, they weren't continuing Monday to Friday,  
 17 but maybe at weekends and holidays. Obviously, that is  
 18 a matter of major concern, given all that's gone before,  
 19 and it doesn't make it any less serious if those events  
 20 happen at weekends and holidays. That in itself should  
 21 have triggered some further action.  
 22 Q. Do you regard it as having been an abdication of your  
 23 responsibility as the acting director not to have  
 24 directly involved yourself or your department in the  
 25 serious issues that were going on in the town with

Page 145

1 individual point of view.  
 2 Q. It was rather fobbed off to the Education Department,  
 3 wasn't it? The whole issue was fobbed off to the  
 4 Education Department?  
 5 A. That was never any part of my understanding or wish in  
 6 this particular case. I don't believe that.  
 7 Q. Coming to the decision that you made on 30 May, it  
 8 wasn't the right decision, was it?  
 9 A. No. Can ...  
 10 Q. Did you want to add something?  
 11 A. Yes. Can I just say, and I have said, yes, interviews  
 12 should have taken place, and so on. There is just an  
 13 issue which raises a slight question in my mind, and  
 14 I just want to allude to that. Because what is not  
 15 actually mentioned in here is I think part of the advice  
 16 that I was being given by Freema was that to investigate  
 17 these concerns now, it was late -- too late after the  
 18 event. I think that was part of it. And the third boy  
 19 had already left the school.  
 20 In Mrs Mellor's report, on page 6, she more or less  
 21 came to the conclusion. Maybe she was influenced by  
 22 Freema Taylor in that, because she said it would neither  
 23 be right nor necessary to interview the boys in the  
 24 school because it was too long after the event, no  
 25 indication that it was continuing, interviews with the

Page 147

1 Knowl View boys?  
 2 A. Well, we were involved with those issues.  
 3 Q. How?  
 4 A. Well, we'd been through the events that happened as  
 5 a result of Mr Shepherd's report. Steps were set in  
 6 train -- set in motion to deal with those points.  
 7 Q. I'm talking about your department.  
 8 A. Yes, yes.  
 9 Q. Not by Diana Cavanagh --  
 10 A. No, no, I'm talking --  
 11 Q. -- who commissioned Valerie Mellor, but I'm talking  
 12 about you.  
 13 A. Indeed. So steps were taken. This conclusion was  
 14 reached about child-to-child sexual abuse, and I wasn't  
 15 aware of -- I don't think I was aware of the fact that  
 16 there were still some questions about whether the  
 17 activities in the toilets were actually continuing. But  
 18 I do accept that I should have gone back to ask  
 19 questions about, were they, did we have any referrals,  
 20 et cetera.  
 21 But then I did hear obviously that Mrs Mellor went  
 22 in and I probably thought, I think, okay, well, that is  
 23 the way in which these things will be dealt with.  
 24 I don't consider that to be a satisfactory conclusion  
 25 from a social services point of view or from my

Page 146

1 boys might be harmful. That was what she said.  
 2 So it does come back to the point that, you know,  
 3 I was taking that advice from one person and I should  
 4 not have relied, I don't think, solely on the advice of  
 5 one or two people, given the seriousness of the issues  
 6 being raised. But I think that was part of  
 7 the rationale.  
 8 Q. When you were interviewed by Neil Garnham, you said you  
 9 were disappointed with Freema Taylor's advice. Do you  
 10 remember? Do you remember the use of the word  
 11 "disappointed"?  
 12 A. I remember the use of the word "disappointed" because  
 13 I -- can we refer to the actual --  
 14 Q. What, of the Garnham -- your interview --  
 15 A. Yes, is it possible to --  
 16 Q. It is page 26 at the bottom.  
 17 A. Thank you.  
 18 Q. Not quite at the bottom. It is about halfway up.  
 19 A little over halfway up:  
 20 "I think I felt some significant sense of  
 21 disappointment that it was not being able to be pursued  
 22 further in the way that I was expecting."  
 23 Then you were put --  
 24 A. Sorry, I haven't put the --  
 25 Q. Have you got page 26 of the Garnham --

Page 148

1 **A. On screen?**  
 2 Q. I will put it on the screen if you want.  
 3 **A. Yes, because I think the pages numbers are not the same**  
 4 **in my document.**  
 5 Q. RHC000261 at page 26, please. It should be on the  
 6 screen. Do you see in that large paragraph, that large  
 7 answer, the last two lines:  
 8 "I think I felt some significant sense of  
 9 disappointment, that it was not being able to be pursued  
 10 further in the way that I was expecting."  
 11 **A. Sorry, I haven't got it yet.**  
 12 Q. I think he's got the wrong passage. It is the top  
 13 paragraph, the last three lines:  
 14 "I think I felt some significant sense of  
 15 disappointment, that it was not being able to be pursued  
 16 further in the way that I was expecting."  
 17 Then you were asked about the memo that we have been  
 18 looking at, a memo from you to Diana Cavanagh, and then  
 19 the next question:  
 20 "... it recounts several meetings and discussions of  
 21 concerns of the school and then second paragraph,  
 22 I shared with you and Mr Pierce, the chief executive  
 23 Mr Shipp, my understanding regarding the  
 24 allegations ..."  
 25 We have seen all of that. You say towards the

Page 149

1 bottom, third entry up, your third entry up:  
 2 "I think from my reading of this, and that is where  
 3 this issue about some disappointment, as it were, comes  
 4 in. But we obviously had a meeting on the 29th of May  
 5 and this was advice to me following the investigation  
 6 that had been undertaken."  
 7 **A. Yes, okay.**  
 8 Q. "What position?", says Mr Garnham:  
 9 "Sorry, the pursuing the issues in relation to these  
 10 three boys."  
 11 And you were asked a question about that. So  
 12 what --  
 13 **A. Sorry, I think it's a relatively technical point.**  
 14 **I think what I was saying to Mr Garnham was that the**  
 15 **sense of disappointment, or I use the word "unease",**  
 16 **that I had, was when I first was contacted by Freema**  
 17 **about it. That was the particular reference.**  
 18 **It wasn't -- I don't think I was expressing -- the**  
 19 **word "disappointment" is not the right word, I think it**  
 20 **is the unease.**  
 21 Q. It was your word, nobody else's.  
 22 **A. Indeed, but I was struggling to find the right word at**  
 23 **the time, I think. It is not about the advice**  
 24 **specifically, more -- and you referred to it earlier**  
 25 **on -- about the fact that I had given a commitment and**

Page 150

1 **it was now not going in the way that I thought it would**  
 2 **go. It was unease about that. I think that's what**  
 3 **I should have listened to more clearly within myself.**  
 4 Q. You should have listened to yourself about it --  
 5 **A. Indeed.**  
 6 Q. -- because you could have overridden the advice?  
 7 **A. Absolutely. That's what I'm trying to say.**  
 8 Q. You could have overridden the advice. You could have  
 9 said, "Freema, thank you very much, but I don't agree  
 10 with you, and we are going to carry on in the way that  
 11 I had promised Councillor Hawton on 16 April and we are  
 12 going to embark on interviews of these boys". But you  
 13 didn't do any of that.  
 14 **A. I could have done that.**  
 15 Q. But you didn't do any of it?  
 16 **A. I didn't do that. I think I have tried to explain why**  
 17 **I didn't do that. I think there were some reasons for**  
 18 **that. But that doesn't absolve me from the**  
 19 **responsibility that I could do that and I think I should**  
 20 **have done that.**  
 21 Q. No, the buck stops with you, doesn't it, Mr Davey?  
 22 **A. Indeed. I signed the memo.**  
 23 Q. Tell us: how was it possible to discount the proposition  
 24 that sexual activity between children was abusive if the  
 25 children hadn't been interviewed?

Page 151

1 **A. Okay. Well, I think the information that was available**  
 2 **came from Ms Taylor's contact with the school, with the**  
 3 **head teacher. We have gone over that. I think there**  
 4 **was information also because both boys were well known**  
 5 **to social services, had social workers, so the**  
 6 **information came from there. But I have already**  
 7 **accepted the point, I think, that, looking at the**  
 8 **guidelines now, the judgment that was arrived at was not**  
 9 **the correct one.**  
 10 Q. One of the things you said to Neil Garnham was -- do you  
 11 remember one of the proposals was further training for  
 12 care and teaching staff in terms of dealing with  
 13 sexualised behaviour of boys in school?  
 14 **A. Mmm-hmm.**  
 15 Q. But you agreed -- we can look at it if you want to --  
 16 that that was for education, not social services?  
 17 **A. Mmm-hmm.**  
 18 Q. And that's why you say in the memo it was a matter of  
 19 you offering continued cooperation and assistance?  
 20 **A. Mmm-hmm.**  
 21 Q. Why wouldn't social services want to take the lead on  
 22 this? After all, isn't it your role?  
 23 **A. Sorry, the lead on what?**  
 24 Q. On training of staff for care and teaching staff in  
 25 terms of dealing with the sexualised behaviour of boys

Page 152

1 in the school? Wasn't that something you would want to  
 2 take on?  
 3 **A. In terms of direct responsibility, I don't think so, no,**  
 4 **because the staff that we're referring to there were not**  
 5 **employed by the Social Services Department. But clearly**  
 6 **the department would want to help in whatever way it**  
 7 **could, but the direct responsibility for the staff was**  
 8 **not within the Social Services Department.**  
 9 Q. What about the investigation which had been commissioned  
 10 by Diana Cavanagh in relation to Valerie Mellor to go  
 11 into the school, to look at the school and to advise  
 12 her? Why was that education? Why was that not your  
 13 role? Why didn't you take the lead in that?  
 14 **A. Well, because -- well, Knowl View School was the**  
 15 **responsibility of the Education Department and Diana**  
 16 **took the initiative to do that as a result of, as we**  
 17 **have seen, the memo that she'd received from me.**  
 18 Q. Do you think she might have been misled, that there was  
 19 really not much of a problem in terms of sexualised  
 20 behaviour that the Education Department needed to be  
 21 concerned about?  
 22 **A. Misled?**  
 23 Q. Misled?  
 24 **A. By whom?**  
 25 Q. By you. Do you think your memorandum was misleading,

Page 153

1 that it painted a picture of what was going on or not  
 2 going on at the school that wasn't accurate?  
 3 **A. Well, no, I don't, because Diana didn't accept what**  
 4 **I was saying. She didn't take that view, in terms of**  
 5 **whether there was child-to-child sexual abuse going on.**  
 6 Q. So we are clear, you don't defend the decision any  
 7 longer, do you, Mr Davey, that, really, as of 30 May  
 8 that was the end of the line, no interviews were  
 9 required? You don't defend that any longer, that it  
 10 didn't come within the child abuse guidelines, do you?  
 11 **A. No.**  
 12 Q. You got that completely and utterly wrong?  
 13 **A. Yes.**  
 14 Q. Was that because it was convenient to you at the time to  
 15 get it completely and utterly wrong?  
 16 **A. No.**  
 17 Q. Because at this time you were dealing with Middleton and  
 18 the fallout of Middleton and the besiegement that you  
 19 told us about, the press and publicity, and all the rest  
 20 of it; do you think that influenced your decision? Was  
 21 it a decision of convenience?  
 22 **A. No, I don't think it was either of those two things, and**  
 23 **that was something that was put to me by the police; you**  
 24 **know, was it something -- this was too difficult and**  
 25 **better to bury your head in the sand, as it were.**

Page 154

1 **I don't think it was that. I have already explained**  
 2 **that the issue about the involvement of the boys in the**  
 3 **Smith Street toilets was left open and unsatisfactory,**  
 4 **but I come back to the point that I have made, and this**  
 5 **is what I have gone over many times in my mind, that**  
 6 **I was expecting this to move forward not in this way,**  
 7 **and the commitments I'd given to Mrs Hawton I hadn't**  
 8 **followed through on, as I have said, but it was not**  
 9 **because I wanted it not to proceed, that wasn't my view.**  
 10 Q. Did you think it was easier to dispose of it rapidly and  
 11 in this way, without too much mess, rather than risk  
 12 further mistakes with children?  
 13 **A. Sorry, could you repeat that?**  
 14 Q. Did you think it was easier to dispose of it rapidly and  
 15 without too much mess rather than risk further mistakes  
 16 with children?  
 17 **A. I don't understand the last part of the question.**  
 18 Q. Well, my question is designed to ask you to consider --  
 19 perhaps let me put it another way.  
 20 **A. Yes.**  
 21 Q. Do you agree that you allowed the avoidance of risk to  
 22 the council to outweigh the risk to children at  
 23 Knowl View in particular of ongoing serious sexual  
 24 abuse? In other words --  
 25 **A. The avoidance of risk to the council, that's what**

Page 155

1 **I don't understand.**  
 2 Q. That you were risk averse and that you allowed that to  
 3 outweigh any view of risk to children that you had?  
 4 **A. No, that was not part of my motivation.**  
 5 Q. Did you have any contact with Cyril Smith during your  
 6 time at the council?  
 7 **A. Yes, I had some contact -- I didn't have a lot of**  
 8 **contact with Cyril Smith, but I did meet him. The main**  
 9 **contact I had with him was through correspondence. He**  
 10 **wrote a lot of letters to all departments, I think. But**  
 11 **he was mainly somebody who I would have seen at public**  
 12 **occasions, Mayor Making Ceremony, and so on. So it was**  
 13 **limited to that.**  
 14 Q. How involved did he get in social services affairs as an  
 15 MP?  
 16 **A. I don't have a recollection that he particularly got**  
 17 **involved in social services cases. I know you**  
 18 **identified it on your list, but it wasn't something that**  
 19 **I was particularly conscious of. And of course he**  
 20 **ceased to be an MP in 1992.**  
 21 Q. Did you know in 1991, which is the year we have been  
 22 focusing on, Smith was central to getting a child  
 23 removed from his family home following an allegation  
 24 that the child had interfered with his sister? Did you  
 25 know that?

Page 156

1 **A. I don't have any recollection of that.**  
 2 Q. Is it something you ought to have known about?  
 3 **A. I would say potentially, yes, if an MP was involved.**  
 4 Q. I could bring up the document, but I am going to resist  
 5 the temptation, given the time.  
 6 **A. Okay.**  
 7 MR ALTMAN: All right, Mr Davey, that's all I have to ask  
 8 you. It may well be that the chair and the panel have  
 9 some questions.  
 10 Questions from THE PANEL  
 11 MR FRANK: Firstly, can I ask you, when Mr Littlemore  
 12 resigned, did he or anyone else give you have any sort  
 13 of handover briefing about the sort of work that he had  
 14 been involved in and which you might have to take up  
 15 responsibility for?  
 16 **A. No, and that was because -- I think my memory is correct**  
 17 **on this, I remember being in the town hall on that day**  
 18 **and I think I was actually called over by Mr Pierce.**  
 19 **I think Mr Littlemore resigned with immediate effect and**  
 20 **essentially just left his office. So he wasn't there**  
 21 **anymore.**  
 22 MR FRANK: Have you seen him since?  
 23 **A. I have not seen him since. I had some telephone contact**  
 24 **with him.**  
 25 MR FRANK: When was that?

Page 157

1 **A. That would have been within the six/nine months after**  
 2 **he'd resigned, I would say. That was in March 1991.**  
 3 MR FRANK: And why was that?  
 4 **A. Sorry, why was ...?**  
 5 MR FRANK: Who initiated that telephone contact?  
 6 **A. I think Gordon did, actually.**  
 7 MR FRANK: And why?  
 8 **A. I think he probably -- well, I think he probably was**  
 9 **wanting to know how I was. Gordon and I became very**  
 10 **close in the course of the -- particularly the six**  
 11 **months leading up to his resignation. We spent a lot of**  
 12 **hours working together. That was why it was such**  
 13 **a devastating blow for me that he left.**  
 14 **So I think it was purely that. But it was no more**  
 15 **than some -- a brief -- some or a brief telephone**  
 16 **conversation, I think.**  
 17 MR FRANK: Of which is there a record?  
 18 **A. No, because obviously he'd left the department at the**  
 19 **time. It wasn't anything official.**  
 20 MR FRANK: Thank you. That's all I ask.  
 21 THE CHAIR: Thank you, Mr Davey. Regarding the decision  
 22 about the child protection procedures and whether this  
 23 fell within the scope of them, did you consider the  
 24 option of interviewing the selected children from  
 25 Knowl View simply to ascertain their perspective on

Page 158

1 things outwith child protection procedures?  
 2 **A. For the child-to-child sexual abuse?**  
 3 THE CHAIR: Yes. Or for any of it?  
 4 **A. Obviously we have covered, I think, the child-to-child**  
 5 **sexual abuse procedures, but I have seen this reference**  
 6 **to "outside of child protection procedures" in relation**  
 7 **to the Smith Street toilets and whether or not that was**  
 8 **a decision based on what was called "stranger abuse" at**  
 9 **the time, and Freema Taylor explained what that was.**  
 10 **I don't think that the lack of follow-up, as it**  
 11 **were, which we have just discussed, in relation to those**  
 12 **issues was based on any conscious decision, as far as**  
 13 **I can see it, that, "No, we are not going to do that**  
 14 **because they are outside the child protection procedures**  
 15 **because this is stranger abuse". I don't think that was**  
 16 **it. I think it was more that, essentially, these**  
 17 **matters are not continuing, and obviously that view**  
 18 **wasn't correct.**  
 19 **Sorry, does that --**  
 20 THE CHAIR: Partially.  
 21 **A. Sorry, if I can explain a bit further then?**  
 22 THE CHAIR: How did you ascertain that the activities  
 23 weren't continuing?  
 24 **A. Well, as I think I've already explained, my**  
 25 **understanding at that time was that social services was**

Page 159

1 **waiting for information from the school about individual**  
 2 **boys and whether or not those activities were**  
 3 **continuing. I thought that that had not happened and**  
 4 **that that information had not come forward. Now it is**  
 5 **clear that it had.**  
 6 **In relation to the note that Ms Taylor did to**  
 7 **herself, I think, it actually -- it does raise the**  
 8 **question, you know, was it continuing at weekends or**  
 9 **holidays, and so on, and in that instance that**  
 10 **clearly -- I think it was about one boy. That should**  
 11 **have triggered then follow-up on that point to establish**  
 12 **exactly whether that was the case or not.**  
 13 THE CHAIR: Thank you.  
 14 PROF SIR MALCOLM EVANS: Thank you. Forgive me for just  
 15 wanting to try to seek some final clarification of  
 16 the chronology of events through May. As we have seen,  
 17 it is obviously a little confusing and complex.  
 18 **A. Yes.**  
 19 PROF SIR MALCOLM EVANS: As I am understanding it -- and  
 20 please forgive me if I am wrong -- if we take as a first  
 21 date 7 May, we have some evidence that Chris Spankie got  
 22 in touch to say that there was not enough information  
 23 for the proposed investigations to proceed. We are then  
 24 told that on the 10th, the headmaster was writing to say  
 25 that he was concerned that no such investigations were

Page 160



1 taking place --

2 **A. Mmm-hmm.**

3 PROF SIR MALCOLM EVANS: -- which seems to follow on.

4 A week later, on the 17th, we have an extensive note

5 from the headmaster that has details of interviews that

6 have taken place, so it would appear that something had

7 occurred during that period. But of course the question

8 I would like to ask is, when you were recording that

9 early -- the views in your meeting on the 17th with the

10 chief executive and the town clerk that the views that

11 had already been expressed that this was not to be

12 investigated, whether that would have been informed by

13 the information that by the 17th, or at least on the

14 17th, was being sent to Freema Taylor and, in which

15 case, when you met again on the 29th, when her view was

16 put forward, whether there had been any change in her

17 position in the light of the receipt of that information

18 that presumably she would have had after that date?

19 **A. That is entirely correct, that she did not have -- when**

20 **she informed me about her view that there was not -- it**

21 **was not possible or appropriate to proceed with the**

22 **child -- the child protection procedures in the first**

23 **instance which precipitated the meeting with the chief**

24 **executive on 17 May, she was not in receipt of that**

25 **information. That is quite clear, I think. She could**

Page 161

1 **not have been in receipt of that information. However,**

2 **she clearly was in receipt of that information after**

3 **that date and before the meeting on the 29th.**

4 **Her note there, her notes on 28 May show that she**

5 **had that information then. In advance -- she did that**

6 **note in advance of the meeting on the 29th, it seems.**

7 PROF SIR MALCOLM EVANS: In other words, there would have

8 been an opportunity for her to revise her view in the

9 light of the information that had been received before

10 you concluded your view on the meeting of the 29th?

11 **A. Indeed. Indeed.**

12 PROF SIR MALCOLM EVANS: Thank you.

13 MR ALTMAN: Can I just correct what might be

14 a misunderstanding, that the material that was assembled

15 by or on behalf of Mr Bradshaw on 17 May that was sent

16 to Freema Taylor was not based on interviews.

17 **A. Yes.**

18 MR ALTMAN: It was a collection of information compiled from

19 boys' files and records but not interviews.

20 THE CHAIR: Thank you for that clarification, it helps.

21 MS SHARPLING: Just one question, please: were there any

22 standard procedures for dealing with correspondence from

23 members of parliament, albeit the local MP, when you

24 were there at Rochdale? For example, did it have to be

25 checked and approved by a senior manager before it was

Page 162

1 sent?

2 **A. Yes. I think normally what would have -- what we would**

3 **have expected to happen would be that both letters to**

4 **MPs and also to councillors, they normally would have**

5 **been signed by a senior manager, so that would have been**

6 **either the director, deputy director or assistant**

7 **director. That would be the formal channel, that would**

8 **be the formal response.**

9 **In other words -- well, certainly Cyril Smith would**

10 **never have written to an area manager, for example,**

11 **because his view was, you go to the top. So it would**

12 **come from senior managers.**

13 MS SHARPLING: I see. Thank you.

14 THE CHAIR: Thank you, Mr Altman. Thank you, Mr Davey.

15 (The witness withdrew)

16 THE CHAIR: That concludes today's hearing and we will

17 reconvene tomorrow.

