

<p>1 Monday, 22 January 2018 2 (10.30 am) 3 Welcome and opening remarks by THE CHAIR 4 THE CHAIR: Good morning. I am Alexis Jay, and I am the 5 chair of the Independent Inquiry into Child Sexual 6 Abuse. With me are the other panel members of 7 the inquiry: Professor Sir Malcolm Evans, Ivor Frank and 8 Drusilla Sharpling. 9 On behalf of the inquiry, I welcome you all to the 10 first day of the first substantive hearing in the 11 investigation into institutional responses to child 12 sexual abuse facilitated by the internet and referred to 13 in short form by us as "the Internet Investigation". 14 This hearing will consider the adequacy of 15 the response of law enforcement agencies to such abuse. 16 There will be further hearings to consider other matters 17 arising from the Internet Investigation's definition of 18 scope document. 19 This open hearing will run for five days, finishing 20 this Friday. As you all know, the task of the chair and 21 panel of the inquiry is to examine the extent to which 22 public and private institutions in England and Wales 23 have failed to protect children from sexual abuse in the 24 past, and to make recommendations to keep children safe 25 today and in the future.</p> <p style="text-align: center;">Page 1</p>	<p>1 published on the website. 2 As you will hear in more detail from counsel, there 3 are restriction orders in place in relation to some of 4 the evidence. If there is any inadvertent breach of 5 a restriction order, I will ask that the simultaneous 6 recording be stopped momentarily so that the issue can 7 be addressed, as appropriate. 8 The hearing is broadcast over a live stream subject 9 to a short delay to ensure that the broadcast can be 10 edited to remove material which would breach 11 a restriction order or should otherwise not be 12 broadcast. 13 Under a ruling made by the previous chair 14 in April 2016, the length of that delay was set at five 15 minutes. In early January, I informed core participants 16 that I was minded to make an order reducing the delay to 17 three minutes, and experience has shown that 18 a three-minute delay allows sufficient time for 19 a restriction order to be made before the evidence to 20 which it attaches is broadcast. I have received no 21 objections and I now make that order. 22 I will now invite leading counsel to the inquiry in 23 relation to this investigation, Ms Jacqueline Carey, to 24 address the panel. Please go ahead, Ms Carey. 25</p> <p style="text-align: center;">Page 3</p>
<p>1 This hearing is the first in a full timetable of 2 public hearings in a number of the inquiry's 3 investigations in 2018. 4 As part of this investigation, as in all 5 investigations, the inquiry continues to receive and 6 review very large volumes of evidence relating to sexual 7 abuse and institutional responses to it, and you will 8 hear more detail on the evidence shortly from counsel. 9 I will leave it to Ms Jacqueline Carey, leading 10 counsel to the investigation, to introduce the core 11 participants and their representatives. 12 Before we hear from counsel, a couple of points on 13 the week's arrangements. We will usually sit each day 14 from 10.30 am, except tomorrow, when we will start later 15 at 2.00 pm. Ordinarily, we will take a 15-minute break 16 at around 11.45 am. This morning, in view of the late 17 start, we will take a break at 12 noon. We will break 18 for lunch at 1.00 pm, usually returning at 2.00 pm. We 19 intend to sit until around 4.15 pm each day. By way of 20 an agenda, we rely on the hearing timetable, which sets 21 out the order in which witnesses will be called. 22 The hearing transcript is recorded simultaneously on 23 screens throughout the room, and will be published at 24 the end of each day on the inquiry website. Any 25 directions arising from the day's hearing will also be</p> <p style="text-align: center;">Page 2</p>	<p>1 Opening statement by MS CAREY 2 MS CAREY: Thank you, chair. I appear today on behalf of 3 the chair and panel along with junior counsel, 4 Mr Eesvan Krishnan. 5 May I introduce counsel on behalf of the core 6 participants: Mr Sheldon is on behalf of the National 7 Crime Agency; Ms Powell QC and Mr Berry on behalf of 8 the National Police Chiefs' Council; Mr Kark QC and 9 Ms Walker on behalf of the Home Office, just behind me; 10 and Mr Beer QC on behalf of the Commissioner of Police 11 of the Metropolis, also referred to as the Metropolitan 12 Police Service. 13 The investigation into institutional responses to 14 child sexual abuse and exploitation facilitated by the 15 internet, referred to in short form as "the 16 Internet Investigation", can hardly be more topical. 17 The internet and its use thereof now permeates almost 18 every aspect of our daily lives. In 2016, Ofcom 19 reported that 12- to 15-year-olds spent an average of 20 20 hours and six minutes online per week. That was up 21 from 18 hours the year before; 3- to 4-year-olds spent 22 an average of eight hours and 18 minutes online per 23 week, up from 6 hours and 48 minutes in 2015. Whilst 24 the internet has undeniable benefits in terms of 25 education and social interaction, there are members of</p> <p style="text-align: center;">Page 4</p>

<p>1 society intent on misusing the internet to facilitate 2 child sexual abuse.</p> <p>3 The hearings this week will be considering the 4 adequacy of the response of law enforcement agencies to 5 this online abuse. In due course, there will be further 6 public hearings to consider other aspects of the scope 7 of the Internet Investigation and in particular 8 examining the role of the internet industry, including 9 the internet service providers, the software companies 10 and those who provide online platforms. The inquiry 11 will look at their response to online-facilitated child 12 sexual abuse.</p> <p>13 The purpose of this opening is to introduce some of 14 the themes, topics and issues that the investigation 15 will ultimately ask the panel to consider. In doing so, 16 I hope to familiarise you with some of the terminology 17 that is most likely to be encountered when considering 18 the evidence. To assist the panel in its consideration 19 of the role of law enforcement, you will be hearing from 20 a number of sources, including both civilian and police 21 witnesses. Some evidence will be called live and, where 22 a live witness is called, their evidence will be focused 23 on the most salient aspects of their testimony. It will 24 not be possible to ask each and every witness about all 25 of the documentary evidence that either they produce or</p> <p style="text-align: center;">Page 5</p>	<p>1 investigates online-facilitated child sexual abuse 2 without compromising the sensitive nature of 3 the police's work. In order to fully explore the use 4 and efficacy of these sensitive matters, the panel will 5 be hearing evidence in a closed session from which the 6 public and press will be excluded. That session will of 7 course be recorded, but the transcript will not publicly 8 be available.</p> <p>9 May I start at the body of my address by setting the 10 scene as to what is online-facilitated child sexual 11 abuse. Child sexual abuse facilitated by the internet 12 manifests itself in a variety of ways. It includes 13 forcing or enticing a child or young person to take part 14 in sexual activities. It includes contact abuse and 15 noncontact abuse, such as involving children in looking 16 at sexual images or in the production of sexual images, 17 watching sexual activity, encouraging children to behave 18 in sexually inappropriate ways or grooming a child in 19 preparation for abuse, including via the internet.</p> <p>20 It is worth considering at the outset the very real 21 impact that online-facilitated child sexual abuse can 22 have on a victim and their families.</p> <p>23 The inquiry has been provided with a case study into 24 a victim of online child sexual abuse called "Ben". At 25 the age of 13, Ben realised he was gay and started to</p> <p style="text-align: center;">Page 7</p>
<p>1 that the investigation has gathered. Some statements 2 and exhibits will be read or summarised into the record 3 of these proceedings. The live feed to those watching, 4 as you, chair, have just announced, is subject to 5 a three-minute time delay.</p> <p>6 All core participants have been sent the proposed 7 timetable, and all core participants have had an 8 opportunity to make requests under rule 10 of 9 the Inquiry Rules to question witnesses. In line with 10 the presumption in the rules, it is expected that most 11 of the questioning will be conducted by inquiry counsel, 12 but if there are any questions core participants want to 13 raise for clarification, then they make seek permission. 14 Documents will be referred to by their unique Relativity 15 reference number and put up on the screen so that 16 members of the press and public who are present can 17 follow the proceedings.</p> <p>18 Many of these documents have been subject to 19 redactions for reasons of data protection and/or 20 sensitivity. I hope it will be appreciated that the 21 investigation of online child sexual abuse involves 22 a variety of detective techniques, many of which are 23 highly sensitive. The inquiry has actively sought to 24 ensure that, wherever possible, as much information as 25 possible is publicly available about how law enforcement</p> <p style="text-align: center;">Page 6</p>	<p>1 explore his sexuality, including through the use of 2 online forums. Throughout 2011, Ben reported to the 3 police that he had been abused by over 30 adult males. 4 All offending arose via the internet and came to light 5 in 2010 when Ben contacted ChildLine and ChildLine 6 referred the matter to the police. Ben contacted 7 ChildLine because a man was threatening to place naked 8 photos of him on the internet.</p> <p>9 In due course, in February 2011, Ben's parents 10 overheard Ben making arrangements to go to Portsmouth to 11 meet a 23-year-old male, and Ben's mum found that Ben 12 had electronically sent sexually explicit photos to this 13 unknown man. Ben's parents reported this matter to the 14 police, who passed the matter to their safeguarding 15 unit, but no immediate response was forthcoming. Ben's 16 parents also reported the matter to their GP, who 17 referred the matter to social care, and a meeting was 18 arranged at Ben's school. At that meeting, police 19 seized Ben's laptop and forcibly removed his phone from 20 him. Ben speaks of the horror of this incident in an 21 interview conducted later with him in September 2016. 22 However, no police investigation commenced and some time 23 elapsed before Ben was formally interviewed and asked 24 for his account.</p> <p>25 Notwithstanding the involvement of the police and</p> <p style="text-align: center;">Page 8</p>

<p>1 various agencies in early 2011, Ben continued to be                  2 abused, travelling to different parts of the country to                  3 meet his abusers.                  4 In a serious case overview report conducted by the                  5 Bradford Safeguarding Children Board, which was                  6 published in June of last year, the report found that                  7 West Yorkshire Police and, indeed, Bradford Children's                  8 Social Care, failed in their statutory duty to protect                  9 Ben. In relation to the police, the findings included                  10 that there was a poor response to police reports of                  11 Ben's contact with an offender in August 2010; that the                  12 initial police investigation was inept, badly managed                  13 and under-resourced; and that managerial oversight and                  14 leadership was lacking.                  15 The review also concluded that the use of technology                  16 exposed children to high risk through contact with child                  17 sexual abusers and that no individual -- for example,                  18 his parents, who attempted to restrict his access to the                  19 internet -- or agency -- for example, the police, who                  20 removed his devices -- could actually prevent that                  21 exposure.                  22 The sheer volume of offenders who gained access to                  23 and the trust of Ben via the internet is best depicted                  24 by the following table. Can I ask, please, that on                  25 screen is put MCF000004. 23 offenders were taken to</p> <p style="text-align: center;">Page 9</p>	<p>1 "The enormity and horror of what our son suffered                  2 would be every parent's nightmare. The effect on our                  3 family was, and is, truly shocking. These should have                  4 been the happiest days of our son's life, but he was                  5 robbed of his childhood. We still cannot bear to think                  6 of what was done to his young and immature mind and                  7 equally to his young and immature body."                  8 There is sometimes a poor response by those tasked                  9 with investigating online child sexual abuse. Indeed,                  10 in an interview conducted with Ben in September 2016,                  11 Ben said this:                  12 "I wasn't treated like a victim properly. There was                  13 one policeman who said that I was wasting police                  14 resources, and I knew what I was doing, almost blaming                  15 me, saying I'd be put into an offender's unit for                  16 a month. So definitely they need to adjust how they                  17 view boys in this situation, as a 13-year-old child, not                  18 gender."                  19 In that table, clearly, chair, we have seen a number                  20 of perpetrators of online child sexual abuse, and it may                  21 assist if I set out some of the criminal legislation                  22 that pertains to this area. A child, for the purposes                  23 of this investigation, is someone under the age of 18.                  24 I make this point at the outset because legislation                  25 relevant to online child sexual abuse creates a number</p> <p style="text-align: center;">Page 11</p>
<p>1 court. If you look at the table, you will see set out                  2 there the dates of the offence, in some cases when the                  3 offence was committed and when the matter was reported,                  4 a broad description of the offence -- grooming, sexual                  5 assault, there were penetrative acts perpetrated against                  6 Ben. The assailant's name has been redacted, not to                  7 afford the defendant in a particular court case any                  8 anonymity, but the purpose of this table is to show you                  9 the sheer number of abusers of Ben, and a table setting                  10 out what happened when the matter proceeded to court.                  11 I am told there is a problem with some of                  12 the screens. Perhaps that can be remedied so that                  13 everyone behind me can see the Relativity references.                  14 Can I just pause for one moment, chair?                  15 In total, 23 offenders were taken to court. One                  16 case was not pursued. In all but two of the cases, the                  17 offenders pleaded guilty to offences ranging from                  18 sexually abusing Ben or inciting the sexual abuse of                  19 Ben, and the sentences imposed by the courts ranged from                  20 supervision and community orders up to sentences of                  21 immediate imprisonment, the longest of which was a term                  22 of approximately four years.                  23 The impact of this offending cannot be overstated.                  24 As Ben's parents told the serious case review, and                  25 I quote:</p> <p style="text-align: center;">Page 10</p>	<p>1 of offences, the maximum sentences for which are                  2 different depending on the age of the child involved.                  3 By way of example, the Sexual Offences Act 2003                  4 considers a child to be someone under the age of 16, and                  5 the Act draws a distinction in terms of the maximum                  6 applicable sentences dependent on whether the abuse                  7 involved a penetrative act and dependent on whether the                  8 criminal act was committed on a child under 13 or on                  9 a child aged between 13 and 16.                  10 The Protection of Children Act 1978, which                  11 criminalises the making, taking, possession and                  12 distribution of indecent images of children, in fact                  13 defines a child as being under the age of 18. So one                  14 needs to bear in mind that, for the purposes of this                  15 investigation, it is under 18, and that is what a child                  16 is referred to as.                  17 In order to familiarise the panel with the most                  18 commonly encountered criminal offences applicable in the                  19 area of online-facilitated child sexual abuse, it may                  20 also assist if I summarise the key offences currently                  21 criminalised by legislation in England and Wales. As                  22 I have just alluded to, the possession of indecent                  23 images, including the making, taking and distribution                  24 thereof, are offences contrary to section 1 of                  25 the Protection of Children Act 1978. There is also</p> <p style="text-align: center;">Page 12</p>

<p>1 possession of an indecent photograph of a child                  2 criminalised by section 160 of the Criminal Justice Act                  3 1988. Arranging or facilitating the commission of                  4 a child sexual offence is criminalised by section 14 of                  5 the Sexual Offences Act 2003, and meeting a child                  6 following sexual grooming is criminalised by section 15                  7 of the Sexual Offences Act of 2003. There is                  8 a relatively new offence which came into force on                  9 3 April of last year of sexual communication with                  10 a child, again, contrary to section 15A of the Sexual                  11 Offences Act 2003, and those 2003 Acts are commonly                  12 referred to as the grooming offences within that Act.                  13 In many instances where a sexual offence is                  14 committed and an offender falls to be sentenced, the                  15 courts can impose what is called a sexual harm                  16 prevention order, formerly known as a sexual offences                  17 prevention order. Those orders are imposed for the                  18 purposes of protecting the public or any particular                  19 member of the public from sexual harm by the defendant.                  20 The order may be drafted in such a way as to prevent an                  21 offender from having contact with a named individual or                  22 have the effect of banning an offender from attending                  23 a certain premise or address. It can restrict foreign                  24 travel. In cases where the offender is found in                  25 possession of indecent images of children or has used</p> <p style="text-align: center;">Page 13</p>	<p>1 organised crime agency. Mr Jim Gamble played a key role                  2 in the establishment of CEOP, and you will hear from him                  3 during the course of the hearings. I will say a little                  4 more about him later in my opening.                  5 CEOP focused on tackling online child sexual abuse                  6 and had five stated aims. Can we look, please, at                  7 NCA000188_034. This appendix sets out what are termed                  8 there "Objectives", but I have named "aims", of CEOP and                  9 these come from the first annual review of CEOP done in                  10 2006/2007. The five stated aims were these. Firstly,                  11 to identify, locate and protect children and young                  12 people from sexual exploitation and online abuse, both                  13 in the UK and globally.                  14 Secondly, to engage and empower children, young                  15 people, parents and the community through information                  16 and education.                  17 Thirdly, to protect children and young people                  18 through the provision of specialist information and                  19 support to professionals, families, industry and the                  20 community.                  21 Fourthly, to enforce the law by bringing offenders                  22 to justice and acting to disrupt and deter future                  23 offending.                  24 And, finally, to enhance existing responses to the                  25 sexual exploitation and online abuse of children and</p> <p style="text-align: center;">Page 15</p>
<p>1 computer equipment to facilitate the sexual offending,                  2 the sexual harm prevention order will put limitation on                  3 the offender's use of computer equipment. So, for                  4 example, it can prohibit communication via the internet                  5 with those under the age of 16. The order may seek to                  6 ensure that the offender's internet use can be monitored                  7 by police; for example, by requiring the offender to                  8 preserve their internet history. Failure to comply with                  9 the terms of such an order is a criminal offence in                  10 itself, punishable with a term of up to five years'                  11 imprisonment. It is perhaps useful to remember that any                  12 increase in the number of offenders convicted in front                  13 of the courts will clearly have an impact on those                  14 departments of policing that are responsible for                  15 monitoring those behavioural protective orders.                  16 Can I turn now to introduce some of the agencies                  17 that are responsible for law enforcement in this area.                  18 One of the key agencies now responsible for the                  19 protection of children online is the National Crime                  20 Agency Child Exploitation and Online Protection Centre,                  21 known as CEOP. CEOP was set up as a national law                  22 enforcement agency focused on the tackling of the sexual                  23 abuse of children, particularly in relation to the                  24 internet. CEOP came into being on 4 April 2006 and was                  25 affiliated to, but independent of, the serious and</p> <p style="text-align: center;">Page 14</p>	<p>1 young people by developing a safer online environment by                  2 design and the better management of offenders.                  3 As at its launch in 2006, CEOP had 69 staff, 13 of                  4 which were seconded from UK police, Microsoft, Serco and                  5 the NSPCC. By way of comparison, in 2017/18, CEOP now                  6 has 256 staff members. CEOP received financial support                  7 from a number of sources, including the Foreign and                  8 Commonwealth Office, Serco and Visa. In its first year,                  9 it developed a mechanism known as the Click CEOP button,                  10 which enabled individuals to report sexual abuse. That                  11 reporting mechanism is visible on the home page of                  12 the National Crime Agency's website, and it is there for                  13 anyone, young, old, caregivers, teachers, anyone else                  14 involved in child protection who has a concern, to be                  15 able to report that concern to the agency.                  16 In June 2011, the Home Office published a plan for                  17 the creation of a national crime-fighting capability,                  18 and in relation to CEOP, two paragraphs of that document                  19 are particularly pertinent. Can we have a look, please,                  20 at NCA000226_023. I want to draw your attention,                  21 please, to paragraphs 5.23 and 5.24 in the top                  22 right-hand corner. This was part of the Home Office                  23 plan, and it reads as follows:                  24 "The Child Exploitation and Online Protection Centre                  25 (CEOP) has been a significant success story in UK</p> <p style="text-align: center;">Page 16</p>

<p>1 policing. While most crimes against children are dealt 2 with by local police forces, there are some areas where 3 only a national approach can be effective. CEOP has 4 proved this when leading international action to tackle 5 paedophile networks across many countries. Recognising 6 its vital national role in protecting children as it 7 seeks to respond to the threat of serious criminality in 8 the form of child exploitation and abuse, CEOP will form 9 an integral part of the NCA." 10 The National Crime Agency: 11 "In moving CEOP into the NCA, we will ensure that 12 CEOP: 13 "Retains its operational independence within the 14 context of the NCA; 15 "Has clear, delegated authority for its budget; 16 "Governance continues to include external partners; 17 "Retains its well-known brand; 18 "Retains its mixed economy of staff, from a variety 19 of disciplines; and 20 "Continues its innovative partnerships with the 21 public, private and third sector and has the ability to 22 raise and hold funds from donors." 23 Those bullet points at paragraph 5.24 are now 24 referred to as "the six principles" that the NCA and 25 their management board will give effect to.</p> <p style="text-align: center;">Page 17</p>	<p>1 additional £10 million would be provided to NCA-CEOP in 2 2015/16. That funding allocation was repeated for the 3 years 2016/17 and 2017/18. There is no guarantee this 4 funding will be available in subsequent years. The use 5 to which that money has been put and the effect any 6 future withdrawal of that funding may impact on the work 7 of the NCA-CEOP may well be a matter that the panel will 8 want to consider in the hearings this week. 9 In 2015, the Home Office made child sexual 10 exploitation and abuse what's called a strategic 11 policing requirement. It thereby placed child sexual 12 abuse on the same footing as organised crime and 13 terrorism. This placed a legal requirement on the 14 police and crime commissioners and chief constables to 15 demonstrate that they had an effective and coordinated 16 response to child sexual abuse. 17 In February 2015, the then director general of 18 the National Crime Agency, Mr Keith Bristow, was not 19 satisfied that there was sufficient activity and that 20 there was a fully effective and efficient response to 21 the threat of online child sexual exploitation, and so 22 he wrote to the then chair of the National Police 23 Chiefs' Council, Mr Murphy. Can we look, please, at 24 that letter, which is at NCA000237. There was a meeting 25 the day before and the letter essentially sent out to</p> <p style="text-align: center;">Page 19</p>
<p>1 In 2013, the Serious Organised Crime Agency was 2 abolished and the National Crime Agency established. 3 Also in that year, child sexual abuse and exploitation 4 was included for the first time within the government's 5 serious and organised crime strategy. The College of 6 Policing, who are the professional body for those 7 working in policing, published the national child sexual 8 exploitation action plan. That action plan implemented 9 what is known as the 4P approach: pursue; prevent; 10 protect; and prepare. 11 Pursue, by pursuing offenders through the criminal 12 justice system; prevent, by preventing offending and 13 re-offending while tackling threats from offenders and 14 potential offenders; protect, by reducing the threat; 15 and prepare, by ensuring that communities, victims and 16 witnesses affected by the crime have the support they 17 need. 18 In 2014, the then Prime Minister, David Cameron, 19 hosted a Global Summit and spoke about measures to end 20 online child abuse. Currently, 74 countries, 21 21 industry members, which are primarily the technology 22 companies, and 16 third sector organisations have signed 23 up to what has now become known as the "We Protect 24 Global Alliance". 25 At that Summit, Mr Cameron announced that an</p> <p style="text-align: center;">Page 18</p>	<p>1 reflect and record what happened at that meeting. You 2 can see there that Mr Bristow, who was the author of 3 this, wrote to Mr John Murphy, the then NPCC lead in 4 this area, and he says partway through: 5 "The purpose of this letter is to follow up in 6 writing and confirm your agreement to my request that 7 you develop a national PURSUE response to mitigate the 8 threat posed from online child sexual exploitation. 9 I consider that your developing an improved national 10 PURSUE response will assist the National Crime Agency in 11 securing that efficient and effective activities are 12 carried out as required under the Crime and Courts Act 13 2013 to combat online child sexual exploitation." 14 A little further down in that second paragraph, you 15 can see there reference to the presentation given by 16 Chief Constable Simon Bailey and the director of 17 the CEOP Command, Johnny Gwynne, and it quotes: 18 "The assessment ... provided us with a stark 19 analysis of the scale of the national, regional and 20 local operational challenges that UK policing and wider 21 law enforcement are currently facing." 22 If we scroll through the letter to page 3, the NPCC 23 and the National Crime Agency responded to this letter 24 by setting out a framework for the PURSUE response 25 against what are called the six pillars of threat. This</p> <p style="text-align: center;">Page 20</p>

<p>1 was perceived by those at that meeting as being the key                  2 areas that required the active response by the law                  3 enforcement agencies, and the six pillars of threat are                  4 set out there:                  5 "Proactive response to identifying indecent images                  6 of children;                  7 "Reactive response to volume referrals of indecent                  8 images of children."                  9 I will explain later on in the opening what are the                  10 referrals. There was a threat from the live streaming                  11 of child sexual exploitation and abuse. There was                  12 a need for victim identification from imagery, a threat                  13 posed by organised child sexual exploitation --                  14 grooming, blackmail, extortion; complex investigations                  15 were required into online child sexual exploitation; and                  16 deployment of niche capabilities, which is essentially                  17 specialist investigations into those more complicated                  18 investigations.                  19 By 2015, those six areas of threat were deemed to be                  20 the most significant to the protection of children from                  21 online child sexual abuse, and examining the work that                  22 was done, and is to do, in relation to those six pillars                  23 of threat will form the structure for the evidence given                  24 on behalf of the National Crime Agency-CEOP, and deputy                  25 director Mr Keith Niven.</p> <p style="text-align: center;">Page 21</p>	<p>1 filters those referrals to ascertain which computer                  2 addresses are attributable to UK users, and NCMEC then                  3 disseminate this information in a referral to CEOP.                  4 A single NCMEC referral could contain up to 5,000                  5 images linked to a single account and/or contain                  6 thousands of computer addresses that could relate to                  7 a single offender or victim. The referral may contain                  8 multiple suspects and victims.                  9 If we have a look, please, at NCA000221, you will                  10 see the increase from referrals. If you look at the                  11 bottom of the page, in December 2009, the NCA received                  12 1,591 referrals from NCMEC. By December 2016, just                  13 looking at the referrals, that had jumped to 30,661.                  14 The informational column will be explained in the                  15 evidence in due course, but just by looking at that                  16 table alone, you can see the increase in the number of                  17 referrals from 2009 up to the end of 2016.                  18 When a referral is made, the CEOP officer then                  19 undertakes intelligence and development work to                  20 determine the nature of the offending, the identity                  21 and/or location of the perpetrator, and assesses whether                  22 there is any ongoing risk and threat to children. The                  23 results are graded 1 to 3, with 1 being the highest                  24 risk, and cases involving an immediate severe risk are                  25 dealt with by the CEOP operations team. The other</p> <p style="text-align: center;">Page 23</p>
<p>1 There was reference in that letter to stark analysis                  2 provided by those at that meeting, and in essence to the                  3 increasing scale of the problem. One snapshot of                  4 the scale of the threat of online child sexual abuse, as                  5 far as CEOP is concerned, is the increase in the number                  6 of referrals that the NCA receives from the National                  7 Centre for Missing and Exploited Children, known as                  8 NCMEC. That was the second pillar of threat on the                  9 bullet points identified in that letter. NCMEC is an                  10 American, non-profit organisation whose aim is to find                  11 missing children, reduce sexual exploitation in children                  12 and prevent child victimisation. NCMEC has a reporting                  13 system called the CyberTipline which allows the public,                  14 companies, anyone, to report suspected child sexual                  15 abuse. It is on the front of their home page. In the                  16 States, companies who provide an electronic                  17 communication service or a remote computing service to                  18 the public are under an obligation to report, as soon as                  19 is reasonably practicable, where they establish actual                  20 knowledge of the facts or circumstances of child sexual                  21 abuse material, and they have to report it to NCMEC.                  22 The information reported to NCMEC must include the                  23 mail address, the IP address, the geographical location,                  24 the timestamp and any other information which might help                  25 to ascertain the child at risk or the abuser. NCMEC</p> <p style="text-align: center;">Page 22</p>	<p>1 remaining cases are distributed to the UK police forces.                  2 Clearly, acting on referrals comes within the ambit                  3 of the PURSUE response. What of "prevent"? One aspect                  4 of work being undertaken in relation to "prevent" is the                  5 work being done by the Virtual Global Task Force, "VGT"                  6 for short. VGT was established in 2003 as                  7 a collaboration between law enforcement and industry                  8 partners, and CEOP, or NCA-CEOP, has been a member of                  9 the Virtual Global Task Force since its inception. That                  10 task force adopts the four-pillar approach and states                  11 that it aims to reduce the global threat from and                  12 vulnerability of children to online and offline sexual                  13 exploitation and abuse and other forms of transnational                  14 child sexual offending.                  15 Some of the other steps taken under the prevent                  16 response include work being undertaken with industry,                  17 non-governmental organisations, and that will be covered                  18 within the hearings and the evidence heard this week.                  19 In relation to the protect and prepare strands of                  20 activity, the inquiry will hear evidence from Deputy                  21 Director Niven regarding the "Thinkuknow" education                  22 programme run by the NCA. This programme is aimed at                  23 young people and provides age appropriate guidance on                  24 internet safety. The NCA website also contains an                  25 online reporting tool known as the Click CEOP button,</p> <p style="text-align: center;">Page 24</p>

<p>1 and I referred you to it earlier, allowing anyone to 2 report directly to the CEOP command.</p> <p>3 Prevention and education are oft-occurring themes 4 running throughout the evidence in this part of 5 the investigation, with many witnesses expounding the 6 view that the only effective way to tackle 7 online-facilitated child sexual abuse is through the 8 education of the child or the young person, the 9 prevention of access to imagery, and through a robust 10 and effective law enforcement response. Again, that 11 view may be something that the panel will wish to 12 consider throughout the evidence.</p> <p>13 The National Police Chiefs' Council is another key 14 player in this investigation. The NPCC, for short, 15 brings together police forces in the UK to help 16 coordinate operations to reform, to improve policing 17 response. For example, the NPCC work with the College 18 of Policing and help to implement national standards for 19 the use of technology, so that there is an oversight of 20 the national position.</p> <p>21 Chief Constable Simon Bailey is the current national 22 police lead for child protection and abuse 23 investigation. As such, he is tasked with providing 24 operational leadership and oversight of the work 25 undertaken in this area. Through him, the panel will</p> <p style="text-align: center;">Page 25</p>	<p>1 "darknet". The inquiry will receive evidence that the 2 majority of indecent images of children online are in 3 fact available on the open web.</p> <p>4 The darknet refers to networks that are not 5 available to the general internet public and that are 6 only accessible via specialised software. To put it 7 another way, they are parts of the web that cannot be 8 accessed through those well-known search engines. In 9 the context of this investigation, the darknet is used 10 to host forums in which images and ideas can be 11 exchanged amongst those people with a sexual interest in 12 children. One well-known browser that can access the 13 darknet is called TOR, which stands for The Onion 14 Router. TOR is an anonymisation tool that conceals the 15 user's IP address. Now, it can be used to browse both 16 the open as well as the darknet and it is important to 17 note that the use of TOR is not illegal.</p> <p>18 Again, in very simple terms, an IP address -- IP 19 standing for "internet protocol" -- is an identifying 20 number that is assigned to each device that is connected 21 to the internet. It allows one computer to communicate 22 with another via the internet. The IP address 23 identifies the host and the location of the host. When 24 someone accesses content on the internet via TOR, it 25 masks the IP address. So someone can anonymously browse</p> <p style="text-align: center;">Page 27</p>
<p>1 hear evidence about the scale of the problem from his 2 perspective and the impact this has on the individual 3 police forces. In particular, Chief Constable Bailey's 4 evidence will touch on the use of risk assessments as 5 a way of prioritising the police's response to 6 online-facilitated child sexual abuse in the context of 7 sharing of indecent images.</p> <p>8 Throughout the course of the investigation, it has 9 become necessary to become familiar with some of 10 the frequently encountered terminology relating to 11 internet usage and the language used by the law 12 enforcement agencies. So it might be of assistance to 13 explain some of the more commonly encountered words and 14 concepts that will assist throughout the course of these 15 hearings.</p> <p>16 At a very basic level, most people use the internet 17 by using parts of the web that are public and viewable 18 by everyone, what is called the open web. For example, 19 when you are accessing a website, most of us will use 20 a browser such as Google or Apple Safari, Microsoft 21 Internet Explorer. The Internet Investigation is not 22 using the term "open web" in any technical sense, and in 23 fact there is no standard definition of the term "open 24 web", but simply to differentiate the use of the open 25 web as opposed to what is called and known as the</p> <p style="text-align: center;">Page 26</p>	<p>1 the web. It prevents someone who is observing the user 2 from identifying which sites they are visiting and it 3 prevents the sites from identifying the user. Putting 4 it another way, the darknet may be accessed in such 5 a way that neither the person surfing the darknet nor 6 the websites visited can be traced back to identifiable 7 users. It should be noted that the use of TOR is not to 8 be confused with encryption, which is a different 9 concept and relates to the process of hiding the content 10 of a message through the scrambling of the text or the 11 detail of the message. I say that because there may be 12 reference in the hearings this week to encryption and 13 the problems that that creates for those trying to 14 detect online-facilitated child sexual abuse.</p> <p>15 Just to finish in relation to the darknet, research 16 has indicated that 80 per cent of all traffic to The 17 Onion Router hidden services was to sites with names 18 indicative of indecent imagery content of children.</p> <p>19 The inquiry will receive evidence that law 20 enforcement proactively deploys sensitive techniques to 21 identify, for example, individuals who share indecent 22 images of children.</p> <p>23 Work is being done by the National Crime Agency in 24 conjunction with other parties to tackle areas of both 25 the open and darknet where there is child sexual abuse</p> <p style="text-align: center;">Page 28</p>

<p>1 imagery.</p> <p>2 There are also officers who specialise in child</p> <p>3 sexual abuse who work to target and gather evidence</p> <p>4 against those who operate in internet chat rooms and</p> <p>5 forums. In 2017, August I believe it was, the</p> <p>6 Home Office announced funding of £20 million to enable</p> <p>7 the police to take more action against those who operate</p> <p>8 in this environment.</p> <p>9 The police also utilise what is known as the child</p> <p>10 abuse image database. The child abuse image database is</p> <p>11 a secure database of illegal images of children. It</p> <p>12 contains tens of millions of images and hash values,</p> <p>13 which is essentially the digital footprint of the image.</p> <p>14 All UK police forces and the National Crime Agency are</p> <p>15 connected to that database, and so, when an officer</p> <p>16 views an image and the image is categorised for the</p> <p>17 purposes of sentencing, that can be fed into the</p> <p>18 database. Current sentencing practice requires a court</p> <p>19 to have regard to what are called the sentencing</p> <p>20 guidelines, and, as such, the images are categorised</p> <p>21 into three categories. Category A includes images</p> <p>22 involving penetrative sexual activity; category B</p> <p>23 includes images involving non-penetrative sexual</p> <p>24 activity; and category C includes possession of other</p> <p>25 indecent images that do not fall into categories A and</p> <p style="text-align: center;">Page 29</p>	<p>1 at October of last year, more than [35,000] hashes or</p> <p>2 images had been shared by the IWF, enabling them to be</p> <p>3 removed by the service provider.</p> <p>4 A significant aspect to policing in this arena is</p> <p>5 victim identification. The aim of victim identification</p> <p>6 is to enable law enforcement officers to identify</p> <p>7 children to safeguard them and protect them. The police</p> <p>8 use a network of specialist officers to analyse images</p> <p>9 and thereby identify the child. Data relating to the</p> <p>10 numbers of victims identified has been provided to the</p> <p>11 inquiry. In 2006/2007, ten victims were identified.</p> <p>12 Five years later, in 2011/12, the number had increased</p> <p>13 to 120 victims, and in 2016/17, 524 victims were</p> <p>14 identified. Those figures in themselves perhaps give</p> <p>15 you an indication of the increasing scale of the problem</p> <p>16 and perhaps the efforts made by the police to identify</p> <p>17 the victims.</p> <p>18 Finally, perhaps, before we break, common to</p> <p>19 a number of police investigations into online child</p> <p>20 sexual abuse is a prioritisation tool known as KIRAT.</p> <p>21 KIRAT stands for "the Kent risk assessment toolkit" and</p> <p>22 is used in the investigation of an individual suspected</p> <p>23 of having an interest in indecent images of children.</p> <p>24 KIRAT will differentiate between those offenders more</p> <p>25 likely than others to commit contact abuse and the tool</p> <p style="text-align: center;">Page 31</p>
<p>1 B.</p> <p>2 Once an image is categorised, the database records</p> <p>3 the results and, once the image has been graded at the</p> <p>4 same level by three different forces or the National</p> <p>5 Crime Agency, it is treated as having a trusted grade.</p> <p>6 An investigator can extract the images and load them</p> <p>7 onto the database and then the database will compare</p> <p>8 them to images already seized and produce a report on</p> <p>9 the number of images in each category. The use of this</p> <p>10 database helps to reduce demand on forensic services.</p> <p>11 Let me give you an example.</p> <p>12 West Yorkshire Police used a forensic tool with the</p> <p>13 database hash set on it to scan a suspect's hard drive.</p> <p>14 Within 15 minutes, the scan matched 1,200 images of</p> <p>15 abuse against the database. Prior to the database, the</p> <p>16 analysis of the hard drive could have, and would have,</p> <p>17 taken months.</p> <p>18 Images from the child abuse image database have been</p> <p>19 shared with the Internet Watch Foundation. The IWF, as</p> <p>20 they are known for short, is an independent</p> <p>21 not-for-profit organisation whose work focuses on the</p> <p>22 removal of child sexual abuse images and videos. The</p> <p>23 IWF grades the image and shares them with industry, and</p> <p>24 it enables the technology company to remove the image or</p> <p>25 the video from their platforms and services. As</p> <p style="text-align: center;">Page 30</p>	<p>1 can be used at any point in the investigation, perhaps</p> <p>2 when new information comes to light, in order that the</p> <p>3 risk assessment is kept up to date. The risk scores</p> <p>4 produced by KIRAT are: low, medium, high and very high.</p> <p>5 Police will use that KIRAT score or assessment along</p> <p>6 with other additional checks and information to</p> <p>7 prioritise and guide when police will take action. Now,</p> <p>8 there are no national directives compelling forces to</p> <p>9 respond to the results of the KIRAT assessment within</p> <p>10 certain timescales, but by way of example, in Cumbria,</p> <p>11 in a very high risk case, Cumbria responds within</p> <p>12 24 hours, in a high risk case within seven days, in</p> <p>13 a medium risk case within 14 days, and in a low risk</p> <p>14 case within 30 days.</p> <p>15 KIRAT is now in fact in its second version.</p> <p>16 Version 2 was assessed in 2016 and was found to be</p> <p>17 successful at identifying the most high-risk offenders</p> <p>18 within the higher risk levels and successful at</p> <p>19 identifying the majority of low-risk offenders within</p> <p>20 the low or medium risk levels. Its correct prediction</p> <p>21 rate was just above 83 per cent. I will return to the</p> <p>22 role of risk assessments as a prioritisation tool later</p> <p>23 in my opening.</p> <p>24 I wonder, chair, if that would be a convenient</p> <p>25 moment for the break?</p> <p style="text-align: center;">Page 32</p>



<p>1 THE CHAIR: Thank you, Ms Carey. We will return at 2 12.10 pm. 3 (11.56 am) 4 (A short break) 5 (12.13 pm) 6 UNIDENTIFIED SPEAKER: Apologies, ma'am, I have been trying 7 to submit evidence for years without success. The 8 Rochdale tragedy is still ongoing. Same failings. I'm 9 sorry, I have tried everything else. I will leave it 10 with you, ma'am. 11 THE CHAIR: Thank you. 12 MS CAREY: Thank you, chair. We are going to, in the second 13 part of my address, which will be finished in time for 14 the lunch adjournment, look at a number of issues, 15 including the issue of the scale of online-facilitated 16 child sexual abuse. Can I just correct one matter that 17 I think I inadvertently referred to just before we 18 broke? You will recall that I was opening the position 19 in relation to the child abuse image database and images 20 shared with the Internet Watch Foundation. Can I just 21 correct one matter, lest there be any confusion about 22 it. As at October 2017, more than 35,000 hashes of 23 images had been shared. I think I said 35. It is 24 35,000. 25 THE CHAIR: Thank you.</p> <p style="text-align: center;">Page 33</p>	<p>1 irrespective of the issue of consent, where there is the 2 taking of such youth-produced imagery, it gives rise to 3 safeguarding concerns. 4 To provide you with an idea of the scale of 5 the problem in relation to this imagery, a Freedom of 6 Information request in 2017 suggested that, since 2013, 7 there have been 4,000 cases investigated by police in 8 England and Wales whereby children have shared or taken 9 explicit images of themselves or others. In a 2017 10 joint report by the Children's Commissioner and the 11 NSPCC, the authors found that the vast majority of 12 children and young people did not in fact take sexual 13 selfies. However, of those that had, more than half had 14 either shown the image to someone or had transmitted the 15 image. If the data in that joint report is extrapolated 16 to the approximate 2.7 million schoolchildren aged 17 between 11 and 15 in the UK, it equates to approximately 18 72,900 young people taking sexual images of themselves. 19 Now, in order to provide guidance to the local 20 forces, in November 2016 the College of Policing 21 published a briefing note dealing with youth-produced 22 imagery. Where the making and sharing of the image does 23 not involve aggravating factors, the note states that 24 all reported offences must be recorded in accordance 25 with Home Office Counting Rules. However, once the</p> <p style="text-align: center;">Page 35</p>
<p>1 MS CAREY: Before we look at the scale of the problem, may 2 I just address one discrete topic in relation to what is 3 sometimes called self-generated sexual imagery or 4 youth-produced sexual imagery. I think, more commonly, 5 both phrases are sometimes referred to as "sexting". 6 I refer to it at this stage because just before the 7 break I was referring the panel to the ways in which the 8 police deal with those who have an interest in indecent 9 images of children, which includes of course the taking, 10 making, showing and distribution of such imagery. Those 11 offences of course are illegal. The Acts of Parliament 12 criminalising this behaviour draw no distinction between 13 images consensually taken and those which are 14 nonconsensual. On the one hand, there may be those 15 cases where prosecuting a child and labelling as a sex 16 offender in circumstances where the image was taken 17 consensually between, perhaps, two teenagers who are not 18 dissimilar in age may be undesirable, if not in fact 19 harmful to the welfare of the child. There may equally 20 be cases where there are aggravating features relating 21 to the taking of the image, for example, cases involving 22 exploitation, grooming, blackmail or coercion. Perhaps 23 there is a more significant age disparity between those 24 taking the image and those being taken, where police 25 action and prosecution is required. Of course,</p> <p style="text-align: center;">Page 34</p>	<p>1 safeguarding issues have been considered and in the 2 absence of any aggravating feature, the matter can be 3 recorded as a crime but not for criminal action to be 4 taken as it is not considered in the public interest to 5 do so. The guidance therefore seeks to produce the 6 potential overcriminalisation of children by the 7 introduction of a new crime code known as "outcome 21". 8 So aside from that youth-produced imagery, it is 9 useful to consider what is known about the victims of 10 online-facilitated child sexual abuse, and indeed those 11 who seek to perpetrate such abuse. As part of 12 the Internet Investigation, the inquiry has commissioned 13 research into the characteristics of both the victims 14 and, indeed, the perpetrators of online child sexual 15 abuse. 16 In respect of the perpetrators, research indicates 17 that in fact there is an absence of research 18 specifically designed to collect data about the profile 19 of online perpetrators. There is plenty of data in 20 relation to offences of child sexual abuse more 21 generally, but notwithstanding that paucity of research, 22 in general terms, studies indicate that most offenders 23 are male, they are from a predominantly white or 24 European background, and they are less likely to have 25 criminal backgrounds. It is important to note that the</p> <p style="text-align: center;">Page 36</p>

<p>1 vast majority of literature into perpetrators considered  2 samples and tests in which perpetrators had been  3 successfully prosecuted, or at least identified, by law  4 enforcement. So these studies may not be entirely  5 representative of the offending population of  6 online-facilitated sexual abuse.</p> <p>7 Research in this area often seeks to draw  8 a distinction between those perpetrators who use the  9 internet to access child sexual abuse materials but who  10 do not seek contact. They are sometimes referred to as  11 internet-only offenders or online-only offenders, and  12 you will hear these phrases during the course of  13 the evidence this week. There are those perpetrators  14 who use the internet as a tool in preparation for  15 committing contact child sexual abuse offences,  16 sometimes referred to as online-progressing-to-offline  17 offenders. There is the category of contact-only  18 offenders. There are dual offenders, where the offender  19 has committed both online child sexual abuse and  20 a contact offence against a child. There is the  21 category of offenders who use the internet for profit  22 making or financial gain.</p> <p>23 CEOP has another category of offender: that of  24 the transnational child sex offender. That phrase  25 refers to both registered and non-registered sex</p> <p style="text-align: center;">Page 37</p>	<p>1 remembered that there is a significant degree of overlap  2 and that one shouldn't look at one in isolation of  3 the other.</p> <p>4 A recent high-profile example of this overlap is  5 indeed the case of Richard Huckle. Huckle was  6 a 29-year-old UK national who lived an ostensibly  7 law-abiding and philanthropic lifestyle. In fact, he  8 was masquerading as a student and photographer and would  9 travel to, and lived in, Malaysia, where he would rape  10 and sexually assault prepubescent children from minority  11 communities. Following his arrest at Gatwick, he was  12 found in possession of a number of digital devices which  13 contained over 20,000 indecent images of children, over  14 100 of which were images believed to have been taken by  15 Huckle himself.</p> <p>16 In due course, he pleaded guilty to 91 offences  17 involving 25 children aged between zero, a baby, to  18 13 years old. He was sentenced to 22 life sentences and  19 ordered to serve a minimum of 25 years. In short, he  20 was a dual offender, committing contact offences and in  21 some instances recording his own abuse as well as  22 someone who had amassed and collated a large number of  23 indecent images of children.</p> <p>24 Research commissioned by the inquiry reports that  25 there were mixed findings about the crossover offending</p> <p style="text-align: center;">Page 39</p>
<p>1 offenders who are known to or are suspected of  2 travelling to or from other countries for the purposes  3 of targeting and sexually abusing vulnerable children  4 abroad. This includes prosecuting UK nationals in the  5 UK for their offending abroad.</p> <p>6 Those varying categories, it must be acknowledged,  7 are not ringfenced, and they are not independent of  8 the other. The different forms of abuse and types of  9 abuser often overlap, with the online and offline worlds  10 sometimes sharing interdependent factors. This  11 overlapping is perhaps most ably demonstrated if we have  12 a look, please, at the Venn diagram NCA000215.</p> <p>13 You can see there, in the left-hand circle,  14 characteristics and factors known in relation to online  15 offenders. In the right-hand side, contact offenders,  16 and at the bottom circle, TCSOs, transnational child sex  17 offenders.</p> <p>18 If you look in the middle of all three of those  19 circles, there is an overlap and a crossover which  20 demonstrates the way that online and contact meet or  21 indeed online and the transnational sex offender, or  22 indeed the transnational sex offender and the contact  23 offender.</p> <p>24 So, whilst there is perhaps a temptation to  25 characterise someone as online or offline, it must be</p> <p style="text-align: center;">Page 38</p>	<p>1 between online and contact offences. Studies concluded  2 that most offenders do not cross over or evolve from  3 online into contact or dual offending, but the authors  4 sound this note of caution and comment, that undetected  5 criminal activity as well as underreporting by victims  6 may not be providing an accurate or full picture of what  7 is occurring online.</p> <p>8 Research into the characteristics of victims  9 suggests, again, there is an underreporting of young  10 children who are the subject of online-facilitated child  11 sexual abuse and the authors of the research hypothesise  12 this may be due to the fact that infants and very young  13 children may not understand what is happening to them or  14 be able to verbalise their experiences. The research  15 concludes with confidence that girls are more likely to  16 be victims of reported online child sex abuse and later  17 in the opening you will see a chart prepared by  18 Kent Police which graphically bears out that finding.  19 The research into victims also shows that adverse  20 childhood experiences, such as physical and sexual  21 abuse, or exposure to parental conflict, made children  22 more vulnerable to online child sexual abuse.</p> <p>23 Above average internet use increases vulnerability  24 when interacting with the other characteristics, such as  25 having a disability or low self-esteem. The research</p> <p style="text-align: center;">Page 40</p>

