

<p>1 Thursday, 18 October 2018</p> <p>2 (10.00 am)</p> <p>3 THE CHAIR: Good morning, everyone, and welcome to Day 9 of</p> <p>4 this public hearing. Mr Sadd?</p> <p>5 MR SADD: Good morning, chair, and members of the tribunal.</p> <p>6 This morning, the first witness that we are taking is</p> <p>7 Michelle Foster. It is INQ002673, which is her</p> <p>8 statement.</p> <p>9 MS MICHELLE FOSTER (sworn)</p> <p>10 Examination by MR SADD</p> <p>11 MR SADD: Ms Foster, good morning. How do you like to be</p> <p>12 addressed? Do you want me to call you Ms Foster or</p> <p>13 Miss Foster?</p> <p>14 A. "Michelle" is fine.</p> <p>15 Q. Michelle, if we go to the last page of your statement,</p> <p>16 please, we can see there -- it is page 11. We can see</p> <p>17 a date there. Is that your handwriting?</p> <p>18 A. Yes.</p> <p>19 Q. It is. What is covered over is a signature. That would</p> <p>20 presumably have been your signature -- is that right? --</p> <p>21 beside this?</p> <p>22 A. Yes.</p> <p>23 Q. At the time that you signed the statement -- I know</p> <p>24 there is one correction that you want to make, which we</p> <p>25 will come on to -- you were satisfied that what you set</p> <p style="text-align: center;">Page 1</p>	<p>1 out there was the truth, as far as you could remember?</p> <p>2 A. Yes.</p> <p>3 Q. There is one correction that you have identified to me</p> <p>4 prior to coming to give evidence this morning, and it is</p> <p>5 at paragraph 15. You want to make a correction there;</p> <p>6 is that right?</p> <p>7 A. I do.</p> <p>8 Q. That's page 3 of your statement. It is the first line.</p> <p>9 Can you tell the panel what that correction is, please?</p> <p>10 A. Well, that the children's home, Beechwood, was</p> <p>11 legitimately an eight-bedded unit, but was always run at</p> <p>12 a nine or above. If you ever did go down to an</p> <p>13 eight-child unit, within 48 hours there would be an</p> <p>14 additional ninth child.</p> <p>15 Q. So what you want corrected in that line is, instead of</p> <p>16 "nine", you want to be that "eight". Is that right?</p> <p>17 A. Yes, please.</p> <p>18 Q. The panel have a copy of your statement. It will be</p> <p>19 uploaded in the course of the next few days onto the</p> <p>20 inquiry website as part of this investigation. I am not</p> <p>21 going to take you through your statement line by line,</p> <p>22 but will instead, in the way that you have identified in</p> <p>23 your statement, go to particular topics and ask you</p> <p>24 questions related to those topics. All right?</p> <p>25 A. Yes.</p> <p style="text-align: center;">Page 2</p>
<p>1 Q. I will also ask you to comment on documents which we are</p> <p>2 going to bring up on screen as we go through that</p> <p>3 evidence.</p> <p>4 Can we then go first to your qualifications and</p> <p>5 background, which you set out at paragraphs 9 to 14.</p> <p>6 These set out how you came to work at Beechwood. You</p> <p>7 say in paragraph 9 that in 2000, whilst you were</p> <p>8 studying for your degree, you saw an advert from the</p> <p>9 city council seeking residential support staff to work</p> <p>10 at Beechwood?</p> <p>11 A. I did.</p> <p>12 Q. At paragraph 10, you say, at the time, you weren't</p> <p>13 a qualified social worker, though you say it was common</p> <p>14 for residential staff working with children not to have</p> <p>15 formal qualifications. And you obtained a certificate</p> <p>16 in higher education and social work in around 2006.</p> <p>17 Have I got that right?</p> <p>18 A. That's correct, yes.</p> <p>19 Q. Paragraph 11, please. You were interested, you say, in</p> <p>20 the job at Beechwood because, "as a child, I had been in</p> <p>21 care myself, including a period of time in Beechwood, so</p> <p>22 I felt like I knew what the children in there would</p> <p>23 need". What is it that you felt that the children would</p> <p>24 need, Michelle?</p> <p>25 A. Stability, education, support, guidance, a place to live</p> <p style="text-align: center;">Page 3</p>	<p>1 and all the other things that young people will need to</p> <p>2 develop into useful members of the community.</p> <p>3 Q. You go on to say in paragraph 11:</p> <p>4 "I knew how it felt to be away from your parents and</p> <p>5 be at the mercy of people you don't know."</p> <p>6 Again, what do you want the panel to understand by</p> <p>7 that?</p> <p>8 A. That it's a very vulnerable time when you go into care.</p> <p>9 It's like you're away from everybody that you've ever</p> <p>10 known. Your family -- at that point -- there comes</p> <p>11 a point where family can't help you anymore, extended</p> <p>12 family won't help, so you're basically left feeling</p> <p>13 abandoned and very angry and unsure of your future.</p> <p>14 Q. Paragraph 12, please. On 18 September 2000, you say,</p> <p>15 you started at Beechwood as a residential support</p> <p>16 worker. Initially, you were on probation. You think it</p> <p>17 may have been between 6 and 12 months?</p> <p>18 A. Yes.</p> <p>19 Q. But you later became a permanent member of staff. We</p> <p>20 are going to go back to issues in relation to your</p> <p>21 probationary period.</p> <p>22 At paragraphs 13 to 14, you were at Beechwood until</p> <p>23 2002, just after the tragic death of a young person, to</p> <p>24 which we will come back in more detail, and you describe</p> <p>25 the difficulty of working there after, and how you</p> <p style="text-align: center;">Page 4</p>

<p>1 stopped altogether in about 2007/2008. Have I got that 2 right?</p> <p>3 A. That's right, yes.</p> <p>4 Q. I recognise that I'm paraphrasing and that there is far 5 more detail there, but it gets us to the point where you 6 then move on to how Beechwood functioned, staffing and 7 rotas and the issues of overcrowding, and this you 8 develop at paragraphs 15 to 19, page 3 of your 9 statement, please, where you have already this morning 10 made that correction:</p> <p>11 "When I worked there ..."</p> <p>12 You say at paragraph 15:</p> <p>13 "... Beechwood was supposed to be a home for up to 14 eight children."</p> <p>15 You say it would often have 11 or 12 children. You 16 say that agency staff were commonly used but staff 17 turnover was very high and there were not enough staff 18 to deal with the children. At paragraph 17, you say 19 that there were also problems with understaffing and 20 there was frequent use of agency staff in the unit.</p> <p>21 What I would like us to do together now is to look 22 at some regulation 22 recorded visits, and that's 23 regulation 22 in relation to the 1991 Children's Homes 24 Regulations.</p> <p>25 Can we go in your bundle, please, Michelle, to</p> <p style="text-align: center;">Page 5</p>	<p>1 tab 4. The document up on screen, please, NCC001119. 2 If you go to tab 4, you should have -- it has come up on 3 screen. This is a visit, we can see, made on 25 July. 4 Do you have the date there?</p> <p>5 A. I do, yes.</p> <p>6 Q. We can see, looking at the document in its entirety, 7 this first page, that the remit of the unit is 8 identified as a remand home. We can see that the visit 9 is carried out by Margaret Mackechnie. "AD" I think 10 stands for assistant director, "C&F", children and 11 families.</p> <p>12 She identifies the staff that were on duty at the 13 time of her visit. She identifies, on that occasion, 14 the list of children that were currently on roll -- nine 15 children there -- and we can see the gender ratio: one 16 female and eight males. In fact, that extends to 10, we 17 can see, so there appears to be a disparity between the 18 children identified on roll and the gender distribution 19 there.</p> <p>20 Then we see at box 5, "Agreed maximum occupancy 21 level", and it says that the occupancy level, as at 22 2001, was agreed at 10.</p> <p>23 We have heard your amendment to what you thought was 24 the occupancy level. When do you say that it changed to 25 eight?</p> <p style="text-align: center;">Page 6</p>
<p>1 A. It was always eight when I was there.</p> <p>2 Q. You started in 2000; is that right?</p> <p>3 A. I did. I started September 2000. There were nine 4 children there when I started, and there were supposed 5 to be eight children and, whenever it went to eight, it 6 went straight back up again, the emergency bed was used. 7 Each unit would be taking -- each night, take a turn for 8 the emergency duty team point of call and a bed would 9 get used up quick.</p> <p>10 Q. We will be hearing later on today -- the inquiry will be 11 hearing later on today from Margaret Mackechnie. That 12 figure there, then, of 10, is it one that the inquiry 13 should understand from you that you disagree with?</p> <p>14 A. I do strongly disagree with this.</p> <p>15 Q. You think that's wrong?</p> <p>16 A. I do think it's wrong.</p> <p>17 Q. Can we go, then, please, to tab 3 in your bundle, and 18 this is document NCC001109. This is a visit a month 19 later. This is a visit conducted by, we can see on the 20 first page -- I don't know whether it is Hazel Halle or 21 Hazel Halle, service manager. Again, she identifies the 22 staff. We can see the first of children on the roll is 23 12.</p> <p>24 We go over the page, and again you see box 5 on 25 page 2, please, at the top of the page, under "Agreed</p> <p style="text-align: center;">Page 7</p>	<p>1 maximum occupancy level", this is as at her report 2 in August 2001, it is noted that it is ten, but also it 3 is qualified there:</p> <p>4 "Currently there are 12 on roll but two young people 5 have not yet physically made an appearance at the unit."</p> <p>6 Presumably, your reflection on that entry again 7 would be to say that that's wrong?</p> <p>8 A. Well, it's wrong -- what happened is they kept trying to 9 change the statement of purpose, so in changing the 10 statement of purpose, they could change how many bedded 11 unit it was. Given the risk assessments of a child and 12 whether they were deemed to be very risky or not very 13 risky, it would be -- it would go on that.</p> <p>14 Q. Reading on through the report, if I may, page 3, under 15 "Rotas" -- do you have that?</p> <p>16 A. Yes.</p> <p>17 Q. It is three headings down on that page:</p> <p>18 "... 7.5 full-time permanent workers, so having to 19 use agency staff as there should be 14. There are not 20 enough shift leaders to manage the consistency 21 boundaries needed for such a unit. Adverts have been 22 placed for staff -- one member of staff who acts as 23 shift leader is still in his probationary period."</p> <p>24 Then the visitor notes:</p> <p>25 "This is disheartening for staff as they aspire to</p> <p style="text-align: center;">Page 8</p>

<p>1 being a strong team, working together, whereas agency 2 staff tend to just do their shifts." 3 Is that an accurate account of why it was 4 disheartening, because you do come on to speak about 5 this in your statement, but just for your comment at 6 this stage, why it was disheartening to use agency 7 staff? 8 A. It was -- I felt at the time -- agency staff need as 9 much guidance and support and looking after as what some 10 of the young people do, especially with issues like 11 locking doors, locking cupboards with protected 12 information in them. So it can be really stressful 13 having agency staff with you, especially not very 14 confident ones. But, then again, there were some not 15 very confident and strong regular staff as well, so it 16 wasn't just the agency staff. 17 Q. So should the inquiry understand that the mix, you 18 think, was not a good one? 19 A. No, it was not a good one. 20 Q. Go to page 4, please. We have Ms Halle's comments on 21 the tour -- she was taken on a tour of 22 the refurbishments. Do you have that? 23 A. Yes. 24 Q. She writes in the third line down: 25 "What is of more concern is the significant damage</p> <p style="text-align: center;">Page 9</p>	<p>1 to the fabric of the building, carried out by the young 2 people. It was depressing and disheartening to see the 3 damaged window locks throughout the building, the broken 4 windows, damage to plasterwork, holes where new 5 paintings/pictures had been pulled off the walls and 6 damaged door locks." 7 Then she raises a number of questions, and then, if 8 we go to the last point that she makes there, do you see 9 "With regard to staff" at the bottom? I am just going 10 to read that out: 11 "... I was shown the sleeping-in quarters and the 12 unacceptable state of this area which was not 13 refurbished before their return to the unit was 14 described to be me by a staff member. This left the 15 staff feeling totally undermined and devalued. Given 16 the pressures on the staff group and the staffing 17 shortages, I believe that it is not acceptable not to 18 have addressed the accommodation issues for staff before 19 their return to the unit." 20 A. That was me she's referring to there. It was me that 21 showed her around the sleeping quarters of the staff. 22 What I was explaining to her was, most of the time, just 23 with two members of staff on shift, we didn't have time 24 during the day to go upstairs, make our beds and be 25 prepared for evening to go to bed, and she just insisted</p> <p style="text-align: center;">Page 10</p>
<p>1 that we were going to have to do that and left it at 2 that. 3 Q. Then we have her conclusion at page 5, please, box 13, 4 so at the bottom of the page, "Summarising comments on 5 the visit". Do you have that? "I found the visit 6 salutary". I will read out the rest: 7 "There is clearly good potential within the home to 8 build a cohesive, stable and motivated staff team within 9 an improved environment but the factors mitigating 10 against the achievement of this are great and unless 11 there is the will for the department to achieve this, 12 I am not optimistic about the outcome." 13 From your memory of working there at the time, 14 Michelle, do you agree with this assessment? 15 A. To be good potential within a home, they were far, far 16 away from that. We couldn't see any potential. There 17 was no teacher. The teacher -- when I first started 18 there, the teacher had left and we were told that we 19 couldn't have another one because there was no money and 20 there were six children in the unit all day without any 21 education. We moved around various dilapidated 22 buildings in different areas. The children basically 23 had nothing, no education, no aim in life, they don't 24 trust anybody, they're forming their own groups. It was 25 not at all an optimistic place, no.</p> <p style="text-align: center;">Page 11</p>	<p>1 Q. What do you consider to be the factors mitigating at the 2 time against an improved environment? 3 A. I always found management obstructive to anything that 4 I'd put to them. 5 Q. Can I interrupt you there. By "management", do you mean 6 management within the home or management outside the 7 home? 8 A. Well, I dealt directly with my unit manager, who then 9 dealt with his senior. I couldn't go above his head. 10 Q. So when you talk about management, you mean the unit 11 manager? 12 A. Unit manager or the service manager, who was 13 Ted Townsend. 14 Q. Can we then move on, please -- I know there are other 15 issues that we are going to cover, but just whilst we 16 are on these visits and on concerns about staff, can we 17 please go to your tab 6. This is document NCC001110. 18 This is a memo from Andy Bosworth, we can see. 19 Andy Bosworth being, at the time ...? 20 A. The unit manager. 21 Q. He was the unit manager. He is writing to someone you 22 have just mentioned, Ted Townsend, and to 23 Paul Darbyshire. Do you know who he was? 24 A. Was he the occupation manager? Yep. Yep, he was. 25 Q. He is writing there, amongst other things, about</p> <p style="text-align: center;">Page 12</p>

1 difficulties being experienced at Beechwood. Regarding
 2 staffing, if we go to page 2, please, third paragraph,
 3 do you have that, "The ongoing staffing crisis"?"
 4 **A. Yes.**
 5 Q. "... has caused us real problems in formulating a rota
 6 with competent and experienced staff."
 7 Then two paragraphs down, he writes, that first
 8 line:
 9 "If confirmed at 16 residential social workers, we
 10 will need to recruit 6 new staff from the next trawl of
 11 interviews ..."
 12 You were working there at the time?
 13 **A. Yes.**
 14 Q. From your memory, were six new staff recruited?
 15 **A. No, not at all. No. I remember their being**
 16 **interviewed, but Andy Bosworth and the assistant**
 17 **managers were interviewing them, so I didn't really hold**
 18 **up much hope for them.**
 19 Q. Why is it that you didn't hold up much hope for them, if
 20 he was interviewing them, is the implication?
 21 **A. Personally, I found that they were more interested in**
 22 **people that were going to be "yes men" to them and**
 23 **anybody else was called a trouble causer, such as**
 24 **myself.**
 25 Q. Can we go next, please, to tab 7 of your bundle, please.

Page 13

1 raises in the following two paragraphs is the fact of
 2 sharing rooms, and she writes in the fourth paragraph:
 3 "The message given to young people by this practice
 4 is abhorrent", she says. She says that young people
 5 have no personal space. Issues of intimidation and
 6 bullying are rife. That's at the bottom of the memo.
 7 Do you see that, two lines up from the bottom?
 8 **A. Yes.**
 9 Q. Just above that, she writes:
 10 "It is common practice, in order to minimise risk,
 11 to move bedrooms whenever a new admission is presented
 12 therefore creating upheaval and disruption for the
 13 entire client group."
 14 What's the risk that needed to be minimised, as you
 15 understand it?
 16 **A. Well, the risk was to each other, if they form groups**
 17 **and start bullying and intimidating certain people. So**
 18 **what they used to do was break down the dynamics of**
 19 **the group, split them out, send them to different**
 20 **children's homes and see if they worked better with**
 21 **other staff.**
 22 Q. Then over the page, please, Michelle, the second
 23 paragraph there, Ms Walker writes:
 24 "I am aware of a previous incident of rape being
 25 perpetrated in another home with just such a situation,

Page 15

1 This is NCC000693. This is a memo some six months --
 2 seven months later, 20 March 2002. It is addressed to
 3 Margaret Mackechnie and it is from Joanne Walker.
 4 Joanne Walker, was she seconded to Beechwood while you
 5 were there?
 6 **A. She was, yes.**
 7 Q. Do you remember?
 8 **A. Yes.**
 9 Q. Was she seconded at what level? Was she seconded at
 10 management level?
 11 **A. Unit manager.**
 12 Q. Unit manager. We go to the first paragraph:
 13 "As you are aware, I have recently been seconded to
 14 Woodborough Road, the history and problems surrounding
 15 this home are well documented. At present,
 16 Woodborough Road accommodates 10 young people. Two
 17 bedrooms at the home are shared."
 18 Before we go on through her statement, your
 19 experience of the accommodation for children at the time
 20 this is being written, 2002, there is a description
 21 there of children sharing bedrooms. Did all children
 22 who were placed at Beechwood at the time have bedrooms?
 23 **A. They had their own bedrooms. It was unusual to have to**
 24 **share a room at that time.**
 25 Q. Coming back to the memo, please, the concern that she

Page 14

1 indeed, within the last week, a young man who was placed
 2 in a shared room was urinated on whilst in bed! The
 3 horror of this happening is unspeakable."
 4 The ambiguity of that sentence is clear. Is that in
 5 the other home that the child was urinated on or was
 6 that at Beechwood?
 7 **A. This will have been at Beechwood, because Jo Walker took**
 8 **over at Beechwood.**
 9 Q. She goes on to say:
 10 "How can we give care to anyone who has been so
 11 abused by a system which allowed this to happen? We
 12 cannot even begin to work with him, nor indeed any young
 13 person if the underlying theme is one of not being
 14 valued enough to warrant a single room."
 15 She writes below that paragraph:
 16 "I would go so far as to say that this practice
 17 constitutes institutional abuse."
 18 Michelle, do you agree with this assessment of
 19 the problems or dangers caused by children having to
 20 share rooms?
 21 **A. I absolutely do, yes. There were children -- the mix of**
 22 **children at Woodborough Road -- at Beechwood, sorry, at**
 23 **some points, there were children who had seriously**
 24 **sexually offended against other children mixed in with**
 25 **children who had disabilities and earlier learning**

Page 16

1 stages, as well as children who wouldn't go to school or
 2 didn't get on with their parents. There was a really
 3 toxic mix of people, children, coming together, and very
 4 few members of staff being able to do anything with
 5 them, other than manage and monitor.
 6 Q. Should we understand from that, therefore, that there
 7 were children placed there who had committed sexual
 8 abuse on others?
 9 A. Yes.
 10 Q. In that case, how did you understand you were able to
 11 provide safeguarding to other residents?
 12 A. We were told to manage -- the young person who I'm
 13 thinking of in the first instance, when he arrived at
 14 Beechwood, he was given -- he was provided an agency
 15 task force to work one-to-one with him. But the
 16 one-to-one hours just went from 9.00 to 4.00 as
 17 a regular working day with the agency staff. You see,
 18 most of the time, the staff are needed in the morning
 19 and in the evening, and the middle bit -- in the first
 20 instance, it's the morning and the evening that young
 21 people need the most support.
 22 Q. So those are the pinch points, as it were --
 23 A. Yes.
 24 Q. -- in terms of how you were able to manage and assist
 25 the young people in the home?

Page 17

1 Q. Were you ever present when councillors were conducting
 2 rota visits?
 3 A. No. I was never present when the council was there and
 4 I was never present at any section 22 inspection.
 5 Q. Although you have described to us -- just so that the
 6 inquiry understands that evidence clearly, I think you
 7 described to us that you did show around Hazel Halle; is
 8 that right?
 9 A. No, I showed Margaret Mackechnie the staff sleeping
 10 quarters.
 11 Q. Forgive me. I misunderstood that.
 12 A. Sorry.
 13 Q. No, no. You didn't realise that was in the course of
 14 one of her visits; is that right?
 15 A. It was a very brief visit.
 16 Q. Understood.
 17 A. It was a pop-in visit. It lasted no more than
 18 20 minutes.
 19 Q. My mistake, Michelle. We go through the letter, which
 20 is responding to Councillor Higgins' rota visit, the
 21 details of which we don't have.
 22 Ms Mackechnie deals with an unsettled period for
 23 a number of reasons, and she sets those out: imminence
 24 of the disciplinary hearing of the unit manager; the
 25 acting temporary manager we put in place left; there was

Page 19

1 A. Basically managing. We had to do everything from
 2 cooking to teaching, cleaning, driving, everything, and
 3 sometimes just with two staff.
 4 Q. From what you remember, and I know we have already
 5 explored this, but whether reading this memo together
 6 helps you further, was action taken to reduce numbers
 7 provided for at Beechwood?
 8 A. No. No. I remember trying to seek out a private foster
 9 carer or a unit that specialised in children that
 10 sexually abused other children, and I wasn't successful
 11 in finding one for a month to six weeks, and then
 12 a social worker took over.
 13 Q. So we have looked at this memo together, March 2002.
 14 I just want your reflections on the next document, which
 15 is dated 15 May 2002. It is tab 8 of your bundle,
 16 Michelle. The document reference is NCC000636, and it
 17 is the first page that we are going to look at together.
 18 We can see at the bottom of the page -- sorry, at
 19 the top of the page, forgive me, that this is a letter
 20 from Margaret Mackechnie. It is dated 15 May 2002, and
 21 it is addressed to Councillor Betty Higgins and it
 22 refers to Betty Higgins' rota visit to
 23 Woodborough Road -- Beechwood, as you and I are calling
 24 it. Do you remember Councillor Higgins' visit?
 25 A. I have never heard of that woman before.