18 (4.15 pm)

19 (The hearing was adjourned to

20 Thursday, 19 October 2017 at 10.30 am)

21

22

23 I N D E X

24

25 MR IAN MICHAEL DAVEY (affirmed) .....1

Page 163

1

2 Examination by MR ALTMAN .....1

3

4 Questions from THE PANEL .....50

5

6 Examination by MR ALTMAN (continued) .....54

7

8 Questions from THE PANEL .....157

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

Page 164

<b>A</b>	95:20 96:2,9,18	<b>acting</b> 2:4,15 3:2,24	<b>admission</b> 19:10	130:7 140:3
<b>A10</b> 13:23 14:5,9	96:21 111:13,15	4:3,14 5:5 6:5,9	<b>admit</b> 21:16	152:15
14:10 16:2,18,21	111:20 114:17	8:1,7 10:16 11:10	<b>admitted</b> 16:25	<b>agreement</b> 109:10
17:4,6,24 18:5,9	121:11,19 124:20	11:14 14:22 24:11	17:1 18:22 21:6	111:1 112:4
18:11 20:18,20	124:21 125:23	27:15 39:8 40:19	24:20	<b>Ah</b> 51:8
21:16 24:19 25:12	126:15 127:2,10	41:23 56:21 57:3	<b>adolescent</b> 69:14	<b>alarmed</b> 140:8
26:2 29:12,16	127:14,19 131:17	59:13,14 61:2,8	<b>adult</b> 118:20	<b>albeit</b> 116:16
30:15 31:1 63:15	136:10,17,18	61:10,11 65:5	<b>adults</b> 21:20	162:23
103:24 104:3	137:12,13 141:20	85:14 86:9 94:23	<b>advance</b> 17:14	<b>Alison</b> 59:15,16,18
118:25	142:8,16,21 143:6	102:14 106:8	117:19 162:5,6	<b>alive</b> 79:17 117:6
<b>A11</b> 64:16 93:21	146:14 154:5,10	145:23	<b>advances</b> 136:9	<b>Allan</b> 2:23 123:11
104:4 111:7,18	155:24 159:2,5,8	<b>action</b> 18:25 29:9	<b>advice</b> 9:5 94:11	132:21 133:5
118:21 131:14,14	159:15	59:6 70:16 71:19	115:2 134:4,7,10	<b>allegation</b> 156:23
136:4,7	<b>abused</b> 36:9	72:2 85:24 86:2,6	147:15 148:3,4,9	<b>allegations</b> 77:9,10
<b>A11's</b> 64:15	<b>abusers</b> 94:8	88:6,7 90:4	150:5,23 151:6,8	77:14 78:15
<b>A12</b> 64:1,2	<b>abusive</b> 122:4,9	100:21 102:19	<b>advise</b> 87:22	114:16 116:18
<b>A13</b> 64:1	151:24	105:9 106:17	153:11	124:19 127:9
<b>A14</b> 93:21 104:4	<b>accept</b> 91:2 96:24	109:18 145:21	<b>advised</b> 114:2	140:12 149:24
131:12,13,15	103:8,17 122:22	<b>actions</b> 83:24 84:2	<b>adviser</b> 31:12 66:9	<b>alleged</b> 111:16
136:6	123:6,15 141:2	84:5,7 122:18	66:11	116:12
<b>A15</b> 92:12 93:10,22	144:9 146:18	144:25	<b>advising</b> 126:13	<b>allow</b> 20:25
104:4 130:22	154:3	<b>activities</b> 14:1 16:7	<b>advisory</b> 135:13	<b>allowed</b> 14:6 26:15
131:14 136:5	<b>acceptable</b> 25:19	17:18 21:21 24:2	<b>affairs</b> 156:14	26:18 155:21
140:14	<b>accepted</b> 37:19	27:24 30:23 64:2	<b>affirmed</b> 1:3	156:2
<b>A17</b> 92:8,23 93:4	152:7	68:3 84:20,22	163:25	<b>allows</b> 90:22
104:5 111:21	<b>accepts</b> 96:16	121:21 128:8,16	<b>afternoon</b> 119:20	<b>allude</b> 147:14
<b>A24</b> 17:25 18:5	<b>access</b> 10:2 64:8	129:5 131:16	<b>age</b> 121:20 122:11	<b>alternative</b> 19:4,14
21:10 29:13 30:16	<b>account</b> 68:6	136:7 143:17	122:14	20:2,10 27:3
<b>A9</b> 16:9,10 63:25	122:15 138:15	145:4,15 146:17	<b>agencies</b> 72:5	<b>Altman</b> 1:4,5 50:11
<b>abdication</b> 145:22	<b>accountabilities</b>	159:22 160:2	109:20	50:20,24 54:17,18
<b>able</b> 10:1,2,2 27:9	9:3 28:23	<b>activity</b> 63:21	<b>agenda</b> 95:11 135:6	54:19 88:16,24
44:23 91:22 136:8	<b>accountability</b> 5:13	71:16 97:5 118:7	<b>agendas</b> 69:6	120:2,6 157:7
138:14 148:21	9:22 10:8 28:6	151:24	<b>ages</b> 122:16	162:13,18 163:14
149:9,15	<b>accumulated</b> 13:12	<b>actual</b> 2:20 3:24	<b>ago</b> 37:24 41:5	164:2,6
<b>abnormal</b> 94:7	<b>accuracy</b> 138:14	7:14,16,19 70:9	90:25	<b>amount</b> 119:22
<b>absolutely</b> 31:11	<b>accurate</b> 141:18	125:20 141:17	<b>agree</b> 14:18 25:2	137:15,18 138:18
103:13 128:22,24	154:2	148:13	51:19 57:22 58:21	139:20 140:24
129:5,17 130:15	<b>accused</b> 47:13,21	<b>add</b> 24:4 32:24	74:2 76:20 97:12	141:17
151:7	47:22 48:19	130:16 147:10	107:8 122:19	<b>and/or</b> 81:5
<b>absolve</b> 151:18	<b>achieve</b> 68:8 89:25	<b>added</b> 105:1	151:9 155:21	<b>anecdotal</b> 33:3
<b>abuse</b> 36:10 37:20	<b>ACPC</b> 71:21	<b>addressed</b> 85:23	<b>agreed</b> 18:1,7	<b>Annie</b> 66:12 92:8
54:5 60:7 63:4	<b>acquired</b> 44:19	97:21 108:20	21:16 65:22 70:14	113:15 129:3
64:10 69:13 71:25	<b>act</b> 30:22 49:20	144:1	72:1 89:9,23	130:18 131:20
73:4,22 76:22	55:7,19,20 56:16	<b>adjourned</b> 163:19	92:10 109:20,23	135:9 141:11
79:18 94:4 95:5	57:1	<b>adjournment</b> 88:22	111:9 113:22	<b>announce</b> 122:24

<b>answer</b> 57:1 131:6 149:7	102:5 107:3,13 109:14 111:19,22 161:21	152:8	<b>assurance</b> 109:16	121:7 127:11 137:14 140:20 146:15,15
<b>anticipated</b> 136:14	<b>appropriateness</b> 27:2	<b>article</b> 44:25 45:16 46:2,10	<b>assure</b> 85:21	<b>awareness</b> 66:21,24 78:25 79:3
<b>anxiety</b> 4:16 21:18	<b>approval</b> 39:15	<b>ascertain</b> 158:25 159:22	<b>assured</b> 14:7	
<b>anybody</b> 66:16	<b>approved</b> 162:25	<b>Ashworth</b> 118:8,10	<b>attach</b> 83:12 87:13 <b>attached</b> 87:5 89:19	<b>B</b>
<b>anymore</b> 157:21	<b>April</b> 2:11 3:14,15 13:16 17:24 63:18 77:3,4 81:19 82:2 82:9 83:9 88:14 89:2,14,23 90:6,7 92:6 93:13 97:12 97:24,25 98:13,17 99:5,11,16 100:23 101:4 104:12,21 106:8,20,22 107:18,24 110:23 110:24 112:2,3,6 112:15 130:20 151:11	<b>aside</b> 54:12 70:23 132:17 133:22	<b>attack</b> 67:24,25	<b>back</b> 12:12 14:14 17:19,20 22:14 28:3 30:14 31:17 35:3 43:8 61:21 81:3 86:5,18 87:10 88:24 94:9 94:23 103:1 107:23 110:23 112:5 117:14 119:17 126:2,8 128:9 129:1 134:6 135:3,5 138:16 141:4,5 142:20 144:22 145:1 146:18 148:2 155:4
<b>apart</b> 65:13 66:17	<b>area</b> 15:15,16,23,24 29:7,8,19,24 30:1 30:4,5,7,16 52:24 52:25 54:2 72:11 74:7,12 75:15 76:1 78:12 82:3 89:3 95:25 133:2 163:10	<b>asked</b> 2:8 16:22,22 17:2 18:15 43:5 43:13 56:4 69:1 91:3 99:22 108:5 123:16 127:13 136:25 138:8 149:17 150:11	<b>attempts</b> 30:20 31:2	<b>backed</b> 134:7
<b>apologise</b> 119:25 120:9	<b>arisen</b> 68:22 100:16	<b>asking</b> 16:4 27:19 29:18 31:9 57:8 57:14,21 60:22 63:11,15 64:17 65:21 115:3,5 126:7 134:20	<b>attended</b> 69:2	<b>background</b> 5:16 7:6,9,20 10:6
<b>apparent</b> 69:5	<b>arising</b> 79:12 123:13	<b>asked</b> 2:8 16:22,22 17:2 18:15 43:5 43:13 56:4 69:1 91:3 99:22 108:5 123:16 127:13 136:25 138:8 149:17 150:11	<b>attending</b> 119:1	<b>bad</b> 26:16,18,21
<b>apparently</b> 16:2,14 16:17,18 17:7 21:3,7,8,12	<b>arranged</b> 63:2 142:19	<b>asking</b> 16:4 27:19 29:18 31:9 57:8 57:14,21 60:22 63:11,15 64:17 65:21 115:3,5 126:7 134:20	<b>attention</b> 11:25 17:12 20:5 24:8 26:23 100:17 117:8 120:22	<b>ball</b> 93:14
<b>appear</b> 111:21 161:6	<b>arrangement</b> 2:16 4:12 52:25 53:18	<b>asking</b> 16:4 27:19 29:18 31:9 57:8 57:14,21 60:22 63:11,15 64:17 65:21 115:3,5 126:7 134:20	<b>attract</b> 56:25	<b>barrier</b> 33:1
<b>appeared</b> 44:25 92:9 108:1 112:7	<b>arrangements</b> 5:20 50:25 52:7 92:17 115:16	<b>aspects</b> 11:6	<b>audit</b> 107:6	<b>based</b> 35:14 68:4 115:10 126:12 159:8,12 162:16
<b>appears</b> 73:16 89:22 90:6	<b>arranging</b> 98:12 99:4 109:5	<b>assembled</b> 162:14	<b>August</b> 20:15	<b>basis</b> 2:19 12:4 53:7
<b>appendix</b> 93:2 116:21	<b>arrested</b> 16:25	<b>assertion</b> 90:24	<b>author</b> 70:8	<b>bearing</b> 5:4 58:2
<b>apply</b> 42:14 43:10 45:23 136:12	<b>arrive</b> 58:7 121:12	<b>assertion</b> 90:24	<b>author's</b> 92:3	<b>becoming</b> 42:4 140:8
<b>applying</b> 48:5 114:7 136:22	<b>arrived</b> 73:17	<b>assessing</b> 122:8	<b>authorities</b> 120:25	<b>beds</b> 12:2
<b>appointed</b> 4:1 6:9 10:15 39:1 41:2 42:18,20 85:4 100:12 132:18		<b>assessment</b> 18:1	<b>authority</b> 55:8 81:23 82:21 118:16 145:14	<b>beg</b> 12:18 18:16
<b>appointment</b> 2:15 40:19 69:8		<b>assessments</b> 19:9	<b>available</b> 14:2 17:15 22:8 72:5 98:6 111:12 152:1	<b>began</b> 56:20
<b>appreciated</b> 136:2		<b>assigned</b> 90:16	<b>avenue</b> 144:15	<b>beginning</b> 2:11 3:14,20 119:20
<b>approach</b> 35:14,22 38:19,20 39:15 49:22,25 50:8,9 57:6,10,12 58:7 94:18,22 99:7,13 99:17 100:1,11 102:13,15		<b>assimilation</b> 137:19	<b>averse</b> 156:2	<b>begins</b> 66:19 68:21
<b>approached</b> 17:5 49:12 103:21 126:10		<b>assistance</b> 109:5 152:19	<b>avoidance</b> 155:21 155:25	<b>begun</b> 7:8
<b>appropriate</b> 18:3 86:2 91:25 92:9 100:6 101:20,23		<b>assistant</b> 2:2 4:7 11:9 14:17 15:17 24:10 27:14 39:1 42:3 60:20 62:22 65:6 163:6	<b>aware</b> 11:11 18:24 22:1,13 23:4,5 25:6,7,12 26:6 31:15 33:2,16 34:9 38:5 52:9,15 52:19,21 69:25 72:8,11 74:7 75:15 76:1 77:13 77:15,24 78:4,5,7 79:11 81:4,6,14 83:13,24 90:17 96:20 100:18 112:20 117:7	<b>behalf</b> 9:10 117:3

139:21 162:15	79:24 80:17,20	<b>boys'</b> 49:6 64:9	21:3	12:15 14:19 15:18
<b>behaviour</b> 18:6	82:4 89:4 90:12	71:17 116:12	<b>business</b> 13:6	24:7,17 35:25
71:16,24 73:3,22	90:13 91:11 92:10	162:19		36:19,20 39:14
152:13,25 153:20	105:25 106:7	<b>Bradshaw</b> 85:5	<b>C</b>	42:5,23 43:24
<b>belief</b> 129:25	108:24,25 109:7	90:11,16 93:16,19	<b>c</b> 122:12	45:19 47:14,22
<b>believe</b> 8:20 19:23	109:17 110:12	93:21 116:5,23	<b>cafe</b> 21:4	53:15 54:10 56:5
50:7,8 91:5,6	111:6 112:19	117:2 128:13	<b>call</b> 5:1 13:17,22	57:15,16 58:10,11
115:9 117:7 119:4	134:9 135:1 140:3	138:1 139:7,11,21	64:7 66:25	58:18 65:2 103:25
132:20 147:6	<b>Bowyer's</b> 67:18	140:7 141:15	<b>called</b> 5:6 127:17	121:4 143:16
<b>believes</b> 16:9	73:9 91:19 108:21	162:15	157:18 159:8	156:17
<b>bell</b> 13:20	110:3 135:23	<b>break</b> 5:9 50:11,15	<b>capabilities</b> 18:2	<b>catchment</b> 95:25
<b>bells</b> 63:5	<b>boy</b> 16:12,13 17:9	50:18 88:18	<b>capacity</b> 85:12	<b>category</b> 33:18,19
<b>Bentley</b> 66:10	17:22 20:17 24:2	119:18 120:4	<b>car</b> 11:22,23 21:8	<b>cause</b> 18:6 68:23
71:15 90:9 91:23	24:19 25:3 63:15	<b>Brian</b> 62:22 66:4	<b>care</b> 17:9 19:4,14	118:12
<b>besieged</b> 12:13	63:24 64:11 92:8	69:3 83:9 90:11	20:1,10 24:12,22	<b>caused</b> 4:19
43:18	92:9,13,14 93:13	<b>brief</b> 55:11 139:12	25:8,16,23 26:13	<b>causing</b> 118:7
<b>besiegement</b>	104:5 115:12	158:15,15	26:14 27:3 44:25	<b>cautious</b> 43:23
154:18	118:20,23,25	<b>briefed</b> 129:15,19	45:16 46:10 49:23	<b>Cavanagh</b> 31:24
<b>best</b> 133:18	130:22 131:5,21	130:1	67:20 72:4 80:10	32:13 33:17 34:9
<b>better</b> 79:20 134:9	132:5,5 136:8,23	<b>briefing</b> 157:13	80:13 84:18 93:17	51:10,13 54:4
154:25	141:10 147:18	<b>briefly</b> 132:19	100:17 118:25	59:21 61:6 66:13
<b>Bevan</b> 132:21	160:10	<b>bring</b> 11:25 14:11	152:12,24	66:19 67:2,3,6
<b>beyond</b> 97:5	<b>boys</b> 16:11 18:3,20	157:4	<b>career</b> 1:7,9	68:7 70:12 74:16
<b>Birmingham</b> 6:12	19:10 24:1,11	<b>brings</b> 103:20	<b>careful</b> 93:1 132:18	75:22 77:17,22
9:8	25:7,12,23 26:2	<b>broaden</b> 134:21	<b>carefully</b> 29:12	78:21,25 79:19,22
<b>bit</b> 1:20 32:25	26:13 30:11 45:24	<b>broader</b> 53:5	76:18	80:17,18,18 83:2
107:5 112:14	47:10,17 48:1,18	<b>broke</b> 54:19	<b>carpet</b> 69:16	83:8 86:17,23
119:19 125:14	60:8 67:15 73:6	<b>brought</b> 17:11	<b>carried</b> 145:9	89:15,21 98:9,12
132:2 159:21	91:21,23 93:4,7	26:23 104:25	<b>carry</b> 126:6 151:10	98:19 99:5,10,15
<b>blame</b> 21:19	93:21,23 94:6,7	<b>Brown</b> 14:19 36:16	<b>Carrying</b> 84:13	100:2,22 112:5
<b>blissfully</b> 28:11	95:25 96:1 97:6	39:13	<b>cars</b> 63:23	113:11 114:9,10
29:21	100:6 101:24	<b>buck</b> 151:21	<b>Carter</b> 20:18	124:5 125:2,7
<b>blow</b> 40:17 158:13	103:3 104:3,6,8	<b>Buckley</b> 2:23,23	<b>case</b> 8:25 20:17	129:20 130:1
<b>bodies</b> 122:5	104:11,13,19	4:8,10 12:23,24	23:6 26:20 28:22	137:1 138:17
<b>body</b> 84:16	111:10 115:11	13:8 40:21 42:13	29:6,16 30:14,15	142:7 146:9
<b>born</b> 13:24	116:18,19 118:10	123:11 132:21	31:1 40:5 45:22	149:18 153:10
<b>bother</b> 123:9	118:15,22 128:12	<b>building</b> 9:24	45:23 46:8,14	<b>Cavanagh's</b> 100:16
<b>bottom</b> 39:24 40:10	128:15,18 130:19	<b>Bullough</b> 75:4 76:7	47:14,16 48:5,18	<b>CD</b> 112:17
42:2 67:24 110:2	136:13 138:2	76:15 77:1 86:11	51:2 54:2,14	<b>ceased</b> 156:20
148:16,18 150:1	140:13 141:14	98:6 105:3,8,15	103:24 114:19,19	<b>cent</b> 110:16
<b>Bowyer</b> 23:15 31:4	145:13 146:1	108:16	115:11,16 119:24	<b>central</b> 142:1
35:11 62:20 65:8	147:23 148:1	<b>bump</b> 138:24	131:7 136:12,16	156:22
66:4,8 67:12 68:2	150:10 151:12	<b>bundle</b> 116:1,16	147:6 160:12	<b>centre</b> 5:11 16:3,8
68:20 69:3 72:13	152:4,13,25 155:2	<b>bury</b> 154:25	161:15	<b>Ceremony</b> 156:12
77:16 78:23,24	160:2	<b>bus</b> 16:3 17:4 20:19	<b>cases</b> 10:20 12:10	<b>certain</b> 64:24 70:7

70:8 113:4 <b>certainly</b> 6:15 7:8 19:12 20:22 27:1 33:18 34:14 38:10 41:13 50:10 71:2 78:6 81:14 93:7,7 93:10 96:22 103:24 105:4 128:5 132:4 134:14 135:4,5,10 139:17 145:12 163:9 <b>cetera</b> 105:16 146:20 <b>chain</b> 53:17 <b>chair</b> 11:2,2 50:16 50:20,24 51:6,19 51:23 52:1,3,9,24 53:3,9 54:17 81:23 88:18,20 119:13,18,23 157:8 158:21 159:3,20,22 160:13 162:20 163:14,16 <b>challenge</b> 53:16 <b>challenges</b> 54:10 <b>change</b> 45:15 59:6 115:20 161:16 <b>changed</b> 42:24 <b>changes</b> 55:5,6 <b>channel</b> 163:7 <b>characterisation</b> 96:24 <b>characterised</b> 94:8 <b>charge</b> 28:4,17 <b>check</b> 12:12 50:13 <b>checked</b> 162:25 <b>chief</b> 6:12 8:9 39:7 51:11,12 54:4 66:9 98:9 110:22 117:20 124:2,7,22 126:11,17 134:20 138:17 139:19 140:5 142:7	149:22 161:10,23 <b>child</b> 28:15 31:13 43:24 44:20 52:18 65:7 68:4 69:13 76:22 94:4 96:2 109:14,22 121:4 122:25 123:12 124:20 133:7 134:3 136:18 138:12 140:9,14 140:16 143:7 154:10 156:22,24 158:22 159:1,6,14 161:22,22 <b>child's</b> 55:15 <b>child-on-child</b> 95:20 96:18 121:11 127:2,10 127:19 137:12,13 142:8 143:6 <b>child-to-child</b> 54:5 73:4,22 95:5 96:9 96:21 121:19 125:23 126:15 141:20 142:16,20 146:14 154:5 159:2,4 <b>childcare</b> 39:2 49:14,16 96:23 <b>childhood</b> 122:4 <b>children</b> 18:20 19:25 20:11 27:11 27:21 30:25 36:6 36:9 38:1 46:23 46:25 49:20,22 50:5 52:13 55:6,9 55:20 56:9,16 57:1 101:13 109:14,19,21 114:8,14,15 119:7 121:5,20 122:3,9 122:17 124:21 131:17 136:17 137:11 140:10,11 142:4 151:24,25	155:12,16,22 156:3 158:24 <b>children's</b> 55:19 56:11 <b>Chris</b> 59:14,16 69:3 92:7,8,11 111:4 112:8 113:1 113:22 115:8,10 140:2,13 160:21 <b>Christine</b> 59:9,21 61:5 62:21 <b>Christmas</b> 59:22 61:6 66:25 67:3 <b>chronology</b> 17:16 22:9 61:25 62:8 75:25 89:1 90:2 124:9 160:16 <b>ciphered</b> 17:3 116:18,19 <b>circular</b> 120:19 <b>circulated</b> 23:1 <b>circulation</b> 76:7 86:4 88:2 <b>circumstances</b> 47:6 47:7,15 48:5,16 49:9 131:24 <b>circumstances'</b> 45:23 <b>claim</b> 138:18 <b>claimed</b> 88:5 <b>claims</b> 69:7 <b>clarification</b> 160:15 162:20 <b>clarifies</b> 111:18 <b>clarify</b> 32:24 92:23 <b>clear</b> 3:18 9:6 19:15 24:15 50:3 65:21 73:18,23 75:2 90:23 98:4 106:3 113:6 121:14 126:7 127:5 130:3 132:4 139:4 143:10 154:6 160:5 161:25	<b>clearer</b> 6:3 111:11 <b>clearly</b> 2:24 5:12 13:5 19:7 26:7 30:25 39:4 44:17 46:22,25 47:12 52:17 55:11 58:15 70:17 72:24 74:5 78:25 80:1,2 81:10 83:24 88:19 90:7 95:21 96:19 97:6 99:20 100:1 102:16 103:13 113:21 114:9 122:3 129:24 132:25 134:11,12 134:19 138:3 141:3,18 144:20 151:3 153:5 160:10 162:2 <b>clerk</b> 39:8 124:3,23 126:12 140:6 161:10 <b>Cliff</b> 66:10 90:9 91:23 <b>clingy</b> 20:20 <b>close</b> 68:5 71:5 158:10 <b>closely</b> 35:23 <b>co-author</b> 99:24 <b>coalition</b> 5:23 6:23 <b>cold</b> 144:2,4,8 <b>collaboration</b> 121:3 <b>collate</b> 72:3 <b>colleague</b> 10:11 <b>collection</b> 162:18 <b>Collins</b> 66:12 <b>column</b> 70:6 <b>combined</b> 106:14 <b>come</b> 10:21 19:4 22:19 23:3,11 24:17 29:6 31:17 41:20 54:3 55:19 55:21 56:17,22 57:13 64:7 70:4	72:14 73:11 78:16 81:3 88:16 94:10 94:17,19 95:18 96:12,23 103:2 112:22 119:17 120:13 123:20 124:20 128:9 130:2,10 134:6 144:22 148:2 154:10 155:4 160:4 163:12 <b>comes</b> 103:1 150:3 <b>comfortable</b> 41:8 41:10,13 42:7 <b>coming</b> 22:25 24:8 49:23 61:21 65:3 71:6 72:24 97:10 97:14 98:8,17 101:1 112:18 117:14 135:3,5 147:7 <b>commas</b> 4:23 97:5 <b>comment</b> 18:14 31:22 32:4 76:12 76:13 81:1,2 104:22 <b>comments</b> 45:15 <b>commissioned</b> 34:10 79:8 146:11 153:9 <b>commitment</b> 150:25 <b>commitments</b> 144:24 155:7 <b>committee</b> 33:4 39:9,15 46:6 51:16 <b>common</b> 16:14 <b>communicated</b> 114:8 117:18 <b>communication</b> 31:19 32:17 <b>community</b> 44:25 45:16 46:10 68:4 <b>compared</b> 96:16
---	--	---	--	---