<p>1 less confidently suggests that 11- to 14-year-olds is                  2 the age group most vulnerable to online-facilitated                  3 child sex abuse but that may be because adolescents were                  4 more often sampled in the research studies and studies                  5 involving children under 11 are rare.                  6 Researchers also found that girls were significantly                  7 less likely to know the perpetrator than boys, which may                  8 suggest that boys are more suspicious of online                  9 strangers, lending potential support for perhaps                  10 gender-sensitive e-safety initiatives.                  11 So I turn to what is known about the scale of                  12 the problem of offending in this area. Research papers                  13 indicate that, broadly speaking, offenders have been                  14 using the internet and information communications                  15 technology to commit child abuse since the late 1980s.                  16 It is neither practicable nor necessary to outline in                  17 this opening the year-on-year increase in                  18 online-facilitated child sexual abuse, but by way of                  19 example, in 2012, CEOP estimated that 50,000 individuals                  20 were involved in the downloading and sharing of indecent                  21 images of children.                  22 For the financial year 2011/2012, Home Office crime                  23 codes for indecent image offences totalled 3,335. Five                  24 years later, in 2016/17, indecent images offences rose                  25 to 18,252. It is right to note that some of that</p> <p style="text-align: center;">Page 41</p>	<p>1 sexual crimes against children where there was an                  2 online element to the offence. In 2016/17, that figure                  3 had risen to 5,653 offences.                  4 When considering the scale, one can look at the                  5 number of perpetrators. The lowest estimate of adults                  6 holding online sexualised conversations with children is                  7 believed to be 1 in 10.                  8 One can look at the number of victims. This is                  9 a more difficult area to quantify, as many commentators                  10 consider there to be underreporting by victims.                  11 One can also look at the number of images that have                  12 been viewed, downloaded and exchanged. In 2016, the                  13 Internet Watch Foundation identified over 57,000 web                  14 pages containing images of child sexual abuse.                  15 Clearly, quantification based on each of these                  16 perspectives will inevitably produce very different                  17 figures and these statistics are often subject to caveat                  18 and qualification. For example, if one considers the                  19 Home Office recording of crime data, there are two                  20 categories of crime which are likely to include                  21 online-facilitated child sexual abuse. They are the                  22 recording of offences relating to obscene publications                  23 and offences of sexual grooming. Both categories are                  24 broader than online child sexual abuse and so                  25 potentially are an overestimate when trying to ascertain</p> <p style="text-align: center;">Page 43</p>
<p>1 indecent imagery offending is not specific to children,                  2 but, nevertheless, that increase, from 3,000-odd to                  3 18,000-odd, is indicative in itself of the rising scale                  4 of the problem.                  5 In 2016, Chief Constable Bailey gave an interview                  6 with the BBC where he stated that the estimate of online                  7 offenders could be as much as double, ie, 100,000                  8 individuals involved in the downloading and sharing of                  9 indecent imagery. Indeed, in a 2016 report by the                  10 NSPCC, entitled "Online child sexual images -- doing                  11 more to tackle demand and supply", the NSPCC estimated                  12 that there may be between 450,000 and 590,000 men                  13 between the ages of 18 and 89 who have at some point                  14 viewed and used a child sexual abuse image.                  15 The inquiry has also commissioned research into the                  16 ways in which online-facilitated child sexual abuse has                  17 been measured and to identify the sources of material                  18 that might assist in quantifying the scale of                  19 the problem. Common to much of the research and                  20 learning on this topic, there are essentially four ways                  21 in which the scale of internet-facilitated child sexual                  22 abuse might be considered.                  23 Firstly, one can look at the number of offences                  24 committed. In 2015/16, the NSPCC reported that police                  25 forces in England and Wales recorded 3,903 incidents of</p> <p style="text-align: center;">Page 42</p>	<p>1 the number of child sexual abuse crimes committed                  2 through the use of the internet.                  3 In a different context, it has been established that                  4 researchers do not all agree on whether                  5 online-facilitated child sexual abuse should only                  6 include contact between strangers rather than the use of                  7 the internet for grooming of children by a perpetrator                  8 known to them, and therefore surveys of the victims                  9 designed to ascertain figures do not use the same                  10 measuring stick. These are just two of the difficulties                  11 faced by those trying to accurately quantify the scale                  12 of online offending and these caveats should be borne in                  13 mind when considering the evidence of scale.                  14 As part of the evidence submitted to the inquiry,                  15 the law enforcement agencies and local police forces                  16 were asked to provide details of the scale of                  17 the problem. For the purposes of my opening address,                  18 scale can be summarised as follows, and I have prepared                  19 a summary, if we call up INQ001051. It is a two-page                  20 document. I wonder if we can show both on the screen?                  21 This is a summary of data provided by the Metropolitan                  22 Police Service, Greater Manchester Police, the                  23 West Midlands Police, Gwent and Avon &amp; Somerset Police.                  24 Without criticism at all, different forces have provided                  25 the information in different formats, which is why we</p> <p style="text-align: center;">Page 44</p>

<p>1 are not able to provide a global summary which uses the 2 same yardstick to measure the scale of the problem. 3 But if one looks, for example, at the 4 Metropolitan Police force on the first page, the 5 Met Police reports a 700 per cent increase in NCA 6 referrals from 2014. You will recall me telling you how 7 NCMEC refer to the NCA. If the referral can be located 8 to a particularly location, geography, police force, it 9 is then referred on to that police force to take action. 10 For the period between 1 January 2017 to 11 30 September 2017, Metropolitan Police Service received 12 647 referrals from the NCA over that nine-month period. 13 647. The Metropolitan Police provided data in relation 14 to the six-month period between 1 July 2016 and 15 31 December 2016. 333 crime reports were flagged as 16 denoting a presence of online methods in child sexual 17 abuse. The police from the Metropolitan were able to 18 say that crime reports seemed to increase just after 19 periods of school holidays. The average age of 20 the victim was 13, and 90 per cent of the victims were 21 female. 22 In relation to the other data contained on those two 23 pages, we have collated the referrals to the respective 24 forces from the NCA for the years that they were able to 25 provide us with. Chair, I won't take you through each</p> <p style="text-align: center;">Page 45</p>	<p>1 penetration took place. 2 Again, I won't, for reasons of time management, take 3 you through each and every breakdown, but if we can just 4 look at the next page provided by Kent, one will see 5 here, and I hope in easily digestible format, the ages 6 of the victims known in 2017. Clearly, 12, 13, 14 being 7 the predominant ages of victims in online-related 8 offending, and again in 2017, the bottom chart dealing 9 with the gender, where in fact females are marked in 10 blue, and one will note that 84 per cent of victims of 11 online child sexual abuse in 2017 in Kent were female. 12 On any view, whichever way the statistics are looked 13 at, there has been a marked increase in the last five 14 years in relation to online-facilitated child sexual 15 abuse, and the panel may wish to consider whether that 16 is a trend which is likely to continue for the 17 foreseeable future. 18 Earlier in my opening, I referred to the use of risk 19 assessments as a method used by police to inform the 20 speed with which they act on information relating to 21 those sharing indecent imagery of children. 22 Now, although much academic research suggests that 23 most of those who offend only online do not cross over 24 into contact offending, in a 2014/15 research paper 25 entitled "Safeguarding children through evidence-based</p> <p style="text-align: center;">Page 47</p>
<p>1 and every entry on those tables, but suffice to say, 2 whichever timeframe is recorded, there has been an 3 almost year-on-year increase in the number of referrals 4 from the NCA to the respective police forces. 5 That data will be put onto the inquiry's website so 6 that those who wish to consider it in more detail are 7 able to do so. 8 May we just have a brief look at a chart and graph 9 prepared by Kent, reference OHY003414. Perhaps if we go 10 to page 3, firstly. There is a page before that, if we 11 could just have a look at it. OHY003414_002. Kent 12 provided us with a graph setting out, in perhaps graphic 13 terms, the rise in the number of recorded offences from 14 2011 through to 2017. One can see there the purple 15 column, rising particularly in relation to 2016 and 16 2017, which relates to sexual indecent 17 child/miscellaneous. If one then goes to OHY003414_003, 18 Kent Police have broken down that category into the 19 various types of offending and colour coded their chart 20 accordingly. 21 One can see there that 26 per cent of offences in 22 2017, if one looks at the blue quarter almost of 23 the chart, relates to offences where the offender is 24 over 18 and has caused or incited a girl between the 25 ages of 13 and 15 to engage in sexual activity where no</p> <p style="text-align: center;">Page 46</p>	<p>1 policing of indecent images", the authors considered 2 whether those offenders involved in downloading and 3 sharing indecent imagery of children posed a risk of 4 contact offending. The report estimated that amongst 5 the potential of 50,000 indecent-images-of-children 6 offenders in the UK, there could be between 6,000 and 7 27,500 dual offenders. Put another way, academic 8 research states that anywhere between 12 per cent and 9 55 per cent of viewers of indecent images of children 10 will also have been a contact abuser. 11 One might pose the question, therefore: well, what 12 if the risk assessment has got it wrong and an offender 13 deemed low risk is in fact at high risk of committing 14 contact offences on children? How does a risk-based 15 approach protect and safeguard those children? 16 The panel will hear evidence from Mr Jim Gamble, the 17 former deputy director general of CEOP. He raises 18 concerns about the risk-based approach to policing and 19 in particular to attempts made to differentiate between 20 those who simply download indecent imagery and those who 21 commit grooming offences and, indeed, contact offences. 22 The panel will no doubt want to take account of this 23 evidence when considering the adequacy and efficacy of 24 law enforcement's response and the use of those risk 25 assessments as a prioritisation tool.</p> <p style="text-align: center;">Page 48</p>

<p>1 In relation to the forces, you will hear live                  2 evidence from Commander Richard Smith on behalf of                  3 the Metropolitan Police, Detective Superintendent White                  4 on behalf of Avon &amp; Somerset and Assistant Chief                  5 Constable Webster on behalf of Cumbria. You will hear                  6 read evidence from a number of the forces, including                  7 from the West Midlands, Greater Manchester Police, Kent,                  8 Norfolk and Gwent. The evidence from these forces will                  9 hopefully highlight some of the different issues that                  10 arise in areas of high, medium and low population,                  11 whether the size of the force and the numbers of people                  12 living within its remit has any impact on the ability of                  13 a particular force to respond, detect and investigate                  14 online child sexual abuse.                  15 It is anticipated it will enable the inquiry to                  16 consider whether the work being done at national level                  17 is being put into effect at a local level.                  18 So when considering the evidence from both                  19 Chief Constable Bailey and the forces, the investigation                  20 has identified a number of themes that may assist the                  21 inquiry when considering the adequacy of law                  22 enforcement's response. These themes include: the                  23 resources available to the force, both in terms of                  24 funding and workforce; the way the force detects and                  25 responds to the threat of online child sexual abuse;</p> <p style="text-align: center;">Page 49</p>	<p>1 with the victims and their families by considering the                  2 evidence of from Ms Tink Palmer and Ms Lorin LaFave.                  3 You will hear from Tink Palmer. Ms Palmer has been                  4 involved in issues relating to child sexual abuse for                  5 approximately 30 years. She is currently the CEO of                  6 the Marie Collins Foundation, a charity set up to                  7 address the recovery needs of victims and their families                  8 who suffer harm online. She has worked for Barnardo's,                  9 written numerous reports and publications, including                  10 coauthoring a number of the NSPCC reports that the                  11 inquiry will want to consider. She helps to advise the                  12 police and other institutions. It was Ms Palmer who                  13 provided the inquiry with the details of what happened                  14 to Ben.                  15 The panel will also hear this afternoon from                  16 Ms Lorin LaFave. On 17 February 2014, her 14-year-old                  17 son Breck was brutally murdered by Lewis Daynes. He was                  18 then aged 18. Throughout 2013, Daynes had groomed Breck                  19 over the internet where the two were participants in an                  20 online gaming community set up by Daynes. Over a period                  21 of time, Daynes exhibited increasingly controlling and                  22 manipulative behaviour over Breck, essentially turning                  23 Breck against his previously normal lifestyle, which had                  24 been filled with promise and potential, and in                  25 particular pitting Breck against his mother.</p> <p style="text-align: center;">Page 51</p>
<p>1 whether the police force considers that they can "arrest                  2 their way out of the problem"; the role of industry and                  3 whether the police think that industry could or should                  4 do more; and the theme of prevention and education.                  5 This is not an exhaustive list, I stress, and there                  6 may well be additional themes which emerge during the                  7 course of the hearings; nor do these themes represent                  8 the totality of the evidence gathered thus far. For                  9 example, evidence has been obtained by the inquiry in                  10 relation to the provision of police training in the area                  11 of online child sexual abuse. Examples have been                  12 provided by police of case studies to illustrate the                  13 work done by the particular force.                  14 I say that just so that you, panel, have an                  15 indication of some of the themes which may emerge                  16 throughout the week.                  17 It will be appreciated that online-facilitated child                  18 sexual abuse is a relatively new threat to children. It                  19 is perhaps not surprising, therefore, that child victims                  20 and survivors have not come forward to tell the inquiry                  21 of their first-hand experience of dealing with law                  22 enforcement. Indeed, many victims and survivors are                  23 most likely to be still in their mid to late teens.                  24 The panel will, however, be able to consider the                  25 impact of this offending and how the police have dealt</p> <p style="text-align: center;">Page 50</p>	<p>1 Ms LaFave will tell you how her suspicions                  2 surrounding Daynes increased and the steps and lengths                  3 she went to to try to protect her son. This included                  4 seeking using parental controls on his use of                  5 the internet at home. She sought advice from the school                  6 where she worked, from Breck's school and from others                  7 with whom she had contact. In December 2013, she                  8 resorted to calling Surrey Police to report her                  9 concerns. In that call on 17 December she told police                  10 in terms, and I quote:                  11 "Yes, I have a 14-year-old son and there's an                  12 18-year-old unknown. Well, he says he's an 18-year-old                  13 person. And I feel like he's being groomed."                  14 A little later on in the call, she said:                  15 "Initially, I thought it was grooming for gay."                  16 Ms LaFave thought that the police were acting on her                  17 concerns. In fact, Surrey Police didn't, and they                  18 closed the investigation almost immediately. Ms LaFave                  19 took steps to try to put some distance between Breck and                  20 Daynes and, in fact, by early 2014, she thought she had                  21 dealt with the problem and that Breck had returned to                  22 his normal self. In February 2014, Breck returned from                  23 a half-term school trip to his father's house and asked                  24 for permission to stay, as he put it, over at a friend's                  25 from school. Unbeknownst to either of Breck's parents,</p> <p style="text-align: center;">Page 52</p>

<p>1 Daynes had in fact been in constant contact with Breck 2 and had arranged for Breck to visit Daynes' home address 3 and he had told Breck to come up with the cover story of 4 staying over at a schoolfriend's house. 5 At some time before 10.00 am on 17 February 2014, 6 Daynes stabbed Breck to death. Daynes then destroyed 7 his telephones and computer equipment by submerging the 8 devices in a sink filled with water. When police 9 searched the property, they found paraphernalia 10 indicative of the fact that the murder had been sexually 11 motivated. Indeed, Daynes, having pleaded guilty to 12 Breck's murder, the sentencing judge found that the 13 murder was driven by sexual or sadistic motivation. On 14 12 January 2015, Daynes was sentenced to life 15 imprisonment with a minimum term of 25 years. 16 Regrettably for Ms LaFave, her ordeal did not end 17 there. Not only did she have to revisit the matter when 18 Her Majesty's Inspectorate into Constabularies 19 commissioned a report into Surrey Police's handling of 20 the call, but she received also a number of tweets that 21 she believes came from Daynes whilst he was in prison. 22 She will tell you of the efforts she made to try to 23 remove these tweets. She will finally tell you about 24 the Breck Foundation -- a charity that she has set up to 25 try to provide a raised awareness about online dangers</p> <p style="text-align: center;">Page 53</p>	<p>1 child sexual exploitation, with particular policy 2 responsibility for the law enforcement response. 3 As you would imagine, a number of other government 4 departments also have an interest in this issue. The 5 Home Office applied for core participant status as the 6 lead department on behalf of government, and, where 7 appropriate, will be working with those other 8 departments to ensure that the enquiry has a full 9 picture of government policy in this area and to provide 10 you with the support that you need. 11 Child sexual abuse facilitated by the internet has 12 been an issue of increasing concern in recent years, 13 and, as you have been hearing from Ms Carey, it really 14 comprises of three major threats to children: the 15 creation, dissemination and collection of child sexual 16 abuse material; the online grooming of children; and the 17 live streaming of child sexual abuse, all of which leads 18 to real harm to children. 19 These are appalling crimes that demand a holistic 20 and robust response, and the Home Secretary publishes 21 the strategic policing requirement which sets out the 22 national threats that require resources to be 23 coordinated or brought together from a number of police 24 forces in order to counter them. It is a reflection of 25 the seriousness with which the government views this</p> <p style="text-align: center;">Page 55</p>
<p>1 and a charity that she hopes will ensure that the 2 tragedy, for you may think there is no other word, that 3 befell her family never happens to anyone else. 4 Whilst the accounts, chair, of what happened to Ben 5 and Breck are the most serious end of the spectrum of 6 online-facilitated child sexual abuse, they provide 7 a lasting and powerful reminder of the harm that can be 8 caused and that can endure as a result of 9 online-facilitated child sexual abuse. 10 That is all I propose to say by way of opening. 11 Chair, you may now want to invite core participants to 12 make their opening statements. I can indicate at this 13 stage that Mr Kark wishes to address the chair on behalf 14 of the Home Office. Thank you. 15 THE CHAIR: Thank you, Ms Carey. Mr Kark? 16 Opening statement by MR KARK 17 MR KARK: Chair, the Home Office would like to thank the 18 inquiry for this opportunity to make a brief opening 19 statement. The purpose of doing so is to explain why 20 the Home Office asked for core participant status in 21 this strand of the inquiry and to explain the 22 Home Office's role in the protection of children from 23 sexual abuse online. 24 The Home Office is the department responsible for 25 coordinating the government's efforts to tackle online</p> <p style="text-align: center;">Page 54</p>	<p>1 issue that the most recent version of the strategic 2 policing requirement published in March 2015 prioritised 3 child sexual abuse as a national threat. 4 This means that police forces are required to work 5 to attain a consistent understanding of the threat as 6 well as developing and maximising specialist skills and 7 expertise to prevent, detect and resolve crimes related 8 to child abuse. 9 It will also ensure that police forces collaborate 10 to share resources, intelligence and best practice, and 11 provide improved access to specialist capabilities. 12 The government wants to ensure that the National 13 Crime Agency and its law enforcement partners have the 14 tools, the powers and the capabilities to deal with this 15 horrific crime and its ever-evolving nature. The 16 government recognises that the focus of this week's 17 hearing is the law enforcement response to child sexual 18 abuse facilitated by the internet, and that the inquiry 19 is not seeking evidence from the Home Office or the 20 government at this stage. But should the inquiry look 21 more specifically at issues related to government and 22 seek evidence from us at a later stage in this 23 investigation, we are of course ready to assist. 24 This week, we are primarily here to listen. We will 25 respond to the issues raised at the appropriate stage of</p> <p style="text-align: center;">Page 56</p>

1 the investigation. We look forward to the inquiry's  
 2 conclusions, which we hope will assist us all in the  
 3 government's continued work to keep children safe from  
 4 those who seek to do them harm.  
 5 Chair, thank you very much.  
 6 THE CHAIR: Thank you, Mr Kark. I think at this point, we  
 7 will take our lunchbreak and return at 2.00 pm.  
 8 MS CAREY: Yes. Thank you very much.  
 9 (12.54 pm)  
 10 (The short adjournment)  
 11 (2.00 pm)  
 12 MS CAREY: Chair, this afternoon we are going to start by  
 13 hearing evidence from Ms LaFave.  
 14 MS LORIN LAFAVE (affirmed)  
 15 Examination by MS CAREY  
 16 MS CAREY: Ms LaFave, your full name, for the inquiry,  
 17 please?  
 18 **A. Lorin LaFave.**  
 19 Q. Chair, I hope that you have Ms LaFave's statement behind  
 20 tab 1 in our first file.  
 21 Ms LaFave, I want to start by asking you some  
 22 questions, please, about your son, Breck, who I think  
 23 was born on 17 March 1999?  
 24 **A. Yes.**  
 25 Q. Just so that we have an idea about the background to you

Page 57

1 and your family, I think Breck has three siblings, the  
 2 triplets, as they are known?  
 3 **A. Yes.**  
 4 Q. And you and Breck's dad split up many years ago?  
 5 **A. Yes.**  
 6 Q. But back at the time that we are dealing with, Breck  
 7 lived with predominantly you, but would go and spend  
 8 weekends at his dad's as well?  
 9 **A. Every other weekend, yes.**  
 10 Q. I want to start, please, by looking at what happened to  
 11 Breck. From about the time that he joined year 9 at  
 12 school, which takes us back to the autumn of 2012,  
 13 I think, is this right, Breck had to start a new  
 14 secondary school at year 9?  
 15 **A. Correct.**  
 16 Q. He would have been then aged 13?  
 17 **A. Yes.**  
 18 Q. Turning 14 the next year. At home, can you help,  
 19 Ms LaFave, was there internet access at home?  
 20 **A. Yes.**  
 21 Q. Had you set up any kind of parental controls so that you  
 22 could monitor what he or indeed the triplets were able  
 23 to access on the internet?  
 24 **A. We had parental controls that set certain websites and**  
 25 **places they couldn't go and as well as turning it off at**

Page 58

1 **certain times for bedtime so that they could get their**  
 2 **sleep.**  
 3 Q. How would you describe sort of Breck's use of  
 4 the internet and technology?  
 5 **A. Breck was so tech savvy. He ran circles around me and**  
 6 **was the one who helped do anything technological or sort**  
 7 **of anything that needed fixing around the house, and**  
 8 **even to the point he was sort of helping me retrain on**  
 9 **the computer. So the police actually found that there**  
 10 **were three routers in his bedroom that I was unaware of.**  
 11 Q. Do you know how Breck came to be in the possession of  
 12 those three routers?  
 13 **A. I wasn't told how he received those, but it wasn't**  
 14 **something he would have done on his own.**  
 15 Q. At the time that Breck started his new school and he's  
 16 gone into his year 9, how was Breck at home? Just  
 17 describe him to us?  
 18 **A. He was a sort of happy go lucky, chilled, easy boy. He**  
 19 **was easy throughout. He had a good sense of humour but**  
 20 **didn't try to, you know, humour the world. It was just**  
 21 **kind of the people around him, he would make us laugh.**  
 22 **Unfortunately, when he had to switch schools in year 9,**  
 23 **he was a bit sad, both of us were sad, because he was**  
 24 **happy and settled where he was and he had been playing**  
 25 **sport at the old school and, when he had to go up to the**

Page 59

1 **new school, he kind of had to start all over, so he**  
 2 **wasn't quite himself.**  
 3 Q. Did that in due course lead him to want to start meeting  
 4 up with some friends online and use online gaming?  
 5 **A. Well, what happened was, he ran into friends that he**  
 6 **knew back from primary school. He didn't know that they**  
 7 **went to that school. He'd kind of lost touch. When he**  
 8 **ran into them after he was at the new school for**  
 9 **a while, he came bouncing home, excited, and said to me,**  
 10 **"Mum, guess what, I ran into those guys from school**  
 11 **I used to play with in the playground in primary and**  
 12 **we'd play Legos". I'd say, "Yeah, I remember those**  
 13 **guys". Then he said, "Well, they have invited me into**  
 14 **a gaming group. What time is dinner? I want to meet up**  
 15 **online", and that was the start of him spending more**  
 16 **time online with friends from the community, but it also**  
 17 **helped him settle into the new school.**  
 18 Q. Give us an idea: how long would he spend online gaming?  
 19 **A. Well, it was always a difficulty to sort of monitor**  
 20 **that. He had to do his chores and his homework and eat**  
 21 **family meals. That was the norm. He would kind of get**  
 22 **those things sort of out of the way and then spend,**  
 23 **possibly, a couple of hours each night. He wasn't**  
 24 **watching TV. His entertainment and socialising was**  
 25 **through gaming. At that point, when I would say, "Time**

Page 60

1 **to get off, Breck", you know, it would be bedtime, he**  
2 **would do it.**  
3 Q. I think you were pleased for him having met up with the  
4 old schoolfriends?  
5 A. Yes.  
6 Q. He was seemingly beginning to fit in and feel more  
7 comfortable in his new school. Did there come a point,  
8 though, where you heard what you thought was a man's  
9 voice coming from his room?  
10 A. Yes. I was in the kitchen and we had sort of an open  
11 house where the doors were open and Breck's door was  
12 always open. I could hear a man's voice. And I sort of  
13 stopped in my tracks thinking, "What is this, who is  
14 this?". When I went to Breck's room and enquired, he  
15 showed me on the screen who he was speaking to, and the  
16 photo looked like an attractive 13-year-old boy dressed  
17 up -- it looked like a model. It wasn't like the other  
18 boys that were just wearing sort of sports kit. He  
19 stood out as looking like someone who cared about his  
20 appearance. But it didn't match -- the face didn't  
21 match the voice. To voice, to me, sounded older.  
22 Q. Did you come to learn in due course who that person was?  
23 A. Breck explained that he was the guy who ran the server.  
24 I use his initials, LD because I don't like to say his  
25 name. He said that LD ran the server and was

Page 61

1 **super-techy, great on the computer and teaching them to**  
2 **code and encrypt. He was excited with this new**  
3 **friendship. He told me the boys at school had been**  
4 **gaming with him for years and I think that gave a false**  
5 **sense of security. Some of the boys, one in particular,**  
6 **had been gaming with LD for up to four years and during**  
7 **that time it felt like a real, you know, relationship**  
8 **had been created.**  
9 Q. We know that LD is your way of referring to  
10 Lewis Daynes. We can refer to him throughout as LD.  
11 There is no difficulty with that, Ms LaFave.  
12 A. Thank you.  
13 Q. So at first, there is a sense of excitement by Breck?  
14 A. Yes.  
15 Q. And, indeed, perhaps a sense of security by you that the  
16 boys all know each other and this is online gaming and  
17 will cause no problems, no need for concern?  
18 A. Yes. Some of the boys had been to the house for  
19 sleepovers, they had been paintballing and go-karting  
20 together. I knew where they lived. I had been to  
21 community events with the families, even church. It  
22 felt like a safe environment.  
23 Q. Given, though, that you had seen a picture of a young  
24 boy, or a face of a young boy, on screen but heard what  
25 you thought was the voice of an older man, did that give

Page 62

1 any cause for concern for you?  
2 A. I was concerned straight away. I sometimes think it was  
3 just simply a mother's instinct. He had a very  
4 controlling sounding voice which didn't sound like the  
5 other 14-year-olds. They'd kind of get shy, they didn't  
6 really want to talk to me and I would openly speak to  
7 the boys in Breck's room saying, "Hello, what's going  
8 on?", and LD was really confident with me. He didn't  
9 seem to be a child. Everything was a bit confident and  
10 well spoken. So I tried to ask him questions to try to  
11 get to know him and gather more information because  
12 Breck had told me --  
13 Q. Just pausing there, because I am going to ask you about  
14 that in detail and we are keeping a record of everything  
15 you say, so occasionally I will just ask you to pause,  
16 Ms LaFave.  
17 A. Thank you. I am told that I speak really quickly, so do  
18 what you need to do.  
19 Q. Don't worry. So LD, on the face of it, sounds like  
20 a confident, older person than the boys that Breck was  
21 otherwise gaming with?  
22 A. Yes.  
23 Q. Did you come to learn some stories about LD and  
24 certainly what he was saying about himself?  
25 A. Yes. As I questioned Breck about who this new friend

Page 63

1 was, Breck said the guys at school had told him that he  
2 worked in New York City undercover for the FBI on  
3 contract work and it was the most exciting kind of tech  
4 job and they all wanted to do something like that when  
5 they grew older. You know, they all had a bank of  
6 knowledge about LD because he had built this  
7 relationship over this amount of four years.  
8 Q. Did he also give the impression of being wealthy?  
9 A. Yes, absolutely. He said he was sort of self-made, he  
10 could get them apprenticeships, that that's how he had  
11 done it and they wouldn't need to pay for expensive  
12 university because he could help them find their way and  
13 be successful just like him.  
14 Q. Did he, as far as you were aware, say anything about  
15 what he'd done with the money he professed to have made?  
16 A. Breck early on told me a story that he told the boys  
17 that he had made \$2 million in Bitcoin trades and gave  
18 it all away to the Syrian rebels. This concerned me  
19 straight away. You know, Syria issues were kicking  
20 often and I thought, if he does have involvement with  
21 the US Government, being an English boy, what is his  
22 involvement with Syria? You know, is this something  
23 that's true, that's legal? And it concerned me straight  
24 away, as well as I didn't believe it. With Breck being  
25 a clever boy and the other boys as well, they were all,

Page 64



1 **you know, A\*, A students, I can't believe they believed**  
 2 **it. But this all happened over such a period of time.**  
 3 Q. Did there come a point at home, though, where Breck's  
 4 attitude began to change and he would preface what he  
 5 was saying by things like "LD says this" or "LD thinks  
 6 that"?  
 7 A. Yes. I felt he was changing, and, you know, he was my  
 8 first teenager. I was trying to imagine, is this normal  
 9 teenage behaviour, like I may have had when I was that  
 10 age, or is this something different? But it happened so  
 11 suddenly and right around the time that he was really  
 12 getting closer to LD. No matter what I would ask him to  
 13 do around the house, I'd always get LD's opinion, as if  
 14 he was in our house, even though he clearly wasn't, from  
 15 chores to church to family meals and family walks. It  
 16 was always, "Well, LD says I shouldn't have to do this  
 17 anymore. You shouldn't force me". I didn't feel like  
 18 it was Breck speaking anymore. I felt like Breck was  
 19 just the puppet that LD was trying to tell me how to  
 20 parent him through.  
 21 Q. Are you able to help the panel, Ms LaFave, with how long  
 22 it took for Breck to go from the happy-go-lucky boy  
 23 first gaming with his friends to the "LD says this, LD  
 24 says that"?  
 25 A. It was a matter of months.

Page 65

1 Q. I think you said in your statement that you tried to get  
 2 to know LD by hanging out in Breck's room?  
 3 A. Yes. Initially, when I would hang out there and try to  
 4 ask him about New York, he never had New York stories.  
 5 He'd say he was too busy working. I'd always think,  
 6 "Yes, so busy working you're always online with my son".  
 7 He always had time to be online gaming. I never heard  
 8 any New York stories so I didn't believe he really lived  
 9 there. It also concerned me he could have, of course,  
 10 bought a flight and come here either way. It was a bit  
 11 of a false sense of security, hoping and wishing he was  
 12 in New York, but I was fully aware that people can take  
 13 flights. So when I would ask him questions, he just  
 14 really wouldn't open up, but he would speak to me as an  
 15 adult and, in those early days, funny things would pop  
 16 up on the screen that we would all laugh about together  
 17 like dancing ladies or films or movies or music that we  
 18 liked and, over time, those images changed and became  
 19 more, I guess, sinister. When I would walk into the  
 20 room, the Wicked Witch of the West from Wizard of Oz  
 21 would pop up, or the next week it would be Hitler  
 22 goosestepping, as if I were the horrible, mean,  
 23 punishing, dictator, you know, monster parent.  
 24 Q. I think you said at paragraph 4 in your statement that  
 25 you felt Breck and the boys were being groomed early on.

Page 66

1 I just want to ask you about that. When you say "being  
 2 groomed", what did you first think that was and what  
 3 that meant?  
 4 A. Well, when I think back, I knew straight away or felt  
 5 straight away that the boys were being groomed, but  
 6 I couldn't get anyone else to believe me. I hadn't had  
 7 formal training. I wish I had. I didn't -- even though  
 8 I worked at a school within six years and we had  
 9 training on every other subject, we never had training  
 10 on child sexual exploitation or grooming or grooming  
 11 online. So I don't know how I knew about it, but I felt  
 12 he was because of the manipulation and the control.  
 13 I think back to even we learned about ChildLine and  
 14 NSPCC, because I worked within a primary school, and  
 15 they were great lessons, but back at that time, we only  
 16 learned about the touching, face to face, and where you  
 17 can be touched and where you can't, and those were great  
 18 lessons, but we didn't learn at that point how much  
 19 ChildLine and NSPCC could have helped with online issues  
 20 as well.  
 21 Q. When you say "at that time", what time are you talking  
 22 about? 2012/13?  
 23 A. 2013, yes.  
 24 Q. When the problems with Breck were coming to the fore?  
 25 A. Yes. So I started speaking to people and saying,

Page 67

1 **"I feel that Breck and the other boys are being**  
 2 **groomed", but I didn't know what they were being groomed**  
 3 **for. My initial -- in fact, there is a slight**  
 4 **correction. I didn't say, "I think they are being**  
 5 **groomed for gay". I said I thought Breck was being**  
 6 **groomed for gay sex by a man, an older man, who was**  
 7 **trying to push his sexuality onto Breck and the other**  
 8 **boys before they were ready to make those decisions for**  
 9 **themselves. So I may have been cut off when I said**  
 10 **"grooming for gay sex". Breck hadn't shown any**  
 11 **preference in any way. He was still a boy gaming and**  
 12 **having fun and I didn't want what I considered to be an**  
 13 **older stranger pushing something onto the boys when they**  
 14 **weren't ready.**  
 15 Q. The "grooming for gay" is in reference to something you  
 16 said to the police when you called them?  
 17 A. Yes.  
 18 Q. We will look at the actual transcript, whether it is  
 19 right or wrong, in due course. But your concerns were  
 20 that potentially there was grooming for a sexual  
 21 purpose?  
 22 A. In my head, I said something sexual because I hadn't  
 23 learned the proper terminology, child sexual  
 24 exploitation. So when I would speak to people at school  
 25 where I worked, I would say, "I think they are being

Page 68

1 groomed for something sexual". Then I started to say  
 2 I think they may be being groomed for radicalisation,  
 3 because he was so antigovernment, education, religion,  
 4 and I felt that, because they did play violent games,  
 5 maybe he was going to throw weapons into their hands and  
 6 try to get them to hurt some sort of person. Because he  
 7 was against everyone. It was like kind of his way or  
 8 the highway. At the end, I also thought maybe they were  
 9 being groomed just to hack into school or government  
 10 computers and cause problems, the boys would get in  
 11 trouble and LD would disappear into virtual thin air.  
 12 This is what I talked about for months to people across  
 13 all --  
 14 Q. I want to ask you about that, but can I take it in turn,  
 15 Ms LaFave. You obviously had concerns about grooming  
 16 either for a sexual motive, to hack, perhaps  
 17 radicalisation. Dealing with the various people, did  
 18 you discuss those concerns with Breck?  
 19 A. I tried to talk to him about the something sexual, and  
 20 it was difficult, because I didn't want to scare him off  
 21 of being open with me if he did decide that he was gay.  
 22 I didn't mind in any way. I just didn't want to scare  
 23 him. So I have to say I feel I tiptoed around that more  
 24 than I would today after what I have learned. I tried  
 25 to say to him, "I think it is some older man who is

Page 69

1 interested in boys for sex". What happened was, the  
 2 more I insisted that he was some older man, the boys  
 3 discounted all of my concerns because they once, and  
 4 only once, had seen LD on a live Skype situation called  
 5 Teamspeak and they saw his profile and enough -- in  
 6 a darkened room, because he couldn't show his true  
 7 identity, but they saw enough of him for them to think,  
 8 "Breck's mum is wrong, that's a teenager. He is our  
 9 age. He is not the creepy old guy she's trying to say  
 10 we are talking to". That made them completely discount  
 11 my warnings, I think.  
 12 Q. Did you discuss it at all with your friends?  
 13 A. All of my friends. All of my work colleagues.  
 14 Q. I was going to say, what kind of advice were you getting  
 15 when you discussed it with the third parties?  
 16 A. The advice I got within a good Ofsted rated school at  
 17 the time and all of my friends across, you know,  
 18 nursing, trading, City, librarian, vicars, all sorts of  
 19 professions, mostly what I got was, "You know what, we  
 20 are all going through this. It's normal now. They  
 21 spend too much time online with strangers. We have no  
 22 idea who they are talking to". "Wait until he starts  
 23 driving. He will be out of the house and you'll never  
 24 see him. You'll wish he was stuck on the computer".  
 25 "Oh, wait until he finds girls, then he will be off on

Page 70

1 dates. That's what happened with my son. It's normal,  
 2 they all go through that". That was, over and over, the  
 3 advice that I got. Nobody had concrete advice to give  
 4 me and, when I think back -- and I Googled -- even  
 5 since, I have Googled "grooming". Because I have a dog,  
 6 the first things that come up are the local dog  
 7 groomers. So I didn't know where to go to get the right  
 8 information that I do know now, but I didn't know then,  
 9 because I was just a regular person.  
 10 Q. Had you heard back then of CEOP?  
 11 A. Never.  
 12 Q. Or of any way you could report your concerns?  
 13 A. I guess we had been taught ChildLine, but because  
 14 I wasn't the child, I didn't consider calling it for me  
 15 and because of all of those teenagers, being so tall and  
 16 so clever, they didn't consider themselves children, so  
 17 when I speak now, I say to teenagers, "You are able to  
 18 call that line about any concern, all the way up to when  
 19 you're an adult. It is not just for the littlies when  
 20 you learn about it". I think that's an important  
 21 lesson, that they keep that number with them.  
 22 Q. How long, if you are able to say, were your concerns and  
 23 efforts to voice those concerns to others going on for?  
 24 We are in 2013.  
 25 A. More than six months. I think nine months.

Page 71

1 Q. I think you went on to explain, as we approached the end  
 2 of 2013, things at home were becoming difficult because  
 3 you were shouting at Breck to tell him to get off the  
 4 computer?  
 5 A. The tone had changed by the end of 2013. No longer was  
 6 he trying to please me. He was always that kind of boy  
 7 that first, when he was young, would please me because  
 8 that's what children want to do. Then, when he got  
 9 a little bit older, he thought, "I'll please her just to  
 10 make her quiet and make not be upset with me". Then  
 11 towards the end, it was, "I'm not going to please you at  
 12 all, mum, because LD is my hero now, he's the one I look  
 13 up to", and it became more difficult. And even  
 14 though -- you know, Breck would say, "Well, mum, I don't  
 15 drink, I don't do drugs, I don't smoke. Why are you  
 16 trying to get me off the computer? Why can't I be on  
 17 with my friends?" He couldn't understand or see the  
 18 danger.  
 19 Q. That brings us, really, towards the December of 2013.  
 20 I would like to ask you, please, about a letter that  
 21 Breck asked you to read I think from on his computer.  
 22 A. Yes. He asked me to come and sit in his room and read  
 23 a letter. When I asked him to print it off, he said,  
 24 "No, I just want you to read it". I think in some ways  
 25 he didn't want me to show it to anyone. When I sat and

Page 72

<p>1 read it, it was upsetting me because it was kind of</p> <p>2 a two-page manifesto of all the things he should and</p> <p>3 shouldn't have to do around the house, and it kind of</p> <p>4 ended with, "If you don't listen to the things I say, my</p> <p>5 good friend LD will get me a Microsoft apprenticeship</p> <p>6 when I am 16 years old and I will be out of here". He</p> <p>7 didn't normally speak that way. Even though we were</p> <p>8 tense at times about computer usage, outside of that we</p> <p>9 still had a great relationship, and it just didn't feel</p> <p>10 right. I went to print it out because I needed to think</p> <p>11 it through and it said, "Letter written by LD. Letter</p> <p>12 edited by LD". I knew then, you know, this isn't Breck,</p> <p>13 who is fully capable of writing his own letters. This</p> <p>14 is LD telling me how I should be parenting Breck and</p> <p>15 I was extremely concerned.</p> <p>16 Q. As a result of reading that letter, I think you then</p> <p>17 decided on 17 December 2013 to call the police. I want</p> <p>18 to take you through that. Can you help us, please, to</p> <p>19 this extent: what was it that prompted you to take the</p> <p>20 step of calling the police?</p> <p>21 A. I felt that Breck was a different person. I felt like</p> <p>22 he was brainwashed. I felt like I had lost touch with</p> <p>23 him even though I tried to talk to him, even though he</p> <p>24 was still behaving -- you know, he wasn't doing horrible</p> <p>25 things around the house by any means. I just felt that</p> <p style="text-align: center;">Page 73</p>	<p>1 that?</p> <p>2 A. Yes.</p> <p>3 Q. The operator answers and says:</p> <p>4 "Good evening, Surrey Police. How can I help?"</p> <p>5 What time of day was it?</p> <p>6 A. Early evening.</p> <p>7 Q. You say this --</p> <p>8 A. I was nervous and speaking quickly. When I listen to</p> <p>9 it, it doesn't even sound like me. It sounds like</p> <p>10 a worried mum.</p> <p>11 Q. You said:</p> <p>12 "I have a 14-year-old son and there is an</p> <p>13 18-year-old unknown. Well, he says that he is an</p> <p>14 18-year-old person. And I feel like he's being groomed.</p> <p>15 He is being turned against his family and schooling and</p> <p>16 it's been ongoing for a while and I'm getting really</p> <p>17 concerned that this person isn't actually who he says he</p> <p>18 is."</p> <p>19 If we scan down that first page, you will see they</p> <p>20 take your details and, indeed, Breck's details. If you</p> <p>21 go over the page, you also give them the name of LD. In</p> <p>22 fact, he had two names: Daynes and was also known as</p> <p>23 "Hafwari"?</p> <p>24 A. I was disappointed because it's actually Haswari. So,</p> <p>25 if the records had been checked, I don't know if it</p> <p style="text-align: center;">Page 75</p>
<p>1 he just wasn't with me anymore. When I would go into</p> <p>2 the room to talk to him to get off the computer for the</p> <p>3 evening, he'd have his headphones on and he'd look from</p> <p>4 me, to, you know, back and forth to the screen and LD</p> <p>5 was in his ear saying, "You don't have to get off the</p> <p>6 computer. Don't listen to your mum. She doesn't know</p> <p>7 what she's talking about". I felt like I was literally</p> <p>8 fighting against some other person who I didn't know who</p> <p>9 they were. I was scared.</p> <p>10 Q. If we have a look, please, at the transcript of your</p> <p>11 call with the Surrey Police, you will find it,</p> <p>12 Ms LaFave, behind tab 2 in our file, and it is at -- it</p> <p>13 starts at page 19. This comes from the IPCC report into</p> <p>14 Surrey Police's handling of Ms LaFave's call in relation</p> <p>15 to Breck. If people want to follow in the public</p> <p>16 gallery, it is INQ001032.</p> <p>17 This is in fact an 11-minute-and-53-second call that</p> <p>18 was recorded by the police and the IPCC prepared this</p> <p>19 transcript. I think, as you told us a moment ago in</p> <p>20 your evidence, you think perhaps some of the transcript</p> <p>21 doesn't accurately reflect the precise words you used.</p> <p>22 But I would like to take you through what you did say</p> <p>23 and, in fact, what the police said to you in response.</p> <p>24 I won't go through each and every page, but if we could</p> <p>25 start at page 19 and the start of the call. Do you have</p> <p style="text-align: center;">Page 74</p>	<p>1 would have been missed by one letter. I feel that it</p> <p>2 should have been -- the letter should have been checked.</p> <p>3 Q. So it should have been H-A-S-W-A-R-I.</p> <p>4 A. Yes.</p> <p>5 Q. If we just pick it up from there, the operator asked</p> <p>6 you:</p> <p>7 "He is 18, is he?"</p> <p>8 You said:</p> <p>9 "He says he's 18. We've not met him. He runs</p> <p>10 a server and a lot of the boys, I think -- I mean, there</p> <p>11 are several 14-year-old boys on this server."</p> <p>12 The operator says:</p> <p>13 "What, when you say 'runs a server', what does that</p> <p>14 mean?"</p> <p>15 You said:</p> <p>16 "I don't know. I'm not computer savvy, but that's</p> <p>17 what I've been told."</p> <p>18 Then you went on to outline some of the stories that</p> <p>19 Breck had told you about Lewis and what he said he was</p> <p>20 involved in. Were you expecting questions like, "What's</p> <p>21 a server"?</p> <p>22 A. It put me off having what I considered to be the</p> <p>23 professional on the other end of the phone -- to me,</p> <p>24 I considered myself just a mum, and it put me off asking</p> <p>25 me what a server was, because I know we can't all know</p> <p style="text-align: center;">Page 76</p>

1 every tech term, but I think someone who's taking  
 2 information needs to understand a little bit more about  
 3 cyber crime, because we have seen the numbers of how  
 4 it's on the rise. I think that's important.

5 Q. If you turn over the page, our page 21, page 3 of  
 6 the actual transcript, I think you then go on to outline  
 7 what you had understood LD to be saying he was into and  
 8 your concerns about the funding to Syria. You also say  
 9 that LD was against Christianity and you thought he was  
 10 grooming him for something. Again, you pick up that  
 11 topic at the bottom of the page, where, if you see your  
 12 final entry there, Ms LaFave, you say:

13 "It's from gaming, but then they do, you know, a lot  
 14 of talking about antigovernment and antireligion,  
 15 anti-Christianity and I'm starting to wonder if it's  
 16 deeper. Initially, I thought it was grooming for  
 17 gay..."

18 Is that the bit you think --

19 A. I thought I said "for gay sex", meaning some older man  
 20 trying to push his sexuality onto Breck. But I was  
 21 nervous and speaking quickly. I have to say, I feel  
 22 like I repeated myself a lot about the government side.  
 23 Because I wasn't -- I didn't feel like I was getting  
 24 a connection. I wasn't getting any understanding. When  
 25 I read this transcript now, I was so worried at that

Page 77

1 point about the radicalisation, I had gone past almost  
 2 the child sexual exploitation.

3 Q. As you just said, "Now I'm wondering if it's a grooming  
 4 for antigovernment, anti-Christianity."

5 The operator says:  
 6 "Well, I mean, obviously your son is only 14. Can  
 7 you stop him using this website?"

8 A. Once again, I think that's a misunderstanding of what  
 9 our children are doing online today. None of our  
 10 children, at 14 years old, are on a website. Children  
 11 are on so many apps and so many games and social media  
 12 platforms that we can't just expect to take away one  
 13 site, because I now know a predator will push them to  
 14 another site. I feel, again, there wasn't that  
 15 underlying issue of cyber crime, that she wasn't  
 16 understanding. Can I mention, halfway through the page,  
 17 I actually mention the letter. I said:  
 18 "I've seen some of it on the computer, I've seen it  
 19 written. I had a letter written."  
 20 I wish at that point she had said, "Can you show us  
 21 proof?" Because I had it. I had it printed out. I had  
 22 proof. But she didn't ask to see any of it or, you  
 23 know, hear it read out or anything.

24 Q. As we go over the page, we can see obviously you said --  
 25 she suggested stopping Breck using the website and you

Page 78

1 said:  
 2 "I've taken his computer away. He's going to be  
 3 completely beside himself, but I think it's right thing  
 4 to do, I know, but he is going to feel like I've ruined  
 5 his life because I've taken away his -- you know, his  
 6 connection to all of his friends."

