

<p>1 Friday, 26 January 2018</p> <p>2 (10.30 am)</p> <p>3 THE CHAIR: Good morning, Mr Krishnan.</p> <p>4 MR KRISHNAN: Good morning, chair. The plan this morning is</p> <p>5 to hear some live evidence from Assistant Chief</p> <p>6 Constable Mark Webster of the Cumbria Constabulary and</p> <p>7 then to have the last bit of reading before, perhaps,</p> <p>8 the break.</p> <p>9 Please could the witness be sworn?</p> <p>10 MR MARK ALAN WEBSTER (sworn)</p> <p>11 Examination by MR KRISHNAN</p> <p>12 MR KRISHNAN: Assistant Chief Constable, please could you</p> <p>13 state your full name?</p> <p>14 <b>A. It is Mark Alan Webster.</b></p> <p>15 Q. You have made two statements for the inquiry. Chair and</p> <p>16 panel, you will find these statements in your file 4,</p> <p>17 volume 2, at tab C1 near the middle of the bundle.</p> <p>18 Your first statement, Mr Webster, is dated</p> <p>19 3 November, and you made a short supplementary statement</p> <p>20 on 1 December. Please can I begin by thanking you for</p> <p>21 the time that's clearly gone into putting these</p> <p>22 statements together. Your first statement ran to some</p> <p>23 50 pages and contains a great deal of helpful detail.</p> <p>24 As you have the fortune or misfortune of coming at</p> <p>25 the end of a week of evidence, the chair and panel have</p> <p style="text-align: center;">Page 1</p>	<p>1 <b>there is only one assistant chief constable and, as</b></p> <p>2 <b>that, I have all the operational aspects, so both the</b></p> <p>3 <b>officers you will see out on the street, the</b></p> <p>4 <b>investigative assets and all the specialist assets as</b></p> <p>5 <b>well. One of the areas of responsibility I have</b></p> <p>6 <b>obviously deriving from that is around vulnerability,</b></p> <p>7 <b>child sexual exploitation and other areas of</b></p> <p>8 <b>vulnerability.</b></p> <p>9 Q. At paragraph 4 of your statement, you acknowledge that</p> <p>10 because you only recently joined the constabulary, you</p> <p>11 have had to rely on others within the force to give you</p> <p>12 some of the information that went into making the</p> <p>13 statement?</p> <p>14 <b>A. That's correct.</b></p> <p>15 Q. To put the rest of your evidence in context, can we</p> <p>16 please begin by understanding the scale of demand in</p> <p>17 this area in Cumbria. Please could we put your</p> <p>18 statement up on the screen, so OHY002285. It is the</p> <p>19 first statement. I'm looking at page 16 in particular.</p> <p>20 If we could go to page 16 and expand the chart at the</p> <p>21 top of the page, please.</p> <p>22 This, Mr Webster, is a helpful chart of indecent</p> <p>23 image of children offences in Cumbria from 2011/2012 to</p> <p>24 2016/2017. We see the yellow line there denoting the</p> <p>25 grand total, as you call it, rising from just 4 in</p> <p style="text-align: center;">Page 3</p>
<p>1 already been given a fairly detailed account of</p> <p>2 the terrain, so we won't need to tarry over the basics,</p> <p>3 and we can, I hope, focus on issues specific to your</p> <p>4 force itself and any special issues that might arise</p> <p>5 from being a relatively small force.</p> <p>6 On the subject of being a small force, am I right in</p> <p>7 understanding that the population served by the force is</p> <p>8 in the region of about 550,000?</p> <p>9 <b>A. That's correct.</b></p> <p>10 Q. I understand there's quite a large transient population</p> <p>11 as well?</p> <p>12 <b>A. Yes. So various different data sets, but the visitor</b></p> <p>13 <b>numbers are between 20 million and 40 million visits per</b></p> <p>14 <b>year, so we have a lot of people coming in and out of</b></p> <p>15 <b>the constabulary area.</b></p> <p>16 Q. Please can we start by understanding your roles in the</p> <p>17 constabulary. I am looking at the first page of your</p> <p>18 statement. You were appointed assistant chief constable</p> <p>19 on 1 July 2017 and, prior to that, you were the Director</p> <p>20 of Intelligence and Operations for the National Crime</p> <p>21 Agency. You are the chief officer lead for online CSA.</p> <p>22 Can you tell me what your responsibilities are as chief</p> <p>23 officer lead?</p> <p>24 <b>A. My responsibilities are for all operational policing in</b></p> <p>25 <b>the constabulary, so we are a relatively small force and</b></p> <p style="text-align: center;">Page 2</p>	<p>1 2011/2012 to 148 in 2016/2017. We can see from the grey</p> <p>2 line under that yellow line that the driver of that</p> <p>3 increase seems to have been a large increase in offences</p> <p>4 relating to the taking or making of photographs of</p> <p>5 children. Can I ask you, how much of that increase has</p> <p>6 been driven, do you think, by what's colloquially known</p> <p>7 as "sexting"? I ask that question because elsewhere in</p> <p>8 your statement you say that a key threat to children in</p> <p>9 Cumbria is peer-on-peer activity?</p> <p>10 <b>A. So there are a whole host of areas that make those trend</b></p> <p>11 <b>lines. One of the areas we have seen an increase in is</b></p> <p>12 <b>referrals, obviously through from 2011 when there were</b></p> <p>13 <b>very little referrals or indecent imagery shared on the</b></p> <p>14 <b>internet that we were aware of. That trend has</b></p> <p>15 <b>increased, so we get more referrals from CEOP and</b></p> <p>16 <b>referrals from elsewhere as well, through safeguarding</b></p> <p>17 <b>partners or other partners within Cumbria, but also, we</b></p> <p>18 <b>see a considerable rise in sexualised conversations</b></p> <p>19 <b>between schoolchildren, some of that brought to our</b></p> <p>20 <b>attention from schools or from social workers. We have</b></p> <p>21 <b>had quite a number of those and quite a number of</b></p> <p>22 <b>outcome 21 results from that as well.</b></p> <p>23 Q. I will come back to ask you about outcome 21 just in</p> <p>24 a moment.</p> <p>25 In your statement, you have expressed some views</p> <p style="text-align: center;">Page 4</p>

1 about the causes of the increase in sexting and  
 2 sexualised conversations and so forth. I'm looking at  
 3 your paragraphs 65 to 67. Would you be able to  
 4 summarise what you say there for the chair and panel,  
 5 please?

6 **A. I think that what we're saying is that there is  
 7 a more -- the ability to share images or have  
 8 conversations of a sexual nature over social media  
 9 platforms has become a norm, to some degree, for a large  
 10 number of teenaged children. Some of that may result in  
 11 offences, either criminal offences, where there's  
 12 a level of coercion or exploitation between some of  
 13 those individuals, or some of it may just be a digital  
 14 version of conversations that have gone on previously,  
 15 but of course there would have been no evidence of  
 16 because they would have taken place verbally or perhaps  
 17 in the schoolyard, but actually this is now taking place  
 18 online.**

19 **Q. Just a point of clarification before we turn to  
 20 outcome 21. Looking at your paragraph 72, just at the  
 21 bottom of page 16, can I just clarify, then, why it is  
 22 the largest age group of offenders or suspects are the  
 23 over 18s, the 13- to 15-age category next. I just want  
 24 to understand how sexting fits within the broader  
 25 picture of demand in this area?**

Page 5

1 **A. I think what that's referring to is that, in all of  
 2 the referrals that we receive, when we break that down  
 3 in terms of suspects, most suspects are over 18.  
 4 A significant number are then between 13 and 15, and the  
 5 majority of those are engaged in sexting.**

6 **Q. Can we turn back, if we can, just to paragraph 65. Just  
 7 one question on that. You are talking here about the  
 8 selfie and sexting culture contributing to the risk that  
 9 children and young people face. You say:  
 10 "A 7-minute briefing to raise awareness amongst  
 11 frontline officers regarding sexting has been  
 12 circulated."  
 13 Can you tell us about the seven-minute briefing and  
 14 what it covers?**

15 **A. One of the findings in our various different  
 16 inspections -- HMIC inspection in 2016 and I think other  
 17 forces as well -- was that knowledge at the frontline  
 18 with officers needs reinforcing regularly. So whilst  
 19 people do understand the priority we give to this work,  
 20 we want to continually refresh their knowledge. One of  
 21 the things we can do is provide a very quick and  
 22 to-the-point input that gives officers facts, describes  
 23 the problem and actually points them and signposts them  
 24 to the tools that they can use when they encounter this  
 25 problem. So we use seven-minute briefings for this and**

Page 6

1 **there have been a couple -- there has been one on  
 2 sexting and another on online CSE that I think I've  
 3 exhibited in my statement. What that attempts to do is,  
 4 for very busy officers, to get across to them the  
 5 absolute core knowledge of what they need to know, and  
 6 we find that's a very useful tool for officers.**

7 **Q. How is that seven-minute briefing delivered?**

8 **A. It can be delivered by the supervisors during the course  
 9 of their briefing for shifts, but we also train staff.  
 10 We put it within training packages and plans, and we  
 11 also conduct individual training days with officers as  
 12 well, where those messages will be reinforced.  
 13 Separately on the force intranet there is then  
 14 a learning hub, where officers can go in and access  
 15 other material. So there is no one single method. What  
 16 we use are a number of different layers of training and  
 17 input to make sure that we repeatedly get the point  
 18 across to bring up officers' awareness.**

19 **Q. Is it your view that seven minutes is really enough to  
 20 train frontline officers sufficiently in this area?**

21 **A. I think it is a useful reinforcement tool. So what  
 22 officers will get during the student officer training,  
 23 they get a whole week around cyber skills. They will  
 24 have an input and case studies and videos and they will  
 25 work through a case study on online CSE. They will also**

Page 7

1 **then get attachments to the digital media investigation  
 2 unit. So the seven-minute briefing is a reinforcement  
 3 of what they are already told and taught through the  
 4 others. So it is not that they only get that; it is  
 5 that they get that as a reinforcement of the messages  
 6 that they get through those other means.**

7 **Q. Can we turn to outcome 21, please. I would like to  
 8 understand how often outcome 21 is used in relation to  
 9 sexting cases, but more generally in relation to  
 10 online-facilitated child sexual abuse. I don't think  
 11 you cover this in your statement -- forgive me if you  
 12 do.**

13 **A. Sorry, I was looking for the data. We use outcome 21 in  
 14 those situations where there is legally, by the letter  
 15 of the Act, an offence, but actually there are no  
 16 aggravating factors over and above a simple sexualised  
 17 conversation or sharing of indecent images. So only  
 18 when there are no other aggravating factors and we  
 19 believe that it is inappropriate to criminalise that  
 20 behaviour do we use outcome 21.  
 21 Apologies for no actual numbers or data within  
 22 there, but what we then do is we audit the use of  
 23 outcome 21. We separately -- and I may refer to this  
 24 a number of times -- have a business improvement unit  
 25 who go through and audit these specific aspects if we**

Page 8

1 **want a particular focus on things within the force. And**  
 2 **they will go through and audit the use of that to make**  
 3 **sure that the use of outcome 21 is appropriate.**  
 4 Q. As a part of that audit process, is the force's use of  
 5 outcome 21 compared with any national data available on  
 6 the use of outcome 21 in this field?  
 7 **A. I'm not aware of that. I can find out for you and**  
 8 **provide you with further, but I can't give you that**  
 9 **information at the moment.**  
 10 Q. Can I just ask you about outcome 21 in relation to the  
 11 pie chart at page 30 of your statement. If we could  
 12 please put that chart up on the screen, OHY002285\_030.  
 13 If we could expand the chart, please.  
 14 Am I right that outcome 21 outcomes are outside of  
 15 this pie chart? It may be helpful, actually, to look  
 16 back at 124 of your statement, just above the pie chart,  
 17 where you talk about enforcement action being taken on  
 18 47 occasions, and the pie chart explaining the outcomes  
 19 of those actions. Am I right in saying that outcome 21  
 20 cases would fall outside of this?  
 21 **A. I'm not entirely sure whether that is the case or**  
 22 **whether they fall within the no further action,**  
 23 **outcome 21. I would need to go back into the data to**  
 24 **check that, because it may well be included within the**  
 25 **eight.**

Page 9

1 Q. If we turn more generally to online child sexual abuse,  
 2 can we go back to your paragraph 57, please. So this is  
 3 on page 13. There you give a figure that at least  
 4 80 per cent of all CSE reports involve some online  
 5 activity. Is that right?  
 6 **A. Mmm.**  
 7 Q. You say that's a figure taken from the north-west  
 8 regional profile. Can I just contrast that figure with  
 9 the figure at paragraph 74. Paragraph 74 is on page 18.  
 10 There you say, between the beginning of 2016  
 11 and September 2017, 30 per cent of all sexual offences  
 12 against children had a cyber marker. I'm just trying to  
 13 understand the difference between those two figures.  
 14 I appreciate we may not be comparing like with like, but  
 15 there seems quite a large disparity?  
 16 **A. I think there is a difference between the data sets that**  
 17 **are being compared. 57 is an aggregation of all**  
 18 **north-west forces reporting, and within that, what**  
 19 **paragraph 57 says is, there is an element of online**  
 20 **involvement in 80 per cent of those offences, and that**  
 21 **can simply mean a WhatsApp message rather than**  
 22 **necessarily images being shared. So there is a cyber**  
 23 **aspect in most of the cases, in 80 per cent of**  
 24 **the cases.**  
 25 **74 is based around Cumbria-only data, and I think**

Page 10

1 **what that is more specifically getting at is, we have**  
 2 **put a marker on that fence to say that that is**  
 3 **specifically cyber enabled or, for example, more**  
 4 **extensive use of social media, more extensive use of**  
 5 **imagery. So there are differences between the two data**  
 6 **sets that we are comparing there.**  
 7 Q. Can we look next at your paragraph 78, where you give  
 8 the figures for referrals from National Crime Agency.  
 9 You say there that there were 31 referrals in 2015 to  
 10 2016 and 49 in 2016 to 2017. You don't cover this in  
 11 your witness statement, but do you happen to know what  
 12 the figure for 2017 to 2018 is looking like at this  
 13 stage?  
 14 **A. Within the -- well, no, because -- there have been,**  
 15 **I think, 17 referrals within the last month, but that**  
 16 **was only recent data that I had verbally last night,**  
 17 **actually. In terms of an accurate figure, I can't give**  
 18 **you that at the moment, but we can always supply you**  
 19 **with year-end data, if that would be helpful.**  
 20 Q. Thank you. Before turning to understand how the force  
 21 has responded to this type of offending, can you help me  
 22 with the structures in place within the force? Looking  
 23 at your paragraphs 10 to 11, you talk about the creation  
 24 of a department known as the Digital Media Investigation  
 25 Unit. Can you just summarise for us what the unit does?

Page 11

1 **A. So the unit is the first point of receipt for referrals**  
 2 **from NCA-CEOP and other referrals that come to the force**  
 3 **that are obviously in the area of child sexual abuse,**  
 4 **online sexual abuse. So what they have is the expertise**  
 5 **around digital media investigation, technology and the**  
 6 **use of the Regulation of Internet and Investigatory**  
 7 **Powers Act in RIPA, in accessing subscriber data and**  
 8 **technical forensic analysis.**  
 9 Q. This unit was created in April 2016, I understand?  
 10 **A. Yes.**  
 11 Q. What was the motivation for the creation of this unit?  
 12 **A. I think one of the key motivations was professionalising**  
 13 **the approach within the force. So Cumbria, like I think**  
 14 **all forces, has been on a journey over the last four or**  
 15 **five years to improve their ability to safeguard and to**  
 16 **improve the way they handle digital data and can**  
 17 **prosecute. So that was probably the key motivation.**  
 18 **There is also, I think, a recognition in the volume**  
 19 **and the increase in volume, that there needed to be**  
 20 **a dedicated single point within the force that had the**  
 21 **expertise to be able to apply. So those are the two**  
 22 **main key drivers for it.**  
 23 Q. Can you help us with the structures that were in place  
 24 before the unit was created?  
 25 **A. So the DMIU, Digital Media Investigation Unit, has**

Page 12

1 developed from initially a high-tech crime unit. There  
 2 was, I think, some years ago, some funding for initial  
 3 digital investigator posts. As we have added resource  
 4 and as the demand and the necessity to safeguard has  
 5 increased, we have supplemented that and developed it  
 6 from the HTCUC, the High-Tech Crime Unit, through to the  
 7 Digital Media Investigation Unit that you see outlined  
 8 and the structure outlined in the statement.

9 Q. How much of the unit's work is focused on online child  
 10 sexual abuse and how much on other types of crime?

11 A. The vast majority is online child sexual abuse. So the  
 12 unit will also respond to other types of offending where  
 13 there is a strong digital element. In terms of serious  
 14 crimes, it will provide that expertise. But the vast  
 15 majority of its work is online CSE.

16 Q. Can you turn to page 4 of your statement. Could we put  
 17 that up on the screen, please? There is a helpful  
 18 diagram there of the structure of the DMIU. Could you  
 19 just talk us through that very briefly, perhaps starting  
 20 from the bottom up?

21 A. Okay. At the bottom there, you have got -- if I just  
 22 take the chunk above, actually. You have a detective  
 23 sergeant sitting over the intelligence side and the  
 24 digital media investigations, and you can see some staff  
 25 underneath that. So detectives there, investigators and

Page 13

1 digital media investigators that are within the  
 2 structure of this, but are allocated as in the areas  
 3 within the force. So these are the people who analyse,  
 4 do the technical surveillance monitoring, peer-to-peer  
 5 file sharing. You then have a digital forensics  
 6 laboratory, which is the section outlined in the middle,  
 7 with two other detectives, and then computer forensic  
 8 examiners and mobile phone examiners and engineers, and,  
 9 actually, we are supplementing some more staff on the  
 10 mobile phone examination side as we speak. We are  
 11 recruiting, so actually we are increasing the size of  
 12 that at the moment. There is a forensic quality manager  
 13 outlined on the right-hand side to make sure we achieve  
 14 our forensic accreditation, which we are well on the  
 15 road to do.

16 What isn't on the chart, but is relevant, is, we  
 17 also have our crime scene examiners across the force  
 18 trained in the use of Cellebrite Logical, so technology  
 19 to examine and take copies of mobile phones, and that's  
 20 based in four locations across the force. It is a big  
 21 geographical area. But out there we have individuals  
 22 who can take the initial seizure of mobile phones and  
 23 take a copy -- for example, when somebody is in  
 24 custody -- at speed.

25 In addition to that, we also have -- we use within

Page 14

1 the DMIU two volunteers. So these are trained experts,  
 2 IT experts, who are suitably recruited and vetted, and  
 3 will help us with issues like routers and firewalls and  
 4 some of the various technology about that, which  
 5 supplements the actual paid officers that you see on  
 6 that piece of paper.

7 Q. That's helpful, thank you. At your paragraph 16 on  
 8 page 6, you set out a few of the other available  
 9 resources to the force in responding to online CSA. Can  
 10 I just touch on a few points.

11 At the first bullet, you talk about the Public  
 12 Protection Units and their amalgamation with the  
 13 Criminal Investigation Department and you note that they  
 14 deal with online CSA investigations when required. Can  
 15 you help me understand, when would that amalgamated  
 16 department carry out investigations, as opposed to the  
 17 DMIU?

18 A. Only in times of extreme need. So if we had a conflict  
 19 between the level of resourcing and the level of risk.  
 20 I'm told that on only three occasions in the force's  
 21 history so far -- well, since the inception of DMIU, has  
 22 that actually occurred. But those officers are still  
 23 trained. They receive the same training, the same case  
 24 studies, the same inputs to make sure that they are  
 25 suitably trained, and also that investigation, should

Page 15

1 that ever be the case, is still supervised through the  
 2 DMIU.

3 Q. Near the bottom of the page you talk about the  
 4 North-west Regional Organised Crime Unit, and you say  
 5 that you draw upon specialist resources when necessary.  
 6 Can you just give us a very high-level overview of  
 7 the kind of resources you draw upon?

8 A. Yes, the actual page, the way it is set out, is to build  
 9 from the force up through the local, the regional and to  
 10 the national level, but particularly from the ROCU. All  
 11 of the north-west forces contribute to the ROCU. There  
 12 are 19 separate capabilities there, both overt and  
 13 covert, and we can draw on any of those. So in terms of  
 14 Prevent and Protect work, there are capabilities within  
 15 the ROCU that we may go to. There are also operational  
 16 resources, should we need additional monitoring or  
 17 surveillance, and there are financial investigative  
 18 tools as well there that we can call upon if that might  
 19 be relevant to resolving an individual, for example, to  
 20 an IP address.

21 Q. If we carry on with the theme of resources, looking at  
 22 your paragraph 24 on page 8, there you say that, despite  
 23 the pressures of austerity, there has been increased  
 24 investment in tackling online child sexual abuse, and we  
 25 can see the figures at paragraph 38.

Page 16

1 The sums for the early years are for the High-Tech  
 2 Crime Unit, which you have touched upon already, and we  
 3 can see the budget has grown from just under £650,000 in  
 4 2010 to 2011 to just over £900,000 in this financial  
 5 year. Can you just help us understand how that  
 6 increased investment came about?

7 **A. Necessity, really. As I spoke about before, about the**  
 8 **absolute driver and desire to professionalise the**  
 9 **approach and make sure we got the appropriate resources**  
 10 **to adequately safeguard and prosecute. Increasing**  
 11 **volumes, increasing complexity and obviously an increase**  
 12 **in people's desire to conduct their lives online, the**  
 13 **only which you can do that is to mirror within the**  
 14 **police service the amount of resource you've got to**  
 15 **understand that digital world. So that's a necessity**  
 16 **driver.**

17 The 2017/18 figure is 905,000. As I said to you, we  
 18 have got another mobile phone examination post in. Some  
 19 of that in relation to predicted demand around  
 20 disclosure. So the trajectory there is only upwards,  
 21 and I don't anticipate it being anything otherwise for  
 22 the foreseeable future.

23 Q. Can we turn to the response on the ground to this type  
 24 of offending. Looking at your paragraph 79 on  
 25 page 22 -- please could we have that chart on the

Page 17

1 screen? So we see there a very helpful chart of the  
 2 number of arrests, charges and convictions, and so  
 3 forth, over the last three years.