<b>comparison</b> 35:21	98:7,16,22 99:6	159:12	157:23 158:5	152:19
<b>competence</b> 134:1	124:8 130:6,8,18	<b>consent</b> 121:23	<b>contacted</b> 113:9	<b>coordinated</b> 98:10
<b>compiled</b> 116:14	131:13 136:5,16	<b>Conservative</b> 82:1	150:16	99:2
162:18	141:19 143:13	<b>Conservative/Li...</b>	<b>contained</b> 116:12	<b>copied</b> 59:19 60:2
<b>complaints</b> 16:2	147:17 149:21	6:23	129:12	60:12,19,23
34:10	<b>concerns/issues</b>	<b>Conservatives</b> 5:22	<b>contemporaneous</b>	<b>copy</b> 23:22,25
<b>complete</b> 59:6	145:3	<b>consider</b> 6:14 42:11	58:6	75:19 76:6 77:2
95:19 107:6	<b>concerted</b> 85:24	71:24 82:17 85:9	<b>content</b> 86:17,21	79:20 80:2,3 81:8
<b>completed</b> 109:24	88:5,7 99:7,13,17	89:6 109:25 130:9	87:22	83:12,19 85:11
136:15	100:21	146:24 155:18	<b>contents</b> 77:6 81:6	86:8,10 87:6,13
<b>completely</b> 12:14	<b>concluded</b> 162:10	158:23	81:15	87:20 99:9 115:24
48:15 65:22 73:15	<b>concludes</b> 163:16	<b>considerable</b>	<b>context</b> 125:21	116:6 117:16
128:3,20 144:4	<b>conclusion</b> 39:19	137:15,18 138:17	133:23	124:7
154:12,15	39:23 94:15,16	139:20 140:23	<b>continue</b> 99:7,13	<b>copying</b> 86:7
<b>complex</b> 160:17	127:7 137:18	141:17	109:11	<b>core</b> 5:11 116:2,3
<b>comprehend</b>	146:13,24 147:21	<b>consideration</b>	<b>continued</b> 13:7	<b>corporate</b> 6:11
121:22	<b>conclusions</b> 83:22	29:15 52:22 55:16	54:18 56:21	38:19,20 51:11
<b>compromise</b> 5:19	84:9	132:19	128:19 152:19	<b>correct</b> 2:5 3:6 6:25
<b>conceal</b> 71:1	<b>conduct</b> 111:10	<b>considered</b> 19:3,24	164:6	17:13 40:23 41:7
<b>concentrate</b> 20:25	114:2	26:8 48:1 71:15	<b>continuing</b> 42:12	45:17 59:2 72:19
<b>concern</b> 10:3 18:19	<b>conferences</b> 46:8	73:4 84:6 93:25	60:8 68:1 145:7	79:5 80:20 102:13
20:8 68:23 70:13	46:14	95:9 104:17	145:15,16 146:17	102:14 113:16
100:17 105:7,7	<b>confidence</b> 69:12	130:18 133:3	147:25 159:17,23	131:3 139:17
118:7,8,12 142:11	<b>confident</b> 42:17	137:10 142:4	160:3,8	152:9 157:16
143:25 145:18	129:16,17,18	<b>considering</b> 89:1	<b>contributed</b> 99:19	159:18 161:19
<b>concern/anxiety/...</b>	<b>confidential</b> 106:7	<b>constitute</b> 71:25	99:22	162:13
105:16	109:4	73:4	<b>contributes</b> 67:16	<b>corrections</b> 45:12
<b>concerned</b> 4:21	<b>confirm</b> 14:5 82:14	<b>constituted</b> 73:22	<b>contributing</b> 86:16	<b>correctly</b> 40:20
5:14 10:19 14:12	109:9	<b>construct</b> 112:25	<b>control</b> 5:21,21	79:13
21:20 25:4 35:21	<b>confirmed</b> 56:17	<b>constructing</b> 135:8	<b>controversial</b> 46:14	<b>correspondence</b>
40:5 50:7 63:3	93:19 121:14	<b>consult</b> 102:25	<b>convene</b> 89:23	156:9 162:22
110:14 111:14	<b>confirming</b> 101:4	132:21	114:11 125:7	<b>council</b> 2:8 4:11
113:20 128:9	<b>confirms</b> 80:19	<b>consultation</b> 100:5	<b>convened</b> 61:3	5:21 6:10,22 8:12
133:7 134:3	86:21	100:11 101:19	70:14 104:13	10:18 33:13 43:10
153:21 160:25	<b>confronted</b> 95:14	106:24	<b>convenience</b>	43:19 82:1 155:22
<b>concerning</b> 140:12	96:3	<b>consultations</b>	154:21	155:25 156:6
143:17	<b>confronting</b> 38:17	101:23	<b>convenient</b> 154:14	<b>council's</b> 6:11
<b>concerns</b> 4:18 8:24	96:15	<b>consulted</b> 102:6	<b>conversation</b> 82:14	51:10 120:22
9:10,12,13 10:12	<b>confusing</b> 104:1	107:3	116:25 117:13,23	<b>Councillor</b> 8:13,17
11:11 18:5,9,12	160:17	<b>contact</b> 8:20,21	158:16	81:9 85:12 97:9
18:21 20:5 31:3	<b>confusion</b> 21:18	11:1 27:6,18	<b>converse</b> 49:1	97:23 101:1
36:8 46:20 48:3	64:16	29:14 30:18 51:13	<b>convey</b> 127:1	108:10 112:8
53:6 60:3,5,11	<b>conjunction</b> 80:13	51:15 72:5 118:20	<b>conveying</b> 73:24	151:11
70:15 79:2,7	84:16	122:3,8 152:2	<b>cooped</b> 94:6	<b>councillors</b> 4:20,22
81:10 82:18 98:2	<b>conscious</b> 156:19	156:5,7,8,9	<b>cooperation</b> 82:23	10:14,18 163:4

<b>councils</b> 9:20	87:17 97:11	157:17	<b>decisions</b> 10:8	156:10
<b>counterparts</b> 53:1	105:23 107:23	<b>day-to-day</b> 13:6	55:17 98:9 99:2	<b>depend</b> 100:8
<b>couple</b> 2:8 53:11	108:17 160:21	53:24	107:15 133:23	<b>deputy</b> 2:23 124:3
105:4 120:15	161:18 162:3	<b>days</b> 3:16 6:8 26:14	<b>defend</b> 154:6,9	124:23 126:11
<b>courage</b> 21:22	<b>dated</b> 13:16 39:9	26:15 66:2 70:10	<b>defendant</b> 16:22	140:6 163:6
<b>course</b> 2:4 14:8	54:24 60:1 75:1	88:12 105:4 112:1	<b>defensive</b> 107:5,11	<b>descended</b> 117:3
18:25 22:2 31:6	75:22 83:9 88:14	115:23	107:17	<b>described</b> 52:24
38:18 42:22 47:4	97:12 116:5 118:4	<b>DC</b> 66:19	<b>define</b> 109:17	71:14,16 76:20
47:7 50:14 102:8	120:19 141:13	<b>deal</b> 7:11 8:16	<b>definitely</b> 64:22	<b>describes</b> 21:5 60:2
119:23 156:19	<b>dates</b> 61:17 70:9	38:13 41:15,17,25	<b>definition</b> 121:11	<b>describing</b> 28:15
158:10 161:7	<b>Dave</b> 20:18	43:18 80:4 87:1	121:25 124:21	<b>designed</b> 56:15,25
<b>Court</b> 39:18	<b>Davey</b> 1:3,6,14	95:4 107:25 136:9	130:11 136:10,17	155:18
<b>cover</b> 76:2 127:10	3:24 7:13 10:21	144:18 146:6	<b>degree</b> 5:19	<b>desk</b> 79:21
143:1,4	12:22 14:16 15:5	<b>dealing</b> 5:4 49:19	<b>delegated</b> 93:16	<b>despite</b> 41:1,10
<b>covered</b> 159:4	15:22 17:11 18:15	56:20 95:12 106:2	<b>deliberately</b> 142:23	<b>detail</b> 21:14 46:19
<b>covering</b> 74:16	22:18 25:20 27:10	106:4 108:2	<b>delicate</b> 133:1	63:20 67:13 92:16
75:17	28:9 29:21 31:5	130:23 152:12,25	<b>demand</b> 101:5	95:9,17 111:22
<b>crafted</b> 59:20	35:18 36:4 37:4	154:17 162:22	<b>Democrat</b> 6:23	112:19 117:3
<b>create</b> 118:3	37:17 38:9 39:20	<b>dealt</b> 14:8 28:4	<b>Democrats</b> 5:22	127:3 130:9,18
<b>created</b> 118:1	43:1,15 44:6	77:20 146:23	<b>deny</b> 50:9	<b>detailed</b> 19:21
<b>Criterion</b> 121:18	46:10 49:11 50:11	<b>Dear</b> 82:13 83:18	<b>department</b> 4:16	39:17 111:11
<b>critical</b> 10:24 123:1	50:21,24 54:19	97:23 116:9 139:8	5:8 6:17 7:11	114:6
<b>criticised</b> 36:21	56:3 59:3 60:5,25	139:9 140:7	10:24 12:12 13:6	<b>details</b> 100:4 161:5
37:2,6,7,10,11,11	61:19 62:7,14	<b>December</b> 1:24,25	26:12 31:20 35:2	<b>determine</b> 122:13
38:16,22,23 43:16	64:21 66:4 68:9	4:2	37:11 40:7 44:19	<b>determined</b> 109:18
<b>criticism</b> 37:13,14	69:21 73:12 78:1	<b>decentralisation</b>	45:19 46:4 48:8	<b>devastated</b> 40:16
37:15,17,18	82:11,13 83:13	4:15,24 8:18,22	51:1,3 59:7,17	<b>devastating</b> 158:13
<b>criticisms</b> 36:16	86:13 87:8,14	9:13,23 133:14	60:17 63:3 67:19	<b>developed</b> 121:7
37:25 38:14 41:1	88:19,24 90:21	<b>decentralise</b> 5:9	72:3 73:2,5,25	<b>development</b> 68:1
41:4,5	91:2 92:19 94:3	<b>decentralised</b> 9:15	80:9,11,12 82:19	69:14 122:16
<b>cultural</b> 122:5	94:17 102:13	10:4	82:24 84:16,19,24	<b>developments</b>
<b>Cunningham</b> 16:5	104:1 107:18	<b>decide</b> 70:15 94:19	84:25 85:6,9 90:3	107:3
16:6	110:19 111:4	<b>decided</b> 5:23 13:1	92:11 94:2 95:2	<b>Diana</b> 34:9 59:21
<b>cut</b> 119:13	112:23 114:14	20:23 76:11 99:6	95:16,16 96:15	61:6 66:13,19
<b>cutting</b> 22:22	116:7,23 119:7,20	99:13,14 102:2	100:14 106:13	67:2,3,6 68:7
<b>Cyril</b> 156:5,8 163:9	120:6 123:14	125:7 137:2	109:11 110:25	70:12 77:17 78:21
	128:21 129:16	<b>decision</b> 56:22 73:2	114:9 117:19	79:19 83:2,8
	136:19 138:16	73:13,16 99:19	120:21 127:21	86:17 89:15,21
<b>D</b>	143:21 151:21	113:17,24 114:3	143:8 145:24	98:9 110:16 112:5
<b>d</b> 62:25 122:17	154:7 157:7	115:2 120:18	146:7 147:2,4	117:21 124:5,7
163:23	158:21 163:14,25	121:12 122:13	153:5,6,8,15,20	129:15,20 137:2
<b>daily</b> 41:21	<b>day</b> 15:20 17:10	124:24 126:12	158:18	138:17 142:7
<b>date</b> 1:23 2:8 4:1	20:24 68:12,15	135:16,19 147:7,8	<b>department's</b> 49:16	146:9 149:18
7:14,16,19 40:3	82:2 83:10 87:16	154:6,20,21	<b>departments</b> 32:7	153:10,15 154:3
68:12 71:11 76:23	89:3 101:5 138:25	158:21 159:8,12	33:13 39:16 51:21	<b>difference</b> 32:12
76:24 81:19 83:3				

95:15 126:8 127:5	<b>disappointed</b>	45:5,10 49:24	<b>draft</b> 87:20	62:22 66:11 69:15
<b>differences</b> 32:19	114:23 115:1	50:12,13 54:23	<b>drafted</b> 108:25	71:23 72:3,6,9,20
32:20,22 35:21	148:9,11,12	56:11 57:23 63:5	<b>dragging</b> 4:22	72:21,22 73:1,5
97:4 133:24	<b>disappointment</b>	63:11 65:12 66:1	140:25	82:24 84:15,19,24
<b>different</b> 25:13,22	148:21 149:9,15	67:17 68:18,19	<b>drawing</b> 100:16	85:6,9 92:11
26:3,4 32:7 33:12	150:3,15,19	70:8 75:24 81:18	<b>drawn</b> 20:5 117:8	95:16 98:9 99:8
33:13 37:14 41:6	<b>discount</b> 151:23	83:6 88:24 93:15	120:22	100:14 106:14
47:11,15 48:16	<b>discovered</b> 23:13	107:9 112:10	<b>driving</b> 8:18 40:18	109:11 110:21,22
49:9 75:1 79:10	<b>discrepancy</b> 122:15	117:7 118:1,2	<b>drop</b> 137:17	110:24 114:9
105:1,1 108:12	<b>discuss</b> 14:10 16:7	119:3 120:24	<b>dropped</b> 84:10	117:19 119:10
115:3 116:20	42:5 51:20 61:4	121:16 122:1	<b>due</b> 2:4 14:8 41:3	120:25 124:17
133:14 134:13	71:3 93:20	136:4 140:1,22	<b>Duncan</b> 90:11,16	126:3 127:21,25
135:19,25	<b>discussed</b> 14:8	143:21 149:4	93:16	139:18 142:11
<b>differing</b> 4:17	36:14 52:4,11	157:4	<b>Dunning</b> 13:22	147:2,4 152:16
<b>difficult</b> 9:16 21:14	67:5 81:11 82:5	<b>documentary</b> 57:11	15:21 16:1,25	153:12,15,20
25:3 41:17,25	83:13 85:13,19	139:5	<b>duty</b> 42:20 43:3,6	<b>educational</b> 18:2,2
54:10 71:14 91:1	86:2,10 87:7,8,14	<b>documentation</b>	43:12	24:21 25:25 26:13
139:2 154:24	87:18 89:19 98:23	29:11 32:17	<b>dwell</b> 121:1	47:17 53:1,4 66:8
<b>difficulties</b> 52:12	111:24 117:10	112:21 119:10		67:23
<b>difficulty</b> 35:8	124:8 125:12,17	139:23	<b>E</b>	<b>effect</b> 2:25 5:6,18
53:16,16 132:24	159:11	<b>documented</b> 81:12	<b>E</b> 163:23	12:12 13:3 19:3
<b>dilemma</b> 10:9	<b>discussion</b> 16:24	<b>documents</b> 17:14	<b>earlier</b> 43:17 54:22	25:5 40:18 42:3
<b>direct</b> 101:1 153:3	53:4 73:10 81:21	22:14 23:17 49:13	56:25 61:12 69:15	77:21 105:21
153:7	85:18 86:23 87:17	52:16,20 54:20	73:2 75:10,14	125:25 126:1,13
<b>directed</b> 124:5	98:11 99:4 105:11	58:6 73:19 107:2	78:2 81:19 83:17	142:14 157:19
<b>directly</b> 13:3 18:22	108:15 127:10,15	112:11 116:2,3	86:13 87:5 98:1	<b>effectively</b> 108:8
19:2 125:1 145:24	128:7 129:4	<b>Dodds</b> 66:12 92:8	99:21 110:12	113:2
<b>director</b> 1:8 2:3,4	134:22	112:24 113:15	124:25 127:20	<b>effort</b> 106:14
2:14,16,20,24 3:2	<b>discussions</b> 10:10	129:3 130:18	135:18 150:24	<b>eight-nine</b> 68:23
3:23,24,25 4:1,3,5	21:25 72:13 83:23	131:20 135:9	<b>earliest</b> 111:8	<b>either</b> 25:5 52:13
4:7,14 5:5 6:5,10	95:6 111:8 127:8	141:11	<b>early</b> 22:11 38:7	53:5 54:21 80:17
8:1,7 10:16 11:10	138:1 139:10	<b>doing</b> 18:12 70:25	55:18 78:3 103:9	102:18,18,21
11:14 14:17 15:17	149:20	116:11 142:18	112:6 124:10,11	119:5 154:22
24:11 27:15 39:2	<b>dispose</b> 155:10,14	<b>dominated</b> 12:14	161:9	163:6
39:8 40:19 41:23	<b>distinction</b> 47:24	<b>doubt</b> 77:11	<b>ears</b> 78:16	<b>elected</b> 3:12 4:10
42:1,3 56:21 57:3	47:25	<b>doubted</b> 43:2	<b>easier</b> 155:10,14	9:1
59:13,14 60:16,17	<b>distributed</b> 75:7	<b>Douglas</b> 14:19	<b>easy</b> 108:19 133:11	<b>election</b> 7:3,22
60:20 61:2,8,10	<b>distribution</b> 76:10	36:16 39:13	133:16	<b>else's</b> 97:15 129:22
61:12 65:6 85:14	<b>divergently</b> 73:15	<b>Dr</b> 34:11,12 59:15	<b>Eaton</b> 62:25 90:11	150:21
86:9 94:24 97:10	<b>divert</b> 140:1	59:20,25 60:18	90:16 93:16	<b>email</b> 114:6 119:9
97:14 106:8 119:9	<b>diverted</b> 73:12	61:5 62:19 66:25	<b>education</b> 19:9,11	<b>embark</b> 151:12
124:17 139:18	<b>Dobie</b> 34:12	67:2 69:2 75:4	25:16 31:20 33:2	<b>Embarrassing</b>
145:23 163:6,6,7	<b>document</b> 15:19,20	76:7,15 77:1	33:7,10 34:4,17	115:21
<b>disagree</b> 58:22	17:22 20:13 22:8	86:11 98:6 105:3	48:7 51:1,3,9	<b>emotionally</b> 42:9
<b>disagreed</b> 138:13	39:5,20 44:23	105:8,15 108:16	52:13,18 60:17	<b>emphasis</b> 45:15



