

<p>1 Thursday, 12 July 2018 2 (10.30 am) 3 Welcome and opening remarks by THE CHAIR 4 THE CHAIR: Good morning, everyone, and welcome to Day 4 of 5 the first substantive hearing of children in custodial 6 institutions investigation. 7 Today the inquiry will hear further evidence from 8 people with specialist knowledge, and also part 1 of 9 the evidence from the expert witness Mr Alan Wood. We 10 will also hear from a representative from the Department 11 for Education and there will be some read evidence as 12 well. 13 So if there are no matters to deal with prior to 14 hearing the witnesses, I now invite the counsel to the 15 inquiry to call the first witness. Thank you, Ms Hill. 16 MS HILL: Thank you, chair. Just before I do so, can 17 I indicate by way of housekeeping, after we have heard 18 Mr Wood's evidence this morning, which we anticipate 19 will go to the mid-morning break and possibly a little 20 bit after that, we then propose to read the evidence 21 from Phillip Noyes of the NSPCC, who was timetabled 22 yesterday, and then we hope to read the remaining group 23 of witnesses who were already down to be read this 24 morning. But I will proceed first of all, please, to 25 call Alan Wood.</p> <p style="text-align: center;">Page 1</p>	<p>1 can take that down now, thank you -- you have been 2 instructed to provide expert evidence in two broad 3 streams of work, if I can call them that: one is that 4 you have given some perhaps generic evidence, which you 5 are going to address today -- 6 A. Yes. 7 Q. -- around things like prevalence, difficulties in 8 disclosure, the key elements of an appropriate response 9 for disclosure, things like that; and then, secondly, 10 and we will hear from you next week in this regard, you 11 have, on behalf of the inquiry, reviewed a significant 12 number of allegations of sexual abuse that were made by 13 children in custody -- I think over 70 altogether? 14 A. That's right, yes. 15 Q. You have looked at the institutional responses and you 16 will come next week to give your views on that pot of 17 material, if I can call it that? 18 A. That's correct, yes. 19 Q. Thank you. So far as today is concerned, I am going to 20 address principally your first report, the answers to 21 the questions posed by Howe & Co, and then some elements 22 of your fourth report. I am going to follow the topics 23 list that I think has been circulated to you and all the 24 core participants. 25 A. Yes.</p> <p style="text-align: center;">Page 3</p>
<p>1 MR ALAN WOOD (affirmed) 2 Examination by MS HILL 3 MS HILL: Thank you very much. You are Alan Wood; is that 4 right? 5 A. That's right. 6 Q. You have been instructed by the inquiry as an 7 independent expert to assist this investigation in 8 a range of ways. Can I, first of all, bring up, please, 9 your background CV to just assist the chair and panel 10 and the public, please. It is INQ001653_001. 11 Broadly, is this right, Mr Wood, that you are 12 a qualified and approved social worker with experience 13 in childcare since 1995, and essentially the entirety of 14 your career has been focused around child protection and 15 safeguarding practice in a range of different ways and 16 across a range of different sectors, including the 17 private sector, the public sector, the voluntary sector 18 and the NSPCC and other contexts; is that right? 19 A. That's right, yes. 20 Q. You have also given expert evidence in different fora. 21 You have carried out case file reviews, you have 22 investigated complaints and things of that nature, as 23 well as done perhaps more frontline work; is that right? 24 A. That's right, yes. 25 Q. Broadly, as far as this investigation is concerned -- we</p> <p style="text-align: center;">Page 2</p>	<p>1 Q. Can I take you, please, to your first report, which is 2 INQ001652. Broadly, the way that your report is 3 structured, Mr Wood, is that you were asked some 4 questions by the inquiry and you have given answers to 5 those questions at various points punctuated by 6 vignettes, if you like, of experiences with particular 7 children? 8 A. Yes, that's right. 9 Q. Chair, with your permission, I would like to formally 10 adduce the entirety of INQ001652. While I am doing 11 that, please, also INQ001233, which is Mr Wood's reply 12 to the Howe & Co questions. Then also, for today's 13 purposes, his fourth report, which is INQ001752. 14 Mr Wood, in light of the adducing of the entirety of 15 your report, what I would like to do, if it is all 16 right, please, is put to you each of the questions that 17 you were asked by the inquiry. 18 A. Yes. 19 Q. But ask you perhaps to pull out some key themes, because 20 the inquiry will have your written report? 21 A. Absolutely, yes. 22 Q. If I can go first of all, please, to INQ001652_002, 23 where you were asked some questions under the heading 24 what might be called "Culture". You were asked what are 25 the generally recognised warning signs that a child is</p> <p style="text-align: center;">Page 4</p>

<p>1 at risk of sexual abuse or is in fact being abused? So</p> <p>2 you answer that question over several pages. Perhaps</p> <p>3 just give the chair and panel some sense of the key</p> <p>4 themes that you have drawn out there?</p> <p>5 A. Absolutely, yes. I think one of the complex factors in</p> <p>6 terms of children who are in custodial institutions is</p> <p>7 the fact that the experience tends to be enhanced. So</p> <p>8 for any child who is experiencing sexual abuse, the</p> <p>9 disclosure part is going to be very complex and very</p> <p>10 difficult and, for the vast majority of experiences,</p> <p>11 that tends to be concentrated within the custodial</p> <p>12 setting. Due to the fact of isolation, the fact that</p> <p>13 they're in conflict, the fact that their understanding</p> <p>14 about why they're in custody may not be entire; I think</p> <p>15 also the fact that some of the "symptoms and signs",</p> <p>16 which would be showing with children in the wider</p> <p>17 community may be picked up by a wider range of people as</p> <p>18 well. So a child within a custodial institution is</p> <p>19 going to be dependent upon those professionals they come</p> <p>20 into contact with to pick up those signs.</p> <p>21 The complicated thing, in terms of the relationship</p> <p>22 between shame and anger, is a common factor in terms of</p> <p>23 sexual abuse, in my experience, and, again, shame and</p> <p>24 anger are going to be complicated and enhanced within</p> <p>25 the custodial arena, for a whole range of issues to do</p> <p style="text-align: center;">Page 5</p>	<p>1 risk in terms of sexual abuse. So it is very complex in</p> <p>2 terms of how those things interconnect.</p> <p>3 The key thing for me is that relationship between</p> <p>4 custody, control, punishment and care, how those things</p> <p>5 are actually experienced by children and young people.</p> <p>6 Q. I think a few of the other factors that you brought out</p> <p>7 under this heading were things like potentially sexually</p> <p>8 harmful behaviour towards others can be a reaction to</p> <p>9 prior abuse?</p> <p>10 A. Yes.</p> <p>11 Q. You have also, I think -- I should have perhaps adduced</p> <p>12 this from you in the beginning, forgive me. You,</p> <p>13 yourself, have experience of working within some</p> <p>14 elements of the secure estate?</p> <p>15 A. I do, yes. As well as having a child protection</p> <p>16 background? I do, yes. Just to say also that I've got</p> <p>17 experience of looking after children from a foster care</p> <p>18 point of view as well who exhibit dangerous sexual</p> <p>19 harmful behaviour. So I think in terms of having</p> <p>20 a holistic perception of the entire span, actually it's</p> <p>21 there.</p> <p>22 My experience in terms of working -- I was seconded</p> <p>23 by the Department of Health for 12 months to go into an</p> <p>24 institution, which I did, and I think in terms of</p> <p>25 the culture and the atmosphere, it isn't always</p> <p style="text-align: center;">Page 7</p>
<p>1 with the police, to do with being in -- your feelings</p> <p>2 may not be recognised in the right way, so the generic</p> <p>3 themes in terms of how children may display -- and</p> <p>4 I think in the report I say some children will</p> <p>5 externalise that, so they would show those symptoms and</p> <p>6 signs through running away, through being aggressive,</p> <p>7 through being upset. Other children would internalise</p> <p>8 those themes, so that's normally exhibited through</p> <p>9 isolation, depression, some self-harming incidents as</p> <p>10 well.</p> <p>11 Within the custodial arena, those symptoms and signs</p> <p>12 may be present due to the fact they're reacting to that</p> <p>13 custodial arena. So it can be difficult, I think, to</p> <p>14 pick up those things and understand why a child's</p> <p>15 behaviour may be changing.</p> <p>16 The dichotomy, I suppose, in terms of the custodial</p> <p>17 settings, is it's about control and about depriving</p> <p>18 a child of some choices. That's the inevitable</p> <p>19 experience of a child to be in a custodial arena.</p> <p>20 So how those institutions manage the relationship</p> <p>21 between custody, care, control, punishment and also</p> <p>22 protection is a really key theme for me. So it actually</p> <p>23 enhances that.</p> <p>24 Children in custody are inherently at high risk of</p> <p>25 a whole range of issues which may also increase their</p> <p style="text-align: center;">Page 6</p>	<p>1 conducive to remaining focused on the child's</p> <p>2 appropriate, sort of, needs. So I think for me it was</p> <p>3 a matter of understanding how the culture could actually</p> <p>4 impact across a wider range of experiences of children</p> <p>5 and young people.</p> <p>6 Q. I think -- was that time in a youth treatment centre, as</p> <p>7 it then was?</p> <p>8 A. It was, yes.</p> <p>9 Q. Of the various vignettes that you have given in answer</p> <p>10 to this question, are there any that you think you would</p> <p>11 like to draw particularly to the panel's attention?</p> <p>12 A. I think the first one, perhaps, in terms of the young</p> <p>13 person who was exhibiting externalised behaviour, that</p> <p>14 sort of summarised to me --</p> <p>15 Q. This is 1.7, if we can scroll down to that.</p> <p>16 A. Okay. That's the one, yes. So for me, that summarised</p> <p>17 what can happen in terms of how professionals may</p> <p>18 perceive behaviour and respond to that behaviour and</p> <p>19 what the true meaning was for the young child in this</p> <p>20 example and how quickly it can move from a child</p> <p>21 experiencing abuse and harm to a child's behaviour</p> <p>22 becoming the main point of contact with professionals.</p> <p>23 Q. Let's scroll down, please. I think we need to look at</p> <p>24 the whole of that italicised section, beginning at 1.7.</p> <p>25 But essentially, the child's behaviour, you say towards</p> <p style="text-align: center;">Page 8</p>

1 the end of 1.11, I think, escalated to a point of being
 2 involved in an attack upon a police officer, and this
 3 whole experience here is perhaps one example of the way
 4 in which externalising behaviour is a sign of abuse or
 5 potential sign of abuse?
 6 **A. That's right, yes. I think for me the irony for this**
 7 **young person was that it was when he was actually in**
 8 **custody, when he reached the point whereby no other**
 9 **options are open to him, his life had stopped, in**
 10 **essence. That was when he decided then to talk about**
 11 **his experiences.**
 12 Q. If you go to 1.12, I think we can see that. You say
 13 there that it was clear that his early life experience
 14 was one dominated by his needs failing to be met, there
 15 were various risk factors for abuse there.
 16 **A. Yes.**
 17 Q. Then you say it culminated in him being unable to
 18 express his feelings or experiences and emotions in
 19 a safe and appropriate manner, ultimately led him to be
 20 incarcerated, "But then within the safety", you say, "of
 21 an externally imposed control of custody, that is when
 22 he felt able to disclose the abuse many years earlier?"
 23 **A. That's right, yes.**
 24 Q. Can I move then to the next question, please, of what
 25 should be done or what should be considered if those

Page 9

1 warning signs are present?
 2 **A. Yes. I think in terms of the institutional response to**
 3 **warning signs, one of the key factors for me was to --**
 4 **from the material I reviewed, it was difficult at some**
 5 **points actually to find what the route was.**
 6 Q. Let's perhaps focus at a general level. I am going to
 7 come back to some more questions on response. When you
 8 deal with this in your first report, I think you give
 9 some headlines about the sort of things one would look
 10 for. I think you are talking about a multi-agency
 11 response being part of that; is that right?
 12 **A. That's right, yes. I think in terms of all the learning**
 13 **from my experience in -- you know, in terms of**
 14 **the appropriateness of the response to children who are**
 15 **exhibiting some symptoms or signs of abuse, it does**
 16 **require a multi-agency view. Within the custodial**
 17 **arena, access to those children is more difficult, so**
 18 **the immediacy of the response is more difficult.**
 19 **There's various routes and pathways to go to gain that**
 20 **access. So unlike children outside in the community,**
 21 **where teachers may be talking to each other, where other**
 22 **health professionals talk to each other, social care**
 23 **professionals, police professionals, a wide range of**
 24 **professionals, so the multi-agency response is able to**
 25 **be generated at that point. There are some issues to**

Page 10

1 **get over before you can do that within a custodial**
 2 **arena. So I think the immediacy of the response, the**
 3 **focus of the response, the very fact that a child's in**
 4 **custody for a reason, if the child is in custody due to**
 5 **criminal behaviour, all of those things actually make it**
 6 **more complex.**
 7 Q. We will come to look at perhaps some more points of
 8 detail about the nature of the response in due course.
 9 Can I ask you then to deal with questions perhaps at
 10 an earlier level. Question 3, please. It is on
 11 INQ001652_010. You were asked:
 12 "What factors generally reduce the likelihood that
 13 a child will disclose ...?"
 14 So what sort of things make it likely, or increase
 15 the likelihood, that a child will not disclose abuse
 16 that's happened to them?
 17 **A. Any child, in my experience, who has experienced sexual**
 18 **abuse, the leap of faith it takes to disclose that to an**
 19 **adult is huge due to unknown consequences. So to trust**
 20 **adults to do that and to act in an appropriate way is**
 21 **a huge leap of faith. The children in custodial arenas,**
 22 **often the relationship between themselves and adults has**
 23 **broken down completely.**
 24 **So the element of trust, which is an essential**
 25 **element in terms of a child feeling they are going to be**

Page 11

1 **heard, understood, acting in an appropriate manner,**
 2 **there's blocks and walls being built in the way of that,**
 3 **due to the very fact they're actually in a custodial**
 4 **arena.**
 5 **So, again, I think it's the fact that the multitude**
 6 **of reasons why children do not disclose are enhanced to**
 7 **a greater extent if the child actually is in the**
 8 **custodial arena.**
 9 **So the response to children who do disclose is**
 10 **really important.**
 11 Q. I think you cover all of these points between 3.1 and
 12 3.16 of your first report, but just, please, if I could
 13 pull up 3.9, that gives a list of factors which may
 14 influence a child or young person's capacity or
 15 willingness to disclose abuse. You list at 3.9 a range
 16 of things similar to what I think you have talked about:
 17 concerns about shame or guilt; fear of threats made by
 18 the abuser; a sense of stigma; a concern about
 19 consequences about the impact on friendships, things
 20 like that.
 21 **A. Yes.**
 22 Q. Those are the sort of factors that you have talked
 23 about, I think?
 24 **A. That's right, yes. I think for me also those factors**
 25 **are factors which relate to any child and, again, they**

Page 12

<p>1 become more enhanced within the arena, a custodial 2 arena. 3 Q. You were asked I think a similar question by Howe & Co. 4 Can I perhaps pull up your answer to that, which is at 5 INQ001223_007. In relation to that question, you were 6 asked about psychiatric disorders, gangs, drugs and 7 substance abuse and the relationship between physical 8 abuse and sexual abuse. But, actually, your generic 9 answer, at 2.5.3, again you set out a list of factors 10 there that may be applicable to the custodial 11 environment. So you talk there about isolation and 12 separation, stereotypes, so this concern about being 13 seen as weak or a threat, things like that? 14 A. That's right. 15 Q. Then there are various other factors you set out at 16 2.5.3, including some things perhaps we haven't looked 17 at. So as well as the prior experience of abuse or 18 neglect before going into custody, exposure to being 19 retraumatised. But you talk about this: 20 "The heightened risk in relation to exclusion or 21 detachment from education provision." 22 What do you mean by that? 23 A. One of the strongest protective factors for children and 24 young people is having a positive educational 25 experience. That's due to a whole range of factors in</p> <p style="text-align: center;">Page 13</p>	<p>1 A. That's right, yes. 2 Q. Just for the panel's note, at 2.6 on INQ001233_009, you 3 set out for the panel statistics about the prevalence of 4 mental health issues among young people in custody. 5 11 per cent of children in custody have attempted 6 suicide, you quote, and over the page, perhaps we can 7 scroll in on those bullet points, 60 per cent have 8 communication difficulties, 25 per cent have a learning 9 disability, 33 per cent have a mental health disorder -- 10 that's young people in custody -- many have a history of 11 abuse, about which we have heard. All of those things, 12 I think you are saying, are further barriers to 13 disclosure in custody; is that right? 14 A. That's right, yes. 15 Q. Go back, please, to your first report, paragraph 4.1. 16 INQ001652_013, please. That's the flip-side, perhaps, 17 of the same question, which is, what circumstances are 18 generally recognised as encouraging a child to feel able 19 to disclose abuse and seek help rather than discourage? 20 A. Yes. 21 Q. Do you want to pull out the key themes that you have 22 given in your answer there? 23 A. Absolutely. I think the NSPCC's very helpful overview 24 in terms of what to do when a child does actually talk 25 about abuse are quite helpful, and that's an added fact</p> <p style="text-align: center;">Page 15</p>
<p>1 terms of self-esteem, about self-awareness, about the 2 connection with learning, about with adults and 3 a trusted relationship, all those sorts of things. 4 I think for me the detachment or the exclusion from 5 education is a really big risk factor. You get 6 a different perception, different approach from 7 education approaches as well. So it is also having peer 8 contact in that arena as well, understanding the 9 holistic needs that children and young people have, they 10 learn what the blocks are, and it does enable children 11 to access key themes and thoughts as well. So I think 12 the consistency and the amount of education taking place 13 in the custodial arena is a cause of concern in terms of 14 an overall view. 15 Q. You have picked up a couple of other themes, the 16 prevalence of mental health issues in prison, but also 17 the risk that is heightened by the fact that they may 18 not be recognised or treated properly in a custodial 19 setting. The custodial setting creating detachment from 20 adults and there being less opportunity for delegated 21 one-to-one time that you would have in residential or 22 foster care. 23 A. Yes. 24 Q. They are some other factors I think you have brought 25 out; is that right?</p> <p style="text-align: center;">Page 14</p>	<p>1 into this as well which is talked about in the report. 2 I think in terms of enabling children to feel it is 3 a safe environment to disclose starts from a cultural 4 experience of the child as well. So I think, in terms 5 of the simple messages to children within custodial 6 settings that, "This is a safeguarding arena. Your 7 safety is our number one issue", that needs to be 8 inherently embedded across all those sort of things. 9 I think further down -- go further down on the page. 10 Q. We can scroll in on the answers to this. 11 A. On this one, please, yes, that would be helpful. 12 Q. Is it the next page you want? 13 A. Yes, please, the next page. 14 Q. INQ001652_014. 15 A. There I think it's -- we are talking about in terms of 16 the individual experience of children who have made 17 a disclosure of abuse. I think the inherent thing 18 within custodial settings, and also within residential 19 settings, is, confidentiality is quite hard to achieve 20 in terms of the child going to talk to somebody else 21 about what they have talked about. So in terms of -- 22 there's acceptance about that, confidentiality is quite 23 difficult to achieve. But the child's experience is 24 going to be passed on to other children and young people 25 within the arena, so a cultural view then emerges in</p> <p style="text-align: center;">Page 16</p>

1 terms of what's likely to happen if we do talk about
 2 abuse and sort of disclose abuse.
 3 I think the professionals, in terms of training and
 4 support, and exhibiting professional behaviours towards
 5 children and young people which enable them to see their
 6 relationship as being a positive and supportive one is
 7 also essential. I do recognise that, within the
 8 custodial arena, relationships may be focused upon other
 9 areas, so that's much more difficult to achieve as well.
 10 I think, in terms of -- who a child decides to
 11 disclose to is interesting, I think, in terms of my
 12 experience. I mean, some children -- the perception may
 13 be that children need a really strong relationship with
 14 a professional to disclose to. Some children
 15 I certainly have experience of and have worked with
 16 would find that really difficult because they would see
 17 that disclosure impacting on that relationship.
 18 Q. And they would prefer to speak to somebody they don't
 19 know as well?
 20 A. Somebody completely independent they don't know at all,
 21 that's right, yes. So some children would much prefer,
 22 though, to talk to somebody they have a trusting
 23 relationship with. So I think in terms of
 24 the institutional response, it has to be led by what the
 25 child needs, not what the institution perhaps does.

Page 17

1 That's complex and also difficult to achieve across
 2 a wide range, but that for me is one of the key things.
 3 Q. Can we scroll down to section 7 on the next page? You
 4 have brought those threads together by saying the most
 5 successful interventions in terms of enabling abuse that
 6 you have come across are ones that perhaps have both of
 7 those options available. So somebody who is a social
 8 worker or family support worker who is working very
 9 closely with the family?
 10 A. Yes.
 11 Q. But then other people who are less involved --
 12 A. Yes.
 13 Q. -- but whom the child would have access to?
 14 A. That's right, yes. I mean, my experience of it is in
 15 terms of, this is a joint work approach, really,
 16 I suppose, in terms of having the option. So in
 17 essence, the child or the adult, in terms of
 18 the community experience of sexual abuse, the needs of
 19 both the adult and the child are met and the child feels
 20 that the adult's needs are being met as well. From my
 21 experience, actually, it can give a very clear message
 22 to the child that safeguarding is the hub of everything,
 23 but also recognising how difficult it is to talk about
 24 abuse.
 25 I think also there's also the issue in terms of

Page 18

1 children's experience of adults and there's a basic --
 2 from an attachment perspective, anyway, there's a basic
 3 issue in terms of how trust grows and develops.
 4 So the standpoint which I would take is that
 5 I wouldn't assume a child would trust me, even though
 6 I say I'm a safe adult. I need to show that through my
 7 behaviours and my responses. So I need to earn that
 8 trust.
 9 I think sometimes, certainly working within
 10 residential settings and in the custodial settings, the
 11 issue is that children need to earn the trust of adults.
 12 It's the other way around. That is my perception. By
 13 having a joint work approach, that's easier to work
 14 through. Children have got a choice then.
 15 I think in terms of the initial response to
 16 a disclosure of sexual abuse, it can actually set the
 17 scene then. We may come to it later. This is why
 18 children actually withdraw any allegations.
 19 Q. We will come to deal with that as a separate topic.
 20 Perhaps more practically, for immediate purposes, on
 21 INQ001233_019, you were asked what steps could be taken
 22 to assist a child in making a complaint, and you set out
 23 at 2.18, I think, some suggestions that all members of
 24 staff are appropriately trained in recognising and
 25 responding to child sexual abuse; ensuring there's an

Page 19

1 embedded message to all those involved in custody that
 2 safeguarding is its central function; that it's
 3 essential that children have an age- and
 4 developmentally-appropriate written and online form --
 5 I know we will come to this a little bit more next week,
 6 but that's separate to, or integrated into, a complaints
 7 form within which an issue of concern can be written
 8 down, and that support is given to assist children in
 9 filling in such a form if they are unable to do it
 10 themselves. Is that what you have suggested?
 11 A. Yes, that's right.
 12 Q. Can I go back, please, then, to this issue of some of
 13 the other practical points you have made.
 14 INQ001652_015. You were asked more nuanced questions
 15 about, are independence from the alleged perpetrator and
 16 confidentiality important? Can you help with what you
 17 have said about that?
 18 A. I think the answer I gave earlier, just in terms of
 19 the fact that the organisational response to children's
 20 needs, that should be the starting point, I suppose,
 21 really. So some children will respond to a perception
 22 that there's an independent view; other children are
 23 much more linked into particular adults they have
 24 a trusting relationship with.
 25 I think in terms of the allegation, the way that's

Page 20

<p>1 actually handled and worked through, it is important,</p> <p>2 particularly in a custodial setting whereby children may</p> <p>3 not have access to a wider range of support networks,</p> <p>4 that independence is seen as the response.</p> <p>5 The difficulty, I think, in terms of some</p> <p>6 experiences, is that if allegations are made against</p> <p>7 a member of staff, say -- in any institution, this is --</p> <p>8 the very fact that that member of staff has got working</p> <p>9 relationships with other people in the same institution</p> <p>10 is an issue, and may be one of the reasons why children</p> <p>11 may not want to disclose the abuse in the first place.</p> <p>12 So the risk factors, from the child's point of view,</p> <p>13 are going to be enhanced by those sort of things as</p> <p>14 well.</p> <p>15 I think further on there are other issues which</p> <p>16 I bring up which would be useful just to see.</p> <p>17 Q. We will scroll through the report briefly. You have</p> <p>18 gone into a little bit more detail about this idea of</p> <p>19 adults earning the trust of children, steps taken to</p> <p>20 build that trust. I think you have made the point at</p> <p>21 (f), which is on internal page 18, that the treatment of</p> <p>22 children by staff more generally might be relevant, and</p> <p>23 so what you, I think, broadly say in response is that it</p> <p>24 is all about a culture where the child's needs are</p> <p>25 important being conveyed to the child. Is that right?</p> <p style="text-align: center;">Page 21</p>	<p>1 Q. That's about supervision of the staff, is it? That's</p> <p>2 about support for the actual staff doing the work?</p> <p>3 A. That's right. I think from my experience of providing</p> <p>4 arm's length supervision in terms of a clinical</p> <p>5 supervision point of view, clinical supervision is</p> <p>6 really helpful because you're not embedded or involved</p> <p>7 in the institution itself, you're not responsible for</p> <p>8 procedures and that. So I think having external</p> <p>9 supervision is actually quite useful for people in that</p> <p>10 position as well.</p> <p>11 I think also, in terms of the -- from a key worker</p> <p>12 point of view, to have some support and input from</p> <p>13 outside the institution would be useful. I think in</p> <p>14 terms of having an agreed approach to that as well,</p> <p>15 I mean, every child would need a slightly different</p> <p>16 approach from a key worker, and I think sometimes the</p> <p>17 modelling is that the key workers are trained in</p> <p>18 a particular way, but the child has to fit into that</p> <p>19 model. I think my perception would be actually the</p> <p>20 model needs to develop around what the child's needs</p> <p>21 are, not the child having to fit into the sort of mode</p> <p>22 there as well.</p> <p>23 So it is complicated, but I think in terms of being</p> <p>24 allocated to children and young people, the feeling that</p> <p>25 work is actually done with and not done to is quite an</p> <p style="text-align: center;">Page 23</p>
<p>1 Is that a broad summary?</p> <p>2 A. That's right. That's right, yes.</p> <p>3 Q. You have stressed again that a key worker who is seen</p> <p>4 regularly can be a useful person. Just scroll in on</p> <p>5 what you say at (g), which is page 19. The whole of</p> <p>6 (g), please. This is about the nature of</p> <p>7 the relationship between a child and a key worker. Do</p> <p>8 you want to pull out the key themes from that section?</p> <p>9 A. Absolutely. I think in terms of the key worker role,</p> <p>10 that can be very helpful. I think there are added</p> <p>11 complications in terms of, if the child is concerned</p> <p>12 about the key worker's response to him or her, so often</p> <p>13 I think the response sometimes from institutions or</p> <p>14 other areas is that the person to talk to about any</p> <p>15 concerns or issues you have as a child or young person</p> <p>16 is your key worker. If that person is the cause of</p> <p>17 those issues or concerns, then often that ends at that</p> <p>18 point. That's a complicated factor about that which is</p> <p>19 useful I think to have overall.</p> <p>20 I think in terms of the support for key workers,</p> <p>21 it's important as well. So undertaking that role,</p> <p>22 understanding a child's point of view and perception is</p> <p>23 a demanding role, so I think in terms of the strategies</p> <p>24 around that and support around that it's really</p> <p>25 important.</p> <p style="text-align: center;">Page 22</p>	<p>1 important aspect.</p> <p>2 Q. From the child's perspective, you mean?</p> <p>3 A. From the child's perspective, absolutely. There are</p> <p>4 many complicating factors around this as well in terms</p> <p>5 of how a child may respond to that, and children,</p> <p>6 particularly, who have experienced abuse and neglect</p> <p>7 over a long period of time, are going to find it very</p> <p>8 difficult to engage in that type of work.</p> <p>9 My view and my experience is that to be as</p> <p>10 nondirective as possible is actually quite helpful. So</p> <p>11 you're reflecting the child's needs and you're meeting</p> <p>12 those needs, being led by the child. It is a totally</p> <p>13 different way to think about it, I think, from the</p> <p>14 institutional point of view, but I think if the outcomes</p> <p>15 we are wanting are for children to learn and to move</p> <p>16 forward in a positive way, I think it's quite important.</p> <p>17 Q. Perhaps the next question, please, at the end of that</p> <p>18 page 8, so if we can go over to the top of 020, please,</p> <p>19 the sort of information that should be given to children</p> <p>20 to best ensure that they will make a disclosure.</p> <p>21 I think, is this fair, that the evidence that you have</p> <p>22 given is broadly that children need to be given</p> <p>23 information not only about what is abusive or neglectful</p> <p>24 behaviour so they can identify it, but also given</p> <p>25 practical information about, if they do make</p> <p style="text-align: center;">Page 24</p>

<p>1 a disclosure, that it will be taken seriously and that 2 they will be supported and it is not their fault? They 3 need to be given both those sort of pots of information. 4 Is that fair? 5 A. That's right, yes. That's right. I think for me -- one 6 of the key points there for me is that children may not 7 realise that they are being harmed, due to their past 8 experiences. It may just be, "This always happens to 9 me. This is what I expect. This is what I am going to 10 get", which puts them particularly at risk, I think, in 11 terms of abuse. 12 Q. The other part is you are saying it is also important 13 that children, particularly perhaps in an institutional 14 setting, are aware of what will happen if they make 15 a disclosure? 16 A. Absolutely. I think in terms of having a very clear, 17 simple, direct, mentally-appropriate and age-appropriate 18 way to explain that is really key. Otherwise, that leap 19 of faith becomes even more difficult, because children 20 don't know what's going to happen to the information 21 they have shared, who is going to access that, what is 22 going to be done about it, who else is going to be made 23 aware of that. And we are talking about very personal 24 experiences, and I think unless it is very clearly 25 defined and children know that prior to making any</p> <p style="text-align: center;">Page 25</p>	<p>1 first place and offload all that information to 2 somebody, if at that point then they are asked then to 3 say, "Well, you need to write this down", that is 4 immediately a block. Some children may do, other 5 children may say, "Actually, I don't want to put this 6 down. I have given you the information". So that's one 7 immediate sort of route out. 8 Children and young people asked to explain things 9 over again about their experiences, it can be quite easy 10 to say, "Well, I just don't want to get involved in 11 that". I think also, another complicating factor from 12 the custodial arena is children's experience of 13 the police, in terms of getting involved in child 14 protection investigations, may be framed by their 15 experience of the police prior to that. 16 So child protection police are trained in 17 a different way, and a very helpful way, but still 18 representing the police. So I think immediately that's 19 another block which can come up and children may choose 20 at that point to go. 21 There are other issues in terms of mental health and 22 physical health issues. I think one interesting, 23 I think, relationship which I pulled out in terms of 24 some of the factors is some work done by Epstein which 25 is about why people in domestic abuse relationships</p> <p style="text-align: center;">Page 27</p>
<p>1 allegations, you know, I mean, the most effective, 2 I think, thing I've seen, really, is going to various 3 institutions, social care institutions, where the very 4 first thing you see is, "This is a safeguarding home", 5 so right from the start the child is aware that 6 safeguarding is at the heart of everything which the 7 organisation actually does. That very simple message 8 actually sets the scene for their experience. 9 Q. Then you touched on this before, but question (j), 10 please, on internal page 21 was about this issue of 11 retraction of disclosures. So try and, please -- that 12 answer I think goes over to the following page. 13 A. Yes. 14 Q. What are the key themes that you have drawn out of that? 15 Because we will come to look, I think, at some examples 16 of this next week. Perhaps help the panel with the 17 typical situations or factors that increase the prospect 18 of a child retracting a disclosure they have made? 19 A. I think one of the really key ones for me is having to 20 explain to different people the same event over and over 21 again. So I think the pressure on children and young 22 people in terms of having to provide the evidence for 23 the allegation they are making is quite high. 24 Children -- in my experience, anyway, children who have 25 gone through the process of having to disclose in the</p> <p style="text-align: center;">Page 26</p>	<p>1 actually withdraw allegations. There is a list there, 2 it is a mental health and physical health issue, 3 a feeling of letting down the community, the fear 4 aspect, "What is going to happen next?". So that is 5 listed further down, but I think for me retraction is 6 a common feature. For children and young people also 7 who are "known" to make allegations, multiple 8 allegations -- 9 Q. This is what you deal with at 1 to 3, this idea that 10 someone becomes labelled as "prone to make allegations"? 11 A. Absolutely. 12 Q. Then it sort of becomes a vicious cycle, does it, if 13 they are actually abused, but then they are perceived in 14 that way and they are not believed, then they are less 15 likely to disclose? 16 A. That's right, yes. I have certainly got experience of 17 children who are "known" to make allegations and staff 18 are very aware of that and respond in a different way to 19 those children and young people and that's picked up by 20 the children and young people. The power of 21 relationship alters in that. So a child's sense of 22 power is, "I am going to make an allegation against 23 you", so it becomes a vicious loop, really, and children 24 get locked into that. 25 Also, unfortunately, that can be exploited by some</p> <p style="text-align: center;">Page 28</p>

<p>1 adults in terms of children who are not going to be 2 believed in terms of sexual harm towards those children 3 as well. 4 So, again, I think for me the common features -- and 5 I think the Epstein points are very helpful. The common 6 features are concentrated because the whole range of 7 issues about being disconnected to the community, about 8 being able to check out what responses are going to be. 9 So it is quite a common thing, I think, for children and 10 young people who want to disclose abuse of any form to 11 check out, through a series of behaviours or responses 12 to adults, what's their response going to be. That may 13 be from a behavioural point of view, so externalising 14 behaviours may increase prior to a child wanting to 15 disclose abuse. The problem, I think, from a custodial 16 setting point of view, is that the behaviour is 17 responded to and not the thought or feeling behind that, 18 because that's what -- 19 Q. Because of the nature of the environment, meaning that 20 the bad behaviour is responded to at its face value; is 21 that right? 22 A. At its face value, yes. 23 Q. A few more questions along these themes and I will move 24 perhaps to the elements of the response. At 652_022 you 25 were asked about the impact of somebody being in foster</p> <p style="text-align: center;">Page 29</p>	<p>1 to pin down what the facts actually are. It's very 2 difficult to actually look at those things because it is 3 a wide range of things are written down in certain ways, 4 different forms are used, different responses are used. 5 So actually getting to the hard facts is really 6 difficult. 7 Q. It is hard to understand the data? 8 A. Yes. 9 Q. It is hard to get an accurate picture of prevalence, 10 I think? 11 A. Absolutely. 12 Q. We understand that. 13 A. It is really hard, I think. I think, for me, the 14 fundamental question for me comes back to the fact in 15 terms of the risks which are sort of known risks. So if 16 a lot of children and young people who are in the 17 custodial arena, a lot of prior awareness is there, 18 I don't know how much of that is actually used to inform 19 that. So the risk management of children and young 20 people tends to be focused upon the behaviour, not upon 21 what's known about their prior experiences. 22 I think it does say -- I mean, all the research says 23 it is very difficult getting access, the collection, 24 understanding of the approach, how you separate those 25 things out in terms of sexual harmful behaviour between</p> <p style="text-align: center;">Page 31</p>
<p>1 or residential care. I think what you have drawn from 2 this is that the residential environment itself creates 3 some additional risks because, by definition, a child is 4 separated from their family, they are coming into 5 contact with a lot of adults, which might increase the 6 risk of abuse. If they have been looked after 7 themselves, if they are still being looked after, they 8 may be involved in the care system as well. I think 9 there are a range of other factors: a sense of a lack of 10 permanence; fear that other children may be affected. 11 So there are those sort of things -- or become 12 witnesses -- those are the sort of things that might 13 also be in play. Is that fair? 14 A. That's right, yes. 15 Q. Can I just go to some points, please, from the reply you 16 gave to Howe & Co on a certain number of things. 17 Question 2.1 in the answers you gave them, please, which 18 is INQ001233_002. Again, the panel can read your 19 answer, but you were asked about what is known about the 20 reporting of or identification of child sexual abuse in 21 the custodial setting that might be relevant? Just try 22 and think of some of the key themes, please, from that 23 section that you have given? 24 A. I think, in terms of the -- my reading of all the 25 documents I have been given, it is actually quite hard</p> <p style="text-align: center;">Page 30</p>	<p>1 children, to a child or from an adult as well, about 2 consent, a whole range of issues which are complicated. 3 I know the other information today will draw those 4 things out. 5 Q. I think perhaps going to the final elements you were 6 asked about, on 233_004. Two key points at (e) and (f). 7 You make the point at (e) that the reporting may be 8 impacted through the culture of the institution, because 9 that is likely to frame and define the child's 10 experience and going back to this concern about not 11 being believed, and the confidence of children in the 12 outcome of the report may also be significant. I think 13 you make the point there that dealing with an allegation 14 of abuse in a sort of complaint framework is, again, 15 something we will come to next week, isn't it? 16 A. Yes. 17 Q. It is not perhaps the best way of hoping for children to 18 disclose. Is that what you think? 19 A. Absolutely right. I think for me there is a real issue 20 for me in terms of whose responsibility it actually is. 21 So when a child chooses to disclose abuse to a member of 22 staff within an institution, whose responsibility is it 23 then to make sure the processes are actually followed in 24 the correct way? It is not the child's responsibility 25 to do that. I think by the focus upon making a formal</p> <p style="text-align: center;">Page 32</p>

1 **complaint using a form -- and every institution has got**
 2 **a slightly different approach to that and understanding**
 3 **of that, and the pathway is different -- to me, that is**
 4 **not an appropriate way to handle that.**
 5 **Allied to that, from a cultural perspective, the way**
 6 **in which children are responded to is going to be shared**
 7 **across and within children and young people. So a child**
 8 **will say to another child in an institution, "There is**
 9 **no point in talking about that", or, "There is a point**
 10 **in talking about that". So their lived experience is**
 11 **important.**
 12 **I suppose for me, looking at all the information**
 13 **I have been asked to look at, the fact in terms of**
 14 **the numbers, the analysis, the hard facts are difficult**
 15 **to grab hold of, but the lived experience is there.**
 16 Q. We will come to look at those a little bit more next
 17 week?
 18 **A. Absolutely, yes.**
 19 Q. Thank you. Just some more specific questions. You were
 20 asked about what you know about children in custody in
 21 terms of their understanding of consent, whether it is
 22 understood and respected, and you have given a long
 23 answer to that at 2.2 on INQ001233_004. I think,
 24 broadly, you have talked about the prior experience of
 25 abuse or neglect, meaning that children may have

Page 33

1 a skewed idea of what is a consensual act and what
 2 isn't. You have talked about the difference between
 3 a child's chronological and emotional age and sometimes
 4 professionals can focus on the actual chronological age
 5 of a child, not their emotional age?
 6 **A. Absolutely, yes.**
 7 Q. You have talked about a range of other factors. Do you
 8 want to just pull out a couple of key themes from that
 9 answer, please, Mr Wood?
 10 **A. Absolutely, yes. I think, in terms of the very fact**
 11 **that a custodial institution is generally dealing with**
 12 **children at a stage of their development which is**
 13 **complicated, so between 12 and 18 years of age, the**
 14 **whole range of emotions/feelings/behavioural**
 15 **responses/sexual responses/sexual urges/development is**
 16 **all happening all at once. I think the way that's**
 17 **actually responded to is hard.**
 18 **I think, in terms of the issue of consent, it is**
 19 **a complicated area, I think, in terms of concerns. The**
 20 **issue about consent may be appropriate at one point and**
 21 **then not appropriate at the next point is an important**
 22 **factor, I think. So there's sometimes a view that**
 23 **consent has been given to a relationship, so to children**
 24 **in a custodial institution perhaps consenting to that**
 25 **relationship. However, the understanding of what**

Page 34

1 **consent means to both those children may be different.**
 2 **A child's view, in terms of what they can consent to and**
 3 **what they can't consent to, and also professionals'**
 4 **responses to relationships is difficult, I think.**
 5 **I think for me the issue of consent is difficult**
 6 **enough to understand for anybody, and a child who is**
 7 **experiencing relationships and also stresses and strains**
 8 **in a custodial institution, it is much more complex.**
 9 Q. Just picking up on the issue of peer-on-peer abuse, you
 10 address this I think over the page into page 6 of this
 11 report. You were asked about the prevalence of
 12 peer-on-peer abuse in custodial institutions. I think,
 13 doing the best you can, you have quoted some statistics
 14 that show that police recorded peer-on-peer sexual
 15 offences between children generally have increased. So
 16 that's 2.4.2.
 17 **A. Yes.**
 18 Q. And you have made the point that the impact of placing
 19 children and young people who have been convicted of
 20 sexual offences alongside other children is an area
 21 that's been highlighted already by the REA?
 22 **A. Yes, that's right. I think for me it is about**
 23 **understanding the risk that some children may pose to**
 24 **other children or adults in the custodial arena as well,**
 25 **but also understanding in terms of sexual health or**

Page 35

1 **behaviour about where that may be a reaction to that**
 2 **child's own experience of abuse as well. So their only**
 3 **form of communication/relationship building is through**
 4 **the sexual harm of others.**
 5 **There are issues. I mean, certainly my experience**
 6 **has been that sometimes children are placed alongside of**
 7 **other children and young people with a range of risky**
 8 **behaviours, and the assumption is that the institution**
 9 **can actually control those risky behaviours, but a child**
 10 **who is determined enough will actually find a way to**
 11 **harm somebody else.**
 12 Q. You have made the point, as we see at 2.4.5 -- I think
 13 we have already looked at this -- the REA quoted
 14 statistics to show that children are disproportionately
 15 represented among the victims of recorded assaults in
 16 custody. So there are a certain percentage, they make
 17 up 1 per cent of the total custodial estate and around
 18 11 per cent of recorded assaults. I think you draw from
 19 that that although that doesn't explicitly link with
 20 sexual abuse, it raises a concern in your mind that they
 21 might also be overrepresented in sexual assaults if they
 22 were indeed recorded in that way?
 23 **A. Absolutely. I think for me, in terms of the analysis**
 24 **and the breakdown of the hard facts and from**
 25 **a statistical point of view, it's really hard to get at**

Page 36

<p>1 what those facts are. But those figures there would 2 indicate to me that there is an issue. I know that the 3 general population of children in custody has actually 4 dropped, but the proportion of harm has actually gone 5 up, which may indicate the additional needs of children 6 are left behind in the custodial arena. 7 Q. I think you make some recommendations in relation to 8 peer-on-peer abuse at 2.4.7. You were asked -- go over 9 the page, please, to where that is -- how the number of 10 incidents of peer-on-peer sexual abuse might be reduced. 11 Again, I think you focused, in (a) through to (f), 12 taking it broadly, on training; a consistent message to 13 the children about bullying and sexually harmful 14 behaviour in a clear and unambiguous way; proper sex 15 education; risk assessment processes that take into 16 account known risk, including the impact of trauma and 17 abuse prior to custody, but amending or becoming -- 18 being flexible as appropriate; ensuring there is proper 19 support available to the victims and the alleged 20 perpetrators; and including appropriate therapeutic 21 interventions for those displaying potentially sexually 22 harmful behaviour. 23 Just pausing there, you gave a little bit more 24 detail about the sex education aspect. If I can just 25 take you back, please, to the foot of the previous page,</p> <p style="text-align: center;">Page 37</p>	<p>1 of the relationship between 2.7.2 there, in terms of 2 the circular relationship between the emotional 3 responses and also the fear responses and how that can 4 fit into substance misuse -- 5 Q. I think you were saying there is often a constellation 6 of factors here to do with bullying and isolation, 7 self-esteem -- 8 A. Absolutely, yes. 9 Q. -- that you see packaged together, you are saying at 10 2.7.2, with trauma and substance misuse as part of that? 11 A. That's right. 12 Q. You would have thought the risk and vulnerability to 13 substance misuse and sexual abuse are heightened for 14 that reason? 15 A. That's right. My other experience, in terms of work 16 outside this arena, is supervising a drugs team, and one 17 of the key things actually I was thinking about when 18 I was writing this is the evidence will point out the 19 fact that if you want to reduce children and young 20 people's use of illegal substances, the most effective 21 way is to build up their relationships of trust, and 22 their capacity to resist the issues about drugs is 23 related to that. So relationship skills, self-esteem 24 skills, are a key factor in reducing that risk to 25 exposure to drugs. That's another added complicating</p> <p style="text-align: center;">Page 39</p>
<p>1 internal page 5, you quoted there the Taylor Report from 2 2016 to the effect that -- it is the foot of that 3 page -- children were only accessing around 17 hours of 4 education or training a week as opposed to an 5 expectation of 30 hours. I think in the next paragraph 6 you posited that within that 17 hours it was unlikely 7 that there was provision of adequate sex education, 8 given the challenges of delivering that complex topic 9 within a custodial setting? 10 A. Yes. 11 Q. But beyond that, you couldn't offer any views. But the 12 sense you have is that these may well be a group of 13 children who did not have adequate sex education made 14 available; is that right? 15 A. That's right, yes. 16 Q. I will deal then with some specific points you were 17 asked to address by Howe & Co, if I can. You were asked 18 to deal with the issue of mental health issues, which 19 I think we have looked at, but you were then asked to 20 look at the issue about drugs, at 2.7, which is 21 INQ001233_011. Trying to pull together your answers 22 there, what can you offer to the panel on that topic? 23 A. I think in terms of the -- the REA did actually point 24 out in terms of the -- how available illegal substances 25 actually are in the custodial arena. I think in terms</p> <p style="text-align: center;">Page 38</p>	<p>1 factor in this in terms of what to do about that. And 2 the fact that if you have got low self-esteem, you're 3 being picked on, you're isolated from the community, 4 a sense of having no sense of direction, then your 5 self-esteem is going to be dramatically affected by 6 that. So, therefore, your risk of exposure or risk of 7 being exposed to drugs actually is quite high. 8 Q. Is this fair, that if you scroll down, please, to 2.9 on 9 the next page, there are not dissimilar themes that 10 arise in answer to your question about gang membership 11 within custody? 12 A. That's right, yes. 13 Q. So you broadly pulled out there, going down through 14 2.9.1, a series of factors around secrecy, peer 15 pressure, a sense of identity, the notion of trauma 16 bond -- that's people I think bonded together through 17 a common shared experience. Those are the sort of 18 things that might lead to gang membership within the 19 secure estate; is that right? 20 A. Absolutely. I think, you know, it's a survival 21 approach. To survive some institutions, some 22 relationships, we do need to feel part of something 23 else, and I think, you know, children and young people 24 who experience those things are at really high risk of 25 being embedded into a gang approach, which is obviously</p> <p style="text-align: center;">Page 40</p>

1 **reflected in terms of the wider community. But, again,**
 2 **I think, within the concentrated arena for custodial**
 3 **institutions, all these pressures become much --**
 4 Q. Become heightened?
 5 **A. Heightened.**
 6 Q. I think what you are trying to say -- and the panel can
 7 read this part of the report -- is that all these things
 8 that would lead to someone becoming involved in gangs,
 9 if sexual abuse occurs, are perhaps barriers to it being
 10 disclosed, because if there is a secrecy element or peer
 11 pressure or a sense of identity as being part of
 12 the group, this is another risk factor, effectively, for
 13 sexual abuse not being uncovered?
 14 **A. Absolutely right, yes.**
 15 Q. You were asked at 2.10 whether you accept that violence
 16 and the threat of violence is endemic in youth custodial
 17 institutions. I'm not sure how much you can add to what
 18 the statistics tell us about that from your own
 19 knowledge. But you have quoted some figures there.
 20 But I think what you are asked is whether or not the
 21 increase or the level of violence in youth custody
 22 institutions increases the risk of sexual abuse, and
 23 perhaps you can help a bit more with that. What do you
 24 say about that?
 25 **A. I think my view would be that an experience -- a daily,**