7 I want to pause there before we look at the rest of  
 8 the transcript. What did happen when you took Breck's  
 9 computer away from him?

10 A. I took away all of his technology, which was quite  
 11 a bit, because every birthday dollar and pound went into  
 12 his technology and he even worked the summer before in  
 13 London putting on a little suit and at the end of the  
 14 summer bought more technology.

15 Q. How many devices did he have then?

16 A. Laptop, tablet, computer, three screens, different  
 17 gaming gadgets. I have to say, I didn't buy any of them  
 18 and it was always what he worked hard for to get with  
 19 his spending money.

20 Q. So you took all of that away. How did Breck react to  
 21 that?

22 A. I took it away, explaining that it was a consequence  
 23 because he was making me yell to get him off the  
 24 computer. "Mummy doesn't want to yell, so this is the  
 25 consequence". He created that word, having three little

Page 79

1 siblings, triplets, that was a word that he created  
 2 within our household to understand, "This is what you  
 3 get because you've done this". It was only temporary.  
 4 It was meant to be one week. After that week, I told  
 5 him he would get his equipment back. He didn't throw  
 6 a fit. That's the kind of kid he was. He just accepted  
 7 it.

8 Q. The operator, to pick up again at page 4 of  
 9 the transcript, says:  
 10 "It's difficult for us at this stage. The most that  
 11 we would be able to do is make some checks our end, some  
 12 intelligence checks, to look into this guy to see if he  
 13 is known to us and to see if he is known to anyone else.  
 14 So I can pass these details to our intelligence  
 15 department."  
 16 And in fact, you said you would probably be able to  
 17 get LD's phone number because you had confiscated  
 18 Breck's phone at the time.

19 A. I also could have gotten his birth date because I knew  
 20 he had just supposedly turned 18, which he had.

21 Q. Essentially, there is more to it and you go back over  
 22 your concerns. But at the end of the call, by our  
 23 page 25 of 27 --

24 A. Can I mention something on 22?

25 Q. Yes. Of course.

Page 80

1 **A. On the bottom, I mentioned that I saw the messages**  
 2 **coming in on his phone after I confiscated the equipment**  
 3 **and LD got word of it, "Don't let your mum tell you what**  
 4 **to do. No matter how upset she is, don't listen to**  
 5 **her". I say there, "He is trying to turn Breck against**  
 6 **family, against me". That's a common characteristic of**  
 7 **grooming, that isolation and turning them against their**  
 8 **family, and it is right there.**

9 Q. Thank you. The operator ends the call by saying that  
 10 effectively they will do some research and they gave you  
 11 a reference number for you to get back to them.

12 Now, when you left the call that evening, what did  
 13 you think Surrey Police were actually going to do?

14 **A. Check the police records. I thought that in my heart of**  
 15 **hearts. It's at least three, maybe four, times it makes**  
 16 **reference to police checks, intelligence checks. That's**  
 17 **what I wanted. I wanted that insight to know, is this**  
 18 **guy known? If I had four things I could have asked: is**  
 19 **he known to the police; how old is he; where does he**  
 20 **really work; where does he really live? Mostly,**  
 21 **I wanted to know, is he known to the police, because**  
 22 **I didn't trust him.**

23 Q. So you were left thinking they were going to go away and  
 24 make those enquiries. What effect did that have on you?

25 **A. Relief. I was hugely relieved. I was looking forward**

Page 81

1 **to getting, you know, answers, because I felt hopeless,**  
 2 **as a parent, like so many parents do every day, they**  
 3 **feel helpless and they don't know what to do because**  
 4 **it's such a difficult, new area in parenting.**

5 Q. I think a couple of days after that call to the police,  
 6 you then organise what you call an intervention type  
 7 meeting with some, you hoped, parents of the other boys  
 8 that are involved in the online gaming. I think in fact  
 9 it ended up being just you, Breck's dad, Breck, the  
 10 vicar and one other boy and that boy's parents. What  
 11 was the aim of the intervention?

12 **A. To get to the bottom of the relationship with LD and who**  
 13 **he was.**

14 Q. Did you ask other boys' parents to attend?

15 **A. I asked the other parents I had the phone numbers of if**  
 16 **we could invite more parents in. Because he was the**  
 17 **vicar, he knew the community and a lot of the boys met**  
 18 **up there on a Sunday afternoon for sort of a debate**  
 19 **series, but he didn't want anyone else involved and**  
 20 **said, "We'll just take care of it ourselves".**

21 Q. Hence the smaller numbers at the meeting?

22 **A. Yes. Because there were, you know, several boys locally**  
 23 **that could have been there at the meeting too, but**  
 24 **I didn't have access to their numbers.**

25 Q. Did you sit down with Breck and his friend and speak of

Page 82

1 your concerns about what was going on?

2 **A. Yes. We said, "We don't know who he is. We don't**  
 3 **really believe all of his stories". We were trying to**  
 4 **sort of say it in a grownup way. We weren't yelling.**  
 5 **We were trying to make them open up. They couldn't**  
 6 **defend him enough: he's a good guy, he looks after us,**  
 7 **he teaches us things, he's our friend, he gets us, we**  
 8 **have a good time, we have a laugh, we are learning to**  
 9 **code and encrypt. It was all that building of that**  
 10 **relationship. They felt they were in a real friendship**  
 11 **with him.**

12 Q. I think you said: well, that all sounds well and good.  
 13 Can we meet him, then? What response did that provoke  
 14 from the boys?

15 **A. The boys said, "He will never meet any of you. He**  
 16 **thinks all parents are too judgmental". At that point,**  
 17 **we looked at each other, the parents, and said, "Well,**  
 18 **we are going to have to forbid you from gaming or**  
 19 **speaking or socialising to him then, because we just**  
 20 **don't know who he is". The boys then reluctantly agreed**  
 21 **and said they would go to another server with some other**  
 22 **guys from school, and we thought we'd fixed the problem.**

23 Q. Did you subsequently come to learn that Breck that  
 24 recorded the intervention on, I think, an MP3 player?

25 **A. When I took away all of his technology, I missed this**

Page 83

1 **little MP3 player and LD instructed him to record that**  
 2 **meeting. LD is then now onto us -- sorry, knows that we**  
 3 **are onto him, knows that we are suspecting him of all**  
 4 **sorts of things and it became that much more dangerous,**  
 5 **because it went underground then.**

6 Q. Of course you didn't know that at the end of  
 7 the intervention?

8 **A. No.**

9 Q. The boys had been forbidden from going onto LD's gaming  
 10 site. They have agreed to do their gaming elsewhere.  
 11 Breck hasn't got access to his computer equipment for  
 12 the next few days, at the very least.

13 **A. No.**

14 Q. Certainly in the run-up to Christmas of that year. As  
 15 far as you knew at that stage, how did you feel about  
 16 the intervention and its success or otherwise?

17 **A. Well, I felt strong in the fact that it wasn't just me**  
 18 **that agreed. You know, the other parents all agreed**  
 19 **that it did sound like a worry, and I felt strong that**  
 20 **we were united. The boys said they wouldn't do it, they**  
 21 **didn't refuse, they agreed to go to the other server.**  
 22 **So I felt relieved that I had fixed the problem and even**  
 23 **talked to Breck about it. At the end of the week, when**  
 24 **he got his equipment back, we talked about it again**  
 25 **saying, "Okay, you know where you are going to go,**

Page 84

1 you're going to be with your friends from school, but  
 2 not with LD", and it all seemed fine.

3 Q. Indeed, I think you said in your statement at  
 4 paragraph 10 that, actually, at around this time, so the  
 5 end of 2013/beginning of 2014, Breck went back to his  
 6 normal self?

7 A. Absolutely. There was no more fighting back about  
 8 chores or church or "LD says this" or "LD says that".  
 9 It was as if he just bounced back into normality and  
 10 wasn't causing any sort of distress at bedtimes or, you  
 11 know, when I wanted him to get off the computer. It was  
 12 as if he went back to his normal self.

13 Q. I think, as an aside, you said that in  
 14 late January 2014, Breck actually had an e-safety  
 15 assembly at school?

16 A. Yes.

17 Q. Did he tell you anything about how the assembly went?

18 A. When he came home from school -- because I was still  
 19 aware of it. I had been listening out for LD's voice,  
 20 that deep and distinctive voice, I had been listening,  
 21 looking for a picture, a new picture, an old picture,  
 22 a new gamer, anything, and everything seemed fine, but  
 23 I was still aware. So I asked him how the e-safety  
 24 assembly went and he just -- "This is so boring, mum.  
 25 It's so boring", and he rolled his eyes. This is why

Page 85

1 I do the work that I do and speak at schools. The last  
 2 thing we want to do is bore our children with these  
 3 safety messages. He didn't take anything in that day.  
 4 I don't even know if they talked about grooming.  
 5 I don't think they had advanced in their warnings from  
 6 when he was young. With young children, if they  
 7 constantly hear, "Don't give out your name or age or  
 8 where you go to school", it is not progressive enough  
 9 for the teenagers who will have exchanged those sorts of  
 10 pieces of information at that point.

11 Q. Unbeknownst to you, whilst there was seemingly a return  
 12 to normal Breck, Breck had in fact been sent by LD  
 13 a brand new iPhone --

14 A. Yes.

15 Q. -- which was couriered to him? That was unbeknownst to  
 16 you or indeed Breck's dad?

17 A. No, I didn't know. You know, Breck would have been  
 18 thrilled, any teenager would be thrilled, being sent  
 19 a gift of a £600 brand new phone. I didn't know he had  
 20 it.

21 Q. Breck then went on a Spanish exchange trip in  
 22 the February half term of 2014. I just want to ask you  
 23 about what happened the night before he left to go on  
 24 that trip. Did you spend some time with Breck that  
 25 evening?

Page 86

1 A. Yes, but I have one more thought on January. I found  
 2 out later that other parents found their son back online  
 3 with LD after we forbade them. They kicked him back off  
 4 and said, "No, we don't want you hanging out with this  
 5 guy", but they didn't contact me. I think that's really  
 6 important to note, that even parents don't know how to  
 7 protect each other in a community, because they just  
 8 thought, "Well, I'll just protect my son, kick him back  
 9 off", and they didn't consider letting me know that the  
 10 person I had alerted them to was, indeed, after their  
 11 son still, so possibly after mine. So I think that's  
 12 something you try to share. It's not just about  
 13 educating the child. The parents have to be educated as  
 14 well through school.

15 So I think February, we spent the night before his  
 16 Spanish exchange trip in his room, packing and hanging  
 17 out and talking. I was excited for him because  
 18 I thought this is a great chance to spend  
 19 face-to-face -- old-fashioned, face-to-face time with  
 20 his schoolfriends. Growing up in the States, I hadn't  
 21 gone on such a big trip at his age and I was pleased for  
 22 him. He was a little bit preoccupied with his computer,  
 23 looking back. At the time, I thought, "Well, that's  
 24 just Breck, he's obsessed with computing and  
 25 technology". It wasn't just the gaming, it was how it

Page 87

1 all worked. He wanted to work in that field. And he  
 2 was working on his computer that night before he left.  
 3 In the morning, everything was fine. We hugged and  
 4 kissed and said we loved each other and he even was  
 5 getting a lift to the airport. He was quite independent  
 6 and he was, you know, could get himself around London  
 7 and he was quite confident for a 14-year-old boy.

8 As he walked away, I was proud, because he was going  
 9 for what he wanted more than I even knew in the  
 10 technology field and he joined air cadets because he  
 11 wanted to be a pilot. I never expected that to be the  
 12 last time I would see him alive.

13 Q. I think Breck then spent the week in Spain and again,  
 14 not that you knew this at the time, in fact LD had been  
 15 pursuing Breck online whilst he was abroad in Spain?

16 A. Yes.

17 Q. I think he was sending messages to Breck, trying to  
 18 divert his attention away from his schoolfriends, and in  
 19 particular there came a point whilst Breck was away that  
 20 he posted a photo on Facebook of himself with a girl and  
 21 LD did not like the photo and seeing Breck with the girl  
 22 and demanded Breck to take the photo down?

23 A. Yes.

24 Q. All of that was going on without your knowledge?

25 A. I think, too, I mean, you're thinking of PSHE lessons

Page 88

1 being so important within schooling. Even this was  
 2 a healthy relationship issue. Breck wasn't recognising  
 3 that this guy was obsessed with him, you know, not  
 4 letting him spend time with schoolfriends, not liking  
 5 that he had time with his family. He was constantly  
 6 trying to pull him away from everything else. I think  
 7 back, didn't I teach him about a healthy relationship,  
 8 being able to have several friends, not just focused on  
 9 one? But LD sent him a nonstop barrage of messages  
 10 ramping up, really. First, just saying "Give me a call,  
 11 call me back", up to, "I've got some great news, I've  
 12 really got to tell you something. Wait until you find  
 13 out how my company has really taken off. We're so  
 14 successful now, I'm going to need to take someone else  
 15 on board. You could be that guy. The other ones aren't  
 16 as clever as you. You're the clever one. You're going  
 17 to be successful beyond your wildest dreams", leading  
 18 to, "All you need to do is come to my flat and I'll  
 19 explain everything".  
 20 So when Breck posted that picture on Facebook, very  
 21 unusual, because that's where I used to hang out, Breck  
 22 never went there, LD couldn't stand it and just --  
 23 I guess, almost insanely jealous. He didn't want Breck  
 24 to have this girlfriend.  
 25 Q. The trip ended on, I think, the Saturday and that was

Page 89

1 a weekend that Breck was due to stay at his dad's. So  
 2 when he came home from Spain, he went along with the  
 3 triplets -- is that right -- to his dad's for the  
 4 weekend?  
 5 A. Yes.  
 6 Q. Were you about to leave the country to go on your own  
 7 trip?  
 8 A. Technically, they were all staying at my house because  
 9 his dad didn't have a proper house at the time. So  
 10 technically, they were at my house, but I left for that  
 11 period so that -- because his dad -- his dad's -- the  
 12 "millionaire" in the media was living in a house-sit  
 13 kind of place and he only had one room and she didn't  
 14 want four children over there plugging all their phones  
 15 in, so he kind of snuck to my house so the kids could be  
 16 more comfortable and she wouldn't get mad at him.  
 17 Q. So it was Breck's dad's weekend but they spent it at  
 18 your house and you'd gone?  
 19 A. At mine, and I was away. So he picked them up from the  
 20 airport and then they were at my house.  
 21 Q. I think it was when Breck got home that he asked his dad  
 22 if he could go to his friend's from school to work on  
 23 some computers and Breck's dad said yes?  
 24 A. Yes.  
 25 Q. In fact, I think you found out later that that was a lie

Page 90

1 suggested by LD?  
 2 A. There was a huge made-up story of a lie suggested by LD  
 3 that I wish Breck had used, because it was so  
 4 preposterous that I think his dad would have read  
 5 through it. But instead Breck just easily said, "I'm  
 6 just going to go to my schoolfriend Tom's house" and he  
 7 had two Tom friends, so it was a usual thing for him to  
 8 say.  
 9 Q. So no questions were asked or eyebrows raised?  
 10 A. No, because Breck was usually a good boy. He didn't  
 11 usually do anything that you would suspect him of, you  
 12 know, lying about.  
 13 Q. As I think, as you said in your statement, Breck was  
 14 picked up at 7 o'clock in the morning on Sunday,  
 15 16 February, by a taxi that LD in fact had booked and  
 16 paid for and taken to LD's property in Essex?  
 17 A. Prebooked two weeks in advance.  
 18 Q. Without wishing to upset you, Ms LaFave, on Monday --  
 19 A. Can I say something about the 16th?  
 20 Q. Of course you can.  
 21 A. Two adults saw Breck get into that taxi at 7 o'clock on  
 22 a Sunday morning and, once again, because he was a good  
 23 boy without vulnerabilities, without being known as  
 24 a naughty child, nobody questioned him, because at that  
 25 point, somebody should have said, "Where are you

Page 91

1 going?", and both of these adults knew that I was being  
 2 concerned that he was being groomed. They both knew  
 3 I had phoned the police. I had made a big deal about  
 4 it. I'm quite a vocal, verbal person, and they didn't  
 5 think to say or do anything. It just shows that when  
 6 a child is not presenting themselves as vulnerable,  
 7 people don't believe that they may still have  
 8 vulnerabilities.  
 9 Q. Or ask questions about why a 14-year-old is getting into  
 10 a cab at 7.00 in the morning?  
 11 A. Yes, who wouldn't have money. He would have never spent  
 12 money on a taxi. Personality-wise, he would have taken  
 13 the train and saved his money for his computers.  
 14 Q. It was on the 17th, then, that I think the first people  
 15 to be alerted to what had happened were in fact the  
 16 triplets -- is this right? -- when they started getting  
 17 texts saying, "Sorry about your brother. We are going  
 18 to miss him. RIP. Poor Breck". Did you come to learn  
 19 then that in fact LD had gone online and told Breck's  
 20 schoolfriends a version of what had happened in his flat  
 21 and essentially tried to pass off the murder as an  
 22 accident?  
 23 A. Yes.  
 24 Q. I think were there also messages from LD online saying  
 25 that Breck had been violent towards LD, which was not

Page 92

1 true, and that Breck had in fact tried to commit  
 2 suicide, which again was not true. So LD was basically  
 3 covering up with cover stories, for want of a better  
 4 phrase?  
 5 **A. He was trying to change his story to -- you know, in the**  
 6 **end, the boys that he told that it was some horrible**  
 7 **accident, that stuck with those teenage boys because**  
 8 **they could get believe that a friend of a friend would**  
 9 **hurt another friend. They couldn't grasp that their**  
 10 **friend would hurt another friend, and it was a whole**  
 11 **year of investigation they held onto that in their sort**  
 12 **of naive hearts and they were shocked when LD changed**  
 13 **his plea to guilty because they just didn't believe**  
 14 **a friend -- that's how strongly they believed in the**  
 15 **friendship, that they didn't think a friend would hurt**  
 16 **another friend, even though they had never met. They**  
 17 **just felt that bond.**  
 18 Q. I think Breck's dad became concerned and, in fact, angry  
 19 because Breck hadn't come home on time when he said he  
 20 would and there were various efforts made by you, and  
 21 indeed Breck's dad, to contact friends to try to locate  
 22 Breck?  
 23 **A. Yes, and I got a text. That was how I was first alerted**  
 24 **that there was anything wrong, that where was Breck and**  
 25 **that's when I started phoning his friends and they kept**

Page 93

1 **sort of giving me the runaround, because at that point**  
 2 **I think they already knew but they didn't want to be the**  
 3 **one to tell me. So just like any huge, you know,**  
 4 **bullying story or violence story or happy, exciting**  
 5 **story, it went viral amongst all of the gaming**  
 6 **community, the school community, plus the siblings, and**  
 7 **that was how the triplets found out. LD had, you know,**  
 8 **a big range of children that he was interacting with,**  
 9 **and so all of the children knew that Breck was dead**  
 10 **before any police, parent or grownup.**  
 11 Q. I think in fact, as you said in your statement, you  
 12 demanded to know from one of Breck's schoolfriends where  
 13 he was and eventually they told you that he was with LD?  
 14 **A. And my heart sank.**  
 15 Q. We know, because you have just mentioned it, that in due  
 16 course it wasn't until 12 January 2015 that Lewis was  
 17 before the Chelmsford Crown Court, he pleaded guilty and  
 18 he was sentenced to life with a minimum term of  
 19 25 years' imprisonment. I think you were present at  
 20 those proceedings and indeed spoke to the court in  
 21 what's called a victim personal statement setting out  
 22 everything that you knew about Lewis and indeed, perhaps  
 23 more importantly, everything you knew and wanted to say  
 24 about Breck that day.  
 25 Can I move on from that court appearance and LD

Page 94

1 pleading guilty to what has happened with you and to you  
 2 since Mr Daynes has been sentenced to that term of  
 3 imprisonment?  
 4 **A. Yes.**  
 5 Q. I want to just ask you, please --  
 6 **A. But there was something else about that same timeframe,**  
 7 **if we should cover it at the same time? We found out**  
 8 **that LD was regularly sending photos of Syrian**  
 9 **beheadings to some of the gamers and no-one ever**  
 10 **reported that. That goes back to my knowledge now of**  
 11 **how helpful CEOP could have been or, you know, to**  
 12 **actually follow up on some of these reports had they**  
 13 **been made. But children and teenagers and parents**  
 14 **didn't know where to report or what to do. So in the**  
 15 **end, he was very interested in Syrian beheadings and**  
 16 **did -- wanted to do a copycat, but nobody had reported**  
 17 **that he had these unusual and dangerous interests and it**  
 18 **is the same with, you know, when I speak to children, if**  
 19 **they are getting pornography or anything that's**  
 20 **uncomfortable, that it needs reporting and acting on,**  
 21 **because, if they don't, the perpetrator will go from**  
 22 **child to child to child until they find one that reacts**  
 23 **the way they want them to, and none of those boys**  
 24 **thought to do anything about it. They all joked that LD**  
 25 **was a paedo because --**

Page 95

1 Q. I was just going to ask you about that. So the boys  
 2 that were in the online gaming group joked that LD was  
 3 a paedo. But did anyone do or say anything about that?  
 4 **A. I don't think they knew what to do. They hadn't had**  
 5 **proper e-safety lessons that talked about grooming and**  
 6 **the Click CEOP button. They would have thought they**  
 7 **were too cool and too old to call ChildLine. ChildLine**  
 8 **now has better, more age-appropriate marketing posters,**  
 9 **that I've seen, that appeal to teenagers as well, and**  
 10 **that's so important, but they didn't have -- I don't**  
 11 **think they weren't available at that time, so the boys**  
 12 **didn't think to call there. They all said they thought**  
 13 **somebody else's parents knew, but the parents that did**  
 14 **know just kind of brushed it off and said, "Breck's mum**  
 15 **already knows. She's called the police". So everyone**  
 16 **sort of took a step back rather than gathering more**  
 17 **information that I could have rung the police back and**  
 18 **given more, because those boys had more stories about**  
 19 **him saying he was a freedom fighter, talking about his**  
 20 **gay boyfriend who committed suicide right in front of**  
 21 **him. I mean, he had a lot of really scary topics that**  
 22 **he discussed with them and they didn't open up and talk**  
 23 **to their parents or report it anywhere. I think that's**  
 24 **so important, that young people and parents know where**  
 25 **to go to report these things. When I speak in my**

Page 96



1 presentations and I say, "How many of you have heard of  
 2 CEOP?", it's usually five out of a room of 50. I'm  
 3 like, "Get your tattoo gun out and tattoo it on your  
 4 arm, because you may need this number some day". They  
 5 haven't heard about it and it is not because it is not  
 6 a good service, it is because people just didn't get  
 7 enough knowledge and education about it. I forgot what  
 8 the question was.

9 Q. Not at all. I was going to come on to deal with events  
 10 after Daynes has pleaded guilty. You spoke about the  
 11 lack of potential knowledge that is out there about the  
 12 Click CEOP button as one example as a reporting  
 13 mechanism. I did also want to ask you about the IPCC  
 14 investigation that followed and in particular some  
 15 aspects of the report, not all of it, Ms LaFave. But  
 16 I just want to put it into context by having a look at  
 17 the investigation. Can I call up again, please,  
 18 INQ001032, page 6 of 27. If I said in my opening it was  
 19 an HMIC report, can I correct that. It is the  
 20 Independent Police Complaints Commission investigation  
 21 into Surrey Police's handling of the call.

22 Just so that we can put it into context, if we have  
 23 a look at paragraphs 23 and 24, following your call to  
 24 the operator, a log was created that evening. The log  
 25 is set out there effectively summarising or

Page 97

1 paraphrasing, for want of a better word, what the  
 2 operator has noted down about your call. It says:  
 3 "The informant is concerned her son is being  
 4 groomed. He has been hanging around with Lewis, last  
 5 names Daynes or Haswari. He is 18 ... runs  
 6 a server ..."

7 She summarises some of the things that you had told  
 8 her and summarises some of the information that you had  
 9 told her. It says later on:  
 10 "Informant doesn't know what Lewis's phone number  
 11 is."  
 12 There is some clarification:  
 13 "Have advised informant she has done the right thing  
 14 to take the computer away and to stop her son having  
 15 contact with Lewis. If informant speaks to Lewis again,  
 16 advised her to tell him not to contact her son anymore."  
 17 They have done an intelligence check with the above  
 18 names of Lewis, and from Twitter. No picture, but  
 19 linked to a Minecraft gaming website which they couldn't  
 20 access."  
 21 Then:  
 22 "Cancel request from agency POLICE; NFA."  
 23 Which stands for "No further action". The log was  
 24 closed stating, "Nothing to suggest this is grooming",  
 25 and you were not informed that the call was closed or

Page 98

1 that no further action would be taken in regards to the  
 2 concerns that you had raised during that call.

3 **A. I needed to know nothing was being done. I needed to be  
 4 told, "We are doing nothing". I thought something was  
 5 being done.**

6 **A point about the confiscation. When they said take  
 7 away the computer and I said I was going to, that just  
 8 made it go underground. That's not the answer. When  
 9 I told them I couldn't find photos -- although I don't  
 10 see it in the transcript. I couldn't find a photo of  
 11 him. When they say in there they couldn't find a photo,  
 12 that should have brought up huge police curiosity  
 13 because a teenager with no photos online? That's our  
 14 dream, isn't it? Because they overexpose and overshare.  
 15 Here is a teenager who is picture perfect, meaning he is  
 16 hiding his identity, which is why I thought he was  
 17 older. But why he was hiding his identity when he was  
 18 18, I don't know, other than to bring about this air of  
 19 mysterious, important government work, but that should  
 20 have been ringing alarm bells.**

21 Q. If we look at the conclusions of the IPCC investigation  
 22 at page 11 of the report and, indeed, page 11 of  
 23 Relativity, and starting with them at paragraph 74:  
 24 "The PNC [police national computer] record of Daynes  
 25 contained information which, had it been checked, would

Page 99

1 have highlighted that a previous allegation had been  
 2 made against Daynes in 2011."

3 I think until this report, is this right, you were  
 4 unaware that LD had been known to the police for an  
 5 allegation of sexual assault or rape against  
 6 a 15-year-old boy when he was 15. Is that right?

7 **A. Correct. I was unaware until after it was too late.**

8 Q. And that there were allegations of LD having indecent  
 9 images of young boys on his computer and allegations  
 10 that LD had hacked into the victim's account in order to  
 11 intimidate him from speaking about his assault. Now,  
 12 that case was not pursued, hence why I have referred to  
 13 them as allegations in relation to LD. But you didn't  
 14 know that about LD -- is that right -- until the IPCC?

15 **A. No, if Breck and I had known what was in the police  
 16 records, I may have been able to convince Breck.  
 17 Because a child being groomed doesn't see the danger,  
 18 they feel the good bits, the friendly bits, the gift  
 19 bits. I couldn't convince him. Had we been able to  
 20 approach him with this information -- actually, I heard  
 21 earlier about being -- there was probably a way we could  
 22 have asked LD to stop speaking to strangers -- sorry,  
 23 children under 14. You talked about it in your opening  
 24 statements this morning. He should have been given that  
 25 notification: "You're not allowed to communicate with**

Page 100

1 **children of 14 because they're under 16". He wasn't**  
 2 **ever rehabilitated with any of these allegations. He**  
 3 **just got away with all of it and thought he could**  
 4 **continue to do whatever he wanted.**  
 5 Q. In summary, and it is only a summary, Ms LaFave, the  
 6 IPCC found that in fact you had given the call operator  
 7 sufficient information to enable the police to carry out  
 8 further checks, that you had raised concerns about  
 9 grooming, whether that be for a sexual motive or for  
 10 a terrorist-related concern, and that the police should  
 11 have taken more action, and if they didn't know what to  
 12 do then, the operator should have sought guidance from  
 13 a superior for how to deal with those grooming concerns.  
 14 I think, though, one of the things you wanted to raise  
 15 was an issue about wider training within the department,  
 16 because this report obviously focused on that call  
 17 operator and their, I think, immediate superior?  
 18 A. I was surprised at how short the report was, because  
 19 I thought that it would look deeper into, you know, what  
 20 went wrong. I already knew that the two people who  
 21 handled the actual call had not done a job with  
 22 efficiency or care. But what I wondered is, within the  
 23 wider department, you know, was there sufficient  
 24 training, was it just these two people, or is it the  
 25 whole department that needed funding for training?

Page 101

1 I think that's why it's so important that we have  
 2 funding, both resources and money for training.  
 3 Otherwise, we are just going to always be behind on  
 4 this, and I think, had those people had proper training  
 5 and cared about what I was saying, they would have  
 6 picked up on Breck being isolated, pulled away from his  
 7 family, you know, no photo available. There are so many  
 8 things they could have picked up, if only they had had  
 9 some training on grooming.  
 10 Q. If the police had reported back to you -- perhaps not  
 11 the details of the allegations against LD, but the fact  
 12 that he was known to the police and they were concerned  
 13 about him, what would you have done if you had been  
 14 given that information?  
 15 A. Well, I think I would have said, "Can you assure me that  
 16 this person is told to stay away from my son?". Who  
 17 knows if it would have still happened or not, but nobody  
 18 was stopping him in anything. Even when you look at the  
 19 allegations when he was 15 years old, he got away with  
 20 all of that and he still wasn't rehabilitated in any way  
 21 to stop him from doing it again, to understand what  
 22 consensual sex is. I was contacted by the victim that  
 23 he sexually assaulted and the family said no-one  
 24 believed him at that point -- the police didn't believe  
 25 him, the school didn't believe him. So he was able to

Page 102

1 get away with this in the past. Also, I was told he'd  
 2 groomed another child in the States and had been asked  
 3 to stop. So he had enough in his records, but nobody  
 4 ever -- because he was such a well-spoken person, he  
 5 would get away with it and no-one was ever saying,  
 6 "Okay, we are not pressing charges this time, but let's  
 7 talk about consensual sex". He never was taught any of  
 8 that, so he just continued to get worse.  
 9 Q. I think he also continued, whilst in prison, to use or  
 10 utilise technology to enable him to post on Twitter, and  
 11 I'm looking at your paragraph 13 now of your statement,  
 12 Ms LaFave, when, on Thanksgiving, in November 2015, he  
 13 having been at the Crown Court in January and February  
 14 of that year, posted on Twitter essentially a hurtful  
 15 piece about you primarily. Is that right?  
 16 A. Yes.  
 17 Q. How did you come to learn about that?  
 18 A. I contacted -- the BBC contacted me and said, "Are you  
 19 aware that LD is blogging and tweeting about your  
 20 family, someone in your family?", which ended up being  
 21 me, I'm to assume, because it was -- it became more  
 22 apparent that it was about me. I hadn't seen it. So  
 23 I did call the police and asked for help.  
 24 Q. What help did you get from them?  
 25 A. Well, it didn't feel like a lot, because, you know, when

Page 103

1 you're already, you know, so distressed and distraught  
 2 over losing your son, you just -- you don't need  
 3 anything else to twist -- literally, it felt like  
 4 a twist of the knife, that he was still getting me. He  
 5 did kill Breck on my birthday. Part of me felt he did  
 6 it on purpose, to get back at me, because I was the  
 7 opposite of his mum, I was the mum who had rules and  
 8 care and love and his mum never did. I already felt  
 9 that maybe he was trying to get back at me and this was  
 10 just a further attempt to make me, you know, more  
 11 miserable.  
 12 I think, when you look at industry, to me, the  
 13 police should have been able to call up those huge  
 14 companies and say, "Look, this is a murderer from prison  
 15 harassing, slandering, hurting a mother who has already  
 16 lost her son because he was taken by this guy", and  
 17 that's not how it works. The police said, "Well, it is  
 18 a US company, there is nothing we can do". He used  
 19 software that he purchased --  
 20 Q. I was going to ask about that.  
 21 A. Yeah, it wasn't even TOR. He used software that he  
 22 purchased, that he instructed someone to purchase, so  
 23 they could hide the identity of the IP address. You  
 24 know, if criminals can do this from prison -- this was  
 25 why it worried me so much as well with the IPCC report.

Page 104

1 **That whole case should have gone to the Terrorism Unit**  
 2 **swells the CSE Unit because he was talking so much about**  
 3 **antigovernment-type things, and this is for protection**  
 4 **for all of us, not just our children, that we need**  
 5 **criminals to be able to be stopped when police find**  
 6 **something and not just be stuck because they are more**  
 7 **technologically savvy than our police. Our police need**  
 8 **that training and that resourcing and that help. They**  
 9 **deserve that. All the hard work that they do, they need**  
 10 **the resources to help the people that they are trying to**  
 11 **help.**

12 Q. I think, in fact, you unfortunately received another  
 13 tweet with similar content in January 2016, when you  
 14 were launching a docudrama about what had happened to  
 15 Breck, and in fact, on this occasion, you rang 999  
 16 because you were so concerned about the content?

17 A. I was reassured that there was no way that he could  
 18 contact me from prison and I then started to get worried  
 19 that he had escaped, because he's capable, because he is  
 20 such a good liar, and I got worried. I called 999.  
 21 I happened to be in London for the release of  
 22 the documentary "Murder Games", and I was told to call  
 23 the prison and find out if he was still there. I'm  
 24 quite sure that I don't know what prison, I don't have  
 25 the number, nor would they tell me, because I'm kind of

Page 105

1 a -- you know, just any old person. I then was call  
 2 transferred to Surrey, where I lived, and had to explain  
 3 the whole thing over again on the street in a frantic  
 4 worry that he had escaped and, in the end, he never did  
 5 get in trouble for it because he did it with the  
 6 software that anybody can purchase to hide the identity  
 7 of where the email came from -- where the link came  
 8 from. That's just scary.

9 Q. As far as you're aware, have either you been able to get  
 10 those tweets taken down --

11 A. I was told by -- am I allowed to say who told me? --  
 12 Google, that they don't know it is him. I said, "Well,  
 13 it is his name and his birth year, Google blogging as  
 14 a murderer who murdered my son. So even if it isn't  
 15 him, it should still be taken down, because it is  
 16 somebody portraying themselves as a murderer". They  
 17 said, "Well, you'd have to ask him that yourself". Mmm,  
 18 okay, once again, how am I supposed to get access to  
 19 prison? I think I felt really tied. I felt like  
 20 I wanted the police once again to be able to help, but  
 21 they didn't have the tools and the power that they  
 22 needed to be able to do that.

23 Q. Just so we are clear, did you make efforts to get the  
 24 police to try to get the tweet taken down?

25 A. Yes, absolutely.

Page 106

1 Q. Did you make efforts yourself with Google to try to  
 2 get --

3 A. Yes, and they told me to ask the person who sent the  
 4 tweet.

5 Q. Ms LaFave, I want to finally ask you about one other  
 6 topic, and it is to tell the panel, please, about the  
 7 Breck Foundation and really, firstly, why you set up the  
 8 foundation and a little bit, please, about the work the  
 9 Foundation does?

10 A. Well, while we were waiting for the investigations, just  
 11 two weeks in after Breck was killed, I pulled everyone  
 12 together and I decided I needed something good to come  
 13 out of losing a child who wouldn't have hurt a fly. You  
 14 know, he would catch the spiders and throw them out the  
 15 window for me. He had so much to offer the world and so  
 16 much potential. There were so many people in the story  
 17 that had they known a little bit more, been better  
 18 educated, myself included -- I loved training but  
 19 I hadn't been offered that sort of training and  
 20 I just -- all of us would have done what we could have,  
 21 had we been taught where to go. And that brings me --  
 22 not to go back, but when I phoned the police, if they,  
 23 at that point, had said, "NSPCC helps out with these  
 24 sorts of issues. Why don't you try CEOP?", but they  
 25 didn't and they don't and, when I suggested that, I was

Page 107

1 told, "Well, you can't force all police forces to do  
 2 anything". Well, why can't we, if it will save a life  
 3 and lots of lives? Because passing on resources is so  
 4 easy, it's one sentence: try calling CEOP, use NSPCC,  
 5 they both can help. I think it is those types of  
 6 suggestions that can help people prevent, to free up  
 7 time for police. All of this is so much investigation  
 8 time and money. So part of the job we do with the  
 9 foundation is to try to educate people and scream to the  
 10 world, you know, "If you feel instinctively that  
 11 something is not right, these are the places you can go,  
 12 these are the websites. Don't stop until you have  
 13 answers", because I sort of waited for those answers and  
 14 that investigation, and I shouldn't have. I should have  
 15 kept pursuing it. When it went underground because LD  
 16 was trying to hide it like a groomer or predator will,  
 17 don't tell your parents, I then thought everything was  
 18 fine. So I try to teach lessons, you know, through  
 19 everything that I have learned, and I hear so many  
 20 stories now through the work I do, because people come  
 21 to us. The numbers on the screen are scary enough that  
 22 we saw earlier, but these are real people and real  
 23 children. It is not just death like Breck had, it is  
 24 loss of self-esteem, needing that affirmation, doing  
 25 things they wouldn't normally do. We need better

Page 108

1 prevention and education, starting at primary, and  
 2 that's why we do educate right from primary.  
 3 Q. I think, in fact, you also go to conferences, training  
 4 sessions with the police?  
 5 A. Yes.  
 6 Q. Health practitioners, those involved in safeguarding?  
 7 A. We are even working with Ofsted now, doing a webinar  
 8 soon. After the webinar, our next biggest project is  
 9 the collaboration with four police forces and I'm so  
 10 excited because when I saw "Kayleigh's Love Story", she  
 11 was groomed a year after Breck and I always wonder, if  
 12 we had visited her school, would she have been better  
 13 educated? Maybe one of her friends would have said  
 14 something, "Hey, that Breck kid went to that house and  
 15 he didn't come home. Don't go to this guy's house, meet  
 16 him in town, I will come with you". Things could have  
 17 been different if she had known about Breck's story. So  
 18 when I saw "Kayleigh's Love Story" on YouTube,  
 19 I thought, "I have to have this for boys", a boys'  
 20 version. It shows how much more girls are groomed.  
 21 I think in some ways, yes, they are groomed more, but  
 22 boys don't talk about it. They are being groomed as  
 23 well. I think that was part of the issue when I phoned  
 24 the police, that because there had been so many stories  
 25 about the horrific things that happen in Rotherham and

Page 109

1 Rochdale, that people were thinking of girls being  
 2 groomed for drugs and sex, and when I was off talking  
 3 about my son being groomed, it just didn't -- it didn't  
 4 resonate. So that's one of the messages we send too,  
 5 is, take the gender out, take the gender out, take the  
 6 age out, take out what you see as their vulnerability  
 7 and listen to what the child and the parents and the  
 8 friends are saying.  
 9 So we are going to have this film called "Breck's  
 10 Last Game" that will come out later this year and it  
 11 will be a similar film to "Kayleigh's Love Story" that  
 12 just reaches teenagers so that they believe. We don't  
 13 want to scare them, but we have to get them to believe  
 14 so they can be more resilient, so they can be empowered  
 15 to make better choices for themselves. I tried with  
 16 everything that I could, but I couldn't get Breck to  
 17 believe and, ultimately, he's the one that made that  
 18 choice, albeit a brainwashed choice, to go to LD's flat.  
 19 Had he learned from a young age: sure, you can meet  
 20 a best friend online, you can meet the love of your  
 21 life, but never go to that private place, always meet up  
 22 in a safe, very public place. Those are the messages we  
 23 try to teach and, luckily, with our work with police, we  
 24 are going to be able to share those messages with so  
 25 many more schoolchildren, which is so important, because

Page 110

1 I'm only one person trying to tell Breck's story, but  
 2 this will be a way that it can be reached, because for  
 3 me it is a team effort with parents, with education,  
 4 with government, with industry. Ultimately, we all need  
 5 to be talking about this and working together, but we  
 6 need the child to be more resilient so they can make  
 7 better choices for themselves.  
 8 MS CAREY: Ms LaFave, that is all I wanted to ask you.  
 9 Thank you very much for giving your evidence this  
 10 afternoon. I suspect, chair, that might be a convenient  
 11 moment for our afternoon break, unless there is anything  
 12 that you would like to say?  
 13 THE CHAIR: No, we don't have any questions, but thank you  
 14 very much, Ms LaFave. We are very grateful for your  
 15 witness statement today. Thank you.  
 16 A. Thank you.  
 17 (The witness withdrew)  
 18 THE CHAIR: We will return at 3.25 pm.  
 19 (3.11 pm)  
 20 (A short break)  
 21 (3.32 pm)  
 22 MS CAREY: Chair, the next witness this afternoon is  
 23 Ms Tink Palmer.  
 24  
 25

Page 111

1 MS GILLIAN JOAN ADELE (TINK) PALMER (sworn)  
 2 Examination by MS CAREY  
 3 MS CAREY: Ms Palmer, your full name, please.  
 4 A. My full name is Gillian Joan Adele Palmer. I have never  
 5 used any of them in my life. I have been known as  
 6 "Tink".  
 7 Q. I will call you Ms Palmer, if I may. I would like to  
 8 ask you a little about your background. I think I can  
 9 summarise it in this way, looking at the first page of  
 10 your statement, which I hope, chair, you have behind our  
 11 tab 1 in the bundle.  
 12 I think Ms Palmer you began your social work  
 13 practice back in 1973, having graduated with a joint  
 14 honours degree in economics and psychology from  
 15 Loughborough before gaining professional qualifications  
 16 in social work at Bristol University in 1975?  
 17 A. That's correct.  
 18 Q. I think you have worked with children and their families  
 19 for the past 43 years, the past 30 of which you have  
 20 specialised in child sexual abuse, and you are an  
 21 experienced clinical and forensic practitioner manager,  
 22 trainer, policy maker and strategist.  
 23 Between 1995 and 2004, you were employed by  
 24 Barnardo's; is that right?  
 25 A. Correct.

Page 112

1 Q. Then between 2004 and 2008, you were the director of  
 2 the "Stop It Now" UK and Ireland, which was an  
 3 awareness-raising campaign regarding child sexual abuse?  
 4 **A. That's correct, and it's run by the Lucy Faithfull**  
 5 **Foundation.**  
 6 Q. Thank you. I won't take you through all of the many  
 7 reports that you have written and co-authored over the  
 8 years, but I think it is right that in 2004 you authored  
 9 a report called "Just one click". In 2008, you  
 10 co-authored a report for the World Congress Against  
 11 Sexual Exploitation of Children and Adolescents, and in  
 12 2010, you were commissioned by UNICEF to write a report  
 13 entitled "Sexual abuse and exploitation in the converged  
 14 online/offline environments". In 2014, you revisited  
 15 the "Just one click" report when you were commissioned  
 16 by Barnardo's to look at now how the internet, and  
 17 indeed mobile phone technology, how important that had  
 18 become to sexual abuse and, indeed, the exploitation of  
 19 children?  
 20 **A. Yes, that's correct.**  
 21 Q. In due course, some of those reports and in particular  
 22 the "Just one click" and the "Digital dangers" report  
 23 will be available on the inquiry's website for those who  
 24 want to read them.  
 25 Is this right, you are currently the CEO of

Page 113

1 the Marie Collins Foundation?  
 2 **A. That's correct, yes.**  
 3 Q. I would like you to give us a brief explanation, please,  
 4 of who Marie Collins was and the work that the  
 5 foundation does?  
 6 **A. Certainly. I met Marie Collins in 2001. I had been**  
 7 **asked to a closed seminar where there were about**  
 8 **28 people invited to look at what we thought the**  
 9 **recovery needs might be for children who are abused**  
 10 **online, particularly made the subject of abusive**  
 11 **imagery. At that time, we were in the very early stages**  
 12 **of understanding impacts.**  
 13 **Marie Collins had also been asked to attend, and**  
 14 **Marie Collins herself had been abused as a child,**  
 15 **a 13-year-old, and abusive imagery had been taken.**  
 16 **It was days long before the internet, but I still**  
 17 **today have not heard anyone be so profound about the**  
 18 **impacts of such photography.**  
 19 **By about -- I had my first case of internet harm in**  
 20 **1999 when police officers came to see me at the**  
 21 **therapeutic unit I was running, and they said, "We have**  
 22 **got an internet case. We don't know what to do with**  
 23 **it", and I said, "I don't know what to do with it**  
 24 **either".**  
 25 **Two days later, I went to see them and I said, "Come**

Page 114

1 **on, human nature doesn't change, motivations don't**  
 2 **change, but we have got a different conduit which might**  
 3 **be used to harm children and we need to understand how**  
 4 **that works and whether it is going to have a different**  
 5 **impact on our world -- child sexual abuse", and, of**  
 6 **course, those words, I didn't quite know what they meant**  
 7 **until we could come today, and the state we're at at the**  
 8 **moment.**  
 9 **Between 2009 to about 2011, I was asked to do some**  
 10 **work for different government departments but I was**  
 11 **still thinking, we don't have a specialist organisation**  
 12 **that really may be able to have a good understanding of**  
 13 **the recovery needs of children, particularly those who**  
 14 **have been harmed online. So I thought I will start up**  
 15 **the charity and I invited Marie Collins (a) to be the**  
 16 **founding trustee, but also whether I might use her name.**  
 17 **So that's the background to that.**  
 18 Q. I think in February 2016, the Foundation received  
 19 substantial funding from the "We Protect" global fund.  
 20 Can you tell us about the award of the funding?  
 21 **A. Yes. Because it is such an international world now, and**  
 22 **as we know, we press the button in Basingstoke and that**  
 23 **image is out in Bangkok in two seconds. Although the**  
 24 **major part of our work is within the UK, we also are**  
 25 **connected internationally, increasingly so. We wanted**

Page 115

1 **to be able to have a portal on our website and to be**  
 2 **able to engage internationally with colleagues who are**  
 3 **working for the recovery of children, and that can be**  
 4 **a police officer, social worker, NGO worker, educator,**  
 5 **it doesn't matter. The portal is there to offer advice,**  
 6 **to share new best practice, and also to have all the**  
 7 **latest publications there for people to be able to refer**  
 8 **to.**  
 9 Q. You say "the portal", does it have a name?  
 10 **A. It is called -- oh, I've got a mental block, sorry.**  
 11 Q. I don't want to confuse it with Click: Path to  
 12 Protection or the Global Protection --  
 13 **A. It is global protection.**  
 14 Q. It's the Global Protection Online Network. Is that  
 15 a network set up by the Marie Collins Foundation aimed  
 16 at empowering professionals to be able to share their  
 17 knowledge and their experience to better practice  
 18 working with children who have been abused online?  
 19 **A. Absolutely, yes.**  
 20 Q. I think in fact now you have over 75 potential  
 21 subscribers to that Global Protection Online Network?  
 22 **A. Yes.**  
 23 Q. Ms Palmer, I think also in your statement you mention  
 24 another initiative set up by the foundation called the  
 25 Click: Path to Protection. Can you tell the panel

Page 116

1 please about that initiative?