<b>emphasised</b> 21:19 21:23	25:14,22 26:3	<b>executives</b> 51:13	<b>F</b>	144:20
<b>emphasising</b> 68:3	<b>et</b> 105:16 146:20	<b>exhausted</b> 42:9	<b>faced</b> 85:22	<b>feeling</b> 125:2
<b>employ</b> 49:21	<b>EVANS</b> 160:14,19	<b>existed</b> 19:7 77:8 79:1	<b>fact</b> 11:25 36:23 56:15 57:24 79:1	<b>feelings</b> 21:18
<b>employed</b> 121:12	161:3 162:7,12	<b>existence</b> 5:7 23:4	79:16 83:4 86:2	<b>feels</b> 107:5
122:20 153:5	<b>evenings</b> 33:4	<b>expect</b> 42:19 107:2	87:16 100:22	<b>feet</b> 4:23 140:25
<b>enable</b> 55:9 122:13	<b>event</b> 54:11 108:13	<b>expected</b> 163:3	112:13 114:1	<b>fell</b> 158:23
<b>enclose</b> 99:9 116:10	147:18,24	<b>expecting</b> 148:22	116:20 117:18	<b>felt</b> 42:20 43:6,6,11 80:25 133:6 135:1
<b>ended</b> 116:20	<b>events</b> 32:5 41:19	149:10,16 155:6	128:19 130:10	148:20 149:8,14
<b>engaging</b> 24:2 96:1	56:20 75:25 89:1	<b>experience</b> 21:13	139:6 144:23	<b>file</b> 107:1
<b>enjoy</b> 122:5	124:9 143:14	27:14 40:6 44:19	146:15 150:25	<b>files</b> 27:5,17 116:12 162:19
<b>enquire</b> 119:17	145:19 146:4	134:5	<b>factors</b> 122:7,12	<b>final</b> 127:7 160:15
131:24	160:16	<b>experiences</b> 44:21	<b>facts</b> 116:17	<b>finalise</b> 100:4
<b>ensued</b> 16:23	<b>Eventually</b> 21:16	<b>experimentation</b>	<b>failing</b> 43:11	<b>Finally</b> 85:25
<b>ensure</b> 44:18 86:3	<b>everybody</b> 40:15	94:6	<b>failure</b> 25:18 26:5 114:13	<b>finances</b> 33:14
106:13	55:1 67:16	<b>expertise</b> 133:25	<b>fair</b> 132:8	<b>find</b> 17:23 41:1 67:17 73:11,14
<b>ensuring</b> 55:15	<b>evidence</b> 18:19	<b>explain</b> 1:20 41:18	<b>fairly</b> 21:12 73:14	116:3 134:22
<b>entirely</b> 24:9,15	19:17 22:17 37:20	105:12 144:11	<b>fall</b> 33:18,19	137:3 150:22
33:12 47:11,15,25	44:7 48:14,14	151:16 159:21	<b>fallen</b> 30:11	<b>finding</b> 8:25
49:9 79:10 96:18	57:11 58:6 59:11	<b>explained</b> 7:10 22:5	<b>fallout</b> 154:18	<b>findings</b> 82:22
96:19 161:19	59:25 60:4 66:7	45:1 64:25 79:23	<b>families</b> 36:6 46:23	<b>Fine</b> 56:15 93:6 111:3
<b>entitled</b> 44:6	75:13 120:7	90:13 91:11,24	46:24 47:2 48:2	<b>finish</b> 88:19 120:7
<b>entry</b> 17:9,10,23	128:19 139:5	108:11 144:17	49:22 55:10 96:10	<b>first</b> 1:7 17:10 19:15 23:8 27:1
20:17 70:10 72:15	160:21	155:1 159:9,24	<b>family</b> 17:25 21:11	28:19 54:23 55:16
74:6 75:24 90:6	<b>exact</b> 1:23 2:7	<b>explains</b> 49:18	45:23 47:6,7,14	63:14,19 64:15
150:1,1	133:13	<b>explanation</b> 26:10	49:6 121:23 122:6	83:21 84:22 91:3
<b>equally</b> 134:9	<b>exactly</b> 1:17 9:14	26:22 118:9	156:23	101:23 111:14
<b>equipped</b> 134:9	49:8,10 73:21	<b>exploitation</b> 28:15	<b>far</b> 4:20 14:12 23:5	116:10 117:4,12
<b>error</b> 91:15	77:15 110:10	76:22 79:18 143:7	43:23 96:6 108:2	117:13 120:10,15
<b>escalate</b> 53:23	160:12	<b>exploited</b> 11:12	110:14 113:20	120:16 123:21
<b>escalation</b> 28:21,21	<b>Examination</b> 1:4	27:11,21	128:8 133:7 134:3	132:3 150:16
53:14 54:4,12	54:18 164:2,6	<b>explore</b> 122:4	140:23 159:12	160:20 161:22
<b>essence</b> 5:16 114:5	<b>example</b> 22:19	<b>expressed</b> 46:21,23	<b>Farnell</b> 8:13,14,17	<b>Firstly</b> 157:11
<b>essential</b> 106:11	24:19 26:12 54:6	82:18 105:7,8	<b>fault</b> 1:14 62:13 119:21	<b>fit</b> 131:17 136:17
<b>essentially</b> 87:2	122:17 162:24	114:7 161:11	<b>feared</b> 133:8	<b>five</b> 26:14
114:6 127:4	163:10	<b>expressing</b> 143:22	<b>February</b> 33:23	<b>Flammer</b> 66:8
157:20 159:16	<b>examples</b> 35:3	150:18	34:15 116:21	67:22 90:10
<b>establish</b> 160:11	<b>exception</b> 38:6	<b>expression</b> 44:4	<b>fed</b> 67:12 69:21	<b>flattered</b> 43:13
<b>established</b> 89:4	<b>excluding</b> 98:25	<b>extensive</b> 161:4	126:2	<b>floor</b> 11:18 72:16
<b>establishment</b>	<b>executive</b> 6:12 8:9	<b>extent</b> 24:16 109:18	<b>feeds</b> 67:12	72:17,24 143:8
24:21 25:25 26:14	39:7 54:4 117:21	125:13,19	<b>feel</b> 82:23 100:20	<b>floors</b> 12:3
47:10,18 49:7	124:2,7,23 126:11	<b>external</b> 29:17	111:17 140:10,18	
82:16,25 94:7,24	126:18 134:20	<b>extremely</b> 21:13		
95:1 109:12	138:17 139:19	41:17		
<b>establishments</b>	140:5 142:7			
	149:22 161:10,24			

<b>fobbed</b> 147:2,3	116:13 125:8	29:10 45:12 56:1	76:5,6 77:8,18	73:11 76:20 78:7
<b>focus</b> 10:17 15:5 137:6	137:4 142:15,17 155:6 160:4 161:16	73:1 85:8 89:23 90:5 93:20 100:10 109:25 130:8,13 131:1,24 142:15 143:16 145:21 148:22 149:10,16 152:11 155:12,15 159:21	80:15 86:1 95:4 95:22 109:16 115:2 122:7 126:7 127:4 132:19 134:20 144:24,24 145:18 147:16 148:5 150:25 155:7 157:5	81:3 88:10,19 90:17 95:7 96:12 97:2 101:22 102:6 102:10 104:13 107:7 114:3,15 115:18,23 117:5 119:12,17,19 120:6,13 123:8,9 126:14 128:18,19 132:20 137:3 140:4 141:3 142:14,16 143:2,5 143:16 144:15 145:1,25 151:1,10 151:12 154:1,2,5 157:4 159:13
<b>focused</b> 24:9	<b>fostering</b> 14:11	<b>futile</b> 22:16	<b>gives</b> 45:18 112:22	<b>goings</b> 22:19
<b>focusing</b> 24:19 156:22	<b>found</b> 6:6,15 21:13 37:20 44:25 83:17	<b>future</b> 70:15 144:2	<b>giving</b> 118:12 134:4	<b>good</b> 31:23 32:1,8 32:11,15 35:13 45:18 54:22 65:10 82:21 93:23 133:6 134:2,15
<b>follow</b> 55:1 70:21 70:22 115:25 144:21 161:3	<b>four</b> 20:14 66:2		<b>glass</b> 110:18	<b>Gordon</b> 2:21 98:8 98:18 158:6,9
<b>follow-up</b> 159:10 160:11	<b>framework</b> 58:19	<b>G</b>	<b>GMP000287</b> 97:9	<b>governing</b> 84:16
<b>followed</b> 95:6 98:11 99:3 116:18 155:8	<b>FRANK</b> 157:11,22 157:25 158:3,5,7 158:17,20	<b>Gail</b> 19:16	<b>GMP000371</b> 118:2	<b>Graham</b> 30:5
<b>following</b> 2:18 40:19 60:4 81:11 83:22 89:21 98:5 100:5 101:19 106:18 109:9 116:22 122:7 128:20 130:19 131:1 136:15 139:15 140:15 150:5 156:23	<b>Fraser</b> 59:15,25 60:18 61:5 62:19 66:25 67:2 69:2	<b>gained</b> 64:8	<b>GMP000392</b> 68:19 81:18 88:25 108:18	<b>grateful</b> 83:15
<b>follows</b> 116:15	<b>Fraser's</b> 59:20	<b>gamut</b> 143:1,4	<b>GMP000740</b> 120:18	<b>great</b> 95:4
<b>foot</b> 68:25 121:17	<b>Freema</b> 30:1 94:11 111:24 113:8,14 113:20 114:20 115:7,9 116:6,9 116:24 117:10 126:2,12 127:17 128:10 129:2 130:17 131:20 132:15,18 133:6 135:9,10 137:14 137:20,23 138:22 139:8 141:7 147:16,22 148:9 150:16 151:9 159:9 161:14 162:16	<b>Garnham</b> 22:2,6 31:22 32:5 36:22 36:25 44:24 45:6 47:5 49:14 60:14 62:4,9 112:12,14 114:23 119:5 121:15 132:3 138:6,15,22 139:3 141:8 148:8,14,25 150:8,14 152:10	<b>go</b> 6:2 10:1 16:16 26:15 30:14 32:4 32:16 33:3 39:23 42:5 45:22 46:18 47:5 65:25 67:11 79:9 88:24 93:15 110:15 118:3 121:9 126:8,18 127:6 134:11 141:5 151:2 153:10 163:11	<b>Greater</b> 112:12 117:8 119:6
<b>force</b> 55:19,21 56:17 57:2,2	<b>Friction</b> 69:10	<b>Garnham's</b> 17:16	<b>goes</b> 14:14 18:11 107:23 144:8	<b>greatly</b> 50:7
<b>forced</b> 108:9	<b>Friday</b> 12:5 24:22 145:16	<b>gay'</b> 64:17	<b>going</b> 4:15,24 5:1 5:23,24 6:13,15 7:6,9,21 8:19 9:7 9:16 10:11,21 12:3 17:19 19:2 19:10 20:1 23:9 24:22 33:15,16 36:10 41:20 46:6 50:2,11 51:16 54:25 58:2,12 62:12 63:20,22 68:8,18 72:14	<b>grey</b> 78:12
<b>forceful</b> 8:17	<b>friendly</b> 32:2	<b>general</b> 14:4 61:15 87:19 94:18,22		<b>grip</b> 6:16
<b>fore</b> 96:23	<b>front</b> 90:2	<b>generality</b> 92:20,21		<b>group</b> 5:20 16:7,12 16:15 82:1 109:23 136:8
<b>foreground</b> 7:10,20	<b>full</b> 1:5 100:11	<b>generally</b> 10:14 35:1		<b>groups</b> 68:8
<b>forget</b> 38:8 59:3	<b>fully</b> 31:15 100:18 103:17,18 144:9	<b>getting</b> 60:10 156:22		<b>guarding</b> 33:14
<b>forgive</b> 47:23 62:13 89:11 160:14,20	<b>function</b> 5:11	<b>Giant</b> 21:8		<b>guidance</b> 54:9 120:20 121:16 122:8 123:1,2
<b>forgotten</b> 37:8 128:21	<b>functional</b> 52:23	<b>give</b> 1:23 29:24 58:6 115:10 121:22 138:14 157:12		<b>guide</b> 122:19
<b>formal</b> 51:17 53:14 130:10 163:7,8	<b>fundamental</b> 27:4	<b>given</b> 15:1 17:2 18:6,8 21:25 22:3 28:10 29:15 43:15 49:13 54:9 68:23 71:8 75:4,9,19		<b>guidelines</b> 96:12 124:20 130:4
<b>format</b> 116:20 126:25	<b>fundamentals</b> 26:6			
<b>formed</b> 5:23	<b>further</b> 17:21 22:14			
<b>forming</b> 68:7				
<b>forth</b> 64:19 110:25				
<b>forward</b> 113:3				

131:17 136:18 140:16 152:8 154:10	<b>happy</b> 110:6,8 123:15 <b>hard</b> 115:24 116:6 <b>harmful</b> 103:6 148:1 <b>Harry</b> 13:18 <b>Hawton</b> 74:13 76:24,25 77:3 81:9,10,20,21 82:8,9 83:4 85:12 88:9,11 89:2,6 97:9,23 101:1 104:23,25 105:8 105:14 108:10,13 112:8 115:18 132:23 144:23 151:11 155:7 <b>Hawton's</b> 82:6 89:22 <b>head</b> 6:7 66:5 80:10 85:4,21 93:17 100:12 102:14 109:13 116:5 137:15 138:18 152:3 154:25 <b>headed</b> 45:12 62:16 82:20 111:6 <b>header</b> 40:2 <b>heading</b> 49:17 <b>headlines</b> 44:20 <b>headmaster</b> 160:24 161:5 <b>health</b> 72:12 74:8 74:12 75:16 76:2 81:23 82:3 89:3 118:15 120:21 122:24 145:13 <b>hear</b> 23:12 54:11 146:21 <b>heard</b> 23:25 58:17 58:20 69:20 <b>hearing</b> 39:22 52:11 163:16,19 <b>hearsay</b> 116:13 <b>height</b> 12:11	<b>held</b> 39:1 46:12 49:15 56:10 57:22 71:13 84:23 85:3 100:3 106:12 <b>Held's</b> 50:8 <b>help</b> 10:2,2 41:19 120:7 153:6 <b>helped</b> 49:18 <b>helpful</b> 10:14 71:20 102:10 110:13 134:18,21 137:20 <b>helpfully</b> 17:13 <b>helps</b> 162:20 <b>Henderson</b> 35:19 66:6 <b>hesitancy</b> 45:22 47:5 <b>Heywood</b> 29:6 30:2 92:7 111:5 112:16 <b>hierarchy</b> 40:12 <b>High</b> 39:18 <b>higher</b> 53:21 58:21 <b>highlighted</b> 63:14 114:22 <b>Hilton</b> 60:6 64:7,14 127:12 <b>hindsight</b> 134:14 <b>hits</b> 79:20 <b>HIV</b> 64:17 <b>Hodge</b> 34:11,12 <b>hold</b> 97:7 <b>holidays</b> 145:17,20 160:9 <b>home</b> 14:7,15 18:7 24:22 26:14 48:2 156:23 <b>homosexual</b> 118:20 <b>honestly</b> 52:6 <b>Honourable</b> 39:13 <b>hope</b> 100:20 116:16 120:7 <b>Hopper</b> 25:1 31:22 32:13 <b>Hopper's</b> 18:18 19:16	<b>hot</b> 106:2 <b>hours</b> 158:12 <b>House</b> 64:5 118:25 <b>houses</b> 118:5 <b>hut</b> 21:8	<b>implement</b> 5:24 85:21 <b>implementation</b> 4:23 <b>implemented</b> 5:17 6:15 9:7 86:3 <b>important</b> 5:3 6:14 9:1 21:24 49:24 85:17 96:6 107:12 107:16,19 133:16 133:20,23 138:20 141:6 <b>importantly</b> 121:10 <b>impossible</b> 2:7 108:19 111:10 <b>impression</b> 80:15 86:22 105:5 107:24 145:5 <b>inaccurate</b> 138:9 <b>inadvertently</b> 112:13 <b>inappropriate</b> 14:1 26:12 30:25 <b>incident</b> 16:17 18:10 64:5,8,13 64:14 66:21 84:14 122:11 127:12 128:2,4 <b>incidents</b> 20:19 21:11,19 22:11,14 63:14 <b>included</b> 38:4,5 69:6 128:6 135:16 <b>including</b> 40:15 101:13 <b>inconclusive</b> 111:19 <b>increasingly</b> 140:8 <b>independent</b> 86:6 <b>indicates</b> 139:9 <b>indicating</b> 113:21 <b>indication</b> 84:20 112:22 147:25 <b>indications</b> 29:14 <b>individual</b> 15:18
<b>H</b>				
<b>H</b> 13:17 <b>half</b> 74:3 <b>halfway</b> 67:18 88:25 148:18,19 <b>hall</b> 157:17 <b>Hamlets</b> 10:11 <b>Hammer</b> 90:10 <b>hand</b> 68:5 77:21 92:18 105:6 107:25 108:8 <b>handed</b> 14:20 <b>handle</b> 132:22 <b>handled</b> 84:15 <b>handover</b> 157:13 <b>hands</b> 44:8 <b>handwriting</b> 116:15 <b>handwritings</b> 116:16 <b>handwritten</b> 71:12 124:16 <b>happen</b> 13:7 26:18 36:11 49:5 103:20 126:14 134:16,18 145:20 163:3 <b>happened</b> 2:22 7:24 10:20 12:15 12:25 15:9 18:11 22:11 34:21 36:12 42:16 43:16,24 44:15 49:1 57:1 57:17 81:17 90:8 122:24 128:1,1,23 128:25 136:24 138:24 142:13 145:2 146:4 160:3 <b>happening</b> 12:14 88:5 105:9,17 141:3 <b>happens</b> 68:12			<b>I</b>	
			<b>Ian</b> 1:3,6 3:24 30:6 70:23 83:13 87:8 87:14 163:25 <b>ID</b> 74:7 76:1 81:20 82:3 <b>idea</b> 5:8 9:22 14:12 15:12 19:19,24 97:22 101:10 121:3 134:15 <b>identified</b> 17:21 57:5 91:21 92:15 93:21 98:7,16,23 100:19 104:3,5,11 128:15 143:13 145:8,12,13 156:18 <b>identify</b> 90:14 109:13,22 <b>identifying</b> 128:12 <b>identity</b> 64:16 <b>Ignorance</b> 69:13 <b>ignorant</b> 65:23 <b>ignored</b> 128:3,20 <b>ignoring</b> 70:6 <b>ii</b> 39:15 <b>illegality</b> 122:14 <b>illuminated</b> 132:7 <b>imagine</b> 99:10 128:6 <b>immediate</b> 58:10 59:6 157:19 <b>immediately</b> 24:6 39:21 41:18 116:4 126:19,25 139:15 <b>impact</b> 4:25 38:11 113:23 114:1,3 <b>impasse</b> 71:23 72:6 72:9	

21:9 29:4 52:12 53:6 93:9 115:11 116:17 147:1 160:1 <b>individuals</b> 35:22 93:10 <b>indulging</b> 118:22 <b>inevitably</b> 44:7 <b>influenced</b> 147:21 154:20 <b>informal</b> 51:15,17 <b>information</b> 13:9 13:25 14:2,5 15:11 16:8,10 22:1 27:13 31:14 63:8 72:3 77:8 84:21 90:1,3 91:22 94:1 109:19 111:12,17 116:10 116:13,20 137:21 138:10 152:1,4,6 160:1,4,22 161:13 161:17,25 162:1,2 162:5,9,18 <b>informed</b> 15:18 54:14 64:19 82:15 104:20 107:2 121:22 161:12,20 <b>initial</b> 84:14 109:23 <b>initially</b> 100:7 <b>initials</b> 67:18 74:7 118:4 <b>initiate</b> 82:19 90:15 140:9 <b>initiated</b> 158:5 <b>initiative</b> 6:20 7:7 153:16 <b>inquiry</b> 11:7 17:16 22:3 27:9 28:13 44:7 48:2 60:1 112:11 <b>inside</b> 26:10 <b>insight</b> 108:20 <b>inspection</b> 45:2 122:24 123:13	<b>instance</b> 117:13 132:3 160:9 161:23 <b>instances</b> 103:5 136:16 <b>instigation</b> 100:3 <b>instructions</b> 54:9 <b>integrity</b> 134:1 <b>intend</b> 130:25 <b>intended</b> 108:22 <b>intends</b> 85:21 <b>intense</b> 42:10 <b>intent</b> 122:11 <b>interagency</b> 121:4 <b>interest</b> 12:10,13 13:1 51:20 92:5 <b>interested</b> 44:8 <b>interfered</b> 156:24 <b>internal</b> 2:16 69:18 121:17 <b>interpretation</b> 74:14 108:4 <b>interpreted</b> 112:18 142:13 <b>intervene</b> 45:22 47:6 133:10 <b>intervened</b> 48:4,4 <b>intervening</b> 48:18 106:21 <b>intervention</b> 43:23 46:23 47:16,16 58:22 89:22 <b>interventionist</b> 133:9 <b>interview</b> 20:24 22:7 40:21 42:14 45:6 47:5 60:15 62:4,9 92:15 102:15 111:10,19 111:23 112:17 115:8 119:5,6 121:15 125:12,18 128:15 131:1,6,24 132:6,7 135:15 138:22 140:4	141:8 147:23 148:14 <b>interview(s)</b> 111:15 <b>interviewed</b> 84:19 91:24 100:7 104:4 104:14 119:7,11 128:12 138:6 148:8 151:25 <b>interviewing</b> 38:1 103:3 158:24 <b>interviews</b> 3:1,13 73:6 90:14 91:12 92:10 100:9 101:13,16 102:7,9 102:19,21,24 103:6,12 109:15 109:24 113:2,22 114:2,13 117:1,15 136:15 143:19 147:11,25 151:12 154:8 161:5 162:16,19 <b>introduced</b> 55:6 <b>intruder</b> 60:6 128:2 128:4 <b>inverted</b> 4:23 97:5 <b>investigate</b> 125:11 125:16 147:16 <b>investigated</b> 16:6 100:5 140:13 161:12 <b>investigation</b> 11:6 13:10 67:20 69:18 71:19 80:9,12 82:19 85:10,20 89:7,12 91:13 92:4,22 101:6,10 102:8 105:6 106:19 135:14 140:17,19 144:12 150:5 153:9 <b>investigations</b> 100:10 143:19 160:23,25 <b>invite</b> 119:12,13	<b>invited</b> 40:21 42:13 43:9 83:14 130:14 <b>inviting</b> 89:6 125:7 <b>involved</b> 13:2 14:1 18:22 21:2,11 26:21 30:21 36:19 36:20 37:19 38:3 41:16 42:5 46:8 63:21,25 64:2 65:2 71:7,18 94:12 95:6 100:18 101:24 102:2,16 103:9,18 105:23 106:13 109:14,20 114:15 117:4 118:10,23 128:16 131:13,21 134:15 135:7,7 136:5 137:5 141:11 145:24 146:2 156:14,17 157:3 157:14 <b>involvement</b> 11:5 17:17 19:23 24:16 27:25 31:15 34:22 45:20 46:13 101:25 121:20 128:5 144:12 155:2 <b>involving</b> 16:18 21:21 63:4 98:8 98:18 99:8 110:24 124:17 <b>irrelevant</b> 59:4 <b>issue</b> 5:3 6:18,19 7:11,18 9:18,19 9:20 10:13 45:22 52:9 53:19 54:5 57:13 64:12 73:21 95:4,22 96:3 103:4 107:13 127:18,22 129:7 147:3,13 150:3 155:2 <b>issued</b> 54:13	<b>issues</b> 5:4,12 6:7 24:9 28:5 29:10 31:8 32:17 38:17 46:13,15,24 51:20 52:3,22 53:5,24 53:25 60:9 61:4 63:3 69:16 77:18 79:12,12,14,18 80:4 81:5 85:17 85:22 87:2 96:14 96:18,19,20 100:15 103:13 108:1 109:22 125:22 129:24 138:11 141:21 144:15 145:25 146:2 148:5 150:9 159:12 <b>iteration</b> 75:1 <hr/> <b>J</b> <b>Jane</b> 39:1 46:12 49:15 50:8 56:10 57:22 58:7,25 <b>Janet</b> 31:4,11 62:20 65:8 66:4,8 67:12 67:18 68:2,20 69:3 73:9 78:23 80:23 81:4 82:4 89:4 90:12,13 91:11,19 92:10 105:25 106:7 108:21 109:7 110:3 111:6 112:19 134:9,12 135:1,5,6,11,12 140:3,7 <b>Janet's</b> 110:3 <b>January</b> 14:20,25 14:25 15:1 54:24 57:10,23 <b>JB</b> 82:3 <b>jealously</b> 33:13 <b>Jim</b> 35:19 66:6 <b>job</b> 1:16 43:2,3
--	---	---	---	--