Page 41

1 **lived experience based upon fear which may be replicated**
 2 **within an institution, which is also existing from**
 3 **outside that institution, for a child or young person is**
 4 **going to heighten their risk factors in terms of being**
 5 **isolated, being able to be selected by children and**
 6 **young people or some staff members in terms of sexual**
 7 **abuse risk issues. I think in terms of the very fact**
 8 **that children and young people rely on adults to spot**
 9 **those things and to build up that level of trust is**
 10 **another really big factor for me.**
 11 **Gang-related issues and drug-related issues are**
 12 **often interconnected, from my experience, as well. So**
 13 **it's not a clearly defined gap between those two things.**
 14 **They become very enmeshed, those two things as well.**
 15 **Again, I think, from my experience and my point of**
 16 **view, those known risk factors which are difficult**
 17 **enough to collect in the community, in terms of**
 18 **the actual statistics, are heightened within the**
 19 **custodial arena.**
 20 Q. Just finally a few more points from the Howe & Co
 21 questions. You were asked about different aspects of
 22 the diversity topic, if I may put it that way.
 23 **A. Yes.**
 24 Q. One was about whether you could add to anything from the
 25 REA about whether children with protected

Page 42

1 characteristics are overrepresented as victims of sexual
 2 abuse. I think -- I'm not sure you're able to give much
 3 more statistical information than the REA on that?
 4 **A. No.**
 5 Q. You did quote that the HMIP survey found no significant
 6 differences between white and black, minority ethnic
 7 rates of sexual abuse but there are limits, as we know,
 8 on that data?
 9 **A. Yes.**
 10 Q. As far as whether or not the diversity of staff might be
 11 an issue, again, we know that there is a divergence on
 12 the figures between BAME children in terms of statistics
 13 and the staff. Can you offer anything from your own
 14 experience about that?
 15 **A. I think in terms of a positive experience for a child**
 16 **from a black and ethnic minority background in terms of**
 17 **care, if their cultural needs aren't represented in**
 18 **terms of the makeup of the workforce, it is actually**
 19 **quite hard. I think there's a common factor which**
 20 **actually can link across those things.**
 21 **I think it is complex, in terms of children and**
 22 **young people from different minority communities in**
 23 **terms of the fact that some children I'm certainly aware**
 24 **of, and some families I have worked with, would prefer**
 25 **not to work with people from their own ethnic background**

Page 43

1 **due to the fact that the community may actually become**
 2 **aware of issues. So it is complicated in terms -- but**
 3 **for me, for a child who is isolated in terms of coming**
 4 **into a custodial institution, to at least have the**
 5 **perception or the experience of the reflection of**
 6 **the community actually made up in the institution is**
 7 **actually quite helpful. For some children that isn't**
 8 **the experience.**
 9 Q. I just have a few more questions based on the Howe & Co
 10 report, if I can call it that, and then I will take you
 11 to some of the other documents if I may. You were asked
 12 a practical question at 2.14, INQ001233_016, please,
 13 about how can recruitment in custodial institutions
 14 comply with best practice to identify and prevent the
 15 recruitment of potential child abusers. So what is the
 16 way in which recruitment can be done to comply with best
 17 practice in that area?
 18 **A. I think for me there is a fundamental issue in terms of**
 19 **the -- the issue that some of the workers working in**
 20 **institutions, the level of stress, the level of demand**
 21 **upon those workers isn't always reflected in the amount**
 22 **of pay they get. So I think in terms of the worth which**
 23 **is seen in terms of those roles -- it's very similar to**
 24 **workers I work with with children in children's homes,**
 25 **dealing with very complicated, relationship-based**

Page 44

<p>1 issues, very complicated tasks, trauma, abuse and 2 neglect, sometimes, in my experience anyway, those 3 workers are the least experienced people dealing with 4 those things. So it is a fundamental question about 5 what worth we actually place upon this job role, which 6 is a bigger question, I think.</p> <p>7 In terms of the process of interviewing the 8 procedures in terms of those things, people are 9 obviously open to DBS checks and reference checks, which 10 is entirely how it should be, but sometimes I think the 11 process of recruitment doesn't always get down to why 12 people actually want to work with children and young 13 people. It is fundamental things which I looked at. 14 I know the NSPCC have developed a toolkit which is 15 looking at what beliefs people have and how you can 16 actually understand people's beliefs and where they come 17 from in an interview process, which is not just about 18 the technical aspects of the job, it is about how you 19 are going to handle relationships. That's useful, 20 I think, in terms of embedding that into any recruitment 21 process.</p> <p>22 Q. Just practically, you have mentioned in the different 23 bold parts of this section, including section (c), there 24 are London Safeguarding Children Board procedures for 25 recruitment?</p> <p style="text-align: center;">Page 45</p>	<p>1 A. Absolutely. I think in -- I mean, the records I have 2 looked at don't really sort of say what level of 3 training, what training people actually had. So that 4 list of training areas, in terms of a generic list of 5 training areas --</p> <p>6 Q. Can we scroll in on 2.15.1, please. That's your answer 7 to that, isn't it?</p> <p>8 A. That, to me, is the basic outline of what people should 9 actually be looking at.</p> <p>10 Q. So those are the topics they should be trained in, in 11 order to work in this setting; is that right?</p> <p>12 A. That's my view. I think in terms of --</p> <p>13 Q. Let's just go through them because this is an area we 14 are going to come back to:</p> <p>15 "Child-centred communication and engagement 16 techniques; safeguarding practice within a secure 17 setting; the impact of trauma and abuse upon child 18 development and communication; whistleblowing policy and 19 practice; communication in conflict settings; 20 professional roles and responsibilities in regard to 21 responding to allegations of abuse; exercising care 22 within secure settings; and moving children into and on 23 from custodial settings. You I think say that 24 expectation around professional development and training 25 needs to be embedded within the role, which is perhaps</p> <p style="text-align: center;">Page 47</p>
<p>1 A. Yes.</p> <p>2 Q. You say, on a practical level, recruitment processes 3 should comply with those, as well as incorporating, 4 I think you describe, values-based interviewing 5 principles?</p> <p>6 A. That's right, yes.</p> <p>7 Q. You also talk about the idea of involving children in 8 the recruitment process appropriately. Your final 9 points, I think (d) and (e), are regular audits of 10 the recruitment process and ensuring that the culture of 11 safeguarding is embedded.</p> <p>12 Just to pull up another document while I'm dealing 13 with this topic, if I may, you have been helpfully 14 directing us to quite a lot of material by way of 15 background, and I think, if I am right, not only have we 16 got the London child protection procedures, but there is 17 also quite a lot of nuts-and-bolts guidance given online 18 by the London Safeguarding Children Board more generally 19 than recruitment, isn't there? So we can perhaps look 20 at those. But it is important to understand that there 21 is that resource available?</p> <p>22 A. There is, yes.</p> <p>23 Q. Then 2.15, please, INQ001233_017. You were asked about 24 improvements in training. Can you perhaps help us with 25 what you said about that?</p> <p style="text-align: center;">Page 46</p>	<p>1 part of sort of professionalising the role; is that 2 right?</p> <p>3 A. Absolutely, yes. The view I would have is, in terms of 4 an approach to those areas of training, before people 5 actually are confirmed in their job role, they should be 6 able to show evidence for those things.</p> <p>7 Q. Finally, on the next bullet point here, 2.15.3: 8 "Joint training events with a range of professionals 9 should be encouraged to enable a wider perspective in 10 relation to safeguarding." 11 So that is perhaps about those working directly with 12 custody being aware of what the other professionals 13 involved are doing?</p> <p>14 A. Absolutely right, yeah. My experience of Local 15 Safeguarding Board training is that it works very 16 effectively when you've got a multi-approach. So people 17 in health professional backgrounds -- foster carers, 18 residential workers, prison officers, police -- all 19 working together. Really, then, the nuts and bolts and 20 all the connections then start to be clear at that point 21 and people understand about the relationship between 22 those different professions.</p> <p>23 I think for me one of the fundamental aspects of 24 that really is about this idea that -- which is -- 25 I think, we will come on to later, I'm sure, and perhaps</p> <p style="text-align: center;">Page 48</p>

1 next week -- about the complaints approach, is that
 2 there is a risk, unless you do multi-agency training,
 3 that people can feel, "Well, I have done my form.
 4 That's my responsibility ended". Whereas in actual
 5 fact, we have all got a responsibility to see to the end
 6 point of that. That's one risk of having
 7 a non-multi-agency approach from a safeguarding point of
 8 view.

9 Q. I will take the final two topics before we have our
 10 break, please. 2.16. Help us with your views, please,
 11 on the importance of retention of staff? So that's
 12 perhaps avoiding a high turnover of staff?

13 A. I think it's inherently difficult, I think. I think in
 14 terms of the -- I mean, the culture, the environment,
 15 the atmosphere is equally going to have an impact upon
 16 staff and young people. So the stability of
 17 the workforce, my understanding is that it's quite
 18 a high rate of turnover and churn than that. The
 19 pressures of the role in terms of the custodial estate
 20 are high.

21 So I think in terms of having a different view in
 22 terms of what weight and what approach we take in terms
 23 of what the job role actually is, I would imagine that
 24 is a conflict between the care and control element of
 25 that job, so some people would be more interested in the

Page 49

1 caring aspect than the people who are interested in the
 2 control aspect. There's conflicts in the workforce
 3 around those sort of things, which you see quite a lot
 4 of.

5 For me, the support and supervision and the training
 6 and understanding about the progression people can make
 7 within those different aspects is key.

8 I think, for me, having clinical or long-arm
 9 supervision is an important aspect to safeguarding as
 10 well. Because, actually, somebody outside the
 11 institution who is supporting the staff, looking at
 12 relationship issues, looking at building those
 13 connections with children and young people, you can spot
 14 things which people within the culture may not actually
 15 spot.

16 So I think that also adds to a sense of the staff
 17 feeling that they're doing a helpful, positive job role,
 18 which most people actually want in their jobs, and this
 19 issue in terms of the conflict, managing conflict,
 20 managing the control element, and having safeguarding as
 21 the overarching banner is actually quite important to
 22 make sure that the workforce is as stable as possible.

23 I mean, at the end of the day, I think it is a very
 24 conflictual and conflicted workplace, so support in
 25 terms of progression and all those sorts of things needs

Page 50

1 to be embedded as well for the workers.

2 Q. Then my final topic, please, before our break. You were
 3 asked at 2.17 about independent external inspections,
 4 and we have heard a lot about the various ways in which
 5 custodial institutions are inspected. The question you
 6 were asked is, what conditions need to be fostered in
 7 order to allow or perhaps encourage children to make
 8 complaints to these inspectors?

9 A. I think for me the issue about having a presence is
 10 actually quite important, I think. The issue, from an
 11 inspection point of view, about inspectors coming at
 12 certain points and their being seen in terms of
 13 a certain sort of job role, having a regular visit to
 14 the institution by the same group of inspectors so
 15 children can actually see those inspectors coming in and
 16 having access to those inspectors, the inspectors are
 17 very clear about what their roles are, what their
 18 responsibilities are as well, can actually add to the
 19 sense of somebody else for the child to talk to.

20 I think the difficulty is that, you know, we need to
 21 make sure that inspectors represent the children and
 22 young people as well. Having access to children and
 23 young people is actually quite key. So let's think
 24 about what the role of the inspection actually is. If
 25 you hold at the heart of the institution that

Page 51

1 safeguarding is the heart of what we are doing here, the
 2 inspection then will be formed to look at how that
 3 actually -- a lived experience actually is based upon
 4 that. So inspection is not just about, have the correct
 5 forms been completed in the right timescales, it is
 6 about what the experience of children actually is in
 7 that institution.

8 MS HILL: That makes sense.

9 Chair, I see the time. That is perhaps a convenient
 10 moment to break, if that is appropriate?

11 THE CHAIR: Thank you, Ms Hill. We will return at 12 noon.
 12 (11.42 am)

13 (A short break)

14 (12.02 pm)

15 MS HILL: Thank you, chair.

16 Mr Wood, I would like to move on now to try to deal
 17 with some of the issues that flow from what happens
 18 after a disclosure of abuse has been made. We have
 19 asked a lot of questions about barriers to disclosure
 20 and things of that nature.

21 Can I ask you to go back, please, to 2.10 in your
 22 first report, INQ001652_009. Just to try to pull out
 23 some of the key themes there, you were asked -- this is
 24 part of your answer to a question of what should happen,
 25 if you like, as far as a response is concerned. You

Page 52

<p>1 have just pulled out some particular issues that apply 2 to a disclosure of sexual abuse in custody around, for 3 example, how a child can be given therapeutic support if 4 they're involved in a criminal trial or care 5 proceedings, how they can be given that kind of support 6 when they are not living in a settled placement? 7 A. Yes. 8 Q. The ability or willingness of people to engage in 9 relationship-based support work with children. Then you 10 talk about an inconsistency in regards to the what, 11 when, how and who regarding communication with the 12 child. Is that a sort of fair summary of the sort of 13 points you have tried to bring out here? 14 A. It is, yes. 15 Q. Then in terms of the more procedural aspects of best 16 practice, can I ask you, please, to turn up 17 INQ001652_003. You were asked: generally, what is the 18 best practice in responding to allegations of sexual 19 abuse? Your answers to this I think run throughout 20 question 6, that goes over several pages long, because 21 you were asked to consider certain different elements of 22 it. So it runs, I think, from 023 through to 030. But 23 you have used the London Safeguarding Children Board as 24 one benchmark for good practice? 25 A. Yes.</p> <p style="text-align: center;">Page 53</p>	<p>1 a concern is what? Help us with what that means? 2 A. A concern would be a practice issue. So the thing about 3 these things are that they are actually interconnected 4 and, unfortunately, it may be the case that a child 5 starts to talk about a practice issue which would lead 6 then to a complaint -- 7 Q. But a concern in this context would be what? 8 A. A concern may be about the way in which a member of 9 staff has spoken to a child. It may be about their 10 response to a child when they wanted some assistance. 11 So it is a practice issue, really, in terms of 12 fulfilling what their sort of job role is. 13 Q. The other definitions that you have used that are 14 interconnected are I think allegation and complaint? 15 A. Complaint, yes. 16 Q. So how do you differentiate between these things? 17 A. A complaint would be about a young person saying they 18 felt they had been unfairly spoken to or treated in 19 a different way, they had been refused access to some 20 aspect of -- like TV or -- something to do with an 21 actual complaint. 22 Q. How is that different to expressing a concern about 23 a member of staff? 24 A. A concern would be about a practice issue. So 25 a complaint -- a concern is about practice. A complaint</p> <p style="text-align: center;">Page 55</p>
<p>1 Q. You have also referred, I think, to the NSPCC guidance; 2 is that right? 3 A. That's right, yes. 4 Q. If you look at the bullets or the bold sections 5 beginning at 6.15, please, these are, I think, perhaps 6 key themes that you have pulled out from some of this 7 guidance: listen carefully to the child; let them know 8 they have done the right thing; tell them it is not 9 their fault; say you believe them; don't talk to the 10 alleged abuser; explain what you will do next; don't 11 delay reporting the abuse. There is a lot of detail 12 here, Mr Wood, but are those some of the key principles 13 that you would pull out from a good response? 14 A. They are, yes. 15 Q. The next section at 6.22 and onwards I think pulls out 16 particular themes where there's been an allegation made 17 by a child or young person against a member of staff. 18 What are the key themes that you try to bring out there? 19 A. I think it is useful to consider this issue of 20 the connection between the concern, the complaint and 21 a statement to say that somebody has actually harmed 22 them. Sometimes I think there are different pathways in 23 terms of each one of those things. 24 Q. Let's try and break that down. I know this is something 25 you come back to next week. Your definitions are</p> <p style="text-align: center;">Page 54</p>	<p>1 may be about practice, but then it moves on to the next 2 stage whereby the child is saying, "I want to make 3 a formal complaint about this". 4 Q. Okay. 5 A. So there would be a process to actually use that. So 6 concerns are sometimes most difficult to work with 7 because there's nothing concrete potentially to go with. 8 So a concern may lead to complaint, may lead to 9 a statement of harm being made as well. 10 Q. I think you say at 6.23 that allegation or disclosure 11 have their own meanings as well. This is all taken from 12 the LCPP guidance? 13 A. That's right. 14 Q. Allegation or disclosure is then, what? How is that 15 defined? 16 A. An allegation would be somebody saying that, "This 17 person has hurt me in a particular way", or, "I have 18 been treated in this particular way". So it is defined 19 in terms of significant harm. So an allegation would 20 be, "This child has touched me in an inappropriate way", 21 "This child has hit me in an inappropriate way", which 22 may also link into the other two aspects of complaints 23 and also a concern, where "allegation" is defined 24 really, I suppose, in terms of a suspicion or actual 25 experience of significant harm. Once an allegation or</p> <p style="text-align: center;">Page 56</p>

<p>1 a disclosure is made, then safeguarding procedures</p> <p>2 should sort of take place, actually, as a consequence of</p> <p>3 that as well.</p> <p>4 Q. You have talked about some practical things around</p> <p>5 having face-to-face meetings with colleagues to decide</p> <p>6 on the future strategy, if possible, that's best</p> <p>7 practice, but otherwise telephone or Skype can be used.</p> <p>8 You have obviously talked about decisions about whether</p> <p>9 the adult should be suspended from their employment.</p> <p>10 Timescales for completion need to take into account the</p> <p>11 need to be fair and balanced, but from the point of view</p> <p>12 of a child, a timescale of 4 to 12 weeks is likely to</p> <p>13 feel challenging?</p> <p>14 A. That's right, yes.</p> <p>15 Q. Support for a child within that process is essential.</p> <p>16 Then there are some concerns about the outcome if the</p> <p>17 child is deemed to be someone who has made a false</p> <p>18 allegation?</p> <p>19 A. That's right, yes.</p> <p>20 Q. It is essential that the child is, in those</p> <p>21 circumstances which may indicate that the child has in</p> <p>22 effect transferred earlier experiences of abuse, that</p> <p>23 they don't feel stigmatised, because they may -- is this</p> <p>24 what you are meaning by that -- be alleging sexual abuse</p> <p>25 but really what's happened is a refreshing of an earlier</p> <p style="text-align: center;">Page 57</p>	<p>1 your response here?</p> <p>2 A. Can that be brought up on the screen?</p> <p>3 Q. Sorry, INQ001652_028. You talk about following the good</p> <p>4 practice guide, given the likelihood of retraction.</p> <p>5 This is the answer to 6.32(a). I think you were asked</p> <p>6 whether or not they should be told anything about their</p> <p>7 allegation, and I think what you have said is -- I think</p> <p>8 the question that you are addressing here is whether</p> <p>9 children should be told that they are believed or will</p> <p>10 be believed. What do you say about that?</p> <p>11 A. I think in terms of the need to follow a fair, open and</p> <p>12 transparent approach to any allegation being made,</p> <p>13 I suppose the way I would respond would be to say that</p> <p>14 it is really important that you have informed me of</p> <p>15 that". I wouldn't say at that point "I believe</p> <p>16 everything you have told me". I think, for me, there is</p> <p>17 an issue in terms of the process needing to be looked</p> <p>18 at, I think.</p> <p>19 I think, for me, there is an issue, in terms of</p> <p>20 saying on point 3 there -- because I think there is</p> <p>21 a consequence potentially if the process is followed in</p> <p>22 the correct way and the allegation is investigated and</p> <p>23 then the outcome is it is not a proved allegation, or</p> <p>24 substantiated, or a false allegation, then that</p> <p>25 relationship, in terms of the child and the person they</p> <p style="text-align: center;">Page 59</p>
<p>1 traumatic memory?</p> <p>2 A. That's right, yes. I think the added complicated factor</p> <p>3 there is it's through the experience of being restrained</p> <p>4 as well. So those may trigger previous experiences of</p> <p>5 being in a harmful experience.</p> <p>6 Q. The key things that you drew out under the next</p> <p>7 underlined section, at 6.29, about where the allegation</p> <p>8 has been made by a child against another child or young</p> <p>9 person are to be mindful of the chronological or</p> <p>10 developmental age gap; is that right?</p> <p>11 A. That's right.</p> <p>12 Q. And the needs of the child making the disclosure, and</p> <p>13 the child who is the alleged perpetrator, need to be</p> <p>14 taken into account?</p> <p>15 A. That's right.</p> <p>16 Q. You were asked a series of questions -- I will perhaps</p> <p>17 read them and the panel can look at your answers in the</p> <p>18 report. You were asked what should and should not be</p> <p>19 said to the alleged victim. Again, you have referred to</p> <p>20 the good practice about how to respond:</p> <p>21 "An explicit statement of belief of the allegations</p> <p>22 is one that requires scrutiny in my opinion."</p> <p>23 Tell me what you mean by that?</p> <p>24 A. Could you just repeat that, sorry?</p> <p>25 Q. Can you help me with what you mean by paragraph 3 in</p> <p style="text-align: center;">Page 58</p>	<p>1 have spoken to, may be impacted by that.</p> <p>2 So I think it is a better approach to say, "It is</p> <p>3 really important that you have told me that. I am now</p> <p>4 going to go away and actually deal with that and I will</p> <p>5 keep you informed of that approach".</p> <p>6 Q. Then pulling together the threads of some of the other</p> <p>7 things that you have said here, how important is it that</p> <p>8 the person who speaks to the child is independent? You</p> <p>9 have said there is a need for the person who</p> <p>10 investigates these allegations to be totally independent</p> <p>11 of the agency or geographical area where the alleged</p> <p>12 perpetrator is employed?</p> <p>13 A. That's right, yes.</p> <p>14 Q. You have gone on to say under (c) that confidentiality</p> <p>15 is central to this process. Under (d), I think you have</p> <p>16 stressed what the LCPP, the London Child Protection</p> <p>17 Procedures, offer in terms of the responsibility of</p> <p>18 various agencies and the support that needs to be given</p> <p>19 to children. And the key headings, I think we will</p> <p>20 scroll in, please, on (d)3, because I think we will come</p> <p>21 back to these headings in the context of your work on</p> <p>22 the cases, so it is worth just pausing on these.</p> <p>23 This is taken from Working Together, I think.</p> <p>24 A. That's right, yes.</p> <p>25 Q. It says:</p> <p style="text-align: center;">Page 60</p>

<p>1 "Working Together is clear in its ambition ..."</p> <p>2 This is the new version, I think, of</p> <p>3 Working Together; is that right?</p> <p>4 A. Yes.</p> <p>5 Q. "... it points out that children and young people want</p> <p>6 the following from all practitioners, all of which can</p> <p>7 be related directly to the support given following</p> <p>8 a disclosure of sexual abuse: vigilance; understanding</p> <p>9 and action; stability; respect; information and</p> <p>10 engagement; explanation; support; advocacy; protection.</p> <p>11 "This provides a useful checklist in terms of</p> <p>12 agencies being able to evidence how they are supporting</p> <p>13 children and young people following a disclosure."</p> <p>14 A. That's right.</p> <p>15 Q. I think, as a broad framework, when you have come to</p> <p>16 look at the particular case studies, you have tried to</p> <p>17 apply these principles to see if they were present; is</p> <p>18 that right?</p> <p>19 A. That's right.</p> <p>20 Q. You have referred to the fact that the London Child</p> <p>21 Protection Procedures set out different outcomes,</p> <p>22 substantiated allegations, malicious, false,</p> <p>23 unsubstantiated or unfounded. What's the sort of theme</p> <p>24 that you have elicited or that you would like to stress</p> <p>25 to the panel under this heading?</p> <p style="text-align: center;">Page 61</p>	<p>1 investigation will look at all the evidence. That's my</p> <p>2 perception.</p> <p>3 Q. Then I think the final question on this topic, you were</p> <p>4 asked originally also some questions about training at</p> <p>5 section 7. If we just go over the page, please, to</p> <p>6 INQ001652_032. You have given another list, perhaps,</p> <p>7 here of the sort of topics that generally professionals</p> <p>8 working with children and young people would have</p> <p>9 knowledge of or training in?</p> <p>10 A. That's right, yes.</p> <p>11 Q. I would just like to go briefly to one part of your</p> <p>12 fourth report, please, before coming back to the</p> <p>13 conclusions you reach overall here. Paragraphs 1.1 to</p> <p>14 1.11 of your fourth report, INQ001752, you were asked to</p> <p>15 give an overview of the role of Social Services within</p> <p>16 the secure estate. This may be material that's very</p> <p>17 familiar to the panel, but, broadly, you have set out,</p> <p>18 I think, in here that -- I don't know if we can bring up</p> <p>19 the second substantive page of this document. You have</p> <p>20 set out here some key themes. Section 11 of</p> <p>21 the Children Act sets out the organisational</p> <p>22 responsibilities; Local Safeguarding Boards are in</p> <p>23 place, although I think we understand about their roles</p> <p>24 changing. The key principles here, I think, are really</p> <p>25 this, are they, that section 17 and section 47 are</p> <p style="text-align: center;">Page 63</p>
<p>1 A. I think it is important, I suppose, in terms of</p> <p>2 understanding the process, a child protection</p> <p>3 investigation process, may result in those things.</p> <p>4 I think for me the process itself sort of needs to be</p> <p>5 comprehended in terms of the child's experience of it</p> <p>6 all, really. So I think it is important that</p> <p>7 investigations are done in a fair and transparent way</p> <p>8 obviously for the member of staff and also for the young</p> <p>9 person as well is the overarching view. The way in</p> <p>10 which -- I thought it was interesting -- I know we will</p> <p>11 go into detail next week about it, but the number of</p> <p>12 unsubstantiated allegations was very high and the</p> <p>13 outcomes in terms of that -- it was hard to see how that</p> <p>14 was actually explained to the young child as well. So</p> <p>15 for me to be able to understand that -- to me, this also</p> <p>16 links into I think in terms of, for me, a child</p> <p>17 protection point of view, about what we mean by an</p> <p>18 internal view about what these allegations actually are.</p> <p>19 So it may be the position that institutions</p> <p>20 undertake their own sort of processes, which may or may</p> <p>21 not link in to the child protection processes as well.</p> <p>22 So there's an issue in terms of who is making the sort</p> <p>23 of judgment, at what point, whether it is substantiated</p> <p>24 or malicious or it's -- you know, it's unfounded as</p> <p>25 well. So for me, a proper child protection approach</p> <p style="text-align: center;">Page 62</p>	<p>1 potentially applicable, because we see quite a lot about</p> <p>2 section 47. So as far as a child in custody is</p> <p>3 concerned, what are those key elements of the role of</p> <p>4 Social Services?</p> <p>5 A. To me, I think, in terms of the responsibilities for all</p> <p>6 children and young people in that area, so whether the</p> <p>7 child is in custody or not, they are still entitled to</p> <p>8 the same level of protection as anybody else would</p> <p>9 experience. Obviously from a local social care point of</p> <p>10 view, they are responsible alongside the safeguarding</p> <p>11 board as it stands now to ensure that services are</p> <p>12 linked together and learning from those services is</p> <p>13 actually embedded as well.</p> <p>14 So in terms of making sure that the welfare of</p> <p>15 children and young people within that geographical area</p> <p>16 is actually maintained and looked at and learned from,</p> <p>17 that's the overarching responsibility there.</p> <p>18 I think --</p> <p>19 Q. I think you have made the point later in this part of</p> <p>20 your report, there is no doubt that those principles</p> <p>21 from the Children Act apply to children in custody.</p> <p>22 There is a High Court ruling to that effect?</p> <p>23 A. That's right, there is.</p> <p>24 Q. Help us with the nuts and bolts, please, of what</p> <p>25 section 17 and section 47 stand for?</p> <p style="text-align: center;">Page 64</p>

<p>1 A. Section 17 of the Children Act would be about a child 2 who is in need. So there is a duty on local authorities 3 to assess children in need. A child with a learning 4 difficulty, physical disability, is automatically 5 a child in need in terms of additional need. So there's 6 assessments around those things like need. 7 Section 47 of the Children Act is about a child in 8 need of protection. So there is a definition in terms 9 of what significant harm is. The job is to look at 10 whether a child has suffered or is likely to suffer 11 significant harm. So the local social care team would 12 be the lead people on that alongside the police if 13 a criminal investigation is deemed to be required at 14 that point as well. 15 Q. We can look in due course at the policies, but 16 section 47 is what's likely to trigger, is it, the child 17 protection plan, a child protection conference and 18 things of that nature? 19 A. That's right. 20 Q. There's a whole regime that goes underpinning it? 21 A. That's right. 22 Q. As far as social workers within the secure estate are 23 concerned, we will hear a little bit more about the LADO 24 next week. Can you help with what their role is, as far 25 as you understand it, within the custodial estate?</p> <p style="text-align: center;">Page 65</p>	<p>1 correctly, there is a LADO that has certain 2 responsibilities, but then there are also social workers 3 who work within the estate? 4 A. That's right. 5 Q. That group, help us with what they do. 6 A. That group would be there to ensure access to a worker 7 from a social care background, so children should have 8 access to those workers to make sure the safeguarding 9 procedures are embedded within the service, to link in 10 terms of any allegations being made against a member of 11 staff, so they have got a connection between the 12 safeguarding procedures from a professional point of 13 view -- 14 Q. Sorry, if you go up to 1.8, please, that's where you 15 summarise what this group do, I think, the social 16 workers? 17 A. That's right, yes. So it summarises there. There is an 18 issue -- I think in terms of provision of support and 19 also a different multi-agency perspective for members of 20 staff as well. So it is a point of -- a sort of 21 reference as well. 22 Q. Just briefly, before I leave this report, you were asked 23 to review certain material from The Howard League about 24 sex in prison. 25 A. Yes.</p> <p style="text-align: center;">Page 67</p>
<p>1 A. Yes, certainly. My understanding is that they are 2 brought in to ensure that children's needs were being 3 looked at and met and -- from an assessment point of 4 view and from a provision of service point of view. So 5 there was a need, I think, in terms of -- to make sure 6 that children in custody receive the same type of 7 support from an assessment perspective. 8 Q. Pausing there, if we go to 1.9, please, which is 9 internal page 3 of this document, and scroll in on the 10 bullet points there, I think you have set out here what 11 you understand the job of LADO is to cover; is that 12 right? 13 A. Yes. 14 Q. So these are the various things you understand that 15 they're responsible for doing? 16 A. Yes, that's the LADO, yes, which is different to the 17 work actually embedded within the home. 18 Q. One of the roles of the LADO, though, is around 19 progressing any allegation that's been made against 20 a member of staff; is that right? 21 A. That's right, yes. 22 Q. And if there is a concern about the safety of the member 23 of staff to work with children in future? 24 A. That's right, yes. 25 Q. Social workers, though, if I have understood it</p> <p style="text-align: center;">Page 66</p>	<p>1 Q. I'm just conscious of what your areas of expertise are. 2 The panel can of course read these. But with your 3 professional background, was there anything in 4 particular that you pulled out from those briefing notes 5 and reports? 6 A. I think in terms of the lack of support and -- from an 7 education point of view for children and young people in 8 terms of what healthy relationships are, there are 9 issues in terms of how you access children and young 10 people, in terms of knowing what the stats are, from 11 a statistical point of view. The issue at 2.3 I think 12 is really interesting in terms of that reflected other 13 things I had thought about and written down, that the 14 good staff/prisoner relationship is the most important 15 protective factor. Again, it goes to 16 a relationship-based practice approach, that the best 17 way to protect people from harm within a prison setting 18 is to have that good staff/prisoner relationship 19 embedded there. 20 There are issues -- it highlights issues in terms of 21 what consent is and the complex relationship in terms of 22 how prison staff would respond to young people having 23 a consensual relationship within that arena as well, and 24 what we mean by that and the complexities around that. 25 I think it also highlights the fact that children</p> <p style="text-align: center;">Page 68</p>

<p>1 from certain backgrounds are more likely to be at risk 2 of harm, so if children self-identify as being gay 3 within the custodial setting, my understanding is that 4 there is no official statistics which are collated in 5 terms of children's identity, sexual identity, within 6 the prison setting, so it is difficult to show what the 7 impact of that is. 8 So it is very helpful, in terms of looking at it 9 from The Howard League's perspective, in terms of purely 10 focusing upon those areas. 11 Q. I would like to do three more broad areas, please, with 12 this evidence for today's purposes, Mr Wood. Firstly, 13 can I ask you just to assist in adducing some documents, 14 and this may be material that's very familiar to the 15 panel already. But you have referred quite a bit to the 16 LCPP, the London Child Protection Procedures. Could 17 I pull up the index, please, at INQ001728_001. These 18 are the standard London Safeguarding Children Board 19 procedures? 20 A. That's right. 21 Q. Just to anchor this, I think it is right, is it, that 22 other safeguarding children's boards may have their own 23 procedures? 24 A. Their own procedures, yes. 25 Q. But you have used these because these are publicly</p> <p style="text-align: center;">Page 69</p>	<p>1 overarching one is perhaps the child-focused approach to 2 safeguarding, but there is then specific guidance on 3 roles and responsibilities, and perhaps for 4 completeness, please, I will bring that up, it's 5 INQ001502. There is within that document, which is 6 quite long, it is about 50-something pages, very clear 7 sections about, if you go to the front of it, you can 8 scroll down, just perhaps scroll down through the 9 contents page. You can see that it covers the 10 responsibilities of a whole range of different 11 professionals. If you carry on to the next page, you 12 will see at 3.17 it specifically covers the secure 13 estate. 14 If we then go to internal page 44, please, that sets 15 out, if we scroll in on 3.17, over three and a half 16 pages or so, particular guidance on the application of 17 these principles to YOIs, the secure training centres 18 and secure children's homes. 19 It gives fundamental guidance, if you scroll down 20 through it, about the duty to safeguard children, the 21 need for an annual review of the safeguarding policy, it 22 refers to Prison Service instruction 08/2012 which we 23 will come to. It stresses the duty to promote the 24 welfare of children, and the need for all governors, 25 directors and senior managers to have a duty to put in</p> <p style="text-align: center;">Page 71</p>
<p>1 available, they are well known? 2 A. They are, yes. 3 Q. Are they particularly well respected or thorough or why 4 have you chosen these ones? 5 A. I think because they cover such a large geographical 6 area as well. So all agencies in that geographical area 7 would be bound by these. I mean, most of the policies 8 and procedures from most Local Safeguarding Boards would 9 have these key areas. 10 Q. But we can see, I think, if you look on part A, that 11 those blue lines indicate guidance by those topics? 12 A. That's right. 13 Q. So there is then from each of those a separate area? 14 A. There is, yes. 15 Q. -- that deals with that particular topic. So we don't 16 need to pull them up independently, but they give clear 17 guidance about each of those different sections. 18 7, you will notice, deals with what happens when 19 allegations are made against staff or volunteers who 20 work with children, and so on. That's what's called the 21 core procedures. Then if you go to part B, please, 22 INQ001553, I think, if it were printed out, it would be 23 chapter 2 or part 2, it is part B, the more 24 nuts-and-bolts practice guidance. This sets out very 25 specific guidance around particular issues. The</p> <p style="text-align: center;">Page 70</p>	<p>1 place appropriate procedures. Then it drills down to 2 some further points of detail about young offenders' 3 institutions, and over the page, you will see at the top 4 of that page at 3.17.8: 5 "Governors of YOIs must ensure a multi-agency child 6 protection committee exists within the establishment, 7 bringing together the different heads of healthcare." 8 For example, the YOT, things like that. Secure 9 training centres, at the foot of that page, then have 10 specific provision. Then at the top of the following 11 page, a similar section involving secure children's 12 homes. 13 You would expect, would you, that similar provision 14 is made by other Local Safeguarding Children's Boards? 15 A. It is, yes. 16 Q. This is all fairly standard stuff? 17 A. It is, standard, yes. 18 Q. I don't want to dismiss it, but it is common practice? 19 A. Standard, yes. 20 Q. Taking this quite shortly, if I may, there is a separate 21 document, INQ001511, that deals with supervision. 22 That's the need in particular -- is this right? -- to 23 provide effective supervision to those involved in 24 day-to-day work with children? 25 A. That's right.</p> <p style="text-align: center;">Page 72</p>

<p>1 Q. For the reasons you have gone through. There is at 2 INQ001513 a whole section on safer recruitment; is that 3 right? 4 A. That's right. 5 Q. For the reasons you have gone through. Then just two 6 more, please. At INQ001515, there is a particular part 7 about safeguarding sexually active children? 8 A. That's right. 9 Q. Which may well apply to some of those in the custodial 10 estate? 11 A. Yes. 12 Q. Then finally, there are other ones about children in 13 gangs and so on, but at INQ001524, children living away 14 from home, and one of the groups dealt with in that 15 section, as well as, for example, children at boarding 16 school or children in hospital, is children in custody? 17 A. That's right. 18 Q. So if we go, please, to INQ001524_010, there is, again, 19 a whole section about the responsibilities to children 20 in custody? 21 A. That's right. 22 Q. The second thing I would like to do, please, to finish 23 your evidence, is just pull together the themes that you 24 drew out at the very end of your first report. I am 25 conscious that we have covered a lot of ground. Can</p> <p style="text-align: center;">Page 73</p>	<p>1 a child-centred approach and the principles clearly 2 outlined in Working Together and the documents we just 3 looked at: 4 "Independence in relation to the investigation of 5 child sexual abuse is [key] ..." 6 Number 5: 7 "Issues of 'trust' are [key] ..." 8 Number 6: 9 "It is helpful to understand retraction of child 10 sexual abuse disclosures in relation to the range of 11 possible pressures that may impact upon this phenomena." 12 It is not perhaps to be taken at face value is 13 I think what you mean by that? 14 A. That's right. 15 Q. "Children and young people need to be supported 16 regardless of the outcome or if the disclosure is 17 retracted. 18 "Practitioners need to participate in relevant 19 skills and practice-based training and reflexive 20 supervision in order to remain focused upon ensuring 21 that the needs of children and young people remain 22 central." 23 A. That's right. 24 Q. Those are the key themes you are trying to bring out 25 today?</p> <p style="text-align: center;">Page 75</p>
<p>1 I please bring up INQ001652_032. Then try to bring the 2 next page up alongside it, please, because we have your 3 summary, Mr Wood, of the key themes you are trying to 4 bring out in this phase of your evidence. They are 5 numbered I think from 1 to 8. Perhaps we can go through 6 those? 7 A. Absolutely, yes. 8 Q. Number 1 is: 9 "Children and young people with 10 emotional/behavioural difficulties that pre-existed any 11 experience of sexual abuse are at particular risk, given 12 that: 13 "They may be targeted by adults ...; 14 "Their internal working model of the world may [be 15 such that it makes] it less likely that they will 16 develop a trusting relationship ...; 17 "Externalising and internalising emotional and 18 behavioural responses may become the focus of 19 professionals' concern [with them]", meaning they become 20 more distanced from the likelihood of disclosure. 21 Number 2; is: 22 "Understanding and application of child development 23 frameworks can assist a range of professionals in 24 understanding the impact of sexual abuse ..." 25 Number 3, you talk about the need for</p> <p style="text-align: center;">Page 74</p>	<p>1 A. Yes. 2 Q. Finally -- forgive me. There may have been one document 3 I forgot to take you to. Just bear with me a minute. 4 While we are on the subject of training, there was one 5 further document, INQ001429, please. It is at the back 6 of our bundle. It is particular guidance on 7 safeguarding training, a guide to the responsibilities 8 of all organisations. It is a pretty thorough document; 9 is that right? 10 A. It is, yes. 11 Q. The final area I wanted to deal with today, please, if 12 I could ask you then to look at the proposals for reform 13 made by Howe & Co, INQ001751. I'm conscious that you 14 have your area of expertise and many of these are very 15 granular about custody, perhaps, but did you have an 16 opportunity to review them -- 17 A. I did, yes. 18 Q. -- and form a view on whether some struck you as very 19 sensible -- 20 A. I did, yes. 21 Q. -- or very not sensible, or very, very sensible? A view 22 you had on any of them -- 23 A. Would it be helpful to go through -- 24 Q. Perhaps pick out the ones you have had a chance to look 25 at that you think you would like to commend to the</p> <p style="text-align: center;">Page 76</p>

<p>1 panel?</p> <p>2 A. I looked at all of them, yes, I looked at all of</p> <p>3 the recommendations. I think in terms of the first one,</p> <p>4 in terms of the issue about statistics, it's essential</p> <p>5 that happens, I think, in terms of having the</p> <p>6 overarching responsibility for that.</p> <p>7 The second one, in terms of the child custodial</p> <p>8 approach, it can be really helpful to have that,</p> <p>9 I think, in terms of making sure we are steered and</p> <p>10 there's analysis taking place around that and designated</p> <p>11 responsibility across the whole issue.</p> <p>12 The third one, in terms of all staff, I think it is</p> <p>13 drawn out in terms of the procedures, in terms of</p> <p>14 training from the safeguarding procedures, that to me</p> <p>15 means all staff, including the senior staff, as well as</p> <p>16 the practitioners, so it's really important that all</p> <p>17 staff in institutions have specialist knowledge about</p> <p>18 their own areas of responsibility.</p> <p>19 The fourth one, in terms of the oath, that could be</p> <p>20 embedded in terms of the contractual arrangements,</p> <p>21 I think, and it should be embedded in the contractual</p> <p>22 arrangements.</p> <p>23 The fifth one and the sixth one, in terms of</p> <p>24 the control elements, my own personal perspective is</p> <p>25 that it is not appropriate at all to induce pain or</p> <p style="text-align: center;">Page 77</p>	<p>1 to reach and not just children who find it easy to deal</p> <p>2 with those sort of things.</p> <p>3 The twelfth one, in terms of the specialist groups,</p> <p>4 it's really important that, I think, and it is -- the</p> <p>5 statement there in terms of the black and minority</p> <p>6 ethnic groups is a correct statement from my perception,</p> <p>7 and that needs to be embedded in terms of the wider</p> <p>8 understanding around those things as well. So not just</p> <p>9 that one area, but a wider perspective as well.</p> <p>10 The thirteenth one, in terms of the gangs, I agree</p> <p>11 with completely.</p> <p>12 The fourteenth one, in terms of HM YOI, I agree that</p> <p>13 it's essential that a care plan approach is actually in</p> <p>14 place.</p> <p>15 Q. I think the proposal here is a proposal that care plans</p> <p>16 be included in national guidance on child protection in</p> <p>17 custody?</p> <p>18 A. That's right, yes. I think for me, in terms of</p> <p>19 understanding about the creation of those, setting key</p> <p>20 performance indicators linked to the care plan,</p> <p>21 reviewing those, it's really important to catch all that</p> <p>22 information as well.</p> <p>23 The prevalence of drugs in custodial institutions.</p> <p>24 We talked earlier just in terms of the fact that the</p> <p>25 evidence is around about self-esteem as being the most</p> <p style="text-align: center;">Page 79</p>
<p>1 a chemical control in any child or young person. That's</p> <p>2 my own personal opinion. So I would agree with those</p> <p>3 two points.</p> <p>4 The seventh one, which is the violence reduction</p> <p>5 coordinator, that links to me in terms of the key worker</p> <p>6 approach, and that would be something really helpful.</p> <p>7 The eighth one I agree with completely.</p> <p>8 The ninth one, in terms of the standardised form,</p> <p>9 I agree in terms of what I've seen in terms of</p> <p>10 documents, in terms of how important it's going to be to</p> <p>11 have a standardised approach, but also flexible enough</p> <p>12 to meet the needs of children and young people.</p> <p>13 The tenth one, in terms of the young people, in</p> <p>14 terms of enabling peer-to-peer contact, there are</p> <p>15 complexities around that in terms of training and</p> <p>16 support for that, but a pilot scheme should be</p> <p>17 developed, I think, in terms of that.</p> <p>18 The User Voice issue, that is also a very important</p> <p>19 one. I think, however, it does need to be as</p> <p>20 representative as possible. My experience of</p> <p>21 peer-to-peer involvement and peer-led involvement is</p> <p>22 that sometimes it's the children and young people who</p> <p>23 have the confidence who get involved in that and the</p> <p>24 ones who have no confidence don't get involved in it.</p> <p>25 So it's important to represent those ones who are hard</p> <p style="text-align: center;">Page 78</p>	<p>1 effective way to reduce drug use, so it's important</p> <p>2 people know the facts, but actually it's a wider issue</p> <p>3 than that. It is much more linked into self-esteem.</p> <p>4 Specialist mental health training, absolutely agree.</p> <p>5 I think it is important there to complete training in</p> <p>6 terms of the connection between mental health</p> <p>7 difficulties and previous experience of trauma and harm.</p> <p>8 The review of mental health services, I think that's</p> <p>9 important. I agree with that completely.</p> <p>10 The sex and relationship education element, I think</p> <p>11 that's something where peer input would actually be</p> <p>12 embedded in that. Children tend to listen more to</p> <p>13 children and young people their own age and their</p> <p>14 experiences, so that would be useful as well.</p> <p>15 The wearing of body-worn cameras, I think it's clear</p> <p>16 from reviewing the material that would be really helpful</p> <p>17 in terms of protecting staff and also protecting</p> <p>18 children and young people.</p> <p>19 The 20th one, in terms of the private provision, my</p> <p>20 view I suppose on that is it's more important to think</p> <p>21 about engagement, protection and outcomes in terms of --</p> <p>22 it doesn't really matter what the sort of mode of --</p> <p>23 Q. Who is providing it, it is the quality of the provision?</p> <p>24 A. Exactly. It is the quality of the provision.</p> <p>25 The last point in terms of the training point,</p> <p style="text-align: center;">Page 80</p>

<p>1 I agree completely. I think requiring specialist input 2 in terms of the key areas around trauma and abuse will 3 be important as well. 4 There is nothing I don't think is fine. I agree 5 with all of it. 6 MS HILL: Thank you very much, Mr Wood. Those are all the 7 questions I have for today. Chair and panel? Do you 8 have any questions? You will be hearing lots more from 9 him next week. 10 THE CHAIR: No, thank you. That was very comprehensive. 11 Thank you very much. 12 MS HILL: Thank you very much, Mr Wood. 13 (The witness withdrew) 14 MS HILL: Chair, for the remainder of the morning session my 15 learned friend Ms Faure Walker will read the evidence of 16 Phillip Noyes which I think will fit well with the 17 topics you have just been hearing about. Then, 18 depending on the time, we may or may not get to some of 19 the IMB evidence. 20 Statement of MR PHILLIP NOYES (read) 21 MS FAURE WALKER: Thank you. Chair, this is the witness 22 statement of Phillip Noyes, reference NSP00025. It's at 23 your bundle-file 3, tab 8A. It is a statement dated 24 17 October 2016. I will be reading most of it, some 25 parts I will be summarising. It is Phillip Noyes of the</p> <p style="text-align: center;">Page 81</p>	<p>1 over, at its request, Childline, the widely respected 2 and heavily used helpline for children in danger or 3 distress." 4 Going on: 5 "With the exception of a Childline helpline for 6 young people in custody, which I refer to below, the 7 NSPCC has not provided services for children in custody 8 and so our direct experience is limited. However, the 9 NSPCC does have considerable experience and expertise in 10 working with children and young people who have been 11 sexually abused, working with their parents and in 12 recent years some experience of working with sex 13 offenders, and in particular with children and young 14 people with harmful sexual behaviour. All of this work 15 has informed the questions that we answer here." 16 Paragraph 6 is in response to the inquiry's 17 question 3, which concerned whether there are warning 18 signs involving the background of a potential victim. 19 Chair, you have the relevant letter at tab B of your 20 bundle in case you need to refer to it. But the 21 response is this: 22 "Any child can be affected by sexual abuse but 23 research and our experience suggest that there are 24 a number of factors which may increase a child's risk of 25 sexual abuse."</p> <p style="text-align: center;">Page 83</p>
<p>1 National Society for the Prevention of Cruelty to 2 Children. He says: 3 "I am the NSPCC's chief adviser on child protection 4 reporting to the chief executive officer and have been 5 in this role since 2014." 6 He goes on to state his qualifications and 7 experience and involvement in this area generally, 8 including being a former chair of the Children's Rights 9 Alliance for England and a member of the Home Office 10 National Working Group on Sexual Violence against 11 Children and Vulnerable People from 2013 to 2016. 12 At paragraph 3: 13 "I am making this statement on behalf of the NSPCC 14 in response to the request made by the inquiry." 15 He then sets out details in relation to that. 16 In paragraph 4 he gives some background in relation 17 to the NSPCC, its establishment in 1884 and some of 18 the services that it provides. But if I could just deal 19 with the parts about helplines, just over halfway down 20 that paragraph: 21 "In 1989, the NSPCC set up a national helpline for 22 adults concerned about the abuse of children. This 23 helpline has become widely used as part of police 24 investigations, for example, Operation Yewtree, that 25 followed the Savile exposure. In 2006, the NSPCC took</p> <p style="text-align: center;">Page 82</p>	<p>1 Perhaps if I could ask the evidence handler to bring 2 up the statement NSP000025_002 at this point, please. 3 And if the next page could also be brought up because 4 the bullet points go over the page. The points are: 5 "A history of previous sexual or other forms of 6 abuse and neglect; 7 "Having a disability; 8 "Having a disrupted home life; 9 "Social isolation." 10 Then over the page: 11 "Gender ... research suggests that girls are more 12 likely to experience contact sexual abuse than boys. 13 "Age." 14 Paragraph 7: 15 "Children who are experiencing sexual abuse may: 16 "Avoid being alone with specific individuals; 17 "Seem frightened of a person or reluctant to 18 socialise with them; 19 "Show sexual behaviour that's inappropriate for 20 their age ..." 21 Some examples are given: 22 "Have physical symptoms such as anal or vaginal 23 soreness", et cetera: 24 "Exhibit self-harming behaviour." 25 Paragraph 8:</p> <p style="text-align: center;">Page 84</p>