Page 18

1 one child who was particularly troubled and troublesome
 2 who has caused a lot of damage to the building.
 3 We go to the bottom, please, of that page, and the
 4 last paragraph there, we read:
 5 "There are several strands of work in the department
 6 aimed at tackling this issue, which are being overseen
 7 by the director. In the meantime, we have reduced the
 8 number of places at the home from 10 to 8 with the aim
 9 of reducing the pressure on the unit."
 10 Did you know at the time that this action had been
 11 taken?
 12 A. No, I didn't know that action was taken, and if that
 13 unit ever went down to an eight, it soon went back up
 14 again, within 48 hours.
 15 Q. Can I understand your evidence, then. Is it this,
 16 summarising it: what we have seen in the documents as to
 17 the occupancy levels of 10 and then 8, it didn't match
 18 what was happening in practice. Is that your evidence?
 19 A. That's correct. It didn't match, no.
 20 Q. So when, as at May 2002, the occupancy level is brought
 21 down formally to eight, what is your memory of
 22 the number of young people who were being placed and
 23 sleeping at Beechwood at the time?
 24 A. My memory of the young people --
 25 Q. Sorry, the numbers of young people being placed at

Page 20

<p>1 Beechwood?</p> <p>2 A. It didn't go down below nine. It did not go down below</p> <p>3 nine.</p> <p>4 Q. Were children still sharing rooms?</p> <p>5 A. I think some of them were sharing voluntarily. I'm not</p> <p>6 sure if they were sharing as a matter of course they had</p> <p>7 to, because the unit had been redesigned. I'm just</p> <p>8 trying to think -- I cannot think of people sharing the</p> <p>9 bedrooms. If anybody came in, they were put on the</p> <p>10 settee as an emergency.</p> <p>11 Q. May we move on, then, to staffing structures and</p> <p>12 numbers, about which we have already seen some primary</p> <p>13 source evidence, and you have told us about your</p> <p>14 experience of that. But paragraph 18 of your statement,</p> <p>15 please, page 3. Despite what has been identified as low</p> <p>16 staff levels from the records that we have looked at and</p> <p>17 from your own evidence, you say at paragraph 18 that the</p> <p>18 person who managed the rotas and assigned shifts at the</p> <p>19 time would work around staff demands, whether it was not</p> <p>20 to work with certain people or not to be assigned as</p> <p>21 a key worker for certain children. Did this lead to</p> <p>22 there being too few staff on some shifts?</p> <p>23 A. No, it led to that man having a breakdown, I think.</p> <p>24 What happened was -- are you talking about Paul Brett?</p> <p>25 Q. You have to guide me on that.</p> <p style="text-align: center;">Page 21</p>	<p>1 A. Paul Brett was forced to do the unit rotas. He was an</p> <p>2 RSW, he was a good RSW and a good key worker, but</p> <p>3 because of the incompetence in the management, the unit</p> <p>4 managers and the assistant managers, of which there were</p> <p>5 three of, they pushed that job onto him and took him off</p> <p>6 the shop floor, so that we were another good member of</p> <p>7 staff down.</p> <p>8 Q. You go on to say in that same paragraph that you had to</p> <p>9 work very long shifts as a result?</p> <p>10 A. Yes, that's right.</p> <p>11 Q. You say:</p> <p>12 "Sometimes the shifts would run to 30 hours."</p> <p>13 A. Yes.</p> <p>14 Q. Did you do 30-hour shifts?</p> <p>15 A. Yes, often, yes.</p> <p>16 Q. What impact do you think, if any, did understaffing and</p> <p>17 the overcrowding that you have described have on the</p> <p>18 ability to look after young people in Beechwood?</p> <p>19 A. It totally destroyed it. There's a difference between</p> <p>20 looking after and raising children and managing</p> <p>21 behaviour. The statement of purpose of children's homes</p> <p>22 is to give good care to children. It's not to manage</p> <p>23 children. That's basically what we were doing. We were</p> <p>24 so understaffed, and so many people were off sick,</p> <p>25 suspended, undergoing investigation, that sometimes on</p> <p style="text-align: center;">Page 22</p>
<p>1 a Monday morning there'd just be two of us on shift.</p> <p>2 Management wouldn't show up until 9.00/10.00. Very few</p> <p>3 managers would come on shift -- actually on shift and do</p> <p>4 a shift with the RSWs on the shop floor or even</p> <p>5 a sleep-in. Very few.</p> <p>6 Q. Can I take it from your answer that sometimes there</p> <p>7 would just be "two of us", you said. Would that be an</p> <p>8 experience that you had?</p> <p>9 A. Yes, more than once.</p> <p>10 Q. With that experience that you describe, do you have any</p> <p>11 memory of how many young people would have been in the</p> <p>12 home at the time?</p> <p>13 A. Nine.</p> <p>14 Q. When doing that shift?</p> <p>15 A. Yes.</p> <p>16 Q. Can we look, please, at paragraph 22 of your statement,</p> <p>17 page 4. Looking here at training and recruitment. When</p> <p>18 you applied for your role at Beechwood, had you had any</p> <p>19 experience of working with vulnerable young people?</p> <p>20 A. While I was at university, in the last year, I did some</p> <p>21 night-awake in a probation hostel for young people who</p> <p>22 were coming through the criminal justice system with</p> <p>23 relation to drugs and drug use. They were sort of</p> <p>24 between 17 years onwards, and I used those skills --</p> <p>25 I learned how to do risk assessments and all the</p> <p style="text-align: center;">Page 23</p>	<p>1 other -- the little things that you need to know before</p> <p>2 you, you know, know a bit more.</p> <p>3 Q. You say in that first line there of paragraph 22 that</p> <p>4 you didn't receive any training before you started work</p> <p>5 at Beechwood?</p> <p>6 A. No. No, none.</p> <p>7 Q. What happened when you arrived on your first day?</p> <p>8 A. On the very first day, we were moving from</p> <p>9 Woodborough Road to Woodyard Lane because the unit was</p> <p>10 being refurbished. On my second day, I was given a key</p> <p>11 and told to "get on with it".</p> <p>12 Q. You say that you asked for training -- this is still</p> <p>13 paragraph 22 -- but this was only provided to permanent</p> <p>14 staff?</p> <p>15 A. Yeah, yeah.</p> <p>16 Q. You were later provided training, once you became</p> <p>17 a permanent staff member.</p> <p>18 A. Yes.</p> <p>19 Q. At paragraph 23, please, you set out what the training</p> <p>20 consisted of, and you comment that you think it was</p> <p>21 more -- this is the penultimate line of that</p> <p>22 paragraph 23:</p> <p>23 "I considered that the training was more geared</p> <p>24 towards managing children rather than forming</p> <p>25 relationships with them."</p> <p style="text-align: center;">Page 24</p>

1 **A. Yes.**
 2 Q. By the time you received training, you'd already been
 3 a key worker allocated, as you describe it -- this is in
 4 paragraph 24 -- "unmanageable children", you say there.
 5 **A. Yes.**
 6 Q. Two questions that arise from that. The definition of
 7 "unmanageable", you put that in inverted commas, is that
 8 how they were described to you or how you found them to
 9 be?
 10 **A. That's how they were described to us, "unmanageable**
 11 **children". Unwilling to participate in any of the plans**
 12 **that you have tried to collate for them; they're**
 13 **uncertain -- think that they know more than what we do.**
 14 **They just want to make friends and get on with their**
 15 **life, because obviously they are a lot more grown up**
 16 **than 13 and 14. A lot of it was about managing**
 17 **behaviour, keeping children in the unit, keeping them**
 18 **out of each other's bedrooms, keeping them out of**
 19 **offices, keeping them out of kitchens, breaking away**
 20 **from them if they attacked you, sort of thing.**
 21 Q. Were you aware at the time of there being training that
 22 was specifically geared to forming relationships with
 23 young people in these environments?
 24 **A. No. I didn't know there was training geared towards**
 25 **that. The problem with training was getting the time**

Page 25

1 proper background checks?
 2 **A. Because I don't think there was a university called**
 3 **Oxbridge.**
 4 Q. That's that one example. But, generally speaking,
 5 I have understood your statement to suggest that,
 6 generally, background checks weren't carried out?
 7 **A. No. Generally, background checks couldn't have been**
 8 **carried out, because I don't think half of the staff**
 9 **would have gotten their jobs. People making up stories**
 10 **about where they'd been and what they'd done, what**
 11 **qualifications they'd had and a house fire had destroyed**
 12 **them, being let in through the back door. A contractor**
 13 **that comes to visit the unit on a regular basis, perhaps**
 14 **to fix the fire extinguisher or something, becoming**
 15 **pally with the male staff and the male staff coaching**
 16 **that person to go for an interview within that unit, and**
 17 **that's the back door.**
 18 Q. Was that something that you were directly aware of?
 19 **A. I were very aware of that, very aware of it, and was**
 20 **very worried by it.**
 21 Q. Does it follow from that that you had concerns about the
 22 suitability of people working in the role that you were
 23 engaged in?
 24 **A. I did, very much.**
 25 Q. Are you able to provide from your own direct experience

Page 27

1 **off to do it. We were so understaffed and**
 2 **overchildren-ed, there just wasn't the time to go**
 3 **training. They couldn't afford staff off shift.**
 4 Q. When you did get the training that you have described
 5 there, did you receive or were you offered any training
 6 on managing children who had been sexually abused?
 7 **A. No.**
 8 Q. Or on the handling of disclosure of sexual abuse made by
 9 children?
 10 **A. No. I did -- I was the one person, I think, that did**
 11 **"Dealing with sexualised behaviour", which was**
 12 **basically, again, dealing -- managing a young person who**
 13 **was displaying sexualised behaviour.**
 14 Q. What the inquiry is calling "harmful sexual behaviour
 15 between children", that would fall within that
 16 definition, so that was the extent of the training that
 17 you had?
 18 **A. Yes, that was it.**
 19 Q. Again in paragraph 22, you express concern in your
 20 statement at the lack of background checks performed on
 21 those applying to work at Beechwood, and you give an
 22 example in the second half of the statement about
 23 someone claiming to have a particular university degree.
 24 **A. Yes.**
 25 Q. What made you conclude that the council didn't carry out

Page 26

1 any examples of how that translated in the way that
 2 children were looked after?
 3 **A. I think a misconception that just because somebody was**
 4 **raised in care, they're going to be good at working with**
 5 **children in care, and that's not the case. There's**
 6 **a whole criteria that you have to hit before you're**
 7 **going to be any good at working with children.**
 8 **Everybody knows that. People tend to be able to lie**
 9 **their way into it and they're not checked. As long as**
 10 **they have a clean criminal record, college backgrounds**
 11 **aren't checked, training, things like that, aren't**
 12 **checked. It's just --**
 13 Q. May I interrupt you? Sorry, Michelle, my question was
 14 directed at the issue of how the absence of checks, or
 15 the absence of suitability of colleagues you were
 16 working with, translated into your experience of how
 17 they dealt with young people?
 18 **A. Well, they didn't know how to deal with young people.**
 19 **They had no sociological experience, they had no**
 20 **training in how to deal with young people that had been**
 21 **abused and neglected to the extent that these young**
 22 **people had. You know, there's an art to it. You can't**
 23 **just come out with it. It's a delicate job.**
 24 Q. Paragraph 26, please. You talk there, we see in the
 25 first line:

Page 28

<p>1 "I also remember there was a big book in the office 2 which was the unit handbook." 3 You were told it was a book that had "everything" in 4 it that you needed to know? 5 A. Yes. 6 Q. You say it was left to staff initiative to read it. Did 7 you ever take it upon yourself to do so? 8 A. I did, yes. 9 Q. Was it a handbook that did provide guidance that you 10 would need for different circumstances? 11 A. Very basic guidance, an old guidance. Sort of old body 12 map outlines for patterns of abuse on the body and 13 bedtimes, wake-up times, bath times, very old things. 14 It didn't apply to children today. Children don't have 15 baths at the same time, they don't eat breakfast at the 16 same times. It really -- it was regimental, it was 17 old-fashioned, it was of no use. 18 Q. Having identified that, Michelle, did you set out your 19 concerns to anyone? 20 A. Yes, I did. I was always speaking to them -- I spoke to 21 two managers about that. One manager suggested that 22 I created a box for training. So what it was, every 23 staff that went on any kind of training, they were to 24 bring all the information back, all the leaflets and the 25 flyers, put it together in this box, and we'd create</p> <p style="text-align: center;">Page 29</p>	<p>1 a box of all the information that staff had collected on 2 training. I was the only one that ever put anything in 3 it, and everybody else laughed at it. So even though 4 they were asked to go on training or asked to read the 5 training manuals, they mocked it and mimicked it, they 6 didn't want to do it. 7 Q. Can we go, please, to paragraph 27. This is where 8 you're addressing staff engagement with residents, or, 9 as it is headed there, "Staff relations with resident 10 children". You say at paragraph 27 that you don't think 11 "the majority of the staff who were at Beechwood were 12 very good with the children". And at the end of that 13 paragraph, you say: 14 "I felt it made the children feel like it was just 15 a job to the staff and they didn't really care about 16 them." 17 A. Yes, some staff did. That's true. 18 Q. Can we look again, then, at a document that was up on 19 screen earlier. This is NCC001110, please. This is the 20 memo from Andy Bosworth dated 29 August 2001. I want us 21 to go, please, to page 3. This is Andy Bosworth writing 22 in August 2001. It is the second paragraph of that 23 third page, and he writes: 24 "Our staff team have worked really hard in the most 25 difficult and demanding circumstances."</p> <p style="text-align: center;">Page 30</p>
<p>1 I'm sorry, if you need to see the hard copy, it is 2 tab 6. Forgive me for not giving you that: 3 "Our staff team have worked really hard in the most 4 difficult and demanding circumstances. They have all 5 given the extra mile to the point where stress, anxiety 6 and tiredness is common, yet still they keep going." 7 That's the unit manager's account of Beechwood as 8 at August 2001. Is that an account that elides with 9 your memory of working there at the time? 10 A. We did keep going, the staff did keep going. There was 11 no choice. We kept trying to tick it off, while all the 12 different managers were suspended and sidelined for 13 whatever reason. There was nothing else we could do. 14 We just had to manage. That was it. 15 Q. He goes on to say: 16 "They have had to work with complete strangers 17 coming in to prop up the rota." 18 So this is agency staff he is referring to? 19 A. Yes. 20 Q. "... yet have done so with little complaint. I cannot 21 praise their efforts highly enough over the last 22 six months." 23 From your account, the inquiry might conclude that 24 the staff weren't worthy of praise, given their attitude 25 to the young people there. Which is the right</p> <p style="text-align: center;">Page 31</p>	<p>1 conclusion that the panel should draw about that? 2 A. Well, some of the staff were. There were very few were 3 willing to go the extra mile and work really hard, but 4 there were far more that weren't. They weren't 5 interested in the job. They weren't interested in other 6 people's children. I really didn't know why most of 7 them were there. 8 Q. You expand on this, please, at paragraph 29 of your 9 statement, if we can go back to that. You describe in 10 that paragraph how some members of staff became what you 11 describe as office dwellers and wouldn't spend much time 12 with the young people, but when they did, they treated 13 them like they were a problem, the way that you would 14 treat, you say, a sick cat. 15 A. Mmm. 16 Q. Can you recall examples of this statement? 17 A. Well, yeah, it was -- a lot of the staff didn't know 18 what to do with the children. They didn't even know how 19 to approach them to say, "How are you? What can we do? 20 How can we help you? What are we going to do today?" 21 They were so not confident in their own practice that 22 they would just -- it just wasn't worth having them 23 around. 24 Q. What impact do you think this attitude had on residents' 25 ability to raise concerns with staff?</p> <p style="text-align: center;">Page 32</p>

1 **A. Well, they weren't listened to. There was nobody to**
 2 **complain to. The social workers wouldn't listen to**
 3 **them. The unit manager either wasn't there or wouldn't**
 4 **listen to them.**
 5 Q. Can I interrupt you there, Michelle?
 6 **A. Yes.**
 7 Q. You said that they wouldn't be listened to.
 8 **A. Mmm-hmm.**
 9 Q. The unit manager wouldn't listen to them, their social
 10 workers wouldn't listen to them. What's your direct
 11 knowledge of that fact? Was this something that you
 12 would be told by the young people or you saw it happen
 13 in practice?
 14 **A. Yeah, I saw -- what would happen is, if the children got**
 15 **upset with the managers or wanted something, they'd go**
 16 **and start kicking at the office door and asking for them**
 17 **to come out, and the management response to that was,**
 18 **"Get them away from the door". That was it. "Get them**
 19 **away from my office door. Why aren't you doing**
 20 **something with these children?" It wouldn't matter if**
 21 **you explained to them, "They want to see you, Andy.**
 22 **They want to talk to you". "I haven't got time. I'm**
 23 **doing something. Tell them to go. Get them away from**
 24 **my door".**
 25 Q. Were the young people viewed as vulnerable?

Page 33

1 indifference to those residents?
 2 **A. I used to try and include them with all the young**
 3 **people, try to get together in groups and do stuff**
 4 **together, but there was just an attitude, that some of**
 5 **the staff felt that they were much better than the**
 6 **children that they were looking after, that they came**
 7 **from better families, better backgrounds, better**
 8 **education, better cared for.**
 9 Q. So they thought they were better?
 10 **A. Yes.**
 11 Q. And they came from better backgrounds --
 12 **A. Yes.**
 13 Q. -- better education. Was that something that they made
 14 the young people feel?
 15 **A. They did make the young people feel that, yes, but it**
 16 **wasn't true in all cases.**
 17 Q. You come on to discuss at paragraphs 32 to 33 the level
 18 of supervision. This is page 5 of your statement,
 19 please. The level of supervision that staff at
 20 Beechwood received. Did you receive any supervision
 21 during your probationary period?
 22 **A. Towards the end of my probationary period, I did. The**
 23 **man that was doing my supervision first off, he was on**
 24 **suspension with a graduated return to work, so I didn't**
 25 **actually meet him for the first few months.**

Page 35

1 **A. Yes, vulnerable.**
 2 Q. They were viewed by you as vulnerable. Did your
 3 colleagues view them as vulnerable?
 4 **A. No, I wouldn't say they did. They viewed them as**
 5 **dangerous.**
 6 Q. It may be obvious to you, but the question I'm asked to
 7 ask is, did that attitude concern you?
 8 **A. Yes.**
 9 Q. Again, was that something you took up with senior staff,
 10 about the attitude of your colleagues towards the
 11 residents?
 12 **A. On several occasions, I took up the attitude,**
 13 **specifically with the night staff, one of the night**
 14 **staff, who was overstepping her mark, getting involved,**
 15 **causing trouble for the staff and the young people. So,**
 16 **yeah.**
 17 Q. What was the response that you received?
 18 **A. Nothing.**
 19 Q. "Nothing", meaning no action taken or --
 20 **A. No action taken. After the incident at Woodborough Road**
 21 **where the young lady died -- sorry, can you ask me that**
 22 **question again?**
 23 Q. Yes. What was the response to you setting out our
 24 concerns about your colleagues' apparent -- it is not
 25 a word that you have used, but I'm summarising --

Page 34

1 Q. You say at paragraph 32 as well that it was expected
 2 that staff would meet with a manager every six to eight
 3 weeks to speak about work and any concerns, but that in
 4 practice, this didn't happen very often and, when it
 5 did, there was little time and you felt it was simply
 6 process. Have I summarised that fairly?
 7 **A. Yeah. Well, everything, because of lack of staff,**
 8 **everything suffered and everybody suffered. There was**
 9 **no supervision. There were no proper outings or**
 10 **education. Everything suffered because there was no**
 11 **proper staff.**
 12 Q. At paragraph 33, please, you say in that last sentence:
 13 "If I ever raised concerns with managers, I was told
 14 that I was paid to manage so I should go and manage."
 15 Is that a refrain that we have already heard you
 16 give evidence about? By "manage", you mean manage the
 17 children?
 18 **A. Yes. Manage the behaviour of the children.**
 19 Q. Did you have any concerns that the way in which staff
 20 were supervised, as you have described it here, in
 21 practice, rather than formally -- perhaps I ought to ask
 22 this question first: was there a system in place of
 23 formal supervision with residential staff workers --
 24 **A. Not a formal --**
 25 Q. -- in the way that social workers might have?

Page 36

<p>1 A. No. We sort of grabbed 15/20 minutes wherever it was, 2 where the time was, if your managing supervisor was on 3 shift. But quite a lot of the time, it never happened, 4 for one reason or another.</p> <p>5 Q. Do you have any reflections as to whether, given the 6 extent of supervision you have described in practice, 7 whether that had any consequence for the way in which 8 the young people in the home were treated?</p> <p>9 A. Yeah. I think because staff didn't get any supervision 10 or training or guidance and advice, obviously the young 11 people suffered as a consequence of that.</p> <p>12 Q. Paragraph 35, please. This is over the page, page 6 of 13 your statement. You explain in paragraph 35 that there 14 was a logbook that staff were supposed to fill in at the 15 end of every shift. Again, it may be very obvious to 16 you, Michelle, but what was the purpose of the logbook?</p> <p>17 A. Well -- the logbook or the running records?</p> <p>18 Q. Yes.</p> <p>19 A. Well, the logbook, it is a desk diary, so any 20 information coming on the phone or any incidents 21 happening live as it happens in the unit get recorded in 22 a logbook which is kept in the office. The running 23 records were in each child's file and it was sort of an 24 A4 piece of paper that was written at the end of every 25 shift, morning and evening shift, with regards to what</p> <p style="text-align: center;">Page 37</p>	<p>1 had been happening with that child on that day -- what 2 time they woke up, did they eat, did they go to school, 3 did they perform their commitments, that sort of thing.</p> <p>4 Q. In the time that you were there, were you aware of any 5 young people raising concerns about or allegations of, 6 first, sexual abuse by staff?</p> <p>7 A. No.</p> <p>8 Q. Or sexual harassment by other residents?</p> <p>9 A. Not straight away, no.</p> <p>10 Q. Would you have expected, though, that that -- when it 11 did arise, would you have expected that to have been put 12 in the logbooks or the record books?</p> <p>13 A. Yes, definitely.</p> <p>14 Q. Would you look through the logbooks and record books? 15 Was that part of --</p> <p>16 A. Yes.</p> <p>17 Q. -- when you took over a shift? From your memory of that 18 time, what were you finding was generally recorded? So, 19 for instance, if taking over a shift there had been 20 episodes of challenging behaviour between residents or 21 a fight had broken out or a member of staff and a young 22 resident had had a conflict, would those things 23 ordinarily be noted in the logbooks or the record books?</p> <p>24 A. Yeah, first of all, they would be put in the logbook, in 25 the first instance. Then there would be a significant</p> <p style="text-align: center;">Page 38</p>
<p>1 event form, which would be produced by a member of staff 2 involved, which that piece of work would be passed on to 3 the unit manager to be passed on to the service manager, 4 and then, at the end of the shift, the shift leader or 5 whoever did the running records would then write in each 6 young person's individual file about what had happened 7 on that shift.</p> <p>8 Q. Did you ever have any reason, yourself, to make such 9 records?</p> <p>10 A. Yes.</p> <p>11 Q. What would be the outcome of the entries that you would 12 have made in relation to -- I know we are going to look 13 at one in paragraph 37, but, generally speaking, how 14 would these things, from your experience, be followed 15 up?</p> <p>16 A. They weren't followed up at all. I think the paperwork 17 was sent out. We did our part. We did the logbooks, we 18 did the running records, we did the significant event 19 and sent them to the managers, but where they went from 20 that point, I don't know. They obviously went on to 21 their managers, but we didn't get any feedback and 22 nothing ever changed.</p> <p>23 Q. Paragraph 37, please. You provide an example there 24 about a particular young person, NO-A479, absconding 25 from the home and the lack of action from her key</p> <p style="text-align: center;">Page 39</p>	<p>1 worker. Did you ever report her absconding to the 2 police?</p> <p>3 A. Within ten minutes of getting on the shift, I reported 4 her missing to the police.</p> <p>5 Q. Presumably, she was eventually returned?</p> <p>6 A. Yes, she was returned a couple of hours later.</p> <p>7 Q. Was there a process at the time of identifying with the 8 young person why it was they'd run away?</p> <p>9 A. It was -- she'd been going through a strained time. 10 Yeah, we did some work on her running away. She was 11 badly placed at the unit, and she desperately wanted to 12 be with her biological sibling in a foster home. 13 I wasn't her key worker and I wasn't her social worker. 14 For whatever reason, that couldn't happen, and she found 15 it really, really distressing.</p> <p>16 This thing about this particular young person, she 17 was born with a brain haemorrhage and she shouldn't 18 have, under any circumstances, been in that unit with 19 vulnerable people, violent people, children who sexually 20 offended. A hit on the head could have killed her, and 21 they knew that, and they knew that from birth. This is 22 the same child that kept running away, wasn't logged 23 about, was never moved to another home.</p> <p>24 Q. Did you understand, Michelle, why it was she came to be 25 placed at Beechwood?</p> <p style="text-align: center;">Page 40</p>

<p>1 A. No. No idea. 2 Q. I think in your -- 3 A. Do you know when you say "why somebody was placed 4 there", they are not usually placed there for any other 5 reason than being in care. It all depends on what day 6 what bed is available. As a point of call, it's 7 supposed to swap -- or whoever has an empty space. 8 There is no planning. 9 Q. Paragraph 37, please, still. You give the age of 10 the young person as 14. 11 A. Mmm-hmm. 12 Q. When you were there, what was the age range of those 13 young people placed at Beechwood? 14 A. It kept changing, because they were -- they kept 15 altering the statement of purpose. At one point, it was 16 ages 11 to 16 on remand, and then another time it was 17 11 to 18 community home, and both do very different 18 things, very different roles with really different 19 children. 20 Q. Whilst you were working there, were children aged 11 21 placed at Beechwood? 22 A. Yes. 23 Q. Paragraph 38. You give an account of staff 24 difficulties. You explain that in 2000, when you began 25 working at Beechwood, there'd been an investigation into</p> <p style="text-align: center;">Page 41</p>	<p>1 the conduct of staff there. You say that this was the 2 main topic of conversation amongst staff. We know, 3 following on from that, that in the context -- an 4 entirely different context, but explaining that staff 5 investigation, so the National Care Standards Commission 6 carried out a review in October 2002, and this followed 7 the death of the young person that you and I have 8 mentioned, and we will come back to that. 9 A. Yes. 10 Q. If we go to tab 11 of your bundle, please, and this is 11 document OFS008229, and this is on screen. It is an 12 extract, it is not the full report, it is an extract 13 from this report of the NCSC, and at page 12 of 14 the report, and this is both internal and external 15 page 12, so it follows the pagination, at the bottom 16 there, paragraph 6.5, the penultimate bullet points 17 read: 18 "The home has had a divided staff team for 19 a prolonged period ..." 20 Do you have that, Michelle? 21 A. Yes, I do. 22 Q. "... and a history of both staff unrest and disciplinary 23 problems. The staff group at 387 Woodborough Road have 24 failed to work as a cohesive team in the interests of 25 promoting the welfare of young people in their care.</p> <p style="text-align: center;">Page 42</p>
<p>1 The home's records show a failure to meet proper 2 standards of care and supervision." 3 Were you aware of this finding in this report at the 4 time -- 5 A. Yeah -- 6 Q. -- when it came out? 7 A. I was aware of the issues, yeah. 8 Q. You were part of that staff group, Michelle. Do you 9 accept this finding? 10 A. I wasn't involved in any of this. 11 Q. No, I understand that. But we see in the second 12 sentence there: 13 "The staff group at 387 ... have failed to work as 14 a cohesive team in the interests of promoting the 15 welfare of young people in their care." 16 A. No, not all the staff. Most of the staff. A lot of 17 the staff. Not all of them. There were some very good 18 members of staff there. There were. They weren't all 19 terrible. There were one or two that were very good. 20 Q. Do you have any personal knowledge of what was in the 21 records that reflected a failure to meet proper 22 standards of care and supervision? Do you understand 23 where that is coming from, that finding? This is still 24 page 12, still under 6.5, and still that third bullet 25 point?</p> <p style="text-align: center;">Page 43</p>	<p>1 A. Well, they didn't hit any of the standards of care. 2 Nobody could. It was impossible. There was too few 3 staff and too many children. 4 Q. Generally, do you think that personnel issues and staff 5 politics at Beechwood compromised the care of children? 6 A. It did where they let it, yes. There seemed to be this 7 ongoing conflict between two unit managers that had been 8 going on for a long time before I was there that kept 9 coming back up into the forefront and ending in 10 suspensions and investigations. 11 Q. Paragraph 47, please. Back to your statement. There 12 you say that because Beechwood was a mixed unit during 13 your time there as a member of staff, it was "inevitable 14 there was always going to be sexual activity between the 15 children. Very surprisingly, there was no policy or 16 system in place to deal with this, and no training about 17 it." 18 We have already touched on that. You say that this 19 became a particular problem after a refurbishment 20 because boys' and girls' bedrooms would be mixed amongst 21 each other, where previously there had been a boys' and 22 girls' side. You say at paragraph 48 that lots of 23 the young people there had been sexually active before 24 coming into Beechwood? 25 A. Yes.</p> <p style="text-align: center;">Page 44</p>