2 **A. That initiative is quite a major initiative for us. BT**

3 **approached me about three to four years ago and said**

4 **they would be interested in supporting our charity and**

5 **what did I think the biggest need was. I said we would**

6 **like to be able to produce a training programme,**

7 **multi-disciplinary, to help professionals engage in**

8 **a more appropriate way when helping children with their**

9 **recovery from online abuse, and we managed to get**

10 **together a group of people from the College of Policing,**

11 **from Chief Constable Simon Bailey's office, from health,**

12 **education, academia, NGOs, and put a programme together**

13 **which we piloted. We have learnt a lot from the**

14 **piloting, but basically, we cover a pathway from**

15 **discovery of the abuse because we knew in the past how**

16 **very difficult it was for children to disclose abuse**

17 **when -- before the internet. It was always a difficult**

18 **thing, but some children did, or at least there were**

19 **people in the community who might be able to observe and**

20 **express their concerns. Online, it is so totally**

21 **different. It is so totally different for the young**

22 **people because they are not going to tell us what they**

23 **are engaging in because of the language that they are**

24 **using, the way they communicate and the images they**

25 **send. So it is a double whammy silencing for young**

Page 117

1 people online.

2 So we say discovery, because I have only known of

3 two cases since 1999 in which the children have actually

4 said, "I have been harmed online". All the time, they

5 have been discovered by someone else.

6 **Q. The training model that you have piloted, I think is**

7 **that going to be rolled out, so to speak,**

8 **between October of 2016 all the way through**

9 **to September 2019?**

10 **A. Yes, and I think it is going to be even longer than**

11 **that, partly because we now have three models to it. We**

12 **had just one model, so from discovery to recovery all**

13 **the way along that route, whether it is criminal justice**

14 **system we are look looking at, the interviewing of**

15 **the child at the beginning, all the aspects to ensure**

16 **that the child and their family are based at the centre**

17 **of all investigations.**

18 **But what we realised, particularly when training**

19 **police colleagues, that they would say that particularly**

20 **those police colleagues who were doing the**

21 **investigations, the actual carrying out the**

22 **investigations, they would say to us, "We have actually**

23 **got it. We understand what you are talking about. We**

24 **want to be able to implement some of the aspects you are**

25 **telling us about, but when we go back our offices, our**

Page 118

1 **managers, our seniors, are going to say, 'No, you'll do**

2 **it as you normally do it'". So we now have three parts**

3 **to that programme, and one is think past protection.**

4 **That is for first responders, whether it is in police,**

5 **health, education, wherever the professional net,**

6 **safeguarding, you know, it's around -- just around**

7 **children, it's about what to look out for, how to ask**

8 **the question when you think you are concerned. Because**

9 **what we are finding is, nobody is asking the question**

10 **about internet harm, partly because they are unsure**

11 **about what they'd do about it if they got a positive**

12 **answer.**

13 **Q. Can I just pause you there? You mentioned that part of**

14 **this training module will be with the cooperation and**

15 **indeed collaboration of the College of Policing and the**

16 **NPCC. You mention training of officers. Can you give**

17 **us an indication, Ms Palmer, of what level of police**

18 **officer you are training? Are we talking about police**

19 **constables or those higher up with a supervisory role?**

20 **A. Three levels. So those who might be liaison officers**

21 **going into schools would be the "think child**

22 **protection". Think on -- if this child is acting out in**

23 **a way that's unusual, think on about what might be**

24 **happening online and help them understand about the**

25 **differential aspects of grooming online and why children**

Page 119

1 **don't tell and how you might be able to help children**

2 **tell.**

3 **Then we have got the Act: Path to Protection. Act:**

4 **Path to Protection is for those actually carrying out**

5 **the investigation or have ongoing care of the case. So**

6 **that's, again, not just the police and children's**

7 **services, but also others who have been engaged in that**

8 **care of the child all the way along, and the family,**

9 **from beginning to end.**

10 **Then we have Manage, which is for those who are at**

11 **a more strategic level, who will be making the**

12 **decisions, the strategic decisions, about whether to**

13 **investigate. The how to would then be asking colleagues**

14 **to go out and investigate, but when they return, they**

15 **would obviously be responsible for checking that they**

16 **have done the right thing.**

17 **Q. We touched on there the training provided to the police.**

18 **I think it is right that you have, for a number of years**

19 **now, engaged with law enforcement in a number of**

20 **respects, including working alongside the police as**

21 **a consultant or adviser and assisting the police in**

22 **strategic management of complex online cases of abuse**

23 **against children. Can you just give us a summary of**

24 **the type of work you do with law enforcement and the**

25 **types of law enforcement that approach you to do work**

Page 120

1 with them?

2 **A. Yes, I have worked with different -- a number of forces**

3 **around the country, including the Met, for quite a long**

4 **time. I have also worked closely with CEOP, with**

5 **colleagues there. The nature of the work is around**

6 **trying to understand what might be happening to a child**

7 **online, how to understand, how to apprehend what might**

8 **be happening, but also particularly around how to**

9 **interview the children and when to interview the**

10 **children in a way that we will get best evidence and be**

11 **able to safeguard the children in the best possible way.**

12 **Q. Against that background of your working with law**

13 **enforcement, I would like to ask you, please, about what**

14 **you perceive to be, firstly, the strengths of the work**

15 **done by law enforcement and then we will turn to look at**

16 **perhaps what might be called the weaknesses by law**

17 **enforcement. I'm looking at page 9 of your witness**

18 **statement. Dealing firstly then with the strengths, as**

19 **you see them to be, what are the strengths currently of**

20 **law enforcement?**

21 **A. My overarching comment would be that -- and we must put**

22 **this caveat in: we are all struggling with the impact of**

23 **what is happening online at the moment and the quantity**

24 **of the cases, the nature of the cases, and the**

25 **overwhelming wish for us all to make things better for**

Page 121

1 **children, and we are just really fighting not a losing**

2 **battle, but we are fighting a very difficult battle at**

3 **the bottom.**

4 **There isn't one safeguarding organisation that**

5 **doesn't actually need to look at what they are doing and**

6 **how we can work in partnership. So whatever I say,**

7 **I would probably be saying it about probably other**

8 **agencies as well.**

9 **I think one of the -- two or three of the really**

10 **good things that have happened and are positive, one is**

11 **CAID --**

12 **Q. Child abuse images database?**

13 **A. Which has been, you know, wonderful, not only for**

14 **finding out if we have got new children who may be**

15 **harmed, and we do find new images, and they're more than**

16 **likely to be of a modern-day abuse, so we have a better**

17 **chance of actually getting out there and protecting**

18 **children now in this present moment, which is**

19 **a wonderful opportunity.**

20 **I think another positive thing, more on a strategic,**

21 **governmental level, is at least there is an example.**

22 **The Home Office have now united their different**

23 **sections. They used to have a child sexual exploitation**

24 **team, they used to have an internet team, they would**

25 **have a familial abuse team, and despite what some of**

Page 122

1 **the research is saying about the fact that many**

2 **offenders will offend online and not offline, my**

3 **experience is not that, from the child victims.**

4 **Q. Can I ask you about that, then, because that is**

5 **something that the panel will want to consider. Just**

6 **give us a flavour of your experience of where offenders**

7 **are in fact crossing over from online abuse to contact**

8 **offending or dual offending, as it is known?**

9 **A. If I were to look at the majority of the cases I have**

10 **either been involved with myself or acted as**

11 **a consultant, I would say at least about 65 to**

12 **70 per cent there's been activities both online and**

13 **offline, and why I'm so pleased that the Home Office are**

14 **sort of setting the example, as it were, really, to put**

15 **all those teams together under one umbrella, the child**

16 **sexual abuse team, is because, if you think about**

17 **abusive imagery and if you were to look at the content**

18 **of them, you will find that nearly at least 95 per cent,**

19 **if not more, are taken within a domestic setting. So to**

20 **have a separate unit for internet abuse, sexual abuse of**

21 **children, and a separate unit for familial, when there**

22 **is a lot happening within the familial home which is**

23 **actually connected to internet abuse. So that's just an**

24 **example of why I think we need to have far more**

25 **joined-up thinking, and not putting things into boxes,**

Page 123

1 **because real life is rarely like that.**

2 **Q. I think you also said in your statement that you**

3 **consider that in recent times there has been proactive**

4 **online policing initiatives that aim to detect and**

5 **apprehend online sexual groomers. I think, so that**

6 **you're aware, Ms Palmer, the panel are going to hear**

7 **some evidence about that later on this week?**

8 **A. Can I just say, that's been a really wonderful example**

9 **of working together, of people in the welfare system**

10 **working with the police and perhaps even being able to**

11 **introduce young people who have now recovered from harm**

12 **online and who have wanted to put something almost back**

13 **into the system, and they have been able to come forward**

14 **and been able to talk with the police and explain**

15 **exactly what's happened to them so our police officers**

16 **can then go and do a very, very successful, actually,**

17 **job.**

18 **Q. So victims of online CSA have been cooperating and**

19 **sharing their experiences with the police so that it**

20 **informs the police how to respond best when they are**

21 **confronted with a new victim or complainant?**

22 **A. Absolutely. Obviously, when they are of an age and**

23 **understanding and okay and recovered to do that. But it**

24 **is quite fulfilling because it feels like they are**

25 **putting something into this new world.**

Page 124

1 Q. Is that work, where the victim is going and sharing  
 2 their experience with the police, done at a local level  
 3 or is that something that you are aware is being done at  
 4 perhaps a national level?  
 5 **A. It is regional. Regional levels are doing it.**  
 6 Q. Can we turn then to look at what are perhaps inelegantly  
 7 termed the weaknesses in the way law enforcement  
 8 approaches online child sexual abuse. I think you have  
 9 concerns, do you not, about the number of police forces  
 10 in the UK, currently 43 in England and Wales. What is  
 11 your concern there?  
 12 **A. It is just really looking at the economies of scale and**  
 13 **looking at this modern day and age with the internet and**  
 14 **thinking of the cost of 43 police forces, when, if we**  
 15 **could perhaps bring it down to, I don't know, ten**  
 16 **regions, as it were, which we do have at the moment, but**  
 17 **with -- I think we really need to restructure and**  
 18 **rethink about how we are going to manage the way we are**  
 19 **working with the internet and I don't have all the**  
 20 **answers to that, but I do know that we need to have**  
 21 **a really strategic look at how we are going to manage**  
 22 **the impact of all the cases that are coming forward and**  
 23 **it is rising and rising and exponentially in the past**  
 24 **ten years for me it's risen.**  
 25 Q. One of the observations may be in relation to

Page 125

1 online-specific child sexual abuse that of course an  
 2 offender could be located in London, for example, but  
 3 grooming a child in Wales. So there are no geography  
 4 limitations on how that offending is used?  
 5 **A. Quite.**  
 6 Q. I think you do raise in your statement a question mark,  
 7 at the very least, about the number of different units  
 8 or teams that deal with different aspects of sexual  
 9 abuse against children. I think in your experience --  
 10 is this right? -- there are perhaps a number of teams  
 11 within any one force --  
 12 **A. Yes.**  
 13 Q. -- that investigate online-facilitated child sexual  
 14 abuse. I think there is sometimes what's called the  
 15 Child Sexual Abuse Investigation Unit; the Safeguarding  
 16 Children Online Team; the Multi-agency Sexual  
 17 Exploitation Unit; or indeed the Multi-agency Sexual  
 18 Abuse Hub. Forces may have any combination or any  
 19 particular name for those respective departments or  
 20 teams. What is your concern about having a number of  
 21 different teams --  
 22 **A. The fact that we know different forms of abuse are**  
 23 **interrelated, so -- as I said precisely around the fact**  
 24 **that I was really so pleased that the Home Office had**  
 25 **made a child sexual abuse team under which all those**

Page 126

1 **people with the expertise on the different aspects were**  
 2 **all under one heading, working together, looking at the**  
 3 **interconnections and learning from one another.**  
 4 Q. Clearly, in your capacity as the CEO of the Marie  
 5 Collins Foundation, you have contact with victims and  
 6 survivors of online-facilitated sexual abuse. In  
 7 relation to those victims and survivors who have gone to  
 8 the police and reported their concerns, I think, is it  
 9 your experience that frequently police officers who  
 10 carry out the initial enquiries -- or first responders,  
 11 as they are known -- have little, if any, training in  
 12 connection with online abuse of children? Now, how have  
 13 you come to learn of that potential concern?  
 14 **A. Two ways. Firstly, on a practical level, through the**  
 15 **work we do within our organisation, but also through the**  
 16 **"Digital Dangers" research report I did. That was one**  
 17 **thing that was brought up by a number of professionals.**  
 18 Q. Are you able to give us an example of one of  
 19 the concerns or the problems with the first responders?  
 20 **A. They don't understand that -- one of the biggest issues**  
 21 **seemed to be, both reported to me through "Digital**  
 22 **Dangers" and through my own work experience, was around**  
 23 **understanding of the importance of grooming and the**  
 24 **impact on the child and what was often seen as --**  
 25 **grooming cases are often seen as least -- not less**

Page 127

1 **important, but if there were to be two referrals coming**  
 2 **and one was sexual abuse within the family home and**  
 3 **another simultaneously came in and it was a grooming**  
 4 **case, the priority would be the sexual abuse within the**  
 5 **home. What we do know is that by the time we find out**  
 6 **about a child who's been groomed, that child generally**  
 7 **will have been groomed for a number of months, if not**  
 8 **years, because children are not going to tell us about**  
 9 **it. We only had to listen to the previous witness to**  
 10 **know children will not tell us because they will get**  
 11 **caught up in that world, and, as we know with teenagers,**  
 12 **they've inability to really make rational decisions and**  
 13 **have rational thinking patterns, they are not going to**  
 14 **be able to see what's happening to them, and they are**  
 15 **going to want the enjoyment of it or they might even be**  
 16 **sufficiently frightened by the groomer not to tell. But**  
 17 **generally, it is just they do not see it as grooming.**  
 18 Q. I think you said, carrying on with this topic, that you  
 19 have found occasionally that victims may be blamed for  
 20 their online activity that has resulted in them in fact  
 21 being sexually abused and groomed online. How prevalent  
 22 a problem is that?  
 23 **A. They're seen as having some agency in it, if you know**  
 24 **what I mean, having some -- that they must have -- in**  
 25 **a sort of way encourage --**

Page 128



1 Q. Complicit?

2 **A. Yes, and particularly that defence is used in the**

3 **criminal -- in the -- when a perpetrator is actually**

4 **taken to court and there's an active trial, and I have**

5 **sat through a number of trials on purpose so I could**

6 **understand what happens to the child witness when it is**

7 **an online case, and the cross-examination in every case**

8 **I've sat through, the responsibility is put onto the**

9 **child, and of course we have the other problem of**

10 **the defence actually chasing the digital footprint of**

11 **the child witness and bringing up issues around their**

12 **behaviour.**

13 Q. I will pick up on that perhaps later on when we look at

14 perhaps the strengths and weaknesses of the criminal

15 justice system, but certainly just concentrating for the

16 time being in relation to law enforcement, is it

17 a common problem that victims are being blamed for being

18 complicit or encouraging this?

19 **A. You have pockets of what I call really good practice**

20 **around the country and you have pockets where there is**

21 **a misunderstanding completely. What the balance of that**

22 **would be, but all I could do is report back from doing**

23 **the research and the number of different professionals**

24 **who said that there's an issue at times, but the**

25 **proportion, as I say, I wouldn't be able to give you**

Page 129

1 **a fair figure.**

2 Q. Given your background of experience, in your view, what

3 more needs to be done by law enforcement to perhaps

4 eradicate or deal with those weaknesses?

5 **A. Probably, there are two things. I think we need to look**

6 **at the initial training of police officers when they**

7 **first enter the police forces, and it centres around**

8 **understanding about the internet world per se and also**

9 **understanding about what happens for children online**

10 **when they are being harmed.**

11 **The other part that it is about an attitudinal one**

12 **of them understanding that children do not go online to**

13 **be sexually abused. Children go online because that's**

14 **where they go nowadays, that's where a lot of their life**

15 **is, that's where their communication is with their**

16 **friends. They are going to be free online and they talk**

17 **online in a way they say they would never talk offline**

18 **and they exchange images in a way they would never show**

19 **their friend in a classroom.**

20 Q. On a practical level, do you have any observations about

21 the steps that the police need to take in relation to

22 securing evidence at an early stage of

23 the investigation?

24 **A. Yes. We have been actually looking at that aspect of**

25 **the work, and partly for the actual training programme**

Page 130

1 **that we do, and we are saying, when the case is first**

2 **discovered and it comes to our notice, if police**

3 **officers are able to gather certain aspects and facts,**

4 **almost 100 per cent of the time the child will not have**

5 **to give evidence in court because the perpetrator will**

6 **plead guilty. So things like a quick -- almost a quick**

7 **look at the phone, you know, will tell us that -- did**

8 **the perpetrator know the child was under 16; did the**

9 **perpetrator suggest they met; did the perpetrator ask**

10 **for an image? These three together, let alone other**

11 **things, if you have those three, in every case I have**

12 **been involved in, the perpetrator has pleaded guilty,**

13 **because the evidence -- because this is the wonderful**

14 **thing, if we can use it more imaginatively, about the**

15 **internet is, the evidence is there if we can find it.**

16 Q. On the device, providing it is not encrypted.

17 **A. Yes.**

18 Q. Can I just pick up one matter. There may be an

19 inevitable reluctance on the part of the child/teenager

20 to part with their phone or their iPad or their laptop,

21 whatever the device may be, and indeed a resistance by

22 them to give it over to the police so that it can be

23 analysed. Is there any way that you can think of, or

24 any step that could be taken, to try to calm the

25 concerns of the child, on one hand, yet provide the

Page 131

1 police with the essential evidence, on the other? There

2 seems to be a tension there sometimes. What, if

3 anything, can be done to try to resolve that tension?

4 **A. It can be resolved very easily. It is a question of,**

5 **firstly, "It ain't what you do, it's the way that you do**

6 **it". What we suggest, and has turned out to be pretty**

7 **good practice, is the child is not going to want to give**

8 **up their iPad, of course they are not, but we do need to**

9 **have it, because we need to (a) see who has been harming**

10 **the child and if there are other children involved. So**

11 **what we advise is, you don't go in immediately and just**

12 **take everything from them without explanations. It just**

13 **takes time. You need to sit down, discuss with the**

14 **parents what your concerns are -- because often parents**

15 **are not even aware that this has been happening online.**

16 **You need to talk to the child concerned, explain why you**

17 **need to have it, but don't leave them without anything**

18 **at all, because that is when the real potential panic**

19 **sets in with children, particularly if they are actually**

20 **being groomed and being controlled, and they are quite**

21 **frightened if they can't keep that contact going. So**

22 **obviously you have to help them work through that one.**

23 **But we suggest that you give them a phone, but you need**

24 **to ensure that someone within that family unit who is**

25 **caring for that child understands how to check what**

Page 132

1 their child is doing on the phone or on the iPad, and  
 2 also we draw up a family agreement, with the child and  
 3 the family, and the parents, saying: the parents are the  
 4 parents, you are a 12-year-old child, your parents have  
 5 a responsibility to protect you, just as the rest of  
 6 society does. You have options: you either go without  
 7 a phone or you have a phone but you have a phone under  
 8 conditions. I haven't yet had a situation where that  
 9 hasn't been able to go ahead. But it is about, before  
 10 you – with our training programme "From Discovery to  
 11 Recovery", at the very beginning, part of the strategic  
 12 planning before anyone goes in would be, "Right, we have  
 13 to manage the phone, what are we going to do? What are  
 14 we, as a police force or children's services, going to  
 15 do today to make sure that that child still has some  
 16 form of contact with colleagues, with friends, but it  
 17 has to be monitored and it has to be safe?".

18 Q. I suppose that one potential counter-argument to that  
 19 strategic process, where there is joined-up thinking  
 20 between social services and the family and the police,  
 21 is the police would say a need to seize the phone and  
 22 the evidence before it is either deleted or destroyed  
 23 or, indeed, more harm comes to the child. So there is  
 24 perhaps, again, a difference there between the approach  
 25 that you advocate for and perhaps a need for prompt

Page 133

1 policing to --

2 A. No, I would advocate that the police need to take the  
 3 phone as soon as possible.

4 Q. As soon as possible?

5 A. Yes. But because we know we need to do that, we need to  
 6 have an agreed policy, almost, across the UK, that you  
 7 don't just leave the child stranded with nothing.  
 8 Because if you do, if your family is comfortably off,  
 9 they will get you another phone and hopefully all the  
 10 agreements will be there in the checking and, if you  
 11 don't have sufficient family funds, then you don't have  
 12 your phone at all and then other things set in.

13 Q. I think you also set out in your statement that you  
 14 would suggest that relevant information needs to be  
 15 given to families by law enforcement. Can you just  
 16 expand on what you mean by that as a potential --

17 A. Yes. Part of the training programme -- because with our  
 18 training programme, when it is finished, whoever has  
 19 undergone the training can go online and they can have  
 20 access to a platform where we have all sorts of  
 21 information packs, et cetera, and one of them is the  
 22 different information, bits of information, that need to  
 23 be left with parents for different sorts of cases. So,  
 24 for example, you go in on a family, parents have no idea  
 25 whatsoever what's happening online, which is quite often

Page 134

1 the case. The child has told no-one. You go into that  
 2 family home. The child is horrified because it's been  
 3 discovered. The parents can't quite get their heads  
 4 around what's happening immediately. By the time it has  
 5 been explained to them that we think Jenny, whatever,  
 6 the name of the child, has been harmed online and we  
 7 need to interview her at some point and we need to take  
 8 her phone and she's probably being groomed and we don't  
 9 know what else might have been happening, they are not  
 10 hearing you. It is a bit like when you go to a doctor  
 11 and they have some distressing news to give you. You  
 12 only hear that bit. You don't hear the rest. It is  
 13 parents who have told us this. If only information  
 14 could be left. They don't want a book. They want two  
 15 sides of A5 or A4 at the most. What they want on it is,  
 16 "We have had to come today because ..." If we are  
 17 talking about grooming, "This is what grooming  
 18 means ...", "We want to help you protect your child in  
 19 the future". "This is the key person you can call at  
 20 any time". They say they never have a named person.  
 21 "Here are useful local contact numbers and here are  
 22 useful UK-wide helplines, et cetera". They say they  
 23 don't need a lot, but they need that, because it's the  
 24 next day often, or 24 hours after, that things start to  
 25 dawn, they get in a panic, they worry, they don't know

Page 135

1 who to go to, and they can't remember exactly what the  
 2 police officer was saying about what might have happened  
 3 online.

4 So for different scenarios -- so for women who get  
 5 so distressed when their partners are arrested for  
 6 downloading abusive imagery and they are left with their  
 7 children, they have reported to me time and time again  
 8 that they are left absolutely stranded and don't know  
 9 what to do. So, again, information given.

10 Q. We touched earlier in your evidence on the criminal  
 11 justice system and, indeed, I think in your statement  
 12 you have set out some strengths and weaknesses. Can  
 13 I summarise the strengths in this way, that you do  
 14 consider that in fact some training events have taken  
 15 place which have raised awareness within the judiciary  
 16 and the Crown Prosecution Service. Raised awareness in  
 17 relation to what aspect of online child sexual abuse?  
 18 Or is it in a more general topic?

19 A. I think it was more the general topic. What we are  
 20 saying is, we would love to be able to engage these  
 21 particular professionals in the differential impacts of  
 22 online harm, the differential impacts of grooming.  
 23 Because if they understand that and how young people  
 24 behave online and put the three together, they will have  
 25 a far better understanding of the fact that, no, the

Page 136

1 **child is not actually -- hasn't got agency of this, the**  
2 **child is just being a child online and it is different**  
3 **because of the way -- the pure quality of the internet**  
4 **impacts on all of us, actually, if we don't know -- you**  
5 **get less inhibited, it is quick, all those sorts of**  
6 **issues, which children when -- particularly when they**  
7 **are 11-, 12-, 13-year-olds, you are delighted that you**  
8 **have that world to go into.**  
9 Q. I think one of the things that you consider to perhaps  
10 require more investment, certainly in terms of  
11 education, is training, indeed, barristers and the  
12 judges and those involved in the criminal justice system  
13 in relation to the differences between online grooming  
14 as opposed to grooming offline. I think you also make  
15 the point that the police and the CPS, the Crown  
16 Prosecution Service, need to have a better understanding  
17 of what evidence needs to be sought as soon as possible  
18 after discovery of a child being abused online?  
19 **A. We would also say that with our package of training we**  
20 **are saying, "Don't rush in to interview the child almost**  
21 **the minute you've -- within the 24 hours", because the**  
22 **child is so silenced by the fact of what has been**  
23 **discovered that they -- my experience is, they will give**  
24 **as much information as they think the interviewer**  
25 **knows -- and young people have actually used that phrase**

Page 137

1 **to me on a number of occasions -- because they think**  
2 **they are going to get into trouble from their parents**  
3 **and they could get into trouble with the law because it**  
4 **will be seen -- they will be seen, I put that in**  
5 **inverted commas, to have been part of all this problem**  
6 **that's being going on online, so they say they will only**  
7 **give as much information as they think the interviewer**  
8 **knows and, when talking to young people, once they have**  
9 **been through the whole process and they are coming out**  
10 **the other side, they are recovering, and I say, "What**  
11 **would have helped you better, if we go back to the**  
12 **beginning?", and they say, once they realised that their**  
13 **mum and dad had understood what had happened and they**  
14 **weren't angry with them and they would support them,**  
15 **they then felt able to tell their tale. So when we**  
16 **first go into the family home, of course support the**  
17 **young person, but it is the parents or the carers who**  
18 **need to get their feet on the ground. They need to**  
19 **really understand what's happened and who is to blame.**  
20 **Once they get that understanding, they are more likely**  
21 **to be in a position to support their child.**  
22 Q. Can I turn from the generalities to the position of Ben  
23 or Jack, as he has also been anonymised, because it was  
24 you, was it not, Ms Palmer, who provided the inquiry  
25 with some evidence in relation to Ben. I would like,

Page 138

1 please, to have a look at the table reference MCF000004.  
2 It is behind tab 2 in your bundle. There are in fact  
3 two pages. I only showed one this morning. I wonder if  
4 both could be put up on screen, please. This is  
5 a summary prepared I think by you or one of your  
6 colleagues, Ms Palmer, setting out the 23 offenders in  
7 relation to Ben, and you have summarised for us the date  
8 of the offence, roughly, and/or the date when it was  
9 reported and the offence in general terms, what happened  
10 at the trial, whether there was a trial or a guilty  
11 plea, and I just want to ask you a little bit about Ben,  
12 because I think you were present at some of the trials  
13 at which he had to give evidence?  
14 **A. I was, yes.**  
15 Q. If we look down the first page to the seventh entry  
16 down, it should be a case that was from January 2011,  
17 reported in 2011 and, if we follow across, there was  
18 a trial with a not guilty verdict.  
19 **A. Yes.**  
20 Q. Were you present at that trial, Ms Palmer?  
21 **A. Yes, I was.**  
22 Q. Can you help us, having sat through that trial, with  
23 your experience of how law enforcement and indeed the  
24 criminal justice system dealt with Ben in that  
25 particular trial?

Page 139

1 **A. Yes. Unfortunately, when Ben was interviewed, the**  
2 **initial interview, which would be in February 2011, he**  
3 **was interviewed about four to five perpetrators of his**  
4 **abuse in one interview, and no further interviews were**  
5 **taken. Obviously, those interviews were not**  
6 **sufficiently robust and there should have been far more**  
7 **detail taken and each perpetrator should then have been**  
8 **looked at separately with the child, et cetera. But**  
9 **just to show you what then happens to a child in the**  
10 **witness box, because during the interview he talked**  
11 **about being taken in two different cars by two different**  
12 **people, and the upholstery was a different colour in**  
13 **each car, and in this case, when he was giving his**  
14 **evidence, although pushed, he said, no -- for example,**  
15 **the seats were red, when in fact, for that particular**  
16 **perpetrator, they weren't, but for another one they**  
17 **were, and so it was just the way, at the very beginning,**  
18 **if they had just waited, thought about how they needed**  
19 **to interview the child, not muddled up the different**  
20 **interviews, because it is all in one bundle. But also**  
21 **within this case, it really awoke me to the fact that of**  
22 **course the defence barristers are going to look at the**  
23 **child's digital footprint, and they were able to find**  
24 **out that he'd been on certain sites and that he'd**  
25 **been -- one particular site where you could ask your pal**

Page 140

1 three questions and, as children -- young people are  
 2 online, it was sort of along the lines of, you know:  
 3 what colour is your mother's hair; how long is your  
 4 dick, ha ha -- because this is the way they joke  
 5 around -- and who is your best friend? That example was  
 6 actually given, of a boy who really wasn't to be taken  
 7 seriously.  
 8 In fact, the judge just said, "Well, what is this  
 9 site?" It is a well-known site, but they had no  
 10 knowledge about the technology and about how young  
 11 children communicate.  
 12 Q. Can I just pick up on one aspect of that? There was  
 13 obviously a concern by you about the interviewing  
 14 technique of Ben in that particular example.  
 15 A. Yes.  
 16 Q. That's going back some years now, to February 2011. Do  
 17 you still sit in and see -- I should say have experience  
 18 of current interviewing techniques by the police and  
 19 have they changed over that time period?  
 20 A. I think they're improving, but I still think there's  
 21 a lot of improvement, because I think they still haven't  
 22 got quite the understanding of what questions to ask and  
 23 how to ask them.  
 24 Q. When one looks down at both pages of this table, are you  
 25 able to help us in more general terms, Ms Palmer, in

Page 141

1 relation to the offenders, can you help us as to what  
 2 race the majority of them were?  
 3 A. The majority were white Caucasian. The ages were  
 4 between 23, I think, 23 to 56, to the best of my memory.  
 5 Q. Ben would have been 13, or there or thereabouts at the  
 6 time?  
 7 A. 13 to 14.  
 8 Q. Did they have jobs? What was their socioeconomic  
 9 background?  
 10 A. The majority were middle-class with jobs. There was  
 11 a teacher, two senior management positions, one man who  
 12 owned his own business. So they were what I would call  
 13 comfortably off people. And they were also from all  
 14 parts of the country and would travel to him or try to  
 15 get him to go to them.  
 16 Q. In due course, I think it was in 2016,  
 17 in September 2016, you in fact conducted an interview  
 18 with Ben. I would like to have a look at that, please.  
 19 It is MCF000008. Just to put this into its context, it  
 20 is behind tab 3, chair -- sorry, tab 4, forgive me.  
 21 I think you were present in this interview, along with  
 22 a police officer and indeed Ben; is that right?  
 23 A. The interview was held in my office.  
 24 Q. What was the purpose of interviewing Ben?  
 25 A. The purpose of this was the police officer had

Page 142

1 approached me and said, "We want to be able to do some  
 2 online operations, and we really need to get the opinion  
 3 and the knowledge from young people, if we can, about  
 4 what happened for them and how can we learn from that  
 5 and how can we perhaps also engage in activities so that  
 6 we can purport to be a similar age group and" --  
 7 Q. So to help inform police techniques?  
 8 A. Absolutely.  
 9 Q. And Ben was happy to assist in that. Can we just look  
 10 at a little bit of what he told the police. If we turn  
 11 to page 4. He explained at the bottom of that page that  
 12 when he was 13, in June/July 2010, he had come out as  
 13 bisexual to his friends, and it started to spread around  
 14 school. So he put it onto Facebook saying, "This is my  
 15 sexuality. This is who I am", and that way his family  
 16 found out about it. I think as we go over the page, one  
 17 can see at page 5 he started to use the internet forums  
 18 and online forums to explore his sexuality. He says one  
 19 he used was Chat Avenue where they had different rooms:  
 20 a gay room, a young person's room, and he was talking to  
 21 people on there. If we look a little bit further down  
 22 that page, he says:  
 23 "There are specific rooms, so you go onto the Chat  
 24 Avenue website and it comes up with a little list of  
 25 rooms, so you've got the 18 to 25 room, the under 18

Page 143

1 room, the football room, it's got every sort of genre,  
 2 and there was a gay chat room. That's why I went on."  
 3 So he gave examples to you and the police officer of  
 4 how the online world works?  
 5 A. Yes, and also where he was then directed on to, as you  
 6 will see as we go through. But what was most  
 7 interesting was, although we learned about new sites, or  
 8 I learned about them from Ben quite a while before, and  
 9 I knew it would be incredibly useful to the police  
 10 colleague, and it really did interest me, he said he  
 11 still used Facebook a lot and once they'd done -- once  
 12 he'd gone onto these sites, the most frequent way of  
 13 communicating with the offenders was through text.  
 14 Q. Through text?  
 15 A. And Skype, and the Skype would be because they would  
 16 want to see him either naked or semi-dressed.  
 17 Q. I think if we turn on in the interview to page 16, he  
 18 was asked about the sites and the apps that he used and  
 19 whether he could remember all of them. If we look at  
 20 the top of the page there, we can see the question:  
 21 "What are the different sites you went on and the  
 22 apps? Can you remember ..."  
 23 He said:  
 24 "Grindr, there was hundreds of sites, there's like  
 25 Gaydar, Grindr, Bender, Squirt -- all lovely named [he

Page 144

1 quipped], Facebook, Chat Avenue, Cam123, that was  
 2 actually like a webcam one.  
 3 "...  
 4 "There were absolutely loads, because me and  
 5 [I think someone else] went through and shut all the  
 6 accounts down ..."  
 7 There were at least 25 he used. He was asked, "Did  
 8 you need to register with email addresses?" He said:  
 9 "Yeah, there was always, if it was a permanent  
 10 account instead of just a one-time log-in thing, there  
 11 was always an email address."  
 12 He was asked did he ever have to provide proof of  
 13 age. He said:  
 14 "None of them ever asked for like, because quite  
 15 a few sites now, ask for, you need to put a credit card  
 16 in, so they can check it, so you're over the age. Then  
 17 it was just, are you over 18? Yes, that's it."  
 18 Clearly between his offending which occurred in 2011  
 19 and 2016 by the time of this interview --  
 20 **A. Some sites were --**  
 21 Q. Some sites had required proof of age.  
 22 **A. Yes.**  
 23 Q. Can we just turn finally in this interview to page 23,  
 24 and picking up, Ms Palmer, on some of the questions  
 25 about -- I asked you about what the police could do

Page 145

1 better. I think in terms you asked him:  
 2 "If you could name two or three things that you  
 3 think the police could have done better at the  
 4 beginning, what would you have suggested?"  
 5 He said this:  
 6 "Been a lot less aggressive. One day everything was  
 7 fine, and then the phone and everything is taken,  
 8 laptop, everything's cut off, out of school, then  
 9 straight into interviews, all that, so definitely  
 10 slowing it down and bringing people like ..."  
 11 And he named someone:  
 12 "... from the last project in, earlier, because  
 13 I feel if he'd been there at first and talked me through  
 14 what was happening and the police had come into the room  
 15 an hour or two later, it would have been completely  
 16 different."  
 17 He said:  
 18 "What, you'd have understood the need of why?"  
 19 He said:  
 20 "Not understood it but I would have ... I was just  
 21 blindsided. I was taken out of class and put in the  
 22 head teacher's office and there was a social worker, two  
 23 policemen, my parents and it was, we know what's  
 24 happening, we need your phone."  
 25 So that really resonates, does it not, with what you

Page 146

1 were telling the panel about, about the need for perhaps  
 2 a different approach?  
 3 **A. And it's about the timing and it's about the whole  
 4 essence about how you approach. Because we know that  
 5 first point of entry, when you are first contacting  
 6 a family or a person, whether you are police,  
 7 social services, doctor, whoever you are, that first  
 8 contact and the impression that that makes is just so  
 9 key. If you go in offering support to family, offering  
 10 support to the victim, with a view to helping the victim  
 11 really recover, but also ensuring, which is what we  
 12 want, that we get a just outcome in the criminal justice  
 13 system, and that's what the whole model is about. It's  
 14 about not rushing, knowing what you are going to be  
 15 doing, getting people settled, because the more settled  
 16 they are, the more you are likely to be able to get  
 17 better evidence but also support for the child from the  
 18 parents.**  
 19 Q. Two final things, if I may. I think you helpfully  
 20 produced to the inquiry the serious case review  
 21 completed by Bradford. Although we don't have time to  
 22 look at it now, that review will be put onto the inquiry  
 23 website so it can be viewed.  
 24 I would like to finally ask for your comments on  
 25 this aspect: although this investigation is focusing on

Page 147

1 the adequacy of the response of law enforcement, clearly  
 2 the Internet Investigation in its wider role is  
 3 considering the role of industry, and with your  
 4 experience, Ms Palmer, can I ask you this: what, in your  
 5 view, could or should industry do more to assist the  
 6 police with their detection and investigation of online  
 7 child sexual abuse?  
 8 **A. My view is that they should be working even more closely  
 9 with the police, and we have got to give industry its  
 10 due. In 2001, when we were saying, you know, we have  
 11 got to all work in partnership, we did meet with a blank  
 12 wall. Things are improving. But I think there are so  
 13 many skills they can give the police. We can see police  
 14 being actually seconded, I would think, within industry,  
 15 whilst they learn about all the techniques and all  
 16 that's happening and all the different aspects.**  
 17 **Similarly, why not have industry members working  
 18 alongside the police teams?**  
 19 **Also, I think that so many children are being harmed  
 20 at the moment. We are the only specialist unit in the  
 21 UK. I think we really need to be looking at how  
 22 industry can also support those of us who are working  
 23 with the recovery needs of the children.**  
 24 Q. So not just from a law enforcement perspective, but from  
 25 the families and the victims themselves?

Page 148

1 **A. Absolutely.**  
 2 MS CAREY: Ms Palmer, that's all the questions I wanted to  
 3 ask. Chair, is there anything you or your colleagues  
 4 would like to ask Ms Palmer?  
 5 THE CHAIR: No, thank you. But thank you very much,  
 6 Ms Palmer, for your evidence.  
 7 (The witness withdrew)  
 8 MS CAREY: Chair, that concludes the evidence for today.  
 9 The inquiry will sit again at 2.00 pm tomorrow.  
 10 THE CHAIR: Thank you.  
 11 (4.25 pm)  
 12 (The hearing was adjourned to  
 13 Tuesday, 23 January 2018 at 2.00 pm)  
 14  
 15  
 16 I N D E X  
 17  
 18 Welcome and opening remarks by THE .....1  
 19 CHAIR  
 20  
 21 Opening statement by MS CAREY .....4  
 22  
 23 Opening statement by MR KARK .....54  
 24  
 25 MS LORIN LAFAVE (affirmed) .....57

Page 149

1  
 2 Examination by MS CAREY .....57  
 3  
 4 MS GILLIAN JOAN ADELE (TINK) PALMER .....112  
 5 (sworn)  
 6  
 7 Examination by MS CAREY .....112  
 8  
 9  
 10  
 11  
 12  
 13  
 14  
 15  
 16  
 17  
 18  
 19  
 20  
 21  
 22  
 23  
 24  
 25

Page 150

<b>A</b>			
<b>A4</b> 135:15	30:18,22 31:20,25	<b>accident</b> 92:22 93:7	<b>Adele</b> 112:1,4
<b>A5</b> 135:15	33:16,19 36:10,11	<b>account</b> 8:24 23:5	150:4
<b>ability</b> 17:21 49:12	36:15,20 37:6,9	48:22 100:10	<b>adequacy</b> 1:14 5:4
<b>able</b> 16:15 40:14	37:15,19 38:8	145:10	48:23 49:21 148:1
45:1,17,24 46:7	39:21 40:11,16,21	<b>accounts</b> 54:4	<b>adjourned</b> 149:12
50:24 58:22 65:21	40:22 41:3,15,18	145:6	<b>adjournment</b> 33:14
71:17,22 80:11,16	42:14,16,22 43:14	<b>accurate</b> 40:6	57:10
89:8 100:16,19	43:21,24 44:1,5	<b>accurately</b> 44:11	<b>adjust</b> 11:16
102:25 104:13	45:17 47:11,15	74:21	<b>adolescents</b> 41:3
105:5 106:9,20,22	49:14,25 50:11,18	<b>acknowledged</b> 38:6	113:11
110:24 115:12	51:4 54:6,9,23	<b>act</b> 12:3,5,7,8,10,25	<b>adopts</b> 24:10
116:1,2,7,16	55:11,16,17 56:3	13:2,5,7,11,12	<b>adult</b> 8:3 66:15
117:6,19 118:24	56:8,18 112:20	20:12 47:20 120:3	71:19
120:1 121:11	113:3,13,18 115:5	120:3	<b>adults</b> 43:5 91:21
124:10,13,14	117:9,15,16	<b>acted</b> 123:10	92:1
127:18 128:14	120:22 122:12,16	<b>acting</b> 15:22 24:2	<b>advance</b> 91:17
129:25 131:3	122:25 123:7,16	52:16 95:20	<b>advanced</b> 86:5
133:9 136:20	123:20,20,23	119:22	<b>adverse</b> 40:19
138:15 140:23	125:8 126:1,9,14	<b>action</b> 17:4 18:8,8	<b>advice</b> 52:5 70:14
141:25 143:1	126:15,18,22,25	29:7 32:7 34:25	70:16 71:3,3
147:16	127:6,12 128:2,4	36:3 45:9 98:23	116:5
<b>ably</b> 38:11	136:17 140:4	99:1 101:11	<b>advise</b> 51:11
<b>abolished</b> 18:2	148:7	<b>active</b> 21:2 129:4	132:11
<b>abroad</b> 38:4,5	<b>abused</b> 8:3 9:2	<b>actively</b> 6:23	<b>advised</b> 98:13,16
88:15	114:9,14 116:18	<b>activities</b> 7:14	<b>adviser</b> 120:21
<b>absence</b> 36:2,17	128:21 130:13	20:11 123:12	<b>advocate</b> 133:25
<b>absolutely</b> 64:9	137:18	143:5	134:2
85:7 106:25	<b>abuser</b> 22:25 38:9	<b>activity</b> 7:17 19:19	<b>affiliated</b> 14:25
116:19 124:22	48:10	24:20 29:22,24	<b>affirmation</b> 108:24
136:8 143:8 145:4	<b>abusers</b> 9:3,17 10:9	40:5 46:25 128:20	<b>affirmed</b> 57:14
149:1	<b>abusing</b> 10:18 38:3	<b>acts</b> 10:5 13:11	149:25
<b>abuse</b> 1:6,12,15,23	<b>abusive</b> 114:10,15	34:11	<b>afford</b> 10:7
2:7 4:14 5:2,5,12	123:17 136:6	<b>actual</b> 22:19 68:18	<b>afternoon</b> 51:15
6:21 7:1,11,11,14	<b>academia</b> 117:12	77:6 101:21	57:12 82:18
7:15,19,21,24	<b>academic</b> 47:22	118:21 130:25	111:10,11,22
10:18 11:9,20,25	48:7	<b>additional</b> 19:1	<b>age</b> 7:25 11:23 12:2
12:6,19 14:23	<b>accepted</b> 80:6	32:6 50:6	12:4,13 14:5
15:5,12,25 16:10	<b>access</b> 9:18,22 25:9	<b>address</b> 3:24 7:9	24:23 34:18,23
17:8 18:3,20	27:12 37:9 56:11	13:23 22:23,23	41:2 45:19 65:10
19:10,12,16 21:11	58:19,23 82:24	27:15,18,22,25	70:9 86:7 87:21
21:21 22:4,15,21	84:11 98:20	33:13 34:2 44:17	110:6,19 124:22
24:13 25:7,22	106:18 134:20	51:7 53:2 54:13	125:13 143:6
26:6 28:14,25	<b>accessed</b> 27:8 28:4	104:23 145:11	145:13,16,21
29:3,10,10 30:15	<b>accesses</b> 27:24	<b>addressed</b> 3:7	<b>age-appropriate</b>
	<b>accessible</b> 27:6	<b>addresses</b> 23:2,6	96:8
	<b>accessing</b> 26:19	145:8	<b>aged</b> 12:9 35:16
			39:17 51:18 58:16
			<b>agencies</b> 1:15 5:4
			9:1 14:16,18 21:3
			26:12 44:15 122:8
			<b>agency</b> 4:7 9:19
			14:20,22 15:1
			16:15 17:10 18:1
			18:2 19:18 20:10
			20:23 28:23 29:14
			30:5 56:13 98:22
			128:23 137:1
			<b>Agency's</b> 16:12
			<b>Agency-CEOP</b>
			21:24
			<b>agenda</b> 2:20
			<b>ages</b> 42:13 46:25
			47:5,7 142:3
			<b>aggravating</b> 34:20
			35:23 36:2
			<b>aggressive</b> 146:6
			<b>ago</b> 58:4 74:19
			117:3
			<b>agree</b> 44:4
			<b>agreed</b> 83:20 84:10
			84:18,18,21 134:6
			<b>agreement</b> 20:6
			133:2
			<b>agreements</b> 134:10
			<b>ahead</b> 3:24 133:9
			<b>aim</b> 22:10 31:5
			82:11 124:4
			<b>aimed</b> 24:22 116:15
			<b>aims</b> 15:6,8,10
			24:11
			<b>ain't</b> 132:5
			<b>air</b> 69:11 88:10
			99:18
			<b>airport</b> 88:5 90:20
			<b>alarm</b> 99:20
			<b>albeit</b> 110:18
			<b>alerted</b> 87:10 92:15
			93:23
			<b>Alexis</b> 1:4
			<b>alive</b> 88:12
			<b>allegation</b> 100:1,5
			<b>allegations</b> 100:8,9