4 We see clear increases across the board from 2015,  
 5 which are the columns in blue, and 2016, the columns in  
 6 orange. There is a dip for 2017, which is the grey  
 7 columns, which makes sense, perhaps, on its face, given  
 8 it is only a ten-month figure, and we see that ten-month  
 9 reference, if we look at the key at the bottom, grey is  
 10 denoted from the beginning of January to the end  
 11 of October 2017.

12 Even taking that into account, though, if I have  
 13 done my sums correctly, it does seem that the figures  
 14 are on track to be slightly lower or broadly flat  
 15 compared to 2016. Do you have any views about why that  
 16 might be?

17 **A. I think lower in volume doesn't necessarily mean less**  
 18 **complex. That's one point I would make. That's**  
 19 **probably a slightly ancillary point.**

20 There may be an issue year that year-end data and  
 21 mid-year data differ. So at the end of the cut-off,  
 22 when all of those offences are within the recording  
 23 machine, if you like, absolutely you may see that number  
 24 rise.

25 My staff are not seeing any noticeable reduction in

Page 18

1 **work because of the complexity issue. But I think**  
 2 **probably, if we supply you with accurate recorded**  
 3 **end-of-year data for the 12 months, it might well be**  
 4 **that that's helpful, and whether then we have a flat**  
 5 **trajectory, a rise or a dip, that might be a bit more**  
 6 **informative, I think.**

7 Q. Yes, please. Thank you. Turning quickly to your  
 8 response to the referrals, we have covered this several  
 9 times, but just to note at paragraph 90 there are the  
 10 guidelines in terms of the Kent Police's guidelines to  
 11 responding to various risk-graded levels of referrals.  
 12 I understand that you have some up-to-date data with you  
 13 on the actual response times?

14 **A. Yes. So I had some work done yesterday, because**  
 15 **I thought, whilst we put the standards in the statement,**  
 16 **what we didn't actually have in reality is the real**  
 17 **numbers and I thought that might be helpful for you. So**  
 18 **the very highs, we aim to respond within 24 hours and we**  
 19 **achieve that. One day is our average response. The**  
 20 **highs, we aim to respond within seven, and actually it**  
 21 **is 5.6 days. This is all based on the last six months'**  
 22 **worth of data. The mediums, we aim to respond within**  
 23 **14 days, and we hit 8.2, in terms of an average. And**  
 24 **the lows, we aim to respond within 30 days, and we**  
 25 **actually achieved 11.3.**

Page 19

1 **Just a point on that, though, when I was discussing**  
 2 **this with the team yesterday, one of the lows, for**  
 3 **example, we responded within a day, the reason being,**  
 4 **whilst it was low and KIRAT raising it as a low, the**  
 5 **professional judgment element meant that we felt we**  
 6 **needed to respond quickly, because this individual was**  
 7 **working out in the education sector. So whilst KIRAT is**  
 8 **a useful tool and they are useful standards for us,**  
 9 **actually the professional judgment sometimes dictates**  
 10 **a different course of operational action.**

11 Q. Were you surprised that KIRAT hadn't flagged up somebody  
 12 working in the education sector as being a high or very  
 13 high risk?

14 **A. Potentially, but I don't necessarily know how that data**  
 15 **was recorded. So whether KIRAT -- whether there is**  
 16 **something in the methodology of KIRAT that -- but it**  
 17 **would potentially raise an eyebrow, but actually KIRAT**  
 18 **is a tool that you must supplement with professional**  
 19 **judgment, and it may well be that there's something**  
 20 **there in the text or the context that's really important**  
 21 **to the decision making and that's what's been spotted by**  
 22 **the officers.**

23 Q. That might be something we might want to come back to in  
 24 due course, just to get some more information on that,  
 25 perhaps.

Page 20

1 Can we turn now, more generally, to what you say in  
 2 your statement about the strengths and weaknesses of  
 3 the constabulary's response in this area. I am looking  
 4 at your paragraphs 194 to 208. There is quite a lot of  
 5 detail there. I wonder if you could perhaps just select  
 6 two or three key strengths, first of all, and help the  
 7 chair and panel understand that.

8 **A. Okay. So the strategic prioritisation I think is very**  
 9 **important. I am relatively new to the constabulary.**  
 10 **I have been there for six months. But, actually, the**  
 11 **sense of focus on this issue was palpable when**  
 12 **I arrived.**

13 **Cumbria has been on a journey probably over the last**  
 14 **five years where, as with all organisations, there are**  
 15 **investigations in past history that may not have gone as**  
 16 **well as people might have expected them to, and also in**  
 17 **various different HMIC reports there have been areas for**  
 18 **improvement.**

19 **What that's led to is a real strong focus in this**  
 20 **particular area. So in terms of strategic**  
 21 **prioritisation, daily we discuss operations of**  
 22 **particular significance across the constabulary. That**  
 23 **takes place out in the areas and then comes into one**  
 24 **central point, but that daily operational discussion**  
 25 **takes place. On a monthly tasking basis, vulnerability**

Page 21

1 is discussed.

2 **The current force tasking has been wholly directed**  
 3 **to focus in on vulnerability, particularly children and**  
 4 **domestic violence, on this cycle and will be the next.**  
 5 **So there is a real strong sense of importance on the**  
 6 **whole area of vulnerability, and particularly on**  
 7 **children, within the constabulary, partly formed from**  
 8 **previous HMIC inspections and the response to that. So**  
 9 **I think that is a particular strength.**

10 **I think, in terms of education, the staff within the**  
 11 **force understand the importance of this. Now, it may be**  
 12 **easier to get that message across to a smaller force**  
 13 **than it is in a much larger force, but we are challenged**  
 14 **by geography. It is an enormous force area. But**  
 15 **nonetheless, the strategic prioritisation and the**  
 16 **training really does hit the front end. I think that**  
 17 **was recognised in the 2017 national child protection**  
 18 **inspection, that people understand this, they get it,**  
 19 **and it informs their operational activity on a daily**  
 20 **basis. I think that's a particular strength as well.**

21 Q. Can I just ask you a question about what you say about  
 22 the regional coordinator at 201, so at the middle of  
 23 page 43. You say there that the relationship with the  
 24 regional coordinator has had real benefits, enabling  
 25 a two-way sharing of best practice. Am I right in

Page 22

1 understanding that the dedicated funding for that post  
 2 will expire in March this year? That was Mr Bailey's  
 3 evidence?

4 **A. Okay. I'm not sure, sorry, about the ROCU's finances,**  
 5 **but that may be the case.**

6 Q. If we assume that's the case, what would be the  
 7 practical effect of the loss of that regional  
 8 coordinator role?

9 **A. I think it's important for us to be able to coordinate**  
 10 **operational activity and best practice across the**  
 11 **region. Without funding, you would need to find a way**  
 12 **of doing that, but without a dedicated professional in**  
 13 **this important area of work, I'm not quite sure what the**  
 14 **alternative would be. We get good use, good utility,**  
 15 **out of that. We take a very proactive approach within**  
 16 **Cumbria. We feed into that. There is a current**  
 17 **regional campaign on the go, or has been over the last**  
 18 **four days, focus with the Lucy Faithfull Foundation, and**  
 19 **the forces in the north-west that the coordinator has**  
 20 **been in the centre of, there is a real impact from that.**  
 21 **We see that from some of the media metrics at the**  
 22 **moment. If that post wasn't funded, we would need to**  
 23 **find another way of doing that because it is a very**  
 24 **valuable activity.**

25 Q. Please could you tell us a little about that regional

Page 23

1 campaign, what it involved?

2 **A. So all of the forces had a coordinated campaign that**  
 3 **launched on Monday and went until Thursday, I think, it**  
 4 **was, or the 24th, whichever day of the week that was.**  
 5 **There was a campaign across all the forces both to**  
 6 **indicate the harms caused by IIOC, so illegal indecent**  
 7 **images of children, and also to signpost the**  
 8 **Lucy Faithfull campaign "Stop it now", and the ability**  
 9 **for family members or individuals to refer themselves**  
 10 **for treatment. There were some metrics on there the**  
 11 **other day of around 20,000 initial impressions on some**  
 12 **of the tweets and some of the media on some of the force**  
 13 **websites, so I think actually it's generated quite**  
 14 **a head of steam.**

15 **There are lots of positive comments on**  
 16 **Cumbria Police's Facebook profile, I think there was**  
 17 **something like 60,000-odd or so individuals who had**  
 18 **accessed some of the posts, just on the Cumbria site**  
 19 **alone. So I think we have had an awful lot of activity**  
 20 **on that, both within the force and on across the region.**

21 Q. How is a campaign like that funded?

22 **A. It has been funded, there was some regional funding --**  
 23 **I'm not quite sure whose budget that came out of. I can**  
 24 **find out for you, if that would be helpful.**

25 Q. Just on the subject of funding, can we turn to your 208,

Page 24

1 please, at the top of page 45. You say there that  
 2 adequate resources will be given to this area of  
 3 policing in order to ensure that victims are safeguarded  
 4 and offenders are brought to justice. What I would just  
 5 like to understand is the basis for that view. We have  
 6 seen already the trend of rising numbers of referrals  
 7 and arrests and convictions and so forth. Will the  
 8 resources dedicated to this area be able to grow to keep  
 9 pace with what's happening out in the world?  
 10 **A. I mean, I think it -- the resources have to follow the**  
 11 **threat. So if we are assessing the threat and the risk**  
 12 **in offending and the threat and the risk here is very,**  
 13 **very tangible, very real and very high level, then the**  
 14 **resource needs to follow that.**  
 15 **There are always tensions between resource, I accept**  
 16 **that, but we must align our resource to the threat, and**  
 17 **this is one of the most significant threats that we**  
 18 **face.**  
 19 **I think the difficulty would be, sometimes we**  
 20 **overcompartmentalise resource. So, you know, if there**  
 21 **is a particular strategic priority, we need a separate**  
 22 **plan for that, we need a separate set of resources**  
 23 **solely for that strategic priority. I think that is**  
 24 **unhelpful, because there is threatened harm here, both**  
 25 **online and in the domestic setting, and some of that may**

Page 25

1 **impact on domestic violence or other aspects of abuse**  
 2 **that take place in the home.**  
 3 **If there is threat and risk in that whole range of**  
 4 **offending, then our resource will follow that threat and**  
 5 **risk.**  
 6 Q. Do you happen to have any figures with you --  
 7 I appreciate you may not -- on the budget for the DMIU  
 8 for the 2018/2019 year, so we can compare it to the  
 9 previous year?  
 10 **A. I haven't got any figures with me now. The one thing**  
 11 **I can say is that we, like many other forces, have just**  
 12 **gone out to consultation around increasing the council**  
 13 **tax precept, and there are five key points within that**  
 14 **that we made to the public, and one was, any increase in**  
 15 **precept will allow us to increase our ability to protect**  
 16 **the children of the county.**  
 17 **So what that indicates is that the budget is not**  
 18 **decreasing at any time for the foreseeable future and is**  
 19 **only likely to go one way.**  
 20 Q. On the same theme of resources, you acknowledge at  
 21 paragraph 209, which starts in the middle of your  
 22 page 45, that improvements in turnaround times for  
 23 digital devices will be difficult to maintain because of  
 24 a rise in the device submissions. You make a separate  
 25 point there, do you not, that large investments are

Page 26

1 required in order to keep up with the technology of  
 2 examining devices. Just before I ask you some questions  
 3 on that, can we turn, please, to your second statement,  
 4 behind tab 2. On the second page of that, there is  
 5 a table, if that could be put up on the screen. The  
 6 reference is OHY003207\_002. If we could just expand  
 7 that table in the middle. So we see some very helpful  
 8 data there, from 2012 to 2017, of the number of cases,  
 9 averages and longest and shortest times for turnarounds.  
 10 If we can just look, perhaps, at the 2012 column and the  
 11 2017 column, 2012, there were 517 cases, average in  
 12 days, 235, longest in days, 904. If we look to 2017,  
 13 the total number of cases has risen to 781, the average  
 14 has gone down to 60.65, the longest in days, 279.  
 15 I appreciate this is -- the 2012 figures will be well,  
 16 well before your time, but do you have any knowledge  
 17 about why those figures were quite as high as they were?  
 18 I'm thinking particularly of the longest in days figure  
 19 of 904.  
 20 **A. No. I mean, I would be giving a professional view, but**  
 21 **I don't know whether that's fair to do on**  
 22 **a constabulary -- you know, five years or six years**  
 23 **before my arrival. I can comment on the current**  
 24 **position, the level of effort and the resource that goes**  
 25 **into that --**

Page 27

1 Q. Yes, please.  
 2 **A. -- but in terms of it at the moment, the cases today are**  
 3 **more complex. The amount of data that needs to be**  
 4 **analysed in some of the investigations, when you talk**  
 5 **about terabytes and terabytes, is almost bordering on**  
 6 **the infinite. It is not, obviously, but there are**  
 7 **massive, massive amounts of data in there. So the**  
 8 **complexity of that analysis and the time that needs to**  
 9 **be allocated to that analysis potentially obviously**  
 10 **exponentially increases.**  
 11 **If you apply tools or procedures such as streamlined**  
 12 **forensic reporting, then that helps, that does assist,**  
 13 **that makes a big difference on the amount of time**  
 14 **post analysis to report upon that.**  
 15 **Investment in tools, forensic tools, that can**  
 16 **streamline that reporting and processes such as keyword**  
 17 **searching, which probably weren't as often used in 2012,**  
 18 **may explain some of the reduction. But certainly the**  
 19 **volume and complexity and amount of data has**  
 20 **exponentially increased.**  
 21 Q. We see between 2016 and 2017, if we just look at the  
 22 average in days figure, that's risen from 53 to 60. So  
 23 we see, perhaps, a slight reversal of what had been  
 24 a positive trend over a number of years. Some of  
 25 the factors that you discussed, such as the complexity

Page 28

1 and the sheer volume of data, do they help to explain  
 2 that change?  
 3 **A. They do. In addition, there will be issues in there as**  
 4 **well, such as encryption and more widespread use of**  
 5 **encryption, which in itself obviously creates difficulty**  
 6 **for any investigation. But, yes, there is an uptake in**  
 7 **the time that it takes. That's part of the reason why,**  
 8 **as I said to you before, we are looking to support more**  
 9 **resource into the mobile phone examination side as well.**  
 10 Q. Can I just understand what the plans are in place to  
 11 cope with what you see as a real challenge in  
 12 maintaining this improved handling of digital devices  
 13 over time. You talk in your statement about regional  
 14 collaboration in this area?  
 15 **A. Is there a specific paragraph?**  
 16 Q. I'm looking at page 45, going on 46. You talk about  
 17 a network solution for your digital forensics lab and  
 18 over the page, you mention reaching out to national and  
 19 regional resources for assistance in individual cases?  
 20 **A. Okay. So, as I said to you before, geographically, the**  
 21 **constabulary presents challenges. If you overlaid the**  
 22 **constabulary on the South-east of England, it would**  
 23 **cover the Met, Kent, Surrey, Sussex and probably**  
 24 **two-thirds, I think it is, of Thames Valley, as well as**  
 25 **Herts and Beds as well. So actually, in terms of**

Page 29

1 **geography, it presents a real significant challenge.**  
 2 **The network --**  
 3 Q. Can I pause you there for a moment? What's the specific  
 4 challenge caused by geography in terms of online  
 5 offending?  
 6 **A. So in terms of seizure, transmission of data and**  
 7 **analysis of devices, what we need to be able to do is to**  
 8 **take and capture digital evidence, but actually to bring**  
 9 **it back to the centre, without that necessarily being**  
 10 **a manual process. So actually what we want to do with**  
 11 **the digital network solution, which is what we have done**  
 12 **here, is to be able to lift that evidence and to be able**  
 13 **to transmit it back to the centre in the most timely**  
 14 **way.**  
 15 **What you don't want to do is spend half a day or**  
 16 **a day on a return journey from one end of that**  
 17 **constabulary to the other. So that presents**  
 18 **a geographical challenge. If something is of**  
 19 **a particular priority and you eat away two-thirds of**  
 20 **the day just purely acquiring the evidence, then that's**  
 21 **a challenge for us.**  
 22 **What we seek to do is to be able to get those**  
 23 **devices analysed as quickly as possible. But to be able**  
 24 **to get them examined in the field, for that evidence to**  
 25 **be able to turn digitally and be transmitted back to the**

Page 30

1 **centre for analysis. Some of it may well be forensic**  
 2 **and maybe physical contact evidence, so there is no**  
 3 **other way, in a lot of circumstances, other than to**  
 4 **physically bring the device back. But as I said to you**  
 5 **before, our CSIs are trained to be able to use some**  
 6 **software to be able to do that remotely.**  
 7 Q. Can we turn very briefly to the HMIC inspections that  
 8 you have mentioned at several points. The first one  
 9 I want to look at is at tab 5 in your bundle. This is  
 10 a child protection inspection carried out in July 2016,  
 11 so a full year before you joined the constabulary.  
 12 There may well be little you can say about this,  
 13 I appreciate that entirely.  
 14 Could you turn to page 9, please, where there is  
 15 a chart showing the headline figures from the caseline  
 16 reviews. The only observation I want to make there is  
 17 there was some disparity between the assessments given  
 18 by the constabulary and HMIC's assessment. So, for  
 19 example, zero cases were assessed as inadequate by the  
 20 constabulary whereas HMIC found 8. Of the cases that  
 21 were assessed by inspectors, 18 were found inadequate.  
 22 Actually, if I could please put that up on screen, that  
 23 would be helpful, so INQ001323\_009. If you could please  
 24 just expand those two charts.  
 25 I think what the chair and panel might be assisted

Page 31

1 by is an understanding of the assurance process, if it's  
 2 called that, within the force, given this disparity back  
 3 in 2016.  
 4 **A. So the 2016 inspection was a snapshot on a bit of**  
 5 **a journey, as I said to you, that the force was**  
 6 **undertaking, probably back until about 2012. There was**  
 7 **both positive and negative within that inspection, but**  
 8 **what it clearly showed is there was more work to do.**  
 9 **That work is covered in the 2017 inspection, and in**  
 10 **the 2017 inspection it talks about the assessment, the**  
 11 **audit, the checking, and the fact that the constabulary**  
 12 **had moved with the steps I think I've outlined in one of**  
 13 **my exhibits through an improvement plan to bring us to**  
 14 **a point where we were adequately assessing those**  
 15 **investigations, but also we had a capture mechanism, if**  
 16 **you like, another layer within that, to make sure that,**  
 17 **if there were errors and these were inadequate, we**  
 18 **caught them at the earliest stage.**  
 19 **When you move to the 2017 inspection, it shows that**  
 20 **we quite clearly have got a very effective process in**  
 21 **place. I think in that inspection there were only two**  
 22 **cases that were initially found, or found on**  
 23 **examination, to have been inadequate at that initial**  
 24 **step, but they themselves had been caught by the**  
 25 **constabulary within a matter of days.**

Page 32

1 **So there's been a journey from here through the**  
 2 **exhibit and the steps on the exhibit -- I can't remember**  
 3 **exactly which one, sorry, it is the table around the**  
 4 **Cumbria improvement plan -- to the position that's then**  
 5 **described in the 2017 report.**  
 6 Q. The 2017 report is behind your tab 6. We will go to  
 7 that in a moment.  
 8 **A. Yes.**  
 9 Q. There's just one more thing I want to take you to in  
 10 this report, which is specific to online child sexual  
 11 abuse. If we move to page 13, and if you look at the  
 12 penultimate paragraph, there is a discussion on  
 13 training:  
 14 "The inspectors found when considering  
 15 a safeguarding response officers did not always display  
 16 a thorough awareness of the risks associated with sexual  
 17 exploitation which undermined decision making and the  
 18 development of longer-term protective plans ..."  
 19 There is a case study given there of a 15-year-old  
 20 girl receiving explicit messages from a 21-year-old man:  
 21 "The victim's phone was examined ... and the matter  
 22 was investigated, but there was no record of any  
 23 referral being made to children's social services or of  
 24 a strategy meeting taking place."  
 25 There is a little bit more detail which follows.

Page 33

1 Can you help us with an understanding of how a case like  
 2 this would be dealt with today and whether those issues  
 3 identified back in 2016 have been resolved?  
 4 **A. Yes. The 2017 report clearly makes that out. So that**  
 5 **particular issue within the 2016 report led to a number**  
 6 **of things. One was a review of the multi-agency**  
 7 **safeguarding hub and the way it operates to make sure**  
 8 **that those strategy meetings do take place in a timely**  
 9 **manner, and then the other issue was around the training**  
 10 **and awareness of officers, and I think -- I have**  
 11 **probably covered this to a degree before, but all**  
 12 **student officers, all detectives, all tutor officers and**  
 13 **special constables and others who may have public**  
 14 **contact all get an input on the responsibilities in this**  
 15 **area.**  
 16 **Each investigation is supported. Officers go**  
 17 **through the relevant training programmes, they work**  
 18 **through case studies. We have done a training**  
 19 **evaluation as well and a feedback on that, and then the**  
 20 **issues around the video and the seven-minute briefings**  
 21 **that I spoke to you about before. So there is**  
 22 **a constant cycle of taking an issue, inputting training,**  
 23 **increasing understanding, auditing the results of that**  
 24 **and then feeding that back into another cycle of**  
 25 **training through the Business Improvement Unit. That**

Page 34

1 **appears to have been very effective and that's what's**  
 2 **commented on in the 2017 report.**  
 3 Q. I just want to take you, in fairness, as well, to  
 4 page 19 of the report. I won't try to read it out, but  
 5 there are very positive things said there about some of  
 6 the investigative work being done in the third paragraph  
 7 from the top.  
 8 The next paragraph talks about a perhaps lower  
 9 quality of investigations done by non-specialist teams,  
 10 but, as I understand it, your evidence at the beginning  
 11 was that nearly all investigations are done by the DMIU  
 12 in this area?  
 13 **A. Yes. The force -- the force position is that all**  
 14 **investigations will be conducted by the DMIU. However,**  
 15 **frontline officers are trained so that if they encounter**  
 16 **an issue that doesn't come, say, from a referral from**  
 17 **CEOP, it comes from a teacher or a parent, that they**  
 18 **have the knowledge, the wherewithal and the tools and**  
 19 **support available to them then to very rapidly report**  
 20 **that through their Area Crime Command and back into the**  
 21 **DMIU. So a local neighbourhood officer does not conduct**  
 22 **this kind of investigation. It's conducted at the DMIU.**  
 23 **If they encounter an issue that needs to be safeguarded,**  
 24 **they will recognise that, they'll spot it and that**  
 25 **support will then wrap around it.**

Page 35

1 Q. Can I take you to the 2017 post-inspection review,  
 2 please, behind your tab 6. We can go to the very end of  
 3 that document at page 14 which I think bears out some of  
 4 what you have been saying about the journey that Cumbria  
 5 has been on and the improvements that have been made,  
 6 and it is only right we acknowledge this. Under the  
 7 heading "Detailed post-inspection review findings" there  
 8 is a description in the first paragraph of what had been  
 9 found in 2016. Perhaps we should put this up on the  
 10 screen: INQ001324\_014.  
 11 The next paragraph records the time and resources  
 12 that have been put into this field. Inspectors found  
 13 evidence of a more sophisticated understanding. It goes  
 14 on to talk about an improvement in investigations and  
 15 this enabled the protection and safeguarding of children  
 16 sooner than would have otherwise been the case.  
 17 The one issue that's discussed in this inspection is  
 18 about IT systems in the next paragraph, so there is  
 19 a description of constabulary IT systems not supporting  
 20 some of this work, multiple independent IT systems and  
 21 so forth, and that there were plans in place to try to  
 22 improve this. Could you update the chair and panel,  
 23 please, on that particular issue?  
 24 **A. Yes. So the IT system that's mentioned there is**  
 25 **a system called Red Sigma. It is a Durham Constabulary**

Page 36

1 system that works very effectively. We are now  
 2 integrating that. We have had the first couple of  
 3 phases of integration of that system, and then that  
 4 journey will continue throughout the next year whilst we  
 5 get the other relevant modules.