<p>1 "A high number of incidents of sexual abuse may go 2 unreported, undetected, unprosecuted and untreated. 3 This is particularly likely to happen when child neglect 4 or other concerns are the primary reason for referral. 5 Young or disabled children may not be able to tell 6 someone what's happening, or may not understand that 7 they're being abused." 8 May I now go to paragraph 10. This is in response 9 to the inquiry's question 4, which is whether there are 10 warning signs involving the current behaviour of 11 a potential abuser which indicate he or she poses a risk 12 of sexually abusing children. The answer is: 13 "In the experience of the NSPCC and the consensus 14 from the research literature is that child sexual 15 abusers are a diverse group of individuals. Sexual 16 abuse is committed by men, women, teenagers and other 17 children. There is no one 'type' of person." 18 That is elaborated on in the rest of that paragraph, 19 and the point is made. Paragraph 11: 20 "There is considerable variation in how abusers 21 select and groom children, in their sexual and other 22 related behaviours and how they avoid detection. They 23 will also use a variety of grooming strategies to gain 24 the trust of and undermine other adults such as carers, 25 professionals and other members of the community.</p> <p style="text-align: center;">Page 85</p>	<p>1 "Using age and developmentally appropriate words and 2 communication styles. 3 "Giving children a safe space to talk ... 4 "Giving children time to tell ... 5 "Giving children a sense of control over the process 6 of disclosure, both in terms of their anonymity ... and 7 confidentiality. 8 "Taking prompt action to protect children. 9 "Giving children better information about 10 boundaries, their rights to protection and safety, 11 healthy relationships and where and how to seek help." 12 Then over the page, more points: 13 "Children, particularly teenagers, may disclose to 14 their peers. Young people need to know how to respond 15 and what to do if a friend tells them about abuse." 16 Chair, you will hear a little bit more about the 17 research behind that in due course: 18 "Investigating police officers and other 19 professionals such as teachers, social workers and 20 health practitioners should be trained to recognise the 21 ongoing impact of sexual abuse and how their words and 22 presentation could affect this. 23 "Police should also be prepared to listen to the 24 emotional impact of the abuse rather than focusing 25 solely on the facts of an allegation.</p> <p style="text-align: center;">Page 87</p>
<p>1 Research found that some children who experienced sexual 2 abuse reported that interactions escalated to involve 3 a sexual element very soon after an initial contact, 4 rather than following a more protracted grooming 5 process." 6 Could I now take you to paragraph 19 of 7 the statement, please, on page 8. This is in response 8 to question 7. The question was whether improvements 9 can be made to enable abuse to be disclosed, whether by 10 children or others. The witness was asked to consider 11 particular examples in that context. The answer is: 12 "The NSPCC considers that there are a number of ways 13 that professionals and nonprofessionals can make it 14 easier." 15 Can I ask that this is brought up, page 8 of 16 the statement, please, going on to page 9: 17 "These include: 18 "Being aware of, recognising and responding 19 appropriately to emotional distress, behavioural changes 20 and other signs and symptoms of abuse. Sometimes 21 children do not talk about experiences of abuse because 22 no-one ever asks them what's wrong. 23 "Asking sensitive questions, encouraging an open 24 conversation and reassuring them they will not get into 25 trouble.</p> <p style="text-align: center;">Page 86</p>	<p>1 "Delaying disclosure and making partial or gradual 2 disclosures is common, yet this can hinder successful 3 legal investigations and prosecutions. The legal 4 profession needs to build a knowledge base of 5 the complexities involved ... 6 "Children and young people need information from the 7 police and legal professionals about the legal process, 8 the possible consequences of disclosure and ongoing 9 developments in legal proceedings." 10 Thank you: 11 "We recognise that in order to help children (and 12 indeed adults) disclose sexual abuse sooner, cultural 13 change in organisations is needed. This involves 14 committed leadership and governance; clear 15 accountability; appropriate workforce development and 16 training; and sensitive processes. If asked to 17 summarise these in a word, the word would be kindness. 18 It would be the kindness that we would wish for our 19 children and loved ones." 20 Chair, could I now take you to paragraph 25, which 21 deals with the evidence provided by the NSPCC in 22 relation to prevalence: 23 "... in 2012, Childline set up a service with nine 24 young offenders' institutions ..." 25 Pausing there, as you know, chair, there are now</p> <p style="text-align: center;">Page 88</p>

<p>1 fewer than that, there are now only five: 2 "... which gave detainees access to a phone allowing 3 them to contact ChildLine directly for emotional 4 support. The line was set up in conjunction with the 5 Ministry of Justice and worked to a protocol agreed with 6 the MoJ. The YOIs were self-selected. The protocol 7 ended in March 2016. 8 "Unlike other Childline records, these records were 9 given a specific dropdown which enabled them to be 10 searched for and accessed. The inquiry has asked about 11 the accessibility of relevant records. We can confirm 12 that they are accessible." 13 If I can summarise paragraphs 27 and 28, the 14 ChildLine service has records of incidents where sexual 15 abuse has been disclosed, and the figures are set out 16 there, but, chair, you will bear in mind that this is 17 the statement as of 17 October 2016. It has since been 18 updated. All of the relevant data that falls within the 19 parameters of the inquiry's questions in this regard is 20 factored into the prevalence analysis. The updated 21 position I can relay is there are over 60 incidents of 22 sexual abuse falling within the parameters that we asked 23 about that have been provided to us, evidence of which 24 has been provided to us by the NSPCC. 25 Those are the extracts I was going to read from that</p> <p style="text-align: center;">Page 89</p>	<p>1 The next part I would like to go to, please, is in 2 the second column, again, it is about a third of the way 3 down that column, starting "While young people made 4 initial disclosures", please. This touches upon some of 5 the themes you have heard about this morning and the 6 evidence indeed of Ms Hibbert yesterday when she spoke 7 about children being placed far away from friends and 8 family and who a child would want to talk to about 9 abuse. What it says here is: 10 "While young people made initial disclosures to 11 a range of people, three-quarters were to informal 12 recipients of disclosure, most often their mothers and 13 friends. For most young people, their friends provided 14 emotional, practical and moral support and noticed 15 worrying changes in behaviour. For some young people, 16 their experience of telling friends was negative ..." 17 There is further detail about that. Then a little 18 bit further down, please, towards the end of that 19 paragraph, "One quarter of initial disclosures to formal 20 recipients were most often made to teachers. No social 21 workers received initial disclosures, even though some 22 families were at that time involved with 23 Children's Services." 24 Thank you. Could we go to page 7, please, of 25 the same document, the top of the page, the first</p> <p style="text-align: center;">Page 91</p>
<p>1 statement. Chair, I would invite you to adduce the 2 entirety of the statement. 3 The next document is INQ001489. Chair, it is at 4 your tab C. Again, I invite you to adduce this in its 5 entirety. I am going to read certain parts of it. This 6 is the document, and perhaps the first page of it -- 7 thank you very much -- "No-one noticed, no-one heard: 8 A study of disclosures of childhood abuse". It is 9 research based on conversations with 60 young men and 10 women aged 18 to 24 who told the researchers about their 11 accounts and their experiences of abuse, and disclosures 12 of it. The executive summary is at pages 6 to 7, if 13 that could be brought up, please. Chair, you will no 14 doubt consider the entirety of this in your own time, 15 but just to home in on certain aspects of it. In the 16 first column, the first paragraph, in approximately the 17 middle of that paragraph, it refers to: 18 "80 per cent -- 48 of the 60 young people we spoke 19 to -- attempted to disclose the abuse before they were 20 18 years old. Some of these disclosures led to 21 protective action and some did not. Research has 22 suggested that sexual abuse is unlikely to be 23 disclosed -- and yet 38 of the 44 young people ... who 24 suffered from sexual abuse did disclose during 25 childhood ..."</p> <p style="text-align: center;">Page 90</p>	<p>1 column: 2 "An important finding was that some young people did 3 not feel that they could disclose their abuse at the 4 time but they would have liked someone to notice and ask 5 them. A number of the young people had contact with 6 professionals (particularly Police and Social Services) 7 and believe that professionals should have asked more 8 questions to uncover the nature of their depression and 9 self-harming behaviours which stemmed directly from the 10 abuse they were experiencing." 11 Then could we go to the section below that under the 12 heading "What promoted disclosures?". Thank you. The 13 third sentence: 14 "It is a very powerful motivator for young people to 15 disclose if an adult takes notice of their struggles and 16 asks them. Some young people described how others asked 17 a direct question, whereas other young people said their 18 disclosures were promoted over time through building 19 trust ...", and so forth. 20 Top of the next column of that page, please: 21 "How professionals communicated with the young 22 people was key to the experience being viewed as either 23 positive and helpful or negative and unhelpful." 24 Further detail is given on the same page. 25 Further down, the third paragraph in that column,</p> <p style="text-align: center;">Page 92</p>

<p>1 starting "Disclosures that resulted", please. Thank 2 you: 3 "Disclosures that resulted in a positive experience 4 for young people accounted for only 10 per cent and had 5 three key features: 6 "The young person felt believed; 7 "Some action was taken to protect the young person, 8 such as a report to another professional; 9 "The young person received some kind of emotional 10 support to help them through the process. 11 "Young people want someone to notice when things are 12 not right, someone to ask when they have concerns and 13 someone to hear them when they do disclose." 14 The next document, which is at your tab D, 15 INQ001490. Again, I invite you to adduce this in full. 16 This is the NSPCC response to the Secure College Rules 17 and, chair, as you will know, the Secure College 18 Institution wasn't in the end commissioned, but what may 19 be of note in this document is some of the information 20 that the NSPCC provided in this consultation response. 21 Pages 2 and 3, please. The third paragraph and the 22 bullet points that fall below it and then going on to 23 the next page: 24 "Between April 2012 and March 2013, 5,200 young 25 people detained in young offender institutions (YOIs)</p> <p style="text-align: center;">Page 93</p>	<p>1 "We consider that there are no circumstances that 2 warrant the use of pain or distraction techniques on 3 children. Furthermore, while restraint may be used in 4 custodial settings for the purpose of safety, it must 5 not be used as a form of behaviour management. Many 6 children in custody have experienced violence or abuse 7 prior to entering detention. Being restrained can not 8 only make these previous experiences more vivid, it can 9 also encourage the child in question to react violently 10 in response." 11 The next document, and I am not going to read any 12 part of this, but just again ask that it is adduced, is 13 INQ001149. It is the NSPCC document "People should be 14 helped to feel safe: Child protection and safeguarding 15 in young offender institutions, secure training centres 16 and secure children's homes". It is guidance to improve 17 the effectiveness of Local Safeguarding Children's 18 Boards in safeguarding and promoting the welfare of 19 children in custody. The focus of the NSPCC's attention 20 is children who have been placed in custody following 21 arrest or conviction for criminal offences, 22 dated November 2014. Thank you, chair. I see the time. 23 THE CHAIR: Thank you, Ms Faure Walker. We will now take 24 our lunchbreak and return at 2.00 pm. 25 (1.00 pm)</p> <p style="text-align: center;">Page 95</p>
<p>1 contacted Childline, an anonymous counselling service 2 for children." 3 Chair, you have already heard a little about that: 4 "Of these contacts, major themes included suicidal 5 feelings, experience of bullying and anger management 6 issues, as illustrated by the following examples ..." 7 Chair, you will see the examples that are given. 8 The third bullet point down, for example: 9 "I don't feel safe outside my cell. I'm getting 10 threatened, shouted at me all the time and getting 11 ganged up on. I have self-harmed and feel depressed and 12 unsafe. 13 "I am getting bullied by these guys in my ward." 14 And further examples of feeling bullied below that. 15 Thank you. The next part I am going to read out is at 16 page 5, please, if we could go to that. It is under the 17 heading "Use of force and restraint": 18 "The NSPCC accepts that it is sometimes necessary to 19 use appropriate physical restraint on children in 20 custody. However, we consider that physical restraint 21 of children should only ever be used as a measure of 22 last resort and for the transparent, narrowly defined 23 purposes set by regulations. Restraint should only be 24 permissible where necessary to prevent significant 25 physical injury to the child or another person.</p> <p style="text-align: center;">Page 94</p>	<p>1 (The short adjournment) 2 (2.00 pm) 3 MS HILL: Thank you, chair. I call, please, 4 Carolyne Willow. 5 MS CAROLYNE WILLOW (affirmed) 6 Examination by MS HILL 7 MS HILL: Thank you very much, Ms Willow. You are 8 Carolyne Willow; is that right? 9 A. Yes. 10 Q. We have a bit of information about your professional 11 background, but can I just perhaps summarise it in this 12 way: you are the founder/director of Article 39 -- 13 A. Yes. 14 Q. -- which fights for the rights of children living in 15 institutions in England. Perhaps help the panel and the 16 public with why it is called Article 39? 17 A. Article 39 is the part of the United Nations Convention 18 on the Rights of the Child which entitles children who 19 have had their rights violated, who have been abused, 20 neglected or mistreated in some other way, to recover in 21 environments that promote their self-respect, health and 22 dignity. 23 Q. By way of your broader background, without wanting to 24 embarrass you, is this right, that your career has 25 focused around issues to do with children for a very</p> <p style="text-align: center;">Page 96</p>

<p>1 long time. You have been a qualified social worker, 2 I think, but more recently have been involved in more 3 campaigning-type work. Is that a fair summary? 4 A. I'm still a qualified social worker, a registered social 5 worker for 30 years. My whole career has been about 6 children and children's rights and child protection. 7 Q. For around 12 years, from 2000 until 2012, you were the 8 national coordinator for the Children's Rights Alliance 9 for England; is that right? 10 A. That's right. 11 Q. That organisation was focused on seeking the full 12 implementation within England of the United Nations 13 Convention on the Rights of the Child? 14 A. That's correct. 15 Q. You have been involved in lobbying for amendments to the 16 Children Act; is that right? 17 A. Yes. 18 Q. Is there anything else in particular, apart from, of 19 course, the research that you have done for your book, 20 from your background that you feel I should bring out 21 for the panel? 22 A. I entered children's rights specialist posts because of 23 the widespread revelations of abuse in residential care 24 in the late '80s and '90s, so that's what got me into 25 dedicated posts with "children's rights" in the title,</p> <p style="text-align: center;">Page 97</p>	<p>1 Q. Just for completeness, can I bring up paragraph 10 of 2 your statement, please, INQ001073_003. There is a list 3 at section 10 of that document and on to the next page, 4 please. These are publications, I think, Ms Willow, 5 that you have contributed to or written that relate to 6 children's rights in residential care or in other 7 institutional settings; is that right? 8 A. Yes. Most I've written, yes. 9 Q. Written or edited, forgive me. 10 A. Yes. 11 Q. We can see they go back to 1996. I think the most 12 recent publication is your book "Children behind bars". 13 Although we will come to look at some of your more 14 recent briefing work? 15 A. Yes. 16 Q. Thank you, you can take that down. 17 Help me, then, with the key themes that you have 18 pulled out from your early career about the sort of 19 settings or cultures in which children can be sexually 20 abused? I think you deal with this at paragraphs 11 and 21 onwards of your witness statement. So the sort of 22 themes that you have identified as being the places or 23 settings in which abuse tends to occur? 24 A. Where there is a culture of violence, of subjugation of 25 the child's integrity and individuality, where</p> <p style="text-align: center;">Page 99</p>
<p>1 and that background, in my formative years of my early 2 career, is what makes me so driven to expose the abuse 3 of children in prison. 4 Q. I think you say in your witness statement at 5 paragraphs 6 and 7 that two key influences for you, 6 I think, have been reports which have concluded, 7 firstly, by Sir William Utting and, secondly, by 8 Lord Ramsbotham, that prison is no place for a child, 9 and that is I think your firm view. Is that a fair 10 summary? 11 A. Absolutely. 12 Q. You have quoted there, as I say, reference to 13 Sir William Utting's report. He was the patron of 14 Article 39, as you say. His report from 1997, "People 15 like us", and then Lord Ramsbotham, the Chief Inspector 16 of Prisons, as he then was, a report of the same year. 17 So that has been a driving influence, is that right, in 18 the work that you have done? 19 A. Yes. Sir William Utting is still a patron of 20 Article 39. And the review of safeguards of children 21 living away from home that he undertook, which was the 22 first generic review of safeguards, for all children in 23 all types of institutional and alternative care, was set 24 up in the aftermath in the '80s and '90s of 25 the widespread revelations of abuse.</p> <p style="text-align: center;">Page 98</p>	<p>1 children's reputations before they even enter into the 2 institution have been tarnished, and that's really 3 significant in two parts. One, because it tells the 4 child that they are different from other children and 5 are less worthy of protection and support than other 6 children; but it also tells the adults that are around 7 those children, including the adults who work in the 8 institution, that these children are not the same as 9 other children, and that practices, treatment and 10 mistreatment that would not be tolerated for other 11 children can be tolerated for this group of children. 12 Q. For this group. 13 A. Actually, that was one of the formative messages from 14 the '80s and the '90s, was that you do not banish 15 children away from families and communities, literally 16 banish them, send them off to huge institutions many 17 miles from home, with reputations in tatters. You don't 18 categorise them as another -- a different type of child 19 and sever links that are there for other children in the 20 community to protect them. But, really, reputation -- 21 the reputation and status and dignity of the child is 22 absolutely critical to whether or not the child 23 themselves believes they are worthy of protection and 24 those that are immediately around them that should be 25 looking after them and respecting them and treating them</p> <p style="text-align: center;">Page 100</p>

<p>1 well believe they are worthy of the same kind of 2 protection that other children are entitled to. 3 Q. I think for those children who are in custody, if we can 4 pull up, please, paragraph 16 of your statement, it's 5 1073_005. Paragraphs 16 and 17 perhaps pull together 6 these themes about the elements of the custodial culture 7 that I think you're alluding to. 8 You talk at 16 and 17 about penal practices, the 9 sort of things that we have heard about -- 10 strip searching; pain-inducing restraint; solitary 11 confinement; the structural neglect of hunger; lack of 12 fresh air, education and healthcare: 13 "[These] are the antithesis of what children need to 14 feel safe and cared for. The ordinary conditions and 15 treatment within [custody] and the very act of excluding 16 children from wider society, powerfully communicates 17 that they are unworthy of love, respect and protection. 18 A child who feels his or her integrity has been 19 irredeemably damaged through being cast as a criminal is 20 unlikely to expect adults to listen to, believe and 21 respond to [concerns about abuse] ..." 22 You talk about the power imbalance between children 23 and staff, the closed and hierarchical nature of 24 the institutions, narrow representations of masculinity 25 within boys' prisons, especially the prison privileges</p> <p style="text-align: center;">Page 101</p>	<p>1 then what children who have been mistreated, abused, 2 neglected or suffered great trauma need on top of those 3 ordinary needs. 4 Q. You conclude this section, I think, by saying that 5 34 children have died in prison since 1990, many of them 6 taking their own lives after telling their parents and 7 others of their deep distress and pleading to be moved 8 somewhere else. You say that that testifies to the 9 unsuitability of custodial institutions: 10 "There is no other institutional environment where 11 this level of misery and fear among children would be 12 tolerated." 13 A. Absolutely. There is a part -- the end chapter of my 14 book, I bring together the kind of final bit of 15 the stories of the 34 children that have died in 16 custody, and them pleading, them telling their families, 17 "This is the worst place in the world", or "Please let 18 me move to a children's home", is a recurring theme, and 19 I cannot think -- this is since 1990, since when we 20 signed up to the UN Convention on the Rights of 21 the Child, so this is modern, this is new ways of 22 thinking and respecting and treating and protecting 23 children, and I cannot think -- I do not know of any 24 other institution in our society where a child could be 25 sat in a visiting room with a parent, where they are not</p> <p style="text-align: center;">Page 103</p>
<p>1 scheme that rewards children who are subservient and 2 compliant, and that children whose behaviour is erratic, 3 challenging and troubled, which may be seen as a sign of 4 trauma or abuse, are punished in ways unimaginable in 5 other settings. Is that pretty much a fair summary of 6 what you have said? 7 A. Absolutely. And if we were to go back four or five 8 decades, and indeed probably for other investigations 9 that the inquiry itself is conducting, that paragraph 10 would stand for residential care of previous decades, 11 and it stood for institutions that I was visiting or 12 hearing about when I was a child protection social 13 worker. 14 Q. But they stand today for custodial institutions I think 15 is what you are saying? 16 A. Absolutely. Absolutely. So two things there. Firstly, 17 we are already, as a society, meant to have learnt about 18 what can happen when children are in utterly unsafe 19 environments, and we did learn with children's homes and 20 large residential care; and, secondly, we do know what 21 children ordinarily need. We have one of the most 22 advanced -- arguably the most advanced -- child 23 protection and welfare system for children in the world. 24 We do know, and we have decades of knowledge and 25 intelligence as to what children ordinarily need and</p> <p style="text-align: center;">Page 102</p>	<p>1 allowed to touch the parent, they are not allowed to hug 2 their parent, crying their eyes out and saying, "This is 3 the worst place in the world. Please get me out of 4 here", and of course the children that I document did go 5 on to die as a prisoner in a prison cell on their own in 6 a prison. 7 Q. Can I move on now to some of the statistical information 8 that you have provided, and trying to summarise it in 9 this way. Is this right, that part of the research that 10 you have done in order to write your book, and I think 11 generally, was to look at the survey material provided 12 by the HM Inspectors' surveys and that you have 13 replicated them in your witness statement. I think you 14 may know that the inquiry has also done some work on 15 prevalence. Perhaps rather than looking at the figures, 16 the point I will draw out is that at paragraph 20 of 17 your witness statement, which is where you say that your 18 concern is I think not just about the prevalence that 19 these statistics indicate, but that you don't understand 20 that there has been any response to these figures, and 21 you say at paragraph 20 of your witness statement: 22 "At a local level, it would be my expectation that 23 any child reporting sexual abuse via the prison surveys 24 would automatically become the subject of a child 25 protection inquiry under section 47 of the Children Act.</p> <p style="text-align: center;">Page 104</p>

<p>1 I am not confident this always happens in practice 2 because, based on my reading of successive inspection 3 reports", you have seen inspectors repeatedly 4 highlighting the failure of institutions to refer 5 safeguarding concerns to local authorities. Is that 6 what you have said? 7 A. Yes, that's absolutely correct. 8 Q. I think your understanding is that HMIP refers any 9 concerns it has to the prison rather than directly to 10 the local authority; is that right? 11 A. Yes, and that information came from the 12 Prisons Inspectorate itself to me through an FOI 13 response. 14 Q. You have also made the point that your research has 15 identified that in a low proportion of referrals -- so 16 that's those cases that are referred to the local 17 authority -- around 24 per cent result in a section 47 18 inquiry. Is that right? 19 A. Yes. 20 Q. I think the broad point you're trying to make -- is this 21 right -- is that there's insufficient involvement of 22 Social Services with these children? 23 A. Absolutely. It's only at the point at which a child 24 protection allegation is subject to a section 47 inquiry 25 that there is a legal duty to see the child and hear</p> <p style="text-align: center;">Page 105</p>	<p>1 allegations based on the data that I was able to 2 collect, because the majority of local authorities were 3 not able to provide, or did not provide, the detailed 4 information -- detailed but basic child protection 5 information -- that I sought. 6 Q. I think, broadly, you also set out in your witness 7 statement that you tried to get information from local 8 authorities or from the Prisons Inspectorate or from, as 9 it then was, NOMS about the numbers of sexual abuse 10 allegations in custody. For a range of reasons, it was 11 very hard to get hold of that data and, if you did get 12 hold of that data, it was very hard to understand 13 whether, where there was a list of assaults, any of them 14 were sexual assaults, for example. So there were 15 hindrances to the ability to understand the prevalence 16 issue that you came up against? 17 A. Which is absolutely remarkable. Prisons are places 18 where people who have been convicted of sexual crimes 19 against children are held. These are not institutions 20 that don't know that children are raped and sexually 21 assaulted, because that's where the adults who do that 22 to children go. So it is absolutely astonishing that 23 NOMS -- and I'm not confident that it's still not the 24 situation today -- record sexual abuse under the heading 25 of "Inappropriate relationship with a prisoner". It's</p> <p style="text-align: center;">Page 107</p>
<p>1 from the child, and that is the bit of the law that you 2 referred to at the very beginning that I drafted the 3 amendment to the '89 Children Act in order to get that 4 into law, and that came into law in 2005. 5 So if only 24 per cent of allegations that go 6 from -- so in terms of hurdles, these are allegations 7 that actually get from the prison to the Local Authority 8 Designated Officer, so even before you get to that set 9 of statistics, you have to question how many didn't get 10 out of the institution. 11 So even of those referrals to the local authority, 12 only 24 per cent -- and you will have seen from my 13 witness statement that the statutory guidance is very 14 clear that it's a high threshold for allegations to go 15 to the Local Authority Designated Officer. These are 16 serious concerns that a member of staff has harmed 17 a child, committed a crime or they're not safe to work 18 with children. So that's quite a threshold. That's not 19 just having a bit of a concern or a bit of a suspicion. 20 This is referring an allegation. 21 So once the allegations are passed to the local 22 authority, the data that I collected shows that only 23 24 per cent of those are subject to the statutory child 24 protection system. And then from there, 33 per cent are 25 found to be substantiated. So you have 76 per cent of</p> <p style="text-align: center;">Page 106</p>	<p>1 the same heading for child prisoners and adult 2 prisoners. 3 Q. Just if I can pull up, please, section 29 and thereafter 4 of your witness statement. You deal there with the 5 outcome of the research you had carried out, I think, 6 into staff who had been disciplined or sacked as 7 a result of child abuse. Perhaps pull up paragraph 30, 8 please. You asked for information from NOMS about the 9 number of members of staff who had been disciplined or 10 dismissed and you were told, I think, 62 members of 11 staff were disciplined -- this is the period 2009 12 to December 2013, so it is a four-year period. Six were 13 disciplined for an inappropriate relationship with 14 a prisoner or ex-prisoner. They all worked in juvenile 15 YOIs or units within women's prisons where girls were 16 detained. The response also stated that NOMS had 17 removed any cases that had been withdrawn, auto-closed 18 as "no outcome received" or "employee resigned". 19 I think you took from that, then, that the six were 20 those who had actually been disciplined for that? 21 A. And my questions were very clearly about sexual assault 22 of a child by a prison officer working with them. 23 Q. You have also asked, if we can scroll down, please, to 24 33, over the next page, please, the Disclosure and 25 Barring Service for information about those working in</p> <p style="text-align: center;">Page 108</p>

<p>1 juvenile public or privately run prisons, the number of 2 individuals referred to the DBS because they were 3 thought to have harmed a child or children or present 4 a risk of harm or because they'd received a caution, and 5 you asked for those figures from HMPPS, NOMS, G4S and 6 Serco. I think you got 59 referrals over the five 7 years. Is that right? 8 A. That's right. 9 Q. Then the breakdown you were able to distil: 10 "DBS was able to tell me there were 24 instances 11 where the primary case number related to children over 12 the five-year period." 13 That shows the breakdown you got. I think you try 14 to pull those conclusions together at 35; is that right? 15 A. That's correct. 16 Q. That children consistently report sexual abuse in penal 17 institutions. Prison staff have been sacked, 18 disciplined and imprisoned in recent years for sexually 19 abusing children. Much of the data is in plain sight to 20 agencies most closely connected to and responsible for 21 penal institutions. You say there is a conspicuous 22 absence of public acknowledgement from agencies that 23 this abuse is occurring, coupled with a failure by 24 policy to address the risk in prison. Is that right? 25 A. Correct.</p> <p style="text-align: center;">Page 109</p>	<p>1 unregulated activity that you would have in other 2 settings. 3 And so I think this epitomises the -- well, I know 4 professionally, I know that sexual abuse of children 5 happens everywhere, so my starting point was that it 6 lacked credibility to believe that there's a particular 7 institution that is immune from people who would hurt 8 children and assault them sexually. But this 9 particularly crystallises. 10 Also, that he had had such a long career in the 11 Prison Service, and going back to my early career as 12 a child protection social worker, whenever we had 13 referrals of a child being abused in a group setting, or 14 even within families, you would be proactively taking 15 steps to check that other children are safe and to find 16 out which other environments the individual that had 17 violated the child had been in, where there had been 18 children, and I am absolutely not confident that that 19 has happened, or does happen, within the Prison Service. 20 Q. That related to Warren Hill YOI; is that right? 21 A. It did, yes. 22 Q. You have also set out some information in your statement 23 about issues to do with the women's prison at Downview. 24 You were trying to establish the extent to which girls 25 had been sexually abused there. One individual was</p> <p style="text-align: center;">Page 111</p>
<p>1 Q. You have provided some information in your witness 2 statement and in your book about various male prison 3 officers convicted of sexual offences against children 4 between 2002 and 2013. You in particular talk about 5 William John Payne in 2010. So perhaps tell us a little 6 bit about that, please, because that is within the 7 timeframe that we are looking at? 8 A. The reason I wanted to draw particular attention to him 9 was because prosecuting counsel said he was able to 10 abuse the boy at every opportunity. 11 Q. Sorry, forgive me. I'm quite rightly reminded the Act 12 in question may have fallen slightly earlier than our 13 time frame, but, forgive me, the conviction was within 14 our timeframe, so carry on. 15 A. The reason that was significant was because prosecuting 16 counsel said that the officer was able to sexually abuse 17 the child at every opportunity whilst the child was 18 incarcerated. 19 When I was conducting research for my book and 20 beforehand, talking to various people who were around in 21 the children's sector -- parliamentarians, policy 22 makers -- what struck me was that there was often 23 a naive assumption that sexual abuse couldn't happen in 24 prisons because there's so much scrutiny and because 25 officers are not often alone or don't have the</p> <p style="text-align: center;">Page 110</p>	<p>1 jailed in July 2011 for five years for misconduct in 2 a public office between 2006 and 2010, after coercing 3 a young female prisoner to engage in sexual acts with 4 him. You established, I think, that there was a concern 5 about other officers. Eventually, you were told that 6 four officers working at Downview had been suspended, 7 dismissed or convicted between January 2009 and 8 October 2013 as a result of sexually inappropriate 9 behaviour with women prisoners or a young offender. 10 Do you know when that sexual abuse was alleged to 11 have taken place, how historic it was relative to those 12 acts of suspension or not? Do you have a sense of when 13 roughly it had taken place? 14 A. I believe it was roughly within the preceding five 15 years. When they refer to a "young offender", that 16 means a girl. 17 Q. You have been asked some general questions about the 18 warning signs that indicate somebody may be being 19 abused. I'll just adduce that briefly, if we look at 20 paragraph 39 of your witness statement. These are 21 warning signs in a child's behaviour that you have been 22 asked to comment on that may indicate they're being 23 sexually abused or at risk of it. If we can just bring 24 that up, please, paragraph 39. It is 012. Thank you. 25 The panel can read there, there's a range of things that</p> <p style="text-align: center;">Page 112</p>

<p>1 you have set out there. 2 You say at the end of that page: 3 "One of most upsetting aspects of child imprisonment 4 for me is the knowledge that any of the above behaviour 5 could be met with harsh punishment, including long 6 periods in solitary confinement, even if it is 7 a behavioural sign that indicates an underlying abuse 8 situation." 9 Is that right? 10 A. Mmm. All this behaviour indicates deep distress and 11 anxiety and agitation and fear in children. Yes. 12 I mean, I use the word "could", but it does. That is 13 the environment which children are in. 14 Q. I think you made a point earlier in your statement that 15 I should have adduced before, that at a more fundamental 16 level you say that because we know that a large 17 proportion of children who are detained in custody have 18 previously suffered abuse and have been in care and had 19 difficult backgrounds before they come into custody, you 20 make the point that it therefore appears that the Youth 21 Custody Service is responsible for the care of 22 a significant proportion of teenagers who are already 23 categorised as having suffered significant harm, which 24 is perhaps the context in which this should be 25 considered. Is that fair?</p> <p style="text-align: center;">Page 113</p>	<p>1 asked about the barriers to children disclosing sexual 2 abuse. I will take this relatively briefly. You have 3 talked about the general difficulties that children have 4 in disclosing sexual abuse, and then you have referred 5 at 44 and onwards to these particular factors that 6 perhaps apply in custody. So you have referred to the 7 statistics about children feeling unsafe. You say: 8 "One obvious child protection question is whether 9 there is any process in place for considering moving 10 children who tell inspectors they feel unsafe. If 11 protective action is not taken after children report 12 feeling unsafe at the moment, what is the purpose of 13 asking them this question?" 14 You go on to say: 15 "My extensive research into child imprisonment shows 16 me that children can be in the most desperate 17 situations, suffering from profound mental illness 18 and/or anguish, terrified of violence, plagued by 19 bullying and exhibiting numerous behavioural signs of 20 distress and still they are kept in the same dire 21 conditions. I know, from many years of research around 22 the abusive use of physical restraint, that it is very 23 uncommon for staff in prisons to break rank and support 24 a child's version of events when he or she reports 25 abuse."</p> <p style="text-align: center;">Page 115</p>
<p>1 A. Yes, absolutely. This is probably the single biggest 2 type of institution in which teenagers, teenage boys, go 3 who we know who have been officially categorised as 4 children who have been seriously abused and maltreated. 5 The other thing to say with that is that that of 6 course gives you an insight into – all children who get 7 sent down are terrified. All of their parents, all of 8 the people that care for those children, are terrified. 9 All of us here would be terrified if our children were 10 to be sent down. 11 Children who have been raped or sexually assaulted 12 in other ways, if you can measure terror, are even more 13 terrified. If you pore over the annual surveys, 14 published surveys, by the Prisons Inspectorate, which 15 tells you in very good detail of children's experiences, 16 you will see that the children who most fear and most 17 feel unsafe – that's not to deny that they don't – you 18 know, all children feel unsafe. But it's children who 19 have been in care, it's disabled children. So it's 20 children that have already had serious violations who 21 are then being put into the most unsafe environment – 22 the most unsafe type of institution we have in our 23 country. 24 Q. Just the last part, please, of your first witness 25 statement, 013, please, internal page 13. You were</p> <p style="text-align: center;">Page 114</p>	<p>1 I think you go on to say that if children see they 2 are being taken seriously, that may give them the 3 confidence to talk to a trusted adult about abuse, but 4 if they have little or no expectation of protection, 5 then they won't. Is that a broad summary? 6 A. Absolutely. Again, prisons are the only institution in 7 which parents are not allowed to see where their child 8 sleeps, unless their child has died in custody, in which 9 case they are allowed into the cell to collect their 10 belongings. 11 So even children at their absolute most dire need, 12 where they are being kept and monitored 24 hours in 13 a gated cell, that is a cell that the door is a gate so 14 a member of staff can sit there and just watch them the 15 whole time. They could be in what is euphemistically 16 called "protective" or "safe" clothing and have nothing 17 in their cell, but still the love and the compassion and 18 the care and the kindness that a parent or a carer or 19 a social worker may be able to give them is denied to 20 them. Still they are on their own. So they are 21 completely and utterly physically isolated, which in 22 turn makes them psychologically isolated. 23 Q. I would like to ask you some questions, please, about 24 your second witness statement. INQ001765, please. You 25 set out some further details, I think, in your second</p> <p style="text-align: center;">Page 116</p>

<p>1 witness statement about the difficulty you had in 2 obtaining statistics and information from local 3 authorities. I think you also referred to the NSPCC 4 research -- let me pull up the right page for that. 5 That's the research at paragraph 2 of your statement, 6 which reported that in 2011 to 2012 the rate of abuse 7 allegations in residential care was 15.41 out of every 8 100 children in residential care. The confirmed abuse 9 rate was found to be 3.34 out of every 100 children. So 10 about 20 per cent of allegations resulted in confirmed 11 abuse. What did you draw from that, as far as the 12 custody setting is concerned? 13 A. Well, the NSPCC did not disaggregate, so that was the 14 motivation for Article 39, to ask the local authorities 15 for disaggregated data for the different settings. 16 Q. Because of your request then I think -- is this 17 right? -- you found out that you -- many local 18 authorities were not able to give you clear data and 19 also many used outcome headings, which you have 20 described as being in guidance drafted for schools and 21 colleges, that you don't consider, I think, are 22 appropriate. So they were described as "substantiated", 23 "malicious", "false" and "unsubstantiated"; is that 24 right? 25 A. That's correct. There is no dedicated statutory</p> <p style="text-align: center;">Page 117</p>	<p>1 should be referred directly to children's social care 2 rather than to the LADOs? 3 A. Yes, to the child protection team. 4 Q. Just help the panel understand that recommendation or 5 proposal? 6 A. Just to go back to the number of allegations, the total 7 number of allegations was higher in children's homes and 8 secure children's homes, but of course there's more 9 institutions. So if you look at the actual number of 10 institutions per the allegations, custodial institutions 11 were way above any of the other category of institutions 12 in terms of -- 13 Q. I think you -- 14 A. -- allegations. 15 Q. -- had, overall, four institutions over three years 16 generated 241 abuse/neglect allegations; is that right? 17 A. That's right, yes. 18 Q. Then help us, please, with your proposal in relation to 19 direct referrals from the custodial institution to 20 children's social care, not to the Local Authority 21 Designated Officers? 22 A. So the Local Authority Designated Officers deal with all 23 questions, concerns, allegations relating to children 24 who come into contact with sports coaches, play groups, 25 schools, colleges, right up to prisons. So the whole</p> <p style="text-align: center;">Page 119</p>
<p>1 guidance for local authorities on how to respond to 2 allegations from institutional settings. 3 Working Together, which is the statutory guidance for 4 responding to abuse allegations generally, is written 5 essentially for investigations and caring and looking 6 after children who have been abused in families, within 7 the family home. 8 Q. I think you say, just briefly, at paragraph 6 of your 9 second statement that, to the extent that you were able 10 to get information from local authorities in this 11 disaggregated way, so by setting, you say that the 12 highest number of referrals came from children's homes, 13 including secure children's homes, but the 14 second-highest category was child prisons; is that 15 right? 16 A. Yes. 17 Q. I think you have gone on to say in this part of your 18 evidence that there is an obvious danger in adults 19 seeing their role determining the truth of an allegation 20 rather than exploring about what a child is trying to 21 talk about or ask for help about, and for that, and 22 a range of other reasons, you think that local 23 authorities need to be more proactive and energetic in 24 responding to these allegations. I think you believe -- 25 is this right -- all institutional abuse allegations</p> <p style="text-align: center;">Page 118</p>	<p>1 range of environments. 2 The vast majority of children who the LADOs will be 3 advising settings on go home to their families at night 4 or are not in institutional settings. 5 So the risk for the -- and it has been borne out by 6 the data collection that I did -- the risk for 7 institutional settings allegations going to LADOs is 8 that they get lost and also that the LADOs are applying 9 the guidance that relates to schools and colleges, where 10 children, on the whole, are living with families and 11 parents who are loving and caring and looking after 12 them, and they have ways, the children, of seeking help 13 elsewhere. 14 For children in institutional settings, that is 15 wholly different, especially when you move to look at 16 institutions that are more closed, where the child, 17 because of the nature of the institution where they are 18 actually locked up, they can't leave, or the nature and 19 circumstances of the child. So, for example, disabled 20 children in institutions who cannot rely on the 21 institution to get help and to alert others to danger. 22 Q. You make the point that there is no requirement for 23 LADOs to be registered social workers or to have 24 professional child protection training or experience, 25 and that's one of the reasons why you think there should</p> <p style="text-align: center;">Page 120</p>

<p>1 be a referral directly to Children's Services; is that 2 right?</p> <p>3 A. Yes. The last three or four revisions of 4 Working Together, including the most recent, which 5 I think came out last week, has repeatedly said all new 6 LADOs should be qualified social workers. So they have 7 never actually said, "From this point in time, they 8 should be qualified social workers". So there is no 9 requirement because post holders presently, and it also 10 says that if they move from other local authorities into 11 a different authority as a LADO, that new requirement 12 doesn't apply to them.</p> <p>13 Q. If I can just take you back to paragraph 47 of your 14 first statement, because I'm trying to pull out here the 15 sort of recommendations or proposals you're perhaps 16 making, paragraph 47 is INQ001073_014. You are of 17 the view, I think, that it is child protection 18 professionals who should carry out the investigation 19 into allegations, and if we look, please, in 47, that's 20 one of a series of recommendations you are making here. 21 Article 39 has as a key objective, perhaps broader 22 objective, pressing for dedicated statutory guidance on 23 responding to institutional child abuse allegations; 24 secondly, or perhaps as part of that, there is 25 a proposal that child protection professionals</p> <p style="text-align: center;">Page 121</p>	<p>1 You explain the FOI requests and so on that you made. 2 There is a series of findings along the lines we have 3 been talking about, about the number of areas that were 4 providing information to you. 5 I think where you reach your observations is 6 internal page 10, section 8. You distil it into some 7 key recommendations that I would like to go through. 8 Recommendation 1. That the Department for 9 Education, as the government lead on child protection 10 and safeguarding, and inspectorate bodies, consider the 11 routine publication of data on abuse allegations and 12 outcomes relating to all children's institutional 13 settings. 14 Recommendation 2, on the next page, I think this 15 reflects what we have already talked about, that there 16 be developed by the Department for Education distinct 17 guidance for local authorities on responding to 18 institutional abuse allegations, bringing together the 19 known barriers which can prevent children in 20 institutions from being heard and being believed and 21 advice on creating a safe and fair and inclusive 22 process, which would cover a range of issues about, is 23 it right that local authorities don't have the power to 24 remove children from custody; for example, should 25 independent advocates be automatically informed what</p> <p style="text-align: center;">Page 123</p>
<p>1 investigate the allegations independent of 2 the institution; third, that children will receive 3 high-quality support from independent advocates and 4 appropriate protective action taken, including 5 potentially moving them to a safer setting. Is that 6 a sort of summary of some of the proposals you are 7 making?</p> <p>8 A. Yes, absolutely. The referrals to LADOs can be 9 concluded and recorded -- the outcome recorded as false 10 or unsubstantiated without the child ever being seen. 11 The child protection system we have in place for 12 families should equally -- there shouldn't be 13 a second-tier child protection system for children in 14 institutional settings. They should be given the same 15 level of attention, of support and skilled interviewing 16 and work with them by people who know how to listen, how 17 to be with children, how to pick up signs from children, 18 how to work with children over time, to help them feel 19 safe enough to talk about what's happening to them.</p> <p>20 Q. Can I take you now, please, to your very 21 recent November 2017 briefing paper by Article 39. It 22 is INQ001412. It is headed "Abuse in children's 23 institutional settings: how much is known?". I think 24 you have built on some of the statistical analysis that 25 you have got. You set out some background in the paper.</p> <p style="text-align: center;">Page 122</p>	<p>1 kind of support should a child living in an institution 2 be offered? Some kind of statutory guidance across the 3 institutions generally, but would obviously apply to 4 custody. Is that right?</p> <p>5 A. Absolutely, it would be general but it would look at the 6 particular barriers that present themselves for 7 different types of institutions or backgrounds or 8 characteristics of children. So all of the knowledge we 9 have gained collectively over the last 50 years, but, 10 say, 30 in particular, there's a huge -- as this 11 inquiry -- as everybody else would know, there is a huge 12 amount of knowledge and intelligence about keeping 13 children safe in institutions and what helps children to 14 get the help to which they are entitled, and that should 15 be distilled in that guidance.</p> <p>16 Q. Your third recommendation over the page, please, is that 17 the Department for Education commission qualitative 18 research into children's experiences of the child 19 protection system when they are living in institutional 20 settings. The role of independent advocacy ensuring 21 children are heard and taken seriously should be part of 22 this research. Because I think you think there is a gap 23 there. Is that right?</p> <p>24 A. Yes. If I may, I will just go back to one of my very 25 earlier roles in my career, when I was a children's</p> <p style="text-align: center;">Page 124</p>

<p>1 rights officer. These were posts that were set up from 2 the late '80s onwards in response to the widespread 3 revelations of abuse in children's homes, and it was our 4 job to make sure that children would never again stand 5 alone and be silenced and be pushed over by the 6 organisations and stepped over, and I'm not being 7 alarmist in the use of the words that I'm choosing. 8 One of the parts of my role was, whenever a child 9 alleged abuse in foster care or residential care, that 10 I was automatically notified – not the detail, because 11 of their right to privacy, but I was told and then 12 I proactively went to see the child to remind them that 13 I was their children's rights officer and I was there to 14 help them get the protection to which they were 15 entitled, and I attended meetings of professionals and 16 also fora that the child was present, in order to make 17 sure that the child was visible in all settings, whether 18 they were truly there or being discussed. That's 19 a really key safeguard. I have to say, having moved 20 into that role from being a child protection social 21 worker, that was a huge learning for me. As a child 22 protection social worker, I was respected, I was seen as 23 somebody who was very skilled, very experienced at 24 hearing from children, at helping children to speak, to 25 get help, very child focused.</p> <p style="text-align: center;">Page 125</p>	<p>1 they should be in secure children's homes, which are 2 welfare based and about meeting their needs and 3 protecting them and helping them to change their 4 behaviour. So that's my starting point. 5 Q. You make the point at 21 of your second statement that 6 where detention is genuinely a last resort as required 7 by article 37(b) of the UN Convention on the Rights of 8 the Child, if anywhere, you believe children should be 9 in secure children's homes, if anywhere? 10 A. Absolutely. 11 Q. If that isn't the case, what is the view would you would 12 like to offer on the Howe & Co proposals? 13 A. The child custodial safeguarding authority, I think 14 that's worth exploring but not just for custody. It's 15 worth exploring whether in policy terms there is a gap 16 of a body that has oversight of the safety and 17 protection of children in institutional settings. 18 The oath I think also is very interesting and it 19 could be part of thinking about whether the duty of 20 candour which exists in health settings, including 21 institutions, mental health inpatient units and 22 hospitals, whether something similar, merging the two, 23 the oath and the duty of candour, something could be 24 formulated for all children's settings. 25 Obviously I fully endorse that pain-inducing</p> <p style="text-align: center;">Page 127</p>
<p>1 When I moved into being a children's rights officer, 2 other professionals treated me with great – children 3 responded much, much more positively to my new title, 4 but other professionals were suspicious, hostile, they 5 tried to close down spaces where I could advocate for 6 children who were alleging abuse in residential or 7 foster care, and that was a huge learning about the 8 power of organisations and institutions and 9 professionals coming together and losing sight of what 10 it is we're all there for. 11 Q. Then finally on the subject of reform, can I bring up, 12 please, INQ001751, which is the list of proposals 13 provided by Howe & Co that I believe you have had 14 a chance to consider, Ms Willow. Can you give us your 15 views on any of the reforms that you'd like to comment 16 on? 17 A. They are very good, and I can go through some of them. 18 But I just want to preface that by saying I absolutely 19 don't believe that custodial institutions can be 20 reformed. 21 Q. At all? 22 A. At all. At all. I believe, and I'm not alone in this, 23 and it's supported by international law and human rights 24 standards, that children who absolutely cannot live 25 safely, for them or others, within the community, that</p> <p style="text-align: center;">Page 126</p>	<p>1 restraint and the chemical use of restraint, when not in 2 a health setting and not part of dignified healthcare, 3 should be prohibited. 4 Violence reduction coordinator. I'm thinking of 5 a different setting, so not within prisons, because 6 I don't think they can be reformed, and that's many, 7 many years of researching and being close to the area. 8 That proposal would work in secure children's homes and 9 in other settings that children are. 10 The emphasis on good quality training is of course 11 fundamentally important. 12 Q. Pausing there, if I may, for the sake of completeness, 13 can I adduce INQ001747_025, which is page 71 of your 14 book, where you deal with training issues, and you make 15 the point that working with children in close proximity, 16 in particular these very vulnerable children, is 17 a highly skilled and demanding job. You make the point 18 that social workers train for three years in order to do 19 that job? 20 A. I mean, I trained for four years, but I think it's three 21 now. 22 Q. Child psychiatrists train for a minimum of 13 years, you 23 say. Carry on, please? 24 A. Yes, and I believe it's still the case that in penal 25 settings the only mandatory training is on the</p> <p style="text-align: center;">Page 128</p>