100:13 101:2 102:11,19 <b>Alliance</b> 18:24 <b>allocation</b> 19:2 <b>allowed</b> 100:25 106:11 <b>allowing</b> 25:1 <b>allows</b> 3:18 22:13 27:21 <b>alluded</b> 12:22 <b>alongside</b> 120:20 148:18 <b>amassed</b> 39:22 <b>ambit</b> 24:2 <b>American</b> 22:10 <b>amount</b> 64:7 <b>analyse</b> 31:8 <b>analysed</b> 131:23 <b>analysis</b> 20:19 22:1 30:16 <b>and/or</b> 6:19 23:5,21 139:8 <b>angry</b> 93:18 138:14 <b>announced</b> 6:4 18:25 29:6 <b>annual</b> 15:9 <b>anonymisation</b> 27:14 <b>anonymised</b> 138:23 <b>anonymity</b> 10:8 <b>anonymously</b> 27:25 <b>answer</b> 99:8 119:12 <b>answers</b> 75:3 82:1 108:13,13 125:20 <b>anti-Christianity</b> 77:15 78:4 <b>anticipated</b> 49:15 <b>antigovernment</b> 69:3 77:14 78:4 <b>antigovernment-...</b> 105:3 <b>antireligion</b> 77:14 <b>anybody</b> 106:6 <b>anymore</b> 65:17,18 74:1 98:16	<b>Apologies</b> 33:6 <b>appalling</b> 55:19 <b>apparent</b> 103:22 <b>appeal</b> 96:9 <b>appear</b> 4:2 <b>appearance</b> 61:20 94:25 <b>appendix</b> 15:7 <b>Apple</b> 26:20 <b>applicable</b> 12:6,18 <b>applied</b> 55:5 <b>appreciated</b> 6:20 50:17 <b>apprehend</b> 121:7 124:5 <b>apprenticeship</b> 73:5 <b>apprenticeships</b> 64:10 <b>approach</b> 17:3 18:9 24:10 48:15,18 100:20 120:25 133:24 147:2,4 <b>approached</b> 72:1 117:3 143:1 <b>approaches</b> 125:8 <b>appropriate</b> 3:7 24:23 55:7 56:25 117:8 <b>approximate</b> 35:16 <b>approximately</b> 10:22 35:17 51:5 <b>apps</b> 78:11 144:18 144:22 <b>April</b> 3:14 13:9 14:24 <b>area</b> 11:22 12:19 14:17 20:4 25:25 37:7 41:12 43:9 50:10 55:9 82:4 <b>areas</b> 17:2 21:2,19 28:24 49:10 <b>arena</b> 31:4 <b>arising</b> 1:17 2:25 <b>arm</b> 97:4 <b>arose</b> 8:4	<b>arranged</b> 8:18 53:2 <b>arrangements</b> 2:13 8:10 <b>Arranging</b> 13:3 <b>arrest</b> 39:11 50:1 <b>arrested</b> 136:5 <b>ascertain</b> 22:25 23:1 43:25 44:9 <b>aside</b> 36:8 85:13 <b>asked</b> 8:23 44:16 52:23 54:20 72:21 72:22,23 76:5 81:18 82:15 85:23 90:21 91:9 100:22 103:2,23 114:7,13 115:9 144:18 145:7,12,14,25 146:1 <b>asking</b> 57:21 76:24 119:9 120:13 <b>aspect</b> 4:18 24:3 31:4 130:24 136:17 141:12 147:25 <b>aspects</b> 5:6,23 97:15 118:15,24 119:25 126:8 127:1 131:3 148:16 <b>assailant's</b> 10:6 <b>assault</b> 10:5 39:10 100:5,11 <b>assaulted</b> 102:23 <b>assembly</b> 85:15,17 85:24 <b>assessed</b> 32:16 <b>assesses</b> 23:21 <b>assessment</b> 20:18 31:21 32:3,5,9 48:12 <b>assessments</b> 26:4 32:22 47:19 48:25 <b>assigned</b> 27:20 <b>assist</b> 5:18 11:21 12:20 20:10 26:14 42:18 49:20 56:23	57:2 143:9 148:5 <b>assistance</b> 26:12 <b>Assistant</b> 49:4 <b>assisting</b> 120:21 <b>assume</b> 103:21 <b>assure</b> 102:15 <b>attaches</b> 3:20 <b>attain</b> 56:5 <b>attempt</b> 104:10 <b>attempted</b> 9:18 <b>attempts</b> 48:19 <b>attend</b> 82:14 114:13 <b>attending</b> 13:22 <b>attention</b> 16:20 88:18 <b>attitude</b> 65:4 <b>attitudinal</b> 130:11 <b>attractive</b> 61:16 <b>attributable</b> 23:2 <b>August</b> 9:11 29:5 <b>author</b> 20:2 <b>authored</b> 113:8 <b>authority</b> 17:15 <b>authors</b> 35:11 40:3 40:11 48:1 <b>autumn</b> 58:12 <b>available</b> 6:25 7:8 19:4 27:3,5 49:23 96:11 102:7 113:23 <b>Avenue</b> 143:19,24 145:1 <b>average</b> 4:19,22 40:23 45:19 <b>Avon</b> 44:23 49:4 <b>award</b> 115:20 <b>aware</b> 64:14 66:12 85:19,23 103:19 106:9 124:6 125:3 132:15 <b>awareness</b> 53:25 136:15,16 <b>awareness-raising</b> 113:3 <b>awoke</b> 140:21	<b>B</b> <b>B</b> 29:22 30:1 <b>baby</b> 39:17 <b>back</b> 28:6 58:6,12 60:6 67:4,13,15 71:4,10 74:4 80:5 80:21 81:11 84:24 85:5,7,9,12 87:2,3 87:8,23 89:7,11 95:10 96:16,17 102:10 104:6,9 107:22 112:13 118:25 124:12 129:22 138:11 141:16 <b>background</b> 36:24 57:25 112:8 115:17 121:12 130:2 142:9 <b>backgrounds</b> 36:25 <b>badly</b> 9:12 <b>Bailey</b> 20:16 25:21 42:5 49:19 <b>Bailey's</b> 26:3 117:11 <b>balance</b> 129:21 <b>Bangkok</b> 115:23 <b>bank</b> 64:5 <b>banning</b> 13:22 <b>Barnardo's</b> 51:8 112:24 113:16 <b>barrage</b> 89:9 <b>barristers</b> 137:11 140:22 <b>based</b> 43:15 118:16 <b>basic</b> 26:16 <b>basically</b> 93:2 117:14 <b>Basingstoke</b> 115:22 <b>battle</b> 122:2,2 <b>BBC</b> 42:6 103:18 <b>bear</b> 11:5 12:14 <b>bears</b> 40:18 <b>becoming</b> 72:2 <b>bedroom</b> 59:10
---	--	--	--	---



<b>bedtime</b> 59:1 61:1	141:5 142:4	<b>born</b> 57:23	59:11,15,16 61:1	3:20
<b>bedtimes</b> 85:10	<b>better</b> 16:2 93:3	<b>borne</b> 44:12	61:23 62:13 63:12	<b>broader</b> 43:24
<b>Beer</b> 4:10	96:8 98:1 107:17	<b>bottom</b> 23:11 38:16	63:20,25 64:1,16	<b>broadly</b> 41:13
<b>befell</b> 54:3	108:25 109:12	47:8 77:11 81:1	64:24 65:18,18,22	<b>broke</b> 33:18
<b>began</b> 65:4 112:12	110:15 111:7	82:12 122:3	66:25 67:24 68:1	<b>broken</b> 46:18
<b>beginning</b> 61:6	116:17 121:25	143:11	68:5,7,10 69:18	<b>brother</b> 92:17
118:15 120:9	122:16 136:25	<b>bought</b> 66:10 79:14	72:3,14,21 73:12	<b>brought</b> 55:23
133:11 138:12	137:16 138:11	<b>bounced</b> 85:9	73:14,21 74:15	99:12 127:17
140:17 146:4	146:1,3 147:17	<b>bouncing</b> 60:9	76:19 77:20 78:25	<b>browse</b> 27:15,25
<b>behalf</b> 1:9 4:2,5,6,7	<b>beyond</b> 89:17	<b>box</b> 140:10	79:20 81:5 82:9	<b>browser</b> 26:20
4:9,10 21:24 49:2	<b>big</b> 87:21 92:3 94:8	<b>boxes</b> 123:25	82:25 83:23 84:11	27:12
49:4,5 54:13 55:6	<b>biggest</b> 109:8 117:5	<b>boy</b> 59:18 61:16	84:23 85:5,14	<b>brushed</b> 96:14
<b>behave</b> 7:17 136:24	127:20	62:24,24 64:21,25	86:12,12,17,21,24	<b>brutally</b> 51:17
<b>behaving</b> 73:24	<b>birth</b> 80:19 106:13	65:22 68:11 72:6	87:24 88:13,15,17	<b>BT</b> 117:2
<b>behaviour</b> 34:12	<b>birthday</b> 79:11	82:10 88:7 91:10	88:19,21,22 89:2	<b>budget</b> 17:15
51:22 65:9 129:12	104:5	91:23 100:6 141:6	89:20,21,23 90:1	<b>building</b> 83:9
<b>behavioural</b> 14:15	<b>bisexual</b> 143:13	<b>boy's</b> 82:10	90:21 91:3,5,10	<b>built</b> 64:6
<b>beheadings</b> 95:9,15	<b>bit</b> 59:23 63:9	<b>boyfriend</b> 96:20	91:13,21 92:18,25	<b>bullet</b> 17:23 22:9
<b>believe</b> 29:5 64:24	66:10 72:9 77:2	<b>boys</b> 11:17 41:7,8	93:1,19,22,24	<b>bullying</b> 94:4
65:1 66:8 67:6	77:18 79:11 87:22	61:18 62:3,5,16	94:9,24 100:15,16	<b>bundle</b> 112:11
83:3 92:7 93:8,13	107:8,17 135:10	62:18 63:7,20	102:6 104:5	139:2 140:20
102:24,25 110:12	135:12 139:11	64:16,25 66:25	105:15 107:7,11	<b>business</b> 142:12
110:13,17	143:10,21	67:5 68:1,8,13	108:23 109:11,14	<b>busy</b> 66:5,6
<b>believed</b> 39:14 43:7	<b>Bitcoin</b> 64:17	69:10 70:1,2	110:16	<b>button</b> 16:9 24:25
65:1 93:14 102:24	<b>bits</b> 100:18,18,19	76:10,11 82:7,17	<b>Breck's</b> 52:6,25	96:6 97:12 115:22
<b>believes</b> 53:21	134:22	82:22 83:14,15,20	53:12 58:4 59:3	<b>buy</b> 79:17
<b>bells</b> 99:20	<b>blackmail</b> 21:14	84:9,20 93:6,7	61:11,14 63:7	
<b>Ben</b> 7:24,25 8:2,5,6	34:22	95:23 96:1,11,18	65:3 66:2 70:8	<b>C</b>
8:10,11,20,23 9:1	<b>blame</b> 138:19	100:9 109:19,22	75:20 79:8 80:18	<b>C</b> 29:24
9:9,23 10:6,9,18	<b>blamed</b> 128:19	<b>boys'</b> 82:14 109:19	82:9 86:16 90:17	<b>cab</b> 92:10
10:19 11:10,11	129:17	<b>Bradford</b> 9:5,7	90:23 92:19 93:18	<b>cadets</b> 88:10
51:14 54:4 138:22	<b>blaming</b> 11:14	147:21	93:21 94:12 96:14	<b>CAID</b> 122:11
138:25 139:7,11	<b>blank</b> 148:11	<b>brainwashed</b> 73:22	109:17 110:9	<b>call</b> 44:19 52:9,14
139:24 140:1	<b>blindsided</b> 146:21	110:18	111:1	53:20 71:18 73:17
141:14 142:5,18	<b>block</b> 116:10	<b>brand</b> 17:17 86:13	<b>brief</b> 46:8 54:18	74:11,14,17,25
142:22,24 143:9	<b>blogging</b> 103:19	86:19	114:3	80:22 81:9,12
144:8	106:13	<b>breach</b> 3:4,10	<b>briefing</b> 35:21	82:5,6 89:10,11
<b>Ben's</b> 8:9,11,13,15	<b>blue</b> 46:22 47:10	<b>break</b> 2:15,17,17	<b>bring</b> 99:18 125:15	96:7,12 97:17,21
8:18,19 9:11	<b>board</b> 9:5 17:25	31:18 32:25 33:4	<b>bringing</b> 15:21	97:23 98:2,25
10:24	89:15	34:7 111:11,20	129:11 146:10	99:2 101:6,16,21
<b>Bender</b> 144:25	<b>body</b> 7:9 11:7 18:6	<b>breakdown</b> 47:3	<b>brings</b> 25:15 72:19	103:23 104:13
<b>benefits</b> 4:24	<b>bond</b> 93:17	<b>Breck</b> 51:17,18,22	107:21	105:22 106:1
<b>Berry</b> 4:7	<b>book</b> 135:14	51:23,25 52:19,21	<b>Bristol</b> 112:16	112:7 129:19
<b>best</b> 9:23 56:10	<b>booked</b> 91:15	52:22 53:1,2,3,6	<b>Bristow</b> 19:18 20:2	135:19 142:12
110:20 116:6	<b>bore</b> 86:2	53:24 54:5 57:22	<b>broad</b> 10:4	<b>called</b> 2:21 5:21,22
121:10,11 124:20	<b>boring</b> 85:24,25	58:1,6,11,13 59:5	<b>broadcast</b> 3:8,9,12	7:24 13:15 19:10

20:25 22:13 26:18 26:25 27:13 29:19 34:3 68:16 70:4 94:21 96:15 105:20 110:9 113:9 116:10,24 121:16 126:14 <b>calling</b> 52:8 71:14 73:20 108:4 <b>calm</b> 131:24 <b>Cam123</b> 145:1 <b>Cameron</b> 18:18,25 <b>campaign</b> 113:3 <b>Cancel</b> 98:22 <b>capabilities</b> 21:16 56:11,14 <b>capability</b> 16:17 <b>capable</b> 73:13 105:19 <b>capacity</b> 127:4 <b>car</b> 140:13 <b>card</b> 145:15 <b>care</b> 8:17 9:8 82:20 101:22 104:8 120:5,8 <b>cared</b> 61:19 102:5 <b>caregivers</b> 16:13 <b>carers</b> 138:17 <b>Carey</b> 2:9 3:23,24 4:1,2 33:1,12 34:1 54:15 55:13 57:8 57:12,15,16 111:8 111:22 112:2,3 149:2,8,21 150:2 150:7 <b>caring</b> 132:25 <b>carried</b> 20:12 <b>carry</b> 101:7 127:10 <b>carrying</b> 118:21 120:4 128:18 <b>cars</b> 140:11 <b>case</b> 7:23 9:4 10:7 10:16,24 32:11,12 32:13,14 39:5 50:12 100:12 105:1 114:19,22	120:5 128:4 129:7 129:7 131:1,11 135:1 139:16 140:13,21 147:20 <b>cases</b> 10:2,16 13:24 23:24 24:1 34:15 34:20,21 35:7 118:3 120:22 121:24,24 123:9 125:22 127:25 134:23 <b>catch</b> 107:14 <b>categories</b> 29:21,25 38:6 43:20,23 <b>categorised</b> 29:16 29:20 30:2 <b>category</b> 29:21,22 29:24 30:9 37:17 37:21,23 46:18 <b>Caucasian</b> 142:3 <b>caught</b> 128:11 <b>cause</b> 62:17 63:1 69:10 <b>caused</b> 46:24 54:8 <b>causing</b> 85:10 <b>caution</b> 40:4 <b>caveat</b> 43:17 121:22 <b>caveats</b> 44:12 <b>cent</b> 28:16 32:21 45:5,20 46:21 47:10 48:8,9 123:12,18 131:4 <b>centre</b> 14:20 16:24 22:7 118:16 <b>centres</b> 130:7 <b>CEO</b> 51:5 113:25 127:4 <b>CEOP</b> 14:21,21,24 15:2,5,8,9 16:3,5 16:6,9,18,25 17:3 17:8,11,12 20:17 22:5 23:3,18,25 24:8,25 25:2 37:23 41:19 48:17 71:10 95:11 96:6	97:2,12 107:24 108:4 121:4 <b>certain</b> 13:23 32:10 58:24 59:1 131:3 140:24 <b>certainly</b> 63:24 84:14 114:6 129:15 137:10 <b>cetera</b> 134:21 135:22 140:8 <b>chair</b> 1:3,4,5,20 3:13 4:2,3 6:4 10:14 11:19 19:22 32:24 33:1,11,12 33:25 45:25 54:4 54:11,13,15,17 57:5,6,12,19 111:10,13,18,22 112:10 142:20 149:3,5,8,10,19 <b>challenges</b> 20:20 <b>chance</b> 87:18 122:17 <b>change</b> 65:4 93:5 115:1,2 <b>changed</b> 66:18 72:5 93:12 141:19 <b>changing</b> 65:7 <b>characterise</b> 38:25 <b>characteristic</b> 81:6 <b>characteristics</b> 36:13 38:14 40:8 40:24 <b>charges</b> 103:6 <b>charity</b> 51:6 53:24 54:1 115:15 117:4 <b>chart</b> 40:17 46:8,19 46:23 47:8 <b>chasing</b> 129:10 <b>chat</b> 29:4 143:19,23 144:2 145:1 <b>check</b> 81:14 98:17 132:25 145:16 <b>checked</b> 75:25 76:2 99:25 <b>checking</b> 120:15	134:10 <b>checks</b> 32:6 80:11 80:12 81:16,16 101:8 <b>Chelmsford</b> 94:17 <b>chief</b> 19:14 20:16 25:21 26:3 42:5 49:4,19 117:11 <b>Chiefs'</b> 4:8 19:23 25:13 <b>child</b> 1:5,11 4:14 5:2,11 6:21 7:1,10 7:11,13,18,21,24 9:16 11:9,17,20 11:22,25 12:2,4,8 12:9,13,15,19 13:1,4,5,10 14:20 15:5 16:14,24 17:8 18:3,7,20 19:9,11,16,21 20:8,13 21:11,13 21:15,21 22:4,12 22:14,20,25 24:14 25:7,8,22 26:6 28:14,25 29:2,9 29:10 30:18,22 31:9,19 33:16,19 34:15,19 36:10,14 36:20 37:9,15,19 37:20,24 38:16 40:10,16,22 41:3 41:15,18 42:10,14 42:16,21 43:14,21 43:24 44:1,5 45:16 47:11,14 49:14,25 50:11,17 50:19 51:4 54:6,9 55:1,11,15,17 56:3,8,17 63:9 67:10 68:23 71:14 78:2 87:13 91:24 92:6 95:22,22,22 100:17 103:2 107:13 110:7 111:6 112:20 113:3 114:14	115:5 118:15,16 119:21,22 120:8 121:6 122:12,23 123:3,15 125:8 126:1,3,13,15,25 127:24 128:6,6 129:6,9,11 131:4 131:8,25 132:7,10 132:16,25 133:1,2 133:4,15,23 134:7 135:1,2,6,18 136:17 137:1,2,2 137:18,20,22 138:21 140:8,9,19 147:17 148:7 <b>child's</b> 140:23 <b>child/miscellaneo...</b> 46:17 <b>child/teenager</b> 131:19 <b>childhood</b> 11:5 40:20 <b>ChildLine</b> 8:5,5,7 67:13,19 71:13 96:7,7 <b>children</b> 1:23,24 7:15,17 9:5,16 12:10,12,25 13:25 14:19,23 15:11,14 15:17,25 17:1,6 21:6,8,20 22:7,11 22:11 23:22 24:12 27:2,12 28:18,22 29:11 31:7,23 34:9 35:8,12 36:6 38:3 39:10,13,17 39:23 40:10,13,21 41:5,21 42:1 43:1 43:6 44:7 47:21 47:25 48:3,9,14 48:15 50:18 54:22 55:14,16,18 57:3 71:16 72:8 78:9 78:10,10 86:2,6 90:14 94:8,9 95:13,18 100:23
---	---	--	---	---

101:1 105:4 108:23 112:18 113:11,19 114:9 115:3,13 116:3,18 117:8,16,18 118:3 119:7,25 120:1,23 121:9,10,11 122:1 122:14,18 123:21 126:9,16 127:12 128:8,10 130:9,12 130:13 132:10,19 136:7 137:6 141:1 141:11 148:19,23 <b>children's</b> 9:7 35:10 120:6 133:14 <b>chilled</b> 59:18 <b>choice</b> 110:18,18 <b>choices</b> 110:15 111:7 <b>chores</b> 60:20 65:15 85:8 <b>Christianity</b> 77:9 <b>Christmas</b> 84:14 <b>church</b> 62:21 65:15 85:8 <b>circle</b> 38:13,16 <b>circles</b> 38:19 59:5 <b>circumstances</b> 22:20 34:16 <b>City</b> 64:2 70:18 <b>civilian</b> 5:20 <b>clarification</b> 6:13 98:12 <b>class</b> 146:21 <b>classroom</b> 130:19 <b>clear</b> 17:15 106:23 <b>clearly</b> 11:19 14:13 24:2 43:15 47:6 65:14 127:4 145:18 148:1 <b>clever</b> 64:25 71:16 89:16,16 <b>click</b> 16:9 24:25 96:6 97:12 113:9 113:15,22 116:11	116:25 <b>clinical</b> 112:21 <b>closed</b> 7:5 52:18 98:24,25 114:7 <b>closely</b> 121:4 148:8 <b>closer</b> 65:12 <b>co-authored</b> 113:7 113:10 <b>coauthoring</b> 51:10 <b>code</b> 36:7 62:2 83:9 <b>coded</b> 46:19 <b>codes</b> 41:23 <b>coercion</b> 34:22 <b>collaborate</b> 56:9 <b>collaboration</b> 24:7 109:9 119:15 <b>collated</b> 39:22 45:23 <b>colleague</b> 144:10 <b>colleagues</b> 70:13 116:2 118:19,20 120:13 121:5 133:16 139:6 149:3 <b>collect</b> 36:18 <b>collection</b> 55:15 <b>College</b> 18:5 25:17 35:20 117:10 119:15 <b>Collins</b> 51:6 114:1 114:4,6,13,14 115:15 116:15 127:5 <b>colour</b> 46:19 140:12 141:3 <b>column</b> 23:14 46:15 <b>combat</b> 20:13 <b>combination</b> 126:18 <b>come</b> 15:9 50:20 53:3 61:7,22 63:23 65:3 66:10 71:6 72:22 83:23 89:18 92:18 93:19 97:9 103:17	107:12 108:20 109:15,16 110:10 114:25 115:7 124:13 127:13 135:16 143:12 146:14 <b>comes</b> 24:2 32:2 74:13 131:2 133:23 143:24 <b>comfortable</b> 61:7 90:16 <b>comfortably</b> 134:8 142:13 <b>coming</b> 61:9 67:24 81:2 125:22 128:1 138:9 <b>command</b> 20:17 25:2 <b>Commander</b> 49:2 <b>commas</b> 138:5 <b>commenced</b> 8:22 <b>comment</b> 40:4 121:21 <b>commentators</b> 43:9 <b>comments</b> 147:24 <b>commission</b> 13:3 97:20 <b>commissioned</b> 36:12 39:24 42:15 53:19 113:12,15 <b>Commissioner</b> 4:10 35:10 <b>commissioners</b> 19:14 <b>commit</b> 31:25 41:15 48:21 93:1 <b>committed</b> 10:3 12:8 13:14 37:19 42:24 44:1 96:20 <b>committing</b> 37:15 39:20 48:13 <b>common</b> 31:18 42:19 81:6 129:17 <b>commonly</b> 12:18 13:11 26:13 34:4 <b>Commonwealth</b>	16:8 <b>communicate</b> 27:21 100:25 117:24 141:11 <b>communicating</b> 144:13 <b>communication</b> 13:9 14:4 22:17 130:15 <b>communications</b> 41:14 <b>communities</b> 18:15 39:11 <b>community</b> 10:20 15:15,20 51:20 60:16 62:21 82:17 87:7 94:6,6 117:19 <b>companies</b> 5:9 18:22 22:14,16 104:14 <b>company</b> 30:24 89:13 104:18 <b>compare</b> 30:7 <b>comparison</b> 16:5 <b>compelling</b> 32:8 <b>complainant</b> 124:21 <b>Complaints</b> 97:20 <b>completed</b> 147:21 <b>completely</b> 70:10 79:3 129:21 146:15 <b>complex</b> 21:14 120:22 <b>complicated</b> 21:17 <b>complicit</b> 129:1,18 <b>comply</b> 14:8 <b>comprises</b> 55:14 <b>compromising</b> 7:2 <b>computer</b> 14:1,3 23:1,6 27:21 53:7 59:9 62:1 70:24 72:4,16,21 73:8 74:2,6 76:16 78:18 79:2,9,16	79:24 84:11 85:11 87:22 88:2 98:14 99:7,24 100:9 <b>computers</b> 69:10 90:23 92:13 <b>computing</b> 22:17 87:24 <b>conceals</b> 27:14 <b>concentrating</b> 129:15 <b>concept</b> 28:9 <b>concepts</b> 26:14 <b>concern</b> 16:14,15 55:12 62:17 63:1 71:18 101:10 125:11 126:20 127:13 141:13 <b>concerned</b> 22:5 63:2 64:18,23 66:9 73:15 75:17 92:2 93:18 98:3 102:12 105:16 119:8 132:16 <b>concerns</b> 35:3 48:18 52:9,17 68:19 69:15,18 70:3 71:12,22,23 77:8 80:22 83:1 99:2 101:8,13 117:20 125:9 127:8,19 131:25 132:14 <b>concluded</b> 9:15 40:1 <b>concludes</b> 40:15 149:8 <b>conclusions</b> 57:2 99:21 <b>concrete</b> 71:3 <b>conditions</b> 133:8 <b>conducted</b> 6:11 8:21 9:4 11:10 142:17 <b>conduit</b> 115:2 <b>conferences</b> 109:3 <b>confidence</b> 40:15
--	---	---	--	---

<b>confident</b> 63:8,9,20 88:7	25:21 26:3 42:5 49:5,19 117:11	<b>contrary</b> 12:24 13:10	82:5	18:11 36:3,25 40:5 118:13 129:3 129:14 136:10 137:12 139:24 147:12
<b>confidently</b> 41:1	<b>constables</b> 19:14 119:19	<b>control</b> 67:12	<b>couriered</b> 86:15	
<b>confirm</b> 20:6	<b>Constabularies</b> 53:18	<b>controlled</b> 132:20	<b>course</b> 5:5 7:7 8:9 15:3 23:15 26:8 26:14 34:9,11,25 37:12 39:16 50:7 56:23 60:3 61:22 66:9 68:19 80:25 84:6 91:20 94:16 113:21 115:6 126:1 129:9 132:8 138:16 140:22 142:16	<b>criminalised</b> 12:21 13:2,4,6
<b>confiscated</b> 80:17 81:2	<b>constant</b> 53:1	<b>controlling</b> 51:21 63:4	<b>court</b> 10:1,7,10,15 29:18 94:17,20,25 103:13 129:4 131:5	<b>criminalises</b> 12:11
<b>confiscation</b> 99:6	<b>constantly</b> 86:7 89:5	<b>controls</b> 52:4 58:21 58:24	<b>courts</b> 10:19 13:15 14:13 20:12	<b>criminalising</b> 34:12
<b>conflict</b> 40:21	<b>consultant</b> 120:21 123:11	<b>convenient</b> 32:24 111:10	<b>cover</b> 53:3 93:3 95:7 117:14	<b>criminality</b> 17:7
<b>confronted</b> 124:21	<b>contact</b> 7:14 9:11 9:16 13:21 31:25 37:10,15,20 38:15 38:20,22 39:20 40:1,3 44:6 47:24 48:4,10,14,21 52:7 53:1 87:5 93:21 98:15,16 105:18 123:7 127:5 132:21 133:16 135:21 147:8	<b>converged</b> 113:13	<b>covered</b> 24:17	<b>criminals</b> 104:24 105:5
<b>confused</b> 28:8	<b>contact-only</b> 37:17	<b>conversations</b> 43:6	<b>covering</b> 93:3	<b>criticism</b> 44:24
<b>confusion</b> 33:21	<b>contacted</b> 8:5,6 102:22 103:18,18	<b>convicted</b> 14:12	<b>CPS</b> 137:15	<b>cross</b> 40:2 47:23
<b>Congress</b> 113:10	<b>contacting</b> 147:5	<b>convince</b> 100:16,19	<b>created</b> 62:8 79:25 80:1 97:24	<b>cross-examination</b> 129:7
<b>conjunction</b> 28:24	<b>contain</b> 23:4,5,7	<b>convict</b> 96:7	<b>creates</b> 11:25 28:13	<b>crossing</b> 123:7
<b>connected</b> 27:20 29:15 115:25 123:23	<b>contained</b> 39:13 45:22 99:25	<b>cooperating</b> 124:18	<b>creation</b> 16:17 55:15	<b>crossover</b> 38:19 39:25
<b>connection</b> 77:24 79:6 127:12	<b>containing</b> 43:14	<b>cooperation</b> 119:14	<b>credit</b> 145:15	<b>Crown</b> 94:17 103:13 136:16 137:15
<b>consensual</b> 102:22 103:7	<b>contains</b> 24:24 29:12	<b>coordinate</b> 25:16	<b>crime</b> 4:7 14:19 15:1 16:12 17:10 18:1,2,5,16 19:12 19:14,18 20:10,12 20:23 21:24 28:23 29:14 30:5 36:3,7 41:22 43:19,20 45:15,18 56:13,15 77:3 78:15	<b>CSA</b> 124:18
<b>consensually</b> 34:13 34:17	<b>content</b> 27:24 28:9 28:18 105:13,16 123:17	<b>coordinated</b> 19:15 55:23	<b>crime-fighting</b> 16:17	<b>CSE</b> 105:2
<b>consent</b> 35:1	<b>context</b> 17:14 26:6 27:9 44:3 97:16 97:22 142:19	<b>coordinating</b> 54:25	<b>crimes</b> 17:1 43:1 44:1 55:19 56:7	<b>Cumbria</b> 32:10,11 49:5
<b>consequence</b> 79:22 79:25	<b>continues</b> 2:5 17:16 17:20	<b>copycat</b> 95:16	<b>criminal</b> 11:21 12:8 12:18 13:2 14:9	<b>curiosity</b> 99:12
<b>consider</b> 1:14,16 5:6,15 19:8 20:9 25:12 36:9 43:10 46:6 47:15 49:16 50:24 51:11 71:14 71:16 87:9 123:5 124:3 136:14 137:9	<b>contract</b> 64:3	<b>core</b> 2:10 3:15 4:5 6:6,7,12 54:11,20 55:5		<b>current</b> 25:21 29:18 141:18
<b>consideration</b> 5:18		<b>corner</b> 16:22		<b>currently</b> 12:20 18:20 20:21 51:5 113:25 121:19 125:10
<b>considered</b> 36:1,4 37:1 42:22 48:1 68:12 76:22,24		<b>correct</b> 32:20 33:16 33:21 58:15 97:19 100:7 112:17,25 113:4,20 114:2		<b>cut</b> 68:9 146:8
<b>considering</b> 5:3,17 7:20 43:4 44:13 48:23 49:18,21 51:1 148:3		<b>correction</b> 68:4		<b>cyber</b> 77:3 78:15
<b>considers</b> 12:4 43:18 50:1		<b>cost</b> 125:14		<b>CyberTipline</b> 22:13
<b>consistent</b> 56:5		<b>Council</b> 4:8 19:23 25:13		
<b>Constable</b> 20:16		<b>counsel</b> 2:8,10,12 3:2,22 4:3,5 6:11		<b>D</b>
		<b>counter</b> 55:24		<b>D</b> 149:16
		<b>counter-argument</b> 133:18		<b>dad</b> 58:4 82:9 86:16 90:9,11,21 90:23 91:4 93:18 93:21 138:13
		<b>Counting</b> 35:25		<b>dad's</b> 58:8 90:1,3 90:11,17
		<b>countries</b> 17:5 18:20 38:2		
		<b>country</b> 9:2 90:6 121:3 129:20 142:14		
		<b>couple</b> 2:12 60:23		

<b>daily</b> 4:18	126:8 130:4	38:20	<b>dick</b> 141:4	<b>disclose</b> 117:16
<b>dancing</b> 66:17	<b>dealing</b> 35:21 47:8	<b>denoting</b> 45:16	<b>dictator</b> 66:23	<b>discount</b> 70:10
<b>danger</b> 72:18	50:21 58:6 69:17	<b>department</b> 54:24	<b>difference</b> 133:24	<b>discounted</b> 70:3
100:17	121:18	55:6 80:15 101:15	<b>differences</b> 137:13	<b>discovered</b> 118:5
<b>dangerous</b> 84:4	<b>dealt</b> 17:1 23:25	101:23,25	<b>different</b> 9:2 12:2	131:2 135:3
95:17	50:25 52:21	<b>departments</b> 14:14	28:8 30:4 38:8	137:23
<b>dangers</b> 53:25	139:24	55:4,8 115:10	43:16 44:3,24,25	<b>discovery</b> 117:15
113:22 127:16,22	<b>death</b> 53:6 108:23	126:19	49:9 65:10 73:21	118:2,12 133:10
<b>darkened</b> 70:6	<b>debate</b> 82:18	<b>dependent</b> 12:6,7	79:16 109:17	137:18
<b>darknet</b> 27:1,4,9,13	<b>December</b> 23:11,12	<b>depending</b> 12:2	115:2,4,10 117:21	<b>discrete</b> 34:2
27:16 28:4,5,15	45:15 52:7,9	<b>depicted</b> 9:23	117:21 121:2	<b>discuss</b> 69:18 70:12
28:25	72:19 73:17	<b>deployment</b> 21:16	122:22 126:7,8,21	132:13
<b>data</b> 6:19 31:9	<b>decide</b> 69:21	<b>deploys</b> 28:20	126:22 127:1	<b>discussed</b> 70:15
35:15 36:18,19	<b>decided</b> 73:17	<b>deputy</b> 21:24 24:20	129:23 134:22,23	96:22
43:19 44:21 45:13	107:12	48:17	136:4 137:2	<b>disparity</b> 34:23
45:22 46:5	<b>decisions</b> 68:8	<b>describe</b> 59:3,17	140:11,11,12,19	<b>disrupt</b> 15:22
<b>database</b> 29:10,10	120:12,12 128:12	<b>description</b> 10:4	143:19 144:21	<b>disseminate</b> 23:3
29:11,15,18 30:2	<b>deemed</b> 21:19	<b>deserve</b> 105:9	146:16 147:2	<b>dissemination</b>
30:7,7,10,13,15	48:13	<b>design</b> 16:2	148:16	55:15
30:15,18 33:19	<b>deep</b> 85:20	<b>designed</b> 36:18	<b>differential</b> 119:25	<b>dissimilar</b> 34:18
122:12	<b>deeper</b> 77:16	44:9	136:21,22	<b>distance</b> 52:19
<b>date</b> 32:3 80:19	101:19	<b>despite</b> 122:25	<b>differentiate</b> 26:24	<b>distinction</b> 12:5
139:7,8	<b>defence</b> 129:2,10	<b>destroyed</b> 53:6	31:24 48:19	34:12 37:8
<b>dates</b> 10:2 71:1	140:22	133:22	<b>difficult</b> 43:9 69:20	<b>distinctive</b> 85:20
<b>David</b> 18:18	<b>defend</b> 83:6	<b>detail</b> 2:8 3:2 28:11	72:2,13 80:10	<b>distraught</b> 104:1
<b>dawn</b> 135:25	<b>defendant</b> 10:7	46:6 63:14 140:7	82:4 117:16,17	<b>distress</b> 85:10
<b>day</b> 1:10 2:13,19,24	13:19	<b>details</b> 44:16 51:13	122:2	<b>distressed</b> 104:1
19:25 75:5 82:2	<b>defines</b> 12:13	75:20,20 80:14	<b>difficulties</b> 44:10	136:5
86:3 94:24 97:4	<b>definitely</b> 11:16	102:11	<b>difficulty</b> 60:19	<b>distressing</b> 135:11
125:13 135:24	146:9	<b>detect</b> 28:14 49:13	62:11	<b>distributed</b> 24:1
146:6	<b>definition</b> 1:17	56:7 124:4	<b>digestible</b> 47:5	<b>distribution</b> 12:12
<b>day's</b> 2:25	26:23	<b>detection</b> 148:6	<b>digital</b> 29:13 39:12	12:23 34:10
<b>Daynes</b> 51:17,18,20	<b>degree</b> 39:1 112:14	<b>detective</b> 6:22 49:3	113:22 127:16,21	<b>divert</b> 88:18
51:21 52:2,20	<b>delay</b> 3:9,14,16,18	<b>detects</b> 49:24	129:10 140:23	<b>doctor</b> 135:10
53:1,6,6,11,14,21	6:5	<b>deter</b> 15:22	<b>dinner</b> 60:14	147:7
62:10 75:22 95:2	<b>delegated</b> 17:15	<b>determine</b> 23:20	<b>directed</b> 144:5	<b>docudrama</b> 105:14
97:10 98:5 99:24	<b>deleted</b> 133:22	<b>develop</b> 20:7	<b>directions</b> 2:25	<b>document</b> 1:18
100:2	<b>delighted</b> 137:7	<b>developed</b> 16:9	<b>directives</b> 32:8	16:18 44:20
<b>Daynes'</b> 53:2	<b>demand</b> 30:10	<b>developing</b> 16:1	<b>directly</b> 25:2	<b>documentary</b> 5:25
<b>days</b> 1:19 11:4	42:11 55:19	20:9 56:6	<b>director</b> 19:17	105:22
32:12,13,14 66:15	<b>demanded</b> 88:22	<b>development</b> 23:19	20:16 21:25 24:21	<b>documents</b> 6:14,18
82:5 84:12 114:16	94:12	<b>device</b> 27:20	48:17 113:1	<b>dog</b> 71:5,6
114:25	<b>demonstrate</b> 19:15	131:16,21	<b>disability</b> 40:25	<b>doing</b> 5:15 11:14
<b>dead</b> 94:9	<b>demonstrated</b>	<b>devices</b> 9:20 39:12	<b>disappear</b> 69:11	42:10 54:19 73:24
<b>deal</b> 34:8 56:14	38:11	53:8 79:15	<b>disappointed</b> 75:24	78:9 99:4 102:21
92:3 97:9 101:13	<b>demonstrates</b>	<b>diagram</b> 38:12	<b>disciplines</b> 17:19	108:24 109:7

118:20 122:5 125:5 129:22 133:1 147:15 <b>dollar</b> 79:11 <b>domestic</b> 123:19 <b>donors</b> 17:22 <b>door</b> 61:11 <b>doors</b> 61:11 <b>double</b> 42:7 117:25 <b>doubt</b> 48:22 <b>download</b> 48:20 <b>downloaded</b> 43:12 <b>downloading</b> 41:20 42:8 48:2 136:6 <b>drafted</b> 13:20 <b>draw</b> 16:20 34:12 37:7 133:2 <b>draws</b> 12:5 <b>dream</b> 99:14 <b>dreams</b> 89:17 <b>dressed</b> 61:16 <b>drink</b> 72:15 <b>drive</b> 30:13,16 <b>driven</b> 53:13 <b>driving</b> 70:23 <b>drugs</b> 72:15 110:2 <b>Drusilla</b> 1:8 <b>dual</b> 37:18 39:20 40:3 48:7 123:8 <b>due</b> 5:5 8:9 23:15 39:16 40:12 60:3 61:22 68:19 90:1 94:15 113:21 142:16 148:10 <b>duty</b> 9:8	66:25 75:6 114:11 130:22 <b>easily</b> 47:5 91:5 132:4 <b>easy</b> 59:18,19 108:4 <b>eat</b> 60:20 <b>economics</b> 112:14 <b>economies</b> 125:12 <b>economy</b> 17:18 <b>edited</b> 3:10 73:12 <b>educate</b> 108:9 109:2 <b>educated</b> 87:13 107:18 109:13 <b>educating</b> 87:13 <b>education</b> 4:25 15:16 24:21 25:3 25:8 50:4 69:3 97:7 109:1 111:3 117:12 119:5 137:11 <b>educator</b> 116:4 <b>Eesvan</b> 4:4 <b>effect</b> 11:2 13:22 17:25 19:5 49:17 81:24 <b>effective</b> 17:3 19:15 19:20 20:11 25:6 25:10 <b>effectively</b> 81:10 97:25 <b>efficacy</b> 7:4 48:23 <b>efficiency</b> 101:22 <b>efficient</b> 19:20 20:11 <b>effort</b> 111:3 <b>efforts</b> 31:16 53:22 54:25 71:23 93:20 106:23 107:1 <b>eight</b> 4:22 <b>either</b> 5:25 35:14 52:25 66:10 69:16 106:9 114:24 123:10 133:6,22 144:16 <b>elapsed</b> 8:23	<b>electronic</b> 22:16 <b>electronically</b> 8:12 <b>element</b> 43:2 <b>else's</b> 96:13 <b>email</b> 106:7 145:8 145:11 <b>emerge</b> 50:6,15 <b>employed</b> 112:23 <b>empower</b> 15:14 <b>empowered</b> 110:14 <b>empowering</b> 116:16 <b>enable</b> 29:6 31:6 49:15 101:7 103:10 <b>enabled</b> 16:10 <b>enables</b> 30:24 <b>enabling</b> 31:2 <b>encountered</b> 5:17 12:18 26:10,13 <b>encourage</b> 128:25 <b>encouraging</b> 7:17 129:18 <b>encrypt</b> 62:2 83:9 <b>encrypted</b> 131:16 <b>encryption</b> 28:8,12 <b>ended</b> 73:4 82:9 89:25 103:20 <b>ends</b> 81:9 <b>endure</b> 54:8 <b>enforce</b> 15:21 <b>enforcement</b> 1:15 5:4,19 6:25 14:17 14:22 20:21 21:3 24:7 25:10 26:12 28:20 31:6 37:4 44:15 50:22 55:2 56:13,17 120:19 120:24,25 121:13 121:15,17,20 125:7 129:16 130:3 134:15 139:23 148:1,24 <b>enforcement's</b> 48:24 49:22 <b>engage</b> 15:14 46:25	116:2 117:7 136:20 143:5 <b>engaged</b> 120:7,19 <b>engaging</b> 117:23 <b>engines</b> 27:8 <b>England</b> 1:22 12:21 35:8 42:25 125:10 <b>English</b> 64:21 <b>enhance</b> 15:24 <b>enjoyment</b> 128:15 <b>enormity</b> 11:1 <b>enquired</b> 61:14 <b>enquiries</b> 81:24 127:10 <b>enquiry</b> 55:8 <b>ensure</b> 3:9 6:24 14:6 17:11 54:1 55:8 56:9,12 118:15 132:24 <b>ensuring</b> 18:15 147:11 <b>enter</b> 130:7 <b>entertainment</b> 60:24 <b>enticing</b> 7:13 <b>entirely</b> 37:4 <b>entitled</b> 42:10 47:25 113:13 <b>entry</b> 46:1 77:12 139:15 147:5 <b>environment</b> 16:1 29:8 62:22 <b>environments</b> 113:14 <b>equally</b> 11:7 34:19 <b>equates</b> 35:17 <b>equipment</b> 14:1,3 53:7 80:5 81:2 84:11,24 <b>eradicate</b> 130:4 <b>escaped</b> 105:19 106:4 <b>essence</b> 22:2 147:4 <b>essential</b> 132:1 <b>essentially</b> 19:25	21:16 29:13 42:20 51:22 80:21 92:21 103:14 <b>Essex</b> 91:16 <b>establish</b> 22:19 <b>established</b> 18:2 24:6 44:3 <b>establishment</b> 15:2 <b>estimate</b> 42:6 43:5 <b>estimated</b> 41:19 42:11 48:4 <b>et</b> 134:21 135:22 140:8 <b>European</b> 36:24 <b>Evans</b> 1:7 <b>evening</b> 74:3 75:4,6 81:12 86:25 97:24 <b>events</b> 62:21 97:9 136:14 <b>eventually</b> 94:13 <b>ever-evolving</b> 56:15 <b>everything's</b> 146:8 <b>evidence</b> 2:6,8 3:4 3:19 5:18,21,22 5:25 7:5 21:23 23:15 24:18,20 25:4,12 26:1,4 27:1 28:19 29:3 33:7 37:13 44:13 44:14 48:16,23 49:2,6,8,18 50:8,9 51:2 56:19,22 57:13 74:20 111:9 121:10 124:7 130:22 131:5,13 131:15 132:1 133:22 136:10 137:17 138:25 139:13 140:14 147:17 149:6,8 <b>evidence-based</b> 47:25 <b>evolve</b> 40:2 <b>exactly</b> 124:15 136:1
<hr/> <b>E</b> <hr/> <b>E</b> 149:16 <b>e-safety</b> 41:10 85:14,23 96:5 <b>ear</b> 74:5 <b>earlier</b> 25:1 47:18 100:21 108:22 136:10 146:12 <b>early</b> 3:15 9:1 52:20 64:16 66:15				

<b>Examination</b> 57:15 112:2 150:2,7	<b>expertise</b> 56:7 127:1	<b>face-to-face</b> 87:19 87:19	<b>families</b> 7:22 15:19 51:1,7 62:21	<b>female</b> 45:21 47:11
<b>examine</b> 1:21	<b>explain</b> 21:9 26:13	<b>Facebook</b> 88:20	112:18 134:15	<b>females</b> 47:9
<b>examining</b> 5:8 21:21	54:19,21 72:1	89:20 143:14	148:25	<b>field</b> 88:1,10
<b>example</b> 9:17,19	89:19 106:2	144:11 145:1	<b>family</b> 11:3 54:3	<b>fighter</b> 96:19
12:3 14:4,7 25:17	124:14 132:16	<b>faced</b> 44:11	58:1 60:21 65:15	<b>fighting</b> 74:8 85:7
26:18 28:21 30:11	<b>explained</b> 23:14	<b>facilitate</b> 5:1 14:1	65:15 75:15 81:6	122:1,2
32:10 34:21 39:4	61:23 135:5	<b>facilitated</b> 1:12	81:8 89:5 102:7	<b>figure</b> 43:2 130:1
41:19 43:18 45:3	143:11	4:14 7:11 55:11	102:23 103:20,20	<b>figures</b> 31:14 43:17
50:9 97:12 122:21	<b>explaining</b> 79:22	56:18	118:16 120:8	44:9
123:14,24 124:8	<b>explanation</b> 114:3	<b>facilitating</b> 13:3	128:2 132:24	<b>file</b> 57:20 74:12
126:2 127:18	<b>explanations</b>	<b>facing</b> 20:21	133:2,3,20 134:8	<b>filled</b> 51:24 53:8
134:24 140:14	132:12	<b>fact</b> 12:12 26:23	134:11,24 135:2	<b>film</b> 110:9,11
141:5,14	<b>explicit</b> 8:12 35:9	27:3 32:15 34:18	138:16 143:15	<b>films</b> 66:17
<b>examples</b> 50:11	<b>exploitation</b> 4:14	35:12 36:17 39:7	147:6,9	<b>filters</b> 23:1
144:3	14:20 15:12,25	40:12 47:9 48:13	<b>far</b> 22:5 50:8 64:14	<b>final</b> 77:12 147:19
<b>exchange</b> 86:21	16:24 17:8 18:3,8	52:17,20 53:1,10	84:15 106:9	<b>finally</b> 15:24 31:18
87:16 130:18	19:10,21 20:8,13	68:3 74:17,23	123:24 136:25	53:23 107:5
<b>exchanged</b> 27:11	21:11,13,15 22:11	75:22 80:16 82:8	140:6	145:23 147:24
43:12 86:9	24:13 34:22 55:1	84:17 86:12 88:14	<b>father's</b> 52:23	<b>financial</b> 16:6
<b>excited</b> 60:9 62:2	67:10 68:24 78:2	90:25 91:15 92:15	<b>FBI</b> 64:2	37:22 41:22
87:17 109:10	113:11,13,18	92:19 93:1,18	<b>feature</b> 36:2	<b>find</b> 22:10 64:12
<b>excitement</b> 62:13	122:23 126:17	94:11 101:6	<b>features</b> 34:20	74:11 89:12 95:22
<b>exciting</b> 64:3 94:4	<b>Exploited</b> 22:7	102:11 105:12,15	<b>February</b> 8:9 19:17	99:9,10,11 105:5
<b>excluded</b> 7:6	<b>explore</b> 7:3 8:1	109:3 116:20	51:16 52:22 53:5	105:23 122:15
<b>exhaustive</b> 50:5	143:18	123:1,7 126:22,23	86:22 87:15 91:15	123:18 128:5
<b>exhibited</b> 51:21	<b>Explorer</b> 26:21	128:20 136:14,25	103:13 115:18	131:15 140:23
<b>exhibits</b> 6:2	<b>exponentially</b>	137:22 139:2	140:2 141:16	<b>finding</b> 40:18 119:9
<b>existing</b> 15:24	125:23	140:15,21 141:8	<b>fed</b> 29:17	122:14
<b>expand</b> 134:16	<b>exposed</b> 9:16	142:17	<b>feed</b> 6:3	<b>findings</b> 9:9 39:25
<b>expect</b> 78:12	<b>exposure</b> 9:21	<b>factors</b> 35:23 38:10	<b>feel</b> 52:13 61:6	<b>finds</b> 70:25
<b>expected</b> 6:10	40:21	38:14	65:17 68:1 69:23	<b>fine</b> 85:2,22 88:3
88:11	<b>expounding</b> 25:5	<b>facts</b> 22:20 131:3	73:9 75:14 76:1	108:18 146:7
<b>expecting</b> 76:20	<b>express</b> 117:20	<b>failed</b> 1:23 9:8	77:21,23 78:14	<b>finish</b> 28:15
<b>expensive</b> 64:11	<b>extent</b> 1:21 73:19	<b>failings</b> 33:8	79:4 82:3 84:15	<b>finished</b> 33:13
<b>experience</b> 3:17	<b>external</b> 17:16	<b>Failure</b> 14:8	100:18 103:25	134:18
50:21 116:17	<b>extortion</b> 21:14	<b>fair</b> 130:1	108:10 146:13	<b>finishing</b> 1:19
123:3,6 125:2	<b>extract</b> 30:6	<b>Faithfull</b> 113:4	<b>feels</b> 124:24	<b>first</b> 1:10,10 2:1
126:9 127:9,22	<b>extrapolated</b> 35:15	<b>fall</b> 29:25	<b>feet</b> 138:18	15:9 16:8 18:4
130:2 137:23	<b>extremely</b> 73:15	<b>falls</b> 13:14	<b>felt</b> 62:7,22 65:7,18	45:4 57:20 62:13
139:23 141:17	<b>eyebrows</b> 91:9	<b>false</b> 62:4 66:11	66:25 67:4,11	65:8,23 67:2 71:6
148:4	<b>eyes</b> 85:25	<b>familial</b> 122:25	69:4 73:21,21,22	72:7 75:19 89:10
<b>experienced</b> 112:21		123:21,22	73:25 74:7 82:1	92:14 93:23 112:9
<b>experiences</b> 40:14	<b>F</b>	<b>familiar</b> 26:9	83:10 84:17,19,22	114:19 119:4
40:20 124:19	<b>face</b> 61:20 62:24	<b>familiarise</b> 5:16	93:17 104:3,5,8	127:10,19 130:7
	63:19 67:16,16	12:17	106:19,19 138:15	131:1 138:16
				139:15 146:13