6 What I can say now, and I think this is picked up in  
 7 this inspection, is that the people who need access to  
 8 the information have access to the current systems and  
 9 the new elements of Red Sigma to make sure they are in  
 10 possession of the knowledge they need to have that  
 11 decision making at the front end. That is in place now  
 12 and will only improve as we have further integration of  
 13 Red Sigma. But originally, one of the comments in 2016  
 14 was that people did not have that ready access and  
 15 weren't afforded access. Well, that isn't the case now;  
 16 they have access.

17 Q. Just another couple of questions, please. This is on  
 18 the thesis that the police can't arrest their way out of  
 19 the problem. Can we go back to your witness statement,  
 20 please, tab 1, at the very end, page 48. At the bottom  
 21 of the page, 222, you summarise some of the changes that  
 22 have been made. At the top of 49, you talk about  
 23 a significant change that has been made to the classic  
 24 law enforcement response. I think we have covered some  
 25 of this already, but perhaps you could summarise for us

Page 37

1 what change from the classic law enforcement response,  
 2 so to speak, has been made?

3 A. So the understanding, if you -- I think other witnesses  
 4 have commented on initially Operation Ore and the  
 5 approach taken there, which was very, very  
 6 prosecutorial.

7 The approach now is more sophisticated. Outcome 21,  
 8 for example, is an example of that, that there are  
 9 different responses appropriate for different particular  
 10 scenarios. I think we understand the picture better  
 11 now.

12 Prosecution will always have a very, very strong  
 13 role here, but I think one of the points I'm making here  
 14 is that it is prosecution and other methodologies, and  
 15 I'm not sure that some areas of the social or health  
 16 side of this, particularly looking at the offender,  
 17 whether there is more to do there. So whether there  
 18 more diversional treatment regimes that ultimately, from  
 19 our point of view, lead to less offending and less  
 20 victims.

21 So policing has got a strong place. You will see we  
 22 take a strong line on this. We have very few NFAs. We  
 23 don't use conditional cautions. We tend to prosecute.  
 24 What we do find, even in those prosecutions, there are  
 25 a limited number of diversion or treatment options that

Page 38

1 appear available to those offenders.

2 Q. They are limited because these programmes are full or  
 3 not available in Cumbria? Help us understand what the  
 4 issue is?

5 A. I don't think -- the programmes that I see, I don't see  
 6 them being part of sentencing by the court. There are  
 7 voluntary programmes through some of the charitable  
 8 providers, but even those, they need to be paid for by  
 9 individuals. So there appears to be a limited scope and  
 10 a limited level of resourcing placed into those  
 11 programmes.

12 Q. Paragraph 223, you make one comment that I would like to  
 13 explore. It is the last question I would like to ask  
 14 you. You say, in the third line down, that someone who  
 15 appears to be relatively low risk can pose significant  
 16 harm once thorough investigation has taken place.

17 Am I right in reading from that that you are not in  
 18 favour of an alternative approach, so to speak, towards  
 19 low-risk offenders?

20 A. No, I don't think I would say that. I think if you can  
 21 be confident that that offender, or potential offender,  
 22 poses a very low risk, then it may be appropriate to  
 23 divert them to some kind of treatment plan. I think the  
 24 point I'm making is, you need to know that that risk is  
 25 low, not just surmise on the basis of your initial

Page 39

1 referral that that risk is low. I think there would  
 2 always need to be some level of investigation to make  
 3 sure you're confident in that level of risk.

4 MR KRISHNAN: Those are my questions. Chair, do you have  
 5 any questions?

6 THE CHAIR: Ms Sharpling has a question.

7 Questions by THE PANEL

8 MS SHARPLING: Thank you, Mr Webster, just the one from me.  
 9 Do you have a dedicated call centre in Cumbria?

10 A. Yes, again, because of the challenges of geography, we  
 11 have a slightly different structure. So we actually  
 12 have some police officers within our command and control  
 13 room, the logic to that being, rather than trying to  
 14 send somebody across hills and mountains to record,  
 15 there's actually a police officer on the phone can deal  
 16 with some of those incidents. One of the things that's  
 17 commented on in our effectiveness review is the quality  
 18 of response that members of the public get from that  
 19 kind of structure.

20 MS SHARPLING: Many members of the public, their first  
 21 contact with the police may be by picking up the  
 22 telephone.

23 A. Yes.

24 MS SHARPLING: I'm really inquiring as to whether those who  
 25 are at the other end taking the call are sufficiently

Page 40

<p>1 trained to spot the signs or risks associated with                  2 somebody -- a concerned mother or concerned teacher --                  3 reporting maybe sexting or exchange of images of some                  4 sort, grooming in particular?                  5 <b>A. So they receive the training that I have spoken about</b>                  6 <b>before, so the officers who are receiving those calls</b>                  7 <b>are quite often our first point of contact with many</b>                  8 <b>members of our community, so, yes, they are also</b>                  9 <b>trained.</b>                  10 MS SHARPLING: Thank you.                  11 THE CHAIR: We have no further questions. Thank you,                  12 Mr Webster.                  13 (The witness withdrew)                  14 MR KRISHNAN: Chair, just before the break, I thought we                  15 might fit in the last bit of read evidence. It is                  16 a short statement. If you can pick up your file 5,                  17 please, and turn to tab E/1, which is almost at the end,                  18 but not quite.                  19 Statement of MS EMMA ACKLAND (read)                  20 MR KRISHNAN: This is the witness statement of acting                  21 Assistant Chief constable Emma Ackland of Gwent Police,                  22 dated 24 October 2017. She explains in the first                  23 paragraph under the heading "Introduction" that her                  24 portfolio includes responsibility for operational                  25 policing:</p> <p style="text-align: center;">Page 41</p>	<p>1 disseminated to the local policing areas (LPAs) for                  2 action, however, since this date they are now dealt with                  3 by the Paedophile Online Investigation Team. When the                  4 process was for the LPAs to deal with such                  5 investigations, the cases were dealt with alongside                  6 other investigative work and there was the accompanying                  7 competing demand. The new team are able to deal with                  8 the investigations more swiftly and packages are now                  9 subject to enforcement on a threat/harm/risk basis. If                  10 a high-risk package is received, this would be dealt                  11 with immediately."                  12 At paragraph 9.1 at the top of page 16, the comments                  13 made by Chief Constable Bailey in his witness statement                  14 on the role of industry are endorsed and it is said:                  15 "It is clear that national agreement and movement on                  16 such issues is the only way of sufficiently engaging                  17 ISPs and the like [internet service providers] to assist                  18 with the work of police nationally."                  19 If we can turn next to paragraph 12.1, which is                  20 towards the top of page 24, there is a section on the                  21 key challenges faced by the force in responding in this                  22 area. At 12.1:                  23 "There is no doubt the policing response to CSE in                  24 Gwent has improved significantly over recent years."                  25 12.2:</p> <p style="text-align: center;">Page 43</p>
<p>1 "This statement will deal only with the division of                  2 Gwent Police, albeit a key element of the delivery of                  3 this area is undertaken within the Regional Organised                  4 Crime Unit."                  5 Paragraphs 1.1 to 1.3 describe the establishment of                  6 the force's Paedophile Online Investigation Team in                  7 2015.                  8 Paragraph 2.2 on page 3, it is recorded that the                  9 team went live in April 2016 and that shortly afterwards                  10 staffing numbers were increased to deal with significant                  11 demand.                  12 At 2.5, over the page, page 4, it is recorded:                  13 "The POLIT are now also responsible for all packages                  14 which are received from the National Crime Agency."                  15 At paragraph 7.1, which is at the bottom of page 7,                  16 there are some figures on referrals: 95 referrals in                  17 2015; 69 in 2016; and 2017, as at 1 August, there were                  18 36 referrals.                  19 Over the page, at paragraph 8.1 at the bottom of                  20 page 8, there is a description of how the force responds                  21 to referrals from the NCA. I think this is worth                  22 reading:                  23 "Upon receipt of a package from CEOP at the NCA, it                  24 is immediately researched and developed for enforcement                  25 action. Prior to June 2017, all NCA packages were</p> <p style="text-align: center;">Page 42</p>	<p>1 "Due to the speed of development within the                  2 technological world, the greatest challenge for police                  3 is keeping up with the demands both in terms of volume                  4 and technical advancement."                  5 12.3:                  6 "Further challenges to be met by policing include                  7 end-to-end encryption, technological advancements, the                  8 global nature of abuse and the difficulties encountered                  9 in dealing with international offending."                  10 At paragraph 13.1 there is a section on the                  11 sustainability of the classic law enforcement approach                  12 and whether alternative approaches should be taken                  13 towards lower-risk offenders. If I can just take a few                  14 points from that section. At 13.1, it is said that the                  15 "classic" approach is no longer an appropriate response                  16 to the investigation of online CSA.                  17 At 13.4, over the page, it is explained there that                  18 historically, what the force used to do is forensically                  19 examine every device. That's no longer done. It is                  20 said at the end of the paragraph:                  21 "... certainly not proportionate now except in the                  22 most serious or complex of investigations."                  23 Over the page, 13.7, the top of page 26, there is                  24 a short discussion on the alternative approach proposed.                  25 Just reading some extracts from that:</p> <p style="text-align: center;">Page 44</p>

<p>1 "Our current position does not envisage that 2 a significant benefit would be derived from the use of 3 cease and desist letters or conditional cautions. The 4 team offers a full 'end-to-end' solution from accessing 5 and developing the intelligence generated from the 6 various force systems, through enforcement, early 7 engagement of the Managing Sex &amp; Violent Offender team 8 and the court process. This seamless solution reduces 9 the usual problems around transferring work between 10 different work streams. 11 "13.8. Once the team move into the arrest phase, 12 every effort is made to ensure that those who are 13 identified are arrested the same day." 14 At 13.9: 15 "The on-scene support of a dedicated and experienced 16 digital forensic examiner ensures that the digital 17 forensic take is focused on the exhibits which are 18 required to support the investigation." 19 Over the page, 13.12: 20 "The move away from trying to count and categorise 21 each item or image has been replaced by providing 22 detailed and graphic descriptions of a selection of 23 images representative of the collection of as a whole." 24 25</p> <p style="text-align: center;">Page 45</p>	<p>1 enforcement packages are disseminated within the force 2 to expedite the investigations." 3 Chair, those are the points I wanted to read from 4 that statement. That indeed concludes our read 5 evidence. 6 Looking at the time, this might be a good point for 7 our morning break. 8 THE CHAIR: Thank you, Mr Krishnan. We will return at 9 12 noon. 10 (11.44 am) 11 (A short break) 12 (12.04 pm) 13 MS CAREY: Chair, we are going to turn now to closing 14 addresses. I know that Mr Sheldon on behalf of 15 the National Crime Agency will wish to address you 16 first. 17 THE CHAIR: Thank you. Mr Sheldon? 18 Closing statement by MR SHELDON 19 MR SHELDON: Chair, the NCA is very grateful for the 20 opportunity to make these brief closing submissions at 21 the end of what we consider to have been a very valuable 22 and productive week of evidence. 23 I don't intend to detain you for very long, but 24 given the NCA's position as the organisation with 25 statutory responsibility for leading the fight against</p> <p style="text-align: center;">Page 47</p>
<p>1 Statement of MS RHIANNON KIRK (read) 2 MR KRISHNAN: If we can turn to the supplementary statement 3 at F/1, which is given by a different officer, Acting 4 Assistant Chief Constable Rhiannon Kirk, dated 5 8 December 2017, just looking at paragraph 5, which is 6 on page 4, there is a list starting on that page and 7 going across the next two or three pages on the 8 weaknesses in the force's detection and response to 9 online CSA. Can I just take a couple of examples. 10 Towards the bottom of page 5, the penultimate bullet 11 point: 12 "As Gwent Police has successfully prosecuted greater 13 numbers of offenders for indecent images offences, the 14 cohort of registered sex offenders has increased 15 substantially. There is therefore a need to invest in 16 resources and technology to manage this cohort 17 effectively and detect any future offences that are 18 committed by the registered sex offenders. There is 19 planned investment in both staff and digital monitoring 20 technology." 21 The next one, this concerns a large volume of 22 suspect packages that are currently being managed by 23 a small cyber crime team. 24 At the top of page 6: 25 "There is a need to review the process in which</p> <p style="text-align: center;">Page 46</p>	<p>1 serious and organised crime, including, of course, the 2 abuse and exploitation of children, the director-general 3 hopes that you may be assisted by these brief 4 observations at the conclusion of this stage of 5 the evidence, whilst recognising, of course, that the 6 work of the inquiry in this strand of its investigation 7 is ongoing. 8 No-one who has read and listened to the evidence 9 that you have received over the course of the last week 10 can be in any doubt as to the scale and complexity of 11 the challenge posed to the law enforcement agencies by 12 the use of the internet to facilitate the exploitation 13 of the abuse of children. The sheer number of 14 individuals engaged in this type of activity, the 15 complexity of the technology used to perpetrate it, the 16 lack of any geographical restrictions on those who 17 choose to offend in this way and the variety of 18 different ways in which children can be exposed to 19 harmful behaviour online from a whole range of different 20 sources, all of these contribute to what Tink Palmer 21 described on Monday, you may think with a degree of 22 understatement, as the difficult battle being waged by 23 those whose job it is to protect children from abuse and 24 exploitation facilitated by the internet. 25 This type of offending simply did not exist 20 years</p> <p style="text-align: center;">Page 48</p>

<p>1 ago. In an extremely short time, those involved in law 2 enforcement in this area have had to learn, and learn 3 quickly, about the nature of these offences, the people 4 that perpetrate them and how to stop them.</p> <p>5 The NCA has been at the forefront of that process, 6 and continues to stand in the frontline of this battle. 7 You have been provided with detailed evidence about the 8 way in which it goes about its business, and we hope 9 that that has been helpful in providing an insight into 10 the operation of the organisation and the strategies 11 employed for fighting this type of crime. We hope you 12 have been left in no doubt whatsoever of 13 the determination of those involved in this type of work 14 to safeguard children who are abused, or vulnerable to 15 abuse, over the internet, and to bring to justice those 16 who would harm them.</p> <p>17 You have heard detailed evidence of case studies 18 involving children who have been let down by the 19 inadequate response of law enforcement in their 20 particular cases, and rightly so.</p> <p>21 These cases provide lessons that have to be learned, 22 and the courage exhibited by Ms LaFave in her efforts to 23 ensure that the tragedy of Breck's murder is not 24 repeated stands as an example to everybody engaged in 25 this type of work.</p> <p style="text-align: center;">Page 49</p>	<p>1 no doubt about it, that any recommendation made by this 2 inquiry as to how the work of safeguarding children from 3 online abuse may be more effectively undertaken will be 4 enthusiastically taken up.</p> <p>5 As I have said, this is an area of offending that 6 did not exist two decades ago, and continues to evolve 7 at an accelerated pace. You heard evidence from 8 witnesses of new threats that have emerged over the 9 course of the last year or two: young people live 10 streaming from their bedrooms; the ability of online 11 predators to groom children in an extraordinarily short 12 period of time; live streaming from locations overseas 13 that can be directed from offenders in the UK. If we 14 were to repeat this hearing in a year's time, you would 15 no doubt hear of other threats that had emerged in the 16 meantime. The learning process has, of necessity, been 17 rapid and is ongoing. You cannot undertake this work 18 effectively without being entirely open to new ideas, 19 new strategies and new technologies, and there is no 20 resistance to change at an institutional or individual 21 level. The NCA is interested simply in what works.</p> <p>22 The process of participating in this inquiry has 23 already been a very valuable one. Any organisation 24 would benefit from the requirement to subject itself and 25 the way in which it goes about its business to the level</p> <p style="text-align: center;">Page 51</p>
<p>1 But you have also heard evidence of considerable 2 success. Statistics inevitably lay a little dry on the 3 tongue, and can sometimes be overlooked as a result. 4 But the evidence that the number of children safeguarded 5 has increased from the figure of 278 achieved by CEOP 6 back in 2009/10 to the figure of 1,896 achieved by the 7 NCA in 2016/17 is not just a statistic, it is an 8 additional 1,600 children a year who were not being 9 reached a few years ago, but who are now being 10 identified and protected, and the scale and importance 11 of that achievement should not be underestimated.</p> <p>12 No-one who engages in this work in the law 13 enforcement field does so for any other reason than 14 a deep and abiding commitment to the welfare of 15 vulnerable children and a desire, insofar as possible, 16 to see an end to this type of offending. It is not 17 glamorous work. It is often painstaking and highly 18 technical. It is, I am afraid to say, often harrowing 19 and deeply distressing for those involved. Many, for 20 perfectly understandable reasons, are unable or 21 unwilling to undertake it. But those who do are, by 22 necessity, amongst the most determined and driven of our 23 law enforcement officers.</p> <p>24 I can say on behalf of the NCA and those who work in 25 CEOP in particular, without hesitation, and so there is</p> <p style="text-align: center;">Page 50</p>	<p>1 of scrutiny demanded by this inquiry in its requests for 2 evidence and the detailed and rigorous questioning of 3 your counsel.</p> <p>4 The opportunity to see the work of the NCA placed in 5 the context of the overall law enforcement response has 6 also been invaluable, as has been the opportunity to 7 hear from witnesses such as Ms LaFave and Ms Palmer, as 8 to how they perceive the work we do and where the 9 strengths and weaknesses lie.</p> <p>10 While we await the inquiry's report in due course 11 and any recommendations you may make, there are clearly 12 areas where work is required in the meantime. For 13 example, evidence has been given in the NCA's 2016/17 14 annual report that 5.95 million children have been 15 reached by the Thinkuknow campaign. You heard evidence 16 from Mr Niven of the work being done by the 7,000 17 ambassadors trained by the NCA. That's encouraging. 18 But we also listened to Ms LaFave on Monday give 19 evidence to you that she can go into a particular 20 classroom of children in a particular age group and find 21 that only a handful have heard of CEOP, and that is not 22 good enough. That has to improve and we have to do 23 more.</p> <p>24 The name of CEOP has to be on the tip of the tongue 25 of everyone -- parent, child, professional, carer -- who</p> <p style="text-align: center;">Page 52</p>

1 is concerned about the possible abuse or exploitation of  
2 a child online, and that is a message that has emerged  
3 loudly and clearly from the evidence this week.  
4 Mr Niven has explained the work that's being done now in  
5 this area and the ambition to make this a compulsory  
6 part of every child's education, and we will leave this  
7 afternoon and start the process of thinking about what  
8 more can be done in that regard in particular.  
9 The inquiry has looked at resources, rightly so.  
10 There are one or two points I would wish to make on that  
11 issue, but before I do so, it is important to be clear  
12 about one matter that was highlighted by counsel to the  
13 inquiry in her opening statement.  
14 There is no doubt whatsoever of the priority  
15 accorded to the fight against child sexual abuse by the  
16 NCA. The NCA's annual plan for the 2017/18-year is at  
17 NCA000220, and NCA000220\_009 in particular, please.  
18 Immediately after the statements by the  
19 Home Secretary and Director-General, you have a list,  
20 highlighted in bold, of the six national priorities for  
21 response of which child sexual exploitation and abuse is  
22 one, along, as you can see, with the other two areas in  
23 the "Vulnerabilities" category, namely, modern slavery  
24 and human trafficking and organised immigration crime.  
25 The NCA has wider responsibilities, of course it does,

Page 53

1 but let me make this clear: child sexual abuse cases  
2 will continue to take priority over other cases unless  
3 those other cases involve a threat to life. As  
4 highlighted by Chief Constable Bailey in his evidence,  
5 the Director-General of the NCA has brought a particular  
6 focus to vulnerability threats in the last two years,  
7 and that focus will be maintained. That is not to say,  
8 of course, anybody looking at that chart, that the  
9 threats posed by, for example, drug trafficking and  
10 corruption are not taken extremely seriously by the NCA.  
11 Of course they are. But the identification of child  
12 sexual exploitation and abuse as the highest of  
13 priorities for response should leave no-one in any doubt  
14 as to the importance with which it is viewed by the  
15 organisation.  
16 In terms of staffing, you have received evidence  
17 that there are 300 online CSE posts in the NCA -- 256  
18 within CEOP, and the rest distributed throughout the  
19 organisation. That's an increase from 69, when CEOP was  
20 launched, 13 of whom were then on secondment from other  
21 employers. You have been told that the level of funding  
22 for staff will be at least maintained in the current  
23 budget process, notwithstanding the cessation of the We  
24 Protect funding, and that the number of posts within the  
25 NCA, including the 174 that were established following

Page 54

1 the commencement of the We Protect funding will be at  
2 least maintained.  
3 You have heard evidence that the location of CEOP  
4 within the NCA enables it to draw on the very  
5 considerable resources of the organisation in the event  
6 that particular technical or international liaison  
7 resources are required, or when the demands of  
8 a particularly large operation require a surge in  
9 manpower, such as, for example, the operation requiring  
10 192 arrests in a short period, described by Mr Niven.  
11 Quite properly, Mr Niven was pressed for his view as  
12 to whether the allocation of funding to CEOP within the  
13 overall NCA budget was adequate and proportionate. He  
14 gave his evidence about that, and it will be for the  
15 inquiry to assess the entirety of the evidence on this  
16 issue in due course.  
17 But in the course of that assessment, we would  
18 respectfully suggest that the following two  
19 considerations should be borne in mind.  
20 First, the primary duty of anyone involved in the  
21 operational delivery of a task as important as the one  
22 done by the NCA is to make the most effective use of  
23 the resources that are available to you. If the  
24 opportunity to pitch for more resources arises, then  
25 pitch hard and make your case. But in the meantime, get

Page 55

1 on with the job of maximising the effectiveness of what  
2 you have. Whilst the debate about allocation of  
3 resources is an important one, the critical issue for  
4 the inquiry, we would respectfully suggest, is how well  
5 and effectively the NCA and the other law enforcement  
6 organisations are doing their job with the resources at  
7 their disposal.  
8 With those resources, over 420 arrests by the NCA  
9 and the police are currently being made each month,  
10 compared with 417 in response to CEOP disseminations in  
11 the whole of 2009/10. Over ten times as many referrals  
12 are being dealt with today as compared with eight years  
13 ago. An additional 1,600 children a year are being  
14 safeguarded, and the scale of file sharing has reduced  
15 by approximately 75 per cent since 2014.  
16 Now, it will be for the inquiry to assess the  
17 evidence it has received and to draw the conclusions  
18 that it sees fit. But we would suggest that the picture  
19 painted by this evidence is not one of an organisation  
20 wringing its hands at the insurmountable scale of the  
21 problem and blaming a lack of resources, but of an  
22 organisation that is making effective use of  
23 the resources that are available. The issue of whether  
24 more is required should, I would respectfully submit, be  
25 assessed in that context.