<p>1 minimising and managing physical restraint. That is the 2 only absolute training they have to do and there are no 3 qualifications required on entry. 4 Q. We are certainly trying to explore those issues, but 5 thank you. Carry on with the Howe & Co proposals, 6 please. 7 A. So the complaints form. That has been an ongoing issue 8 that children -- it is an adult system that has been 9 tweaked a bit for children. But, actually, if children 10 are in a safe, a much safer, environment and they have 11 designated key workers, they have people looking after 12 them that are really skilled, they have families and 13 parents and outside contacts having regular contact and 14 time within the setting, you're not going to be 15 overreliant on a child having to find a bit of paper and 16 write down that they're being hurt. That really 17 should -- I support the recommendation, but it should be 18 part of a much wider cultural transformation in how we 19 look after children who are presently in custody. 20 Q. Just pausing there, Ms Willow, I should have adduced 21 from you the remaining sections of your second witness 22 statement, so it is 1765 through to 1766 -- I won't 23 bring it up -- because you have given a view, have you 24 not, that there is no doubt in your mind that generally 25 children are better protected in secure children's homes</p> <p style="text-align: center;">Page 129</p>	<p>1 culture at Medway to enable staff to feel that they 2 could act as they did towards children and how they 3 proposed to address this. You explain at paragraph 17 4 of your statement that the MoJ refused that request. We 5 can perhaps just bring that up, INQ001765_005, that 6 information related to the actual improvement plan 7 provided by the secure training centre and G4S is exempt 8 from disclosure under section 43(2) because it would 9 prejudice the commercial interests of the department who 10 holds it. That's paragraph 17. 11 We'll perhaps come back to that next week. 12 A. When -- 13 Q. Sorry, perhaps you can go back to what you were trying 14 to say on the Howe & Co document? 15 A. Just to say when Panorama had an undercover reporter in 16 Winterbourne View, the home for disabled adults, very 17 quickly there was a serious case review and very quickly 18 the institution was closed. The Panorama programme on 19 the Medway Secure Training Centre was broadcast 20 in January 2016. It's still open. There's been no 21 published serious case review. That is just one of many 22 documents that I would be expecting to be in the public 23 domain, and it shouldn't be only children's rights 24 campaigners like me that are pursuing such documents. 25 We have 152 local authorities with Directors of</p> <p style="text-align: center;">Page 131</p>
<p>1 rather than the other custodial settings because of 2 the law, policy, staffing ratio, professional expertise, 3 size, physical environment, education, health, culture 4 and respect generally afforded to children in those 5 homes is far superior to prisons? 6 A. Absolutely. 7 Q. I think in answer to questions about whether publicly- 8 or privately-run institutions are safer, you have said, 9 in your view, it is the nature of the institution that 10 presents the greatest risk, but you do have concerns 11 that financial considerations and reputational risk may 12 get in the way of protecting children in privately-run 13 institutions? 14 A. Yes, and I tried to obtain the report and the reflection 15 that G4S was asked to do in relation to Medway Secure 16 Training Centre. They were required to particularly 17 reflect on what had gone so wrong, and you will recall 18 that Medway Secure Training Centre was the first of 19 the centres to open in '98, and there were allegations 20 and concerns more or less from the beginning of that, 21 and I tried to obtain that document -- 22 Q. Just to be clear -- 23 A. -- and was refused on commercial grounds. 24 Q. -- the Medway Improvement Board recommended that G4S do 25 an analysis of what went wrong with the organisational</p> <p style="text-align: center;">Page 130</p>	<p>1 Children's Services, we have Local Safeguarding Boards, 2 we have the Prisons Inspectorate. We have a Children's 3 Commissioner. We have lots of bodies that should be 4 really concerned about these children. 5 Q. Thank you. Carry on with the Howe & Co list. I'm sorry 6 I keep interjecting. 7 A. In terms of the CCTV cameras, I believe it absolutely 8 should be the case that whenever there's any -- any type 9 of conflict or use of force or restraint is used that 10 absolutely staff should be wearing the body-worn 11 cameras, and that there should be disciplinary action 12 for those that don't, and for recordings that go 13 missing, because that was one of the safeguards that was 14 introduced post the huge scandal of the decade-long 15 practices of unlawful restraint in the secure training 16 centres, but inspection report after inspection report, 17 the inspectors say footage was not available or 18 restraint still occurs when cameras are not switched on 19 or they're on but the audio isn't on and, as you will 20 know, the Prisons and Probation Ombudsman, when they 21 investigate children's complaints, which, again, are 22 very rare that children do make them, so you know that, 23 when they do make them, it's because they really, really 24 are unhappy about their treatment, they rely on this 25 footage, and if they can't get it, then that's where you</p> <p style="text-align: center;">Page 132</p>

<p>1 get to those "not substantiated" or sometimes 2 "malicious" if there's a number of prison officers 3 versus one individual child. 4 Q. I think you have made the point in your second statement 5 that, as far as CCTV is concerned, you're a bit more 6 ambivalent because of the privacy issues for children; 7 is that right? 8 A. Yes. Fundamentally, you know, prisons are not safe, so 9 having -- to sleep at night, you would need cameras 10 absolutely everywhere, and that would be 11 a disproportionate breach of children's privacy. They 12 need to be in a safe setting and cameras need to be used 13 when there are periods of conflict, or restraint is 14 used, or there's other practices that the individuals 15 involved in those incidents know that there will be 16 monitoring and scrutiny and learning from the incident 17 with the child. 18 Q. May I just put to you, and I'm sorry that we don't seem 19 to have this copy, but is this right, that in one part 20 of your book, between pages 243 and 257, you deal with 21 how allegations of abuse are investigated and you just 22 conclude, I think, this section by saying: 23 "Unless corroborative CCTV evidence exists, or 24 a member of staff backs up the allegation, my impression 25 is that it's virtually impossible that a child will be</p> <p style="text-align: center;">Page 133</p>	<p>1 would like to pick out from those? If you are content 2 to proceed for a few more minutes, then her evidence 3 will be finished, I think. 4 THE CHAIR: Yes. 5 MS HILL: Is there anything else on the Howe & Co proposals 6 that you would like to bring out? 7 A. Very comprehensive and I respect it. 8 Q. Very briefly, then, from me, I would just like to 9 formally adduce some parts of your book, if I may. We 10 have provided copies of certain parts of your book, just 11 to adduce it formally, it is INQ001747. Internal page 1 12 I think is your introduction. Can I then go through, 13 please, to internal page 71, which is underscore -- 14 internal 25, sorry, it is the book page 71 but internal 15 25, where you have given the evidence that I took you to 16 about training that the panel can have regard to. 17 There is then a section in your book, the next page 18 down, the book page 73 -- sorry about the scribbling on 19 the right-hand side. This is your chapter, is it not, 20 about the impact of strip searches in particular on 21 children who have experienced prior abuse; is that 22 right? 23 A. Mmm. 24 Q. That runs through to your page 97, our internal page 25 numbering 50.</p> <p style="text-align: center;">Page 135</p>
<p>1 believed when alleging abuse in a penal environment." 2 Is that right? 3 A. Absolutely. 4 Q. It shows the importance of it for investigative purposes 5 as well; is that correct? 6 A. It is. But going back to when I was a child protection 7 social worker, and child protection social workers today 8 with children in families, we don't go in expecting 9 video footage in order to believe children in all other 10 settings. So it does -- we have got to a very low point 11 where a child can only be believed, truly believed, if 12 there is something on screen or audio that backs up what 13 they're saying. 14 I want us to be in a position where children's 15 integrity is not automatically questioned. We are not 16 there, and children will be in prison next week and the 17 week after, so until we close the child prisons, of 18 course we need these really last-resort methods. But it 19 is not a solution. I don't want children to only feel 20 that they will only be believed if there's something on 21 a screen. 22 MS HILL: Chair, I see the time. I have about two or three 23 minutes' worth of questions, unless Ms Willow has 24 anything else to say on the Howe & Co proposals that you 25 would like to come back on. Is there anything else you</p> <p style="text-align: center;">Page 134</p>	<p>1 Then can I go, please, to our internal 51, where 2 there are two pages where you talk about the size of 3 establishments, where I think broadly you make the point 4 that in your view -- well, what do you say the 5 relationship is between size and safety? 6 A. Children feel safer in smaller establishments. They can 7 build up closer relationships, trusting relationships, 8 with staff in smaller establishments. It's very clear 9 to people going to work in smaller establishments that 10 these are loving, caring environments. They are not 11 formal, institutionalised, militarised institutions 12 where there is a very marked power differential between 13 children and adults. 14 So in terms of being able to develop and maintain 15 a therapeutic environment, internationally it is 16 recognised that it needs to be smaller establishments. 17 It's recognised here. That is the nature of our 18 secure children's homes. 19 Q. I think you made the point that where the then Justice 20 Secretary Chris Grayling had said to the Parliamentary 21 Human Rights Committee that he wasn't aware of any 22 research that showed a link between the size of an 23 establishment and its safety, that that cannot have been 24 based on a proper understanding of the material; is that 25 right?</p> <p style="text-align: center;">Page 136</p>

<p>1 A. It clearly wasn't.</p> <p>2 Q. You have given further information, beginning at</p> <p>3 page 138, our internal 053, about the use of force in</p> <p>4 particular, and you have given some examples of what</p> <p>5 your understanding is of the pain techniques that we</p> <p>6 have heard a little bit about. Yes?</p> <p>7 A. Mmm.</p> <p>8 Q. Do you have any particular view on pain-induced</p> <p>9 techniques that you want to offer?</p> <p>10 A. Intolerable for children. The UN Torture Committee, the</p> <p>11 UN Committee on the Rights of the Child, the European</p> <p>12 Torture Committee, the Joint Committee on Human Rights,</p> <p>13 the Prisons Inspectorate, the four UK Children's</p> <p>14 Commissioners, anybody from a children's perspective and</p> <p>15 a human rights perspective that have looked at this have</p> <p>16 said it cannot be permitted that, in order to restrain</p> <p>17 a child, you deliberately set out to severely hurt them.</p> <p>18 Q. I think you have covered quite a lot of detail in this</p> <p>19 in your book up to page 153. You have dealt with the</p> <p>20 issue of contact with families from our internal</p> <p>21 page 68, your book page 163, where you have set out</p> <p>22 a range of concerns about children not being able to</p> <p>23 have sufficient contact with their families; is that</p> <p>24 right?</p> <p>25 A. Mmm.</p> <p style="text-align: center;">Page 137</p>	<p>1 MS HILL: Perhaps until 3.15 pm, chair?</p> <p>2 THE CHAIR: A little longer, 3.20 pm.</p> <p>3 MS HILL: Thank you.</p> <p>4 (3.06 pm)</p> <p>5 (A short break)</p> <p>6 (3.21 pm)</p> <p>7 MS HILL: I call, please, if I may, Katherine Willison.</p> <p>8 MS KATHERINE WILLISON (affirmed)</p> <p>9 Examination by MS HILL</p> <p>10 MS HILL: Thank you, Ms Willison. You are</p> <p>11 Katherine Willison; is that right?</p> <p>12 A. I am, yes.</p> <p>13 Q. You have provided this inquiry with three witness</p> <p>14 statements dated respectively 7 July 2017, 1 May 2018</p> <p>15 and 15 June 2018, respectively DFE000581, 594 and 596,</p> <p>16 and you refer back to a statement of your colleague,</p> <p>17 Ann Gross, dated 14 October 2016, DFE000591. Chair,</p> <p>18 with your leave, I formally adduce all those statements.</p> <p>19 Thank you very much.</p> <p>20 Ms Willison, you are employed by the Department for</p> <p>21 Education as the Director of Children's Social Care,</p> <p>22 Practice and Workforce; is that right?</p> <p>23 A. Yes, that's right.</p> <p>24 Q. You have worked for the DfE since June 2015, and I think</p> <p>25 been in your present role since April 2017?</p> <p style="text-align: center;">Page 139</p>
<p>1 Q. Then finally on our screen, internal page 083, is your</p> <p>2 concluding chapter called, I think, "They shouldn't be</p> <p>3 there", perhaps symbolising the thrust of your overall</p> <p>4 position. Is that right?</p> <p>5 A. Yes. Can I say one thing about families, in terms of</p> <p>6 the level of mistrust there is within the penal setting?</p> <p>7 The last child to die in custody was in 2015,</p> <p>8 Daniel Adewole, and he died from epilepsy, and he'd</p> <p>9 missed a paediatric appointment because his family knew</p> <p>10 the date of the appointment, and the prison procedure is</p> <p>11 that families must not know when prisoners have external</p> <p>12 appointments because it's a security risk.</p> <p>13 Q. Then the final part of your book that I wanted to adduce</p> <p>14 is a section beginning on page 211 that runs through to</p> <p>15 229 that deals with the level of violence and physical</p> <p>16 incidents that are there in prison. The heading you</p> <p>17 give in that chapter is "The violence is unbelievable".</p> <p>18 That's perhaps a context for some of what you have said</p> <p>19 today?</p> <p>20 A. And a child said that, yes.</p> <p>21 MS HILL: Chair, those are all the questions I have for</p> <p>22 Ms Willow, unless there is anything you or the panel</p> <p>23 would like to ask.</p> <p>24 THE CHAIR: No, there are no questions from us. Thank you</p> <p>25 very much, Ms Willow.</p> <p style="text-align: center;">Page 138</p>	<p>1 A. Yes, that's correct.</p> <p>2 Q. You are responsible for the DfE's work in respect of</p> <p>3 child protection and safeguarding, family law, children</p> <p>4 in care, adoption and children and family social work</p> <p>5 reform?</p> <p>6 A. Yes, that's right.</p> <p>7 Q. You are effectively here to make a statement on behalf</p> <p>8 of the DfE, who are a core participant in this</p> <p>9 particular institution investigation?</p> <p>10 A. Yes, that's right.</p> <p>11 Q. You have come to give evidence broadly to cover topics</p> <p>12 such as the overall role of the Department for Education</p> <p>13 in child protection and safeguarding, but perhaps with</p> <p>14 a particular focus on how that applies to these three</p> <p>15 different institutions. Is that fair?</p> <p>16 A. I think that's right, although it should probably be</p> <p>17 clear that my department does have oversight for secure</p> <p>18 children's homes, it doesn't have oversight of youth</p> <p>19 offending institutions or secure training centres.</p> <p>20 Those are the responsibility for the</p> <p>21 Ministry of Justice. So I can talk in some detail</p> <p>22 around the practice in secure children's homes. I don't</p> <p>23 have expertise in the practice --</p> <p>24 Q. No, the focus of your evidence is very much as to secure</p> <p>25 children's homes --</p> <p style="text-align: center;">Page 140</p>

<p>1 A. That's correct. 2 Q. -- but some of the guidance we are going to hear about 3 like Working Together -- 4 A. Absolutely -- 5 Q. -- and things like that, applies? 6 A. -- Working Together covers all three. The oversight 7 that I have covers secure children's homes, yes. 8 Q. Help us, please, with this, just very briefly: overall, 9 the DfE's responsibility for child protection and 10 safeguarding is to set the legislative and policy 11 framework. Is that broadly right? 12 A. Yes, that's correct. 13 Q. Do you want to give any particular features of 14 the current legislative and policy framework that you 15 think the panel need to be aware of, apart from perhaps 16 Working Together that we will come to? 17 A. Yes. 18 Q. Is there anything in particular? I know you have given 19 a lot of legal background. We can see this is at 20 section 1(a) of your statement. Perhaps we can bring up 21 DFE000581_002. You have set out quite a bit of 22 information about the role of the department? 23 A. Yes. I mean, I think it probably is fairly clear from 24 my statement. The Secretary of State overall in the 25 1989 Children Act has a duty to promote the well-being</p> <p style="text-align: center;">Page 141</p>	<p>1 A. It's a statutory document which local authorities and 2 all the other bodies that work with children must have 3 regard to in carrying out their functions. 4 Q. I think you have made it clear that this applies across 5 all three types of institutions within the secure 6 estate -- 7 A. Yes. 8 Q. -- not just secure children's homes. Is that right? 9 A. That is correct, and the document itself specifies that 10 in chapter 4, where it is very clear that it applies to 11 all three types of institution. 12 Q. I think we have in the bundle -- we can bring up 13 the April version, INQ001610_001, please. I'm sure the 14 panel are familiar with this, but they perhaps can just 15 look -- go to the internal page 72, which deals with the 16 secure estate. You can see -- I'm sure the panel have 17 looked at this document in other investigations -- that 18 it covers -- just to help orientate the panel, a whole 19 range of topics around assessing need, providing help -- 20 A. There is nothing on the screens. 21 Q. I'm sorry, forgive me. I'm getting to that page anyway. 22 I think we can agree amongst ourselves that there is 23 some generic information at the beginning of 24 the document that goes up to the end of chapter 1 that 25 deals with section 47 enquiries, how to carry out an</p> <p style="text-align: center;">Page 143</p>
<p>1 of all children, but that Act also gives statutory 2 responsibilities to local authorities, and that is how 3 often the Secretary of State's responsibilities are 4 carried out in practice, to protect the rights of 5 children and to support children who are in need of 6 safeguarding or protection. 7 Q. Then please just explain to the panel, though I'm sure 8 this is familiar, what is the status of Working Together 9 as a document? 10 A. Yes. I'm afraid the timing of this is quite complex. 11 Literally in between the statements I made to you, the 12 first statements were made when Working Together to 13 Safeguard Children 2015 was still in force. It was only 14 last week, I believe, that we published a revised update 15 to that, Working Together to Safeguard Children 2018. 16 Before that, there was a period of consultation on that 17 document, so you may also have in your witness bundle 18 a document dated April. That was the consultation 19 document and that is now replaced and the statutory 20 guidance which is in force and the regulations were 21 passed is the one dated July 2018 and that is the one 22 that will continue and is in practice and in force now. 23 Q. Just help the chair and panel briefly with what its 24 status is as a legal document, if you like? How does it 25 fit in terms of obligations or guidance?</p> <p style="text-align: center;">Page 142</p>	<p>1 assessment, all those sort of overarching themes? 2 A. That's right. 3 Q. When we get to chapter 2, there are a range of 4 institutional sections, and I think we are helpfully now 5 in the section on the secure estate that's on internal 6 page 72. Is that right? 7 A. That's right. It might help the panel, and I'm afraid 8 I have a copy of the July document, so I'm afraid 9 I can't be -- in front of me, which is probably not 10 helpful in terms of page numbering, but at the beginning 11 of that chapter 2 it also sets out the overall 12 responsibilities that all of those individual 13 organisations are subject to. In my copy it's pages 56 14 and 58. If you go to the beginning of chapter 2, that 15 should take you there. 16 Q. I think if we go to 61 in our copy, that's a similar 17 point, I think. 18 A. That just gives you a helpful list, I think, of 19 the obligations that are covered by all of the bodies in 20 the secure estate. 21 Q. So we can see -- sorry, to go back to internal 61, 22 I think what you are saying is that the list of bodies 23 at paragraph 3 on internal 61 is the same in the latest 24 version; is that right? 25 A. That's correct, yes, no change there.</p> <p style="text-align: center;">Page 144</p>

<p>1 Q. That is a standard phrase that hasn't changed --</p> <p>2 A. That's right.</p> <p>3 Q. -- that a section 11 of the Children Act duty is placed</p> <p>4 on all those bodies including governors and directors of</p> <p>5 YOIs, directors of secure training centres?</p> <p>6 A. That's correct. If you go to the next paragraph, it</p> <p>7 sets out the expectations at the top.</p> <p>8 Q. Paragraph 4 is what those key arrangements have to be?</p> <p>9 A. That's right.</p> <p>10 Q. The panel can just scroll in on section 4. It goes over</p> <p>11 to the next page. Those are of generic application,</p> <p>12 I think, aren't they?</p> <p>13 A. They are.</p> <p>14 Q. All around accountability, listening, whistleblowing,</p> <p>15 safe recruitment, and so on?</p> <p>16 A. That's right, yes.</p> <p>17 Q. Then we do get to the internal 72, which is the secure</p> <p>18 estate section?</p> <p>19 A. Yes.</p> <p>20 Q. I think this perhaps just makes it very clear, does it,</p> <p>21 that this applies to all types of institution, the three</p> <p>22 that we are looking at -- STCs, YOIs, SCHs -- Secure</p> <p>23 College or School, if in fact they are in existence, and</p> <p>24 then it goes on to deal with the work with youth</p> <p>25 offending teams --</p> <p style="text-align: center;">Page 145</p>	<p>1 a local authority. It is a fairly substantial section.</p> <p>2 MR FRANK: Page 46, if that helps.</p> <p>3 MS HILL: Of the 2018, the April version?</p> <p>4 MR FRANK: There is another one -- there are several.</p> <p>5 MS HILL: I think there are a few flowcharts that deal with</p> <p>6 things like child protection plans and so on. I'm</p> <p>7 looking for the more generic one about institutional</p> <p>8 response that would apply in custody. I may be</p> <p>9 misremembering. Perhaps I can come back to that. Not</p> <p>10 to worry.</p> <p>11 As far as your concern, then, let's move on to the</p> <p>12 discrete responsibilities about the different</p> <p>13 institutions, if I may. Help us with formally, please,</p> <p>14 what you say at paragraphs 4 to 11 of your statement,</p> <p>15 your second statement, about the extent of the DfE's</p> <p>16 responsibility for YOIs and STCs?</p> <p>17 A. Sorry, I'm not sure I understand the question.</p> <p>18 Effectively, our responsibility is that we don't have</p> <p>19 direct oversight of what happens in those institutions.</p> <p>20 The oversight is carried out through Working Together</p> <p>21 and that overarching framework.</p> <p>22 Q. I think if you look on the table in front of you,</p> <p>23 Ms Willison, you will find a question that flows from</p> <p>24 that that I have been asked to ask you from Howe & Co.</p> <p>25 I don't know if you can find a loose piece of paper</p> <p style="text-align: center;">Page 147</p>
<p>1 A. That's right.</p> <p>2 Q. -- who feed into the custodial estate?</p> <p>3 A. And secure children's homes would be covered by the</p> <p>4 paragraph before under "Children's homes".</p> <p>5 Q. As specified also in paragraph 38?</p> <p>6 A. Yes.</p> <p>7 Q. Is there anything else in particular from</p> <p>8 Working Together that you feel the panel need to</p> <p>9 understand for the custodial framework?</p> <p>10 A. Not other than it does seek to put in place a protective</p> <p>11 environment with a certain basic set of rules around</p> <p>12 training and safeguarding and the need to have policies</p> <p>13 on those that should be in place across the entire</p> <p>14 secure estate.</p> <p>15 Q. I think one of the common issues that it tries to</p> <p>16 address is the response to a disclosure of abuse. Is</p> <p>17 that right?</p> <p>18 A. Yes, that's right.</p> <p>19 Q. I'm trying to see if I can find in the new version --</p> <p>20 I have paragraphs 12 and 22, I think, in the old</p> <p>21 version. But we have only just got the new version.</p> <p>22 I don't know if you can help me with where in the new</p> <p>23 version we will find a flowchart or something similar?</p> <p>24 A. There are flowcharts in the first chapter around what</p> <p>25 action should be taken when a referral is made to</p> <p style="text-align: center;">Page 146</p>	<p>1 there?</p> <p>2 A. Yes, I have that.</p> <p>3 Q. I think, following on from that, our understanding from</p> <p>4 your evidence is that the DfE's responsibility does sort</p> <p>5 of end at setting the legal framework for these</p> <p>6 institutions. I think the question that's being put to</p> <p>7 you, if you go to the second page of this, you will see</p> <p>8 that your own witness statement is quoted in italics?</p> <p>9 A. Yes.</p> <p>10 Q. Then the point is made that the witness statements</p> <p>11 indicate for the MoJ that the YCS has taken on</p> <p>12 responsibility for the safeguarding aspect of youth</p> <p>13 custody.</p> <p>14 A. Yes.</p> <p>15 Q. I think what this question is focused on asking you to</p> <p>16 address is where does the DfE's responsibility for</p> <p>17 implementing safeguarding start and where does the</p> <p>18 MoJ's -- where does it start and end and where does the</p> <p>19 MoJ's start in YOIs and STCs? I think that's the thrust</p> <p>20 of the question.</p> <p>21 A. Right. I see. I wasn't made aware of this.</p> <p>22 Q. No, this is a question that we have just had very</p> <p>23 recently.</p> <p>24 A. Right. I understand that. I think I can only repeat</p> <p>25 what I said before: DfE sets the overall safeguarding</p> <p style="text-align: center;">Page 148</p>

<p>1 framework. That then is in place and we expect the 2 different institutions who are covered, that framework, 3 to meet their legal obligations which are set out in 4 Working Together. The Department for Environment -- the 5 Department for Education does not effectively police 6 that. The oversight of the institutions, YOIs and 7 secure training centres, that oversight is carried out 8 by the Youth Custody Service and that reports up to the 9 Ministry of Justice.</p> <p>10 Q. So is what you are trying to say, then, that your 11 responsibility for safeguarding in these two first types 12 of institutions is to set the standard in 13 Working Together?</p> <p>14 A. That's right.</p> <p>15 Q. But implementation of that --</p> <p>16 A. Yes.</p> <p>17 Q. -- through those particular institutions is with the 18 YCS?</p> <p>19 A. Yes, that's right.</p> <p>20 Q. Then if you look at the specific questions at the foot 21 of page 2, please, here, in order to make possible 22 changes which might be recommended by the inquiry, 23 simply by way of example, the suggestions around things 24 like the oath that staff members might take, specialist 25 training, and so on, I think what's being asked is how</p> <p style="text-align: center;">Page 149</p>	<p>1 them into Working Together might be possible to do that, 2 but the wholesale movement of those institutions and the 3 oversight of them to the Department for Education 4 I think would be a more considered -- a more significant 5 shift.</p> <p>6 I should also say I think what you would probably be 7 looking at there is a machinery of government change as 8 well, in terms of responsibilities between departments, 9 and that would be something that would be for the 10 Prime Minister effectively to decide because government 11 responsibilities and how they flow down into the 12 effectively different sectors is something that the 13 Prime Minister essentially decides the remits of 14 different departments. So you would also be looking at 15 a change of that nature.</p> <p>16 Q. Thank you. I think coming back to your statement, if 17 I may, is it fair to say -- look, please, at your first 18 statement, that ends with 581. We don't need to bring 19 it up on screen at the moment. Is it fair to say, 20 Ms Willison, that statement offers a very high-level 21 understanding of what the DfE's work is to do with 22 children and gives the inquiry information about various 23 projects to do with child sexual exploitation and things 24 across the whole range of the spectrum to do with 25 children?</p> <p style="text-align: center;">Page 151</p>
<p>1 is that to be brought into effect practically? Is it 2 something that is within the YCS responsibility or the 3 Department for Education responsibility? I think that's 4 what it's aiming at, isn't it?</p> <p>5 MR STEIN: The points we are seeking to consider are the 6 procedural steps that would need to be taken to put 7 these matters into place, so the oath might be a matter 8 that could be written into a contract, whereas on the 9 other end of the scale, major change, such as removing 10 the child custodial estate from the 11 Ministry of Justice and putting that into the Department 12 for Education, would, I assume, take primary 13 legislation. So it is the steps that are required to 14 get such matters put into place: the committee that 15 would be required to review it, to consider it and make 16 the changes, on one level, and then through to the major 17 steps on the other.</p> <p>18 MS HILL: Can you help with that, Ms Willison?</p> <p>19 A. I can't help. I'm afraid I haven't had sufficient 20 warning to consider what the legal position would be on 21 changing that. I'm afraid I would need more warning to 22 consider that. I imagine it is extremely likely it 23 would need primary legislation, but I can't say that 24 with authority. 25 I think there are some things here that if you wrote</p> <p style="text-align: center;">Page 150</p>	<p>1 A. Yes, that's right.</p> <p>2 Q. I'm not sure there's anything specific in that first 3 statement that applies directly to custody, but if there 4 is, please let me know?</p> <p>5 A. I don't think there is. That was a broad statement 6 that, as I understood it, didn't apply to individual 7 strands but was the overall flavour of our 8 responsibilities.</p> <p>9 Q. There is one detail you can bring up at the foot of 10 internal 12, DFE000581_012, just because it happens to 11 be an institution we are looking at. 7.7 at the bottom, 12 in Aycliffe. As it happens, it's one of the six 13 custodial institutions we are looking at. At 7.7 14 I think that is one of the places where some innovative 15 work around CSE is being done. Is that right?</p> <p>16 A. Yes, I believe so, yes.</p> <p>17 Q. Moving then to your second statement, please, then, 18 which you will have in your bundle. It's the one ending 19 594. We have dealt with the provisions of 20 Working Together. I think we have covered that already. 21 Is there anything else from your second statement that 22 you feel I need to have regard to or can draw out for 23 the panel?</p> <p>24 A. Can you tell me the date of that one, please?</p> <p>25 Q. 1 May. It mainly deals with Working Together, I think,</p> <p style="text-align: center;">Page 152</p>

<p>1 and the fact that the responsibility for the DfE is 2 limited to that as far as YOIs and STCs are concerned? 3 A. Yes, that tries to put on the record the relationship of 4 the department to children's homes, YOIs and STCs, so, 5 no, I don't have anything to add to that. 6 Q. Then as far as your third statement is concerned, you 7 explain, if you turn up, please, the 15 June statement, 8 that the Children and Social Work Act 2017 has led to 9 some changes of name. Perhaps just explain what that 10 has led to. That's come in since your colleague's 11 earlier statement? 12 A. I would say it's probably more significant than simply 13 changes of name. 14 Q. I wasn't intending to be disrespectful. I'm sorry if it 15 sounded that way? 16 A. That's fine. I'm very happy to explain. I think the 17 most significant change it made was in two areas. The 18 first is to establish a National Safeguarding Panel, and 19 that changes effectively the way that notifiable 20 incidents are made to the department and how those 21 incidents are considered, and I am happy to talk 22 a little bit more about that if that is helpful. 23 The second is the change arrangements for 24 multi-agency safeguarding, so that effectively sets out 25 that Local Safeguarding Children's Boards will</p> <p style="text-align: center;">Page 153</p>	<p>1 Q. Give us, please, the headline figures there? Do we see 2 at the end of your paragraph 5 on 000596_002, we see in 3 terms of the March 2017 figures, 389,430 children 4 identified as being in need, a decrease of 1.3 per cent 5 from the previous year. We have got the numbers of 6 children who were subject to a child protection plan or 7 who were looked after. An increase from the previous 8 year. 9 A. Yes. 10 Q. Perhaps particularly for our purposes, the children 11 accommodated in SCHs are 203, gone down slightly from 12 210. 51 per cent of those were welfare placement 13 children and 49 per cent were justice placement 14 children; is that right? 15 A. That's correct, yes. 16 Q. Just while we are in your third statement, please, you 17 go on to explain a little bit about the memorandum of 18 understanding between the DfE and Ofsted. Perhaps we 19 can go to paragraph 10 of your statement that's on DfE 20 000596_004. Tell us a little bit, please, about that 21 MOU that I think has been updated recently? 22 A. Yes, that's right. It's simply a document that sets out 23 clearly what the responsibilities and communications 24 between Ofsted and the Department for Education will be 25 around secure children's homes, and there are two main</p> <p style="text-align: center;">Page 155</p>
<p>1 transition out over the next year and will be replaced 2 by safeguarding partnerships between local authorities, 3 the health and the police, and it tries to make those 4 partnerships less of a tick-box exercise and more of an 5 effective set of partnerships. There are some other 6 small changes it makes, but I think, for the purposes of 7 this inquiry, those are the significant ones. 8 Q. I think it was me in fact muddling two bits of your 9 statement. What you are also telling us later in the 10 statement is that there has been a change in the name of 11 the minister responsible? 12 A. That's right. I really don't think that's significant. 13 Ministers do change their titles, but we shouldn't read 14 anything into that. It's just depending on the 15 Prime Minister at the time and what they want to call 16 the minister. 17 Q. It's now the Undersecretary of State for Children and 18 Families? 19 A. That's right. 20 Q. You have given by way of update, please, if I can go 21 back to paragraph 5 of this statement, some further 22 statistics to update your colleague's previous 23 statement? 24 A. I have. We just took the opportunity to update those 25 numbers.</p> <p style="text-align: center;">Page 154</p>	<p>1 areas in which that would be effectively the case. The 2 first is around the notifying incidents to the 3 Department for Education. Under regulation 40 of 4 the Children's Home Regulations, secure children's homes 5 are required to notify Ofsted if a serious event has 6 taken place in that home. What this then also does is 7 it requires Ofsted to provide the department with 8 information on those events. So that is the first point 9 it makes. 10 Then the second is to do with sharing around the 11 secure children's homes effectiveness in the built 12 environment because the Department for Education has 13 a capital programme which it provides funding to secure 14 children's homes to support the safeguarding of 15 children. It pays, for example, for things like CCTV or 16 for any damage that might have occurred and the 17 memorandum covers the exchange of information to allow 18 us to carry out -- to target those capital grants 19 appropriately. 20 Q. I think, for completeness, we do have, on this occasion, 21 I think the most up-to-date one? 22 A. You do, yes. 23 Q. The April 2018 one. It is OFS007942_001. That is the 24 memorandum of understanding. I think it is relatively 25 short, actually, as a document itself.</p> <p style="text-align: center;">Page 156</p>

<p>1 A. It is. 2 Q. Is there anything from the text the panel need to have 3 regard to other than what you have explained? 4 A. I don't think so, no. 5 Q. Help us a little bit with the significance of 6 the notifiable incidents changes. How does that impact 7 on the sort of issues that we are considering? 8 A. I think this is quite a complex area. I'm very happy to 9 seek to explain. Effectively, there are two processes, 10 and they are different, by which incidents are notified 11 to government. The first is the one that I described 12 which was changed under the recent legislation, the 13 Children and Social Work Act, and that put in place 14 a new arrangement whereby local authorities, when they 15 are made aware of an incident in which there is serious 16 harm to a child, are under a duty to notify the National 17 Safeguarding Panel within five working days of hearing 18 about that incident, and there is then a process by 19 which the local authority will decide whether to carry 20 out a serious case review, and the National Panel will 21 review that position and will decide whether it itself 22 needs to carry out any form of learning review of that 23 incident. 24 That process effectively means that the 25 National Panel will have oversight of all the incidents</p> <p style="text-align: center;">Page 157</p>	<p>1 our purposes, does that mean, then, that if there are 2 incidents of sexual abuse that are reported as such 3 notifiable incidents, that this is the beginnings of 4 some way of auditing those across this particular group? 5 A. Yes. That should be the case, absolutely. Yes. 6 Q. Sorry, carry on with your second -- 7 A. It is tricky. It does take a while to get your head 8 around it. The second relies specifically to secure 9 children's homes. In the regulations that govern secure 10 children's homes there is a regulation that requires 11 registered managers of children's homes to notify Ofsted 12 if there has been any serious event that takes place in 13 the home. That information is collated by Ofsted and 14 used by Ofsted to form lines of enquiry in the way they 15 regulate those homes. So they might, for example, look 16 at them and decide that at their next inspection, which 17 is carried out every six months, there is a particular 18 concern in that home that they will focus on. They 19 might, if they are seriously concerned, trigger an 20 inspection more quickly than they would otherwise do. 21 So those events are ones that are specifically designed 22 to allow Ofsted to have insight into what is taking 23 place in those homes and to pursue that as part of their 24 regulatory function. So it is effectively a bit of an 25 extra oversight over secure children's homes that we</p> <p style="text-align: center;">Page 159</p>
<p>1 of serious harm to children that take place across the 2 range of different institutions, because there is also 3 an obligation on Working Together that the institutions 4 covered by Working Together notify local authorities 5 when there is an incident of serious harm. 6 It will allow the National Panel to have an 7 oversight of those incidents of serious harm, to carry 8 out analysis or trends which concern them and the 9 National Panel can decide either to carry out its own 10 investigation of a particular incident, if it believes 11 there is a national interest, or it will allow it to 12 look at those trends and to identify an issue that it 13 believes is of concern, which could, for example, be 14 abuse in custodial institutions, and then carry out 15 a thematic review of that. 16 So that is a new process. It came into place at the 17 same time as Working Together and the National Panel has 18 been newly instituted under Edward Timpson and that is 19 an independent body. It has a secretariat supported by 20 the Department for Education but the body itself is 21 independent so it makes its own decisions and it can 22 make recommendations to government. So that is the 23 first process by which notifiable incidents are made to 24 government. 25 Q. Just to pause there, on a -- trying to break it down for</p> <p style="text-align: center;">Page 158</p>	<p>1 have in place. 2 Q. Can I just turn now to some more elements, please, of 3 the legal framework in respect of secure children's 4 homes. Can I ask you to go back, please, now to the 5 statement of your colleague, Ann Gross, DFE000591_005, 6 paragraph 2.6, please. It may be that we have covered 7 this already to some degree, but broadly a reminder that 8 secure children's homes fulfil a dual function. There 9 are children on justice placements and children on 10 welfare placements in such premises. 11 If you go down to 2.8, please, your colleague says 12 that those children who are welfare or justice children, 13 secure children's homes providers have the same duties 14 to both welfare and justice children. Is that right? 15 A. Yes, that's right. So effectively the regulations and 16 the quality standards that apply in children's homes 17 apply to all children in that home irrespective of the 18 route by which -- 19 Q. How their route in there was. 20 A. How they arrived there, yes, absolutely. 21 Q. In particular, can I ask you to look at 2.12, which is 22 internal page 7, please. I think that sets what is 23 still the key -- 24 A. That's right. 25 Q. -- legal framework here. There are three -- forgive me,</p> <p style="text-align: center;">Page 160</p>

<p>1 two main documents. The regulations themselves, the 2 Children's Homes (England) Regulations and then the 3 guide to those regulations? 4 A. That's right. 5 Q. It is those standards that will apply to the justice 6 children and the welfare children? 7 A. Absolutely. And our understanding of practice in those 8 homes, I might add, is that there is no distinction made 9 between those children, and that the staff, indeed, 10 encourage the children not to make their own 11 distinctions around how they arrived there and their 12 backgrounds. 13 Q. Just going over the page, please, to internal page 15, 14 you give a little more detail about secure children's 15 homes. That there is no minimum age as such, you say at 16 3.5.2. 17 A. Yes. 18 Q. Children aged 13 do need a certain level of approval to 19 be there or the placing authority would need to get such 20 approval. In some cases, young people who have reached 21 18 may be accommodated there pending their movement? 22 A. That's right. 23 Q. SCHs can be provided by the local authorities, by the 24 voluntary or by the private sector. At the time of this 25 statement, there were 14 SCHs in England, one in Wales.</p> <p style="text-align: center;">Page 161</p>	<p>1 that's the person registered with Ofsted, who is defined 2 under the regulations, and that is a person who has 3 certain regulatory responsibilities, if I can put it 4 that way, under the regulations? 5 A. That's right, yes. 6 Q. Then if we look further down into that paragraph, they 7 must ensure that these regulations are met. There are 8 specific responsibilities in relation to staff issues, 9 and so on, as set out below. But that is the sort of 10 governance or regulatory structure? 11 A. Yes, that's right. 12 Q. Then just to go scroll down, please, 3.6.2, we have got 13 the regulations themselves but they are summarised here, 14 that these are the ways in which the regulations seek to 15 ensure that those children have the benefit of a strong 16 culture of safeguarding? 17 A. That's right. It is probably worth mentioning the 18 quality standards at the same time. I mean, there 19 really isn't time to go through them all, but 20 effectively the quality standards set a very strong 21 framework which Ofsted inspects against across a range 22 of different areas of the child's life, including their 23 education, their health, protection, their wishes and 24 feelings, all of which the registered person and manager 25 are required to ensure that staff work to and that</p> <p style="text-align: center;">Page 163</p>
<p>1 I think those figures have changed slightly but perhaps 2 not very significantly. Or have I got that wrong? 3 A. No, my understanding is those figures are the same. 4 Q. Is that right? 5 A. Yes. Sorry, I must apologise, I don't cover Wales. 6 I only cover England. So the figures for England are 7 the same. 8 Q. Thank you. 9 A. That may well be the difference. It might perhaps just 10 be worth adding for the record that obviously all 11 children who are sent to secure children's homes are 12 sent there by a court order. The provisions for 13 under 13s continues to be by court order and there is an 14 extra protection where before that court order is sought 15 the agreement of the Secretary of State for Education 16 must also be sought. 17 Q. I would just like to focus on a couple of the regulation 18 provisions that apply, given that you have made clear 19 that these apply to justice children and welfare 20 children. 21 A. Yes. 22 Q. Your colleague sets them out very clearly in the 23 statement. 3.6.1, please, internal page 16. 24 A. Yes. 25 Q. There is the concept of the registered person, I think</p> <p style="text-align: center;">Page 162</p>	<p>1 I think provide a reasonably strong safeguarding and 2 sort of therapeutic basis for the treatment of 3 the children. 4 Q. Is the summary of the regulations at 3.6.2 here, which 5 focuses on things like engaging with the wider system to 6 ensure children's needs are met, developing positive 7 relationships with the child, meeting the health and 8 well-being needs of the child, ensuring, if you like 9 over the page, if we scroll down to internal page 17, 10 ensuring that staff have the mandatory qualifications 11 which are level 3 residential childcare for care staff 12 and level 5 in leadership and management of residential 13 childcare, a record of training for employees, that the 14 registered manager is a person of integrity and good 15 character, et cetera, that sufficient staff are made 16 available to provide care and continuity. There's 17 a policy for the protection of children: notify Ofsted 18 of any criminal offences that someone employed by the 19 home is convicted of and review the suitability of 20 the location. That's the sort of key elements insofar 21 as how they might protect a child from sexual abuse are 22 concerned. Is that fair? 23 A. Yes, I was about to say -- 24 Q. I mean, they are much wider than that -- 25 A. -- I think it's a reasonable --</p> <p style="text-align: center;">Page 164</p>

<p>1 Q. -- but for our purposes -- sorry.</p> <p>2 A. I think it is a reasonable summary. As you say, they</p> <p>3 are much wider than that, but it gives you an oversight</p> <p>4 of the areas that they cover, yes.</p> <p>5 Q. For completeness, the regulations themselves I can</p> <p>6 adduce, INQ001426. The quality standards that you</p> <p>7 referred to, Ms Willison, I think are set out in the</p> <p>8 accompanying guide to the regulations. Is that right?</p> <p>9 A. That's right, yes.</p> <p>10 Q. That is then, please, INQ001439. We can see, I think,</p> <p>11 if you look to internal page 2, Ms Willison, the quality</p> <p>12 standards are all set out on the contents page. You can</p> <p>13 see them there easily. Scroll in on them. These are,</p> <p>14 as I think you've explained, the standards against which</p> <p>15 the institutions are judged?</p> <p>16 A. That's right. If I might add, they are also enshrined</p> <p>17 within the regulations as well as the guidance, so they</p> <p>18 are in both.</p> <p>19 Q. But what I think the guidance tries to do is take each</p> <p>20 of the --</p> <p>21 A. That's right.</p> <p>22 Q. -- standards and then say what that means in practice --</p> <p>23 A. That's right.</p> <p>24 Q. -- is that right?</p> <p>25 A. Yes.</p> <p style="text-align: center;">Page 165</p>	<p>1 terms of how the staff should relate to the children and</p> <p>2 how they should risk assess and be aware of the risk of</p> <p>3 abuse.</p> <p>4 Q. That's internal page 41, please. That sets out the</p> <p>5 standard, again in the grey box, but then, as you have</p> <p>6 rightly said, gives very clear guidance about, if you</p> <p>7 just scroll down to the next page, please -- about</p> <p>8 working in partnership with others, managing risk,</p> <p>9 a safeguarding culture and ethos on the next page, and</p> <p>10 then, perhaps most pertinently for us, on internal 44 at</p> <p>11 the top:</p> <p>12 "Children should be supported by staff to understand</p> <p>13 what abuse is. They should be given information about</p> <p>14 how to report abuse. They should be able to access in</p> <p>15 private relevant websites or helplines. They must be</p> <p>16 listened to and enabled to report any allegations at the</p> <p>17 earliest opportunity. Staff should report any</p> <p>18 allegation of abuse immediately. Any allegation of harm</p> <p>19 or abuse must be addressed in line with the home's child</p> <p>20 protection policy. Clear arrangements in place for the</p> <p>21 management and oversight of allegations against people</p> <p>22 that work with children. Involvement of the LADO", and</p> <p>23 so on.</p> <p>24 Then policies for the protection of children, and</p> <p>25 specification guidance for children who are missing from</p> <p style="text-align: center;">Page 167</p>
<p>1 Q. Is that a fair way --</p> <p>2 A. Yes, so it gives a little more -- less legislative</p> <p>3 explanation of what we would expect to see under those</p> <p>4 standards, yes.</p> <p>5 Q. So by way of example, if one looks at internal page 13,</p> <p>6 please, of this guide, as you rightly say, the actual</p> <p>7 standard is set out in the regulation, the text of</p> <p>8 the regulation here talks about the quality and purpose</p> <p>9 of the care, and that's in the greyed-out box, I think.</p> <p>10 But then I think through the rest of that chapter, if</p> <p>11 you scroll down just through it, you see several pages</p> <p>12 that try and put some practical meat on those bones. Is</p> <p>13 that right?</p> <p>14 A. Yes.</p> <p>15 Q. Then we see that that runs for several pages. Perhaps</p> <p>16 we can just go now to internal page 20, which does</p> <p>17 something similar about the standard, about the need for</p> <p>18 the children's views, wishes and feelings to be</p> <p>19 considered, developing positive relationships and things</p> <p>20 like that?</p> <p>21 A. Yes.</p> <p>22 Q. That's a pattern that you see throughout that guide?</p> <p>23 A. That's right, and the protection of children standard is</p> <p>24 also one that I think is highly important for this</p> <p>25 inquiry in terms of the -- what it sets out there in</p> <p style="text-align: center;">Page 166</p>	<p>1 home, from the children's home.</p> <p>2 Then perhaps also for our purposes if we go to</p> <p>3 internal 46, please, a whole section on control,</p> <p>4 discipline, restraint and behaviour management. I think</p> <p>5 if we can just scroll down, that restraint guidance</p> <p>6 continues through page 47 and on to page 48 and on to</p> <p>7 page 49, and indeed on to page 50, which deals with</p> <p>8 additional matters. Is there anything else from the</p> <p>9 guide, Ms Willison, that you think we need to focus on?</p> <p>10 A. I think I would say it's quite hard to cover it in brief</p> <p>11 because there is a vast amount in there, so --</p> <p>12 Q. Well, the panel can look at it in due course, but --</p> <p>13 yeah.</p> <p>14 A. I was about to say I think I would commend it to you in</p> <p>15 its entirety because it seeks to provide a sort of very</p> <p>16 strong safeguarding therapeutic guide for staff in</p> <p>17 secure children's homes which offers the chance to</p> <p>18 protect and support children, to educate them, to look</p> <p>19 after their health. I think, you know, it is really</p> <p>20 worth spending some time looking at it.</p> <p>21 Q. The panel can look at that in due course, but it does</p> <p>22 include some points of detail that we might look at</p> <p>23 eventually along the lines of, for example, that staff</p> <p>24 should not generally go in children's rooms without</p> <p>25 their permission -- that's at paragraph 320, I think.</p> <p style="text-align: center;">Page 168</p>