<b>John</b> 126:17 132:21	28:1 29:20 31:14	158:25	<b>length</b> 140:8	<b>limit</b> 127:8 143:5
<b>joined</b> 1:25 7:16,21	32:2,16,25 33:8,9	<b>knowledge</b> 16:14	<b>lessons</b> 39:17 46:5	<b>limited</b> 91:16,17
<b>joint</b> 36:7 67:19	33:24 35:3,22	19:21 104:19	58:16	127:13 156:13
80:9,11 84:23	42:17 44:12,20	<b>known</b> 20:3,4	<b>let's</b> 10:17 11:4	<b>limiting</b> 142:8
85:8 88:5 100:1	46:13 51:16 59:9	129:9,19 152:4	20:13 28:9 53:25	<b>line</b> 10:7 28:6,23
100:10	59:11,12 60:5,25	157:2	59:3 74:20 81:13	53:17 77:21 92:17
<b>judge</b> 120:17	61:6,21 62:23		81:16 93:15 107:6	154:8
<b>judgment</b> 14:18,24	65:14,17,18 66:16	<b>L</b>	113:6 118:1	<b>lines</b> 5:12 9:21
15:1,8 36:14,21	66:17 68:11 71:4	<b>label</b> 97:10	123:20 124:1	35:15,24 42:15
37:9,19,22,25	71:4,11 72:6 73:7	<b>Labour</b> 5:20 6:20	137:6	98:15 125:11
38:7,11,14,18	76:5,8 77:18	<b>lack</b> 69:12 159:10	<b>letter</b> 59:19 60:2,3	130:24 149:7,13
39:13,18 42:7	79:14 80:11,23	<b>lad</b> 16:21,23 17:1	60:13,15,21,23	<b>link</b> 119:13
43:16 57:19 65:3	81:1 90:21,23	<b>large</b> 95:12 149:6,6	61:5 67:4 72:11	<b>list</b> 76:7,10 86:7
68:14,15 71:6,9	92:13,20 97:20,22	<b>late</b> 3:16 5:22 59:21	74:7,12,12,15,16	92:23 104:8
76:13 103:14	99:23 103:21	102:24 147:17,17	75:15,16,17,21	118:13 122:7
134:7,23 152:8	105:7 108:11	<b>lead</b> 4:17 38:17,25	76:1,3,15 77:3,22	141:15 156:18
<b>July</b> 60:1,18 120:19	110:11,15 112:9	50:4 65:8 92:3	80:19 81:9 82:3,4	<b>listed</b> 80:7 86:4
<b>juncture</b> 50:21	113:1 123:9,24	105:19 108:6,8	82:6,6,8,11 83:2,5	<b>listen</b> 8:23 9:10
<b>June</b> 22:12	124:2 132:16	152:21,23 153:13	83:16,19 86:7,12	<b>listened</b> 151:3,4
<b>jurisdiction</b> 30:11	134:11,25 135:7	<b>leader</b> 8:12,14,15	86:15,17,19 87:3	<b>literally</b> 87:8,15
<b>Justice</b> 14:19 36:16	137:21 138:6	15:15 28:24 81:25	87:6,17,20,21	<b>little</b> 31:17 58:2
39:13	141:9,10,10,12	<b>leaders</b> 28:8	88:7,9,10 89:3,6	78:2 83:17 86:13
	144:13 148:2	<b>leading</b> 4:20 11:1	97:8,12,24 98:1,4	87:4 88:17 90:22
	154:24 156:17,21	34:21 38:2 46:4	99:9,11,17,22,24	132:2 135:18
<b>K</b>	156:25 158:9	115:2 120:14	100:23 101:4	148:19 160:17
<b>k</b> 122:17	160:8	158:11	102:4 104:22	<b>Littlemore</b> 2:21
<b>Kazi</b> 66:11 71:21	<b>Knowl</b> 11:5,12 12:1	<b>learn</b> 19:15 22:19	108:9 112:1	13:1 14:22 37:10
72:16,20 73:19	16:10 17:18 18:4	<b>learned</b> 23:8,20	115:17 116:4	37:15 38:4 40:16
90:10 127:22	18:11,22 19:3,6	82:15 113:6	117:16 128:13	41:3 42:1 68:15
<b>Kazi's</b> 73:24	19:20,22,24 20:9	<b>learnt</b> 46:5 58:17	139:7 144:7	70:12,17,23 71:7
<b>keep</b> 83:6 95:18	24:1,12,20 25:7	144:11	<b>letters</b> 156:10	98:8,18 106:1,1
<b>kept</b> 107:2	27:2 34:11 46:25	<b>learnt'</b> 39:17	163:3	157:11,19
<b>key</b> 9:18 10:9 55:13	48:7,19 52:9,23	<b>leave</b> 3:18	<b>level</b> 26:9,11 33:11	<b>Littlemore's</b> 2:18
<b>kind</b> 5:4 9:12 15:11	53:5 60:6 62:16	<b>leaving</b> 54:11	43:15 52:24,25	42:8 65:4
33:1 50:6	62:25 64:16 70:24	<b>led</b> 36:14 45:18	53:20,21 54:7	<b>live</b> 26:13
<b>kinds</b> 22:10	80:13 83:11,23	56:8 113:11	105:15 109:17	<b>lived</b> 72:17
<b>knew</b> 19:6,7 27:24	85:23 93:17 94:1	114:11	<b>levels</b> 32:7 52:1	<b>living</b> 24:20 25:13
34:14 59:14,15,16	95:24,25 97:2	<b>left</b> 1:12,15 3:20,22	<b>liaison</b> 50:25 51:2,4	25:21,24 26:2
59:18 62:10 63:19	98:3,11 99:3	5:11 16:24 17:3	51:8,17 52:7 53:1	46:24 47:1,17
66:17 68:9 73:8	109:6,21 111:6,9	21:23 50:5 56:9	53:3 67:6	48:2,11
92:16,20,21	116:2,3 118:24	140:19 147:19	<b>Liberal</b> 5:22	<b>Liz</b> 34:12
129:11,24	119:1 124:3	155:3 157:20	<b>life</b> 12:13 41:21	<b>local</b> 4:15,24 5:1,10
<b>know</b> 1:8 6:17 8:14	128:18 137:16,19	158:13,18	<b>light</b> 39:16 84:22	5:24 6:20 8:19
14:4 16:5 18:13	140:10 146:1	<b>left-hand</b> 70:6,9	161:17 162:9	55:8 82:21 162:23
19:6,12 24:10,14	153:14 155:23	<b>legal</b> 38:22	<b>likewise</b> 64:1,1	<b>locations</b> 27:12
25:19,25 26:2				

<b>long</b> 37:24 90:25 121:1 147:24	65:19 107:12 145:18	16:17 22:11,23 23:12,17,18 25:9	<b>me?'</b> 17:5	141:9,11 142:3,19
<b>longer</b> 8:3,4 106:1 154:7,9	<b>maker</b> 122:13	25:10 28:11 29:22	<b>meal</b> 33:5	150:4 161:9,23
<b>loo</b> 16:20	<b>making</b> 47:2 54:22	52:21 56:22 57:9	<b>mean</b> 4:19 10:16,22	162:3,6,10
<b>look</b> 13:9 15:19	112:7 113:24	57:14 58:4 61:1,7	31:4,15 33:17	<b>meetings</b> 9:9 33:4,5
17:14,22 20:13	117:22 124:24	61:9,10,13,14,22	35:14 48:25 66:13	51:3,4,8,16 52:17
45:9 49:14 62:13	135:16,17 156:12	62:10 63:12 65:6	80:10 91:5,14	67:6 77:23 78:2
69:1 70:14 74:20	<b>MALCOLM</b>	66:2 67:13 69:1	92:19 98:15,21	80:7 84:6,10 85:3
74:23 82:10 83:3	160:14,19 161:3	70:2,11,20 71:11	105:19 108:21	98:6,15,18,23
83:6,7 88:10 90:5	162:7,12	72:10,15 74:6,20	128:17 132:1	106:12 107:15
97:8 106:6 108:18	<b>man</b> 3:7 16:18,19	75:2,13,22,25	141:16	149:20
118:1 121:10,16	16:22,25 17:6	78:3,17 83:19	<b>means</b> 57:5 75:16	<b>Mellor</b> 33:23 34:14
126:9 130:2,8	21:2,16 25:3 43:2	84:4,11,23 85:1	98:22 112:23	45:13 92:24 137:4
138:8 152:15	64:18	86:25 93:11,24	<b>meant</b> 5:2 6:17	139:11 144:12
153:11	<b>man's</b> 17:2	124:10,11,12,12	31:23 33:10 43:22	146:11,21 153:10
<b>looked</b> 19:13 41:21	<b>managed</b> 64:10	124:13 125:12,17	75:20 114:15	<b>Mellor's</b> 34:24
68:20 78:3 83:5	<b>management</b> 4:18	158:2	129:23	116:21 145:6
87:4,23 89:17,20	6:11 28:7,23	<b>March/beginning</b>	<b>media</b> 12:10,13,25	147:20
94:13 95:17 98:1	31:25 33:11 51:11	107:24	43:18 61:2 92:4	<b>meltdown</b> 61:3
107:18 114:13	53:17 100:15	<b>margin</b> 70:9 90:6	<b>meet</b> 156:8	<b>member</b> 3:12 17:24
133:1 136:11	123:12	<b>marginalise</b> 135:6	<b>meeting</b> 9:9 35:19	21:10
<b>looking</b> 9:20 28:3	<b>manager</b> 15:15	<b>marginalised</b> 80:25	51:18 52:12 61:3	<b>members</b> 4:11 6:10
43:8 63:5 88:25	27:20 30:1,4,6,7	135:2	61:7,22 62:10,17	8:25 9:1,24 11:1
92:6 94:18 97:3	52:25 54:2,11	<b>Marilyn</b> 66:10	62:18 63:2 66:2,3	33:5 42:15 62:25
114:18 122:23	162:25 163:5,10	71:15 83:9 90:9	66:19 67:12,13,16	92:1 162:23
134:19 141:14,19	<b>managers</b> 4:9 5:15	<b>marked</b> 122:15	69:1 70:12,14	<b>memo</b> 86:20 94:12
149:18 152:7	10:3,5 15:16 29:7	<b>masturbated</b> 16:20	71:7,12,13,14	108:25 110:15
<b>lost</b> 5:21 6:22 42:1	29:19,24 30:21	<b>masturbating</b> 17:1	73:1,20 84:23	112:16,20,25
<b>lot</b> 4:16 8:20 29:14	31:25 33:7 38:3	21:16	85:1,8 89:14,21	114:7 119:9
30:18 51:13,14	54:1,13 133:2	<b>material</b> 22:2 44:8	89:23 90:8 91:8	125:25 129:4
64:21 134:5	163:12	63:10 119:22	92:7 94:10 98:12	139:18 141:5
138:21 156:7,10	<b>Manchester</b> 16:13	137:19 162:14	99:4 100:3 101:4	142:18 149:17,18
158:11	16:14 92:13	<b>matter</b> 14:7 15:4	104:12,25 105:3	151:22 152:18
<b>lots</b> 138:10	112:13 117:9	20:22 33:12 85:13	106:16,20,21,23	153:17
<b>lunch</b> 88:19 89:20	119:6 130:22,22	93:5 100:4 123:10	109:6,8 110:23,24	<b>memorandum</b>
<b>Lynn</b> 13:17,18	131:8 140:14,25	123:14 130:7	112:24 113:11,14	73:13 83:8 87:4
	<b>Manchester's</b>	145:18 152:18	114:11 117:20,25	89:17,20 106:7
	140:16	<b>matters</b> 52:10 91:3	124:9,11,12,12,13	107:5,19 108:17
<b>M</b>	<b>Mansoor</b> 71:21	104:1 125:12,16	124:14,14 125:1,7	111:4 112:2,4
<b>magazine</b> 45:1	72:16,20 90:10	127:11 142:15,17	125:9,10,15,17,21	113:17 116:4
<b>magnifying</b> 110:17	<b>manuscript</b> 66:1	159:17	125:22,24 126:11	120:13 123:20
<b>main</b> 30:15 81:15	<b>March</b> 1:8 2:10,10	<b>maturity</b> 122:11,14	126:20,21 127:16	124:5 130:3 138:9
156:8	2:14 3:9,10,13	122:16	127:17 128:7	138:14 140:3
<b>major</b> 6:18,19 7:11	11:10 12:16 14:21	<b>Mayor</b> 156:12	129:1,2,10,21	141:25 143:4
32:12 41:15,15	14:24 15:2 16:3,6	<b>McGough</b> 66:12	130:20 137:9	144:5 153:25
			139:15 140:5	<b>memory</b> 62:16

80:20 93:4,23 100:21 157:16 <b>memos</b> 135:8 <b>men</b> 12:4 63:22 <b>mentally</b> 42:9 <b>mention</b> 67:7 71:10 132:20 <b>mentioned</b> 9:8 29:5 35:4,25 63:25 93:8,10,24 134:16 138:24 147:15 <b>mess</b> 155:11,15 <b>Messrs</b> 129:18 130:3 <b>met</b> 14:10 15:21 16:1,6 20:18 22:6 33:8 51:12 76:24 76:25 96:17 112:12 124:2 130:17 132:4 139:11 161:15 <b>Michael</b> 1:3,6 163:25 <b>microphone</b> 1:13 <b>middle</b> 8:5 <b>Middleton</b> 10:20 12:10,17,19,20 14:19 15:8 24:7 30:4 35:25 36:19 36:20 39:14 42:23 43:16 45:19 47:8 47:12,14,21 48:4 48:15,17,23 49:2 49:5,13 56:5 57:15,16 58:9,11 58:17,23 61:3 65:2 71:6 103:14 106:4 154:17,18 <b>Mike</b> 66:4 <b>mind</b> 23:7 80:1,2 93:13 101:21 102:11 103:4 126:14 147:13 155:5 <b>mind-set</b> 42:24	<b>mind</b> 12:22 <b>mine</b> 39:4 <b>Minister</b> 122:23 <b>minute</b> 65:11 <b>minutes</b> 62:18 69:4 71:13 81:7 93:11 93:24 <b>misinterpreted</b> 142:24 <b>misleading</b> 141:24 142:23 153:25 <b>misled</b> 153:18,22 153:23 <b>missed</b> 32:10 70:9 <b>mistakes</b> 155:12,15 <b>misunderstand</b> 104:18 <b>misunderstanding</b> 162:14 <b>misunderstood</b> 104:10,10 <b>Mmm-hmm</b> 27:8 34:6 67:14 74:1,9 78:11 89:16 100:25 101:7,9 106:10 123:17 152:14,17,20 161:2 <b>moment</b> 62:14 74:21 137:6 140:15 <b>moments</b> 41:5 <b>Monday</b> 12:4 24:22 145:16 <b>money</b> 16:4 21:6 <b>monitor</b> 21:24 <b>month</b> 113:7 <b>months</b> 1:17 4:3 20:14 21:13 24:7 40:8 58:10 60:25 68:23 73:15,17 74:4 158:1,11 <b>morale</b> 40:8,10 42:2 <b>morning</b> 52:11	<b>mother</b> 14:4 <b>motion</b> 92:22 146:6 <b>motivation</b> 44:22 50:10 58:15 156:4 <b>move</b> 11:4 50:21 92:6 124:22 155:6 <b>moving</b> 20:14 104:21 <b>MP</b> 156:15,20 157:3 162:23 <b>MPs</b> 163:4 <b>muddled</b> 112:13 <b>multi-disciplinary</b> 121:3 <b>mum</b> 14:13 <b>municipal</b> 11:17 72:18 143:9 <b>mutual</b> 51:20	108:2 153:20 <b>needs</b> 53:20 68:6 109:12,25 110:6 <b>neighbour</b> 64:3 <b>Neil</b> 148:8 152:10 <b>neither</b> 56:10 83:25 91:24 147:22 <b>never</b> 23:25 26:23 65:13 114:15 117:10 132:11 147:5 163:10 <b>nevertheless</b> 134:17 <b>new</b> 22:1,4 77:20 85:21 <b>newly</b> 85:3 100:12 <b>night</b> 64:10 69:8 <b>nights</b> 64:10 <b>nine</b> 4:3 <b>no-one's</b> 92:4 <b>Norden</b> 64:5 73:3 118:8,10 <b>normal</b> 12:20 53:23 71:16 94:5 97:5 <b>normal'</b> 69:13 <b>normally</b> 8:19 15:17 51:7 103:8 163:2,4 <b>norms</b> 122:6 <b>nose</b> 143:8 <b>note</b> 68:24 90:2,6 110:7 119:4,5 141:13 145:11 160:6 161:4 162:4 162:6 <b>noted</b> 35:10 81:7 <b>notes</b> 66:2 68:21 73:9 81:7 91:20 114:22 124:16 162:4 <b>notion</b> 14:11 <b>novel</b> 93:9 96:17,19 <b>November</b> 57:25 123:11 <b>novice</b> 95:19	<b>number</b> 10:18 15:16 35:25 36:6 44:2 45:7 51:19 52:17 58:16 63:3 68:22 69:5 95:12 100:6 122:12 131:5 138:2 141:10 <b>numbers</b> 149:3
<hr/> <b>O</b> <hr/>				
<b>Objectively</b> 107:5 <b>objectives</b> 26:4 <b>obliterates</b> 97:11 <b>observed</b> 131:14 <b>obtain</b> 39:15 72:4 <b>obvious</b> 24:13 133:2 <b>obviously</b> 2:22 12:9 14:21 22:25 25:3 30:18 32:5,19 35:10 43:25 44:6 51:9 52:15 54:2 58:7,14 59:8,17 63:7 65:3 68:16 71:5 76:11,13 77:10 86:23 92:16 94:11 100:8 105:25 107:14 108:12 112:21 115:19 117:15,24 120:24 122:1 128:13 129:11,11 129:14 132:13 136:21 138:21 139:2,14 140:21 143:14 145:6,8,17 146:21 150:4 158:18 159:4,17 160:17 <b>occasion</b> 21:9 <b>occasionally</b> 63:22 <b>occasions</b> 156:12 <b>occupied</b> 68:16 <b>occupy</b> 11:16				