Page 56

<p>1 Second, in terms of hard numbers with regard to 2 finance, you have heard that the dedicated CEOP budget 3 is approximately £14.6 million in the current year, with 4 a further £1.8 million for IT-related expenditure. But 5 it has also been explained that this figure does not 6 include the value of resources provided by the NCA at 7 a corporate level, including infrastructure, buildings, 8 human resources, technological support, specialist 9 communications data acquisition, or the value of 10 the extra resources that are provided as and when they 11 are required in the manner I described. 12 The dedicated CEOP budget, which is largely 13 attributable to staff salaries, as you heard, has to be 14 seen in the context of the resources devoted to this 15 work by the organisation as a whole, and it is entirely 16 misleading to suggest, as one of your witnesses sought 17 to do, that the figure of £14.61 million represents the 18 totality of the resources devoted by the NCA to the 19 fight against child abuse and exploitation; far from it. 20 None of this is to say, of course, that more 21 resources for the NCA would not be welcome or that they 22 would not be put to good use. I have spoken already 23 about the deep commitment to the task of protecting 24 children that is a necessary qualification for those who 25 work in this area, and there is not a man or woman</p> <p style="text-align: center;">Page 57</p>	<p>1 achieved. We are aware that you are giving further 2 consideration to this issue in due course, but for 3 present purposes, can I simply identify the one key 4 respect in which industry could assist the NCA in its 5 work to address the threat of child abuse facilitated by 6 the internet? 7 The technology developed by industry has given rise 8 to enormous benefit, but it has also created the threats 9 that we have been discussing this week. The same 10 expertise and technical ability that has been used to 11 create the means by which people abuse and exploit 12 children online should be used to stop them. 13 Technology companies should develop ways of more 14 effectively and proactively searching their platforms 15 for inappropriate content and removing it. Better, more 16 effective software to identify online images of abuse 17 and prompt providers to remove it should be developed. 18 Ways of searching for first-generation imagery should be 19 developed. Tools to prevent such imagery from being 20 uploaded should be built. The potential for the use of 21 artificial intelligence should be explored. Most 22 importantly, work needs to be done by the companies who 23 produce this technology at the design stage to ensure 24 that the new products cannot be misused for these 25 purposes.</p> <p style="text-align: center;">Page 59</p>
<p>1 amongst them who would not welcome the devotion of more 2 resources to it. But any analysis of that issue has to 3 be placed in the context I have described. 4 Furthermore, any further investment in the law 5 enforcement response has to form part of a whole-system 6 approach that includes consistent and mandatory 7 education of children to increase their resilience and 8 investment by industry in the way I am just about to 9 touch on very briefly. 10 The overall strategy has to comprise, we would 11 respectfully submit, these twin elements of reducing the 12 volume of offending as well as increasing the law 13 enforcement capacity to deal with it. If the volume of 14 demand is reduced, then law enforcement will be able to 15 use any additional funding, including any funding 16 obtained through the joint NPCC and NCA bid for 17 additional funding described by Chief Constable Bailey, 18 to develop capabilities to deal with the full range of 19 complex offending. 20 May I say a very brief word penultimately about 21 industry? The picture in this regard is complicated. 22 You don't need me to tell you that. Significant 23 assistance is being provided by industry, as you have 24 heard. More is required. Evidence has been given from 25 a number of sources as to how that might be best</p> <p style="text-align: center;">Page 58</p>	<p>1 Many of the criminals who operate in this area are 2 technologically literate, but any expertise they may 3 have is dwarfed by that possessed by industry, and the 4 NCA is determined to see more of that expertise directed 5 to devising ways to stop people who seek to use the 6 internet for this purpose from doing so. 7 As the inquiry moves on to consider the 8 industry-related aspects of this issue, the NCA would of 9 course be very happy to provide any further assistance 10 that the inquiry may require. 11 Finally, this: you have heard a good deal of 12 evidence, much of it very technical, about risk 13 assessment: how it is done; how effective it is; what 14 tools are used; how it might be improved and developed, 15 and so on. This is clearly a dynamic area and one 16 that's been developed and analysed on an ongoing basis 17 and now is not to time to delve back into all of that 18 evidence, but there is one point the NCA would wish to 19 make clearly at this stage, and that is this. 20 Risk assessment, prioritisation of cases, 21 underpinned by professional judgment, is not the same 22 thing as elimination of cases. Low risk does not mean 23 not investigated. It is clearly necessary for the most 24 high-risk cases to be identified and acted on with the 25 greatest urgency and for resources to be focused on the</p> <p style="text-align: center;">Page 60</p>

<p>1 most serious cases. Everybody agrees about that. But                  2 it should not be thought for a moment that this process                  3 of risk assessment and prioritisation means that some                  4 types of offending against children are tolerated or                  5 regarded as unimportant. They are not.                  6 If you commit one of the offences against children                  7 on the statute book as described by counsel to the                  8 inquiry in her opening, whether that be grooming, the                  9 downloading of images, all the way up to the most                  10 serious forms of contact offending, then you are                  11 a criminal and you should expect to be brought to                  12 justice. The machinery in place to ensure that you are                  13 is unrecognisable today from that which existed only                  14 a few years ago, as the inquiry has heard this week.                  15 The technology is sophisticated. It is improving                  16 rapidly. The links with industry are being strengthened                  17 and the assistance they provide is increasing.                  18 Coordination between national and local resources has                  19 been established and is becoming more efficient. The                  20 expertise of agencies such as GCHQ is being effectively                  21 deployed. New investigative techniques are being                  22 developed as officers become more experienced and                  23 institutional knowledge is increased. The lines on the                  24 graphs showing the number of referrals, disruptions, and                  25 arrests are steep and are continuing to climb. Over</p> <p style="text-align: center;">Page 61</p>	<p>1 This is expressly on the basis of our understanding that                  2 it is not the inquiry's intention to issue an interim                  3 report containing substantive conclusions on the                  4 evidence that it has heard in this past week, and, in                  5 any event, we thought that it might be more helpful to                  6 you if you heard any closing submissions from us after                  7 you have heard the balance of the evidence in this                  8 investigation -- in particular, from industry as to its                  9 role in enabling, alternatively preventing,                  10 online-facilitated child sexual abuse -- as to the                  11 responsibility and response of government to that issue                  12 and as to the approach and response of the criminal                  13 justice system as a whole for that issue. So thank you,                  14 but not now.                  15 THE CHAIR: Thank you, Mr Beer. Finally, Ms Carey?                  16 MS CAREY: Chair, I have no doubt that you and the panel                  17 will want to consider all of the evidence that you have                  18 heard, both from the witness box and in the statements                  19 that have been read out to you, and no doubt the                  20 submission that was just made on behalf of the National                  21 Crime Agency and the submissions that will be made in                  22 due course.                  23 There are, in my submission, some matters to reflect                  24 upon, and there may be areas and topics that will need                  25 to be followed up with supplementary requests for</p> <p style="text-align: center;">Page 63</p>
<p>1 100 arrests are being made nationally each week. A few                  2 years ago, it was eight.                  3 There are fewer places to hide. The chances of                  4 being caught are growing rapidly. No-one who is                  5 thinking about using the internet to facilitate the                  6 abuse or exploitation of a child should be in any doubt                  7 about that.                  8 Chair, we are very grateful to you for allowing us                  9 to make these brief closing observations. The NCA                  10 supports unreservedly the valuable work that the inquiry                  11 is undertaking in this area. We would wish to thank                  12 your legal team for their courtesy and professionalism                  13 in the course of obtaining the large volume of evidence                  14 provided by the NCA, and we would of course be very                  15 happy to provide you with any further assistance we can.                  16 Thank you.                  17 THE CHAIR: Thank you, Mr Sheldon. Ms Powell?                  18 MS POWELL: No, thank you.                  19 THE CHAIR: Mr Kark?                  20 MR KARK: No, thank you.                  21 THE CHAIR: Mr Beer?                  22 MR BEER: Thank you for this opportunity to speak. It is                  23 not, however, the MPS's intention to make a substantive                  24 closing submission now. We may ask you to hear from us                  25 at the conclusion of this investigation as a whole.</p> <p style="text-align: center;">Page 62</p>	<p>1 evidence as this investigation continues.                  2 This week's hearings are but one part of the wider                  3 Internet Investigation, and it has been made, I hope,                  4 clear there will be a further public hearing to consider                  5 other aspects of the scope of                  6 the Internet Investigation.                  7 For that reason, I will not make any closing                  8 submission to you on the basis of the evidence that we                  9 have heard this week, and there will be no investigation                  10 report at this stage.                  11 In due course, the Internet Investigation will open                  12 another window for core participants as the                  13 investigation progresses. Can I thank you all for this                  14 week.                  15 THE CHAIR: Thank you, Ms Carey, and thank you all for your                  16 attendance and participation in this week's hearing.                  17 I am aware that in preparation for the week, a great                  18 deal of work was done by Mr Craig Sutherland, recognised                  19 legal representative on behalf of the NPCC, in gathering                  20 and submitting the evidence from the respective police                  21 forces, and so our particular thanks go to him.                  22 The panel and I are grateful for everyone's                  23 assistance and will now want to reflect, as Ms Carey has                  24 said, on the evidence we have heard, and look forward to                  25 the future public hearing on the Internet Investigation.</p> <p style="text-align: center;">Page 64</p>

1 Thank you very much. That concludes the hearing.  
2 MS CAREY: Thank you, chair.  
3 (12.30 pm)  
4 (The hearing concluded)  
5  
6  
7 I N D E X  
8  
9 MR MARK ALAN WEBSTER (sworn) .....1  
10  
11 Examination by MR KRISHNAN .....1  
12  
13 Questions by THE PANEL .....40  
14  
15 Statement of MS EMMA ACKLAND (read) .....41  
16  
17 Statement of MS RHIANNON KIRK (read) .....46  
18  
19 Closing statement by MR SHELDON .....47  
20  
21  
22  
23  
24  
25

<b>A</b>	<p><b>acted</b> 60:24</p> <p><b>acting</b> 41:20 46:3</p> <p><b>action</b> 9:17,22 20:10 42:25 43:2</p> <p><b>actions</b> 9:19</p> <p><b>activity</b> 4:9 10:5 22:19 23:10,24 24:19 48:14</p> <p><b>actual</b> 8:21 15:5 16:8 19:13</p> <p><b>added</b> 13:3</p> <p><b>addition</b> 14:25 29:3</p> <p><b>additional</b> 16:16 50:8 56:13 58:15 58:17</p> <p><b>address</b> 16:20 47:15 59:5</p> <p><b>addresses</b> 47:14</p> <p><b>adequate</b> 25:2 55:13</p> <p><b>adequately</b> 17:10 32:14</p> <p><b>advancement</b> 44:4</p> <p><b>advancements</b> 44:7</p> <p><b>afforded</b> 37:15</p> <p><b>afraid</b> 50:18</p> <p><b>afternoon</b> 53:7</p> <p><b>age</b> 5:22 52:20</p> <p><b>agencies</b> 48:11 61:20</p> <p><b>Agency</b> 2:21 11:8 42:14 47:15 63:21</p> <p><b>aggravating</b> 8:16 8:18</p> <p><b>aggregation</b> 10:17</p> <p><b>ago</b> 13:2 49:1 50:9 51:6 56:13 61:14 62:2</p> <p><b>agreement</b> 43:15</p> <p><b>agrees</b> 61:1</p> <p><b>aim</b> 19:18,20,22,24</p> <p><b>Alan</b> 1:10,14 65:9</p> <p><b>albeit</b> 42:2</p> <p><b>align</b> 25:16</p> <p><b>allocated</b> 14:2 28:9</p>	<p><b>allocation</b> 55:12 56:2</p> <p><b>allow</b> 26:15</p> <p><b>allowing</b> 62:8</p> <p><b>alongside</b> 43:5</p> <p><b>alternative</b> 23:14 39:18 44:12,24</p> <p><b>alternatively</b> 63:9</p> <p><b>amalgamated</b> 15:15</p> <p><b>amalgamation</b> 15:12</p> <p><b>ambassadors</b> 52:17</p> <p><b>ambition</b> 53:5</p> <p><b>amount</b> 17:14 28:3 28:13,19</p> <p><b>amounts</b> 28:7</p> <p><b>analyse</b> 14:3</p> <p><b>analysed</b> 28:4 30:23 60:16</p> <p><b>analysis</b> 12:8 28:8 28:9,14 30:7 31:1 58:2</p> <p><b>ancillary</b> 18:19</p> <p><b>annual</b> 52:14 53:16</p> <p><b>anticipate</b> 17:21</p> <p><b>anybody</b> 54:8</p> <p><b>Apologies</b> 8:21</p> <p><b>appear</b> 39:1</p> <p><b>appears</b> 35:1 39:9 39:15</p> <p><b>apply</b> 12:21 28:11</p> <p><b>appointed</b> 2:18</p> <p><b>appreciate</b> 10:14 26:7 27:15 31:13</p> <p><b>approach</b> 12:13 17:9 23:15 38:5,7 39:18 44:11,15,24 58:6 63:12</p> <p><b>approaches</b> 44:12</p> <p><b>appropriate</b> 9:3 17:9 38:9 39:22 44:15</p> <p><b>approximately</b> 56:15 57:3</p>	<p><b>April</b> 12:9 42:9</p> <p><b>area</b> 2:15 3:17 5:25 7:20 12:3 14:21 21:3,20 22:6,14 23:13 25:2,8 29:14 34:15 35:12 35:20 42:3 43:22 49:2 51:5 53:5 57:25 60:1,15 62:11</p> <p><b>areas</b> 3:5,7 4:10,11 14:2 21:17,23 38:15 43:1 52:12 53:22 63:24</p> <p><b>arises</b> 55:24</p> <p><b>arrest</b> 37:18 45:11</p> <p><b>arrested</b> 45:13</p> <p><b>arrests</b> 18:2 25:7 55:10 56:8 61:25 62:1</p> <p><b>arrival</b> 27:23</p> <p><b>arrived</b> 21:12</p> <p><b>artificial</b> 59:21</p> <p><b>aspect</b> 10:23</p> <p><b>aspects</b> 3:2 8:25 26:1 60:8 64:5</p> <p><b>assess</b> 55:15 56:16</p> <p><b>assessed</b> 31:19,21 56:25</p> <p><b>assessing</b> 25:11 32:14</p> <p><b>assessment</b> 31:18 32:10 55:17 60:13 60:20 61:3</p> <p><b>assessments</b> 31:17</p> <p><b>assets</b> 3:4,4</p> <p><b>assist</b> 28:12 43:17 59:4</p> <p><b>assistance</b> 29:19 58:23 60:9 61:17 62:15 64:23</p> <p><b>assistant</b> 1:5,12 2:18 3:1 41:21 46:4</p> <p><b>assisted</b> 31:25 48:3</p>	<p><b>associated</b> 33:16 41:1</p> <p><b>assume</b> 23:6</p> <p><b>assurance</b> 32:1</p> <p><b>attachments</b> 8:1</p> <p><b>attempts</b> 7:3</p> <p><b>attendance</b> 64:16</p> <p><b>attention</b> 4:20</p> <p><b>attributable</b> 57:13</p> <p><b>audit</b> 8:22,25 9:2,4 32:11</p> <p><b>auditing</b> 34:23</p> <p><b>August</b> 42:17</p> <p><b>austerity</b> 16:23</p> <p><b>available</b> 9:5 15:8 35:19 39:1,3 55:23 56:23</p> <p><b>average</b> 19:19,23 27:11,13 28:22</p> <p><b>averages</b> 27:9</p> <p><b>await</b> 52:10</p> <p><b>aware</b> 4:14 9:7 59:1 64:17</p> <p><b>awareness</b> 6:10 7:18 33:16 34:10</p> <p><b>awful</b> 24:19</p>
			<b>B</b>	
			<p><b>back</b> 4:23 6:6 9:16 9:23 10:2 20:23 30:9,13,25 31:4 32:2,6 34:3,24 35:20 37:19 50:6 60:17</p> <p><b>Bailey</b> 43:13 54:4 58:17</p> <p><b>Bailey's</b> 23:2</p> <p><b>balance</b> 63:7</p> <p><b>based</b> 10:25 14:20 19:21</p> <p><b>basics</b> 2:2</p> <p><b>basis</b> 21:25 22:20 25:5 39:25 43:9 60:16 63:1 64:8</p> <p><b>battle</b> 48:22 49:6</p> <p><b>bears</b> 36:3</p>	

<p><b>becoming</b> 61:19  <b>bedrooms</b> 51:10  <b>Beds</b> 29:25  <b>Beer</b> 62:21,22              63:15  <b>beginning</b> 10:10              18:10 35:10  <b>behalf</b> 47:14 50:24              63:20 64:19  <b>behaviour</b> 8:20              48:19  <b>believe</b> 8:19  <b>benefit</b> 45:2 51:24              59:8  <b>benefits</b> 22:24  <b>best</b> 22:25 23:10              58:25  <b>better</b> 38:10 59:15  <b>bid</b> 58:16  <b>big</b> 14:20 28:13  <b>bit</b> 1:7 19:5 32:4              33:25 41:15  <b>blaming</b> 56:21  <b>blue</b> 18:5  <b>board</b> 18:4  <b>bold</b> 53:20  <b>book</b> 61:7  <b>bordering</b> 28:5  <b>borne</b> 55:19  <b>bottom</b> 5:21 13:20              13:21 16:3 18:9              37:20 42:15,19              46:10  <b>box</b> 63:18  <b>break</b> 1:8 6:2 41:14              47:7,11  <b>Breck's</b> 49:23  <b>brief</b> 47:20 48:3              58:20 62:9  <b>briefing</b> 6:10,13              7:7,9 8:2  <b>briefings</b> 6:25              34:20  <b>briefly</b> 13:19 31:7              58:9</p>	<p><b>bring</b> 7:18 30:8              31:4 32:13 49:15  <b>broader</b> 5:24  <b>broadly</b> 18:14  <b>brought</b> 4:19 25:4              54:5 61:11  <b>budget</b> 17:3 24:23              26:7,17 54:23              55:13 57:2,12  <b>build</b> 16:8  <b>buildings</b> 57:7  <b>built</b> 59:20  <b>bullet</b> 15:11 46:10  <b>bundle</b> 1:17 31:9  <b>business</b> 8:24 34:25              49:8 51:25  <b>busy</b> 7:4</p> <hr/> <p style="text-align: center;"><b>C</b></p> <hr/> <p><b>C1</b> 1:17  <b>call</b> 3:25 16:18 40:9              40:25  <b>called</b> 32:2 36:25  <b>calls</b> 41:6  <b>campaign</b> 23:17              24:1,2,5,8,21              52:15  <b>capabilities</b> 16:12              16:14 58:18  <b>capacity</b> 58:13  <b>capture</b> 30:8 32:15  <b>carer</b> 52:25  <b>Carey</b> 47:13 63:15              63:16 64:15,23              65:2  <b>carried</b> 31:10  <b>carry</b> 15:16 16:21  <b>case</b> 7:24,25 9:21              15:23 16:1 23:5,6              33:19 34:1,18              36:16 37:15 49:17              55:25  <b>caseline</b> 31:15  <b>cases</b> 8:9 9:20              10:23,24 27:8,11              27:13 28:2 29:19</p>	<p>31:19,20 32:22              43:5 49:20,21              54:1,2,3 60:20,22              60:24 61:1  <b>categorise</b> 45:20  <b>category</b> 5:23              53:23  <b>caught</b> 32:18,24              62:4  <b>caused</b> 24:6 30:4  <b>causes</b> 5:1  <b>cautions</b> 38:23 45:3  <b>cease</b> 45:3  <b>Cellebrite</b> 14:18  <b>cent</b> 10:4,11,20,23              56:15  <b>central</b> 21:24  <b>centre</b> 23:20 30:9              30:13 31:1 40:9  <b>CEOP</b> 4:15 35:17              42:23 50:5,25              52:21,24 54:18,19              55:3,12 56:10              57:2,12  <b>certainly</b> 28:18              44:21  <b>cessation</b> 54:23  <b>chair</b> 1:3,4,15,25              5:4 21:7 31:25              36:22 40:4,6              41:11,14 47:3,8              47:13,17,19 62:8              62:17,19,21 63:15              63:16 64:15 65:2  <b>challenge</b> 29:11              30:1,4,18,21 44:2              48:11  <b>challenged</b> 22:13  <b>challenges</b> 29:21              40:10 43:21 44:6  <b>chances</b> 62:3  <b>change</b> 29:2 37:23              38:1 51:20  <b>changes</b> 37:21  <b>charges</b> 18:2</p>	<p><b>charitable</b> 39:7  <b>chart</b> 3:20,22 9:11              9:12,13,15,16,18              14:16 17:25 18:1              31:15 54:8  <b>charts</b> 31:24  <b>check</b> 9:24  <b>checking</b> 32:11  <b>chief</b> 1:5,12 2:18,21              2:22 3:1 41:21              43:13 46:4 54:4              58:17  <b>child</b> 3:7 8:10 10:1              12:3 13:9,11              16:24 22:17 31:10              33:10 52:25 53:2              53:15,21 54:1,11              57:19 59:5 62:6              63:10  <b>child's</b> 53:6  <b>children</b> 3:23 4:5,8              5:10 6:9 10:12              22:3,7 24:7 26:16              36:15 48:2,13,18              48:23 49:14,18              50:4,8,15 51:2,11              52:14,20 56:13              57:24 58:7 59:12              61:4,6  <b>children's</b> 33:23  <b>choose</b> 48:17  <b>chunk</b> 13:22  <b>circulated</b> 6:12  <b>circumstances</b> 31:3  <b>clarification</b> 5:19  <b>clarify</b> 5:21  <b>classic</b> 37:23 38:1              44:11,15  <b>classroom</b> 52:20  <b>clear</b> 18:4 43:15              53:11 54:1 64:4  <b>clearly</b> 1:21 32:8              32:20 34:4 52:11              53:3 60:15,19,23  <b>climb</b> 61:25</p>	<p><b>closing</b> 47:13,18,20              62:9,24 63:6 64:7              65:19  <b>coercion</b> 5:12  <b>cohort</b> 46:14,16  <b>collaboration</b>              29:14  <b>collection</b> 45:23  <b>colloquially</b> 4:6  <b>column</b> 27:10,11  <b>columns</b> 18:5,5,7  <b>come</b> 4:23 12:2              20:23 35:16  <b>comes</b> 21:23 35:17  <b>coming</b> 1:24 2:14  <b>command</b> 35:20              40:12  <b>commencement</b>              55:1  <b>comment</b> 27:23              39:12  <b>commented</b> 35:2              38:4 40:17  <b>comments</b> 24:15              37:13 43:12  <b>commit</b> 61:6  <b>commitment</b> 50:14              57:23  <b>committed</b> 46:18  <b>communications</b>              57:9  <b>community</b> 41:8  <b>companies</b> 59:13              59:22  <b>compare</b> 26:8  <b>compared</b> 9:5              10:17 18:15 56:10              56:12  <b>comparing</b> 10:14              11:6  <b>competing</b> 43:7  <b>complex</b> 18:18 28:3              44:22 58:19  <b>complexity</b> 17:11              19:1 28:8,19,25</p>
---	---	---	--	--