<p>1 Q. You say there was no policy in place to deal with sexual 2 activity and, as we have already heard, you received no 3 training on this. 4 A. No. 5 Q. In the absence of guidelines or training, how would 6 staff respond to this in practice? 7 A. If there was an allegation of rape in the home, then the 8 police would have been brought in, and obviously all the 9 other services. If there were boys trying to get into 10 girls' rooms and girls trying to get into boys' rooms, 11 we'd have to stand in the doorways until it stopped. 12 We'd try and monitor the young people around the ground, 13 walk with them, keeping an eye on where they were. But 14 the home was on the very edge of a red light district. 15 There were 100 ways they could go anywhere and disappear 16 from us, in the blink of an eye. 17 Q. Do you think at any stage that you and your colleagues 18 may have mischaracterised relationships between 19 residents as consensual? 20 A. No, we wouldn't have said it was -- well, it might have 21 been consensual, but it still wasn't acceptable. Young 22 people in care becoming girlfriend and boyfriend sort of 23 thing isn't unusual. It's not unusual for children, 24 full stop, adolescents, to do that sort of thing, but in 25 this environment, it can lead to more conflict, living</p> <p style="text-align: center;">Page 45</p>	<p>1 in close proximity to each other. 2 Q. Understood. Were you, yourself, or your colleagues, 3 able to identify the difference between relationships 4 that were abusive -- 5 A. Yes. 6 Q. -- and those that were consensual? 7 A. Yes. 8 Q. In that regard, would you take action? 9 A. We would have to take action, yes. 10 Q. Did you do so? 11 A. Yes. 12 Q. We know that, as you say in your statement, you moved on 13 to Ranskill Gardens. When you got to Ranskill Gardens, 14 was there guidance provided there on sexual behaviour 15 between children? 16 A. No. 17 Q. In paragraph 53 there, you explain about the member of 18 staff who was supposed to come to Beechwood at night to 19 ensure that children didn't go into each other's rooms, 20 but you say that, effectively, or implicitly, that was 21 of no use because he would sleep on the job. Is that 22 right? 23 A. Yes, that's right. Yes. 24 Q. We heard last week, Michelle, from Bronwen Cooper, who 25 completed a report in 2001 into allegations of</p> <p style="text-align: center;">Page 46</p>
<p>1 harassment by staff on other staff at Beechwood. 2 Ms Cooper's view was that "the whole atmosphere of 3 the home was unsafe sexually" and that vulnerable 4 children would not feel safe physically or sexually. 5 She thought it would have been very hard for any child 6 to talk about an experience of inappropriate sexual 7 behaviour that could have happened to them. Is that 8 a view that you would share with Ms Cooper? 9 A. It is. There was a very -- it was a masculine, 10 sexually-charged atmosphere amongst a lot of the staff 11 as well at the time. 12 Q. Paragraph 52. In relation to one resident, you 13 described how, after disclosing that she'd been raped by 14 someone outside the unit, staff made comments about her, 15 "Rape, my arse. She's a fuckaholic". You go on to say 16 that the staff assumed the children were promiscuous and 17 everything was consensual? 18 A. Yes. 19 Q. You have already touched on this part of your evidence. 20 Was this a view shared by the majority of the staff? 21 A. No. No, it wasn't. The general consensus was just that 22 sentence in paragraph 52 there, that sums it up, what 23 most people think. 24 Q. So the general consensus was -- I didn't put my question 25 very well, I'm sorry, Michelle. Do you want the inquiry</p> <p style="text-align: center;">Page 47</p>	<p>1 to understand that the general consensus was that the 2 young people placed at Beechwood were all promiscuous? 3 A. They were seen as promiscuous, yeah. Some of them were 4 promiscuous. Some of them had just become adolescent. 5 There was a mixture of promiscuity and interest and 6 beginnings of promiscuity. 7 Q. Paragraph 55, please. Here you are asked to address the 8 issue of drugs at Beechwood. You say that it was widely 9 known that children at Beechwood were taking drugs, and 10 this wasn't tackled by managers? 11 A. No. 12 Q. What drugs were being taken? 13 A. Marijuana, mainly. Sometimes we stopped a young 14 person's brother from coming up to the unit with class B 15 drugs. I think we were giving mixed messages to the 16 children in the unit, because, on the one hand, we had 17 got obviously a zero tolerance of drug use and, on the 18 other hand, the unit manager is buying them pictures of 19 marijuana leaves to put on their wall to decorate their 20 rooms, you know. It's -- it was giving mixed messages. 21 Q. Would staff themselves smoke joints? 22 A. No. No, not to my knowledge. 23 Q. Did you and your colleagues try to prevent drug use? 24 A. Yes. 25 Q. You have given that example of someone's sibling</p> <p style="text-align: center;">Page 48</p>

1 arriving with some drugs?
 2 **A. Yes.**
 3 Q. What else would you do?
 4 **A. Well, we used to sort of walk around the buildings and**
 5 **around the outhouses, making sure that we couldn't smell**
 6 **it, go through bedrooms, go under pillows and blankets**
 7 **to see if we could see any. Children would usually use**
 8 **it outside of the unit and then come back on the effects**
 9 **of it. They didn't actually use it in the unit.**
 10 Q. What impact did the use of drugs have on the environment
 11 in the home?
 12 **A. A negative impact, a negative effect.**
 13 Q. In what way?
 14 **A. It became really sought after, especially in the area**
 15 **that the unit was in, it was very easy to get hold of**
 16 **anything.**
 17 Q. Can we then turn to the episode of the death of
 18 the young person. This you addressed at paragraphs 61
 19 to 64 and paragraph 67 of your statement. You were the
 20 key worker for a young person at Beechwood who died.
 21 Your explain at paragraph 57 that she was being bullied
 22 by other children in the unit. You say at paragraph 58
 23 that you and your colleagues just had to manage the
 24 issue, rather than trying to fix it. Is that in line
 25 with the evidence that you have given earlier this

Page 49

1 **A. Yes.**
 2 Q. Do you believe that she received, whilst at Beechwood,
 3 sufficient support?
 4 **A. No.**
 5 Q. Having thought about it in the way that you obviously
 6 have, to what do you attribute that lack of support?
 7 **A. Lack of staff, lack of funds, lack of wanting to help**
 8 **her. I asked everywhere for help. I asked the unit**
 9 **managers for help. She was supposed to be moving to**
 10 **a foster carer, but, by her own choice, decided not to**
 11 **go. I asked the school to intervene and find a couple**
 12 **of days a week where she could go into a college because**
 13 **she was being bullied at school as well. The school**
 14 **wouldn't help. Nobody was interested. Nobody would**
 15 **help us. It was a case of managing.**
 16 Q. Paragraph 62, please, of your statement. You give an
 17 account of the inquest that was conducted into the young
 18 person's death, and that you and some other staff
 19 members were asked to give evidence by the coroner. Is
 20 that right? You were approached by --
 21 **A. Yes.**
 22 Q. At paragraph 63, you say that Margaret Mackechnie, whose
 23 name we have already mentioned, we see is the assistant
 24 director for children's provider services at Nottingham
 25 City Council, and who will be giving evidence later

Page 51

1 morning?
 2 **A. Yeah, we did. We used to hold meetings, regular**
 3 **meetings, between her and her family, meetings between**
 4 **her and her social worker to try -- all the social**
 5 **worker said to us is, "Whatever happens to her, just**
 6 **pick the pieces up. Whatever happens to her, just pick**
 7 **the pieces up". They didn't put anything in place to**
 8 **prevent anything from happening to her, but "if anything**
 9 **happened, pick the pieces up".**
 10 Q. Did that include allegations of dealing with bullying?
 11 **A. Yes. We were constantly dealing with bullying at**
 12 **Beechwood at that time. Constantly.**
 13 Q. How was that -- if you were simply being asked to manage
 14 it, how would you manage the bullying?
 15 **A. By standing in between children sometimes, pulling them**
 16 **off each other, trying to talk them down, trying to talk**
 17 **them around to being friends again, acting as mediators**
 18 **and advocates. It was tricky.**
 19 Q. We know that the young person who died had also made
 20 a disclosure of past sexual abuse. Have you had
 21 a chance to read the Serious Case Review in the young
 22 person's death?
 23 **A. I have.**
 24 Q. In particular, the conclusions; do you remember reading
 25 those?

Page 50

1 today, came to visit you at Ranskill Gardens --
 2 **A. She did.**
 3 Q. -- the day before you were due to give evidence --
 4 **A. The Sunday morning.**
 5 Q. -- at the inquest. You say this:
 6 "I was very surprised to see her there. She said to
 7 me that in the interests of the children and my job,
 8 I shouldn't say anything to the inquest about children
 9 having sex in the unit."
 10 You also say:
 11 "She said to me that if I disclosed to the inquest
 12 that children were having sex and taking drugs in the
 13 unit, it would cost me my job."
 14 **A. She did say that.**
 15 Q. Before meeting her that morning, as you describe it, had
 16 you met -- well, we have heard, in fact, that you had
 17 met Ms Mackechnie before, on that 20-minute tour?
 18 **A. Yes, I had met her a couple of times before.**
 19 Q. Do you know if -- having said that other staff were
 20 approached by the coroner's office to give evidence, do
 21 you know if they were also approached --
 22 **A. Yes.**
 23 Q. You do know that?
 24 **A. They were approached by the coroner. Nobody said**
 25 **anything to me about Margaret Mackechnie going up to**

Page 52

1 **them. It was just me.**
 2 Q. When she was telling you this, what was her general
 3 demeanour in telling you not to give evidence?
 4 **A. Threatening. She was sitting -- when she came into the**
 5 **unit, she walked straight past the young children,**
 6 **knocked on the office door, walked in and signed in,**
 7 **without speaking to any of the other staff, and asked to**
 8 **see me in the other staff room. Then she sat**
 9 **cross-legged in a comfy chair and started telling me**
 10 **that it wouldn't be good for the children if the public**
 11 **found out that they were taking drugs and having sex,**
 12 **and it wouldn't be -- and I didn't understand why, what**
 13 **was the point of saying that this didn't happen, when it**
 14 **happened to other children as a matter of course in**
 15 **life, why wouldn't the same things be happening to these**
 16 **children and why weren't we dealing with it?**
 17 **She didn't want them to know that we knew but we**
 18 **weren't dealing with it.**
 19 Q. By "them", you mean who?
 20 **A. Social Services, us.**
 21 Q. She, having said this to you, on your account, how did
 22 you respond to what she was saying to you?
 23 **A. I asked her, "What's the point? If the coroner wants to**
 24 **get to the bottom of what's happened, then, in all**
 25 **honesty, it's best to be honest, isn't it? Because we**

Page 53

1 **think she wanted me to hear what the other people were**
 2 **saying in their evidence. She'd also instructed me not**
 3 **to contact the young girl's family. She sent me**
 4 **a letter and they intercepted the letter and hid it from**
 5 **me.**
 6 Q. We know that after the inquest, your evidence was
 7 reported and although we are not going to look at the
 8 document in any detail, that article is to be found at
 9 INQ001687. For the record, it is at tab 14 of your
 10 bundle.
 11 **A. Can I just say that I didn't give the press an**
 12 **interview. It was just what they picked up from the**
 13 **hearing. I had no personal contact with them at all.**
 14 Q. Aside from the encounter that you had with
 15 Margaret Mackechnie about not coming the subsequent days
 16 to the inquest, did you have any other contact with her?
 17 **A. Yeah, I did. A few weeks after, she came to the unit**
 18 **again to see one of the managers there, and I'd asked**
 19 **her if she'd heard from [redacted]'s family.**
 20 MR SADD: Can we cut the feed?
 21 Chair, I know, properly speaking, I should invite
 22 you to cut the feed. Forgive me that I didn't do that.
 23 Might I invite you to apply a restriction order to the
 24 name?
 25 THE CHAIR: Yes, I make the restriction order.

Page 55

1 **are not going to find anything out if we start hiding".**
 2 Q. Did you speak to anyone else about this encounter with
 3 Margaret Mackechnie?
 4 **A. No, but somebody spoke to me about it. Another staff**
 5 **who was on shift that day, when I came out of the office**
 6 **and went outside to look for where the children was, one**
 7 **of the other staff came up to me and said, "What does**
 8 **she want? Has she told you to come and shut your**
 9 **mouth?" I didn't answer.**
 10 Q. Did you make any record of that encounter?
 11 **A. I did.**
 12 Q. Have you kept that record?
 13 **A. It was in the logbook and in the visitors' book at**
 14 **Ranskill Gardens.**
 15 Q. You say at paragraph 64, please, Michelle, that her
 16 warnings, that is, Margaret Mackechnie's warnings, made
 17 you more determined to tell the truth, and you did tell
 18 the inquest about residents having sex, and drugs being
 19 present in the home. You say that after you gave
 20 evidence, Ms Mackechnie approached you and told you not
 21 to return to hear the rest of the evidence of
 22 the inquest on subsequent days, and you said that you
 23 did, in any event. Do you know why it was that she made
 24 that approach to you?
 25 **A. I think I was the first one to give evidence. I don't**

Page 54

1 MR SADD: Michelle, Ms Mackechnie has provided a statement
 2 to the inquiry -- it is at INQ002770 -- in which she
 3 says this, and I'm quoting directly:
 4 "In paragraphs 62 to 67 of her statement, Ms Foster
 5 alleges that:
 6 "(a) I said to her that when she gave evidence at
 7 the inquest into the death of a child who had been
 8 placed at Beechwood she should not say anything about
 9 the children at Beechwood having sex there;
 10 (b) I said that if she told the inquest that
 11 children at Beechwood were having sex and taking drugs,
 12 she would lose her job;
 13 "(c) I told Ms Foster not to watch the rest of
 14 the inquest after she had given evidence.
 15 "4. I deny those allegations entirely. They are
 16 completely untrue."
 17 Michelle, what would you want to say in response to
 18 that?
 19 **A. That the woman is a liar. That's exactly what she said**
 20 **to me and she advised other people not to go back to the**
 21 **coroner's inquest after giving their evidence, even**
 22 **though it ran for three days.**
 23 Q. The Director of Social Services, Andrew Lowe, said in
 24 2002 -- again, we don't need it up on screen, this is
 25 tab 12, and it is OFS008232 -- that "the problems

Page 56

1 experienced at [interpolating, Beechwood] were
 2 individual to that establishment and were not indicative
 3 of systemic problems". When you went to
 4 Ranskill Gardens, did that home have problems similar to
 5 those at Beechwood?
 6 **A. Yes, it did.**
 7 Q. The NCSC report in 2002 -- this is OFS008229 --
 8 concluded that children had not been cared for at
 9 Beechwood "in a manner likely to safeguard and promote
 10 their welfare", and that residents were subject to
 11 "unacceptable levels of risk, neglect and
 12 vulnerability". Do you agree with that assessment?
 13 **A. I do.**
 14 MR SADD: Michelle, I have finished my questions. Thank you
 15 very much for your patience. It may be that the panel
 16 have questions to ask you.
 17 THE CHAIR: Ms Sharpling?
 18 MS SHARPLING: Thank you, Michelle.
 19 **A. Thank you.**
 20 **Questions by THE PANEL**
 21 MS SHARPLING: When you were working at Beechwood, was there
 22 a union representative that anybody could go and express
 23 their concerns to about what was going on?
 24 **A. There was, madam, yes, but he, again, was an RSW and he**
 25 **was taken off shift.**

Page 57

1 **A. That's right.**
 2 MR FRANK: -- that you never received?
 3 **A. No, I had to fight for it.**
 4 MR FRANK: How did you know there was a letter?
 5 **A. The girl's mother came to the unit and hand delivered**
 6 **the letter with my name and gave it to a member of**
 7 **staff. That member of staff then gave it to the unit**
 8 **manager, who sent it on to personnel and**
 9 **Margaret Mackechnie. The member of staff who initially**
 10 **saw the mother asked me if I'd gotten the letter, which**
 11 **had arrived three weeks ago, and I had not, so that**
 12 **I had to then go and make enquiries of where this**
 13 **letter -- and they sent me a photocopy of it.**
 14 MR FRANK: Did you eventually see the letter?
 15 **A. I saw a photocopy.**
 16 MR FRANK: But not the original?
 17 **A. Not the letter, no.**
 18 MR FRANK: Thank you very much.
 19 THE CHAIR: Thank you. There are no further questions.
 20 Thank you, Ms Foster.
 21 **A. Thank you.**
 22 **(The witness withdrew)**
 23 MR SADD: Chair, that completes this evidence. It is now,
 24 for one time, ahead of time, it is now 11.25 am. When
 25 you like us to reconvene?

Page 59

1 MS SHARPLING: Did anybody -- you or any other person, to
 2 your knowledge -- actually go and talk to him about some
 3 of the issues that you have raised today?
 4 **A. I did go and speak to him, madam, on a personal level,**
 5 **and he divulged all my information to everybody else.**
 6 MS SHARPLING: So you didn't find that a satisfactory way
 7 of --
 8 **A. I did not.**
 9 MS SHARPLING: Thank you.
 10 THE CHAIR: Mr Frank?
 11 MR FRANK: Two matters. Firstly, I think you say in your
 12 statement that one of the questions you were asked at
 13 the inquest from the coroner was why you didn't kick out
 14 the children who were causing problems in the unit; is
 15 that right?
 16 **A. That's right, yes.**
 17 MR FRANK: What was your view of that?
 18 **A. I was shocked. I was shocked to the core. I couldn't**
 19 **understand that somebody with such authority, who was so**
 20 **knowledgeable, didn't know that the local authority had**
 21 **a duty of care to young people in the area, and that we**
 22 **were the last stop.**
 23 MR FRANK: Thank you for that. Secondly, you mentioned,
 24 I think, that after the inquest there was a letter that
 25 was written to you by the family of the young girl --

Page 58

1 THE CHAIR: We will return at 11.40 am, thank you.
 2 (11.27 am)
 3 (A short break)
 4 (11.43 am)
 5 MR LIVINGSTON: Good morning, chair.
 6 THE CHAIR: Good morning, Mr Livingston.
 7 MR LIVINGSTON: We are now calling Mr Fisher to give
 8 evidence.
 9 MR DAVID FISHER (sworn)
 10 Examination by MR LIVINGSTON
 11 MR LIVINGSTON: Thank you, Mr Fisher. You have helpfully
 12 provided to the inquiry two witness statements. I think
 13 the first one is at tab 1 of your bundle and the second
 14 one is at tab 2. For the record, the reference for
 15 those are INQ001804 and INQ002369.
 16 Mr Fisher, have you had the opportunity to have
 17 a read over these recently?
 18 **A. Yes.**
 19 Q. Are there any corrections that you need to make?
 20 **A. No.**
 21 Q. Just to reassure you, the panel have a copy of
 22 the statements, and they will be published in full on
 23 the website. I am not going to go through every word of
 24 every line, but I'm going to take you to some topics and
 25 ask you about them.

Page 60

1 Firstly, Mr Fisher, if I can summarise the
 2 professional background that you set out in your
 3 statement, and you can tell me if I am wrong, from the
 4 1960s onwards, you worked in various types of homes,
 5 including an approved school and a youth treatment
 6 centre, and you gained a certificate in residential care
 7 of children, as it was known then; is that right?
 8 **A. Yes.**
 9 Q. One of the homes you worked at was following the
 10 dismissal of a previous housemaster for sexual abuse of
 11 boys. Does this mean that the risk of staff sexually
 12 abusing children in care was something that you were at
 13 least aware of as far back as the 1960s?
 14 **A. Oh, certainly, yes.**
 15 Q. Do you think that that was shared amongst your
 16 colleagues?
 17 **A. No. I think it was swept under the carpet. Nobody**
 18 **particularly wanted to talk about it, although there**
 19 **were staff already in post who knew all about it. But**
 20 **it was all very much hushed up.**
 21 Q. I should state for the record that that home was outside
 22 of Nottingham and Nottinghamshire?
 23 **A. Yes, that was an old approved school in Bristol.**
 24 Q. By the time you began in your role at Amberdale in 1976,
 25 which was as deputy principal, that awareness you have

Page 61

1 **"closed" and "open" is often referred to -- was also**
 2 **going to be revamped. So my understanding was that it**
 3 **was as a result of those two issues.**
 4 Q. Physical conditions rather than staff --
 5 **A. Yes.**
 6 Q. We know that Amberdale was revamped and changed to
 7 Clayfields, but you weren't involved in Clayfields?
 8 **A. No.**
 9 Q. From 1995 until 2001, you worked as a peripatetic social
 10 worker in the county and then a part-time social worker
 11 in the city; is that right?
 12 **A. Yes, that's right. I was offered to be redeployed, but**
 13 **there wasn't a job for me to be redeployed to that would**
 14 **pay me the equivalent amount of money. So that's what**
 15 **I decided to do.**
 16 Q. Mr Fisher, from paragraph 12 of your statement, your
 17 first statement, you talk about response to allegations
 18 of sexual abuse in general, and you say in paragraph 12
 19 that you can't recall written procedures in place in any
 20 detail, and you say that you felt that the procedures
 21 that were in place were designed to protect -- sorry,
 22 that were designed to protect children were equally
 23 designed to protect authorities from criticism because
 24 the procedures weren't actually accompanied by the
 25 necessary training and resources.

Page 63

1 just talked about, do you think that that was shared
 2 amongst your colleagues in Amberdale?
 3 **A. To a certain extent. I think, you know, between 1966**
 4 **and '76, there was probably beginning to be a greater**
 5 **awareness of sexual abuse in general, not specifically**
 6 **in community homes, but in general.**
 7 Q. Mr Fisher, you say in your statement that you started as
 8 a deputy principal in 1976 and you held this role for
 9 almost 20 years. Is that right?
 10 **A. Yes, until 1995.**
 11 Q. During that time, at some point you obtained
 12 a certificate of qualification in social work, a CQSW?
 13 **A. Yes.**
 14 Q. In 1995, your role ended as Amberdale closed. Is that
 15 right?
 16 **A. Yes.**
 17 Q. Although we will come on to this in broad terms later,
 18 one of the main reasons that Amberdale closed at that
 19 point was due to a number of allegations of abuse
 20 against staff. Is that right?
 21 **A. No, I don't think so.**
 22 Q. We can come on to that.
 23 **A. I think it closed in 1995 as a result of an awareness**
 24 **that the secure unit needed to be completely**
 25 **refurbished, and that the open unit, which is --**

Page 62

1 The panel have heard some evidence about policies
 2 being devised and then it sort of being supposed to be
 3 implemented. Can you tell us, what would happen when
 4 a policy or procedure would come in?
 5 **A. From my recollection, it would probably come through the**
 6 **post, although I would guess that it would be introduced**
 7 **to the officer in charge in an officer in charge**
 8 **meeting, but I don't remember any unit meetings to**
 9 **introduce it. But that's only because I can't remember.**
 10 **There may have been.**
 11 Q. If you can remember, or if you can assist with this, was
 12 there anything in place to ensure that staff knew what
 13 the policy and procedures actually were?
 14 **A. I think, as policies and procedures began to flow, as it**
 15 **were, because they -- I think I tried to make the point**
 16 **that, if something happened, there would be almost an**
 17 **add-on or another procedure, that then that would be**
 18 **placed in the establishment and then staff would be**
 19 **expected to sign it as having understood it.**
 20 Q. So, essentially, the monitoring of whether staff had
 21 read or understood the policy was just asking them to
 22 sign, and that was sort of that method?
 23 **A. Yes, although that sounds a bit simplistic. I'm quite**
 24 **sure that the staff meetings would have been discussing**
 25 **it and particular aspects of it.**

Page 64

1 Q. You say at paragraph 13 that you think there were clear
 2 expectations that any serious incident, including abuse,
 3 would be drawn to the attention of the person in charge
 4 and then they would pass it up the management chain. Do
 5 you think that that expectation was known by everyone
 6 who worked at the home?
 7 **A. Oh, yes. I think that's certainly so. Because**
 8 **Amberdale was essentially a short-stay place. There**
 9 **were quite a number of -- a variety of incidents of**
 10 **violence and absconding and so on. So that would be**
 11 **very much part of the residential worker's job, to**
 12 **record what was going on.**
 13 Q. We heard yesterday in relation to a different home to
 14 Beechwood, Mr Cope gave evidence saying that they were
 15 specifically told that they could report something to
 16 their immediate superior, but they should never report
 17 it higher up the chain than that. Was that an
 18 expectation that was placed on you?
 19 **A. It's not something that I would have -- I couldn't agree**
 20 **with that because I don't know, and I wouldn't have**
 21 **thought people would have felt it necessary.**
 22 Q. To go further up the chain?
 23 **A. Well, they may want something to be passed further up,**
 24 **but they wouldn't necessarily bypass the next in line to**
 25 **do that, I don't think.**

Page 65

1 throughout your statement to a couple of cases of sexual
 2 abuse committed by staff against children, including the
 3 conviction of Gerald Jacobs, although I think that's
 4 referred to as F81 in your statement, and some others.
 5 There was F151, a female member of staff, and F158, who
 6 was a former principal. We are not going to look at
 7 those cases in detail, but I wanted to ask a more
 8 general question, Mr Fisher, which is that, during the
 9 period from 1986 to 1995, from the records available to
 10 the inquiry, it is understood that seven members of
 11 staff were dismissed or resigned for matters related to
 12 sexual abuse of young people, although two of those were
 13 later overturned, and then, in addition to those seven,
 14 in the last year or so, two former members of staff --
 15 Myriam Bamkin and Dean Gathercole -- have both been
 16 convicted in relation to offences at Amberdale in the
 17 late 1980s. So we have this nine-year period where we
 18 have a total of nine members of staff, some very senior,
 19 who were either dismissed or resigned or convicted in
 20 relation to sexual abuse. Does that seem, when you take
 21 it as a whole, to be a very high figure?
 22 **A. Yes, it does seem a high figure, in retrospect. But at**
 23 **the time, and of course subsequently, at least two,**
 24 **maybe more, disclosures came after the time, so I find**
 25 **it difficult to tune in to those nine --**

