

<p>1 Monday, 26 February 2018 2 (1.00 pm) 3 Welcome and opening remarks by THE CHAIR 4 THE CHAIR: Well, good afternoon to everyone. I'm 5 Alexis Jay and, as I'm sure you know, I am the chairman 6 of the Independent Inquiry into Child Sexual Abuse. May 7 I introduce the other panel members present: Ivor Frank, 8 Professor Sir Malcolm Evans and Drusilla Sharpling. 9 The topic of today's seminar is social and political 10 narratives about child sexual abuse. I'm very pleased 11 to welcome all those who have agreed to take part to 12 assist us today, and also to see some of our regular 13 seminar attendees in the public gallery. 14 Thanks to all of you who have managed to make it 15 here despite the adverse weather conditions. Thank you. 16 I want to say a few words about where today's 17 seminar sits within the Inquiry's work programme, which 18 I set out in my review in December 2016. This seminar 19 is part of a wider programme of Inquiry seminars 20 designed to gather information and views on a range of 21 important topics. 22 These seminars should make a valuable contribution 23 to the Inquiry's work. Although they cannot be formal 24 evidence-gathering sessions in a legal sense, the 25 information we hear during them can help us in a number</p> <p style="text-align: center;">Page 1</p>	<p>1 counsel team, will be facilitating the discussion this 2 afternoon as she has done on several past occasions of 3 seminars. 4 She'll say more about the format of the seminar and 5 its parameters in a moment. It's being live streamed 6 over the internet with a short delay, to allow those who 7 are unable to attend in person to follow the 8 proceedings. 9 I'll now hand over to Ms Karmy-Jones to start. 10 Thank you. 11 Opening remarks by MS KARMY-JONES 12 MS KARMY-JONES: Thank you very much, chair. 13 Just by way of introduction, as the chair has said, 14 I'm one of the team of lead counsel to the Inquiry. One 15 of my areas of expertise is in criminal cases involving 16 sexual abuse and cases where the victims are 17 particularly vulnerable. Many of the cases that I have 18 done have attracted media headlines and/or been 19 reflected upon in Parliament, so I'm very conscious of 20 the different ways they can be represented, things can 21 be represented, and narratives can evolve. 22 My role today is to facilitate the seminar and, as 23 such, try to keep things running smoothly and to try to 24 help to encourage friendly, lively, candid debate. 25 Can I at this stage introduce Cate Fisher, who is</p> <p style="text-align: center;">Page 3</p>
<p>1 of ways. One example being it could help us to identify 2 areas that require further investigation and scrutiny, 3 and it can assist us in gathering counter-opinion on the 4 matters which the Inquiry is considering, including the 5 opinions of those whose work or experiences gives them 6 a frontline perspective on the issues. 7 This is the seventh seminar in the programme. 8 Throughout this afternoon, we will seek to explore the 9 narratives that exist in relation to child abuse and the 10 ways in which they influence how that abuse is 11 understood and responded to. 12 The panel and I are conscious that in the time we 13 have we will only be able to skim the surface of the 14 topics for discussion, so we look forward to a focused, 15 ordered and respectful discussion. 16 I would like to take this opportunity, on behalf of 17 myself and the panel, to thank all those of you who have 18 chosen to share their views and experiences with us, and 19 we are pleased that representatives from such a wide 20 range of sectors are present today. We will be 21 listening to the discussions with interest. 22 As I have said, the views and information shared 23 with us will go on to inform the Inquiry's future work. 24 So thank you all for agreeing to take part. 25 Ms Riel Karmy-Jones QC, who is one of the Inquiry's</p> <p style="text-align: center;">Page 2</p>	<p>1 sitting to my right, and Claire Soares, who sits to my 2 left. Cate and Claire had an instrumental role in 3 preparing for the seminar and they are going to help me 4 by being my eyes and ears and identify and make sure 5 that I don't miss anyone who wants to speak during the 6 course of the seminar. So make sure that you catch 7 their eyes if you want to speak and I seem to be talking 8 elsewhere. 9 As you know, and as the chair has said, this seminar 10 sits within the Inquiry's wider body of work, and the 11 terms of reference which everyone is fully familiar with 12 now, I'm sure, are published on the IICSA website if you 13 want to refer to them. 14 So the purpose of this seminar, it's to look at 15 narratives. How child sexual abuse is understood, how 16 it's spoken about by different groups in society, and 17 that includes not just professionals who work with 18 children, and young people, politicians, the media, and 19 we're not just talking about mainstream news type 20 programmes or broadcasting or "Panorama" type 21 programmes. We're also talking about cultural media, 22 television programmes, stories on the radio, soap operas 23 and so forth. 24 So each of those have a different way of looking at 25 or thinking about and representing child sexual abuse</p> <p style="text-align: center;">Page 4</p>

<p>1 that are informed by their own potentially particular 2 experience, and their perspective, and in some cases 3 perhaps informed by another agenda. 4 So those ways of thinking or narratives seem often 5 to incorporate statements and ideas that are around 6 important issues, including what child sexual abuse is 7 or how it's understood, how and why child sexual abuse 8 takes place, who perpetrates it, who becomes a victim 9 and survivor, about how prevalent child sexual abuse is, 10 and what impact it has. 11 Those narratives may sometimes be affected, as 12 I say, by the person who is making the statement. But 13 what effect do those thoughts have, those ideas, those 14 narratives have? Once openly expressed, how do those 15 thoughts influence other people, and the way they think, 16 speak and act to prevent or to respond to a situation of 17 child sexual abuse. 18 And are those narratives positive or negative? 19 To put it in a very oversimplified example, if 20 someone in a perceived position of authority expresses 21 the view that child sexual abuse can only occur, say, in 22 an institutional setting -- I'm saying it's a very 23 simplified example -- so it can only occur in a school 24 or a hospital or a care home, and that narrative is 25 taken on board by others who give it weight, what might</p> <p style="text-align: center;">Page 5</p>	<p>1 broader definition. So we're also interested today in 2 exploring the distinction that has been made between the 3 two, whether that's a necessary distinction or not, and 4 what really that distinction is. So we'll come to that 5 during the day as well. 6 In preparing for today, the Inquiry commissioned and 7 published a research report entitled "Deflection, denial 8 and disbelief: social and political discourses about 9 child sexual abuse and their influence on institutional 10 responses", which was written by Jo Lovett, Maddy Coy, 11 and Liz Kelly of the Child and Woman Abuse Studies Unit 12 of the London Metropolitan University, and I'm very 13 pleased that both Jo and Liz are part of the seminar 14 discussion today. Thank you for attending. 15 Now, the report -- and I don't want to misrepresent 16 it, so no doubt I'll be corrected if anything I say 17 about it is wrong, but the report looks at discourses 18 about child sexual abuse from 1940 to the present day in 19 order to try and better understand what the social and 20 political discourses have been about the issue, and the 21 ways in which these discourses may have influenced 22 responses to child sexual abuse by institutions. 23 Questions which plainly have crosscutting relevance 24 for the work of the Inquiry. So thank you very much for 25 the hard work that you put in to preparing the report</p> <p style="text-align: center;">Page 7</p>
<p>1 be the result? Obviously abuse that occurs in another 2 setting, say the family, might be missed. It might be 3 overlooked. It might be responded to in a way that some 4 of us might think is inappropriate, and we remember that 5 this Inquiry is inclusive and not just about 6 institutional abuse. So the Inquiry is interested in 7 other forms of abuse that takes place elsewhere. 8 So this seminar will focus on the types of 9 narratives about child sexual abuse that currently exist 10 in England and Wales, including those that we hear in 11 the media or in political discussions, and we want to 12 discuss how current ways of thinking and talking about 13 child sexual abuse help or hinder effective and 14 sensitive responses to it. 15 Also, and significantly, how best do we challenge 16 unhelpful narratives where necessary? 17 In saying this, I want to make it absolutely plain 18 that when we're talking about discourses, which do come 19 up in the course of discussion, we need to acknowledge 20 that child sexual abuse is a reality, and that that 21 reality, including how it occurs, what happens, who 22 perpetrates it, often is not accurately reflected in the 23 way that society understands and talks about the issue. 24 When we talk about child sexual abuse, we usually 25 include child sexual exploitation within that blanket,</p> <p style="text-align: center;">Page 6</p>	<p>1 and I think we will agree it's a very full and helpful 2 document. 3 As I have said, I think, for the purposes of this 4 seminar, we take discourses and narratives to mean the 5 same thing unless we're told that they should not. 6 Hard copies of the summary report are available to 7 those present today and both the full and summary report 8 are accessible on the Inquiry's website. 9 This is a short seminar, so we really want to use 10 this time and this analysis of how child sexual abuse 11 was understood and talked about in the past as 12 a jumping-off point, a starting point, to understand the 13 position we're in now. We want to focus this session on 14 the present, where we need to get to and how we are 15 going to get there. 16 It would be helpful if, as the discussion on 17 narratives progresses, you could bear in mind that there 18 are three overlapping types of child sexual abuse that 19 we would be particularly interested in hearing your 20 thoughts about. 21 Firstly, if and how child exploitation differs from 22 other forms of child sexual abuse. Secondly, 23 peer-on-peer abuse, and thirdly, online abuse. 24 That's not to be overly restrictive, but those are 25 three topics that we are particularly interested in.</p> <p style="text-align: center;">Page 8</p>

<p>1 Once we identify what might be unhelpful narratives,                  2 we would like to focus on how we go about changing and                  3 improving responses to child sexual abuse with a special                  4 focus on exploitation, peer-on-peer and online, as                  5 I have said.                  6 There is of course some flexibility in the agenda,                  7 but given time pressures, I will have to move the                  8 discussion on if we stray too far from core topics.                  9 Having set out what I hope that we will achieve,                  10 can I ask everyone to bear in mind just a few of the                  11 limitations on the seminar.                  12 There are some things that we want to avoid, please.                  13 One of those is a debate on funding and I am going to                  14 raise it now because everyone here really does recognise                  15 the difficulties there are with funding, with finding                  16 the resources to make things happen, and we know that                  17 that is inevitably an important part of the battle. So                  18 please take that as read.                  19 But in this seminar we want to establish first what                  20 needs to happen and how, in principle, we are going to                  21 achieve that. Funding is a huge topic and we don't have                  22 time this afternoon. Of course, if someone mentions the                  23 "F" word, we won't stop you immediately, but we won't                  24 let the discussion develop.                  25 As the chair has said, this is not a formal or legal</p> <p style="text-align: center;">Page 9</p>	<p>1 complain of child sexual abuse.                  2 The use of such terms with such implicit suggestion                  3 of mental instability, dishonesty, lies, can cause real                  4 hurt and further damage to someone who has been                  5 subjected to terrible things that may have had a lasting                  6 effect on them.                  7 But we also have to recognise that this seminar is                  8 on the difficult topic of narratives. So it may be that                  9 we will not be able to avoid repeating some of those                  10 words during the course of our discussions. Indeed,                  11 perhaps we should be reflecting on the use of such                  12 terms, because that's what we're trying to address today                  13 when we speak of what is and what is not helpful. But                  14 can I make it plain, when such words are used, they do                  15 not represent either my view, the chair and panel's                  16 view, or indeed the view of this Inquiry.                  17 Public gallery, who seem a very long distance away                  18 today in this format, at the end of this session we are                  19 going to take ten minutes because it's a short, half-day                  20 seminar. Ten minutes or so, depending on the time                  21 available, to open the floor to those who have been good                  22 enough to attend in the public gallery. Thank you so                  23 much for coming. We really do appreciate your presence                  24 today and all the time.                  25 We have a number of core participants in the</p> <p style="text-align: center;">Page 11</p>
<p>1 evidence-gathering process. So it is not the time or                  2 the place for questions, cross-examination, or                  3 interrogation of others within the horseshoe who may                  4 have different opinions.                  5 Please bear in mind it's not about levelling                  6 criticisms to any specific individuals and                  7 organisations, so I'm only going to allow comments,                  8 observations, contributions, and questions as to                  9 clarification to be taken during the seminar.                  10 Equally, in terms of levelling allegations against                  11 anyone, please do try not to mention specific names of                  12 organisations if something critical is going to be said.                  13 It may result in the feed having to be stopped for                  14 various reasons, which I'm sure you understand.                  15 A brief note on terminology. As is made clear in                  16 the report, definitions and understandings of what count                  17 as child sexual abuse have been subjected to substantial                  18 change over time. There's a lot of language that is                  19 used even today in the press, the media, by politicians,                  20 by individuals, in writing, orally, that many find                  21 offensive, contemptuous, and unacceptable.                  22 I'm going to use some examples. So I'll stick right                  23 in there with words like "fantasist" or terms like                  24 "attention seeker", "gold digger", and there are a lot                  25 worse than those that are used sometimes for people who</p> <p style="text-align: center;">Page 10</p>	<p>1 gallery, and can I say we're very grateful particularly                  2 to them for their attendance and dedication because it                  3 really does make a difference.                  4 I'm going to be asking for comments and observations                  5 from our core participants first, if they wish to                  6 contribute, and I'll then turn to other members of the                  7 public. I'll ask people who wish to contribute to let                  8 us know by raising their hand and then Lee, who is                  9 helping us, will take the microphone round.                  10 Please can you make sure you give the microphone                  11 back to Lee, rather than pass it to the next person who                  12 wants to speak? We may not be able to get to all of                  13 you, but I'll do my best to take as many comments and                  14 observations as possible.                  15 Again, it may be tempting for participants and                  16 people in the public gallery to try and ask questions,                  17 but I'll be keeping very much to the rule of no                  18 questions as such, other than points of clarification.                  19 We won't be able to digress on to issues that don't                  20 fall within the seminar topics today. There isn't time                  21 for that.                  22 Today's seminar provides us with a huge opportunity                  23 to gain really valuable information and we want                  24 everybody to contribute without fear. So it goes                  25 without saying and it's always adhered to, but I have to</p> <p style="text-align: center;">Page 12</p>

<p>1 say it again: please treat each other with respect and                  2 all of the participants with the respect that they                  3 deserve.                  4 Please also remember that because of the chair's and                  5 the panel's function within the wider Inquiry, they're                  6 here to watch the discussion unfold rather than to take                  7 part in it.                  8 Those in the public gallery will not be seen on the                  9 video feed. If you want to share what you have to say                  10 with just those here, let us know and we will cut the                  11 feed.                  12 As the chair and I think Lee has also said, because                  13 of the sensitive matters we're dealing with, we have                  14 a short delay on the public feed in our live broadcast.                  15 If any matter does come up that I consider to be                  16 sensitive, I will pause and ask the chair to address it                  17 if she thinks it appropriate to do so.                  18 It goes without saying that some of the material we                  19 discuss may be distressing and we have a support team.                  20 Jodie and Terri, who are in the hearing rooms. Where                  21 are you? Please show us. At the back there, hands up,                  22 thank you. And Hannah and Johnny, who are in the annex                  23 and who are available to provide emotional support to                  24 anyone in the room who wishes to speak to them. I'm                  25 sure Hannah and Johnny have put their hands up in the</p> <p style="text-align: center;">Page 13</p>	<p>1 turned on and off. I'll turn mine off now. Could we                  2 start with you, Jocelyn.                  3 Introductions                  4 MS ANDERSON: Hello. My name is Jocelyn Anderson and I'm                  5 here in a dual role as representing Rape Crisis England                  6 and Wales, but also as the chief executive of West                  7 Mercia Rape and Sexual Abuse Support Centre.                  8 We work with survivors from the age of five upwards.                  9 We have an advocacy service, a counselling service, and                  10 are very firmly set within the voluntary sector.                  11 MR WEBB: Hello, I'm Andrew Webb. I'm the director of                  12 children's services in Stockport. I'm representing the                  13 Association of Directors of Children's Services and                  14 local authorities generally, as we have both a primary                  15 investigatory role and a role in supporting young people                  16 who have been abused right the way through to trial and                  17 beyond, through the rest of their lives.                  18 DR BECKETT: Afternoon. I'm Helen Beckett. I'm director of                  19 a research centre at the University of Bedfordshire that                  20 looks at child sexual exploitation, violence and                  21 trafficking. We do a lot of research particularly with                  22 children and young people and we hope to bring some of                  23 their voices here today.                  24 And also today I will particularly focus on the                  25 issues of child sexual exploitation, child sexual abuse,</p> <p style="text-align: center;">Page 15</p>
<p>1 annex as well.                  2 Private rooms are available for quiet discussions if                  3 you need them.                  4 Also, please remember that all of us in this room                  5 have a responsibility to anyone who may make                  6 a disclosure, whether that is spontaneous or not.                  7 Please be aware that if you disclose information that                  8 leads us to believe that there is a child protection                  9 concern or someone is at risk of serious harm, we will                  10 pass that information, together with your name and                  11 contact details, to the police or other relevant                  12 authority such as the local authority. And also                  13 remember that if you want to do that but you don't want                  14 to do that in this room, the supporters are here, if you                  15 wish to just speak to them privately, before you make                  16 any public announcement.                  17 Right. End of my lengthy introduction which I had                  18 hoped would be short, but we are going to turn now to                  19 you, the participants around the horseshoe. And I'm                  20 going to ask the participants to introduce themselves                  21 and in so doing, just tell us whom you represent, if                  22 you're here in your own individual capacity, and just                  23 explain why you're here and what you hope to gain from                  24 the seminar, just in a line or two, please.                  25 If you could just remember the mic needs to be</p> <p style="text-align: center;">Page 14</p>	<p>1 and the differences or not between these.                  2 DR FIRMIN: Hello, I'm Carlene Firmin, also from the                  3 University of Bedfordshire, where I lead their work on                  4 peer-on-peer abuse and contextual safeguarding. My                  5 particular focus here is on peer-on-peer abuse, but also                  6 particularly on narratives that individualise the issue,                  7 rather than recognise the contexts in which they occur.                  8 MS GLADMAN: Afternoon. I'm Adele Gladman. I'm an                  9 independent safeguarding children consultant. I'm here                  10 with a number of hats on, but I think primarily and                  11 probably most importantly, to carry forward the voices                  12 of the victims I have worked with over the years and to                  13 try and make known the views of those who didn't feel                  14 able to participate in this afternoon's session.                  15 PROF PALMER: Hello. My name is Tink Palmer. I'm the CEO                  16 of the Marie Collins Foundation. We have been running                  17 as a charity for five, nearly six years now, and we                  18 started up with a particular interest in children who                  19 are abused online, recognising that the children who are                  20 abused online, things are often happening to them                  21 off-line as well, we are recognising that, but trying to                  22 build up a particular expertise around this newer sort                  23 of conveyance, really, for the abuse of children.                  24 MS FINCH: Hello. My name is Gillian Finch. I'm here                  25 representing, again, a dual hat, like Jocelyn. I'm here</p> <p style="text-align: center;">Page 16</p>

<p>1 to represent an agency called CIS'ters, which I set up                  2 20 plus years ago, which works with adult women who were                  3 sexually abused within a familial setting and many of                  4 those who have also been abused outside of that setting                  5 as well, but also with The Survivors Trust.                  6 The Survivors Trust is an umbrella agency for 130 plus                  7 agencies across the UK. It was set up over 20 years ago                  8 by five agencies -- six agencies that came together that                  9 was presenting an inclusive range of services: those                  10 working exclusively with males; those working                  11 exclusively with females; but also those agencies that                  12 were working with both all those years ago and wanting                  13 to say there wasn't one format, there wasn't one way                  14 forward. It was about all victims, not just one set.                  15 MS HARRISON: Hi, my name is Cassandra Harrison. I'm the                  16 director of the Centre of Expertise on Child Sexual                  17 Abuse. The centre was established -- formally launched                  18 last year to bring together academic research and                  19 knowledge from practice in order to shape policy and                  20 practice ultimately to improve their response to child                  21 sexual abuse.                  22 MR BAILEY: Good afternoon. My name is Simon Bailey. I'm                  23 the Chief Constable of Norfolk and the National Police                  24 Chiefs' Council lead for child protection and abuse                  25 investigations which co-ordinates the Police Service's</p> <p style="text-align: center;">Page 17</p>	<p>1 that you described -- and also, frankly, as weirdoes, so                  2 that the problem is seen often as protecting the                  3 institutions from the survivors, rather than protecting                  4 the children from abuse.                  5 PROF KELLY: I'm Professor Liz Kelly. I'm director of the                  6 Child and Woman Abuse Studies Unit at London                  7 Metropolitan University, and I'm one of the authors of                  8 the report.                  9 MS LOVETT: I am Jo Lovett. I also work at the Child and                  10 Woman Abuse Studies Unit at London Met University and                  11 I'm one of the co-authors of the report.                  12 MS CAMPBELL: Hello. My name is Beatrix Campbell. I'm here                  13 because I have worked on the Cleveland child abuse                  14 controversy and I'm just now doing a new book,                  15 revisiting that Inquiry, and looking at some of the                  16 implications for this Inquiry.                  17 MS KARMY-JONES: Thank you. We are very grateful to all of                  18 you for attending. We have had two apologies from                  19 Aisling O'Connor and Nazir Afzal who had hoped to be                  20 here today, but unfortunately both are ill today. Also,                  21 we did invite a number of members of the press to attend                  22 to take part, but, unfortunately, none have taken up the                  23 invitation for this seminar.                  24 Session 1                  25 MS KARMY-JONES: Now, I'm going to turn now to our first</p> <p style="text-align: center;">Page 19</p>
<p>1 response to, both online and off-line, CSA and CSE.                  2 MS COFFEY: Hello. I'm Ann Coffey, I'm the Member of                  3 Parliament for Stockport. I think I'm here because                  4 I did a couple of reports into child sexual exploitation                  5 in Greater Manchester for the Police and Crime                  6 Commissioner Tony Lloyd looking very much at whether                  7 attitudes and culture changed within the agencies who                  8 were tasked to protect children and amongst the wider                  9 community and public themselves.                  10 MR SAUNDERS: I am Pete Saunders and I think I'm here                  11 because I'm a member of the Victims and Survivors                  12 Consultative Panel. It also says on the participant                  13 list that I'm the founder of NAPAC which is the National                  14 Association for People Abused in Childhood, and whilst                  15 I very rarely agree with anything our current government                  16 says, I do agree with something that was said a while                  17 ago, which is that child abuse is a threat to our                  18 national security.                  19 MR SANDFORD: My name is Patrick Sandford. I am, myself,                  20 a survivor of child sexual abuse. I am also by                  21 profession a theatre director and writer. I have                  22 recently performed a play called "Groomed", which I did                  23 actually for IICSA, and I am working on a second one,                  24 because, as a survivor, I've become increasingly aware                  25 that survivors are seen as dangerous -- all the things</p> <p style="text-align: center;">Page 18</p>	<p>1 topic, which is current narratives around child sexual                  2 abuse and links to responses to child sexual abuse. So                  3 can I just go to the report which, if I can summarise in                  4 this way -- and I know that the authors will tell me if                  5 I'm wrong because I'm going to turn to them first, in                  6 a moment.                  7 The report contains a conceptual model of child                  8 sexual abuse discourses which was developed by the                  9 authors on the basis of the information they reviewed.                  10 A simplified version of the model can be found in the                  11 papers that have been circulated and I'm also going to                  12 ask for that to be brought up on to the screen for                  13 everyone in the public gallery now, please.                  14 There it is.                  15 The authors identified 37 different ways in which                  16 child sexual abuse was understood and responded to, and                  17 the model shows that these were made up of dominant                  18 discourses and counter discourses.                  19 Dominant discourses appeared to take for granted as                  20 truths certain ideas about child sexual abuse, as I've                  21 mentioned already.                  22 These ideas or so-called truths have served in some                  23 instances to deflect responsibility for child sexual                  24 abuse from perpetrators or from institutions, in some                  25 instances to deny either the harm caused by child sexual</p> <p style="text-align: center;">Page 20</p>

<p>1 abuse or the extent of that abuse, and sometimes                  2 disbelief that child sexual abuse happens at all.                  3 The counter discourses originating in the feminist                  4 and victim and survivor movements have sought to                  5 challenge these dominant ways of thinking. They have                  6 started from the position that child sexual abuse exists                  7 and causes great harm, and have attempted to create                  8 space for discussion about the role of power and status                  9 in child sexual abuse.                  10 Now, we're lucky to have Liz Kelly and Jo Lovett,                  11 authors of the report with us today. So I would like to                  12 kick off with you both, if I may.                  13 Can I turn to you each in turn and say, in your                  14 view, what are the most relevant and important findings                  15 from the report in respect of the way in which we                  16 understand current narratives about child sexual abuse?                  17 PROF KELLY: Thanks Riel, I'm going to speak first and then                  18 Jo will follow.                  19 I don't want to have an intellectual debate about                  20 this, but I do have to say there is a difference between                  21 a discourse and a narrative. But I don't want to talk                  22 about it now.                  23 MS KARMY-JONES: Helpful, actually. It's helpful.                  24 PROF KELLY: A discourse actually is something which carries                  25 a form of power with it and a particular kind of</p> <p style="text-align: center;">Page 21</p>	<p>1 creates the space, the spaces in which child sexual                  2 abuse can happen.                  3 And that there are contexts, as Carlene said. This                  4 isn't about a few bad apples, which is one of the                  5 discourses we identified. It's actually about contexts                  6 that are conducive to enabling this to happen with                  7 impunity we need to understand that.                  8 I think we're also very careful not to tell a story                  9 of progress, that we've moved from when we didn't                  10 believe children to now we do. We had so many examples                  11 last week in the news, historical and current, to tell                  12 us that that is clearly not the case.                  13 So we have this movement of almost recognition and                  14 then it's followed by another cycle of suppression. So                  15 this isn't just about finding better stories because                  16 actually we've had really clear accounts in the past.                  17 It's actually about understanding what is this process                  18 whereby knowledge about child sexual abuse gets                  19 overwritten by something else.                  20 Jo, do you want to ...                  21 MS LOVETT: Just coming on to the point about some of the                  22 discourses that we identified and the ones that may have                  23 particular relevance more recently, the research that we                  24 did, the work that we did, did involve mapping and                  25 analysing discourses over a lengthy period from the</p> <p style="text-align: center;">Page 23</p>
<p>1 knowledge. And they become even more powerful when they                  2 become a kind of common sense knowledge that everybody                  3 accepts without asking any questions about it.                  4 That's why we call some of them dominant discourses                  5 because those are the ones that we think are accepted as                  6 a kind of common sense in certain arenas at certain                  7 times.                  8 I think one of the things that we spent time doing                  9 with each other, which is really important, is actually                  10 thinking about what is the work that these ideas do in                  11 public spheres and institutions, that actually we need                  12 to understand the work that they're doing in order to                  13 understand why they become so embedded and why they're                  14 difficult to move.                  15 We could have told a story that was just about the                  16 deflection, denial and disbelief, but that wouldn't have                  17 been accurate. So there are these ideas that were                  18 intended to challenge, to interrupt, to make the abuse                  19 victims, survivors and perpetrators, visible.                  20 We argue very much that within those discourses are                  21 ideas about power, about power over others, and that                  22 it's a reluctance to engage with these power relations,                  23 be they between adults and children, men and women,                  24 around race, around disability. It's partly our                  25 reluctance about those ideas and those challenges that</p> <p style="text-align: center;">Page 22</p>	<p>1 1940s to the present and what we found was that a number                  2 of the discourses or narratives were very deep-seated                  3 and were long established, and so that we found examples                  4 of them in one form or another quite a long time ago,                  5 but that they would reappear. Sometimes they would                  6 shape shift in the sense of having slightly different                  7 form, but a relatively similar underlying content.                  8 So there were discourses that could be seen in                  9 earlier periods but that have resonance today, and                  10 a couple of examples of these are what we described or                  11 defined as a discourse of promiscuous girls that is                  12 quite current, and can be seen in media reporting in                  13 some of the literature that we analysed, such as serious                  14 case review reports, some of the -- the Inquiry by the                  15 Office of the Children's Commissioner, for example,                  16 noted these kinds of descriptions and the recent                  17 Spicer Report also does; of representations of girls                  18 engaging in risky behaviour or being described as                  19 promiscuous or risk takers.                  20 This, however, can be traced back to much earlier                  21 discourses that we identified, such as theories about                  22 seductive children, which date back to kind of Freudian                  23 theories and were more prevalent in psychoanalytic                  24 arenas and more clinical arenas. We also see that                  25 picked up, in later decades, in presentations of</p> <p style="text-align: center;">Page 24</p>

<p>1 children as sexual beings, responding to adult attention                  2 because of a perceived innate sexuality that they have,                  3 and then this is reproduced in formulations such as                  4 promiscuous girls more recently.</p> <p>5 The implications of this is that it's deflecting                  6 attention away from the perpetrators of child sexual                  7 abuse, focusing on the role and the responsibility of                  8 girls and young women and not investigating and                  9 interrogating the dynamics of power, authority, status,                  10 masculinity, gender, that have a role in facilitating                  11 the sexual abuse of children.</p> <p>12 Another example that we saw as traceable over                  13 multiple decades could be defined as perpetrator as                  14 other, in different formations. Examples include the                  15 idea of stranger danger and also the concept of the                  16 paedophile. We note in the literature that we looked at                  17 we found examples historically of perpetrators being                  18 viewed in ways such as weak and vulnerable, objects of                  19 pity, "dirty old man" figures, and in different contexts                  20 and different periods, the concept of paedophile as                  21 a kind of clinical construct that was linked to sexual                  22 deviancy or sexual orientation in certain arenas.</p> <p>23 More recently, an example of a re-presentation of                  24 those kinds of ideas can be seen in some of the ways in                  25 which online abuse is talked about. One of the pieces</p> <p style="text-align: center;">Page 25</p>	<p>1 come across them?                  2 I'm just going to open that out. Helen?</p> <p>3 DR BECKETT: Yes. It really saddens me to say that, you                  4 know, these problems we're identifying as being there                  5 decades ago are what I'm seeing today in the work that                  6 we do with children and young people and, as I said,                  7 a lot of our research we do with children and young                  8 people who have experienced abuse, particularly those                  9 who have experienced abuse in adolescence, and this                  10 ongoing disbelief that you talk about is absolutely                  11 critical. Children and young people tell us they feel                  12 they won't be believed. Unfortunately, the reality is,                  13 depending on the professional, because some are                  14 excellent at it, but others, we need improvement, they                  15 may not be believed, and when you ask how recent I was                  16 training police in an unnamed force recently, just                  17 a month or two ago, and they said, "We wouldn't do this                  18 anymore", and then someone took a call and came back in                  19 and said, "Mmm, I have just had to deal with that. The                  20 response from the officer who was called to the scene                  21 was: 'She's not acting like she's been raped'."</p> <p>22 What does it mean to act like you have been raped?                  23 And unfortunately, this feeds into, again, an age-old                  24 problem we have about an ideal victim and what that                  25 should look like, and our judgments about people being</p> <p style="text-align: center;">Page 27</p>
<p>1 of literature that we reviewed discussed the idea of the                  2 cyber paed, the concept of the cyber paed, and the                  3 issues with the implications of this type of discourse                  4 or narrative are that they individualise the problem of                  5 child sexual abuse. They locate that with the                  6 limitations of individuals, rather than -- and distance                  7 that problem from the majority of people who are seen as                  8 more normal people than those who are defined as                  9 deviant.</p> <p>10 So not only does it deflect responsibility away from                  11 perpetrators and on to, for example, children, who are                  12 advised to protect themselves better, or on to parents                  13 who are advised to place more stringent controls on                  14 their children's access to online content, or on to the                  15 internet itself. It again deflects from interrogating                  16 social processes, social constructions and issues like                  17 the sexualisation of children and the objectivation of                  18 children in popular culture. So those are just a couple                  19 of examples of discourses that we found that have                  20 resonance today.</p> <p>21 MS KARMY-JONES: Thank you very, very much for that.                  22 Thinking about what Liz and Jo have said, can I ask                  23 a general question of the horseshoe, as to whether or                  24 not any of those discourses strike a chord with you and,                  25 if so, which ones, and where and how recently have you</p> <p style="text-align: center;">Page 26</p>	<p>1 deserving or undeserving. Certainly, in the work we do                  2 with young people, with adolescents who experience                  3 abuse, so many of them tell us they are not believed,                  4 they're judged. All the phraseology that Liz and Jo                  5 have just talked about -- active lifestyle choices;                  6 placing yourself at risk; prostituting yourself -- we                  7 hear it all the time still today, and that -- I always                  8 talk about bad news travels fast. And actually, a young                  9 person's negative experience gets shared with other                  10 young people, and so they are unlikely to come forward.                  11 It is already difficult enough, but if they feel that's                  12 the response they are going to get, we are not going to                  13 learn about the abuse and, therefore, we are not going                  14 to be able to respond to it. So I think it's really                  15 important that we recognise that the very things you                  16 have talked about are still very present for young                  17 people today.</p> <p>18 MS KARMY-JONES: Thanks very much. Tink, did you have                  19 something you wanted to add to that?</p> <p>20 PROF PALMER: I would love to. I won't take too long, but,                  21 really, what I identified were at least 13, I think, of                  22 the dominant discourses and all the issues between are                  23 still existent and particularly with online, and we have                  24 children being seen as active agents in their own abuse                  25 purely because particularly the criminal justice system</p> <p style="text-align: center;">Page 28</p>

1 doesn't understand how young people behave online. They  
 2 don't understand how young people have been in fact  
 3 sexualised in their upbringing by societal grooming, as  
 4 it were, with all that is available to influence them,  
 5 and there seems to be a paucity of understanding about  
 6 grooming online which is so different to grooming  
 7 off-line.

8 I've sat through many a criminal justice court, and  
 9 I have noticed that young people who are giving  
 10 evidence, who have been the victims of abuse online,  
 11 when they are giving evidence, they haven't got  
 12 a chance, because immediately the defence barristers  
 13 will look for their digital footprint and they will be  
 14 seen as the perpetrator of their own abuse and the  
 15 enabler, without any understanding of the child's stage  
 16 of development, ability to look at outcomes when you're  
 17 being spontaneous as a teenager, et cetera.

18 Just one more thing to add to that is, may I clarify  
 19 with the authors of the report, I just thought it was  
 20 absolutely excellent.

21 MS KARMY-JONES: A question of clarification? Of course.  
 22 PROF PALMER: Just to say what an excellent report you  
 23 wrote. It was so useful for us for considering this  
 24 issue, but I do think there is -- there may be a new  
 25 model we can build, and under the five key institutional

Page 29

1 areas that were mentioned, I think when we're  
 2 considering the internet, we have to put industry as the  
 3 sixth institutional area. Industry, if they were only  
 4 to be more willing to look at ways in which we can stop  
 5 children from being abused, we can protect them, we can  
 6 actually trace perpetrators online, and I know, I'm sure  
 7 Simon Bailey will be talking more about that, but  
 8 there's lot more money that can be put into that, a lot  
 9 more effort and a lot more consultation with those of us  
 10 who may understand what the processes are.

11 MS KARMY-JONES: I'm actually going to turn to Simon now to  
 12 see if he can give us something from the police  
 13 perspective on what's been said.

14 MR BAILEY: So much of what we've just heard absolutely  
 15 resonates with all my experiences over the last four  
 16 years. But I believe that we have seen a real shift in  
 17 recent years in terms of the profile that child sexual  
 18 abuse, both now and in the non-recent past, has had,  
 19 and I generally believe that is because there's been  
 20 that shift in our approach and response, and it goes to  
 21 the heart of what Helen says, in that we haven't got it  
 22 right completely, but if you look at the reports of  
 23 non-recent abuse that we are constantly receiving  
 24 through Operation Hydrant, those numbers continue to  
 25 grow month on month on month on month, and I don't see

Page 30

1 any plateauing out of the number of reports that are  
 2 coming through, and I increasingly see victims coming  
 3 forward with the confidence to report their abuse, be it  
 4 online or off-line, and that is really most welcome  
 5 because underpinning all of this for me is it is that  
 6 abuse of power, be it in the online space, be it in the  
 7 off-line space, and children having the confidence to  
 8 recognise that they have been abused and have the  
 9 confidence to come forward and know that they are going  
 10 to be believed.

11 The research has been invaluable for me in terms of  
 12 re-affirming the importance that I have in making sure  
 13 that we get this right, and that victims have the  
 14 confidence to come forward and report their  
 15 exploitation.

16 MS KARMY-JONES: Thank you. Patrick. Is there something  
 17 you wanted to add, please?

18 MR SANDFORD: I think this report is absolutely terrific.  
 19 I found it rather thrilling to read, and I identify with  
 20 a really lot of it, what's in it. Particularly the  
 21 definition of the survivor. Anyone who is abused online  
 22 is by definition stupid. They shouldn't have let it  
 23 happen. They should have turned their computer off.  
 24 That is what we hear all the time, particularly with  
 25 children.

Page 31

1 The notion of the power of the perpetrator at the  
 2 other end of the computer is never really acknowledged.

3 It's sometimes incredibly subtle, even with adults.  
 4 I recently had an experience with a director of Child  
 5 Protection. I went into her office. There was a poster  
 6 of Donegal on the wall. I said, "I was there last week  
 7 on holiday". She was astonished. Not by the  
 8 coincidence that she'd been on holiday, but that I was  
 9 an ordinary enough person to go and walk along a beach,  
 10 and I discovered in the conversation she thought I was  
 11 a weirdo, she thought I was dangerous, she thought I was  
 12 a threat.

13 I had written to the headmistress of the school  
 14 where I was abused, who did not reply for six weeks,  
 15 because she had been instructed not to, because I might  
 16 be a danger to the school.

17 The last thing I would say is the discourse which is  
 18 not mentioned in here, but which you have touched on, is  
 19 silence. You say today that the press were invited and  
 20 did not come. The chief executive from the BBC has not  
 21 come. There is another very distinguished BBC reporter  
 22 who has come.