<p>48:10,15  <b>complicated</b> 58:21  <b>comprise</b> 58:10  <b>compulsory</b> 53:5  <b>computer</b> 14:7  <b>concerned</b> 41:2,2                      53:1  <b>concerns</b> 46:21  <b>concluded</b> 65:4  <b>concludes</b> 47:4                      65:1  <b>conclusion</b> 48:4                      62:25  <b>conclusions</b> 56:17                      63:3  <b>conditional</b> 38:23                      45:3  <b>conduct</b> 7:11 17:12                      35:21  <b>conducted</b> 35:14                      35:22  <b>confident</b> 39:21                      40:3  <b>conflict</b> 15:18  <b>consider</b> 47:21                      60:7 63:17 64:4  <b>considerable</b> 4:18                      50:1 55:5  <b>consideration</b> 59:2  <b>considerations</b>                      55:19  <b>considering</b> 33:14  <b>consistent</b> 58:6  <b>constable</b> 1:6,12                      2:18 3:1 41:21                      43:13 46:4 54:4                      58:17  <b>constables</b> 34:13  <b>constabulary</b> 1:6                      2:15,17,25 3:10                      21:9,22 22:7                      27:22 29:21,22                      30:17 31:11,18,20                      32:11,25 36:19,25  <b>constabulary's</b></p>	<p>21:3  <b>constant</b> 34:22  <b>consultation</b> 26:12  <b>contact</b> 31:2 34:14                      40:21 41:7 61:10  <b>containing</b> 63:3  <b>contains</b> 1:23  <b>content</b> 59:15  <b>context</b> 3:15 20:20                      52:5 56:25 57:14                      58:3  <b>continually</b> 6:20  <b>continue</b> 37:4 54:2  <b>continues</b> 49:6 51:6                      64:1  <b>continuing</b> 61:25  <b>contrast</b> 10:8  <b>contribute</b> 16:11                      48:20  <b>contributing</b> 6:8  <b>control</b> 40:12  <b>conversation</b> 8:17  <b>conversations</b> 4:18                      5:2,8,14  <b>convictions</b> 18:2                      25:7  <b>coordinate</b> 23:9  <b>coordinated</b> 24:2  <b>Coordination</b>                      61:18  <b>coordinator</b> 22:22                      22:24 23:8,19  <b>cope</b> 29:11  <b>copies</b> 14:19  <b>copy</b> 14:23  <b>core</b> 7:5 64:12  <b>corporate</b> 57:7  <b>correct</b> 2:9 3:14  <b>correctly</b> 18:13  <b>corruption</b> 54:10  <b>council</b> 26:12  <b>counsel</b> 52:3 53:12                      61:7  <b>count</b> 45:20  <b>county</b> 26:16</p>	<p><b>couple</b> 7:1 37:2,17                      46:9  <b>courage</b> 49:22  <b>course</b> 5:15 7:8                      20:10,24 48:1,5,9                      51:9 52:10 53:25                      54:8,11 55:16,17                      57:20 59:2 60:9                      62:13,14 63:22                      64:11  <b>court</b> 39:6 45:8  <b>courtesy</b> 62:12  <b>cover</b> 8:11 11:10                      29:23  <b>covered</b> 19:8 32:9                      34:11 37:24  <b>covers</b> 6:14  <b>covert</b> 16:13  <b>Craig</b> 64:18  <b>create</b> 59:11  <b>created</b> 12:9,24                      59:8  <b>creates</b> 29:5  <b>creation</b> 11:23                      12:11  <b>crime</b> 2:20 11:8                      13:1,6,10 14:17                      16:4 17:2 35:20                      42:4,14 46:23                      47:15 48:1 49:11                      53:24 63:21  <b>crimes</b> 13:14  <b>criminal</b> 5:11                      15:13 61:11 63:12  <b>criminalise</b> 8:19  <b>criminals</b> 60:1  <b>critical</b> 56:3  <b>CSA</b> 2:21 15:9,14                      44:16 46:9  <b>CSE</b> 7:2,25 10:4                      13:15 43:23 54:17  <b>CSIs</b> 31:5  <b>culture</b> 6:8  <b>Cumbria</b> 1:6 3:17                      3:23 4:9,17 12:13</p>	<p>21:13 23:16 24:16                      24:18 33:4 36:4                      39:3 40:9  <b>Cumbria-only</b>                      10:25  <b>current</b> 22:2 23:16                      27:23 37:8 45:1                      54:22 57:3  <b>currently</b> 46:22                      56:9  <b>custody</b> 14:24  <b>cut-off</b> 18:21  <b>cyber</b> 7:23 10:12                      10:22 11:3 46:23  <b>cycle</b> 22:4 34:22,24</p> <hr/> <p style="text-align: center;"><b>D</b></p> <hr/> <p><b>D</b> 65:7  <b>daily</b> 21:21,24                      22:19  <b>data</b> 2:12 8:13,21                      9:5,23 10:16,25                      11:5,16,19 12:7                      12:16 18:20,21                      19:3,12,22 20:14                      27:8 28:3,7,19                      29:1 30:6 57:9  <b>date</b> 43:2  <b>dated</b> 1:18 41:22                      46:4  <b>day</b> 19:19 20:3 24:4                      24:11 30:15,16,20                      45:13  <b>days</b> 7:11 19:21,23                      19:24 23:18 27:12                      27:12,14,18 28:22                      32:25  <b>deal</b> 1:23 15:14                      40:15 42:1,10                      43:4,7 58:13,18                      60:11 64:18  <b>dealing</b> 44:9  <b>dealt</b> 34:2 43:2,5                      43:10 56:12  <b>debate</b> 56:2  <b>decades</b> 51:6</p>	<p><b>December</b> 1:20                      46:5  <b>decision</b> 20:21                      33:17 37:11  <b>decreasing</b> 26:18  <b>dedicated</b> 12:20                      23:1,12 25:8 40:9                      45:15 57:2,12  <b>deep</b> 50:14 57:23  <b>deeply</b> 50:19  <b>degree</b> 5:9 34:11                      48:21  <b>delivered</b> 7:7,8  <b>delivery</b> 42:2 55:21  <b>delve</b> 60:17  <b>demand</b> 3:16 5:25                      13:4 17:19 42:11                      43:7 58:14  <b>demanded</b> 52:1  <b>demands</b> 44:3 55:7  <b>denoted</b> 18:10  <b>denoting</b> 3:24  <b>department</b> 11:24                      15:13,16  <b>deployed</b> 61:21  <b>derived</b> 45:2  <b>deriving</b> 3:6  <b>describe</b> 42:5  <b>described</b> 33:5                      48:21 55:10 57:11                      58:3,17 61:7  <b>describes</b> 6:22  <b>description</b> 36:8,19                      42:20  <b>descriptions</b> 45:22  <b>design</b> 59:23  <b>desire</b> 17:8,12                      50:15  <b>desist</b> 45:3  <b>despite</b> 16:22  <b>detail</b> 1:23 21:5                      33:25  <b>detailed</b> 2:1 36:7                      45:22 49:7,17                      52:2</p>
--	--	--	---	--

<p><b>detain</b> 47:23  <b>detect</b> 46:17  <b>detection</b> 46:8  <b>detective</b> 13:22  <b>detectives</b> 13:25              14:7 34:12  <b>determination</b>              49:13  <b>determined</b> 50:22              60:4  <b>develop</b> 58:18              59:13  <b>developed</b> 13:1,5              42:24 59:7,17,19              60:14,16 61:22  <b>developing</b> 45:5  <b>development</b> 33:18              44:1  <b>device</b> 26:24 31:4              44:19  <b>devices</b> 26:23 27:2              29:12 30:7,23  <b>devising</b> 60:5  <b>devoted</b> 57:14,18  <b>devotion</b> 58:1  <b>diagram</b> 13:18  <b>dictates</b> 20:9  <b>differ</b> 18:21  <b>difference</b> 10:13,16              28:13  <b>differences</b> 11:5  <b>different</b> 2:12 6:15              7:16 20:10 21:17              38:9,9 40:11              45:10 46:3 48:18              48:19  <b>difficult</b> 26:23              48:22  <b>difficulties</b> 44:8  <b>difficulty</b> 25:19              29:5  <b>digital</b> 5:13 8:1              11:24 12:5,16,25              13:3,7,13,24 14:1              14:5 17:15 26:23</p>	<p>29:12,17 30:8,11              45:16,16 46:19  <b>digitally</b> 30:25  <b>dip</b> 18:6 19:5  <b>directed</b> 22:2 51:13              60:4  <b>Director</b> 2:19  <b>director-general</b>              48:2 53:19 54:5  <b>disclosure</b> 17:20  <b>discuss</b> 21:21  <b>discussed</b> 22:1              28:25 36:17  <b>discussing</b> 20:1              59:9  <b>discussion</b> 21:24              33:12 44:24  <b>disparity</b> 10:15              31:17 32:2  <b>display</b> 33:15  <b>disposal</b> 56:7  <b>disruptions</b> 61:24  <b>disseminated</b> 43:1              47:1  <b>disseminations</b>              56:10  <b>distressing</b> 50:19  <b>distributed</b> 54:18  <b>diversion</b> 38:25  <b>diversional</b> 38:18  <b>divert</b> 39:23  <b>division</b> 42:1  <b>DMIU</b> 12:25 13:18              15:1,17,21 16:2              26:7 35:11,14,21              35:22  <b>document</b> 36:3  <b>doing</b> 23:12,23              56:6 60:6  <b>domestic</b> 22:4              25:25 26:1  <b>doubt</b> 43:23 48:10              49:12 51:1,15              53:14 54:13 62:6              63:16,19</p>	<p><b>downloading</b> 61:9  <b>draw</b> 16:5,7,13              55:4 56:17  <b>driven</b> 4:6 50:22  <b>driver</b> 4:2 17:8,16  <b>drivers</b> 12:22  <b>drug</b> 54:9  <b>dry</b> 50:2  <b>due</b> 20:24 44:1              52:10 55:16 59:2              63:22 64:11  <b>Durham</b> 36:25  <b>duty</b> 55:20  <b>dwarfed</b> 60:3  <b>dynamic</b> 60:15</p> <hr/> <p style="text-align: center;"><b>E</b></p> <p><b>E</b> 65:7  <b>E/1</b> 41:17  <b>earliest</b> 32:18  <b>early</b> 17:1 45:6  <b>easier</b> 22:12  <b>eat</b> 30:19  <b>education</b> 20:7,12              22:10 53:6 58:7  <b>effect</b> 23:7  <b>effective</b> 32:20 35:1              55:22 56:22 59:16              60:13  <b>effectively</b> 37:1              46:17 51:3,18              56:5 59:14 61:20  <b>effectiveness</b> 40:17              56:1  <b>efficient</b> 61:19  <b>effort</b> 27:24 45:12  <b>efforts</b> 49:22  <b>eight</b> 9:25 56:12              62:2  <b>either</b> 5:11  <b>element</b> 10:19              13:13 20:5 42:2  <b>elements</b> 37:9              58:11  <b>elimination</b> 60:22  <b>emerged</b> 51:8,15</p>	<p>53:2  <b>Emma</b> 41:19,21              65:15  <b>employed</b> 49:11  <b>employers</b> 54:21  <b>enabled</b> 11:3 36:15  <b>enables</b> 55:4  <b>enabling</b> 22:24              63:9  <b>encounter</b> 6:24              35:15,23  <b>encountered</b> 44:8  <b>encouraging</b> 52:17  <b>encryption</b> 29:4,5              44:7  <b>end-of-year</b> 19:3  <b>end-to-end</b> 44:7  <b>end-to-end'</b> 45:4  <b>endorsed</b> 43:14  <b>enforcement</b> 9:17              37:24 38:1 42:24              43:9 44:11 45:6              47:1 48:11 49:2              49:19 50:13,23              52:5 56:5 58:5,13              58:14  <b>engaged</b> 6:5 48:14              49:24  <b>engagement</b> 45:7  <b>engages</b> 50:12  <b>engaging</b> 43:16  <b>engineers</b> 14:8  <b>England</b> 29:22  <b>enormous</b> 22:14              59:8  <b>ensure</b> 25:3 45:12              49:23 59:23 61:12  <b>ensures</b> 45:16  <b>enthusiastically</b>              51:4  <b>entirely</b> 9:21 31:13              51:18 57:15  <b>entirety</b> 55:15  <b>envisage</b> 45:1  <b>errors</b> 32:17</p>	<p><b>established</b> 54:25              61:19  <b>establishment</b> 42:5  <b>evaluation</b> 34:19  <b>event</b> 55:5 63:5  <b>everybody</b> 49:24              61:1  <b>everyone's</b> 64:22  <b>evidence</b> 1:5,25              3:15 5:15 23:3              30:8,12,20,24              31:2 35:10 36:13              41:15 47:5,22              48:5,8 49:7,17              50:1,4 51:7 52:2              52:13,15,19 53:3              54:4,16 55:3,14              55:15 56:17,19              58:24 60:12,18              62:13 63:4,7,17              64:1,8,20,24  <b>evolve</b> 51:6  <b>exactly</b> 33:3  <b>examination</b> 1:11              14:10 17:18 29:9              32:23 65:11  <b>examine</b> 14:19              44:19  <b>examined</b> 30:24              33:21  <b>examiner</b> 45:16  <b>examiners</b> 14:8,8              14:17  <b>examining</b> 27:2  <b>example</b> 11:3 14:23              16:19 20:3 31:19              38:8,8 49:24              52:13 54:9 55:9  <b>examples</b> 46:9  <b>exchange</b> 41:3  <b>exhibit</b> 33:2,2  <b>exhibited</b> 7:3 49:22  <b>exhibits</b> 32:13              45:17  <b>exist</b> 48:25 51:6</p>
---	---	--	---	---

<p><b>existed</b> 61:13  <b>expand</b> 3:20 9:13                  27:6 31:24  <b>expect</b> 61:11  <b>expected</b> 21:16  <b>expedite</b> 47:2  <b>expenditure</b> 57:4  <b>experienced</b> 45:15                  61:22  <b>expertise</b> 12:4,21                  13:14 59:10 60:2                  60:4 61:20  <b>experts</b> 15:1,2  <b>expire</b> 23:2  <b>explain</b> 28:18 29:1  <b>explained</b> 44:17                  53:4 57:5  <b>explaining</b> 9:18  <b>explains</b> 41:22  <b>explicit</b> 33:20  <b>exploit</b> 59:11  <b>exploitation</b> 3:7                  5:12 33:17 48:2                  48:12,24 53:1,21                  54:12 57:19 62:6  <b>explore</b> 39:13  <b>explored</b> 59:21  <b>exponentially</b>                  28:10,20  <b>exposed</b> 48:18  <b>expressed</b> 4:25  <b>expressly</b> 63:1  <b>extensive</b> 11:4,4  <b>extra</b> 57:10  <b>extracts</b> 44:25  <b>extraordinarily</b>                  51:11  <b>extreme</b> 15:18  <b>extremely</b> 49:1                  54:10  <b>eyebrow</b> 20:17</p> <hr/> <p style="text-align: center;"><b>F</b></p> <hr/> <p><b>F/1</b> 46:3  <b>face</b> 6:9 18:7 25:18  <b>Facebook</b> 24:16</p>	<p><b>faced</b> 43:21  <b>facilitate</b> 48:12                  62:5  <b>facilitated</b> 48:24                  59:5  <b>fact</b> 32:11  <b>factors</b> 8:16,18                  28:25  <b>facts</b> 6:22  <b>fair</b> 27:21  <b>fairly</b> 2:1  <b>fairness</b> 35:3  <b>Faithfull</b> 23:18                  24:8  <b>fall</b> 9:20,22  <b>family</b> 24:9  <b>far</b> 15:21 57:19  <b>favour</b> 39:18  <b>feed</b> 23:16  <b>feedback</b> 34:19  <b>feeding</b> 34:24  <b>felt</b> 20:5  <b>fence</b> 11:2  <b>fewer</b> 62:3  <b>field</b> 9:6 30:24                  36:12 50:13  <b>fight</b> 47:25 53:15                  57:19  <b>fighting</b> 49:11  <b>figure</b> 10:3,7,8,9                  11:12,17 17:17                  18:8 27:18 28:22                  50:5,6 57:5,17  <b>figures</b> 10:13 11:8                  16:25 18:13 26:6                  26:10 27:15,17                  31:15 42:16  <b>file</b> 1:16 14:5 41:16                  56:14  <b>Finally</b> 60:11 63:15  <b>finance</b> 57:2  <b>finances</b> 23:4  <b>financial</b> 16:17                  17:4  <b>find</b> 1:16 7:6 9:7</p>	<p>23:11,23 24:24                  38:24 52:20  <b>findings</b> 6:15 36:7  <b>firewalls</b> 15:3  <b>first</b> 1:18,22 2:17                  3:19 12:1 15:11                  21:6 31:8 36:8                  37:2 40:20 41:7                  41:22 47:16 55:20  <b>first-generation</b>                  59:18  <b>fit</b> 41:15 56:18  <b>fits</b> 5:24  <b>five</b> 12:15 21:14                  26:13 27:22  <b>flagged</b> 20:11  <b>flat</b> 18:14 19:4  <b>focus</b> 2:3 9:1 21:11                  21:19 22:3 23:18                  54:6,7  <b>focused</b> 13:9 45:17                  60:25  <b>follow</b> 25:10,14                  26:4  <b>followed</b> 63:25  <b>following</b> 54:25                  55:18  <b>follows</b> 33:25  <b>force</b> 2:4,5,6,7,25                  3:11 7:13 9:1                  11:20,22 12:2,13                  12:20 14:3,17,20                  15:9 16:9 22:2,11                  22:12,13,14 24:12                  24:20 32:2,5                  35:13,13 42:20                  43:21 44:18 45:6                  47:1  <b>force's</b> 9:4 15:20                  42:6 46:8  <b>forces</b> 6:17 10:18                  12:14 16:11 23:19                  24:2,5 26:11                  64:21  <b>forefront</b> 49:5</p>	<p><b>forensic</b> 12:8 14:7                  14:12,14 28:12,15                  31:1 45:16,17  <b>forensically</b> 44:18  <b>forensics</b> 14:5                  29:17  <b>foreseeable</b> 17:22                  26:18  <b>forgive</b> 8:11  <b>form</b> 58:5  <b>formed</b> 22:7  <b>forms</b> 61:10  <b>forth</b> 5:2 18:3 25:7                  36:21  <b>fortune</b> 1:24  <b>forward</b> 64:24  <b>found</b> 31:20,21                  32:22,22 33:14                  36:9,12  <b>Foundation</b> 23:18  <b>four</b> 12:14 14:20                  23:18  <b>Friday</b> 1:1  <b>front</b> 22:16 37:11  <b>frontline</b> 6:11,17                  7:20 35:15 49:6  <b>full</b> 1:13 31:11 39:2                  45:4 58:18  <b>funded</b> 23:22 24:21                  24:22  <b>funding</b> 13:2 23:1                  23:11 24:22,25                  54:21,24 55:1,12                  58:15,15,17  <b>further</b> 9:8,22                  37:12 41:11 44:6                  57:4 58:4 59:1                  60:9 62:15 64:4  <b>Furthermore</b> 58:4  <b>future</b> 17:22 26:18                  46:17 64:25</p> <hr/> <p style="text-align: center;"><b>G</b></p> <hr/> <p><b>gathering</b> 64:19  <b>GCHQ</b> 61:20  <b>generally</b> 8:9 10:1</p>	<p>21:1  <b>generated</b> 24:13                  45:5  <b>geographical</b> 14:21                  30:18 48:16  <b>geographically</b>                  29:20  <b>geography</b> 22:14                  30:1,4 40:10  <b>getting</b> 11:1  <b>girl</b> 33:20  <b>give</b> 3:11 6:19 9:8                  10:3 11:7,17 16:6                  52:18  <b>given</b> 2:1 18:7 25:2                  31:17 32:2 33:19                  46:3 47:24 52:13                  58:24 59:7  <b>gives</b> 6:22  <b>giving</b> 27:20 59:1  <b>glamorous</b> 50:17  <b>global</b> 44:8  <b>go</b> 3:20 7:14 8:25                  9:2,23 10:2 16:15                  23:17 26:19 33:6                  34:16 36:2 37:19                  52:19 64:21  <b>goes</b> 27:24 36:13                  49:8 51:25  <b>going</b> 29:16 46:7                  47:13  <b>good</b> 1:3,4 23:14,14                  47:6 52:22 57:22                  60:11  <b>government</b> 63:11  <b>grand</b> 3:25  <b>graphic</b> 45:22  <b>graphs</b> 61:24  <b>grateful</b> 47:19 62:8                  64:22  <b>great</b> 1:23 64:17  <b>greater</b> 46:12  <b>greatest</b> 44:2 60:25  <b>grey</b> 4:1 18:6,9  <b>groom</b> 51:11</p>
---	---	--	---	--