Page 67

1 Q. As we have already discussed, you say that there's no
 2 doubt that the awareness of the extent of sexual abuse,
 3 including the possibility of it being carried out by
 4 staff, grew and the response changed with it. You say
 5 that you were aware throughout your time at Amberdale of
 6 the possibility of children and young people behaving
 7 sexually inappropriately with each other. Do you think
 8 that that awareness was shared amongst colleagues?
 9 **A. Oh, I would think so, yes. Could I sort of add to that?**
 10 Q. Yes, please.
 11 **A. When you say "sexually inappropriately", it may be**
 12 **sexually inappropriately in a residential establishment,**
 13 **but in the big outside world, it may not have been seen**
 14 **as sexually inappropriate. It might have been regarded**
 15 **much more as part of children growing up.**
 16 Q. It would be useful to clarify that. Was the
 17 understanding that, you know, adolescents may engage in
 18 sexual behaviour and that that might be normal in some
 19 contexts --
 20 **A. It might be, yes. It depends --**
 21 Q. -- but because these people were living in the same
 22 place, it would be inappropriate?
 23 **A. It might be regarded. It depends on so many things,**
 24 **whether it is abusive or not, doesn't it?**
 25 Q. Before we go into some detail on that issue, you refer

Page 66

1 Q. Okay.
 2 **A. -- at the time. But in retrospect, certainly it is**
 3 **quite a high number. But then they are -- yeah.**
 4 Q. Do you think that there was an issue of taking each case
 5 individually rather than stepping back and thinking: is
 6 there a problem here at Amberdale? Why are so many
 7 staff members being subject to allegations of abuse?
 8 **A. There may be, but with F158 in charge, I think that he**
 9 **may have had a desire to sweep things under the carpet**
 10 **rather than get them out and give them a good shake and**
 11 **get to the bottom of things. But I wouldn't have a lot**
 12 **of evidence of that, although I would have some theories**
 13 **about that, but I don't think it's probably appropriate**
 14 **to share them at the moment, because I didn't put them**
 15 **in my statement.**
 16 Q. Thank you, Mr Fisher. I'm going to come on now to the
 17 issue of sexual abuse between children at Amberdale,
 18 which is one of the broad areas that the inquiry is
 19 focusing on. We are going to come on to look, in
 20 a couple of minutes, at the 1988 case which you talk
 21 about in your statement involving A117. Before we do
 22 that, the inquiry has also received documentation in
 23 relation to sexual abuse in late 1987 and early 1988.
 24 These aren't included in your statement because they
 25 were only sent to you quite recently, I think. It is

Page 68

<p>1 the ones at tab 9.</p> <p>2 A. Oh, yes.</p> <p>3 Q. I know these have only been sent to you relatively</p> <p>4 recently, but have you had a chance to have a read</p> <p>5 through?</p> <p>6 A. I had a great difficulty, because I had to ask for the</p> <p>7 child's name and, when I was given the child's name,</p> <p>8 I had no recollection of that child, and I thought</p> <p>9 I ought to have, but I didn't. It wasn't clear to me</p> <p>10 where things actually happened, but quite clearly some</p> <p>11 of what happened happened at Amberdale. But I can't</p> <p>12 have a recollection of the actual events at the time.</p> <p>13 One of the things, the original principal of Amberdale</p> <p>14 died in early '88, so I was trying to link it to that,</p> <p>15 but it's all like almost new. I couldn't remember</p> <p>16 anything about it, and I thought that I jolly well ought</p> <p>17 to, because it's quite important, particularly the case</p> <p>18 review held at Amberdale.</p> <p>19 Q. Mr Fisher, for the benefit of the public, I am going to</p> <p>20 summarise what some of this says. We can have some of</p> <p>21 it up on screen. It is NSC000533, starting at page 2 of</p> <p>22 that. I am just going to broadly summarise. I can</p> <p>23 summarise it whilst it is being brought up on screen.</p> <p>24 These are documents extracted from the child</p> <p>25 Social Services records, and they show that in late</p> <p style="text-align: center;">Page 69</p>	<p>1 1987, in October 1987, a male resident disclosed that</p> <p>2 another resident had come to his bed and began to touch</p> <p>3 his penis. In December 1987, two female residents</p> <p>4 disclosed that they were forced to perform oral sex on</p> <p>5 the same male resident whilst they had all absconded.</p> <p>6 And at that point it was noted that the police were</p> <p>7 involved.</p> <p>8 A month later, it was noted that the same male</p> <p>9 resident had attempted to sexually assault another</p> <p>10 resident at the swimming baths before being pulled away.</p> <p>11 If we turn over to page 3 of the document, and this</p> <p>12 is under the case review held at Amberdale, which is in</p> <p>13 the middle of the page, one of the things noted in the</p> <p>14 case review is that there are real fears for the safety</p> <p>15 and security of females in the unit, and, indeed, from</p> <p>16 the rest of the two pages, one can see a further four</p> <p>17 complaints of sexual abuse made against the same</p> <p>18 resident over the next few days by different females:</p> <p>19 two on 8 January, one on 9 January and one on</p> <p>20 11 January, although it may be that there is some</p> <p>21 overlap between those incidents.</p> <p>22 Perhaps you will agree with me, Mr Fisher, from</p> <p>23 looking at these quite narrow documents, it suggests</p> <p>24 a campaign, almost, of sexual assaults by one resident</p> <p>25 on various others over a number of months. Can you help</p> <p style="text-align: center;">Page 70</p>
<p>1 at all as to how that might have been able to happen at</p> <p>2 Amberdale?</p> <p>3 A. I'm not sure that it all did. It's not quite clear to</p> <p>4 me when the child first came to Amberdale. I can see</p> <p>5 that there was a case review at Amberdale, and that</p> <p>6 would follow as a result of some of the behaviour, but</p> <p>7 I'm not exactly sure when the child was admitted,</p> <p>8 because --</p> <p>9 Q. Sorry to interrupt you, Mr Fisher, we don't need get</p> <p>10 into the specific incidents, but it is clear that</p> <p>11 a number of the incidents were at Amberdale?</p> <p>12 A. Yeah, true about that.</p> <p>13 Q. What we are trying to understand is how such a repeated</p> <p>14 pattern of behaviour could be allowed to happen at</p> <p>15 Amberdale.</p> <p>16 A. Well, I don't know that it was allowed to happen.</p> <p>17 I think people were identifying that there was some</p> <p>18 extremely disruptive behaviour, and a case review was</p> <p>19 called and presumably, from out of that, a plan emerged</p> <p>20 as to what to do about it.</p> <p>21 But in terms of the day-to-day management of it,</p> <p>22 that would be down to those who were on duty and</p> <p>23 protecting the victims as best they can from the</p> <p>24 aggressor.</p> <p>25 Now, in a -- I'm not sure whether we're talking</p> <p style="text-align: center;">Page 71</p>	<p>1 about the secure unit or the open unit, but in the</p> <p>2 secure unit, that is easier than it is in the open unit.</p> <p>3 If I could be a bit more sure of the geography of it,</p> <p>4 I could probably help a bit more.</p> <p>5 Q. I understand. It may seem obvious to you because you</p> <p>6 worked there, but can you help, why would it have been</p> <p>7 much easier to monitor in the secure unit --</p> <p>8 A. Well, then the secure unit was basically two units</p> <p>9 within it, so you could isolate one unit from another</p> <p>10 unit, not always particularly helpfully because, you</p> <p>11 know, children needed to interact. So to have three or</p> <p>12 four children on one side and three or four on the other</p> <p>13 would potentially make it difficult, but it would have</p> <p>14 been possible. In fact, I think it was possible in</p> <p>15 another case, at least briefly.</p> <p>16 Q. We will come on to that other case in one minute.</p> <p>17 Having had the chance to look at this now, and you have</p> <p>18 already expressed your surprise that you can't remember</p> <p>19 it, because you should have --</p> <p>20 A. Yes.</p> <p>21 Q. -- just a couple of questions. One is, not forcing your</p> <p>22 memory necessarily, but do you think that procedures</p> <p>23 were in place that you should have been told about this?</p> <p>24 A. Well, the officer in charge at the time should have been</p> <p>25 told, quite clearly, who I think was F158 still.</p> <p style="text-align: center;">Page 72</p>

1 **Although Andy Bosworth, who was the head of the open**
 2 **unit, seemed to chair the case review.**
 3 **I would have expected to have been aware of it, even**
 4 **if I wasn't personally told, because it would be**
 5 **something that was serious and it would have been talked**
 6 **about in staff meetings and groups. So I either wasn't**
 7 **there or, for some reason or other, I was bypassed.**
 8 **I just don't see that as a possibility, really.**
 9 Q. On reflection, do you think this is the sort of case
 10 that should have prompted a wider inquiry rather than
 11 sort of dealing with the child in a case conference kind
 12 of way?
 13 **A. It didn't look as though any clear decisions were made**
 14 **at the case conference. In some ways -- I don't know**
 15 **what the case review actually was held for, if it didn't**
 16 **come up with some recommendations. I would think the**
 17 **review was called because of the behaviour, but there**
 18 **didn't seem to be much come out of the case conference.**
 19 Q. Mr Fisher, one final thing on this point is, you talked
 20 about this child exhibiting disruptive behaviour.
 21 I understand you may have been referring to the
 22 behaviour as a whole. But do you think there was
 23 a recognition that, as we can see from the document,
 24 what this child was being accused of was actually
 25 serious sexual assault and rape?

Page 73

1 **but then F158 --**
 2 Q. Came back?
 3 **A. -- came back and assumed control. That's what he did.**
 4 Q. I understand that. But given that one might see the
 5 purpose of an inquiry is to find out what happened and
 6 try and stop it from happening in the future, or at
 7 least make things better in the future, wouldn't you
 8 expect that that might include actually telling staff
 9 what had been found and what had been recommended?
 10 **A. Yes, I would have expected that, yes. I would have**
 11 **expected to have read this before I wrote my statement**
 12 **some 25 years after.**
 13 Q. I'm going to summarise the facts very briefly for the
 14 benefit of the public, and then we are going to go
 15 through some bits to see if you can help. So in this
 16 case, a resident at Amberdale, A117, disclosed to his
 17 key worker in October 1988 that he had been sexually
 18 assaulted by another resident. This disclosure happened
 19 within the context of a discussion about abuse within
 20 the family. He alleged that he had been raped and
 21 forced to perform oral sex on another resident a few
 22 weeks previously and that the other child had threatened
 23 to kill him if he told anyone.
 24 The alleged perpetrator had been admitted to
 25 Amberdale following allegations of buggery and murder,

Page 75

1 **A. Sexual assault, yes.**
 2 Q. I suppose what I'm trying to ask, would this just all
 3 have been seen within the aegis of disruptive behaviour
 4 of the like that people were at Amberdale for, or would
 5 it have been seen as something more serious?
 6 **A. I think probably the former, regrettably.**
 7 Q. I'm going to move on now to the case which you do talk
 8 about in your statement from 1988. You talk about it
 9 from paragraphs 22 to 26. I am going to have a look --
 10 we are going to go through some parts of the report. So
 11 the report is at NSC000101, and that's at tab 3 of your
 12 bundle, Mr Fisher.
 13 Firstly, you say that you don't recollect actually
 14 reading this report at the time. It was obviously an
 15 inquiry that was carried out at a relatively senior
 16 departmental level into events at Amberdale, and you're
 17 mentioned, and in fact praised within it. Does it
 18 surprise you that this wouldn't have been passed back to
 19 you once it was completed?
 20 **A. Well, yes. I don't know if it would be passed back to**
 21 **me, but it would have gone -- one would have hoped it**
 22 **would have come to Amberdale.**
 23 Q. I suppose -- I appreciate you weren't in charge, but you
 24 were in a relatively senior position at Amberdale.
 25 **A. I was in charge, I think, when the allegation was made,**

Page 74

1 and the complainant had been admitted with a severe
 2 conduct disorder, as it was called, and some minor
 3 offending and aggressive behaviour.
 4 Within the secure unit of Amberdale, would any
 5 steps, as a matter of course, be taken to separate
 6 children who might pose a threat to other children and
 7 children who might be vulnerable to that threat?
 8 **A. Not automatically.**
 9 Q. So it would only be after there was some specific
 10 reason, or maybe not even after some specific reason?
 11 **A. I think the children in the secure unit were very**
 12 **closely supervised, nearly -- well, pretty well all of**
 13 **the time, and thus you wouldn't expect to have to make**
 14 **special arrangements, although -- this is a perpetrator**
 15 **in this case -- maybe that should have been done. But**
 16 **it wasn't. But then there are -- have been other**
 17 **children with equally bad behaviour and bad records that**
 18 **have coped adequately. So I would think, in the first**
 19 **instance, people wouldn't have thought it necessary to**
 20 **make special arrangements.**
 21 Q. Again, going back to summarising the facts, we know from
 22 the report that, following the disclosure, the
 23 complainant's key worker contacted senior staff, and you
 24 specifically. You then informed the Children's Division
 25 and the relevant local authority for each child because

Page 76

1 each child had been placed in Amberdale from a different
 2 local authority, and then an immediate medical
 3 examination was carried out which found the evidence
 4 consistent with the allegation of buggery that had been
 5 made -- sorry, the medical evidence was consistent that
 6 the child had been the victim of buggery around two to
 7 three weeks before.

8 Then the following day, it is recorded that you
 9 attended a meeting with Denis Watkins and Jane Williams,
 10 the assistant director and principal assistant, to hear
 11 the facts. We can see that at page 2 of the document.

12 The meeting is described as a meeting to hear the
 13 facts and consider future action. Can you help us,
 14 would that be a meeting that was convened to follow
 15 a specific procedure, or would that just be, you know,
 16 on the ground you saying, "We need to be up and we need
 17 to work out what's happened and what we need to do"?

18 **A. I think that was the case.**

19 Q. The latter?

20 **A. I don't think somebody had a set of procedures that they**
 21 **were following. We were looking at a set of**
 22 **circumstances that had to be dealt with fairly urgently.**

23 Q. We can see from the report that you noted that, since
 24 the allegation, the secure unit had been split into
 25 these two separate units?

Page 77

1 rather than the complainant --

2 **A. Yes.**

3 Q. -- because you didn't want the complainant to be seen to
 4 be punished?

5 **A. Yeah, and, in retrospect, of course, the needs of**
 6 **the perpetrator probably took second place, and I think**
 7 **that is reinforced by the people from Amberdale going to**
 8 **see the perpetrator in his new place in order to -- you**
 9 **know, to make the move more understandable to him,**
 10 **although I wasn't one of those that went.**

11 Q. Can you remember, would the decision to actually move
 12 the alleged perpetrator have been made by you or would
 13 that have been made by the assistant director?

14 **A. No, that would have been made by the assistant director**
 15 **and by his home authority. You know, they would be told**
 16 **that they would need to find an alternative.**

17 Q. Going back to summarising the report, although your
 18 specific involvement largely ends there, the report goes
 19 on to note that the police, the Secure Accommodation
 20 Subcommittee and the Department of Health Inspectorate
 21 were all notified about the matter. It notes that the
 22 complainant went on to also make allegations of buggery
 23 in his family, and that doctors, when presented with
 24 this, acknowledged that this could also account for the
 25 corroborative medical evidence.

Page 79

1 **A. Yes.**

2 Q. And the two residents were being cared for separately.
 3 You said that this had put considerable strain on staff
 4 and the young people and it was difficult to maintain.
 5 Is that because the secure unit essentially had to be
 6 divided in two?

7 **A. Yes, basically.**

8 Q. That was not sustainable?

9 **A. Well, it's not sustainable in the long term, because the**
 10 **children -- meals would have to be separated. They came**
 11 **from the open unit in a trolley. So in terms of**
 12 **the practicalities of keeping the two groups entirely**
 13 **separate all day and every day, pretty difficult, and**
 14 **not particularly helpful for all the children, because**
 15 **they may have acquaintances on the other side. So it's**
 16 **not something that you would have wanted to do for long**
 17 **or regularly.**

18 Q. Following what you said about that being difficult to
 19 maintain, it is recorded that it was decided to request
 20 an alternative placement for the alleged perpetrator,
 21 and it is noted that this was partly because of
 22 the importance of the subject of the assault not being
 23 seen to be punished.

24 **A. Yes.**

25 Q. So essentially deciding to move the alleged perpetrator

Page 78

1 We see from page 3 at the bottom, if we can have
 2 that up on screen, it says in the last -- in this
 3 paragraph, about midway through:

4 "The police interviewed A117 and he made
 5 a consistent and detailed statement. However, the
 6 police, in the absence of any corroborative evidence,
 7 will not be seeking to take the matter further and there
 8 will be no prosecution."

9 I realise that you may not be able to answer this,
 10 because that's a decision taken by the police, but can
 11 you help us with what other corroborative evidence there
 12 might have been in a case like this? What would you be
 13 looking for?

14 **A. Well, a witness, or perhaps somebody hearing something**
 15 **or -- there wouldn't really be much more corroborative**
 16 **evidence if there wasn't anybody present at the time.**

17 Q. Now, the report goes on to note that, despite the police
 18 not proceeding, the Social Services Department went on
 19 to examine whether, in their view, the allegations were
 20 true or not, which is what this report largely consists
 21 of.

22 The inquiry has seen a lot of cases where no such
 23 attempt was made following a police decision not to
 24 prosecute, where essentially that marked the end of
 25 the process. It might be seen that this is an example

Page 80

<p>1 of good practice, but do you know why, in this case, 2 there would have been that investigation? Do you think 3 it could have something to do with the children being 4 placed by other local authorities? 5 A. No, I wouldn't have thought, because it would be the 6 local police who were going to proceed, if anybody was 7 going to proceed. 8 Q. But the department's decision to carry on looking at it? 9 A. Well, yeah, you would have thought -- it would become an 10 integral part of the child's Social Services experience 11 and reviews and subsequent reviews would be looking at 12 it and reports to those reviews would probably make 13 reference to it. I wouldn't say it would just be 14 dropped and wait for the next thing to happen, because 15 at Amberdale, there were reports being prepared, you 16 know, weekly for children who were moving on, so 17 children couldn't really get -- you know, the behaviour 18 of children couldn't really get lost like that. 19 Q. One of the things noted in the report is that, from 20 interviews with staff, they came to the view that it was 21 possible that the two young people could have been 22 observed only for up to five minutes. Given, for 23 example, the records we looked at before, and given what 24 we are now aware of, which is a large number of cases of 25 children being sexually abused by staff, do you think</p> <p style="text-align: center;">Page 81</p>	<p>1 that residents were actually left unattended more often 2 than was acknowledged at the time? 3 A. No, I don't. I don't. You see, I'm not sure that it's 4 easy to agree with large numbers of children being 5 sexually abused by large numbers of staff. I have got 6 to get my head around that. I don't think the case is 7 made completely yet, not in my mind, but then I may have 8 forgotten a whole lot of things. But they're important 9 things. They're not things that I would have expected 10 to forget completely. 11 Q. We can see at page 8 of this document a paragraph at 12 (2), and it sums up what the views of staff were about 13 the allegations and it says: 14 "The views of staff can be placed on a continuum of: 15 [on one side] on balance, the allegations are probably 16 untrue, to the [other side where] the allegations are 17 almost certainly untrue." 18 You say in your statement that you probably would 19 have believed the child. Do you remember where you were 20 in that continuum? 21 A. I would have probably believed the child, because sexual 22 abuse and the disclosure of it -- my training at the 23 time was that you believed the child. 24 Q. So if it says here -- 25 A. It may emerge, as time marches on, that that wasn't so,</p> <p style="text-align: center;">Page 82</p>
<p>1 but in the first instance, believe and protect the 2 child. 3 Q. So where it says here that the views ranged from staff 4 thinking it's probably not true to almost certainly not 5 true, does that mean you're probably not on that 6 continuum? 7 A. Well, I would put myself on "probably true". 8 Q. Again, just to summarise for the benefit of the public, 9 as the report goes on, ultimately, the authors say that 10 they were unable to come to a conclusion about what had 11 happened, and they say at page 10: 12 "In this situation, as with many other allegations 13 of sexual abuse, the truth will probably never be 14 known." 15 The report actually goes on at page 9 to look at the 16 department's response, and says that responses were 17 appropriate and in keeping with good childcare practice 18 embracing important principles, guiding work with 19 sexually abused children. It goes on to praise your 20 open and professional attitude. Were you made aware of 21 this praise at the time? 22 A. No, I think this is one I probably hadn't seen before. 23 Q. One of the things noted in the recommendations and 24 conclusions at the end is that the possibility of such 25 an incident happening in the future should be thoroughly</p> <p style="text-align: center;">Page 83</p>	<p>1 considered and guarded against. It says: 2 "Staff have been alerted to the possibility, however 3 remote, of a few minutes of youngsters being 4 unsupervised at particular times of day." 5 Do you remember, Mr Fisher, was supervision 6 increased after this inquiry? 7 A. I can't remember. I would hope that it was, but I can't 8 actually remember. Because supervision was pretty 9 strict nearly all the time. You know, there were very 10 few occasions in the secure unit where staff and 11 children weren't in the same room. 12 Q. One of the specific recommendations that's made in this 13 report is that the training needs of secure unit 14 staff -- this is on page 10, recommendation 2. It says: 15 "The training needs of secure unit staff in relation 16 to sexual abuse should be met at the earliest 17 opportunity." 18 Going over to the next page, it says: 19 "Practice guidelines should be developed to assist 20 residential staff when they have to deal with 21 allegations of sexual abuse between children and young 22 people in residential care." 23 To your recollection, was a systematic and 24 appropriate training programme put in place? 25 A. No, to my recollection, it wasn't, but I know that</p> <p style="text-align: center;">Page 84</p>

<p>1 a secure unit -- like the secure unit by way -- you call 2 it procedure guide probably would have had a paragraph 3 added to it if there wasn't already one there. I know 4 that there was a procedure guide, but at what point it 5 appeared and how this -- but it was -- the procedure 6 guide was a reference point for people to go to. 7 Q. Is it fair to say that, although procedure guides may 8 have been updated, there was no systematic comprehensive 9 training -- staff weren't actually being properly 10 trained? 11 A. Not that I can recollect. 12 Q. You say in your statement, when looking at this report 13 I think for the first time, that the summary of 14 the report appears, in retrospect, to be somewhat 15 superficial. 16 A. Yes. 17 Q. Why so? 18 A. Well, I think I was probably looking at the DHS's 19 recommendations should be adhered to but rooms should 20 not be locked during the day, because that's where the 21 alleged offence had taken place. I think in the early 22 days of the secure unit, the bedrooms were locked during 23 the day. Well, they were locked pretty well all the 24 time. If the child had gone to the bedroom, they'd be 25 locked in, and they came out. But that was criticised,</p> <p style="text-align: center;">Page 85</p>	<p>1 and I think the DHS Inspectorate decided that the 2 bedroom doors ought to be left open all the time. 3 I think, you know, that was done, but people hadn't put 4 enough thought into the implications of that. 5 So I thought that -- you know, to have to be most 6 vigilant and acknowledge and accept the increased level 7 of risk. You say, well, that's a bit -- almost a bit 8 flippant, that we will leave the doors open, but it is 9 up to you to -- 10 Q. To monitor. 11 A. -- monitor. It was -- the secure unit was not an 12 easily -- it wasn't an easy building to supervise, 13 because you could be in one place and you could not see 14 other parts of it. It was like a maze, really. 15 Q. We don't need to go to the specific part of it, but you 16 will have seen the inquiry has got a statement from 17 Judy Aspin, as she now is, formerly Judy Holloway-Vine. 18 We don't need that up on screen because it will be 19 published on the inquiry website, but for reference 20 that's INQ002764. Mr Fisher, she says that she thinks 21 that it was this inquiry that led to the formation of 22 the adolescent offenders interest group. Does that 23 accord with your recollection? 24 A. I can't -- well, I'm willing to take her word for it. 25 I can't actually remember that that was the case. But</p> <p style="text-align: center;">Page 86</p>
<p>1 I couldn't ever -- I couldn't remember a great deal 2 about the interest group until I got -- 3 Q. The document? 4 A. -- a rather large statement, and that sort of reminded 5 me of things, and, in fact, it quite easily could be so 6 long as the dates tie up. 7 Q. I think the dates do largely marry up. We are going to 8 come on to that in a minute, the work of the group 9 itself. Before we do, one of the documents the inquiry 10 sent you was an inquiry into sexual abuse at Greencroft, 11 which I appreciate you didn't work in. The inquiry has 12 already heard about this case which involved two 13 incidents of sexual abuse on a number of children within 14 the same month. I just wanted to take you to one part 15 of that. It is tab 4 for you, Mr Fisher, page 28, 16 NSC000102_028. It is internal page 26, if that helps. 17 It's got paragraphs 83 to 85 on it. 18 A. Yes. 19 Q. This refers at paragraph 85 to an exercise carried out 20 by you and Judy Holloway-Vine in which community homes 21 were asked to identify victims of sexual abuse and 22 sexual offenders resident on a certain date, 23 29 June 1990. 24 In your statement at paragraph 37, you say that you 25 think this was done on your own initiative and via</p> <p style="text-align: center;">Page 87</p>	<p>1 a questionnaire being sent out to the community homes. 2 Is that right? 3 A. Yes, I think so. 4 Q. It identified -- the inquiry has already seen these 5 figures, but briefly to summarise, it identified 6 79 children placed as sexually abused in total; 7 48 children identified as sexually abused subsequent to 8 placement; 26 children placed as sexually abused and 9 then sexually abused by other residents whilst in care; 10 and then six children who were sexually abused for the 11 first time by other residents. 12 Do you remember, at the time, were those figures 13 considered to be shocking? 14 A. Yes. I think before we did the survey, nobody really 15 knew, was it the odd isolated incident or was it 16 something that was much greater than anybody else was 17 aware? That was why we did the review, because I think, 18 anecdotally, people were talking much more about things 19 that people didn't seem to know or have any evidence 20 for. So it was almost an ad hoc questionnaire, not 21 scientific in any way at all. It was just wanting to 22 give us a pen picture of something to feed into the 23 system, because I think -- I have thought subsequently 24 that the Child Protection Procedures were at that time 25 being reviewed, and it seemed to be a very important</p> <p style="text-align: center;">Page 88</p>

1 **part of the review would be to consider what was going**
 2 **on between children within residential care. So I think**
 3 **that was the motivation for it.**
 4 Q. A bit of an aside on this: I appreciate you worked in
 5 a unit and this survey was sent out to community homes.
 6 Were you conscious of or at all aware of this being an
 7 issue within foster care at the time?
 8 **A. Not really, no, I'd say, other than sexual abuse of**
 9 **children took place in all sorts of settings, so it**
 10 **would have been surprising if it hadn't been in some,**
 11 **but very few foster carers, I would think.**
 12 Q. Presumably, because this was done by way of sending out
 13 a survey and the officer in charge or someone else
 14 sending it back to you, these figures, as shocking as
 15 they might be, still wouldn't have reflected the full
 16 amount of children who had been abused, because these
 17 were only the ones that they knew about?
 18 **A. Oh, yes, certainly. It was a quick pen picture of how**
 19 **it was perceived at that particular time.**
 20 Q. You say in your statement that, following the results of
 21 the questionnaire, you didn't ask what action was taken
 22 as a result because you assumed that the matters would
 23 have been dealt with within the guidelines.
 24 Trying to take yourself back, do you think that in
 25 response to these shocking figures, enough was done?