23 The discourse is sexual abuse is terribly important,  
 24 but it's actually got a bit boring. So we won't cover  
 25 it unless it's a bit sensational, and the discourse

Page 32



<p>1 about child sexual exploitation is that that's quite                  2 juicy. Let's talk about that, and forget the huge                  3 number of individual survivors whose abuse really we                  4 don't need to talk about anymore, and online abuse is                  5 sort of coming up as something a bit curious that we                  6 don't really understand.                  7 I think, unfortunately, people who want to have                  8 really serious conversations about the subject, such as                  9 the people here, we're just not seen as very                  10 interesting.                  11 MS KARMY-JONES: Thank you. I should probably say that when                  12 I referred to members of the press not coming, I was                  13 specifically referring to them around the horseshoe.                  14 Thank you very much to any members of the press in the                  15 public gallery who have attended. If there's anything                  16 you want to contribute during the course of the                  17 questions, during the course of the public gallery                  18 session, please do.                  19 I think next, Carlene, you had something you wanted                  20 to say?                  21 DR FIRMIN: Thank you very much. I just wanted to echo                  22 I think this report provides us with an extremely                  23 helpful framework to review what we know and it just                  24 gives us a language, I think, that we haven't had                  25 before, being able to express what some of the</p> <p style="text-align: center;">Page 33</p>	<p>1 only by its absence, where we have about three                  2 paragraphs in the statutory guidance at the moment with                  3 ten pages in the same document provided in reference to                  4 adults.                  5 So when it's an allegation against an adult, we have                  6 a blow-by-blow account of what you do to review the                  7 whole school environment, the systems that allowed that                  8 to happen, the recruitment process and what to do about                  9 it moving forward. In relation to individual children,                  10 it's very much a bad-apple scenario, an individual                  11 deficit, there must be something wrong with them and we                  12 need to manage them in that way.                  13 I think associated to that is this point around                  14 mother blame or failure to protect and making parents                  15 and children responsible, which I think, once again, is                  16 a discourse that's enshrined in our national policy                  17 frameworks, where we do hold parents to account for                  18 their lack of capacity to keep children safe, whether                  19 that's children who are abusive towards others or                  20 children who have been abused, and sometimes they are                  21 both the same children.                  22 The way our system is designed is to risk assess                  23 that child and their family. We do not have provision                  24 in place to then risk assess the park where the abuse                  25 happened or the takeaway shop where the abuse happened</p> <p style="text-align: center;">Page 35</p>
<p>1 challenges have been, and being able to move this agenda                  2 forward. So thank you very much to the team who put it                  3 together.                  4 For me, there are a few things that really stood out                  5 that I wanted to highlight, and they are kind of                  6 related. One is about individualisation and the other                  7 about who is responsible.                  8 Particularly, the notion of a few bad apples, or                  9 risk assessment of individuals looking at their deficits                  10 are all tied into the same idea that we have just got                  11 a few people that we just need to weed out, risk assess                  12 them to the hilt and then we will be able to manage                  13 them. We see it dominant in a range of different                  14 academic disciplines and practice disciplines, but it's                  15 actually enshrined in our policy landscape. It is how                  16 we understand perpetration a lot of time. When we look                  17 at the way in which perpetrators are said to be managed                  18 following release, or the guidance that is put forward                  19 for managing individuals who are identified within                  20 a particular system, it is about managing them as                  21 people, not the places in which they have displayed                  22 abusive behaviours.                  23 An example of that would be young people who                  24 sexually harm others within an educational context,                  25 where the available guidance at the moment is noticeable</p> <p style="text-align: center;">Page 34</p>	<p>1 or the school environment where the abuse happened.                  2 That falls wide out of scope. So when we say nationally                  3 that child sexual abuse is a child protection issue, it                  4 is very much in terms of it being a matter of                  5 significant harm to children, but when we look at the                  6 provisions in place for social workers to then go about                  7 their duties and bring on board multi-agency partners                  8 that they need, such as licensing, retailers,                  9 educationalists, to work with them to address these                  10 contexts, we see these things fall away. I now am                  11 getting an increasing number of emails -- as                  12 a researcher, I find this deeply concerning -- from                  13 parents who are contacting an academic for advice about                  14 the levels that they feel they're being held responsible                  15 for what's happened to their child outside of the family                  16 home, and that there's very little provision in place to                  17 keep their child safe on the bus on the way to school,                  18 or in the school corridor, or in a park. I do feel that                  19 while in small circles, and particularly doing a lot of                  20 work with statutory bodies, such as local authorities,                  21 on this, who are very much open to this discussion,                  22 nationally we are way -- a long way to go before we move                  23 around from this, "I blame the parent" narrative, which,                  24 when we look at media reporting, we see statements made                  25 from across the political spectrum at different points</p> <p style="text-align: center;">Page 36</p>

1 in time, where we say we have to look at what was going  
 2 on at home to really understand what happened to that  
 3 child.  
 4 Sometimes that will be absolutely true, but  
 5 sometimes it won't, and I think we need to recognise  
 6 that if we are going to be able to move beyond that type  
 7 of narrative.  
 8 MS KARMY-JONES: Adele, I think you had something you wanted  
 9 to contribute?  
 10 MS GLADMAN: I did, absolutely, and the list has been  
 11 growing as I have been listening to my colleagues  
 12 talking.  
 13 One of the things that struck me about the report  
 14 was the continuing lack of understanding of child sexual  
 15 abuse and exploitation, and I think when I first became  
 16 involved in this area of work, I assumed it was because  
 17 of a lack of discussion, of narrative, of training, of  
 18 professional skill.  
 19 As time has gone on, what I have recognised is that  
 20 people gain knowledge and then they forget it. There's  
 21 almost an unwillingness to learn, and I don't know if  
 22 that's some kind of personal squeamishness, that it's  
 23 too horrible to remember, it's too horrible to listen  
 24 to, it's too painful to reflect on. But certainly, one  
 25 of the key things that strikes me and continues to

Page 37

1 happen in my practice at the moment is the issue of  
 2 consent, and I absolutely agree with what Carlene says,  
 3 I hear that a lot, but what I also see is the  
 4 responsibility for the abuse being put back on to the  
 5 victim's shoulders and it shows a complete lack of  
 6 understanding of vulnerability, of childhood adversity.  
 7 It shows a complete lack of understanding of the  
 8 grooming process, of how victims are targeted, of how  
 9 the grooming process takes place, and takes advantage of  
 10 that vulnerability.  
 11 I see that whole issue of language around consent  
 12 and responsibility reflected in professional tools and  
 13 professional language. So I'll give two examples of  
 14 that.  
 15 One is the current risk assessment tools that lots  
 16 of local authorities use, that do talk about risk-taking  
 17 behaviour, promiscuous behaviour, multiplicity of sexual  
 18 partners, without recognising really the context in  
 19 which behaviour is taking place, and those risk  
 20 assessment tools have been very much focused on the  
 21 behaviour on the issues of the victim rather than the  
 22 perpetrator.  
 23 The other issue is, and I think we've touched on it,  
 24 is the issue of when young people go to court and when  
 25 vulnerable victims go to court, and those narratives

Page 38

1 around consent come up time and time again. We had two  
 2 dreadful cases, one of which was in the public domain,  
 3 in December of last year, a case, I believe, in Devon,  
 4 where two adult men had infiltrated a party held by some  
 5 teenage girls, and had consequently raped two of the  
 6 girls who were present.  
 7 The judge who had conduct of the case made -- I'm  
 8 paraphrasing here, but made a statement to the extent of  
 9 the young women had to accept a degree of responsibility  
 10 for what had happened because they had gone to a party  
 11 and consumed alcohol.  
 12 It's that kind of denial that I think really causes  
 13 a lack of honest discussion around child sexual abuse  
 14 and exploitation in this country, and to hear it  
 15 constantly repeated by professionals, to hear of the  
 16 experiences that children have in court, is a key  
 17 difficulty, I feel.  
 18 MS KARMY-JONES: Thank you. You've raised a issue. I know  
 19 I've got a number of people who want to speak on the  
 20 topic, but we are overlapping a lot of different topics,  
 21 which is great, at the moment.  
 22 You have raised a point about the lack of  
 23 understanding of child sexual abuse and child sexual  
 24 exploitation, so I'm going to turn to Helen now because  
 25 this is your field, isn't it, and ask you to help us

Page 39

1 please with the distinctions between the two.  
 2 I think some people think, for example, that online  
 3 abuse isn't sexual abuse at all; is that right?  
 4 DR BECKETT: Thank you. I will give a quick outline of what  
 5 the current position is, rather than go straight into my  
 6 criticism, in case that's helpful.  
 7 As it currently stands, as to how it is defined,  
 8 child sexual exploitation is as the authors said, seen  
 9 to be a form of child sexual abuse.  
 10 When you look at the two definitions, the only thing  
 11 that distinguishes child sexual exploitation -- CSE, as  
 12 I will call it for short -- from other forms of child  
 13 sexual abuse is that it says there has to be some form  
 14 of exchange, and in return for. So the sexual activity  
 15 must be in return for something that either the child  
 16 wants or needs and/or for the benefit of the person who  
 17 perpetrates the offence.  
 18 In our current policy landscape that is what the  
 19 difference is. This is kind of partly then where my  
 20 problem with how it stands comes in, because this came  
 21 originally of what we used to talk about child  
 22 prostitutes that changed to abuse through prostitution,  
 23 that changed to child sexual exploitation. And in doing  
 24 so, the concept has expanded and expanded. It was  
 25 originally always thought about in terms of a financial

Page 40

<p>1 transaction. Sex in exchange for money or something of 2 other tangible worth.</p> <p>3 But now child sexual exploitation, what the young 4 person receives, can be tangible. It can be intangible. 5 So a perceived receipt of love or affection or 6 attention. And it can also be the absence of something 7 negative. So, "I'm letting that happen to me". So, for 8 example, as some of the young people I have met, "I'm 9 letting that happen to me so they don't assault my 10 younger sibling".</p> <p>11 So there are so many different ways in which this 12 exchange, which is an unhelpful term for what we are 13 talking about because it suggests something positive, 14 which it clearly isn't. But because it has expanded so 15 far, I find that we are in a position now where there is 16 a lack of clarity in reality about what is the 17 difference between child sexual exploitation and other 18 forms of abuse.</p> <p>19 As I train and I do research around the country, 20 what I see is, because of that lack of clarity -- 21 because, if you wanted, you could argue that a child is 22 getting something in any form of child sexual abuse, 23 even if it is, "I'm given a packet of sweets", so if you 24 wanted to, you could say everything is still CSE. 25 People don't know how to deal with it, so they've</p> <p style="text-align: center;">Page 41</p>	<p>1 experience child sexual abuse, and to have this, 2 "There's only two ways: it's CSE, which are somehow all 3 alike" -- and children and young people tell me they are 4 not all alike -- "or it's something else", does not 5 reflect the lived realities in children's and young 6 people's lives and doesn't serve them.</p> <p>7 MS KARMY-JONES: From listening to you, it sounds like part 8 of your experience is that exploitation and the use of 9 the word "exploitation" denotes something lesser in 10 a way than abuse; is that right?</p> <p>11 DR BECKETT: Interestingly, when I talk to professionals 12 about that, there is a mixed response to that. When we 13 just think about the word, yes. The word "abuse" 14 creates a stronger -- this is something more serious, 15 exploitation is somehow, yeah, slightly down the line.</p> <p>16 However, the flip side of that is the attention that 17 child sexual exploitation has received in the last 18 number of years sometimes means that if you label it 19 that, even if that's maybe not the best way to label it, 20 that can get you the better response.</p> <p>21 You know, we only have to look, and again, I'm 22 sorry, I feel very passionate about this, I feel our 23 response to child sexual exploitation has been driven by 24 fear and by the public profile of it, and we only have 25 to look at the fact that the government report that came</p> <p style="text-align: center;">Page 43</p>
<p>1 come up with their own versions. In some cases, I go to 2 areas where they say, "Actually, if it's online, we will 3 put it down the child sexual exploitation route and, if 4 it's off-line, we will talk about it as child sexual 5 abuse".</p> <p>6 Or in other areas they say, "If the child is kind of 7 11 or under, we will put it down as child sexual abuse, 8 but if they are a teenager, we will put it down the 9 child sexual exploitation route".</p> <p>10 Likewise, "If it's in the family, we will think 11 about it as child sexual abuse or, if it's outside of 12 the family, we will go down the child sexual 13 exploitation route".</p> <p>14 This is where I find we have a problem, because of 15 the lack of clarity between the two terms. It is -- 16 this is not just a definitional debate. We are not 17 talking about these terms for the sake of it. What 18 drives me, and I realise this is not a popular position 19 as I'm about to say that I don't think having CSE is 20 helpful anymore. I realise that's not popular, but 21 I don't think it serves children and young people's 22 interests, because what has happened now is we have 23 prioritised exchange as the defining feature of their 24 abusive experience, and the reality is there are so many 25 different ways in which children and young people</p> <p style="text-align: center;">Page 42</p>	<p>1 out in 2015 about how to respond to this was called "The 2 Response to Rotherham". Why is our response to what we 3 should do about child sexual exploitation, child sexual 4 abuse, whatever you want to call it, being driven by 5 a particular manifestation in one part of the country 6 which does not represent the experiences of children and 7 young people elsewhere. It is not always by a group. 8 It is often by an individual, for example, and those 9 cases are all being overlooked.</p> <p>10 MS KARMY-JONES: Thank you. Gillian -- I'll come back to 11 you in just a sec. Gillian, you had something to say.</p> <p>12 MS FINCH: Thank you for that. It really got me going.</p> <p>13 I want to skip back before I come there, if that's 14 okay with you, and think about deflection, because, 15 again, that's another deflection, isn't it? But back in 16 1996, my first experience of meeting an academic, when 17 I was trying to learn more about sexual abuse, being 18 a survivor myself but wanting to run a service, was 19 being told by an academic in a training course, who was 20 leading the course, that most children were not sexually 21 abused, and those that were, it was as a result of 22 fantasising. So we had the old Freud stuff even in 23 1996.</p> <p>24 Sitting there as a survivor who had been raped by my 25 father, who was a police officer, over a number of five</p> <p style="text-align: center;">Page 44</p>

<p>1 years, that sense of, "This is not okay", but not being  2 assertive enough to be able to challenge it at that  3 time, of course that would be very different today.  4 But certainly that sort of disbelief and knowing  5 from society, from academics, but also other people not  6 challenging it either in the room. We've seen this  7 groundswell now of males coming forward, which is  8 amazing and wonderful and to be encouraged. Because,  9 again, there was that disbelief, wasn't there, that  10 males were the perpetrators and females were the  11 victims, and whilst I'm not going to challenge any of  12 that, what I'm going to say is that that silenced males  13 coming forward. Again, another way of disbelief,  14 another way of deflection.  15 Today, if we were to look at things today, we also  16 continue to have denial and deflection through the  17 criminal justice process. The police are putting huge  18 efforts into investigations, survivors, non-recent and  19 recent survivors of victims of both child sexual abuse,  20 but also adults, are coming forward in great numbers,  21 which I know is overwhelming the system.  22 But then the juries are still invested in deflection  23 and denial. But also the sentencing colludes with  24 society in terms of, "This is not that bad, then this is  25 not that terrible".</p> <p style="text-align: center;">Page 45</p>	<p>1 wrong.  2 There's this fear around mandatory reporting.  3 Again, if we think about over the years, the number of  4 perpetrators who could have been stopped in their  5 tracks, the number of victims who might not have become  6 victims, and yet, to me, when we're talking about  7 deflection or denial, mandatory reporting has to be in  8 there. Why this fear around this discussion and the  9 implementation and who is it really protecting?  10 The landscape is changing and I share with you my  11 anxieties around the way that we have now got child  12 sexual abuse and CSE. It's the same. And we're talking  13 about exchange. As a young child, I was -- there was  14 always an exchange. Initially, it was of love. It was  15 attention. When I became more resistant, there was an  16 exchange of finance. For a long time, as an adult  17 survivor, I thought of myself as a prostitute. It was  18 my fault.  19 So when we start to muddy the water with these two  20 words, we deny a lot of victims, because most victims  21 don't see themselves as being over there, the outside,  22 and yet we also know from certainly within our service  23 that a lot of the women who access our service were  24 abused not just within the home, but were vulnerable to  25 exploitation outside of the home as well. When we are</p> <p style="text-align: center;">Page 47</p>
<p>1 I deliver a lot of training, as I know a lot of my  2 colleagues do here, and even today, if I'm delivering  3 training, more often than not, and within that training,  4 our team within CIS'ters will share our histories, not  5 in a "blood on the table" kind of way, but certainly  6 just about, "These are these experiences".  7 More often than not, somebody will ask me whether my  8 father, who was the perpetrator, was himself a victim,  9 as if some way that condones what he did. As far as I'm  10 concerned, I don't know. I don't want to know. He was  11 an adult when he did this and he was a police officer,  12 so clearly knew what was right and what was wrong. So  13 again, we have still got that today, and the people who  14 visit our training, come to our training as delegates,  15 are professionals.  16 So it's -- and they are there because they want to  17 be there. So even though there's this hunger to learn,  18 there's this innate sense of, "That will make it all  19 right", if I go "Yes", then that will make it okay,  20 because we then know where the perpetrators are. The  21 perpetrators are the victims of yesteryear, and that is  22 one of the biggest myths that is out on there. And how  23 a survivor, a male survivor, has the courage to come  24 forward is amazing, because immediately they are often  25 seen as being a potential perpetrator and that is so,</p> <p style="text-align: center;">Page 46</p>	<p>1 talking about exploitation, it's all children, it's all  2 abuse is exploitation.  3 There is no difference. We need to find a different  4 way of talking about it. What is happening is that  5 because we've got this target which is CSE, that's where  6 the focus is, and it's being deflected then from where  7 the greater majority of victims are. They are all  8 victims and, actually, they all need our attention. We  9 shouldn't be focusing on one area to the detriment of  10 others. Somehow we have to find a way of making this  11 okay.  12 MS KARMY-JONES: Thanks very much.  13 Jocelyn. Did you have something you wanted to add  14 to this?  15 MS ANDERSON: There was a number of points that I wanted to  16 pick up on, and going through the deflection, the  17 discourses, on the train on the way down, I spent time  18 and thought, "Have I heard all of these this year?" We  19 are into February, so I could have ticked 99 per cent of  20 them off in meetings that I go to with other  21 professionals. A CSE meeting recently, was, "It is not  22 really a CSE problem because it's just those girls with  23 risky behaviours", and that was, you know, from  24 professionals around the table, social services, police.  25 I could run through a list of this year. But there</p> <p style="text-align: center;">Page 48</p>

<p>1 were some points that I wanted to make about identifying 2 and picking up Helen's points of CSE as opposed to CSA. 3 It's also being used as a way for local authorities 4 not to investigate. So if that exploitation comes from 5 within the family, "Oh, it's not our problem. Unless 6 it's outside, we are not interested". 7 One of my worries is that sexual violence isn't on 8 anybody's agenda. There's a little glimmer of hope with 9 CSE, because at least local authorities are looking at 10 it. But when you look at the strategies from around the 11 country, it's the disruption, the intervention. There's 12 no support. No support package put in at all, and if it 13 is, it falls to the voluntary sector. So the "F" word 14 comes out, of "funding". 15 But it's not actually allowing people to have that 16 safety net, so it's not there. It's nobody's 17 responsibility. Public health, NHS England. The only 18 money going into the sexual violence sector is around 19 SARCs, the Sexual Assault Referral Centres, and little 20 trickles for CSE. So without that, there is not very 21 much money there. 22 The other thing I wanted to pick up on Carlene's 23 point about peer-on-peer abuse, is that we are not doing 24 actually doing anything to protect the children in the 25 schools that are perpetrating the abuse either.</p> <p style="text-align: center;">Page 49</p>	<p>1 adds anything to the task of a social worker or a police 2 officer whose primary duty is around investigation, to 3 get hung up on whether this is abuse or exploitation, 4 whether it's a discourse or a narrative. What we need 5 to do is continually work with our staff to make sure 6 they understand how to listen to children, how to assess 7 the weight of evidence, how to support children through 8 a difficult process, to enable them to disclose things 9 that they might not want to disclose too readily, and 10 whether that's -- as a practitioner with over 40 years' 11 experience, whose original caseload in the 1970s 12 included incest, as well as abuse by strangers outside 13 the family, I don't think our investigative processes 14 have been helped by concentrating too much on labels. 15 But one of the things that happens when we start 16 labelling is there's a perception which lasts a long 17 time. It just struck me, when I was reading the 18 overview report, to dig out my copy of the formal 19 government guidance, "Safeguarding children involved in 20 prostitution". My copy, 2000. I think I contributed to 21 it. There's a statement in here, government policy at 22 the time. Nothing in this guidance decriminalises 23 soliciting, loitering and importuning by children on the 24 street or in public places. So this is 2000. 25 So a formerly labelled child prostitute, who had</p> <p style="text-align: center;">Page 51</p>
<p>1 There's no risk assessment. You have children who 2 are being put back into the classroom with the person 3 that's raped them or the victim is isolated, and nothing 4 happens to the perpetrator. There's no risk assessment, 5 and it is really only a matter of time before there is 6 a criminal case against a school because they have 7 allowed a child to go back in and they have raped 8 another child. 9 The other element I wanted to pick up was around 10 training. When you look at professional training, the 11 police have an element of sexual -- serious sexual 12 offences training. Social workers don't really have 13 much input on sexual violence and there is nothing in 14 teachers' education either. So it's a constant battle 15 of we are supporting schools more and more, and social 16 workers who are using our services as a, "Well, what do 17 you think?", because there isn't the training and the 18 understanding of the subject at a very, very base level. 19 MS KARMY-JONES: I've got a number of names to bring in, but 20 as we've turned to social work, can I bring in Andrew on 21 the social work question, and then I'm going to come 22 back this side of the table. I haven't forgotten the 23 other hands that have been raised. 24 MR WEBB: Thank you. I was going to make a point about the 25 debate around labelling, first, because I'm not sure it</p> <p style="text-align: center;">Page 50</p>	<p>1 a child then, would be the mother of a 17-year-old, 2 18-year-old today. And how would that person see the 3 state? They would not see it as a benevolent 4 institution. This is an institution that labelled them 5 and criminalised them for being abused. 6 And the family is such a powerful means of passing 7 on stories, narratives, and developing discourses, that 8 the children of today of these parents will not feel 9 good about themselves if they see themselves in the 10 context that the government described them in. 11 I have also just heard in the last five minutes that 12 local authorities are failing to pick up sexual 13 exploitation and sexual abuse within the family. 14 Undoubtedly, some local authorities do miss things. But 15 the extent to which over the last four or five years 16 there's been really positive joint working with the 17 police, looking at -- looking systematically at the 18 abuse of children, getting together around organised 19 crime, getting together around localities, and pooling 20 our knowledge in order to establish which children are 21 vulnerable, which are being exploited, I think that's 22 been one of the biggest changes as a consequence of -- 23 as a consequence of some of the narratives that have 24 been shared nationally. 25 We are now actively going and looking in places</p> <p style="text-align: center;">Page 52</p>

1 where we didn't used to.  
 2 The duty to protect children abused within families  
 3 has never gone away. We've seen a growth and  
 4 a diminution of the numbers or the proportion of  
 5 children who are being protected through formal Child  
 6 Protection plans, where sexual abuse is the main  
 7 criterion, but families are secretive places. It's  
 8 quite hard to get to know what's going on in families,  
 9 and some of the work we've done to make sure we've got  
 10 good evidence before we can tackle abuse within families  
 11 has continued to just develop and grow.  
 12 So I think -- I wanted to put a little bit of  
 13 balance into the session. Local authorities are doing  
 14 a lot, jointly with police, primarily, and with  
 15 colleagues in health, indeed, with public health, we  
 16 could always do so much more. But we have developed  
 17 a significant skill set in getting into areas where  
 18 15 and 20 years ago we didn't.  
 19 MS KARMY-JONES: Thanks very much.  
 20 Cassandra, can I turn to you at this stage, please?  
 21 MS HARRISON: Thank you.  
 22 Like many colleagues around the table, many of the  
 23 discourses set out in the very helpful framework in the  
 24 report, really resonate with me and my kind of  
 25 professional experience.

Page 53

1 But I wanted to reflect on an experience, very  
 2 recently, just yesterday, which was outside of my  
 3 professional -- without my professional hat on, which  
 4 was a member of my family, who said to me, completely  
 5 unprompted by any -- on my part, about the subject of  
 6 this seminar or attending, said, "Well, the way I see  
 7 child sexual abuse is that, you know, there's a few bad  
 8 apples, everywhere. You know, there always has been.  
 9 There always will be. You know, the individual deficit  
 10 model, there's something wrong with those individuals  
 11 and so, what can we really do about it?"  
 12 I suppose it made me reflect on some of the wider  
 13 implications of the kind of public view of some of these  
 14 dominant discourses, which were reflected in a report as  
 15 well that Frameworks did for the NSPCC, which is that  
 16 the implication is that often it leads people to  
 17 understandings that really limit their ability to engage  
 18 in solutions, and leads to very fatalistic thinking  
 19 about child sexual abuse, that notion of, "It's always  
 20 been around, it's very -- about individuals, what can we  
 21 really do about it?"  
 22 And quite often messages that experts, campaigners,  
 23 researchers, all of us can put out can sometimes  
 24 unintentionally reinforce those discourses and trigger  
 25 that kind of fatalistic thinking. If we're thinking

Page 54

1 about, you know, Gillian's point about juries being  
 2 members of the public, Carlene's point about needing  
 3 that wider societal engagement in that wider environment  
 4 and it not just being a child protection problem,  
 5 then -- and I know we are going to get on to it in the  
 6 next session, but thinking how we can trigger more  
 7 productive thinking. So it's not just about awareness.  
 8 It's not so much that we have a problem with awareness,  
 9 but we have a problem with people thinking about  
 10 solutions.  
 11 MS KARMY-JONES: Thanks. That's great, thank you.  
 12 Pete, you had something you wanted to add.  
 13 MR SAUNDERS: I have forgotten what I was going to add now.  
 14 If I can make a few points, first of all, to support  
 15 what Helen said about the challenge of differentiating  
 16 about different types of abuse, and I think part of the  
 17 reason that that is done is it kind of -- it's the old  
 18 "divide and rule" approach. You know, so pots of money  
 19 will go one place, whatever is in vogue, and I think  
 20 that's very, very unhelpful, and NAPAC -- I've got to  
 21 get NAPAC in, everybody knows I get it in -- we have  
 22 heard from hundreds and thousands of survivors over the  
 23 16 years we have run a helpline and what we hear is,  
 24 "I was abused, it messed my life up". They don't  
 25 differentiate between how it happened, who did it or

Page 55

1 whatever, although we get a lot of that information.  
 2 So I think that is a challenge in the same way that  
 3 there are -- and I'm glad Riel mentioned at the  
 4 beginning, you know, the unhelpful use of terms like  
 5 "fantasist", which, again, is cropping up again and  
 6 again, and it's a way of undermining what we're doing  
 7 here, and it's a way of undermining victims and  
 8 undermining victims and survivors and the people who  
 9 work with them.  
 10 I think there is always the temptation -- again,  
 11 referring to the few rotten apples -- to see abusers as  
 12 a group of -- a narrow social grouping of weirdoes,  
 13 which sadly is not the case, because they are -- abusers  
 14 are everywhere, they come in every shape and form.  
 15 I remember speaking on a platform 20 years ago where  
 16 a nameless person referred to the problem being all down  
 17 to single mums and council housing, which of course is  
 18 a complete and utter nonsense, but that is also a point  
 19 of view that people still carry, and I was -- as an  
 20 example, I was leaving -- I was leaving a BBC studio,  
 21 not very long ago, with a Member of Parliament,  
 22 nameless, who again said, "Well, really, it's a council  
 23 housing problem. It's" -- and I thought, do people  
 24 really believe this? Do they really believe what they  
 25 are saying?

Page 56

1 In the same way that the use of the term  
 2 "paedophile" is an extremely unhelpful term to use, but  
 3 it's always bandied around, and it's what my friend  
 4 Patrick here said, it's about the fact that we are  
 5 a pretty boring bunch really, us survivors, of just, you  
 6 know, sort of normal sexual abuse. But again, it's  
 7 a way of undermining what we do.

8 And the other point, before I forget, and referring  
 9 back to the very unhelpful comment that the judge made  
 10 recently over the young girls who went to a party and  
 11 were raped, again, judges coming out with that kind of  
 12 statement is nothing new. It still continues to this  
 13 day, and barely a week ago I heard a report from  
 14 somebody whom I know whose child has been abused by  
 15 a parent. The child described in graphic detail what  
 16 the parent had done to her. The police believed the  
 17 child. The social workers believed the child. The  
 18 therapist that worked with the young child believed the  
 19 child. It didn't go to court because the CPS weren't  
 20 confident that there would be a conviction for all sorts  
 21 of legal reasons that someone like Simon would have far  
 22 better knowledge of than I, but one would hope that  
 23 after that, that child would, at the very least, be kept  
 24 safe from that allegedly abusing parent.

25 What's the judge's decision? The judge's decision

Page 57

1 is he doesn't believe the child. He doesn't believe the  
 2 professionals. He certainly doesn't believe the mother,  
 3 and he is ordering unsupervised visitation rights for  
 4 the alleged perpetrator.

5 That's the world we live in today, and that's what  
 6 we're up against, and that's why I throw my weight  
 7 behind this Inquiry, because one of the things I do  
 8 a bit is I travel to other parts of the world. I chase  
 9 the Pope around the world, try and hold the church  
 10 accountable for their dreadful indiscretions.

11 Again, they are someone else that will conflate an  
 12 issue and bring in the issue of homosexuality and link  
 13 it to abuse, which, again, is utter, utter tosh.

14 But wherever I have been in the world, and I have  
 15 been a few places recently, everybody over there is  
 16 really, really interested in this Inquiry. They ask  
 17 about it. They applaud us for having such an Inquiry  
 18 and they say, "We wish we had one in our country".

19 MS KARMY-JONES: Thank you. Thank you very much. That's  
 20 very powerful.

21 Going on with that, you have mentioned the issue of  
 22 the council housing problem and the way that that  
 23 incident you described was responded to in the judiciary  
 24 and so on.

25 Can I turn to a different question? What roles do

Page 58

1 different sectors and professions, including the  
 2 judiciary and those in politics, have to play in  
 3 generating and amplifying these narratives? What role  
 4 do they have to play? What should they be doing?

5 Ann, can I look to you first for some thoughts on  
 6 that?

7 MS COFFEY: Thank you. I have written down something called  
 8 "Public attitudes" and I have underlined it three or  
 9 four times. Then I thought, "Well, what do I mean by  
 10 the public? Who are the public?" You know, are we  
 11 talking about young people? Are we talking people who  
 12 are parents? Are we talking about different  
 13 communities? We live in a very diverse society. Who  
 14 are the public?

15 Then, what do the public think, and then, how do we  
 16 find out what the public think? Sometimes we only know  
 17 what they think through the outcome of trials.

18 But in a sense the perpetrators are brought to court  
 19 and opinion has already been formed about what the  
 20 public might think before the Crown Prosecution Service  
 21 bring at that case. So that's not entirely reliable.

22 We don't actually do any research in this country,  
 23 I think, on juries. I tried to find out whether there  
 24 was any research on juries, if there was any difference  
 25 in different parts of the country, but there's no

Page 59

1 research done.

2 It appears to me that part of the problem is we  
 3 don't really understand what the people outside  
 4 politicians, you know, practitioners, think.

5 Sometimes, as politicians, we get to know what the  
 6 public thinks. We have elections and then we find out  
 7 they don't think what we think after all. They think  
 8 something very different. So it can be quite brutal.

9 What I do think is that the public understand child  
 10 sexual abuse. They understand that.

11 What they don't understand is child sexual  
 12 exploitation. And writing paragraphs to try and explain  
 13 it doesn't actually explain it. It obfuscates it and  
 14 makes it difficult.

15 But what I also know is the public come to their own  
 16 opinion about what is child sexual exploitation.

17 If we want to protect children, we've got to  
 18 understand where the public are, and how to change  
 19 attitudes to children, because I think the fundamental  
 20 problem is attitudes to children.

21 The fundamental problem is, as adults, in our  
 22 society, we do not take our responsibilities to children  
 23 seriously. We do not understand that children are  
 24 vulnerable, full stop.

25 Part of the problem with using the word "vulnerable"

Page 60

<p>1 is that it's used -- again, it's a word that, you know,                  2 we understand, but the public don't necessarily                  3 understand what is vulnerable.                  4 They don't particularly think somebody who is a drug                  5 abuser is a vulnerable person. They don't understand                  6 that because they don't see them acting in their                  7 community as a vulnerable person. So we do have to                  8 understand the use of language where the public actually                  9 are.                  10 Really, a lot of it is a kind of public health                  11 agenda. If we want to change attitudes to children, so                  12 we're not trying to decide whether "child sexual                  13 exploitation" is what we should be using or "child                  14 sexual abuse", but we should be protecting children full                  15 stop, whatever the nature of that, we have to find a way                  16 of communing to the public -- communicating to the                  17 public that that is their responsibility, because,                  18 ultimately, it is the responsibility of families and the                  19 wider community and the environment that a child is                  20 brought in to protect those.                  21 I think one of the problems we have is the language                  22 that we use. Professional language obfuscates. It's                  23 difficult to understand. It makes it impenetrable.                  24 I think one of the reasons that Members of Parliament                  25 and politicians are a bit nervous of getting involved in</p> <p style="text-align: center;">Page 61</p>	<p>1 CSA. Is that something that the table would agree with?                  2 Carlene, do you have anything to say about that?                  3 DR FIRMIN: Yes. In particular, when reviewing cases of                  4 peer-on-peer abuse, definitely. Professionals                  5 discussing, they don't know if it was a rape or boys                  6 being boys, that kind of language being used to discuss                  7 an allegation of sexual assault in school premises, and                  8 I do think we struggle particularly with language around                  9 peer-on-peer abuse. It's generally absent from the                  10 national debate. Particularly in regards to how                  11 perpetrators are described. So you either get a lot of                  12 the discourse that's listed here, in terms of                  13 individualising and excusing, or you get a kind of hard                  14 and fast, enforcement-heavy, criminal-justice-heavy                  15 narrative, from politicians, which does not give any                  16 guidance for what you do if you're talking about                  17 a 12-year-old who has started to display concerning                  18 behaviour at school, or has indeed perpetrated some kind                  19 of contact sexual offence in a classroom, and there's                  20 been an allegation, but it's not been substantiated and                  21 everyone is stuck in school together as Jocelyn already                  22 mentioned.                  23 These types of issues are not helped by broad-brush                  24 statements about different groups of people who might be                  25 involved in child sexual abuse, and the report already</p> <p style="text-align: center;">Page 63</p>
<p>1 this area is that you kind of get overwhelmed by the                  2 whole professional nature of it and that you're dealing                  3 with people with a lot of expertise, and that kind of                  4 puts you off, and that makes you silent. If you are                  5 a Member of Parliament, you write in a letter to the                  6 local children's services, and you get back two pages of                  7 an expertly written thing, you think, "No, I'm not going                  8 to pursue that anymore".                  9 So I think we need to think again about the language                  10 used. I think it's a public health thing. We want to                  11 understand what we seek to achieve, and bearing in mind                  12 we need to also think about how we change attitudes,                  13 because attitudes can change. Who would have thought                  14 that we would have same sex marriage? Who would have                  15 thought that Andrew reading out the guidance in 2000                  16 that we all said, how could anybody possibly do that?                  17 Things can change. Attitudes change. So we change                  18 that, we change everything.                  19 MS KARMY-JONES: Thanks very much.                  20 It's interesting, the comment about the professional                  21 language being impenetrable. I wonder if sometimes it                  22 also sanitises the act, so we forget what we're really                  23 talking about. So acronyms as well, CSE, CSA, what                  24 we're actually talking about is rape of a child or some                  25 other sexual act or something like that, not just CSE or</p> <p style="text-align: center;">Page 62</p>	<p>1 notes that, since 1992, there has been a call for                  2 a government strategy on children who perpetrate sexual                  3 violence or display harmful sexual behaviours, and we                  4 still don't have one. We don't have any national                  5 position on this at all. There is no kind of agreed                  6 position on the different forms of perpetration that                  7 young people may display; young people who perpetrate in                  8 groups as opposed to on their own; young children who                  9 harm much younger children; young children who harm                  10 same-age peers; young women who perpetrate.                  11 There's lots of research in this field that                  12 signifies there's a vast difference between some of                  13 those children in terms of the motivators and drivers                  14 and what would need to be put in place to reduce                  15 prevalence, particularly in educational and public                  16 spaces.                  17 But the lack of leadership from government, I think,                  18 is astounding, given the level of media critique there                  19 has been on this. We have had a "Panorama" on it. We                  20 have had various other kind of soaps covering the issue.                  21 And it gets lost because we actually don't have any                  22 leadership on it from government or anyone else.                  23 Once again, it then comes back down to a discussion                  24 about, "Well, it must be something to do with how they                  25 have been parented", and that is definitely the issue,</p> <p style="text-align: center;">Page 64</p>



<p>1 or, "It's just one bad apple at school", and actually,                  2 every case of peer-on-peer abuse I have reviewed, that                  3 has not been an isolated incident, particularly in                  4 schools. When I see it happen in schools, I also see                  5 accounts from other students, who will normalise that                  6 allegation, and say, "Oh, it wasn't. It was sex in the                  7 toilets", or schools where girls are told to wear shorts                  8 under their skirts so that, when boys do lift up their                  9 skirts, nothing gets seen. I mean, that's absolutely                  10 outrageous.</p> <p>11 Then, if there's an incident, everyone focuses in on                  12 the incident and not the wider educational context that                  13 incident happened in.</p> <p>14 Our policy framework doesn't allow for us to do much                  15 more, unfortunately, and it's becoming worse, actually,                  16 not better, in terms of our levers to engage                  17 educationalists on this agenda, despite the requests                  18 from schools for advice and support.</p> <p>19 So I really do think, while there are a number of                  20 ways in which public attitudes should form part of this                  21 discussion, I think attitudes towards young people who                  22 perpetrate harm is one in which we have had no movement                  23 on now for in excess of 30 years.</p> <p>24 MS KARMY-JONES: Thanks very much. I've got a list of about                  25 four or five people who want to make a contribution to</p> <p style="text-align: center;">Page 65</p>	<p>1 Paedophile Information Exchange, there was no mention of                  2 the fact that that was given political backing by people                  3 who were serving MPs at that time, and who are still                  4 serving MPs at this time, and that is a very important                  5 political narrative that I think was missed.</p> <p>6 The second political narrative I think was missed                  7 was the Tim Fortescue interview, which didn't seem to                  8 get mentioned. If that's not a political narrative                  9 about how the political system has been used to abuse                  10 children and to allow children to be abused and for it                  11 to be covered up by ministers of the State, I don't know                  12 what is, because it was a blatant open admission of the                  13 same. Thank you.</p> <p>14 MS KARMY-JONES: Thank you, Mr O'Mara. Are there any other                  15 core participants who would like to contribute and, if                  16 not, is there anyone else in the public gallery? The                  17 lady there in the front row.</p> <p>18 MS BAXTER-THORNTON: Thank you. I'm May Baxter-Thornton,                  19 I'm a member of the VSCP, and I just wanted to bring                  20 into the equation -- it may go outside of the realms of                  21 the Inquiry, but there's the whole adult online world                  22 that is out there that the online abuse is sitting                  23 within.</p> <p>24 So if you look at, like, X-rated material and, you                  25 know, all of the -- you know, I was abused by my father</p> <p style="text-align: center;">Page 67</p>
<p>1 this, but I'm going to ask you to take a note of what                  2 that is, because we have reached the time when I want to                  3 turn to the public gallery, please, and see whether they                  4 have anything to say. In our next session, we are                  5 continuing this topic, but just slightly shifting the                  6 focus on to questions like how do we use the narratives,                  7 all these things that we've been discussing, to change                  8 attitudes. Where do we go from here?</p> <p>9 So if those of you who have already indicated that                  10 you want to say something now could just mark that down                  11 and we'll come back to you after the break.</p> <p>12 Can I just quickly turn to anyone in the public                  13 gallery, but I'm first going to invite observations from                  14 any of our core participants. I know we have a number                  15 who are in attendance. Can I ask for them first to                  16 indicate whether they have anything they want to                  17 contribute? Again, I'm so grateful to you.</p> <p>18 Hello, Mr O'Mara.</p> <p>19 MR O'MARA: Good afternoon. Nigel O'Mara, core participant.</p> <p>20 First of all, thank you very much for your report.                  21 I spent the whole weekend reading it thoroughly. But                  22 I did feel that there was much more of the social --                  23 much more information about the social discourses and                  24 very little information about the political discourses.                  25 In particular, when you were talking about the</p> <p style="text-align: center;">Page 66</p>	<p>1 and he used to do it in the 1980s, with, like, sex shops                  2 and VHS cassettes, and you had to go out of your way to                  3 go and get that kind of material, and now perpetrators                  4 have got it at their fingertips. They don't need to go                  5 anywhere. They can show it to children and involve                  6 children in it.</p> <p>7 When it came to what you were saying about in                  8 schools, Carlene, about how children are treated and how                  9 the schools aren't equipped to deal with it, the                  10 children are watching all this content. I know it's                  11 supposed to be for adults, but they are watching it of                  12 their own volition, they're thinking that what they see                  13 is normal, and the sexualisation of women in society is                  14 something that is massive. If you look at music videos,                  15 the type of songs that children are listening to, there                  16 was one, you know, one particular one, that was, "Your                  17 clothes say different on my bedroom floor". This is                  18 mainstream radio. This is something that everyone is                  19 listening to, and the overly sexualised nature of it                  20 I think is hiding the online abuse, and it's allowing                  21 the perpetrators to give the viewpoints of promiscuous                  22 girls and the way that people are judged for having seen                  23 that kind of material or done that kind of thing.</p> <p>24 I just wanted to raise that as a point because                  25 I know it's not children per se, but it's the online</p> <p style="text-align: center;">Page 68</p>

<p>1 content and it's the online world in which that abuse                  2 sits. It's really important to take that into account.                  3 MS KARMY-JONES: Thank you.                  4 MEMBER OF THE PUBLIC: I'm [redacted] from [redacted].                  5 I just want to make a point that all of us sitting in                  6 this room, we all make up the public. We are the                  7 public. We are parents or not. We work in                  8 organisations or not, you know, so we are all                  9 responsible for this as well, as well as everybody out                  10 there.                  11 But many children -- so I'm a mum of a 20-year-old                  12 and a 15-year-old, and a 15-year-old, four months ago,                  13 who was sexually assaulted within the school arena,                  14 which I'm still fighting and sorting out, and when I                  15 went into the school and said, "This is a sexual                  16 assault", they were like, "Oh, my goodness, really?"                  17 And I'm like, "Yes, it is. So what are you going to do                  18 about it?"                  19 Anyway, many children, they don't know what consent                  20 is. They don't know what healthy and unhealthy                  21 relationships are. They don't know what boundaries are.                  22 This education is missing in many homes because of the                  23 make-up of many homes now. Many homes are one-parent                  24 families, whether it be male or female. It doesn't                  25 matter. But they're not getting this education, for</p> <p style="text-align: center;">Page 69</p>	<p>1 Perhaps we can -- can I suggest that we take the break                  2 now, come back at 3 o'clock, and pick up with the                  3 comment that you were going to make, which is a very                  4 relevant one, just so that we can sort this one matter                  5 out, because we're a minute from the break. Would that                  6 be all right?                  7 MS COATES: I can say what I need to say in a minute. It                  8 isn't about that.                  9 MS KARMY-JONES: It's just the feed is not running and we                  10 want what you say on the feed, that's all.                  11 Okay, back on. Go ahead.                  12 MS COATES: So I think I would like to make a comment about                  13 what the report talks about, which is power. So from                  14 our experience as providing services, many practitioners                  15 and government departments are unable and reluctant to                  16 deal with power. So the whole concept of status,                  17 authority, is not dealt with within training of social                  18 workers, within training of professionals.                  19 Therefore, sexual abuse continues, and will happen                  20 in other places.                  21 So power is a really important topic when we're                  22 looking at training.                  23 I think what Carlene said about national strategy on                  24 peer-on-peer abuse is really vital. I don't know how                  25 many years we have been asking for that, but it hasn't</p> <p style="text-align: center;">Page 71</p>
<p>1 whatever reason. So this education needs to be in                  2 a curriculum for all children to have access to.                  3 So for me, education is one of the key responses to                  4 a tidal change in the way that children understand what                  5 abuse is, what it isn't, and what they can do for                  6 themselves. But it shouldn't be down to them. It's up                  7 to us, the public, to sort this massive health scare                  8 out.                  9 MS COATES: [REDACTED]. I'm Sheila from the VSCP. I've got                  10 thousands of things to say, but I won't say them all,                  11 I promise.                  12 I just want to share with you that Rape Crisis have                  13 set up an APPG, an all-party parliamentary group, on                  14 sexual violence and abuse.                  15 The interesting thing is the interest in that APPG                  16 from politicians was --                  17 MS KARMY-JONES: Can I just pause you there for a moment?                  18 I think we may have to cut the feed for a minute.                  19 MS COATES: Is that because I have said --                  20 MS KARMY-JONES: Just give me a moment.                  21 I think we should cut the feed briefly, chair, if                  22 you think that's acceptable, for the reasons outlined.                  23 There's something that may need to be edited from it.                  24 Thank you very much.                  25 I will explain it to the relevant individual later.</p> <p style="text-align: center;">Page 70</p>	<p>1 happened. There is also not a national strategy on                  2 sexual violence and abuse per se in itself. So where                  3 domestic violence has a profile in society and within                  4 government, I think sexual violence and sexual violence                  5 and abuse needs to follow that profile. But how we do                  6 it, I don't know, when there is a lack of interest in                  7 some of these issues.                  8 MS KARMY-JONES: Thank you very much. Thanks very much.                  9 All right.                  10 THE CHAIR: Thank you. We will take a break now.                  11 (2.45 pm)                  12 (A short break)                  13 (3.05 pm)                  14 MS KARMY-JONES: Madam Chair, we are ready to go ahead with                  15 the second half of the seminar. Because time is tight,                  16 I'm going to urge everyone to take their seats again.                  17 Can I just say that there are a couple of people who                  18 have travel issues this evening. We all know that the                  19 weather is going to cause some difficulties and I know,                  20 for example, Jocelyn and Helen here, to my right, are                  21 going to need to slip out a tiny bit early, just so that                  22 everyone knows that's why they are leaving.                  23 Can I break our usual -- do you have to leave as                  24 well?                  25 MS CAMPBELL: No.</p> <p style="text-align: center;">Page 72</p>