<p><b>grooming</b> 41:4 61:8</p> <p><b>ground</b> 17:23</p> <p><b>group</b> 5:22 52:20</p> <p><b>grow</b> 25:8</p> <p><b>growing</b> 62:4</p> <p><b>grown</b> 17:3</p> <p><b>guidelines</b> 19:10,10</p> <p><b>Gwent</b> 41:21 42:2 43:24 46:12</p> <hr/> <p style="text-align: center;"><b>H</b></p> <hr/> <p><b>half</b> 30:15</p> <p><b>handful</b> 52:21</p> <p><b>handle</b> 12:16</p> <p><b>handling</b> 29:12</p> <p><b>hands</b> 56:20</p> <p><b>happen</b> 11:11 26:6</p> <p><b>happening</b> 25:9</p> <p><b>happy</b> 60:9 62:15</p> <p><b>hard</b> 55:25 57:1</p> <p><b>harm</b> 25:24 39:16 49:16</p> <p><b>harmful</b> 48:19</p> <p><b>harms</b> 24:6</p> <p><b>harrowing</b> 50:18</p> <p><b>head</b> 24:14</p> <p><b>heading</b> 36:7 41:23</p> <p><b>headline</b> 31:15</p> <p><b>health</b> 38:15</p> <p><b>hear</b> 1:5 51:15 52:7 62:24</p> <p><b>heard</b> 49:17 50:1 51:7 52:15,21 55:3 57:2,13 58:24 60:11 61:14 63:4,6,7,18 64:9 64:24</p> <p><b>hearing</b> 51:14 64:4 64:16,25 65:1,4</p> <p><b>hearings</b> 64:2</p> <p><b>help</b> 11:21 12:23 15:3,15 17:5 21:6 29:1 34:1 39:3</p> <p><b>helpful</b> 1:23 3:22 9:15 11:19 13:17</p>	<p>15:7 18:1 19:4,17 24:24 27:7 31:23 49:9 63:5</p> <p><b>helps</b> 28:12</p> <p><b>Herts</b> 29:25</p> <p><b>hesitation</b> 50:25</p> <p><b>hide</b> 62:3</p> <p><b>high</b> 20:12,13 25:13 27:17</p> <p><b>high-level</b> 16:6</p> <p><b>high-risk</b> 43:10 60:24</p> <p><b>high-tech</b> 13:1,6 17:1</p> <p><b>highest</b> 54:12</p> <p><b>highlighted</b> 53:12 53:20 54:4</p> <p><b>highly</b> 50:17</p> <p><b>highs</b> 19:18,20</p> <p><b>hills</b> 40:14</p> <p><b>historically</b> 44:18</p> <p><b>history</b> 15:21 21:15</p> <p><b>hit</b> 19:23 22:16</p> <p><b>HMIC</b> 6:16 21:17 22:8 31:7,20</p> <p><b>HMIC's</b> 31:18</p> <p><b>home</b> 26:2 53:19</p> <p><b>hope</b> 2:3 49:8,11 64:3</p> <p><b>hopes</b> 48:3</p> <p><b>host</b> 4:10</p> <p><b>hours</b> 19:18</p> <p><b>HTCU</b> 13:6</p> <p><b>hub</b> 7:14 34:7</p> <p><b>human</b> 53:24 57:8</p> <hr/> <p style="text-align: center;"><b>I</b></p> <hr/> <p><b>ideas</b> 51:18</p> <p><b>identification</b> 54:11</p> <p><b>identified</b> 34:3 45:13 50:10 60:24</p> <p><b>identify</b> 59:3,16</p> <p><b>IIOC</b> 24:6</p> <p><b>illegal</b> 24:6</p> <p><b>image</b> 3:23 45:21</p>	<p><b>imagery</b> 4:13 11:5 59:18,19</p> <p><b>images</b> 5:7 8:17 10:22 24:7 41:3 45:23 46:13 59:16 61:9</p> <p><b>immediately</b> 42:24 43:11 53:18</p> <p><b>immigration</b> 53:24</p> <p><b>impact</b> 23:20 26:1</p> <p><b>importance</b> 22:5 22:11 50:10 54:14</p> <p><b>important</b> 20:20 21:9 23:9,13 53:11 55:21 56:3</p> <p><b>importantly</b> 59:22</p> <p><b>impressions</b> 24:11</p> <p><b>improve</b> 12:15,16 36:22 37:12 52:22</p> <p><b>improved</b> 29:12 43:24 60:14</p> <p><b>improvement</b> 8:24 21:18 32:13 33:4 34:25 36:14</p> <p><b>improvements</b> 26:22 36:5</p> <p><b>improving</b> 61:15</p> <p><b>inadequate</b> 31:19 31:21 32:17,23 49:19</p> <p><b>inappropriate</b> 8:19 59:15</p> <p><b>inception</b> 15:21</p> <p><b>incidents</b> 40:16</p> <p><b>include</b> 44:6 57:6</p> <p><b>included</b> 9:24</p> <p><b>includes</b> 41:24 58:6</p> <p><b>including</b> 48:1 54:25 57:7 58:15</p> <p><b>increase</b> 4:3,3,5,11 5:1 12:19 17:11 26:14,15 54:19 58:7</p> <p><b>increased</b> 4:15 13:5 16:23 17:6 28:20</p>	<p>42:10 46:14 50:5 61:23</p> <p><b>increases</b> 18:4 28:10</p> <p><b>increasing</b> 14:11 17:10,11 26:12 34:23 58:12 61:17</p> <p><b>indecent</b> 3:22 4:13 8:17 24:6 46:13</p> <p><b>independent</b> 36:20</p> <p><b>indicate</b> 24:6</p> <p><b>indicates</b> 26:17</p> <p><b>individual</b> 7:11 16:19 20:6 29:19 51:20</p> <p><b>individuals</b> 5:13 14:21 24:9,17 39:9 48:14</p> <p><b>industry</b> 43:14 58:8,21,23 59:4,7 60:3 61:16 63:8</p> <p><b>industry-related</b> 60:8</p> <p><b>inevitably</b> 50:2</p> <p><b>infinite</b> 28:6</p> <p><b>information</b> 3:12 9:9 20:24 37:8</p> <p><b>informative</b> 19:6</p> <p><b>informs</b> 22:19</p> <p><b>infrastructure</b> 57:7</p> <p><b>initial</b> 13:2 14:22 24:11 32:23 39:25</p> <p><b>initially</b> 13:1 32:22 38:4</p> <p><b>input</b> 6:22 7:17,24 34:14</p> <p><b>inputs</b> 15:24</p> <p><b>inputting</b> 34:22</p> <p><b>INQ001323_009</b> 31:23</p> <p><b>INQ001324_014</b> 36:10</p> <p><b>inquiring</b> 40:24</p> <p><b>inquiry</b> 1:15 48:6 51:2,22 52:1 53:9</p>	<p>53:13 55:15 56:4 56:16 60:7,10 61:8,14 62:10</p> <p><b>inquiry's</b> 52:10 63:2</p> <p><b>insight</b> 49:9</p> <p><b>insofar</b> 50:15</p> <p><b>inspection</b> 6:16 22:18 31:10 32:4 32:7,9,10,19,21 36:17 37:7</p> <p><b>inspections</b> 6:16 22:8 31:7</p> <p><b>inspectors</b> 31:21 33:14 36:12</p> <p><b>institutional</b> 51:20 61:23</p> <p><b>insurmountable</b> 56:20</p> <p><b>integrating</b> 37:2</p> <p><b>integration</b> 37:3,12</p> <p><b>intelligence</b> 2:20 13:23 45:5 59:21</p> <p><b>intend</b> 47:23</p> <p><b>intention</b> 62:23 63:2</p> <p><b>interested</b> 51:21</p> <p><b>interim</b> 63:2</p> <p><b>international</b> 44:9 55:6</p> <p><b>internet</b> 4:14 12:6 43:17 48:12,24 49:15 59:6 60:6 62:5 64:3,6,11,25</p> <p><b>intranet</b> 7:13</p> <p><b>Introduction</b> 41:23</p> <p><b>invaluable</b> 52:6</p> <p><b>invest</b> 46:15</p> <p><b>investigated</b> 33:22 60:23</p> <p><b>investigation</b> 8:1 11:24 12:5,25 13:7 15:13,25 29:6 34:16 35:22 39:16 40:2 42:6</p>
---	--	---	---	--

<p>43:3 44:16 45:18 48:6 62:25 63:8 64:1,3,6,9,11,13 64:25 <b>investigations</b> 13:24 15:14,16 21:15 28:4 32:15 35:9,11,14 36:14 43:5,8 44:22 47:2 <b>investigative</b> 3:4 16:17 35:6 43:6 61:21 <b>investigator</b> 13:3 <b>investigators</b> 13:25 14:1 <b>Investigatory</b> 12:6 <b>investment</b> 16:24 17:6 28:15 46:19 58:4,8 <b>investments</b> 26:25 <b>involve</b> 10:4 54:3 <b>involved</b> 24:1 49:1 49:13 50:19 55:20 <b>involvement</b> 10:20 <b>involving</b> 49:18 <b>IP</b> 16:20 <b>ISPs</b> 43:17 <b>issue</b> 18:20 19:1 21:11 34:5,9,22 35:16,23 36:17,23 39:4 53:11 55:16 56:3,23 58:2 59:2 60:8 63:2,11,13 <b>issues</b> 2:3,4 15:3 29:3 34:2,20 43:16 <b>IT-related</b> 57:4 <b>item</b> 45:21</p> <hr/> <p style="text-align: center;"><b>J</b></p> <p><b>January</b> 1:1 18:10 <b>job</b> 48:23 56:1,6 <b>joined</b> 3:10 31:11 <b>joint</b> 58:16 <b>journey</b> 12:14 21:13 30:16 32:5</p>	<p>33:1 36:4 37:4 <b>judgment</b> 20:5,9,19 60:21 <b>July</b> 2:19 31:10 <b>June</b> 42:25 <b>justice</b> 25:4 49:15 61:12 63:13</p> <hr/> <p style="text-align: center;"><b>K</b></p> <p><b>Kark</b> 62:19,20 <b>keep</b> 25:8 27:1 <b>keeping</b> 44:3 <b>Kent</b> 19:10 29:23 <b>key</b> 4:8 12:12,17,22 18:9 21:6 26:13 42:2 43:21 59:3 <b>keyword</b> 28:16 <b>kind</b> 16:7 35:22 39:23 40:19 <b>KIRAT</b> 20:4,7,11 20:15,16,17 <b>Kirk</b> 46:1,4 65:17 <b>know</b> 7:5 11:11 20:14 25:20 27:21 27:22 39:24 47:14 <b>knowledge</b> 6:17,20 7:5 27:16 35:18 37:10 61:23 <b>known</b> 4:6 11:24 <b>Krishnan</b> 1:3,4,11 1:12 40:4 41:14 41:20 46:2 47:8 65:11</p> <hr/> <p style="text-align: center;"><b>L</b></p> <p><b>lab</b> 29:17 <b>laboratory</b> 14:6 <b>lack</b> 48:16 56:21 <b>LaFave</b> 49:22 52:7 52:18 <b>large</b> 2:10 4:3 5:9 10:15 26:25 46:21 55:8 62:13 <b>largely</b> 57:12 <b>larger</b> 22:13 <b>largest</b> 5:22</p>	<p><b>launched</b> 24:3 54:20 <b>law</b> 37:24 38:1 44:11 48:11 49:1 49:19 50:12,23 52:5 56:5 58:4,12 58:14 <b>lay</b> 50:2 <b>layer</b> 32:16 <b>layers</b> 7:16 <b>lead</b> 2:21,23 38:19 <b>leading</b> 47:25 <b>learn</b> 49:2,2 <b>learned</b> 49:21 <b>learning</b> 7:14 51:16 <b>leave</b> 53:6 54:13 <b>led</b> 21:19 34:5 <b>left</b> 49:12 <b>legal</b> 62:12 64:19 <b>legally</b> 8:14 <b>lessons</b> 49:21 <b>letter</b> 8:14 <b>letters</b> 45:3 <b>level</b> 5:12 15:19,19 16:10 25:13 27:24 39:10 40:2,3 51:21,25 54:21 57:7 <b>levels</b> 19:11 <b>liaison</b> 55:6 <b>lie</b> 52:9 <b>life</b> 54:3 <b>lift</b> 30:12 <b>limited</b> 38:25 39:2 39:9,10 <b>line</b> 3:24 4:2,2 38:22 39:14 <b>lines</b> 4:11 61:23 <b>links</b> 61:16 <b>list</b> 46:6 53:19 <b>listened</b> 48:8 52:18 <b>literate</b> 60:2 <b>little</b> 4:13 23:25 31:12 33:25 50:2 <b>live</b> 1:5 42:9 51:9</p>	<p>51:12 <b>lives</b> 17:12 <b>local</b> 16:9 35:21 43:1 61:18 <b>location</b> 55:3 <b>locations</b> 14:20 51:12 <b>logic</b> 40:13 <b>Logical</b> 14:18 <b>long</b> 47:23 <b>longer</b> 44:15,19 <b>longer-term</b> 33:18 <b>longest</b> 27:9,12,14 27:18 <b>look</b> 9:15 11:7 18:9 27:10,12 28:21 31:9 33:11 64:24 <b>looked</b> 53:9 <b>looking</b> 2:17 3:19 5:2,20 8:13 11:12 11:22 16:21 17:24 21:3 29:8,16 38:16 46:5 47:6 54:8 <b>loss</b> 23:7 <b>lot</b> 2:14 21:4 24:19 31:3 <b>lots</b> 24:15 <b>loudly</b> 53:3 <b>low</b> 20:4,4 39:15,22 39:25 40:1 60:22 <b>low-risk</b> 39:19 <b>lower</b> 18:14,17 35:8 <b>lower-risk</b> 44:13 <b>lows</b> 19:24 20:2 <b>LPAs</b> 43:1,4 <b>Lucy</b> 23:18 24:8</p> <hr/> <p style="text-align: center;"><b>M</b></p> <p><b>machine</b> 18:23 <b>machinery</b> 61:12 <b>main</b> 12:22 <b>maintain</b> 26:23 <b>maintained</b> 54:7,22 55:2</p>	<p><b>maintaining</b> 29:12 <b>majority</b> 6:5 13:11 13:15 <b>making</b> 3:12 4:4 20:21 33:17 37:11 38:13 39:24 56:22 <b>man</b> 33:20 57:25 <b>manage</b> 46:16 <b>managed</b> 46:22 <b>manager</b> 14:12 <b>Managing</b> 45:7 <b>mandatory</b> 58:6 <b>manner</b> 34:9 57:11 <b>manpower</b> 55:9 <b>manual</b> 30:10 <b>March</b> 23:2 <b>Mark</b> 1:6,10,14 65:9 <b>marker</b> 10:12 11:2 <b>massive</b> 28:7,7 <b>material</b> 7:15 <b>matter</b> 32:25 33:21 53:12 <b>matters</b> 63:23 <b>maximising</b> 56:1 <b>mean</b> 10:21 18:17 25:10 27:20 60:22 <b>means</b> 8:6 59:11 61:3 <b>meant</b> 20:5 <b>mechanism</b> 32:15 <b>media</b> 5:8 8:1 11:4 11:24 12:5,25 13:7,24 14:1 23:21 24:12 <b>mediums</b> 19:22 <b>meeting</b> 33:24 <b>meetings</b> 34:8 <b>members</b> 24:9 40:18,20 41:8 <b>mention</b> 29:18 <b>mentioned</b> 31:8 36:24 <b>message</b> 10:21 22:12 53:2</p>
---	--	---	---	---

<p><b>messages</b> 7:12 8:5 33:20 <b>met</b> 29:23 44:6 <b>method</b> 7:15 <b>methodologies</b> 38:14 <b>methodology</b> 20:16 <b>metrics</b> 23:21 24:10 <b>mid-year</b> 18:21 <b>middle</b> 1:17 14:6 22:22 26:21 27:7 <b>million</b> 2:13,13 52:14 57:3,4,17 <b>mind</b> 55:19 <b>minutes</b> 7:19 <b>mirror</b> 17:13 <b>misfortune</b> 1:24 <b>misleading</b> 57:16 <b>misused</b> 59:24 <b>Mmm</b> 10:6 <b>mobile</b> 14:8,10,19 14:22 17:18 29:9 <b>modern</b> 53:23 <b>modules</b> 37:5 <b>moment</b> 4:24 9:9 11:18 14:12 23:22 28:2 30:3 33:7 61:2 <b>Monday</b> 24:3 48:21 52:18 <b>monitoring</b> 14:4 16:16 46:19 <b>month</b> 11:15 56:9 <b>monthly</b> 21:25 <b>months</b> 19:3 21:10 <b>months'</b> 19:21 <b>morning</b> 1:3,4,4 47:7 <b>mother</b> 41:2 <b>motivation</b> 12:11 12:17 <b>motivations</b> 12:12 <b>mountains</b> 40:14 <b>move</b> 32:19 33:11</p>	<p>45:11,20 <b>moved</b> 32:12 <b>movement</b> 43:15 <b>moves</b> 60:7 <b>MPS's</b> 62:23 <b>multi-agency</b> 34:6 <b>multiple</b> 36:20 <b>murder</b> 49:23</p> <hr/> <p style="text-align: center;"><b>N</b></p> <hr/> <p><b>N</b> 65:7 <b>name</b> 1:13 52:24 <b>national</b> 2:20 9:5 11:8 16:10 22:17 29:18 42:14 43:15 47:15 53:20 61:18 63:20 <b>nationally</b> 43:18 62:1 <b>nature</b> 5:8 44:8 49:3 <b>NCA</b> 42:21,23,25 47:19 49:5 50:7 50:24 51:21 52:4 52:17 53:16,25 54:5,10,17,25 55:4,13,22 56:5,8 57:6,18,21 58:16 59:4 60:4,8,18 62:9,14 <b>NCA's</b> 47:24 52:13 53:16 <b>NCA-CEOP</b> 12:2 <b>NCA000220</b> 53:17 <b>NCA000220_009</b> 53:17 <b>near</b> 1:17 16:3 <b>nearly</b> 35:11 <b>necessarily</b> 10:22 18:17 20:14 30:9 <b>necessary</b> 16:5 57:24 60:23 <b>necessity</b> 13:4 17:7 17:15 50:22 51:16 <b>need</b> 2:2 7:5 9:23 15:18 16:16 23:11</p>	<p>23:22 25:21,22 30:7 37:7,10 39:8 39:24 40:2 46:15 46:25 58:22 63:24 <b>needed</b> 12:19 20:6 <b>needs</b> 6:18 25:14 28:3,8 35:23 59:22 <b>negative</b> 32:7 <b>neighbourhood</b> 35:21 <b>network</b> 29:17 30:2 30:11 <b>new</b> 21:9 37:9 43:7 51:8,18,19,19 59:24 61:21 <b>NFAs</b> 38:22 <b>night</b> 11:16 <b>Niven</b> 52:16 53:4 55:10,11 <b>no-one</b> 48:8 50:12 54:13 62:4 <b>non-specialist</b> 35:9 <b>noon</b> 47:9 <b>norm</b> 5:9 <b>north-west</b> 10:7,18 16:4,11 23:19 <b>note</b> 15:13 19:9 <b>noticeable</b> 18:25 <b>notwithstanding</b> 54:23 <b>November</b> 1:19 <b>NPCC</b> 58:16 64:19 <b>number</b> 4:21,21 5:10 6:4 7:16 8:24 18:2,23 27:8 27:13 28:24 34:5 38:25 48:13 50:4 54:24 58:25 61:24 <b>numbers</b> 2:13 8:21 19:17 25:6 42:10 46:13 57:1</p> <hr/> <p style="text-align: center;"><b>O</b></p> <hr/> <p><b>observation</b> 31:16 <b>observations</b> 48:4</p>	<p>62:9 <b>obtained</b> 58:16 <b>obtaining</b> 62:13 <b>obviously</b> 3:6 4:12 12:3 17:11 28:6,9 29:5 <b>occasions</b> 9:18 15:20 <b>occurred</b> 15:22 <b>October</b> 18:11 41:22 <b>offence</b> 8:15 <b>offences</b> 3:23 4:3 5:11,11 10:11,20 18:22 46:13,17 49:3 61:6 <b>offend</b> 48:17 <b>offender</b> 38:16 39:21,21 45:7 <b>offenders</b> 5:22 25:4 39:1,19 44:13 46:13,14,18 51:13 <b>offending</b> 11:21 13:12 17:24 25:12 26:4 30:5 38:19 44:9 48:25 50:16 51:5 58:12,19 61:4,10 <b>offers</b> 45:4 <b>officer</b> 2:21,23 7:22 35:21 40:15 46:3 <b>officers</b> 3:3 6:11,18 6:22 7:4,6,11,14 7:20,22 15:5,22 20:22 33:15 34:10 34:12,12,16 35:15 40:12 41:6 50:23 61:22 <b>officers'</b> 7:18 <b>OHY002285</b> 3:18 <b>OHY002285_030</b> 9:12 <b>OHY003207_002</b> 27:6 <b>Okay</b> 13:21 21:8</p>	<p>23:4 29:20 <b>on-scene</b> 45:15 <b>once</b> 39:16 45:11 <b>ongoing</b> 48:7 51:17 60:16 <b>online</b> 2:21 5:18 7:2,25 10:1,4,19 12:4 13:9,11,15 15:9,14 16:24 17:12 25:25 30:4 33:10 42:6 43:3 44:16 46:9 48:19 51:3,10 53:2 54:17 59:12,16 <b>online-facilitated</b> 8:10 63:10 <b>open</b> 51:18 64:11 <b>opening</b> 53:13 61:8 <b>operate</b> 60:1 <b>operates</b> 34:7 <b>operation</b> 38:4 49:10 55:8,9 <b>operational</b> 2:24 3:2 16:15 20:10 21:24 22:19 23:10 41:24 55:21 <b>operations</b> 2:20 21:21 <b>opportunity</b> 47:20 52:4,6 55:24 62:22 <b>opposed</b> 15:16 <b>options</b> 38:25 <b>orange</b> 18:6 <b>order</b> 25:3 27:1 <b>Ore</b> 38:4 <b>organisation</b> 47:24 49:10 51:23 54:15 54:19 55:5 56:19 56:22 57:15 <b>organisations</b> 21:14 56:6 <b>organised</b> 16:4 42:3 48:1 53:24 <b>originally</b> 37:13</p>
--	--	---	---	---