Page 89

1 **them out and received them back. I think I may have**
 2 **chased up one or two that never sent theirs back. So**
 3 **I would think it was a good idea of the community homes**
 4 **as a whole.**
 5 Q. Just looking at a couple of other things in this
 6 Greencroft report, page 30 for our purposes, it is
 7 page 28 that you will see, I think, in the middle. At
 8 paragraph (j) there, it refers to a group -- I know it
 9 is called "the perpetrators interest group" there.
 10 I think in the documents it is referred to as the
 11 adolescent perpetrators group or the adolescent
 12 offenders group?
 13 **A. I have that.**
 14 Q. It refers to a group which included you and
 15 Ms Holloway-Vine and said that you'd run two national
 16 one-day conferences in Nottingham with the theme of
 17 working with perpetrators. Do you remember carrying out
 18 these conferences?
 19 **A. Yes, certainly. I think they were at the university in**
 20 **Nottingham. I don't know about two. I can remember**
 21 **definitely one. Judy, in her statement, talks about one**
 22 **in Wales, and I can't remember that for the life of me,**
 23 **but there may have been two. There was certainly**
 24 **definitely one.**
 25 Q. These are described as national conferences. Was there

Page 91

1 **A. Well, I think probably not enough was done because**
 2 **nobody followed it up, but I would think the figures did**
 3 **go fairly widely around the department and I would have**
 4 **thought, if I was responsible for a children's home or**
 5 **a group of children's homes, and somebody was telling**
 6 **me, "Did you know this was going on in your home?",**
 7 **I would want to go and do something about it. But we**
 8 **didn't have any authority to, you know, ask --**
 9 Q. To go beyond your own home?
 10 **A. No. But you would have hoped that it was sufficiently**
 11 **high profile and important, particularly with the**
 12 **child abuse procedures, that people would want to get**
 13 **their teeth into it and find out.**
 14 Q. I know that the terminology for different homes changed
 15 a lot over the time, certainly in respect of some of
 16 them. Can you remember -- this is described as a survey
 17 of community homes. Would that have included Amberdale
 18 at that time?
 19 **A. Oh, yes.**
 20 Q. Because that was a community home with education at that
 21 time?
 22 **A. Yes.**
 23 Q. Do you know whether it would have included Beechwood?
 24 **A. Oh, probably. It should have done, if it didn't.**
 25 **I think from what I recollect -- because I think I sent**

Page 90

1 interest from those who were staff members in Nottingham
 2 as well?
 3 **A. Yes. Not ever such a lot, I'm afraid.**
 4 Q. Why do you think that was?
 5 **A. I wouldn't really know. Whether it was an issue that**
 6 **people were still getting their teeth into and weren't**
 7 **ready to attend or whether they couldn't get the time.**
 8 **Until people began to really take it seriously, it was**
 9 **people like me not doing it in our own time, because**
 10 **I did have 14 weeks' holiday a year. That's one of**
 11 **the things I was criticised for. And I could use my**
 12 **holiday and residential workers could work shifts and**
 13 **things. So it was easier for me to get involved in**
 14 **these things than for somebody who was 9.00 to 5.00, or**
 15 **whatever it was, whatever shift they were on, being**
 16 **stuck within children's homes because it was difficult**
 17 **to get released to get anybody to cover. So until it**
 18 **was raised up as an issue, then it would have been very**
 19 **difficult -- you would need the support of the powers**
 20 **that be to enable you to attend these things, and I'm**
 21 **not sure that that was always the case.**
 22 Q. We know from the documents and from your statement that
 23 in the late 1980s and the early 1990s you obviously took
 24 a keen interest and a pretty significant role at least
 25 within Nottinghamshire on the issue of adolescent

Page 92

1 perpetrators and working with them and child-on-child
 2 sexual abuse. Did you make any specific attempts to try
 3 and pass on that knowledge, at least to staff within
 4 Amberdale?
 5 **A. Not in a formal sense. In staff meetings I would say my
 6 piece, as and when necessary, but I think also people
 7 would have used me as a bit of a consultant within
 8 Amberdale to pick my brains.**
 9 **One of the problems, you see, although I'm being
 10 slightly set up as a bit of an expert in the field, it's
 11 not how I felt at the time. I was somebody who was
 12 interested in something and was pursuing my interest as
 13 best as I could. I wasn't, you know, trying to become
 14 too expert, but this was an important issue, and
 15 I wanted to get it rolling. But I find it difficult to
 16 be regarded as an expert, because nobody said, "You're
 17 now an expert. Here's your ticket", as it were.**
 18 **Q. One of the recommendations in this Greencroft report is
 19 that steps should begin to be taken to separate abused
 20 children and perpetrators in community homes, and we
 21 know from a number of the documents that the work that
 22 you and Ms Holloway-Vine and others were involved in was
 23 also coming to those sort of recommendations.**
 24 **Do you remember whether any such steps were actually
 25 taken?**

Page 93

1 **have been a high -- a very high-profile issue, higher
 2 than perhaps other things, like --**
 3 **Q. Might it be compared to or might it have been seen in
 4 the same vein as stealing or violence or other things
 5 like that?**
 6 **A. It may be, but then we went through a long period of
 7 time with children cutting themselves and, you know,
 8 being very destructive of themselves, and those sorts of
 9 things would be quite high on people's radar. So
 10 I don't think sexual abuse or sexual offending would
 11 have had a very, very, very high profile, but people
 12 would have been aware of it.**
 13 **Q. Mr Fisher, you talk in your first and second statements
 14 about your work with adolescent perpetrators, and
 15 I appreciate that your memory is lacking on this, and
 16 the inquiry has a lot of the documents and can use them,
 17 but I just want to ask you about a couple of things in
 18 relation to this. Tab 7 of your bundle, Mr Fisher,
 19 which is DFE000707, and it is page 4. This is the
 20 report of the first Nottinghamshire multi-disciplinary
 21 group for adolescent male sex offenders,
 22 between October 1989 and January 1990.**
 23 **One of the things that it mentions here is that the
 24 group worked with six boys.**
 25 **A. Yes.**

Page 95

1 **A. No, I don't think they were, and I think it wasn't too
 2 soon before people began to realise that it wouldn't
 3 necessarily be a good idea to concentrate all victims in
 4 one place or all perpetrators in one place, because,
 5 although it might be helpful in some ways to know where
 6 everybody was, it would also draw pretty negative
 7 attention from the wider public. So I don't think
 8 anything ever did get off the ground.**
 9 **Q. I understand that in relation to separating children
 10 into different institutions. Within the same
 11 institution, were any steps -- for example, in
 12 Amberdale, did children share bedrooms?**
 13 **A. No -- hang on, in the -- no, they didn't. Everybody had
 14 their own bedroom. That was almost an unwritten rule.**
 15 **Q. We have already spoken about this a bit, but would there
 16 have been steps to try to make sure that people were
 17 being kept apart if they were at least thought to be
 18 a risk to each other?**
 19 **A. I think if a child came with a particular problem,
 20 whatever that may be, that would be drawn attention to
 21 the staff, and if that necessitated anything special to
 22 happen, then that would emerge quite early on. But
 23 I don't think children came with masses of needs.
 24 I don't think that -- sexual abuse or perpetrating
 25 sexual abuse would have been an issue, but it wouldn't**

Page 94

1 **Q. All had either been sexually abused or exposed to
 2 violence or seen siblings abused before. They had all
 3 committed acts of sexual abuse and accepted
 4 responsibility for the offences. Four of those six were
 5 in residential care, one was in foster home and one was
 6 at home, and two of them were in fact in the same
 7 community home.**
 8 **Do you remember, did you have a specific role in
 9 working with this group of six?**
 10 **A. No, not that I recollect. In fact, I didn't even get
 11 a mention on the back page. But I was aware of it, yes,
 12 surely, and I think -- but I can't remember any of
 13 the details.**
 14 **Q. One of the things noted by this report is that what the
 15 group was aiming to do was to teach the boys that they
 16 remained a risk but that the boys themselves could learn
 17 ways of reducing that risk, and also to enable staff to
 18 develop a knowledge of what the most effective ways of
 19 dealing with it was.**
 20 **In your experience, how easy was it to provide
 21 guidance to adolescent perpetrators themselves?**
 22 **A. I think it's not a lot different to guidance to adult
 23 sex offenders, because until the young person has taken
 24 full and complete responsibility for what they have
 25 done, then you're not really going to get anywhere.**

Page 96

<p>1 Because I think, at that time, sexual abuse was emerging 2 as an addictive behaviour, and until -- like any other 3 addiction, until you say, "Right, this is what I've 4 done, this is what I want to stop", it's very difficult 5 to move on. 6 Q. I am just going to read out one of the things in the 7 next report, and this is DFE000707_009. So it is page 9 8 on the right-hand side. This is titled "Proposal for 9 a way forward for work with adolescent sex offenders", 10 and this time you are one of the signatories. 11 A. Yes. 12 Q. I just want to read out under "Current responses", where 13 it says: 14 "The present responses in Nottinghamshire are 15 erratic and idiosyncratic. The lack of departmental and 16 multi-professional guidelines and resources means that 17 what happens in each case is a matter of chance. For 18 example, a 14-year-old perpetrator of buggery on an 19 8-year-old, when discovered, was left in his home, 20 cautioned, received no treatment or support from 21 Social Services, and continued to reoffend for the next 22 nine months until his victim made a new disclosure. He 23 is now receiving community-based treatment and is part 24 of the adolescent sex offender treatment group ... In 25 contrast, another 14-year-old, who committed rape and</p> <p style="text-align: center;">Page 97</p>	<p>1 buggery on his 4- and 6-year-old brother and sister, 2 was, on discovery, immediately received into residential 3 care where he proceeded to commit further sexual acts on 4 younger children." 5 From your experience, and from the best of your 6 memory, this suggestion that what happened in each case 7 was a matter of chance, do you think that that continued 8 until -- you worked until 1995, this is 1990. 9 A. Yeah, I think, probably regrettably, it probably did, 10 and maybe still does. I don't know. 11 Q. I am going to take you to another document, which is at 12 tab 5, DFE000662. It is page 2 I would like to go to. 13 This is entitled "Discussion paper for procedures and 14 adolescent sex offenders in Notts", September 1990. 15 Again, you are one of the authors. 16 One of the specific things I want to raise with you 17 is actually on page 3. It says at paragraph 3: 18 "We realise that there are many grey areas in the 19 definitions of what is abusive within adolescent sexual 20 behaviour. There are several training implications, but 21 meanwhile we call for greater awareness of current 22 knowledge about patterns of sex offending. Most adult 23 sex offenders say they began in their ... teens." 24 Mr Fisher, this grey area which it talks about 25 I think is something which it would be useful to</p> <p style="text-align: center;">Page 98</p>
<p>1 explore, because one can understand that in some cases 2 it might be very black and white, which is that somebody 3 makes a disclosure that they have been forced down and 4 raped, for example, but in another case it might be that 5 one child says that they were pressured into it and 6 another child says that they thought that they were 7 consenting, for example. 8 Do you think that that grey area, that trying to 9 differentiate abusive and non-abusive behaviour between 10 children, was that something that developed, in your 11 mind at least? 12 A. Yes, surely, because I think one had to try and get away 13 from sexual experimentation, which may be appropriate, 14 say, between two 10-year-olds or 9-year-olds, or 15 whatever, but it wouldn't be between a 9-year-old and 16 a 16-year-old, and you had to have some measure of how 17 to look at those sorts of incidents and issues that was 18 a bit more scientific than just, "Oh well, it's children 19 growing up". So we were looking at power and the power 20 imbalance that -- 21 Q. Power imbalance? 22 A. Yes, between the victim and the perpetrator, and -- 23 I think, you know, there are a number of issues around 24 that, but not to accept, really, anything that was 25 readily perceived by the big outside world as just</p> <p style="text-align: center;">Page 99</p>	<p>1 experimental and forget about it, because that's -- you 2 need to look at it very much more closely. 3 Q. If we turn over to pages 4 and 5, these are the 4 suggested recommendations that were made by the group. 5 I just want to ask you about a couple of them -- in 6 fact, just one of them, it is number 11 on page 5. It 7 says: 8 "Treatment services should be developed as a matter 9 of urgency under ACPC guidance. We appreciate resources 10 are scarce and offenders are currently competing with 11 victims for what is available. But unless we address 12 the needs of these young people, we ignore the damage 13 they can do within months, let alone years." 14 Do you think that that treatment was ever properly 15 provided? 16 A. No, I don't, but my evidence for that really comes from 17 Judy's notes. No, I don't. I don't know that it does 18 now either, but then I've lost touch with it all now. 19 Q. One final question. In your statement, you help us by 20 setting out your perception on what the barriers to 21 disclosure might have been for children in care of 22 sexual abuse. At paragraph 63 of your statement -- 23 I can summarise it for you -- you observe that you think 24 that sometimes the application of a detailed procedure 25 can in fact become a barrier to disclosure for some</p> <p style="text-align: center;">Page 100</p>

1 children who fear that if that procedure has to be gone
 2 through that they fear that their story might get
 3 hijacked, you say. As you might appreciate, that sort
 4 of goes counter to some of the other things which we are
 5 hearing, which is that the solution is a procedure. How
 6 do you reconcile those two?
 7 **A. Well, the procedure needs to be for those who wish to be**
 8 **part of it. I think some victims can understand at one**
 9 **level that it needs to be dealt with by authority, if**
 10 **only to protect others, and to enable things to move on.**
 11 **But it might be such a sensitive area that they don't**
 12 **want a social worker, particularly, galloping in with**
 13 **almost a set of boxes to tick that, "We have to do this"**
 14 **or "You have to do this", because a lot of children,**
 15 **once you say, "Well, you will have to ...", their back**
 16 **goes up, and, "Never. No, I won't".**
 17 **So I think sometimes, not in every case, and maybe**
 18 **not in that many cases, but to have a process that**
 19 **complainants need to go through and feel that they're**
 20 **losing control of what they're saying, because it is**
 21 **going to go off and it's got to go to court and, "I have**
 22 **to make a police statement, and I don't want to do**
 23 **that", that takes time to get to the point where they**
 24 **may be willing to do that. It may be -- I believe there**
 25 **are probably a lot of victims of sexual abuse who don't**

Page 101

1 (2.00 pm)
 2 MR SADD: Good afternoon, chair. We are now going to hear
 3 from Margaret Mackechnie. Her statement reference is
 4 INQ002438. There is a second statement, INQ002770.
 5 MS MARGARET MACKECHNIE (affirmed)
 6 Examination by MR SADD
 7 MR SADD: Ms Mackechnie, good afternoon. You have provided,
 8 as you heard me say a moment ago, two statements to the
 9 inquiry. The first is 23 pages, and the second is just
 10 two pages. In relation to both of those statements,
 11 when you signed them, were you content that what was set
 12 out in those statements was the truth?
 13 **A. I have three alterations to my first statement, but**
 14 **other than that, yes.**
 15 Q. Can we go, then, to those alterations? I can help you
 16 certainly with one of them, which is paragraph 47?
 17 **A. Sorry, apologies, this seems to have broken. I can't**
 18 **shut it. In paragraph 57, I have October 1990. It has**
 19 **got to be '98 or '99, because I wasn't in**
 20 **Nottingham City at 1990, but I'm afraid I can't recall**
 21 **which.**
 22 Q. Okay, don't worry. The page I was going to take you to
 23 first -- and here comes a fresh bundle for you which
 24 isn't broken.
 25 Taking a deep breath, let's start again and call up

Page 103

1 **say because somebody is going to hijack their story.**
 2 **But I can't give you evidence. I can't even -- well,**
 3 **I wouldn't give you any names. But I think that's**
 4 **a fear.**
 5 MR LIVINGSTON: Thank you, Mr Fisher.
 6 I have no further questions for you. The panel may
 7 have one or two questions for you.
 8 Questions by THE PANEL
 9 THE CHAIR: Just briefly, Mr Fisher. Was the 1990
 10 Greencroft report presented to the Social Services
 11 Committee?
 12 **A. I really don't know, because I wasn't part of**
 13 **the report. I wasn't mentioned in it, but I wasn't part**
 14 **of the report.**
 15 THE CHAIR: Okay, thank you.
 16 **A. I would expect it was.**
 17 THE CHAIR: Thank you very much, Mr Fisher.
 18 MR LIVINGSTON: Thank you, Mr Fisher. That's the conclusion
 19 of your evidence.
 20 (The witness withdrew)
 21 MR LIVINGSTON: Chair, can I invite you to take lunch now
 22 until 2.00 pm, please?
 23 THE CHAIR: We will. Thank you very much.
 24 (1.00 pm)
 25 (The short adjournment)

Page 102

1 your first statement. Can we go to paragraph 47,
 2 please. There you are discussing the disciplinary case
 3 of F37.
 4 **A. Yes.**
 5 Q. You state that you lifted his suspension at a meeting on
 6 26 October 1990, we can see there, and is it right that
 7 that should be 1999?
 8 **A. It is either 1998 or 1999, I'm not sure, but it's not**
 9 **1990.**
 10 Q. Then, please, just over the page, paragraph 55, I think
 11 there is a correction that you want to make there?
 12 **A. Yes. Following the panel's decision, I had a telephone**
 13 **conversation with the panel chair. I didn't meet with**
 14 **him. And a note of this meeting, so a note of this**
 15 **call, is attached.**
 16 Q. Paragraph 59. I think there is an amendment you want to
 17 make in relation to that?
 18 **A. Yes. Prior to the refurbishment, I put "all" the**
 19 **bedrooms were multi-occupancy. It may have been "most",**
 20 **I'm not absolutely sure at this point. There may have**
 21 **been single bedrooms, I can't recall. But "all" may not**
 22 **be correct.**
 23 Q. Then finally, I think, at the bottom of that page,
 24 paragraph 64?
 25 **A. Yes. I think that should be 2003.**

Page 104

<p>1 Q. Rather than 2004?</p> <p>2 A. Rather than 2004.</p> <p>3 Q. Ms Mackechnie, thank you so much. In the time allotted,</p> <p>4 I am not going to go through your statement line by</p> <p>5 line. Rather, I am going to go through with you certain</p> <p>6 topics that arise and ask you questions related to those</p> <p>7 topics. Some of those questions are posed by core</p> <p>8 participants as well as counsel to the investigation.</p> <p>9 The whole of your statement will be uploaded onto the</p> <p>10 website over the next few days.</p> <p>11 If we deal first with your background, if I can put</p> <p>12 it in that way, in the initial paragraphs of your</p> <p>13 statement, looking specifically at paragraphs 2 and 3,</p> <p>14 you set out your qualifications and background. At</p> <p>15 paragraph 3, you tell the inquiry that you worked at</p> <p>16 Nottingham City Council between March 1998</p> <p>17 and January 2007, first as assistant director to</p> <p>18 children's provider services between 1998 and 2005. You</p> <p>19 set out to whom you reported, it was a number of people,</p> <p>20 and you give their names in paragraph 3. You were off</p> <p>21 work for three months in 2006, and you retired in early</p> <p>22 2007. Since then, you have done assignments for various</p> <p>23 local authorities, before stopping work altogether</p> <p>24 in February 2017. Is that right?</p> <p>25 A. That's correct.</p> <p style="text-align: center;">Page 105</p>	<p>1 Q. Paragraph 7, please. You say that there were two</p> <p>2 assistant directors responsible for children's</p> <p>3 Social Services, and you go on to set out what your</p> <p>4 responsibilities as assistant director were. Those</p> <p>5 responsibilities included strategic responsibility for</p> <p>6 the management of four service areas. You set those</p> <p>7 out: children's residential service, which included</p> <p>8 management of Woodborough Road, known previously as</p> <p>9 Beechwood; fostering and adoption; youth justice; and</p> <p>10 nine family centres. Have I got that right?</p> <p>11 A. Yes.</p> <p>12 Q. At paragraph 9, please, you say you had supervision with</p> <p>13 the director "approximately four-weekly". I wasn't</p> <p>14 quite clear what that means. Did that mean every four</p> <p>15 weeks or four times a week?</p> <p>16 A. Yes, monthly, apologies.</p> <p>17 Q. Where you would both bring issues for discussion. You</p> <p>18 say that you would immediately advise each of</p> <p>19 the directors you worked with of any significant or</p> <p>20 serious matter which had arisen in any of your service</p> <p>21 areas.</p> <p>22 Would that mean that all concerns of possible child</p> <p>23 sexual abuse in your service areas would be drawn to the</p> <p>24 director's attention?</p> <p>25 A. Yes.</p> <p style="text-align: center;">Page 106</p>
<p>1 Q. Was there ever an occasion when allegations of possible</p> <p>2 child sexual abuse were reported to you but you didn't</p> <p>3 pass them on to the director?</p> <p>4 A. I can't imagine that would be the case.</p> <p>5 Q. Can we go, then, please, to the role you played in</p> <p>6 disciplinarys. This is paragraphs 42 to 44 on page 9.</p> <p>7 In your role as assistant director, you were involved in</p> <p>8 various disciplinary cases. You set these out in your</p> <p>9 statement at this point. I want to discuss briefly the</p> <p>10 case of NO-F47, which you deal with at paragraphs 42 to</p> <p>11 44. Briefly, NO-F47 was a female member of staff at</p> <p>12 Beechwood -- may I call it Beechwood throughout?</p> <p>13 A. Yes.</p> <p>14 Q. I know it was referred to, at the time you were working</p> <p>15 there, as Woodborough Road. You say that there were</p> <p>16 allegations made regarding her having an inappropriate</p> <p>17 relationship with a "male client" at Beechwood which</p> <p>18 continued when the child moved to Vivian Avenue. Do you</p> <p>19 remember what the allegations were?</p> <p>20 A. I don't remember the detail of those allegations.</p> <p>21 Q. There is reference there to the young person presumably</p> <p>22 being called a "client". Is that language that you use</p> <p>23 or language that was used at the time by reference to</p> <p>24 young people?</p> <p>25 A. I wouldn't use that language. I would always refer to</p> <p style="text-align: center;">Page 107</p>	<p>1 them as "children".</p> <p>2 Q. How does it find itself in your statement?</p> <p>3 A. I think probably, when I went to Nottingham to prepare</p> <p>4 my statement, to look at documentation, I imagine that</p> <p>5 that's what that -- that was what was perhaps in the</p> <p>6 record.</p> <p>7 Q. Why, at that period, would young people be referred to</p> <p>8 as "clients"? Who are they clients of?</p> <p>9 A. Well, as I say, that wouldn't be language -- later, you</p> <p>10 notice, I refer to him as a child. I think --</p> <p>11 Q. No, I understand that, but you say that you refer to</p> <p>12 records and in those records you lifted the phrase "male</p> <p>13 client", is what we understand?</p> <p>14 A. I think that must be the case.</p> <p>15 Q. I just wanted to understand from you whether that</p> <p>16 reflected an attitude towards young people being used in</p> <p>17 that way, the word "client". Who would the young person</p> <p>18 have been a client of?</p> <p>19 A. Obviously the Social Services Department, but it's not</p> <p>20 a language I would support.</p> <p>21 Q. Was the child, as far as you can remember, moved after</p> <p>22 concerns arose about an inappropriate relationship with</p> <p>23 a member of staff?</p> <p>24 A. I don't recall. In terms of when I was asked to comment</p> <p>25 on this, as I say, I looked at records and followed</p> <p style="text-align: center;">Page 108</p>