<p>1 MS KARMY-JONES: Can I just break our usual protocol and go                  2 back to Sheila from the public gallery just for                  3 one minute, please? I'm afraid it's my fault for the                  4 way I dealt with the last matter. You got cut off                  5 a little and you indicated to me over the break there                  6 was one more point you wanted just to make.                  7 MS COATES: There is. This is the VSCP both unable to sit.                  8 We both have "unable to sit" issues.                  9 Just to quickly say there is a government and                  10 Rape Crisis APPG, all-party parliamentary group on                  11 sexual violence and abuse. There is also various other                  12 APPGs about other things. There is an APPG on domestic                  13 violence. Recently, the APPG on domestic violence                  14 booked a room to have a debate and they couldn't fit                  15 everybody in, particularly parliamentary individuals.                  16 The APPG on sexual violence and abuse can't attract                  17 any attention at all. I think there is two MPs that are                  18 interested.                  19 So this is a fascinating thing about, how do we get                  20 interest on the issue without individualising things?                  21 The minute we individualise, I think someone said                  22 earlier on, the whole focus of the media goes on the                  23 individual. When that's done, the story's told, end of                  24 interest. So we do need to have further debates on how                  25 we encourage interest and action.</p> <p style="text-align: center;">Page 73</p>	<p>1 Liz Kelly for a very long time and she is the recipient                  2 of many phone calls from me that take the following                  3 form, "Liz, can you help me think about this?" And this                  4 report, I think, is in that category. This helps us                  5 think about what we're trying to think about. Not just                  6 about what the story is, but how to think about the                  7 plethora of events and evidence and stuff that is                  8 swirling around and the changing platforms and context                  9 of sexual abuse.                  10 That said, I want to talk a bit about the salience                  11 of Cleveland, because the funny thing, I think, about                  12 our culture is we have these two national Tribunals of                  13 Inquiry, the Cleveland Inquiry and you, into child                  14 sexual abuse, neither of which are tasked to ask the                  15 question: what is it?                  16 What is child sexual abuse? When is it not child                  17 sexual abuse, but it's something else? Where does it                  18 happen? Who does it? Who do they do it to? And what                  19 is it that they do? And how do they get away with it,                  20 given that it seems that most do and always have, and                  21 still do?                  22 So it's a remarkable thing that, isn't it? We're                  23 a society that's been fretting about this for going on                  24 40 years and we've never had an environment like the                  25 context that we are having this conversation in, which</p> <p style="text-align: center;">Page 75</p>
<p>1 MS KARMY-JONES: Thank you very much.                  2 Session 2                  3 MS KARMY-JONES: I'm going to take us back to the horseshoe                  4 now, please, and move on to the second part of the                  5 seminar, which is really about challenging unhelpful                  6 narratives, improving responses to child sexual abuse,                  7 and bearing in mind the topics that we discussed before                  8 the break.                  9 The question really is: what shifts, what progress                  10 in narratives about child sexual abuse need to happen                  11 now? What do we need to do to prevent and respond to it                  12 and what are our priorities for change?                  13 I'm going to go first of all to Bea, who is sitting                  14 at the end and hasn't spoken yet, and then come back to                  15 some of those who indicated they wanted to speak before                  16 the break.                  17 MS CAMPBELL: Hello. I want to share some thoughts about                  18 the salience of Cleveland to this conversation.                  19 The first thing I want to say is that there's                  20 something very odd about the context in which all of                  21 this is happening, because I feel, like I know many of                  22 you do, that I have learned a lot from things that                  23 you've said. I have learned a huge amount from this                  24 report, and I'm going to pinch it, basically. Because                  25 I have to confess that over the years, I have known</p> <p style="text-align: center;">Page 74</p>	<p>1 is so very useful, where we could just ask those                  2 questions and find them -- and be able to kind of                  3 contemplate what the answers might be.                  4 Okay. So the second thing I want to say about the                  5 connection between Cleveland and this Inquiry and what                  6 people are trying to think about now and respond to now.                  7 Part of the answer to that question is in your                  8 report, because the categories that you offer of ways of                  9 discourses of denial, deflection, et cetera, are very                  10 helpful in making sense of the barricades of resistance                  11 to what, in a sense, everybody knows.                  12 Everybody knows it goes on. It goes on wherever it                  13 can go on.                  14 But the importance of this account of the discourses                  15 of resistance, I think, goes back to Cleveland, because                  16 what I really want to say to you is I think that the                  17 Cleveland Inquiry gave us this Inquiry. I think you and                  18 all of you, who are of a certain age, who were children                  19 in the 1980s and 1990s, are the legatees of the                  20 Cleveland Inquiry. Why is that?                  21 Because, amazingly, this was our first national                  22 inquiry into child sexual abuse that determinedly didn't                  23 answer or ask the question: what is child sexual abuse?                  24 It didn't ask or answer the question, are the                  25 children who are the subject of this Inquiry, the 121</p> <p style="text-align: center;">Page 76</p>

<p>1 children in Cleveland, have they been abused?                  2 And Lady Butler-Sloss is very candid. She's                  3 brilliantly candid about this. She says, "It wasn't my                  4 task to ask". And I couldn't answer.                  5 In a way, she would share that candour with many of                  6 you. She would say, "Well, I wasn't asked to do that".                  7 So that prompts another question: why not? All of us                  8 thought that was the question that she was asking. To                  9 this day, I go around talking to people and say, "What                  10 do you think the Cleveland Inquiry was?", "Oh, well, it                  11 was about -- wasn't it about that woman who took away                  12 all those children?" That's the typical reply, "that                  13 woman who took away all those children".                  14 There's a kind of -- a misty pessimism about what                  15 Cleveland was about and what questions it                  16 answered/asked, da, da, da, da, da, da, but the                  17 important thing about it is that what it was tasked to                  18 do was something very different from what you've been                  19 tasked to do, because I think the huge change between                  20 then and now is that people are interested, enough                  21 people are interested, Theresa May was quite interested,                  22 in the question: is this happening? It possibly is. We                  23 want it sorted. We want you to think about it.                  24 That is a different response to the brief that was                  25 given to the Cleveland Inquiry, which Butler-Sloss</p> <p style="text-align: center;">Page 77</p>	<p>1 sexual abuse. They didn't think it was about public                  2 administration.                  3 So when the inquiry didn't answer the question, were                  4 these children abused, people were encouraged to fill                  5 that vacuum with the thought that they wanted -- the                  6 prevailing discourse, and all of the elements that you                  7 describe were very active in the response to the                  8 Cleveland Inquiry, which was: it didn't happen.                  9 The children weren't abused. They were abused by                  10 zealots, Marxist-something-or-others. I have to                  11 confess, I'm a bit of a Marxist myself, and so                  12 I recognise them, and I didn't see any in the Cleveland                  13 Inquiry.                  14 There were feminists and I should think many of                  15 the -- and a generation of social workers would have                  16 been informed by feminism, which is a marvellous thing,                  17 and this takes me to the thing I particularly want to                  18 affirm in this report, because it was raised at the time                  19 by the people who dissented from the evidence that the                  20 children might have been abused in Cleveland.                  21 I think it's really, really important, and it's                  22 this. When people talk about, "This is to do with men,                  23 this is to do with patriarchy, this is to do with                  24 masculinised regimes and environments and contexts of                  25 power", people get frightened. Even though, at the</p> <p style="text-align: center;">Page 79</p>
<p>1 offers a lovely candid response to, and a conversation                  2 that is recorded, and you can all hear it. When she was                  3 interviewed by a lawyer at the Gresham College in 1989,                  4 it's online and you can hear it. Get to minute 50.                  5 Lady Butler-Sloss offers the explanation of how this                  6 inquiry happened and why she happened to chair it.                  7 What she said was that the Prime Minister was very                  8 worried because this thing seemed to be going on, and                  9 there was a lot of men against women -- no,                  10 women-against-men element to it. And there was a lot of                  11 Marxist -- what, feminism? She eventually gets the word                  12 out.                  13 That tells us what the Prime Minister was interested                  14 in. The Prime Minister was interested in making sure                  15 that these Marxists, whatever they were, were stopped.                  16 So the brief of the inquiry was constructed to                  17 contain any curiosity about what might be happening into                  18 an inquiry that was entirely concerned with not abuse                  19 that might have happened, but arrangements in respect of                  20 abuse that might have happened.                  21 Most of our inquiries into child abuse, they'd have                  22 to have been about arrangements, because they're about                  23 public administration and, to some degree, so is yours.                  24 The reason I think this is important is because                  25 everybody thought that that inquiry was about child</p> <p style="text-align: center;">Page 78</p>	<p>1 level of common sense, everybody knows it. Everybody                  2 knows it.                  3 But when you attempt to theorise it and construct                  4 discourses around it, and show the evidence of the                  5 consequences of it, people get frightened or they get                  6 embarrassed.                  7 I'm saying that in that way because I think it's                  8 really, really important for this Inquiry to be not                  9 frightened, and to work with what's been so helpfully                  10 outlined in this report that we're considering today,                  11 because it is at the core of it.                  12 People understand it at the level of common sense,                  13 but there are very rarely official public statements                  14 that have the endorsement of political power that draw                  15 attention to it. If we don't draw attention to it, we                  16 don't know what it is that we are supposed to do,                  17 because my guess is that there isn't a person in this                  18 room who doesn't think that something very serious has                  19 happened that you're trying to sort out. And we knew it                  20 30 years ago in Cleveland.                  21 The difficulty will be, can you offer an adequate --                  22 it doesn't have to be exhaustive. You don't have to                  23 prove anything. You have made it very clear that you're                  24 not going to do that. But can you give an account of                  25 the things that you've been presented with that help us</p> <p style="text-align: center;">Page 80</p>

<p>1 all understand why it might have happened and why only                  2 now are we having this conversation?                  3 What is it that's so resilient about those                  4 patriarchal cultures and contexts to make people lose                  5 confidence in the evidence before their very eyes?                  6 Of course, the thing that is going to be missing                  7 from the way that you answer that question, but is --                  8 I'm very grateful to you, actually, because it is                  9 present in the report that's been produced here -- is                  10 that we've got in an awful muddle about categories and                  11 contexts of abuse, what we know is, and I think it's                  12 been beautifully said in some of the recent serious case                  13 reviews actually, looking into child sexual                  14 exploitation, which is that if there's -- any                  15 environment you want to think about, where men have                  16 power, and where men have the space undisturbed to                  17 exercise sequestered solidarity with each other, they                  18 can do anything they like. Anywhere. Whether it's in                  19 a family or on the streets or in the House of Commons                  20 or ...                  21 So another thing I think would be very important for                  22 us who are going to read your reports is this: that you                  23 are confident about what you can take from this piece of                  24 research that you've commissioned, and be confident                  25 about what are the things that need to be said so that</p> <p style="text-align: center;">Page 81</p>	<p>1 you -- if you're brave, you will give people hope.                  2 You will give survivors hope, and you'll give                  3 professionals hope and you will give the people who                  4 don't want to know this the hope that we can sort of get                  5 it, and work out what to do about it.                  6 We really, really hope that you are not going to do                  7 what was done 30 years ago, which is blether on, to be                  8 a bit unfriendly about it, about arrangements that were                  9 never adequate anyway, because people were being invited                  10 to administer responses to something that they'd not                  11 been invited to think about what it was.                  12 MS KARMY-JONES: Thank you. Thank you very much.                  13 I know that the chair and panel will have heard                  14 everything you say and will of course take it all on                  15 board. If I can just boil down to some of the points                  16 that you made and bring it down really to a low common                  17 denominator, just bringing it back to the narratives                  18 issue, it seems to me that at the bottom of what you're                  19 saying there is a desire that things are said in                  20 a direct way, in a fearless way, in a straightforward                  21 way, in clear language that doesn't seek to conceal what                  22 the subject actually is.                  23 So talk about the issues. Speak about them openly                  24 and fearlessly and don't try and conceal behind some of                  25 the terminology, perhaps, that provides potentially</p> <p style="text-align: center;">Page 83</p>
<p>1 we all get it.                  2 Those things will be to do with the discourses of                  3 denial and they will be to do with gender and power, and                  4 finally, what I want to say about going back to                  5 Cleveland and the reason why I think that Cleveland is                  6 in a sense why you're here, and why some of those of us                  7 who are survivors, who were children in the 1980s and                  8 1990s, are here, is because Cleveland didn't sort it                  9 out. And the tragedy, the catastrophic thing about                  10 Cleveland was that it could have, but there was                  11 a determination not to. I think they did know whether                  12 those children were sexually abused. I think they did                  13 know, at the end of the inquiry, that the contested                  14 diagnosis was credible. We know that they know it.                  15 I have been delving in the archives and, trust me, they                  16 knew it. But it wasn't sayable. So what happened was                  17 that some professionals got blamed and they got blamed                  18 for doing their jobs, actually, in the main. But that                  19 whole experience has been showered by a thick mist of                  20 multiple discourses that leave us in a situation where                  21 we have got to spend a fortune on all of you, and where                  22 all of us who need you, are really waiting and keeping                  23 our fingers crossed that you are going to be brave.                  24 I'm probably way over my time, but can I say one                  25 more sentence? The reason that's important is because</p> <p style="text-align: center;">Page 82</p>	<p>1 a flannel.                  2 Would you agree that that's some of what you're                  3 getting at when you talk about in the narrative context?                  4 MS CAMPBELL: I am saying that, and I'm saying that that                  5 isn't easy, even though it's easy, because you are up                  6 against -- you have to be able to be confident that you                  7 can withstand what was not withstood --                  8 MS KARMY-JONES: So taking that --                  9 MS CAMPBELL: -- in 1987.                  10 MS KARMY-JONES: Taking that, and looking at where we are                  11 today, and I'm going to move on to another speaker,                  12 looking at where we are today, Cassandra, what do we                  13 need to do to make that happen?                  14 MS FINCH: Thank you. I guess I wanted to get to the point                  15 of thinking about how we shift, how we bring about                  16 shifts in narratives, and I guess I wanted to go back to                  17 your point you made in the last session about whether                  18 professional language sanitises some of these things.                  19 I think it can do, but we also need to be cautious                  20 because what we have learned from other fields as well                  21 is that shock-and-awe tactics can backfire because it                  22 can trigger that kind of fatalistic mode of thinking                  23 where people just think, "It's all too terrible, we                  24 can't do anything about it".                  25 So actually, the question for me is: how do we -- we</p> <p style="text-align: center;">Page 84</p>

<p>1 talk quite often about the scale of the problem, about                  2 the scale of the harm that's caused, which is all really                  3 important. I'm not suggesting that we are not                  4 transparent about that or that we avoid those things,                  5 but unless we frame it alongside thinking about                  6 solutions at the same time, and get people -- help                  7 people to engage in thinking about what the solutions                  8 are, then really we just do trigger that kind of                  9 fatalistic response.</p> <p>10 I think we can learn from other work around framing                  11 that's been done, for example, around child mental                  12 health in Alberta in Canada, thinking about how we can                  13 use metaphors to engage with people in the public who                  14 aren't professionals to help them understand and engage                  15 in some of these things and to be able to see other                  16 shared collective responsibility and give them the                  17 ability to act.</p> <p>18 MS KARMY-JONES: Thank you. Helen, can I turn to you now?                  19 Is there something you would like to contribute?</p> <p>20 DR BECKETT: Yes. I'll try and focus on the moving forward.                  21 I think -- I'll try to do them all briefly. There                  22 are a number of things. I think we need to -- not that                  23 we don't need to react when things happen, but we also                  24 need to get ahead of this. I'm picking up on Adele                  25 talked earlier about consent and lack of understanding</p> <p style="text-align: center;">Page 85</p>	<p>1 misconceptions. So we are not starting from a point of                  2 view of educating people from nothing about this. We                  3 actually have, as the report really helpfully outlines,                  4 decades of mismessaging around abuse that we need to                  5 deal with, and really need -- I really appreciated Ann's                  6 point about language getting in the way.</p> <p>7 Abuse is abuse. Harm is harm. And actually, for                  8 a young person, irrespective of how that is labelled is                  9 not the relevant thing. It is, do we recognise the                  10 harm? Do we believe them? Are we getting the support                  11 in place? And are we moving beyond a focus on a victim,                  12 which we are getting better at, a victim or survivor                  13 with a child, but also having the focus on the                  14 perpetrator and on protective structures and on the                  15 social conditions that contribute to all of this. So we                  16 need to be looking at educating about that and getting                  17 a comprehensive response.</p> <p>18 To come back to the point I started with, we really                  19 need to address this ongoing issue of deserving and                  20 undeserving victims. It is at the heart of why many of                  21 the young people we work with fail to get the response                  22 that they needed because they didn't fit our concept of                  23 a puppet on a string or an ideal victim, and actually we                  24 need to recognise that sexual abuse takes so many                  25 different forms.</p> <p style="text-align: center;">Page 87</p>
<p>1 of consent.</p> <p>2 I have met many young people who are perpetrating or                  3 experiencing sexual abuse and don't understand it to be                  4 so, and picking up what came from the public gallery                  5 about the importance of educating children and young                  6 people to prevent inadvertent abuse happening, because,                  7 actually, that is entirely our fault as professionals                  8 because we didn't educate them appropriately and didn't                  9 give them the tools we needed. So we need look at that.</p> <p>10 We need to also look at misunderstandings, because                  11 it used to be, when we started training and we started                  12 research, we would say, "Oh, don't use the term 'child                  13 sexual exploitation' with a child or young person, it                  14 doesn't mean anything to them".</p> <p>15 Actually, it's bandied about and it is now a common                  16 term, but it is a common term that people misunderstand.</p> <p>17 So if you ask the average person what do they think                  18 child sexual exploitation is, we will hear that it is                  19 groups of Pakistani men abusing groups of white girls.</p> <p>20 So it has an ethnic element. It has a gendered                  21 element. It has an adult element. Picking up on                  22 Carlene's point, it can be peers as well. But it also                  23 focuses in on abuse by groups.</p> <p>24 Actually, there's nothing even in the definition                  25 that says any of those things are true, but we have got</p> <p style="text-align: center;">Page 86</p>	<p>1 For another piece of work, sitting in this book,                  2 I was sitting going, "What are all the ways in which,                  3 you know, an experience of child sexual abuse can                  4 vary?", and I have two pages of it.</p> <p>5 As I said earlier, yes, exchange is important, but                  6 whether that exchange is getting money or whether that                  7 exchange is affection means the response you need is                  8 incredibly different.</p> <p>9 Actually, whether you were perpetrated against by an                  10 adult versus a peer, by multiple people versus an                  11 individual or online versus off-line, all of these                  12 factors influence an individual's experience. So yes,                  13 the harm is common, but the specifics of the abuse vary                  14 for every child, and to try to have some simplistic                  15 categorisation which says, "Well, we put you down this                  16 route or this route, depending on which box you tick",                  17 really does not meet the needs of the child.</p> <p>18 Let's face it, what are we here to do? We are here                  19 to protect children and young people. Which leads me to                  20 my final point I want to make, which is they must be at                  21 the heart of these conversations.</p> <p>22 If we want to understand what does abuse look like,                  23 we need to speak to children and young people. And                  24 again, we need to set labels aside. So if I reflect on                  25 work that we did a number of years ago, and Carlene did</p> <p style="text-align: center;">Page 88</p>

<p>1 similar work on gang-associated sexual violence, I'm not                  2 statistically saying 90 per cent, I'm using it as an                  3 approximation, but we interviewed 150 young people who                  4 had knowledge and experience of gang-associated sexual                  5 exploitation, sexual violence, sexual abuse, whatever we                  6 wanted to label it, and the vast majority of things they                  7 told me, they did not label as sexual abuse, because                  8 they didn't recognise it as abuse.</p> <p>9 Now, we, as professionals, could clearly see it as                  10 such, but it came out in conversations just about sex                  11 and relationships. Had I asked them to tell me about                  12 sexual abuse, I would not have heard about 90 per cent                  13 of what they shared with me.</p> <p>14 So we need to find a meaningful way to engage                  15 children and young people in our conversations about                  16 what are they experiencing now. I like to think I'm hip                  17 and know things, but as a woman in my 40s, I am out of                  18 date with what a 12-year-old or 13-year-old,                  19 a 14-year-old, is experiencing now.</p> <p>20 We need to learn from them because the problem is we                  21 find what we are looking for, and we are only looking                  22 for certain models of child sexual abuse, and Carlene's                  23 work in school clearly shows us that there are many                  24 other forms taking part that aren't even on our radars,                  25 as professionals, to be responding to. If I may</p> <p style="text-align: center;">Page 89</p>	<p>1 MS KARMY-JONES: Thank you very much.                  2 So any suggestions as to how we go about it,                  3 Gillian?</p> <p>4 MS FINCH: It is fascinating, isn't it? My heart is singing                  5 because what you're saying is something that I truly                  6 believe, and that is we try and put children in boxes                  7 and then we have a solution and the solution is criminal                  8 justice processes. There's a social worker involved,                  9 and then everybody disappears and this child is left,                  10 and we don't have support workers. We have counselling                  11 that's 18 months down the line, if you're lucky.</p> <p>12 To me, it is about more than what you've said                  13 though, because what we've tried to do is give the                  14 responsibility to a child by explaining what consent is.                  15 That's the wrong model.</p> <p>16 We've then said, well, we need to educate                  17 professionals because professionals need to understand                  18 better. But actually, it's society, because it's not --                  19 a child doesn't live in isolation, and they are only at                  20 school for a certain period of time. Is it 39 weeks                  21 still? And they live in the real world. So it is about                  22 doing some of this stuff that actually is being done                  23 around CSE, and that is around educating people in                  24 places that young people go to.</p> <p>25 But it's also about neighbours. It's also about</p> <p style="text-align: center;">Page 91</p>
<p>1 cheekily throw in one other thing, I'll not unpack it                  2 now, but I would like to say, if you're saying what                  3 needs to change going forward, I think we actually need                  4 to not only look at the whole CSE versus CSA labels, but                  5 when I review our definition of child sexual abuse,                  6 I don't think it's fit for purpose. Picking up on your                  7 point of, "What is child sexual abuse?".</p> <p>8 It doesn't fit with our criminal justice responses,                  9 which recognise that actually age and developmental                  10 capacity is important. We have one definition of child                  11 sexual abuse for everyone under 18 that actually could                  12 include a 17-year-old who is enticed -- because you                  13 don't have to be forced or coerced -- into kissing                  14 someone else.</p> <p>15 Now, we absolutely, again, as Carlene's work shows,                  16 we know there is a lot of peer-on-peer abuse, and we do                  17 not want to not respond to that. But believe me, I grew                  18 up in Northern Ireland, where we don't even talk about                  19 sex, let alone anything else, and the last thing we also                  20 want to do is unnecessarily police children and young --                  21 not children, young people's sexual activity.</p> <p>22 So we need to have a much more nuanced understanding                  23 of the different ways in which child sexual abuse can                  24 manifest at the different developmental stages of                  25 a child and stop having this one-size-fits-all approach.</p> <p style="text-align: center;">Page 90</p>	<p>1 family. All too often, as an adult survivor, when                  2 somebody discloses, somebody else says, "I thought there                  3 was something happening, but I wasn't really sure".</p> <p>4 Children take the lead from the home that they grow                  5 up in. I'm not saying parents. I am saying the                  6 environment that they grow up in. So it is about the                  7 broadcasters. It is about the newspapers. It is about                  8 the language.</p> <p>9 I cringe, and I know others don't find this                  10 distasteful, but I do. I don't like the word "story".                  11 So when people say talk about, "Tell me your story", or                  12 "The stories that are in the papers today", a story is                  13 a fabrication, a story is a lie.</p> <p>14 Immediately, ten children, four are going to say,                  15 "So you think I'm going to lie already then".</p> <p>16 To me, it's about that child's life story to date or                  17 that life history to date, or that child's experiences                  18 to date of everything.</p> <p>19 It is about them understanding what is and isn't,                  20 because, again, when we talk about how we talk about                  21 this subject, we talk about it in a way that's about                  22 contact abuse, and so much abuse is noncontact.</p> <p>23 There's a huge period of noncontact before it                  24 reaches contact, if it is going down that route, but we                  25 don't talk about those things, the grooming elements,</p> <p style="text-align: center;">Page 92</p>

<p>1 the other side of things.</p> <p>2 But nor should we be frightening children. Some of</p> <p>3 the stuff that's being produced and used within those</p> <p>4 educative processes in schools and elsewhere with young</p> <p>5 people are traumatising, we don't realise that that's</p> <p>6 actually happening.</p> <p>7 Would we dare to show a film of a rape scene to</p> <p>8 an adult rape victim and say, "Look, this is what</p> <p>9 happened, and what could you have done differently?"</p> <p>10 Yet that's what we're doing with young people around</p> <p>11 some of the education material, it is traumatising. We</p> <p>12 are not realising what we are actually doing.</p> <p>13 So I think there's more that we can do, but it has</p> <p>14 to be inclusive of society. It can't be here, here, and</p> <p>15 not the bigger picture.</p> <p>16 So to me, it's about something that identifies what</p> <p>17 is the cues are, what the clues are, what actions need</p> <p>18 to be taken afterwards, and I keep coming back to this</p> <p>19 red herring -- no, it's not a red herring, is it. What</p> <p>20 is it? It's real. It's mandatory reporting. That is</p> <p>21 about how can we protect people who are in professional</p> <p>22 settings, who want and need to be able to say, "This is</p> <p>23 what I see, this is what I know is happening". We need</p> <p>24 to come back to that. That's at the core of what we're</p> <p>25 talking about, mandatory reporting and societal</p> <p style="text-align: center;">Page 93</p>	<p>1 have a strategic approach to it, we are not going to</p> <p>2 make movement forward.</p> <p>3 MS KARMY-JONES: Thank you very much.</p> <p>4 One of the things -- I've got a number of names, but</p> <p>5 one of the things Gillian mentioned was that we need to</p> <p>6 change attitudes really to grooming, in effect. I just</p> <p>7 wanted to bring Patrick in here, because, of course,</p> <p>8 that may have been something you were trying to do with</p> <p>9 your production.</p> <p>10 MR SANDFORD: It was the entire subject of my play. I'm not</p> <p>11 going to talk about my play. I just want to make two</p> <p>12 points. One is, there was an HIV crisis/epidemic. I am</p> <p>13 a gay man. I was acutely aware of it. There was in</p> <p>14 every single public building -- including toilets,</p> <p>15 staffrooms -- notices about HIV/AIDS.</p> <p>16 I may be wrong, but I believe more people in this</p> <p>17 country are affected by sexual abuse than by HIV. We</p> <p>18 need to have a notice in every single public building</p> <p>19 saying: if you are sexually drawn towards a child, here</p> <p>20 is the confidential telephone number to call.</p> <p>21 And that echoes what Tink said just now.</p> <p>22 I have a request as a survivor, and I'm very</p> <p>23 cautious about making this request because I may be</p> <p>24 talking out of hand here. You are the professionals,</p> <p>25 I'm not.</p> <p style="text-align: center;">Page 95</p>
<p>1 responsibility.</p> <p>2 DR BECKETT: Very briefly, and thank you for picking that</p> <p>3 up, Gillian, you're absolutely right. In case it came</p> <p>4 across wrong, I would just like to clarify that,</p> <p>5 actually, the last thing I'm arguing is that this is</p> <p>6 children and young people's responsibility. So thank</p> <p>7 you for picking that up so I can clarify that.</p> <p>8 MS KARMY-JONES: Can I just turn to Tink, because I think</p> <p>9 you had something that you wanted to add.</p> <p>10 PROF PALMER: Thank you very much. Two very quick points.</p> <p>11 Helen, when you're talking about CSE and CSA, over the</p> <p>12 last four to five years, my clinical work, when I get</p> <p>13 a referral, and this is a child we believe has been</p> <p>14 sexually exploited or been sexually abused, the question</p> <p>15 one always asks is: can you describe the behaviours you</p> <p>16 are concerned about? Because those terms mean</p> <p>17 absolutely nothing in a clinical -- so we need to think</p> <p>18 around that when we think about how we are going to talk</p> <p>19 about it in the future.</p> <p>20 The second point is it may be cloud cuckoo land, but</p> <p>21 I think we can put all suggestions on the desk here.</p> <p>22 Until we recognise that child sexual abuse is endemic</p> <p>23 within our society, that it is almost part of the social</p> <p>24 human condition, and that we actually view it as</p> <p>25 a public health issue, from the government down, and</p> <p style="text-align: center;">Page 94</p>	<p>1 I would like the Inquiry to question -- not</p> <p>2 question, examine, consider very gently the importance</p> <p>3 of anonymity. There is a moment in disclosure when</p> <p>4 anonymity is absolutely essential for the psychological</p> <p>5 wellbeing of the survivor. We all know that. And there</p> <p>6 is a moment in the further recovery of that survivor</p> <p>7 where anonymity, I believe, can reinforce the notion</p> <p>8 that what happened to me is something that shouldn't</p> <p>9 really be talked about because it's terribly serious and</p> <p>10 terribly important. And actually, maybe what I want to</p> <p>11 do at that point is write a bloody play about it and get</p> <p>12 it out there.</p> <p>13 I'm not saying all survivors want to do that, but</p> <p>14 I know many, many survivors who, having gone through the</p> <p>15 extraordinary courageous act of talking about it in</p> <p>16 private, are actually quite relieved to discuss it down</p> <p>17 the pub as though it was something as ordinary as</p> <p>18 getting any other incident in your life, and I also</p> <p>19 believe that we have, in those survivors who have</p> <p>20 confidence, an incredible resource for power and for</p> <p>21 changing people's views, precisely because we don't use</p> <p>22 the expert language because we don't know it. We just</p> <p>23 know what we experienced.</p> <p>24 MS KARMY-JONES: Thank you.</p> <p>25 Andrew, on the signs and notices, I think you may</p> <p style="text-align: center;">Page 96</p>



<p>1 have something to say about how we publicise, how we  2 make children aware and people aware.  3 MR WEBB: I think one of the points I wanted to make when  4 thinking about the subject was around openness and  5 secrecy. So I'm going to make three points. That's one  6 of them.  7 Nearly all the abuse that I have been made aware of  8 has happened as a consequence of somebody being able to  9 keep a secret. We made reference to this.  10 The domains in which we keep secrets range from the  11 family through to all our institutions, and unless we  12 find a way of letting the light in everywhere, and  13 enabling young people to talk about what life is like  14 for them, then people will always find a way of  15 exploiting that darkness and keeping that activity away  16 from the prying eyes of people who might do something  17 about it.  18 So there's a really -- anything we can do to empower  19 children to talk, to have meaningful dialogue with  20 children and young people, is going to be protective.  21 Anything we do then -- to go on to my second point,  22 which is around the construct of childhood, anything we  23 can do to promote -- I'm going to be very naive for  24 a moment.  25 If we had a construct of childhood which followed</p> <p style="text-align: center;">Page 97</p>	<p>1 know what's right and what's wrong, but until they are  2 15 and 16, they don't actually understand the  3 consequences.  4 That is what he we have got to start building into  5 our way of looking at children in society.  6 So then it comes back to my third point: so whose  7 job is it to do that? Well, it's not my job or Tink's  8 job or a parent's job or a school's job. And it  9 won't -- nothing I have been talking about will be  10 resolved if we simply had a strategy for dealing with  11 child-on-child abuse or something else. Because what  12 we've found with all our procedural manuals and so on is  13 they only work to a certain extent.  14 Unless we accept responsibility for a much more  15 restorative way of behaving with each other in schools,  16 in society, then we'll always be looking for that  17 simplistic answer.  18 If only we'd got a procedure for dealing with boys  19 aged 15 who rape girls aged 14, then we could have done  20 more about it. But actually, unless we get everybody  21 accepting a view that protecting children is best done  22 by everybody all the time by having that constant  23 dialogue about what is acceptable, what is not  24 acceptable, what consent means in different settings,  25 what experimentation between children is okay and what</p> <p style="text-align: center;">Page 99</p>
<p>1 the evidence of psychology and sociology, the --  2 a better understanding of what normal growth and  3 development is, what experimental behaviour between  4 children is, then we might have a slightly better way of  5 thinking about how to engage with and protect children.  6 I go to a lot of meetings where children are  7 discussed because they are a problem. It's endemic in  8 our system to talk about antisocial behaviour in  9 children. So we set the dialogue around children  10 being -- and young people in particular being a problem  11 because they're not getting the right results in school.  12 They're not -- they are playing football on the bit of  13 grass on their estate which has got the sign that says  14 "No ball games" on it.  15 So they are a cause for the police to be called.  16 Until we get a complete rethink of how children  17 should be seen, how they should be enabled to grow and  18 develop, then we are always going to have a situation  19 where the exploitation of children is more likely.  20 That's something that I suppose I have been thinking  21 about for a long time.  22 We still have an absolutely Victorian legislative  23 system that assumes a child can tell the difference  24 between right and wrong at the age of 10 sufficiently  25 well to be prosecuted. And some children, at 4 or 5,</p> <p style="text-align: center;">Page 98</p>	<p>1 isn't, unless we really raised the level of education in  2 our schools, in society generally, around that view of  3 children who are simply growing, and we've got all the  4 neuroscience now that says children do take more risks  5 when they're going through their mid and late  6 adolescence. It's well known.  7 We don't actually change any of society's behaviours  8 or our laws or rules, or the labels we give them, based  9 on that knowledge.  10 So I think there's -- I suppose the naive point  11 I wanted to make was, unless we treat children, as  12 a society, as if they were children, and if we continue  13 to just try and find reductionist ways of dealing with  14 bad things that happen to them, we won't make progress,  15 because there will always be a new configuration of  16 abuse pops up somewhere.  17 If you look at -- going back to the narratives, if  18 you look at the narratives of history, since people  19 started writing things down, they have been recording  20 instances of men abusing children, usually girls and  21 women.  22 So the point that was just made before about we have  23 to assume this is normal, it's risky, and it's there,  24 and the way to deal with it is for that sort of public  25 health type approach, as opposed to perpetually looking</p> <p style="text-align: center;">Page 100</p>

<p>1 for a better diagnostic tool to find out, then we will                  2 let down the next generation just as badly as the last.                  3 MS KARMIY-JONES: Thank you. So how do we bring these                  4 changes about? Bearing in mind the focus is on                  5 narratives, we've had a number of mentions of different                  6 aspects of the criminal justice system. So I'm going to                  7 go to Simon now, just to see whether you can contribute                  8 to the discussion in respect of anything that's been                  9 said.                  10 We've already had a seminar on criminal justice. So                  11 it's not about that. It's about the use of language,                  12 the approach, and categorisation of things.                  13 Do you have any observations on what we've heard so                  14 far?                  15 MR BAILEY: My honest assessment is that we now have to                  16 start having some really difficult conversations, and it                  17 goes to the point that Andrew and Helen have both made.                  18 We talk about obscene numbers and we talk about                  19 obscene volumes. The trouble is it just -- it's no                  20 longer resonating. And it depends upon the particular                  21 model of abuse or just how salacious it is, if it gets                  22 the coverage or not.                  23 We have to accept as well that the threat is                  24 changing all the time as well. So even during the                  25 course of the establishment of the Inquiry, the threat</p> <p style="text-align: center;">Page 101</p>	<p>1 conversations around the drivers behind this, some of                  2 the cultural challenges that exist as well, so the                  3 review of Operation Sanctuary, the serious case review,                  4 for the first time, I saw last week a QC raising the                  5 issue of, what are the cultural drivers behind this                  6 group of Asian males abusing vulnerable white females in                  7 the way they were?                  8 We have to start asking these questions. Where do                  9 the various responsibilities lie across society, whereby                  10 children start to be protected? So where are the                  11 responsibilities of the technical companies that allow                  12 the abuse to be perpetrated in terms of images being                  13 shared or children being groomed online, and until such                  14 time as there is a joined-up approach to meeting that                  15 threat, unfortunately we are going to see children                  16 continue to be abused.                  17 That means that the threat is going to be there                  18 unless the difficult, difficult conversations take                  19 place, and we start to challenge ourselves and we start                  20 to challenge our thinking, and it cannot be the                  21 responsibility of children's services or the                  22 Police Service or the court system to try and address                  23 this. It has to be a societal response, and that's the                  24 only way that we are ever going to get to the point                  25 where the vast majority of the people in the room would</p> <p style="text-align: center;">Page 103</p>
<p>1 has changed. We are now seeing the live streaming of                  2 children going to their bedrooms, streaming what they                  3 are doing, they are now laying themselves open to                  4 becoming exploited.                  5 Which means that one of the greatest challenges that                  6 we face without any doubt at all is the fact that we're                  7 trying to deal with what I think too many people deal                  8 with, is this static situation and it's not static.                  9 It's forever changing. We apply a label, and actually                  10 applying that label doesn't help at all, because at the                  11 heart of this is the fact that a child is being abused.                  12 When I talk about having difficult conversations,                  13 one of the reasons I think that we are struggling with                  14 this so much is the fact we are just overwhelmed with                  15 it. The sheer scale of the threat, the volumes of                  16 threat, the fact that we cannot rest our way through                  17 this. The Crown Prosecution Service is overwhelmed with                  18 the volumes of cases of sexual exploitation and abuse.                  19 The courts are overwhelmed. We now find ourselves in                  20 a situation whereby it's taking two, two and a half                  21 years before cases are coming to trial. Victims are                  22 being let down by the system because the system is                  23 becoming overwhelmed with the volume that we are having                  24 to deal with.                  25 Until such time as we start to have the difficult</p> <p style="text-align: center;">Page 102</p>	<p>1 be confident about the future and children growing up in                  2 an environment where they are not at risk of being                  3 exploited.                  4 MS KARMIY-JONES: Thank you very much.                  5 Liz, I was just wondering whether you had any                  6 observations on that in respect of lessons learned from                  7 the past, how to create change and what Simon said.                  8 PROF KELLY: Yes. I want to pick up a couple of things                  9 actually. I want to ask us to think a bit deeper and                  10 a bit harder, because actually the issue here isn't                  11 attitudes. The issue here is cultures. Cultures of                  12 normalisation of sexualisation and sexual violence                  13 towards women and children.                  14 It's our British culture that is the origin of the                  15 statement by Lord Hale 400 years ago that it is                  16 dangerous to convict on the uncorroborated evidence of                  17 a woman or a child.                  18 That is a legacy that has come down to us, and we                  19 have spread that legacy into legal systems in a colonial                  20 way, legal systems that are modelled on our legal                  21 system, and I think we have to understand how much part                  22 of multiple cultures, including privileged cultures,                  23 which I would say includes politicians and judges,                  24 and -- these ideas are, and some of the discourses that                  25 we have identified are ones that are -- have been</p> <p style="text-align: center;">Page 104</p>

<p>1 regularly used to excuse the behaviour of privileged 2 men. 3 So I think we have to be serious, rigorous and, 4 a word that Bea would use, forensic about the ways in 5 which the experiences of children have been disavowed. 6 So that's one thing. 7 The second thing I think we could change relatively 8 easily, and I'm picking up on what some of the survivors 9 have said here, it's actually about, do we really have 10 respectful relationships with those people? 11 I include media here. Particularly television 12 media, where I think they are used as a sort of dramatic 13 fodder to create an emotive programme. 14 It's not their knowledge about how the health 15 service works, how the legal system works. What it 16 means to be a survivor and to be the professional that 17 they are in whatever way they are. They are not asked 18 to tell those stories -- or give those accounts of 19 themselves. They are not stories. Give those accounts 20 of themselves. 21 That would be something I would argue for changing 22 because there are survivors everywhere. Not everybody 23 is open, and I would certainly say that in the 30 years 24 that I have been doing this work, professionals are less 25 open about the fact that they are survivors than they</p> <p style="text-align: center;">Page 105</p>	<p>1 I referred earlier in this session to those feelings 2 of squeamishness, and that is really what I was talking 3 about. I often talk to professionals, deliver training 4 to them and they talk about, "Oh, I can't bear to think 5 about that. Oh no, don't mention that" or "Can you just 6 take that slide out? We think it's too traumatic for 7 the audience". 8 What I come back to is, when we don't talk about it, 9 that creates those environments in which then victims 10 can't speak out, but also when we don't have those 11 difficult conversations that you were referring to, 12 Simon, and that's exactly what we need to do, because 13 I don't think any of us by choice would sit and think 14 for hours on end about child sexual abuse. But if we 15 don't, then, as a country, we deny those experiences 16 that victims are going through. 17 If we think about who it affects, the answer is it 18 affects all of us. I do wonder, having reflected on the 19 things that we've talked about today, the Cleveland 20 Inquiry, the various serious case reviews, the latest 21 one of course last week from David Spicer into 22 Newcastle. When, as a country, do we begin to accept 23 responsibility for what's happening every day to 24 children in our communities? 25 I absolutely agree with what we've said, Tink, about</p> <p style="text-align: center;">Page 107</p>
<p>1 have ever been, and that's something to do with how this 2 climate has changed, that somehow you're seen as less 3 than, as lacking. You're not seen as someone who 4 actually is a fantastic professional and you also have 5 this part of your life to talk about too. And I think 6 that works also for children and young people, that 7 actually there isn't a space for them to stand in 8 relation to these things, that doesn't make them feel 9 like it says something negative about them. 10 So why would you claim that if that's what it makes 11 you feel? 12 So we need to create a different space, I think, 13 which is the space that we understand is the spaces in 14 which survivors can stand and give accounts. 15 MS KARMY-JONES: Thank you very much. 16 Adele, have you got any observations on some of the 17 things that have been said? 18 MS GLADMAN: I have, thank you. I have to say that 19 I absolutely accord with a number of things that have 20 been said, and particularly as Simon was talking and he 21 was talking about being overwhelmed, and there is 22 something particular, I think, to child sexual abuse and 23 exploitation that people do feel overwhelmed by it in 24 a way that they don't feel overwhelmed by other types of 25 child abuse.</p> <p style="text-align: center;">Page 106</p>	<p>1 keeping it on the agenda, the public health approach. 2 Because we do owe it to the children that are having 3 these daily experiences to have it at the forefront of 4 our mind, whether that's uncomfortable for us or not. 5 I do also think, as a priority, one thing we need to 6 do is stop victim blaming. You know, we don't look at 7 a child neglect situation and blame the child for that 8 situation, but we do it all the time with child sexual 9 abuse. 10 Why do we do that? What purpose is it serving? 11 Does it help us define it? Does it help us deal with 12 it? Does it help us label it in some way? 13 What it absolutely does is it avoids a focus on the 14 perpetrator. 15 All we do in responding to the behaviour of the 16 victim is to stick a sticking plaster over a large and 17 growing wound. 18 But I would like to say, just a positive thing, 19 which is that the ongoing discussions and debates we are 20 having, are having an impact, and there are two recent 21 examples of this that really gave me the hope that a few 22 of us have articulated this afternoon. 23 One was, recently, a family hairdresser coming and 24 tell me something she'd seen out in the community and 25 saying, "I think this might be child sexual</p> <p style="text-align: center;">Page 108</p>