<p><b>outcome</b> 4:22,23 5:20 8:7,8,13,20 8:23 9:3,5,6,10,14 9:19,23 38:7 <b>outcomes</b> 9:14,18 <b>outlined</b> 13:7,8 14:6,13 32:12 <b>outside</b> 9:14,20 <b>overall</b> 52:5 55:13 58:10 <b>overcompartmentmen...</b> 25:20 <b>overlaid</b> 29:21 <b>overlooked</b> 50:3 <b>overseas</b> 51:12 <b>overt</b> 16:12 <b>overview</b> 16:6</p> <hr/> <p style="text-align: center;"><b>P</b></p> <p><b>pace</b> 25:9 51:7 <b>package</b> 42:23 43:10 <b>packages</b> 7:10 42:13,25 43:8 46:22 47:1 <b>Paedophile</b> 42:6 43:3 <b>page</b> 2:17 3:19,20 3:21 5:21 9:11 10:3,9 13:16 15:8 16:3,8,22 17:25 22:23 25:1 26:22 27:4 29:16,18 31:14 33:11 35:4 36:3 37:20,21 42:8,12,12,15,19 42:20 43:12,20 44:17,23,23 45:19 46:6,6,10,24 <b>pages</b> 1:23 46:7 <b>paid</b> 15:5 39:8 <b>painstaking</b> 50:17 <b>painted</b> 56:19 <b>Palmer</b> 48:20 52:7 <b>palpable</b> 21:11 <b>panel</b> 1:16,25 5:4</p>	<p>21:7 31:25 36:22 40:7 63:16 64:22 65:13 <b>paper</b> 15:6 <b>paragraph</b> 3:9 5:20 6:6 10:2,9,9,19 11:7 15:7 16:22 16:25 17:24 19:9 26:21 29:15 33:12 35:6,8 36:8,11,18 39:12 41:23 42:8 42:15,19 43:12,19 44:10,20 46:5 <b>paragraphs</b> 5:3 11:23 21:4 42:5 <b>parent</b> 35:17 52:25 <b>part</b> 9:4 29:7 39:6 53:6 58:5 64:2 <b>participants</b> 64:12 <b>participating</b> 51:22 <b>participation</b> 64:16 <b>particular</b> 3:19 9:1 21:20,22 22:9,20 25:21 30:19 34:5 36:23 38:9 41:4 49:20 50:25 52:19 52:20 53:8,17 54:5 55:6 63:8 64:21 <b>particularly</b> 16:10 22:3,6 27:18 38:16 55:8 <b>partly</b> 22:7 <b>partners</b> 4:17,17 <b>pause</b> 30:3 <b>peer-on-peer</b> 4:9 <b>peer-to-peer</b> 14:4 <b>penultimate</b> 33:12 46:10 <b>penultimately</b> 58:20 <b>people</b> 2:14 6:9,19 14:3 21:16 22:18 37:7,14 49:3 51:9 59:11 60:5</p>	<p><b>people's</b> 17:12 <b>perceive</b> 52:8 <b>perfectly</b> 50:20 <b>period</b> 51:12 55:10 <b>perpetrate</b> 48:15 49:4 <b>phase</b> 45:11 <b>phases</b> 37:3 <b>phone</b> 14:8,10 17:18 29:9 33:21 40:15 <b>phones</b> 14:19,22 <b>photographs</b> 4:4 <b>physical</b> 31:2 <b>physically</b> 31:4 <b>pick</b> 41:16 <b>picked</b> 37:6 <b>picking</b> 40:21 <b>picture</b> 5:25 38:10 56:18 58:21 <b>pie</b> 9:11,15,16,18 <b>piece</b> 15:6 <b>pitch</b> 55:24,25 <b>place</b> 5:16,17 11:22 12:23 21:23,25 26:2 29:10 32:21 33:24 34:8 36:21 37:11 38:21 39:16 61:12 <b>placed</b> 39:10 52:4 58:3 <b>places</b> 62:3 <b>plan</b> 1:4 25:22 32:13 33:4 39:23 53:16 <b>planned</b> 46:19 <b>plans</b> 7:10 29:10 33:18 36:21 <b>platforms</b> 5:9 59:14 <b>please</b> 1:9,12,20 2:16 3:16,17,21 5:5 8:7 9:12,13 10:2 13:17 17:25 19:7 23:25 25:1</p>	<p>27:3 28:1 31:14 31:22,23 36:2,23 37:17,20 41:17 53:17 <b>pm</b> 47:12 65:3 <b>point</b> 5:19 7:17 12:1,20 18:18,19 20:1 21:24 26:25 32:14 38:19 39:24 41:7 46:11 47:6 60:18 <b>points</b> 6:23 15:10 26:13 31:8 38:13 44:14 47:3 53:10 <b>police</b> 17:14 37:18 40:12,15,21 41:21 42:2 43:18 44:2 46:12 56:9 64:20 <b>Police's</b> 19:10 24:16 <b>policing</b> 2:24 25:3 38:21 41:25 43:1 43:23 44:6 <b>POLIT</b> 42:13 <b>population</b> 2:7,10 <b>portfolio</b> 41:24 <b>pose</b> 39:15 <b>posed</b> 48:11 54:9 <b>poses</b> 39:22 <b>position</b> 27:24 33:4 35:13 45:1 47:24 <b>positive</b> 24:15 28:24 32:7 35:5 <b>possessed</b> 60:3 <b>possession</b> 37:10 <b>possible</b> 30:23 50:15 53:1 <b>post</b> 17:18 23:1,22 28:14 <b>post-inspection</b> 36:1,7 <b>posts</b> 13:3 24:18 54:17,24 <b>potential</b> 39:21 59:20</p>	<p><b>potentially</b> 20:14 20:17 28:9 <b>Powell</b> 62:17,18 <b>Powers</b> 12:7 <b>practical</b> 23:7 <b>practice</b> 22:25 23:10 <b>precept</b> 26:13,15 <b>predators</b> 51:11 <b>predicted</b> 17:19 <b>preparation</b> 64:17 <b>present</b> 59:3 <b>presents</b> 29:21 30:1 30:17 <b>pressed</b> 55:11 <b>pressures</b> 16:23 <b>prevent</b> 16:14 59:19 <b>preventing</b> 63:9 <b>previous</b> 22:8 26:9 <b>previously</b> 5:14 <b>primary</b> 55:20 <b>prior</b> 2:19 42:25 <b>priorities</b> 53:20 54:13 <b>prioritisation</b> 21:8 21:21 22:15 60:20 61:3 <b>priority</b> 6:19 25:21 25:23 30:19 53:14 54:2 <b>proactive</b> 23:15 <b>proactively</b> 59:14 <b>probably</b> 12:17 18:19 19:2 21:13 28:17 29:23 32:6 34:11 <b>problem</b> 6:23,25 37:19 56:21 <b>problems</b> 45:9 <b>procedures</b> 28:11 <b>process</b> 9:4 30:10 32:1,20 43:4 45:8 46:25 49:5 51:16 51:22 53:7 54:23</p>
--	---	---	---	---

<p>61:2  <b>processes</b> 28:16  <b>produce</b> 59:23  <b>productive</b> 47:22  <b>products</b> 59:24  <b>professional</b> 20:5,9  20:18 23:12 27:20  52:25 60:21  <b>professionalise</b>  17:8  <b>professionalising</b>  12:12  <b>professionalism</b>  62:12  <b>profile</b> 10:8 24:16  <b>programmes</b> 34:17  39:2,5,7,11  <b>progresses</b> 64:13  <b>prompt</b> 59:17  <b>properly</b> 55:11  <b>proportionate</b>  44:21 55:13  <b>proposed</b> 44:24  <b>prosecute</b> 12:17  17:10 38:23  <b>prosecuted</b> 46:12  <b>prosecution</b> 38:12  38:14  <b>prosecutions</b> 38:24  <b>prosecutorial</b> 38:6  <b>protect</b> 16:14 26:15  48:23 54:24 55:1  <b>protected</b> 50:10  <b>protecting</b> 57:23  <b>protection</b> 15:12  22:17 31:10 36:15  <b>protective</b> 33:18  <b>provide</b> 6:21 9:8  13:14 49:21 60:9  61:17 62:15  <b>provided</b> 49:7 57:6  57:10 58:23 62:14  <b>providers</b> 39:8  43:17 59:17  <b>providing</b> 45:21</p>	<p>49:9  <b>public</b> 15:11 26:14  34:13 40:18,20  64:4,25  <b>purely</b> 30:20  <b>purpose</b> 60:6  <b>purposes</b> 59:3,25  <b>put</b> 3:15,17 7:10  9:12 11:2 13:16  19:15 27:5 31:22  36:9,12 57:22  <b>putting</b> 1:21</p> <hr/> <p style="text-align: center;"><b>Q</b></p> <p><b>qualification</b> 57:24  <b>quality</b> 14:12 35:9  40:17  <b>question</b> 4:7 6:7  22:21 39:13 40:6  <b>questioning</b> 52:2  <b>questions</b> 27:2  37:17 40:4,5,7  41:11 65:13  <b>quick</b> 6:21  <b>quickly</b> 19:7 20:6  30:23 49:3  <b>quite</b> 2:10 4:21,21  10:15 21:4 23:13  24:13,23 27:17  32:20 41:7,18  55:11</p> <hr/> <p style="text-align: center;"><b>R</b></p> <p><b>raise</b> 6:10 20:17  <b>raising</b> 20:4  <b>ran</b> 1:22  <b>range</b> 26:3 48:19  58:18  <b>rapid</b> 51:17  <b>rapidly</b> 35:19  61:16 62:4  <b>reached</b> 50:9 52:15  <b>reaching</b> 29:18  <b>read</b> 35:4 41:15,19  46:1 47:3,4 48:8  63:19 65:15,17</p>	<p><b>reading</b> 1:7 39:17  42:22 44:25  <b>ready</b> 37:14  <b>real</b> 19:16 21:19  22:5,24 23:20  25:13 29:11 30:1  <b>reality</b> 19:16  <b>really</b> 7:19 17:7  20:20 22:16 40:24  <b>reason</b> 20:3 29:7  50:13 64:7  <b>reasons</b> 50:20  <b>receipt</b> 12:1 42:23  <b>receive</b> 6:2 15:23  41:5  <b>received</b> 42:14  43:10 48:9 54:16  56:17  <b>receiving</b> 33:20  41:6  <b>recognise</b> 35:24  <b>recognised</b> 22:17  64:18  <b>recognising</b> 48:5  <b>recognition</b> 12:18  <b>recommendation</b>  51:1  <b>recommendations</b>  52:11  <b>record</b> 33:22 40:14  <b>recorded</b> 19:2  20:15 42:8,12  <b>recording</b> 18:22  <b>records</b> 36:11  <b>recruited</b> 15:2  <b>recruiting</b> 14:11  <b>Red</b> 36:25 37:9,13  <b>reduced</b> 56:14  58:14  <b>reduces</b> 45:8  <b>reducing</b> 58:11  <b>reduction</b> 18:25  28:18  <b>refer</b> 8:23 24:9  <b>reference</b> 18:9 27:6</p>	<p><b>referral</b> 33:23  35:16 40:1  <b>referrals</b> 4:12,13  4:15,16 6:2 11:8,9  11:15 12:1,2 19:8  19:11 25:6 42:16  42:16,18,21 56:11  61:24  <b>referring</b> 6:1  <b>reflect</b> 63:23 64:23  <b>refresh</b> 6:20  <b>regard</b> 53:8 57:1  58:21  <b>regarded</b> 61:5  <b>regarding</b> 6:11  <b>regimes</b> 38:18  <b>region</b> 2:8 23:11  24:20  <b>regional</b> 10:8 16:4  16:9 22:22,24  23:7,17,25 24:22  29:13,19 42:3  <b>registered</b> 46:14,18  <b>regularly</b> 6:18  <b>Regulation</b> 12:6  <b>reinforced</b> 7:12  <b>reinforcement</b> 7:21  8:2,5  <b>reinforcing</b> 6:18  <b>relating</b> 4:4  <b>relation</b> 8:8,9 9:10  17:19  <b>relationship</b> 22:23  <b>relatively</b> 2:5,25  21:9 39:15  <b>relevant</b> 14:16  16:19 34:17 37:5  <b>rely</b> 3:11  <b>remember</b> 33:2  <b>remotely</b> 31:6  <b>remove</b> 59:17  <b>removing</b> 59:15  <b>repeat</b> 51:14  <b>repeated</b> 49:24  <b>repeatedly</b> 7:17</p>	<p><b>replaced</b> 45:21  <b>report</b> 28:14 33:5,6  33:10 34:4,5 35:2  35:4,19 52:10,14  63:3 64:10  <b>reporting</b> 10:18  28:12,16 41:3  <b>reports</b> 10:4 21:17  <b>representative</b>  45:23 64:19  <b>represents</b> 57:17  <b>requests</b> 52:1 63:25  <b>require</b> 55:8 60:10  <b>required</b> 15:14  27:1 45:18 52:12  55:7 56:24 57:11  58:24  <b>requirement</b> 51:24  <b>requiring</b> 55:9  <b>researched</b> 42:24  <b>resilience</b> 58:7  <b>resistance</b> 51:20  <b>resolved</b> 34:3  <b>resolving</b> 16:19  <b>resource</b> 13:3  17:14 25:14,15,16  25:20 26:4 27:24  29:9  <b>resources</b> 15:9 16:5  16:7,16,21 17:9  25:2,8,10,22  26:20 29:19 36:11  46:16 53:9 55:5,7  55:23,24 56:3,6,8  56:21,23 57:6,8  57:10,14,18,21  58:2 60:25 61:18  <b>resourcing</b> 15:19  39:10  <b>respect</b> 59:4  <b>respectfully</b> 55:18  56:4,24 58:11  <b>respective</b> 64:20  <b>respond</b> 13:12  19:18,20,22,24</p>
--	--	---	--	--

<p>20:6  <b>responded</b> 11:21                  20:3  <b>responding</b> 15:9                  19:11 43:21  <b>responds</b> 42:20  <b>response</b> 17:23                  19:8,13,19 21:3                  22:8 33:15 37:24                  38:1 40:18 43:23                  44:15 46:8 49:19                  52:5 53:21 54:13                  56:10 58:5 63:11                  63:12  <b>responses</b> 38:9  <b>responsibilities</b>                  2:22,24 34:14                  53:25  <b>responsibility</b> 3:5                  41:24 47:25 63:11  <b>responsible</b> 42:13  <b>rest</b> 3:15 54:18  <b>restrictions</b> 48:16  <b>result</b> 5:10 50:3  <b>results</b> 4:22 34:23  <b>return</b> 30:16 47:8  <b>reversal</b> 28:23  <b>review</b> 34:6 36:1,7                  40:17 46:25  <b>reviews</b> 31:16  <b>Rhiannon</b> 46:1,4                  65:17  <b>right</b> 2:6 9:14,19                  10:5 22:25 36:6                  39:17  <b>right-hand</b> 14:13  <b>rightly</b> 49:20 53:9  <b>rigorous</b> 52:2  <b>RIPA</b> 12:7  <b>rise</b> 4:18 18:24 19:5                  26:24 59:7  <b>risen</b> 27:13 28:22  <b>rising</b> 3:25 25:6  <b>risk</b> 6:8 15:19                  20:13 25:11,12</p>	<p>26:3,5 39:15,22                  39:24 40:1,3                  60:12,20,22 61:3  <b>risk-graded</b> 19:11  <b>risks</b> 33:16 41:1  <b>road</b> 14:15  <b>ROCU</b> 16:10,11,15  <b>ROCU's</b> 23:4  <b>role</b> 23:8 38:13                  43:14 63:9  <b>roles</b> 2:16  <b>room</b> 40:13  <b>routers</b> 15:3</p> <hr/> <p style="text-align: center;"><b>S</b></p> <p><b>safeguard</b> 12:15                  13:4 17:10 49:14  <b>safeguarded</b> 25:3                  35:23 50:4 56:14  <b>safeguarding</b> 4:16                  33:15 34:7 36:15                  51:2  <b>salaries</b> 57:13  <b>saying</b> 5:6 9:19                  36:4  <b>says</b> 10:19  <b>scale</b> 3:16 48:10                  50:10 56:14,20  <b>scenarios</b> 38:10  <b>scene</b> 14:17  <b>schoolchildren</b>                  4:19  <b>schools</b> 4:20  <b>schoolyard</b> 5:17  <b>scope</b> 39:9 64:5  <b>screen</b> 3:18 9:12                  13:17 18:1 27:5                  31:22 36:10  <b>scrutiny</b> 52:1  <b>seamless</b> 45:8  <b>searching</b> 28:17                  59:14,18  <b>second</b> 27:3,4 57:1  <b>secondment</b> 54:20  <b>Secretary</b> 53:19  <b>section</b> 14:6 43:20</p>	<p>44:10,14  <b>sector</b> 20:7,12  <b>see</b> 3:3,24 4:1,18                  13:7,24 15:5                  16:25 17:3 18:1,4                  18:8,23 23:21                  27:7 28:21,23                  29:11 38:21 39:5                  39:5 50:16 52:4                  53:22 60:4  <b>seeing</b> 18:25  <b>seek</b> 30:22 60:5  <b>seen</b> 4:11 25:6                  57:14  <b>sees</b> 56:18  <b>seizure</b> 14:22 30:6  <b>select</b> 21:5  <b>selection</b> 45:22  <b>selfie</b> 6:8  <b>send</b> 40:14  <b>sense</b> 18:7 21:11                  22:5  <b>sentencing</b> 39:6  <b>separate</b> 16:12                  25:21,22 26:24  <b>separately</b> 7:13                  8:23  <b>September</b> 10:11  <b>sergeant</b> 13:23  <b>serious</b> 13:13 44:22                  48:1 61:1,10  <b>seriously</b> 54:10  <b>served</b> 2:7  <b>service</b> 17:14 43:17  <b>services</b> 33:23  <b>set</b> 15:8 16:8 25:22  <b>sets</b> 2:12 10:16 11:6  <b>setting</b> 25:25  <b>seven</b> 7:19 19:20  <b>seven-minute</b> 6:13                  6:25 7:7 8:2                  34:20  <b>sex</b> 45:7 46:14,18  <b>sexting</b> 4:7 5:1,24                  6:5,8,11 7:2 8:9</p>	<p>41:3  <b>sexual</b> 3:7 5:8 8:10                  10:1,11 12:3,4                  13:10,11 16:24                  33:10,16 53:15,21                  54:1,12 63:10  <b>sexualised</b> 4:18 5:2                  8:16  <b>share</b> 5:7  <b>shared</b> 4:13 10:22  <b>sharing</b> 8:17 14:5                  22:25 56:14  <b>Sharpling</b> 40:6,8                  40:20,24 41:10  <b>sheer</b> 29:1 48:13  <b>Sheldon</b> 47:14,17                  47:18,19 62:17                  65:19  <b>shifts</b> 7:9  <b>short</b> 1:19 41:16                  44:24 47:11 49:1                  51:11 55:10  <b>shortest</b> 27:9  <b>shortly</b> 42:9  <b>showed</b> 32:8  <b>showing</b> 31:15                  61:24  <b>shows</b> 32:19  <b>side</b> 13:23 14:10,13                  29:9 38:16  <b>Sigma</b> 36:25 37:9                  37:13  <b>significance</b> 21:22  <b>significant</b> 6:4                  25:17 30:1 37:23                  39:15 42:10 45:2                  58:22  <b>significantly</b> 43:24  <b>signpost</b> 24:7  <b>signposts</b> 6:23  <b>signs</b> 41:1  <b>simple</b> 8:16  <b>simply</b> 10:21 48:25                  51:21 59:3  <b>single</b> 7:15 12:20</p>	<p><b>site</b> 24:18  <b>sitting</b> 13:23  <b>situations</b> 8:14  <b>six</b> 19:21 21:10                  27:22 53:20  <b>size</b> 14:11  <b>skills</b> 7:23  <b>slavery</b> 53:23  <b>slight</b> 28:23  <b>slightly</b> 18:14,19                  40:11  <b>small</b> 2:5,6,25                  46:23  <b>smaller</b> 22:12  <b>snapshot</b> 32:4  <b>social</b> 4:20 5:8 11:4                  33:23 38:15  <b>software</b> 31:6                  59:16  <b>solely</b> 25:23  <b>solution</b> 29:17                  30:11 45:4,8  <b>somebody</b> 14:23                  20:11 40:14 41:2  <b>sooner</b> 36:16  <b>sophisticated</b> 36:13                  38:7 61:15  <b>sorry</b> 8:13 23:4                  33:3  <b>sort</b> 41:4  <b>sought</b> 57:16  <b>sources</b> 48:20                  58:25  <b>South-east</b> 29:22  <b>speak</b> 14:10 38:2                  39:18 62:22  <b>special</b> 2:4 34:13  <b>specialist</b> 3:4 16:5                  57:8  <b>specific</b> 2:3 8:25                  29:15 30:3 33:10  <b>specifically</b> 11:1,3  <b>speed</b> 14:24 44:1  <b>spend</b> 30:15  <b>spoke</b> 17:7 34:21</p>
--	--	--	--	--