147:5,5,7	25:15 26:3 29:14	108:9 113:5 114:1	<b>fund</b> 115:19	<b>gender-sensitive</b>
<b>first-hand</b> 50:21	30:4 32:8 35:20	114:5 115:18	<b>funding</b> 19:2,4,6	41:10
<b>firstly</b> 15:10 42:23	42:25 44:15,24	116:15,24 127:5	29:6 49:24 77:8	<b>general</b> 19:17 27:5
46:10 107:7	45:24 46:4 49:1,6	<b>founding</b> 115:16	101:25 102:2	36:22 48:17
121:14,18 127:14	49:8,19 55:24	<b>four</b> 10:22 42:20	115:19,20	136:18,19 139:9
132:5	56:4,9 108:1	62:6 64:7 81:15	<b>funds</b> 17:22 134:11	141:25
<b>fit</b> 61:6 80:6	109:9 121:2 125:9	81:18 90:14 109:9	<b>funny</b> 66:15	<b>generalities</b> 138:22
<b>five</b> 1:19 3:14 14:10	125:14 126:18	117:3 140:3	<b>further</b> 1:16 5:5	<b>generally</b> 36:21
15:6,10 31:12	130:7	<b>four-pillar</b> 24:10	20:14 98:23 99:1	128:6,17
41:23 47:13 97:2	<b>forcibly</b> 8:19	<b>Fourthly</b> 15:21	101:8 104:10	<b>genre</b> 144:1
140:3	<b>forcing</b> 7:13	<b>framework</b> 20:24	140:4 143:21	<b>geographical</b> 22:23
<b>fixed</b> 83:22 84:22	<b>fore</b> 67:24	<b>Frank</b> 1:7	<b>future</b> 1:25 15:22	<b>geography</b> 45:8
<b>fixing</b> 59:7	<b>foreign</b> 13:23 16:7	<b>frantic</b> 106:3	19:6 47:17 135:19	126:3
<b>flagged</b> 45:15	<b>forensic</b> 30:10,12	<b>free</b> 108:6 130:16		<b>getting</b> 65:12 70:14
<b>flat</b> 89:18 92:20	112:21	<b>freedom</b> 35:5 96:19	<b>G</b>	75:16 77:23,24
110:18	<b>foreseeable</b> 47:17	<b>frequent</b> 144:12	<b>gadgets</b> 79:17	82:1 88:5 92:9,16
<b>flavour</b> 123:6	<b>forgive</b> 142:20	<b>frequently</b> 26:10	<b>gain</b> 37:22	95:19 104:4
<b>flight</b> 66:10	<b>forgot</b> 97:7	127:9	<b>gained</b> 9:22	122:17 147:15
<b>flights</b> 66:13	<b>form</b> 1:13 4:15	<b>Friday</b> 1:20	<b>gaining</b> 112:15	<b>gift</b> 86:19 100:18
<b>fly</b> 107:13	17:8,8 21:23	<b>friend</b> 63:25 73:5	<b>gallery</b> 74:16	<b>Gillian</b> 112:1,4
<b>focus</b> 56:16	133:16	82:25 83:7 93:8,8	<b>Gamble</b> 15:1 48:16	150:4
<b>focused</b> 5:22 14:22	<b>formal</b> 67:7	93:9,10,10,14,15	<b>Game</b> 110:10	<b>girl</b> 46:24 88:20,21
15:5 89:8 101:16	<b>formally</b> 8:23	93:16 110:20	<b>gamer</b> 85:22	<b>girlfriend</b> 89:24
<b>focuses</b> 30:21	<b>format</b> 47:5	130:19 141:5	<b>gamers</b> 95:9	<b>girls</b> 40:15 41:6
<b>focusing</b> 147:25	<b>formats</b> 44:25	<b>friend's</b> 52:24	<b>games</b> 69:4 78:11	70:25 109:20
<b>follow</b> 6:17 20:5	<b>former</b> 48:17	90:22	105:22	110:1
74:15 95:12	<b>formerly</b> 13:16	<b>friendly</b> 100:18	<b>gaming</b> 51:20 60:4	<b>give</b> 17:25 30:11
139:17	<b>forms</b> 24:13 38:8	<b>friends</b> 60:4,5,16	60:14,18,25 62:4	31:14 60:18 62:25
<b>followed</b> 97:14	126:22	65:23 70:12,13,17	62:6,16 63:21	64:8 71:3 75:21
<b>following</b> 9:24 13:6	<b>forth</b> 74:4	72:17 79:6 85:1	65:23 66:7 68:11	86:7 89:10 114:3
39:11 97:23	<b>forthcoming</b> 8:15	89:8 91:7 93:21	77:13 79:17 82:8	119:16 120:23
<b>follows</b> 16:23 44:18	<b>forums</b> 8:2 27:10	93:25 109:13	83:18 84:9,10	123:6 127:18
<b>football</b> 144:1	29:5 143:17,18	110:8 130:16	87:25 94:5 96:2	129:25 131:5,22
<b>footing</b> 19:12	<b>forward</b> 50:20 57:1	133:16 143:13	98:19	132:7,23 135:11
<b>footprint</b> 29:13	81:25 124:13	<b>friendship</b> 62:3	<b>gather</b> 29:3 63:11	137:23 138:7
129:10 140:23	125:22	83:10 93:15	131:3	139:13 148:9,13
<b>forbade</b> 87:3	<b>found</b> 8:11 9:6	<b>frightened</b> 128:16	<b>gathered</b> 6:1 50:8	<b>given</b> 20:15 21:23
<b>forbid</b> 83:18	13:24 32:16 35:11	132:21	<b>gathering</b> 96:16	62:23 96:18
<b>forbidden</b> 84:9	39:12 41:6 53:9	<b>front</b> 14:12 22:15	<b>Gatwick</b> 39:11	100:24 101:6
<b>force</b> 13:8 24:5,9	53:12 59:9 87:1,2	96:20	<b>gay</b> 7:25 52:15 68:5	102:14 130:2
24:10 45:4,8,9	90:25 94:7 95:7	<b>fulfilling</b> 124:24	68:6,10,15 69:21	134:15 136:9
49:11,13,23,24	101:6 128:19	<b>full</b> 2:1 40:6 55:8	77:17,19 96:20	141:6
50:1,13 65:17	143:16	57:16 112:3,4	143:20 144:2	<b>gives</b> 35:2
108:1 126:11	<b>foundation</b> 30:19	<b>fully</b> 7:3 19:20	<b>Gaydar</b> 144:25	<b>giving</b> 94:1 111:9
133:14	33:20 43:13 51:6	66:12 73:13	<b>gender</b> 11:18 47:9	140:13
<b>forces</b> 17:2 24:1	53:24 107:7,8,9	<b>fun</b> 68:12	110:5,5	<b>global</b> 18:19,24



24:5,9,11 45:1 115:19 116:12,13 116:14,21 <b>globally</b> 15:13 <b>go</b> 3:24 8:10 46:9 58:7,25 59:18,25 65:22 71:2,7 74:1 74:24 75:21 77:6 78:24 80:21 81:23 83:21 84:21,25 86:8,23 90:6,22 91:6 95:21 96:25 99:8 107:21,22 108:11 109:3,15 110:18,21 118:25 120:14 124:16 130:12,13,14 132:11 133:6,9 134:19,24 135:1 135:10 136:1 137:8 138:11,16 142:15 143:16,23 144:6 147:9 <b>go-karting</b> 62:19 <b>goes</b> 46:17 95:10 133:12 <b>going</b> 33:12 57:12 63:7,13 69:5 70:14,20 71:23 72:11 79:2,4 81:13,23 83:1,18 84:9,25 85:1 88:8 88:24 89:14,16 91:6 92:1,17 96:1 97:9 99:7 102:3 104:20 110:9,24 115:4 117:22 118:7,10 119:1,21 124:6 125:1,18,21 128:8,13,15 130:16 132:7,21 133:13,14 138:2,6 140:22 141:16 147:14 <b>good</b> 1:4 59:19 70:16 73:5 75:4	83:6,8,12 91:10 91:22 97:6 100:18 105:20 107:12 115:12 122:10 129:19 132:7 <b>Google</b> 26:20 106:12,13 107:1 <b>Googled</b> 71:4,5 <b>goosestepping</b> 66:22 <b>gotten</b> 80:19 <b>Governance</b> 17:16 <b>government</b> 55:3,6 55:9,25 56:12,16 56:20,21 64:21 69:9 77:22 99:19 111:4 115:10 <b>government's</b> 18:4 54:25 57:3 <b>governmental</b> 122:21 <b>GP</b> 8:16 <b>grade</b> 30:5 <b>graded</b> 23:23 30:3 <b>grades</b> 30:23 <b>graduated</b> 112:13 <b>graph</b> 46:8,12 <b>graphic</b> 46:12 <b>graphically</b> 40:18 <b>grasp</b> 93:9 <b>grateful</b> 111:14 <b>great</b> 62:1 67:15,17 73:9 87:18 89:11 <b>Greater</b> 44:22 49:7 <b>grew</b> 64:5 <b>Grindr</b> 144:24,25 <b>groomed</b> 51:18 52:13 66:25 67:2 67:5 68:2,2,5,6 69:1,2,9 75:14 92:2 98:4 100:17 103:2 109:11,20 109:21,22 110:2,3 128:6,7,21 132:20 135:8 <b>groomer</b> 108:16	128:16 <b>groomers</b> 71:7 124:5 <b>grooming</b> 7:18 10:4 13:6,12 21:14 34:22 43:23 44:7 48:21 52:15 55:16 67:10,10 68:10,15 68:20 69:15 71:5 77:10,16 78:3 81:7 86:4 96:5 98:24 101:9,13 102:9 119:25 126:3 127:23,25 128:3,17 135:17 135:17 136:22 137:13,14 <b>ground</b> 138:18 <b>group</b> 41:2 60:14 96:2 117:10 143:6 <b>Growing</b> 87:20 <b>grownup</b> 83:4 94:10 <b>guarantee</b> 19:3 <b>guess</b> 60:10 66:19 71:13 89:23 <b>guidance</b> 24:23 35:19 36:5 101:12 <b>guide</b> 32:7 <b>guidelines</b> 29:20 <b>guilty</b> 10:17 39:16 53:11 93:13 94:17 95:1 97:10 131:6 131:12 139:10,18 <b>gun</b> 97:3 <b>guy</b> 61:23 70:9 80:12 81:18 83:6 87:5 89:3,15 104:16 <b>guy's</b> 109:15 <b>guys</b> 60:10,13 64:1 83:22 <b>Gwent</b> 44:23 49:8 <b>Gwynne</b> 20:17	<b>H-A-S-W-A-R-I</b> 76:3 <b>ha</b> 141:4,4 <b>hack</b> 69:9,16 <b>hacked</b> 100:10 <b>Hafwari</b> 75:23 <b>hair</b> 141:3 <b>half</b> 35:13 86:22 <b>half-term</b> 52:23 <b>halfway</b> 78:16 <b>hand</b> 34:14 131:25 <b>handled</b> 101:21 <b>handling</b> 53:19 74:14 97:21 <b>hands</b> 69:5 <b>hang</b> 66:3 89:21 <b>hanging</b> 66:2 87:4 87:16 98:4 <b>happen</b> 79:8 109:25 <b>happened</b> 10:10 20:1 51:13 54:4 58:10 60:5 65:2 65:10 70:1 71:1 86:23 92:15,20 95:1 102:17 105:14,21 122:10 124:15 136:2 138:13,19 139:9 143:4 <b>happening</b> 40:13 119:24 121:6,8,23 123:22 128:14 132:15 134:25 135:4,9 146:14,24 148:16 <b>happens</b> 54:3 129:6 130:9 140:9 <b>happiest</b> 11:4 <b>happy</b> 59:18,24 94:4 143:9 <b>happy-go-lucky</b> 65:22 <b>harassing</b> 104:15 <b>hard</b> 30:13,16 79:18 105:9	<b>harm</b> 13:15,19 14:2 51:8 54:7 55:18 57:4 114:19 115:3 119:10 124:11 133:23 136:22 <b>harmed</b> 115:14 118:4 122:15 130:10 135:6 148:19 <b>harmful</b> 34:19 <b>harming</b> 132:9 <b>hash</b> 29:12 30:13 <b>hashes</b> 31:1 33:22 <b>Haswari</b> 75:24 98:5 <b>head</b> 68:22 146:22 <b>heading</b> 127:2 <b>headphones</b> 74:3 <b>heads</b> 135:3 <b>health</b> 109:6 117:11 119:5 <b>healthy</b> 89:2,7 <b>hear</b> 2:8,12 3:2 15:2 24:20 26:1 37:12 48:16 49:1 49:5 51:3,15 61:12 78:23 86:7 108:19 124:6 135:12,12 <b>heard</b> 24:18 61:8 62:24 66:7 71:10 97:1,5 100:20 114:17 <b>hearing</b> 1:10,14,19 2:1,20,22,25 3:8 5:19 7:5 55:13 56:17 57:13 135:10 149:12 <b>hearings</b> 1:16 2:2 5:3,6 15:3 19:8 24:18 26:15 28:12 50:7 <b>heart</b> 81:14 94:14 <b>hearts</b> 81:15 93:12 <b>held</b> 93:11 142:23 <b>Hello</b> 63:7 <b>help</b> 22:24 25:15,18
			<b>H</b>	

58:18 64:12 65:21 73:18 75:4 103:23 103:24 105:8,10 105:11 106:20 108:5,6 117:7 119:24 120:1 132:22 135:18 139:22 141:25 142:1 143:7 <b>helped</b> 59:6 60:17 67:19 138:11 <b>helpful</b> 95:11 <b>helpfully</b> 147:19 <b>helping</b> 59:8 117:8 147:10 <b>helpless</b> 82:3 <b>helplines</b> 135:22 <b>helps</b> 30:10 51:11 107:23 <b>hero</b> 72:12 <b>Hey</b> 109:14 <b>hidden</b> 28:17 <b>hide</b> 104:23 106:6 108:16 <b>hiding</b> 28:9 99:16 99:17 <b>high</b> 9:16 32:4,4,11 32:12 48:13 49:10 <b>high-profile</b> 39:4 <b>high-risk</b> 32:17 <b>higher</b> 32:18 119:19 <b>highest</b> 23:23 <b>highlight</b> 49:9 <b>highlighted</b> 100:1 <b>highly</b> 6:23 <b>highway</b> 69:8 <b>history</b> 14:8 <b>Hitler</b> 66:21 <b>HMIC</b> 97:19 <b>hold</b> 17:22 <b>holding</b> 43:6 <b>holidays</b> 45:19 <b>holistic</b> 55:19 <b>home</b> 4:9 16:11,16 16:22 19:9 22:15	29:6 35:25 41:22 43:19 52:5 53:2 54:14,17,20,22,24 55:5,20 56:19 58:18,19 59:16 60:9 65:3 72:2 85:18 90:2,21 93:19 109:15 122:22 123:13,22 126:24 128:2,5 135:2 138:16 <b>homework</b> 60:20 <b>honours</b> 112:14 <b>hope</b> 5:16 6:20 47:5 57:2,19 112:10 <b>hoped</b> 82:7 <b>hopefully</b> 49:9 134:9 <b>hopeless</b> 82:1 <b>hopes</b> 54:1 <b>hoping</b> 66:11 <b>horrible</b> 66:22 73:24 93:6 <b>horrific</b> 56:15 109:25 <b>horrified</b> 135:2 <b>horror</b> 8:20 11:1 <b>host</b> 27:10,23,23 <b>hosted</b> 18:19 <b>hour</b> 146:15 <b>hours</b> 4:20,21,22 4:23 32:12 60:23 135:24 137:21 <b>house</b> 52:23 53:4 59:7 61:11 62:18 65:13,14 70:23 73:3,25 90:8,9,10 90:15,18,20 91:6 109:14,15 <b>house-sit</b> 90:12 <b>household</b> 80:2 <b>Hub</b> 126:18 <b>Huckle</b> 39:5,5,15 <b>hug</b> 91:2 94:3 99:12 104:13 <b>hugely</b> 81:25	<b>hugged</b> 88:3 <b>human</b> 115:1 <b>humour</b> 59:19,20 <b>hundreds</b> 144:24 <b>hurt</b> 69:6 93:9,10 93:15 107:13 <b>hurtful</b> 103:14 <b>hurting</b> 104:15 <b>hypothesise</b> 40:11 <hr/> <b>I</b> <hr/> <b>idea</b> 35:4 57:25 60:18 70:22 134:24 <b>ideas</b> 27:10 <b>identifiable</b> 28:6 <b>identification</b> 21:12 31:5,5 <b>identified</b> 22:9 31:10,11,14 37:3 43:13 49:20 <b>identifies</b> 27:23 <b>identify</b> 15:11 28:21 31:6,9,16 42:17 <b>identifying</b> 21:5 27:19 28:2,3 32:17,19 <b>identity</b> 23:20 70:7 99:16,17 104:23 106:6 <b>illegal</b> 27:17 29:11 34:11 <b>illustrate</b> 50:12 <b>image</b> 29:10,10,13 29:16,16 30:2,3 30:18,23,24 33:19 34:16,21,24 35:14 35:15,22 41:23 42:14 115:23 131:10 <b>imagery</b> 21:12 25:9 28:18 29:1 34:3,4 34:10 35:2,5,22 36:8 42:1,9 47:21 48:3,20 114:11,15	123:17 136:6 <b>images</b> 7:16,16 12:12,23 13:25 21:5,8 23:5 26:7 27:2,10 28:22 29:11,12,20,21,23 29:25 30:6,8,9,14 30:18,22 31:2,8 31:23 33:19,23 34:9,13 35:9,18 39:13,14,23 41:21 41:24 42:10 43:11 43:14 48:1,9 66:18 100:9 117:24 122:12,15 130:18 <b>imaginatively</b> 131:14 <b>imagine</b> 55:3 65:8 <b>immature</b> 11:6,7 <b>immediate</b> 8:15 10:21 23:24 101:17 <b>immediately</b> 52:18 132:11 135:4 <b>impact</b> 7:21 10:23 14:13 19:6 26:2 49:12 50:25 115:5 121:22 125:22 127:24 <b>impacts</b> 114:12,18 136:21,22 137:4 <b>implement</b> 25:18 118:24 <b>implemented</b> 18:8 <b>importance</b> 127:23 <b>important</b> 27:16 36:25 71:20 77:4 87:6 89:1 96:10 96:24 99:19 102:1 110:25 113:17 128:1 <b>importantly</b> 94:23 <b>impose</b> 13:15 <b>imposed</b> 10:19 13:17	<b>impression</b> 64:8 147:8 <b>imprisonment</b> 10:21 14:11 53:15 94:19 95:3 <b>improve</b> 25:16 <b>improved</b> 20:9 56:11 <b>improvement</b> 141:21 <b>improving</b> 141:20 148:12 <b>inability</b> 128:12 <b>inadvertent</b> 3:4 <b>inadvertently</b> 33:17 <b>inappropriate</b> 7:18 <b>inception</b> 24:9 <b>incident</b> 8:20 <b>incidents</b> 42:25 <b>incited</b> 46:24 <b>inciting</b> 10:18 <b>include</b> 17:16 22:22 24:16 43:20 44:6 49:22 <b>included</b> 9:9 18:4 52:3 107:18 <b>includes</b> 7:12,14 29:21,23,24 34:9 38:4 <b>including</b> 5:8,20 7:19 8:1 12:23 16:7 33:15 49:6 51:9 120:20 121:3 <b>increase</b> 14:12 22:5 23:10,16 41:17 42:2 45:5,18 46:3 47:13 <b>increased</b> 31:12 52:2 <b>increases</b> 40:23 <b>increasing</b> 22:3 31:15 55:12 <b>increasingly</b> 51:21 115:25 <b>incredibly</b> 144:9
--	---	---	--	---

<b>indecent</b> 12:12,22 13:1,25 21:5,7 26:7 27:2 28:18 28:21 29:25 31:23 34:8 39:13,23 41:20,23,24 42:1 42:9 46:16 47:21 48:1,3,9,20 100:8	86:10 96:17 98:8 99:25 100:20 101:7 102:14 134:14,21,22,22 135:13 136:9 137:24 138:7	<b>instinctively</b> 108:10 <b>institutional</b> 1:11 2:7 4:13 <b>institutions</b> 1:22 51:12 <b>instructed</b> 84:1 104:22 <b>integral</b> 17:9 <b>intelligence</b> 23:19 56:10 80:12,14 81:16 98:17 <b>intend</b> 2:19 <b>intent</b> 5:1 <b>interacting</b> 40:24 94:8 <b>interaction</b> 4:25 <b>interconnections</b> 127:3 <b>interdependent</b> 38:10 <b>interest</b> 27:11 31:23 34:8 36:4 55:4 144:10 <b>interested</b> 70:1 95:15 117:4 <b>interesting</b> 144:7 <b>interests</b> 95:17 <b>international</b> 17:4 115:21 <b>internationally</b> 115:25 116:2 <b>internet</b> 1:12,13,17 4:15,16,17,24 5:1 5:7,8,9 7:11,19 8:4,8 9:19,23 14:4 14:6,8,24 24:24 26:11,16,21,21 27:5,19,21,22,24 29:4 30:19 33:20 36:12 37:9,14,21 40:23 41:14 43:13 44:2,7 51:19 52:5 55:11 56:18 58:19 58:23 59:4 113:16 114:16,19,22	117:17 119:10 122:24 123:20,23 125:13,19 130:8 131:15 137:3 143:17 148:2 <b>internet-facilitated</b> 42:21 <b>internet-only</b> 37:11 <b>interrelated</b> 126:23 <b>intervention</b> 82:6 82:11 83:24 84:7 84:16 <b>interview</b> 8:21 11:10 42:5 121:9 121:9 135:7 137:20 140:2,4,10 140:19 142:17,21 142:23 144:17 145:19,23 <b>interviewed</b> 8:23 140:1,3 <b>interviewer</b> 137:24 138:7 <b>interviewing</b> 118:14 141:13,18 142:24 <b>interviews</b> 140:4,5 140:20 146:9 <b>intimidate</b> 100:11 <b>introduce</b> 2:10 4:5 5:13 14:16 124:11 <b>introduction</b> 36:7 <b>inverted</b> 138:5 <b>investigate</b> 49:13 120:13,14 126:13 <b>investigated</b> 35:7 <b>investigates</b> 7:1 <b>investigating</b> 11:9 <b>investigation</b> 1:11 1:13 2:4,10 3:23 4:13,16 5:7,14 6:1 6:21 8:22 9:12 11:23 12:15 25:5 25:14,23 26:8,21 27:9 31:22 32:1 36:12 49:19 52:18	56:23 57:1 93:11 97:14,17,20 99:21 108:7,14 120:5 126:15 130:23 147:25 148:2,6 <b>Investigation's</b> 1:17 <b>investigations</b> 2:3,5 21:14,17,18 31:19 107:10 118:17,21 118:22 <b>investigator</b> 30:6 <b>investment</b> 137:10 <b>invite</b> 3:22 54:11 82:16 <b>invited</b> 60:13 114:8 115:15 <b>involve</b> 35:23 <b>involved</b> 12:2,7 16:14 41:20 42:8 48:2 51:4 76:20 82:8,19 109:6 123:10 131:12 132:10 137:12 <b>involvement</b> 8:25 64:20,22 <b>involves</b> 6:21 <b>involving</b> 7:15 23:24 29:22,23 34:21 39:17 41:5 <b>IP</b> 22:23 27:15,18 27:18,22,25 104:23 <b>iPad</b> 131:20 132:8 133:1 <b>IPCC</b> 74:13,18 97:13 99:21 100:14 101:6 104:25 <b>iPhone</b> 86:13 <b>Ireland</b> 113:2 <b>irrespective</b> 35:1 <b>isolated</b> 102:6 <b>isolation</b> 39:2 81:7 <b>issue</b> 3:6 33:15 35:1 55:4,12 56:1
<b>indecent-images-...</b> 48:5 <b>independence</b> 17:13 <b>independent</b> 1:5 14:25 30:20 38:7 88:5 97:20 <b>indicate</b> 36:22 41:13 54:12 <b>indicated</b> 28:16 <b>indicates</b> 36:16 <b>indication</b> 31:15 50:15 119:17 <b>indicative</b> 28:18 42:3 53:10 <b>individual</b> 9:17 13:21 26:2 31:22 <b>individuals</b> 16:10 28:21 41:19 42:8 <b>industry</b> 5:8 15:19 18:21 24:7,16 30:23 50:2,3 104:12 111:4 148:3,5,9,14,17 148:22 <b>inelegantly</b> 125:6 <b>inept</b> 9:12 <b>inevitable</b> 131:19 <b>inevitably</b> 43:16 <b>infants</b> 40:12 <b>inform</b> 47:19 143:7 <b>informant</b> 98:3,10 98:13,15 <b>information</b> 6:24 15:15,18 22:22,24 23:3 32:2,6 35:6 41:14 44:25 47:20 63:11 71:8 77:2	<b>informational</b> 23:14 <b>informed</b> 3:15 98:25 <b>informs</b> 124:20 <b>inhibited</b> 137:5 <b>initial</b> 9:12 68:3 127:10 130:6 140:2 <b>Initially</b> 52:15 66:3 77:16 <b>initials</b> 61:24 <b>initiative</b> 116:24 117:1,2,2 <b>initiatives</b> 41:10 124:4 <b>innovative</b> 17:20 <b>INQ001032</b> 74:16 97:18 <b>INQ001051</b> 44:19 <b>inquiry</b> 1:5,7,9,21 2:5,24 3:22 5:10 6:9,11,23 7:23 24:20 27:1 28:19 31:11 36:12 39:24 42:15 44:14 49:15 49:21 50:9,20 51:11,13 54:18,21 56:18,20 57:16 138:24 147:20,22 149:9 <b>inquiry's</b> 2:2 46:5 57:1 113:23 <b>insanely</b> 89:23 <b>insight</b> 81:17 <b>insisted</b> 70:2 <b>Inspectorate</b> 53:18 <b>instances</b> 13:13 39:21 <b>instinct</b> 63:3	<b>instinctively</b> 108:10 <b>institutional</b> 1:11 2:7 4:13 <b>institutions</b> 1:22 51:12 <b>instructed</b> 84:1 104:22 <b>integral</b> 17:9 <b>intelligence</b> 23:19 56:10 80:12,14 81:16 98:17 <b>intend</b> 2:19 <b>intent</b> 5:1 <b>interacting</b> 40:24 94:8 <b>interaction</b> 4:25 <b>interconnections</b> 127:3 <b>interdependent</b> 38:10 <b>interest</b> 27:11 31:23 34:8 36:4 55:4 144:10 <b>interested</b> 70:1 95:15 117:4 <b>interesting</b> 144:7 <b>interests</b> 95:17 <b>international</b> 17:4 115:21 <b>internationally</b> 115:25 116:2 <b>internet</b> 1:12,13,17 4:15,16,17,24 5:1 5:7,8,9 7:11,19 8:4,8 9:19,23 14:4 14:6,8,24 24:24 26:11,16,21,21 27:5,19,21,22,24 29:4 30:19 33:20 36:12 37:9,14,21 40:23 41:14 43:13 44:2,7 51:19 52:5 55:11 56:18 58:19 58:23 59:4 113:16 114:16,19,22	56:23 57:1 93:11 97:14,17,20 99:21 108:7,14 120:5 126:15 130:23 147:25 148:2,6 <b>Investigation's</b> 1:17 <b>investigations</b> 2:3,5 21:14,17,18 31:19 107:10 118:17,21 118:22 <b>investigator</b> 30:6 <b>investment</b> 137:10 <b>invite</b> 3:22 54:11 82:16 <b>invited</b> 60:13 114:8 115:15 <b>involve</b> 35:23 <b>involved</b> 12:2,7 16:14 41:20 42:8 48:2 51:4 76:20 82:8,19 109:6 123:10 131:12 132:10 137:12 <b>involvement</b> 8:25 64:20,22 <b>involves</b> 6:21 <b>involving</b> 7:15 23:24 29:22,23 34:21 39:17 41:5 <b>IP</b> 22:23 27:15,18 27:18,22,25 104:23 <b>iPad</b> 131:20 132:8 133:1 <b>IPCC</b> 74:13,18 97:13 99:21 100:14 101:6 104:25 <b>iPhone</b> 86:13 <b>Ireland</b> 113:2 <b>irrespective</b> 35:1 <b>isolated</b> 102:6 <b>isolation</b> 39:2 81:7 <b>issue</b> 3:6 33:15 35:1 55:4,12 56:1	

78:15 89:2 101:15 109:23 129:24 <b>issues</b> 5:14 33:14 36:1 49:9 51:4 56:21,25 64:19 67:19 107:24 127:20 129:11 137:6 <b>it'</b> 119:2 <b>Ivor</b> 1:7 <b>IWF</b> 30:19,23 31:2	<b>justice</b> 13:2 15:22 18:12 118:13 129:15 136:11 137:12 139:24 147:12	92:1,2 94:2,9,22 94:23 96:4,13 101:20 117:15 144:9 <b>knife</b> 104:4 <b>know</b> 1:20 41:7 59:11,20 60:6 61:1 62:7,9,16 63:11 64:5,19,22 65:1,7 66:2,23 67:11 68:2 70:17 70:19 71:7,8,8 72:14 73:12,24 74:4,6,8 75:25 76:16,25,25 77:13 78:13,23 79:4,5 81:17,21 82:1,3 82:22 83:2,20 84:6,18,25 85:11 86:4,17,17,19 87:6,9 88:6 89:3 91:12 93:5 94:3,7 94:12,15 95:11,14 95:18 96:14,24 98:10 99:3,18 100:14 101:11,19 101:23 102:7 103:25 104:1,10 104:24 105:24 106:1,12 107:14 108:10,18 114:22 114:23 115:6,22 119:6 122:13 125:15,20 126:22 128:5,10,11,23 131:7,8 134:5 135:9,25 136:8 137:4 141:2 146:23 147:4 148:10 <b>knowing</b> 147:14 <b>knowledge</b> 22:20 64:6 88:24 95:10 97:7,11 116:17 141:10 143:3 <b>known</b> 13:16 14:21	16:9 18:9,23 22:7 24:25 26:25 29:9 30:20 31:20 36:7 36:9 38:1,14 41:11 44:8 47:6 58:2 75:22 80:13 80:13 81:18,19,21 91:23 100:4,15 102:12 107:17 109:17 112:5 118:2 123:8 127:11 <b>knows</b> 84:2,3 96:15 102:17 137:25 138:8 <b>Krishnan</b> 4:4	<b>law</b> 1:15 5:4,19 6:25 14:17,21 15:21 20:21 21:2 24:7 25:10 26:11 28:19 31:6 37:3 44:15 48:24 49:21 50:21 55:2 56:13 56:17 120:19,24 120:25 121:12,15 121:16,20 125:7 129:16 130:3 134:15 138:3 139:23 148:1,24 <b>law-abiding</b> 39:7 <b>LD</b> 61:24,25 62:6,9 62:10 63:8,19,23 64:6 65:5,5,12,16 65:19,23,23 66:2 69:11 70:4 72:12 73:5,11,12,14 74:4 75:21 77:7,9 81:3 82:12 84:1,2 85:2,8,8 86:12 87:3 88:14,21 89:9,22 91:1,2,15 92:19,24,25 93:2 93:12 94:7,13,25 95:8,24 96:2 100:4,8,10,13,14 100:22 102:11 103:19 108:15 <b>LD's</b> 65:13 80:17 84:9 85:19 91:16 110:18 <b>lead</b> 20:3 25:22 55:6 60:3 <b>leadership</b> 9:14 25:24 <b>leading</b> 2:9 3:22 17:4 89:17 <b>leads</b> 55:17 <b>learn</b> 61:22 63:23 67:18 71:20 83:23 92:18 103:17 127:13 143:4 148:15
<b>J</b>	<b>K</b>			<b>L</b>
<b>Jack</b> 138:23 <b>Jacqueline</b> 2:9 3:23 <b>January</b> 1:1 3:15 45:10 53:14 85:14 87:1 94:16 103:13 105:13 139:16 149:13 <b>Jay</b> 1:4 <b>jealous</b> 89:23 <b>Jenny</b> 135:5 <b>Jim</b> 15:1 48:16 <b>Joan</b> 112:1,4 150:4 <b>job</b> 64:4 101:21 108:8 124:17 <b>jobs</b> 142:8,10 <b>John</b> 20:3 <b>Johnny</b> 20:17 <b>joined</b> 58:11 88:10 <b>joined-up</b> 123:25 133:19 <b>joint</b> 35:10,15 112:13 <b>joke</b> 141:4 <b>joked</b> 95:24 96:2 <b>judge</b> 53:12 141:8 <b>judges</b> 137:12 <b>judgmental</b> 83:16 <b>judiciary</b> 136:15 <b>July</b> 45:14 <b>jumped</b> 23:13 <b>June</b> 9:6 16:16 <b>June/July</b> 143:12 <b>junior</b> 4:3	<b>Kark</b> 4:8 54:13,15 54:16,17 57:6 149:23 <b>Kayleigh's</b> 109:10 109:18 110:11 <b>keep</b> 1:24 57:3 71:21 132:21 <b>keeping</b> 63:14 <b>Keith</b> 19:18 21:25 <b>Kent</b> 31:21 40:18 46:9,11,18 47:4 47:11 49:7 <b>kept</b> 32:3 93:25 108:15 <b>key</b> 12:20 14:18 15:1 21:1 25:13 135:19 147:9 <b>kick</b> 87:8 <b>kicked</b> 87:3 <b>kicking</b> 64:19 <b>kid</b> 80:6 109:14 <b>kids</b> 90:15 <b>kill</b> 104:5 <b>killed</b> 107:11 <b>kind</b> 58:21 59:21 60:1,7,21 63:5 64:3 69:7 70:14 72:6 73:1,3 80:6 90:13,15 96:14 105:25 <b>KIRAT</b> 31:20,21 31:24 32:4,5,9,15 <b>kissed</b> 88:4 <b>kit</b> 61:18 <b>kitchen</b> 61:10 <b>knew</b> 11:14 60:6 62:20 67:4,11 73:12 80:19 82:17 84:15 88:9,14			<b>labelling</b> 34:15 <b>lack</b> 97:11 <b>lacking</b> 9:14 <b>ladies</b> 66:17 <b>LaFave</b> 51:2,16 52:1,16,18 53:16 57:13,14,16,18,21 58:19 62:11 63:16 65:21 69:15 74:12 77:12 91:18 97:15 101:5 103:12 107:5 111:8,14 149:25 <b>LaFave's</b> 57:19 74:14 <b>language</b> 26:11 117:23 <b>laptop</b> 8:19 79:16 131:20 146:8 <b>large</b> 2:6 39:22 <b>lasting</b> 54:7 <b>late</b> 2:16 41:15 50:23 85:14 100:7 <b>latest</b> 116:7 <b>laugh</b> 59:21 66:16 83:8 <b>launch</b> 16:3 <b>launching</b> 105:14

<b>learned</b> 67:13,16 68:23 69:24 108:19 110:19 144:7,8	<b>lie</b> 90:25 91:2	<b>located</b> 45:7 126:2	122:1	<b>Malcolm</b> 1:7
<b>learning</b> 42:20 83:8 127:3	<b>life</b> 11:4 39:18 53:14 79:5 94:18 108:2 110:21 112:5 124:1 130:14	<b>location</b> 22:23 23:21 27:23 45:8	<b>loss</b> 108:24	<b>male</b> 8:11 36:23
<b>learnt</b> 117:13	<b>lift</b> 88:5	<b>log</b> 97:24,24 98:23	<b>lost</b> 60:7 73:22 104:16	<b>males</b> 8:3
<b>leave</b> 2:9 33:9 90:6 132:17 134:7	<b>light</b> 8:4 32:2	<b>log-in</b> 145:10	<b>lot</b> 76:10 77:13,22 82:17 96:21 103:25 117:13 123:22 130:14 135:23 141:21 144:11 146:6	<b>man</b> 8:7,13 62:25 68:6,6 69:25 70:2 77:19 142:11
<b>left</b> 81:12,23 86:23 88:2 90:10 134:23 135:14 136:6,8	<b>liking</b> 89:4	<b>London</b> 79:13 88:6 105:21 126:2	<b>lots</b> 108:3	<b>man's</b> 61:8,12
<b>left-hand</b> 38:13	<b>limitation</b> 14:2	<b>long</b> 60:18 65:21 71:22 114:16 121:3 141:3	<b>Loughborough</b> 112:15	<b>manage</b> 120:10 125:18,21 133:13
<b>legal</b> 19:13 64:23	<b>limitations</b> 126:4	<b>longer</b> 72:5 118:10	<b>love</b> 104:8 109:10 109:18 110:11,20 136:20	<b>managed</b> 9:12 117:9
<b>legislation</b> 11:21,24 12:21	<b>line</b> 6:9 71:18	<b>longest</b> 10:21	<b>loved</b> 88:4 107:18	<b>management</b> 16:2 17:25 47:2 120:22 142:11
<b>Legos</b> 60:12	<b>lines</b> 141:2	<b>look</b> 5:11 10:1 15:6 16:19 19:23 23:9 23:10 33:14 34:1 38:12,18 39:2 42:23 43:4,8,11 46:8,11 47:4 56:20 57:1 68:18 72:12 74:3,10 79:7 80:12 97:16 97:23 99:21 101:19 102:18 104:12,14 113:16 114:8 118:14 119:7 121:15 122:5 123:9,17 125:6,21 129:13 130:5 131:7 139:1 139:15 140:22 142:18 143:9,21 144:19 147:22	<b>lovely</b> 144:25	<b>manager</b> 112:21
<b>lending</b> 41:9	<b>link</b> 106:7	<b>looked</b> 47:12 61:16 61:17 83:17 140:8	<b>low</b> 32:4,13,20 40:25 48:13 49:10	<b>managerial</b> 9:13
<b>length</b> 3:14	<b>linked</b> 23:5 98:19	<b>looking</b> 7:15 23:13 23:15 58:10 61:19 81:25 85:21 87:23 103:11 112:9 118:14 121:17 125:12,13 127:2 130:24 148:21	<b>low-risk</b> 32:19	<b>managers</b> 119:1
<b>lengths</b> 52:2	<b>list</b> 50:5 143:24	<b>looks</b> 45:3 46:22 83:6 141:24	<b>lowest</b> 43:5	<b>Manchester</b> 44:22 49:7
<b>lesson</b> 71:21	<b>listen</b> 56:24 73:4 74:6 75:8 81:4 110:7 128:9	<b>Lorin</b> 51:2,16 57:14,18 149:25	<b>luckily</b> 110:23	<b>manifesto</b> 73:2
<b>lessons</b> 67:15,18 88:25 96:5 108:18	<b>listening</b> 85:19,20	<b>losing</b> 104:2 107:13	<b>lucky</b> 59:18	<b>manifests</b> 7:12
<b>lest</b> 33:21	<b>literally</b> 74:7 104:3		<b>Lucy</b> 113:4	<b>manipulation</b> 67:12
<b>let's</b> 103:6	<b>literature</b> 37:1		<b>lunch</b> 2:18 33:14	<b>manipulative</b> 51:22
<b>letter</b> 19:24,25 20:5 20:22,23 22:1,9 72:20,23 73:11,11 73:16 76:1,2 78:17,19	<b>little</b> 15:3 20:14 52:14 72:9 77:2 79:13,25 84:1 87:22 107:8,17 112:8 127:11 139:11 143:10,21 143:24		<b>lunchbreak</b> 57:7	<b>March</b> 56:2 57:23
<b>letters</b> 73:13	<b>littlies</b> 71:19		<b>lying</b> 91:12	<b>Marie</b> 51:6 114:1,4 114:6,13,14 115:15 116:15 127:4
<b>letting</b> 87:9 89:4	<b>live</b> 3:8 5:21,22 6:3 21:10 49:1 55:17 70:4 81:20		<hr/> <b>M</b> <hr/>	<b>mark</b> 126:6
<b>level</b> 26:16 30:4 49:16,17 119:17 120:11 122:21 125:2,4 127:14 130:20	<b>lived</b> 39:6,9 58:7 62:20 66:8 106:2		<b>ma'am</b> 33:6,10	<b>marked</b> 47:9,13
<b>levels</b> 32:18,20 119:20 125:5	<b>lives</b> 4:18 108:3		<b>mad</b> 90:16	<b>marketing</b> 96:8
<b>Lewis</b> 51:17 62:10 76:19 94:16,22 98:4,15,15,18	<b>living</b> 49:12 90:12		<b>made-up</b> 91:2	<b>masks</b> 27:25
<b>Lewis's</b> 98:10	<b>load</b> 30:6		<b>mail</b> 22:23	<b>masquerading</b> 39:8
<b>liaison</b> 119:20	<b>loads</b> 145:4		<b>Majesty's</b> 53:18	<b>match</b> 61:20,21
<b>liar</b> 105:20	<b>local</b> 17:2 20:20 35:19 44:15 49:17 71:6 125:2 135:21		<b>major</b> 55:14 115:24 117:2	<b>matched</b> 30:14
<b>librarian</b> 70:18	<b>locally</b> 82:22		<b>majority</b> 27:2 32:19 35:11 37:1 123:9 142:2,3,10	<b>material</b> 3:10 22:21 42:17 55:16

<b>maximum</b> 12:1,5	<b>messages</b> 81:1 86:3	<b>model</b> 61:17 118:6	<b>multi-disciplinary</b>	<b>nature</b> 7:2 23:20
<b>MCF000004</b> 9:25	88:17 89:9 92:24	118:12 147:13	117:7	56:15 115:1 121:5
139:1	110:4,22,24	<b>models</b> 118:11	<b>multiple</b> 23:8	121:24
<b>MCF000008</b>	<b>met</b> 45:5 61:3 76:9	<b>modern</b> 125:13	<b>mum</b> 8:11 60:10	<b>naughty</b> 91:24
142:19	82:17 93:16 114:6	<b>modern-day</b>	70:8 72:12,14	<b>NCA</b> 17:9,11,14,24
<b>meals</b> 60:21 65:15	121:3 131:9	122:16	74:6 75:10 76:24	22:6 23:11 24:22
<b>mean</b> 66:22 76:10	<b>method</b> 47:19	<b>module</b> 119:14	81:3 85:24 96:14	24:24 45:5,7,12
76:14 78:6 88:25	<b>methods</b> 45:16	<b>moment</b> 10:14	104:7,7,8 138:13	45:24 46:4
96:21 128:24	<b>Metropolis</b> 4:11	32:25 74:19	<b>Mummy</b> 79:24	<b>NCA-CEOP</b> 19:1,7
134:16	<b>Metropolitan</b> 4:11	111:11 115:8	<b>murder</b> 53:10,12	24:8
<b>meaning</b> 77:19	44:21 45:4,11,13	121:23 122:18	53:13 92:21	<b>NCA000188_034</b>
99:15	45:17 49:3	125:16 148:20	105:22	15:7
<b>means</b> 56:4 73:25	<b>Microsoft</b> 16:4	<b>momentarily</b> 3:6	<b>murdered</b> 51:17	<b>NCA000215</b> 38:12
135:18	26:20 73:5	<b>Monday</b> 1:1 91:18	106:14	<b>NCA000221</b> 23:9
<b>meant</b> 67:3 80:4	<b>mid</b> 50:23	<b>money</b> 19:5 64:15	<b>murderer</b> 104:14	<b>NCA000226_023</b>
115:6	<b>middle</b> 38:18	79:19 92:11,12,13	106:14,16	16:20
<b>measure</b> 45:2	<b>middle-class</b>	102:2 108:8	<b>Murphy</b> 19:23 20:3	<b>NCA000237</b> 19:24
<b>measured</b> 42:17	142:10	<b>monitor</b> 58:22	<b>music</b> 66:17	<b>NCMEC</b> 22:8,9,12
<b>measures</b> 18:19	<b>Midlands</b> 44:23	60:19	<b>mysterious</b> 99:19	22:21,22,25 23:2
<b>measuring</b> 44:10	49:7	<b>monitored</b> 14:6		23:4,12 45:7
<b>mechanism</b> 16:9,11	<b>million</b> 19:1 29:6	133:17	<b>N</b>	<b>nearly</b> 123:18
97:13	35:16 64:17	<b>monitoring</b> 14:15	<b>N</b> 149:16	<b>necessary</b> 26:9
<b>media</b> 78:11 90:12	<b>millionaire</b> 90:12	<b>monster</b> 66:23	<b>naive</b> 93:12	41:16
<b>medium</b> 32:4,13,20	<b>millions</b> 29:12	<b>month</b> 11:16	<b>naked</b> 8:7 144:16	<b>need</b> 11:16 18:17
49:10	<b>mind</b> 11:6 12:14	<b>months</b> 30:17	<b>name</b> 10:6 57:16	21:12 55:10 62:17
<b>meet</b> 8:11 9:3 38:20	44:13 69:22	65:25 69:12 71:25	61:25 75:21 86:7	63:18 64:11 89:14
60:14 83:13,15	<b>mindful</b> 3:16	71:25 128:7	106:13 112:3,4	89:18 97:4 104:2
109:15 110:19,20	<b>mine</b> 87:11 90:19	<b>morning</b> 1:4 2:16	115:16 116:9	105:4,7,9 108:25
110:21 148:11	<b>Minecraft</b> 98:19	88:3 91:14,22	126:19 135:6	111:4,6 115:3
<b>meeting</b> 8:17,18	<b>minimum</b> 39:19	92:10 100:24	146:2	117:5 122:5
13:5 19:24 20:1	53:15 94:18	139:3	<b>named</b> 13:21 15:8	123:24 125:17,20
21:1 22:2 60:3	<b>Minister</b> 18:18	<b>mother</b> 51:25	135:20 144:25	130:5,21 132:8,9
82:7,21,23 84:2	<b>minority</b> 39:10	104:15	146:11	132:13,16,17,23
<b>member</b> 13:19 24:8	<b>minute</b> 137:21	<b>mother's</b> 63:3	<b>names</b> 28:17 75:22	133:21,25 134:2,5
<b>members</b> 1:6 4:25	<b>minutes</b> 3:15,17	141:3	98:5,18	134:5,22 135:7,7
6:16 16:6 18:21	4:20,22,23 30:14	<b>motivated</b> 53:11	<b>national</b> 4:6,8	135:23,23 137:16
148:17	<b>miserable</b> 104:11	<b>motivation</b> 53:13	14:19,21 16:12,17	138:18,18 143:2
<b>memory</b> 142:4	<b>missed</b> 76:1 83:25	<b>motivations</b> 115:1	17:3,6,10 18:2,7	145:8,15 146:18
<b>men</b> 42:12	<b>missing</b> 22:7,11	<b>motive</b> 69:16 101:9	19:18,22 20:7,9	146:24 147:1
<b>mental</b> 116:10	<b>misunderstanding</b>	<b>move</b> 94:25	20:10,19,23 21:24	148:21
<b>mention</b> 78:16,17	78:8 129:21	<b>movies</b> 66:17	22:6 25:13,18,20	<b>needed</b> 59:7 73:10
80:24 116:23	<b>misusing</b> 5:1	<b>moving</b> 17:11	25:21 28:23 29:14	99:3,3 101:25
119:16	<b>mitigate</b> 20:7	<b>MP3</b> 83:24 84:1	30:4 32:8 39:6	106:22 107:12
<b>mentioned</b> 81:1	<b>mixed</b> 17:18 39:25	<b>muddled</b> 140:19	49:16 55:22 56:3	140:18
94:15 119:13	<b>Mmm</b> 106:17	<b>Multi-agency</b>	56:12 99:24 125:4	<b>needing</b> 108:24
<b>message</b> 28:10,11	<b>mobile</b> 113:17	126:16,17	<b>nationals</b> 38:4	<b>needs</b> 12:14 51:7