<p>1 There is an emphasis on creating positive relationships 2 and a culture of openness and things of that nature. 3 There is quite a lot in there that is applicable and, 4 just to be clear, all of this is what is required of 5 the justice placement children in the SCHs? 6 A. Absolutely. It applies to all children in those 7 placements, yes. 8 Q. We can put that to one side now, please. A couple of 9 other points of detail. You explain that part of 10 the DfE funding for secure children's homes is for CCTV. 11 I think the understanding from your evidence is that 12 that records all the areas except bedrooms and 13 bathrooms; is that right? 14 A. Yes, that's right. It seeks to -- obviously, it is 15 difficult at times not to ensure the odd blind spot. 16 What we seek to do through our funding is to manage as 17 effectively as possible that all areas are covered other 18 than areas where children should be private, ie, 19 bedrooms and bathrooms. We also provide funding for 20 updated systems. 21 Q. Can you help with whether it includes any audio or just 22 video, the CCTV? 23 A. It provides video only. 24 Q. Is part of the rationale for the use of that CCTV an 25 attempt to help keep children safe and keep staff safe?</p> <p style="text-align: center;">Page 169</p>	<p>1 or the children's home with other agencies 2 appropriately, that's something that Ofsted will monitor 3 under its inspection framework? 4 A. Yes, that hasn't been changed by the update to the 5 legislation, no. 6 Q. You have given a certain amount of other evidence about 7 the role of other agencies here about local authorities, 8 the LADOs, the Local Safeguarding Children's Board. 9 I think we have probably covered that. I don't propose 10 to adduce that in any detail but the panel have your 11 written evidence about that if need be. 12 Can I turn to some other discrete topics, please, 13 one of which is a question that you know has been posed 14 about some of the evidence that came out of the REA 15 analysis about the different systems for monitoring the 16 institutions that are holding children and whether or 17 not there is an uncoordinated approach because of 18 the fact that there are different regulatory frameworks 19 in place for YOIs, STCs and SCHs. 20 Can you offer any view on that, on whether or not 21 some reform of that system would be appropriate to 22 ensure a more coordinated response? 23 A. I think the main view I have on that is that the 24 regulatory and the inspection framework that covers 25 secure children's homes is effectively the same</p> <p style="text-align: center;">Page 171</p>
<p>1 A. Its only purpose is to safeguard children, so that is 2 very clear, and I believe is set out in our guidance. 3 As I said, I commend the guidance to you, it covers so 4 much. 5 So, no, its purpose is to safeguard children only. 6 Q. Then just a couple of points, please, on what the DfE is 7 not responsible for. DFE000591_009. Scroll in, please, 8 on paragraph 2.21. The DfE is not responsible for the 9 Disclosure and Barring Scheme. That sits with the 10 Home Office? 11 A. That's right. 12 Q. Indicating the level of involvement a family should have 13 with a child in an SCH. That's the responsibility of 14 their social worker. 15 Monitoring responses and actions taken following 16 a disclosure of sexual abuse. That's largely for the 17 LADO responsible person and Ofsted, albeit that, 18 I suppose, the notifiable incidents issue might cut 19 across that slightly, might it? 20 A. I think that's right. I think that's talking about an 21 individual case rather than that sort of oversight of 22 the entire system, yes. 23 Q. I'm just checking also that this is still up to date 24 because it is the October 2016 statement. But checking 25 that information has been shared by the local authority</p> <p style="text-align: center;">Page 170</p>	<p>1 framework that covers nonsecure children's homes, 2 residential children's homes, and is geared towards 3 a therapeutic environment that supports the children. 4 I don't have a level of expertise in children who 5 enter the route through a more custodial route or penal 6 institutions, so that is not something that I feel 7 qualified or expert to comment on. 8 I think what I would say is it is important from my 9 perspective and the Department for Education that that 10 link to residential care and children's homes is made in 11 a secure children's home and I would not want to lose 12 that because that is the sort of basis of what a secure 13 children's home is around, and that alignment is 14 important, and in bringing a framework together with 15 anything else, I wouldn't want to lose that. 16 Q. I think what you're partly saying then is that the 17 secure children's homes regulatory framework sits within 18 the general children's homes framework? 19 A. Yes, that's right. 20 Q. That's where you think it should stay; is that right? 21 A. Yes, that's right. 22 Q. Help me then with a couple of points of detail. 23 DFE000592, internal page 16. That's a bad reference. 24 Let me take that down. The question I was wanting to 25 ask you about was Ofsted's actions that they can take in</p> <p style="text-align: center;">Page 172</p>

<p>1 terms of inspecting homes, is that something you can 2 help with or is it better left to the Ofsted witness? 3 A. I'm sure they're more expert than me, but I'm -- 4 Q. Well, no disrespect to anyone intended, but -- 5 A. -- very happy to give it a go. 6 Q. -- are you able to assist with that, because this is to 7 do with -- 8 A. I can certainly -- 9 Q. -- yes, SCHs. 10 A. I should be able to assist in a broad sense -- 11 Q. Go ahead. 12 A. -- it depends how much detail you want. 13 Q. Try to help in a limited sense then? 14 A. Sorry, I thought you had a specific question, but you're 15 inviting me to explain -- 16 Q. It is more about -- 17 A. Is that right? 18 Q. -- if Ofsted have serious concerns about the way in 19 which a home is being run, what their sanctions or 20 powers are? 21 A. My understanding is that they have the power to suspend 22 the registration of the home, so they would first go in 23 and provide detailed recommendations for a home to make 24 improvements, they would set a fairly limited timetable 25 for that to happen. If there were concerns that those</p> <p style="text-align: center;">Page 173</p>	<p>1 involving staff in children's homes which identified 2 a series of skills that staff should have. 3 This applies across the secure children's home 4 framework as well; is that right? 5 A. Yes. 6 Q. To all children's homes? 7 A. That's right, yes. 8 Q. Are you able to comment on whether, in principle, those 9 sort of skills are reasonably expected of those working 10 in the other custodial environments? 11 A. I think, again, you're taking me beyond my expertise 12 there. Because of that, I don't have oversight of 13 those. I think these are reasonable skills to be 14 expected in secure children's homes. 15 Q. Then the final document, I think, from the DfE to bring 16 up is INQ001608. This is, again, a document produced by 17 HM Government, I think, quite broadly; is that right? 18 It is not necessarily a DfE publication. But perhaps 19 you can just scroll through to pages 5 and 6. This is 20 quite general, high-level advice about what to do if you 21 think a child is being abused and gives, for example, 22 some indicators of neglect and abuse, and so on. 23 Would you feel confident that staff working in 24 secure children's homes were fully aware of these fairly 25 basic principles, perhaps, in this guidance?</p> <p style="text-align: center;">Page 175</p>
<p>1 improvements hadn't been made, they have the power to 2 suspend or, indeed, to close the home, to cancel its 3 registration. So they are quite strong powers. 4 Q. Quite robust? 5 A. Very robust indeed. 6 Q. On a practical level, if there are concerns identified 7 by Ofsted in carrying out an inspection, how quickly or 8 robustly can those sort of sanctions take effect? 9 A. I think it probably would be sensible to ask Ofsted how 10 they use them in practice. My understanding is they can 11 operate them, you know, very quickly indeed. But 12 I think it would be sensible to get the detail of 13 exactly how they operate from them. 14 Q. We will ask Mr Brazier next week. We have talked 15 a little bit about the mandatory qualifications for 16 those who work in SCHs. I think that's covered by the 17 regulations and the guide? 18 A. That's right. 19 Q. Can I pull up briefly, please, INQ001581. I have just 20 a few more questions for you, Ms Willison, if that is 21 all right? 22 A. That's fine. 23 Q. I think this is a guide that the DfE produced 24 in January 2015 about training and developing staff in 25 children's homes. This much was research, I think,</p> <p style="text-align: center;">Page 174</p>	<p>1 A. Yes, I think I would expect that. And, indeed, when 2 Ofsted goes and inspects homes, they check the level of 3 training that staff have, and I would expect them to 4 have this kind of knowledge, yes. 5 Q. I think as far as your statements are concerned, I have 6 covered all of the key points. Bear with me a second. 7 There is perhaps just one section from Ms Gross's 8 statement that I might need to cover. Bear with me 9 a second. No, I think I have dealt with that. 10 Can I ask you then to turn up, please, the Howe & Co 11 submissions on reform which I think you have been asked 12 to look at? 13 A. That's right. 14 Q. INQ001751_001, and address the question of whether or 15 not there are any particular proposals there that you 16 would commend or you would like to comment on? 17 A. So I think my overwhelming feeling is that a reasonably 18 large number of these are already taken into account in 19 the quality standards that we discussed earlier, and, as 20 I said at that point, those are very broad quality 21 standards, and we couldn't drill out every point of 22 those, but there are a number of points here around 23 training, around complaints, around pain-induced 24 techniques, around education, all of which I think are 25 covered by those regulations and that guidance.</p> <p style="text-align: center;">Page 176</p>

1 Q. As far as SCHs are concerned?
 2 **A. As far as secure children's homes are concerned. So it**
 3 **feels like a number of them are already part of**
 4 **the regime of secure children's homes.**
 5 **There are some other aspects in here that I think**
 6 **would need to be thought through a little more**
 7 **carefully. Body-worn cameras is an example where**
 8 **I think there is a balance between safeguarding and**
 9 **having a recording of everything that is there and the**
 10 **regime in children's homes where we encourage people to**
 11 **develop positive relationships and develop mutual trust**
 12 **and respect. I wonder whether body-worn cameras could**
 13 **be an inhibitive factor in that.**
 14 **So I think there are issues raised in here that**
 15 **I think would bear, you know, consideration of the pros**
 16 **and cons of them, and that is one that I sort of draw**
 17 **out as one in particular that could actually prevent**
 18 **some of those relationships being formed, perhaps.**
 19 **I also feel, actually, the principle of privacy in**
 20 **bedrooms and bathrooms is quite important for children.**
 21 Q. Just by way of conclusion, then, could I ask you to
 22 bring up, please, DFE000591_030. This is, in fact, the
 23 conclusion given by your predecessor, by Ms Gross, or
 24 your colleague, and she tried to pull together, I think,
 25 there all of the different strands that we have been

Page 177

1 talking about, so perhaps we can scroll through.
 2 At 5.1, she's dealt with the regulations, which we
 3 have talked about. At 5.2, she dealt with
 4 Working Together, which we have talked about. At 5.3,
 5 she's talked about:
 6 "Poor performance by local authorities or SCHs is
 7 tackled through ... Ofsted and, where necessarily, by
 8 ... DfE's statutory responsibility to intervene where
 9 Children's Services are failing ...
 10 "DfE is committed to continuous improvement in the
 11 system."
 12 Doing work around the best commissioning
 13 arrangements, for example, for the SCH sector. She was
 14 saying at that point working with Ofsted to make better
 15 use of the data around sexual abuse incidents -- I think
 16 we have moved on a little bit in that respect?
 17 **A. Yes, I think I have explained how that has developed**
 18 **since then.**
 19 Q. I think her final observation, at 5.6, was:
 20 "Based on DfE's current knowledge of safeguarding in
 21 secure children's homes and from the information and
 22 knowledge that DfE has available, I consider the
 23 national framework for safeguarding children in secure
 24 children's homes to be effective. Sexual abuse is
 25 clearly unacceptable and while it is not possible to

Page 178

1 give unequivocal assurance that it will never take
 2 place, the system contains powerful safeguards to
 3 prevent it and sets out clear processes for dealing with
 4 incidents if and when they do happen in order to ensure
 5 that children are protected."
 6 That was your colleague's statement in October 2016,
 7 but do you stand by that?
 8 **A. I think I do, yes. Obviously, it's really important not**
 9 **to be complacent around the risk of abuse, and I am as**
 10 **conscious as everyone else that closed institutions do**
 11 **present that risk. So the system we have designed seeks**
 12 **to have strong safeguards, strong checks and balances**
 13 **and to be very, very clear around routes of disclosing**
 14 **and talking to people if there are concerns.**
 15 **I think it is probably very difficult to design**
 16 **a system where there is no risk at all. What we have**
 17 **tried to do is design a system that minimises risk. We**
 18 **also try and -- if we learn things that cause us to**
 19 **believe that there is risk in there that we are not**
 20 **taking account of, then we would want to know about**
 21 **that, we would want to put in place improvements, if**
 22 **necessary, and the National Panel, safeguarding panel,**
 23 **that I have talked about is one of those improvements**
 24 **that we have sought to put in place. So we really do**
 25 **try not to be complacent that the system is flawless and**

Page 179

1 **cannot have any risk in there.**
 2 **That said, the various safeguards I have**
 3 **described -- and, actually, we haven't touched on all of**
 4 **them today; we haven't touched on advocacy, on**
 5 **section 44 visitors. There are a number of other**
 6 **safeguards in the system that we haven't necessarily**
 7 **covered, but I do believe they offer opportunities for**
 8 **children in secure children's homes to disclose, to talk**
 9 **to people if they have concerns, and there are very,**
 10 **very clear procedures to be followed if that does occur.**
 11 Q. Do you want to headline, just briefly, the schemes that
 12 you are talking about in terms of advocacy and
 13 section 44? Just headline those briefly for the panel,
 14 would you?
 15 **A. All the children in secure homes have the right for an**
 16 **advocate and the Children's Homes Regulations make it**
 17 **clear that that must be explained to them as soon as**
 18 **they arrive in the home, as must the complaints**
 19 **procedure, and that must be done in a way that is**
 20 **appropriate to the age and the understanding of that**
 21 **child, and each home is also visited -- it is called**
 22 **a section 44 visitor because it is under section 44 of**
 23 **the legislation. That is an independent visitor who**
 24 **visits once a month and prepares a report that is sent**
 25 **to Ofsted. They have the opportunity to talk to the**

Page 180

1 children if they wish to talk to them -- obviously they
 2 are not forced to.
 3 Q. I will just pull this up briefly, while you are talking.
 4 INQ001426_029.
 5 A. Children have access to mobile phones or a landline,
 6 they have access to calling the Children's
 7 Commissioner or Childline. So there are -- you know, we
 8 haven't had a huge amount of time to discuss this today,
 9 but there are lots and lots of things that seek to build
 10 protections in there so that children can assert their
 11 wishes and feelings and make themselves be heard.
 12 Q. Go to the bottom of that page. That's the regulation 44
 13 provision I think you were talking about?
 14 A. That's right. So we do seek to put that in place. But
 15 we are not complacent. If we find evidence, including
 16 from this inquiry, that those protections are not as
 17 strong or in practice -- it is very easy in government
 18 to set out national frameworks and legislation. If we
 19 find that, in practice, things are not operating as we
 20 set out, then that is something we would want to know
 21 about and to react to.
 22 MS HILL: Thank you very much, Ms Willison. Those are all
 23 the questions I have, chair.
 24 THE CHAIR: Thank you. I think there are a couple of
 25 questions here.

Page 181

1 Questions by THE PANEL
 2 THE CHAIR: Very briefly, we have heard a number of views
 3 that children currently in custodial institutions are
 4 children first and offenders second. Do you believe
 5 that your department rather than the
 6 Ministry of Justice should have oversight of the cohort
 7 that are defined as children?
 8 A. I think that's one that really you should probably ask
 9 ministers rather than me as a civil servant. I'm sorry,
 10 I realise that's not a very helpful response. But as
 11 a civil servant, I have to deal with the framework that
 12 I have, and I don't really have sufficient expertise to
 13 give you a steer on that. I can see the direction that
 14 you're going, and I understand that, but I can't give
 15 you an opinion on it.
 16 THE CHAIR: Secondly, do you think it is a good idea to
 17 combine welfare and justice placements in secure
 18 children's homes?
 19 A. I think as it works at the moment it is working
 20 reasonably. It is the decision of the secure children's
 21 home what children they take, so if they feel there is
 22 a concern around having children from justice and
 23 welfare in their homes, they can make that decision.
 24 In practice, we find that, although children reach
 25 secure children's homes by different routes, the

Page 182

1 children who arrive through the justice routes are often
 2 either younger or have more complex needs, and often
 3 their needs are not vastly different from the children
 4 who arrive for welfare.
 5 As I said, within the homes, it is certainly the
 6 case that children are encouraged not to discuss their
 7 backgrounds or the different routes they came.
 8 So, in practice, I think it is working and I think
 9 the homes are able to meet the needs of both, and if
 10 they are not, they are able to say that and not take the
 11 child.
 12 THE CHAIR: Yes, indeed. So what would be the alternative
 13 for the child, in those circumstances?
 14 A. Well, there are a number of -- there are more children
 15 referred on welfare grounds to secure children's homes
 16 than there are places available to be found at times,
 17 and I think that's not a secret.
 18 Where local authorities believe a secure place is
 19 needed but one is not available, then, effectively, they
 20 will make arrangements for that child within the other
 21 placements available to them, and they are likely to try
 22 and manage then perhaps with a higher staff ratio or in
 23 a children's home with a much smaller number of children
 24 in it.
 25 So, you know, there are alternatives to secure for

Page 183

1 welfare children, but obviously local authorities need
 2 to consider what the best interests of the child is.
 3 MS SHARPLING: We have heard from a former Chief Inspector
 4 of Prisons. I'm conscious that you are only dealing
 5 with secure children's homes and they are dealing with
 6 the custodial estate in general.
 7 As I understood it, he was assisted in some of his
 8 inspections on those custodial institutions for which
 9 the DfE is not responsible by Ofsted. I wondered how
 10 those reports were processed and who got them and who
 11 had to take cognisance of them?
 12 A. As I understand it, the Ofsted part of that inspection
 13 would concern the education provision within the prison.
 14 So on that basis, I believe it would be within the
 15 educational side of the Ofsted team rather than the
 16 children's social care side.
 17 MS SHARPLING: Do you get those reports? Does the
 18 Secretary of State get those reports?
 19 A. Education reports?
 20 MS SHARPLING: Yes.
 21 A. I'm afraid I couldn't say. I don't work on the
 22 education side.
 23 MS SHARPLING: All right. I will ask Ofsted.
 24 A. Ofsted would have a better idea. Those reports are --
 25 so the reports that we get are public documents, in

Page 184

<p>1 effect. So I imagine he does.</p> <p>2 MS SHARPLING: Thank you.</p> <p>3 MR FRANK: Before I ask my question, I want to make sure</p> <p>4 that you are the right person to ask it of. I say that</p> <p>5 because, in fact, I want to refer you, if I may, to</p> <p>6 a document that's behind your witness statement but</p> <p>7 I think it's an exhibit that was attached to Ms Gross's</p> <p>8 witness statement. If we could turn up -- in our bundle</p> <p>9 we have got it behind tab 19 at section E.</p> <p>10 MS HILL: This is exhibit AG1, is it?</p> <p>11 MR FRANK: I'm not sure it is, actually. There are a group</p> <p>12 of exhibits under that description, "AG1". It is</p> <p>13 actually on page 11 behind that tab. It is the letter</p> <p>14 from the Minister of State for Children and Families.</p> <p>15 A. I think that was from Ann Gross's witness statement in</p> <p>16 the bundle.</p> <p>17 MS HILL: Do you want to bring it up? I can bring you the</p> <p>18 INQ number, if you want.</p> <p>19 A. It would probably be helpful for me. But I recognise</p> <p>20 that from the bundle.</p> <p>21 MR FRANK: I wouldn't want to ask you about it if you don't</p> <p>22 even have it front of you and it is not your exhibit.</p> <p>23 MS HILL: It is effectively in your bundle as well.</p> <p>24 A. It is from my bundle.</p> <p>25 MS HILL: DFE000592_013. 1 April 2016.</p> <p style="text-align: center;">Page 185</p>	<p>1 review was by the end of the summer.</p> <p>2 A. I would be very happy to look in our records and write</p> <p>3 to you about that.</p> <p>4 MR FRANK: I'm very grateful. Thank you very much. Again,</p> <p>5 looking to the bottom of the document, our page 12,</p> <p>6 I don't know whether you can scroll down to that, the</p> <p>7 third paragraph from the bottom, do you see one of</p> <p>8 the concerns was: "pending longer term change we must</p> <p>9 not lose any more homes", was the concern. I don't know</p> <p>10 whether you are able to help us at all. Please don't</p> <p>11 feel obliged to if you can't.</p> <p>12 A. No, I can't help you with that specific concern.</p> <p>13 I think the thing on the screen isn't relevant, by the</p> <p>14 way.</p> <p>15 I think what I would -- my best take on it would be</p> <p>16 that we do work with our colleagues in MoJ around the</p> <p>17 numbers of beds that are available in secure children's</p> <p>18 homes, because that has reduced significantly over time.</p> <p>19 I would imagine that that was -- that the concern</p> <p>20 specifically was around losing further beds.</p> <p>21 The estate has been relatively stable for a while,</p> <p>22 but that was after a significant drop, I believe, in the</p> <p>23 early part of this century.</p> <p>24 We do work with MoJ around that and, indeed, we are</p> <p>25 currently working with Sir Alan Wood, who is the chair</p> <p style="text-align: center;">Page 187</p>
<p>1 MR FRANK: Thank you very much.</p> <p>2 A. I'm happy to talk to that, yes.</p> <p>3 MR FRANK: I'm grateful. What it does is, it sets out</p> <p>4 a record of the outcome of a discussion with sector</p> <p>5 colleagues and the minister concerning how the operation</p> <p>6 of secure children's homes could be better planned and</p> <p>7 coordinated and joined up at the national level, so it</p> <p>8 says in the first paragraph.</p> <p>9 It appears to, in the fourth paragraph, indicate</p> <p>10 that they were unwilling to go forward without further</p> <p>11 data gathering and detailed cost modelling "before we</p> <p>12 could commit to major structural change".</p> <p>13 I wonder if you could help for a moment, what was</p> <p>14 the structural change being considered and being</p> <p>15 deferred according to this letter? Do you know that?</p> <p>16 A. So I'm afraid the letter was in 2016, which was before</p> <p>17 my role there, so I would need to look in my historic</p> <p>18 data on this --</p> <p>19 MR FRANK: I'm not going to press you if you need time, but</p> <p>20 if you can let us know at some point, it would be</p> <p>21 helpful.</p> <p>22 You will see at the bottom of that paragraph it was</p> <p>23 anticipated that some further review would be completed</p> <p>24 before the end of the summer of 2016. So I wonder if we</p> <p>25 could learn at some point what the outcome of that</p> <p style="text-align: center;">Page 186</p>	<p>1 of our residential care leadership board, around how to</p> <p>2 encourage on a regional basis. We are providing some</p> <p>3 seed funding for feasibility studies to look at</p> <p>4 establishing new secure children's homes because there</p> <p>5 are certainly some areas of the country where provision</p> <p>6 is very light -- London and the south-east, for example.</p> <p>7 We work with MoJ quite closely on that because of their</p> <p>8 interest in the justice bed side of it. So that is</p> <p>9 something we are taking forward now with Sir Alan Wood</p> <p>10 and, indeed, you know, hope that we can support the</p> <p>11 opening of more, if that is what the sector feels is</p> <p>12 necessary.</p> <p>13 MR FRANK: Thank you very much. If you can update us when</p> <p>14 you have had a chance --</p> <p>15 A. I'm happy to look at that specific point and write to</p> <p>16 you.</p> <p>17 MS HILL: Ms Willison, while you have been in that exhibit,</p> <p>18 can I just flag up -- I should have adduced formally, I</p> <p>19 am sorry -- DFE000592_015 is another page in Ms Gross'</p> <p>20 exhibit that sets out the mandatory qualifications for</p> <p>21 those working in secure children's homes.</p> <p>22 Further on in that exhibit, DFE000592_018 is the</p> <p>23 answer to the question, very simply, about action Ofsted</p> <p>24 can take with regard to the inspection of children's</p> <p>25 homes.</p> <p style="text-align: center;">Page 188</p>

<p>1 A. Far better than I described it, no doubt.</p> <p>2 MS HILL: Thank you for Mr Frank's help with that exhibit.</p> <p>3 Those are all the questions, chair. That concludes the</p> <p>4 evidence for today, chair.</p> <p>5 (The witness withdrew)</p> <p>6 THE CHAIR: Thank you.</p> <p>7 (4.26 pm)</p> <p>8 (The hearing was adjourned to</p> <p>9 Friday, 13 July 2018 at 10.30 am)</p> <p>10 I N D E X</p> <p>11</p> <p>12 Welcome and opening remarks by THE1</p> <p>13 CHAIR</p> <p>14</p> <p>15 MR ALAN WOOD (affirmed)2</p> <p>16</p> <p>17 Examination by MS HILL2</p> <p>18</p> <p>19 Statement of MR PHILLIP NOYES (read)81</p> <p>20</p> <p>21 MS CAROLYNE WILLOW (affirmed)96</p> <p>22</p> <p>23 Examination by MS HILL96</p> <p>24</p> <p>25 MS KATHERINE WILLISON (affirmed)139</p> <p style="text-align: center;">Page 189</p>	
---	--

<p>1</p> <p>2 Examination by MS HILL139</p> <p>3 Questions by THE PANEL182</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p> <p>15</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p> <p style="text-align: center;">Page 190</p>	
--	--

A				
ability 53:8 107:15	37:8,10,17 39:13	109:19	172:25	20:23 21:19 29:1
able 9:22 10:24	41:9,13,22 42:7	abusive 24:23	active 73:7	29:12 30:5 35:24
15:18 29:8 42:5	43:2,7 45:1 47:17	115:22	activity 111:1	42:8 74:13 82:22
43:2 48:6 61:12	47:21 52:18 53:2	accept 41:15	acts 112:3,12	85:24 88:12 100:6
62:15 85:5 107:1	53:19 54:11 57:22	acceptance 16:22	actual 23:2 34:4	100:7 101:20
107:3 109:9,10	57:24 61:8 74:11	accepts 94:18	42:18 49:4 55:21	107:21 118:18
110:9,16 116:19	74:24 75:5,10	access 10:17,20	56:24 119:9 131:6	131:16 136:13
117:18 118:9	81:2 82:22 83:22	14:11 18:13 21:3	166:6	advanced 102:22
136:14 137:22	83:25 84:6,12,15	25:21 31:23 51:16	add 41:17 42:24	102:22
167:14 173:6,10	85:1,16 86:2,9,20	51:22 55:19 67:6	51:18 153:5 161:8	advice 123:21
175:8 183:9,10	86:21 87:15,21,24	67:8 68:9 89:2	165:16	175:20
187:10	88:12 89:15,22	167:14 181:5,6	added 15:25 22:10	adviser 82:3
absence 109:22	90:8,11,19,22,24	accessed 89:10	39:25 58:2	advising 120:3
absolute 116:11	91:9 92:3,10 95:6	accessibility 89:11	adding 162:10	advocacy 61:10
129:2	97:23 98:2,25	accessible 89:12	additional 30:3	124:20 180:4,12
absolutely 4:21 5:5	99:23 101:21	accessing 38:3	37:5 65:5 168:8	advocate 126:5
15:23 22:9 24:3	102:4 104:23	accommodated	address 3:5,20	180:16
25:16 28:11 31:11	107:9,24 108:7	155:11 161:21	35:10 38:17	advocates 122:3
32:19 33:18 34:6	109:16,23 110:10	accompanying	109:24 131:3	123:25
34:10 36:23 39:8	110:16,23 111:4	165:8	146:16 148:16	affect 87:22
40:20 41:14 47:1	112:10 113:7,18	account 37:16	176:14	affirmed 2:1 96:5
48:3,14 74:7 80:4	115:2,4,25 116:3	57:10 58:14	addressed 167:19	139:8 189:15,21
98:11 100:22	117:6,8,11 118:4	176:18 179:20	addressing 59:8	189:25
102:7,16,16	118:25 121:23	accountability	adds 50:16	afforded 130:4
103:13 105:7,23	122:22 123:11,18	88:15 145:14	adduce 4:10 90:1,4	afraid 142:10 144:7
107:17,22 111:18	125:3,9 126:6	accounted 93:4	93:15 112:19	144:8 150:19,21
114:1 116:6 122:8	133:21 134:1	accounts 90:11	128:13 135:9,11	184:21 186:16
124:5 126:18,24	135:21 146:16	accurate 31:9	138:13 139:18	aftermath 98:24
127:10 130:6	158:14 159:2	achieve 16:19,23	165:6 171:10	AG1 185:10,12
132:7,10 133:10	164:21 167:3,13	17:9 18:1	adduced 7:11 95:12	age 34:3,4,5,13
134:3 141:4 159:5	167:14,18,19	acknowledgement	113:15 129:20	58:10 80:13 84:13
160:20 161:7	170:16 175:22	109:22	188:18	84:20 87:1 161:15
169:6	178:15,24 179:9	act 11:20 34:1	adducing 4:14	180:20
abuse 3:12 5:1,8,23	abuse/neglect	63:21 64:21 65:1	69:13	age- 20:3
7:1,9 8:21 9:4,5	119:16	65:7 97:16 101:15	adequate 38:7,13	age-appropriate
9:15,22 10:15	abused 5:1 28:13	104:25 106:3	Adewole 138:8	25:17
11:15,18 12:15	83:11 85:7 96:19	110:11 131:2	adjourned 189:8	aged 90:10 161:18
13:7,8,8,17 15:11	99:20 103:1	141:25 142:1	adjournment 96:1	agencies 60:18
15:19,25 16:17	111:13,25 112:19	145:3 153:8	adoption 140:4	61:12 70:6 109:20
17:2,2 18:5,18,24	112:23 114:4	157:13	adult 11:19 18:17	109:22 171:1,7
19:16,25 21:11	118:6 175:21	acting 12:1	18:19 19:6 32:1	agency 60:11
24:6 25:11 27:25	abuser 12:18 54:10	action 61:9 87:8	57:9 92:15 108:1	aggressive 6:6
29:10,15 30:6,20	85:11	90:21 93:7 115:11	116:3 129:8	agitation 113:11
32:14,21 33:25	abusers 44:15	122:4 132:11	adult's 18:20	agree 78:2,7,9
35:9,12 36:2,20	85:15,20	146:25 188:23	adults 11:20,22	79:10,12 80:4,9
	abusing 85:12	actions 170:15	14:2,20 19:1,11	81:1,4 143:22

<p>agreed 23:14 89:5 agreement 162:15 ahead 173:11 aiming 150:4 air 101:12 Alan 1:9,25 2:1,3 187:25 188:9 189:15 alarmist 125:7 albeit 170:17 alert 120:21 alignment 172:13 allegation 20:25 26:23 28:22 32:13 54:16 55:14 56:10 56:14,16,19,23,25 57:18 58:7 59:7 59:12,22,23,24 66:19 87:25 105:24 106:20 118:19 133:24 167:18,18 allegations 3:12 19:18 21:6 26:1 28:1,7,8,10,17 47:21 53:18 58:21 60:10 61:22 62:12 62:18 67:10 70:19 106:5,6,14,21 107:1,10 117:7,10 118:2,4,24,25 119:6,7,10,14,16 119:23 120:7 121:19,23 122:1 123:11,18 130:19 133:21 167:16,21 alleged 20:15 37:19 54:10 58:13,19 60:11 112:10 125:9 alleging 57:24 126:6 134:1 Alliance 82:9 97:8 Allied 33:5 allocated 23:24 allow 51:7 156:17</p>	<p>158:6,11 159:22 allowed 104:1,1 116:7,9 allowing 89:2 alluding 101:7 alongside 35:20 36:6 64:10 65:12 74:2 alternative 98:23 183:12 alternatives 183:25 alters 28:21 altogether 3:13 ambition 61:1 ambivalent 133:6 amending 37:17 amendment 106:3 amendments 97:15 amount 14:12 44:21 124:12 168:11 171:6 181:8 anal 84:22 analysis 33:14 36:23 77:10 89:20 122:24 130:25 158:8 171:15 anchor 69:21 and/or 115:18 anger 5:22,24 94:5 anguish 115:18 Ann 139:17 160:5 185:15 annual 71:21 114:13 anonymity 87:6 anonymous 94:1 answer 5:2 8:9 13:4 13:9 15:22 20:18 26:12 30:19 33:23 34:9 40:10 47:6 52:24 59:5 83:15 85:12 86:11 130:7 188:23 answers 3:20 4:4 16:10 30:17 38:21</p>	<p>53:19 58:17 anticipate 1:18 anticipated 186:23 antithesis 101:13 anxiety 113:11 anybody 35:6 64:8 137:14 anyway 19:2 26:24 45:2 143:21 apart 97:18 141:15 apologise 162:5 appears 113:20 186:9 applicable 13:10 64:1 169:3 application 71:16 74:22 145:11 applies 140:14 141:5 143:4,10 145:21 152:3 169:6 175:3 apply 53:1 61:17 64:21 73:9 115:6 121:12 124:3 147:8 152:6 160:16,17 161:5 162:18,19 applying 120:8 appointment 138:9 138:10 appointments 138:12 approach 14:6 18:15 19:13 23:14 23:16 31:24 33:2 40:21,25 48:4 49:1,7,22 59:12 60:2,5 62:25 68:16 71:1 75:1 77:8 78:6,11 79:13 171:17 approaches 14:7 appropriate 3:8 8:2 9:19 11:20 12:1 33:4 34:20,21 37:18,20 52:10</p>	<p>72:1 77:25 87:1 88:15 94:19 117:22 122:4 171:21 180:20 appropriately 19:24 46:8 86:19 156:19 171:2 appropriateness 10:14 approval 161:18,20 approved 2:12 approximately 90:16 April 93:24 139:25 142:18 143:13 147:3 156:23 185:25 area 34:19 35:20 44:17 47:13 60:11 64:6,15 70:6,6,13 76:11,14 79:9 82:7 128:7 157:8 areas 17:9 22:14 47:4,5 48:4 68:1 69:10,11 70:9 77:18 81:2 123:3 153:17 156:1 163:22 165:4 169:12,17,18 188:5 arena 5:25 6:11,13 6:19 10:17 11:2 12:4,8 13:1,2 14:8 14:13 16:6,25 17:8 27:12 31:17 35:24 37:6 38:25 39:16 41:2 42:19 68:23 arenas 11:21 arguably 102:22 arm's 23:4 arrangement 157:14 arrangements 77:20,22 145:8 153:23 167:20</p>	<p>178:13 183:20 arrest 95:21 arrive 180:18 183:1 183:4 arrived 160:20 161:11 article 96:12,16,17 98:14,20 117:14 121:21 122:21 127:7 asked 4:3,17,23,24 11:11 13:3,6 19:21 20:14 27:2 27:8 29:25 30:19 32:6 33:13,20 35:11 37:8 38:17 38:17,19 41:15,20 42:21 44:11 46:23 51:3,6 52:19,23 53:17,21 58:16,18 59:5 63:4,14 67:22 86:10 88:16 89:10,22 92:7,16 108:8,23 109:5 112:17,22 115:1 130:15 147:24 149:25 176:11 asking 86:23 115:13 148:15 asks 86:22 92:16 aspect 24:1 28:4 37:24 50:1,2,9 55:20 148:12 aspects 42:21 45:18 48:23 50:7 53:15 56:22 90:15 113:3 177:5 assault 108:21 111:8 assaulted 107:21 114:11 assaults 36:15,18 36:21 107:13,14 assert 181:10 assess 65:3 167:2 assessing 143:19</p>
--	--	---	--	---

assessment 37:15 66:3,7 144:1	auto-closed 108:17	bad 29:20 172:23	37:14,22 83:14	biggest 114:1
assessments 65:6	automatically 65:4	balance 177:8	84:19,24 85:10	bit 1:20 20:5 21:18
assist 2:7,9 19:22 20:8 69:13 74:23 173:6,10	104:24 123:25	balanced 57:11	91:15 95:5 102:2	33:16 37:23 41:23
assistance 55:10	125:10 134:15	balances 179:12	112:9,21 113:4,10	65:23 69:15 87:16
assisted 184:7	available 18:7	BAME 43:12	127:4 168:4	91:18 96:10
assume 19:5 150:12	37:19 38:14,24	banish 100:14,16	behavioural 29:13	103:14 106:1,19
assumption 36:8 110:23	46:21 70:1 132:17	banner 50:21	74:18 86:19 113:7	106:19 110:6
assurance 179:1	164:16 178:22	barriers 15:12 41:9	115:19	129:9,15 133:5
astonishing 107:22	183:16,19,21	52:19 115:1	behaviours 17:4	137:6 141:21
atmosphere 7:25 49:15	187:17	123:19 124:6	19:7 29:11,14	153:22 155:17,20
attached 185:7	avoid 84:16 85:22	Barring 108:25	36:8,9 85:22 92:9	157:5 159:24
attachment 19:2	avoiding 49:12	170:9	belief 58:21	174:15 178:16
attack 9:2	aware 25:14,23	bars 99:12	beliefs 45:15,16	bits 154:8
attempt 169:25	26:5 28:18 43:23	base 88:4	believe 54:9 59:15	black 43:6,16 79:5
attempted 15:5 90:19	44:2 48:12 86:18	based 42:1 44:9	92:7 101:1,20	blind 169:15
attended 125:15	136:21 141:15	52:3 90:9 105:2	111:6 112:14	block 27:4,19
attention 8:11 95:19 110:8	148:21 157:15	107:1 127:2	118:24 126:13,19	blocks 12:2 14:10
122:15	167:2 175:24	136:24 178:20	126:22 127:8	blue 70:11
audio 132:19	awareness 31:17	basic 19:1,2 47:8	128:24 132:7	board 45:24 46:18
134:12 169:21	Aycliffe 152:12	107:4 146:11	134:9 142:14	48:15 53:23 64:11
auditing 159:4		175:25	152:16 170:2	69:18 130:24
audits 46:9	B	basis 164:2 172:12	179:19 180:7	171:8 188:1
authorities 65:2	B 70:21,23 83:19	184:14 188:2	182:4 183:18	boarding 73:15
105:5 107:2,8	back 10:7 15:15	bathrooms 169:13	184:14 187:22	boards 63:22 69:22
117:3,14,18 118:1	20:12 31:14 32:10	169:19 177:20	believed 28:14 29:2	70:8 72:14 95:18
118:10,23 121:10	37:25 47:14 52:21	bear 76:3 89:16	32:11 59:9,10	132:1 153:25
123:17,23 131:25	54:25 60:21 63:12	176:6,8 177:15	93:6 123:20 134:1	bodies 123:10
142:2 143:1 154:2	76:5 99:11 102:7	becoming 8:22	134:11,11,20	132:3 143:2
157:14 158:4	111:11 119:6	37:17 41:8	believes 100:23	144:19,22 145:4
161:23 171:7	121:13 124:24	bed 188:8	158:10,13	body 127:16 158:19
178:6 183:18	131:11,13 134:6	bedrooms 169:12	belongings 116:10	158:20
184:1	134:25 139:16	169:19 177:20	benchmark 53:24	body-worn 80:15
authority 105:10	144:21 147:9	beds 187:17,20	benefit 163:15	132:10 177:7,12
105:17 106:7,11	151:16 154:21	beginning 7:12	best 24:20 32:17	bold 45:23 54:4
106:15,22 119:20	160:4	8:24 54:5 106:2	35:13 44:14,16	bolts 48:19 64:24
119:22 121:11	background 2:9	130:20 137:2	53:15,18 57:6	bond 40:16
127:13 147:1	7:16 43:16,25	138:14 143:23	68:16 178:12	bonded 40:16
150:24 157:19	46:15 67:7 68:3	144:10,14	184:2 187:15	bones 166:12
161:19 170:25	82:16 83:18 96:11	beginnings 159:3	better 60:2 87:9	book 97:19 99:12
	96:23 97:20 98:1	140:7	129:25 173:2	103:14 104:10
	122:25 141:19	behalf 3:11 82:13	178:14 184:24	110:2,19 128:14
	backgrounds 48:17	140:7	186:6 189:1	133:20 135:9,10
	69:1 113:19 124:7	behaviour 6:15 7:8	beyond 38:11	135:14,17,18
	161:12 183:7	7:19 8:13,18,18	175:11	137:19,21 138:13
	backs 133:24	8:21,25 9:4 11:5	big 14:5 42:10	borne 120:5
	134:12	24:24 29:16,20	bigger 45:6	bottom 152:11
		31:20,25 36:1		

181:12 186:22 187:5,7 bound 70:7 boundaries 87:10 box 166:9 167:5 boy 110:10 boys 84:12 114:2 boys' 101:25 Brazier 174:14 breach 133:11 break 1:19 49:10 51:2 52:10,13 54:24 115:23 139:5 158:25 breakdown 36:24 109:9,13 brief 168:10 briefing 68:4 99:14 122:21 briefly 21:17 63:11 67:22 112:19 115:2 118:8 135:8 141:8 142:23 174:19 180:11,13 181:3 182:2 bring 2:8 21:16 53:13 54:18 63:18 71:4 74:1,1,4 75:24 84:1 97:20 99:1 103:14 112:23 126:11 129:23 131:5 135:6 141:20 143:12 151:18 152:9 175:15 177:22 185:17,17 bringing 72:7 123:18 172:14 broad 3:2 22:1 61:15 69:11 105:20 116:5 152:5 173:10 176:20 broadcast 131:19 broader 96:23 121:21	broadly 2:11,25 4:2 21:23 24:22 33:24 37:12 40:13 63:17 107:6 136:3 140:11 141:11 160:7 175:17 broken 11:23 brought 7:6 14:24 18:4 59:2 66:2 84:3 86:15 90:13 150:1 build 21:20 39:21 42:9 88:4 136:7 181:9 building 36:3 50:12 92:18 built 12:2 122:24 156:11 bullet 15:7 48:7 66:10 84:4 93:22 94:8 bullets 54:4 bullied 94:13,14 bullying 37:13 39:6 94:5 115:19 bundle 76:6 83:20 142:17 143:12 152:18 185:8,16 185:20,23,24 bundle-file 81:23	97:3 cancel 174:2 candour 127:20,23 capacity 12:14 39:22 capital 156:13,18 care 6:21 7:4,17 10:22 14:22 26:3 30:1,8 43:17 47:21 49:24 53:4 64:9 65:11 67:7 79:13,15,20 97:23 98:23 99:6 102:10 102:20 113:18,21 114:8,19 116:18 117:7,8 119:1,20 125:9,9 126:7 139:21 140:4 164:11,16 166:9 172:10 184:16 188:1 cared 101:14 career 2:14 96:24 97:5 98:2 99:18 111:10,11 124:25 carefully 54:7 177:7 carer 116:18 carers 48:17 85:24 caring 50:1 118:5 120:11 136:10 Carolyn 96:4,5,8 189:21 carried 2:21 108:5 142:4 147:20 149:7 159:17 carry 71:11 110:14 121:18 128:23 129:5 132:5 143:25 156:18 157:19,22 158:7,9 158:14 159:6 carrying 143:3 174:7 case 2:21 55:4 61:16 83:20	109:11 116:9 127:11 128:24 131:17,21 132:8 156:1 157:20 159:5 170:21 183:6 cases 60:22 105:16 108:17 161:20 cast 101:19 catch 79:21 categorise 100:18 categorised 113:23 114:3 category 118:14 119:11 cause 14:13 22:16 179:18 caution 109:4 CCTV 132:7 133:5 133:23 156:15 169:10,22,24 cell 94:9 104:5 116:9,13,13,17 cent 15:5,7,8,9 36:17,18 90:18 93:4 105:17 106:5 106:12,23,24,25 117:10 155:4,12 155:13 central 20:2 60:15 75:22 centre 8:6 130:16 130:18 131:7,19 centres 71:17 72:9 95:15 130:19 132:16 140:19 145:5 149:7 century 187:23 certain 30:16 31:3 36:16 51:12,13 53:21 67:1,23 69:1 90:5,15 135:10 146:11 161:18 163:3 171:6 certainly 17:15	19:9 28:16 36:5 43:23 66:1 129:4 173:8 183:5 188:5 cetera 84:23 164:15 chair 1:3,4,16 2:9 4:9 5:3 52:9,11,15 81:7,10,14,21 82:8 83:19 87:16 88:20,25 89:16 90:1,3,13 93:17 94:3,7 95:22,23 96:3 134:22 135:4 138:21,24 139:1,2 139:17 142:23 181:23,24 182:2 182:16 183:12 187:25 189:3,4,6 189:13 challenges 38:8 challenging 57:13 102:3 chance 76:24 126:14 168:17 188:14 change 88:13 127:3 144:25 150:9 151:7,15 153:17 153:23 154:10,13 186:12,14 187:8 changed 145:1 157:12 162:1 171:4 changes 86:19 91:15 149:22 150:16 153:9,13 153:19 154:6 157:6 changing 6:15 63:24 150:21 chapter 70:23 103:13 135:19 138:2,17 143:10 143:24 144:3,11 144:14 146:24 166:10 character 164:15
	C			
	c 45:23 60:14 90:4 call 1:15,25 3:3,17 44:10 96:3 139:7 154:15 called 4:24 70:20 96:16 116:16 138:2 180:21 calling 181:6 cameras 80:15 132:7,11,18 133:9 133:12 177:7,12 campaigners 131:24 campaigning-type			

characteristics 43:1 124:8	103:21,24 104:23 104:24 105:23,25	6:24 7:5,17 8:4 10:14,17,20 11:21	95:19,20 96:14,18 96:25 97:6,16	167:22,24,25 168:18 169:5,6,18
check 29:8,11 111:15 176:2	106:1,17,23 107:4 108:1,7,22 109:3	12:6,9 13:23 14:9 14:10 15:5 16:2,5	98:3,20,22 99:12 99:19 100:4,6,7,8	169:25 170:1,5 171:16 172:3,4
checking 170:23,24	110:17,17 111:12 111:13,17 113:3	16:16,24 17:5,12 17:13,14,21 19:11	100:9,11,11,15,19 101:2,3,13,16,22	177:20 178:23 179:5 180:8,15
checklist 61:11	115:8,15 116:7,8 118:14,20 119:3	19:14,18 20:3,8 20:21,22 21:2,10	102:1,2,18,21,23 102:25 103:1,5,11	181:1,5,10 182:3 182:4,7,21,22,24
checks 45:9,9 179:12	120:16,19,24 121:17,23,25	21:19,22 23:24 24:5,15,19,22	103:15,23 104:4 104:25 105:22	183:1,3,6,14,23 184:1 185:14
chemical 78:1 128:1	122:10,11,13 123:9 124:1,18	25:6,13,19,25 26:21,24,24 27:4	106:3,18 107:19 107:20,22 109:3	children's 19:1 20:19 27:12 44:24
chief 82:3,4 98:15 184:3	125:8,12,16,17,20 125:21,25 127:8	27:5,8,19 28:6,17 28:19,20,23 29:1	109:11,16,19 110:3 111:4,8,15	66:2 69:5,22 71:18 72:11,14
child 2:14 4:25 5:8 5:18 6:18,19 7:15	127:13 128:22 129:15 133:3,17	29:2,9 30:10 31:16,19 32:1,11	111:18 113:11,13 113:17 114:4,6,8	82:8 91:23 95:16 95:17 97:6,8,22
8:19,20 11:4,13 11:15,17,25 12:7	133:25 134:6,7,11 134:17 137:11,17	32:17 33:6,7,20 33:25 34:12,23	114:9,11,16,18,18 114:19,20 115:1,3	97:25 99:6 100:1 102:19 103:18
12:14,25 15:18,24 16:4,20 17:10,25	138:7,20 140:3,13 141:9 147:6	35:1,15,19,20,23 35:24 36:6,7,14	115:7,10,11,16 116:1,11 117:8,9	110:21 114:15 118:12,13 119:1,7
18:13,17,19,19,22 19:5,22,25 21:25	150:10 151:23 155:6 157:16	37:3,5,13 38:3,13 39:19 40:23 42:5	118:6 119:23 120:2,10,12,14,20	119:8,20 121:1 122:22 123:12
22:7,11,15 23:15 23:18,21 24:5,12	164:7,8,21 167:19 170:13 175:21	42:8,25 43:12,21 43:23 44:7,24	122:2,13,17,17,18 123:19,24 124:8	124:18,25 125:3 125:13 126:1
26:5,18 27:13,16 29:14 30:3,20	180:21 183:11,13 183:20 184:2	45:12,24 46:7,18 47:22 50:13 51:7	124:13,13,21 125:4,24,24 126:2	127:1,9,24 128:8 129:25 131:23
32:1,21 33:7,8 34:5 35:6 36:9	child's 6:14 8:1,21 8:25 11:3 16:23	51:15,21,22 52:6 53:9,23 59:9	126:6,24 127:8,17 128:9,15,16 129:8	132:1,2,21 133:11 134:14 136:18
42:3 43:15 44:3 44:15 46:16 47:17	21:12,24 22:22 23:20 24:2,3,11	60:19 61:5,13 63:8,21 64:6,15	129:9,9,19,25 130:4,12 131:2	137:13,14 139:21 140:18,22,25
51:19 53:3,12 54:7,17 55:4,9,10	28:21 32:9,24 34:3 35:2 36:2	64:21,21 65:1,3,7 66:6,23 67:7 68:7	132:4,22 133:6 134:8,9,16,19	141:7 143:8 146:3 146:4 153:4,25
56:2,20,21 57:12 57:15,17,20,21	62:5 83:24 99:25 112:21 115:24	68:9,25 69:2,18 70:20 71:20,24	135:21 136:6,13 137:10,22 140:3,4	155:25 156:4,4,11 156:14 159:9,10
58:8,8,12,13 59:25 60:8,16	163:22 child-centred	72:24 73:7,12,13 73:15,16,16,19	141:25 142:1,5,5 142:13,15 143:2	159:11,25 160:3,8 160:13,16 161:2
61:20 62:2,14,16 62:21,25 64:2,7	47:15 75:1 child-focused 71:1	74:9 75:15,21 78:12,22 79:1	145:3 151:22,25 153:8 154:17	161:14 162:11 164:6 166:18
65:1,3,5,7,10,16 65:17 69:16 72:5	childcare 2:13 164:11,13	80:12,13,18 82:2 82:11,22 83:2,7	155:3,6,10,13,14 156:15 157:13	168:1,17,24 169:10 171:1,8,25
74:22 75:5,9 77:7 78:1 79:16 82:3	childhood 90:8,25 Childline 83:1,5	83:10,13 84:15 85:5,12,17,21	160:12,14,17 161:6,6,9,10,18	172:1,2,10,11,13 172:17,18 174:25
83:22 85:3,14 91:8 94:25 95:9	88:23 89:3,8,14 94:1 181:7	86:1,10,21 87:3,4 87:5,8,9,13 88:6	162:11,19,20 163:15 164:3,17	175:1,3,6,14,24 177:2,4,10 178:9
95:14 96:18 97:6 97:13 98:8 100:4	children 1:5 3:13 4:7 5:6,16 6:3,4,7	88:11,19 91:7 94:2,19,21 95:3,6	166:23 167:1,12	178:21,24 180:8 180:16 181:6
100:18,21,22 101:18 102:12,22				