<b>occurred</b> 21:12,20 60:7 161:7	<b>operate</b> 58:12	48:17,25 56:6	<b>pardon</b> 12:18 18:16	149:12
<b>October</b> 1:1 55:23 55:25 56:18 58:8 59:1 69:19 163:20	<b>operated</b> 19:20,22	57:6,9 58:16	<b>parent</b> 102:25	<b>passed</b> 85:11 138:5
<b>odd</b> 41:2	<b>operation</b> 36:7	<b>overlook</b> 11:20	<b>parental</b> 45:20	<b>passing</b> 132:20
<b>offer</b> 21:24	<b>operational</b> 51:24 52:3,12 135:13	<b>overlooked</b> 11:22 11:23	46:13 103:14	<b>patch</b> 33:14
<b>offering</b> 63:22 152:19	<b>Operations</b> 2:3 14:17	<b>overmuch</b> 93:5	<b>parents</b> 46:8 48:12 100:6 101:20,24 101:25 102:2,5,16 103:9,17,21,22 104:20	<b>Pausing</b> 84:2 98:14
<b>office</b> 10:1 11:16,20 11:21 15:23 157:20	<b>opinion</b> 32:20	<b>overridden</b> 151:6,8	<b>parents'</b> 46:7	<b>PC</b> 13:22 15:21 16:1,5,25
<b>officer</b> 62:22 66:11 72:22 98:9 110:20 110:21,22	<b>opportunity</b> 162:8	<b>overshot</b> 88:17	<b>park</b> 11:22,24 21:8	<b>peer-on-peer</b> 76:21 94:4 114:17 127:13
<b>officers</b> 32:7 33:4 35:13,20 51:12,15 82:16 83:1 84:19 85:6 100:7 101:15	<b>opposite</b> 47:22 73:15 74:2	<b>oversight</b> 13:7	<b>parliament</b> 162:23	<b>Pennines</b> 11:23
<b>offices</b> 5:10 9:16 10:4 11:17 72:18 143:9	<b>opposition</b> 11:2	<b>P</b>	<b>part</b> 21:3 50:10 51:10 55:13,18 85:19,20 87:22 107:21 112:21 116:10 147:5,15 147:18 148:6 155:17 156:4	<b>people</b> 16:2,4 26:20 28:3,4,10,12,13 28:16 29:9,20,23 30:9,12,13 35:10 44:10 50:2 58:14 105:23 117:2 133:2 134:12 148:5
<b>official</b> 2:2 31:11 158:19	<b>option</b> 18:4,7 158:24	<b>page</b> 15:19 17:23 20:14 39:6,20,23 39:23 45:12 55:4 62:13 64:4 65:11 65:12,25 67:17,22 68:19,25 74:21,22 74:24,24 82:10 83:8,17 85:25 86:5 87:5,11 88:25 89:1 90:5 93:15,18 97:9 106:6 108:18 118:2,3,14 120:18 121:13,17,17 122:2 123:21 136:4 142:1 147:20 148:16,25 149:5	<b>partial</b> 143:12	<b>people's</b> 46:22
<b>officially</b> 2:2 31:11 158:19	<b>options</b> 30:24	<b>pages</b> 149:3	<b>Partially</b> 159:20	<b>perceptions</b> 46:22 50:9 58:15 108:12
<b>Oh</b> 38:10 74:5 95:3 99:20 119:16 129:15	<b>oral</b> 118:22 131:13 131:14 136:5	<b>paid</b> 122:10	<b>particular</b> 18:9 24:2,11 35:8,19 40:7 51:4 53:16 64:9 65:7 68:17 95:3,8,22 99:6 105:13 122:10 123:3 124:23 125:10 132:23 133:5 138:9 142:7 147:6 150:17 155:23	<b>period</b> 10:17 18:1 20:21 42:10 43:19 57:21 61:15 67:9 78:13 122:23 130:13 161:7
<b>okay</b> 1:15 44:5 50:16 55:2 56:1 61:18 81:4 95:3 115:4 137:3 138:20 141:16 144:14 145:2 146:22 150:7 152:1 157:6	<b>order</b> 54:21 119:14 121:12	<b>painted</b> 154:1	<b>particularly</b> 4:14 26:21 29:13 33:16 35:9,16 38:5 43:14 45:19 46:7 54:21 96:9,10,23 107:17 127:22 133:11 156:16,19 158:10	<b>periods</b> 78:13
<b>oldest</b> 136:8	<b>organisation</b> 52:1 53:19 95:12 135:12	<b>Pam</b> 74:13 81:21 82:6 89:6	<b>part</b> 21:3 50:10 51:10 55:13,18 85:19,20 87:22 107:21 112:21 116:10 147:5,15 147:18 148:6 155:17 156:4	<b>perpetrator</b> 131:15 131:19 132:9
<b>once</b> 35:4 57:1 79:6	<b>original</b> 76:7 86:8 104:5	<b>panel</b> 3:12 50:23 115:25 157:8,10 164:4,8	<b>part</b> 21:3 50:10 51:10 55:13,18 85:19,20 87:22 107:21 112:21 116:10 147:5,15 147:18 148:6 155:17 156:4	<b>perpetrators</b> 111:16
<b>one-line</b> 112:15	<b>originally</b> 136:14	<b>Pamela</b> 83:4	<b>partial</b> 143:12	<b>person</b> 2:25 13:21 31:10 58:24 82:20 133:18 134:24 148:3
<b>ones</b> 53:6	<b>ornamental</b> 12:2	<b>panel</b> 3:12 50:23 115:25 157:8,10 164:4,8	<b>Partially</b> 159:20	<b>personal</b> 27:25 43:15
<b>ongoing</b> 143:6,25 155:23	<b>ought</b> 20:3,4 157:2	<b>papers</b> 93:8	<b>particular</b> 18:9 24:2,11 35:8,19 40:7 51:4 53:16 64:9 65:7 68:17 95:3,8,22 99:6 105:13 122:10 123:3 124:23 125:10 132:23 133:5 138:9 142:7 147:6 150:17 155:23	<b>personality</b> 8:17 13:2 37:9
<b>onwards</b> 12:11 13:13 56:23 58:12 62:25 86:25	<b>outcome</b> 100:9	<b>paragraph</b> 16:16 45:10 55:4 60:1 63:19,24 100:13 118:6 130:24 136:22 137:8,17 142:2 149:6,13,21	<b>part</b> 21:3 50:10 51:10 55:13,18 85:19,20 87:22 107:21 112:21 116:10 147:5,15 147:18 148:6 155:17 156:4	<b>persons</b> 75:6
<b>open</b> 107:1 155:3	<b>outline</b> 70:13 96:8 49:16 136:10	<b>panel</b> 3:12 50:23 115:25 157:8,10 164:4,8	<b>partial</b> 143:12	<b>perspective</b> 32:22 105:1,2,11 158:25
	<b>outlined</b> 39:16 49:16 136:10	<b>panels</b> 149:3	<b>Partially</b> 159:20	<b>Phil</b> 24:15 69:25
	<b>outlines</b> 49:25	<b>paid</b> 122:10	<b>part</b> 21:3 50:10 51:10 55:13,18 85:19,20 87:22 107:21 112:21 116:10 147:5,15 147:18 148:6 155:17 156:4	
	<b>outside</b> 12:2 29:16 64:18 82:21 93:20 118:20 159:6,14	<b>painted</b> 154:1	<b>partial</b> 143:12	
	<b>outsiders</b> 92:2	<b>Pam</b> 74:13 81:21 82:6 89:6	<b>Partially</b> 159:20	
	<b>outweigh</b> 155:22 156:3	<b>panel</b> 3:12 50:23 115:25 157:8,10 164:4,8	<b>particular</b> 18:9 24:2,11 35:8,19 40:7 51:4 53:16 64:9 65:7 68:17 95:3,8,22 99:6 105:13 122:10 123:3 124:23 125:10 132:23 133:5 138:9 142:7 147:6 150:17 155:23	
	<b>outwith</b> 159:1	<b>papers</b> 93:8	<b>part</b> 21:3 50:10 51:10 55:13,18 85:19,20 87:22 107:21 112:21 116:10 147:5,15 147:18 148:6 155:17 156:4	
	<b>overall</b> 26:7 29:9 39:3 56:12 58:8	<b>paragraph</b> 16:16 45:10 55:4 60:1 63:19,24 100:13 118:6 130:24 136:22 137:8,17 142:2 149:6,13,21	<b>partial</b> 143:12	
	<b>overcaution</b> 47:14 47:21 50:5	<b>panels</b> 149:3	<b>Partially</b> 159:20	
	<b>overcautious</b> 44:3 44:17 46:20 48:14	<b>paid</b> 122:10	<b>part</b> 21:3 50:10 51:10 55:13,18 85:19,20 87:22 107:21 112:21 116:10 147:5,15 147:18 148:6 155:17 156:4	



77:22 79:17 81:5 129:12 132:22 <b>phone</b> 13:16,22 66:25 <b>phoned</b> 14:4 <b>phrase</b> 141:17 <b>picked</b> 44:9 66:7 <b>picture</b> 11:21 13:21 154:1 <b>Pierce</b> 8:9,10 39:25 113:11 114:11 124:18 125:4,6 126:7,17 127:9 129:8,11,15,18 130:3,14 149:22 157:18 <b>place</b> 3:2,3 19:25 37:21 51:7 52:17 53:3,15 61:22 62:17 64:15 77:23 78:3 83:25 84:2 85:10 88:8 94:4 102:9,19,20,22,24 103:7 107:25 111:14,15,20 115:17 117:15 124:9,11 125:22 129:4 131:2,7 143:7,15 147:12 161:1,6 <b>placed</b> 118:11 <b>placement</b> 19:14 29:17 31:1 119:2 <b>placements</b> 29:16 <b>plain</b> 142:6 <b>plan</b> 70:15 <b>planning</b> 66:3 124:14 <b>play</b> 17:5 <b>please</b> 1:5 5:2 11:4 13:13 16:16 20:13 36:2 39:6,6 45:15 65:25 68:19 79:21 81:18 97:8 106:6 108:18 111:3	119:12 121:10 123:21 137:21 149:5 160:20 162:21 <b>pm</b> 16:19 50:16,19 72:16 88:20,21,23 119:23 120:3,5,6 120:8 163:18 <b>point</b> 1:16 5:19 6:4 8:12 10:15 14:17 14:25 17:4 22:8 22:18 27:1,4 33:17 37:1,7,8 42:9 45:20 46:18 47:2,3 48:6 50:5 54:3,21,22 55:13 60:14 64:4 65:7 65:21 70:18 76:14 91:19 92:14 96:6 96:15 103:1,17 107:23 111:18,22 117:22 132:24 135:15,18 137:2 138:20 141:18 142:20 146:25 147:1 148:2 150:13 152:7 155:4 160:11 <b>pointed</b> 18:23 92:1 127:20 <b>pointing</b> 91:20 <b>points</b> 25:23 45:7 144:22 146:6 <b>police</b> 3:14 13:22 20:23,24 21:17 22:7 27:7,18 29:15 30:18,20,22 35:2,4,7,13 36:7 44:24 71:18 72:2 82:25 84:17,24 85:8 90:4 99:8 100:7 101:15 106:25 112:13 117:9 119:6 125:13,18 132:4	136:25 138:24 154:23 <b>police/Social</b> 67:19 80:9,12 <b>policy</b> 4:15 5:8,17 5:24 6:14 8:18,19 9:7,13 53:22 56:15 57:22 <b>Poplar</b> 118:25 <b>position</b> 1:25 3:22 3:23 14:16 15:7 94:23 127:2,7 132:12 134:4 137:10 142:4 150:8 161:17 <b>positive</b> 90:24 <b>possession</b> 117:23 <b>possibility</b> 67:19 136:22 <b>possible</b> 36:4 49:10 55:9 59:5 148:15 151:23 161:21 <b>possibly</b> 82:20 103:6 104:8 108:3 <b>post</b> 22:18 30:9,13 40:22 41:2,4 42:4 45:19 49:13 52:5 57:9,15,18 58:9 70:17 <b>postdates</b> 23:18 140:2 <b>potential</b> 47:16 <b>potentially</b> 5:10 115:22 143:15,18 157:3 <b>Poulton</b> 66:4,17 <b>practice</b> 26:16,19 26:21 53:24 <b>practices</b> 51:6 59:7 123:4 <b>preceded</b> 24:6 <b>precedence</b> 56:12 <b>precipitated</b> 161:23 <b>precise</b> 61:17	<b>precisely</b> 48:6 <b>predates</b> 140:4 <b>preoccupied</b> 13:4 65:19 <b>prepare</b> 94:1 <b>prepared</b> 8:23 22:9 <b>present</b> 14:3,9,10 14:14 70:15 72:2 90:9 91:8 107:7 <b>press</b> 154:19 <b>pressing</b> 128:18 <b>pressure</b> 42:11 <b>presumably</b> 7:3 56:16 59:11 70:20 72:10 89:9 96:1 118:17 123:12 129:8 161:18 <b>pretty</b> 24:14 42:8 64:24 76:4 113:4 123:24 139:4 <b>prevent</b> 27:10,21 <b>preventative</b> 49:21 55:12 <b>preventing</b> 49:22 <b>previous</b> 17:15 45:21 101:5 <b>primarily</b> 9:14 <b>primary</b> 9:19 19:8 142:11 <b>principal</b> 66:11 72:22 111:5 112:16 <b>prior</b> 19:10 24:7 25:9,10 27:24 33:5 39:21 52:21 98:7,16,23 112:10 <b>priorities</b> 95:13 <b>privacy</b> 122:6 <b>privy</b> 88:4 <b>proactive</b> 145:1 <b>probably</b> 13:23 24:17 35:11 89:8 108:16 113:9 123:24 146:22 158:8,8	<b>problem</b> 41:15 65:18,20 66:22,24 67:1 95:24 96:1 99:7 129:22 139:1 153:19 <b>problematic</b> 35:9 <b>problems</b> 18:6 53:23 69:17,22 70:24 76:21 98:11 99:3 100:18 143:7 <b>procedures</b> 71:22 94:14 96:7,8 106:18 124:21 136:11,18 138:13 140:10 158:22 159:1,5,6,14 161:22 162:22 <b>proceed</b> 113:23 115:18 130:25 155:9 160:23 161:21 <b>process</b> 3:12 10:12 28:21,22 53:15 54:12 90:15 103:19 110:13,14 134:15 <b>produced</b> 61:25 <b>producing</b> 79:9 <b>productive</b> 109:8 <b>PROF</b> 160:14,19 161:3 162:7,12 <b>professional</b> 1:18 9:2,22 31:12 85:24 88:5,7 99:17 100:21 134:23 <b>profit</b> 110:19 <b>programme</b> 85:20 <b>progress</b> 113:23 <b>progressed</b> 117:1 <b>promise</b> 94:20 96:14 <b>promised</b> 88:7 151:11 <b>promises</b> 112:7
--	---	---	---	---

<b>promising</b> 101:11	105:6	161:25	103:23 119:10	157:1
<b>promoted</b> 2:4	<b>pursued</b> 18:8	<b>quoted</b> 46:11	150:2	<b>recollections</b> 63:9
113:3	144:15 148:21		<b>reads</b> 83:17 109:3	<b>recommendations</b>
<b>properly</b> 123:3	149:9,15	<b>R</b>	<b>real</b> 40:17	82:22 84:10
<b>proposals</b> 8:21	<b>pursuing</b> 29:10	<b>raise</b> 60:3,5,10	<b>realise</b> 135:18	<b>recommended</b> 34:3
152:11	106:18 150:9	129:21 160:7	<b>really</b> 6:6,16 20:21	106:17
<b>proposed</b> 9:16 70:7	<b>put</b> 5:9 13:13 17:17	<b>raised</b> 8:24 9:10	28:20 33:10 44:8	<b>recommending</b>
160:23	30:22 39:5 40:18	10:12 18:20 20:5	55:7 76:12,13	34:15
<b>proposition</b> 151:23	42:21 45:8 54:25	20:8 25:23 26:8	127:5 153:19	<b>reconsider</b> 127:6
<b>protection</b> 31:13	62:12 68:18 81:17	27:2 31:3,8 32:18	154:7	<b>recontact</b> 92:10
65:7 68:4 109:14	89:22 111:3 113:2	38:14,18 52:14	<b>rearrange</b> 20:24	<b>reconvene</b> 109:23
109:22 122:25	115:24 120:16	56:8 60:14 61:4	<b>reason</b> 43:4 79:9,10	163:17
123:12 133:7	139:16 141:25	64:12 79:7,16	<b>reasonable</b> 4:12	<b>record</b> 2:9 20:17
134:3 138:13	148:23,24 149:2	80:4 85:17 103:5	<b>reasons</b> 18:23	23:15 30:14 73:10
140:9,16 158:22	154:23 155:19	105:15 130:9	73:20 117:15	106:11,16,24
159:1,6,14 161:22	161:16	141:19 145:3,14	133:13 151:17	107:15 123:10
<b>protocol</b> 73:6 90:14	<b>putting</b> 28:14 55:12	148:6	<b>reassess</b> 109:11	136:1 144:23
91:12 101:15	94:22	<b>raises</b> 147:13	<b>reassured</b> 100:20	158:17
102:6,15	<b>Q</b>	<b>raising</b> 28:20 77:19	<b>rebuild</b> 68:3	<b>recorded</b> 73:13
<b>prove</b> 32:5	<b>qualified</b> 1:19	79:2	<b>recall</b> 7:14,16,18	<b>recording</b> 161:8
<b>proved</b> 2:7	<b>qualify</b> 32:4	<b>rang</b> 115:9	9:9 15:3 30:8	<b>records</b> 17:9 23:14
<b>provide</b> 55:8 91:22	<b>question</b> 5:6 18:15	<b>rapidly</b> 155:10,14	64:23 70:25 78:24	30:15 63:18
108:20 122:7	26:17 27:16 28:19	<b>rational</b> 148:7	79:23 91:1 102:12	103:23 107:14
<b>provided</b> 45:7,16	37:2,4,12,16,16	<b>reach</b> 127:7	120:24	162:19
46:16 62:8 111:22	43:9 52:6 54:8	<b>reached</b> 71:23	<b>recalling</b> 35:8	<b>recounts</b> 149:20
134:10 137:19	56:25 61:21 96:14	109:10 111:1	<b>receipt</b> 161:17,24	<b>recover</b> 40:6
<b>proximity</b> 71:9	103:4,20 104:18	112:5 133:24	162:1,2	<b>recreate</b> 63:9
<b>psychiatric</b> 52:19	113:25 115:3	146:14	<b>receive</b> 86:4	<b>recruitment</b> 3:12
<b>psychological</b>	131:6 136:25	<b>reaching</b> 5:19	<b>received</b> 13:17 16:8	<b>redacted</b> 21:23
71:13	141:16 145:14	<b>reacted</b> 43:22	23:5,22,24 75:12	116:16 119:11
<b>psychologist</b> 66:9	147:13 149:19	44:12	77:17 78:6 80:2,3	<b>reduced</b> 57:22
67:23	150:11 155:17,18	<b>reaction</b> 48:15,17	86:8,10 97:24	<b>ref</b> 45:19
<b>psychologists</b> 19:11	160:8 161:7	48:21 56:5 57:2	109:19 111:23	<b>refer</b> 45:15 50:2
<b>public</b> 9:24 14:20	162:21	57:14 101:1	153:17 162:9	84:14,21 87:10
15:2 16:20 39:12	<b>questions</b> 1:21 27:2	114:21 115:5,6,13	<b>receiving</b> 77:25	106:18 119:8
156:11	31:9 36:1 38:2	<b>read</b> 18:19 29:11	<b>recipient</b> 108:22,22	129:1 148:13
<b>publicity</b> 154:19	50:21,23,24 53:12	31:13 34:18 37:24	<b>recites</b> 90:8	<b>reference</b> 17:18
<b>pull</b> 70:23	56:8 146:16,19	44:6 52:15,20	<b>recognise</b> 39:20,22	23:14 31:21 46:7
<b>pupils</b> 11:11 12:1	157:9,10 164:4,8	63:20 74:14 76:18	<b>recollect</b> 12:8 34:25	51:5 55:12 57:24
125:13,18	<b>quite</b> 9:6 32:2 50:3	78:6,18 79:4,11	51:4 52:6,7	65:25 68:25 74:23
<b>purely</b> 135:12	51:14 64:21 96:6	87:6 107:10	114:11 127:3,15	74:24 76:1 85:1
158:14	106:3 133:16	108:19 145:11	129:3	87:5 98:14 99:16
<b>purpose</b> 19:8 39:11	135:19 136:8	<b>reader</b> 142:6	<b>recollection</b> 35:12	108:24 110:11
<b>purposes</b> 62:9	138:21 148:18	<b>reading</b> 22:3 27:13	60:22 77:1 125:1	112:15 129:5
<b>pursue</b> 10:24,25		30:19 73:18	125:20 156:16	136:21 137:9

150:17 159:5 <b>references</b> 44:2 <b>referrals</b> 146:19 <b>referred</b> 22:10 53:17,21 54:1 55:6 77:9 83:16 84:7 86:24 118:15 130:19,21 138:4 143:16 150:24 <b>referring</b> 24:6 45:3 45:5 56:14 75:23 83:3 84:5 86:12 96:9 104:6,7 106:23 153:4 <b>refers</b> 76:2 88:9 110:23 <b>reflecting</b> 6:4 <b>reflection</b> 130:13 <b>regard</b> 16:1 18:9 107:19 122:10 145:22 <b>regarding</b> 13:22 54:5 111:8,18 124:3,19 130:19 132:22 140:10 149:23 158:21 <b>regards</b> 136:13 137:10 142:4 <b>regimes</b> 25:5 26:4 <b>regrading</b> 69:7 <b>regular</b> 12:4 27:6 27:18 51:2 52:25 53:6 <b>reinforced</b> 105:3 108:15 <b>relate</b> 29:12 <b>related</b> 52:10 54:8 63:14 69:18 <b>relates</b> 64:7 69:11 84:9 118:7,17 <b>relating</b> 10:8 20:17 143:14 <b>relation</b> 13:12 17:24 19:23 31:8 48:18 49:12,20	52:22 53:5 54:23 69:8 73:6 90:13 91:11 94:10 104:19 109:6 111:7 112:3 116:17,19 117:12 118:15 119:14 127:21 128:4,12 129:23 133:23 135:9 140:25 150:9 153:10 159:6,11 160:6 <b>relationship</b> 4:9 31:18,24 34:4 35:1,6 64:18 65:5 65:8,10 <b>relationships</b> 32:2 32:15 33:11 34:16 35:12 <b>relationships/co...</b> 32:6 <b>relatively</b> 57:10 133:8 150:13 <b>relevant</b> 22:9 63:10 72:4 73:6 90:3 94:1 103:22 107:2 109:13 <b>reliable</b> 13:25 <b>relied</b> 148:4 <b>rely</b> 134:23 <b>remain</b> 55:9 111:20 <b>remarkable</b> 73:11 73:14 <b>remember</b> 1:17 6:8 9:14 10:10 11:22 13:21 29:4 34:7 35:20,23 51:8 52:5 63:15 75:12 81:21 88:6 104:14 108:5 120:23 121:25 123:13 133:12 138:23 139:1 141:8 148:10,10,12 152:11 157:17	<b>remembered</b> 40:20 <b>remind</b> 14:16 36:5 49:18 62:2 124:1 <b>reminded</b> 71:21 <b>remit</b> 20:9 <b>remove</b> 30:24 <b>removed</b> 36:6 118:25 119:1 156:23 <b>renames</b> 67:15 <b>rent</b> 16:12,13 24:2 118:25 <b>repeat</b> 26:17 27:16 113:25 125:14 155:13 <b>repeated</b> 44:22 <b>replied</b> 17:6 <b>report</b> 4:7 8:7 23:1 23:5,8,11,21,22 23:25 24:8,15 33:23 34:9,12,18 34:19,24 39:7,11 45:2 46:6 49:14 69:25 72:25 74:17 74:18,21,25 75:1 75:4,6,11,17,21 76:2,4,6,14,15 77:17,19,25 78:7 78:19 79:1,2,4,10 79:11,20 80:2,3,5 80:22,23 81:5,11 81:14 82:22 83:20 83:22 84:21 85:11 85:17 86:3,8,10 87:1 98:5,7,16 105:13 116:21 118:16 123:11 129:12 132:23 144:8 145:6,14 146:5 147:20 <b>reported</b> 15:16 66:20,20 <b>reporting</b> 5:14 67:4 <b>represented</b> 138:16 <b>reputation</b> 38:15	44:18 133:7 134:2 <b>request</b> 86:5 <b>requesting</b> 73:5 112:17 <b>required</b> 34:5 89:12 154:9 <b>requirements</b> 71:22 <b>reserve</b> 109:24 <b>residential</b> 18:4 19:4,14 20:1,10 24:21 25:13,24 26:3,13 27:3 45:24 47:1,10,17 48:12 49:6 62:16 69:2,10 94:6 96:11,22 <b>residing</b> 48:19 <b>resignation</b> 2:18 40:16 42:8 65:4 158:11 <b>resigned</b> 2:21 14:22 41:3 42:1 68:15 157:12,19 158:2 <b>resist</b> 157:4 <b>resolve</b> 130:7 <b>resolved</b> 53:20,25 127:23 <b>resource</b> 68:6 91:13,16 <b>resources</b> 33:14 55:12 109:17 <b>respect</b> 127:2 <b>respected</b> 103:15 <b>respond</b> 31:3 39:12 <b>response</b> 83:12,14 87:6,9,13,18 89:19 98:10 99:2 99:22 101:8 125:3 125:5 130:10 132:23 163:8 <b>responses</b> 106:25 <b>responsibilities</b> 9:2 38:25 39:3 <b>responsibility</b>	20:11 39:3 42:21 43:7,12 82:25 92:13 109:21 145:23 151:19 153:3,7,15 157:15 <b>responsible</b> 15:15 28:13,25 29:10,22 30:12 31:10 38:4 86:15 <b>rest</b> 119:19 130:2 154:19 <b>restore</b> 38:15 40:8 <b>restricted</b> 127:18 <b>restriction</b> 119:14 <b>result</b> 34:10,24 38:16 44:14,19 45:1 58:22 100:5 105:11 125:2 126:20 142:12 146:5 153:16 <b>resulted</b> 65:4 <b>retained</b> 9:3 <b>retention</b> 107:1 <b>rethink</b> 126:18 127:1 <b>retrospect</b> 135:4 <b>return</b> 50:16 88:20 119:23 <b>review</b> 34:5,16 69:15 73:21 126:8 130:13 134:20 <b>reviewed</b> 99:5 <b>reviewing</b> 132:1 <b>revise</b> 162:8 <b>RHC000242</b> 45:9 <b>RHC000261</b> 149:5 <b>RHC001234</b> 74:21 74:24 <b>RHC001236</b> 123:21 142:1 <b>RHC001240</b> 55:3 <b>RHC001271</b> 106:6 <b>RHC001614</b> 83:7 <b>RHC001617</b> 62:12 <b>RHC001756</b> 140:2
---	---	--	--	---