<p>1 exploitation, what do you think I should do about it?".</p> <p>2 You are talking about a woman with no professional</p> <p>3 training in education or social work or the law, but she</p> <p>4 knew what she'd seen was worrying and she had to do</p> <p>5 something about it.</p> <p>6 The other issue was the behaviour that I see online</p> <p>7 of children, predominantly through my daughter, who is</p> <p>8 12, who will constantly comment on things that people</p> <p>9 are doing online, and the response of the peer group to</p> <p>10 children who are putting things online that maybe put</p> <p>11 them in a vulnerable position is really heartening,</p> <p>12 because they are saying to their peers, "You shouldn't</p> <p>13 do that. That is going to place you in danger. What</p> <p>14 might happen to that image?" And I take great strength</p> <p>15 from that because I think slowly we are starting to</p> <p>16 influence the youngest generation.</p> <p>17 But I absolutely agree with what Andrew says, that</p> <p>18 it's up to all of us to do that. We shouldn't put the</p> <p>19 responsibility on avoiding children -- of abuse on</p> <p>20 children's shoulders.</p> <p>21 MS KARMY-JONES: Can I go to Ann and just ask what role do</p> <p>22 you think that government might have to play in altering</p> <p>23 or facilitating an improvement in the narratives used?</p> <p>24 MS COFFEY: I think that government consists of -- it</p> <p>25 responds to various pressures. It responds to pressures</p> <p style="text-align: center;">Page 109</p>	<p>1 thing, which I think doesn't often work. I have been</p> <p>2 chasing statistics about prosecutions over child sexual</p> <p>3 exploitation cases without a lot of success, and even</p> <p>4 when you get the statistics, it doesn't actually sort of</p> <p>5 mean very much.</p> <p>6 So -- and also I think we need to find a way of</p> <p>7 measuring cultural change. If we think there's an issue</p> <p>8 with a particular culture or a particular way of</p> <p>9 approaching children, we need to say what that is, and</p> <p>10 then we need to come back and measure whether that's</p> <p>11 changed. We have no way of measuring cultural change.</p> <p>12 It's in the ether somewhere, but it's not measured.</p> <p>13 It's completely insane because we put so much money,</p> <p>14 public money, into making changes, and we don't know</p> <p>15 what changes we want to make or how to make them or how</p> <p>16 to measure them if we make those changes, and it's no</p> <p>17 wonder the public get completely defeated by it because</p> <p>18 they just can't see that anything actually happens. We</p> <p>19 are very good at identifying problems, hopeless at</p> <p>20 coming up with solutions that work. We come up with</p> <p>21 solutions; but solutions that work, hopeless.</p> <p>22 Absolutely hopeless.</p> <p>23 MS KARMY-JONES: Thank you. Can I just ask, taking that on</p> <p>24 board, for views on the impact, and I'm going to go to</p> <p>25 Pete next. I know you had something you wanted to</p> <p style="text-align: center;">Page 111</p>
<p>1 from Members of Parliament, responds to pressures from</p> <p>2 all party groups, responds to information from their own</p> <p>3 civil servants, and I think, to change things, it's not</p> <p>4 a question of coming up with a magic piece of</p> <p>5 legislation, because sometimes we believe, when we put</p> <p>6 something in legislation, it will happen. So we have</p> <p>7 dealt with emotional abuse by saying nobody can</p> <p>8 emotionally abuse somebody else, and that's done, we've</p> <p>9 ticked the box.</p> <p>10 You have to have in government, which is not simply</p> <p>11 the party that's in power at the time, an understanding</p> <p>12 of what is going on and understanding of what they can</p> <p>13 do to help change those wider attitudes and to support</p> <p>14 practitioners in the field who are doing the right</p> <p>15 things. I mean, when I have gone around and visited</p> <p>16 people, projects and things like that, I have been</p> <p>17 really taken away by people's individual energy and</p> <p>18 commitment and understanding, but they often don't feel</p> <p>19 supported in this.</p> <p>20 So you need a -- you know, you need government to</p> <p>21 change the culture, and then support the people that</p> <p>22 you're asking to make those -- you know, to changes</p> <p>23 to -- to do so.</p> <p>24 I think that is the role of government, rather than</p> <p>25 just bringing in a bill to do this, that, and the next</p> <p style="text-align: center;">Page 110</p>	<p>1 respond to there, but I'm going to ask the question</p> <p>2 first and perhaps you can weave something in about it in</p> <p>3 your answer, if appropriate. Views on the impact of the</p> <p>4 recent popular programmes, because Ann said, you know,</p> <p>5 there is no mechanism by which to change, in effect.</p> <p>6 Well, some of the popular programmes we've had</p> <p>7 recently may have had an impact or not? Some of the</p> <p>8 programmes such as "Three Girls", the "Coronation</p> <p>9 Street" storyline on public -- they may have had an</p> <p>10 impact on attitudes and abuse?</p> <p>11 MS SAUNDERS: Absolutely. NAPAC got 94,000 calls to our</p> <p>12 helpline last year. 94,000 calls for a tiny little</p> <p>13 organisation, and story lines in media always generate</p> <p>14 huge interest.</p> <p>15 But the reason I put my hand up was to say what --</p> <p>16 well, actually, before I forget, I find it really</p> <p>17 difficult that we've only got less than half an hour to</p> <p>18 discuss this incredibly important issue when I think it</p> <p>19 warrants far more time.</p> <p>20 MS KARMY-JONES: It's understood, but let's just move on.</p> <p>21 Let's use the half an hour well.</p> <p>22 MS SAUNDERS: I'm blown away sitting with some of my heroes</p> <p>23 up and down this room that I have admired and just</p> <p>24 adored for very many years. But the point I would like</p> <p>25 to make is Helen was absolutely right about involving</p> <p style="text-align: center;">Page 112</p>

<p>1 children in the conversations that we have. Absolutely                  2 essential, because none of us here have got a clue what                  3 it's like to be a 10-year-old these days, unless there's                  4 anybody hiding under a chair somewhere. I've got                  5 an 11-year-old granddaughter, she's just got her first                  6 phone and her grandparents are worried about it, because                  7 we know what's out there, and we know what can happen.                  8 So let's have another conversation about this. But                  9 also, the point I would like to make is to -- and                  10 involve survivors in these conversations. You know,                  11 I don't know how helpful the VSCP have been to this                  12 Inquiry. I hope that we've been helpful and I hope we                  13 can continue to be helpful when we're heard, which I'm                  14 sure we are from time to time.                  15 I noticed on the list of attendees we have got the                  16 Centre of Expertise on Child Sexual Abuse. That sounds                  17 fantastic. I'd never really heard of it until quite                  18 recently, and I would like to know how many survivors                  19 are involved in advising, having a conversation with the                  20 experts, and who the experts are.                  21 But the final point is the consequences of these                  22 crimes for the victims, and I speak -- survivors get in                  23 touch with me almost on a daily basis, and I hear                  24 people, even older than me, even older than me, who are                  25 just falling apart because they cannot come to terms</p> <p style="text-align: center;">Page 113</p>	<p>1 narratives and the involvement of children. I suspect                  2 probably around this table many of us don't actually                  3 understand the language that children themselves use for                  4 some of what's taking place.                  5 Is your experience that the popular media, the                  6 television programmes, the songs, have a material                  7 effect?                  8 MS HARRISON: I could give an opinion. I haven't done any                  9 research. I don't have any hard evidence to give you.                  10 I think that popular -- you know, we've all talked                  11 about, there seemed to be a fair degree of consensus                  12 that actually addressing child sexual abuse needs to be                  13 a societal response, not just something that sits with                  14 professionals. From what people have said, clearly,                  15 representations of child sexual abuse in popular media,                  16 culture, has raised awareness. I think it's gone some                  17 way to reducing shame and stigma. I think that it's                  18 given confidence to people to disclose or to talk about                  19 the abuse that they've experienced in the past.                  20 I think we need to be careful in that we know that                  21 child sexual abuse happens in lots and lots of different                  22 ways. We have touched on that today in the session, in                  23 lots of different contexts, with different motivations,                  24 and actually you can only ever represent a really small                  25 minority of that, I think, in that popular culture.</p> <p style="text-align: center;">Page 115</p>
<p>1 with something that happened to them sometimes 50, 60,                  2 more years ago, and every time there is media, it comes                  3 up as an issue.                  4 There was one elderly woman, that I will finish                  5 with, who said to me, "Pete, every time I turn the radio                  6 on or watch the TV or open the newspaper, there's                  7 a report about childhood sexual abuse and it happened to                  8 me a long, long time ago, perpetrator long dead",                  9 and I started to apologise, and she said, "No, don't                  10 apologise". She said, "Pete, at long last, people are                  11 speaking out about this curse in our society.                  12 I think that's exactly the point that Bea made                  13 better than she can ever do anything, is we've got to                  14 name it for what it is. And tackle it and change the                  15 culture, and we have a culture, unfortunately, in this                  16 country, particularly in this country, and those of you                  17 who watched the excellent documentary on "Exposure" last                  18 week, on boarding schools, you know, we still breed                  19 people who suffer abuse, still then send their kids to                  20 the same school where they were abused and still end up                  21 running the country. That's what we're up against.                  22 MS KARMY-JONES: Thank you very much.                  23 Cassandra, can I turn to you, just as you take that                  24 glass of water?                  25 Some things have been said about words used and</p> <p style="text-align: center;">Page 114</p>	<p>1 I think what we need to be careful of is that we                  2 don't -- it doesn't lead to seeing it as that -- that is                  3 what child sexual abuse is, which therefore invalidates                  4 other people's experiences.                  5 So I think it can have an important role to play,                  6 but actually, we need to treat it with a bit of caution                  7 that we don't neglect other people's experiences in that                  8 as well.                  9 MS KARMY-JONES: Thank you very much.                  10 Carlene, can I turn to you to see if there's                  11 anything you would like to add to this.                  12 DR FIRMIN: Thank you. There were just a handful of                  13 comments I did want to make.                  14 I firstly wanted to pick on the discussion that's                  15 kind of come about again in this second session which is                  16 around the response to peer abuse, and I do think --                  17 I completely agree with the points that have been made                  18 about the need for a societal response and I will come                  19 to address that.                  20 But I do think particularly the point that was made                  21 about our age of criminal responsibility being 10. The                  22 fact that we've got an age of criminal responsibility                  23 that's 10 and an age of consent that's 16, which means                  24 we've got a group of 10 to 15 years olds that cannot                  25 consent to have sex but can be held criminally</p> <p style="text-align: center;">Page 116</p>

1 responsible for sexual abuse is just one part of the  
 2 need to do some more thinking nationally around  
 3 peer-on-peer abuse and do have to have some leadership  
 4 on that.

5 That's not to say that I think we've got it right in  
 6 response to all other forms of sexual abuse, but I think  
 7 the systems that we have were never designed to deal  
 8 with abuse between young people, and the way our justice  
 9 and child protection systems are structured is just one  
 10 exemplification of that, and I do feel like a lack of  
 11 leadership on that has led to kind of panicked responses  
 12 such as the throwing of this issue into keeping children  
 13 safe in education alongside lots of others where it  
 14 doesn't really work or siloed advice around sexual  
 15 violence in schools, but then how does that apply in  
 16 other settings like youth clubs? I don't really know.

17 We need much more considered rather than reactionary  
 18 work on this. It's good that there's some traction, but  
 19 we need to be much more considered in our approach.

20 So, putting that to one side, I do want to make  
 21 a couple of points about societal shifts because I do  
 22 personally believe, from the work that I've done that we  
 23 need a paradigm shift in how we talk about safeguarding  
 24 and young people's welfare, and we do like to use the  
 25 term that safeguarding is everybody's business. It's

Page 117

1 kind of a strapline that we see bandied about a lot.  
 2 But when you dig down, a lot of that often means it's  
 3 your business to make a referral. If you have  
 4 a concern, it's your responsibility to refer that  
 5 concern into some system that's going to be able to  
 6 respond to it.

7 Actually, I think we need to be thinking much more  
 8 creatively about what we mean by safeguarding being  
 9 everyone's business, and it being much more about it  
 10 being everybody's business to create spaces and  
 11 environments in which children cannot be harmed or which  
 12 at least the risk of harm is significantly reduced.

13 So it's not the responsibility of a school to simply  
 14 refer concerns into the system. It's to create an  
 15 education, an environment, in which we are seeking to  
 16 prevent or at least reduce exposure to sexual violence  
 17 in those settings, and the same for park wardens and  
 18 those that design parks and those that run transport  
 19 services where children are sexually harassed on their  
 20 way to and from school. It's our business to address  
 21 those experiences and create safety for children in  
 22 those spaces, not to refer concerns that may emerge in  
 23 them.

24 I think if we're able to create some shifts in that  
 25 direction, it may ultimately -- and I would love to see

Page 118

1 this happen as a measure of our success -- a reduction  
 2 in the use of relocation as a means of keeping children  
 3 safe from sexual abuse, because for me that is  
 4 symptomatic of the fact that we feel like we can't  
 5 create safety in the spaces where children have been  
 6 harmed. So we spend an inordinate amount of money  
 7 moving them out of those spaces and fracturing all their  
 8 safe relationships as well as the ones in which they've  
 9 been abused in order to do so.

10 I understand that anxiety and I appreciate --

11 MS KARMY-JONES: I'm just going to pull you back a little  
 12 bit. Don't forget, we are on narratives.

13 DR FIRMIN: Absolutely, and I completely appreciate that.  
 14 But I think because we have a narrative which is around  
 15 it being about individuals and the management of them,  
 16 when an issue emerges that is actually about a space, we  
 17 don't have a response beyond the movement of that  
 18 individual, which then places the responsibility for  
 19 safety back on the shoulders of that child and not on  
 20 those who manage the spaces in which they were harmed.

21 The final thing I want to say just about narrative  
 22 is that in terms of narratives around consent and  
 23 education which has already been raised, I think it's  
 24 very critical that we think about how we practice what  
 25 we preach and that we don't overly rely on education

Page 119

1 about consent if we don't then expose children to  
 2 healthier safe relationships. It's not enough to simply  
 3 teach about these things. We have to create spaces in  
 4 which those things can be realised.

5 When I've interviewed young women in custody, they  
 6 have been able to give me verse and chapter on what  
 7 consent is, but they have never had access to a safe and  
 8 healthy relationship and therefore those words simply  
 9 fall away.

10 So I think it's really important that we think about  
 11 what that means when we're telling children what consent  
 12 is and that we don't use these words loosely, because  
 13 actually I don't think that we as a society understand  
 14 what consent really is a lot of the time, which is why  
 15 we see these issues with our jury, and I absolutely  
 16 welcome Liz's comments around culture because I think  
 17 all too often the term "culture" comes up to describe  
 18 individual communities that we see as having  
 19 a particular culture that may or may not drive sexual  
 20 violence, when actually we need to be thinking about our  
 21 culture and subcultures within those that may enable or  
 22 allow sexual violence to occur.

23 MS KARMY-JONES: Thank you. Bea, you wanted to say  
 24 something.

25 MS CAMPBELL: I did. It was in response to what Simon was

Page 120

1 saying and it rang a bell and connected with what I was  
2 trying to say earlier. I'll just say something very,  
3 very briefly.

4 That Inquiry, which was the formative Inquiry that  
5 laid out a terrain of child welfare and safeguarding  
6 practices thereafter and the way that child sexual abuse  
7 would be policed thereafter. So it is the definitive  
8 moment in this history that we're talking about. Okay.  
9 That was an Inquiry that concerned itself with finding  
10 an answer to "this". And the "this" was that quite  
11 a small number of children were discovered to have been  
12 possibly raped and bugged when they were little, under  
13 10, by doctors in a hospital and social workers who were  
14 worried about them.

15 But the hospital's number of child beds in the  
16 paediatric ward had in that decade declined from 150 to  
17 50. So the doctors were rebuked for making diagnoses  
18 that could not be accommodated by the system.

19 I'm thinking to myself: what will people say and do  
20 to Simon Bailey when he's called to account for saying,  
21 "We can't arrest our way out of this"? And I'm thinking  
22 to myself, number 1, why not? Number 2, would it work  
23 anyway? Because I get the impression from what you're  
24 saying is that's not necessarily the answer.

25 But here we are across a generation where there have

Page 121

1 been cycles of new knowledge, new discovery, new  
2 platforms, new contexts around child sexual abuse, and  
3 plenty of evidence of the discursive regimes that Liz  
4 and Jo have described, which will absolutely,  
5 definitely, you could put money on it, meet whatever  
6 reports you publish.

7 Because the response is always going to be,  
8 again: because we can't arrest our way out of this, it  
9 isn't worth arresting our way out of it. The stuff  
10 that's going on isn't worth the attention of the  
11 criminal justice system. There won't be any possibility  
12 of imagining what justice would mean even, given the  
13 kind of things that you and Tink and you others have  
14 been trying to describe. Is it even a remotely  
15 appropriate context in which to think about how this  
16 might be called to account, never mind all of the stuff  
17 that is, as it were, the ordinary practice, the ordinary  
18 environments of child sexual abuse?

19 I say this because even though there's plenty of  
20 evidence that our society is fascinated by this,  
21 troubled by it, and frets about it, we are in an  
22 argument with ourselves about it. But we've been here  
23 before several times in the last 30 years and my worry  
24 is that we could go back again to that moment where the  
25 inference drawn from "we can't arrest our way out of

Page 122

1 this", will be -- well, actually we could script it.

2 MS KARMY-JONES: Thank you very much.

3 MS CAMPBELL: Politically very dangerous.

4 MS KARMY-JONES: Helen, have you got any observations, "We  
5 can't arrest our way out of it"?

6 DR BECKETT: I didn't know I was letting myself into that  
7 one.

8 Can I actually pass on that specific question?

9 Simply because, a bit like Cassie said earlier, I would  
10 be giving you an opinion as opposed to that I'd actually  
11 be drawing from our evidence base, which is what I would  
12 prefer to do. I may come back to you.

13 MS KARMY-JONES: Have a little think about it because  
14 I would like to come back to you because obviously your  
15 opinion is part of what this is about.

16 DR BECKETT: Okay.

17 Can I briefly just make two other points. One does  
18 relate slightly to that, which is the need, if we're  
19 thinking about how we need to go forward, we need better  
20 read-across across the system. So at the minute we're  
21 tinkering around and making small changes and we're not  
22 actually thinking about how those go together.

23 A very good example of that is the changing language  
24 that was brought in in 2015 under the Serious Crime Act,  
25 changing the language around prostitution to calling it

Page 123

1 "abuse of a child through sexual exploitation", which in  
2 essence has now meant that we have a policy definition  
3 and a set of offences that don't match because the  
4 policy definition includes intangible gain that isn't  
5 covered by the offences and the offences include  
6 indecent images without any requirement for exchange.

7 Now, when I'm out training and people learn this,  
8 they are absolutely confused. So the lack of  
9 read-across of -- well-meaning, I absolutely agree, with  
10 the intention behind remove the language of  
11 prostitution, but it was not thought through.

12 So this lack of read-across of what we are doing in  
13 different areas of the system is really creating  
14 a difficulty for people to respond to this.

15 My second point, and I know it's not my role to ask  
16 questions, but I don't have an answer to it. But I'm  
17 just sitting here listening to everybody going: why?  
18 Why is there this particular struggle around discussing  
19 sexual abuse in a way that there is not about any form  
20 of harm? And until we get to the heart of that problem,  
21 why is it so taboo? Why is it so taboo to talk about  
22 sex anyway, let alone sexual abuse?

23 We are never going to be at a point where we can  
24 change these discourses until we can figure out why do  
25 we have to other this problem? Where can't we own this

Page 124

<p>1 problem?</p> <p>2 You know, I'm asking myself that question as I sit</p> <p>3 here. Why is there a discomfort around that in a way</p> <p>4 there is not about anything else? We've got to ask that</p> <p>5 question to figure out how we challenge these really</p> <p>6 unhelpful discourses, but I will think about the other</p> <p>7 question now.</p> <p>8 MS KARMY-JONES: Thank you very much. Jocelyn?</p> <p>9 MS ANDERSON: I think there are a number of things that</p> <p>10 I want to pick up on, but going back to Simon's point</p> <p>11 about we can't arrest our way out of it, I think there</p> <p>12 is a genuine fear of labelling people as a perpetrator</p> <p>13 or as somebody who has committed childhood sexual abuse.</p> <p>14 We focus our attention on the victim, without actually</p> <p>15 looking at the perpetrator, and there is so much fear in</p> <p>16 all sectors, I think, where it's: we don't want to brand</p> <p>17 them as a rapist. We don't want to say -- and again it</p> <p>18 comes back to language. Because a paedophile is a child</p> <p>19 rapist and it makes a huge difference.</p> <p>20 There was a programme a while ago about young people</p> <p>21 who were showing a video and having a discussion</p> <p>22 afterwards. The one that stuck with me was: well, did</p> <p>23 he make a bad decision? Yes. Was he a rapist? No.</p> <p>24 And there's something in the language that people use.</p> <p>25 They are fearful.</p> <p style="text-align: center;">Page 125</p>	<p>1 MR BAILEY: We recorded in 2016/2017 nearly 65,000 reports</p> <p>2 of child sexual abuse. That doesn't include the</p> <p>3 thousands of offences that were recorded for viewing</p> <p>4 indecent imagery of children.</p> <p>5 So when you look at the sheer scale of the threat,</p> <p>6 we are having to deal with unprecedented volumes of</p> <p>7 abuse that have never, ever been seen before, that are</p> <p>8 being facilitated a lot through technology, but also</p> <p>9 supported by the fact that, thank goodness, victims, now</p> <p>10 more so than ever before, have the confidence to come</p> <p>11 forward.</p> <p>12 But as a result of that, the whole system -- so it's</p> <p>13 us, it's all the people that Andrew works with -- are</p> <p>14 just having to deal with numbers which are so</p> <p>15 significant that we are having to prioritise.</p> <p>16 Unless we as a country, as nation, however you like</p> <p>17 to describe it, put in place a response which gives</p> <p>18 Andrew's staff, my staff, the ability to go and deal</p> <p>19 with those people who cause the highest levels of harm</p> <p>20 and the greatest threat, then we are going to fail and</p> <p>21 there has to be a whole system approach to this.</p> <p>22 So the technological solutions exist, I believe, to</p> <p>23 take indecent imagery off the web. The technology</p> <p>24 exists to monitor inappropriate conversations and the</p> <p>25 grooming of young children on the web.</p> <p style="text-align: center;">Page 127</p>
<p>1 If you acknowledge that with the statistics it's</p> <p>2 between 1 in 5 and 1 in 20 children are being sexually</p> <p>3 abused, to pick any number in between those, somebody is</p> <p>4 doing this and we're not looking at the somebody that's</p> <p>5 doing it. We're focusing on the victim blaming and</p> <p>6 what's going on.</p> <p>7 So I think there is that element that we all do need</p> <p>8 to step up and say actually somebody is committing these</p> <p>9 offences. We will have to, as a society, acknowledge</p> <p>10 that it's the person next door, the person in the same</p> <p>11 house, the nice school teacher, the scout master.</p> <p>12 We need to be able to name and say actually these</p> <p>13 are offending behaviours and it's not just an excuse,</p> <p>14 a bit of a fumble.</p> <p>15 That comes down to the language in media, where</p> <p>16 a rape is described as a sexual fondling, having sex.</p> <p>17 It's not. It's rape.</p> <p>18 MS KARMY-JONES: Thanks. Simon, do you want to come back on</p> <p>19 some of that?</p> <p>20 MR BAILEY: I need to be really clear on that statement, "we</p> <p>21 can't arrest our way out of it", because I can see all</p> <p>22 sorts of negative publicity which would be unwarranted</p> <p>23 from my perspective.</p> <p>24 MS KARMY-JONES: I think many of us understand what you</p> <p>25 mean. So --</p> <p style="text-align: center;">Page 126</p>	<p>1 There is so much more that can be done that gives</p> <p>2 overstretched resources across the whole of society the</p> <p>3 ability to target our resources in the best place we can</p> <p>4 to get the greatest return on our investment.</p> <p>5 That's the argument I'm making. This is not around</p> <p>6 in any way me as the policing lead going soft on this.</p> <p>7 Far from it. But there has to be a far, far broader</p> <p>8 response. Otherwise, as I have said before this</p> <p>9 afternoon, we will let down those children who need us</p> <p>10 the most.</p> <p>11 MS KARMY-JONES: Just to put it another thing in and bring</p> <p>12 in something that Carlene has said and Helen has said,</p> <p>13 we have to remember that in some of these instances</p> <p>14 there is a complication when we're dealing with</p> <p>15 peer-on-peer abuse because, of course, the perpetrator</p> <p>16 is also a child. That does add another element and we</p> <p>17 can't just forget that or deal -- potentially deal with</p> <p>18 that child perpetrator in the same way, perhaps.</p> <p>19 MR BAILEY: Can I just say, I completely agree because</p> <p>20 a third of those 65,000 offences, the suspect or the</p> <p>21 perpetrator is under the age of 18.</p> <p>22 Now, again, that's a difficult figure and</p> <p>23 a different number to get your head round. One third is</p> <p>24 a child abusing a child. But again, we don't seem to</p> <p>25 have the confidence and the courage to have these</p> <p style="text-align: center;">Page 128</p>



<p>1 conversations and to ask the question: what is it that's                  2 driving another child to abuse another child? Is the                  3 availability of online pornography a driver? Question.                  4 They're the difficult conversations that we need to be                  5 having if we're going to tackle the threat.                  6 MS KARMY-JONES: Isn't that bringing us back to where we are                  7 today, because much of that, as I think, Helen, you                  8 said, comes down to the narratives and the understanding                  9 of what is abuse. What is the understanding of abuse in                  10 that child's mind?                  11 Can I just go to Jocelyn because I know you are one                  12 of the ones that have to leave a little early and we're                  13 running out of time, unfortunately.                  14 MS ANDERSON: I think it was to pick up on your point, and                  15 on Andrew's point, that we're not going to fix this with                  16 a tick-box exercise.                  17 So when you look at some of the risk assessments                  18 around CSE, it's for professionals to look beyond the                  19 obvious. We are not going to fix it with tick-boxes.                  20 We are not going to fix it with anything unless we                  21 actually drag everything out and look at it and have                  22 a coherent response across all services.                  23 MS KARMY-JONES: I've got three people I want to hear from                  24 very, very quickly.                  25 First of all, can I go to Andrew, then I'm going to</p> <p style="text-align: center;">Page 129</p>	<p>1 repercussions. When we're looking at how institutions                  2 respond to that at the time, that lives with that                  3 individual, and I'm talking about from the victim                  4 survivor perspective, for decades.                  5 So it's how has this been responded to? So the                  6 knowledge is there. How has this been responded to?                  7 Because it's not what was done. It's what did that do.                  8 What did that do to that individual, and then how does                  9 that person cope thereafter? It doesn't go away. It's                  10 still there. It may be buried at some level, but it's                  11 still there.                  12 For me it comes back to education, because you can                  13 hear something so easily on a bus, in a queue, buying                  14 a bag of crisps at a station, anywhere, where somebody                  15 will say something and they don't actually understand                  16 what they have just said.                  17 Somebody said to me the other day about indecent                  18 images, you know, "Well, it's nothing". One of the                  19 things I want to say is how do we educate when we're                  20 actually walking the other way? In 1997 we had ten                  21 categories with the COPINE ruling. We had ten                  22 categories of what images were. We then moved in 2002                  23 to five categories, and in 2014 we moved to three.                  24 So if you're part of any system that's actually                  25 judging a case or a member of the public who is saying,</p> <p style="text-align: center;">Page 131</p>
<p>1 go to Gillian, then I'm going to go to Pete, and then to                  2 the public gallery. So a minute.                  3 MR WEBB: Simon talked about the numbers of children and                  4 young people who are recorded as perpetrating abuse.                  5 A very high proportion of those are -- the abuse happens                  6 within a family, and we need a system for exploring that                  7 complexity which doesn't simply follow a route that                  8 treats them as if they were an adult exploiting a much                  9 younger child to whom they're not related.                  10 We have to develop ways of being mature about                  11 understanding relationships and understanding how                  12 children's brains work better. What is it that makes                  13 them abuse their peers, whether in families or outside?                  14 The legal system, the criminal system is not necessarily                  15 the best place to do that.                  16 MS KARMY-JONES: Thank you.                  17 Gillian, is there something you wanted to add                  18 quickly?                  19 MS FINCH: I just want to remind us that what we are talking                  20 about is something we call trauma. It may not feel                  21 traumatic at the time, but actually when we're talking                  22 about what we want to introduce, what we want to change,                  23 it needs to be trauma informed.                  24 When we're talking about something as simplistic as                  25 a child on child, within a family or outside, that has</p> <p style="text-align: center;">Page 130</p>	<p>1 "Well, it was just some images", there's no real                  2 understanding of what those images are. It's too                  3 simplistic. We need to educate and say, "Do you know                  4 what in some of these images are?" Let me tell you what                  5 the categories are". We need to go back to ten and not                  6 dismiss it as being three, and that's about trying to                  7 educate.                  8 I'm surprised in many ways why anybody would                  9 disclose when what they meet with in society is                  10 negativism and blaming, and I just want to say survivors                  11 in their hundreds of thousands are coming forward. It                  12 is overburdening the system, but actually it's for the                  13 better, and we just need to be there and we need to be                  14 trauma informed and ready to receive and help. And                  15 help, because there has to be hope at the end of the                  16 day.                  17 MS KARMY-JONES: Thanks, Gillian. Pete?                  18 MR SAUNDERS: The excellent point I was going to make has                  19 gone completely out of my head, I'm afraid, as always                  20 happens. But a couple of points.                  21 One, I agree with Simon about the ability to nip                  22 this curse of online abuse in the bud if there was the                  23 desire to do it by the providers. I was talking to                  24 another senior police officer last week who said tell                  25 the Inquiry they've got to get to grips with dealing</p> <p style="text-align: center;">Page 132</p>

<p>1 with that.</p> <p>2 Oh, I've remembered what it was. The only time</p> <p>3 I have ever been asked to criticise the Chief Constable</p> <p>4 has been over his statement of not being able to arrest</p> <p>5 our way out of this issue. I do understand the logic</p> <p>6 behind that, but I think it's a very unhelpful thing to</p> <p>7 say because it's a green light to people who think,</p> <p>8 well, I can continue to get away with it.</p> <p>9 But I think what we need to come back to is the word</p> <p>10 we are not allowed to use. It's the F word. We need</p> <p>11 a lot more funding to look at what drives this</p> <p>12 unacceptable behaviour, what drives people to abuse. We</p> <p>13 have an idea of what drives the younger people to abuse</p> <p>14 because it's probably what they're witnessing or</p> <p>15 experiencing.</p> <p>16 But also I think Patrick had a very good point about</p> <p>17 having a sign on the back of toilet doors and all sorts</p> <p>18 of places, saying: if you have an inkling that you're</p> <p>19 going to hurt a child, get help now or face an eternity</p> <p>20 in prison, I would say. And there's an awful lot of F</p> <p>21 that has to go into making that happen.</p> <p>22 MS KARMY-JONES: Thank you very much.</p> <p>23 I'm going to turn to the public gallery for our</p> <p>24 final ten minutes. Once again, can I invite</p> <p>25 contributions first from our core participants and then</p> <p style="text-align: center;">Page 133</p>	<p>1 If you are told at the beginning of an Inquiry that</p> <p>2 you're going to have forums every few months where</p> <p>3 you're going to be able to put in information and</p> <p>4 discuss, that's great. When those forums suddenly stop</p> <p>5 for a year and nobody will tell you why, that's not so</p> <p>6 great. It doesn't give a great social discourse. It</p> <p>7 doesn't give a great political narrative to the thing</p> <p>8 that you're trying to do. It doesn't encourage</p> <p>9 survivors to come forward.</p> <p>10 The forums have been missing now for almost a year.</p> <p>11 We'd like to know where they've gone. Quite apart from</p> <p>12 the fact that we, as usual, are put into the corner at</p> <p>13 the back for the seminars as well. I think that in</p> <p>14 itself is a political and social discourse and narrative</p> <p>15 that the Inquiry has to think about what it's doing</p> <p>16 itself.</p> <p>17 MS KARMY-JONES: Thank you, Mr O'Mara. That will be taken</p> <p>18 on board.</p> <p>19 MR ROBSON: Pete Robson, survivor.</p> <p>20 One of the things I'd like to mention is the Inquiry</p> <p>21 being had the other week was on a certain thing. Then</p> <p>22 I go into a newsagent or shop and then it is plastered</p> <p>23 all over the papers about one man and what's going on.</p> <p>24 Now, today you said there's somebody from the BBC</p> <p>25 here. One of the things I found out today off Mrs Bea</p> <p style="text-align: center;">Page 135</p>
<p>1 from other members of the public.</p> <p>2 So core participants, please. Yes.</p> <p>3 MEMBER OF THE PUBLIC: Hi. I have listened this afternoon</p> <p>4 to all the comments and I have found most of them pretty</p> <p>5 absorbing. However, I did notice that the conversations</p> <p>6 were swaying towards the abuse of women and girls.</p> <p>7 You know, we can't forget the fact that, you know,</p> <p>8 there was a lot of boys abused as well, and in fact, if</p> <p>9 you look into the public gallery, the majority of the</p> <p>10 core participants sat here are men who were abused as</p> <p>11 boys.</p> <p>12 So I think that the focus should be on whatever</p> <p>13 gender, you know, because -- not only this seminar.</p> <p>14 I found this with other seminars as well, where the</p> <p>15 conversation does sway that way.</p> <p>16 MS KARMY-JONES: Thank you very much. I just want to say</p> <p>17 that, for that very reason, we're extraordinarily</p> <p>18 grateful to our two male victims and survivors who are</p> <p>19 present on the horseshoe today to contribute to the</p> <p>20 seminar.</p> <p>21 Anyone else from -- thank you, Mr O'Mara.</p> <p>22 MR O'MARA: Thank you. Nigel O'Mara.</p> <p>23 What I would like to bring it around to is the</p> <p>24 social discussion or the social discourse that comes out</p> <p>25 of this Inquiry itself.</p> <p style="text-align: center;">Page 134</p>	<p>1 was with the media giving misleading stories, that</p> <p>2 something I found out today that I was totally wrong</p> <p>3 with, so again, over the last 30 years, and I appreciate</p> <p>4 that the lady has explained to me. It was about</p> <p>5 a certain case in Cleveland, which I've mentioned in</p> <p>6 this Inquiry before, and she totally clarified as to</p> <p>7 what she knew because she knew straight away, which goes</p> <p>8 back to the Irish lady who mentioned the same thing.</p> <p>9 The media has a lot to answer for when they make</p> <p>10 comments on things, for instance, Asian groups. There</p> <p>11 are white groups this do it as well. But it always</p> <p>12 seems to be focused on the important thing that will</p> <p>13 bring money in.</p> <p>14 Now, on that point, going back to the F word,</p> <p>15 funding, I think we should be looking for the children,</p> <p>16 find these children, helping these children, and stop</p> <p>17 prosecuting people for doing 31-mile an hour, as one</p> <p>18 Chief Constable wants to do.</p> <p>19 MS KARMY-JONES: Thank you. Any more core participants who</p> <p>20 wish to give any comments?</p> <p>21 Any other members of the public? Can I go -- Chris,</p> <p>22 can I first go to anyone who hasn't spoken and then come</p> <p>23 to you. If there's anyone who wants to say anything</p> <p>24 else.</p> <p>25 MEMBER OF THE PUBLIC: (inaudible) occasionally here to</p> <p style="text-align: center;">Page 136</p>

1 IICSA. You go on about child abuse and you say how good  
 2 they are, these men, who have come forward and they've  
 3 finally said what happened to them as children.  
 4 My experience of that is that it is all a complete  
 5 load of tosh. You're being paid millions to sit here,  
 6 millions and millions of my tax money to sit here.  
 7 I have been in court for seven years -- seven years, and  
 8 I come to trial this June in the Royal Courts of  
 9 Justice -- when I complained about the abuse I suffered  
 10 in my boarding school in Yorkshire.  
 11 So nothing has changed. Nothing ever will. And  
 12 I would say to any young man or woman that has been  
 13 abused at school by a master or a priest or a teacher,  
 14 do not come forward and complain because you will have  
 15 hell. You will have seven years of hell and you'll get  
 16 nowhere.  
 17 MS KARMY-JONES: Yes, sir, thank you.  
 18 Chris, you wanted to say something?  
 19 MEMBER OF THE PUBLIC: So I will try and keep this brief.  
 20 So solutions going forward. We need to create new  
 21 narratives. No one knows the true scale and scope of  
 22 child sexual abuse, but let's say it is one in four. So  
 23 the three in four society need to step up and we need to  
 24 understand what abuse is, who does it, what the impact  
 25 is, why does it happen, how can we report it, how can we

Page 137

1 better protect our children.  
 2 You know, it's not just about saying it's a societal  
 3 issue because it is and we all need to be educated on  
 4 this. But how do we actually make this happen?  
 5 We can't just say it is a societal issue, especially  
 6 from the professional point of view, because then we are  
 7 just passing the buck. We all need to stand up against  
 8 this and we all need to take action because action is  
 9 where it lies.  
 10 Having these conversations is great, but we need the  
 11 action, and for that action to happen, we need the F  
 12 word. We need the funding. But this has got to come  
 13 from everybody.  
 14 Society works in all different organisations. It's  
 15 up to society. We work in government departments. We  
 16 work in Social Services. We work in the police. We  
 17 work in the public health. We all have to step up in  
 18 our public and private capacities to make this happen.  
 19 Simon Bailey, this is just a question for you. If  
 20 I see an image or a video on social media, what do I do  
 21 about it? Because no one seems to know. This is  
 22 happening all the time and I want to get this scourge  
 23 off of our social media.  
 24 MS KARMY-JONES: Thank you. Simon, I don't know if you have  
 25 a swift answer to that question?

Page 138

1 MR BAILEY: The simple answer is to go to your local police  
 2 station and report it.  
 3 MS KARMY-JONES: Thank you very much.  
 4 Right. Now, we have time maybe for one more.  
 5 Quickly, please.  
 6 MEMBER OF THE PUBLIC: It was just a very quick observation  
 7 about one of the discourses that's in the report with  
 8 regards to a different time.  
 9 I have to say that I've heard that in this building  
 10 today and it does seem to me that there seems to be two  
 11 very distinct opinions between statutory services, who  
 12 are saying it is getting better and things are better  
 13 than they were and that things are improving, and then  
 14 you've got the survivor community who are working with  
 15 survivors are saying actually it isn't better, it's just  
 16 different. It's not improving. In some aspects it's  
 17 getting worse.  
 18 I just wanted to quickly ask whether there was any  
 19 scope in the Inquiry revisiting this report in a longer  
 20 seminar later on this year at some point, because it's  
 21 only had half a day. That was really just my thought  
 22 behind it.  
 23 MS KARMY-JONES: Thank you very much for that contribution.  
 24 Obviously all comments are going to be considered at  
 25 different stages. I can't give you an answer to that

Page 139

1 one, but obviously we've heard it. Thanks very much.  
 2 Okay. I think that really brings us to the end of  
 3 our afternoon.  
 4 THE CHAIR: Thank you, Riel, and of course thanks to  
 5 everyone here and all of the participants for your  
 6 contributions. There's no doubt it's been a very  
 7 stimulating conversation today.  
 8 We will all consider everything we've heard very  
 9 carefully, particularly of course in relation to  
 10 narratives about child sexual abuse, what needs to  
 11 change and how that change can be brought about. But  
 12 I should say these are matters we discuss frequently as  
 13 a panel and will continue to do so.  
 14 A full transcript of today's seminar will be  
 15 available on the Inquiry website this evening and  
 16 a video of the broadcast will also be available in a few  
 17 days' time on the website. Finally, a report  
 18 summarising the discussion today will be posted on the  
 19 website in the coming weeks.  
 20 I'd like to thank Riel Karmy-Jones once again for  
 21 her excellent facilitation today, and also particularly  
 22 to thank the Inquiry's research team, Cate and Claire,  
 23 who are here, for all the work they have done in  
 24 preparation for the seminar.  
 25 Despite what Pete says, I'm very much in the debt of

Page 140

1 the Inquiry's Victim and Survivor Consultative Panel who  
2 gave us good advice throughout the planning process.

3 So once again, thanks to everybody, particularly in  
4 the public gallery. We very much value your continued  
5 attendance at these seminars and look forward to seeing  
6 you again another time. Thank you.