77:2 95:20 114:9 115:13 130:3 134:14 137:17 148:23 <b>neither</b> 28:5 41:16 <b>nervous</b> 75:8 77:21 <b>net</b> 119:5 <b>network</b> 31:8 116:14,15,21 <b>networks</b> 17:5 27:4 <b>never</b> 54:3 66:4,7 67:9 70:23 71:11 83:15 88:11 89:22 92:11 93:16 103:7 104:8 106:4 110:21 112:4 130:17,18 135:20 <b>nevertheless</b> 42:2 <b>new</b> 13:8 32:2 36:7 50:18 58:13 59:15 60:1,8,17 61:7 62:2 63:25 64:2 66:4,4,8,12 82:4 85:21,22 86:13,19 116:6 122:14,15 124:21,25 144:7 <b>news</b> 89:11 135:11 <b>NFA</b> 98:22 <b>NGO</b> 116:4 <b>NGOs</b> 117:12 <b>niche</b> 21:16 <b>night</b> 60:23 86:23 87:15 88:2 <b>nightmare</b> 11:2 <b>nine</b> 71:25 <b>nine-month</b> 45:12 <b>Niven</b> 21:25 24:21 <b>no-one</b> 95:9 102:23 103:5 135:1 <b>non-governmental</b> 24:17 <b>non-penetrative</b> 29:23 <b>non-profit</b> 22:10 <b>non-registered</b> 37:25	<b>nonconsensual</b> 34:14 <b>noncontact</b> 7:15 <b>nonstop</b> 89:9 <b>noon</b> 2:17 <b>Norfolk</b> 49:8 <b>norm</b> 60:21 <b>normal</b> 51:23 52:22 65:8 70:20 71:1 85:6,12 86:12 <b>normality</b> 85:9 <b>normally</b> 73:7 108:25 119:2 <b>not-for-profit</b> 30:21 <b>note</b> 27:17 35:21,23 36:25 40:4 41:25 47:10 87:6 <b>noted</b> 28:7 98:2 <b>notice</b> 131:2 <b>notification</b> 100:25 <b>notwithstanding</b> 8:25 36:21 <b>November</b> 35:20 103:12 <b>nowadays</b> 130:14 <b>NPCC</b> 20:3,22 25:14,17 119:16 <b>NSPCC</b> 16:5 35:11 42:10,11,24 51:10 67:14,19 107:23 108:4 <b>number</b> 2:2 5:20 6:15 10:9 11:19 11:25 14:12 16:7 22:5 23:16 27:20 30:9 31:12,19 33:14 39:12,22 42:23 43:5,8,11 44:1 46:3,13 49:6 49:20 51:10 53:20 55:3,23 71:21 80:17 81:11 97:4 98:10 105:25 120:18,19 121:2 125:9 126:7,10,20	127:17 128:7 129:5,23 138:1 <b>numbers</b> 31:10 49:11 77:3 82:15 82:21,24 108:21 135:21 <b>numerous</b> 51:9 <b>nursing</b> 70:18 <hr/> <b>O</b> <hr/> <b>o'clock</b> 91:14,21 <b>objections</b> 3:21 <b>Objectives</b> 15:8 <b>obligation</b> 22:18 <b>obscene</b> 43:22 <b>observations</b> 125:25 130:20 <b>observe</b> 117:19 <b>observing</b> 28:1 <b>obsessed</b> 87:24 89:3 <b>obtained</b> 50:9 <b>obviously</b> 69:15 78:6,24 101:16 120:15 124:22 132:22 140:5 141:13 <b>occasion</b> 105:15 <b>occasionally</b> 63:15 128:19 <b>occasions</b> 138:1 <b>occurred</b> 145:18 <b>occurring</b> 40:7 <b>October</b> 31:1 33:22 118:8 <b>Ofcom</b> 4:18 <b>offence</b> 10:2,3,4 13:4,8,13 14:9 37:20 43:2 139:8 139:9 <b>offences</b> 10:17 12:1 12:3,18,20,24 13:5,7,11,12,16 34:11 35:24 36:20 37:15 39:16,20 40:1 41:23,24	42:23 43:3,22,23 46:13,21,23 48:14 48:21,21 <b>offend</b> 47:23 123:2 <b>offender</b> 9:11 13:14 13:21,22,24 14:7 23:7 34:16 37:18 37:23,24 38:21,22 38:23 39:20 46:23 48:12 126:2 <b>offender's</b> 11:15 14:3,6 <b>offenders</b> 9:22,25 10:15,17 14:12 15:21 16:2 18:11 18:13,14 31:24 32:17,19 36:22 37:11,11,17,18,18 37:21 38:1,15,15 38:17 40:2 41:13 42:7 48:2,6,7 123:2,6 139:6 142:1 144:13 <b>offending</b> 8:4 10:23 14:1 15:23 18:12 23:20 24:14 37:5 38:5 39:25 40:3 41:12 42:1 44:12 46:19 47:8,24 48:4 50:25 123:8 123:8 126:4 145:18 <b>offer</b> 107:15 116:5 <b>offered</b> 107:19 <b>offering</b> 147:9,9 <b>office</b> 4:9 16:8,16 16:22 19:9 29:6 35:25 41:22 43:19 54:14,17,20,24 55:5 56:19 117:11 122:22 123:13 126:24 142:23 146:22 <b>Office's</b> 54:22 <b>officer</b> 23:18 29:15 116:4 119:18	136:2 142:22,25 144:3 <b>officers</b> 29:2 31:6,8 114:20 119:16,20 124:15 127:9 130:6 131:3 <b>offices</b> 118:25 <b>offline</b> 24:12 38:9 38:25 123:2,13 130:17 137:14 <b>Ofsted</b> 70:16 109:7 <b>oft-occurring</b> 25:3 <b>oh</b> 70:25 116:10 <b>OHY003414</b> 46:9 <b>OHY003414_002</b> 46:11 <b>OHY003414_003</b> 46:17 <b>okay</b> 84:25 103:6 106:18 124:23 <b>old</b> 16:13 39:18 59:25 61:4 70:9 73:6 78:10 81:19 85:21 96:7 102:19 106:1 <b>old-fashioned</b> 87:19 <b>older</b> 61:21 62:25 63:20 64:5 68:6 68:13 69:25 70:2 72:9 77:19 99:17 <b>once</b> 30:2,3 35:25 70:3,4 78:8 91:22 106:18,20 138:8 138:12,20 144:11 144:11 <b>one-time</b> 145:10 <b>ones</b> 89:15 <b>ongoing</b> 23:22 33:8 75:16 120:5 <b>Onion</b> 27:13 28:17 <b>online</b> 4:20,22 5:5 5:10 6:21 7:24 8:2 11:9,20,25 14:19,20 15:5,12 15:25 16:1,24
---	--	---	--	--

18:20 19:21 20:8 20:13 21:15,21 22:4 24:12,25 27:2 31:19 36:14 36:19 37:19 38:9 38:14,20,21,25 40:1,3,7,16,22 41:8 42:6,10 43:2 43:6,24 44:12 45:16 47:11,23 49:14,25 50:11 51:8,20 53:25 54:23,25 55:16 60:4,4,15,16,18 62:16 66:6,7 67:11,19 70:21 78:9 82:8 87:2 88:15 92:19,24 96:2 99:13 110:20 114:10 115:14 116:14,18,21 117:9,20 118:1,4 119:24,25 120:22 121:7,23 123:2,7 123:12 124:4,5,12 124:18 125:8 126:16 127:12 128:20,21 129:7 130:9,12,13,16,17 132:15 134:19,25 135:6 136:3,17,22 136:24 137:2,13 137:18 138:6 141:2 143:2,18 144:4 148:6 <b>online-facilitated</b> 5:11 7:1,10,21 12:19 25:7 26:6 28:14 33:15 36:10 37:6 40:10 41:2 41:18 42:16 43:21 44:5 47:14 50:17 54:6,9 126:13 127:6 <b>online-only</b> 37:11 <b>online-progressi...</b>	37:16 <b>online-related</b> 47:7 <b>online-specific</b> 126:1 <b>online/offline</b> 113:14 <b>open</b> 1:19 26:18,22 26:23,24 27:3,16 28:25 61:10,11,12 66:14 69:21 83:5 96:22 <b>opening</b> 1:3 4:1 5:13 15:4 21:9 32:23 33:18 40:17 41:17 44:17 47:18 54:10,12,16,18 97:18 100:23 149:18,21,23 <b>openly</b> 63:6 <b>operate</b> 29:4,7 <b>operational</b> 17:13 20:20 25:24 <b>operations</b> 23:25 25:16 143:2 <b>operator</b> 75:3 76:5 76:12 78:5 80:8 81:9 97:24 98:2 101:6,12,17 <b>opinion</b> 65:13 143:2 <b>opportunity</b> 6:8 54:18 122:19 <b>opposed</b> 26:25 137:14 <b>opposite</b> 104:7 <b>options</b> 133:6 <b>ordeal</b> 53:16 <b>order</b> 2:21 3:5,11 3:16,19,21 7:3 12:17 13:16,17,20 14:2,5,9 32:2 35:19 55:24 100:10 <b>ordered</b> 39:19 <b>orders</b> 3:3 10:20 13:17 14:15	<b>Ordinarily</b> 2:15 <b>organisation</b> 22:10 30:21 115:11 122:4 127:15 <b>organisations</b> 18:22 24:17 <b>organise</b> 82:6 <b>organised</b> 15:1 18:1,5 19:12 21:13 <b>ostensibly</b> 39:6 <b>outcome</b> 36:7 147:12 <b>outline</b> 41:16 76:18 77:6 <b>outset</b> 7:20 11:24 <b>outside</b> 73:8 <b>overarching</b> 121:21 <b>overcriminalisati...</b> 36:6 <b>overestimate</b> 43:25 <b>overexpose</b> 99:14 <b>overheard</b> 8:10 <b>overlap</b> 38:9,19 39:1,4 <b>overlapping</b> 38:11 <b>overshare</b> 99:14 <b>oversight</b> 9:13 25:19,24 <b>overstated</b> 10:23 <b>overview</b> 9:4 <b>overwhelming</b> 121:25 <b>owned</b> 142:12 <b>Oz</b> 66:20 <hr/> <b>P</b> <hr/> <b>package</b> 137:19 <b>packing</b> 87:16 <b>packs</b> 134:21 <b>paedo</b> 95:25 96:3 <b>paedophile</b> 17:5 <b>page</b> 16:11 20:22 22:15 23:11 45:4 46:10,10 47:4	74:13,24,25 75:19 75:21 77:5,5,5,11 78:16,24 80:8,23 97:18 99:22,22 112:9 121:17 139:15 143:11,11 143:16,17,22 144:17,20 145:23 <b>pages</b> 43:14 45:23 139:3 141:24 <b>paid</b> 91:16 <b>paintballing</b> 62:19 <b>pal</b> 140:25 <b>Palmer</b> 51:2,3,3,12 111:23 112:1,3,4 112:7,12 116:23 119:17 124:6 138:24 139:6,20 141:25 145:24 148:4 149:2,4,6 150:4 <b>panel</b> 1:6,21 3:24 4:3 5:15,18 7:4 12:17 19:7 25:11 25:25 34:7 47:15 48:16,22 50:14,24 51:15 65:21 107:6 116:25 123:5 124:6 147:1 <b>panic</b> 132:18 135:25 <b>paper</b> 47:24 <b>papers</b> 41:12 <b>paragraph</b> 17:23 20:14 66:24 85:4 99:23 103:11 <b>paragraphs</b> 16:18 16:21 97:23 <b>paraphernalia</b> 53:9 <b>paraphrasing</b> 98:1 <b>parent</b> 65:20 66:23 82:2 94:10 <b>parent's</b> 11:2 <b>parental</b> 40:21 52:4 58:21,24 <b>parenting</b> 73:14	82:4 <b>parents</b> 8:9,13,16 9:18 10:24 15:15 52:25 82:2,7,10 82:14,15,16 83:16 83:17 84:18 87:2 87:6,13 95:13 96:13,13,23,24 108:17 110:7 111:3 132:14,14 133:3,3,4,4 134:23,24 135:3 135:13 138:2,17 146:23 147:18 <b>Parliament</b> 34:11 <b>part</b> 2:4 7:13 16:22 17:9 25:4 33:13 36:11 44:14 104:5 108:8 109:23 115:24 119:13 130:11 131:19,20 133:11 134:17 138:5 <b>participant</b> 54:20 55:5 <b>participants</b> 2:11 3:15 4:6 6:6,7,12 51:19 54:11 <b>particular</b> 5:7 10:7 13:18 26:3 48:19 49:13 50:13 51:25 55:1 62:5 88:19 97:14 113:21 126:19 136:21 139:25 140:15,25 141:14 <b>particularly</b> 14:23 16:19 45:8 46:15 114:10 115:13 118:18,19 121:8 129:2 132:19 137:6 <b>parties</b> 28:24 70:15 <b>partly</b> 118:11 119:10 130:25 <b>partners</b> 17:16
---	--	--	---	---



24:8 56:13 136:5 <b>partnership</b> 122:6 148:11 <b>partnerships</b> 17:20 <b>parts</b> 9:2 26:17 27:7 119:2 142:14 <b>partway</b> 20:4 <b>pass</b> 80:14 92:21 <b>passed</b> 8:14 <b>passing</b> 108:3 <b>Path</b> 116:11,25 120:3,4 <b>pathway</b> 117:14 <b>patterns</b> 128:13 <b>paucity</b> 36:21 <b>pause</b> 10:14 63:15 79:7 119:13 <b>pausing</b> 63:13 <b>pay</b> 64:11 <b>penetration</b> 47:1 <b>penetrative</b> 10:5 12:7 29:22 <b>people</b> 15:12,15,17 16:1 24:23 26:16 27:11 35:12,18 49:11 59:21 66:12 67:25 68:24 69:12 69:17 74:15 92:7 92:14 96:24 97:6 101:20,24 102:4 105:10 107:16 108:6,9,20,22 110:1 114:8 116:7 117:10,19,22 118:1 124:9,11 127:1 136:23 137:25 138:8 140:12 141:1 142:13 143:3,21 146:10 147:15 <b>perceive</b> 121:14 <b>perceived</b> 21:1 <b>perfect</b> 99:15 <b>period</b> 45:10,12,14 51:20 65:2 90:11 141:19	<b>periods</b> 45:19 <b>permanent</b> 145:9 <b>permeates</b> 4:17 <b>permission</b> 6:13 52:24 <b>perpetrate</b> 36:11 <b>perpetrated</b> 10:5 <b>perpetrator</b> 23:21 41:7 44:7 95:21 129:3 131:5,8,9,9 131:12 140:7,16 <b>perpetrators</b> 11:20 36:14,16,19 37:1 37:2,8,13 43:5 140:3 <b>person</b> 7:13 25:8 28:5 52:13 61:22 63:20 69:6 71:9 73:21 74:8 75:14 75:17 87:10 92:4 102:16 103:4 106:1 107:3 111:1 135:19,20 138:17 147:6 <b>person's</b> 143:20 <b>personal</b> 94:21 <b>Personality-wise</b> 92:12 <b>perspective</b> 26:2 148:24 <b>perspectives</b> 43:16 <b>pertains</b> 11:22 <b>pertinent</b> 16:19 <b>philanthropic</b> 39:7 <b>phone</b> 8:19 76:23 80:17,18 81:2 82:15 86:19 98:10 113:17 131:7,20 132:23 133:1,7,7 133:7,13,21 134:3 134:9,12 135:8 146:7,24 <b>phoned</b> 92:3 107:22 109:23 <b>phones</b> 90:14 <b>phoning</b> 93:25	<b>photo</b> 61:16 88:20 88:21,22 99:10,11 102:7 <b>photograph</b> 13:1 <b>photographer</b> 39:8 <b>photography</b> 114:18 <b>photos</b> 8:8,12 95:8 99:9,13 <b>phrase</b> 37:24 93:4 137:25 <b>phrases</b> 34:5 37:12 <b>physical</b> 40:20 <b>pick</b> 76:5 77:10 80:8 129:13 131:18 141:12 <b>picked</b> 90:19 91:14 102:6,8 <b>picking</b> 145:24 <b>picture</b> 40:6 55:9 62:23 85:21,21,21 89:20 98:18 99:15 <b>piece</b> 103:15 <b>pieces</b> 86:10 <b>pillar</b> 22:8 <b>pillars</b> 20:25 21:3 21:22 <b>pilot</b> 88:11 <b>piloted</b> 117:13 118:6 <b>piloting</b> 117:14 <b>pitting</b> 51:25 <b>place</b> 3:3 8:7 47:1 90:13 110:21,22 136:15 <b>placed</b> 19:11,13 <b>places</b> 58:25 108:11 <b>plan</b> 16:16,23 18:8 18:8 <b>planning</b> 133:12 <b>platform</b> 134:20 <b>platforms</b> 5:10 30:25 78:12 <b>play</b> 60:11,12 69:4 <b>played</b> 15:1 <b>player</b> 25:14 83:24	84:1 <b>playground</b> 60:11 <b>playing</b> 59:24 <b>plea</b> 93:13 139:11 <b>plead</b> 131:6 <b>pleaded</b> 10:17 39:16 53:11 94:17 97:10 131:12 <b>pleading</b> 95:1 <b>please</b> 3:24 9:24 15:6 16:19,21 19:23 23:9 38:12 57:17,22 58:10 72:6,7,9,11,20 73:18 74:10 95:5 97:17 107:6,8 112:3 114:3 117:1 121:13 139:1,4 142:18 <b>pleased</b> 61:3 87:21 123:13 126:24 <b>plenty</b> 36:19 <b>plugging</b> 90:14 <b>plus</b> 94:6 <b>pm</b> 2:15,18,18,19 33:2,5 57:7,9,11 111:18,19,21 149:9,11,13 <b>PNC</b> 99:24 <b>pockets</b> 129:19,20 <b>point</b> 11:24 32:1 42:13 57:6 59:8 60:25 61:7 65:3 67:18 78:1,20 83:16 86:10 88:19 91:25 94:1 99:6 102:24 107:23 135:7 137:15 147:5 <b>points</b> 2:12 17:23 22:9 <b>police</b> 4:8,10,12 5:20 8:3,6,14,18 8:22,25 9:7,9,10 9:12,19 11:13 14:7 16:4 17:2	19:14,22 24:1 25:13,15,22 26:3 29:7,9,14 30:12 31:7,16,19 32:5,7 34:8,24 35:7 40:18 42:24 44:15 44:22,22,23,23 45:4,5,8,9,11,13 45:17 46:4,18 47:19 49:3,7 50:1 50:3,10,12,25 51:12 52:8,9,16 52:17 53:8 55:23 56:4,9 59:9 68:16 73:17,20 74:11,18 74:23 75:4 81:13 81:14,16,19,21 82:5 92:3 94:10 96:15,17 97:20 98:22 99:12,24 100:4,15 101:7,10 102:10,12,24 103:23 104:13,17 105:5,7,7 106:20 106:24 107:22 108:1,7 109:4,9 109:24 110:23 114:20 116:4 118:19,20 119:4 119:17,18 120:6 120:17,20,21 124:10,14,15,19 124:20 125:2,9,14 127:8,9 130:6,7 130:21 131:2,22 132:1 133:14,20 133:21 134:2 136:2 137:15 141:18 142:22,25 143:7,10 144:3,9 145:25 146:3,14 147:6 148:6,9,13 148:13,18 <b>police's</b> 7:3 26:5 53:19 74:14 97:21 <b>policeman</b> 11:13
---	---	--	--	---

<b>policemen</b> 146:23	68:20	<b>preserve</b> 14:8	26:1 31:15 34:1	96:5 102:4
<b>policing</b> 14:14 17:1	<b>pound</b> 79:11	<b>press</b> 6:16 7:6	35:5 41:12 42:4	<b>properly</b> 11:12
18:6,7 19:11	<b>Powell</b> 4:7	115:22	42:19 44:17 45:2	<b>property</b> 53:9
20:20 25:16,18	<b>power</b> 106:21	<b>pressing</b> 103:6	50:2 52:21 83:22	91:16
31:4 35:20 48:1	<b>powerful</b> 54:7	<b>presumption</b> 6:10	84:22 128:22	<b>proportion</b> 129:25
48:18 55:21 56:2	<b>powers</b> 56:14	<b>pretty</b> 132:6	129:9,17 138:5	<b>propose</b> 54:10
117:10 119:15	<b>practicable</b> 22:19	<b>prevalent</b> 128:21	<b>problems</b> 28:13	<b>proposed</b> 6:6
124:4 134:1	41:16	<b>prevent</b> 9:20 13:20	62:17 67:24 69:10	<b>prosecuted</b> 37:3
<b>policy</b> 55:1,9	<b>practical</b> 127:14	18:9,12 22:12	127:19	<b>prosecuting</b> 34:15
112:22 134:6	130:20	24:3,4,15 56:7	<b>proceeded</b> 10:10	38:4
<b>poor</b> 9:10 11:8	<b>practice</b> 29:18	108:6	<b>proceedings</b> 6:3,17	<b>prosecution</b> 34:25
92:18	56:10 112:13	<b>preventing</b> 18:12	94:20	136:16 137:16
<b>pop</b> 66:15,21	116:6,17 129:19	<b>prevention</b> 13:16	<b>process</b> 28:9	<b>protect</b> 1:23 9:8
<b>population</b> 37:5	132:7	13:17 14:2 25:3,9	133:19 138:9	15:11,17 18:10,14
49:10	<b>practitioner</b> 112:21	50:4 109:1	<b>produce</b> 5:25 30:8	18:23 24:19 31:7
<b>pornography</b> 95:19	<b>practitioners</b> 109:6	<b>prevents</b> 28:1,3	36:5 43:16 117:6	48:15 52:3 87:7,8
<b>portal</b> 116:1,5,9	<b>Prebooked</b> 91:17	<b>previous</b> 3:13	<b>produced</b> 32:4	115:19 133:5
<b>portraying</b> 106:16	<b>precise</b> 74:21	100:1 128:9	147:20	135:18
<b>Portsmouth</b> 8:10	<b>precisely</b> 126:23	<b>previously</b> 51:23	<b>production</b> 7:16	<b>protecting</b> 13:18
<b>pose</b> 48:11	<b>predator</b> 78:13	<b>primarily</b> 18:21	<b>professed</b> 64:15	17:6 122:17
<b>posed</b> 20:8 21:13	108:16	56:24 103:15	<b>professional</b> 18:6	<b>protection</b> 6:19
48:3	<b>prediction</b> 32:20	<b>primary</b> 60:6,11	76:23 112:15	12:10,25 14:19,20
<b>position</b> 25:20	<b>predominant</b> 47:7	67:14 109:1,2	119:5	16:14,24 21:20
33:18 138:21,22	<b>predominantly</b>	<b>Prime</b> 18:18	<b>professionals</b> 15:19	25:22 54:22 105:3
<b>positions</b> 142:11	36:23 58:7	<b>principles</b> 17:24	116:16 117:7	116:12,12,13,14
<b>positive</b> 119:11	<b>preface</b> 65:4	<b>print</b> 72:23 73:10	127:17 129:23	116:21,25 119:3
122:10,20	<b>preference</b> 68:11	<b>printed</b> 78:21	136:21	119:22 120:3,4
<b>possession</b> 12:11,22	<b>premise</b> 13:23	<b>Prior</b> 30:15	<b>professions</b> 70:19	<b>protective</b> 14:15
13:1,25 29:24	<b>preoccupied</b> 87:22	<b>prioritisation</b>	<b>Professor</b> 1:7	<b>protocol</b> 27:19
39:12 59:11	<b>preparation</b> 7:19	31:20 32:22 48:25	<b>profile</b> 36:18 70:5	<b>proud</b> 88:8
<b>possible</b> 5:24 6:24	37:14	<b>prioritise</b> 32:7	<b>profit</b> 37:21	<b>proved</b> 17:4
6:25 121:11 134:3	<b>prepare</b> 18:10,15	<b>prioritised</b> 56:2	<b>profound</b> 114:17	<b>provide</b> 5:10 22:16
134:4 137:17	24:19	<b>prioritising</b> 26:5	<b>programme</b> 24:22	35:4,19 44:16
<b>possibly</b> 60:23	<b>prepared</b> 40:17	<b>priority</b> 128:4	24:22 117:6,12	45:1,25 53:25
87:11	44:18 46:9 74:18	<b>prison</b> 53:21 103:9	119:3 130:25	54:6 55:9 56:11
<b>post</b> 103:10	139:5	104:14,24 105:18	133:10 134:17,18	131:25 145:12
<b>posted</b> 88:20 89:20	<b>preposterous</b> 91:4	105:23,24 106:19	<b>progressive</b> 86:8	<b>provided</b> 7:23 19:1
103:14	<b>prepubescent</b>	<b>private</b> 1:22 17:21	<b>prohibit</b> 14:4	20:18 22:2 31:10
<b>posters</b> 96:8	39:10	110:21	<b>project</b> 109:8	44:21,24 45:13
<b>potential</b> 18:14	<b>presence</b> 45:16	<b>proactive</b> 21:5	146:12	46:12 47:4 50:12
36:6 41:9 48:5	<b>present</b> 6:16 94:19	124:3	<b>promise</b> 51:24	51:13 120:17
51:24 97:11	122:18 139:12,20	<b>proactively</b> 28:20	<b>prompt</b> 133:25	138:24
107:16 116:20	142:21	<b>probably</b> 80:16	<b>prompted</b> 73:19	<b>provider</b> 31:3
127:13 132:18	<b>presentation</b> 20:15	100:21 122:7,7	<b>proof</b> 78:21,22	<b>providers</b> 5:9
133:18 134:16	<b>presentations</b> 97:1	130:5 135:8	145:12,21	<b>provides</b> 24:23
<b>potentially</b> 43:25	<b>presenting</b> 92:6	<b>problem</b> 10:11 22:3	<b>proper</b> 68:23 90:9	<b>providing</b> 25:23

40:6 131:16	<b>pushed</b> 140:14	<b>quipped</b> 145:1	<b>reads</b> 16:23	83:24
<b>provision</b> 15:18	<b>pushing</b> 68:13	<b>quite</b> 60:2 79:10	<b>ready</b> 56:23 68:8	<b>recording</b> 3:6
50:10	<b>put</b> 6:15 9:25 11:15	88:5,7 92:4	68:14	39:21 43:19,22
<b>provoke</b> 83:13	14:2 19:5 27:6	105:24 115:6	<b>real</b> 7:20 55:18	<b>records</b> 30:2 75:25
<b>PSHE</b> 88:25	46:5 48:7 49:17	117:2 121:3	62:7 83:10 108:22	81:14 100:16
<b>psychology</b> 112:14	52:19,24 76:22,24	124:24 126:5	108:22 124:1	103:3
<b>public</b> 1:22 2:2 5:6	97:16,22 117:12	132:20 134:25	132:18	<b>recover</b> 147:11
6:16 7:6 13:18,19	121:21 123:14	135:3 141:22	<b>realised</b> 7:25	<b>recovered</b> 124:11
17:21 22:13,18	124:12 129:8	144:8 145:14	118:18 138:12	124:23
26:17 27:5 36:4	136:24 138:4	<b>quote</b> 10:25 52:10	<b>really</b> 55:13 63:6,8	<b>recovering</b> 138:10
74:15 110:22	139:4 142:19	<b>quotes</b> 20:17	63:17 65:11 66:8	<b>recovery</b> 51:7
<b>publications</b> 43:22	143:14 145:15		66:14 72:19 75:16	114:9 115:13
51:9 116:7	146:21 147:22	<b>R</b>	81:20,20 83:3	116:3 117:9
<b>publicly</b> 6:25 7:7	<b>putting</b> 28:3 79:13	<b>race</b> 142:2	87:5 89:10,12,13	118:12 133:11
<b>published</b> 2:23 3:1	123:25 124:25	<b>radicalisation</b> 69:2	96:21 106:19	148:23
9:6 16:16 18:7		69:17 78:1	107:7 115:12	<b>red</b> 140:15
35:21 56:2	<b>Q</b>	<b>raise</b> 6:13 17:22	122:1,9 123:14	<b>redacted</b> 10:6
<b>publishes</b> 55:20	<b>QC</b> 4:7,8,10	101:14 126:6	124:8 125:12,17	<b>redactions</b> 6:19
<b>pull</b> 89:6	<b>qualification</b> 43:18	<b>raised</b> 53:25 56:25	125:21 126:24	<b>reduce</b> 22:11 24:11
<b>pulled</b> 102:6	<b>qualifications</b>	91:9 99:2 101:8	128:12 129:19	30:10
107:11	112:15	136:15,16	138:19 140:21	<b>reducing</b> 3:16
<b>punishable</b> 14:10	<b>quality</b> 137:3	<b>raises</b> 48:17	141:6 143:2	18:14
<b>punishing</b> 66:23	<b>quantification</b>	<b>ramping</b> 89:10	144:10 146:25	<b>refer</b> 34:6 45:7
<b>puppet</b> 65:19	43:15	<b>ran</b> 59:5 60:5,8,10	147:11 148:21	62:10 116:7
<b>purchase</b> 104:22	<b>quantify</b> 43:9	61:23,25	<b>reasonably</b> 22:19	<b>reference</b> 6:15
106:6	44:11	<b>rang</b> 105:15	<b>reasons</b> 6:19 47:2	20:15 22:1 28:12
<b>purchased</b> 104:19	<b>quantifying</b> 42:18	<b>range</b> 94:8	<b>reassured</b> 105:17	46:9 68:15 81:11
104:22	<b>quantity</b> 121:23	<b>ranged</b> 10:19	<b>rebels</b> 64:18	81:16 139:1
<b>pure</b> 137:3	<b>quarter</b> 46:22	<b>ranging</b> 10:17	<b>recall</b> 33:18 45:6	<b>references</b> 10:13
<b>purple</b> 46:14	<b>question</b> 6:9 48:11	<b>rape</b> 39:9 100:5	<b>receive</b> 2:5 27:1	<b>referral</b> 23,3,4,7,18
<b>purport</b> 143:6	97:8 119:8,9	<b>rare</b> 41:5	28:19	45:7
<b>purpose</b> 5:13 10:8	126:6 132:4	<b>rarely</b> 124:1	<b>received</b> 3:20 16:6	<b>referrals</b> 21:7,10
20:5 54:19 68:21	144:20	<b>rate</b> 32:21	23:11 45:11 53:20	22:6 23:1,10,12
104:6 129:5	<b>questioned</b> 63:25	<b>rated</b> 70:16	59:13 105:12	23:13,17 24:2
142:24,25	91:24	<b>rational</b> 128:12,13	115:18	45:6,12,23 46:3
<b>purposes</b> 11:22	<b>questioning</b> 6:11	<b>re-offending</b> 18:13	<b>receives</b> 22:6	128:1
12:14 13:18 29:17	<b>questions</b> 6:12	<b>reached</b> 111:2	<b>recognises</b> 56:16	<b>referred</b> 1:12 4:11
38:2 44:17	57:22 63:10 66:13	<b>reaches</b> 110:12	<b>recognising</b> 17:5	4:15 6:14 8:6,17
<b>pursue</b> 18:9,11	76:20 91:9 92:9	<b>react</b> 79:20	89:2	12:16 13:12 17:24
20:7,10,24 24:3	111:13 141:1,22	<b>Reactive</b> 21:7	<b>recommendations</b>	25:1 33:17 34:5
<b>pursued</b> 10:16	145:24 149:2	<b>reacts</b> 95:22	1:24	37:10,16 45:9
100:12	<b>quick</b> 131:6,6	<b>read</b> 6:2 49:6 72:21	<b>record</b> 6:2 20:1	47:18 100:12
<b>pursuing</b> 18:11	137:5	72:22,24 73:1	63:14 84:1 99:24	<b>referring</b> 34:7 62:9
88:15 108:15	<b>quickly</b> 63:17 75:8	77:25 78:23 91:4	<b>recorded</b> 2:22 7:7	<b>refers</b> 27:4 37:25
<b>push</b> 68:7 77:20	77:21	113:24	35:24 36:3 42:25	<b>reflect</b> 20:1 74:21
78:13	<b>quiet</b> 72:10	<b>reading</b> 73:16	46:2,13 74:18	<b>reflection</b> 55:24

<p><b>reform</b> 25:16</p> <p><b>refuse</b> 84:21</p> <p><b>regard</b> 29:19</p> <p><b>regarding</b> 24:21 113:3</p> <p><b>regards</b> 99:1</p> <p><b>regional</b> 20:19 125:5,5</p> <p><b>regions</b> 125:16</p> <p><b>register</b> 145:8</p> <p><b>registered</b> 37:25</p> <p><b>Regrettably</b> 53:16</p> <p><b>regular</b> 71:9</p> <p><b>regularly</b> 95:8</p> <p><b>rehabilitated</b> 101:2 102:20</p> <p><b>relate</b> 23:6</p> <p><b>related</b> 56:7,21</p> <p><b>relates</b> 28:9 46:16 46:23</p> <p><b>relating</b> 2:6 26:10 31:9 34:20 43:22 47:20 51:4</p> <p><b>relation</b> 3:3,23 9:9 14:23 16:18 21:22 24:4,19 28:15 33:19 34:2 35:5 36:20 38:14 45:13 45:22 46:15 47:14 49:1 50:10 74:14 100:13 125:25 127:7 129:16 130:21 136:17 137:13 138:25 139:7 142:1</p> <p><b>relationship</b> 62:7 64:7 73:9 82:12 83:10 89:2,7</p> <p><b>relatively</b> 13:8 50:18</p> <p><b>Relativity</b> 6:14 10:13 99:23</p> <p><b>release</b> 105:21</p> <p><b>relevant</b> 11:25 134:14</p> <p><b>Relief</b> 81:25</p>	<p><b>relieved</b> 81:25 84:22</p> <p><b>religion</b> 69:3</p> <p><b>reluctance</b> 131:19</p> <p><b>reluctantly</b> 83:20</p> <p><b>rely</b> 2:20</p> <p><b>remaining</b> 24:1</p> <p><b>remarks</b> 1:3 149:18</p> <p><b>remedied</b> 10:12</p> <p><b>remember</b> 14:11 60:12 136:1 144:19,22</p> <p><b>remembered</b> 39:1</p> <p><b>reminder</b> 54:7</p> <p><b>remit</b> 49:12</p> <p><b>remote</b> 22:17</p> <p><b>removal</b> 30:22</p> <p><b>remove</b> 3:10 30:24 53:23</p> <p><b>removed</b> 8:19 9:20 31:3</p> <p><b>repeated</b> 19:2 77:22</p> <p><b>report</b> 9:4,6 16:10 16:15 22:14,18,21 25:2 30:8 35:10 35:15 42:9 48:4 52:8 53:19 71:12 74:13 95:14 96:23 96:25 97:15,19 99:22 100:3 101:16,18 104:25 113:9,10,12,15,22 127:16 129:22</p> <p><b>reported</b> 4:19 8:2 8:13,16 10:3 22:22 35:24 40:16 42:24 95:10,16 102:10 127:8,21 136:7 139:9,17</p> <p><b>reporting</b> 16:11 22:12 24:25 95:20 97:12</p> <p><b>reports</b> 9:10 39:24 45:5,15,18 51:9 51:10 95:12 113:7</p>	<p>113:21</p> <p><b>represent</b> 50:7</p> <p><b>representative</b> 37:5</p> <p><b>representatives</b> 2:11</p> <p><b>request</b> 20:6 35:6 98:22</p> <p><b>requests</b> 6:8</p> <p><b>require</b> 55:22 137:10</p> <p><b>required</b> 20:12 21:2,15 34:25 56:4 145:21</p> <p><b>requirement</b> 19:11 19:13 55:21 56:2</p> <p><b>requires</b> 29:18</p> <p><b>requiring</b> 14:7</p> <p><b>research</b> 28:15 36:13,16,17,21 37:7 39:24 40:8 40:11,14,19,25 41:4,12 42:15,19 47:22,24 48:8 81:10 123:1 127:16 129:23</p> <p><b>researchers</b> 41:6 44:4</p> <p><b>resilient</b> 110:14 111:6</p> <p><b>resistance</b> 131:21</p> <p><b>resolve</b> 56:7 132:3</p> <p><b>resolved</b> 132:4</p> <p><b>resonate</b> 110:4</p> <p><b>resonates</b> 146:25</p> <p><b>resorted</b> 52:8</p> <p><b>resources</b> 11:14 49:23 55:22 56:10 102:2 105:10 108:3</p> <p><b>resourcing</b> 105:8</p> <p><b>respect</b> 36:16</p> <p><b>respective</b> 45:23 46:4 126:19</p> <p><b>respects</b> 120:20</p> <p><b>respond</b> 17:7 32:9 49:13 56:25</p>	<p>124:20</p> <p><b>responded</b> 20:23</p> <p><b>responders</b> 119:4 127:10,19</p> <p><b>responds</b> 32:11 49:25</p> <p><b>response</b> 1:15 5:4 5:11 8:15 9:10 11:8 19:16,20 20:7,10,24 21:2,5 21:7 24:3,16 25:10,17 26:5 48:24 49:22 55:2 55:20 56:17 74:23 83:13 148:1</p> <p><b>responses</b> 1:11 2:7 4:13 15:24</p> <p><b>responsibility</b> 55:2 129:8 133:5</p> <p><b>responsible</b> 14:14 14:17,18 54:24 120:15</p> <p><b>rest</b> 79:7 133:5 135:12</p> <p><b>restrict</b> 9:18 13:23</p> <p><b>restriction</b> 3:3,5,11 3:19</p> <p><b>restructure</b> 125:17</p> <p><b>result</b> 54:8 73:16</p> <p><b>resulted</b> 128:20</p> <p><b>results</b> 23:23 30:3 32:9</p> <p><b>Retains</b> 17:13,17 17:18</p> <p><b>rethink</b> 125:18</p> <p><b>retrain</b> 59:8</p> <p><b>return</b> 32:21 33:1 57:7 86:11 111:18 120:14</p> <p><b>returned</b> 52:21,22</p> <p><b>returning</b> 2:18</p> <p><b>review</b> 2:6 9:15 10:24 15:9 147:20 147:22</p> <p><b>revisit</b> 53:17</p> <p><b>revisited</b> 113:14</p>	<p><b>Richard</b> 39:5 49:2</p> <p><b>right</b> 41:25 58:13 65:11 68:19 71:7 73:10 79:3 81:8 90:3 92:16 96:20 98:13 100:3,6,14 103:15 108:11 109:2 112:24 113:8,25 120:16 120:18 126:10 133:12 142:22</p> <p><b>right-hand</b> 16:22 38:15</p> <p><b>ringfenced</b> 38:7</p> <p><b>ringing</b> 99:20</p> <p><b>RIP</b> 92:18</p> <p><b>rise</b> 35:2 46:13 77:4</p> <p><b>risen</b> 43:3 125:24</p> <p><b>rising</b> 42:3 46:15 125:23,23</p> <p><b>risk</b> 9:16 22:25 23:22,24,24 26:4 31:21 32:3,3,11 32:12,13,13,18,20 32:22 47:18 48:3 48:12,13,13,24</p> <p><b>risk-based</b> 48:14 48:18</p> <p><b>robbed</b> 11:5</p> <p><b>robust</b> 25:9 55:20 140:6</p> <p><b>Rochdale</b> 33:8 110:1</p> <p><b>role</b> 5:8,19 15:1 17:6 32:22 50:2 54:22 119:19 148:2,3</p> <p><b>rolled</b> 85:25 118:7</p> <p><b>room</b> 2:23 61:9,14 63:7 66:2,20 70:6 72:22 74:2 87:16 90:13 97:2 143:20 143:20,25 144:1,1 144:2 146:14</p> <p><b>rooms</b> 29:4 143:19 143:23,25</p>
---	--	---	---	--

<b>rose</b> 41:24	<b>saved</b> 92:13	143:14 146:8	23:10,16 38:13	<b>sent</b> 6:6 8:12 19:25
<b>Rotherham</b> 109:25	<b>savvy</b> 59:5 76:16	<b>schoolchildren</b>	40:17 46:14,21	86:12,18 89:9
<b>roughly</b> 139:8	105:7	35:16 110:25	47:4 70:24 72:17	107:3
<b>route</b> 118:13	<b>saw</b> 70:5,7 81:1	<b>schoolfriend</b> 91:6	75:19 77:11 78:22	<b>sentence</b> 108:4
<b>Router</b> 27:14 28:17	91:21 108:22	<b>schoolfriend's</b> 53:4	78:24 80:12,13	<b>sentenced</b> 13:14
<b>routers</b> 59:10,12	109:10,18	<b>schoolfriends</b> 61:4	88:12 99:10	39:18 53:14 94:18
<b>ruined</b> 79:4	<b>saying</b> 11:15 63:7	87:20 88:18 89:4	100:17 110:6	95:2
<b>rule</b> 6:8	63:24 65:5 67:25	92:20 94:12	114:20,25 121:19	<b>sentences</b> 10:19,20
<b>rules</b> 6:9,10 35:25	74:5 77:7 81:9	<b>schooling</b> 75:15	128:14,17 132:9	12:1,6 39:18
104:7	84:25 89:10 92:17	89:1	141:17 143:17	<b>sentencing</b> 29:17
<b>ruling</b> 3:13	92:24 96:19 102:5	<b>schools</b> 59:22 86:1	144:6,16,20	29:18,19 53:12
<b>run</b> 1:19 24:22	103:5 110:8 122:7	119:21	148:13	<b>separate</b> 123:20,21
113:4	123:1 131:1 133:3	<b>scope</b> 1:18 5:6	<b>seeing</b> 88:21	<b>separately</b> 140:8
<b>run-up</b> 84:14	136:2,20 137:20	<b>score</b> 32:5	<b>seek</b> 6:13 14:5	<b>September</b> 8:21
<b>runaround</b> 94:1	143:14 148:10	<b>scores</b> 32:3	36:11 37:10 56:22	11:10 45:11 118:9
<b>rung</b> 96:17	<b>says</b> 20:4 52:12	<b>scrambling</b> 28:10	57:4	142:17
<b>running</b> 25:4	65:5,16,23,24	<b>scream</b> 108:9	<b>seeking</b> 52:4 56:19	<b>Serco</b> 16:4,8
114:21	75:3,13,17 76:9	<b>screen</b> 6:15 9:25	<b>seeks</b> 17:7 36:5	<b>series</b> 82:19
<b>runs</b> 76:9,13 98:5	76:12 78:5 80:9	44:20 61:15 62:24	37:7	<b>serious</b> 9:4 10:24
<b>rush</b> 137:20	85:8,8 98:2,9	66:16 74:4 108:21	<b>seemingly</b> 61:6	14:25 17:7 18:1,5
<b>rushing</b> 147:14	143:18,22	139:4	86:11	54:5 147:20
	<b>scale</b> 20:19 22:3,4	<b>screens</b> 2:23 10:12	<b>seen</b> 11:19 62:23	<b>seriously</b> 141:7
<b>S</b>	26:1 31:15 33:15	79:16	70:4 77:3 78:18	<b>seriousness</b> 55:25
<b>sad</b> 59:23,23	34:1 35:4 41:11	<b>scroll</b> 20:22	78:18 96:9 103:22	<b>serve</b> 39:19
<b>sadistic</b> 53:13	42:3,18,21 43:4	<b>se</b> 130:8	127:24,25 128:23	<b>server</b> 61:23,25
<b>Safari</b> 26:20	44:11,13,16,18	<b>search</b> 27:8	138:4,4	76:10,11,21,25
<b>safe</b> 1:24 57:3	45:2 125:12	<b>searched</b> 53:9	<b>seize</b> 133:21	83:21 84:21 98:6
62:22 110:22	<b>scan</b> 30:13,14	<b>seats</b> 140:15	<b>seized</b> 8:19 30:8	<b>server'</b> 76:13
133:17	75:19	<b>second</b> 20:14 22:8	<b>self</b> 52:22 85:6,12	<b>service</b> 4:12 5:9
<b>safeguard</b> 31:7	<b>scare</b> 69:20,22	32:15 33:12	<b>self-esteem</b> 40:25	22:17,17 31:3
48:15 121:11	110:13	<b>secondary</b> 58:14	108:24	44:22 45:11 97:6
<b>safeguarding</b> 8:14	<b>scared</b> 74:9	<b>seconded</b> 16:4	<b>self-generated</b> 34:3	136:16 137:16
9:5 35:3 36:1	<b>scary</b> 96:21 106:8	148:14	<b>self-made</b> 64:9	<b>services</b> 28:17
47:25 109:6 119:6	108:21	<b>Secondly</b> 15:14	<b>selfies</b> 35:13	30:10,25 120:7
122:4 126:15	<b>scenarios</b> 136:4	<b>seconds</b> 115:23	<b>semi-dressed</b>	133:14,20 147:7
<b>safer</b> 16:1	<b>scene</b> 7:10	<b>Secretary</b> 55:20	144:16	<b>session</b> 7:5,6
<b>safety</b> 24:24 86:3	<b>school</b> 8:18 45:19	<b>section</b> 12:24 13:2	<b>seminar</b> 114:7	<b>sessions</b> 109:4
<b>salient</b> 5:23	52:5,6,23,25	13:4,6,10	<b>send</b> 110:4 117:25	<b>set</b> 3:14 10:1 11:21
<b>sampled</b> 41:4	58:12,14 59:15,25	<b>sections</b> 122:23	<b>sending</b> 88:17 95:8	14:21 21:4 30:13
<b>samples</b> 37:2	60:1,6,7,8,10,17	<b>sector</b> 17:21 18:22	<b>senior</b> 142:11	51:6,20 53:24
<b>sank</b> 94:14	61:7 62:3 64:1	<b>secure</b> 29:11	<b>seniors</b> 119:1	58:21,24 97:25
<b>sat</b> 72:25 129:5,8	67:8,14 68:24	<b>securing</b> 20:11	<b>sense</b> 26:22 59:19	107:7 116:15,24
139:22	69:9 70:16 83:22	130:22	62:5,13,15 66:11	134:12,13 136:12
<b>satisfied</b> 19:19	85:1,15,18 86:8	<b>security</b> 62:5,15	<b>sensitive</b> 6:23 7:2,4	<b>sets</b> 2:20 15:7 55:21
<b>Saturday</b> 89:25	87:14 90:22 94:6	66:11	28:20	132:19
<b>save</b> 108:2	102:25 109:12	<b>see</b> 10:1,13 20:2,15	<b>sensitivity</b> 6:20	<b>setting</b> 7:9 10:9