<p><b>spoken</b> 41:5 57:22  <b>spot</b> 35:24 41:1  <b>spotted</b> 20:21  <b>staff</b> 7:9 13:24 14:9  18:25 22:10 46:19  54:22 57:13  <b>staffing</b> 42:10  54:16  <b>stage</b> 11:13 32:18  48:4 59:23 60:19  64:10  <b>stand</b> 49:6  <b>standards</b> 19:15  20:8  <b>stands</b> 49:24  <b>start</b> 2:16 53:7  <b>starting</b> 13:19 46:6  <b>starts</b> 26:21  <b>state</b> 1:13  <b>statement</b> 1:18,19  1:22 2:18 3:9,13  3:18,19 4:8,25 7:3  8:11 9:11,16  11:11 13:8,16  19:15 21:2 27:3  29:13 37:19 41:16  41:19,20 42:1  43:13 46:1,2 47:4  47:18 53:13 65:15  65:17,19  <b>statements</b> 1:15,16  1:22 53:18 63:18  <b>statistic</b> 50:7  <b>Statistics</b> 50:2  <b>statute</b> 61:7  <b>statutory</b> 47:25  <b>steam</b> 24:14  <b>steep</b> 61:25  <b>step</b> 32:24  <b>steps</b> 32:12 33:2  <b>stop</b> 24:8 49:4  59:12 60:5  <b>strand</b> 48:6  <b>strategic</b> 21:8,20  22:15 25:21,23</p>	<p><b>strategies</b> 49:10  51:19  <b>strategy</b> 33:24 34:8  58:10  <b>streaming</b> 51:10,12  <b>streamline</b> 28:16  <b>streamlined</b> 28:11  <b>streams</b> 45:10  <b>street</b> 3:3  <b>strength</b> 22:9,20  <b>strengthened</b> 61:16  <b>strengths</b> 21:2,6  52:9  <b>strong</b> 13:13 21:19  22:5 38:12,21,22  <b>structure</b> 13:8,18  14:2 40:11,19  <b>structures</b> 11:22  12:23  <b>student</b> 7:22 34:12  <b>studies</b> 7:24 15:24  34:18 49:17  <b>study</b> 7:25 33:19  <b>subject</b> 2:6 24:25  43:9 51:24  <b>submission</b> 62:24  63:20,23 64:8  <b>submissions</b> 26:24  47:20 63:6,21  <b>submit</b> 56:24 58:11  <b>submitting</b> 64:20  <b>subscriber</b> 12:7  <b>substantially</b> 46:15  <b>substantive</b> 62:23  63:3  <b>success</b> 50:2  <b>successfully</b> 46:12  <b>sufficiently</b> 7:20  40:25 43:16  <b>suggest</b> 55:18 56:4  56:18 57:16  <b>suitably</b> 15:2,25  <b>summarise</b> 5:4  11:25 37:21,25  <b>sums</b> 17:1 18:13</p>	<p><b>supervised</b> 16:1  <b>supervisors</b> 7:8  <b>supplement</b> 20:18  <b>supplementary</b>  1:19 46:2 63:25  <b>supplemented</b> 13:5  <b>supplementing</b>  14:9  <b>supplements</b> 15:5  <b>supply</b> 11:18 19:2  <b>support</b> 29:8 35:19  35:25 45:15,18  57:8  <b>supported</b> 34:16  <b>supporting</b> 36:19  <b>supports</b> 62:10  <b>sure</b> 7:17 9:3,21  14:13 15:24 17:9  23:4,13 24:23  32:16 34:7 37:9  38:15 40:3  <b>surge</b> 55:8  <b>surmise</b> 39:25  <b>surprised</b> 20:11  <b>Surrey</b> 29:23  <b>surveillance</b> 14:4  16:17  <b>suspect</b> 46:22  <b>suspects</b> 5:22 6:3,3  <b>Sussex</b> 29:23  <b>sustainability</b>  44:11  <b>Sutherland</b> 64:18  <b>swiftly</b> 43:8  <b>sworn</b> 1:9,10 65:9  <b>system</b> 36:24,25  37:1,3 63:13  <b>systems</b> 36:18,19  36:20 37:8 45:6</p> <hr/> <p style="text-align: center;"><b>T</b></p> <hr/> <p><b>tab</b> 1:17 27:4 31:9  33:6 36:2 37:20  41:17  <b>table</b> 27:5,7 33:3  <b>tackling</b> 16:24</p>	<p><b>take</b> 13:22 14:19,22  14:23 23:15 26:2  30:8 33:9 34:8  35:3 36:1 38:22  44:13 45:17 46:9  54:2  <b>taken</b> 5:16 9:17  10:7 38:5 39:16  44:12 51:4 54:10  <b>takes</b> 21:23,25 29:7  <b>talk</b> 9:17 11:23  13:19 15:11 16:3  28:4 29:13,16  36:14 37:22  <b>talking</b> 6:7  <b>talks</b> 32:10 35:8  <b>tangible</b> 25:13  <b>tarry</b> 2:2  <b>task</b> 55:21 57:23  <b>tasking</b> 21:25 22:2  <b>taught</b> 8:3  <b>tax</b> 26:13  <b>teacher</b> 35:17 41:2  <b>team</b> 20:2 42:6,9  43:3,7 45:4,7,11  46:23 62:12  <b>teams</b> 35:9  <b>technical</b> 12:8 14:4  44:4 50:18 55:6  59:10 60:12  <b>techniques</b> 61:21  <b>technological</b> 44:2  44:7 57:8  <b>technologically</b>  60:2  <b>technologies</b> 51:19  <b>technology</b> 12:5  14:18 15:4 27:1  46:16,20 48:15  59:7,13,23 61:15  <b>teenaged</b> 5:10  <b>telephone</b> 40:22  <b>tell</b> 2:22 6:13 23:25  58:22  <b>ten</b> 56:11</p>	<p><b>ten-month</b> 18:8,8  <b>tend</b> 38:23  <b>tensions</b> 25:15  <b>terabytes</b> 28:5,5  <b>terms</b> 6:3 11:17  13:13 16:13 19:10  19:23 21:20 22:10  28:2 29:25 30:4,6  44:3 54:16 57:1  <b>terrain</b> 2:2  <b>text</b> 20:20  <b>Thames</b> 29:24  <b>thank</b> 11:20 15:7  19:7 40:8 41:10  41:11 47:8,17  62:11,16,17,18,20  62:22 63:13,15  64:13,15,15 65:1  65:2  <b>thanking</b> 1:20  <b>thanks</b> 64:21  <b>theme</b> 16:21 26:20  <b>thesis</b> 37:18  <b>thing</b> 26:10 33:9  60:22  <b>things</b> 6:21 9:1  34:6 35:5 40:16  <b>think</b> 4:6 5:6 6:1,16  7:2,21 8:10 10:16  10:25 11:15 12:12  12:13,18 13:2  18:17 19:1,6 21:8  22:9,10,16,20  23:9 24:3,13,16  24:19 25:10,19,23  29:24 31:25 32:12  32:21 34:10 36:3  37:6,24 38:3,10  38:13 39:5,20,20  39:23 40:1 42:21  48:21  <b>thinking</b> 27:18  53:7 62:5  <b>Thinkuknow</b> 52:15  <b>third</b> 35:6 39:14</p>
---	---	--	---	---

<p><b>thorough</b> 33:16 39:16 <b>thought</b> 19:15,17 41:14 61:2 63:5 <b>threat</b> 4:8 25:11,11 25:12,16 26:3,4 54:3 59:5 <b>threat/harm/risk</b> 43:9 <b>threatened</b> 25:24 <b>threats</b> 25:17 51:8 51:15 54:6,9 59:8 <b>three</b> 15:20 18:3 21:6 46:7 <b>Thursday</b> 24:3 <b>time</b> 1:21 26:18 27:16 28:8,13 29:7,13 36:11 47:6 49:1 51:12 51:14 60:17 <b>timely</b> 30:13 34:8 <b>times</b> 8:24 15:18 19:9,13 26:22 27:9 56:11 <b>Tink</b> 48:20 <b>tip</b> 52:24 <b>to-the-point</b> 6:22 <b>today</b> 28:2 34:2 56:12 61:13 <b>told</b> 8:3 15:20 54:21 <b>tolerated</b> 61:4 <b>tongue</b> 50:3 52:24 <b>tool</b> 7:6,21 20:8,18 <b>tools</b> 6:24 16:18 28:11,15,15 35:18 59:19 60:14 <b>top</b> 3:21 25:1 35:7 37:22 43:12,20 44:23 46:24 <b>topics</b> 63:24 <b>total</b> 3:25 27:13 <b>totality</b> 57:18 <b>touch</b> 15:10 58:9 <b>touched</b> 17:2</p>	<p><b>track</b> 18:14 <b>trafficking</b> 53:24 54:9 <b>tragedy</b> 49:23 <b>train</b> 7:9,20 <b>trained</b> 14:18 15:1 15:23,25 31:5 35:15 41:1,9 52:17 <b>training</b> 7:10,11,16 7:22 15:23 22:16 33:13 34:9,17,18 34:22,25 41:5 <b>trajectory</b> 17:20 19:5 <b>transferring</b> 45:9 <b>transient</b> 2:10 <b>transmission</b> 30:6 <b>transmit</b> 30:13 <b>transmitted</b> 30:25 <b>treatment</b> 24:10 38:18,25 39:23 <b>trend</b> 4:10,14 25:6 28:24 <b>try</b> 35:4 36:21 <b>trying</b> 10:12 40:13 45:20 <b>turn</b> 5:19 6:6 8:7 10:1 13:16 17:23 21:1 24:25 27:3 30:25 31:7,14 41:17 43:19 46:2 47:13 <b>turnaround</b> 26:22 <b>turnarounds</b> 27:9 <b>turning</b> 11:20 19:7 <b>tutor</b> 34:12 <b>tweets</b> 24:12 <b>twin</b> 58:11 <b>two</b> 1:15 10:13 11:5 12:21 14:7 15:1 21:6 31:24 32:21 46:7 51:6,9 53:10 53:22 54:6 55:18 <b>two-thirds</b> 29:24</p>	<p>30:19 <b>two-way</b> 22:25 <b>type</b> 11:21 17:23 48:14,25 49:11,13 49:25 50:16 <b>types</b> 13:10,12 61:4</p> <hr/> <p style="text-align: center;"><b>U</b></p> <hr/> <p><b>UK</b> 51:13 <b>ultimately</b> 38:18 <b>unable</b> 50:20 <b>underestimated</b> 50:11 <b>undermined</b> 33:17 <b>underneath</b> 13:25 <b>underpinned</b> 60:21 <b>understand</b> 2:10 5:24 6:19 8:8 10:13 11:20 12:9 15:15 17:5,15 19:12 21:7 22:11 22:18 25:5 29:10 35:10 38:10 39:3 <b>understandable</b> 50:20 <b>understanding</b> 2:7 2:16 3:16 23:1 32:1 34:1,23 36:13 38:3 63:1 <b>understatement</b> 48:22 <b>undertake</b> 50:21 51:17 <b>undertaken</b> 42:3 51:3 <b>undertaking</b> 32:6 62:11 <b>unhelpful</b> 25:24 <b>unimportant</b> 61:5 <b>unit</b> 8:2,24 11:25 11:25 12:1,9,11 12:24,25 13:1,6,7 13:12 16:4 17:2 34:25 42:4 <b>unit's</b> 13:9 <b>Units</b> 15:12</p>	<p><b>unrecognisable</b> 61:13 <b>unreservedly</b> 62:10 <b>unwilling</b> 50:21 <b>up-to-date</b> 19:12 <b>update</b> 36:22 <b>uploaded</b> 59:20 <b>uptake</b> 29:6 <b>upwards</b> 17:20 <b>urgency</b> 60:25 <b>use</b> 6:24,25 7:16 8:13,20,22 9:2,3,4 9:6 11:4,4 12:6 14:18,25 23:14 29:4 31:5 38:23 45:2 48:12 55:22 56:22 57:22 58:15 59:20 60:5 <b>useful</b> 7:6,21 20:8,8 <b>usual</b> 45:9 <b>utility</b> 23:14</p> <hr/> <p style="text-align: center;"><b>V</b></p> <hr/> <p><b>Valley</b> 29:24 <b>valuable</b> 23:24 47:21 51:23 62:10 <b>value</b> 57:6,9 <b>variety</b> 48:17 <b>various</b> 2:12 6:15 15:4 19:11 21:17 45:6 <b>vast</b> 13:11,14 <b>verbally</b> 5:16 11:16 <b>version</b> 5:14 <b>vetted</b> 15:2 <b>victim's</b> 33:21 <b>victims</b> 25:3 38:20 <b>video</b> 34:20 <b>videos</b> 7:24 <b>view</b> 7:19 25:5 27:20 38:19 55:11 <b>viewed</b> 54:14 <b>views</b> 4:25 18:15 <b>violence</b> 22:4 26:1 <b>Violent</b> 45:7 <b>visitor</b> 2:12</p>	<p><b>visits</b> 2:13 <b>volume</b> 1:17 12:18 12:19 18:17 28:19 29:1 44:3 46:21 58:12,13 62:13 <b>volumes</b> 17:11 <b>voluntary</b> 39:7 <b>volunteers</b> 15:1 <b>Vulnerabilities</b> 53:23 <b>vulnerability</b> 3:6,8 21:25 22:3,6 54:6 <b>vulnerable</b> 49:14 50:15</p> <hr/> <p style="text-align: center;"><b>W</b></p> <hr/> <p><b>waged</b> 48:22 <b>want</b> 5:23 6:20 9:1 20:23 30:10,15 31:9,16 33:9 35:3 63:17 64:23 <b>wanted</b> 47:3 <b>wasn't</b> 23:22 <b>way</b> 12:16 16:8 23:11,23 26:19 30:14 31:3 34:7 37:18 43:16 48:17 49:8 51:25 58:8 61:9 <b>ways</b> 48:18 59:13 59:18 60:5 <b>we're</b> 5:6 <b>weaknesses</b> 21:2 46:8 52:9 <b>websites</b> 24:13 <b>Webster</b> 1:6,10,14 1:18 3:22 40:8 41:12 65:9 <b>week</b> 1:25 7:23 24:4 47:22 48:9 53:3 59:9 61:14 62:1 63:4 64:9,14 64:17 <b>week's</b> 64:2,16 <b>welcome</b> 57:21 58:1</p>
--	---	--	---	---

<b>welfare</b> 50:14	<b>wrap</b> 35:25	<b>12.1</b> 43:19,22	42:17	<b>4</b>
<b>went</b> 3:12 24:3 42:9	<b>wrangling</b> 56:20	<b>12.2</b> 43:25	<b>2016</b> 6:16 10:10	<b>4</b> 1:16 3:9,25 13:16
<b>weren't</b> 28:17		<b>12.3</b> 44:5	11:10,10 12:9	42:12 46:6
37:15	<b>X</b>	<b>12.30</b> 65:3	18:5,15 28:21	<b>40</b> 2:13 65:13
<b>WhatsApp</b> 10:21	<b>X</b> 65:7	<b>124</b> 9:16	31:10 32:3,4 34:3	<b>41</b> 65:15
<b>whatsoever</b> 49:12		<b>13</b> 6:4 10:3 33:11	34:5 36:9 37:13	<b>417</b> 56:10
53:14	<b>Y</b>	54:20	42:9,17	<b>420</b> 56:8
<b>wherewithal</b> 35:18	<b>year</b> 2:14 17:5	<b>13-</b> 5:23	<b>2016/17</b> 50:7 52:13	<b>43</b> 22:23
<b>whichever</b> 24:4	18:20 23:2 26:8,9	<b>13.1</b> 44:10,14	<b>2016/2017</b> 3:24 4:1	<b>45</b> 25:1 26:22 29:16
<b>whilst</b> 6:18 19:15	31:11 37:4 50:8	<b>13.12</b> 45:19	<b>2017</b> 2:19 10:11	<b>46</b> 29:16 65:17
20:4,7 37:4 48:5	51:9 56:13 57:3	<b>13.4</b> 44:17	11:10,12 18:6,11	<b>47</b> 9:18 65:19
56:2	<b>year's</b> 51:14	<b>13.7</b> 44:23	22:17 27:8,11,12	<b>48</b> 37:20
<b>whole-system</b> 58:5	<b>year-end</b> 11:19	<b>13.8</b> 45:11	28:21 32:9,10,19	<b>49</b> 11:10 37:22
<b>wholly</b> 22:2	18:20	<b>13.9</b> 45:14	33:5,6 34:4 35:2	
<b>wider</b> 53:25 64:2	<b>years</b> 12:15 13:2	<b>14</b> 19:23 36:3	36:1 41:22 42:17	<b>5</b>
<b>widespread</b> 29:4	17:1 18:3 21:14	<b>14.6</b> 57:3	42:25 46:5	<b>5</b> 31:9 41:16 46:5
<b>window</b> 64:12	27:22,22 28:24	<b>14.61</b> 57:17	<b>2017/18</b> 17:17	46:10
<b>wish</b> 47:15 53:10	43:24 48:25 50:9	<b>148</b> 4:1	<b>2017/18-year</b> 53:16	<b>5.6</b> 19:21
60:18 62:11	54:6 56:12 61:14	<b>15</b> 6:4	<b>2018</b> 1:1 11:12	<b>5.95</b> 52:14
<b>withdrew</b> 41:13	62:2	<b>15-age</b> 5:23	<b>2018/2019</b> 26:8	<b>50</b> 1:23
<b>witness</b> 1:9 11:11	<b>yellow</b> 3:24 4:2	<b>15-year-old</b> 33:19	<b>208</b> 21:4 24:25	<b>517</b> 27:11
37:19 41:13,20	<b>yesterday</b> 19:14	<b>16</b> 3:19,20 5:21	<b>209</b> 26:21	<b>53</b> 28:22
43:13 63:18	20:2	15:7 43:12	<b>21</b> 4:22,23 5:20 8:7	<b>550,000</b> 2:8
<b>witnesses</b> 38:3 51:8	<b>young</b> 6:9 51:9	<b>17</b> 11:15	8:8,13,20,23 9:3,5	<b>57</b> 10:2,17,19
52:7 57:16		<b>174</b> 54:25	9:6,10,14,19,23	
<b>woman</b> 57:25	<b>Z</b>	<b>18</b> 6:3 10:9 31:21	38:7	<b>6</b>
<b>wonder</b> 21:5	<b>zero</b> 31:19	<b>18s</b> 5:23	<b>21-year-old</b> 33:20	<b>6</b> 15:8 33:6 36:2
<b>word</b> 58:20		<b>19</b> 16:12 35:4	<b>22</b> 17:25	46:24
<b>work</b> 6:19 7:25	<b>0</b>	<b>192</b> 55:10	<b>222</b> 37:21	<b>60</b> 28:22
13:9,15 16:14	<b>1</b>	<b>194</b> 21:4	<b>223</b> 39:12	<b>60,000-odd</b> 24:17
19:1,14 23:13	<b>1</b> 1:20 2:19 37:20		<b>235</b> 27:12	<b>60.65</b> 27:14
32:8,9 34:17 35:6	42:17 65:9,11	<b>2</b>	<b>24</b> 16:22 19:18	<b>65</b> 5:3 6:6
36:20 43:6,18	<b>1,600</b> 50:8 56:13	<b>2</b> 1:17 27:4	41:22 43:20	<b>650,000</b> 17:3
45:9,10 48:6	<b>1,896</b> 50:6	<b>2.2</b> 42:8	<b>24th</b> 24:4	<b>67</b> 5:3
49:13,25 50:12,17	<b>1.1</b> 42:5	<b>2.5</b> 42:12	<b>256</b> 54:17	<b>69</b> 42:17 54:19
50:24 51:2,17	<b>1.3</b> 42:5	<b>20</b> 2:13 48:25	<b>26</b> 1:1 44:23	
52:4,8,12,16 53:4	<b>1.8</b> 57:4	<b>20,000</b> 24:11	<b>278</b> 50:5	<b>7</b>
57:15,25 59:5,22	<b>10</b> 11:23	<b>2009/10</b> 50:6 56:11	<b>279</b> 27:14	<b>7</b> 42:15
62:10 64:18	<b>10.30</b> 1:2	<b>201</b> 22:22		<b>7-minute</b> 6:10
<b>workers</b> 4:20	<b>100</b> 62:1	<b>2010</b> 17:4	<b>3</b>	<b>7,000</b> 52:16
<b>working</b> 20:7,12	<b>11</b> 11:23	<b>2011</b> 4:12 17:4	<b>3</b> 1:19 42:8	<b>7.1</b> 42:15
<b>works</b> 37:1 51:21	<b>11.3</b> 19:25	<b>2011/2012</b> 3:23 4:1	<b>30</b> 9:11 10:11 19:24	<b>72</b> 5:20
<b>world</b> 17:15 25:9	<b>11.44</b> 47:10	<b>2012</b> 27:8,10,11,15	<b>300</b> 54:17	<b>74</b> 10:9,9,25
44:2	<b>12</b> 19:3 47:9	28:17 32:6	<b>31</b> 11:9	<b>75</b> 56:15
<b>worth</b> 19:22 42:21	<b>12.04</b> 47:12	<b>2014</b> 56:15	<b>36</b> 42:18	<b>78</b> 11:7
		<b>2015</b> 11:9 18:4 42:7	<b>38</b> 16:25	<b>781</b> 27:13

**79** 17:24

---

**8**

**8** 16:22 31:20 42:20  
46:5

**8.1** 42:19

**8.2** 19:23

**80** 10:4,20,23

---

**9**

**9** 31:14

**9.1** 43:12

**90** 19:9

**900,000** 17:4

**904** 27:12,19

**905,000** 17:17

**95** 42:16