<p>1 a course of events that I would have done, which was to 2 not allow someone to resign when there were outstanding 3 matters. 4 Q. This is what you go on to say, exactly what you have 5 just described now. You say that F47 tendered her 6 resignation, you wrote to her on 1 October 1998, 7 advising that she would be suspended from work whilst an 8 investigation under the disciplinary procedures was 9 carried out, and on the basis that, if she was found 10 blameworthy, this could result in her dismissal. The 11 letter is at tab 17 of your bundle. We don't need to 12 see it. It is NCC000130. 13 Do you know whether, in fact, F47 resigned after the 14 allegations were made in order to avoid a disciplinary 15 investigation? 16 A. That's my belief. 17 Q. You go on to say that your reason for not simply 18 allowing F47 to resign was that if she was found 19 blameworthy and dismissed, this could be reflected in 20 any subsequent reference request received and she could 21 be referred to the Department of Health. 22 Ms Mackechnie, can you think of any possible reason 23 for not simply allowing F47 to resign? Sorry, forgive 24 me. Can you think of any possible reason why no 25 investigation report, nor any outcome of this</p> <p style="text-align: center;">Page 109</p>	<p>1 investigation, has been found? So all that we have is 2 that letter. What we don't know is whether or not there 3 was an investigation. Can you help us with that? Do 4 you have any memory of that? 5 A. I can't, I'm afraid. As I say, when I looked at the 6 records when I went to Nottingham, I just note that 7 that's what I said, and there was a note on her 8 personnel file that there was a request from another 9 local authority for a reference, and it was noted on the 10 reference that she'd been suspended from duty. But 11 I don't recall any other details of that. 12 Q. Would the panel be entitled to assume that in that 13 personnel file, had there been a disciplinary, a record 14 of that disciplinary would be set out in that file? 15 A. It certainly should have been. 16 Q. Presumably, in any subsequent request for a reference, 17 it would record what the outcome of that investigation 18 was, not simply that she'd been suspended from duty. So 19 what protection was afforded anyone who wanted to find 20 out about her previous experience? Can you help the 21 inquiry with that? 22 A. I can't actually add anything to it. As I say, clearly, 23 my thinking at the time was that if she was found 24 blameworthy, she'd be dismissed, and that was important. 25 But when I looked at the file, that was all I could</p> <p style="text-align: center;">Page 110</p>
<p>1 retrieve. 2 Q. Paragraph 57, please. Here you describe that when the 3 city council took on responsibility for Beechwood at the 4 local government review, it was a unit for 14 children 5 remanded to the local authority through the Youth Court. 6 You say in the same paragraph it was managed by the 7 service manager for the youth justice team and that, 8 accordingly, "placements tended to be short term, with 9 conditions determined by the court, predominantly boys", 10 and you say in that case two lines there: 11 "This was reflected in the culture and management of 12 the unit." 13 Ms Mackechnie, what do you want the panel to 14 understand when you say, "This was reflected in the 15 culture and management of the unit"? What was it that 16 you saw that reflected that? 17 A. I think there was a youth justice approach. Obviously, 18 mainly boys were remanded and, in a sense, they were 19 often remanded with conditions, and there was a -- 20 I think a culture that was less caring than I would have 21 liked to have seen, and that it was quite male 22 dominated, obviously, in terms of the children, but also 23 in terms of the staff, and it wasn't linked into the 24 other children's homes that had -- you know, the 25 managers of the other children's homes had meetings and</p> <p style="text-align: center;">Page 111</p>	<p>1 talked about things in terms of residential provision 2 for children, and it wasn't linked into that, and 3 I thought it missed out in terms of the kind of 4 discussions that the children's homes managers would 5 have about caring practices and things. It was managed 6 through the youth justice. 7 So I felt it was not as caring an environment as 8 I would have liked. 9 Q. How was that reflected in practice, that it was not 10 a caring environment, or a less caring environment, 11 I should say? 12 A. I think there was a harshness about it, if I recall. 13 There was just a harshness of -- you know, these 14 children obviously had committed offences, that's why 15 they were remanded, or they had been alleged to have 16 committed offences and that's why they were remanded, 17 and therefore it was kind of strict in terms of -- and, 18 you know, they had bail conditions and things, and the 19 staff had to implement that, that's true, but I think 20 there was just that kind of harshness that I felt. 21 Q. This you would have experienced by visiting the home? 22 A. Yes. 23 Q. At paragraph 58, please, you say that at a certain point 24 the decision was made to bring Beechwood under the 25 management of the service manager for children's homes,</p> <p style="text-align: center;">Page 112</p>

1 with the aim of changing the culture from a youth
 2 justice emphasis -- so this less-caring approach that
 3 you have described -- to a more childcare approach. Do
 4 you recall who made that decision?
 5 **A. I think -- well, it would have been me, probably, in**
 6 **discussion with my managers, but it would have probably**
 7 **come -- there would have been some discussion, perhaps**
 8 **the service manager for children's residential would**
 9 **have said, "Actually, this would be better coming under**
 10 **my management". That was a discussion considered and**
 11 **agreed upon. So there would have been a discussion.**
 12 Q. Was there any trigger for that discussion and for the
 13 change?
 14 **A. Not to my recall. It was an incremental -- obviously,**
 15 **at local government, the organisation in -- I came into**
 16 **post just before that, in 1998, there was a lot of**
 17 **issues, a lot of issues to pick up, so I think probably**
 18 **incrementally it felt that that was the right decision.**
 19 Q. When was the change, as far as you can remember,
 20 initiated?
 21 **A. I don't recall.**
 22 Q. From your experience in the late 1990s and early 2000s,
 23 do you think -- and we are going to look at your visits
 24 and your involvement with Beechwood -- the culture did
 25 change?

Page 113

1 **just -- it's challenging when -- if things were less**
 2 **caring, you know, just challenging things and trying to**
 3 **impose a more caring regime, really -- I don't really**
 4 **like the expression, but less macho, more caring in**
 5 **terms of the children.**
 6 Q. We understand from your statement, as I say, that you
 7 undertook regulation 22 visits, and then, when the
 8 legislation changed, they became regulation 33 visits,
 9 and that you would call in, usually unannounced, on
 10 a regular basis. Is that right?
 11 **A. In terms of all the children's homes, I did undertake**
 12 **the regulation 22, then subsequently 33, visits, and**
 13 **I would call in sometimes unannounced. If I was coming**
 14 **back from a meeting and I'd got some time, I would call**
 15 **into the children's homes or I would set a day aside and**
 16 **go around the children's homes and call in unannounced.**
 17 Q. How often would you do that as part of your role?
 18 **A. Well, the regulation 22/33s would be monthly, but**
 19 **obviously not always to Beechwood, and call in**
 20 **unannounced, it would depend a little bit on my diary**
 21 **and capacity, but I would think I would call in to most**
 22 **of the homes every two or three months.**
 23 Q. Over and above the requirement, the statutory
 24 requirement, to make the monthly visits, would you ever
 25 call in just generally, notwithstanding the commitments

Page 115

1 **A. I think it did, and my recall -- obviously, at some**
 2 **point, it ceased to just be for children remanded and**
 3 **then there were more girls involved and I think probably**
 4 **more female staff, and I think it did change. I think**
 5 **perhaps staff found that difficult, because maybe they'd**
 6 **been used to some of the bail conditions doing some of**
 7 **the disciplining, if you like, in terms of what children**
 8 **could and couldn't do. So I think they found it**
 9 **difficult. But I think that the service manager,**
 10 **I think, you know, in my discussions, worked hard at**
 11 **trying to bring them into line with a more caring,**
 12 **child-centred approach.**
 13 Q. We know from looking at regulation 22 visits this
 14 morning, and indeed records of regulation 22 visits are
 15 in your bundle, those that were made in 2001 identify
 16 the unit as a remand centre. Should the inquiry
 17 understand that, notwithstanding it being designated
 18 a remand centre, there was a change in emphasis that you
 19 describe, from the less caring one to a more caring one?
 20 **A. Yes.**
 21 Q. How would that have been evinced? How was that meant to
 22 change?
 23 **A. I think it would have been about the service manager,**
 24 **particularly, and then the operational manager, once**
 25 **they got in, going in and bringing them into -- I think**

Page 114

1 in your diary?
 2 **A. Yes. That's what I was saying, I would call in**
 3 **unannounced. There was the regulation 33 -- 22/33**
 4 **visits, but I did also call in unannounced. I would**
 5 **just call in to the children's homes if I was passing or**
 6 **carve out some time to do that.**
 7 Q. Can you remember whether, on those visits that you made
 8 to Beechwood, seeing matters that concerned you during
 9 those unannounced visits?
 10 **A. I think hard about that. I would speak to staff and**
 11 **I would speak to children, I would have a look around.**
 12 **It wasn't homely. Physically, the building wasn't**
 13 **a great building to manage the children -- my background**
 14 **is in residential care. It wasn't a building that was**
 15 **easy to manage the children in. It did take a lot of**
 16 **wear and tear, and there was often -- it didn't have**
 17 **a nice feel about it.**
 18 **Having said that, I think the staff did try to make**
 19 **it as homely as possible and, when I spoke to them, you**
 20 **know, sometimes they'd got a challenging group of**
 21 **children in, and they were trying to provide care for**
 22 **them and manage that behaviour as best they could.**
 23 Q. Paragraph 82, please. Here, you describe what your role
 24 specifically in relation to those visits was. You have
 25 already given us evidence about that, but you say that

Page 116

<p>1 you maintained strategic oversight of Beechwood and all 2 other children's homes. What does "strategic oversight" 3 mean? 4 A. Well, the day-to-day management, the supervision, of 5 the managers and the homes was done by the service 6 manager and the operational managers, so, you know, on 7 a day-to-day basis, they supported and managed and 8 monitored the children's homes. 9 Q. I want to deal with a discrete issue in passing in 10 relation to visits made to Beechwood by outside 11 inspectors, as it were. This is a document that you 12 have been very recently provided with. It is in tab 28, 13 please. It is at INQ000195. This is a memo from 14 Andrew Bosworth, who we understand was the unit manager. 15 It is dated January 1999. In the memo, Andrew Bosworth 16 raises concerns about the conduct of two members of 17 the team that inspected Beechwood, one of whom is 18 Joni Cameron-Blair. Do you have the document? 19 A. I do. 20 Q. At page 5, so if we go to the very last page of 21 the document, please, and we look three paragraphs up 22 from the bottom, "Despite the length of this 23 memorandum". Do you have that? 24 A. Yes. 25 Q. He writes this:</p> <p style="text-align: center;">Page 117</p>	<p>1 "Despite the length of this memorandum, I have 2 probably not done justice to the feelings and 3 observations of several staff or the young people. 4 There seemed to be a continued pursuit ..." 5 This is by reference to the inspection of the two 6 individuals: 7 "... of trying to find some form of abuse of young 8 people, then a denial of being allowed to make 9 a complaint. This preoccupation had been recognised by 10 several staff members, including myself. There simply 11 was nothing to find because we do not abuse young people 12 or deny them the opportunity to complain about issues at 13 any time." 14 Were you aware of any issues of abuse coming out 15 from Beechwood, you having started in your position 16 since 1998? 17 A. At the time of that memo? 18 Q. Yes. 19 A. No. 20 Q. Do you agree, then, with Mr Bosworth that there was 21 "nothing to find because we don't abuse young people"? 22 What was your sense of Beechwood at the time and the 23 staff there and their approach to the young people in 24 the home? 25 A. I did only get this this morning, so I --</p> <p style="text-align: center;">Page 118</p>
<p>1 Q. I understand that. 2 A. As I understand it, a couple of the issues was one that 3 I think Ms Cameron-Blair had given the children 4 cigarettes, which, if that is true, is completely 5 unacceptable for an inspector, and that there were 6 issues in terms of the two lads, I think it probably 7 was, that had been remanded, and they had to, in 8 a sense, really monitor their behaviour very closely, 9 and so -- and this -- if I read this -- what's been said 10 here, it's suggesting that the inspectors considered 11 that to be abusive. 12 Well, I can't comment. If there were two children 13 remanded with serious offences and they had bail 14 conditions and the staff were asked to monitor them 15 closely, then I think that would be appropriate, so I'm 16 not sure, at this point in time, I could say much more 17 than that. 18 Q. It may be that the answer to this is already known in 19 the light of what you have just said, but do you have 20 any memory of how you responded to this memo? It was 21 directed to you, if we look at page 1? I'm sorry, 22 I should have taken you to that first. So it is written 23 to you. 24 A. I don't. I don't recall. You know, my practice would 25 have been to have invited Andy Bosworth and probably</p> <p style="text-align: center;">Page 119</p>	<p>1 Fran Njie, who was the service manager, to a meeting and 2 have a discussion about it, but I don't recall. 3 Q. Can we go back to your statement at paragraph 60 and 4 then paragraphs 83 to 90, where we are going to deal 5 with, from paragraph 83, the investigation carried out 6 by Bronwen Cooper into Beechwood. The inquiry has 7 already heard in detail from Ms Cooper on these issues 8 and I just want to raise a couple of things with you, 9 please. 10 Before I go to the detail of the investigation, 11 I just want to ask you about the independence of 12 Ms Cooper. You say at paragraph 84 that you appointed 13 Ms Cooper to undertake the investigation as the 14 independent investigating officer who was "outwith the 15 operational or management arrangements of the service". 16 Ms Cooper stated in her evidence last week that 17 being employed by and accountable to the city council, 18 she felt her independence was "slightly compromised". 19 Is that a position that you can understand, on her part? 20 A. I can. I think all I would say is, in terms of 21 Ms Cooper's report, I don't think she was in any way 22 curtailed with what she could look at. There weren't 23 any boundaries in terms of saying, "Well, you can't do 24 this and you can't do that", so she had access to 25 whatever she thought she needed to have access to. So</p> <p style="text-align: center;">Page 120</p>

<p>1 although I accept that she was employed by the city 2 council, I think she had scope to do a thorough 3 investigation. 4 Q. Your evidence is that no fetters were placed on the 5 extent of the investigation that she carried out? 6 A. No. 7 Q. The investigation arose, Ms Mackechnie, because there 8 were allegations made against NO-F1 and then 9 counterallegations against other staff. You say at 10 paragraph 85, after you commissioned the investigation, 11 NO-F1 was reinstated on the basis that if the 12 investigation uncovered any child protection or criminal 13 matters, he would be re-suspended? 14 A. Yes. 15 Q. Given the serious allegations that had been made against 16 NO-F1, do you consider now, looking back, that you made 17 the right decision to reinstate him whilst the 18 investigation was under way? 19 A. That's a very difficult one. There were allegations and 20 counterallegations and counter-on-counterallegations, 21 and that's why I initiated it, because I was very 22 concerned about the behaviour within the staff team. 23 At that point, that seemed like a reasonable 24 decision. In retrospect, I'm not sure. As I say, we 25 then initiated this very thorough, in-depth</p> <p style="text-align: center;">Page 121</p>	<p>1 investigation, on the basis that, if there were 2 anything, we would re-suspend him. 3 Q. To your recollection, was any pressure exerted on 4 NO-F1's behalf by his union to reinstate him? 5 A. I don't recall that. 6 Q. To what extent generally, in this era, were unions 7 involved in decisions to suspend? 8 A. To my recall, they weren't involved in decisions to 9 suspend. They were quite strident in Nottingham City, 10 but they wouldn't -- in terms of decisions to suspend, 11 if that was a decision, then that would be a discussion 12 with my line manager and HR, and there would be 13 a discussion about -- in terms of what information we 14 had, to make the decision as to whether to suspend 15 someone or not. 16 Q. But here he was reinstated? 17 A. Yes. 18 Q. So they wouldn't have lobbied in relation to the 19 suspension. I meant to say in relation to the 20 reinstatement? 21 A. Oh, right. I don't recall. I can't remember. 22 Q. Ms Cooper describes in her statement to the inquiry how, 23 in the course of her investigation, specific concerns 24 were raised with her that NO-F1 had formed an 25 inappropriate relationship with a resident at the home.</p> <p style="text-align: center;">Page 122</p>
<p>1 She states that she was asked to interview the 2 complainant staff member and says that this statement 3 was submitted to you. She states that you asked her to 4 include the allegation in her report, but didn't ask her 5 to pursue the matter further. I think you have had the 6 opportunity of reading her statement? 7 A. Yes. 8 Q. Did you take up the matter? 9 A. I don't recall. 10 Q. Do you consider, or did you consider at the time, that 11 a relationship between a member of staff and 12 a vulnerable young person in their care was an abusive 13 relationship? 14 A. What I do recall is that the issue was that this child 15 had moved from Beechwood to Vivian Avenue and had 16 a picture of NO-F1 on her wall, and that doesn't 17 necessarily constitute an inappropriate relationship 18 and, as I say, there was a time at which there were 19 allegations and counterallegations. That's probably the 20 basis on which the decision was made. 21 It wasn't -- it would have been investigated. 22 I don't recall it subsequently being part of 23 the disciplinary investigation into NO-F1 which followed 24 this investigation. So I must assume that it was looked 25 at and not deemed to have substance.</p> <p style="text-align: center;">Page 123</p>	<p>1 Q. Ms Mackechnie, would you agree with me that, at the very 2 least, the boundaries have been blurred between a member 3 of staff and a resident at Beechwood, with that photo of 4 him being placed on the wall? 5 A. I find that very difficult because, you know, we want 6 our children in our children's homes to have 7 a professional relationship with the people that look 8 after them, because, you know, if there is no 9 relationship -- and I stress the "professional", and 10 I am very clear about that. Staff are never in 11 a personal relationship with the children. But we want 12 them to have -- if this child had a good relationship 13 with that member of staff and wanted a picture, then 14 that doesn't seem to be abusive. If it was more than 15 that, then, yes, and at this length of time, I don't 16 think I can determine that. 17 Q. Following the conclusion of Ms Cooper's investigation, 18 she says that she submitted her initial draft report to 19 you with a recommendation that Beechwood be closed. She 20 recalls in discussion with you that, though there was 21 some recognition that closing Beechwood may be 22 a positive move, it was "practically and politically 23 impossible", and that there were alternative courses of 24 action that could be pursued, and, therefore, that 25 recommendation was removed from her final report.</p> <p style="text-align: center;">Page 124</p>

1 You say in your statement that you don't recall
 2 Ms Cooper recommending the closure of Beechwood, but you
 3 don't question her account.
 4 **A. No.**
 5 Q. Did you apply any pressure on Ms Cooper regarding the
 6 removal of that recommendation, now that you have been
 7 given the opportunity to think about it?
 8 **A. I don't think -- I mean, she was, I think, given free**
 9 **rein to look at what she wanted in terms of her**
 10 **investigation, to speak to who she wanted, to look at**
 11 **what she needed to look at. Perhaps it was lack of**
 12 **clarity, but I don't think it was part of her remit in**
 13 **that sense to make recommendations, it was about an**
 14 **investigation into what was going on.**
 15 **Obviously, as a manager, these are challenging**
 16 **decisions, and there is no doubt the behaviour amongst**
 17 **the staff team was very concerning. But obviously, as**
 18 **a manager, you have got to balance the needs of**
 19 **the service and the needs of children, and I guess**
 20 **that -- you know, that would be what we did.**
 21 Q. The phrase that she recollects is "practically and
 22 politically impossible" for there to be closure. Should
 23 those listening to your evidence conclude that those
 24 considerations were put above the best interests of
 25 the children living at Beechwood at the time?

Page 125

1 have been perceived as far reaching, such as closure of
 2 the home?
 3 **A. Obviously, it would not be my decision alone, although**
 4 **I do absolutely accept that if I had given**
 5 **a recommendation, that would have taken a lot of weight.**
 6 **I think -- the challenge of finding placements for**
 7 **children was huge. I think at that time the numbers of**
 8 **children going up were -- you know, were a pressure,**
 9 **and, I think, thought that there were things that could**
 10 **be done to improve -- I think we reduced the number of**
 11 **children and, you know, the usual things that you would**
 12 **do when there was a children's home in difficulty.**
 13 **But there is no doubt that the behaviour of**
 14 **the staff was unprofessional and unacceptable.**
 15 Q. Do you think, looking back now, that, in the light of
 16 her recommendation, which we discussed was removed, that
 17 in fact Beechwood should have been closed at that point?
 18 **A. I have thought an awful lot about points at which it**
 19 **would have been perhaps -- you know, to close**
 20 **Woodborough Road, and in some ways, one of**
 21 **the difficulties -- the staff would have still been**
 22 **ours. There would not have been the grounds to dismiss**
 23 **them, and they wouldn't have been entitled to -- I have**
 24 **forgotten the word -- redundancy, so they would have**
 25 **remained our staff.**

Page 127

1 **A. One of the -- obviously there were several times when**
 2 **there have been difficulties and a challenging group of**
 3 **children and there's been difficulties at**
 4 **Woodborough Road. I mean, Ms Cooper even says that,**
 5 **having spoken to children and staff and external people,**
 6 **like the independent reviewing officers, that they**
 7 **commented positively on the quality of care and that,**
 8 **actually, the quality of relationships between staff and**
 9 **children was good. I think that probably would have**
 10 **played a big part in the decision.**
 11 **I can't quite understand the political bit. In**
 12 **terms of the practical bit, there is no doubt that**
 13 **closing a children's home with ten placements, when**
 14 **placements are extremely hard to find, would be**
 15 **difficult.**
 16 **So I think I would have taken quite a lot of heed of**
 17 **the fact that they were commenting that, in spite of**
 18 **the relationships between the staff, which were very**
 19 **concerning and unprofessional and unacceptable, that**
 20 **actually the children seemed to like it there, be happy**
 21 **there, and gave a good account of being there, and that**
 22 **would have, I think, played quite significantly in the**
 23 **decision making.**
 24 Q. To what extent, Ms Mackechnie, do you think that there
 25 was a reluctance on your part to take steps that might

Page 126

1 **Actually, when I look back -- again, with hindsight**
 2 **and in retrospect; I don't think I thought of this at**
 3 **the time -- actually, a number of children's homes had**
 4 **been closed over the years where there had been**
 5 **difficulties, and those staff had been employed at the**
 6 **other children's homes.**
 7 Q. May I interrupt you, Ms Mackechnie, before you go on?
 8 **A. Yes.**
 9 Q. I understand the concerns about staff. This is post the
 10 1989 Children Act. Wouldn't it also have been of
 11 greater significance that there were concerns about the
 12 care of the young people in the home rather than the
 13 issues of redundancy for the staff? Wouldn't that have
 14 trumped -- the care of the young people, wouldn't that
 15 have trumped concerns about what to do about
 16 redundancies?
 17 **A. Yes, and that was a retrospective thing. All I think**
 18 **I'm saying is, moving the problem doesn't necessarily**
 19 **solve it. Moving the children -- you know, a number of**
 20 **our children have had a lot of placements.**
 21 **Particularly, by the time a child comes into**
 22 **a residential children's home, they have very often had**
 23 **a lot of placements. It is a very difficult balance.**
 24 **I go back to the view that, actually, reports were**
 25 **that the quality of relationships between staff and**

Page 128

<p>1 children were good. I mean, perhaps that's difficult to 2 understand, but that was what the reports were saying. 3 That was true of Ms Cooper. She was -- you know, that 4 was even her report. 5 Maybe, in retrospect, I gave too much weight to 6 that, but I think that probably was significant in my 7 thinking. 8 Q. Ms Cooper also told the inquiry that she recalls being 9 very concerned about the behaviour and attitude of 10 a significant group of staff, and the oversexualised 11 environment. She felt at the time of the investigation 12 that there was "a high level of risk of sexual abuse of 13 residents by staff and other residents because of 14 the environment and culture generated by the staff 15 group". 16 At paragraph 90 of your statement on page 16, you 17 state that you don't recall having a discussion with 18 Ms Cooper regarding the high level of risk of sexual 19 abuse of children due to what were very poor boundaries 20 within the staff team, and then you go on to say that 21 you also "do not concur with her view that this 22 automatically means that children would not disclose 23 sexual abuse". 24 Just to be clear, in her statement, Ms Cooper says 25 that the atmosphere and culture "would have made it very</p> <p style="text-align: center;">Page 129</p>	<p>1 difficult for children to disclose". Do you agree with 2 that view, so that you have this staff that is 3 dysfunctional -- summarising what you find in her 4 report -- and you have children who are witnessing that 5 environment of staff being dysfunctional, and the 6 sexualised atmosphere. In those circumstances, how easy 7 would it be for a young person to disclose, in the event 8 of their being exploited? 9 A. It would certainly be a concern. I think I said that 10 I think there are a lot of barriers to children being 11 able to disclose. 12 Q. What action do you remember taking, if any, 13 Ms Mackechnie, to reduce that high risk of sexual abuse 14 of children which was identified by Ms Cooper in 2001? 15 A. My recall was that staff were using mobile phones, which 16 actually they shouldn't have had on duty anyway, to 17 exchange crude and rude texts and emails. So I would 18 have -- obviously, these would have been discussions 19 with the service manager, in terms of dealing with those 20 issues with the staff team and, you know, a lot of what 21 was -- occurred, I would have passed to the service 22 manager to deal with, and I'm not absolving myself of 23 responsibility, I absolutely was responsible, but in 24 terms of a day-to-day practical bit, the service 25 manager, but staff should not have been even having</p> <p style="text-align: center;">Page 130</p>
<p>1 their telephones while -- well, on duty, but not with 2 them, and certainly sending crude and rude texts was 3 completely unacceptable. 4 Q. Paragraph 71, please, of your statement. This is 5 a document that the inquiry looked at this morning. Can 6 we go to NCC000693, which is tab 13, please, 7 Ms Mackechnie, of your bundle. This was a memo to you 8 from Joanne Walker dated 20 March 2002. 9 She says in the first sentence there at the top: 10 "... the history and problems surrounding this home 11 are well documented." 12 Do you understand what she means by "the history and 13 problems surrounding this home"? 14 A. That would be the investigation by Ms Cooper. 15 Q. So that was the extent of what you understand? 16 A. Yes. 17 Q. She goes on to highlight various concerns about 18 Beechwood. Summarising those: use of shared bedrooms, 19 which meant that young people are faced with "no 20 personal space"; that staff/resident relationships were 21 affected, as evidenced by a huge amount of vandalism to 22 the fabric of the building. She speaks of "bullying and 23 intimidation" being rife and the unit being in constant 24 turmoil. This is all on page 1 there. Then we go to 25 page 2, please. She describes an incident at the top of</p> <p style="text-align: center;">Page 131</p>	<p>1 the page, in the first main paragraph, please, in which 2 a young man placed in a shared room was urinated on 3 whilst in bed, and she comments that sharing bedrooms 4 was a source of constant friction and a disaster in the 5 making, and she concludes, going back to the document, 6 please, in one sentence: 7 "I would go so far as to say this practice 8 constitutes institutional abuse." 9 You say in your statement, please, at paragraph 71 10 that you didn't consider the sharing of bedrooms to have 11 amounted to institutional abuse, and it was not outside 12 the regulations. 13 Ms Mackechnie, I am just going to mention -- we 14 don't need to have it up on screen -- there was a review 15 conducted, an annual review conducted, in 1999 which 16 recorded that two sharing a room was unacceptable to 17 registration and inspection. Were you aware of that? 18 If it helps you, and I should have done this, let's go 19 to CQC0000 -- 20 A. I am aware of that document. 21 Q. It is in tab 11. I will get it for myself like that. 22 So it is a community home annual review. It is carried 23 out by the City of Nottingham. The very last page: 24 "Outcome of requirements/recommendations from 25 1998/1999. Position at current annual review:</p> <p style="text-align: center;">Page 132</p>