182:18,20,25 183:15,23 184:5 184:16 186:6 187:17 188:4,21 188:24 choice 19:14 choices 6:18 choose 27:19 chooses 32:21 choosing 125:7 chosen 70:4 Chris 136:20 chronological 34:3 34:4 58:9 churn 49:18 circular 39:2 circulated 3:23 circumstances 15:17 57:21 95:1 120:19 183:13 civil 182:9,11 clear 9:13 18:21 25:16 37:14 48:20 51:17 61:1 70:16 71:6 80:15 88:14 106:14 117:18 130:22 136:8 140:17 141:23 143:4,10 145:20 162:18 167:6,20 169:4 170:2 179:3 179:13 180:10,17 clearly 25:24 42:13 75:1 108:21 137:1 155:23 162:22 178:25 clinical 23:4,5 50:8 close 126:5 128:7 128:15 134:17 174:2 closed 101:23 120:16 131:18 179:10 closely 18:9 109:20 188:7 closer 136:7	clothing 116:16 coaches 119:24 coercing 112:2 cognisance 184:11 cohort 182:6 collated 69:4 159:13 colleague 139:16 160:5,11 162:22 177:24 colleague's 153:10 154:22 179:6 colleagues 57:5 186:5 187:16 collect 42:17 107:2 116:9 collected 106:22 collection 31:23 120:6 collectively 124:9 College 93:16,17 145:23 colleges 117:21 119:25 120:9 column 90:16 91:2 91:3 92:1,20,25 combine 182:17 come 3:16 5:19 10:7 11:7 18:6 19:17,19 20:5 26:15 27:19 32:15 33:16 45:16 47:14 48:25 54:25 60:20 61:15 71:23 99:13 113:19 119:24 131:11 134:25 140:11 141:16 147:9 153:10 comes 31:14 coming 30:4 44:3 51:11,15 63:12 126:9 151:16 commend 76:25 168:14 170:3 176:16 comment 112:22	126:15 172:7 175:8 176:16 commercial 130:23 131:9 commission 124:17 commissioned 93:18 Commissioner 132:3 181:7 Commissioners 137:14 commissioning 178:12 commit 186:12 committed 85:16 88:14 106:17 178:10 committee 72:6 136:21 137:10,11 137:12,12 150:14 common 5:22 28:6 29:4,5,9 40:17 43:19 72:18 88:2 146:15 communicated 92:21 communicates 101:16 communication 15:8 47:15,18,19 53:11 87:2 communication/r... 36:3 communications 155:23 communities 43:22 100:15 community 5:17 10:20 18:18 28:3 29:7 40:3 41:1 42:17 44:1,6 85:25 100:20 126:25 compassion 116:17 complacent 179:9 179:25 181:15	complaint 19:22 32:14 33:1 54:20 55:6,14,15,17,21 55:25,25 56:3,8 complaints 2:22 20:6 49:1 51:8 56:22 129:7 132:21 176:23 180:18 complete 80:5 completed 52:5 186:23 completely 11:23 17:20 78:7 79:11 80:9 81:1 116:21 completeness 71:4 99:1 128:12 156:20 165:5 completion 57:10 complex 5:5,9 7:1 11:6 18:1 35:8 38:8 43:21 68:21 142:10 157:8 183:2 complexities 68:24 78:15 88:5 compliant 102:2 complicated 5:21 5:24 22:18 23:23 32:2 34:13,19 44:2,25 45:1 58:2 complicating 24:4 27:11 39:25 complications 22:11 comply 44:14,16 46:3 comprehended 62:5 comprehensive 81:10 135:7 concentrated 5:11 29:6 41:2 concept 162:25 concern 12:18 13:12 14:13 20:7	32:10 36:20 54:20 55:1,2,7,8,22,24 55:25 56:8,23 66:22 74:19 104:18 106:19 112:4 147:11 158:8,13 159:18 182:22 184:13 187:9,12,19 concerned 2:25 3:19 22:11 52:25 64:3 65:23 82:22 83:17 117:12 132:4 133:5 153:2 153:6 159:19 164:22 176:5 177:1,2 concerning 186:5 concerns 12:17 22:15,17 34:19 56:6 57:16 85:4 93:12 101:21 105:5,9 106:16 119:23 130:10,20 137:22 173:18,25 174:6 179:14 180:9 187:8 conclude 103:4 133:22 concluded 98:6 122:9 concludes 189:3 concluding 138:2 conclusion 177:21 177:23 conclusions 63:13 109:14 concrete 56:7 conditions 51:6 101:14 115:21 conductive 8:1 conducting 102:9 110:19 conference 65:17 confidence 32:11 78:23,24 116:3
--	---	---	--	---

confident 105:1 107:23 111:18 175:23	consideration 177:15	50:2,20 77:24 78:1 87:5 168:3	68:2 87:17 97:19 104:4 114:6 119:8 128:10 134:18 168:12,21	167:9 169:2
confidentiality 16:19,22 20:16 60:14 87:7	considerations 130:11	convenient 52:9	court 64:22 162:12 162:13,14	cultures 99:19
confinement 101:11 113:6	considered 9:25 113:25 151:4 153:21 166:19 186:14	Convention 96:17 97:13 103:20 127:7	cover 12:11 66:11 70:5 123:22 140:11 162:5,6 165:4 168:10 176:8	current 85:10 141:14 178:20
confirm 89:11	considering 115:9 157:7	conversations 86:24 conversations 90:9	covered 73:25 137:18 144:19 146:3 149:2 152:20 158:4 160:6 169:17 171:9 174:16 176:6,25 180:7	currently 182:3 187:25
confirmed 48:5 117:8,10	considers 86:12	conveyed 21:25	covers 71:9,12 141:6,7 143:18 156:17 170:3 171:24 172:1	custodial 1:5 5:6,11 5:18,25 6:11,13 6:16,19 10:16 11:1,21 12:3,8 13:1,10 14:13,18 14:19 16:5,18 17:8 19:10 21:2 27:12 29:15 30:21 31:17 34:11,24 35:8,12,24 36:17 37:6 38:9,25 41:2 41:16 42:19 44:4 44:13 47:23 49:19 51:5 65:25 69:3 73:9 77:7 79:23 95:4 101:6 102:14 103:9 119:10,19 126:19 127:13 130:1 146:2,9 150:10 152:13 158:14 172:5 175:10 182:3 184:6,8
conflict 5:13 47:19 49:24 50:19,19 132:9 133:13	consistency 14:12	convicted 35:19 107:18 110:3 112:7 164:19	creates 30:2	custody 3:13 5:14 6:21,24 7:4 9:8,21 11:4,4 13:18 15:4 15:5,10,13 20:1 33:20 36:16 37:3 37:17 40:11 41:21 48:12 53:2 64:2,7 64:21 66:6 73:16 73:20 76:15 79:17 83:6,7 94:20 95:6 95:19,20 101:3,15 103:16 107:10 113:17,19,21 115:6 116:8 117:12 123:24 124:4 127:14 129:19 138:7
conflicted 50:24	consistent 37:12	conviction 95:21 110:13	criminal 11:5 53:4 65:13 95:21 101:19 164:18	
conflicts 50:2	consistently 109:16	coordinated 171:22 186:7	critical 100:22	
conflictual 50:24	conspicuous 109:21	coordinator 78:5 97:8 128:4	Cruelty 82:1	
conjunction 89:4	constellation 39:5	copies 135:10	crying 104:2	
connected 109:20	consultation 93:20 142:16,18	copy 133:19 144:8 144:13,16	crystallises 111:9	
connection 14:2 54:20 67:11 80:6	contact 5:20 8:22 14:8 30:5 78:14 84:12 86:3 89:3 92:5 119:24 129:13 137:20,23	core 3:24 70:21 140:8	CSE 152:15	
connections 48:20 50:13	contacted 94:1	correct 3:18 32:24 52:4 59:22 79:6 97:14 105:7 109:15,25 117:25 134:5 140:1 141:1 141:12 143:9 144:25 145:6 155:15	culminated 9:17	
cons 177:16	contacts 94:4 129:13	correctly 67:1	cultural 16:3,25 33:5 43:17 88:12 129:18	
conscious 68:1 73:25 76:13 179:10 184:4	contains 179:2	corroborative 133:23	culture 4:24 7:25 8:3 21:24 32:8 46:10 49:14 50:14 99:24 101:6 130:3 131:1 163:16	
consensual 34:1 68:23	content 135:1	cost 186:11		
consensus 85:13	contents 71:9 165:12	counsel 1:14 110:9 110:16		
consent 32:2 33:21 34:18,20,23 35:1 35:2,3,5 68:21	context 55:7 60:21 86:11 113:24 138:18	counselling 94:1		
consenting 34:24	contexts 2:18	country 114:23 188:5		
consequence 57:2 59:21	continue 142:22	couple 14:15 34:8 162:17 169:8 170:6 172:22 181:24		
consequences 11:19 12:19 88:8	continues 162:13 168:6	coupled 109:23		
consider 53:21 54:19 86:10 90:14 94:20 95:1 117:21 123:10 126:14 150:5,15,20,22 178:22 184:2	continuity 164:16	course 11:8 65:15		
considerable 83:9 85:20	continuous 178:10			
	contract 150:8			
	contractual 77:20 77:21			
	contributed 99:5			
	control 6:17,21 7:4 9:21 36:9 49:24			

147:8 148:13 149:8 152:3 cut 170:18 CV 2:9 cycle 28:12	152:25 168:7 dealt 73:14 137:19 152:19 176:9 178:2,3 decade-long 132:14 decades 102:8,10 102:24 December 108:12 decide 57:5 151:10 157:19,21 158:9 159:16 decided 9:10 decides 17:10 151:13 decision 182:20,23 decisions 57:8 158:21 decrease 155:4 dedicated 97:25 117:25 121:22 deemed 57:17 65:13 deep 103:7 113:10 deferred 186:15 define 32:9 defined 25:25 42:13 56:15,18,23 94:22 163:1 182:7 definition 30:3 65:8 definitions 54:25 55:13 degree 160:7 delay 54:11 Delaying 88:1 delegated 14:20 deliberately 137:17 delivering 38:8 demand 44:20 demanding 22:23 128:17 denied 116:19 deny 114:17 department 1:10 7:23 123:8,16 124:17 131:9	139:20 140:12,17 141:22 149:4,5 150:3,11 151:3 153:4,20 155:24 156:3,7,12 158:20 172:9 182:5 departments 151:8 151:14 dependent 5:19 depending 81:18 154:14 depends 173:12 depressed 94:11 depression 6:9 92:8 depriving 6:17 describe 46:4 described 92:16 117:20,22 157:11 180:3 189:1 description 185:12 design 179:15,17 designated 77:10 106:8,15 119:21 119:22 129:11 designed 159:21 179:11 desperate 115:16 detachment 13:21 14:4,19 detail 11:8 21:18 37:24 54:11 62:11 72:2 91:17 92:24 114:15 125:10 137:18 140:21 152:9 161:14 168:22 169:9 171:10 172:22 173:12 174:12 detailed 107:3,4 173:23 186:11 details 82:15 116:25 detained 93:25 108:16 113:17 detainees 89:2 detection 85:22	detention 95:7 127:6 determined 36:10 determining 118:19 develop 23:20 74:16 136:14 177:11,11 developed 45:14 78:17 123:16 178:17 developing 164:6 166:19 174:24 development 34:12 47:18,24 74:22 88:15 developmental 58:10 developmentally 87:1 developmentally--- 20:4 developments 88:9 develops 19:3 DfE 139:24 140:8 148:25 153:1 155:18,19 169:10 170:6,8 174:23 175:15,18 178:10 178:22 184:9 DfE's 140:2 141:9 147:15 148:4,16 151:21 178:8,20 DFE000581 139:15 DFE000581_002 141:21 DFE000581_012 152:10 DFE000591 139:17 DFE000591_005 160:5 DFE000591_009 170:7 DFE000591_030 177:22 DFE000592 172:23	DFE000592_013 185:25 DFE000592_015 188:19 DFE000592_018 188:22 dichotomy 6:16 die 104:5 138:7 died 103:5,15 116:8 138:8 difference 34:2 162:9 differences 43:6 different 2:15,16 2:20 14:6,6 23:15 24:13 26:20 27:17 28:18 31:4,4 33:2 33:3 35:1 42:21 43:22 45:22 48:22 49:21 50:7 53:21 54:22 55:19,22 61:21 66:16 67:19 70:17 71:10 72:7 100:4,18 117:15 120:15 121:11 124:7 128:5 140:15 147:12 149:2 151:12,14 157:10 158:2 163:22 171:15,18 177:25 182:25 183:3,7 differential 136:12 differentiate 55:16 difficult 5:10 6:13 10:4,17,18 16:23 17:9,16 18:1,23 24:8 25:19 31:2,6 31:23 33:14 35:4 35:5 42:16 49:13 56:6 69:6 113:19 169:15 179:15 difficulties 3:7 15:8 74:10 80:7 115:3 difficulty 21:5 51:20 65:4 117:1
---	---	---	---	--

dignified 128:2	25:15 26:18 52:18	115:20	driving 98:17	124:17 130:3
dignity 96:22	52:19 53:2 56:10	divergence 43:11	drop 187:22	139:21 140:12
100:21	56:14 57:1 58:12	diverse 85:15	dropdown 89:9	149:5 150:3,12
dire 115:20 116:11	61:8,13 74:20	diversity 42:22	dropped 37:4	151:3 155:24
direct 25:17 83:8	75:16 87:6 88:1,8	43:10	drug 80:1	156:3,12 158:20
92:17 119:19	91:12 108:24	document 46:12	drug-related 42:11	162:15 163:23
147:19	131:8 146:16	63:19 66:9 71:5	drugs 13:6 38:20	172:9 176:24
directing 46:14	170:9,16	72:21 76:2,5,8	39:16,22,25 40:7	184:13,19,22
direction 40:4	disclosures 26:11	90:3,6 91:25	79:23	educational 13:24
182:13	75:10 88:2 90:8	93:14,19 95:11,13	dual 160:8	184:15
directly 48:11 61:7	90:11,20 91:4,10	99:3 104:4 130:21	due 5:12 6:12 11:4	Edward 158:18
89:3 92:9 105:9	91:19,21 92:12,18	131:14 142:9,17	11:8,19 12:3	effect 38:2 57:22
119:1 121:1 152:3	93:1,3	142:18,19,24	13:25 25:7 44:1	64:22 150:1 174:8
Director 139:21	disconnected 29:7	143:1,9,17,24	65:15 87:17	185:1
directors 71:25	discourage 15:19	144:8 155:22	168:12,21	effective 26:1 39:20
131:25 145:4,5	discrete 147:12	156:25 175:15,16	duties 160:13	72:23 80:1 154:5
disability 15:9 65:4	171:12	185:6 187:5	duty 65:2 71:20,23	178:24
84:7	discuss 181:8 183:6	documents 30:25	71:25 105:25	effectively 41:12
disabled 85:5	discussed 125:18	44:11 69:13 75:2	127:19,23 141:25	48:16 140:7
114:19 120:19	176:19	78:10 131:22,24	145:3 157:16	147:18 149:5
131:16	discussion 186:4	161:1 184:25		151:10,12 153:19
disaggregate	dismiss 72:18	doing 4:10 23:2	E	153:24 156:1
117:13	dismissed 108:10	35:13 48:13 50:17	e 32:6,7 46:9 185:9	157:9,24 159:24
disaggregated	112:7	52:1 66:15 178:12	189:10	160:15 163:20
117:15 118:11	disorder 15:9	domain 131:23	earlier 9:22 11:10	169:17 171:25
disciplinary 132:11	disorders 13:6	domestic 27:25	20:18 57:22,25	183:19 185:23
discipline 168:4	display 6:3	dominated 9:14	79:24 110:12	effectiveness 95:17
disciplined 108:6,9	displaying 37:21	don,e 27:24	113:14 124:25	156:11
108:11,13,20	disproportionate	door 116:13	153:11 176:19	eighth 78:7
109:18	133:11	doubt 64:20 90:14	earliest 167:17	either 92:22 158:9
disclose 9:22 11:13	disproportionately	129:24 189:1	early 9:13 98:1	183:2
11:15,18 12:6,9	36:14	Downview 111:23	99:18 111:11	elaborated 85:18
12:15 15:19 16:3	disrespect 173:4	112:6	187:23	element 11:24,25
17:2,11,14 21:11	disrespectful	drafted 106:2	earn 19:7,11	41:10 49:24 50:20
26:25 28:15 29:10	153:14	117:20	earning 21:19	80:10 86:3
29:15 32:18,21	disrupted 84:8	dramatically 40:5	easier 19:13 86:14	elements 3:8,21
87:13 88:12 90:19	dissimilar 40:9	draw 8:11 32:3	easily 165:13	7:14 29:24 32:5
90:24 92:3,15	distanced 74:20	36:18 104:16	easy 27:9 79:1	53:21 64:3 77:24
93:13 180:8	distil 109:9 123:6	110:8 117:11	181:17	101:6 160:2
disclosed 41:10	distilled 124:15	152:22 177:16	edited 99:9	164:20
86:9 89:15 90:23	distinct 123:16	drawn 5:4 26:14	educate 168:18	elicited 61:24
disclosing 115:1,4	distinction 161:8	30:1 77:13	education 1:11	embarrass 96:24
179:13	distinctions 161:11	drew 58:6 73:24	13:21 14:5,7,12	embedded 16:8
disclosure 3:8,9 5:9	distraction 95:2	drill 176:21	37:15,24 38:4,7	20:1 23:6 40:25
15:13 16:17 17:17	distress 83:3 86:19	drills 72:1	38:13 68:7 80:10	46:11 47:25 51:1
19:16 24:20 25:1	103:7 113:10	driven 98:2	101:12 123:9,16	64:13 66:17 67:9

68:19 77:20,21 79:7 80:12 embedding 45:20 emerges 16:25 emotional 34:3,5 39:2 74:17 86:19 87:24 89:3 91:14 93:9 emotional/behavi... 74:10 emotions 9:18 emotions/feelings... 34:14 emphasis 128:10 169:1 employed 60:12 139:20 164:18 employee 108:18 employees 164:13 employment 57:9 enable 14:10 17:5 48:9 86:9 131:1 enabled 89:9 167:16 enabling 16:2 18:5 78:14 encourage 51:7 95:9 161:10 177:10 188:2 encouraged 48:9 183:6 encouraging 15:18 86:23 ended 49:4 89:7 endemic 41:16 endorse 127:25 ends 22:17 151:18 energetic 118:23 engage 24:8 53:8 112:3 engagement 47:15 61:10 80:21 engaging 164:5 England 82:9 96:15 97:9,12 161:2,25 162:6,6	enhanced 5:7,24 12:6 13:1 21:13 enhances 6:23 enmeshed 42:14 enquiries 143:25 enquiry 159:14 enshrined 165:16 ensure 24:20 64:11 66:2 67:6 72:5 163:7,15,25 164:6 169:15 171:22 179:4 ensuring 19:25 37:18 46:10 75:20 124:20 164:8,10 enter 100:1 172:5 entered 97:22 entering 95:7 entire 5:14 7:20 146:13 170:22 entirely 45:10 entirety 2:13 4:10 4:14 90:2,5,14 168:15 entitled 64:7 101:2 124:14 125:15 entitles 96:18 entry 129:3 environment 13:11 16:3 29:19 30:2 49:14 103:10 113:13 114:21 129:10 130:3 134:1 136:15 146:11 149:4 156:12 172:3 environments 96:21 102:19 111:16 120:1 136:10 175:10 epilepsy 138:8 epitomises 111:3 Epstein 27:24 29:5 equally 49:15 122:12 erratic 102:2	escalated 9:1 86:2 especially 101:25 120:15 essence 9:10 18:17 essential 11:24 17:7 20:3 57:15,20 77:4 79:13 essentially 2:13 8:25 118:5 151:13 establish 111:24 153:18 established 112:4 establishing 188:4 establishment 72:6 82:17 136:23 establishments 136:3,6,8,9,16 estate 7:14 36:17 40:19 49:19 63:16 65:22,25 67:3 71:13 73:10 143:6 143:16 144:5,20 145:18 146:2,14 150:10 184:6 187:21 et 84:23 164:15 ethnic 43:6,16,25 79:6 ethos 167:9 euphemistically 116:15 European 137:11 event 26:20 156:5 159:12 events 48:8 115:24 156:8 159:21 eventually 112:5 168:23 everybody 124:11 evidence 1:7,9,11 1:18,20 2:20 3:2,4 24:21 26:22 39:18 48:6 61:12 63:1 69:12 73:23 74:4 79:25 81:15,19 84:1 88:21 89:23	91:6 118:18 133:23 135:2,15 140:11,24 148:4 169:11 171:6,11 171:14 181:15 189:4 ex-prisoner 108:14 exactly 80:24 174:13 Examination 2:2 96:6 139:9 189:17 189:23 190:2 example 8:20 9:3 53:3 72:8 73:15 82:24 94:8 107:14 120:19 123:24 149:23 156:15 158:13 159:15 166:5 168:23 175:21 177:7 178:13 188:6 examples 26:15 84:21 86:11 94:6 94:7,14 137:4 exception 83:5 exchange 156:17 excluding 101:15 exclusion 13:20 14:4 executive 82:4 90:12 exempt 131:7 exercise 154:4 exercising 47:21 exhibit 7:18 84:24 185:7,10,22 188:17,20,22 189:2 exhibited 6:8 exhibiting 8:13 10:15 17:4 115:19 exhibits 185:12 existence 145:23 existing 42:2 exists 72:6 127:20 133:23	expect 25:9 72:13 101:20 149:1 166:3 176:1,3 expectation 38:5 47:24 104:22 116:4 expectations 145:7 expected 175:9,14 expecting 131:22 134:8 experience 2:12 5:7 5:23 6:19 7:13,17 7:22 9:3,13 10:13 11:17 13:17,25 16:4,16,23 17:12 17:15 18:14,18,21 19:1 23:3 24:9 26:8,24 27:12,15 28:16 32:10 33:10 33:15,24 36:2,5 39:15 40:17,24 41:25 42:1,12,15 43:14,15 44:5,8 45:2 48:14 52:3,6 56:25 58:3,5 62:5 64:9 74:11 78:20 80:7 82:7 83:8,9 83:12,23 84:12 85:13 91:16 92:22 93:3 94:5 120:24 experienced 7:5 11:17 24:6 45:3 86:1 95:6 125:23 135:21 experiences 4:6 5:10 8:4 9:11,18 21:6 25:8,24 27:9 31:21 57:22 58:4 80:14 86:21 90:11 95:8 114:15 124:18 experiencing 5:8 8:21 35:7 84:15 92:10 expert 1:9 2:7,20 3:2 172:7 173:3
---	---	--	---	---

expertise 68:1 76:14 83:9 130:2 140:23 172:4 175:11 182:12	face 29:20,22 75:12 face-to-face 57:5 fact 5:1,7,12,12,13 5:15 6:12 11:3 12:3,5 14:17 15:25 20:19 21:8 31:14 33:13 34:10 39:19 40:2 42:7 43:23 44:1 49:5 61:20 68:25 79:24 145:23 153:1 154:8 171:18 177:22 185:5	fallen 110:12 falling 89:22 falls 89:18 false 57:17 59:24 61:22 117:23 122:9 familiar 63:17 69:14 142:8 143:14 families 43:24 91:22 100:15 103:16 111:14 118:6 120:3,10 122:12 129:12 134:8 137:20,23 138:5,11 154:18 185:14 family 18:8,9 30:4 91:8 118:7 138:9 140:3,4 170:12 far 2:25 3:19 43:10 52:25 64:2 65:22 65:24 91:7 117:11 130:5 133:5 147:11 153:2,6 176:5 177:1,2 189:1 fault 25:2 54:9 Faure 81:15,21 95:23 fear 12:17 28:3 30:10 39:3 42:1 103:11 113:11 114:16 feasibility 188:3 feature 28:6 features 29:4,6 93:5 141:13 feed 146:2 feel 15:18 16:2 40:22 49:3 57:13 57:23 92:3 94:9 94:11 95:14 97:20 101:14 114:17,18 115:10 122:18 131:1 134:19	136:6 146:8 152:22 172:6 175:23 177:19 182:21 187:11 feeling 11:25 23:24 28:3 29:17 50:17 94:14 115:7,12 176:17 feelings 6:1 9:18 94:5 163:24 166:18 181:11 feels 18:19 101:18 177:3 188:11 felt 9:22 55:18 93:6 female 112:3 fewer 89:1 fifth 77:23 fight 96:14 figures 37:1 41:19 43:12 89:15 104:15,20 109:5 155:1,3 162:1,3,6 file 2:21 filling 20:9 final 32:5 46:8 49:9 51:2 63:3 76:11 103:14 138:13 175:15 178:19 finally 42:20 48:7 73:12 76:2 126:11 138:1 financial 130:11 find 10:5 17:16 24:7 36:10 79:1 111:15 129:15 146:19,23 147:23 147:25 181:15,19 182:24 finding 92:2 findings 123:2 fine 81:4 153:16 174:22 finish 73:22 finished 135:3 firm 98:9 first 1:5,15,24 2:8	3:20 4:1,22 8:12 10:8 12:12 15:15 21:11 26:4 27:1 52:22 73:24 77:3 90:6,16,16 91:25 98:22 114:24 121:14 130:18 142:12 146:24 149:11 151:17 152:2 153:18 156:2,8 157:11 158:23 173:22 182:4 186:8 firstly 69:12 98:7 102:16 fit 23:18,21 39:4 81:16 142:25 five 89:1 102:7 109:6 112:1,14 157:17 five-year 109:12 flag 188:18 flavour 152:7 flawless 179:25 flexible 37:18 78:11 flip-side 15:16 flow 52:17 151:11 flowchart 146:23 flowcharts 146:24 147:5 flows 147:23 focus 10:6 11:3 32:25 34:4 74:18 95:19 140:14,24 159:18 162:17 168:9 focused 2:14 8:1 17:8 31:20 37:11 75:20 96:25 97:11 125:25 148:15 focuses 164:5 focusing 69:10 87:24 FOI 105:12 123:1 follow 3:22 59:11 followed 32:23
<hr/> F <hr/> f 21:21 32:6 37:11	factor 5:22 14:5 22:18 27:11 34:22 39:24 40:1 41:12 42:10 43:19 58:2 68:15 177:13 factored 89:20 factors 5:5 7:6 9:15 10:3 11:12 12:13 12:22,24,25 13:9 13:15,23,25 14:24 21:12 24:4 26:17 27:24 30:9 34:7 39:6 40:14 42:4 42:16 83:24 115:5 facts 31:1,5 33:14 36:24 37:1 80:2 87:25 failing 9:14 178:9 failure 105:4 109:23 fair 24:21 25:4 30:13 40:8 53:12 57:11 59:11 62:7 97:3 98:9 102:5 113:25 123:21 140:15 151:17,19 164:22 166:1 fairly 72:16 141:23 147:1 173:24 175:24 faith 11:18,21 25:19 fall 93:22			

59:21 82:25 180:10 following 26:12 59:3 61:6,7,13 72:10 86:4 94:6 95:20 148:3 170:15 foot 37:25 38:2 72:9 149:20 152:9 footage 132:17,25 134:9 fora 2:20 125:16 force 94:17 132:9 137:3 142:13,20 142:22 forced 181:2 forgive 7:12 76:2 99:9 110:11,13 143:21 160:25 forgot 76:3 form 20:4,7,9 29:10 33:1 36:3 49:3 76:18 78:8 95:5 129:7 157:22 159:14 formal 32:25 56:3 91:19 136:11 formally 4:9 135:9 135:11 139:18 147:13 188:18 formative 98:1 100:13 formed 52:2 177:18 former 82:8 184:3 forms 31:4 52:5 84:5 formulated 127:24 forth 92:19 forward 24:16 186:10 188:9 foster 7:17 14:22 29:25 48:17 125:9 126:7 fostered 51:6 found 43:5 86:1 106:25 117:9,17	183:16 founder/director 96:12 four 102:7 112:6 119:15 121:3 128:20 137:13 four-year 108:12 fourteenth 79:12 fourth 3:22 4:13 63:12,14 77:19 186:9 frame 32:9 110:13 framed 27:14 framework 32:14 61:15 141:11,14 146:9 147:21 148:5 149:1,2 160:3,25 163:21 171:3,24 172:1,14 172:17,18 175:4 178:23 182:11 frameworks 74:23 171:18 181:18 FRANK 147:2,4 185:3,11,21 186:1 186:3,19 187:4 188:13 Frank's 189:2 fresh 101:12 Friday 189:9 friend 81:15 87:15 friends 91:7,13,13 91:16 friendships 12:19 frightened 84:17 front 71:7 144:9 147:22 185:22 frontline 2:23 fulfil 160:8 fulfilling 55:12 full 93:15 97:11 fully 127:25 175:24 function 20:2 159:24 160:8 functions 143:3 fundamental 31:14	44:18 45:4,13 48:23 71:19 113:15 fundamentally 128:11 133:8 funding 156:13 169:10,16,19 188:3 further 1:7 15:12 16:9,9 21:15 28:5 72:2 76:5 91:17 91:18 92:24,25 94:14 116:25 137:2 154:21 163:6 186:10,23 187:20 188:22 Furthermore 95:3 future 57:6 66:23	104:11 118:4 124:3 129:24 130:4 168:24 generated 10:25 119:16 generic 3:4 6:2 13:8 47:4 98:22 143:23 145:11 147:7 genuinely 127:6 geographical 60:11 64:15 70:5,6 getting 27:13 31:5 31:23 94:9,10,13 143:21 girl 112:16 girls 84:11 108:15 111:24 give 3:16 5:3 10:8 18:21 43:2 63:15 70:16 116:2,19 117:18 126:14 138:17 140:11 141:13 155:1 161:14 173:5 179:1 182:13,14 given 2:20 3:4 4:4 8:9 15:22 20:8 24:19,22,22,24 25:3 27:6 30:23 30:25 33:22 34:23 38:8 46:17 53:3,5 59:4 60:18 61:7 63:6 74:11 84:21 89:9 92:24 94:7 122:14 129:23 135:15 137:2,4 141:18 154:20 162:18 167:13 171:6 177:23 gives 12:13 71:19 82:16 114:6 142:1 144:18 151:22 165:3 166:2 167:6 175:21 Giving 87:3,4,5,9	go 1:19 4:22 7:23 9:12 10:19 15:15 16:9 20:12 24:18 27:20 30:15 37:8 47:13 52:21 56:7 60:4 62:11 63:5 63:11 66:8 67:14 70:21 71:7,14 73:18 74:5 76:23 84:4 85:1,8 91:1 91:24 92:11 94:16 99:11 102:7 104:4 106:5,14 107:22 114:2 115:14 116:1 119:6 120:3 123:7 124:24 126:17 131:13 132:12 134:8 135:12 136:1 143:15 144:14,16 144:21 145:6 148:7 154:20 155:17,19 160:4 160:11 163:12,19 166:16 168:2,24 173:5,11,22 181:12 186:10 goes 26:12 53:20 65:20 68:15 82:6 143:24 145:10,24 176:2 going 3:5,19,22 5:9 5:19,24 10:6 11:25 13:18 16:20 16:24 21:13 24:7 25:9,20,21,22,22 26:2 28:4,22 29:1 29:8,12 32:5,10 33:6 40:5,13 42:4 45:19 47:14 49:15 60:4 78:10 83:4 86:16 89:25 90:5 93:22 94:15 95:11 111:11 120:7 129:14 134:6 136:9 141:2
G				
		g 22:5,6 G4S 109:5 130:15 130:24 131:7 gain 10:19 85:23 gained 124:9 gang 40:10,18,25 Gang-related 42:11 ganged 94:11 gangs 13:6 41:8 73:13 79:10 gap 42:13 58:10 124:22 127:15 gate 116:13 gated 116:13 gathering 186:11 gay 69:2 geared 172:2 Gender 84:11 general 10:6 37:3 112:17 115:3 124:5 172:18 175:20 184:6 generally 4:25 11:12 15:18 21:22 34:11 35:15 46:18 53:17 63:7 82:7		

161:13 182:14 186:19 good 1:4 53:24 54:13 58:20 59:3 68:14,18 114:15 126:17 128:10 164:14 182:16 govern 159:9 governance 88:14 163:10 government 123:9 151:7,10 157:11 158:22,24 175:17 181:17 governors 71:24 72:5 145:4 grab 33:15 gradual 88:1 grants 156:18 granular 76:15 grateful 186:3 187:4 Grayling 136:20 great 103:2 126:2 greater 12:7 greatest 130:10 grey 167:5 greyed-out 166:9 groom 85:21 grooming 85:23 86:4 Gross 139:17 160:5 177:23 Gross' 188:19 Gross's 176:7 185:7,15 ground 73:25 grounds 130:23 183:15 group 1:22 38:12 41:12 51:14 67:5 67:6,15 82:10 85:15 100:11,12 111:13 159:4 185:11 groups 73:14 79:3	79:6 119:24 grows 19:3 guidance 46:17 54:1,7 56:12 70:11,17,24,25 71:2,16,19 76:6 79:16 95:16 106:13 117:20 118:1,3 120:9 121:22 123:17 124:2,15 141:2 142:20,25 165:17 165:19 167:6,25 168:5 170:2,3 175:25 176:25 guide 59:4 76:7 161:3 165:8 166:6 166:22 168:9,16 174:17,23 guilt 12:17 guys 94:13 <hr/> H half 71:15 halfway 82:19 handle 33:4 45:19 handled 21:1 handler 84:1 happen 8:17 17:1 25:14,20 28:4 52:24 85:3 102:18 110:23 111:19 173:25 179:4 happened 11:16 57:25 111:19 happening 34:16 85:6 122:19 happens 25:8 52:17 70:18 77:5 105:1 111:5 147:19 152:10,12 happy 153:16,21 157:8 173:5 186:2 187:2 188:15 hard 16:19 30:25 31:5,7,9,13 33:14	34:17 36:24,25 43:19 62:13 78:25 107:11,12 168:10 harm 8:21 29:2 36:4,11 37:4 56:9 56:19,25 65:9,11 68:17 69:2 80:7 109:4 113:23 157:16 158:1,5,7 167:18 harmed 25:7 54:21 106:16 109:3 harmful 7:8,19 31:25 37:13,22 58:5 83:14 harsh 113:5 head 159:7 headed 122:22 heading 4:23 7:7 61:25 92:12 94:17 107:24 108:1 138:16 headings 60:19,21 117:19 headline 155:1 180:11,13 headlines 10:9 heads 72:7 health 7:23 10:22 14:16 15:4,9 27:21,22 28:2,2 35:25 38:18 48:17 80:4,6,8 87:20 96:21 127:20,21 128:2 130:3 154:3 163:23 164:7 168:19 healthcare 72:7 101:12 128:2 healthy 68:8 87:11 hear 1:7,10 3:10 65:23 87:16 93:13 105:25 141:2 heard 1:17 12:1 15:11 51:4 90:7 91:5 94:3 101:9	123:20 124:21 137:6 181:11 182:2 184:3 hearing 1:5,14 81:8 81:17 102:12 125:24 157:17 189:8 heart 26:6 51:25 52:1 heavily 83:2 heighten 42:4 heightened 13:20 14:17 39:13 41:4 41:5 42:18 held 107:19 help 15:19 20:16 26:16 41:23 46:24 49:10 55:1 58:25 64:24 65:24 67:5 87:11 88:11 93:10 96:15 99:17 118:21 119:4,18 120:12,21 122:18 124:14 125:14,25 141:8 142:23 143:18,19 144:7 146:22 147:13 150:18,19 157:5 169:21,25 172:22 173:2,13 186:13 187:10,12 189:2 helped 95:14 helpful 15:23,25 16:11 22:10 23:6 24:10 27:17 29:5 44:7 50:17 69:8 75:9 76:23 77:8 78:6 80:16 92:23 144:10,18 153:22 182:10 185:19 186:21 helpfully 46:13 144:4 helping 125:24 127:3 helpline 82:21,23	83:2,5 helplines 82:19 167:15 helps 124:13 147:2 Hibbert 91:6 hierarchical 101:23 high 6:24 26:23 40:7,24 49:12,18 49:20 62:12 64:22 85:1 106:14 high-level 151:20 175:20 high-quality 122:3 higher 119:7 183:22 highest 118:12 highlighted 35:21 highlighting 105:4 highlights 68:20,25 highly 128:17 166:24 Hill 1:15,16 2:2,3 52:8,11,15 81:6 81:12,14 96:3,6,7 111:20 134:22 135:5 138:21 139:1,3,7,9,10 147:3,5 150:18 181:22 185:10,17 185:23,25 188:17 189:2,17,23 190:2 hinder 88:2 hindrances 107:15 historic 112:11 186:17 history 15:10 84:5 hit 56:21 HM 79:12 104:12 175:17 HMIP 43:5 105:8 HMPPS 109:5 hold 33:15 51:25 107:11,12 holders 121:9 holding 171:16
--	---	---	---	--

holds 131:10	hostile 126:4	imbalance 101:22	improvements	60:8,10 122:1,3
holistic 7:20 14:9	hours 38:3,5,6	immediacy 10:18	46:24 86:8 173:24	123:25 124:20
home 26:4 66:17	116:12	11:2	174:1 179:21,23	158:19,21 180:23
73:14 82:9 84:8	housekeeping 1:17	immediate 19:20	inappropriate	independently
90:15 98:21	Howard 67:23 69:9	27:7	56:20,21 84:19	70:16
100:17 103:18	Howe 3:21 4:12	immediately 27:4	107:25 108:13	index 69:17
118:7 120:3	13:3 30:16 38:17	27:18 100:24	112:8	indicate 1:17 37:2
131:16 156:4,6	42:20 44:9 76:13	167:18	incarcerated 9:20	37:5 57:21 70:11
159:13,18 160:17	126:13 127:12	immune 111:7	110:18	85:11 104:19
164:19 168:1,1	129:5 131:14	impact 8:4 12:19	incident 133:16	112:18,22 148:11
170:10 171:1	132:5 134:24	29:25 35:18 37:16	157:15,18,23	186:9
172:11,13 173:19	135:5 147:24	47:17 49:15 69:7	158:5,10	indicates 113:7,10
173:22,23 174:2	176:10	74:24 75:11 87:21	incidents 6:9 37:10	Indicating 170:12
175:3 180:18,21	hub 18:22	87:24 135:20	85:1 89:14,21	indicators 79:20
182:21 183:23	hug 104:1	157:6	133:15 138:16	175:22
home's 167:19	huge 11:19,21	impacted 32:8 60:1	153:20,21 156:2	individual 16:16
homes 44:24 71:18	100:16 124:10,11	impacting 17:17	157:6,10,25 158:7	111:16,25 133:3
72:12 95:16	125:21 126:7	implementation	158:23 159:2,3	144:12 152:6
102:19 118:12,13	132:14 181:8	97:12 149:15	170:18 178:15	170:21
119:7,8 125:3	human 126:23	implementing	179:4	individuality 99:25
127:1,9 128:8	136:21 137:12,15	148:17	include 86:17	individuals 84:16
129:25 130:5	hunger 101:11	importance 49:11	168:22	85:15 109:2
136:18 140:18,22	hurdles 106:6	134:4	included 79:16	133:14
140:25 141:7	hurt 56:17 111:7	important 12:10	94:4	induce 77:25
143:8 146:3,4	129:16 137:17	20:16 21:1,25	includes 169:21	inevitable 6:18
153:4 155:25		22:21,25 24:1,16	including 2:16	influence 12:14
156:4,11,14 159:9	I	25:12 33:11 34:21	13:16 37:16,20	98:17
159:10,11,15,23	idea 21:18 28:9	46:20 50:9,21	45:23 77:15 82:8	influences 98:5
159:25 160:4,8,13	34:1 46:7 48:24	51:10 59:14 60:3	100:7 113:5	inform 31:18
160:16 161:2,8,15	182:16 184:24	60:7 62:1,6 68:14	118:13 121:4	informal 91:11
162:11 168:17	identification	77:16 78:10,18,25	122:4 127:20	information 24:19
169:10 171:25	30:20	79:4,21 80:1,5,9	145:4 163:22	24:23,25 25:3,20
172:1,2,10,17,18	identified 99:22	80:20 81:3 92:2	181:15	27:1,6 32:3 33:12
173:1 174:25	105:15 155:4	128:11 166:24	inclusive 123:21	43:3 61:9 79:22
175:1,6,14,24	174:6 175:1	172:8,14 177:20	inconsistency	87:9 88:6 93:19
176:2 177:2,4,10	identify 24:24	179:8	53:10	96:10 104:7
178:21,24 180:8	44:14 158:12	imposed 9:21	incorporating 46:3	105:11 107:4,5,7
180:15,16 182:18	identity 40:15	impossible 133:25	increase 6:25 11:14	108:8,25 110:1
182:23,25 183:5,9	41:11 69:5,5	impression 133:24	26:17 29:14 30:5	111:22 117:2
183:15 184:5	illegal 38:24 39:20	imprisoned 109:18	41:21 83:24 155:7	118:10 123:4
186:6 187:9,18	illness 115:17	imprisonment	increased 35:15	131:6 137:2
188:4,21,25	illustrated 94:6	113:3 115:15	increases 41:22	141:22 143:23
hope 1:22 188:10	imagine 49:23	improve 95:16	independence	151:22 156:8,17
hoping 32:17	150:22 185:1	improvement	20:15 21:4 75:4	159:13 167:13
hospital 73:16	187:19	130:24 131:6	independent 2:7	170:25 178:21
hospitals 127:22	IMB 81:19	178:10	17:20 20:22 51:3	informed 59:14

60:5 83:15 123:25 inherent 16:17 inherently 6:24 16:8 49:13 inhibitive 177:13 initial 19:15 86:3 91:4,10,19,21 injury 94:25 innovative 152:14 inpatient 127:21 input 23:12 80:11 81:1 INQ 185:18 INQ001073_003 99:2 INQ001073_014 121:16 INQ001149 95:13 INQ001223_007 13:5 INQ001233 4:11 INQ001233_002 30:18 INQ001233_004 33:23 INQ001233_009 15:2 INQ001233_011 38:21 INQ001233_016 44:12 INQ001233_017 46:23 INQ001233_019 19:21 INQ001412 122:22 INQ001426 165:6 INQ001426_029 181:4 INQ001429 76:5 INQ001439 165:10 INQ001489 90:3 INQ001490 93:15 INQ001502 71:5 INQ001511 72:21 INQ001513 73:2	INQ001515 73:6 INQ001524 73:13 INQ001524_010 73:18 INQ001553 70:22 INQ001581 174:19 INQ001608 175:16 INQ001610_001 143:13 INQ001652 4:2,10 INQ001652_002 4:22 INQ001652_003 53:17 INQ001652_009 52:22 INQ001652_010 11:11 INQ001652_013 15:16 INQ001652_014 16:14 INQ001652_015 20:14 INQ001652_028 59:3 INQ001652_032 63:6 74:1 INQ001653_001 2:10 INQ001728_001 69:17 INQ001747 135:11 INQ001747_025 128:13 INQ001751 76:13 126:12 INQ001751_001 176:14 INQ001752 4:13 63:14 INQ001765 116:24 INQ001765_005 131:5 inquiry 1:7,15 2:6 3:11 4:4,17,20	82:14 89:10 102:9 104:14,25 105:18 105:24 124:11 139:13 149:22 151:22 154:7 166:25 181:16 inquiry's 83:16 85:9 89:19 insight 114:6 159:22 insofar 164:20 inspected 51:5 inspecting 173:1 inspection 51:11,24 52:2,4 105:2 132:16,16 159:16 159:20 171:3,24 174:7 184:12 188:24 inspections 51:3 184:8 Inspector 98:15 184:3 inspectorate 105:12 107:8 114:14 123:10 132:2 137:13 inspectors 51:8,11 51:14,15,16,16,21 105:3 115:10 132:17 Inspectors' 104:12 inspects 163:21 176:2 instances 109:10 instituted 158:18 institution 5:18 7:24 17:25 21:7,9 23:7,13 32:8,22 33:1,8 34:11,24 35:8 36:8 42:2,3 44:4,6 50:11 51:14,25 52:7 93:18 100:2,8 103:24 106:10 111:7 114:2,22	116:6 119:19 120:17,21 122:2 124:1 130:9 131:18 140:9 143:11 145:21 152:11 institutional 3:15 10:2 17:24 24:14 25:13 98:23 99:7 103:10 118:2,25 120:4,7,14 121:23 122:14,23 123:12 123:18 124:19 127:17 144:4 147:7 institutionalised 136:11 institutions 1:6 5:6 6:20 22:13 26:3,3 35:12 40:21 41:3 41:17,22 44:13,20 51:5 62:19 72:3 77:17 79:23 88:24 93:25 95:15 96:15 100:16 101:24 102:11,14 103:9 105:4 107:19 109:17,21 119:9 119:10,10,11,15 120:16,20 123:20 124:3,7,13 126:8 126:19 127:21 130:8,13 136:11 140:15,19 143:5 147:13,19 148:6 149:2,6,12,17 151:2 152:13 158:2,3,14 165:15 171:16 172:6 179:10 182:3 184:8 instructed 2:6 3:2 instruction 71:22 insufficient 105:21 integrated 20:6 integrity 99:25	101:18 134:15 164:14 intelligence 102:25 124:12 intended 173:4 intending 153:14 interactions 86:2 interconnect 7:2 interconnected 42:12 55:3,14 interest 158:11 188:8 interested 49:25 50:1 interesting 17:11 27:22 62:10 68:12 127:18 interests 131:9 184:2 interjecting 132:6 internal 21:21 26:10 38:1 62:18 66:9 71:14 74:14 114:25 123:6 135:11,13,14,14 135:24 136:1 137:3,20 138:1 143:15 144:5,21 144:23 145:17 152:10 160:22 161:13 162:23 164:9 165:11 166:5,16 167:4,10 168:3 172:23 internalise 6:7 internalising 74:17 international 126:23 internationally 136:15 intervene 178:8 interventions 18:5 37:21 interview 45:17 interviewing 45:7 46:4 122:15
---	---	---	--	---