20:24 46:12 94:21 123:14,19 139:6 <b>settle</b> 60:17 <b>settled</b> 59:24 147:15,15 <b>seven</b> 32:12 <b>seventh</b> 139:15 <b>severe</b> 23:24 <b>sex</b> 34:15 37:24,25 38:16,21,22 40:16 41:3 68:6,10 70:1 77:19 102:22 103:7 110:2 <b>sexting</b> 34:5 <b>sexual</b> 1:5,12,23 2:6 4:14 5:2,12 6:21 7:1,10,11,14 7:16,16,17,21,24 9:17 10:4,18 11:9 11:20,25 12:3,19 13:4,5,6,7,9,10,13 13:15,16,19 14:1 14:2,22 15:5,12 15:25 16:10 18:3 18:7 19:9,11,16 19:21 20:8,13 21:11,13,15,21 22:4,11,14,20 24:12,14 25:7 26:6 27:11 28:14 28:25 29:3,22,23 30:22 31:20 33:16 34:3,4 35:12,18 36:10,14,20 37:6 37:9,15,19 40:11 40:20,22 41:18 42:10,14,16,21 43:1,14,21,23,24 44:1,5 45:16 46:16,25 47:11,14 49:14,25 50:11,18 51:4 53:13 54:6,9 54:23 55:1,11,15 55:17 56:3,17 67:10 68:20,22,23 69:1,16,19 78:2	100:5 101:9 112:20 113:3,11 113:13,18 115:5 122:23 123:16,20 124:5 125:8 126:1 126:8,13,15,16,17 126:25 127:6 128:2,4 136:17 148:7 <b>sexualised</b> 43:6 <b>sexuality</b> 8:1 68:7 77:20 143:15,18 <b>sexually</b> 7:18 8:12 10:18 38:3 39:10 53:10 102:23 128:21 130:13 <b>share</b> 28:21 56:10 87:12 110:24 116:6,16 <b>shared</b> 30:19 31:2 33:20,23 35:8 <b>shares</b> 30:23 <b>sharing</b> 26:7 35:22 38:10 41:20 42:8 47:21 48:3 124:19 125:1 <b>Sharpling</b> 1:8 <b>sheer</b> 9:22 10:9 <b>Sheldon</b> 4:6 <b>shocked</b> 93:12 <b>shocking</b> 11:3 <b>short</b> 1:13 3:9 4:15 24:6 25:14 30:20 33:4 39:19 57:10 101:18 111:20 <b>shortly</b> 2:8 <b>shouting</b> 72:3 <b>show</b> 10:8 44:20 70:6 72:25 78:20 130:18 140:9 <b>showed</b> 61:15 139:3 <b>showing</b> 34:10 <b>shown</b> 3:17 35:14 68:10 <b>shows</b> 40:19 92:5	109:20 <b>shut</b> 145:5 <b>shy</b> 63:5 <b>siblings</b> 58:1 80:1 94:6 <b>side</b> 38:15 77:22 138:10 <b>sides</b> 135:15 <b>signed</b> 18:22 <b>significant</b> 16:25 21:20 31:4 34:23 39:1 <b>significantly</b> 41:6 <b>silenced</b> 137:22 <b>silencing</b> 117:25 <b>similar</b> 105:13 110:11 143:6 <b>Similarly</b> 148:17 <b>Simon</b> 20:16 25:21 117:11 <b>simple</b> 27:18 <b>simply</b> 26:24 48:20 63:3 <b>simultaneous</b> 3:5 <b>simultaneously</b> 2:22 128:3 <b>single</b> 23:4,5,7 <b>sinister</b> 66:19 <b>sink</b> 53:8 <b>Sir</b> 1:7 <b>sit</b> 2:13,19 72:22 82:25 132:13 141:17 149:9 <b>site</b> 78:13,14 84:10 140:25 141:9,9 <b>sites</b> 28:2,3,17 140:24 144:7,12 144:18,21,24 145:15,20,21 <b>situation</b> 11:17 70:4 133:8 <b>six</b> 4:20 17:24 20:25 21:3,19,22 67:8 71:25 <b>six-month</b> 45:14 <b>size</b> 49:11	<b>skills</b> 56:6 148:13 <b>Skype</b> 70:4 144:15 144:15 <b>slandering</b> 104:15 <b>sleep</b> 59:2 <b>sleepovers</b> 62:19 <b>slight</b> 68:3 <b>slowing</b> 146:10 <b>smaller</b> 82:21 <b>Smith</b> 49:2 <b>smoke</b> 72:15 <b>snapshot</b> 22:3 <b>snuck</b> 90:15 <b>social</b> 4:25 8:17 9:8 78:11 112:12,16 116:4 133:20 146:22 147:7 <b>socialising</b> 60:24 83:19 <b>society</b> 5:1 133:6 <b>socioeconomic</b> 142:8 <b>software</b> 5:9 27:6 104:19,21 106:6 <b>somebody</b> 91:25 96:13 106:16 <b>Somerset</b> 44:23 49:4 <b>son</b> 11:1 51:17 52:3 52:11 57:22 66:6 71:1 75:12 78:6 87:2,8,11 98:3,14 98:16 102:16 104:2,16 106:14 110:3 <b>son's</b> 11:4 <b>soon</b> 22:18 109:8 134:3,4 137:17 <b>sorry</b> 33:9 84:2 92:17 100:22 116:10 142:20 <b>sort</b> 59:3,6,8,18 60:19,22 61:10,12 61:18 64:9 69:6 82:18 83:4 85:10 93:11 94:1 96:16	107:19 108:13 123:14 128:25 141:2 144:1 <b>sorts</b> 70:18 84:4 86:9 107:24 134:20,23 137:5 <b>sought</b> 6:23 52:5 101:12 137:17 <b>sound</b> 40:4 63:4 75:9 84:19 <b>sounded</b> 61:21 <b>sounding</b> 63:4 <b>sounds</b> 63:19 75:9 83:12 <b>sources</b> 5:20 16:7 42:17 <b>Spain</b> 88:13,15 90:2 <b>Spanish</b> 86:21 87:16 <b>speak</b> 63:6,17 66:14 68:24 71:17 73:7 82:25 86:1 95:18 96:25 118:7 <b>SPEAKER</b> 33:6 <b>speaking</b> 41:13 61:15 65:18 67:25 75:8 77:21 83:19 100:11,22 <b>speaks</b> 8:20 98:15 <b>specialise</b> 29:2 <b>specialised</b> 27:6 112:20 <b>specialist</b> 15:18 21:17 31:8 56:6 56:11 115:11 148:20 <b>specific</b> 42:1 143:23 <b>specifically</b> 36:18 56:21 <b>spectrum</b> 54:5 <b>speed</b> 47:20 <b>spend</b> 58:7 60:18 60:22 70:21 86:24 87:18 89:4
--	---	--	--	--

<b>spending</b> 60:15 79:19	121:18 124:2 126:6 134:13 136:11 149:21,23	<b>stranger</b> 68:13	<b>suffer</b> 51:8	<b>supposed</b> 106:18
<b>spent</b> 4:19,21 87:15 88:13 90:17 92:11	<b>statements</b> 6:1 54:12 100:24	<b>strangers</b> 41:9 44:6 70:21 100:22	<b>suffered</b> 11:1	<b>supposedly</b> 80:20
<b>spiders</b> 107:14	<b>states</b> 22:16 24:10 35:23 48:8 87:20 103:2	<b>strategic</b> 19:10 55:21 56:1 120:11 120:12,22 122:20 125:21 133:11,19	<b>suffice</b> 46:1	<b>sure</b> 105:24 110:19 133:15
<b>split</b> 58:4	<b>stating</b> 98:24	<b>strategist</b> 112:22	<b>sufficient</b> 3:18 19:19 101:7,23 134:11	<b>surfing</b> 28:5
<b>spoke</b> 18:19 94:20 97:10	<b>statistics</b> 43:17 47:12	<b>strategy</b> 18:5	<b>sufficiently</b> 128:16 140:6	<b>surprised</b> 101:18
<b>spoken</b> 63:10	<b>status</b> 54:20 55:5	<b>stream</b> 3:8	<b>suggest</b> 41:8 98:24 131:9 132:6,23 134:14	<b>surprising</b> 50:19
<b>sport</b> 59:25	<b>statutory</b> 9:8	<b>streaming</b> 21:10 55:17	<b>suggested</b> 35:6 78:25 91:1,2 107:25 146:4	<b>Surrey</b> 52:8,17 53:19 74:11,14 75:4 81:13 97:21 106:2
<b>sports</b> 61:18	<b>stay</b> 52:24 90:1 102:16	<b>street</b> 106:3	<b>suggests</b> 40:9 41:1 47:22	<b>surrounding</b> 52:2
<b>spread</b> 143:13	<b>staying</b> 53:4 90:8	<b>strengths</b> 121:14 121:18,19 129:14 136:12,13	<b>suggestions</b> 108:6	<b>surveys</b> 44:8
<b>Squirt</b> 144:25	<b>step</b> 73:20 96:16 131:24	<b>stress</b> 50:5	<b>suggests</b> 40:9 41:1 47:22	<b>survivors</b> 50:20,22 127:6,7
<b>stabbed</b> 53:6	<b>steps</b> 24:15 52:2,19 130:21	<b>strong</b> 84:17,19	<b>suicide</b> 93:2 96:20	<b>suspect</b> 91:11 111:10
<b>staff</b> 16:3,6 17:18	<b>stick</b> 44:10	<b>strongly</b> 93:14	<b>suit</b> 79:13	<b>suspect's</b> 30:13
<b>stage</b> 34:6 54:13 56:20,22,25 80:10 84:15 130:22	<b>stood</b> 61:19	<b>structure</b> 21:23	<b>summarise</b> 12:20 112:9 136:13	<b>suspected</b> 22:14 31:22 38:1
<b>stages</b> 114:11	<b>stop</b> 78:7 98:14 100:22 102:21 103:3 108:12 113:2	<b>struggling</b> 121:22	<b>summarised</b> 6:2 44:18 139:7	<b>suspecting</b> 84:3
<b>stand</b> 89:22	<b>stopped</b> 3:6 61:13 105:5	<b>stuck</b> 70:24 93:7 105:6	<b>summarises</b> 98:7,8	<b>suspects</b> 23:8
<b>standard</b> 26:23	<b>stopping</b> 78:25 102:18	<b>student</b> 39:8	<b>summary</b> 44:19,21 45:1 101:5,5 120:23 139:5	<b>suspicious</b> 52:1 41:8
<b>standards</b> 25:18	<b>stories</b> 63:23 66:4,8 76:18 83:3 93:3 96:18 108:20 109:24	<b>students</b> 65:1	<b>summer</b> 79:12,14	<b>swells</b> 105:2
<b>standing</b> 27:19	<b>story</b> 16:25 53:3 64:16 91:2 93:5 94:4,4,5 107:16 109:10,17,18 110:11 111:1	<b>studies</b> 36:22 37:4 40:1 41:4,4 50:12	<b>Summit</b> 18:19,25	<b>switch</b> 59:22
<b>stands</b> 27:13 31:21 98:23	<b>straight</b> 63:2 64:19 64:23 67:4,5 146:9	<b>study</b> 7:23	<b>Sunday</b> 82:18 91:14,22	<b>sworn</b> 112:1 150:5
<b>stark</b> 20:18 22:1	<b>strand</b> 54:21	<b>subject</b> 3:8 6:4,18 40:10 43:17 67:9 114:10	<b>super-techy</b> 62:1	<b>Syria</b> 64:19,22 77:8
<b>start</b> 2:14,17 7:9 57:12,21 58:10,13 60:1,3,15 74:25 74:25 115:14 135:24	<b>stranded</b> 134:7 136:8	<b>subject</b> 3:8 6:4,18 40:10 43:17 67:9 114:10	<b>Superintendent</b> 49:3	<b>Syrian</b> 64:18 95:8 95:15
<b>started</b> 7:25 59:15 67:25 69:1 92:16 93:25 105:18 143:13,17	<b>strands</b> 24:19	<b>submerging</b> 53:7	<b>superior</b> 101:13,17	<b>system</b> 18:12 22:13 118:14 124:9,13 129:15 136:11 137:12 139:24 147:13
<b>starting</b> 77:15 99:23 109:1		<b>submit</b> 33:7	<b>supervision</b> 10:20	
<b>starts</b> 70:22 74:13		<b>submitted</b> 44:14	<b>supervisory</b> 119:19	<b>tab</b> 57:20 74:12 112:11 139:2 142:20,20
<b>state</b> 115:7		<b>subscribers</b> 116:21	<b>supply</b> 42:11	<b>table</b> 9:24 10:1,8,9 11:19 23:16 139:1 141:24
<b>stated</b> 15:6,10 42:6		<b>subsequent</b> 19:4	<b>support</b> 15:19 16:6 18:16 41:9 55:10 138:14,16,21 147:9,10,17 148:22	<b>tables</b> 46:1
<b>statement</b> 4:1 54:16,19 57:19 66:1,24 85:3 91:13 94:11,21 103:11 111:15 112:10 116:23		<b>subsequently</b> 83:23	<b>supporting</b> 117:4	<b>tablet</b> 79:16
		<b>substantial</b> 115:19	<b>suppose</b> 133:18	<b>tackle</b> 17:4 25:6
		<b>substantive</b> 1:10		
		<b>success</b> 16:25 33:7 84:16		
		<b>successful</b> 32:17,18 64:13 89:14,17 124:16		
		<b>successfully</b> 37:3		
		<b>suddenly</b> 65:11		

---

**T**


---

28:24 42:11 54:25 <b>tackling</b> 14:22 15:5 18:13 <b>take</b> 2:15,17 7:13 29:7 32:7 35:12 45:9,25 47:2 48:22 57:7 66:12 69:14 73:18,19 74:22 75:20 78:12 82:20 86:3 88:22 89:14 98:14 99:6 110:5,5,5,6 113:6 130:21 132:12 134:2 135:7 <b>taken</b> 9:25 10:15 24:15 30:17 34:13 34:16,24 35:8 36:4 39:14 79:2,5 89:13 91:16 92:12 99:1 101:11 104:16 106:10,15 106:24 114:15 123:19 129:4 131:24 136:14 140:5,7,11 141:6 146:7,21 <b>takes</b> 58:12 132:13 <b>tale</b> 138:15 <b>talk</b> 63:6 69:19 73:23 74:2 96:22 103:7 109:22 124:14 130:16,17 132:16 <b>talked</b> 69:12 84:23 84:24 86:4 96:5 100:23 140:10 146:13 <b>talking</b> 67:21 70:10 70:22 74:7 77:14 87:17 96:19 105:2 110:2 111:5 118:23 119:18 135:17 138:8 143:20 <b>tall</b> 71:15 <b>target</b> 29:3	<b>targeting</b> 38:3 <b>task</b> 1:20 24:5,9,10 <b>tasked</b> 11:8 25:23 <b>tattoo</b> 97:3,3 <b>taught</b> 71:13 103:7 107:21 <b>taxi</b> 91:15,21 92:12 <b>TCSOs</b> 38:16 <b>teach</b> 89:7 108:18 110:23 <b>teacher</b> 142:11 <b>teacher's</b> 146:22 <b>teachers</b> 16:13 <b>teaches</b> 83:7 <b>teaching</b> 62:1 <b>team</b> 23:25 111:3 122:24,24,25 123:16 126:16,25 <b>teams</b> 123:15 126:8 126:10,20,21 148:18 <b>Teamspeak</b> 70:5 <b>tech</b> 59:5 64:3 77:1 <b>technical</b> 26:22 <b>technically</b> 90:8,10 <b>technique</b> 141:14 <b>techniques</b> 6:22 28:20 141:18 143:7 148:15 <b>technological</b> 59:6 <b>technologically</b> 105:7 <b>technology</b> 9:15 18:21 25:19 30:24 41:15 59:4 79:10 79:12,14 83:25 87:25 88:10 103:10 113:17 141:10 <b>teenage</b> 65:9 93:7 <b>teenager</b> 65:8 70:8 86:18 99:13,15 <b>teenagers</b> 34:17 71:15,17 86:9 95:13 96:9 110:12 128:11	<b>teens</b> 50:23 <b>telephones</b> 53:7 <b>tell</b> 50:20 52:1 53:22,23 65:19 72:3 81:3 85:17 89:12 94:3 98:16 105:25 107:6 108:17 111:1 115:20 116:25 117:22 120:1,2 128:8,10,16 131:7 138:15 <b>telling</b> 45:6 73:14 118:25 147:1 <b>temporary</b> 80:3 <b>temptation</b> 38:24 <b>ten</b> 31:11 125:15,24 <b>tens</b> 29:12 <b>tense</b> 73:8 <b>tension</b> 132:2,3 <b>term</b> 10:21 14:10 26:22,23 53:15 77:1 86:22 94:18 95:2 <b>termed</b> 15:7 125:7 <b>terminology</b> 5:16 26:10 68:23 <b>terms</b> 4:24 12:5 14:9 27:18 36:22 46:13 49:23 52:10 137:10 139:9 141:25 146:1 <b>terrorism</b> 19:13 105:1 <b>terrorist-related</b> 101:10 <b>testimony</b> 5:23 <b>tests</b> 37:2 <b>text</b> 28:10 93:23 144:13,14 <b>texts</b> 92:17 <b>thank</b> 4:2 33:1,11 33:12,25 54:14,15 54:17 57:5,6,8 62:12 63:17 81:9 111:9,13,15,16	113:6 149:5,5,10 <b>Thanksgiving</b> 103:12 <b>theme</b> 50:4 <b>themes</b> 5:14 25:3 49:20,22 50:6,7 50:15 <b>therapeutic</b> 114:21 <b>thereabouts</b> 142:5 <b>thereof</b> 4:17 12:24 <b>they'd</b> 63:5 119:11 144:11 <b>thin</b> 69:11 <b>thing</b> 79:3 86:2 91:7 98:13 106:3 117:18 120:16 122:20 127:17 131:14 145:10 <b>things</b> 60:22 65:5 66:15 71:6 72:2 73:2,4,25 81:18 83:7 84:4 96:25 98:7 101:14 102:8 105:3 108:25 109:16,25 121:25 122:10 123:25 130:5 131:6,11 134:12 135:24 137:9 146:2 147:19 148:12 <b>think</b> 11:5 33:17,23 34:4 50:3 54:2 57:6,22 58:1,13 61:3 62:4 63:2 66:1,5,24 67:2,4 67:13 68:4,25 69:2,25 70:7,11 71:4,20,25 72:1 72:21,24 73:10,16 74:19,20 76:10 77:1,4,6,18 78:8 79:3 81:13 82:5,8 83:12,24 85:3,13 86:5 87:5,11,15 88:13,17,25 89:6 89:25 90:21,25	91:4,13 92:5,14 92:24 93:15,18 94:2,11,19 96:4 96:11,12,23 100:3 101:14,17 102:1,4 102:15 103:9 104:12 105:12 106:19 108:5 109:3,21,23 112:8 112:12,18 113:8 115:18 116:20,23 117:5 118:6,10 119:3,8,21,22,23 120:18 122:9,20 123:16,24 124:2,5 125:8,17 126:6,9 126:14 127:8 128:18 130:5 131:23 134:13 135:5 136:11,19 137:9,14,24 138:1 138:7 139:5,12 141:20,20,21 142:4,16,21 143:16 144:17 145:5 146:1,3 147:19 148:12,14 148:19,21 <b>thinking</b> 61:13 81:23 88:25 110:1 115:11 123:25 125:14 128:13 133:19 <b>thinks</b> 65:5 83:16 <b>Thinkuknow</b> 24:21 <b>third</b> 17:21 18:22 70:15 <b>Thirdly</b> 15:17 <b>thought</b> 52:15,16 52:20 61:8 62:25 64:20 68:5 69:8 72:9 77:9,16,19 81:14 83:22 87:1 87:8,18,23 95:24 96:6,12 99:4,16 101:3,19 108:17
---	--	--	---	---



109:19 114:8	95:6	<b>total</b> 10:15	<b>trials</b> 129:5 139:12	<b>tweet</b> 105:13
115:14 140:18	<b>times</b> 59:1 73:8	<b>totality</b> 50:8	<b>tried</b> 33:9 63:10	106:24 107:4
<b>thousands</b> 23:6	81:15 124:3	<b>totalled</b> 41:23	66:1 69:19,24	<b>tweeting</b> 103:19
<b>threat</b> 17:7 18:14	129:24	<b>totally</b> 117:20,21	73:23 92:21 93:1	<b>tweets</b> 53:20,23
19:21 20:8,25	<b>timescales</b> 32:10	<b>touch</b> 26:4 60:7	110:15	106:10
21:3,10,12,19,23	<b>timestamp</b> 22:24	73:22	<b>trip</b> 52:23 86:21,24	<b>twist</b> 104:3,4
22:4,8 23:22	<b>timetable</b> 2:1,20	<b>touched</b> 67:17	87:16,21 89:25	<b>Twitter</b> 98:18
24:11 49:25 50:18	6:7	120:17 136:10	90:7	103:10,14
56:3,5	<b>timing</b> 147:3	<b>touching</b> 67:16	<b>triplets</b> 58:2,22	<b>two</b> 10:16 16:18
<b>threatening</b> 8:7	<b>Tink</b> 51:2,3 111:23	<b>town</b> 109:16	80:1 90:3 92:16	34:17 43:19 44:10
<b>threats</b> 18:13 55:14	112:1,6 150:4	<b>traced</b> 28:6	94:7	45:22 51:19 75:22
55:22	<b>tiptoed</b> 69:23	<b>tracks</b> 61:13	<b>trouble</b> 69:11 106:5	91:7,17,21 101:20
<b>three</b> 3:17 29:21	<b>today</b> 1:25 4:2	<b>trades</b> 64:17	138:2,3	101:24 107:11
30:4 38:18 55:14	69:24 78:9 111:15	<b>trading</b> 70:18	<b>true</b> 64:23 70:6	114:25 115:23
58:1 59:10,12	114:17 115:7	<b>traffic</b> 28:16	93:1,2	118:3 122:9
79:16,25 81:15	133:15 135:16	<b>tragedy</b> 33:8 54:2	<b>truly</b> 11:3	127:14 128:1
117:3 118:11	149:8	<b>train</b> 92:13	<b>trust</b> 9:23 81:22	130:5 135:14
119:2,20 122:9	<b>told</b> 10:11,24 52:9	<b>trainer</b> 112:22	<b>trusted</b> 30:5	139:3 140:11,11
131:10,11 136:24	53:3 59:13 62:3	<b>training</b> 50:10 67:7	<b>trustee</b> 115:16	142:11 146:2,15
141:1 146:2	63:12,17 64:1,16	67:9,9 101:15,24	<b>try</b> 52:3,19 53:22	146:22 147:19
<b>three-minute</b> 3:18	64:16 74:19 76:17	101:25 102:2,4,9	53:25 59:20 63:10	<b>two-page</b> 44:19
6:5	76:19 80:4 92:19	105:8 107:18,19	66:3 69:6 87:12	73:2
<b>thrilled</b> 86:18,18	93:6 94:13 98:7,9	109:3 117:6 118:6	93:21 106:24	<b>type</b> 82:6 120:24
<b>throw</b> 69:5 80:5	99:4,9 102:16	118:18 119:14,16	107:1,24 108:4,9	<b>types</b> 38:8 46:19
107:14	103:1 105:22	119:18 120:17	108:18 110:23	108:5 120:25
<b>tied</b> 106:19	106:11,11 107:3	127:11 130:6,25	131:24 132:3	
<b>time</b> 3:18 6:5 8:22	108:1 135:1,13	133:10 134:17,18	142:14	<b>U</b>
18:4 33:13 47:2	143:10	134:19 136:14	<b>trying</b> 28:13 33:6	<b>UK</b> 15:13 16:4,25
51:21 53:5 58:6	<b>Tom</b> 91:7	137:11,19	43:25 44:11 65:8	20:20 23:2 24:1
58:11 59:15 60:14	<b>Tom's</b> 91:6	<b>transcript</b> 2:22 7:7	65:19 68:7 70:9	25:15 29:14 35:17
60:16,25 62:7	<b>tomorrow</b> 2:14	68:18 74:10,19,20	72:6,16 77:20	38:4,5 39:6 48:6
65:2,11 66:7,18	149:9	77:6,25 79:8 80:9	81:5 83:3,5 88:17	113:2 115:24
67:15,21,21 70:17	<b>tone</b> 72:5	99:10	89:6 93:5 104:9	125:10 134:6
70:21 75:5 80:18	<b>tool</b> 24:25 27:14	<b>transferred</b> 106:2	105:10 108:16	148:21
83:8 85:4 86:24	30:12 31:20,25	<b>transmitted</b> 35:14	111:1 121:6	<b>UK-wide</b> 135:22
87:19,23 88:12,14	32:22 37:14 48:25	<b>transnational</b>	<b>Tuesday</b> 149:13	<b>ultimately</b> 5:15
89:4,5 90:9 93:19	<b>toolkit</b> 31:21	24:13 37:24 38:16	<b>turn</b> 14:16 41:11	110:17 111:4
95:7 96:11 103:6	<b>tools</b> 56:14 106:21	38:21,22	69:14 77:5 81:5	<b>umbrella</b> 123:15
108:7,8 114:11	<b>top</b> 16:21 144:20	<b>travel</b> 13:24 39:9	121:15 125:6	<b>unaware</b> 59:10
118:4 121:4 128:5	<b>topic</b> 34:2 42:20	142:14	138:22 143:10	100:4,7
129:16 131:4	77:11 107:6	<b>travelling</b> 9:2 38:2	144:17 145:23	<b>unbeknownst</b>
132:13 135:4,20	128:18 136:18,19	<b>treated</b> 11:12 30:5	<b>turned</b> 75:15 80:20	52:25 86:11,15
136:7,7 141:19	<b>topical</b> 4:16	<b>trend</b> 47:16	132:6	<b>uncomfortable</b>
142:6 145:19	<b>topics</b> 5:14 96:21	<b>trial</b> 129:4 139:10	<b>turning</b> 51:22	95:20
147:21	<b>TOR</b> 27:13,14,17	139:10,18,20,22	58:18,25 81:7	<b>undeniable</b> 4:24
<b>timeframe</b> 46:2	27:24 28:7 104:21	139:25	<b>TV</b> 60:24	<b>under-resourced</b>

9:13	<b>university</b> 64:12 112:16	<b>version</b> 32:15,16 56:1 92:20 109:20	<b>voice</b> 61:9,12,21,21 62:25 63:4 71:23 85:19,20	95:16 101:4,14 106:20 111:8 115:25 124:12 149:2
<b>undercover</b> 64:2	<b>unknown</b> 8:13 52:12 75:13	<b>VGT</b> 24:5,6	<b>volume</b> 9:22 21:7	<b>wants</b> 56:12
<b>undergone</b> 134:19	<b>unsure</b> 119:10	<b>vicar</b> 82:10,17	<b>volumes</b> 2:6	<b>warnings</b> 70:11 86:5
<b>underground</b> 84:5 99:8 108:15	<b>unusual</b> 89:21 95:17 119:23	<b>vicars</b> 70:18	<b>vulnerabilities</b> 91:23 92:8	<b>wasn't</b> 11:12 59:13 59:13 60:2,23 61:17 65:14 71:14 73:24 74:1 77:23 77:24 78:14,15 84:17 85:10 87:25 89:2 94:16 101:1 102:20 104:21 141:6
<b>underlying</b> 78:15	<b>upholstery</b> 140:12	<b>victim</b> 7:22,24 11:12 21:12 23:7 31:5,5 45:20 94:21 102:22 124:21 125:1 147:10,10	<b>vulnerability</b> 24:12 40:23 110:6	<b>wasting</b> 11:13
<b>underreporting</b> 40:5,9 43:10	<b>upset</b> 72:10 81:4 91:18	<b>victim's</b> 100:10	<b>vulnerable</b> 38:3 40:22 41:2 92:6	<b>Watch</b> 30:19 33:20 43:13
<b>understand</b> 40:13 72:17 77:2 80:2 102:21 115:3 118:23 119:24 121:6,7 127:20 129:6 136:23 138:19	<b>upsetting</b> 73:1	<b>victimisation</b> 22:12	<hr/> <b>W</b> <hr/>	<b>watching</b> 6:3 7:17 60:24
<b>understanding</b> 56:5 77:24 78:16 114:12 115:12 124:23 127:23 130:8,9,12 136:25 137:16 138:20 141:22	<b>usage</b> 26:11 73:8	<b>victims</b> 18:15 23:8 31:10,11,13,13,17 36:9,13 40:5,8,16 40:19 43:8,10 44:8 45:20 47:6,7 47:10 50:19,22 51:1,7 123:3 124:18 127:5,7 128:19 129:17 148:25	<b>wait</b> 70:22,25 89:12	<b>water</b> 53:8
<b>understands</b> 132:25	<b>use</b> 4:17 7:3 8:1 9:15 14:3,6 19:4 25:19 26:4,16,19 26:24 27:17 28:7 30:9 31:8 32:5 37:8,14,21 40:23 44:2,6,9 47:18 48:24 52:4 59:3 60:4 61:24 103:9 108:4 115:16 131:14 143:17	<b>video</b> 30:25	<b>waited</b> 108:13 140:18	<b>way</b> 2:19 12:3 13:20 16:5 25:6 26:5 27:7 28:4,5 32:10 38:20 41:18 47:12 48:7 49:24 50:2 54:10 60:22 62:9 64:12 66:10 68:11 69:7,22 71:12,18 73:7 83:4 95:23 100:21 102:20 105:17 111:2 112:9 117:8 117:24 118:8,13 119:23 120:8 121:10,11 125:7 125:18 128:25 130:17,18 131:23 132:5 136:13 137:3 140:17 141:4 143:15 144:12
<b>understood</b> 77:7 138:13 146:18,20	<b>useful</b> 14:11 36:9 135:21,22 144:9	<b>videos</b> 30:22	<b>waiting</b> 107:10	<b>ways</b> 7:12,18 34:7 42:16,20 72:24 109:21 127:14
<b>undertaken</b> 24:4 24:16 25:25	<b>user</b> 28:1,3	<b>view</b> 2:16 11:17 25:6,11 47:12 130:2 147:10 148:5,8	<b>Wales</b> 1:22 12:21 35:8 42:25 125:10 126:3	
<b>undertakes</b> 23:19	<b>user's</b> 27:15	<b>viewable</b> 26:17	<b>walk</b> 66:19	
<b>undesirable</b> 34:18	<b>users</b> 23:2 28:7	<b>viewed</b> 42:14 43:12 147:23	<b>walked</b> 88:8	
<b>undetected</b> 40:4	<b>uses</b> 45:1	<b>viewers</b> 48:9	<b>Walker</b> 4:9	
<b>unfortunately</b> 59:22 105:12 140:1	<b>usual</b> 91:7	<b>views</b> 29:16 55:25	<b>walks</b> 65:15	
<b>UNICEF</b> 113:12	<b>usually</b> 2:13,18 91:10,11 97:2	<b>violence</b> 94:4	<b>wall</b> 148:12	
<b>UNIDENTIFIED</b> 33:6	<b>utilise</b> 29:9 103:10	<b>violent</b> 69:4 92:25	<b>want</b> 6:12 16:20 19:8 48:22 51:11 54:11 57:21 58:10 60:3,14 63:6 67:1 68:12 69:14,20,22 72:8,24,25 73:17 74:15 79:7,24 82:19 86:2,22 87:4 89:23 90:14 93:3 94:2 95:5,23 97:13,16 98:1 107:5 110:13 113:24 116:11 118:24 123:5 128:15 132:7 135:14,14,15,18 139:11 143:1 144:16 147:12	
<b>unique</b> 6:14	<hr/> <b>V</b> <hr/>	<b>viral</b> 94:5	<b>wanted</b> 64:4 81:17 81:17,21 85:11 88:1,9,11 94:23	
<b>unit</b> 8:15 11:15 105:1,2 114:21 123:20,21 126:15 126:17 132:24 148:20	<b>values</b> 29:12	<b>virtual</b> 24:5,9 69:11		
<b>united</b> 84:20 122:22	<b>variety</b> 6:22 7:12 17:18	<b>View</b> 16:8		
<b>units</b> 126:7	<b>various</b> 9:1 46:19 69:17 93:20	<b>visible</b> 16:11		
	<b>varying</b> 38:6	<b>visit</b> 53:2		
	<b>vast</b> 35:11 37:1	<b>visited</b> 28:6 109:12		
	<b>Venn</b> 38:12	<b>visiting</b> 28:2		
	<b>verbal</b> 92:4	<b>vital</b> 17:6		
	<b>verbalise</b> 40:14	<b>vocal</b> 92:4		
	<b>verdict</b> 139:18			

<b>We'll</b> 82:20	108:15 109:14	<b>wonderful</b> 122:13	<b>worried</b> 75:10	<b>years'</b> 14:10 94:19
<b>we're</b> 89:13 115:7	114:25 144:2,21	122:19 124:8	77:25 104:25	<b>yell</b> 79:23,24
<b>We've</b> 76:9	145:5	131:13	105:18,20	<b>yelling</b> 83:4
<b>weaknesses</b> 121:16	<b>weren't</b> 68:14 83:4	<b>wondering</b> 78:3	<b>worry</b> 63:19 84:19	<b>York</b> 64:2 66:4,4,8
125:7 129:14	96:11 138:14	<b>word</b> 54:2 79:25	106:4 135:25	66:12
130:4 136:12	140:16	80:1 81:3 98:1	<b>worse</b> 103:8	<b>Yorkshire</b> 9:7
<b>wealthy</b> 64:8	<b>West</b> 9:7 30:12	<b>words</b> 26:13 74:21	<b>worth</b> 7:20	30:12
<b>weapons</b> 69:5	44:23 49:7 66:20	115:6	<b>wouldn't</b> 64:11	<b>young</b> 7:13 11:6,7
<b>wearing</b> 61:18	<b>whammy</b> 117:25	<b>work</b> 7:3 19:6	66:14 84:20 90:16	15:11,14,17 16:1
<b>web</b> 26:17,18,22,24	<b>whatsoever</b> 134:25	21:21 23:19 24:4	92:11 107:13	16:13 24:23 25:8
26:25 27:3,7 28:1	<b>whichever</b> 46:2	24:5,16 25:17,24	108:25 129:25	35:12,18 40:9,12
43:13	47:12	28:23 29:3 30:21	<b>write</b> 113:12	62:23,24 72:7
<b>webcam</b> 145:2	<b>whilst</b> 4:23 38:24	49:16 50:13 56:4	<b>writing</b> 20:6 73:13	86:6,6 96:24
<b>webinar</b> 109:7,8	53:21 54:4 86:11	57:3 64:3 70:13	<b>written</b> 51:9 73:11	100:9 110:19
<b>website</b> 2:24 3:1	88:15,19 103:9	81:20 86:1 88:1	78:19,19 113:7	117:21,25 124:11
16:12 24:24 26:19	148:15	90:22 99:19 105:9	<b>wrong</b> 48:12 68:19	136:23 137:25
46:5 78:7,10,25	<b>white</b> 36:23 49:3	107:8 108:20	70:8 93:24 101:20	138:8,17 141:1,10
98:19 113:23	142:3	110:23 112:12,16	<b>wrote</b> 19:22 20:3	143:3,20
116:1 143:24	<b>Wicked</b> 66:20	114:4 115:10,24		<b>youth-produced</b>
147:23	<b>wider</b> 20:20 101:15	120:24,25 121:5	<b>X</b>	34:4 35:2,21 36:8
<b>websites</b> 28:6 58:24	101:23 148:2	121:14 122:6	<b>X</b> 149:16	<b>YouTube</b> 109:18
108:12	<b>wildest</b> 89:17	125:1 127:15,22		
<b>Webster</b> 49:5	<b>window</b> 107:15	130:25 132:22	<b>Y</b>	<b>Z</b>
<b>week</b> 4:20,23 5:3	<b>wish</b> 25:11 46:6	148:11	<b>yardstick</b> 45:2	<b>zero</b> 39:17
19:8 24:18 28:12	47:15 67:7 70:24	<b>worked</b> 51:8 52:6	<b>Yeah</b> 60:12 104:21	
37:13 50:16 56:24	78:20 91:3 121:25	64:2 67:8,14	145:9	<b>0</b>
66:21 80:4,4	<b>wishes</b> 54:13	68:25 79:12,18	<b>year</b> 4:21 9:6 13:9	
84:23 88:13 124:7	<b>wishing</b> 66:11	88:1 112:18 121:2	16:8 18:3 31:1	<b>1</b>
<b>week's</b> 2:13 56:16	91:18	121:4	41:22 58:11,14,18	<b>1</b> 12:24 23:23,23
<b>weekend</b> 58:9 90:1	<b>Witch</b> 66:20	<b>worker</b> 116:4,4	59:16,22 84:14	43:7 45:10,14
90:4,17	<b>withdrawal</b> 19:6	146:22	93:11 103:14	57:20 112:11
<b>weekends</b> 58:8	<b>withdrew</b> 111:17	<b>workforce</b> 49:24	106:13 109:11	149:18
<b>weeks</b> 91:17 107:11	149:7	<b>working</b> 18:7 55:7	110:10	<b>1,200</b> 30:14
<b>welcome</b> 1:3,9	<b>witness</b> 5:22,24	66:5,6 88:2 109:7	<b>year-on-year</b> 41:17	<b>1,591</b> 23:12
149:18	111:15,17,22	111:5 116:3,18	46:3	<b>1.00</b> 2:18
<b>welfare</b> 34:19	121:17 128:9	120:20 121:12	<b>years</b> 10:22 19:3,4	<b>10</b> 6:8 19:1 43:7
124:9	129:6,11 140:10	124:9,10 125:19	31:12 33:7 39:18	85:4
<b>well-known</b> 17:17	149:7	127:2 148:8,17,22	39:19 41:24 45:24	<b>10.00</b> 53:5
27:8,12 141:9	<b>witnesses</b> 2:21 5:21	<b>works</b> 104:17 115:4	47:14 51:5 53:15	<b>10.30</b> 1:2 2:14
<b>well-spoken</b> 103:4	6:9 18:16 25:5	144:4	55:12 58:4 62:4,6	<b>100</b> 39:14 131:4
<b>went</b> 52:3 60:7	<b>Wizard</b> 66:20	<b>world</b> 59:20 107:15	64:7 67:8 73:6	<b>100,000</b> 42:7
61:14 72:1 73:10	<b>women</b> 136:4	108:10 113:10	78:10 102:19	<b>11</b> 35:17 41:5 99:22
76:18 79:11 84:5	<b>wonder</b> 32:24	115:5,21 124:25	112:19 113:8	99:22
85:5,12,17,24	44:20 77:15	128:11 130:8	117:3 120:18	<b>11-</b> 41:1 137:7
86:21 89:22 90:2	109:11 139:3	137:8 144:4	125:24 128:8	<b>11-minute-and-5...</b>
94:5 101:20	<b>wondered</b> 101:22	<b>worlds</b> 38:9	141:16	74:17

<b>11.45</b> 2:16	76:9 80:20 98:5	<b>2012/13</b> 67:22	<b>27</b> 80:23 97:18	<b>524</b> 31:13
<b>11.56</b> 33:3	99:18 143:25,25	<b>2013</b> 18:1 20:13	<b>27,500</b> 48:7	<b>54</b> 149:23
<b>112</b> 150:4,7	145:17	35:6 51:18 52:7	<b>28</b> 114:8	<b>55</b> 48:9
<b>12</b> 2:17 47:6 48:8	<b>18-year-old</b> 52:12	67:23 71:24 72:2	<b>29-year-old</b> 39:6	<b>56</b> 142:4
53:14 94:16	52:12 75:13,14	72:5,19 73:17		<b>57</b> 149:25 150:2
<b>12-</b> 4:19 137:7	<b>18,000-odd</b> 42:3	<b>2013/beginning</b>	<b>3</b>	<b>57,000</b> 43:13
<b>12-year-old</b> 133:4	<b>18,252</b> 41:25	85:5	<b>3</b> 13:9 20:22 23:23	<b>590,000</b> 42:12
<b>12.10</b> 33:2	<b>19</b> 74:13,25	<b>2014</b> 18:18 45:6	46:10 77:5 142:20	
<b>12.13</b> 33:5	<b>1973</b> 112:13	51:16 52:20,22	<b>3-</b> 4:21	<b>6</b>
<b>12.54</b> 57:9	<b>1975</b> 112:16	53:5 85:5,14	<b>3,000-odd</b> 42:2	<b>6</b> 4:23 97:18
<b>120</b> 31:13	<b>1978</b> 12:10,25	86:22 113:14	<b>3,335</b> 41:23	<b>6,000</b> 48:6
<b>13</b> 7:25 12:8,9 16:3	<b>1980s</b> 41:15	<b>2014/15</b> 47:24	<b>3,903</b> 42:25	<b>600</b> 86:19
39:18 45:20 46:25	<b>1988</b> 13:3	<b>2015</b> 4:23 19:9,17	<b>3.11</b> 111:19	<b>647</b> 45:12,13
47:6 58:16 103:11	<b>1995</b> 112:23	21:19 53:14 56:2	<b>3.25</b> 111:18	<b>65</b> 123:11
142:5,7 143:12	<b>1999</b> 57:23 114:20	94:16 103:12	<b>3.32</b> 111:21	<b>69</b> 16:3
<b>13-year-old</b> 11:17	118:3	<b>2015/16</b> 19:2 42:24	<b>30</b> 8:3 32:14 45:11	
61:16 114:15		<b>2016</b> 3:14 4:18 8:21	51:5 112:19	<b>7</b>
<b>13-year-olds</b> 137:7	<b>2</b>	11:10 23:12,17	<b>30,661</b> 23:13	<b>7</b> 91:14,21
<b>14</b> 13:4 32:13 47:6	<b>2</b> 32:16 64:17 74:12	32:16 35:20 42:5	<b>31</b> 45:15	<b>7.00</b> 92:10
58:18 78:6,10	139:2	42:9 43:12 45:14	<b>333</b> 45:15	<b>70</b> 123:12
100:23 101:1	<b>2.00</b> 2:15,18 57:7	45:15 46:15	<b>35</b> 33:23	<b>700</b> 45:5
142:7	57:11 149:9,13	105:13 115:18	<b>35,000</b> 31:1 33:22	<b>72,900</b> 35:18
<b>14-year-old</b> 51:16	<b>2.7</b> 35:16	118:8 142:16,17	33:24	<b>74</b> 18:20 99:23
52:11 75:12 76:11	<b>20</b> 4:20 29:6	145:19		<b>75</b> 116:20
88:7 92:9	<b>20,000</b> 39:13	<b>2016/17</b> 19:3 31:13	<b>4</b>	
<b>14-year-olds</b> 41:1	<b>2001</b> 114:6 148:10	41:24 43:2	<b>4</b> 14:24 66:24 80:8	<b>8</b>
63:5	<b>2003</b> 12:3 13:5,7,11	<b>2017</b> 29:5 33:22	142:20 143:11	<b>80</b> 28:16
<b>15</b> 13:6 30:14 35:17	13:11 24:6	35:6,9 45:10,11	149:21	<b>83</b> 32:21
46:25 100:6	<b>2004</b> 112:23 113:1	46:14,16,22 47:6	<b>4-year-olds</b> 4:21	<b>84</b> 47:10
102:19	113:8	47:8,11	<b>4,000</b> 35:7	<b>89</b> 42:13
<b>15-minute</b> 2:15	<b>2006</b> 14:24 16:3	<b>2017/18</b> 16:5 19:3	<b>4.15</b> 2:19	<b>9</b>
<b>15-year-old</b> 100:6	<b>2006/2007</b> 15:10	<b>2018</b> 1:1 2:3 149:13	<b>4.25</b> 149:11	<b>9</b> 58:11,14 59:16,22
<b>15-year-olds</b> 4:19	31:11	<b>2019</b> 118:9	<b>43</b> 112:19 125:10	121:17
<b>15A</b> 13:10	<b>2008</b> 113:1,9	<b>21</b> 18:21 36:7 77:5	125:14	<b>90</b> 45:20
<b>16</b> 12:4,9 14:5	<b>2009</b> 23:11,17	<b>22</b> 1:1 39:18 80:24	<b>450,000</b> 42:12	<b>91</b> 39:16
18:22 73:6 91:15	115:9	<b>23</b> 9:25 10:15 97:23	<b>48</b> 4:23	<b>95</b> 123:18
101:1 131:8	<b>2010</b> 8:5 9:11	139:6 142:4,4	<b>4P</b> 18:9	<b>999</b> 105:15,20
144:17	113:12 143:12	145:23 149:13		
<b>160</b> 13:2	<b>2011</b> 8:2,9 9:1	<b>23-year-old</b> 8:11	<b>5</b>	
<b>16th</b> 91:19	16:16 46:14 100:2	<b>24</b> 32:12 97:23	<b>5</b> 143:17	
<b>17</b> 51:16 52:9 53:5	115:9 139:16,17	135:24 137:21	<b>5,000</b> 23:4	
57:23 73:17	140:2 141:16	<b>25</b> 39:17,19 53:15	<b>5,653</b> 43:3	
<b>17th</b> 92:14	145:18	80:23 94:19	<b>5.23</b> 16:21	
<b>18</b> 4:21,22 11:23	<b>2011/12</b> 31:12	143:25 145:7	<b>5.24</b> 16:21 17:23	
12:13,15 42:13	<b>2011/2012</b> 41:22	<b>256</b> 16:6	<b>50</b> 97:2	
46:24 51:18 76:7	<b>2012</b> 41:19 58:12	<b>26</b> 46:21	<b>50,000</b> 41:19 48:5	