<p>1 accommodate the maximum of two young people in any 2 bedroom with the aim of establishing single rooms as the 3 norm." 4 And in bold: 5 "This current position remains unacceptable to 6 registration and inspection unit, but it is not possible 7 to reduce the numbers in bedrooms with the current 8 occupancy and no extra space." 9 Two years later, you are being presented with a memo 10 that says that this is still going on. Do you agree 11 that sharing bedrooms, as at 2002, was not good 12 practice? 13 A. That was after 387 had been refurbished. I can't recall 14 the detail, but the inspection unit would have had 15 a look from before we re-opened. To my recall, there 16 were two shared bedrooms. I absolutely accept that 17 shared bedrooms for children who are living in 18 residential care, particularly sometimes with their 19 complex backgrounds and histories, is difficult, but 20 certainly when we opened -- and I don't recall, but 21 I would believe that the registration unit would have 22 been involved in us re-opening it and having a look 23 at -- you know, coming around to have a look and noting 24 that -- 25 Q. May I ask you my question again, please: do you agree</p> <p style="text-align: center;">Page 133</p>	<p>1 that, as at 2002, sharing bedrooms was not good practice 2 in a children's home? 3 A. Yes. 4 Q. Can we go back, please, to the 2002 memo. You say after 5 you received it that you visited Beechwood the next day, 6 and you say that you don't record -- 7 A. Sorry, which tab was that? 8 Q. This is tab 13. It is paragraph 71 of your statement, 9 if that assists you. Let's go back to your statement, 10 please. You say at paragraph 71: 11 "I visited 387 the next day. I do not recall that 12 this was raised with me." 13 That is, the issue of institutional abuse: 14 "To my recall, we did reduce the number of child 15 placements to 8, but I do not recall exactly when, but 16 note that this was in place by 23 April when I visited 17 again." 18 We heard in evidence this morning from 19 Michelle Foster, who worked at the time at Beechwood, 20 that whether or not the number of children who were 21 meant to be at Beechwood on the roll, the unit number, 22 whether or not it was reduced to eight, her experience 23 was that that was always exceeded and that there were 24 more children placed there than was registered. What's 25 your response to that account?</p> <p style="text-align: center;">Page 134</p>
<p>1 A. There were occasions when, in an emergency situation, we 2 may have had to place a child over numbers, but I don't 3 recall that that was a permanent situation, and once 4 we'd said we would reduce it to eight, we would have 5 done that. Occasionally, I seem to recall -- I don't 6 know whether it was at this point -- that, again, in an 7 emergency, if we wanted to go over numbers, we would 8 seek the permission of the Commission, whatever 9 manifestation it was in at that time, to go over 10 numbers. You know, sometimes you'd have a child that 11 you needed to accommodate in an office or at a police 12 station or somewhere, and eventually you would have to 13 find somewhere for that child to go, and occasionally 14 that would mean overnumbers. 15 We did subsequently have to seek the permission of 16 the Commission for that, and we would do that, but 17 I don't recall it permanently being in a state of 18 overnumbers. That's not the case. 19 Q. I want to turn next, please, to discuss the death of 20 a young person in 2002. Again, something that was 21 explored this morning in evidence with Michelle Foster. 22 We know from evidence already given to the inquiry 23 that this young person took her own life whilst at 24 Beechwood and that this led to the home being closed for 25 a period of time and then to significant coverage in the</p> <p style="text-align: center;">Page 135</p>	<p>1 press around the inquest in 2003. Could we turn up on 2 screen, please, INQ001679. This is in tab 20 of your 3 bundle. This is a newspaper article from the Nottingham 4 Evening Post, dated 18 April, following the inquest. It 5 quotes comments from Dr Mike Lindsay, senior 6 professional adviser to the National Care Standards 7 Commission, who had given evidence to the inquest. If 8 we go to the left-hand column, please, and towards the 9 bottom of the page, do you have where it states: 10 "The inspectors also had concerns about damage to 11 the property ..." 12 Do you have that?: 13 "... and its physical appearance, which were 14 rectified by the Council. 15 "Dr Lindsay said: 'I find it disappointing that the 16 council are sticking to their story ...!'" 17 Effectively, there was a dispute about whether or 18 not they had suggested the home be closed: 19 "... 'We definitely made an informal, but strong, 20 recommendation that the home should close. 21 "'After the special review of the Beechwood facility 22 in April 2002, colleagues indicated to me that they had 23 serious concerns about the home's inability to safeguard 24 the children in its care. 25 "'Most of the residents were not attending school</p> <p style="text-align: center;">Page 136</p>

1 regularly, there was bullying and assaults and nothing
 2 appeared to be being done to protect the
 3 [children] ...!"
 4 He says also in the same article that he had made
 5 that recommendation to close the home and it was
 6 withdrawn only after the council gave explicit
 7 assurances that things would be done to improve. Do you
 8 remember the April 2002 NCSC inspection?
 9 **A. I do.**
 10 Q. Do you recall the recommendation made by the Commission
 11 that the home ought to close in April 2002, but that
 12 they removed that because they were given explicit
 13 assurances that things would improve?
 14 **A. My recall is, it probably came via a telephone call, and**
 15 **I don't -- to me -- I don't know if that was the service**
 16 **manager or the manager of the home -- saying that, you**
 17 **know, there were these concerns and they gave us**
 18 **48 hours to make improvements. I think we did probably**
 19 **what any provider would have done then and would do now**
 20 **if they had that sort of information issued to them --**
 21 **"You've got 48 hours to make improvements" -- and**
 22 **I recall it was a lot to do with the physical appearance**
 23 **of the building, which had sustained a lot of damage,**
 24 **and we did do the repairs and we were just -- I think**
 25 **that was at the point that we said we'd reduce the**

Page 137

1 Ms Mackechnie?
 2 **A. This was the time at which we were having difficulty**
 3 **getting a manager. Andy Bosworth and NO-F1 had been**
 4 **suspended and there was disciplinary action. We**
 5 **couldn't fill permanently the manager's post.**
 6 **Obviously, a children's home without a substantive**
 7 **manager is more difficult to manage.**
 8 **As I say, we couldn't replace the manager full time**
 9 **because we were still in disciplinary proceedings**
 10 **following Ms Cooper's report because two of the staff**
 11 **were then subsequently subject to disciplinary action.**
 12 Q. Those listening -- sorry, have I interrupted you? Do
 13 you want to carry on?
 14 **A. No.**
 15 Q. Those listening to that answer, could they be forgiven
 16 for thinking that that was expediency rather than
 17 protection of children?
 18 **A. I mean, it is very salutary to be sitting here, when you**
 19 **have put a number of safeguards and checks and balances**
 20 **in, to find they were not as embedded as you'd hoped**
 21 **they would be and a framework for the delivery of**
 22 **children's residential care. So I can say it's salutary**
 23 **to be sitting here on this basis.**
 24 Q. As assistant director at the time with responsibility
 25 for children's homes, or a group of children's homes,

Page 139

1 **numbers to eight, which we did, and they came back and**
 2 **they were satisfied. That's my recall.**
 3 Q. Were you sufficiently satisfied that, post April 2002,
 4 the environment of the home had improved sufficiently?
 5 **A. We did the repairs. It was always a challenge to keep**
 6 **actually any children's home with the number of children**
 7 **that lived in it up to a good physical standard. It**
 8 **takes a lot of wear and tear, and sometimes children do**
 9 **do damage. But certainly at that point, you know, the**
 10 **repairs were done and the Commission were satisfied.**
 11 **That's my recall.**
 12 Q. Six months later, the Commission comes back and it
 13 orders the closure of the home. In those six months,
 14 had you carried out any inspections yourself of
 15 the home?
 16 **A. I don't recall.**
 17 Q. In their report in October 2002, the NCSC state that
 18 Beechwood had provided an inadequate quality of care,
 19 with evidence that the service over a period of time
 20 acted in breach of Children's Homes Regulations 2001 and
 21 failed to meet some of the most basic of the national
 22 minimum standards.
 23 What, in your view, had failed between April 2002
 24 and October 2002, such that the need to close the home
 25 resurfaced and it was carried out? What had failed,

Page 138

1 including Beechwood, is that something for which you now
 2 take responsibility?
 3 **A. I do. I have never absolved myself of responsibility.**
 4 MR SADD: I'm just going to pause a moment, Ms Mackechnie.
 5 Chair, would you at this stage want to rise to have
 6 a break, or are you content to break a little later?
 7 I have about another 25 minutes with Ms Mackechnie?
 8 What would you prefer?
 9 THE CHAIR: We will take a break just now, thank you,
 10 Mr Sadd, and return at 3.15 pm.
 11 (3.00 pm)
 12 (A short break)
 13 (3.16 pm)
 14 MR SADD: Chair, may I just briefly talk to my learned
 15 friend? Thank you, chair.
 16 Ms Mackechnie, we were looking at events
 17 in October 2002. We know that the NCSC report noted --
 18 that is, the October 2003 report -- as follows:
 19 "Not all significant events at 387 Woodborough Road
 20 were notified to the NCSC after April 2002. We
 21 understand that the lead inspector advised that
 22 'notifications had dried up' whilst an operations
 23 manager for Nottingham Social Services Department
 24 indicated that statutory notifications were not being
 25 forwarded to the NCSC 'due to the absence of

Page 140

1 a manager'."

2 I am asked to ask you, was the absence of a manager

3 an adequate explanation, in the circumstances, for there

4 being no notifications?

5 **A. There would have been -- I don't recall specifically,**

6 **but there would have been an acting manager or an**

7 **assistant manager, so, no, the notifications should**

8 **still have been sent.**

9 Q. It appears from the report that none were. It is

10 a justified criticism, in those circumstances; is that

11 right?

12 **A. Yes.**

13 Q. Again, in the same report, at paragraph 6.10 --

14 **A. Sorry, which tab are we on?**

15 Q. This is in the NCSC's report. If you bear with me,

16 I was just going to quote it to you, actually, without

17 you having to look at the report. Would you be happy

18 that I do that?

19 **A. Yes, that's fine.**

20 Q. Thank you. Paragraph 6.10 reads, when discussing the

21 events of the young person's death:

22 "In the opinion of this review, the local authority

23 failed to meet her needs in respect of the care it

24 provided to her at 387 Woodborough Road."

25 Is that a conclusion, Ms Mackechnie, that you would

Page 141

1 that there was a failure to meet this young person's

2 needs?

3 **A. This child tragically died, and in some ways there is no**

4 **other conclusion but that somehow we failed her.**

5 **Obviously, being placed at 387, I think the plan that**

6 **she should return home to her mother or father or we**

7 **would find a foster placement for her was**

8 **overoptimistic, resulting in her remaining there longer**

9 **than would have been desirable, and a better option**

10 **would have been to move her to a more settled, smaller**

11 **children's home. Now, clearly, that didn't happen.**

12 **I don't think that is solely the responsibility of 387.**

13 **You know, the department needs to take responsibility**

14 **for that.**

15 Q. By "the department", you mean yourself and your

16 colleagues?

17 **A. Yes.**

18 Q. In the review report as well -- again, we don't need to

19 go to it -- at paragraph 2.139, the Review Panel

20 questioned whether, "more could have been done at 387 to

21 create an environment where vulnerable young women and

22 men were not liable to be sexually exploited by each

23 other". What's your view about that conclusion?

24 **A. In a sense, I don't think I can argue with that. That's**

25 **a conclusion they reached.**

Page 143

1 accept?

2 **A. The Serious Case Review case that there were some**

3 **shortcomings, but I don't think it was as stark as that,**

4 **in terms of what the Serious Case Review concluded**

5 **regarding her time at 387.**

6 Q. So it is not something that you agree with?

7 **A. I think, from my recall, that what the Serious Case**

8 **Review said, there were other things that may have been**

9 **able to have been done while she was at 387, but I don't**

10 **think it said it completely -- that, in a sense, 387**

11 **completely failed her.**

12 Q. Paragraph 93 of your statement, please, page 16. You

13 deal with the Serious Case Review and at paragraph 94

14 you say:

15 "The Serious Case Review concluded that although

16 there were points in time where there were shortfalls in

17 interagency working and planning, no single action by

18 a person or agency could have prevented her death ..."

19 The issue that the SCR was addressing,

20 Ms Mackechnie, was whether or not this young person's

21 death would have been prevented. The question that

22 I was asking you in relation to the October NCSC report

23 was that there was a failure to meet the needs of

24 the young person. Might I ask the question again: do

25 you accept the conclusion arrived at in the NCSC report

Page 142

1 Q. But having reached that conclusion, Ms Mackechnie, do

2 you accept from me that this is something to which you

3 were alerted by Bronwen Cooper in her report? That is,

4 the high level of risk for residents at Beechwood at the

5 time that she carried out her investigation?

6 **A. Yes.**

7 Q. At paragraph 14, please, here you are discussing the

8 agreement that was reached between yourselves and the

9 police. When I say "yourselves", I mean the department,

10 in respect of the approach to missing children. When

11 was that agreement reached that you refer to at

12 paragraph 14?

13 **A. I don't recall.**

14 Q. So presumably, you wouldn't be able to answer the next

15 question, but I am going to have a go. You go on to say

16 at paragraph 14 that in the light of the way this

17 agreement was approached by staff, it was difficult for

18 residential workers who often erred on the side of

19 caution, which put additional pressure on the police in

20 relation to absconding children. Does that help you in

21 any way remember whether the agreement was being

22 followed in 2001 and 2002 as to the policy approach to

23 children who absconded?

24 **A. No, I can't -- I know that for staff -- because the**

25 **agreement was that if a child was just missing without**

Page 144

<p>1 permission, but it was known where they were, that 2 shouldn't be reported to police, and the staff found 3 that very difficult, understandably, because if a child 4 is missing, then they are vulnerable, and making that 5 judgment as to whether they are absent without 6 permission and knowing where they are is not necessarily 7 the same as feeling a child is okay, and I think staff 8 did struggle with that. But the police found that, 9 I think -- that obviously was a pressure on them.</p> <p>10 Q. The reason I ask these questions is because, when we go 11 back to the Review Panel's report, they say there were 12 occasions when the child, the young person whose death 13 we have been speaking of, was missing from the unit and 14 her whereabouts were unknown, when expected practice of 15 notification to, and follow-up by, the police was not 16 adhered to. Individual police officers attended 17 incidents without information about previous episodes.</p> <p>18 Similarly, in her witness statement to the inquiry, 19 and in her evidence today, in fact, Michelle Foster 20 states that one resident kept running off but staff 21 "wouldn't call the police and would never log it in her 22 records when she ran away". How should the panel, 23 Ms Mackechnie, reconcile these extracts with the account 24 that the protocol that we read at paragraph 14, 25 I imagine -- although I may be wrong about this -- was</p> <p style="text-align: center;">Page 145</p>	<p>1 in place at the time between the police and the local 2 authority?</p> <p>3 A. I can't answer that. If the child was vulnerable, ran 4 away and it wasn't known where she was, and depending on 5 her age, et cetera, et cetera, she should have been 6 reported missing.</p> <p>7 Q. Again, in the light of that answer, should the panel 8 conclude that this was unacceptable?</p> <p>9 A. Yes.</p> <p>10 Q. That she wasn't reported missing?</p> <p>11 A. Yes. Yes.</p> <p>12 Q. You will also be aware, Ms Mackechnie, because you have 13 responded to it, that the inquiry received a statement 14 from Michelle Foster, who worked at Beechwood and was 15 the key worker for the young person who died, and she 16 explains in that statement that, following the death of 17 the young person, Beechwood was temporarily closed down. 18 She was moved to Ranskill Gardens.</p> <p>19 She describes, at paragraph 63 of her statement how, 20 on the day before the start of the inquest into the 21 young person's death in 2003, you went to see her at 22 Ranskill Gardens and told her that "in the interests of 23 the children and (her) job, she shouldn't say anything 24 to the inquest about children having sex at the unit." 25 She goes on to say you said to her that if she</p> <p style="text-align: center;">Page 146</p>
<p>1 disclosed to the inquest the fact that children were 2 having sex and taking drugs, it would cost her her job.</p> <p>3 She also states that, after she had given the 4 evidence -- and we heard this evidence this morning, 5 Ms Mackechnie -- you told her not to go back to the 6 inquest to watch the rest.</p> <p>7 You have since provided a second statement 8 addressing these allegations, and you say as follows: 9 you say that they are completely untrue.</p> <p>10 Did you visit Michelle Foster before the inquest?</p> <p>11 A. I have no recall of visiting. I know that we had 12 a group meeting for the staff who were going to give 13 evidence to the inquest, but I deny that I told her she 14 would lose her job if she said anything to the inquest. 15 I absolutely deny that.</p> <p>16 MR SADD: So you say you had a group meeting with the staff.</p> <p>17 A. Yes.</p> <p>18 Q. That's a group meeting which you chaired or that you --</p> <p>19 A. I don't recall. I imagine that possibly the director 20 was there, and I imagine that people from the city 21 council legal team -- I don't remember, but I do know 22 that we had a meeting, a group meeting, with those that 23 were going to give information to the inquest.</p> <p>24 Q. Ms Mackechnie, is there anything that, thinking back on 25 it in relation to the meeting as you described it,</p> <p style="text-align: center;">Page 147</p>	<p>1 although it's strongly contested, you might have said 2 that would have given Ms Foster the impression that she 3 wasn't to talk about certain matters --</p> <p>4 A. No.</p> <p>5 Q. -- at the inquest?</p> <p>6 A. No.</p> <p>7 Q. She also gave an account this morning in evidence -- and 8 I think you have had the opportunity to read the 9 transcript -- that a letter was written to her by the 10 parents of the young person who died, but that this 11 letter wasn't given to her. She describes how the 12 letter arrived at the unit, and it was passed to the 13 unit manager, and the unit manager then passed it on to 14 you. Ms Foster said that she later discovered that the 15 letter had been written when she spoke to the first 16 member of staff. She said that she subsequently 17 received a photocopy of the letter. Do you remember 18 this letter being sent?</p> <p>19 A. I don't.</p> <p>20 Q. Do you have any comment to make on this account?</p> <p>21 A. I'm not sure how the manager would have known that 22 a letter to Michelle was from this child's parents, but 23 I do have no recall.</p> <p>24 Q. I want to go briefly to your view on barriers to 25 disclosure of abuse. A question I am asked to put to</p> <p style="text-align: center;">Page 148</p>

<p>1 you is: many core participants gave evidence to the 2 effect that, as children in care, they lived in 3 a culture where they were routinely disbelieved and 4 treated as "problem children", rather than as victims. 5 Having heard this evidence, do you consider that simply 6 being a child in care, in itself, acted as a barrier to 7 disclosure? 8 A. What we know about abusers is, they abuse their 9 colleagues and they abuse the whole system, and I do 10 realise how incredibly difficult it is for children in 11 care to say that they are being abused by the people who 12 are looking after them. They may have made allegations 13 before and they have not been believed, for all sorts of 14 reasons. 15 As I say, it's salutary. I had hoped that I put in 16 some checks and balances, the postcard system, the 17 whistleblowing policy, that, you know, children did have 18 postcards that were addressed directly to me that if 19 they had any concern, all they had to do was put their 20 name on it and where they lived and it came through to 21 me and then I would either -- sometimes investigate 22 myself or sometimes actually ask Ms Cooper or her 23 predecessor to go out and investigate what the concern 24 was for the child. But I do accept that it is 25 incredibly difficult for children to talk about it if</p> <p style="text-align: center;">Page 149</p>	<p>1 they are being abused. 2 Q. In the light of your answer, Ms Mackechnie, do you think 3 that this barrier was sufficiently acknowledged by the 4 city council over the years under discussion in your 5 statement? 6 A. Well, I can say I was aware that, you know, abusers 7 groom the whole organisation, and their colleagues, so 8 I certainly was aware of that. 9 Q. May I ask you the question again, please: do you think 10 that the city council was sufficiently aware that this 11 barrier existed with children in care in the homes that 12 you were managing? 13 A. It depends what you mean by "the city council". 14 Q. Well, yourself and your colleagues, senior management? 15 A. For example, I did bring the Faithfull Foundation in, 16 who has done a lot of work with abusers, and distributed 17 their stuff, and they had -- they put on sessions for 18 staff, I had them put on for other senior officers, for 19 elected members. So I did, in a sense, try to make the 20 city council, at every level, actually, aware of how 21 abusers groom not only the children but the 22 organisation. How much they took that on board, I don't 23 know, but I certainly made a lot of effort to ensure 24 that elected members, senior officers, staff -- and 25 that's, in a sense, what informed our recruitment and</p> <p style="text-align: center;">Page 150</p>
<p>1 selection practice. 2 Q. At paragraphs 102 and 103, you come on to deal with 3 a number of documents which were sent to you regarding 4 child-on-child abuse that was taking place within the 5 city area. Were you aware of serious problems regarding 6 harmful sexual behaviour between children in city homes, 7 such as Beechdale Road, in the 2000s? 8 A. I recall the one incident at Beechdale Road which was 9 extremely serious. If I recall, a group of children 10 went into the woods and there was sexual activity 11 between them. I don't recall other incidents being 12 brought to my attention. 13 Q. I'm asked, on behalf of a group of complainant core 14 participants, to put a series of questions to you in 15 relation to your answers about Bronwen Cooper and the 16 extent of the discretion that was afforded her. 17 You have referred a number of times to 18 Bronwen Cooper being given free rein to carry out her 19 report and, I think the phrase you used, "not being 20 curtailed" in anything that she did. 21 In so doing, you referred to what Bronwen Cooper 22 could have access to and look at, or who she could speak 23 to. In those circumstances, was she, in effect, given 24 free rein, in terms of the report that she then 25 produced?</p> <p style="text-align: center;">Page 151</p>	<p>1 A. Yes. I mean, I think if you read the report, it is 2 a report which, you know, raises some of very serious 3 concerns, but certainly there was no influence to 4 curtail her report. 5 Q. We have been over the issue of her recommending 6 closure -- 7 A. Mmm. 8 Q. -- you saying that it shouldn't be in her report, and 9 you gave some reasons as to why that should be. In her 10 evidence, Ms Cooper said she felt slight pressure -- 11 that was the phrase she used. That appears to have been 12 pressure that she felt from you. How would you have 13 exerted that pressure, Ms Mackechnie? 14 A. I don't recall saying that she should -- the home should 15 close, but I don't disregard her view on that. But in 16 terms of anything else, I don't recall any pressure in 17 terms of what she put in the report. If you read the 18 report, it is very, very salutary and it is very 19 explicit about the unacceptable and unprofessional 20 conduct amongst the staff. 21 Q. So you would disagree with her recollection of what she 22 did qualify as "slight pressure" brought to bear on her 23 by you? 24 A. I don't recall putting any pressure on her, in terms of 25 the content of the report.</p> <p style="text-align: center;">Page 152</p>

1 MR SADD: Ms Mackechnie, those are my questions to you.
 2 There follows a series of six questions that are going
 3 to be put to you by one of my learned friends who
 4 represents a group of core participants.
 5 Examination by MR SIMBLET
 6 MR SIMBLET: Yes, Ms Mackechnie, the context for this is, we
 7 represent L43, who gave evidence at the inquiry that in
 8 2002, when aged 11, he was seriously sexually assaulted
 9 by a bigger boy.
 10 It is the evidence that Ms Foster gave this morning
 11 about -- because she was working there in 2002, where
 12 she said that there was no risk assessment policy or
 13 plan that she was aware of in relation to mixing
 14 vulnerable children with those who had carried out sex
 15 offences or might do so, or any guidance or training.
 16 Is she right about that?
 17 **A. The mix of children was always a challenge. Sometimes**
 18 **we knew children's history and sometimes we didn't. So**
 19 **sometimes you'd place a child and then subsequently find**
 20 **out that there was something in their background that**
 21 **perhaps was -- you'd prefer they weren't together.**
 22 **Sorry, could you repeat the second part of your**
 23 **question?**
 24 Q. Was there guidance or training given to staff about the
 25 mixing of children?

Page 153

1 focus particularly on whether they were consenting or
 2 whether there was a degree of coercion; yes?
 3 **A. Well, that's the prism in which we would look at it.**
 4 **I think over time we learnt more about it, but that's**
 5 **the prism in which we would look at it. We would**
 6 **always -- you know, early sexual activity is not good**
 7 **for a child's emotional or physical well-being, so we**
 8 **would always try to prevent it.**
 9 Q. How would you reliably know whether there was a degree
 10 of consent or coercion involved?
 11 **A. Well, that would -- if there was -- if it was being**
 12 **assessed and looked into, then that would be part of**
 13 **the assessment. That would be part of the interview**
 14 **with children in terms of the assessment and make an**
 15 **assessment, even though it was undesirable, whether it**
 16 **was consenting or not.**
 17 Q. The response appears to be to move a child to
 18 a different home. Was that good practice?
 19 **A. Again, you would have to make a decision on the**
 20 **individual circumstances, but if there were children**
 21 **engaging in a sexual relationship and attempts to**
 22 **prevent it weren't working, then that would be one**
 23 **choice.**
 24 MR SIMBLET: I will leave it there. Thank you.
 25 THE CHAIR: Thank you, Mr Simblet.