7 (4.42 pm)

8 (The hearing concluded)

9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25

1	INDEX	
2		PAGE
3	Welcome and opening remarks by THE .....	1
4	CHAIR	
5		
6	Opening remarks by MS KARMY-JONES .....	3
7		
8	Introductions .....	15
9		
10	Session 1 .....	19
11		
12	Session 2 .....	74
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

A					
<b>ability</b> 29:16 54:17 85:17 127:18 128:3 132:21	33:4 35:24,25 36:1,3 37:15 38:4 39:13,23 40:3,3,9 40:13,22 41:18,22 42:5,7,11 43:1,10 43:13 44:4,17 45:19 47:12 48:2 49:23,25 51:3,12 52:13,18 53:6,10 54:7,19 55:16 57:6 58:13 60:10 61:14 63:4,9,25 65:2 67:9,22 68:20 69:1 70:5 70:14 71:19,24 72:2,5 73:11,16 74:6,10 75:9,14 75:16,17 76:22,23 78:18,20,21 79:1 81:11 86:3,6,23 87:4,7,7,24 88:3 88:13,22 89:5,7,8 89:12,22 90:5,7 90:11,16,23 92:22 92:22 94:22 95:17 97:7 99:11 100:16 101:21 102:18 103:12 106:22,25 107:14 108:9 109:19 110:7,8 112:10 113:16 114:7,19 115:12 115:15,19,21 116:3,16 117:1,3 117:6,8 119:3 121:6 122:2,18 124:1,19,22 125:13 127:2,7 128:15 129:2,9,9 130:4,5,13 132:22 133:12,13 134:6 137:1,9,22,24 140:10	18:14 30:5 31:8 31:21 32:14 35:20 44:21 47:24 52:5 53:2 55:24 57:14 67:10,25 77:1 79:4,9,9,20 82:12 94:14 102:11 103:16 114:20 119:9 126:3 134:8 134:10 137:13	<b>abuser</b> 61:5 <b>abusers</b> 56:11,13 <b>abusing</b> 57:24 86:19 100:20 103:6 128:24 <b>abusive</b> 34:22 35:19 42:24 <b>academic</b> 17:18 34:14 36:13 44:16 44:19 <b>academics</b> 45:5 <b>accept</b> 39:9 99:14 101:23 107:22 <b>acceptable</b> 70:22 99:23,24 <b>accepted</b> 22:5 <b>accepting</b> 99:21 <b>accepts</b> 22:3 <b>access</b> 26:14 47:23 70:2 120:7 <b>accessible</b> 8:8 <b>accommodated</b> 121:18 <b>accord</b> 106:19 <b>account</b> 35:6,17 69:2 76:14 80:24 121:20 122:16 <b>accountable</b> 58:10 <b>accounts</b> 23:16 65:5 105:18,19 106:14 <b>accurate</b> 22:17 <b>accurately</b> 6:22 <b>achieve</b> 9:9,21 62:11	<b>acknowledge</b> 6:19 126:1,9 <b>acknowledged</b> 32:2 <b>acronyms</b> 62:23 <b>act</b> 5:16 27:22 62:22,25 85:17 96:15 123:24 <b>acting</b> 27:21 61:6 <b>action</b> 73:25 138:8 138:8,11,11 <b>actions</b> 93:17 <b>active</b> 28:5,24 79:7 <b>actively</b> 52:25 <b>activity</b> 40:14 90:21 97:15 <b>acutely</b> 95:13 <b>add</b> 28:19 29:18 31:17 48:13 55:12 55:13 94:9 116:11 128:16 130:17 <b>address</b> 11:12 13:16 36:9 87:19 103:22 116:19 118:20 <b>addressing</b> 115:12 <b>adds</b> 51:1 <b>Adele</b> 16:8 37:8 85:24 106:16 <b>adequate</b> 80:21 83:9 <b>adhered</b> 12:25 <b>administer</b> 83:10 <b>administration</b> 78:23 79:2 <b>admired</b> 112:23 <b>admission</b> 67:12 <b>adolescence</b> 27:9 100:6 <b>adolescents</b> 28:2 <b>adored</b> 112:24 <b>adult</b> 17:2 25:1 35:5 39:4 46:11 47:16 67:21 86:21 88:10 92:1 93:8 130:8	<b>adults</b> 22:23 32:3 35:4 45:20 60:21 68:11 <b>advantage</b> 38:9 <b>adverse</b> 1:15 <b>adversity</b> 38:6 <b>advice</b> 36:13 65:18 117:14 141:2 <b>advised</b> 26:12,13 <b>advising</b> 113:19 <b>advocacy</b> 15:9 <b>affection</b> 41:5 88:7 <b>affirm</b> 79:18 <b>afraid</b> 73:3 132:19 <b>afternoon</b> 1:4 2:8 3:2 9:22 15:18 16:8 17:22 66:19 108:22 128:9 134:3 140:3 <b>afternoon's</b> 16:14 <b>Afzal</b> 19:19 <b>age</b> 15:8 76:18 90:9 98:24 116:21,22 116:23 128:21 <b>age-old</b> 27:23 <b>aged</b> 99:19,19 <b>agencies</b> 17:7,8,8 17:11 18:7 <b>agency</b> 17:1,6 <b>agenda</b> 5:3 9:6 34:1 49:8 61:11 65:17 108:1 <b>agents</b> 28:24 <b>ago</b> 17:2,7,12 18:17 24:4 27:5,17 53:18 56:15,21 57:13 69:12 80:20 83:7 88:25 104:15 114:2,8 125:20 <b>agree</b> 8:1 18:15,16 38:2 63:1 84:2 107:25 109:17 116:17 124:9 128:19 132:21 <b>agreed</b> 1:11 64:5
<b>absence</b> 35:1 41:6 <b>absent</b> 63:9 <b>absolutely</b> 6:17 27:10 29:20 30:14 31:18 37:4,10 38:2 65:9 90:15 94:3,17 96:4 98:22 106:19 107:25 108:13 109:17 111:22 112:11,25 113:1 119:13 120:15 122:4 124:8,9 <b>absorbing</b> 134:5 <b>abuse</b> 1:6,10 2:9,10 3:16 4:15,25 5:6,7 5:9,17,21 6:1,6,7 6:9,13,20,24 7:9 7:11,18,22 8:10 8:18,22,23,23 9:3 10:17 11:1 15:7 15:25 16:4,5,23 17:17,21,24 18:17 18:20 19:4,6,10 19:13 20:2,2,8,16 20:20,24 21:1,1,2 21:6,9,16 22:18 23:2,18 25:7,11 25:25 26:5 27:8,9 28:3,13,24 29:10 29:14 30:18,23 31:3,6 32:23 33:3	<b>abused</b> 15:16 16:19 16:20 17:3,4				

<b>agreeing</b> 2:24	<b>Ann's</b> 87:5	103:14 108:1	35:24 51:6	71:17
<b>ahead</b> 71:11 72:14 85:24	<b>annex</b> 13:22 14:1	117:19 127:21	<b>assessment</b> 34:9 38:15,20 50:1,4 101:15	<b>authors</b> 19:7 20:4,9 20:15 21:11 29:19 40:8
<b>Aisling</b> 19:19	<b>announcement</b> 14:16	<b>approaching</b> 111:9	<b>assessments</b> 129:17	<b>availability</b> 129:3
<b>Alberta</b> 85:12	<b>anonymity</b> 96:3,4,7	<b>appropriate</b> 13:17 112:3 122:15	<b>assist</b> 1:12 2:3	<b>available</b> 8:6 11:21 13:23 14:2 29:4 34:25 140:15,16
<b>alcohol</b> 39:11	<b>answer</b> 76:7,23,24 77:4 79:3 81:7 99:17 107:17 112:3 121:10,24 124:16 136:9 138:25 139:1,25	<b>appropriately</b> 86:8	<b>associated</b> 35:13	<b>average</b> 86:17
<b>Alexis</b> 1:5	<b>answered/asked</b> 77:16	<b>approximation</b> 89:3	<b>Association</b> 15:13 18:14	<b>avoid</b> 9:12 11:9 85:4
<b>alike</b> 43:3,4	<b>answers</b> 76:3	<b>archives</b> 82:15	<b>assume</b> 100:23	<b>avoiding</b> 109:19
<b>all-party</b> 70:13 73:10	<b>antisocial</b> 98:8	<b>area</b> 30:3 37:16 48:9 62:1	<b>assumed</b> 37:16	<b>avoids</b> 108:13
<b>allegation</b> 35:5 63:7,20 65:6	<b>anxieties</b> 47:11	<b>areas</b> 2:2 3:15 30:1 42:2,6 53:17 124:13	<b>assumes</b> 98:23	<b>aware</b> 14:7 18:24 95:13 97:2,2,7
<b>allegations</b> 10:10	<b>anxiety</b> 119:10	<b>arenas</b> 22:6 24:24 24:24 25:22	<b>astonished</b> 32:7	<b>awareness</b> 55:7,8 115:16
<b>alleged</b> 58:4	<b>anybody</b> 62:16 113:4 132:8	<b>argue</b> 22:20 41:21 105:21	<b>attempt</b> 80:3	<b>awful</b> 81:10 133:20
<b>allegedly</b> 57:24	<b>anybody's</b> 49:8	<b>arguing</b> 94:5	<b>attempted</b> 21:7	
<b>allow</b> 3:6 10:7 65:14 67:10 103:11 120:22	<b>anymore</b> 27:18 33:4 42:20 62:8	<b>argument</b> 122:22 128:5	<b>attend</b> 3:7 11:22 19:21	<b>B</b>
<b>allowed</b> 35:7 50:7 133:10	<b>anyway</b> 69:19 83:9 121:23 124:22	<b>arrangements</b> 78:19,22 83:8	<b>attendance</b> 12:2 66:15 141:5	<b>back</b> 12:11 13:21 24:20,22 27:18 38:4 44:10,13,15 50:2,7,22 57:9 62:6 64:23 66:11 71:2,11 73:2 74:3 74:14 76:15 82:4 83:17 84:16 87:18 93:18,24 99:6 100:17 107:8 111:10 119:11,19 122:24 123:12,14 125:10,18 126:18 129:6 131:12 132:5 133:9,17 135:13 136:8,14
<b>allowing</b> 49:15 68:20	<b>apart</b> 113:25 135:11	<b>arrest</b> 121:21 122:8 122:25 123:5 125:11 126:21 133:4	<b>attended</b> 33:15	<b>backfire</b> 84:21
<b>alongside</b> 85:5 117:13	<b>apologies</b> 19:18	<b>arresting</b> 122:9	<b>attendees</b> 1:13 113:15	<b>backing</b> 67:2
<b>altering</b> 109:22	<b>apologise</b> 114:9,10	<b>articulated</b> 108:22	<b>attending</b> 7:14 19:18 54:6	<b>bad</b> 23:4 28:8 34:8 45:24 54:7 65:1 100:14 125:23
<b>amazing</b> 45:8 46:24	<b>appeared</b> 20:19	<b>Asian</b> 103:6 136:10	<b>attention</b> 10:24 25:1,6 41:6 43:16 47:15 48:8 73:17 80:15,15 122:10 125:14	<b>bad-apple</b> 35:10
<b>amazingly</b> 76:21	<b>appears</b> 60:2	<b>aside</b> 88:24	<b>attitudes</b> 18:7 59:8 60:19,20 61:11 62:12,13,17 65:20 65:21 66:8 95:6 104:11 110:13 112:10	<b>badly</b> 101:2
<b>amount</b> 74:23 119:6	<b>APPG</b> 70:13,15 73:10,12,13,16	<b>asked</b> 77:6 89:11 105:17 133:3	<b>audience</b> 107:7 36:20 38:16 49:3 49:9 52:12,14 53:13	<b>bag</b> 131:14
<b>amplifying</b> 59:3	<b>APPGs</b> 73:12	<b>asking</b> 12:4 22:3 71:25 77:8 103:8 110:22 125:2	<b>authorities</b> 15:14 36:20 38:16 49:3 49:9 52:12,14 53:13	<b>Bailey</b> 17:22,22 30:7,14 101:15
<b>analysed</b> 24:13	<b>applaud</b> 58:17	<b>asks</b> 94:15	<b>authority</b> 5:20 14:12,12 25:9	
<b>analysing</b> 23:25	<b>apple</b> 65:1	<b>aspects</b> 101:6 139:16		
<b>analysis</b> 8:10	<b>apples</b> 23:4 34:8 54:8 56:11	<b>assault</b> 41:9 49:19 63:7 69:16		
<b>and/or</b> 3:18 40:16	<b>apply</b> 102:9 117:15	<b>assaulted</b> 69:13		
<b>Anderson</b> 15:4,4 48:15 125:9 129:14	<b>applying</b> 102:10	<b>assertive</b> 45:2		
<b>Andrew</b> 15:11 50:20 62:15 96:25 101:17 109:17 127:13 129:25	<b>appreciate</b> 11:23 119:10,13 136:3	<b>assess</b> 34:11 35:22		
<b>Andrew's</b> 127:18 129:15	<b>appreciated</b> 87:5			
<b>Ann</b> 18:2 59:5 109:21 112:4	<b>approach</b> 30:20 55:18 90:25 95:1 100:25 101:12			

121:20 126:20 127:1 128:19 138:19 139:1 <b>balance</b> 53:13 <b>ball</b> 98:14 <b>bandied</b> 57:3 86:15 118:1 <b>barely</b> 57:13 <b>barricades</b> 76:10 <b>barristers</b> 29:12 <b>base</b> 50:18 123:11 <b>based</b> 100:8 <b>basically</b> 74:24 <b>basis</b> 20:9 113:23 <b>battle</b> 9:17 50:14 <b>Baxter-Thornton</b> 67:18,18 <b>BBC</b> 32:20,21 56:20 135:24 <b>Bea</b> 74:13 105:4 114:12 120:23 135:25 <b>beach</b> 32:9 <b>bear</b> 8:17 9:10 10:5 107:4 <b>bearing</b> 62:11 74:7 101:4 <b>Beatrix</b> 19:12 <b>beautifully</b> 81:12 <b>Beckett</b> 15:18,18 27:3 40:4 43:11 85:20 94:2 123:6 123:16 <b>becoming</b> 65:15 102:4,23 <b>Bedfordshire</b> 15:19 16:3 <b>bedroom</b> 68:17 <b>bedrooms</b> 102:2 <b>beds</b> 121:15 <b>beginning</b> 56:4 135:1 <b>behalf</b> 2:16 <b>behave</b> 29:1 <b>behaving</b> 99:15	<b>behaviour</b> 24:18 38:17,17,19,21 63:18 98:3,8 105:1 108:15 109:6 133:12 <b>behaviours</b> 34:22 48:23 64:3 94:15 100:7 126:13 <b>beings</b> 25:1 <b>believe</b> 14:8 23:10 30:16,19 39:3 56:24,24 58:1,1,2 87:10 90:17 91:6 94:13 95:16 96:7 96:19 110:5 117:22 127:22 <b>believed</b> 27:12,15 28:3 31:10 57:16 57:17,18 <b>bell</b> 121:1 <b>benefit</b> 40:16 <b>benevolent</b> 52:3 <b>best</b> 6:15 12:13 43:19 99:21 128:3 130:15 <b>better</b> 7:19 23:15 26:12 43:20 57:22 65:16 87:12 91:18 98:2,4 101:1 114:13 123:19 130:12 132:13 138:1 139:12,12 139:15 <b>beyond</b> 15:17 37:6 87:11 119:17 129:18 <b>bigger</b> 93:15 <b>biggest</b> 46:22 52:22 <b>bill</b> 110:25 <b>bit</b> 32:24,25 33:5 53:12 58:8 61:25 72:21 75:10 79:11 83:8 98:12 104:9 104:10 116:6 119:12 123:9	126:14 <b>blame</b> 35:14 36:23 108:7 <b>blamed</b> 82:17,17 <b>blaming</b> 108:6 126:5 132:10 <b>blanket</b> 6:25 <b>blatant</b> 67:12 <b>blether</b> 83:7 <b>blood</b> 46:5 <b>bloody</b> 96:11 <b>blow-by-blow</b> 35:6 <b>blown</b> 112:22 <b>board</b> 5:25 36:7 83:15 111:24 135:18 <b>boarding</b> 114:18 137:10 <b>bodies</b> 36:20 <b>body</b> 4:10 <b>boil</b> 83:15 <b>book</b> 19:14 88:1 <b>booked</b> 73:14 <b>boring</b> 32:24 57:5 <b>bottom</b> 83:18 <b>boundaries</b> 69:21 <b>box</b> 88:16 110:9 <b>boxes</b> 91:6 <b>boys</b> 63:5,6 65:8 99:18 134:8,11 <b>brains</b> 130:12 <b>brand</b> 125:16 <b>brave</b> 82:23 83:1 <b>break</b> 66:11 71:1,5 72:10,12,23 73:1 73:5 74:8,16 <b>breed</b> 114:18 <b>brief</b> 10:15 77:24 78:16 137:19 <b>briefly</b> 70:21 85:21 94:2 121:3 123:17 <b>brilliantly</b> 77:3 <b>bring</b> 15:22 17:18 36:7 50:19,20 58:12 59:21 67:19	83:16 84:15 95:7 101:3 128:11 134:23 136:13 <b>bringing</b> 83:17 110:25 129:6 <b>brings</b> 140:2 <b>British</b> 104:14 <b>broad-brush</b> 63:23 <b>broadcast</b> 13:14 140:16 <b>broadcasters</b> 92:7 <b>broadcasting</b> 4:20 <b>broader</b> 7:1 128:7 <b>brought</b> 20:12 59:18 61:20 123:24 140:11 <b>brutal</b> 60:8 <b>buck</b> 138:7 <b>bud</b> 132:22 <b>buggered</b> 121:12 <b>build</b> 16:22 29:25 <b>building</b> 95:14,18 99:4 139:9 <b>bunch</b> 57:5 <b>buried</b> 131:10 <b>bus</b> 36:17 131:13 <b>business</b> 117:25 118:3,9,10,20 <b>Butler-Sloss</b> 77:2 77:25 78:5 <b>buying</b> 131:13 <hr/> <b>C</b> <hr/> <b>call</b> 22:4 27:18 40:12 44:4 64:1 95:20 130:20 <b>called</b> 17:1 18:22 27:20 44:1 59:7 98:15 121:20 122:16 <b>calling</b> 123:25 <b>calls</b> 75:2 112:11 112:12 <b>campaigners</b> 54:22 <b>Campbell</b> 19:12,12 72:25 74:17 84:4	84:9 120:25 123:3 <b>Canada</b> 85:12 <b>candid</b> 3:24 77:2,3 78:1 <b>candour</b> 77:5 <b>capacities</b> 138:18 <b>capacity</b> 14:22 35:18 90:10 <b>care</b> 5:24 <b>careful</b> 23:8 115:20 116:1 <b>carefully</b> 140:9 <b>Carlene</b> 16:2 23:3 33:19 38:2 63:2 68:8 71:23 88:25 116:10 128:12 <b>Carlene's</b> 49:22 55:2 86:22 89:22 90:15 <b>carries</b> 21:24 <b>carry</b> 16:11 56:19 <b>case</b> 23:12 24:14 39:3,7 40:6 50:6 56:13 59:21 65:2 81:12 94:3 103:3 107:20 131:25 136:5 <b>caseload</b> 51:11 <b>cases</b> 3:15,16,17 5:2 39:2 42:1 44:9 63:3 102:18 102:21 111:3 <b>Cassandra</b> 17:15 53:20 84:12 114:23 <b>cassettes</b> 68:2 <b>Cassie</b> 123:9 <b>catastrophic</b> 82:9 <b>catch</b> 4:6 <b>Cate</b> 3:25 4:2 140:22 <b>categories</b> 76:8 81:10 131:21,22 131:23 132:5 <b>categorisation</b>
---	---	---	---	---

88:15 101:12 <b>category</b> 75:4 <b>cause</b> 11:3 72:19 98:15 127:19 <b>caused</b> 20:25 85:2 <b>causes</b> 21:7 39:12 <b>caution</b> 116:6 <b>cautious</b> 84:19 95:23 <b>cent</b> 48:19 89:2,12 <b>centre</b> 15:7,19 17:16,17 113:16 <b>Centres</b> 49:19 <b>CEO</b> 16:15 <b>certain</b> 20:20 22:6 22:6 25:22 76:18 89:22 91:20 99:13 135:21 136:5 <b>certainly</b> 28:1 37:24 45:4 46:5 47:22 58:2 105:23 <b>cetera</b> 29:17 76:9 <b>chair</b> 1:3,4 3:12,13 4:9 9:25 11:15 13:12,16 70:21 72:10,14 78:6 83:13 113:4 140:4 142:4 <b>chair's</b> 13:4 <b>chairman</b> 1:5 <b>challenge</b> 6:15 21:5 22:18 45:2,11 55:15 56:2 103:19 103:20 125:5 <b>challenges</b> 22:25 34:1 102:5 103:2 <b>challenging</b> 45:6 74:5 <b>chance</b> 29:12 <b>change</b> 10:18 60:18 61:11 62:12,13,17 62:17,17,18 66:7 70:4 74:12 77:19 90:3 95:6 100:7 104:7 105:7 110:3	110:13,21 111:7 111:11 112:5 114:14 124:24 130:22 140:11,11 <b>changed</b> 18:7 40:22 40:23 102:1 106:2 111:11 137:11 <b>changes</b> 52:22 101:4 110:22 111:14,15,16 123:21 <b>changing</b> 9:2 47:10 75:8 96:21 101:24 102:9 105:21 123:23,25 <b>chapter</b> 120:6 <b>charity</b> 16:17 <b>chase</b> 58:8 <b>chasing</b> 111:2 <b>cheekily</b> 90:1 <b>chief</b> 15:6 17:23 32:20 133:3 136:18 <b>Chiefs'</b> 17:24 <b>child</b> 1:6,10 2:9 4:15,25 5:6,7,9,17 5:21 6:9,13,20,24 6:25 7:9,11,18,22 8:10,18,21,22 9:3 10:17 11:1 14:8 15:20,25,25 17:16 17:20,24 18:4,17 18:20 19:6,9,13 20:1,2,7,16,20,23 20:25 21:2,6,9,16 23:1,18 25:6 26:5 30:17 32:4 33:1 35:23 36:3,3,15 36:17 37:3,14 39:13,23,23 40:8 40:9,11,12,15,21 40:23 41:3,17,21 41:22 42:3,4,6,7,9 42:11,12 43:1,17 43:23 44:3,3	45:19 47:11,13 50:7,8 51:25 52:1 53:5 54:7,19 55:4 57:14,15,17,17,18 57:19,23 58:1 60:9,11,16 61:12 61:13,19 62:24 63:25 74:6,10 75:13,16,16 76:22 76:23 78:21,25 81:13 85:11 86:12 86:13,18 87:13 88:3,14,17 89:22 90:5,7,10,23,25 91:9,14,19 94:13 94:22 95:19 98:23 102:11 104:17 106:22,25 107:14 108:7,7,8,25 111:2 113:16 115:12,15,21 116:3 117:9 119:19 121:5,6,15 122:2,18 124:1 125:18 127:2 128:16,18,24,24 129:2,2 130:9,25 130:25 133:19 137:1,22 140:10 <b>child's</b> 29:15 92:16 92:17 129:10 <b>child-on-child</b> 99:11 <b>childhood</b> 18:14 38:6 97:22,25 114:7 125:13 <b>children</b> 4:18 15:22 16:9,18,19,23 18:8 19:4 22:23 23:10 24:22 25:1 25:11 26:11,17,18 27:6,7,11 28:24 30:5 31:7,25 35:9 35:15,18,19,20,21 36:5 39:16 42:21	42:25 43:3 44:6 44:20 48:1 49:24 50:1 51:6,7,19,23 52:8,18,20 53:2,5 60:17,19,20,22,23 61:11,14 64:2,8,9 64:9,13 67:10,10 68:5,6,8,10,15,25 69:11,19 70:2,4 76:18,25 77:1,12 77:13 79:4,9,20 82:7,12 86:5 88:19,23 89:15 90:20,21 91:6 92:4,14 93:2 94:6 97:2,19,20 98:4,5 98:6,9,9,16,19,25 99:5,21,25 100:3 100:4,11,12,20 102:2 103:10,13 103:15 104:1,13 105:5 106:6 107:24 108:2 109:7,10,19 111:9 113:1 115:1,3 117:12 118:11,19 118:21 119:2,5 120:1,11 121:11 126:2 127:4,25 128:9 130:3 136:15,16,16 137:3 138:1 <b>children's</b> 15:12,13 24:15 26:14 43:5 62:6 103:21 109:20 130:12 <b>choice</b> 107:13 <b>choices</b> 28:5 <b>chord</b> 26:24 <b>chosen</b> 2:18 <b>Chris</b> 136:21 137:18 <b>church</b> 58:9 <b>circles</b> 36:19 <b>circulated</b> 20:11	<b>CIS'ters</b> 17:1 46:4 <b>civil</b> 110:3 <b>claim</b> 106:10 <b>Claire</b> 4:1,2 140:22 <b>clarification</b> 10:9 12:18 29:21 <b>clarified</b> 136:6 <b>clarify</b> 29:18 94:4,7 <b>clarity</b> 41:16,20 42:15 <b>classroom</b> 50:2 63:19 <b>clear</b> 10:15 23:16 80:23 83:21 126:20 <b>clearly</b> 23:12 41:14 46:12 89:9,23 115:14 <b>Cleveland</b> 19:13 74:18 75:11,13 76:5,15,17,20 77:1,10,15,25 79:8,12,20 80:20 82:5,5,8,10 107:19 136:5 <b>climate</b> 106:2 <b>clinical</b> 24:24 25:21 94:12,17 <b>clothes</b> 68:17 <b>cloud</b> 94:20 <b>clubs</b> 117:16 <b>clue</b> 113:2 <b>clues</b> 93:17 <b>co-authors</b> 19:11 <b>co-ordinates</b> 17:25 <b>COATES</b> 70:9,19 71:7,12 73:7 <b>coerced</b> 90:13 <b>Coffey</b> 18:2,2 59:7 109:24 <b>coherent</b> 129:22 <b>coincidence</b> 32:8 <b>colleagues</b> 37:11 46:2 53:15,22 <b>collective</b> 85:16
---	--	--	---	---



<p><b>College</b> 78:3  <b>Collins</b> 16:16  <b>colludes</b> 45:23  <b>colonial</b> 104:19  <b>come</b> 6:18 7:4  13:15 27:1 28:10  31:9,14 32:20,21  32:22 39:1 42:1  44:10,13 46:14,23  50:21 56:14 60:15  66:11 71:2 74:14  87:18 93:24  104:18 107:8  111:10,20 113:25  116:15,18 123:12  123:14 126:18  127:10 133:9  135:9 136:22  137:2,8,14 138:12  <b>comes</b> 40:20 49:4  49:14 64:23 99:6  114:2 120:17  125:18 126:15  129:8 131:12  134:24  <b>coming</b> 11:23  23:21 31:2,2 33:5  33:12 45:7,13,20  57:11 93:18  102:21 108:23  110:4 111:20  132:11 140:19  <b>comment</b> 57:9  62:20 71:3,12  109:8  <b>comments</b> 10:7  12:4,13 116:13  120:16 134:4  136:10,20 139:24  <b>commissioned</b> 7:6  81:24  <b>Commissioner</b>  18:6 24:15  <b>commitment</b>  110:18</p>	<p><b>committed</b> 125:13  <b>committing</b> 126:8  <b>common</b> 22:2,6  80:1,12 83:16  86:15,16 88:13  <b>Commons</b> 81:19  <b>communicating</b>  61:16  <b>communing</b> 61:16  <b>communities</b> 59:13  107:24 120:18  <b>community</b> 18:9  61:7,19 108:24  139:14  <b>companies</b> 103:11  <b>complain</b> 11:1  137:14  <b>complained</b> 137:9  <b>complete</b> 38:5,7  56:18 98:16 137:4  <b>completely</b> 30:22  54:4 111:13,17  116:17 119:13  128:19 132:19  <b>complexity</b> 130:7  <b>complication</b>  128:14  <b>comprehensive</b>  87:17  <b>computer</b> 31:23  32:2  <b>conceal</b> 83:21,24  <b>concentrating</b>  51:14  <b>concept</b> 25:15,20  26:2 40:24 71:16  87:22  <b>conceptual</b> 20:7  <b>concern</b> 14:9 118:4  118:5  <b>concerned</b> 46:10  78:18 94:16 121:9  <b>concerning</b> 36:12  63:17  <b>concerns</b> 118:14,22</p>	<p><b>concluded</b> 141:8  <b>condition</b> 94:24  <b>conditions</b> 1:15  87:15  <b>condones</b> 46:9  <b>conducive</b> 23:6  <b>conduct</b> 39:7  <b>confess</b> 74:25 79:11  <b>confidence</b> 31:3,7,9  31:14 81:5 96:20  115:18 127:10  128:25  <b>confident</b> 57:20  81:23,24 84:6  104:1  <b>confidential</b> 95:20  <b>configuration</b>  100:15  <b>conflate</b> 58:11  <b>confused</b> 124:8  <b>connected</b> 121:1  <b>connection</b> 76:5  <b>conscious</b> 2:12 3:19  <b>consensus</b> 115:11  <b>consent</b> 38:2,11  39:1 69:19 85:25  86:1 91:14 99:24  116:23,25 119:22  120:1,7,11,14  <b>consequence</b> 52:22  52:23 97:8  <b>consequences</b> 80:5  99:3 113:21  <b>consequently</b> 39:5  <b>consider</b> 13:15  96:2 140:8  <b>considered</b> 117:17  117:19 139:24  <b>considering</b> 2:4  29:23 30:2 80:10  <b>consists</b> 109:24  <b>Constable</b> 17:23  133:3 136:18  <b>constant</b> 50:14  99:22</p>	<p><b>constantly</b> 30:23  39:15 109:8  <b>construct</b> 25:21  80:3 97:22,25  <b>constructed</b> 78:16  <b>constructions</b>  26:16  <b>consultant</b> 16:9  <b>consultation</b> 30:9  <b>Consultative</b> 18:12  141:1  <b>consumed</b> 39:11  <b>contact</b> 14:11  63:19 92:22,24  <b>contacting</b> 36:13  <b>contain</b> 78:17  <b>contains</b> 20:7  <b>contemplate</b> 76:3  <b>contemptuous</b>  10:21  <b>content</b> 24:7 26:14  68:10 69:1  <b>contested</b> 82:13  <b>context</b> 34:24  38:18 52:10 65:12  74:20 75:8,25  84:3 122:15  <b>contexts</b> 16:7 23:3  23:5 25:19 36:10  79:24 81:4,11  115:23 122:2  <b>contextual</b> 16:4  <b>continually</b> 51:5  <b>continue</b> 30:24  45:16 100:12  103:16 113:13  133:8 140:13  <b>continued</b> 53:11  141:4  <b>continues</b> 37:25  57:12 71:19  <b>continuing</b> 37:14  66:5  <b>contribute</b> 12:6,7  12:24 33:16 37:9</p>	<p>66:17 67:15 85:19  87:15 101:7  134:19  <b>contributed</b> 51:20  <b>contribution</b> 1:22  65:25 139:23  <b>contributions</b> 10:8  133:25 140:6  <b>controls</b> 26:13  <b>controversy</b> 19:14  <b>conversation</b> 32:10  74:18 75:25 78:1  81:2 113:8,19  134:15 140:7  <b>conversations</b> 33:8  88:21 89:10,15  101:16 102:12  103:1,18 107:11  113:1,10 127:24  129:1,4 134:5  138:10  <b>conveyance</b> 16:23  <b>convict</b> 104:16  <b>conviction</b> 57:20  <b>cope</b> 131:9  <b>copies</b> 8:6  <b>COPINE</b> 131:21  <b>copy</b> 51:18,20  <b>core</b> 9:8 11:25 12:5  66:14,19 67:15  80:11 93:24  133:25 134:2,10  136:19  <b>corner</b> 135:12  <b>Coronation</b> 112:8  <b>corrected</b> 7:16  <b>corridor</b> 36:18  <b>council</b> 17:24 56:17  56:22 58:22  <b>counsel</b> 3:1,14  <b>counselling</b> 15:9  91:10  <b>count</b> 10:16  <b>counter</b> 20:18 21:3  <b>counter-opinion</b></p>
---	---	---	--	---

2:3	<b>criminal</b> 3:15	110:21 111:8	<b>deal</b> 27:19 41:25	90:5,10 124:2,4
<b>country</b> 39:14	28:25 29:8 45:17	114:15,15 115:16	68:9 71:16 87:5	<b>definitional</b> 42:16
41:19 44:5 49:11	50:6 90:8 91:7	115:25 120:16,17	100:24 102:7,7,24	<b>definitions</b> 10:16
58:18 59:22,25	101:6,10 116:21	120:19,21	108:11 117:7	40:10
95:17 107:15,22	116:22 122:11	<b>cultures</b> 81:4	127:6,14,18	<b>definitive</b> 121:7
114:16,16,21	130:14	104:11,11,22,22	128:17,17	<b>deflect</b> 20:23 26:10
127:16	<b>criminal-justice-...</b>	<b>curiosity</b> 78:17	<b>dealing</b> 13:13 62:2	<b>deflected</b> 48:6
<b>couple</b> 18:4 24:10	63:14	<b>curious</b> 33:5	99:10,18 100:13	<b>deflecting</b> 25:5
26:18 72:17 104:8	<b>criminalised</b> 52:5	<b>current</b> 6:12 18:15	128:14 132:25	<b>deflection</b> 7:7
117:21 132:20	<b>criminally</b> 116:25	20:1 21:16 23:11	<b>dealt</b> 71:17 73:4	22:16 44:14,15
<b>courage</b> 46:23	<b>cringe</b> 92:9	24:12 38:15 40:5	110:7	45:14,16,22 47:7
128:25	<b>Crisis</b> 15:5 70:12	40:18	<b>debate</b> 3:24 9:13	48:16 76:9
<b>courageous</b> 96:15	73:10	<b>currently</b> 6:9 40:7	21:19 42:16 50:25	<b>deflects</b> 26:15
<b>course</b> 4:6 6:19 9:6	<b>crisis/epidemic</b>	<b>curriculum</b> 70:2	63:10 73:14	<b>degree</b> 39:9 78:23
9:22 11:10 29:21	95:12	<b>curse</b> 114:11	<b>debates</b> 73:24	115:11
33:16,17 44:19,20	<b>crisps</b> 131:14	132:22	108:19	<b>delay</b> 3:6 13:14
45:3 56:17 81:6	<b>criterion</b> 53:7	<b>custody</b> 120:5	<b>debt</b> 140:25	<b>delegates</b> 46:14
83:14 95:7 101:25	<b>critical</b> 10:12 27:11	<b>cut</b> 13:10 70:18,21	<b>decade</b> 121:16	<b>deliver</b> 46:1 107:3
107:21 128:15	119:24	73:4	<b>decades</b> 24:25	<b>delivering</b> 46:2
140:4,9	<b>criticise</b> 133:3	<b>cyber</b> 26:2,2	25:13 27:5 87:4	<b>delving</b> 82:15
<b>court</b> 29:8 38:24,25	<b>criticism</b> 40:6	<b>cycle</b> 23:14	131:4	<b>denial</b> 7:7 22:16
39:16 57:19 59:18	<b>criticisms</b> 10:6	<b>cycles</b> 122:1	<b>December</b> 1:18	39:12 45:16,23
103:22 137:7	<b>critique</b> 64:18		39:3	47:7 76:9 82:3
<b>courts</b> 102:19	<b>cropping</b> 56:5	<b>D</b>	<b>decide</b> 61:12	<b>denominator</b> 83:17
137:8	<b>cross-examination</b>	<b>da</b> 77:16,16,16,16	<b>decision</b> 57:25,25	<b>denotes</b> 43:9
<b>cover</b> 32:24	10:2	77:16,16	125:23	<b>deny</b> 20:25 47:20
<b>coverage</b> 101:22	<b>crosscutting</b> 7:23	<b>daily</b> 108:3 113:23	<b>declined</b> 121:16	107:15
<b>covered</b> 67:11	<b>crossed</b> 82:23	<b>damage</b> 11:4	<b>decriminalises</b>	<b>departments</b> 71:15
124:5	<b>Crown</b> 59:20	<b>danger</b> 25:15 32:16	51:22	138:15
<b>covering</b> 64:20	102:17	109:13	<b>dedication</b> 12:2	<b>depending</b> 11:20
<b>Coy</b> 7:10	<b>CSA</b> 18:1 49:2	<b>dangerous</b> 18:25	<b>deep-seated</b> 24:2	27:13 88:16
<b>CPS</b> 57:19	62:23 63:1 90:4	32:11 104:16	<b>deeper</b> 104:9	<b>depends</b> 101:20
<b>create</b> 21:7 104:7	94:11	123:3	<b>deeply</b> 36:12	<b>describe</b> 79:7 94:15
105:13 106:12	<b>CSE</b> 18:1 40:11	<b>dare</b> 93:7	<b>defeated</b> 111:17	120:17 122:14
118:10,14,21,24	41:24 42:19 43:2	<b>darkness</b> 97:15	<b>defence</b> 29:12	127:17
119:5 120:3	47:12 48:5,21,22	<b>date</b> 24:22 89:18	<b>deficit</b> 35:11 54:9	<b>described</b> 19:1
137:20	49:2,9,20 62:23	92:16,17,18	<b>deficits</b> 34:9	24:10,18 52:10
<b>creates</b> 23:1 43:14	62:25 90:4 91:23	<b>daughter</b> 109:7	<b>define</b> 108:11	57:15 58:23 63:11
107:9	94:11 129:18	<b>David</b> 107:21	<b>defined</b> 24:11	122:4 126:16
<b>creating</b> 124:13	<b>cuckoo</b> 94:20	<b>day</b> 7:5,18 57:13	25:13 26:8 40:7	<b>descriptions</b> 24:16
<b>creatively</b> 118:8	<b>cues</b> 93:17	77:9 107:23	<b>defining</b> 42:23	<b>deserve</b> 13:3
<b>credible</b> 82:14	<b>cultural</b> 4:21 103:2	131:17 132:16	<b>definitely</b> 63:4	<b>deserving</b> 28:1
<b>crime</b> 18:5 52:19	103:5 111:7,11	139:21	64:25 122:5	87:19
123:24	<b>culture</b> 18:7 26:18	<b>days</b> 113:3	<b>definition</b> 7:1	<b>design</b> 118:18
<b>crimes</b> 113:22	75:12 104:14	<b>days'</b> 140:17	31:21,22 86:24	<b>designed</b> 1:20
		<b>dead</b> 114:8		

<b>desire</b> 83:19 132:23	115:23 124:13	<b>discourse</b> 21:21,24	<b>dissented</b> 79:19	<b>draw</b> 80:14,15
<b>desk</b> 94:21	128:23 138:14	24:11 26:3 32:17	<b>distance</b> 11:17 26:6	<b>drawing</b> 123:11
<b>despite</b> 1:15 65:17	139:8,16,25	32:23,25 35:16	<b>distasteful</b> 92:10	<b>drawn</b> 95:19
140:25	<b>differentiate</b> 55:25	51:4 63:12 79:6	<b>distinct</b> 139:11	122:25
<b>detail</b> 57:15	<b>differentiating</b>	134:24 135:6,14	<b>distinction</b> 7:2,3,4	<b>dreadful</b> 39:2
<b>details</b> 14:11	55:15	<b>discourses</b> 6:18 7:8	<b>distinctions</b> 40:1	58:10
<b>determination</b>	<b>differently</b> 93:9	7:17,20,21 8:4	<b>distinguished</b>	<b>drive</b> 120:19
82:11	<b>differs</b> 8:21	20:8,18,18,19	32:21	<b>driven</b> 43:23 44:4
<b>determinedly</b>	<b>difficult</b> 11:8 22:14	21:3 22:4,20 23:5	<b>distinguishes</b> 40:11	<b>driver</b> 129:3
76:22	28:11 51:8 60:14	23:22,25 24:2,8	<b>distressing</b> 13:19	<b>drivers</b> 64:13 103:1
<b>detriment</b> 48:9	61:23 101:16	24:21 26:19,24	<b>diverse</b> 59:13	103:5
<b>develop</b> 9:24 53:11	102:12,25 103:18	28:22 48:17 52:7	<b>divide</b> 55:18	<b>drives</b> 42:18
98:18 130:10	103:18 107:11	53:23 54:14,24	<b>doctors</b> 121:13,17	133:11,12,13
<b>developed</b> 20:8	112:17 128:22	66:23,24 76:9,14	<b>document</b> 8:2 35:3	<b>driving</b> 129:2
53:16	129:4	80:4 82:2,20	<b>documentary</b>	<b>drug</b> 61:4
<b>developing</b> 52:7	<b>difficulties</b> 9:15	104:24 124:24	114:17	<b>Drusilla</b> 1:8
<b>development</b> 29:16	72:19	125:6 139:7	<b>doing</b> 14:21 19:14	<b>dual</b> 15:5 16:25
98:3	<b>difficulty</b> 39:17	<b>discovered</b> 32:10	22:8,12 36:19	<b>duties</b> 36:7
<b>developmental</b>	80:21 124:14	121:11	40:23 49:23,24	<b>duty</b> 51:2 53:2
90:9,24	<b>dig</b> 51:18 118:2	<b>discovery</b> 122:1	53:13 56:6 59:4	<b>dynamics</b> 25:9
<b>deviancy</b> 25:22	<b>digger</b> 10:24	<b>discursive</b> 122:3	82:18 91:22 93:10	
<b>deviant</b> 26:9	<b>digital</b> 29:13	<b>discuss</b> 6:12 13:19	93:12 102:3	<b>E</b>
<b>Devon</b> 39:3	<b>digress</b> 12:19	63:6 96:16 112:18	105:24 109:9	<b>earlier</b> 24:9,20
<b>diagnoses</b> 121:17	<b>diminution</b> 53:4	135:4 140:12	110:14 124:12	73:22 85:25 88:5
<b>diagnosis</b> 82:14	<b>direct</b> 83:20	<b>discussed</b> 26:1 74:7	126:4,5 135:15	107:1 121:2 123:9
<b>diagnostic</b> 101:1	<b>direction</b> 118:25	98:7	136:17	<b>early</b> 72:21 129:12
<b>dialogue</b> 97:19	<b>director</b> 15:11,18	<b>discussing</b> 63:5	<b>domain</b> 39:2	<b>ears</b> 4:4
98:9 99:23	17:16 18:21 19:5	66:7 124:18	<b>domains</b> 97:10	<b>easily</b> 105:8 131:13
<b>difference</b> 12:3	32:4	<b>discussion</b> 2:14,15	<b>domestic</b> 72:3	<b>easy</b> 84:5,5
21:20 40:19 41:17	<b>Directors</b> 15:13	3:1 6:19 7:14	73:12,13	<b>echo</b> 33:21
48:3 59:24 64:12	<b>dirty</b> 25:19	8:16 9:8,24 13:6	<b>dominant</b> 20:17,19	<b>echoes</b> 95:21
98:23 125:19	<b>disability</b> 22:24	21:8 36:21 37:17	21:5 22:4 28:22	<b>edited</b> 70:23
<b>differences</b> 16:1	<b>disappears</b> 91:9	39:13 47:8 64:23	34:13 54:14	<b>educate</b> 86:8 91:16
<b>different</b> 3:20 4:16	<b>disavowed</b> 105:5	65:21 101:8	<b>Donegal</b> 32:6	131:19 132:3,7
4:24 10:4 20:15	<b>disbelief</b> 7:8 21:2	116:14 125:21	<b>door</b> 126:10	<b>educated</b> 138:3
24:6 25:14,19,20	22:16 27:10 45:4	134:24 140:18	<b>doors</b> 133:17	<b>educating</b> 86:5
29:6 34:13 36:25	45:9,13	<b>discussions</b> 2:21	<b>doubt</b> 7:16 102:6	87:2,16 91:23
39:20 41:11 42:25	<b>disciplines</b> 34:14	6:11 11:10 14:2	140:6	<b>education</b> 50:14
45:3 48:3 55:16	34:14	108:19	<b>DR</b> 15:18 16:2 27:3	69:22,25 70:1,3
58:25 59:1,12,25	<b>disclose</b> 14:7 51:8,9	<b>dishonesty</b> 11:3	33:21 40:4 43:11	93:11 100:1 109:3
60:8 63:24 64:6	115:18 132:9	<b>dismiss</b> 132:6	63:3 85:20 94:2	117:13 118:15
68:17 77:18,24	<b>discloses</b> 92:2	<b>display</b> 63:17 64:3	116:12 119:13	119:23,25 131:12
87:25 88:8 90:23	<b>disclosure</b> 14:6	64:7	123:6,16	<b>educational</b> 34:24
90:24 99:24 101:5	96:3	<b>displayed</b> 34:21	<b>drag</b> 129:21	64:15 65:12
106:12 115:21,23	<b>discomfort</b> 125:3	<b>disruption</b> 49:11	<b>dramatic</b> 105:12	<b>educationalists</b>
				36:9 65:17