Intolerable 137:10	19:3,11 20:7,12	judged 165:15	kindness 88:17,18	LADOs 119:2
introduced 132:14	21:10 26:10 28:2	judgment 62:23	116:18	120:2,7,8,23
introduction	32:19 34:18,20	July 1:1 112:1	knew 138:9	121:6 122:8 171:8
135:12	35:5,9 37:2 38:18	139:14 142:21	know 10:13 17:19	landline 181:5
investigate 122:1	38:20 43:11 44:18	144:8 189:9	17:20 20:5 25:20	large 70:5 102:20
132:21	44:19 50:19 51:9	June 139:15,24	25:25 26:1 31:18	113:16 176:18
investigated 2:22	51:10 54:19 55:2	153:7	32:3 33:20 37:2	largely 170:16
59:22 133:21	55:5,11,24 59:17	justice 89:5 136:19	40:20,23 43:7,11	last-resort 134:18
investigates 60:10	59:19 62:22 67:18	140:21 149:9	45:14 51:20 54:7	late 97:24 125:2
Investigating 87:18	68:11 77:4,11	150:11 155:13	54:24 62:10,24	latest 144:23
investigation 1:6	78:18 80:2 107:16	160:9,12,14 161:5	63:18 80:2 87:14	law 106:1,4,4
2:7,25 62:3 63:1	129:7 137:20	162:19 169:5	88:25 93:17	126:23 130:2
65:13 75:4 121:18	158:12 170:18	182:6,17,22 183:1	102:20,24 103:23	140:3
140:9 158:10	issues 5:25 6:25	188:8	104:14 107:20	LCPP 56:12 60:16
investigations	10:25 14:16 15:4	juvenile 108:14	111:3,4 112:10	69:16
27:14 62:7 82:24	21:15 22:15,17	109:1	113:16 114:3,18	lead 40:18 41:8
88:3 102:8 118:5	27:21,22 29:7		115:21 122:16	55:5 56:8,8 65:12
143:17	32:2 36:5 38:18	K	124:11 132:20,22	123:9
investigative 134:4	39:22 42:7,11,11	Katherine 139:7,8	133:8,15 138:11	leadership 88:14
invite 1:14 90:1,4	44:2 45:1 50:12	139:11 189:25	141:18 146:22	164:12 188:1
93:15	52:17 53:1 68:9	keep 60:5 132:6	147:25 152:4	League 67:23
inviting 173:15	68:20,20 70:25	169:25,25	168:19 171:13	League's 69:9
involve 86:2	75:7 94:6 96:25	keeping 124:12	174:11 177:15	leap 11:18,21 25:18
involved 9:2 18:11	111:23 123:22	kept 115:20 116:12	179:20 181:7,20	learn 14:10 24:15
20:1 23:6 27:10	128:14 129:4	key 3:8 4:19 5:3	183:25 186:15,20	102:19 179:18
27:13 30:8 41:8	133:6 146:15	6:22 7:3 10:3	187:6,9 188:10	186:25
48:13 53:4 72:23	157:7 163:8	14:11 15:21 18:2	knowing 68:10	learned 64:16
78:23,24 88:5	177:14	22:3,7,8,9,12,16	knowledge 1:8	81:15
91:22 97:2,15	italicised 8:24	22:20 23:11,16,17	41:19 63:9 77:17	learning 10:12 14:2
133:15	italics 148:8	25:6,18 26:14,19	88:4 102:24 113:4	15:8 64:12 65:3
involvement 78:21		30:22 32:6 34:8	124:8,12 176:4	125:21 126:7
78:21 82:7 105:21	J	39:17,24 50:7	178:20,22	133:16 157:22
167:22 170:12	j 26:9	51:23 52:23 54:6	known 28:7,17	learnt 102:17
involves 88:13	jailed 112:1	54:12,18 58:6	30:19 31:15,21	leave 67:22 120:18
involving 46:7	January 112:7	60:19 63:20,24	37:16 42:16 70:1	139:18
72:11 83:18 85:10	131:20 174:24	64:3 70:9 74:3	122:23 123:19	led 9:19 17:24
175:1	job 45:5,18 48:5	75:5,7,24 78:5		24:12 90:20 153:8
irony 9:6	49:23,25 50:17	79:19 81:2 92:22	L	153:10
irredeemably	51:13 55:12 65:9	93:5 98:5 99:17	labelled 28:10	left 37:6 173:2
101:19	66:11 125:4	121:21 123:7	lack 30:9 68:6	legal 88:3,3,7,7,9
irrespective 160:17	128:17,19	125:19 129:11	101:11	105:25 141:19
isolated 40:3 42:5	jobs 50:18	145:8 160:23	lacked 111:6	142:24 148:5
44:3 116:21,22	John 110:5	164:20 176:6	LADO 65:23 66:11	149:3 150:20
isolation 5:12 6:9	joined 186:7	kind 53:5 93:9	66:16,18 67:1	160:3,25
13:11 39:6 84:9	joint 18:15 19:13	101:1 103:14	121:11 167:22	legislation 150:13
issue 16:7 18:25	48:8 137:12	124:1,2 176:4	170:17	150:23 157:12

171:5 180:23 181:18 legislative 141:10 141:14 166:2 length 23:4 let's 8:23 10:6 47:13 51:23 54:24 147:11 letter 83:19 185:13 186:15,16 letting 28:3 level 10:6 11:10 41:21 42:9 44:20 44:20 46:2 47:2 64:8 103:11 104:22 113:16 122:15 138:6,15 150:16 161:18 164:11,12 170:12 172:4 174:6 176:2 186:7 life 9:9,13 84:8 163:22 light 4:14 188:6 liked 92:4 likelihood 11:12,15 59:4 74:20 limited 83:8 153:2 173:13,24 limits 43:7 line 89:4 167:19 lines 70:11 123:2 159:14 168:23 link 36:19 43:20 56:22 62:21 67:9 136:22 172:10 linked 20:23 64:12 79:20 80:3 links 62:16 78:5 100:19 list 3:23 12:13,15 13:9 28:1 47:4,4 63:6 99:2 107:13 126:12 132:5 144:18,22 listed 28:5	listen 54:7 80:12 87:23 101:20 122:16 listened 167:16 listening 145:14 literally 100:15 142:11 literature 85:14 little 1:19 20:5 21:18 33:16 37:23 65:23 87:16 91:17 94:3 110:5 116:4 137:6 139:2 153:22 155:17,20 157:5 161:14 166:2 174:15 177:6 178:16 live 126:24 lived 33:10,15 42:1 52:3 lives 103:6 living 53:6 73:13 96:14 98:21 120:10 124:1,19 lobbying 97:15 local 48:14 63:22 64:9 65:2,11 70:8 72:14 95:17 104:22 105:5,10 105:16 106:7,11 106:15,21 107:2,7 117:2,14,17 118:1 118:10,22 119:20 119:22 121:10 123:17,23 131:25 132:1 142:2 143:1 147:1 153:25 154:2 157:14,19 158:4 161:23 170:25 171:7,8 178:6 183:18 184:1 location 164:20 locked 28:24 120:18 London 45:24	46:16,18 53:23 60:16 61:20 69:16 69:18 188:6 long 24:7 33:22 53:20 71:6 97:1 111:10 113:5 long-arm 50:8 longer 139:2 187:8 look 8:23 10:9 11:7 26:15 31:2 33:13 33:16 38:20 46:19 52:2 54:4 58:17 61:16 63:1 65:9 65:15 70:10 76:12 76:24 99:13 104:11 112:19 119:9 120:15 121:19 124:5 129:19 143:15 147:22 149:20 151:17 158:12 159:15 160:21 163:6 165:11 168:12,18,21,22 176:12 186:17 187:2 188:3,15 looked 3:15 13:16 30:6,7 36:13 38:19 45:13 47:2 59:17 64:16 66:3 75:3 77:2,2 137:15 143:17 155:7 looking 7:17 33:12 45:15 47:9 50:11 50:12 69:8 100:25 104:15 110:7 118:5 120:11 129:11 145:22 147:7 151:7,14 152:11,13 168:20 187:5 looks 166:5 loop 28:23 loose 147:25 Lord 98:8,15	lose 172:11,15 187:9 losing 126:9 187:20 lost 120:8 lot 30:5 31:16,17 46:14,17 50:3 51:4 52:19 54:11 64:1 73:25 137:18 141:19 169:3 lots 81:8 132:3 181:9,9 love 101:17 116:17 loved 88:19 loving 120:11 136:10 low 40:2 105:15 134:10 lunchbreak 95:24 <hr/> M <hr/> machinery 151:7 main 8:22 155:25 161:1 171:23 maintain 136:14 maintained 64:16 major 94:4 150:9 150:16 186:12 majority 5:10 107:2 120:2 makers 110:22 makeup 43:18 making 19:22 25:25 26:23 32:25 58:12 62:22 64:14 77:9 82:13 88:1 121:16,20 122:7 male 110:2 malicious 61:22 62:24 117:23 133:2 maltreated 114:4 manage 6:20 169:16 183:22 management 31:19 94:5 95:5 164:12 167:21 168:4	manager 163:24 164:14 managers 71:25 159:11 managing 50:19,20 129:1 167:8 mandatory 128:25 164:10 174:15 188:20 manner 9:19 12:1 March 89:7 93:24 155:3 marked 136:12 masculinity 101:24 material 3:17 10:4 46:14 63:16 67:23 69:14 80:16 104:11 136:24 matter 8:3 80:22 150:7 matters 1:13 150:7 150:14 168:8 mean 13:22 17:12 18:14 23:15 24:2 26:1 31:22 36:5 47:1 49:14 50:23 58:23,25 62:17 68:24 70:7 75:13 113:12 128:20 141:23 159:1 163:18 164:24 meaning 8:19 29:19 33:25 57:24 74:19 meanings 56:11 means 35:1 55:1 77:15 112:16 157:24 165:22 meant 102:17 measure 94:21 114:12 meat 166:12 Medway 130:15,18 130:24 131:1,19 meet 78:12 149:3 183:9
---	--	--	---	--

meeting 24:11 127:2 164:7	161:15	170:15 171:15	158:17 178:23	37:5 43:17 47:25
meetings 57:5 125:15	minister 151:10,13 154:11,15,16	month 180:24	179:22 181:18	50:25 58:12 60:18
member 21:7,8 32:21 54:17 55:8	185:14 186:5	months 7:23 159:17	186:7	62:4 66:2 75:21
55:23 62:8 66:20	ministers 154:13 182:9	moral 91:14	Nations 96:17	78:12 79:7 88:4
66:22 67:10 82:9	Ministry 89:5 140:21 149:9	morning 1:4,18,24 81:14 91:5	97:12	103:3 127:2
106:16 116:14	150:11 182:6	mothers 91:12	nature 2:22 11:8 22:6 29:19 52:20	136:16 157:22
133:24	minority 43:6,16 43:22 79:5	motivation 117:14	65:18 92:8 101:23	164:6,8 183:2,3,9
members 19:23 42:6 67:19 85:25	minute 76:3	motivator 92:14	120:17,18 130:9	negative 91:16 92:23
108:9,10 149:24	minutes' 134:23	MOU 155:21	136:17 151:15	neglect 13:18 24:6 33:25 45:2 84:6
membership 40:10 40:18	misconduct 112:1	move 8:20 9:24 24:15 29:23 52:16	169:2	85:3 101:11 175:22
memorandum 155:17 156:17,24	misery 103:11	103:18 104:7	necessarily 175:18 178:7 180:6	neglected 96:20 103:2
memory 58:1	misremembering 147:9	120:15 121:10	necessary 94:18,24 179:22 188:12	neglectful 24:23
men 85:16 90:9	missed 138:9	147:11	need 8:23 17:13 19:6,7,11 23:15	networks 21:3
mental 14:16 15:4 15:9 27:21 28:2	missing 132:13 167:25	moved 103:7 125:19 126:1	24:22 25:3 27:3	never 121:7 125:4 179:1
38:18 80:4,6,8	mistreated 96:20 103:1	178:16	40:22 51:6,20	new 61:2 103:21 121:5,11 126:3
115:17 127:21	mistreatment 100:10	movement 151:2 161:21	57:10,11 58:13	146:19,21,22
mentally-approp... 25:17	mistrust 138:6	moves 56:1	59:11 60:9 65:2,3	157:14 158:16
mentioned 45:22	misuse 39:4,10,13	moving 47:22 115:9 122:5	65:5,5,6,8 66:5	188:4
mentioning 163:17	Mmm 113:10 135:23 137:7,25	152:17	70:16 71:21,24	newly 158:18
merging 127:22	mobile 181:5	muddling 154:8	72:22 74:25 75:15	night 120:3 133:9
message 18:21 20:1 26:7 37:12	mode 23:21 80:22	multi-agency 10:10 10:16,24 49:2	75:18 78:19 83:20	nine 88:23
messages 16:5 100:13	model 23:19,20 74:14	67:19 72:5 153:24	87:14 88:6 101:13	ninth 78:8
met 9:14 18:19,20 66:3 113:5 163:7	modelling 23:17 186:11	multi-approach 48:16	102:21,25 103:2	no-one 86:22 90:7 90:7
164:6	modern 103:21	48:16	116:11 118:23	NOMS 107:9,23 108:8,16 109:5
methods 134:18	MoJ 89:6 131:4 148:11 187:16,24	multiple 28:7	133:9,12,12	non-multi-agency 49:7
mid-morning 1:19	188:7	multitude 12:5	134:18 141:15	nondirective 24:10
middle 90:17	MoJ's 148:18,19	mutual 177:11	142:5 143:19	nonprofessionals 86:13
miles 100:17	moment 52:10 115:12 151:19	————— N	146:8,12 150:6,21	nonsecure 172:1
militarised 136:11	182:19 186:13	N 189:10	150:23 151:18	noon 52:11
mind 36:20 89:16 129:24	monitor 171:2	naive 110:23	152:22 155:4	normally 6:8
mindful 58:9	monitored 116:12	name 153:9,13 154:10	157:2 161:18,19	note 15:2 93:19
minimises 179:17	monitoring 133:16	narrow 101:24	166:17 168:9	notes 68:4
minimising 129:1		narrowly 94:22	171:11 176:8	notice 70:18 92:4 92:15 93:11
minimum 128:22		national 79:16 82:1 82:10,21 97:8	177:6 184:1	noticed 90:7 91:14
		153:18 157:16,20	186:17,19	notifiable 153:19
		157:25 158:6,9,11	needed 88:13 183:19	
			needing 59:17	
			needs 8:2 9:14 14:9 16:7 17:25 18:18	
			18:20 20:20 21:24	
			23:20,20 24:11,12	

157:6 158:23 159:3 170:18 notified 125:10 157:10 notify 156:5 157:16 158:4 159:11 164:17 notifying 156:2 notion 40:15 November 95:22 122:21 Noyes 1:21 81:16 81:20,22,25 189:19 NSP00025_002 84:2 NSP00025 81:22 NSPCC 1:21 2:18 45:14 54:1 82:13 82:17,21,25 83:7 83:9 85:13 86:12 88:21 89:24 93:16 93:20 94:18 95:13 117:3,13 NSPCC's 15:23 82:3 95:19 nuanced 20:14 number 3:12 16:7 30:16 37:9 62:11 74:8,21,25 75:6,8 83:24 85:1 86:12 92:5 108:9 109:1 109:11 118:12 119:6,7,9 123:3 133:2 176:18,22 177:3 180:5 182:2 183:14,23 185:18 numbered 74:5 numbering 135:25 144:10 numbers 33:14 107:9 154:25 155:5 187:17 numerous 115:19 nuts 48:19 64:24 nuts-and-bolts	46:17 70:24 <hr/> O oath 77:19 127:18 127:23 149:24 150:7 objective 121:21,22 obligation 158:3 obligations 142:25 144:19 149:3 obliged 187:11 observation 178:19 observations 123:5 obtain 130:14,21 obtaining 117:2 obvious 115:8 118:18 obviously 40:25 45:9 57:8 62:8 64:9 124:3 127:25 162:10 169:14 179:8 181:1 184:1 occasion 156:20 occur 99:23 180:10 occurred 156:16 occurring 109:23 occurs 41:9 132:18 October 81:24 89:17 112:8 139:17 170:24 179:6 odd 169:15 offences 35:15,20 95:21 110:3 164:18 offender 93:25 95:15 112:9,15 offenders 83:13 182:4 offenders' 72:2 88:24 offending 140:19 145:25 offer 38:11,22 43:13 60:17 127:12 137:9	171:20 180:7 offered 124:2 offers 151:20 168:17 office 82:9 112:2 170:10 officer 9:2 82:4 106:8,15 108:22 110:16 125:1,13 126:1 officers 48:18 87:18 110:3,25 112:5,6 119:21,22 133:2 official 69:4 officially 114:3 offload 27:1 OFS007942_001 156:23 Ofsted 155:18,24 156:5,7 159:11,13 159:14,22 163:1 163:21 164:17 170:17 171:2 173:2,18 174:7,9 176:2 178:7,14 180:25 184:9,12 184:15,23,24 188:23 Ofsted's 172:25 Okay 8:16 56:4 old 90:20 146:20 Ombudsman 132:20 once 34:16 56:25 106:21 180:24 one-to-one 14:21 ones 18:6 26:19 70:4 73:12 76:24 78:24,25 88:19 154:7 159:21 ongoing 87:21 88:8 129:7 online 20:4 46:17 onwards 54:15 99:21 115:5 125:2	open 9:9 45:9 59:11 86:23 130:19 131:20 opening 1:3 188:11 189:12 openness 169:2 operate 174:11,13 operating 181:19 operation 82:24 186:5 opinion 58:22 78:2 182:15 opportunities 180:7 opportunity 14:20 76:16 110:10,17 154:24 167:17 180:25 opposed 38:4 option 18:16 options 9:9 18:7 order 47:11 51:7 75:20 88:11 104:10 106:3 125:16 128:18 134:9 137:16 149:21 162:12,13 162:14 179:4 ordinarily 102:21 102:25 ordinary 101:14 103:3 organisation 26:7 97:11 organisational 20:19 63:21 130:25 organisations 76:8 88:13 125:6 126:8 144:13 orientate 143:18 originally 63:4 outcome 32:12 57:16 59:23 75:16 108:5,18 117:19 122:9 186:4,25	outcomes 24:14 61:21 62:13 80:21 123:12 outline 47:8 outlined 75:2 outside 10:20 23:13 39:16 42:3 50:10 94:9 129:13 overall 14:14 22:19 63:13 119:15 138:3 140:12 141:8,24 144:11 148:25 152:7 overarching 50:21 62:9 64:17 71:1 77:6 144:1 147:21 overreliant 129:15 overrepresented 36:21 43:1 oversight 127:16 140:17,18 141:6 147:19,20 149:6,7 151:3 157:25 158:7 159:25 165:3 167:21 170:21 175:12 182:6 overview 15:23 63:15 overwhelming 176:17 <hr/> P packaged 39:9 paediatric 138:9 page 15:6 16:9,12 16:13 18:3 21:21 22:5 24:18 26:10 26:12 35:10,10 37:9,25 38:1,3 40:9 63:5,19 66:9 71:9,11,14 72:3,4 72:9,11 74:2 84:3 84:4,10 86:7,15 86:16 87:12 90:6 91:24,25 92:20,24
---	--	--	---	--

93:23 94:16 99:3 108:24 113:2 114:25 117:4 123:6,14 124:16 128:13 135:11,13 135:14,17,18,24 135:24 137:3,19 137:21,21 138:1 138:14 143:15,21 144:6,10 145:11 147:2 148:7 149:21 160:22 161:13,13 162:23 164:9,9 165:11,12 166:5,16 167:4,7 167:9 168:6,6,7,7 172:23 181:12 185:13 187:5 188:19 pages 5:2 53:20 71:6,16 90:12 93:21 133:20 136:2 144:13 166:11,15 175:19 pain 77:25 95:2 137:5 pain-induced 137:8 176:23 pain-inducing 101:10 127:25 panel 2:9 5:3 15:3 26:16 30:18 38:22 41:6 58:17 61:25 63:17 68:2 69:15 77:1 81:7 96:15 97:21 112:25 119:4 135:16 138:22 141:15 142:7,23 143:14 143:16,18 144:7 145:10 146:8 152:23 153:18 157:2,17,20,25 158:6,9,17 168:12 168:21 171:10 179:22,22 180:13	182:1 190:3 panel's 8:11 15:2 Panorama 131:15 131:18 paper 122:21,25 129:15 147:25 paragraph 15:15 38:5 58:25 82:12 82:16,20 83:16 84:14,25 85:8,18 85:19 86:6 88:20 90:16,17 91:19 92:25 93:21 99:1 101:4 102:9 104:16,21 108:7 112:20,24 117:5 118:8 121:13,16 131:3,10 144:23 145:6,8 146:4,5 154:21 155:2,19 160:6 163:6 168:25 170:8 186:8,9,22 187:7 paragraphs 63:13 89:13 98:5 99:20 101:5 146:20 147:14 parameters 89:19 89:22 parent 103:25 104:1,2 116:18 parents 83:11 103:6 114:7 116:7 120:11 129:13 parliamentarians 110:21 Parliamentary 136:20 part 1:8 5:9 10:11 25:12 39:10 40:22 41:7,11 48:1 52:24 63:11 64:19 70:10,21,23,23 73:6 82:23 91:1 94:15 95:12 96:17 103:13 104:9	114:24 118:17 121:24 124:21 127:19 128:2 129:18 133:19 138:13 159:23 169:9,24 177:3 184:12 187:23 partial 88:1 participant 140:8 participants 3:24 participate 75:18 particular 4:6 20:23 23:18 53:1 54:16 56:17,18 61:16 68:4 70:15 70:25 71:16 72:22 73:6 74:11 76:6 83:13 86:11 97:18 110:4,8 111:6 115:5 124:6,10 128:16 135:20 137:4,8 140:9,14 141:13,18 146:7 149:17 158:10 159:4,17 160:21 176:15 177:17 particularly 8:11 21:2 24:6 25:10 25:13 70:3 85:3 87:13 92:6 111:9 130:16 155:10 partly 172:16 partnership 167:8 partnerships 154:2 154:4,5 parts 45:23 81:25 82:19 90:5 100:3 125:8 135:9,10 passed 16:24 106:21 142:21 pathway 33:3 pathways 10:19 54:22 patron 98:13,19 pattern 166:22 pause 158:25	pausing 37:23 60:22 66:8 88:25 128:12 129:20 pay 44:22 Payne 110:5 pays 156:15 peer 14:7 40:14 41:10 80:11 peer-led 78:21 peer-on-peer 35:9 35:12,14 37:8,10 peer-to-peer 78:14 78:21 peers 87:14 penal 101:8 109:16 109:21 128:24 134:1 138:6 172:5 pending 161:21 187:8 people 1:8 5:17 7:5 8:5 13:24 14:9 15:4,10 16:24 17:5 18:11 21:9 23:9,24 26:20,22 27:8,25 28:6,19 28:20 29:10 31:16 31:20 33:7 35:19 36:7 40:16,23 42:6,8 43:22,25 45:3,8,12,13,15 47:3,8 48:4,16,21 49:3,16,25 50:1,6 50:13,14,18 51:22 51:23 53:8 61:5 61:13 63:8 64:6 64:15 65:12 68:7 68:10,17,22 74:9 75:15,21 78:12,13 78:22 80:2,13,18 82:11 83:6,10,14 87:14 88:6 90:18 90:23 91:3,10,11 91:13,15 92:2,5 92:14,16,17,22 93:4,11,25 95:13 98:14 107:18	110:20 111:7 114:8 122:16 129:11 136:9 161:20 167:21 177:10 179:14 180:9 people's 39:20 45:16 perceive 8:18 perceived 28:13 percentage 36:16 perception 7:20 14:6 17:12 19:12 20:21 22:22 23:19 44:5 63:2 79:6 performance 79:20 178:6 period 24:7 108:11 108:12 109:12 142:16 periods 113:6 133:13 permanence 30:10 permissible 94:24 permission 4:9 168:25 permitted 137:16 perpetrator 20:15 58:13 60:12 perpetrators 37:20 person 8:13 9:7 22:4,14,15,16 42:3 54:17 55:17 56:17 58:9 59:25 60:8,9 62:9 78:1 84:17 85:17 93:6 93:7,9 94:25 162:25 163:1,2,24 164:14 170:17 185:4 person's 12:14 personal 25:23 77:24 78:2 perspective 19:2 24:2,3 33:5 48:9 66:7 67:19 69:9
---	---	--	--	---

77:24 79:9 137:14 137:15 172:9 pertinently 167:10 phase 74:4 phenomena 75:11 Phillip 1:21 81:16 81:20,22,25 189:19 phone 89:2 phones 181:5 phrase 145:1 physical 13:7 27:22 28:2 65:4 84:22 94:19,20,25 115:22 129:1 130:3 138:15 physically 116:21 pick 5:20 6:14 76:24 122:17 135:1 picked 5:17 14:15 28:19 40:3 picking 35:9 picture 31:9 piece 147:25 pilot 78:16 pin 31:1 place 14:12 21:11 27:1 45:5 57:2 63:23 72:1 77:10 79:14 98:8 103:17 104:3 112:11,13 115:9 122:11 146:10,13 149:1 150:7,14 156:6 157:13 158:1,16 159:12,23 160:1 167:20 171:19 179:2,21,24 181:14 183:18 placed 36:6 91:7 95:20 145:3 placement 53:6 155:12,13 169:5 placements 160:9 160:10 169:7	182:17 183:21 places 99:22 107:17 152:14 183:16 placing 35:18 161:19 plagued 115:18 plain 109:19 plan 65:17 79:13 79:20 131:6 155:6 planned 186:6 plans 79:15 147:6 play 30:13 119:24 pleading 103:7,16 please 1:24 2:8,10 4:1,11,16,22 8:23 9:24 11:10 12:12 15:15,16 16:11,13 20:12 22:6 24:17 24:18 26:10,11 30:15,17,22 34:9 37:9,25 40:8 44:12 46:23 47:6 49:10,10 51:2 52:21 53:16 54:5 60:20 63:5,12 64:24 66:8 67:14 69:11,17 70:21 71:4,14 73:6,18 73:22 74:1,2 76:5 76:11 84:2 86:7 86:16 90:13 91:1 91:4,18,24 92:20 93:1,21 94:16 96:3 99:2,4 101:4 103:17 104:3 108:3,8,23,24 110:6 112:24 114:24,25 116:23 116:24 119:18 121:19 122:20 124:16 126:12 128:23 129:6 135:13 136:1 139:7 141:8 142:7 143:13 147:13 149:21 151:17	152:4,17,24 153:7 154:20 155:1,16 155:20 160:2,4,6 160:11,22 161:13 162:23 163:12 165:10 166:6 167:4,7 168:3 169:8 170:6,7 171:12 174:19 176:10 177:22 187:10 pm 52:14 95:24,25 96:2 139:1,2,4,6 189:7 point 7:18 8:22 9:1 9:8 10:25 20:20 21:12,20 22:18,22 23:5,12 24:14 27:2,20 29:13,16 32:7,13 33:9,9 34:20,21 35:18 36:12,25 38:23 39:18 42:15 48:7 48:20 49:6,7 51:11 57:11 59:15 59:20 62:17,23 64:9,19 65:14 66:3,4 67:12,20 68:7,11 80:25,25 84:2 85:19 94:8 104:16 105:14,20 105:23 111:5 113:14,20 120:22 121:7 127:4,5 128:15,17 133:4 134:10 136:3,19 144:17 148:10 156:8 176:20,21 178:14 186:20,25 188:15 points 4:5 10:5 11:7 12:11 15:7 20:13 25:6 29:5 30:15 32:6 38:16 42:20 46:9 51:12 53:13 61:5 66:10	72:2 78:3 84:4,4 87:12 93:22 150:5 168:22 169:9 170:6 172:22 176:6,22 police 6:1 9:2 10:23 27:13,15,16,18 35:14 48:18 65:12 82:23 87:18,23 88:7 92:6 149:5 154:3 policies 65:15 70:7 146:12 167:24 policy 47:18 71:21 109:24 110:21 127:15 130:2 141:10,14 164:17 167:20 Poor 178:6 population 37:3 pore 114:13 pose 35:23 posed 3:21 171:13 poses 85:11 posited 38:6 position 23:10 62:19 89:21 134:14 138:4 150:20 157:21 positive 13:24 17:6 24:16 43:15 50:17 92:23 93:3 164:6 166:19 169:1 177:11 positively 126:3 possible 24:10 50:22 57:6 75:11 78:20 88:8 149:21 151:1 169:17 178:25 possibly 1:19 post 121:9 132:14 posts 97:22,25 125:1 pot 3:16 potential 9:5 44:15	83:18 85:11 potentially 7:7 37:21 56:7 59:21 64:1 122:5 pots 25:3 power 28:20,22 101:22 123:23 126:8 136:12 173:21 174:1 powerful 92:14 179:2 powerfully 101:16 powers 173:20 174:3 practical 20:13 24:25 44:12 46:2 57:4 91:14 166:12 174:6 practically 19:20 45:22 150:1 practice 2:15 44:14 44:17 47:16,19 53:16,18,24 55:2 55:5,11,24,25 56:1 57:7 58:20 59:4 68:16 70:24 72:18 105:1 139:22 140:22,23 142:4,22 161:7 165:22 174:10 181:17,19 182:24 183:8 practice-based 75:19 practices 100:9 101:8 132:15 133:14 practitioners 61:6 75:18 77:16 87:20 pre-existed 74:10 preceding 112:14 predecessor 177:23 preface 126:18 prefer 17:18,21 43:24 prejudice 131:9
---	---	--	---	--

premises 160:10	13:17 25:25 27:15	174:9 179:15	34:4 48:8,12 63:7	protected 42:25
prepared 87:23	29:14 31:17,21	182:8 185:19	71:11 74:23 85:25	129:25 179:5
prepares 180:24	33:24 37:17 95:7	Probation 132:20	86:13 87:19 88:7	protecting 80:17,17
presence 51:9	135:21	problem 29:15	92:6,7,21 121:18	103:22 127:3
present 6:12 10:1	prison 14:16 48:18	procedural 53:15	121:25 125:15	130:12
61:17 109:3 124:6	67:24 68:17,22	150:6	126:2,4,9	protection 2:14
125:16 139:25	69:6 71:22 98:3,8	procedure 138:10	professionals' 35:3	6:22 7:15 27:14
179:11	101:25 103:5	180:19	74:19	27:16 46:16 60:16
presentation 87:22	104:5,6,23 105:9	procedures 23:8	professions 48:22	61:10,21 62:2,17
presently 121:9	106:7 108:22	45:8,24 46:16	profound 115:17	62:21,25 64:8
129:19	109:17,24 110:2	57:1 60:17 61:21	programme 131:18	65:8,17,17 69:16
presents 130:10	111:11,19,23	67:9,12 69:16,19	156:13	72:6 79:16 80:21
press 186:19	133:2 134:16	69:23,24 70:8,21	progressing 66:19	82:3 87:10 95:14
pressing 121:22	138:10,16 184:13	72:1 77:13,14	progression 50:6	97:6 100:5,23
pressure 26:21	prisoner 104:5	180:10	50:25	101:2,17 102:12
40:15 41:11	107:25 108:14	proceed 1:24 135:2	prohibited 128:3	102:23 104:25
pressures 41:3	112:3	proceedings 53:5	projects 151:23	105:24 106:24
49:19 75:11	prisoners 108:1,2	88:9	promote 71:23	107:4 111:12
pretty 76:8 102:5	112:9 138:11	process 26:25 45:7	96:21 141:25	115:8 116:4 119:3
prevalence 3:7	prisons 98:16	45:11,17,21 46:8	promoted 92:12,18	120:24 121:17,25
14:16 15:3 31:9	101:25 105:12	46:10 56:5 57:15	promoting 95:18	122:11,13 123:9
35:11 79:23 88:22	107:8,17 108:15	59:17,21 60:15	prompt 87:8	124:19 125:14,20
89:20 104:15,18	109:1 110:24	62:2,3,4 86:5 87:5	prone 28:10	125:22 127:17
107:15	114:14 115:23	88:7 93:10 115:9	proper 37:14,18	134:6,7 140:3,13
prevent 44:14	116:6 118:14	123:22 157:18,24	62:25 136:24	141:9 142:6 147:6
94:24 123:19	119:25 128:5	158:16,23	properly 14:18	155:6 162:14
177:17 179:3	130:5 132:2,20	processed 184:10	proportion 37:4	163:23 164:17
Prevention 82:1	133:8 134:17	processes 32:23	105:15 113:17,22	166:23 167:20,24
previous 37:25	137:13 184:4	37:15 46:2 62:20	proposal 79:15,15	protections 181:10
58:4 80:7 84:5	privacy 125:11	62:21 88:16 157:9	119:5,18 121:25	181:16
95:8 102:10	133:6,11 177:19	179:3	128:8	protective 13:23
154:22 155:5,7	private 2:17 80:19	produced 174:23	proposals 76:12	68:15 90:21
previously 113:18	161:24 167:15	175:16	121:15 122:6	115:11 116:16
primary 85:4	169:18	profession 88:4	126:12 127:12	122:4 146:10
109:11 150:12,23	privately 109:1	professional 17:4	129:5 134:24	protocol 89:5,6
Prime 151:10,13	privately-run	17:14 47:20,24	135:5 176:15	protracted 86:4
154:15	130:8,12	48:17 67:12 68:3	propose 1:20 171:9	proved 59:23
principally 3:20	privileges 101:25	93:8 96:10 120:24	proposed 131:3	provide 3:2 26:22
principle 175:8	proactive 118:23	130:2	pros 177:15	72:23 107:3,3
177:19	proactively 111:14	professionalising	prosecuting 110:9	156:7 164:1,16
principles 46:5	125:12	48:1	110:15	168:15 169:19
54:12 61:17 63:24	probably 102:8	professionally	prosecutions 88:3	173:23
64:20 71:17 75:1	114:1 140:16	111:4	prospect 26:17	provided 83:7
175:25	141:23 144:9	professionals 5:19	protect 68:17 87:8	88:21 89:23,24
printed 70:22	151:6 153:12	8:17,22 10:22,23	93:7 100:20 142:4	91:13 93:20 104:8
prior 1:13 7:9	163:17 171:9	10:23,24 17:3	164:21 168:18	104:11 110:1

126:13 131:7 135:10 139:13 161:23 providers 160:13 provides 61:11 82:18 156:13 169:23 providing 23:3 80:23 123:4 143:19 188:2 provision 13:21 38:7 66:4 67:18 72:10,13 80:19,23 80:24 181:13 184:13 188:5 provisions 152:19 162:12,18 proximity 128:15 psychiatric 13:6 psychiatrists 128:22 psychologically 116:22 public 2:10,17 96:16 109:1,22 112:2 131:22 184:25 publication 99:12 123:11 175:18 publications 99:4 publicly 69:25 publicly- 130:7 published 114:14 131:21 142:14 pull 4:19 12:13 13:4 15:21 22:8 34:8 38:21 46:12 52:22 54:13 69:17 70:16 73:23 101:4 101:5 108:3,7 109:14 117:4 121:14 174:19 177:24 181:3 pulled 27:23 40:13 53:1 54:6 68:4 99:18	pulling 60:6 pulls 54:15 punctuated 4:5 punished 102:4 punishment 6:21 7:4 113:5 purely 69:9 purpose 95:4 115:12 166:8 170:1,5 purposes 4:13 19:20 69:12 94:23 134:4 154:6 155:10 159:1 165:1 168:2 pursue 159:23 pursuing 131:24 pushed 125:5 put 4:16 27:5 42:22 71:25 114:21 133:18 146:10 148:6 150:6,14 153:3 157:13 163:3 166:12 169:8 179:21,24 181:14 puts 25:10 putting 150:11	30:17 31:14 40:10 44:12 45:4,6 51:5 52:24 53:20 59:8 63:3 83:17 85:9 86:8,8 92:17 95:9 106:9 110:12 115:8,13 147:17 147:23 148:6,15 148:20,22 171:13 172:24 173:14 176:14 185:3 188:23 questioned 134:15 questions 3:21 4:4 4:5,12,16,23 10:7 11:9 20:14 29:23 33:19 42:21 44:9 52:19 58:16 63:4 81:7,8 83:15 86:23 89:19 92:8 108:21 112:17 116:23 119:23 130:7 134:23 138:21,24 149:20 174:20 181:23,25 182:1 189:3 190:3 quickly 8:20 131:17,17 159:20 174:7,11 quite 15:25 16:19 16:22 23:9,25 24:10,16 26:23 27:9 29:9 30:25 40:7 43:19 44:7 46:14,17 49:17 50:3,21 51:10,23 64:1 69:15 71:6 72:20 106:18 110:11 137:18 141:21 142:10 157:8 168:10 169:3 174:3,4 175:17,20 177:20 188:7 quote 15:6 43:5 quoted 35:13 36:13	38:1 41:19 98:12 148:8	<hr/> R <hr/> raised 177:14 raises 36:20 Ramsbotham 98:8 98:15 range 2:8,15,16 5:17,25 6:25 8:4 10:23 12:15 13:25 18:2 21:3 29:6 30:9 31:3 32:2 34:7,14 36:7 48:8 71:10 74:23 75:10 91:11 107:10 112:25 118:22 120:1 123:22 137:22 143:19 144:3 151:24 158:2 163:21 rank 115:23 raped 107:20 114:11 rare 132:22 rate 49:18 117:6,9 rates 43:7 ratio 130:2 183:22 rationale 169:24 REA 35:21 36:13 38:23 42:25 43:3 171:14 reach 63:13 79:1 123:5 182:24 reached 9:8 161:20 react 95:9 181:21 reacting 6:12 reaction 7:8 36:1 read 1:11,20,22,23 30:18 41:7 58:17 68:2 81:15,20 89:25 90:5 94:15 95:11 112:25 154:13 189:19 reading 30:24 81:24 105:2	real 32:19 realise 25:7 182:10 really 6:22 12:10 14:5 17:13,16 18:15 20:21 22:24 23:6 25:18 26:2 26:19 28:23 31:5 31:13 36:25 40:24 42:10 47:2 48:19 48:24 55:11 56:24 57:25 59:14 60:3 62:6 63:24 68:12 77:8,16 78:6 79:4 79:21 80:16,22 100:2,20 125:19 129:12,16 132:4 132:23,23 134:18 154:12 163:19 168:19 179:8,24 182:8,12 reason 11:4 39:14 85:4 110:8,15 reasonable 164:25 165:2 175:13 reasonably 164:1 175:9 176:17 182:20 reasons 12:6 21:10 73:1,5 107:10 118:22 120:25 reassuring 86:24 recall 130:17 receive 66:6 122:2 received 91:21 93:9 108:18 109:4 recipients 91:12,20 recognise 17:7 87:20 88:11 185:19 recognised 4:25 6:2 14:18 15:18 136:16,17 recognising 18:23 19:24 86:18 recommendation 119:4 123:8,14
--	--	--	---------------------------	---	--

124:16 129:17 recommendations 37:7 77:3 121:15 121:20 123:7 158:22 173:23 recommended 130:24 149:22 record 107:24 153:3 162:10 164:13 186:4 recorded 35:14 36:15,18,22 122:9 122:9 recording 177:9 recordings 132:12 records 47:1 89:8,8 89:11,14 169:12 187:2 recover 96:20 recruitment 44:13 44:15,16 45:11,20 45:25 46:2,8,10 46:19 73:2 145:15 recurring 103:18 reduce 11:12 39:19 80:1 reduced 37:10 187:18 reducing 39:24 reduction 78:4 128:4 refer 83:6,20 105:4 112:15 139:16 185:5 reference 45:9 67:21 81:22 98:12 172:23 referral 85:4 121:1 146:25 referrals 105:15 106:11 109:6 111:13 118:12 119:19 122:8 referred 54:1 58:19 61:20 69:15 105:16 106:2	109:2 115:4,6 117:3 119:1 165:7 183:15 referring 106:20 refers 71:22 90:17 105:8 reflect 130:17 reflected 41:1 44:21 68:12 reflecting 24:11 reflection 44:5 130:14 reflects 123:15 reflexive 75:19 reform 76:12 126:11 140:5 171:21 176:11 reformed 126:20 128:6 reforms 126:15 refreshing 57:25 refused 55:19 130:23 131:4 regard 3:10 47:20 89:19 135:16 143:3 152:22 157:3 188:24 regarding 53:11 regardless 75:16 regards 53:10 regime 65:20 177:4 177:10 regional 188:2 registered 97:4 120:23 159:11 162:25 163:1,24 164:14 registration 173:22 174:3 regular 46:9 51:13 129:13 regularly 22:4 regulate 159:15 regulation 156:3 159:10 162:17 166:7,8 181:12	regulations 94:23 142:20 156:4 159:9 160:15 161:1,2,3 163:2,4 163:7,13,14 164:4 165:5,8,17 174:17 176:25 178:2 180:16 regulatory 159:24 163:3,10 171:18 171:24 172:17 relate 12:25 99:5 167:1 related 39:23 61:7 85:22 109:11 111:20 131:6 relates 120:9 relating 119:23 123:12 relation 13:5,20 37:7 48:10 75:4 75:10 82:15,16 88:22 119:18 130:15 163:8 relationship 5:21 6:20 7:3 11:22 13:7 14:3 17:6,13 17:17,23 20:24 22:7 27:23 28:21 34:23,25 39:1,2 39:23 48:21 50:12 59:25 68:14,18,21 68:23 74:16 80:10 107:25 108:13 136:5 153:3 relationship-based 44:25 53:9 68:16 relationships 17:8 21:9 27:25 35:4,7 39:21 40:22 45:19 68:8 87:11 136:7 136:7 164:7 166:19 169:1 177:11,18 relative 112:11 relatively 115:2	156:24 187:21 relay 89:21 relevant 21:22 30:21 75:18 83:19 89:11,18 167:15 187:13 relies 159:8 reluctant 84:17 rely 42:8 120:20 132:24 remain 75:20,21 remainder 81:14 remaining 1:22 8:1 129:21 remarkable 107:17 remarks 1:3 189:12 remind 125:12 reminded 110:11 reminder 160:7 remits 151:13 remove 123:24 removed 108:17 removing 150:9 repeat 58:24 148:24 repeatedly 105:3 121:5 replaced 142:19 154:1 replicated 42:1 104:13 reply 4:11 30:15 report 3:20,22 4:1 4:2,13,15,20 6:4 10:8 12:12 15:15 16:1 21:17 32:12 35:11 38:1 41:7 44:10 52:22 58:18 63:12,14 64:20 67:22 73:24 93:8 98:13,14,16 109:16 115:11 130:14 132:16,16 167:14,16,17 180:24 reported 86:2	117:6 159:2 reporter 131:15 reporting 30:20 32:7 54:11 82:4 104:23 reports 68:5 98:6 105:3 115:24 149:8 184:10,17 184:18,19,24,25 represent 51:21 78:25 representations 101:24 representative 1:10 78:20 represented 36:15 43:17 representing 27:18 reputation 100:20 100:21 reputational 130:11 reputations 100:1 100:17 request 82:14 83:1 117:16 131:4 requests 123:1 require 10:16 required 65:13 127:6 129:3 130:16 150:13,15 156:5 163:25 169:4 requirement 120:22 121:9,11 requires 58:22 156:7 159:10 requiring 81:1 research 31:22 83:23 84:11 85:14 86:1 87:17 90:9 90:21 97:19 104:9 105:14 108:5 110:19 115:15,21 117:4,5 124:18,22 136:22 174:25
---	--	---	---	---

researchers 90:10	146:16 147:8	retracting 26:18	76:9 79:18 93:12	9:15 13:20 14:5
researching 128:7	171:22 182:10	retraction 26:11	96:8,24 97:9,10	14:17 21:12 25:10
residential 14:21	responses 3:15 19:7	28:5 59:4 75:9	97:16 98:17 99:7	30:6 31:19 35:23
16:18 19:10 30:1	29:8,11 31:4 35:4	retraumatised	104:9 105:10,18	37:15,16 39:12,24
30:2 48:18 97:23	39:3,3 74:18	13:19	105:21 109:7,8,14	40:6,6,24 41:12
99:6 102:10,20	170:15	return 52:11 95:24	109:24 111:20	41:22 42:4,7,16
117:7,8 125:9	responses/sexual	revelations 97:23	113:9 117:4,17,24	49:2,6 69:1 74:11
126:6 164:11,12	34:15,15	98:25 125:3	118:15,25 119:16	83:24 85:11 109:4
172:2,10 188:1	responsibilities	review 67:23 71:21	119:17,25 121:2	109:24 112:23
resigned 108:18	47:20 51:18 63:22	76:16 80:8 98:20	123:23 124:4,23	120:5,6 130:10,11
resist 39:22	64:5 67:2 71:3,10	98:22 131:17,21	125:11 133:7,19	138:12 167:2,2,8
resort 94:22 127:6	73:19 76:7 142:2	150:15 157:20,21	134:2 135:22	179:9,11,16,17,19
resource 46:21	142:3 144:12	157:22 158:15	136:25 137:24	180:1
respect 61:9 101:17	147:12 151:8,11	164:19 186:23	138:4 139:11,22	risks 30:3 31:15,15
130:4 135:7 140:2	152:8 155:23	187:1	139:23 140:6,10	risky 36:7,9
160:3 177:12	163:3,8	reviewed 3:11 10:4	140:16 141:11	robust 174:4,5
178:16	responsibility	reviewing 79:21	143:8 144:2,6,7	robustly 174:8
respected 33:22	32:20,22,24 49:4	80:16	144:24 145:2,9,16	role 22:9,21,23
70:3 83:1 125:22	49:5 60:17 64:17	reviews 2:21	146:1,17,18	45:5 47:25 48:1,5
respecting 100:25	77:6,11,18 140:20	revised 142:14	148:21,24 149:14	49:19,23 50:17
103:22	141:9 147:16,18	revisions 121:3	149:19 152:1,15	51:13,24 55:12
respectively 139:14	148:4,12,16	rewards 102:1	154:12,19 155:14	63:15 64:3 65:24
139:15	149:11 150:2,3	right 2:4,5,11,18,19	155:22 160:14,15	82:5 118:19
respond 8:18 20:21	153:1 170:13	2:23,24 3:14 4:8	160:24 161:4,22	124:20 125:8,20
24:5 28:18 58:20	178:8	4:16 6:2 9:6,23	162:4 163:5,11,17	139:25 140:12
59:13 68:22 87:14	responsible 23:7	10:11,12 12:24	165:8,9,16,21,23	141:22 171:7
101:21 118:1	64:10 66:15	13:14 14:25 15:1	165:24 166:13,23	186:17
responded 29:17	109:20 113:21	15:13,14 17:21	169:13,14 170:11	roles 44:23 47:20
29:20 33:6 34:17	140:2 154:11	18:14 20:11 21:25	170:20 172:19,20	51:17 63:23 66:18
126:3	170:7,8,17 184:9	22:2,2 23:3 25:5,5	172:21 173:17	71:3 124:25
responding 19:25	rest 85:18 166:10	26:5 28:16 29:21	174:18,21 175:4,7	room 103:25
47:21 53:18 86:18	restrain 137:16	30:14 32:19 35:22	175:17 176:13	rooms 168:24
118:4,24 121:23	restrained 58:3	38:14,15 39:11,15	180:15 181:14	roughly 112:13,14
123:17	95:7	40:12,19 41:14	184:23 185:4	route 10:5 27:7
response 3:8 10:2,7	restraint 94:17,19	46:6,15 47:11	right-hand 135:19	160:18,19 172:5,5
10:11,14,18,24	94:20,23 95:3	48:2,14 52:5 54:2	rightly 110:11	routes 10:19
11:2,3,8 12:9	101:10 115:22	54:3,8 56:13	166:6 167:6	179:13 182:25
17:24 19:15 20:19	128:1,1 129:1	57:14,19 58:2,10	rights 82:8 87:10	183:1,7
21:4,23 22:12,13	132:9,15,18	58:11,15 60:13,24	96:14,18,19 97:6	routine 123:11
29:12,24 52:25	133:13 168:4,5	61:3,14,18,19	97:8,13,22,25	rules 93:16 146:11
54:13 55:10 59:1	result 62:3 105:17	63:10 64:23 65:19	99:6 103:20 125:1	ruling 64:22
82:14 83:16,21	108:7 112:8	65:21 66:12,20,21	125:13 126:1,23	run 53:19 109:1
85:8 86:7 93:16	resulted 93:1,3	66:24 67:4,17	127:7 131:23	173:19
93:20 95:10	117:10	69:20,21 70:12	136:21 137:11,12	running 6:6
104:20 105:13	retention 49:11	72:22,25 73:3,4,8	137:15 142:4	runs 53:22 135:24
108:16 125:2	retracted 75:17	73:17,21 75:14,23	risk 5:1 6:24 7:1	138:14 166:15