<p><b>RHC001771</b> 121:13 <b>RHC001975</b> 82:10 <b>RHC002314</b> 111:3 <b>RHC002504</b> 15:19 17:23 <b>RHC002505</b> 20:13 <b>RHC002506</b> 13:13 <b>Richard</b> 66:8 67:22 90:10 <b>right</b> 3:5,13 7:20 8:2,4 12:15 13:14 14:23 15:24,25 17:7 30:19 42:21 43:2,7 47:23 49:10 50:14 58:13 61:19 70:21 75:8 75:21 88:13,15 94:15 99:25 109:1 109:24 110:4 117:10,12 120:2 124:6 133:21 134:11 136:19 147:8,23 150:19 150:22 157:7 <b>rights</b> 46:8 103:14 <b>ring</b> 13:20 63:5 <b>risk</b> 50:6 56:9 140:11 155:11,15 155:21,22,25 156:2,3 <b>ritual</b> 36:10 37:20 <b>Rochdale</b> 1:9,22 3:18,20 9:20 13:22 15:7,23 20:12,19 21:1,3 24:12 25:8,18,24 26:5,11 28:13 30:6,7,8,16 35:2 38:12,15 51:2 58:21 81:23 96:2 122:25 123:1 131:10,11 140:18 140:24 162:24 <b>rock</b> 40:10 42:2</p>	<p><b>Roderick</b> 60:6 <b>Roger</b> 30:5 <b>role</b> 2:15 3:1,2,5 6:5 8:1 15:15 38:11 41:10 42:6 42:17,19,20 43:5 43:10 52:23 65:5 124:22 128:9 132:18,25 133:3 133:12,19 135:10 135:12,13 139:5 141:6,7,12,18 152:22 153:13 <b>roles</b> 121:24 <b>rolling</b> 93:14 <b>room</b> 90:22 <b>run</b> 48:7 <b>running</b> 58:3 <b>runs</b> 118:13 144:2 <b>Rush</b> 30:6</p> <hr/> <p style="text-align: center;"><b>S</b></p> <hr/> <p><b>sadly</b> 138:5 <b>sand</b> 154:25 <b>satisfactory</b> 146:24 <b>save</b> 125:12,17 <b>saw</b> 25:1 61:25 63:11 75:4 80:21 80:23 81:1 89:2 105:14 112:2,2,12 112:20 119:4 124:16 132:3 138:25 139:23 <b>saying</b> 7:25 15:11 15:13,24 17:11 19:22 29:21 30:10 30:13,19 32:12,13 38:3 46:1,2,19 47:6,13,20 48:13 54:13 56:11 57:4 57:5 60:12 64:17 64:22 65:13,14 66:19,23 71:24 75:12 79:19 87:2 89:18 95:18,18,21</p>	<p>107:12 114:5 126:10,17 127:4 136:1 142:14 145:1 150:14 154:4 <b>says</b> 60:2,18 75:15 145:16 150:8 <b>scale</b> 96:16,25 <b>Scarborough</b> 59:9 59:16,21 61:5 62:21 69:3 <b>school</b> 12:5 18:4,6 18:8 19:6,8 20:9 27:3,7,19 45:24 46:25 49:7 52:10 52:23 53:6 62:16 63:1 64:9,15,18 67:20 68:1,4,6 69:9,11,22 71:13 71:17 76:22 78:8 79:6,9,12,15,17 79:19 83:23 84:3 84:8,17 91:23 92:11,12 93:20 95:24 97:1 109:6 110:1 118:5,14,21 124:4,8 130:8,19 137:11,16,25 138:2 140:11 142:5 144:13 147:19,24 149:21 152:2,13 153:1,11 153:11,14 154:2 160:1 <b>schoolboys</b> 12:1 <b>schools</b> 96:4,21,22 <b>scope</b> 158:23 <b>screen</b> 13:13 39:5 45:8 54:25 62:12 68:18 81:17 82:10 115:24 120:16 149:1,2,6 <b>seat</b> 40:18 106:2 <b>second</b> 45:10 46:18 63:24 64:10 70:10</p>	<p>72:14 112:4 118:3 118:5 132:5 136:4 140:1 149:21 <b>Secondly</b> 122:5 <b>Security</b> 120:22 <b>see</b> 2:20 13:14,16 34:1,12 39:7,23 45:9 66:3 67:11 69:4,16 70:6,10 71:6,9,19 74:10 75:2 77:2,3 81:16 81:20 88:17 89:2 90:5 97:11,14 98:8,17 101:2 106:22 108:13 118:4,19 119:3 121:18 137:8 140:12 141:1 142:13,23 149:6 159:13 163:13 <b>seek</b> 160:15 <b>seeking</b> 15:4 47:3 <b>seen</b> 28:9 31:21 32:16 35:3,9 39:21 43:25 44:1 44:2 50:14 63:7 65:13,15 81:8 93:8 98:14 99:10 107:9,22 112:10 112:11 119:4 122:1 123:16 130:21 132:13 133:8,24 134:2 135:6 140:21 149:25 153:17 156:11 157:22,23 159:5 160:16 <b>selected</b> 158:24 <b>Selwyn</b> 34:11 <b>seminar</b> 6:13 9:8 <b>send</b> 76:12 <b>sending</b> 112:10 <b>senior</b> 2:24 3:7 4:9 4:18 6:10 15:7,14 25:19 26:6,9,11</p>	<p>27:20 28:7,24 29:4 31:25,25 33:4,7,11 35:13 38:3 51:15 54:6 54:10,13 64:9 82:25 118:22 135:11 162:25 163:5,12 <b>sense</b> 10:23 20:4 32:1 38:20 42:20 43:3,6,12 58:5 77:7 87:19 115:13 133:4 143:12 148:20 149:8,14 150:15 <b>sensitivities</b> 41:16 87:25 <b>sensitivity</b> 86:1 103:3 <b>sent</b> 17:13 29:11 59:19 60:15,17 67:4 74:15 81:9 83:2,4 86:19 87:21 89:17 97:8 99:10 106:7 108:9 111:18 124:7 137:1 141:15 161:14 162:15 163:1 <b>sentence</b> 36:4 55:7 142:22 <b>sentiment</b> 89:11 <b>separate</b> 33:8 <b>September</b> 12:11 64:5,8 66:21,23 84:15 120:23 122:22 <b>sequence</b> 83:7 <b>Sergeant</b> 66:6 <b>series</b> 116:17,18,19 <b>serious</b> 70:24 77:11 79:12,18 85:22 143:6 145:19,25 155:23 <b>seriously</b> 42:11</p>
---	--	--	---	---

<b>seriousness</b> 108:14 148:5	<b>setting</b> 47:1 48:12 70:8	83:18 84:3 86:18 87:7,13 88:8 98:5 98:16,22 99:9 105:14 118:17 129:12 132:22 143:13	<b>Simpson</b> 66:10 71:15 83:9 87:16 89:18 90:9	156:5,8,22 159:7 163:9				
<b>serves</b> 62:17 93:4 100:22	<b>settings</b> 96:10,11	<b>Shepherd's</b> 24:8 75:16 146:5	<b>single</b> 92:14 143:21 144:7,7	<b>snatching</b> 44:21				
<b>service</b> 12:4 34:4 34:17 52:19 71:13	<b>severely</b> 38:16	<b>Shipp</b> 124:18 127:9 129:8,11,18 130:4 149:23	<b>singled</b> 38:6,6 93:13	<b>social</b> 1:8,10,16,18 1:19 3:19,23 4:1 4:22 5:7,13,15,15 9:11,17,25 10:5,6 10:9 11:5 13:17 15:8,14,14 17:9 17:17 18:21,21 19:23 20:11,12 22:10 24:12,16 25:8,18,24 26:5 26:11 27:5,17 28:7,14 31:19 32:1 33:2,7,9 35:2 35:7 36:7,17 38:12,15,21,22 39:8,9 40:6 42:12 45:2 48:3 51:1,9 52:13,18 53:4 55:8,13 58:3,11 59:7 60:16 61:4 62:1,8 63:2,18,22 67:19 72:17,20 73:25 80:9,12 84:24 85:7,9,14 86:9 90:3,4 94:2 95:2,16 99:8 105:25 122:25 125:6,11,16 130:23 140:18,24 143:8,17 144:1 146:25 152:5,16 152:21 153:5,8 156:14,17 159:25	<b>sex</b> 54:5 118:22 131:13,14 136:5	<b>shocking</b> 77:11	<b>SIR</b> 160:14,19 161:3 162:7,12	<b>sister</b> 156:24
<b>services</b> 1:9,10 3:19 3:23 4:2,22 5:7,9 5:15 9:11,23,25 9:25 10:6,9 15:8 18:21 20:11,12 22:10 24:12,16 25:8,18,24 26:5 26:11 27:5,17 28:7,14 31:19 32:1 33:2,7,9 35:2 35:7 36:7,17 38:12,15,21,22 39:8,9 40:6 42:12 45:2 48:3 51:1,9 52:13,18 53:4 55:8,13 58:3,11 59:7 60:16 61:4 62:1,8 63:2,18,22 67:19 72:17,20 73:25 80:9,12 84:24 85:7,9,14 86:9 90:3,4 94:2 95:2,16 99:8 105:25 122:25 125:6,11,16 130:23 140:18,24 143:8,17 144:1 146:25 152:5,16 152:21 153:5,8 156:14,17 159:25	<b>sexual</b> 14:1 28:15 60:7 63:4,21 64:2 64:16 68:3 69:13 71:16 73:4,22 76:22 79:18 94:4 94:5 95:5 96:2,9 96:18,21 97:5 111:13 114:17 118:7 121:19,21 122:3,8 124:21 125:23 126:15 127:19 131:17 136:10,17 141:20 142:16,21 146:14 151:24 154:5 155:23 159:2,5	<b>shop</b> 12:22	<b>sit</b> 31:7 33:8	<b>sitting</b> 12:2				
<b>services'</b> 11:5 17:17 19:23 38:24	<b>sexualised</b> 152:13 152:25 153:19	<b>Shopping</b> 21:8	<b>site</b> 10:4	<b>situation</b> 6:6,16 12:21 14:10 18:3 18:8 31:1 32:25 41:17,25 47:12,25 49:6,19 50:6 65:1 82:20 86:1 90:13 91:11 93:20 94:9 94:14 95:15 97:3 98:2 99:5 105:2 105:10 108:14 111:9,18,24 112:3 126:8 132:1,22 133:19 134:19 143:12,20	<b>six</b> 24:7 158:10			
<b>set</b> 3:11 44:16 47:15 48:16 92:17 92:21 112:11 115:17 122:13 146:5,6	<b>sexually</b> 11:12 64:11	<b>short</b> 50:18 88:22 120:4 132:16 144:13	<b>sitting</b> 12:2	<b>six-month</b> 42:10				
<b>sets</b> 49:9 68:24 118:5	<b>share</b> 86:16 98:2 137:22	<b>short-circuited</b> 123:18	<b>situations</b> 68:22 82:16 122:8	<b>six/nine</b> 158:1				
	<b>shared</b> 124:18 149:22	<b>shortly</b> 85:8 117:24 120:13	<b>six</b> 24:7 158:10	<b>skipping</b> 90:5				
	<b>shares</b> 111:25	<b>show</b> 27:5,17 162:4	<b>six-month</b> 42:10	<b>slight</b> 147:13				
	<b>Sharon</b> 66:12	<b>showed</b> 17:10 71:12 82:3 87:20 89:3,5,5 104:14 141:13	<b>six-month</b> 42:10	<b>slightly</b> 6:13 74:25 119:21 141:24				
	<b>SHARPLING</b> 53:11,14 54:8,16 162:21 163:13	<b>shown</b> 46:5	<b>six-month</b> 42:10	<b>Smith</b> 11:12,20 12:3 14:2 16:18 18:10,13 22:20 23:9 24:3 27:11 27:21 28:16 60:8 63:21 64:1 127:12 128:1,8,16 129:6 129:22 138:12 143:18,25 155:3				
	<b>she'd</b> 125:3,3,5,6 153:17	<b>shows</b> 139:6	<b>six-month</b> 42:10	<b>solely</b> 86:18 148:4				
	<b>Sheila</b> 66:12	<b>sic</b> 55:7	<b>six-month</b> 42:10	<b>solution</b> 65:18				
	<b>Shepherd</b> 23:1,8,11 23:18,21,25 24:15 69:25 74:15,18,25 76:2,11 77:19,22 78:6,19 79:6,8,15 79:17 80:19,22 81:5,12 83:12,14	<b>side</b> 88:19	<b>six-month</b> 42:10	<b>solutions</b> 65:12 70:7 84:9				
		<b>sight</b> 83:22	<b>six-month</b> 42:10	<b>somebody</b> 13:5				
		<b>signature</b> 110:4	<b>signed</b> 40:2 110:6,9 110:10 151:22 163:5					
		<b>significant</b> 7:18 10:13 13:1 33:1 76:21 108:13 115:19 148:20 149:8,14	<b>signed</b> 40:2 110:6,9 110:10 151:22 163:5					
		<b>similar</b> 35:12 83:2 100:24	<b>signed</b> 40:2 110:6,9 110:10 151:22 163:5					
		<b>similarly</b> 54:2	<b>signed</b> 40:2 110:6,9 110:10 151:22 163:5					
		<b>simply</b> 51:6 64:23 73:24 158:25	<b>signed</b> 40:2 110:6,9 110:10 151:22 163:5					

25:19 26:5 79:16 97:15 104:4 117:2 117:2 129:22 133:8 134:2,5 135:11 156:11 <b>sons</b> 103:12 <b>soon</b> 57:10 76:24 76:25 77:5 79:20 <b>sorry</b> 2:13,22 4:13 6:1,13 14:25 18:16 22:15,21,22 25:11,21 26:17 27:16 31:8 32:10 32:11,24 37:1,3,7 41:9 46:10 47:19 48:17 49:10 50:1 56:4 57:18,18 61:18 74:22 75:11 77:13 81:7 86:21 87:10 92:22 93:3 94:13 95:1,3 96:4 97:1 104:2,6,10 104:18,22 107:21 108:24 112:15 113:25 115:4 117:18 119:9,16 119:25 120:12 124:15 125:14 126:5,10 129:15 131:6 133:22 135:21 144:24 148:24 149:11 150:9,13 152:23 155:13 158:4 159:19,21 <b>sort</b> 5:11 13:6 15:14 16:24 54:9 54:10,14 78:12 94:25 157:12,13 <b>sought</b> 34:23 104:12 134:10 <b>source</b> 24:1 <b>space</b> 21:1 <b>Spankie</b> 92:7 111:4 112:8 113:1 115:8	115:10 160:21 <b>Spankie's</b> 113:22 140:2 <b>spanner</b> 113:2 <b>speaking</b> 103:8 <b>special</b> 39:9 <b>specific</b> 34:25 37:1 51:8 52:7 106:17 127:22 <b>specifically</b> 125:22 142:20 150:24 <b>speculation</b> 107:21 <b>speedily</b> 130:7 <b>spell</b> 5:1 <b>spending</b> 20:25 <b>spent</b> 158:11 <b>spokesperson</b> 11:3 <b>spring</b> 36:12 84:22 <b>SSD</b> 72:2 <b>stable</b> 18:2 <b>staff</b> 5:13 9:17 10:3 30:21 34:4,10,17 62:25 67:20 69:2 69:7,8,10,20 71:23 72:4 80:10 80:13 83:23,25 84:17,18,18,18 92:1 93:19 94:12 100:6,8,17 101:15 101:19,23 102:5 105:25 109:13 131:21 132:14 137:16 152:12,24 152:24 153:4,7 <b>Staff's</b> 118:9 <b>staffing/intake</b> 109:12 <b>stage</b> 61:23,24 103:9 109:25 113:5,6 <b>stance</b> 125:24 126:1 <b>stand-in</b> 66:5 <b>standard</b> 162:22 <b>standards</b> 9:2	<b>standing</b> 82:21 <b>start</b> 1:9,22 59:1 73:23 93:14 121:2 <b>started</b> 66:1 68:1 <b>starting</b> 111:22 <b>statement</b> 59:25 60:18 <b>statements</b> 72:4 <b>station</b> 16:3 17:4 20:20 21:3 <b>statutory</b> 82:24 <b>stay</b> 14:13,14 <b>step</b> 132:17 <b>Stephen</b> 85:5 90:11 90:16 93:16,19,21 116:5 140:7 <b>steps</b> 27:10,19 28:17 80:3,6,7 87:1 105:5 107:25 146:5,13 <b>Sterndale</b> 66:6 <b>Steve</b> 30:4 <b>stewardship</b> 56:21 <b>sticky</b> 97:10,14 <b>stop</b> 28:14,17 30:22 45:5 119:12 <b>stopped</b> 26:25 <b>stops</b> 151:21 <b>story'</b> 92:2 <b>stranger</b> 159:8,15 <b>strategic</b> 51:23,25 51:25 52:22 <b>strategy</b> 49:16,25 55:13 66:3 70:14 85:10 124:14 <b>Street</b> 11:12,20 12:3 14:2 16:18 18:10,13 22:20 23:9 24:3 27:11 27:21 28:16 60:8 63:21 64:1 127:12 128:1,8,16 129:6 129:22 138:12 143:18,25 155:3 159:7	<b>striking</b> 35:16 <b>strong</b> 112:22 <b>struck</b> 132:11 <b>structured</b> 53:3 <b>struggling</b> 36:24 150:22 <b>subject</b> 48:1 85:18 138:12 <b>subjected</b> 25:4 <b>submission</b> 45:21 <b>submit</b> 103:12 <b>subsequent</b> 100:3 127:17 136:21 <b>subsequently</b> 39:1 85:3 94:13 139:7 <b>suddenly</b> 6:5 <b>sufficient</b> 111:22 <b>sufficiently</b> 103:15 <b>suggest</b> 90:22 107:1 <b>suggested</b> 65:12,17 131:23 134:25 <b>suggesting</b> 67:1 <b>suggestion</b> 21:10 140:23 <b>suggests</b> 67:18,25 138:11 <b>summary</b> 45:18 46:3 136:13 <b>super-cautious</b> 44:4,14 46:21 <b>supplied</b> 22:13 45:6 46:3 52:16 103:24 <b>supply</b> 44:23 <b>support</b> 21:24 <b>supported</b> 37:21 94:15 <b>supporter</b> 133:6 <b>supporting</b> 49:22 <b>supportive</b> 10:14 10:23 11:3 <b>sure</b> 7:24 10:22 13:5 19:5 23:3 24:14 29:6 32:19 46:18 71:8 76:4	77:15 81:6 91:2 94:21 99:21 103:2 103:25 105:17 107:6,13,14 108:2 110:16 120:10 127:5 134:16 136:3,3 137:7 <b>surely</b> 95:24 96:2 128:17,21 <b>surface</b> 74:2 <b>surprise</b> 17:20 18:24 19:1,2,12 34:20 76:9 77:6,7 <b>surprised</b> 41:11,13 71:6 <b>surprising</b> 24:5 65:1 71:10 <b>suspicious</b> 122:9 <b>swept'</b> 69:15 <b>system</b> 52:14 68:5 87:12 <b>systems</b> 123:12
<b>T</b>				
<b>tab</b> 116:1,3 <b>tables</b> 33:9 <b>taboos</b> 121:23 <b>tackle</b> 34:23 <b>tackled</b> 32:21 <b>tackling</b> 100:15,18 <b>take</b> 2:1 3:3 19:25 36:23 40:5,7 43:5 43:10 50:12 56:12 59:6 62:7 68:6,9 72:2 85:10 88:18 103:6 108:8 111:15 117:15 131:7 132:17 133:3,12,19 139:4 142:15,16 152:21 153:2,13 154:4 157:14 160:20 <b>taken</b> 3:11 18:25 27:10,20 28:17 37:21 38:19 43:8				