<b>educative</b> 93:4	<b>England</b> 6:10 15:5	124:17 138:13	<b>exhaustive</b> 80:22	44:3 47:25 48:1,2
<b>effect</b> 5:13 11:6	49:17	141:3	<b>exist</b> 2:9 6:9 103:2	49:4 51:3 52:13
95:6 112:5 115:7	<b>enshrined</b> 34:15	<b>everybody's</b> 117:25	127:22	60:12,16 61:13
<b>effective</b> 6:13	35:16	118:10	<b>existent</b> 28:23	81:14 86:18 89:5
<b>effort</b> 30:9	<b>enticed</b> 90:12	<b>everyone's</b> 118:9	<b>exists</b> 21:6 127:24	98:19 102:18
<b>efforts</b> 45:18	<b>entire</b> 95:10	<b>evidence</b> 29:10,11	<b>expanded</b> 40:24,24	106:23 109:1
<b>either</b> 11:15 20:25	<b>entirely</b> 59:21	51:7 53:10 75:7	41:14	111:3 124:1
40:15 45:6 49:25	78:18 86:7	79:19 80:4 81:5	<b>experience</b> 5:2 28:2	<b>exploitation'</b> 86:13
50:14 63:11	<b>entitled</b> 7:7	98:1 104:16 115:9	28:9 32:4 42:24	<b>exploited</b> 52:21
<b>elderly</b> 114:4	<b>environment</b> 35:7	122:3,20 123:11	43:1,8 44:16	94:14 102:4 104:3
<b>elections</b> 60:6	36:1 55:3 61:19	<b>evidence-gatheri...</b>	51:11 53:25 54:1	<b>exploiting</b> 97:15
<b>element</b> 50:9,11	75:24 81:15 92:6	1:24 10:1	71:14 82:19 88:3	130:8
78:10 86:20,21,21	104:2 118:15	<b>evolve</b> 3:21	88:12 89:4 115:5	<b>explore</b> 2:8
126:7 128:16	<b>environmets</b>	<b>exactly</b> 107:12	137:4	<b>exploring</b> 7:2 130:6
<b>elements</b> 79:6	79:24 107:9	114:12	<b>experienced</b> 27:8,9	<b>expose</b> 120:1
92:25	118:11 122:18	<b>examine</b> 96:2	96:23 115:19	<b>exposure</b> 114:17
<b>emails</b> 36:11	<b>Equally</b> 10:10	<b>example</b> 2:1 5:19	<b>experiences</b> 2:5,18	118:16
<b>embarrassed</b> 80:6	<b>equation</b> 67:20	5:23 24:15 25:12	30:15 39:16 44:6	<b>express</b> 33:25
<b>embedded</b> 22:13	<b>equipped</b> 68:9	25:23 26:11 34:23	46:6 92:17 105:5	<b>expressed</b> 5:14
<b>emerge</b> 118:22	<b>especially</b> 138:5	40:2 41:8 44:8	107:15 108:3	<b>expresses</b> 5:20
<b>emerges</b> 119:16	<b>essence</b> 124:2	56:20 72:20 85:11	116:4,7 118:21	<b>extent</b> 21:1 39:8
<b>emotional</b> 13:23	<b>essential</b> 96:4	123:23	<b>experiencing</b> 86:3	52:15 99:13
110:7	113:2	<b>examples</b> 10:22	89:16,19 133:15	<b>extraordinarily</b>
<b>emotionally</b> 110:8	<b>establish</b> 9:19	23:10 24:3,10	<b>experimental</b> 98:3	134:17
<b>emotive</b> 105:13	52:20	25:14,17 26:19	<b>experimentation</b>	<b>extraordinary</b>
<b>empower</b> 97:18	<b>established</b> 17:17	38:13 108:21	99:25	96:15
<b>enable</b> 51:8 120:21	24:3	<b>excellent</b> 27:14	<b>expert</b> 96:22	<b>extremely</b> 33:22
<b>enabled</b> 98:17	<b>establishment</b>	29:20,22 114:17	<b>expertise</b> 3:15	57:2
<b>enabler</b> 29:15	101:25	132:18 140:21	16:22 17:16 62:3	<b>eyes</b> 4:4,7 81:5
<b>enabling</b> 23:6	<b>estate</b> 98:13	<b>excess</b> 65:23	113:16	97:16
97:13	<b>et</b> 29:17 76:9	<b>exchange</b> 40:14	<b>expertly</b> 62:7	
<b>encourage</b> 3:24	<b>eternity</b> 133:19	41:1,12 42:23	<b>experts</b> 54:22	<b>F</b>
73:25 135:8	<b>ether</b> 111:12	47:13,14,16 67:1	113:20,20	<b>F</b> 9:23 49:13
<b>encouraged</b> 45:8	<b>ethnic</b> 86:20	88:5,6,7 124:6	<b>explain</b> 14:23	133:10,20 136:14
79:4	<b>Evans</b> 1:8	<b>exclusively</b> 17:10	60:12,13 70:25	138:11
<b>endemic</b> 94:22 98:7	<b>evening</b> 72:18	17:11	<b>explained</b> 136:4	<b>fabrication</b> 92:13
<b>endorsement</b> 80:14	140:15	<b>excuse</b> 105:1	<b>explaining</b> 91:14	<b>face</b> 88:18 102:6
<b>energy</b> 110:17	<b>events</b> 75:7	126:13	<b>explanation</b> 78:5	133:19
<b>enforcement-hea...</b>	<b>eventually</b> 78:11	<b>excusing</b> 63:13	<b>exploitation</b> 6:25	<b>facilitate</b> 3:22
63:14	<b>everybody</b> 12:24	<b>executive</b> 15:6	8:21 9:4 15:20,25	<b>facilitated</b> 127:8
<b>engage</b> 22:22 54:17	22:2 55:21 58:15	32:20	18:4 31:15 33:1	<b>facilitating</b> 3:1
65:16 85:7,13,14	69:9 73:15 76:11	<b>exemplification</b>	37:15 39:14,24	25:10 109:23
89:14 98:5	76:12 78:25 80:1	117:10	40:8,11,23 41:3	<b>facilitation</b> 140:21
<b>engagement</b> 55:3	80:1 91:9 99:20	<b>exercise</b> 81:17	41:17 42:3,9,13	<b>fact</b> 29:2 43:25
<b>engaging</b> 24:18	99:22 105:22	129:16	43:8,9,15,17,23	57:4 67:2 102:6
				102:11,14,16

105:25 116:22 119:4 127:9 134:7 134:8 135:12 <b>factors</b> 88:12 <b>fail</b> 87:21 127:20 <b>failing</b> 52:12 <b>failure</b> 35:14 <b>fair</b> 115:11 <b>fall</b> 12:20 36:10 120:9 <b>falling</b> 113:25 <b>falls</b> 36:2 49:13 <b>familial</b> 17:3 <b>familiar</b> 4:11 <b>families</b> 53:2,7,8,10 61:18 69:24 130:13 <b>family</b> 6:2 35:23 36:15 42:10,12 49:5 51:13 52:6 52:13 54:4 81:19 92:1 97:11 108:23 130:6,25 <b>fantasising</b> 44:22 <b>fantasist</b> 10:23 56:5 <b>fantastic</b> 106:4 113:17 <b>far</b> 9:8 41:15 46:9 57:21 101:14 112:19 128:7,7,7 <b>fascinated</b> 122:20 <b>fascinating</b> 73:19 91:4 <b>fast</b> 28:8 63:14 <b>fatalistic</b> 54:18,25 84:22 85:9 <b>father</b> 44:25 46:8 67:25 <b>fault</b> 47:18 73:3 86:7 <b>fear</b> 12:24 43:24 47:2,8 125:12,15 <b>fearful</b> 125:25 <b>fearless</b> 83:20	<b>fearlessly</b> 83:24 <b>feature</b> 42:23 <b>February</b> 1:1 48:19 <b>feed</b> 10:13 13:9,11 13:14 70:18,21 71:9,10 <b>feeds</b> 27:23 <b>feel</b> 16:13 27:11 28:11 36:14,18 39:17 43:22,22 52:8 66:22 74:21 106:8,11,23,24 110:18 117:10 119:4 130:20 <b>feelings</b> 107:1 <b>female</b> 69:24 <b>females</b> 17:11 45:10 103:6 <b>feminism</b> 78:11 79:16 <b>feminist</b> 21:3 <b>feminists</b> 79:14 <b>field</b> 39:25 64:11 110:14 <b>fields</b> 84:20 <b>fighting</b> 69:14 <b>figure</b> 124:24 125:5 128:22 <b>figures</b> 25:19 <b>fill</b> 79:4 <b>film</b> 93:7 <b>final</b> 88:20 113:21 119:21 133:24 <b>finally</b> 82:4 137:3 140:17 <b>finance</b> 47:16 <b>financial</b> 40:25 <b>Finch</b> 16:24,24 44:12 84:14 91:4 130:19 <b>find</b> 10:20 36:12 41:15 42:14 48:3 48:10 59:16,23 60:6 61:15 76:2 89:14,21 92:9	97:12,14 100:13 101:1 102:19 111:6 112:16 136:16 <b>finding</b> 9:15 23:15 121:9 <b>findings</b> 21:14 <b>fingers</b> 82:23 <b>fingertips</b> 68:4 <b>finish</b> 114:4 <b>Firmin</b> 16:2,2 33:21 63:3 116:12 119:13 <b>firmly</b> 15:10 <b>first</b> 9:19 12:5 19:25 20:5 21:17 37:15 44:16 50:25 55:14 59:5 66:13 66:15,20 74:13,19 76:21 103:4 112:2 113:5 129:25 133:25 136:22 <b>firstly</b> 8:21 116:14 <b>Fisher</b> 3:25 <b>fit</b> 73:14 87:22 90:6 90:8 <b>five</b> 15:8 16:17 17:8 29:25 44:25 52:11 52:15 65:25 94:12 131:23 <b>fix</b> 129:15,19,20 <b>flannel</b> 84:1 <b>flexibility</b> 9:6 <b>flip</b> 43:16 <b>floor</b> 11:21 68:17 <b>focus</b> 6:8 8:13 9:2,4 15:24 16:5 48:6 66:6 73:22 85:20 87:11,13 101:4 108:13 125:14 134:12 <b>focused</b> 2:14 38:20 136:12 <b>focuses</b> 65:11 86:23 <b>focusing</b> 25:7 48:9	126:5 <b>fodder</b> 105:13 <b>follow</b> 3:7 21:18 72:5 130:7 <b>followed</b> 23:14 97:25 <b>following</b> 34:18 75:2 <b>fondling</b> 126:16 <b>football</b> 98:12 <b>footprint</b> 29:13 <b>force</b> 27:16 <b>forced</b> 90:13 <b>forefront</b> 108:3 <b>forensic</b> 105:4 <b>forever</b> 102:9 <b>forget</b> 33:2 37:20 57:8 62:22 112:16 119:12 128:17 134:7 <b>forgotten</b> 50:22 55:13 <b>form</b> 21:25 24:4,7 40:9,13 41:22 56:14 65:20 75:3 124:19 <b>formal</b> 1:23 9:25 51:18 53:5 <b>formally</b> 17:17 <b>format</b> 3:4 11:18 17:13 <b>formations</b> 25:14 <b>formative</b> 121:4 <b>formed</b> 59:19 <b>formerly</b> 51:25 <b>forms</b> 6:7 8:22 40:12 41:18 64:6 87:25 89:24 117:6 <b>formulations</b> 25:3 <b>Fortescue</b> 67:7 <b>forth</b> 4:23 <b>fortune</b> 82:21 <b>forums</b> 135:2,4,10 <b>forward</b> 2:14 16:11 17:14 28:10 31:3	31:9,14 34:2,18 35:9 45:7,13,20 46:24 85:20 90:3 95:2 123:19 127:11 132:11 135:9 137:2,14,20 141:5 <b>found</b> 20:10 24:1,3 25:17 26:19 31:19 99:12 134:4,14 135:25 136:2 <b>Foundation</b> 16:16 <b>founder</b> 18:13 <b>four</b> 30:15 52:15 59:9 65:25 69:12 92:14 94:12 137:22,23 <b>fracturing</b> 119:7 <b>frame</b> 85:5 <b>framework</b> 33:23 53:23 65:14 <b>frameworks</b> 35:17 54:15 <b>framing</b> 85:10 <b>Frank</b> 1:7 <b>frankly</b> 19:1 <b>frequently</b> 140:12 <b>frets</b> 122:21 <b>fretting</b> 75:23 <b>Freud</b> 44:22 <b>Freudian</b> 24:22 <b>friend</b> 57:3 <b>friendly</b> 3:24 <b>frightened</b> 79:25 80:5,9 <b>frightening</b> 93:2 <b>front</b> 67:17 <b>frontline</b> 2:6 <b>full</b> 8:1,7 60:24 61:14 140:14 <b>fully</b> 4:11 <b>fumble</b> 126:14 <b>function</b> 13:5 <b>fundamental</b> 60:19 60:21
---	--	---	--	--

<b>funding</b> 9:13,15,21 49:14 133:11 136:15 138:12	95:5 130:1,17 132:17	131:9 132:5 133:21 135:22 136:21,22 137:1 139:1	17:22 52:9 53:10 66:19 111:19 117:18 123:23 133:16 137:1 141:2	64:8 86:19,19,23 110:2 136:10,11
<b>funny</b> 75:11	<b>Gillian's</b> 55:1	<b>goes</b> 12:24 13:18 30:20 73:22 76:12 76:12,15 101:17 136:7	<b>goodness</b> 69:16 127:9	<b>grow</b> 30:25 53:11 92:4,6 98:17
<b>further</b> 2:2 11:4 73:24 96:6	<b>girls</b> 24:11,17 25:4 25:8 39:5,6 48:22 57:10 65:7 68:22 86:19 99:19 100:20 112:8 134:6	<b>going</b> 4:3 8:15 9:13 9:20 10:7,12,22 11:19 12:4 14:18 14:20 19:25 20:5 20:11 21:17 27:2 28:12,12,13 30:11 31:9 37:1,6 39:24 44:12 45:11,12 48:16 49:18 50:21 50:24 52:25 53:8 55:5,13 58:21 62:7 66:1,13 69:17 71:3 72:16 72:19,21 74:3,13 74:24 75:23 78:8 80:24 81:6,22 82:4,23 83:6 84:11 88:2 90:3 92:14,15,24 94:18 95:1,11 97:5,20 97:23 98:18 100:5 100:17 101:6 102:2 103:15,17 103:24 107:16 109:13 110:12 111:24 112:1 118:5 119:11 122:7,10 124:17 124:23 125:10 126:6 127:20 128:6 129:5,15,19 129:20,25 130:1 132:18 133:19,23 135:2,3,23 136:14 137:20 139:24	<b>government</b> 18:15 43:25 51:19,21 52:10 64:2,17,22 71:15 72:4 73:9 94:25 109:22,24 110:10,20,24 138:15	<b>growing</b> 37:11 100:3 104:1 108:17
<b>future</b> 2:23 94:19 104:1	<b>give</b> 5:25 12:10 30:12 38:13 40:4 63:15 68:21 70:20 80:24 83:1,2,2,3 85:16 86:9 91:13 100:8 105:18,19 106:14 115:8,9 120:6 135:6,7 136:20 139:25	<b>gold</b> 10:24	<b>groups</b> 4:16 63:24	<b>growth</b> 53:3 98:2
<b>G</b>	<b>given</b> 9:7 41:23 64:18 67:2 75:20 77:25 115:18 122:12	<b>good</b> 1:4 11:21	<b>granddaughter</b> 113:5	<b>guess</b> 80:17 84:14 84:16
<b>gain</b> 12:23 14:23 37:20 124:4	<b>gives</b> 2:5 33:24 127:17 128:1	<b>grandparents</b> 113:6	<b>grandmother</b> 113:5	<b>guidance</b> 34:18,25 35:2 51:19,22 62:15 63:16
<b>gallery</b> 1:13 11:17 11:22 12:1,16 13:8 20:13 33:15 33:17 66:3,13 67:16 73:2 86:4 130:2 133:23 134:9 141:4	<b>giving</b> 29:9,11 123:10 136:1	<b>granted</b> 20:19	<b>grandson</b> 113:5	<b>guiding</b> 34:18,25 35:2 51:19,22 62:15 63:16
<b>games</b> 98:14	<b>glad</b> 56:3	<b>graphic</b> 57:15	<b>grandmother</b> 113:5	<b>H</b>
<b>gang-associated</b> 89:1,4	<b>Gladman</b> 16:8,8 37:10 106:18	<b>grass</b> 98:13	<b>grandparents</b> 113:6	<b>hairdresser</b> 108:23
<b>gather</b> 1:20	<b>glass</b> 114:24	<b>grateful</b> 12:1 19:17 66:17 81:8 134:18	<b>grandson</b> 113:5	<b>Hale</b> 104:15
<b>gathering</b> 2:3	<b>glimmer</b> 49:8	<b>great</b> 21:7 39:21 45:20 55:11 109:14 135:4,6,6 135:7 138:10	<b>grandson</b> 113:5	<b>half</b> 72:15 102:20 112:17,21 139:21
<b>gay</b> 95:13	<b>go</b> 2:23 9:2 20:3 32:9 36:6,22 38:24,25 40:5 42:1,12 46:19 48:20 50:7 55:19 57:19 66:8 67:20 68:2,3,4 71:11 72:14 73:1 74:13 76:13 77:9 84:16 91:2,24 97:21 98:6 101:7 109:21 111:24 122:24 123:19,22 127:18 129:11,25 130:1,1	<b>greater</b> 18:5 48:7	<b>grandson</b> 113:5	<b>half-day</b> 11:19
<b>gender</b> 25:10 82:3 134:13	<b>goggles</b> 114:24	<b>greatest</b> 102:5 127:20 128:4	<b>grandson</b> 113:5	<b>hand</b> 3:9 12:8 95:24 112:15
<b>gendered</b> 86:20	<b>goggles</b> 114:24	<b>green</b> 133:7	<b>grandson</b> 113:5	<b>handful</b> 116:12
<b>general</b> 26:23	<b>goggles</b> 114:24	<b>Gresham</b> 78:3	<b>grandson</b> 113:5	<b>hands</b> 13:21,25 50:23
<b>generally</b> 15:14 30:19 63:9 100:2	<b>goggles</b> 114:24	<b>grew</b> 90:17	<b>grandson</b> 113:5	<b>Hannah</b> 13:22,25
<b>generate</b> 112:13	<b>goggles</b> 114:24	<b>grips</b> 132:25	<b>grandson</b> 113:5	<b>happen</b> 9:16,20 23:2,6 31:23 35:8 38:1 41:7,9 65:4 71:19 74:10 75:18 79:8 84:13 85:23 100:14 109:14 110:6 113:7 119:1 133:21 137:25 138:4,11,18
<b>generating</b> 59:3	<b>goggles</b> 114:24	<b>groomed</b> 18:22 103:13	<b>grandson</b> 113:5	<b>happened</b> 35:25,25 36:1,15 37:2 39:10 42:22 55:25 65:13 72:1 78:6,6 78:19,20 80:19 81:1 82:16 93:9 96:8 97:8 114:1,7 137:3
<b>generation</b> 79:15 101:2 109:16 121:25	<b>goggles</b> 114:24	<b>grooming</b> 29:3,6,6 38:8,9 92:25 95:6 127:25	<b>grandson</b> 113:5	<b>happening</b> 16:20 48:4 74:21 77:22 78:17 86:6 92:3
<b>gently</b> 96:2	<b>goggles</b> 114:24	<b>groundswell</b> 45:7	<b>grandson</b> 113:5	
<b>genuine</b> 125:12	<b>goggles</b> 114:24	<b>group</b> 44:7 56:12 70:13 73:10 103:6 109:9 116:24	<b>grandson</b> 113:5	
<b>getting</b> 36:11 41:22 52:18,19 53:17 61:25 69:25 84:3 87:6,10,12,16 88:6 96:18 98:11 139:12,17	<b>goggles</b> 114:24	<b>grouping</b> 56:12	<b>grandson</b> 113:5	
<b>Gillian</b> 16:24 44:10 44:11 91:3 94:3	<b>goggles</b> 114:24	<b>groups</b> 4:16 63:24	<b>grandson</b> 113:5	

93:6,23 107:23 138:22 <b>happens</b> 6:21 21:2 50:4 51:15 111:18 115:21 130:5 132:20 <b>harassed</b> 118:19 <b>hard</b> 7:25 8:6 53:8 63:13 115:9 <b>harder</b> 104:10 <b>harm</b> 14:9 20:25 21:7 34:24 36:5 64:9,9 65:22 85:2 87:7,7,10 88:13 118:12 124:20 127:19 <b>harmed</b> 118:11 119:6,20 <b>harmful</b> 64:3 <b>Harrison</b> 17:15,15 53:21 115:8 <b>hat</b> 16:25 54:3 <b>hats</b> 16:10 <b>head</b> 128:23 132:19 <b>headlines</b> 3:18 <b>headmistress</b> 32:13 <b>health</b> 49:17 53:15 53:15 61:10 62:10 70:7 85:12 94:25 100:25 105:14 108:1 138:17 <b>healthier</b> 120:2 <b>healthy</b> 69:20 120:8 <b>hear</b> 1:25 6:10 28:7 31:24 38:3 39:14 39:15 55:23 78:2 78:4 86:18 113:23 129:23 131:13 <b>heard</b> 30:14 48:18 52:11 55:22 57:13 83:13 89:12 101:13 113:13,17 139:9 140:1,8 <b>hearing</b> 8:19 13:20	141:8 <b>heart</b> 30:21 87:20 88:21 91:4 102:11 124:20 <b>heartening</b> 109:11 <b>held</b> 36:14 39:4 116:25 <b>Helen</b> 15:18 27:2 30:21 39:24 55:15 72:20 85:18 94:11 101:17 112:25 123:4 128:12 129:7 <b>Helen's</b> 49:2 <b>hell</b> 137:15,15 <b>Hello</b> 15:4,11 16:2 16:15,24 18:2 19:12 66:18 74:17 <b>help</b> 1:25 2:1 3:24 4:3 6:13 39:25 75:3 80:25 85:6 85:14 102:10 108:11,11,12 110:13 132:14,15 133:19 <b>helped</b> 51:14 63:23 <b>helpful</b> 8:1,16 11:13 21:23,23 33:23 40:6 42:20 53:23 76:10 113:11,12,13 <b>helpfully</b> 80:9 87:3 <b>helping</b> 12:9 136:16 <b>helpline</b> 55:23 112:12 <b>helps</b> 75:4 <b>heroes</b> 112:22 <b>herring</b> 93:19,19 <b>Hi</b> 17:15 134:3 <b>hiding</b> 68:20 113:4 <b>high</b> 130:5 <b>highest</b> 127:19 <b>highlight</b> 34:5 <b>hilt</b> 34:12	<b>hinder</b> 6:13 <b>hip</b> 89:16 <b>historical</b> 23:11 <b>historically</b> 25:17 <b>histories</b> 46:4 <b>history</b> 92:17 100:18 121:8 <b>HIV</b> 95:12,17 <b>HIV/AIDS</b> 95:15 <b>hold</b> 35:17 58:9 <b>holiday</b> 32:7,8 <b>home</b> 5:24 36:16 37:2 47:24,25 92:4 <b>homes</b> 69:22,23,23 <b>homosexuality</b> 58:12 <b>honest</b> 39:13 101:15 <b>hope</b> 9:9 14:23 15:22 49:8 57:22 83:1,2,3,4,6 108:21 113:12,12 132:15 <b>hoped</b> 14:18 19:19 <b>hopeless</b> 111:19,21 111:22 <b>horrible</b> 37:23,23 <b>horseshoe</b> 10:3 14:19 26:23 33:13 74:3 134:19 <b>hospital</b> 5:24 121:13 <b>hospital's</b> 121:15 <b>hour</b> 112:17,21 136:17 <b>hours</b> 107:14 <b>house</b> 81:19 126:11 <b>housing</b> 56:17,23 58:22 <b>huge</b> 9:21 12:22 33:2 45:17 74:23 77:19 92:23 112:14 125:19 <b>human</b> 94:24	<b>hundreds</b> 55:22 132:11 <b>hung</b> 51:3 <b>hunger</b> 46:17 <b>hurt</b> 11:4 133:19 <b>Hydrant</b> 30:24 <hr/> <b>I</b> <hr/> <b>idea</b> 25:15 26:1 34:10 133:13 <b>ideal</b> 27:24 87:23 <b>ideas</b> 5:5,13 20:20 20:22 22:10,17,21 22:25 25:24 104:24 <b>identified</b> 20:15 23:5,22 24:21 28:21 34:19 104:25 <b>identifies</b> 93:16 <b>identify</b> 2:1 4:4 9:1 31:19 <b>identifying</b> 27:4 49:1 111:19 <b>IICSA</b> 4:12 18:23 137:1 <b>ill</b> 19:20 <b>image</b> 109:14 138:20 <b>imagery</b> 127:4,23 <b>images</b> 103:12 124:6 131:18,22 132:1,2,4 <b>imagining</b> 122:12 <b>immediately</b> 9:23 29:12 46:24 92:14 <b>impact</b> 5:10 108:20 111:24 112:3,7,10 137:24 <b>impenetrable</b> 61:23 62:21 <b>implementation</b> 47:9 <b>implication</b> 54:16 <b>implications</b> 19:16 25:5 26:3 54:13	<b>implicit</b> 11:2 <b>importance</b> 31:12 76:14 86:5 96:2 <b>important</b> 1:21 5:6 9:17 21:14 22:9 28:15 32:23 67:4 69:2 71:21 77:17 78:24 79:21 80:8 81:21 82:25 85:3 88:5 90:10 96:10 112:18 116:5 120:10 136:12 <b>importantly</b> 16:11 <b>importuning</b> 51:23 <b>impression</b> 121:23 <b>improve</b> 17:20 <b>improvement</b> 27:14 109:23 <b>improving</b> 9:3 74:6 139:13,16 <b>impunity</b> 23:7 <b>inadvertent</b> 86:6 <b>inappropriate</b> 6:4 127:24 <b>inaudible</b> 136:25 <b>incest</b> 51:12 <b>incident</b> 58:23 65:3 65:11,12,13 96:18 <b>include</b> 6:25 25:14 90:12 105:11 124:5 127:2 <b>included</b> 51:12 <b>includes</b> 4:17 104:23 124:4 <b>including</b> 2:4 5:6 6:10,21 59:1 95:14 104:22 <b>inclusive</b> 6:5 17:9 93:14 <b>incorporate</b> 5:5 <b>increasing</b> 36:11 <b>increasingly</b> 18:24 31:2 <b>incredible</b> 96:20 <b>incredibly</b> 32:3
--	---	---	---	---

88:8 112:18 <b>indecent</b> 124:6 127:4,23 131:17 <b>independent</b> 1:6 16:9 <b>INDEX</b> 142:1 <b>indicate</b> 66:16 <b>indicated</b> 66:9 73:5 74:15 <b>indiscretions</b> 58:10 <b>individual</b> 14:22 33:3 35:9,10 44:8 54:9 70:25 73:23 88:11 110:17 119:18 120:18 131:3,8 <b>individual's</b> 88:12 <b>individualisation</b> 34:6 <b>individualise</b> 16:6 26:4 73:21 <b>individualising</b> 63:13 73:20 <b>individuals</b> 10:6,20 26:6 34:9,19 54:10,20 73:15 119:15 <b>industry</b> 30:2,3 <b>inevitably</b> 9:17 <b>inference</b> 122:25 <b>infiltrated</b> 39:4 <b>influence</b> 2:10 5:15 7:9 29:4 88:12 109:16 <b>influenced</b> 7:21 <b>inform</b> 2:23 <b>information</b> 1:20 1:25 2:22 12:23 14:7,10 20:9 56:1 66:23,24 67:1 110:2 135:3 <b>informed</b> 5:1,3 79:16 130:23 132:14 <b>Initially</b> 47:14	<b>inkling</b> 133:18 <b>innate</b> 25:2 46:18 <b>inordinate</b> 119:6 <b>input</b> 50:13 <b>inquiries</b> 78:21 <b>inquiry</b> 1:6,19 2:4 3:14 6:5,6 7:6,24 11:16 13:5 19:15 19:16 24:14 58:7 58:16,17 67:21 75:13,13 76:5,17 76:17,20,22,25 77:10,25 78:6,16 78:18,25 79:3,8 79:13 80:8 82:13 96:1 101:25 107:20 113:12 121:4,4,9 132:25 134:25 135:1,15 135:20 136:6 139:19 140:15 <b>Inquiry's</b> 1:17,23 2:23,25 4:10 8:8 140:22 141:1 <b>insane</b> 111:13 <b>instability</b> 11:3 <b>instance</b> 136:10 <b>instances</b> 20:23,25 100:20 128:13 <b>institution</b> 52:4,4 <b>institutional</b> 5:22 6:6 7:9 29:25 30:3 <b>institutions</b> 7:22 19:3 20:24 22:11 97:11 131:1 <b>instructed</b> 32:15 <b>instrumental</b> 4:2 <b>intangible</b> 41:4 124:4 <b>intellectual</b> 21:19 <b>intended</b> 22:18 <b>intention</b> 124:10 <b>interest</b> 2:21 16:18 70:15 72:6 73:20	73:24,25 112:14 <b>interested</b> 6:6 7:1 8:19,25 49:6 58:16 73:18 77:20 77:21,21 78:13,14 <b>interesting</b> 33:10 62:20 70:15 <b>Interestingly</b> 43:11 <b>interests</b> 42:22 <b>internet</b> 3:6 26:15 30:2 <b>interrogating</b> 25:9 26:15 <b>interrogation</b> 10:3 <b>interrupt</b> 22:18 <b>intervention</b> 49:11 <b>interview</b> 67:7 <b>interviewed</b> 78:3 89:3 120:5 <b>introduce</b> 1:7 3:25 14:20 130:22 <b>introduction</b> 3:13 14:17 <b>Introductions</b> 15:3 142:8 <b>invalidates</b> 116:3 <b>invaluable</b> 31:11 <b>invested</b> 45:22 <b>investigate</b> 49:4 <b>investigating</b> 25:8 <b>investigation</b> 2:2 51:2 <b>investigations</b> 17:25 45:18 <b>investigative</b> 51:13 <b>investigatory</b> 15:15 <b>investment</b> 128:4 <b>invitation</b> 19:23 <b>invite</b> 19:21 66:13 133:24 <b>invited</b> 32:19 83:9 83:11 <b>involve</b> 23:24 68:5 113:10 <b>involved</b> 37:16	51:19 61:25 63:25 91:8 113:19 <b>involvement</b> 115:1 <b>involving</b> 3:15 112:25 <b>Ireland</b> 90:18 <b>Irish</b> 136:8 <b>irrespective</b> 87:8 <b>isolated</b> 50:3 65:3 <b>isolation</b> 91:19 <b>issue</b> 6:23 7:20 16:6 29:24 36:3 38:1 38:11,23,24 39:18 58:12,12,21 64:20 64:25 73:20 83:18 87:19 94:25 103:5 104:10,11 109:6 111:7 112:18 114:3 117:12 119:16 133:5 138:3,5 <b>issues</b> 2:6 5:6 12:19 15:25 26:3,16 28:22 38:21 63:23 72:7,18 73:8 83:23 120:15 <b>Ivor</b> 1:7	<b>judged</b> 28:4 68:22 <b>judges</b> 57:11 104:23 <b>judging</b> 131:25 <b>judgments</b> 27:25 <b>judiciary</b> 58:23 59:2 <b>juicy</b> 33:2 <b>jumping-off</b> 8:12 <b>June</b> 137:8 <b>juries</b> 45:22 55:1 59:23,24 <b>jury</b> 120:15 <b>justice</b> 28:25 29:8 45:17 90:8 91:8 101:6,10 117:8 122:11,12 137:9
<b>K</b>				
<b>Karmy-Jones</b> 2:25 3:9,11,12 19:17 19:25 21:23 26:21 28:18 29:21 30:11 31:16 33:11 37:8 39:18 43:7 44:10 48:12 50:19 53:19 55:11 58:19 62:19 65:24 67:14 69:3 70:17,20 71:9 72:8,14 73:1 74:1 74:3 83:12 84:8 84:10 85:18 91:1 94:8 95:3 96:24 101:3 104:4 106:15 109:21 111:23 112:20 114:22 116:9 119:11 120:23 123:2,4,13 125:8 126:18,24 128:11 129:6,23 130:16 132:17 133:22 134:16 135:17 136:19 137:17 138:24 139:3,23 140:20 142:6				
<b>J</b>				
<b>Jay</b> 1:5 <b>Jo</b> 7:10,13 19:9 21:10,18 23:20 26:22 28:4 122:4 <b>job</b> 99:7,7,8,8,8 <b>jobs</b> 82:18 <b>Jocelyn</b> 15:2,4 16:25 48:13 63:21 72:20 125:8 129:11 <b>Jodie</b> 13:20 <b>Johnny</b> 13:22,25 <b>joined-up</b> 103:14 <b>joint</b> 52:16 <b>jointly</b> 53:14 <b>judge</b> 39:7 57:9 <b>judge's</b> 57:25,25				



<b>keep</b> 3:23 35:18 36:17 93:18 97:9 97:10 137:19	72:6,18,19 74:21 80:16 81:11 82:11 82:13,14,14 83:4 83:13 88:3 89:17 90:16 92:9 93:23 96:5,14,22,23 99:1 108:6 110:20 110:22 111:14,25 112:4 113:7,7,10 113:11,18 114:18 115:10,20 117:16 123:6 124:15 125:2 129:11 131:18 132:3 134:7,7,13 135:11 138:2,21,24	<b>laid</b> 121:5 <b>land</b> 94:20 <b>landscape</b> 34:15 40:18 47:10 <b>language</b> 10:18 33:24 38:11,13 61:8,21,22 62:9 62:21 63:6,8 83:21 84:18 87:6 92:8 96:22 101:11 115:3 123:23,25 124:10 125:18,24 126:15 <b>large</b> 108:16 <b>lasting</b> 11:5 <b>lasts</b> 51:16 <b>late</b> 100:5 <b>latest</b> 107:20 <b>launched</b> 17:17 <b>law</b> 109:3 <b>laws</b> 100:8 <b>lawyer</b> 78:3 <b>laying</b> 102:3 <b>lead</b> 3:14 16:3 17:24 92:4 116:2 128:6 <b>leadership</b> 64:17 64:22 117:3,11 <b>leading</b> 44:20 <b>leads</b> 14:8 54:16,18 88:19 <b>learn</b> 28:13 37:21 44:17 46:17 85:10 89:20 124:7 <b>learned</b> 74:22,23 84:20 104:6 <b>leave</b> 72:23 82:20 129:12 <b>leaving</b> 56:20,20 72:22 <b>led</b> 117:11 <b>Lee</b> 12:8,11 13:12 <b>left</b> 4:2 91:9 <b>legacy</b> 104:18,19 <b>legal</b> 1:24 9:25	57:21 104:19,20 104:20 105:15 130:14 <b>legatees</b> 76:19 <b>legislation</b> 110:5,6 <b>legislative</b> 98:22 <b>lengthy</b> 14:17 23:25 <b>lesser</b> 43:9 <b>lessons</b> 104:6 <b>let's</b> 33:2 88:18 112:20,21 113:8 137:22 <b>letter</b> 62:5 <b>letting</b> 41:7,9 97:12 123:6 <b>level</b> 50:18 64:18 80:1,12 100:1 131:10 <b>levelling</b> 10:5,10 <b>levels</b> 36:14 127:19 <b>levers</b> 65:16 <b>licensing</b> 36:8 <b>lie</b> 92:13,15 103:9 <b>lies</b> 11:3 138:9 <b>life</b> 55:24 92:16,17 96:18 97:13 106:5 <b>lifestyle</b> 28:5 <b>lift</b> 65:8 <b>light</b> 97:12 133:7 <b>Likewise</b> 42:10 <b>limit</b> 54:17 <b>limitations</b> 9:11 26:6 <b>line</b> 14:24 43:15 91:11 <b>lines</b> 112:13 <b>link</b> 58:12 <b>linked</b> 25:21 <b>links</b> 20:2 <b>list</b> 18:13 37:10 48:25 65:24 113:15 <b>listed</b> 63:12 <b>listen</b> 37:23 51:6	<b>listened</b> 134:3 <b>listening</b> 2:21 37:11 43:7 68:15 68:19 124:17 <b>literature</b> 24:13 25:16 26:1 <b>little</b> 36:16 49:8,19 53:12 66:24 73:5 112:12 119:11 121:12 123:13 129:12 <b>live</b> 3:5 13:14 58:5 59:13 91:19,21 102:1 <b>lived</b> 43:5 <b>lively</b> 3:24 <b>lives</b> 15:17 43:6 131:2 <b>Liz</b> 7:11,13 19:5 21:10 26:22 28:4 75:1,3 104:5 122:3 <b>Liz's</b> 120:16 <b>Lloyd</b> 18:6 <b>load</b> 137:5 <b>local</b> 14:12 15:14 36:20 38:16 49:3 49:9 52:12,14 53:13 62:6 139:1 <b>localities</b> 52:19 <b>locate</b> 26:5 <b>logic</b> 133:5 <b>loitering</b> 51:23 <b>London</b> 7:12 19:6 19:10 <b>long</b> 11:17 24:3,4 28:20 36:22 47:16 51:16 56:21 75:1 98:21 114:8,8,8 114:10 <b>longer</b> 101:20 139:19 <b>look</b> 2:14 4:14 27:25 29:13,16 30:4,22 34:16
	<b>L</b>			
<b>label</b> 43:18,19 89:6 89:7 102:9,10 108:12 <b>labelled</b> 51:25 52:4 87:8 <b>labelling</b> 50:25 51:16 125:12 <b>labels</b> 51:14 88:24 90:4 100:8 <b>lack</b> 35:18 37:14,17 38:5,7 39:13,22 41:16,20 42:15 64:17 72:6 85:25 117:10 124:8,12 <b>lacking</b> 106:3 <b>lady</b> 67:17 77:2 78:5 136:4,8				

36:5,24 37:1 40:10 43:21,25 45:15 49:10 50:10 59:5 67:24 68:14 86:9,10 88:22 90:4 93:8 100:17 100:18 108:6 127:5 129:17,18 129:21 133:11 134:9 141:5 <b>looked</b> 25:16 <b>looking</b> 4:24 18:6 19:15 34:9 49:9 52:17,17,25 71:22 81:13 84:10,12 87:16 89:21,21 99:5,16 100:25 125:15 126:4 131:1 136:15 <b>looks</b> 7:17 15:20 <b>loosely</b> 120:12 <b>Lord</b> 104:15 <b>lose</b> 81:4 <b>lost</b> 64:21 <b>lot</b> 10:18,24 15:21 27:7 30:8,8,9 31:20 34:16 36:19 38:3 39:20 46:1,1 47:20,23 53:14 56:1 61:10 62:3 63:11 74:22 78:9 78:10 90:16 98:6 111:3 118:1,2 120:14 127:8 133:11,20 134:8 136:9 <b>lots</b> 38:15 64:11 115:21,21,23 117:13 <b>love</b> 28:20 41:5 47:14 118:25 <b>lovely</b> 78:1 <b>Lovett</b> 7:10 19:9,9 21:10 23:21 <b>low</b> 83:16	<b>lucky</b> 21:10 91:11 <hr/> <b>M</b> <b>Madam</b> 72:14 <b>Maddy</b> 7:10 <b>magic</b> 110:4 <b>main</b> 53:6 82:18 <b>mainstream</b> 4:19 68:18 <b>majority</b> 26:7 48:7 89:6 103:25 134:9 <b>make-up</b> 69:23 <b>making</b> 5:12 31:12 35:14 48:10 76:10 78:14 95:23 111:14 121:17 123:21 128:5 133:21 <b>Malcolm</b> 1:8 <b>male</b> 46:23 69:24 134:18 <b>males</b> 17:10 45:7 45:10,12 103:6 <b>man</b> 25:19 95:13 135:23 137:12 <b>manage</b> 34:12 35:12 119:20 <b>managed</b> 1:14 34:17 <b>management</b> 119:15 <b>managing</b> 34:19,20 <b>Manchester</b> 18:5 <b>mandatory</b> 47:2,7 93:20,25 <b>manifest</b> 90:24 <b>manifestation</b> 44:5 <b>manuals</b> 99:12 <b>mapping</b> 23:24 <b>Marie</b> 16:16 <b>mark</b> 66:10 <b>marriage</b> 62:14 <b>marvellous</b> 79:16 <b>Marxist</b> 78:11 79:11 <b>Marxist-somethi...</b>	79:10 <b>Marxists</b> 78:15 <b>masculinised</b> 79:24 <b>masculinity</b> 25:10 <b>massive</b> 68:14 70:7 <b>master</b> 126:11 137:13 <b>match</b> 124:3 <b>material</b> 13:18 67:24 68:3,23 93:11 115:6 <b>matter</b> 13:15 36:4 50:5 69:25 71:4 73:4 <b>matters</b> 2:4 13:13 140:12 <b>mature</b> 130:10 <b>mean</b> 8:4 27:22 59:9 65:9 86:14 94:16 110:15 111:5 118:8 122:12 126:25 <b>meaningful</b> 89:14 97:19 <b>means</b> 43:18 52:6 88:7 99:24 102:5 103:17 105:16 116:23 118:2 119:2 120:11 <b>meant</b> 124:2 <b>measure</b> 111:10,16 119:1 <b>measured</b> 111:12 <b>measuring</b> 111:7 111:11 <b>mechanism</b> 112:5 <b>media</b> 3:18 4:18,21 6:11 10:19 24:12 36:24 64:18 73:22 105:11,12 112:13 114:2 115:5,15 126:15 136:1,9 138:20,23 <b>meet</b> 88:17 122:5 132:9	<b>meeting</b> 44:16 48:21 103:14 <b>meetings</b> 48:20 98:6 <b>member</b> 18:2,11 54:4 56:21 62:5 67:19 69:4 131:25 134:3 136:25 137:19 139:6 <b>members</b> 1:7 12:6 19:21 33:12,14 55:2 61:24 110:1 134:1 136:21 <b>men</b> 22:23 39:4 78:9 79:22 81:15 81:16 86:19 100:20 105:2 134:10 137:2 <b>mental</b> 11:3 85:11 <b>mention</b> 10:11 67:1 107:5 135:20 <b>mentioned</b> 20:21 30:1 32:18 56:3 58:21 63:22 67:8 95:5 136:5,8 <b>mentions</b> 9:22 101:5 <b>Mercia</b> 15:7 <b>messages</b> 54:22 <b>messed</b> 55:24 <b>met</b> 19:10 41:8 86:2 <b>metaphors</b> 85:13 <b>Metropolitan</b> 7:12 19:7 <b>mic</b> 14:25 <b>microphone</b> 12:9 12:10 <b>mid</b> 100:5 <b>millions</b> 137:5,6,6 <b>mind</b> 8:17 9:10 10:5 62:11 74:7 101:4 108:4 122:16 129:10 <b>mine</b> 15:1	<b>Minister</b> 78:7,13 78:14 <b>ministers</b> 67:11 <b>minority</b> 115:25 <b>minute</b> 70:18 71:5 71:7 73:3,21 78:4 123:20 130:2 <b>minutes</b> 11:19,20 52:11 133:24 <b>misconceptions</b> 87:1 <b>misleading</b> 136:1 <b>mismessaging</b> 87:4 <b>misrepresent</b> 7:15 <b>missed</b> 6:2 67:5,6 <b>missing</b> 69:22 81:6 135:10 <b>mist</b> 82:19 <b>misty</b> 77:14 <b>misunderstand</b> 86:16 <b>misunderstandin...</b> 86:10 <b>mixed</b> 43:12 <b>Mmm</b> 27:19 <b>mode</b> 84:22 <b>model</b> 20:7,10,17 29:25 54:10 91:15 101:21 <b>modelled</b> 104:20 <b>models</b> 89:22 <b>moment</b> 3:5 20:6 34:25 35:2 38:1 39:21 70:17,20 96:3,6 97:24 121:8 122:24 <b>Monday</b> 1:1 <b>money</b> 30:8 41:1 49:18,21 55:18 88:6 111:13,14 119:6 122:5 136:13 137:6 <b>monitor</b> 127:24 <b>month</b> 27:17 30:25 30:25,25,25
--	--	--	---	--