S	66:22 87:10 95:4 127:16 136:5,23	166:11 167:7 168:5 170:7 175:19 178:1 187:6	180:13,22,22 185:9	116:1,7 125:12 134:22 141:19 143:16 144:21 146:19 148:7,21 155:1,2 165:10,13 166:3,11,15,22 182:13 186:22 187:7
sacked 108:6 109:17	sake 128:12	scrutiny 58:22 110:24 133:16	sections 54:4 70:17 71:7 129:21 144:4	seed 188:3
safe 9:19 16:3 19:6 87:3 94:9 95:14 101:14 106:17 111:15 116:16 122:19 123:21 124:13 129:10 133:8,12 145:15 169:25,25	sanctions 173:19 174:8	searched 89:10	sector 2:17,17,17 110:21 161:24 178:13 186:4 188:11	seeing 118:19
safeguard 71:20 125:19 142:13,15 170:1,5	sat 103:25	searches 135:20	sectors 2:16 151:12	seek 15:19 87:11 146:10 157:9 163:14 169:16 181:9,14
safeguarding 2:15 16:6 18:22 20:2 26:4,6 45:24 46:11,18 47:16 48:10,15 49:7 50:9,20 52:1 53:23 57:1 63:22 64:10 67:8,12 69:18,22 70:8 71:2,21 72:14 73:7 76:7 77:14 95:14,17,18 105:5 123:10 127:13 132:1 140:3,13 141:10 142:6 146:12 148:12,17 148:25 149:11 153:18,24,25 154:2 156:14 157:17 163:16 164:1 167:9 168:16 171:8 177:8 178:20,23 179:22	saying 15:12 18:4 25:12 39:5,9 55:17 56:2,16 59:20 102:15 103:4 104:2 126:18 133:22 134:13 144:22 172:16 178:14	searching 101:10	secure 7:14 40:19 47:16,22 63:16 65:22 71:12,17,18 72:8,11 93:16,17 95:15,16 118:13 119:8 127:1,9 128:8 129:25 130:15,18 131:7 131:19 132:15 136:18 140:17,19 140:22,24 141:7 143:5,8,16 144:5 144:20 145:5,17 145:22 146:3,14 149:7 155:25 156:4,11,13 159:8 159:9,25 160:3,8 160:13 161:14 162:11 168:17 169:10 171:25 172:11,12,17 175:3,14,24 177:2 177:4 178:21,23 180:8,15 182:17 182:20,25 183:15 183:18,25 184:5 186:6 187:17 188:4,21	seeking 97:11 120:12 150:5
safeguards 98:20 98:22 132:13 179:2,12 180:2,6	says 31:22 60:25 82:2 91:9 121:10 160:11 186:8	second 63:19 73:22 77:7 91:2 116:24 116:25 118:9 127:5 129:21 133:4 147:15 148:7 152:17,21 153:23 156:10 159:6,8 176:6,9 182:4	second-tier 122:13	seeks 168:15 169:14 179:11
safely 126:25	scale 150:9	second-highest 118:14	seconded 7:22	seen 13:13 21:4 22:3 26:2 44:23 51:12 78:9 102:3 105:3 106:12 122:10 125:22
safer 73:2 122:5 129:10 130:8 136:6	scandal 132:14	secondly 3:9 98:7 102:20 121:24 182:16	secondly 3:9 98:7 102:20 121:24 182:16	select 85:21
safety 9:20 16:7	scene 19:17 26:8	secret 183:17	secretariat 158:19	selected 42:5
	SCH 170:13 178:13	Secretary 136:20 141:24 142:3 162:15 184:18	Secretary 136:20 141:24 142:3 162:15 184:18	self-awareness 14:1
	scheme 78:16 102:1 170:9	section 8:24 18:3 22:8 30:23 45:23 45:23 54:15 58:7 63:5,20,25,25 64:2,25,25 65:1,7 65:16 72:11 73:2 73:15,19 92:11 99:3 103:4 104:25 105:17,24 108:3 123:6 131:8 133:22 135:17 138:14 141:20 143:25 144:5 145:3,10,18 147:1 168:3 176:7 180:5	section 8:24 18:3 22:8 30:23 45:23 45:23 54:15 58:7 63:5,20,25,25 64:2,25,25 65:1,7 65:16 72:11 73:2 73:15,19 92:11 99:3 103:4 104:25 105:17,24 108:3 123:6 131:8 133:22 135:17 138:14 141:20 143:25 144:5 145:3,10,18 147:1 168:3 176:7 180:5	self-esteem 14:1 39:7,23 40:2,5 79:25 80:3
	SCHs 145:22 155:11 161:23,25 169:5 171:19 173:9 174:16 177:1 178:6	secret 183:17	secretary 136:20 141:24 142:3 162:15 184:18	self-harmed 94:11
	schemes 180:11	secretariat 158:19	secretary 136:20 141:24 142:3 162:15 184:18	self-harming 6:9 84:24 92:9
	school 73:16 145:23	Secretary 136:20 141:24 142:3 162:15 184:18	Secretary 136:20 141:24 142:3 162:15 184:18	self-identify 69:2
	schools 117:20 119:25 120:9	section 8:24 18:3 22:8 30:23 45:23 45:23 54:15 58:7 63:5,20,25,25 64:2,25,25 65:1,7 65:16 72:11 73:2 73:15,19 92:11 99:3 103:4 104:25 105:17,24 108:3 123:6 131:8 133:22 135:17 138:14 141:20 143:25 144:5 145:3,10,18 147:1 168:3 176:7 180:5	section 8:24 18:3 22:8 30:23 45:23 45:23 54:15 58:7 63:5,20,25,25 64:2,25,25 65:1,7 65:16 72:11 73:2 73:15,19 92:11 99:3 103:4 104:25 105:17,24 108:3 123:6 131:8 133:22 135:17 138:14 141:20 143:25 144:5 145:3,10,18 147:1 168:3 176:7 180:5	self-respect 96:21
	SCHs 145:22 155:11 161:23,25 169:5 171:19 173:9 174:16 177:1 178:6	Secretary 136:20 141:24 142:3 162:15 184:18	Secretary 136:20 141:24 142:3 162:15 184:18	self-selected 89:6
	screen 59:2 134:12 134:21 138:1 151:19 187:13	Secretary 136:20 141:24 142:3 162:15 184:18	Secretary 136:20 141:24 142:3 162:15 184:18	send 100:16
	screens 143:20	Secretary 136:20 141:24 142:3 162:15 184:18	Secretary 136:20 141:24 142:3 162:15 184:18	senior 71:25 77:15
	scribbling 135:18	Secretary 136:20 141:24 142:3 162:15 184:18	Secretary 136:20 141:24 142:3 162:15 184:18	sense 5:3 12:18 28:21 30:9 38:12 40:4,4,15 41:11 50:16 51:19 52:8 87:5 112:12 173:10,13
	scroll 8:15,23 15:7 16:10 18:3 21:17 22:4 40:8 47:6 60:20 66:9 71:8,8 71:15,19 108:23 145:10 163:12 164:9 165:13	Secretary 136:20 141:24 142:3 162:15 184:18	Secretary 136:20 141:24 142:3 162:15 184:18	sensible 76:19,21 76:21 174:9,12

<p>sensitive 86:23 88:16 sent 114:7,10 162:11,12 180:24 sentence 92:13 separate 19:19 20:6 31:24 70:13 72:20 separated 30:4 separation 13:12 Serco 109:6 series 29:11 40:14 58:16 121:20 123:2 175:2 serious 106:16 114:20 131:17,21 156:5 157:15,20 158:1,5,7 159:12 173:18 seriously 25:1 114:4 116:2 124:21 159:19 servant 182:9,11 service 66:4 67:9 71:22 88:23 89:14 94:1 108:25 111:11,19 113:21 149:8 services 63:15 64:4 64:11,12 80:8 82:18 83:7 91:23 92:6 105:22 121:1 132:1 178:9 session 81:14 set 13:9,15 15:3 19:16,22 61:21 63:17,20 66:10 82:21 88:23 89:4 89:15 94:23 98:23 106:8 107:6 111:22 113:1 116:25 122:25 125:1 137:17,21 141:10,21 146:11 149:3,12 154:5 163:9,20 165:7,12 166:7 170:2</p>	<p>173:24 181:18,20 sets 26:8 63:21 70:24 71:14 82:15 144:11 145:7 148:25 153:24 155:22 160:22 162:22 166:25 167:4 179:3 186:3 188:20 setting 5:12 14:19 14:19 21:2 25:14 29:16 30:21 38:9 47:11,17 68:17 69:3,6 79:19 111:13 117:12 118:11 122:5 128:2,5 129:14 133:12 138:6 148:5 settings 6:17 16:6 16:18,19 19:10,10 47:19,22,23 95:4 99:7,19,23 102:5 111:2 117:15 118:2 120:3,4,7 120:14 122:14,23 123:13 124:20 125:17 127:17,20 127:24 128:9,25 130:1 134:10 settled 53:6 seventh 78:4 sever 100:19 severely 137:17 sex 37:14,24 38:7 38:13 67:24 80:10 83:12 sexual 3:12 5:1,8 5:23 7:1,18 11:17 13:8 18:18 19:16 19:25 29:2 30:20 31:25 35:14,20,25 36:4,20,21 37:10 39:13 41:9,13,22 42:6 43:1,7 53:2 53:18 57:24 61:8</p>	<p>69:5 74:11,24 75:5,10 82:10 83:14,22,25 84:5 84:12,15,19 85:1 85:14,15,21 86:1 86:3 87:21 88:12 89:14,22 90:22,24 104:23 107:9,14 107:18,24 108:21 109:16 110:3,23 111:4 112:3,10 115:1,4 151:23 159:2 164:21 170:16 178:15,24 sexually 7:7 37:13 37:21 73:7 83:11 85:12 99:19 107:20 109:18 110:16 111:8,25 112:8,23 114:11 shame 5:22,23 12:17 shared 25:21 33:6 40:17 170:25 sharing 156:10 SHARPLING 184:3,17,20,23 185:2 shift 151:5 short 52:13 96:1 139:5 156:25 shortly 72:20 shouted 94:10 show 6:5 19:6 35:14 36:14 48:6 69:6 84:19 showed 136:22 showing 5:16 shows 106:22 109:13 115:15 134:4 side 135:19 169:8 184:15,16,22 188:8 sight 109:19 126:9 sign 9:4,5 102:3</p>	<p>113:7 signed 103:20 significance 157:5 significant 3:11 32:12 43:5 56:19 56:25 65:9,11 94:24 100:3 110:15 113:22,23 151:4 153:12,17 154:7,12 187:22 significantly 162:2 187:18 signs 4:25 5:15,20 6:6,11 10:1,3,15 83:18 85:10 86:20 112:18,21 115:19 122:17 silenced 125:5 similar 12:16 13:3 44:23 72:11,13 127:22 144:16 146:23 166:17 simple 16:5 25:17 26:7 simply 149:23 153:12 155:22 188:23 single 114:1 Sir 98:7,13,19 187:25 188:9 sit 116:14 sits 170:9 172:17 situation 107:24 113:8 situations 26:17 115:17 six 108:12,19 152:12 159:17 sixth 77:23 size 130:3 136:2,5 136:22 skewed 34:1 skilled 122:15 125:23 128:17 129:12 skills 39:23,24</p>	<p>75:19 175:2,9,13 Skype 57:7 sleep 133:9 sleeps 116:8 slightly 23:15 33:2 110:12 155:11 162:1 170:19 small 154:6 smaller 136:6,8,9 136:16 183:23 social 2:12 10:22 18:7 26:3 63:15 64:4,9 65:11,22 66:25 67:2,7,15 84:9 87:19 91:20 92:6 97:1,4,4 102:12 105:22 111:12 116:19 119:1,20 120:23 121:6,8 125:20,22 128:18 134:7,7 139:21 140:4 153:8 157:13 170:14 184:16 socialise 84:18 society 82:1 101:16 102:17 103:24 solely 87:25 solitary 101:10 113:6 solution 134:19 somebody 16:20 17:18,20,22 18:7 27:2 29:25 36:11 50:10 51:19 54:21 56:16 112:18 125:23 soon 86:3 180:17 sooner 88:12 soreness 84:23 sorry 58:24 59:3 67:14 110:11 131:13 132:5 133:18 135:14,18 143:21 144:21 147:17 153:14</p>
--	--	---	--	--

159:6 162:5 165:1 173:14 182:9 188:19 sort 8:2,14 10:9 11:14 12:22 16:8 17:2 21:13 23:21 24:19 25:3 27:7 28:12 30:11,12 31:15 32:14 40:17 47:2 48:1 50:3 51:13 53:12,12 55:12 57:2 61:23 62:4,20,22 63:7 67:20 79:2 80:22 99:18,21 101:9 121:15 122:6 144:1 148:4 157:7 163:9 164:2,20 168:15 170:21 172:12 174:8 175:9 177:16 sorts 14:3 50:25 sought 107:5 162:14,16 179:24 sounded 153:15 south-east 188:6 space 87:3 spaces 126:5 span 7:20 speak 17:18 125:24 speaks 60:8 specialist 1:8 77:17 79:3 80:4 81:1 97:22 149:24 specific 33:19 38:16 70:25 71:2 72:10 84:16 89:9 149:20 152:2 163:8 173:14 187:12 188:15 specifically 71:12 159:8,21 187:20 specification 167:25 specified 146:5 specifies 143:9	spectrum 151:24 spending 168:20 spoke 90:18 91:6 spoken 55:9,18 60:1 sports 119:24 spot 42:8 50:13,15 169:15 stability 49:16 61:9 stable 50:22 187:21 staff 19:24 21:7,8 21:22 23:1,2 28:17 32:22 42:6 43:10,13 49:11,12 49:16 50:11,16 54:17 55:9,23 62:8 66:20,23 67:11,20 68:22 70:19 77:12,15,15 77:17 80:17 101:23 106:16 108:6,9,11 109:17 115:23 116:14 131:1 132:10 133:24 136:8 149:24 161:9 163:8,25 164:10 164:11,15 167:1 167:12,17 168:16 168:23 169:25 174:24 175:1,2,23 176:3 183:22 staff/prisoner 68:14,18 staffing 130:2 stage 34:12 56:2 stand 64:25 102:10 102:14 125:4 179:7 standard 69:18 72:16,17,19 145:1 149:12 166:7,17 166:23 167:5 standardised 78:8 78:11 standards 126:24	160:16 161:5 163:18,20 165:6 165:12,14,22 166:4 176:19,21 standpoint 19:4 stands 64:11 start 26:5 48:20 148:17,18,19 starting 20:20 91:3 93:1 111:5 127:4 starts 16:3 55:5 state 82:6 141:24 154:17 162:15 184:18 185:14 State's 142:3 stated 108:16 statement 54:21 56:9 58:21 79:5,6 81:20,22,23 82:13 84:2 86:7,16 89:17 90:1,2 98:4 99:2,21 101:4 104:13,17,21 106:13 107:7 108:4 110:2 111:22 112:20 113:14 114:25 116:24 117:1,5 118:9 121:14 127:5 129:22 131:4 133:4 139:16 140:7 141:20,24 147:14 147:15 148:8 151:16,18,20 152:3,5,17,21 153:6,7,11 154:9 154:10,21,23 155:16,19 160:5 161:25 162:23 170:24 176:8 179:6 185:6,8,15 189:19 statements 139:14 139:18 142:11,12 148:10 176:5	statistical 36:25 43:3 68:11 104:7 122:24 statistics 15:3 35:13 36:14 41:18 42:18 43:12 69:4 77:4 104:19 106:9 115:7 117:2 154:22 stats 68:10 status 100:21 142:8 142:24 statutory 106:13,23 117:25 118:3 121:22 124:2 142:1,19 143:1 178:8 stay 172:20 STCs 145:22 147:16 148:19 153:2,4 171:19 steer 182:13 steered 77:9 STEIN 150:5 stemmed 92:9 stepped 125:6 steps 19:21 21:19 111:15 150:6,13 150:17 stereotypes 13:12 stigma 12:18 stigmatised 57:23 stood 102:11 stopped 9:9 stories 103:15 strains 35:7 strands 152:7 177:25 strategies 22:23 85:23 strategy 57:6 streams 3:3 stress 44:20 61:24 stressed 22:3 60:16 stresses 35:7 71:23 strip 101:10 135:20	strong 17:13 163:15,20 164:1 168:16 174:3 179:12,12 181:17 strongest 13:23 struck 76:18 110:22 structural 101:11 186:12,14 structure 163:10 structured 4:3 struggles 92:15 studies 61:16 188:3 study 90:8 stuff 72:16 styles 87:2 subject 76:4 104:24 105:24 106:23 126:11 144:13 155:6 subjugation 99:24 submissions 176:11 subservient 102:1 substance 13:7 39:4,10,13 substances 38:24 39:20 substantial 147:1 substantiated 59:24 61:22 62:23 106:25 117:22 133:1 substantive 1:5 63:19 successful 18:5 88:2 successive 105:2 suffer 65:10 suffered 65:10 90:24 103:2 113:18,23 suffering 115:17 sufficient 137:23 150:19 164:15 182:12 suggest 83:23
---	---	--	--	---

suggested 20:10 90:22	supports 172:3	tackled 178:7	33:10 110:20	18:5,15,16,17,25
suggestions 19:23 149:23	suppose 6:16 18:16 20:20 33:12 56:24	take 3:1 4:1 19:4 37:15,25 44:10	123:3 170:20	19:3,15 20:18,25
suggests 84:11	59:13 62:1 80:20	49:9,22 57:2,10	178:1 179:14	21:5 22:9,11,20
suicidal 94:4	170:18	76:3 86:6 88:20	180:12 181:3,13	22:23 23:4,11,14
suicide 15:6	sure 32:23 41:17	95:23 99:16 115:2	talks 166:8	23:23 24:4 25:11
suitability 164:19	43:2 48:25 50:22	121:13 122:20	target 156:18	25:16 26:22 27:13
summarise 67:15 88:17 89:13 96:11	51:21 64:14 66:5	144:15 149:24	targeted 74:13	27:21,23 29:1,2
104:8	67:8 77:9 125:4	150:12 158:1	tarnished 100:2	30:24 31:15,25
summarised 8:14 8:16 163:13	125:17 142:7	159:7 165:19	tasks 45:1	32:20 33:13,21
summarises 67:17	143:13,16 147:17	172:24,25 174:8	tatters 100:17	34:10,18,19 35:2
summarising 81:25	152:2 173:3 185:3	179:1 182:21	Taylor 38:1	35:25 36:23 38:23
summary 22:1 53:12 74:3 90:12	185:11	183:10 184:11	teachers 10:21 87:19 91:20	38:24,25 39:1,15
97:3 98:10 102:5	survey 43:5 104:11	187:15 188:24	team 39:16 65:11 119:3 184:15	40:1 41:1 42:4,6,7
116:5 122:6 164:4	surveys 104:12,23 114:13,14	taken 19:21 21:19 25:1 56:11 58:14	teams 145:25	42:17 43:12,15,16
165:2	survival 40:20	60:23 75:12 93:7	technical 45:18	43:18,21,23 44:2
summer 186:24 187:1	survive 40:21	112:11,13 115:11	techniques 47:16 95:2 137:5,9	44:3,18,22,23
superior 130:5	suspend 173:21 174:2	116:2 122:4	176:24	45:7,8,20 47:4,12
supervising 39:16	suspended 57:9 112:6	124:21 146:25	teenage 114:2	48:3 49:14,19,21
supervision 23:1,4 23:5,5,9 50:5,9	suspension 112:12	148:11 150:6	teenagers 85:16 87:13 113:22	49:22,22 50:19,25
72:21,23 75:20	suspicion 56:24 106:19	156:6 170:15	114:2	51:12 53:15 54:23
support 17:4 18:8 20:8 21:3 22:20	suspicious 126:4	176:18	telephone 57:7	55:11 56:19,24
22:24 23:2,12	switched 132:18	takes 11:18 92:15 159:12	tell 41:18 54:8 58:23 85:5 87:4	59:11,17,19,25
37:19 50:5,24	symbolising 138:3	talk 9:10 10:22 13:11,19 15:24	109:10 110:5	60:17 61:11 62:1
53:3,5,9 57:15	symptoms 5:15 6:5 6:11 10:15 84:22	16:20 17:1,22	115:10 152:24	62:5,13,16,22
60:18 61:7,10	86:20	18:23 22:14 46:7	155:20	64:5,14 65:5,8
66:7 67:18 68:6	system 30:8 102:23 106:24 122:11,13	51:19 53:10 54:9	telling 91:16 103:6 103:16 154:9	66:5 67:10,18
78:16 89:4 91:14	124:19 129:8	55:5 59:3 74:25	tells 87:15 100:3,6 114:15	68:6,8,9,10,12,20
93:10 100:5	164:5 170:22	86:21 87:3 91:8	109:10 110:5	68:21 69:5,8,9
115:23 122:3,15	171:21 178:11	101:8,22 110:4	115:10 152:24	77:3,4,5,7,9,12,13
124:1 129:17	179:2,11,16,17,25	116:3 118:21	155:20	77:13,19,20,23
142:5 156:14	180:6	122:19 136:2	telling 91:16 103:6 103:16 154:9	78:5,8,9,9,10,13
168:18 188:10	systems 169:20 171:15	140:21 153:21	tells 87:15 100:3,6 114:15	78:14,15,17 79:3
supported 25:2 75:15 126:23	<hr/> T <hr/>	180:8,25 181:1 186:2	tend 80:12	79:5,7,10,12,18
158:19 167:12	tab 81:23 83:19 90:4 93:14 185:9	talked 12:16,22 16:1,21 33:24	tends 5:7,11 31:20 99:23	79:24 80:6,17,19
supporting 50:11 61:12	185:13	34:2,7 57:4,8	tenth 78:13	80:21,25 81:2
supportive 17:6	table 147:22	79:24 115:3	term 187:8	87:6 106:6 119:12
		123:15 174:14	terms 5:6,21,22 6:3 6:16 7:1,2,19,22	127:15 132:7
		178:3,4,5 179:23	7:24 8:12,17 10:2	136:14 138:5
		talking 10:10,21 16:15 25:23 33:9	10:12,13 11:25	142:25 144:10
			14:1,13 15:24	151:8 155:3
			16:2,4,15,20,21	166:25 167:1
			17:1,3,10,11,23	173:1 180:12
				terrified 114:7,8,9 114:13 115:18
				terror 114:12
				testifies 103:8

<p>text 157:2 166:7</p> <p>thank 1:15,16 2:3 3:1,19 33:19 52:11,15 81:6,10 81:11,12,21 88:10 90:7 91:24 92:12 93:1 94:15 95:22 95:23 96:3,7 99:16 112:24 129:5 132:5 138:24 139:3,10 139:19 151:16 162:8 181:22,24 185:2 186:1 187:4 188:13 189:2,6</p> <p>thematic 158:15</p> <p>theme 6:22 61:23 103:18</p> <p>themes 4:19 5:4 6:3 6:8 14:11,15 15:21 22:8 26:14 29:23 30:22 34:8 40:9 52:23 54:6 54:16,18 63:20 73:23 74:3 75:24 91:5 94:4 99:17 99:22 101:6 144:1</p> <p>therapeutic 37:20 53:3 136:15 164:2 168:16 172:3</p> <p>they'd 109:4</p> <p>thing 5:21 7:3 16:17 26:2,4 29:9 54:8 55:2 73:22 114:5 138:5 187:13</p> <p>things 2:22 3:7,9 6:14 7:2,4,7 10:9 11:5,14 12:16,19 13:13,16 14:3 15:11 16:8 18:2 21:13 27:8 30:11 30:12,16 31:2,3 31:25 32:4 39:17 40:18,24 41:7 42:9,13,14 43:20</p>	<p>45:4,8,13 48:6 50:3,14,25 52:20 54:23 55:3,16 57:4 58:6 60:7 62:3 65:6,18 66:14 68:13 72:8 79:2,8 93:11 101:9 102:16 112:25 141:5 147:6 149:23 150:25 151:23 156:15 164:5 166:19 169:2 179:18 181:9,19</p> <p>think 3:13,23 5:5 5:14 6:4,13 7:6,11 7:19,24 8:2,6,10 8:12,23 9:1,6,12 10:2,8,10,12 11:2 12:5,11,16,23,24 13:3 14:4,11,24 15:12,23 16:2,4,9 16:15,17 17:3,10 17:11,23 18:25 19:9,15,23 20:18 20:25 21:5,15,20 21:23 22:9,10,13 22:19,20,23 23:3 23:8,11,13,16,19 23:23 24:13,13,14 24:16,21 25:5,10 25:16,24 26:2,12 26:15,19,21 27:11 27:18,22,23 28:5 29:4,5,9,15 30:1,8 30:22,24 31:10,13 31:13,22 32:5,12 32:18,19,25 33:23 34:10,16,18,19,22 35:4,5,10,12,22 36:12,18,23 37:7 37:11 38:5,19,23 38:25 39:5 40:16 40:20,23 41:2,6 41:20,25 42:7,15 43:2,15,19,21</p>	<p>44:18,22 45:6,10 45:20 46:4,9,15 47:1,12,23 48:23 48:25 49:13,13,13 49:21 50:8,16,23 51:9,10,20,23 53:19,22 54:1,5 54:15,19,22 55:14 56:10 58:2 59:5,7 59:7,11,16,18,19 59:20 60:2,15,19 60:20,23 61:2,15 62:1,4,6,16 63:3 63:18,23,24 64:5 64:18,19 66:5,10 67:15,18 68:6,11 68:25 69:21 70:5 70:10,22 74:5 75:13 76:25 77:3 77:5,9,12,21 78:17,19 79:4,15 79:18 80:5,8,10 80:15,20 81:1,4 81:16 97:2 98:4,6 98:9 99:4,11,20 101:3,7 102:14 103:4,19,23 104:10,13,18 105:8,20 107:6 108:5,10,19 109:6 109:13 111:3 112:4 113:14 116:1,25 117:3,16 117:21 118:8,17 118:22,24 119:13 120:25 121:5,17 122:23 123:5,14 124:22,22 127:13 127:18 128:6,20 130:7 133:4,22 135:3,12 136:3,19 137:18 138:2 139:24 140:16 141:15,23 143:4 143:12,22 144:4 144:16,17,18,22</p>	<p>145:12,20 146:15 146:20 147:5,22 148:3,6,15,19,24 149:25 150:3,25 151:4,6,16 152:5 152:14,20,25 153:16 154:6,8,12 155:21 156:20,21 156:24 157:4,8 160:22 162:1,25 164:1,25 165:2,7 165:10,14,19 166:9,10,24 168:4 168:9,10,14,19,25 169:11 170:20,20 171:9,23 172:8,16 172:20 174:9,12 174:16,23,25 175:11,13,15,17 175:21 176:1,5,9 176:11,17,24 177:5,8,14,15,24 178:15,17,19 179:8,15 181:13 181:24 182:8,16 182:19 183:8,8,17 185:7,15 187:13 187:15</p> <p>thinking 39:17 103:22 127:19 128:4</p> <p>third 77:12 91:2 92:13,25 93:21 94:8 122:2 124:16 153:6 155:16 187:7</p> <p>thirteenth 79:10</p> <p>thorough 70:3 76:8</p> <p>thought 29:17 39:12 62:10 68:13 109:3 173:14 177:6</p> <p>thoughts 14:11</p> <p>threads 18:4 60:6</p> <p>threat 13:13 41:16</p> <p>threatened 94:10</p>	<p>threats 12:17</p> <p>three 69:11 71:15 93:5 119:15 121:3 128:18,20 134:22 139:13 140:14 141:6 143:5,11 145:21 160:25</p> <p>three-quarters 91:11</p> <p>threshold 106:14 106:18</p> <p>thrust 138:3 148:19</p> <p>Thursday 1:1</p> <p>tick-box 154:4</p> <p>time 8:6 14:21 24:7 52:9 81:18 87:4 90:14 91:22 92:4 92:18 94:10 95:22 97:1 110:13 116:15 121:7 122:18 129:14 134:22 154:15 158:17 161:24 163:18,19 168:20 181:8 186:19 187:18</p> <p>timeframe 110:7 110:14</p> <p>times 169:15 183:16</p> <p>timescale 57:12</p> <p>timescales 52:5 57:10</p> <p>timetable 173:24</p> <p>timetabled 1:21</p> <p>timing 142:10</p> <p>Timpson 158:18</p> <p>title 97:25 126:3</p> <p>titles 154:13</p> <p>today 1:7 3:5,19 32:3 75:25 76:11 81:7 102:14 107:24 134:7 138:19 180:4 181:8 189:4</p> <p>today's 4:12 69:12</p>
--	---	---	---	---

told 59:6,9,16 60:3 90:10 108:10 112:5 125:11	transition 154:1	trying 38:21 41:6 74:3 75:24 104:8 105:20 111:24 118:20 121:14 129:4 131:13 146:19 149:10 158:25	uncoordinated 171:17	unfortunately 28:25 55:4
tolerated 100:10,11 103:12	transparent 59:12 62:7 94:22	turn 53:16 116:22 153:7 160:2 171:12 176:10 185:8	uncover 92:8	unfounded 61:23 62:24
toolkit 45:14	trauma 37:16 39:10 40:15 45:1 47:17 80:7 81:2 102:4 103:2	turnover 49:12,18	uncovered 41:13	unhappy 132:24
top 24:18 72:3,10 91:25 92:20 103:2 145:7 167:11	traumatic 58:1	TV 55:20	undercover 131:15	unhelpful 92:23
topic 19:19 38:8,22 42:22 46:13 51:2 63:3 70:15	treated 14:18 55:18 56:18 126:2	tweaked 129:9	underlined 58:7	unimaginable 102:4
topics 3:22 47:10 49:9 63:7 70:11 81:17 140:11 143:19 171:12	treating 100:25 103:22	twelfth 79:3	underlying 113:7	United 96:17 97:12
Torture 137:10,12	treatment 8:6 21:21 100:9 101:15 132:24 164:2	two 3:2 32:6 42:13 42:14 49:9 56:22 73:5 78:3 98:5 100:3 102:16 127:22 134:22 136:2 149:11 153:17 154:8 155:25 157:9 161:1	undermine 85:24	units 108:15 127:21
total 36:17 119:6	trends 158:8,12	turnover 49:12,18	underpinning 65:20	unknown 11:19
totally 24:12 60:10	trial 53:4	TV 55:20	Undersecretary 154:17	unlawful 132:15
touch 104:1	tricky 159:7	tweaked 129:9	understand 6:14 31:7,12 35:6 45:16 46:20 48:21 62:15 63:23 65:25 66:11,14 75:9 85:6 104:19 107:12,15 119:4 146:9 147:17 148:24 167:12 182:14 184:12	unprosecuted 85:2
touched 26:9 56:20 180:3,4	tried 53:13 61:16 107:7 126:5 130:14,21 177:24 179:17	type 24:8 66:6 100:18 114:2,22 132:8	understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	unregulated 111:1
touches 91:4	tries 146:15 153:3 154:3 165:19	type' 85:17	understand 6:14 31:7,12 35:6 45:16 46:20 48:21 62:15 63:23 65:25 66:11,14 75:9 85:6 104:19 107:12,15 119:4 146:9 147:17 148:24 167:12 182:14 184:12	unreported 85:2
train 128:18,22	troubled 102:3	types 98:23 124:7 143:5,11 145:21 149:11	understand 6:14 31:7,12 35:6 45:16 46:20 48:21 62:15 63:23 65:25 66:11,14 75:9 85:6 104:19 107:12,15 119:4 146:9 147:17 148:24 167:12 182:14 184:12	unsafe 94:12 102:18 114:17,18 114:21,22 115:7 115:10,12
trained 19:24 23:17 27:16 47:10 87:20 128:20	true 8:19	typical 26:17	understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	unsubstantiated 61:23 62:12 117:23 122:10
training 17:3 37:12 38:4 46:24 47:3,3 47:4,5,24 48:4,8 48:15 49:2 50:5 63:4,9 71:17 72:9 75:19 76:4,7 77:14 78:15 80:4 80:5,25 88:16 95:15 120:24 128:10,14,25 129:2 130:16,18 131:7,19 132:15 135:16 140:19 145:5 146:12 149:7,25 164:13 174:24 176:3,23	truly 125:18 134:11	U	understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	unsuitability 103:9
transferred 57:22	trust 11:19,24 19:3 19:5,8,11 21:19 21:20 39:21 42:9 85:24 92:19 177:11	UK 137:13	understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	untreated 85:2
transformation 129:18	trust' 75:7	ultimately 9:19	understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	unwilling 186:10
	trusted 14:3 116:3	UN 103:20 127:7 137:10,11	understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	unworthy 101:17
	trusting 17:22 20:24 74:16 136:7	unable 9:17 20:9	understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	up-to-date 156:21
	truth 118:19	unacceptable 178:25	understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	update 142:14 154:20,22,24 171:4 188:13
	try 26:11 30:21 52:16,22 54:18,24 74:1 109:13 166:12 173:13 179:18,25 183:21	unambiguous 37:14	understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	updated 89:18,20 155:21 169:20
		unbelievable 138:17	understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	upset 6:7
		uncommon 115:23	understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	upsetting 113:3
			understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	urges/development 34:15
			understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	use 39:20 56:5 80:1 85:23 94:17,19 95:2 113:12 115:22 125:7 128:1 132:9 137:3 169:24 174:10 178:15
			understanding 5:13 8:3 14:8 22:22 31:24 33:2 33:21 34:25 35:23 35:25 49:17 50:6 61:8 62:2 66:1 69:3 74:22,24 79:8,19 105:8 136:24 137:5 148:3 151:21 155:18 156:24 161:7 162:3 169:11 173:21 174:10 180:20	useful 21:16 22:4 22:19 23:9,13 45:19 54:19 61:11

80:14	127:11 129:23	91:8 93:11 126:18	120:12 163:14	willingness 12:15
User 78:18	130:9 131:16	134:14,19 137:9	We'll 131:11	53:8
utterly 102:18	136:4 137:8	141:13 154:15	we're 126:10	Willison 139:7,8,10
116:21	171:20,23	172:11,15 173:12	weak 13:13	139:11,20 147:23
Utting 98:7,19	viewed 92:22	179:20,21 180:11	wearing 80:15	150:18 151:20
Utting's 98:13	views 3:16 38:11	181:20 185:3,5,17	132:10	165:7,11 168:9
	49:10 126:15	185:18,21	websites 167:15	174:20 181:22
V	166:18 182:2	wanted 55:10 76:11	week 3:10,16 20:5	188:17 189:25
vaginal 84:22	vigilance 61:8	110:8 138:13	26:16 32:15 33:17	Willow 96:4,5,7,8
value 29:20,22	vignettes 4:6 8:9	wanting 24:15	38:4 49:1 54:25	99:4 126:14
75:12	violated 96:19	29:14 96:23	62:11 65:24 81:9	129:20 134:23
values-based 46:4	111:17	172:24	121:5 131:11	138:22,25 189:21
variation 85:20	violations 114:20	ward 94:13	134:16,17 142:14	Winterbourne
variety 85:23	violence 41:15,16	warning 4:25 10:1	174:14	131:16
various 4:5 8:9	41:21 78:4 82:10	10:3 83:17 85:10	weeks 57:12	wish 88:18 181:1
9:15 10:19 13:15	95:6 99:24 115:18	112:18,21 150:20	weight 49:22	wishes 163:23
26:2 51:4 60:18	128:4 138:15,17	150:21	welcome 1:3,4	166:18 181:11
66:14 110:2,20	violently 95:9	warrant 95:2	189:12	withdraw 19:18
151:22 180:2	virtually 133:25	Warren 111:20	welfare 64:14	28:1
vast 5:10 120:2	visible 125:17	wasn't 93:18	71:24 95:18	withdrawn 108:17
168:11	visit 51:13	136:21 137:1	102:23 127:2	withdrew 81:13
vastly 183:3	visited 180:21	148:21 153:14	155:12 160:10,12	189:5
version 61:2 115:24	visiting 102:11	watch 116:14	160:14 161:6	witness 1:9,15
143:13 144:24	103:25	way 1:17 4:2 6:2	162:19 182:17,23	81:13,21 86:10
146:19,21,21,23	visitor 180:22,23	9:3 11:20 12:2	183:4,15 184:1	98:4 99:21 104:13
147:3	visitors 180:5	19:12 20:25 23:18	well-being 141:25	104:17,21 106:13
versus 133:3	visits 180:24	24:13,16 25:18	164:8	107:6 108:4 110:1
vicious 28:12,23	vivid 95:8	27:17,17 28:14,18	went 125:12 130:25	112:20 114:24
victim 58:19 83:18	Voice 78:18	32:17,24 33:4,5	whilst 110:17	116:24 117:1
victims 36:15 37:19	voluntary 2:17	34:16 36:10,22	whistleblowing	129:21 139:13
43:1	161:24	37:14 39:21 42:22	47:18 145:14	142:17 148:8,10
video 134:9 169:22	volunteers 70:19	44:16 46:14 55:8	white 43:6	173:2 185:6,8,15
169:23	vulnerability 39:12	55:19 56:17,18,20	wholesale 151:2	189:5
view 7:18 10:16	vulnerable 82:11	56:21 59:13,22	wholly 120:15	witnesses 1:14,23
14:14 16:25 20:22	128:16	62:7,9 68:17 80:1	wide 10:23 18:2	30:12
21:12 22:22 23:5	W	91:2 96:12,20,23	31:3	women 85:16 90:10
23:12 24:9,14	Wales 161:25 162:5	104:9 118:11	widely 82:23 83:1	112:9
29:13,16 34:22	Walker 81:15,21	119:11 130:12	wider 5:16,17 8:4	women's 108:15
35:2 36:25 41:25	95:23	149:23 153:15,19	21:3 41:1 48:9	111:23
42:16 47:12 48:3	walls 12:2	154:20 159:4,14	79:7,9 80:2	wonder 177:12
49:8,21 51:11	want 15:21 16:12	163:4 166:1,5	101:16 129:18	186:13,24
57:11 62:9,17,18	21:11 22:8 27:5	173:18 177:21	164:5,24 165:3	wondered 184:9
64:10 66:4,4	27:10 29:10 34:8	180:19 187:14	widespread 97:23	Wood 1:9,25 2:1,3
67:13 68:7,11	39:19 45:12 50:18	ways 2:8,15 31:3	98:25 125:2	2:11 4:3,14 34:9
76:18,21 80:20	56:2 61:5 72:18	51:4 86:12 102:4	William 98:7,13,19	52:16 54:12 69:12
98:9 121:17		103:21 114:12	110:5	74:3 81:6,12

187:25 188:9	49:17 50:2,22	<hr/> X <hr/>	92:5,14,16,17,21	147:14 185:13
189:15	88:15 139:22	X 189:10	93:4,6,7,9,11,24	11.42 52:12
Wood's 1:18 4:11	working 7:13,22	<hr/> Y <hr/>	93:25 95:15 112:3	12 1:1 7:23 34:13
word 88:17,17	18:8 19:9 21:8	YCS 148:11 149:18	112:9,15 161:20	52:11 57:12 97:7
113:12	44:19 48:11,19	150:2	younger 183:2	146:20 152:10
words 87:1,21	60:23 61:1,3 63:8	yeah 48:14 168:13	youth 8:6 41:16,21	187:5
125:7	74:14 75:2 82:10	year 98:16 154:1	113:20 140:18	12.02 52:14
work 2:23 3:3	83:10,11,12	155:5,8	145:24 148:12	13 114:25 128:22
18:15 19:13,13	108:22,25 112:6	years 9:22 34:13	149:8	161:18 166:5
23:2,25 24:8	118:3 121:4	83:12 90:20 97:5	<hr/> Z <hr/>	189:9
27:24 39:15 43:25	128:15 141:3,6,16	97:7 98:1 109:7	<hr/> 0 <hr/>	138 137:3
44:24 45:12 47:11	142:8,12,15 146:8	109:18 112:1,15	000596_002 155:2	139 189:25 190:2
53:9 56:6 60:21	147:20 149:4,13	115:21 119:15	000596_004 155:20	13s 162:13
66:17,23 67:3	151:1 152:20,25	124:9 128:7,18,20	012 112:24	14 139:17 161:25
70:20 72:24 83:14	157:17 158:3,4,17	128:22	013 114:25	15 139:15 153:7
97:3 98:18 99:14	167:8 175:9,23	yesterday 1:22 91:6	020 24:18	161:13
100:7 104:14	178:4,14 182:19	Yewtree 82:24	023 53:22	15.41 117:7
106:17 122:16,18	183:8 187:25	YOI 79:12 111:20	030 53:22	152 131:25
128:8 136:9 140:2	188:21	YOIs 71:17 72:5	053 137:3	153 137:19
140:4 143:2	workplace 50:24	89:6 93:25 108:15	08/2012 71:22	16 101:4,5,8 162:23
145:24 151:21	works 48:15 182:19	145:5,22 147:16	083 138:1	172:23
152:15 153:8	world 74:14 102:23	148:19 149:6	<hr/> 1 <hr/>	163 137:21
157:13 163:25	103:17 104:3	153:2,4 171:19	1 1:8 28:9 36:17	17 38:3,6 63:25
167:22 174:16	worry 147:10	YOT 72:8	74:5,8 123:8	64:25 65:1 81:24
178:12 184:21	worrying 91:15	young 7:5 8:5,12,19	135:11 139:14	89:17 101:5,8
187:16,24 188:7	worst 103:17 104:3	9:7 12:14 13:24	143:24 152:25	131:3,10 164:9
worked 17:15 21:1	worth 44:22 45:5	14:9 15:4,10	185:25 189:12	1765 129:22
43:24 89:5 108:14	60:22 127:14,15	16:24 17:5 22:15	1(a) 141:20	1766 129:22
139:24	134:23 162:10	23:24 26:21 27:8	1.00 95:25	18 21:21 34:13
worker 2:12 18:8,8	163:17 168:20	28:6,19,20 29:10	1.1 63:13	90:10,20 161:21
22:3,7,9,16 23:11	worthy 100:5,23	31:16,19 33:7	1.11 9:1 63:14	182 190:3
23:16 67:6 78:5	101:1	35:19 36:7 39:19	1.12 9:12	1884 82:17
97:1,4,5 102:13	wouldn't 19:5	40:23 42:3,6,8	1.3 155:4	19 22:5 86:6 185:9
111:12 116:19	59:15 172:15	43:22 45:12 49:16	1.7 8:15,24	1989 82:21 141:25
125:21,22 134:7	185:21	50:13 51:22,23	1.8 67:14	1990 103:5,19
170:14	write 27:3 104:10	54:17 55:17 58:8	1.9 66:8	1995 2:13
worker's 22:12	129:16 187:2	61:5,13 62:8,14	10 85:8 93:4 99:1,3	1996 99:11
workers 22:20	188:15	63:8 64:6,15 68:7	123:6 155:19	1997 98:14
23:17 44:19,21,24	writing 39:18	68:9,22 72:2 74:9	10.30 1:2 189:9	<hr/> 2 <hr/>
45:3 48:18 51:1	written 4:20 20:4,7	75:15,21 78:1,12	100 117:8,9	2 70:23,23 74:21
65:22 66:25 67:2	31:3 68:13 99:5,8	78:13,22 80:13,18	1073_005 101:5	93:21 117:5
67:8,16 87:19	99:9 118:4 150:8	83:6,10,13 85:5	11 15:5 36:18 63:20	123:14 144:3,11
91:21 120:23	171:11	87:14 88:6,24	85:19 99:20 145:3	144:14 149:21
121:6,8 128:18	wrong 86:22	90:9,18,23 91:3		165:11 189:15,17
129:11 134:7	130:17,25 162:2	91:10,13,15 92:2		2.00 95:24 96:2
workforce 43:18	wrote 150:25			

2.1 30:17	139:25 153:8	320 168:25	50-something 71:6	89 106:3
2.10 41:15 52:21	155:3	33 15:9 106:24	51 136:1 155:12	8A 81:23
2.12 160:21	2018 1:1 139:14,15	108:24	56 144:13	<hr/>
2.14 44:12	142:15,21 147:3	34 103:5,15	58 144:14	9
2.15 46:23	156:23 189:9	35 109:14	581 151:18	9 86:16
2.15.1 47:6	203 155:11	37(b) 127:7	59 109:6	90s 97:24 98:24
2.15.3 48:7	20th 80:19	38 90:23 146:5	594 139:15 152:19	100:14
2.16 49:10	21 26:10 127:5	389,430 155:3	596 139:15	96 189:21,23
2.17 51:3	210 155:12	39 96:12,16,17	<hr/>	97 135:24
2.18 19:23	211 138:14	98:14,20 112:20	6	98 130:19
2.2 33:23	22 146:20	112:24 117:14	6 35:10 53:20 75:8	
2.21 170:8	229 138:15	121:21 122:21	83:16 90:12 98:5	
2.3 68:11	233_004 32:6	<hr/>	118:8 175:19	
2.4.2 35:16	24 90:10 105:17	4	6.15 54:5	
2.4.5 36:12	106:5,12,23	4 1:4 57:12 82:16	6.22 54:15	
2.4.7 37:8	109:10 116:12	85:9 143:10 145:8	6.23 56:10	
2.5.3 13:9,16	241 119:16	145:10 147:14	6.29 58:7	
2.6 15:2 160:6	243 133:20	4.1 15:15	6.32(a) 59:5	
2.7 38:20	25 15:8 88:20	4.26 189:7	60 15:7 89:21 90:9	
2.7.2 39:1,10	135:14,15	40 156:3	90:18	
2.8 160:11	257 133:20	41 167:4	61 144:16,21,23	
2.9 40:8	27 89:13	43(2) 131:8	62 108:10	
2.9.1 40:14	28 89:13	44 71:14 90:23	652_022 29:24	
20 104:16,21	29 108:3	115:5 167:10	68 137:21	
117:10 166:16	<hr/>	180:5,13,22,22	<hr/>	
2000 97:7	3	181:12	7	
2002 110:4	3 11:10 28:9 58:25	46 147:2 168:3	7 18:3 63:5 70:18	
2005 106:4	59:20 66:9 74:25	47 63:25 64:2,25	84:14 86:8 90:12	
2006 82:25 112:2	81:23 82:12 83:17	65:7,16 104:25	91:24 98:5 139:14	
2009 108:11 112:7	93:21 144:23	105:17,24 121:13	160:22	
2010 110:5 112:2	164:11	121:16,19 143:25	7.7 152:11,13	
2011 112:1 117:6	3.06 139:4	168:6	70 3:13	
2012 88:23 93:24	3.1 12:11	48 90:18 168:6	71 128:13 135:13	
97:7 117:6	3.15 139:1	49 155:13 168:7	135:14	
2013 82:11 93:24	3.16 12:12	<hr/>	72 143:15 144:6	
108:12 110:4	3.17 71:12,15	5	145:17	
112:8	3.17.8 72:4	5 38:1 75:6 94:16	73 135:18	
2014 82:5 95:22	3.20 139:2	154:21 155:2	76 106:25	
2015 138:7 139:24	3.21 139:6	164:12 175:19	<hr/>	
142:13 174:24	3.34 117:9	5,200 93:24	8	
2016 38:2 81:24	3.5.2 161:16	5.1 178:2	8 24:18 74:5 84:25	
82:11 89:7,17	3.6.1 162:23	5.2 178:3	86:7,15 123:6	
131:20 139:17	3.6.2 163:12 164:4	5.3 178:4	80 90:18	
170:24 179:6	3.9 12:13,15	5.6 178:19	80s 97:24 98:24	
185:25 186:16,24	30 38:5 97:5 108:7	50 124:9 135:25	100:14 125:2	
2017 122:21 139:14	124:10	168:7	81 189:19	