73:3 77:23 80:4,6 80:8 87:1,8,15 96:8 98:10 99:2 100:11 107:16 109:18 111:14 122:15,18 131:1 131:22 132:14 134:13 135:14 143:14 146:13 147:12 161:6 <b>taker</b> 68:24 <b>taking/would</b> 134:13 <b>talk</b> 20:18,21,22 21:1,17 92:12 125:4 <b>talked</b> 84:1 <b>talking</b> 12:19,20 33:24 35:18 51:6 57:7 61:15 74:18 82:5 93:1,3 95:13 137:23 146:7,10 146:11 <b>talks</b> 67:23 68:7 <b>task</b> 38:13 133:1 <b>Taylor</b> 30:1 94:11 112:24 113:8,8,14 113:20 114:20 115:7,9,9 116:6 116:24 117:10 126:2,12 127:17 128:10 129:2 130:17 131:20 132:15,15,18 135:9,10 137:14 137:20,23 139:9 147:22 159:9 160:6 161:14 162:16 <b>Taylor's</b> 148:9 152:2 <b>teacher</b> 85:4 100:12 109:13 116:5 137:15 138:19 152:3	<b>teaching</b> 69:10 84:18 152:12,24 <b>team</b> 4:18 6:11 15:15 28:8,24 32:1 51:11 52:24 54:1 65:7 111:5 <b>teams</b> 15:16,24 29:8 85:7 <b>technical</b> 9:25 150:13 <b>telephone</b> 157:23 158:5,15 <b>tell</b> 3:14 21:22 27:9 29:18 60:4,21 151:23 <b>telling</b> 23:20 26:24 43:1 68:10 78:19 79:8 80:14 92:2 99:21 116:25 <b>tells</b> 115:7 <b>temporary</b> 2:19 <b>temptation</b> 157:5 <b>ten</b> 12:3 115:23 <b>tensions</b> 4:13,20 <b>term</b> 84:22 139:8 <b>terms</b> 23:1 27:25 28:6 29:8 32:25 38:24 42:6 49:12 53:22 81:4 114:16 133:5,15 141:20 152:12,25 153:3 153:19 154:4 <b>test</b> 64:17 <b>thank</b> 13:15 50:24 53:9,11 54:8,16 54:17 83:19 88:17 88:20 97:24 104:25 107:11 109:5 111:3 148:17 151:9 158:20,21 160:13 160:14 162:12,20 163:13,14,14 <b>thanked</b> 21:22 <b>thing</b> 47:7 58:20	94:25 103:7 133:11,16,20 139:1 <b>things</b> 6:17 14:13 18:18 21:7 25:20 25:21 32:20 34:3 34:16,23 38:2 42:22 46:2 49:12 50:2 54:6 71:1 83:6 87:4 88:4 91:1 92:21 95:7 95:11 107:25 120:15 122:14 123:1 128:18 133:15 138:8 144:17,18 145:7 146:23 152:10 154:22 159:1 <b>think</b> 2:2,9 3:17,20 4:12,17,19,21 5:3 5:6,13,16,19 6:8 6:14 7:2,8,17,25 8:23 9:6,15 10:9 11:14 12:6,7,8 13:8,18,23 15:24 18:18 19:5,7 20:4 20:8 22:5,11,21 22:23 23:3,14,15 23:15,16,17 24:4 24:14,25 25:2,5 25:20 26:4,21 27:1,24 28:1,19 29:12,16 30:5,7,9 30:19,21 31:11,18 31:22,24 32:3,9 32:11,21 33:20,21 34:13 35:11,17,20 36:12,13,22 37:14 37:25 38:13 40:13 40:15 41:4,20 42:6,14,21,24 43:1,6,11,18,24 44:3,4,14,16 45:1 45:18 46:2,3,9,13 47:4 49:18,24	50:1,12 51:25 53:2,10,18,19,21 54:15 55:22 56:10 58:5,8,24 59:23 59:24 60:14,15,24 61:12,23 62:3,11 63:13 64:20,21,22 64:24 65:10 66:10 69:20 70:1 72:10 72:12 73:8,8,20 74:22 75:19 76:23 77:1,2,5,9,23 78:17 80:15,21 81:14 82:4,8 83:16 84:5,7,9 86:21,24 87:3,19 87:20,24 88:9,11 89:4,5,8 90:1,18 90:19,21,24 91:15 91:15,17 92:16 94:14 96:6,8 97:3 97:12,16,17 99:15 99:18 101:25 102:3,4,5 103:1,7 103:23 104:7 105:2,5,6,12,18 106:11,16,22 107:11,11,16 108:10,11,16 110:11,16,17,19 110:20,22 111:2 112:14 113:4,6 114:14,18,18 115:1,13 117:12 119:8,19 120:19 120:21 121:3 124:13,25 125:1,9 126:15 127:4,6,20 128:11 129:6 131:6 132:1,3,7 133:1,4,15,22 134:6,14,18,19 135:6,15 137:2 138:4,20 139:5 141:6,22,24 142:6	142:9,17 143:10 143:11,15,20 144:11,14,16 145:5,11 146:15 146:22 147:15,18 148:4,6,20 149:3 149:8,12,14 150:2 150:13,14,18,19 150:23 151:2,16 151:17,19 152:1,3 152:7 153:3,18,25 154:20,22 155:1 155:10,14 156:10 157:16,18,19 158:6,8,8,14,16 159:4,10,15,16,24 160:7,10 161:25 163:2 <b>thinking</b> 94:9 95:20 105:12 138:15 <b>third</b> 55:4 64:12 132:5 147:18 150:1,1 <b>thorough</b> 82:19 89:7,12 101:6,10 <b>thoroughly</b> 108:3 <b>thought</b> 23:20 29:8 46:4 53:24 55:24 56:1,4 68:20 78:1 78:18 95:4,22 97:7 112:17 113:10 115:16 138:9,11,21 142:18 143:11,15 144:14 146:22 151:1 160:3 <b>three</b> 63:14 93:23 104:6,11,13,19 112:6 130:19,21 136:13 140:13 149:13 150:10 <b>three/four</b> 106:9 <b>threshold</b> 58:20,25 <b>Thursday</b> 163:20
---	--	--	---	---

<b>time</b> 2:2,24,25 3:1 3:11 4:10,13 5:5,7 6:18 8:10 9:21 10:10,19 11:9 12:9,14 13:5 14:21 16:24 17:8 17:11,21 19:7 20:21,25,25 21:3 22:6,7 23:7 24:10 25:6 26:9 28:25 29:5 30:9,14,19 33:16 34:1 35:17 36:8,12 37:24 40:5 46:4,15 49:20 50:1 52:5,8 58:3 59:8 61:1,2 61:11 63:10 65:2 65:7,14 66:5,9 67:9 68:3,17 69:21,23,24 70:10 71:8,20 72:7,8,8 72:11 75:3 77:10 77:24 78:2,6 83:24 84:17 85:5 88:17 91:3 94:22 95:3,8,20,23 96:16 97:7 98:24 102:2,18,21,24 105:18 116:24 117:4 119:21 121:7,16 122:20 123:2 128:11,14 132:11,16 136:2 139:15,17 140:9 140:21 143:11,20 144:13,18 145:10 150:23 154:14,17 156:6 157:5 158:19 159:9,25 <b>times</b> 2:9 36:1 96:3 123:22 155:5 <b>timescale</b> 57:7 <b>timing</b> 101:25 133:5 <b>Titcombe</b> 30:4	<b>title</b> 2:2 31:12 <b>today</b> 16:1 20:18 107:9 112:21 <b>today's</b> 163:16 <b>toilet</b> 16:19 17:3 18:10 <b>toilets</b> 11:13,20 12:3,4 14:2 16:18 17:1 21:1 24:3 27:21 28:16 60:9 63:21 128:8,16 129:6 138:12 143:18 146:17 155:3 159:7 <b>told</b> 19:16 36:22 41:5 43:17,18 57:16 61:12 67:15 78:1,18,21,23 80:21 93:19 113:20 114:20 126:18 129:10 135:1,20,22 136:25 154:19 160:24 <b>tomorrow</b> 163:17 <b>top</b> 93:18 110:20 122:2 136:4 149:12 163:11 <b>topics</b> 50:22 <b>touch</b> 67:2 120:15 122:6 140:15 160:22 <b>touching</b> 121:2 <b>Tower</b> 10:11 <b>town</b> 16:3,8 39:7 124:3,23 126:11 140:6 145:25 157:17 161:10 <b>Townhead</b> 15:21 15:22,23 16:1 <b>trace</b> 81:16 <b>traced</b> 23:16 <b>trail</b> 107:7 144:2,8 <b>train</b> 146:6 <b>trained</b> 10:5	<b>trainee</b> 1:16 <b>training</b> 1:18 100:15 109:12 152:11,24 <b>transcript</b> 39:12 45:8,12 <b>transcripts</b> 44:2,7 <b>tried</b> 151:16 <b>trigger</b> 92:22 <b>triggered</b> 110:24 145:21 160:11 <b>trouble'</b> 17:6 <b>truly</b> 121:21 <b>trust</b> 68:4 <b>try</b> 27:10,20 31:2 38:13 42:21 125:8 143:10 144:11 160:15 <b>trying</b> 30:21,23 37:7 47:23,24 48:6 49:4,21 52:5 58:18 99:23 102:12 110:13 151:7 <b>turn</b> 39:19 65:11 <b>twice</b> 122:1 <b>two</b> 1:18 15:24 21:12 25:4,13,21 25:23 26:3,14 35:22 36:4 46:2 49:9 51:21 54:19 60:9 64:9 68:7 73:14,17 74:3 78:13,13 87:4 90:15 115:11 116:11 118:9 130:24 131:5 134:24 136:16 145:12 148:5 149:7 154:22 <b>two-pronged</b> 67:23 <b>typed</b> 87:11 <b>typing</b> 91:15	<b>ultimate</b> 10:7 <b>ultimately</b> 134:6 <b>unable</b> 121:22 <b>unacceptable</b> 82:17 <b>unaware</b> 28:11 29:21 84:3 <b>uncertainty</b> 111:13 <b>unclear</b> 132:2 <b>uncommunicative</b> 20:20 <b>Underneath</b> 63:1 <b>understand</b> 6:7 7:23 8:15 22:17 23:24 28:12 36:24 40:20 41:21 49:4 50:20 61:18,20 75:5 78:1 79:13 100:14 109:6,16 114:16 130:25 141:1 142:12 155:17 156:1 <b>understandable</b> 43:21,22 <b>understanding</b> 9:4 124:19 125:21 127:16 128:11,14 137:25 142:10 147:5 149:23 159:25 160:19 <b>understood</b> 6:20 14:24 32:13 57:8 <b>undertake</b> 86:6 130:14 132:25 <b>undertaken</b> 100:10 101:22 150:6 <b>undertook</b> 1:18 <b>unease</b> 115:14 150:15,20 151:2 <b>unhappy</b> 114:10 125:3 <b>unit</b> 64:6 73:3 <b>united</b> 91:13 <b>units</b> 64:9 118:9,12 <b>university</b> 1:12,15 6:12	<b>unravelling</b> 112:9 <b>unsatisfactory</b> 155:3 <b>unsettled</b> 18:8 <b>unsupervised</b> 14:6 <b>unwelcome</b> 136:9 <b>updated</b> 123:2 <b>upset</b> 14:12 <b>urge</b> 82:18 <b>urgency</b> 105:10 108:15 <b>urgent</b> 98:12 99:4 105:10 <b>use</b> 64:21,22 90:23 123:3 148:10,12 150:15 <b>useful</b> 109:7 <b>uses</b> 139:8 <b>utmost</b> 120:7 <b>utterly</b> 144:4 154:12,15
<b>V</b>				
				<b>vacated</b> 41:3 <b>Valerie</b> 33:23 34:14 34:24 45:13 116:21 146:11 153:10 <b>validated</b> 21:18 <b>valuable</b> 83:21 103:10 <b>various</b> 100:15 116:15 <b>vary</b> 122:6 <b>verbalise</b> 21:14 <b>vice</b> 11:2 <b>victim</b> 131:16 132:9 <b>victim(s)</b> 111:15 <b>victim/perpetrat...</b> 111:16 <b>victims</b> 93:25 94:8 104:17 <b>victims'</b> 90:15 <b>view</b> 4:21 11:5,12
		<b>U</b>		



11:23 12:1 16:10 16:20 17:18 18:4 18:11,22 19:3,6 19:20,22,24 20:9 24:1,12,20 25:7 27:2 31:7 32:19 32:22 33:17 34:11 34:21 35:6,15 36:8 42:16 46:21 46:25 48:7,19 52:9,23 53:5 56:9 56:10 60:6 62:16 63:1 64:16 69:15 70:24 73:19,24 74:3 77:18 80:13 83:11,23 85:23 86:24 92:3 93:17 94:1,3,24 95:15 95:24,25 97:2,4 98:3,11 99:3 105:13,17 109:6 109:21 111:6,9,21 111:25 114:7 115:10,14 116:2,3 117:17 118:24 119:1 124:3 126:8 127:5,21 128:18 130:4,6 131:15,18 131:20,22 132:14 133:14,18,25 134:13 135:25,25 137:13,16,19 140:10 141:23 143:12,20,22,24 144:16 145:9 146:1,25 147:1 153:14 154:4 155:9,23 156:3 158:25 159:17 161:15,20 162:8 162:10 163:11 <b>views</b> 103:10 113:22 161:9,10 <b>violate</b> 121:23 <b>virtually</b> 24:9	<b>virtue</b> 24:5 <b>visit</b> 60:8 <b>visiting</b> 60:8 <b>visits</b> 14:6 <b>VM</b> 45:13 <b>VM's</b> 45:15 <b>Volume</b> 116:2 <hr/> <b>W</b> <hr/> <b>waiting</b> 160:1 <b>waking</b> 69:8 <b>wall</b> 12:2 <b>want</b> 1:20 11:4 17:5 18:14 20:21 20:22 21:14 28:10 29:20 41:17 46:18 54:11,14 63:9 67:11 71:18 73:12 81:2 94:22 115:25 121:1,8 134:11 147:10,14 149:2 152:15,21 153:1,6 <b>want'</b> 17:8 <b>wanted</b> 8:25 9:1 10:24,25 16:23 43:10 54:20 69:16 91:23 94:17 127:1 155:9 <b>wanting</b> 10:22 158:9 160:15 <b>wants</b> 14:13,14 <b>Wardship</b> 39:14 <b>Waring</b> 92:8,11 140:13 <b>warrant</b> 111:23 <b>wasn't</b> 5:18 9:19 12:20 15:1 22:6 22:13 28:22 32:9 33:2 38:21 43:9 55:23 58:10 59:5 61:8 76:7 81:24 86:19 95:14,21 99:21,24 105:9 112:18,20 115:10 117:7,22 133:11	133:16 135:16 139:16 144:25 146:14 147:3,8 150:18 153:1 154:2 155:9 156:18 157:20 158:19 159:18 <b>waters</b> 112:14 <b>way</b> 8:25 14:13 24:4 38:1 43:22 65:1,17 78:15 80:13 96:7 100:4 107:18 113:3 114:13 117:17 125:8 134:22 137:3 142:9,13 146:23 148:22 149:10,16 151:1 151:10 153:6 155:6,11,19 <b>ways</b> 43:1 <b>we'll</b> 91:2 <b>we're</b> 153:4 <b>Wednesday</b> 1:1 <b>week</b> 6:4 17:8 26:14,15 51:12 64:15 73:2 75:10 106:15 113:10 114:21 115:7 140:5 161:4 <b>weekends</b> 14:7 24:23 26:15 145:17,20 160:8 <b>weeks</b> 40:7 68:2 78:13 80:20 106:9 112:6 <b>welfare</b> 55:15 56:11 66:11 72:22 <b>went</b> 6:12 16:19 17:4,20 21:7,8 22:14 38:1 42:14 79:15 139:10 146:21 <b>weren't</b> 25:7,12 47:21 60:10,12	76:9 79:19 91:8 145:16 159:23 <b>whatsoever</b> 118:8 <b>whilst</b> 55:15 119:1 <b>whom'</b> 116:11 <b>wider</b> 66:22,24 67:1 86:4 88:2 <b>widespread</b> 76:21 <b>wiggle</b> 90:22 <b>Williams</b> 62:22 66:4 69:3 83:9 87:16 89:17 90:11 <b>willing</b> 91:22 136:7 <b>wish</b> 18:17 22:22 107:10 109:9 135:5 147:5 <b>wished</b> 60:9 127:23 <b>wishing</b> 133:10 <b>withdrew</b> 163:15 <b>witness</b> 16:21 163:15 <b>wonder</b> 1:13 <b>wondering</b> 138:15 <b>word</b> 44:3 64:21,22 90:23 110:20 114:22,23 115:1 148:10,12 150:15 150:19,19,21,22 <b>words</b> 64:14 85:14 86:16 100:22 107:6 142:3 155:24 162:7 163:9 <b>work</b> 1:18 5:13,15 10:5 42:12 59:17 86:18 100:8 101:15 121:4 125:8 137:15 138:18 139:20 140:24 141:17 157:13 <b>worked</b> 13:3 21:3 35:23 54:6 72:21 <b>worker</b> 1:16,19 13:18 15:14,14	28:25 111:5 112:17 140:14 <b>workers</b> 9:17 27:6 27:18 28:8,25 29:5 37:19,22 38:1 152:5 <b>working</b> 1:22 4:12 12:13 15:7 59:12 65:10 120:19 121:4 123:3 158:12 <b>works</b> 113:2 <b>worry</b> 9:24 119:20 <b>wouldn't</b> 8:19 15:17 24:5 49:5 71:9 102:1 125:11 128:5 139:17 152:21 <b>write</b> 82:14 107:19 130:6,23 <b>writing</b> 57:23 97:15 97:16,19 110:2 112:1 116:24 142:18 160:24 <b>written</b> 34:11 49:15 74:20 88:11 96:7 142:9 163:10 <b>wrong</b> 21:21 30:25 42:22 74:23 92:25 149:12 154:12,15 160:20 <b>wrote</b> 33:23 77:22 80:18 82:9 94:12 99:16 102:4 113:17 123:11 139:7,14 156:10 <hr/> <b>X</b> <hr/> <b>X</b> 163:23 <hr/> <b>Y</b> <hr/> <b>yeah</b> 51:17 82:8 92:21 110:12 137:7,7 <b>year</b> 2:12 7:15,17 7:25 15:5 17:19
---	--	--	---	--

22:24 55:22,24 57:24 59:22 60:19 116:22 122:22 127:12 128:20 156:21 <b>years</b> 1:19 13:12 19:19 121:21 <b>yesterday</b> 31:14 35:11 59:12,24 66:7 68:20 82:14 130:17 135:1 <b>young</b> 16:4,21,23 25:3	151:11 <b>17</b> 16:3 113:12,13 114:12 115:23 116:5 117:19,21 117:24 121:21 124:3 125:15,24 126:10,13 129:21 139:8 161:24 162:15 <b>17th</b> 126:24 161:4 161:9,13,14 <b>18</b> 1:1 9:15 16:6 122:22 <b>18.3.91</b> 73:2 <b>19</b> 163:20 <b>1972</b> 1:12,15 <b>1974</b> 1:19 <b>1978</b> 13:24 <b>1987</b> 1:24,25 7:16 7:21,24 <b>1988</b> 120:19,23 <b>1989</b> 13:12,16,23 14:16 15:5 16:3 17:24 20:15 22:15 35:3 55:20 56:16 56:20 63:18 <b>1990</b> 5:21 12:11 17:19 19:5 22:12 22:15 25:9 27:24 36:12 52:21 55:18 57:14,15 59:21 64:8 66:23 69:19 84:15 122:22 123:11 128:2 <b>1990-ish</b> 8:4 <b>1991</b> 1:8 2:13,14 3:9,10 4:2,5 8:1 11:10 14:20,21,25 15:2 22:25 23:12 25:10,11 28:11 29:22 38:8 39:10 55:18,23,25 56:18 56:22,23 57:9,18 57:19 58:4,8 59:1 61:1,9,22 62:10	63:12 69:1 70:11 81:19 84:4 93:11 97:24 106:8 145:8 156:21 158:2 <b>1992</b> 5:21,22 7:1,2 7:22 8:5 33:23 34:11,15 49:15 54:24 57:10,23,25 145:9 156:20 <b>1994</b> 45:4 <b>1999</b> 55:7	162:3,6,10 <hr/> <b>3</b> <b>3</b> 70:7 74:24,24 77:3,4 81:19 89:2 98:17 106:15 118:2 141:10 <b>3.05</b> 119:23 120:6 <b>3.08</b> 120:5 <b>30</b> 73:14,20 94:17 95:19 112:25 113:18 114:6 115:3 119:9,17 120:13,18 123:20 125:25 147:7 154:7 <b>31</b> 68:19 <b>33</b> 81:18 88:25 <b>3rd</b> 101:2	<b>6</b> 13:16 67:17 70:7 120:19 147:20 <b>64</b> 116:1,3 <hr/> <b>7</b> <b>7</b> 14:24 39:10 111:4 112:15 113:1 120:18 160:21 <b>7th</b> 40:3 <hr/> <b>8</b> <b>8</b> 45:12 66:2 70:20 71:11 84:11 85:1 97:25 124:12,13 125:12,17 <b>8-year-old</b> 118:23 <hr/> <b>9</b> <b>9</b> 90:6 92:6 93:13 <b>92</b> 7:3
<hr/> <b>Z</b> <hr/>		<hr/> <b>2</b> <hr/>	<hr/> <b>4</b> <hr/>	
<hr/> <b>0</b> <hr/>		<b>2</b> 64:4 70:6 82:10 97:9 106:6 109:13 121:13,17 142:1	<b>4</b> 4:2 17:23 39:6 61:1,7,9,10,22 62:10 67:13 69:1 70:7 82:2,9 84:11 89:14 93:11,24 97:24 98:13 99:5 101:4 110:23 116:2 124:12	
<hr/> <b>1</b> <hr/>		<b>2-2.30</b> 16:19 <b>2-pronged</b> 67:25 <b>2.00</b> 88:20 <b>2.02</b> 88:23 <b>2.30</b> 72:16 <b>2.50</b> 120:3 <b>20</b> 23:12 74:20 75:2 75:22 83:19 <b>2002</b> 3:21 <b>2014</b> 62:5,8 <b>2017</b> 1:1 60:1 163:20 <b>22</b> 72:15 <b>24</b> 104:21 106:8 107:18 112:2,3,15 <b>25</b> 17:24 60:1 <b>26</b> 16:17 148:16,25 149:5 <b>27</b> 23:17,18 54:24 74:6 75:13,25 78:17 86:25 <b>27th</b> 75:9 <b>28</b> 118:4 141:13 145:11 162:4 <b>29</b> 108:18 113:15 117:25 129:2 130:17 137:10 142:3 <b>29th</b> 150:4 161:15	<b>31</b> 68:19 <b>33</b> 81:18 88:25 <b>3rd</b> 101:2 <hr/> <b>5</b> <b>5</b> 3:15 17:7 70:7 74:22 83:9 99:11 99:16 100:23 116:2 <b>5-£10</b> 17:8 <b>5.3.1</b> 55:4 <b>50</b> 164:4 <b>50p</b> 16:22,23 17:2 <b>52-week</b> 119:1 <b>54</b> 164:6 <b>5th</b> 89:18	<hr/> <b>9</b> <hr/>
		<hr/> <b>2</b> <hr/>	<hr/> <b>5</b> <hr/>	
		<hr/> <b>2</b> <hr/>	<hr/> <b>6</b> <hr/>	