<b>months</b> 69:12 91:11 135:2	<b>narratives</b> 1:10 2:9 3:21 4:15 5:4,11 5:14,18 6:9,16 8:4 8:17 9:1 11:8 16:6 20:1 21:16 24:2 38:25 52:7 52:23 59:3 66:6 74:6,10 83:17 84:16 100:17,18 101:5 109:23 115:1 119:12,22 129:8 137:21 140:10	107:12 108:5 110:20,20 111:6,9 111:10 115:20 116:1,6,18 117:2 117:17,19,23 118:7 120:20 123:18,19,19 126:7,12,20 128:9 129:4 130:6 132:3 132:5,13,13 133:9 133:10 137:20,23 137:23 138:3,7,8 138:10,11,12	<b>nice</b> 126:11 <b>Nigel</b> 66:19 134:22 <b>nip</b> 132:21 <b>nobody's</b> 49:16 <b>non-recent</b> 30:18 30:23 45:18 <b>noncontact</b> 92:22 92:23 <b>nonsense</b> 56:18 <b>Norfolk</b> 17:23 <b>normal</b> 26:8 57:6 68:13 98:2 100:23 <b>normalisation</b> 104:12 <b>normalise</b> 65:5 <b>Northern</b> 90:18 <b>note</b> 10:15 25:16 66:1 <b>noted</b> 24:16 <b>notes</b> 64:1 <b>notice</b> 95:18 134:5 <b>noticeable</b> 34:25 <b>noticed</b> 29:9 113:15 <b>notices</b> 95:15 96:25 <b>notion</b> 32:1 34:8 54:19 96:7 <b>NSPCC</b> 54:15 <b>nuanced</b> 90:22 <b>number</b> 1:25 11:25 16:10 19:21 24:1 31:1 33:3 36:11 39:19 43:18 44:25 47:3,5 48:15 50:19 65:19 66:14 85:22 88:25 95:4 95:20 101:5 106:19 121:11,15 121:22,22 125:9 126:3 128:23 <b>numbers</b> 30:24 45:20 53:4 101:18 127:14 130:3	<b>O'Connor</b> 19:19 <b>O'Mara</b> 66:18,19 66:19 67:14 134:21,22,22 135:17 <b>obfuscates</b> 60:13 61:22 <b>objectivation</b> 26:17 <b>objects</b> 25:18 <b>obscene</b> 101:18,19 <b>observation</b> 139:6 <b>observations</b> 10:8 12:4,14 66:13 101:13 104:6 106:16 123:4 <b>obvious</b> 129:19 <b>obviously</b> 6:1 123:14 139:24 140:1 <b>occasionally</b> 136:25 <b>occasions</b> 3:2 <b>occur</b> 5:21,23 16:7 120:22 <b>occurs</b> 6:1,21 <b>odd</b> 74:20 <b>off-line</b> 16:21 18:1 29:7 31:4,7 42:4 88:11 <b>offence</b> 40:17 63:19 <b>offences</b> 50:12 124:3,5,5 126:9 127:3 128:20 <b>offending</b> 126:13 <b>offensive</b> 10:21 <b>offer</b> 76:8 80:21 <b>offers</b> 78:1,5 <b>office</b> 24:15 32:5 <b>officer</b> 27:20 44:25 46:11 51:2 132:24 <b>official</b> 80:13 <b>Oh</b> 49:5 65:6 69:16 77:10 86:12 107:4 107:5 133:2 <b>okay</b> 44:14 45:1
<hr/> <b>N</b> <hr/>	<b>narrow</b> 56:12 <b>nation</b> 127:16 <b>national</b> 17:23 18:13,18 35:16 63:10 64:4 71:23 72:1 75:12 76:21 <b>nationally</b> 36:2,22 52:24 117:2 <b>nature</b> 61:15 62:2 68:19 <b>Nazir</b> 19:19 <b>nearly</b> 16:17 97:7 127:1 <b>necessarily</b> 61:2 121:24 130:14 <b>necessary</b> 6:16 7:3 <b>need</b> 6:19 8:14 14:3 22:11 23:7 27:14 33:4 34:11 35:12 36:8 37:5 48:3,8 51:4 62:9,12 64:14 68:4 70:23 71:7 72:21 73:24 74:10,11 81:25 82:22 84:13,19 85:22,23,24 86:9 86:10 87:4,5,16 87:19,24 88:7,23 88:24 89:14,20 90:3,22 91:16,17 93:17,22,23 94:17 95:5,18 106:12	<b>needed</b> 86:9 87:22 <b>needing</b> 55:2 <b>needs</b> 9:20 14:25 40:16 70:1 72:5 88:17 90:3 115:12 130:23 140:10 <b>negative</b> 5:18 28:9 41:7 106:9 126:22 <b>negativism</b> 132:10 <b>neglect</b> 108:7 116:7 <b>neighbours</b> 91:25 <b>neither</b> 75:14 <b>nervous</b> 61:25 <b>net</b> 49:16 <b>neuroscience</b> 100:4 <b>never</b> 32:2 53:3 75:24 83:9 113:17 117:7 120:7 122:16 124:23 127:7 <b>new</b> 19:14 29:24 57:12 100:15 122:1,1,1,2 137:20 <b>Newcastle</b> 107:22 <b>newer</b> 16:22 <b>news</b> 4:19 23:11 28:8 <b>newsagent</b> 135:22 <b>newspaper</b> 114:6 <b>newspapers</b> 92:7 <b>NHS</b> 49:17	<hr/> <b>O</b> <hr/>	
		<b>o'clock</b> 71:2		

46:19 48:11 71:11 76:4 99:25 121:8 123:16 140:2 <b>old</b> 25:19 44:22 55:17 <b>older</b> 113:24,24 <b>olds</b> 116:24 <b>once</b> 5:14 9:1 35:15 64:23 133:24 140:20 141:3 <b>one-parent</b> 69:23 <b>one-size-fits-all</b> 90:25 <b>ones</b> 22:5 23:22 26:25 104:25 119:8 129:12 <b>ongoing</b> 27:10 87:19 108:19 <b>online</b> 8:23 9:4 16:19,20 18:1 25:25 26:14 28:23 29:1,6,10 30:6 31:4,6,21 33:4 40:2 42:2 67:21 67:22 68:20,25 69:1 78:4 88:11 103:13 109:6,9,10 129:3 132:22 <b>open</b> 11:21 27:2 36:21 67:12 102:3 105:23,25 114:6 <b>opening</b> 1:3 3:11 142:3,6 <b>openly</b> 5:14 83:23 <b>openness</b> 97:4 <b>operas</b> 4:22 <b>Operation</b> 30:24 103:3 <b>opinion</b> 59:19 60:16 115:8 123:10,15 <b>opinions</b> 2:5 10:4 139:11 <b>opportunity</b> 2:16 12:22	<b>opposed</b> 49:2 64:8 100:25 123:10 <b>orally</b> 10:20 <b>order</b> 7:19 17:19 22:12 52:20 119:9 <b>ordered</b> 2:15 <b>ordering</b> 58:3 <b>ordinary</b> 32:9 96:17 122:17,17 <b>organisation</b> 112:13 <b>organisations</b> 10:7 10:12 69:8 138:14 <b>organised</b> 52:18 <b>orientation</b> 25:22 <b>origin</b> 104:14 <b>original</b> 51:11 <b>originally</b> 40:21,25 <b>originating</b> 21:3 <b>outcome</b> 59:17 <b>outcomes</b> 29:16 <b>outline</b> 40:4 <b>outlined</b> 70:22 80:10 <b>outlines</b> 87:3 <b>outrageous</b> 65:10 <b>outside</b> 17:4 36:15 42:11 47:21,25 49:6 51:12 54:2 60:3 67:20 130:13 130:25 <b>overburdening</b> 132:12 <b>overlapping</b> 8:18 39:20 <b>overlooked</b> 6:3 44:9 <b>overly</b> 8:24 68:19 119:25 <b>oversimplified</b> 5:19 <b>overstretched</b> 128:2 <b>overview</b> 51:18 <b>overwhelmed</b> 62:1 102:14,17,19,23	106:21,23,24 <b>overwhelming</b> 45:21 <b>overwritten</b> 23:19 <b>owe</b> 108:2 <hr/> <b>P</b> <hr/> <b>package</b> 49:12 <b>packet</b> 41:23 <b>paed</b> 26:2,2 <b>paediatric</b> 121:16 <b>paedophile</b> 25:16 25:20 57:2 67:1 125:18 <b>PAGE</b> 142:2 <b>pages</b> 35:3 62:6 88:4 <b>paid</b> 137:5 <b>painful</b> 37:24 <b>Pakistani</b> 86:19 <b>Palmer</b> 16:15,15 28:20 29:22 94:10 <b>panel</b> 1:7 2:12,17 18:12 83:13 140:13 141:1 <b>panel's</b> 11:15 13:5 <b>panicked</b> 117:11 <b>Panorama</b> 4:20 64:19 <b>papers</b> 20:11 92:12 135:23 <b>paradigm</b> 117:23 <b>paragraphs</b> 35:2 60:12 <b>parameters</b> 3:5 <b>paraphrasing</b> 39:8 <b>parent</b> 36:23 57:15 57:16,24 <b>parent's</b> 99:8 <b>parented</b> 64:25 <b>parents</b> 26:12 35:14,17 36:13 52:8 59:12 69:7 92:5 <b>park</b> 35:24 36:18 118:17	<b>parks</b> 118:18 <b>Parliament</b> 3:19 18:3 56:21 61:24 62:5 110:1 <b>parliamentary</b> 70:13 73:10,15 <b>part</b> 1:11,19 2:24 7:13 9:17 13:7 19:22 43:7 44:5 54:5 55:16 60:2 60:25 65:20 74:4 76:7 89:24 94:23 104:21 106:5 117:1 123:15 131:24 <b>participant</b> 18:12 66:19 <b>participants</b> 11:25 12:5,15 13:2 14:19,20 66:14 67:15 133:25 134:2,10 136:19 140:5 <b>participate</b> 16:14 <b>particular</b> 5:1 16:5 16:18,22 21:25 23:23 34:20 44:5 63:3 66:25 68:16 98:10 101:20 106:22 111:8,8 120:19 124:18 <b>particularly</b> 3:17 8:19,25 12:1 15:21,24 16:6 27:8 28:23,25 31:20,24 34:8 36:19 61:4 63:8 63:10 64:15 65:3 73:15 79:17 105:11 106:20 114:16 116:20 140:9,21 141:3 <b>partly</b> 22:24 40:19 <b>partners</b> 36:7 38:18	<b>parts</b> 58:8 59:25 <b>party</b> 39:4,10 57:10 110:2,11 <b>pass</b> 12:11 14:10 123:8 <b>passing</b> 52:6 138:7 <b>passionate</b> 43:22 <b>patriarchal</b> 81:4 <b>patriarchy</b> 79:23 <b>Patrick</b> 18:19 31:16 57:4 95:7 133:16 <b>paucity</b> 29:5 <b>pause</b> 13:16 70:17 <b>peer</b> 88:10 109:9 116:16 <b>peer-on-peer</b> 8:23 9:4 16:4,5 49:23 63:4,9 65:2 71:24 90:16 117:3 128:15 <b>peers</b> 64:10 86:22 109:12 130:13 <b>people</b> 4:18 5:15 10:25 12:7,16 15:15,22 18:14 26:7,8 27:6,8,11 27:25 28:2,10,17 29:1,2,9 33:7,9 34:11,21,23 37:20 38:24 39:19 40:2 41:8,25 42:25 43:3 44:7 45:5 46:13 49:15 54:16 55:9 56:8,19,23 59:11,11 60:3 62:3 63:24 64:7,7 65:21,25 67:2 68:22 72:17 76:6 77:9,20,21 79:4 79:19,22,25 80:5 80:12 81:4 83:1,3 83:9 84:23 85:6,7 85:13 86:2,6,16 87:2,21 88:10,19
--	--	---	---	---

88:23 89:3,15 91:23,24 92:11 93:5,10,21 95:16 97:2,13,14,16,20 98:10 100:18 102:7 103:25 105:10 106:6,23 109:8 110:16,21 113:24 114:10,19 115:14,18 117:8 121:19 124:7,14 125:12,20,24 127:13,19 129:23 130:4 133:7,12,13 136:17 <b>people's</b> 42:21 43:6 90:21 94:6 96:21 110:17 116:4,7 117:24 <b>perceived</b> 5:20 25:2 41:5 <b>perception</b> 51:16 <b>performed</b> 18:22 <b>period</b> 23:25 91:20 92:23 <b>periods</b> 24:9 25:20 <b>perpetrate</b> 64:2,7 64:10 65:22 <b>perpetrated</b> 63:18 88:9 103:12 <b>perpetrates</b> 5:8 6:22 40:17 <b>perpetrating</b> 49:25 86:2 130:4 <b>perpetration</b> 34:16 64:6 <b>perpetrator</b> 25:13 29:14 32:1 38:22 46:8,25 50:4 58:4 87:14 108:14 114:8 125:12,15 128:15,18,21 <b>perpetrators</b> 20:24 22:19 25:6,17 26:11 30:6 34:17	45:10 46:20,21 47:4 59:18 63:11 68:3,21 <b>perpetually</b> 100:25 <b>person</b> 3:7 5:12 12:11 32:9 40:16 41:4 50:2 52:2 56:16 61:5,7 80:17 86:13,17 87:8 126:10,10 131:9 <b>person's</b> 28:9 <b>personal</b> 37:22 <b>personally</b> 117:22 <b>perspective</b> 2:6 5:2 30:13 126:23 131:4 <b>pessimism</b> 77:14 <b>Pete</b> 18:10 55:12 111:25 114:5,10 130:1 132:17 135:19 140:25 <b>phone</b> 75:2 113:6 <b>phraseology</b> 28:4 <b>pick</b> 48:16 49:22 50:9 52:12 71:2 104:8 116:14 125:10 126:3 129:14 <b>picked</b> 24:25 <b>picking</b> 49:2 85:24 86:4,21 90:6 94:2 94:7 105:8 <b>picture</b> 93:15 <b>piece</b> 81:23 88:1 110:4 <b>pieces</b> 25:25 <b>pinch</b> 74:24 <b>pity</b> 25:19 <b>place</b> 5:8 6:7 10:2 26:13 35:24 36:6 36:16 38:9,19 55:19 64:14 87:11 103:19 109:13 115:4 127:17	128:3 130:15 <b>places</b> 34:21 51:24 52:25 53:7 58:15 71:20 91:24 119:18 133:18 <b>placing</b> 28:6 <b>plain</b> 6:17 11:14 <b>plainly</b> 7:23 <b>planning</b> 141:2 <b>plans</b> 53:6 <b>plaster</b> 108:16 <b>plastered</b> 135:22 <b>plateauing</b> 31:1 <b>platform</b> 56:15 <b>platforms</b> 75:8 122:2 <b>play</b> 18:22 59:2,4 95:10,11 96:11 109:22 116:5 <b>playing</b> 98:12 <b>please</b> 9:12,18 10:5 10:11 12:10 13:1 13:4,21 14:4,7,24 20:13 31:17 33:18 40:1 53:20 66:3 73:3 74:4 134:2 139:5 <b>pleased</b> 1:10 2:19 7:13 <b>plenty</b> 122:3,19 <b>plethora</b> 75:7 <b>plus</b> 17:2,6 <b>pm</b> 1:2 72:11,13 141:7 <b>point</b> 8:12,12 23:21 35:13 39:22 49:23 50:24 55:1,2 56:18 57:8 68:24 69:5 73:6 84:14 84:17 86:22 87:1 87:6,18 88:20 90:7 94:20 96:11 97:21 99:6 100:10 100:22 101:17 103:24 112:24	113:9,21 114:12 116:20 124:15,23 125:10 129:14,15 132:18 133:16 136:14 138:6 139:20 <b>points</b> 12:18 36:25 48:15 49:1,2 55:14 83:15 94:10 95:12 97:3,5 116:17 117:21 123:17 132:20 <b>police</b> 14:11 17:23 17:25 18:5 27:16 30:12 44:25 45:17 46:11 48:24 50:11 51:1 52:17 53:14 57:16 90:20 98:15 103:22 132:24 138:16 139:1 <b>policed</b> 121:7 <b>policing</b> 128:6 <b>policy</b> 17:19 34:15 35:16 40:18 51:21 65:14 124:2,4 <b>political</b> 1:9 6:11 7:8,20 36:25 66:24 67:2,5,6,8,9 80:14 135:7,14 <b>Politically</b> 123:3 <b>politicians</b> 4:18 10:19 60:4,5 61:25 63:15 70:16 104:23 <b>politics</b> 59:2 <b>pooling</b> 52:19 <b>Pope</b> 58:9 <b>pops</b> 100:16 <b>popular</b> 26:18 42:18,20 112:4,6 115:5,10,15,25 <b>pornography</b> 129:3 <b>position</b> 5:20 8:13 21:6 40:5 41:15 42:18 64:5,6	109:11 <b>positive</b> 5:18 41:13 52:16 108:18 <b>possibility</b> 122:11 <b>possible</b> 12:14 <b>possibly</b> 62:16 77:22 121:12 <b>posted</b> 140:18 <b>poster</b> 32:5 <b>potential</b> 46:25 <b>potentially</b> 5:1 83:25 128:17 <b>pots</b> 55:18 <b>power</b> 21:8,25 22:21,21,22 25:9 31:6 32:1 71:13 71:16,21 79:25 80:14 81:16 82:3 96:20 110:11 <b>powerful</b> 22:1 52:6 58:20 <b>practice</b> 17:19,20 34:14 38:1 119:24 122:17 <b>practices</b> 121:6 <b>practitioner</b> 51:10 <b>practitioners</b> 60:4 71:14 110:14 <b>preach</b> 119:25 <b>precisely</b> 96:21 <b>predominantly</b> 109:7 <b>prefer</b> 123:12 <b>premises</b> 63:7 <b>preparation</b> 140:24 <b>preparing</b> 4:3 7:6 7:25 <b>presence</b> 11:23 <b>present</b> 1:7 2:20 7:18 8:7,14 24:1 28:16 39:6 81:9 134:19 <b>presentations</b> 24:25 <b>presented</b> 80:25
--	---	---	--	--

<p><b>presenting</b> 17:9  <b>press</b> 10:19 19:21  32:19 33:12,14  <b>pressures</b> 9:7  109:25,25 110:1  <b>pretty</b> 57:5 134:4  <b>prevailing</b> 79:6  <b>prevalence</b> 64:15  <b>prevalent</b> 5:9 24:23  <b>prevent</b> 5:16 74:11  86:6 118:16  <b>priest</b> 137:13  <b>primarily</b> 16:10  53:14  <b>primary</b> 15:14 51:2  <b>Prime</b> 78:7,13,14  <b>principle</b> 9:20  <b>priorities</b> 74:12  <b>prioritise</b> 127:15  <b>prioritised</b> 42:23  <b>priority</b> 108:5  <b>prison</b> 133:20  <b>private</b> 14:2 96:16  138:18  <b>privately</b> 14:15  <b>privileged</b> 104:22  105:1  <b>probably</b> 16:11  33:11 82:24 115:2  133:14  <b>problem</b> 19:2 26:4  26:7 27:24 40:20  42:14 48:22 49:5  55:4,8,9 56:16,23  58:22 60:2,20,21  60:25 85:1 89:20  98:7,10 124:20,25  125:1  <b>problems</b> 27:4  61:21 111:19  <b>procedural</b> 99:12  <b>procedure</b> 99:18  <b>proceedings</b> 3:8  <b>process</b> 10:1 23:17  35:8 38:8,9 45:17</p>	<p>51:8 141:2  <b>processes</b> 26:16  30:10 51:13 91:8  93:4  <b>produced</b> 81:9 93:3  <b>production</b> 95:9  <b>productive</b> 55:7  <b>PROF</b> 16:15 19:5  21:17,24 28:20  29:22 94:10 104:8  <b>profession</b> 18:21  <b>professional</b> 27:13  37:18 38:12,13  50:10 53:25 54:3  54:3 61:22 62:2  62:20 84:18 93:21  105:16 106:4  109:2 138:6  <b>professionals</b> 4:17  39:15 43:11 46:15  48:21,24 58:2  63:4 71:18 82:17  83:3 85:14 86:7  89:9,25 91:17,17  95:24 105:24  107:3 115:14  129:18  <b>professions</b> 59:1  <b>Professor</b> 1:8 19:5  <b>profile</b> 30:17 43:24  72:3,5  <b>programme</b> 1:17  1:19 2:7 105:13  125:20  <b>programmes</b> 4:20  4:21,22 112:4,6,8  115:6  <b>progress</b> 23:9 74:9  100:14  <b>progresses</b> 8:17  <b>projects</b> 110:16  <b>promiscuous</b> 24:11  24:19 25:4 38:17  68:21  <b>promise</b> 70:11</p>	<p><b>promote</b> 97:23  <b>prompts</b> 77:7  <b>proportion</b> 53:4  130:5  <b>prosecuted</b> 98:25  <b>prosecuting</b> 136:17  <b>Prosecution</b> 59:20  102:17  <b>prosecutions</b> 111:2  <b>prostitute</b> 47:17  51:25  <b>prostitutes</b> 40:22  <b>prostituting</b> 28:6  <b>prostitution</b> 40:22  51:20 123:25  124:11  <b>protect</b> 18:8 26:12  30:5 35:14 49:24  53:2 60:17 61:20  88:19 93:21 98:5  138:1  <b>protected</b> 53:5  103:10  <b>protecting</b> 19:2,3  47:9 61:14 99:21  <b>protection</b> 14:8  17:24 32:5 36:3  53:6 55:4 117:9  <b>protective</b> 87:14  97:20  <b>protocol</b> 73:1  <b>prove</b> 80:23  <b>provide</b> 13:23  <b>provided</b> 35:3  <b>providers</b> 132:23  <b>provides</b> 12:22  33:22 83:25  <b>providing</b> 71:14  <b>provision</b> 35:23  36:16  <b>provisions</b> 36:6  <b>prying</b> 97:16  <b>psychoanalytic</b>  24:23  <b>psychological</b> 96:4</p>	<p><b>psychology</b> 98:1  <b>pub</b> 96:17  <b>public</b> 1:13 11:17  11:22 12:7,16  13:8,14 14:16  18:9 20:13 22:11  33:15,17 39:2  43:24 49:17 51:24  53:15 54:13 55:2  59:8,10,10,14,15  59:16,20 60:6,9  60:15,18 61:2,8  61:10,16,17 62:10  64:15 65:20 66:3  66:12 67:16 69:4  69:6,7 70:7 73:2  78:23 79:1 80:13  85:13 86:4 94:25  95:14,18 100:24  108:1 111:14,17  112:9 130:2  131:25 133:23  134:1,3,9 136:21  136:25 137:19  138:17,18 139:6  141:4  <b>publicise</b> 97:1  <b>publicity</b> 126:22  <b>publish</b> 122:6  <b>published</b> 4:12 7:7  <b>pull</b> 119:11  <b>puppet</b> 87:23  <b>purely</b> 28:25  <b>purpose</b> 4:14 90:6  108:10  <b>purposes</b> 8:3  <b>pursue</b> 62:8  <b>put</b> 5:19 7:25 13:25  30:2,8 34:2,18  38:4 42:3,7,8  49:12 50:2 53:12  54:23 64:14 88:15  91:6 94:21 109:10  109:18 110:5  111:13 112:15</p>	<p>122:5 127:17  128:11 135:3,12  <b>puts</b> 62:4  <b>putting</b> 45:17  109:10 117:20</p> <hr/> <p style="text-align: center;"><b>Q</b></p> <hr/> <p><b>QC</b> 2:25 103:4  <b>question</b> 26:23  29:21 50:21 58:25  74:9 75:15 76:7  76:23,24 77:7,8  77:22 79:3 81:7  84:25 94:14 96:1  96:2 110:4 112:1  123:8 125:2,5,7  129:1,3 138:19,25  <b>questions</b> 7:23 10:2  10:8 12:16,18  22:3 33:17 66:6  76:2 77:15 103:8  124:16  <b>queue</b> 131:13  <b>quick</b> 40:4 94:10  139:6  <b>quickly</b> 66:12 73:9  129:24 130:18  139:5,18  <b>quiet</b> 14:2  <b>quite</b> 24:4,12 33:1  53:8 54:22 60:8  77:21 85:1 96:16  113:17 121:10  135:11</p> <hr/> <p style="text-align: center;"><b>R</b></p> <hr/> <p><b>race</b> 22:24  <b>radars</b> 89:24  <b>radio</b> 4:22 68:18  114:5  <b>raise</b> 9:14 68:24  <b>raised</b> 39:18,22  50:23 79:18 100:1  115:16 119:23  <b>raising</b> 12:8 103:4  <b>rang</b> 121:1</p>
---	--	--	---	--

<p><b>range</b> 1:20 2:20 17:9 34:13 97:10</p> <p><b>rape</b> 15:5,7 62:24 63:5 70:12 73:10 93:7,8 99:19 126:16,17</p> <p><b>raped</b> 27:22 39:5 44:24 50:3,7 57:11 121:12</p> <p><b>raped'</b> 27:21</p> <p><b>rapist</b> 125:17,19,23</p> <p><b>rarely</b> 18:15 80:13</p> <p><b>re-affirming</b> 31:12</p> <p><b>re-presentation</b> 25:23</p> <p><b>reached</b> 66:2</p> <p><b>reaches</b> 92:24</p> <p><b>react</b> 85:23</p> <p><b>reactionary</b> 117:17</p> <p><b>read</b> 9:18 31:19 81:22</p> <p><b>read-across</b> 123:20 124:9,12</p> <p><b>readily</b> 51:9</p> <p><b>reading</b> 51:17 62:15 66:21</p> <p><b>ready</b> 72:14 132:14</p> <p><b>real</b> 11:3 30:16 91:21 93:20 132:1</p> <p><b>realise</b> 42:18,20 93:5</p> <p><b>realised</b> 120:4</p> <p><b>realising</b> 93:12</p> <p><b>realities</b> 43:5</p> <p><b>reality</b> 6:20,21 27:12 41:16 42:24</p> <p><b>really</b> 7:4 8:9 9:14 11:23 12:3,23 16:23 22:9 23:16 27:3 28:14,21 31:4,20 32:2 33:3 33:6,8 34:4 37:2 38:18 39:12 44:12 47:9 48:22 50:5 50:12 52:16 53:24</p>	<p>54:11,17,21 56:22 56:24,24 57:5 58:16,16 60:3 61:10 62:22 65:19 69:2,16 71:21,24 74:5,9 76:16 79:21,21 80:8,8 82:22 83:6,6,16 85:2,8 87:3,5,5,18 88:17 92:3 95:6 96:9 97:18 100:1 101:16 105:9 107:2 108:21 109:11 110:17 112:16 113:17 115:24 117:14,16 120:10,14 124:13 125:5 126:20 139:21 140:2</p> <p><b>realms</b> 67:20</p> <p><b>reappear</b> 24:5</p> <p><b>reason</b> 55:17 70:1 78:24 82:5,25 112:15 134:17</p> <p><b>reasons</b> 10:14 57:21 61:24 70:22 102:13</p> <p><b>rebuked</b> 121:17</p> <p><b>receipt</b> 41:5</p> <p><b>receive</b> 132:14</p> <p><b>received</b> 43:17</p> <p><b>receives</b> 41:4</p> <p><b>receiving</b> 30:23</p> <p><b>recipient</b> 75:1</p> <p><b>recognise</b> 9:14 11:7 16:7 28:15 31:8 37:5 79:12 87:9 87:24 89:8 90:9 94:22</p> <p><b>recognised</b> 37:19</p> <p><b>recognising</b> 16:19 16:21 38:18</p> <p><b>recognition</b> 23:13</p> <p><b>recorded</b> 78:2 127:1,3 130:4</p>	<p><b>recording</b> 100:19</p> <p><b>recovery</b> 96:6</p> <p><b>recruitment</b> 35:8</p> <p><b>red</b> 93:19,19</p> <p><b>redacted</b> 69:4,4 70:9</p> <p><b>reduce</b> 64:14 118:16</p> <p><b>reduced</b> 118:12</p> <p><b>reducing</b> 115:17</p> <p><b>reduction</b> 119:1</p> <p><b>reductionist</b> 100:13</p> <p><b>refer</b> 4:13 118:4,14 118:22</p> <p><b>reference</b> 4:11 35:3 97:9</p> <p><b>referral</b> 49:19 94:13 118:3</p> <p><b>referred</b> 33:12 56:16 107:1</p> <p><b>referring</b> 33:13 56:11 57:8 107:11</p> <p><b>reflect</b> 37:24 43:5 54:1,12 88:24</p> <p><b>reflected</b> 3:19 6:22 38:12 54:14 107:18</p> <p><b>reflecting</b> 11:11</p> <p><b>regards</b> 63:10 139:8</p> <p><b>regimes</b> 79:24 122:3</p> <p><b>regular</b> 1:12</p> <p><b>regularly</b> 105:1</p> <p><b>reinforce</b> 54:24 96:7</p> <p><b>relate</b> 123:18</p> <p><b>related</b> 34:6 130:9</p> <p><b>relation</b> 2:9 35:9 106:8 140:9</p> <p><b>relations</b> 22:22</p> <p><b>relationship</b> 120:8</p> <p><b>relationships</b> 69:21 89:11 105:10 119:8 120:2</p>	<p>130:11</p> <p><b>relatively</b> 24:7 105:7</p> <p><b>release</b> 34:18</p> <p><b>relevance</b> 7:23 23:23</p> <p><b>relevant</b> 14:11 21:14 70:25 71:4 87:9</p> <p><b>reliable</b> 59:21</p> <p><b>relieved</b> 96:16</p> <p><b>relocation</b> 119:2</p> <p><b>reluctance</b> 22:22 22:25</p> <p><b>reluctant</b> 71:15</p> <p><b>rely</b> 119:25</p> <p><b>remarkable</b> 75:22</p> <p><b>remarks</b> 1:3 3:11 142:3,6</p> <p><b>remember</b> 6:4 13:4 14:4,13,25 37:23 56:15 128:13</p> <p><b>remembered</b> 133:2</p> <p><b>remind</b> 130:19</p> <p><b>remotely</b> 122:14</p> <p><b>remove</b> 124:10</p> <p><b>repeated</b> 39:15</p> <p><b>repeating</b> 11:9</p> <p><b>repercussions</b> 131:1</p> <p><b>reply</b> 32:14 77:12</p> <p><b>report</b> 7:7,15,17,25 8:6,7 10:16 19:8 19:11 20:3,7 21:11,15 24:17 29:19,22 31:3,14 31:18 33:22 37:13 43:25 51:18 53:24 54:14 57:13 63:25 66:20 71:13 74:24 75:4 76:8 79:18 80:10 81:9 87:3 114:7 137:25 139:2,7,19 140:17</p> <p><b>reporter</b> 32:21</p>	<p><b>reporting</b> 24:12 36:24 47:2,7 93:20,25</p> <p><b>reports</b> 18:4 24:14 30:22 31:1 81:22 122:6 127:1</p> <p><b>represent</b> 11:15 14:21 17:1 44:6 115:24</p> <p><b>representations</b> 24:17 115:15</p> <p><b>representatives</b> 2:19</p> <p><b>represented</b> 3:20 3:21</p> <p><b>representing</b> 4:25 15:5,12 16:25</p> <p><b>reproduced</b> 25:3</p> <p><b>request</b> 95:22,23</p> <p><b>requests</b> 65:17</p> <p><b>require</b> 2:2</p> <p><b>requirement</b> 124:6</p> <p><b>research</b> 7:7 15:19 15:21 17:18 23:23 27:7 31:11 41:19 59:22,24 60:1 64:11 81:24 86:12 115:9 140:22</p> <p><b>researcher</b> 36:12</p> <p><b>researchers</b> 54:23</p> <p><b>resilient</b> 81:3</p> <p><b>resistance</b> 76:10,15</p> <p><b>resistant</b> 47:15</p> <p><b>resolved</b> 99:10</p> <p><b>resonance</b> 24:9 26:20</p> <p><b>resonate</b> 53:24</p> <p><b>resonates</b> 30:15</p> <p><b>resonating</b> 101:20</p> <p><b>resource</b> 96:20</p> <p><b>resources</b> 9:16 128:2,3</p> <p><b>respect</b> 13:1,2 21:15 78:19 101:8 104:6</p>
--	--	--	--	---

<b>respectful</b> 2:15 105:10	<b>result</b> 6:1 10:13 44:21 127:12	<b>room</b> 13:24 14:4,14 45:6 69:6 73:14 80:18 103:25 112:23	<b>Saunders</b> 18:10,10 55:13 112:11,22 132:18	<b>se</b> 68:25 72:2
<b>respond</b> 5:16 28:14 44:1 74:11 76:6 90:17 112:1 118:6 124:14 131:2	<b>results</b> 98:11	<b>rooms</b> 13:20 14:2	<b>saw</b> 25:12 103:4	<b>seats</b> 72:16
<b>responded</b> 2:11 6:3 20:16 58:23 131:5 131:6	<b>retailers</b> 36:8	<b>Rotherham</b> 44:2	<b>sayable</b> 82:16	<b>sec</b> 44:11
<b>responding</b> 25:1 89:25 108:15	<b>rethink</b> 98:16	<b>rotten</b> 56:11	<b>saying</b> 5:22 6:17 12:25 13:18 56:25 68:7 80:7 83:19 84:4,4 89:2 90:2 91:5 92:5,5 95:19 96:13 108:25 109:12 110:7 121:1,20,24 131:25 133:18 138:2 139:12,15	<b>second</b> 18:23 67:6 72:15 74:4 76:4 94:20 97:21 105:7 116:15 124:15
<b>responds</b> 109:25,25 110:1,2	<b>return</b> 40:14,15 128:4	<b>round</b> 12:9 128:23	<b>says</b> 18:12,16 30:21 38:2 40:13 77:3 86:25 88:15 92:2 98:13 100:4 106:9 109:17 140:25	<b>Secondly</b> 8:22
<b>response</b> 17:20 18:1 27:20 28:12 30:20 43:12,20,23 44:2,2 77:24 78:1 79:7 85:9 87:17 87:21 88:7 103:23 109:9 115:13 116:16,18 117:6 119:17 120:25 122:7 127:17 128:8 129:22	<b>review</b> 1:18 24:14 33:23 35:6 90:5 103:3,3	<b>route</b> 42:3,9,13 88:16,16 92:24 130:7	<b>scale</b> 85:1,2 102:15 127:5 137:21	<b>Secrecy</b> 97:5
<b>responses</b> 6:14 7:10,22 9:3 20:2 70:3 74:6 83:10 90:8 117:11	<b>reviewed</b> 20:9 26:1 65:2	<b>row</b> 67:17	<b>scare</b> 70:7	<b>secret</b> 97:9
<b>responsibilities</b> 60:22 103:9,11	<b>reviewing</b> 63:3	<b>Royal</b> 137:8	<b>scenario</b> 35:10	<b>secretive</b> 53:7
<b>responsibility</b> 14:5 20:23 25:7 26:10 38:4,12 39:9 49:17 61:17,18 85:16 91:14 94:1 94:6 99:14 103:21 107:23 109:19 116:21,22 118:4 118:13 119:18	<b>reviews</b> 81:13 107:20	<b>rule</b> 12:17 55:18	<b>scene</b> 27:20 93:7	<b>secrets</b> 97:10
<b>rest</b> 15:17 102:16	<b>revisiting</b> 19:15 139:19	<b>rules</b> 100:8	<b>school</b> 5:23 32:13 32:16 35:7 36:1 36:17,18 50:6 63:7,18,21 65:1 69:13,15 89:23 91:20 98:11 114:20 118:13,20 126:11 137:10,13	<b>sector</b> 15:10 49:13 49:18
<b>restorative</b> 99:15	<b>Riel</b> 2:25 21:17 56:3 140:4,20	<b>ruling</b> 131:21	<b>scenari</b> 35:10	<b>sectors</b> 2:20 59:1 125:16
<b>restrictive</b> 8:24	<b>right</b> 4:1 10:22 14:17 15:16 30:22 31:13 40:3 43:10 46:12,19 71:6 72:9,20 94:3 98:11,24 99:1 110:14 112:25 117:5 139:4	<b>run</b> 44:18 48:25 55:23 118:18	<b>school's</b> 99:8	<b>security</b> 18:18
	<b>rights</b> 58:3	<b>running</b> 3:23 16:16 71:9 114:21 129:13	<b>schools</b> 49:25 50:15 65:4,4,7,18 68:8,9 93:4 99:15 100:2 114:18 117:15	<b>seductive</b> 24:22
	<b>risk</b> 14:9 24:19 28:6 34:9,11 35:22,24 38:15,19 50:1,4 104:2 118:12 129:17	<hr/> <b>S</b> <hr/>	<b>scope</b> 36:2 137:21 139:19	<b>see</b> 1:12 24:24 30:12,25 31:2 34:13 36:10,24 38:3,11 41:20 47:21 52:2,3,9 54:6 56:11 61:6 65:4,4 66:3 68:12 79:12 85:15 89:9 93:23 101:7 103:15 109:6 111:18 116:10 118:1,25 120:15 120:18 126:21 138:20
	<b>risk-taking</b> 38:16	<b>saddens</b> 27:3	<b>school's</b> 99:8	<b>seeing</b> 27:5 102:1 116:2 141:5
	<b>risks</b> 100:4	<b>sadly</b> 56:13	<b>scourge</b> 138:22	<b>seek</b> 2:8 62:11 83:21
	<b>risky</b> 24:18 48:23 100:23	<b>safe</b> 35:18 36:17 57:24 117:13 119:3,8 120:2,7	<b>scout</b> 126:11	<b>seeker</b> 10:24
	<b>Robson</b> 135:19,19	<b>safeguarding</b> 16:4 16:9 51:19 117:23 117:25 118:8 121:5	<b>screen</b> 20:12	<b>seeking</b> 118:15
	<b>role</b> 3:22 4:2 15:5 15:15,15 21:8 25:7,10 59:3 109:21 110:24 116:5 124:15	<b>safety</b> 49:16 118:21 119:5,19	<b>script</b> 123:1	<b>seen</b> 13:8 18:25 19:2 24:8,12 25:24 26:7 28:24 29:14 30:16 33:9 40:8 45:6 46:25 53:3 65:9 68:22 98:17 106:2,3
	<b>roles</b> 58:25	<b>sake</b> 42:17	<b>scrutiny</b> 2:2	
		<b>salacious</b> 101:21		
		<b>salience</b> 74:18 75:10		
		<b>same-age</b> 64:10		
		<b>Sanctuary</b> 103:3		
		<b>Sandford</b> 18:19,19 31:18 95:10		
		<b>sanitises</b> 62:22 84:18		
		<b>SARCs</b> 49:19		
		<b>sat</b> 29:8 134:10		



108:24 109:4 127:7 <b>seminar</b> 1:9,13,17 1:18 2:7 3:4,22 4:3,6,9,14 6:8 7:13 8:4,9 9:11,19 10:9 11:7,20 12:20,22 14:24 19:23 54:6 72:15 74:5 101:10 134:13,20 139:20 140:14,24 <b>seminars</b> 1:19,22 3:3 134:14 135:13 141:5 <b>send</b> 114:19 <b>senior</b> 132:24 <b>sensational</b> 32:25 <b>sense</b> 1:24 22:2,6 24:6 45:1 46:18 59:18 76:10,11 80:1,12 82:6 <b>sensitive</b> 6:14 13:13,16 <b>sentence</b> 82:25 <b>sentencing</b> 45:23 <b>sequestered</b> 81:17 <b>serious</b> 14:9 24:13 33:8 43:14 50:11 80:18 81:12 96:9 103:3 105:3 107:20 123:24 <b>seriously</b> 60:23 <b>servants</b> 110:3 <b>serve</b> 43:6 <b>served</b> 20:22 <b>serves</b> 42:21 <b>service</b> 15:9,9 44:18 47:22,23 59:20 102:17 103:22 105:15 <b>Service's</b> 17:25 <b>services</b> 15:12,13 17:9 48:24 50:16 62:6 71:14 103:21	118:19 129:22 138:16 139:11 <b>servicing</b> 67:3,4 108:10 <b>session</b> 8:13 11:18 16:14 19:24 33:18 53:13 55:6 66:4 74:2 84:17 107:1 115:22 116:15 142:10,12 <b>sessions</b> 1:24 <b>set</b> 1:18 9:9 15:10 17:1,7,14 53:17 53:23 70:13 88:24 98:9 124:3 <b>setting</b> 5:22 6:2 17:3,4 <b>settings</b> 93:22 99:24 117:16 118:17 <b>seven</b> 137:7,7,15 <b>seventh</b> 2:7 <b>sex</b> 41:1 62:14 65:6 68:1 89:10 90:19 116:25 124:22 126:16 <b>sexual</b> 1:6,10 3:16 4:15,25 5:6,7,9,17 5:21 6:9,13,20,24 6:25 7:9,18,22 8:10,18,22 9:3 10:17 11:1 15:7 15:20,25,25 17:16 17:21 18:4,20 20:1,2,8,16,20,23 20:25 21:2,6,9,16 23:1,18 25:1,6,11 25:21,22 26:5 30:17 32:23 33:1 36:3 37:14 38:17 39:13,23,23 40:3 40:8,9,11,13,14 40:23 41:3,17,22 42:3,4,7,9,11,12 43:1,17,23 44:3,3	44:17 45:19 47:12 49:7,18,19 50:11 50:11,13 52:12,13 53:6 54:7,19 57:6 60:10,11,16 61:12 61:14 62:25 63:7 63:19,25 64:2,3 69:15 70:14 71:19 72:2,4,4 73:11,16 74:6,10 75:9,14 75:16,17 76:22,23 79:1 81:13 86:3 86:13,18 87:24 88:3 89:1,4,5,5,7 89:12,22 90:5,7 90:11,21,23 94:22 95:17 102:18 104:12 106:22 107:14 108:8,25 111:2 113:16 114:7 115:12,15 115:21 116:3 117:1,6,14 118:16 119:3 120:19,22 121:6 122:2,18 124:1,19,22 125:13 126:16 127:2 137:22 140:10 <b>sexualisation</b> 26:17 68:13 104:12 <b>sexualised</b> 29:3 68:19 <b>sexuality</b> 25:2 <b>sexually</b> 17:3 34:24 44:20 69:13 82:12 94:14,14 95:19 118:19 126:2 <b>shame</b> 115:17 <b>shape</b> 17:19 24:6 56:14 <b>share</b> 2:18 13:9 46:4 47:10 70:12 74:17 77:5 <b>shared</b> 2:22 28:9	52:24 85:16 89:13 103:13 <b>Sharpling</b> 1:8 <b>she'd</b> 32:8 108:24 109:4 <b>She'll</b> 3:4 <b>sheer</b> 102:15 127:5 <b>Sheila</b> 70:9 73:2 <b>shift</b> 24:6 30:16,20 84:15 117:23 <b>shifting</b> 66:5 <b>shifts</b> 74:9 84:16 117:21 118:24 <b>shock-and-awe</b> 84:21 <b>shop</b> 35:25 135:22 <b>shops</b> 68:1 <b>short</b> 3:6 8:9 11:19 13:14 14:18 40:12 72:12 <b>shorts</b> 65:7 <b>shoulders</b> 38:5 109:20 119:19 <b>show</b> 13:21 68:5 80:4 93:7 <b>showered</b> 82:19 <b>showing</b> 125:21 <b>shows</b> 20:17 38:5,7 89:23 90:15 <b>sibling</b> 41:10 <b>side</b> 43:16 50:22 93:1 117:20 <b>sign</b> 98:13 133:17 <b>significant</b> 36:5 53:17 127:15 <b>significantly</b> 6:15 118:12 <b>signifies</b> 64:12 <b>signs</b> 96:25 <b>silence</b> 32:19 <b>silenced</b> 45:12 <b>silent</b> 62:4 <b>siloed</b> 117:14 <b>similar</b> 24:7 89:1 <b>Simon</b> 17:22 30:7	30:11 57:21 101:7 104:7 106:20 107:12 120:25 121:20 126:18 130:3 132:21 138:19,24 <b>Simon's</b> 125:10 <b>simple</b> 139:1 <b>simplified</b> 5:23 20:10 <b>simplistic</b> 88:14 99:17 130:24 132:3 <b>simply</b> 99:10 100:3 110:10 118:13 120:2,8 123:9 130:7 <b>singing</b> 91:4 <b>single</b> 56:17 95:14 95:18 <b>sir</b> 1:8 137:17 <b>sit</b> 73:7,8 107:13 125:2 137:5,6 <b>sits</b> 1:17 4:1,10 69:2 115:13 <b>sitting</b> 4:1 44:24 67:22 69:5 74:13 88:1,2 112:22 124:17 <b>situation</b> 5:16 82:20 98:18 102:8 102:20 108:7,8 <b>six</b> 16:17 17:8 32:14 <b>sixth</b> 30:3 <b>skill</b> 37:18 53:17 <b>skim</b> 2:13 <b>skip</b> 44:13 <b>skirts</b> 65:8,9 <b>slide</b> 107:6 <b>slightly</b> 24:6 43:15 66:5 98:4 123:18 <b>slip</b> 72:21 <b>slowly</b> 109:15 <b>small</b> 36:19 115:24
---	--	---	---	---

<p>121:11 123:21  <b>smoothly</b> 3:23  <b>so-called</b> 20:22  <b>soap</b> 4:22  <b>soaps</b> 64:20  <b>Soares</b> 4:1  <b>social</b> 1:9 7:8,19  26:16,16 36:6  48:24 50:12,15,20  50:21 51:1 56:12  57:17 66:22,23  71:17 79:15 87:15  91:8 94:23 109:3  121:13 134:24,24  135:6,14 138:16  138:20,23  <b>societal</b> 29:3 55:3  93:25 103:23  115:13 116:18  117:21 138:2,5  <b>society</b> 4:16 6:23  45:5,24 59:13  60:22 68:13 72:3  75:23 91:18 93:14  94:23 99:5,16  100:2,12 103:9  114:11 120:13  122:20 126:9  128:2 132:9  137:23 138:14,15  <b>society's</b> 100:7  <b>sociology</b> 98:1  <b>soft</b> 128:6  <b>soliciting</b> 51:23  <b>solidarity</b> 81:17  <b>solution</b> 91:7,7  <b>solutions</b> 54:18  55:10 85:6,7  111:20,21,21  127:22 137:20  <b>somebody</b> 46:7  57:14 61:4 92:2,2  97:8 110:8 125:13  126:3,4,8 131:14  131:17 135:24</p>	<p><b>songs</b> 68:15 115:6  <b>sorry</b> 43:22  <b>sort</b> 16:22 33:5  45:4 57:6 70:7  71:4 80:19 82:8  83:4 100:24  105:12 111:4  <b>sorted</b> 77:23  <b>sorting</b> 69:14  <b>sorts</b> 57:20 126:22  133:17  <b>sought</b> 21:4  <b>sounds</b> 43:7 113:16  <b>space</b> 21:8 23:1  31:6,7 81:16  106:7,12,13  119:16  <b>spaces</b> 23:1 64:16  106:13 118:10,22  119:5,7,20 120:3  <b>speak</b> 4:5,7 5:16  11:13 12:12 13:24  14:15 21:17 39:19  74:15 83:23 88:23  107:10 113:22  <b>speaker</b> 84:11  <b>speaking</b> 56:15  114:11  <b>special</b> 9:3  <b>specific</b> 10:6,11  123:8  <b>specifically</b> 33:13  <b>specifics</b> 88:13  <b>spectrum</b> 36:25  <b>spend</b> 82:21 119:6  <b>spent</b> 22:8 48:17  66:21  <b>spheres</b> 22:11  <b>Spicer</b> 24:17  107:21  <b>spoken</b> 4:16 74:14  136:22  <b>spontaneous</b> 14:6  29:17  <b>spread</b> 104:19</p>	<p><b>squeamishness</b>  37:22 107:2  <b>staff</b> 51:5 127:18  127:18  <b>staffrooms</b> 95:15  <b>stage</b> 3:25 29:15  53:20  <b>stages</b> 90:24 139:25  <b>stand</b> 106:7,14  138:7  <b>stands</b> 40:7,20  <b>start</b> 3:9 15:2 47:19  51:15 99:4 101:16  102:25 103:8,10  103:19,19  <b>started</b> 16:18 21:6  63:17 86:11,11  87:18 100:19  114:9  <b>starting</b> 8:12 87:1  109:15  <b>state</b> 52:3 67:11  <b>statement</b> 5:12  39:8 51:21 57:12  104:15 126:20  133:4  <b>statements</b> 5:5  36:24 63:24 80:13  <b>static</b> 102:8,8  <b>station</b> 131:14  139:2  <b>statistically</b> 89:2  <b>statistics</b> 111:2,4  126:1  <b>status</b> 21:8 25:9  71:16  <b>statutory</b> 35:2  36:20 139:11  <b>step</b> 126:8 137:23  138:17  <b>stick</b> 10:22 108:16  <b>sticking</b> 108:16  <b>stigma</b> 115:17  <b>stimulating</b> 140:7  <b>Stockport</b> 15:12</p>	<p>18:3  <b>stood</b> 34:4  <b>stop</b> 9:23 30:4  60:24 61:15 90:25  108:6 135:4  136:16  <b>stopped</b> 10:13 47:4  78:15  <b>stories</b> 4:22 23:15  52:7 92:12 105:18  105:19 136:1  <b>story</b> 22:15 23:8  75:6 92:10,11,12  92:13,16 112:13  <b>story's</b> 73:23  <b>storyline</b> 112:9  <b>straight</b> 40:5 136:7  <b>straightforward</b>  83:20  <b>stranger</b> 25:15  <b>strangers</b> 51:12  <b>strapline</b> 118:1  <b>strategic</b> 95:1  <b>strategies</b> 49:10  <b>strategy</b> 64:2 71:23  72:1 99:10  <b>stray</b> 9:8  <b>streamed</b> 3:5  <b>streaming</b> 102:1,2  <b>street</b> 51:24 112:9  <b>streets</b> 81:19  <b>strength</b> 109:14  <b>strike</b> 26:24  <b>strikes</b> 37:25  <b>string</b> 87:23  <b>stringent</b> 26:13  <b>stronger</b> 43:14  <b>struck</b> 37:13 51:17  <b>structured</b> 117:9  <b>structures</b> 87:14  <b>struggle</b> 63:8  124:18  <b>struggling</b> 102:13  <b>stuck</b> 63:21 125:22  <b>students</b> 65:5</p>	<p><b>Studies</b> 7:11 19:6  19:10  <b>studio</b> 56:20  <b>stuff</b> 44:22 75:7  91:22 93:3 122:9  122:16  <b>stupid</b> 31:22  <b>subcultures</b> 120:21  <b>subject</b> 33:8 50:18  54:5 76:25 83:22  92:21 95:10 97:4  <b>subjected</b> 10:17  11:5  <b>substantial</b> 10:17  <b>substantiated</b>  63:20  <b>subtle</b> 32:3  <b>success</b> 111:3 119:1  <b>suddenly</b> 135:4  <b>suffer</b> 114:19  <b>suffered</b> 137:9  <b>sufficiently</b> 98:24  <b>suggest</b> 71:1  <b>suggesting</b> 85:3  <b>suggestion</b> 11:2  <b>suggestions</b> 91:2  94:21  <b>suggests</b> 41:13  <b>summarise</b> 20:3  <b>summarising</b>  140:18  <b>summary</b> 8:6,7  <b>support</b> 13:19,23  15:7 49:12,12  51:7 55:14 65:18  87:10 91:10  110:13,21  <b>supported</b> 110:19  127:9  <b>supporters</b> 14:14  <b>supporting</b> 15:15  50:15  <b>suppose</b> 54:12  98:20 100:10  <b>supposed</b> 68:11</p>
---	--	---	--	--

80:16 <b>suppression</b> 23:14 <b>sure</b> 1:5 4:4,6,12 10:14 12:10 13:25 30:6 31:12 50:25 51:5 53:9 78:14 92:3 113:14 <b>surface</b> 2:13 <b>surprised</b> 132:8 <b>survivor</b> 5:9 18:20 18:24 21:4 31:21 44:18,24 46:23,23 47:17 87:12 92:1 95:22 96:5,6 105:16 131:4 135:19 139:14 141:1 <b>survivors</b> 15:8 17:5 17:6 18:11,25 19:3 22:19 33:3 45:18,19 55:22 56:8 57:5 82:7 83:2 96:13,14,19 105:8,22,25 106:14 113:10,18 113:22 132:10 134:18 135:9 139:15 <b>suspect</b> 115:1 128:20 <b>sway</b> 134:15 <b>swaying</b> 134:6 <b>sweets</b> 41:23 <b>swift</b> 138:25 <b>swirling</b> 75:8 <b>symptomatic</b> 119:4 <b>system</b> 28:25 34:20 35:22 45:21 67:9 98:8,23 101:6 102:22,22 103:22 104:21 105:15 118:5,14 121:18 122:11 123:20 124:13 127:12,21 130:6,14,14	131:24 132:12 <b>systematically</b> 52:17 <b>systems</b> 35:7 104:19,20 117:7,9 <hr/> <b>T</b> <hr/> <b>table</b> 46:5 48:24 50:22 53:22 63:1 115:2 <b>taboo</b> 124:21,21 <b>tackle</b> 53:10 114:14 129:5 <b>tactics</b> 84:21 <b>take</b> 1:11 2:16,24 8:4 9:18 11:19 12:9,13 13:6 19:22 20:19 28:20 60:22 66:1 69:2 71:1 72:10,16 74:3 75:2 81:23 83:14 92:4 100:4 103:18 107:6 109:14 114:23 127:23 138:8 <b>takeaway</b> 35:25 <b>taken</b> 5:25 10:9 19:22 93:18 110:17 135:17 <b>takers</b> 24:19 <b>takes</b> 5:8 6:7 38:9,9 79:17 87:24 <b>talk</b> 6:24 21:21 27:10 28:8 33:2,4 38:16 40:21 42:4 43:11 75:10 79:22 83:23 84:3 85:1 90:18 92:11,20,20 92:21,25 94:18 95:11 97:13,19 98:8 101:18,18 102:12 106:5 107:3,4,8 115:18 117:23 124:21 <b>talked</b> 8:11 25:25 28:5,16 85:25	96:9 107:19 115:10 130:3 <b>talking</b> 4:7,19,21 6:12,18 30:7 37:12 41:13 42:17 47:6,12 48:1,4 59:11,11,12 62:23 62:24 63:16 66:25 77:9 93:25 94:11 95:24 96:15 99:9 106:20,21 107:2 109:2 121:8 130:19,21,24 131:3 132:23 <b>talks</b> 6:23 71:13 <b>tangible</b> 41:2,4 <b>target</b> 48:5 128:3 <b>targeted</b> 38:8 <b>task</b> 51:1 77:4 <b>tasked</b> 18:8 75:14 77:17,19 <b>tax</b> 137:6 <b>teach</b> 120:3 <b>teacher</b> 126:11 137:13 <b>teachers'</b> 50:14 <b>team</b> 3:1,14 13:19 34:2 46:4 140:22 <b>technical</b> 103:11 <b>technological</b> 127:22 <b>technology</b> 127:8 127:23 <b>teenage</b> 39:5 <b>teenager</b> 29:17 42:8 <b>telephone</b> 95:20 <b>television</b> 4:22 105:11 115:6 <b>tell</b> 14:21 20:4 23:8 23:11 27:11 28:3 43:3 89:11 92:11 98:23 105:18 108:24 132:4,24 135:5	<b>telling</b> 120:11 <b>tells</b> 78:13 <b>temptation</b> 56:10 <b>tempting</b> 12:15 <b>ten</b> 11:19,20 35:3 92:14 131:20,21 132:5 133:24 <b>term</b> 41:12 57:1,2 86:12,16,16 117:25 120:17 <b>terminology</b> 10:15 83:25 <b>terms</b> 4:11 10:10 10:23 11:2,12 30:17 31:11 36:4 40:25 42:15,17 45:24 56:4 63:12 64:13 65:16 94:16 103:12 113:25 119:22 <b>terrain</b> 121:5 <b>Terri</b> 13:20 <b>terrible</b> 11:5 45:25 84:23 <b>terribly</b> 32:23 96:9 96:10 <b>terrific</b> 31:18 <b>thank</b> 1:15 2:17,24 3:10,12 7:14,24 11:22 13:22 19:17 26:21 31:16 33:11 33:14,21 34:2 39:18 40:4 44:10 44:12 50:24 53:21 55:11 58:19,19 59:7 66:20 67:13 67:14,18 69:3 70:24 72:8,10 74:1 83:12,12 84:14 85:18 91:1 94:2,6,10 95:3 96:24 101:3 104:4 106:15,18 111:23 114:22 116:9,12 120:23 123:2	125:8 127:9 130:16 133:22 134:16,21,22 135:17 136:19 137:17 138:24 139:3,23 140:4,20 140:22 141:6 <b>thanks</b> 1:14 21:17 28:18 48:12 53:19 55:11 62:19 65:24 72:8 126:18 132:17 140:1,4 141:3 <b>theatre</b> 18:21 <b>theories</b> 24:21,23 <b>theorise</b> 80:3 <b>therapist</b> 57:18 <b>Theresa</b> 77:21 <b>they'd</b> 78:21 83:10 <b>thick</b> 82:19 <b>thing</b> 8:5 29:18 32:17 40:10 49:22 62:7,10 68:23 70:15 73:19 74:19 75:11,22 76:4 77:17 78:8 79:16 79:17 81:6,21 82:9 87:9 90:1,19 94:5 105:6,7 108:5,18 111:1 119:21 128:11 133:6 135:7,21 136:8,12 <b>things</b> 3:20,23 9:12 9:16 11:5 16:20 18:25 22:8 28:15 34:4 36:10 37:13 37:25 45:15 51:8 51:15 52:14 58:7 62:17 66:7 70:10 73:12,20 74:22 80:25 81:25 82:2 83:19 84:18 85:4 85:15,22,23 86:25 89:6,17 92:25
---	--	--	---	--

93:1 95:4,5 100:14,19 101:12 104:8 106:8,17,19 107:19 109:8,10 110:3,15,16 114:25 120:3,4 122:13 125:9 131:19 135:20,25 136:10 139:12,13 <b>think</b> 5:15 6:4 8:1,3 13:12 16:10 18:3 18:10 22:5,8 23:8 28:14,21 29:24 30:1 31:18 33:7 33:19,22,24 35:13 35:15 37:5,8,15 38:23 39:12 40:2 40:2 42:10,19,21 43:13 44:14 47:3 50:17 51:13,20 52:21 53:12 55:16 55:19 56:2,10 59:15,16,17,20,23 60:4,7,7,9,19 61:4,21,24 62:7,9 62:9,10,12 63:8 64:17 65:19,21 67:5,6 68:20 70:18,21,22 71:12 71:23 72:4 73:17 73:21 75:3,4,5,5,6 75:11 76:6,15,16 76:17 77:10,19,23 78:24 79:1,14,21 80:7,18 81:11,15 81:21 82:5,11,12 83:11 84:19,23 85:10,21,22 86:17 89:16 90:3,6 92:15 93:13 94:8 94:17,18,21 96:25 97:3 100:10 102:7 102:13 104:9,21 105:3,7,12 106:5 106:12,22 107:4,6	107:13,13,17 108:5,25 109:1,15 109:22,24 110:3 110:24 111:1,6,7 112:18 114:12 115:10,16,17,20 115:25 116:1,5,16 116:20 117:5,6 118:7,24 119:14 119:23,24 120:10 120:10,13,16 122:15 123:13 125:6,9,11,16 126:7,24 129:7,14 133:6,7,9,16 134:12 135:13,15 136:15 140:2 <b>thinking</b> 4:25 5:4 6:12 21:5 22:10 26:22 54:18,25,25 55:6,7,9 68:12 84:15,22 85:5,7 85:12 97:4 98:5 98:20 103:20 117:2 118:7 120:20 121:19,21 123:19,22 <b>thinks</b> 13:17 60:6 <b>third</b> 99:6 128:20 128:23 <b>thirdly</b> 8:23 <b>thoroughly</b> 66:21 <b>thought</b> 29:19 32:10,11,11 40:25 47:17 48:18 56:23 59:9 62:13,15 77:8 78:25 79:5 92:2 124:11 139:21 <b>thoughts</b> 5:13,15 8:20 59:5 74:17 <b>thousands</b> 55:22 70:10 127:3 132:11 <b>threat</b> 18:17 32:12	101:23,25 102:15 102:16 103:15,17 127:5,20 129:5 <b>three</b> 8:18,25 35:1 59:8 97:5 112:8 129:23 131:23 132:6 137:23 <b>thrilling</b> 31:19 <b>throw</b> 58:6 90:1 <b>throwing</b> 117:12 <b>tick</b> 88:16 <b>tick-box</b> 129:16 <b>tick-boxes</b> 129:19 <b>ticked</b> 48:19 110:9 <b>tidal</b> 70:4 <b>tied</b> 34:10 <b>tight</b> 72:15 <b>Tim</b> 67:7 <b>time</b> 2:12 8:10 9:7 9:22 10:1,18 11:20,24 12:20 22:8 24:4 28:7 31:24 34:16 37:1 37:19 39:1,1 45:3 47:16 48:17 50:5 51:17,22 66:2 67:3,4 72:15 75:1 79:18 82:24 85:6 91:20 98:21 99:22 101:24 102:25 103:4,14 108:8 110:11 112:19 113:14,14 114:2,5 114:8 120:14 129:13 130:21 131:2 133:2 138:22 139:4,8 140:17 141:6 <b>times</b> 22:7 59:9 122:23 <b>Tink</b> 16:15 28:18 94:8 95:21 107:25 122:13 <b>Tink's</b> 99:7 <b>tinkering</b> 123:21	<b>tiny</b> 72:21 112:12 <b>today</b> 1:12 2:20 3:22 7:1,6,14 8:7 10:19 11:12,18,24 12:20 15:23,24 19:20,20 21:11 24:9 26:20 27:5 28:7,17 32:19 45:3,15,15 46:2 46:13 52:2,8 58:5 80:10 84:11,12 92:12 107:19 115:22 129:7 134:19 135:24,25 136:2 139:10 140:7,18,21 <b>today's</b> 1:9,16 12:22 140:14 <b>toilet</b> 133:17 <b>toilets</b> 65:7 95:14 <b>told</b> 8:5 22:15 44:19 65:7 73:23 89:7 135:1 <b>Tony</b> 18:6 <b>tool</b> 101:1 <b>tools</b> 38:12,15,20 86:9 <b>topic</b> 1:9 9:21 11:8 20:1 39:20 66:5 71:21 <b>topics</b> 1:21 2:14 8:25 9:8 12:20 39:20 74:7 <b>tosh</b> 58:13 137:5 <b>totally</b> 136:2,6 <b>touch</b> 113:23 <b>touched</b> 32:18 38:23 115:22 <b>trace</b> 30:6 <b>traceable</b> 25:12 <b>traced</b> 24:20 <b>tracks</b> 47:5 <b>traction</b> 117:18 <b>trafficking</b> 15:21 <b>tragedy</b> 82:9	<b>train</b> 41:19 48:17 <b>training</b> 27:16 37:17 44:19 46:1 46:3,3,14,14 50:10,10,12,17 71:17,18,22 86:11 107:3 109:3 124:7 <b>transaction</b> 41:1 <b>transcript</b> 140:14 <b>transparent</b> 85:4 <b>transport</b> 118:18 <b>trauma</b> 130:20,23 132:14 <b>traumatic</b> 107:6 130:21 <b>traumatising</b> 93:5 93:11 <b>travel</b> 58:8 72:18 <b>travels</b> 28:8 <b>treat</b> 13:1 100:11 116:6 <b>treated</b> 68:8 <b>treats</b> 130:8 <b>trial</b> 15:16 102:21 137:8 <b>trials</b> 59:17 <b>Tribunals</b> 75:12 <b>trickles</b> 49:20 <b>tried</b> 59:23 91:13 <b>trigger</b> 54:24 55:6 84:22 85:8 <b>trouble</b> 101:19 <b>troubled</b> 122:21 <b>true</b> 37:4 86:25 137:21 <b>truly</b> 91:5 <b>trust</b> 17:5,6 82:15 <b>truths</b> 20:20,22 <b>try</b> 3:23,23 7:19 10:11 12:16 16:13 58:9 60:12 83:24 85:20,21 88:14 91:6 100:13 103:22 137:19 <b>trying</b> 11:12 16:21
--	--	---	---	---

44:17 61:12 75:5 76:6 80:19 95:8 102:7 121:2 122:14 132:6 135:8 <b>turn</b> 12:6 14:18 15:1 19:25 20:5 21:13,13 30:11 39:24 53:20 58:25 66:3,12 85:18 94:8 114:5,23 116:10 133:23 <b>turned</b> 15:1 31:23 50:20 <b>TV</b> 114:6 <b>two</b> 7:3 14:24 19:18 27:17 38:13 39:1 39:4,5 40:1,10 42:15 43:2 47:19 62:6 73:17 75:12 88:4 94:10 95:11 102:20,20 108:20 123:17 134:18 139:10 <b>type</b> 4:19,20 26:3 37:6 68:15 100:25 <b>types</b> 6:8 8:18 55:16 63:23 106:24 <b>typical</b> 77:12	<b>undermining</b> 56:6 56:7,8 57:7 <b>underpinning</b> 31:5 <b>understand</b> 7:19 8:12 10:14 21:16 22:12,13 23:7 29:1,2 30:10 33:6 34:16 37:2 51:6 60:3,9,10,11,18 60:23 61:2,3,5,8 61:23 62:11 70:4 80:12 81:1 85:14 86:3 88:22 91:17 99:2 104:21 106:13 115:3 119:10 120:13 126:24 131:15 133:5 137:24 <b>understanding</b> 23:17 29:5,15 37:14 38:6,7 39:23 50:18 85:25 90:22 92:19 98:2 110:11,12,18 129:8,9 130:11,11 132:2 <b>understandings</b> 10:16 54:17 <b>understands</b> 6:23 <b>understood</b> 2:11 4:15 5:7 8:11 20:16 112:20 <b>undeserving</b> 28:1 87:20 <b>undisturbed</b> 81:16 <b>Undoubtedly</b> 52:14 <b>unfold</b> 13:6 <b>unfortunately</b> 19:20,22 27:12,23 33:7 65:15 103:15 114:15 129:13 <b>unfriendly</b> 83:8 <b>unhealthy</b> 69:20 <b>unhelpful</b> 6:16 9:1 41:12 55:20 56:4	57:2,9 74:5 125:6 133:6 <b>unintentionally</b> 54:24 <b>Unit</b> 7:11 19:6,10 <b>University</b> 7:12 15:19 16:3 19:7 19:10 <b>unnamed</b> 27:16 <b>unnecessarily</b> 90:20 <b>unpack</b> 90:1 <b>unprecedented</b> 127:6 <b>unprompted</b> 54:5 <b>unsupervised</b> 58:3 <b>unwarranted</b> 126:22 <b>unwillingness</b> 37:21 <b>upbringing</b> 29:3 <b>upwards</b> 15:8 <b>urge</b> 72:16 <b>use</b> 8:9 10:22 11:2 11:11 38:16 43:8 56:4 57:1,2 61:8 61:22 66:6 85:13 86:12 96:21 101:11 105:4 112:21 115:3 117:24 119:2 120:12 125:24 133:10 <b>useful</b> 29:23 76:1 <b>usual</b> 72:23 73:1 135:12 <b>usually</b> 6:24 100:20 <b>utter</b> 56:18 58:13	64:20 73:11 103:9 107:20 109:25 <b>vary</b> 88:4,13 <b>vast</b> 64:12 89:6 103:25 <b>verse</b> 120:6 <b>version</b> 20:10 <b>versions</b> 42:1 <b>versus</b> 88:10,10,11 90:4 <b>VHS</b> 68:2 <b>victim</b> 5:8 21:4 27:24 38:21 46:8 50:3 87:11,12,23 93:8 108:6,16 125:14 126:5 131:3 141:1 <b>victim's</b> 38:5 <b>victims</b> 3:16 16:12 17:14 18:11 22:19 29:10 31:2,13 38:8,25 45:11,19 46:21 47:5,6,20 47:20 48:7,8 56:7 56:8 87:20 102:21 107:9,16 113:22 127:9 134:18 <b>Victorian</b> 98:22 <b>video</b> 13:9 125:21 138:20 140:16 <b>videos</b> 68:14 <b>view</b> 5:21 11:15,16 11:16 21:14 54:13 56:19 87:2 94:24 99:21 100:2 138:6 <b>viewed</b> 25:18 <b>viewing</b> 127:3 <b>viewpoints</b> 68:21 <b>views</b> 1:20 2:18,22 16:13 96:21 111:24 112:3 <b>violence</b> 15:20 49:7 49:18 50:13 64:3 70:14 72:2,3,4,4 73:11,13,13,16	89:1,5 104:12 117:15 118:16 120:20,22 <b>visible</b> 22:19 <b>visit</b> 46:14 <b>visitation</b> 58:3 <b>visited</b> 110:15 <b>vital</b> 71:24 <b>vogue</b> 55:19 <b>voices</b> 15:23 16:11 <b>volition</b> 68:12 <b>volume</b> 102:23 <b>volumes</b> 101:19 102:15,18 127:6 <b>voluntary</b> 15:10 49:13 <b>VSCP</b> 67:19 70:9 73:7 113:11 <b>vulnerability</b> 38:6 38:10 <b>vulnerable</b> 3:17 25:18 38:25 47:24 52:21 60:24,25 61:3,5,7 103:6 109:11
<hr/> <b>U</b> <hr/>				<hr/> <b>W</b> <hr/>
<b>UK</b> 17:7 <b>ultimately</b> 17:20 61:18 118:25 <b>umbrella</b> 17:6 <b>unable</b> 3:7 71:15 73:7,8 <b>unacceptable</b> 10:21 133:12 <b>uncomfortable</b> 108:4 <b>uncorroborated</b> 104:16 <b>underlined</b> 59:8 <b>underlying</b> 24:7		<hr/> <b>V</b> <hr/> <b>vacuum</b> 79:5 <b>valuable</b> 1:22 12:23 <b>value</b> 141:4 <b>various</b> 10:14	<b>view</b> 5:21 11:15,16 11:16 21:14 54:13 56:19 87:2 94:24 99:21 100:2 138:6 <b>viewed</b> 25:18 <b>viewing</b> 127:3 <b>viewpoints</b> 68:21 <b>views</b> 1:20 2:18,22 16:13 96:21 111:24 112:3 <b>violence</b> 15:20 49:7 49:18 50:13 64:3 70:14 72:2,3,4,4 73:11,13,13,16	<b>waiting</b> 82:22 <b>Wales</b> 6:10 15:6 <b>walk</b> 32:9 <b>walking</b> 131:20 <b>wall</b> 32:6 <b>want</b> 1:16 4:7,13 6:11,17 7:15 8:9 8:13 9:12,19 12:23 13:9 14:13 14:13 21:19,21 23:20 33:7,16 39:19 44:4,13 46:10,16 51:9 60:17 61:11 62:10 65:25 66:2,10,16 69:5 70:12 71:10 74:17,19 75:10 76:4,16 77:23,23 79:17 81:15 82:4

83:4 88:20,22 90:17,20 93:22 95:11 96:10,13 104:8,9 111:15 116:13 117:20 119:21 125:10,16 125:17 126:18 129:23 130:19,22 130:22 131:19 132:10 134:16 138:22 <b>wanted</b> 28:19 31:17 33:19,21 34:5 37:8 41:21,24 48:13,15 49:1,22 50:9 53:12 54:1 55:12 67:19 68:24 73:6 74:15 79:5 84:14,16 89:6 94:9 95:7 97:3 100:11 111:25 116:14 120:23 130:17 137:18 139:18 <b>wanting</b> 17:12 44:18 <b>wants</b> 4:5 12:12 40:16 136:18,23 <b>ward</b> 121:16 <b>wardens</b> 118:17 <b>warrants</b> 112:19 <b>wasn't</b> 17:13,13 45:9 65:6 77:3,6 77:11 82:16 92:3 <b>watch</b> 13:6 114:6 <b>watched</b> 114:17 <b>watching</b> 68:10,11 <b>water</b> 47:19 114:24 <b>way</b> 3:13 4:24 5:15 6:3,23 15:16 17:13 20:4 21:15 34:17 35:12,22 36:17,22,22 43:10 43:19 45:13,14 46:5,9 47:11 48:4	48:10,17 49:3 54:6 56:2,6,7 57:1 57:7 58:22 61:15 68:2,22 70:4 73:4 77:5 80:7 81:7 82:24 83:20,20,21 87:6 89:14 92:21 97:12,14 98:4 99:5,15 100:24 102:16 103:7,24 104:20 105:17 106:24 108:12 111:6,8,11 115:17 117:8 118:20 121:6,21 122:8,9 122:25 123:5 124:19 125:3,11 126:21 128:6,18 131:20 133:5 134:15 <b>ways</b> 2:1,10 3:20 5:4 6:12 7:21 20:15 21:5 25:18 25:24 30:4 41:11 42:25 43:2 65:20 76:8 88:2 90:23 100:13 105:4 115:22 130:10 132:8 <b>we'll</b> 7:4 66:11 99:16 <b>we're</b> 4:19,21 6:18 7:1 8:5,13 11:12 12:1 13:13 21:10 23:8 27:4 30:1 33:9 47:6,12 54:25 56:6 58:6 61:12 62:22,24 71:5,21 75:5,22 80:10 93:10,24 102:6 113:13 114:21 118:24 120:11 121:8 123:18,20,21 126:4,5 128:14	129:5,12,15 130:21,24 131:1 131:19 134:17 <b>we've</b> 23:9,16 30:14 38:23 45:6 48:5 50:20 53:3,9 53:9 60:17 66:7 75:24 81:10 91:13 91:16 99:12 100:3 101:5,10,13 107:19,25 110:8 112:6,17 113:12 114:13 115:10 116:22,24 117:5 122:22 125:4 140:1,8 <b>weak</b> 25:18 <b>wear</b> 65:7 <b>weather</b> 1:15 72:19 <b>weave</b> 112:2 <b>web</b> 127:23,25 <b>Webb</b> 15:11,11 50:24 97:3 130:3 <b>website</b> 4:12 8:8 140:15,17,19 <b>weed</b> 34:11 <b>week</b> 23:11 32:6 57:13 103:4 107:21 114:18 132:24 135:21 <b>weekend</b> 66:21 <b>weeks</b> 32:14 91:20 140:19 <b>weight</b> 5:25 51:7 58:6 <b>weirdo</b> 32:11 <b>weirdoes</b> 19:1 56:12 <b>welcome</b> 1:3,11 31:4 120:16 142:3 <b>welfare</b> 117:24 121:5 <b>well-meaning</b> 124:9 <b>wellbeing</b> 96:5	<b>went</b> 32:5 57:10 69:15 <b>weren't</b> 57:19 79:9 <b>West</b> 15:6 <b>whilst</b> 18:14 45:11 <b>white</b> 86:19 103:6 136:11 <b>wide</b> 2:19 36:2 <b>wider</b> 1:19 4:10 13:5 18:8 54:12 55:3,3 61:19 65:12 110:13 <b>willing</b> 30:4 <b>wish</b> 12:5,7 14:15 58:18 136:20 <b>wishes</b> 13:24 <b>withstand</b> 84:7 <b>withstood</b> 84:7 <b>witnessing</b> 133:14 <b>woman</b> 7:11 19:6 19:10 77:11,13 89:17 104:17 109:2 114:4 137:12 <b>women</b> 17:2 22:23 25:8 39:9 47:23 64:10 68:13 78:9 100:21 104:13 120:5 134:6 <b>women-against-...</b> 78:10 <b>wonder</b> 62:21 107:18 111:17 <b>wonderful</b> 45:8 <b>wondering</b> 104:5 <b>word</b> 9:23 43:9,13 43:13 49:13 60:25 61:1 78:11 92:10 105:4 133:9,10 136:14 138:12 <b>words</b> 1:16 10:23 11:10,14 47:20 114:25 120:8,12 <b>work</b> 1:17,23 2:5 2:23 4:10,17 7:24	7:25 15:8 16:3 19:9 22:10,12 23:24 27:5 28:1 36:9,20 37:16 50:20,21 51:5 53:9 56:9 69:7 80:9 83:5 85:10 87:21 88:1,25 89:1,23 90:15 94:12 99:13 105:24 109:3 111:1,20,21 117:14,18,22 121:22 130:12 138:15,16,16,17 140:23 <b>worked</b> 16:12 19:13 57:18 <b>worker</b> 51:1 91:8 <b>workers</b> 36:6 50:12 50:16 57:17 71:18 79:15 91:10 121:13 <b>working</b> 17:10,10 17:12 18:23 52:16 139:14 <b>works</b> 17:2 105:15 105:15 106:6 127:13 138:14 <b>world</b> 58:5,8,9,14 67:21 69:1 91:21 <b>worried</b> 78:8 113:6 121:14 <b>worries</b> 49:7 <b>worry</b> 122:23 <b>worrying</b> 109:4 <b>worse</b> 10:25 65:15 139:17 <b>worth</b> 41:2 122:9 122:10 <b>wouldn't</b> 22:16 27:17 <b>wound</b> 108:17 <b>write</b> 62:5 96:11 <b>writer</b> 18:21
--	--	--	--	--

<b>writing</b> 10:20 60:12 100:19	89:3,15 90:20,21 91:24 93:4,10 94:6 97:13,20 98:10 106:6 117:8 117:24 120:5 125:20 127:25 130:4 137:12	<b>18-year-old</b> 52:2 <b>19</b> 142:10 <b>1940</b> 7:18 <b>1940s</b> 24:1 <b>1970s</b> 51:11 <b>1980s</b> 68:1 76:19 82:7 <b>1987</b> 84:9 <b>1989</b> 78:3 <b>1990s</b> 76:19 82:8 <b>1992</b> 64:1 <b>1996</b> 44:16,23 <b>1997</b> 131:20	<b>40s</b> 89:17 <hr/> <b>5</b> <hr/> <b>5</b> 98:25 126:2 <b>50</b> 78:4 114:1 121:17 <hr/> <b>6</b> <hr/> <b>60</b> 114:1 <b>65,000</b> 127:1 128:20 <hr/> <b>7</b> <hr/> <b>74</b> 142:12 <hr/> <b>8</b> <hr/> <hr/> <b>9</b> <hr/> <b>90</b> 89:2,12 <b>94,000</b> 112:11,12 <b>99</b> 48:19
<b>written</b> 7:10 32:13 59:7 62:7	<b>younger</b> 41:10 64:9 130:9 133:13	<b>2</b> <hr/> <b>2</b> 74:2 121:22 142:12 <b>2.45</b> 72:11 <b>20</b> 17:2,7 53:18 56:15 126:2 <b>20-year-old</b> 69:11 <b>2000</b> 51:20,24 62:15 <b>2002</b> 131:22 <b>2014</b> 131:23 <b>2015</b> 44:1 123:24 <b>2016</b> 1:18 <b>2016/2017</b> 127:1 <b>2018</b> 1:1 <b>26</b> 1:1	
<b>wrong</b> 7:17 20:5 35:11 46:12 47:1 54:10 91:15 94:4 95:16 98:24 99:1 136:2	<b>youngest</b> 109:16	<b>3</b> <hr/> <b>3</b> 71:2 142:6 <b>3.05</b> 72:13 <b>30</b> 65:23 80:20 83:7 105:23 122:23 136:3 <b>31-mile</b> 136:17 <b>37</b> 20:15 <b>39</b> 91:20	
<b>wrote</b> 29:23	<b>youth</b> 117:16	<b>4</b> <hr/> <b>4</b> 98:25 <b>4.42</b> 141:7 <b>40</b> 51:10 75:24 <b>400</b> 104:15	
<hr/> <b>X</b> <hr/>	<hr/> <b>Z</b> <hr/>		
<b>X-rated</b> 67:24	<b>zealots</b> 79:10		
<hr/> <b>Y</b> <hr/>	<hr/> <b>0</b> <hr/>		
<b>yeah</b> 43:15	<hr/> <b>1</b> <hr/>		
<b>year</b> 17:18 39:3 48:18,25 112:12 135:5,10 139:20	<b>1</b> 19:24 121:22 126:2,2 142:3,10		
<b>years</b> 16:12,17 17:2 17:7,12 30:16,17 43:18 45:1 47:3 52:15 53:18 55:23 56:15 65:23 71:25 74:25 75:24 80:20 83:7 88:25 94:12 102:21 104:15 105:23 112:24 114:2 116:24 122:23 136:3 137:7,7,15	<b>1.00</b> 1:2 <b>10</b> 98:24 116:21,23 116:24 121:13 <b>10-year-old</b> 113:3 <b>11</b> 42:7 <b>11-year-old</b> 113:5 <b>12</b> 109:8 <b>12-year-old</b> 63:17 89:18 <b>121</b> 76:25 <b>13</b> 28:21 <b>13-year-old</b> 89:18 <b>130</b> 17:6 <b>14</b> 99:19 <b>14-year-old</b> 89:19 <b>15</b> 53:18 99:2,19 116:24 142:8 <b>15-year-old</b> 69:12 69:12 <b>150</b> 89:3 121:16 <b>16</b> 55:23 99:2 116:23 <b>17-year-old</b> 52:1 90:12 <b>18</b> 90:11 91:11 128:21		
<b>years'</b> 51:10			
<b>yesterday</b> 54:2			
<b>yesteryear</b> 46:21			
<b>Yorkshire</b> 137:10			
<b>young</b> 4:18 15:15 15:22 25:8 27:6,7 27:11 28:2,8,10 28:16 29:1,2,9 34:23 38:24 39:9 41:3,8 42:21,25 43:3,5 44:7 47:13 57:10,18 59:11 64:7,7,8,9,10 65:21 86:2,5,13 87:8,21 88:19,23			