Page 155

1 **A. I'm not quite sure I understand what you mean.**
 2 Q. I have asked the question.
 3 What about sexual relationships between children and
 4 how to manage those? Was there any training or policy
 5 about that?
 6 **A. Well, it would always be deemed to be unacceptable and**
 7 **undesirable. I think, you know, you have got a mixture**
 8 **of children in a children's home, and, you know, in**
 9 **a sense, we used to have sleep-in -- people that slept**
 10 **overnight, we had waking night staff. Obviously, we**
 11 **would discourage it. Any time staff were concerned that**
 12 **there might be a relationship between children or**
 13 **children were sexually active, they would do their best**
 14 **to prevent it.**
 15 Q. Was there a policy?
 16 **A. If we are talking about children engaged in sexual**
 17 **relationships, it's illegal. It's against the law.**
 18 Q. So was there a policy given to staff about it? That's
 19 the question.
 20 **A. Well, my -- I don't know that it is a policy. I think**
 21 **it is a clear expectation that it would not be**
 22 **desirable.**
 23 Q. In your paragraph 39, you say that you were more
 24 enlightened in recognising, understanding or dealing
 25 with sexual relationships between children, and you

Page 154

1 MR SADD: Chair, do you or your colleagues have any
 2 questions to ask?
 3 THE CHAIR: Ms Sharpling?
 4 Questions by THE PANEL
 5 MS SHARPLING: Thank you, Ms Mackechnie, if I could ask
 6 a couple of questions. Leaving aside for a moment
 7 whether Bronwen Cooper should or should not have made
 8 a recommendation, do you accept that the behaviour of
 9 staff that she described in that report could have given
 10 rise to some safeguarding concerns of the children under
 11 those staff's care?
 12 **A. When I look back, in virtually all the circumstances**
 13 **where there were difficulties, as I said earlier, the**
 14 **other message was that actually children were okay about**
 15 **their placements. And I think maybe, in retrospect,**
 16 **I put too much emphasis on that.**
 17 MS SHARPLING: Which leads me to my second question: as
 18 a senior manager, what information did you have on
 19 a regular basis to assist your strategic direction of
 20 the portfolio you had?
 21 **A. I would meet with the service managers in my four areas**
 22 **on a monthly basis for supervision, but I did have an**
 23 **open-door policy and they did phone me. But I would**
 24 **meet on usually a monthly basis with each of the service**
 25 **managers for supervision.**

Page 156

1 MS SHARPLING: Lastly, in relation to somebody who proffered
 2 a resignation, did the council have any policy on how
 3 complaints should be handled thereafter against the
 4 person who had resigned?
 5 **A. No. I mean, I think it was my decision that I said,**
 6 **"No, we are not allowing this person to resign without**
 7 **some sort of investigation". What I can't evidence and**
 8 **I can't remember is what that was. But certainly I had**
 9 **a very clear view, again, probably based on the**
 10 **information from the Faithfull Foundation, that we**
 11 **shouldn't allow that to happen, and so, on that basis,**
 12 **I said we couldn't accept a resignation, we would have**
 13 **to do an investigation. But, as I say, I can't evidence**
 14 **what the outcome was.**
 15 MS SHARPLING: I see. Thank you.
 16 THE CHAIR: Sir Malcolm?
 17 PROF SIR MALCOLM EVANS: Thank you, Ms Mackechnie. Just two
 18 questions, if I may. The first, returning to the issue
 19 of the meetings before the inquest, first, would it have
 20 been a standard practice in such circumstances to have
 21 a meeting of the nature that you have described?
 22 Secondly, in relation to that, could you just let us
 23 know what was discussed at that meeting?
 24 **A. This is the only inquest I have ever been involved in in**
 25 **my career, so I can't answer the first one of what would**

Page 157

1 **caused some of the factions, certainly at**
 2 **387 Woodborough Road.**
 3 PROF SIR MALCOLM EVANS: Thank you.
 4 THE CHAIR: Thank you. Mr Frank?
 5 MR FRANK: Just one detail, really: you mentioned the
 6 inquest is the only one you have attended.
 7 **A. Yes.**
 8 MR FRANK: Did you attend the inquest on the first day of
 9 the inquest, yourself?
 10 **A. To my recall, I went to all of the --**
 11 MR FRANK: To each day?
 12 **A. Yes.**
 13 MR FRANK: Did you speak with anyone who had given evidence
 14 after they finished their evidence?
 15 **A. I don't recall. I don't recall.**
 16 MR FRANK: Thank you. That's all I ask.
 17 THE CHAIR: Thank you, Ms Mackechnie. Just one question
 18 from me about the Greencroft report. You were present
 19 at the time of the Greencroft?
 20 **A. No.**
 21 THE CHAIR: You were not?
 22 **A. No.**
 23 THE CHAIR: Were you aware of the survey that had been
 24 carried out by Mr Fisher which we heard about this
 25 morning?

Page 159

1 **be usual. I can only say that obviously staff were very**
 2 **distressed and very anxious, and my recall of**
 3 **the meeting was about telling what the process was, what**
 4 **was likely to happen, who was likely to ask them what.**
 5 **That's my recall.**
 6 PROF SIR MALCOLM EVANS: Thanks very much. The second
 7 question, on a rather different topic, to return to what
 8 you said in the context of the discussion over
 9 Bronwen Cooper's report. I will confess I'm still not
 10 entirely clear what the implication of you commenting
 11 that the staff would remain, even if Beechwood were
 12 closed, actually was, and I wondered if you could help
 13 me by just elaborating on that a little further.
 14 **A. Well, there wouldn't have been the grounds to dismiss**
 15 **them and they wouldn't have been entitled to redundancy,**
 16 **so they would remain city council employees, and I think**
 17 **when I look back -- I'm not saying I knew this at the**
 18 **time, but when I look back, a number of children's homes**
 19 **had closed because there were difficulties in them, and**
 20 **those staff were recirculated. So some staff had been**
 21 **redeployed more than once, so, in a sense, rather than**
 22 **trying to manage the situation -- I'm not suggesting we**
 23 **did it -- it was perfect what we did, but in a sense,**
 24 **what you then did was these staff were spread out in all**
 25 **the children's homes. I think that's probably what**

Page 158

1 **A. No.**
 2 THE CHAIR: Not at any point?
 3 **A. No.**
 4 THE CHAIR: I see. Thank you. Thank you very much.
 5 MR SADD: Chair, that completes the evidence of this
 6 witness.
 7 (The witness withdrew)
 8 MR SADD: We have one more witness this afternoon. If you
 9 are happy to do so, and I certainly am, we can move
 10 directly on to that witness rather than taking a break.
 11 THE CHAIR: Yes.
 12 MR SADD: Chair, are you happy to stay where you are while
 13 that's happening?
 14 THE CHAIR: Yes.
 15 MR SADD: Chair, we are now going to hear evidence from
 16 Sue Gregory. Her witness statement is to be found at
 17 INQ001930.
 18 MS SUSAN GREGORY (sworn)
 19 Examination by MR SADD
 20 MR SADD: Good afternoon.
 21 **A. Good afternoon.**
 22 Q. How do you like to be referred to -- Ms or Miss or Mrs?
 23 **A. Ms will be fine.**
 24 Q. Thank you. You provided a statement to the inquiry,
 25 nine pages of that statement. Can we go to the last

Page 160

<p>1 page. We see some handwriting there, 27 July 2018. Do 2 you recognise that handwriting? 3 A. Yes. 4 Q. Is it yours? 5 A. Yes. 6 Q. At the time that you read through your statement and 7 signed it, were you satisfied that what's set out there 8 is the truth, as far as you remember? 9 A. Yes, I am satisfied. 10 Q. As I understand it, you have recently re-read your 11 statement? 12 A. Yes. 13 Q. Are there any corrections that you need to make or want 14 to make? 15 A. The one significant thing is the report that's also in 16 this bundle around the Sandown Road report, which, at 17 the time of writing my statement, I had no recollection 18 of that, because I think -- 19 Q. Indeed, the circumstances in which you received it are 20 very similar to the circumstances in which the inquiry 21 received it: it came to the inquiry very late in the 22 day. Hence it was after your statement had been 23 provided and after you had been given documents. Hence 24 why you have seen it very late in the day? 25 A. That's correct.</p> <p style="text-align: center;">Page 161</p>	<p>1 Q. We are going to come to it. 2 A. Okay. 3 Q. Thank you for alerting the panel to that. Your 4 statement, Ms Gregory, will be uploaded onto the inquiry 5 website. The panel have a copy of that statement, and 6 I am not going to take you through it line by line, but 7 I am going to go to particular topics, and I may ask you 8 to comment on documents which we will bring up on the 9 screen; all right? 10 A. (Witness nods). 11 Q. If I may, I am just going to summarise your position. 12 You have held multiple roles with the county and city 13 councils between 1981, when you qualified as a social 14 worker, and 2009. During that time, you have variously 15 been a social work team manager, a child protection 16 coordinator, a service manager for safeguarding, and an 17 assistant director children and families assessment. 18 Have I got that right? 19 A. That's correct. 20 Q. From 2009, you were self-employed, chairing and 21 authoring case reviews, amongst other roles, and since 22 2014, you have been involved in the response to 23 allegations of non-recent child abuse, or historical 24 child abuse, in Nottinghamshire on a self-employed 25 basis, working in the strategic management group. Is</p> <p style="text-align: center;">Page 162</p>
<p>1 that right? 2 A. Yes. 3 Q. Indeed, some of your statement covers that role. 4 Can we look straight away at this new document. 5 This is the Sandown Road evaluation report. This is 6 a document to be found, please, at NSC001502. It is at 7 tab 14 of your bundle. To the extent that you deal with 8 harmful sexual behaviour between children in your 9 statement prior to seeing this report, you say at 10 paragraph 5.1: 11 "I do remember that this was an area of work subject 12 to discussion, but can't recall being directly involved 13 in any specific cases." 14 We have the Sandown Road report up on screen and it 15 is entitled "an evaluation of Sandown Road". This was 16 a report in 1991. It was compiled by you as a senior 17 social worker and by Steve Benson, a senior professional 18 officer. You have had time to go through it. We can 19 see the introduction on page 1 of that report: 20 "Following discussions between Children's Division 21 and Ashfield area office, it was agreed that a joint 22 evaluation be undertaken of the functioning of ... 23 Sandown Road. [It] was felt necessary because of 24 serious and persistent concerns about the quality of 25 childcare offered by the unit."</p> <p style="text-align: center;">Page 163</p>	<p>1 Who would have asked you and Steve Benson to 2 undertake what's called an evaluation of Sandown Road? 3 A. I would have been, at that time, a senior social worker, 4 having just recently returned to work as a senior social 5 worker in the Ashfield area. I -- partly assuming, but 6 would recall that it would have been the area director, 7 which was the structure at the time, that each area in 8 Nottinghamshire had an area director and it would have 9 been the area director who would have asked me to do 10 that. 11 Q. It is called an evaluation of Sandown Road. Is that 12 a term of art that you use there? 13 A. Sorry? 14 Q. Is it an evaluation report or -- what's the status of an 15 evaluation? 16 A. I recall -- I'm not sure how that term or title was 17 decided upon, but I was asked to do that piece of work 18 jointly with somebody from County Hall in response to 19 the concerns that had been raised by practitioners. 20 Q. We can look at what those concerns were. If we go to 21 page 3 of the report, and the second main paragraph 22 there, please, where it starts, "Area staff". That 23 reads: 24 "Area staff were very concerned by the sense of 25 inevitability that any child admitted was subject to</p> <p style="text-align: center;">Page 164</p>

41 (Pages 161 to 164)

<p>1 sexual abuse or involved in inappropriate sexual 2 activities. In one 12-month period, every child 3 admitted was involved in sexual abuse incidents, whether 4 they had been previously abused or not. This does not 5 appear to have been a problem since April of this year." 6 Then you go on to say: 7 "This raises a number of questions to which we have 8 not found the answers ..." 9 And you list those: 10 "Lack of supervision/protection prior to April. 11 "How disclosures were obtained and dealt with. 12 "Are the incidents continuing but not being detected 13 because of lack of supervision/communications with the 14 young people?" 15 Then we also read at page 3 in paragraph 3, line 2: 16 "At the time of the high incidence of sexual abuse, 17 area staff were very concerned at how disclosures were 18 taken and dealt with. There was also concern that the 19 needs of the individual children in terms of counselling 20 and protection were forgotten ..." 21 You say: 22 "... that the issue was dealt with on a bureaucratic 23 level at County Hall." 24 I know in fairness to you, Ms Gregory, you say that 25 you have no memory of this report. But there we see</p> <p style="text-align: center;">Page 165</p>	<p>1 a phrase there which appears to carry some criticism, 2 where you say that the way the issue was dealt with in 3 relation to counselling and protection of children was 4 being dealt with on a bureaucratic level at County Hall. 5 Can you help the inquiry with what the panel should 6 understand by "on a bureaucratic level"?" 7 A. You're quite right in that my recollection is, as 8 I have -- I had no memory of this before reading it 9 again, but having read it, it has triggered some 10 memories. But I'm unable to give lots of detail on that 11 without integrity, because I think my integrity would be 12 that I would want to give accurate answers and not on 13 the basis of assumptions. 14 My reading of that is that we felt that procedures 15 were not being followed in terms -- and expectations 16 around the handling of disclosures, and that, in terms 17 of the requests for training or awareness, and also for 18 follow-up work for children, in terms of both 19 counselling as well as the protection issues, had not 20 been responded to. So I think we name a particular 21 person here who we believed those requests had been sent 22 to, and the evidence we found at the time of our piece 23 of work was that they hadn't been responded to. 24 Q. And that included requests for support and counselling 25 for the children?</p> <p style="text-align: center;">Page 166</p>
<p>1 A. I can only state with integrity what's in the report, 2 and that was our findings at the time. 3 Q. Looking at page 5, please, of the report, under the 4 heading "Sexual abuse", you write: 5 "A number of field workers had expressed concern at 6 the high levels of sexual abuse that had occurred within 7 Sandown Road between clients and the fact that the staff 8 had not been able to prevent this from occurring. It 9 was noted that disclosures of abuse were taken by staff 10 and this had led to concern at Ashfield area office who 11 wrote to the officer in charge asking that staff are 12 prevented from undertaking abuse disclosures for fear of 13 contaminating police evidence." 14 Are you able to help the inquiry with this: what was 15 meant by "preventing staff from undertaking abuse 16 disclosures for fear of contaminating police evidence"?" 17 A. That would have meant not -- it certainly wouldn't have 18 meant not listening to children if they were talking to 19 you, but not taking statements, not taking verbatim 20 statements about the abuse, because within the 21 procedures and the practice guidance, it would have been 22 that that should have been done after consultation with 23 police officers and that may have been done through 24 a joint investigation or a joint interview with police 25 officers.</p> <p style="text-align: center;">Page 167</p>	<p>1 Q. So that comment is directed specifically at not taking 2 statements? 3 A. Yes. 4 Q. But, as you qualify it, you also say that of course 5 social workers could take initial disclosure? 6 A. Yes. 7 Q. When you came to prepare your evaluation report, what do 8 you think had led to the high incidence of abuse at 9 Sandown? 10 A. My recollection is that it was a relatively short period 11 of time that we did this work in, and the methodology of 12 that is outlined in the report where we gathered the 13 information from. 14 I think, overwhelmingly, on reading this -- I'm 15 reminding myself of that work -- there's overwhelmingly 16 a lack of management and leadership within the home, and 17 a dysfunctional staff group I think would have been 18 a summary of the issues. 19 Q. Did that lack of management and leadership within the 20 home translate to lack of oversight of the home by line 21 managers? Because you talk about a 12-month period in 22 the report where every child in the home had been 23 sexually abused by other children in the home. So 24 that's -- one could say with some justification that's 25 a long period of time. Again, sorry, asking my question</p> <p style="text-align: center;">Page 168</p>

<p>1 to you, would it be fair to extrapolate failures within 2 the home of management to failures with oversight? 3 A. I think it's very hard to say otherwise, really, that 4 there clearly should be -- or was a system of oversight 5 of managers of children's homes, and in this case that 6 didn't appear to have any effect during those 12 months. 7 Q. The problems that are set out in your evaluation report 8 in relation to Sandown Road, were you aware of similar 9 problems in other residential homes in Nottinghamshire 10 at the time? 11 A. I hadn't had any dealings with any other homes at that 12 time. I'm not aware of any other homes that had the 13 extent of difficulties and issues that Sandown Road was 14 facing. 15 Q. At the time of conducting this evaluation report, were 16 you aware of the 1990 report into Greencroft Community 17 Home addressing concerns of harmful sexual behaviour 18 between children? 19 So the report, just to help you, looks at both the 20 micro and the macro issues: the micro issues being the 21 serious sexual abuse of female residents within 22 Greencroft over a period of some days; and the macro 23 issues looking at harmful sexual behaviour between 24 children generally in homes and how that was to be 25 addressed. That report came out in 1990. At the date</p> <p style="text-align: center;">Page 169</p>	<p>1 of your evaluation report, were you aware of it? 2 A. No, I wasn't aware of it. I think at that time, just to 3 give some explanation of that, as a senior social worker 4 in Ashfield, most of my experience was within the 5 Ashfield area and any experience of children's homes, 6 apart from doing an evaluation like this, was if I had 7 placed any child or had any child in care in 8 a children's home. 9 I can't recall being aware of the Greencroft report 10 or similar reports until involved in this work more 11 recently. 12 Q. Looking back, does it cause you to pause for thought 13 about information sharing amongst your colleagues in 14 other areas? So here we have a previous report in 1990. 15 Here you are putting together an evaluation report which 16 results in the home closing down. What was the extent 17 of information sharing between different areas dealing 18 with the same sorts of problems? 19 A. My recollection of processes in place that would have 20 done that is that the area directors who were 21 responsible for geographical areas met regularly, and 22 they would all have been line managed by the Director of 23 Social Services, as it was then. 24 Q. So should one conclude from that that the information 25 would have been filtered down?</p> <p style="text-align: center;">Page 170</p>
<p>1 A. I can only state that I wasn't aware of those reports in 2 my role as a senior social worker at that time. I'm 3 unable to say, because I didn't know, whether that 4 information had been shared at that level in the 5 organisation. 6 Q. As a consequence of your report, who was it provided to? 7 Who did it go to? 8 A. Again, it's trying to remember. It would have gone to 9 the area director, who asked me, and within -- I can't 10 recall names at that time, but whoever was responsible 11 for residential care at County Hall at that time, who 12 I believe Steve Benson would have reported to. 13 Q. Did you receive -- again, you may not remember, but if 14 you can, it would be very helpful -- any feedback on the 15 report? 16 A. I am aware that the home closed down after -- following 17 this report. I am not aware of the timescales -- or 18 I can't recall the timescales for that or what 19 happened -- 20 Q. Given your position -- 21 A. -- subsequently. 22 Q. -- sorry to interrupt you -- as a senior social worker, 23 would you have been aware of any steps by the council -- 24 or Social Services Department, I should say, to look 25 more generally at the prevalence of harmful sexual</p> <p style="text-align: center;">Page 171</p>	<p>1 behaviour between children in residential homes? Would 2 you have been alerted to that? 3 A. Possibly not, as I was a first line manager at that 4 point and had been particularly -- just asked to do this 5 specific piece of work. 6 Q. Given the fact that you have been given the opportunity 7 to reflect on this report, I recognise only recently, 8 and in the light of the findings of your report, and the 9 factual findings of your report, would this have been 10 something from your experience that ought to have called 11 for a more general review of what steps were in place in 12 homes to prevent harmful sexual behaviour between 13 children? 14 A. My professional opinion was that, yes, it should. I'm 15 aware that there was some work in the county that 16 started, but I'm not sure of how that related to the 17 timeframes around this piece of work. 18 Q. If we go, please, to the conclusion of your report. 19 I think it is page -- yes, thank you. Right at the end, 20 page 8 I think it is. 21 A. Yes. 22 Q. In fact, you conclude that the home should be closed as 23 soon as possible and its future reviewed. Was the 24 harmful sexual behaviour recorded between residents 25 a factor in making that recommendation, or was it more</p> <p style="text-align: center;">Page 172</p>

1 the staff response to that?

2 **A. I think, of course, the safety and well-being of**

3 **the children was at the heart of what we wanted to**

4 **achieve with this, and I personally would have, and**

5 **professionally would have, seen that as the priority.**

6 **I think the outcome, though, was that the issues around**

7 **the staff and the management of the home made it very**

8 **difficult to deal with those issues separately. I think**

9 **that they became the primacy, the prime issue, around**

10 **this establishment.**

11 Q. Do you remember, Ms Gregory, if any disciplinary action

12 resulted as a consequence of your report?

13 **A. I'm really sorry, I don't recall that, and I'm not sure**

14 **that I would have been told all of the details of that.**

15 Q. Reading that report, were the circumstances such that

16 disciplinary action, in your view, should have been

17 considered?

18 **A. Yes.**

19 Q. Can we now go to an entirely different topic, please.

20 This is in relation to an inspection of Beechwood, or

21 Woodborough Road, that you carried out in January 2006,

22 and this will be found at tab 15, please, of your

23 bundle. It is document NCC002170, page 34, please. Do

24 you have that there with you? This is a report of

25 a Beechwood inspection that you carried out

Page 173

1 **normally use in my vocabulary, but what I mean by that**

2 **is that it seemed very sparsely finished, very bare, not**

3 **a homely atmosphere, is what I would say, and, clearly,**

4 **as I've written here, that some furniture in the unit**

5 **which was these children's homes was broken, and visibly**

6 **broken.**

7 Q. You also say:

8 "The atmosphere of the unit and the

9 systems/processes gave an impression of disorganisation

10 at best."

11 **A. Yes.**

12 Q. Again, can you remember how you came to that view or

13 what caused you to come to that view?

14 **A. I think my recollection of that -- and my understanding**

15 **is it's illustrated elsewhere, and in number 11, where**

16 **there were a number of things that were labelled as**

17 **complaints or used on forms, and complaints were not in**

18 **files. Some of the procedures were not in the right**

19 **files. Things were hard on -- regulation 33**

20 **inspections, as they were called then, you would be**

21 **expected to look at the documentation and the logs that**

22 **were kept within the home, and clearly, as I have**

23 **written here, things were not easy to find or were not**

24 **filed in the right place.**

25 Q. Did you come to any conclusion? Although it is not set

Page 175

1 in January 2006. Again, I have to apologise that this

2 is a document you've only recently been shown. We can

3 see, box 2, the name of the visitor is you, and we can

4 see that the remit of the unit, as at 2006,

5 or January 2006, is a "short-term children's home". We

6 can see the number of staff that were on duty at the

7 time of your visit, and we can see that there were three

8 young people resident in the home at the time. Have

9 I got that right?

10 **A. Yes.**

11 Q. Can we go, please, to page 36. In the middle of that

12 page -- actually, it is box 13. It is towards the top.

13 Thank you. We read "Summarising comments on the visit":

14 "The unit is in a poor physical state. The living

15 areas can only be described as spartan ...

16 "The atmosphere of the unit and the

17 systems/processes gave an impression of disorganisation

18 at best."

19 It may be startlingly obvious to you what you have

20 written there, but can you, for the assistance of

21 the inquiry, elaborate a bit more on that, from what you

22 remember of your visit there?

23 **A. Okay. Again, it's difficult to recall precisely.**

24 Q. I understand.

25 **A. But it's -- the word "spartan" isn't a word that I would**

Page 174

1 out in the report itself, did you come to any conclusion

2 of what that environment would have been like for

3 children placed there?

4 **A. Certainly not homely and not comfortable, which is why**

5 **I believe I've used the language I did here, to ensure**

6 **that was brought to the attention of not only**

7 **Winston Davidson, who is mentioned here in the**

8 **distribution, who would have been the line manager of**

9 **the unit managers, but, to directors and more senior**

10 **managers.**

11 Q. Can we go next, then, to paragraphs 3.1 and 3.2 of your

12 statement. This is page 6, please. This is where you

13 discuss your role as consultant in relation to

14 historical child sexual abuse. You say at 3.1 you were

15 initially asked by Helen Blackman, director, to cover

16 the city council role in Operation Daybreak on an

17 interim basis. You then provided more time to the role

18 at the request of Alison Michalska. Then, as part of

19 that work, at paragraph 3.3, you say you attended

20 a regular meeting between the city and county risk and

21 insurance teams and solicitors from Browne Jacobson.

22 You describe your role as supporting "appropriate

23 information sharing to support the management of

24 the civil litigation claims". What does that involve?

25 **A. The meeting described here was a meeting that was**

Page 176

1 already established when I was asked to take on the role
 2 and continued for some time. What I mean by that is
 3 that, clearly, risk and insurance teams with their legal
 4 advisers and insurance companies were responsible for
 5 investigating and managing civil claims. Decisions
 6 around outcomes of those claims were decided by senior
 7 managers on the basis of the advice given.
 8 My role was not in any way part of investigating the
 9 claims or decision making, my role was trying to
 10 support, as I put in here, appropriate information
 11 sharing.
 12 For instance, to make sure that people who were
 13 managing or working within risk and insurance teams were
 14 aware of some of the difficulties. This wasn't like
 15 dealing with a claim of tripping over a pavement. This
 16 is -- and helping them understand some of
 17 the complexities around people making disclosures some
 18 years after the events. It was also making sure that we
 19 found or looked/searched for appropriate information to
 20 support those investigations.
 21 Q. Included in that list you have just described, you refer
 22 to the fact of the difficulty of people providing
 23 disclosure. So no doubt you are referring to the
 24 difficulty that adults would have in providing
 25 disclosure of what happened to them as children. Again,

Page 177

1 claim was investigated on the basis of the information
 2 given.
 3 Q. In responding to the Beechwood litigation, so there was
 4 a group litigation action, it's the inquiry's
 5 understanding that the councils defended the claims and
 6 I applied for the claims to be struck out. Were you
 7 aware of that?
 8 A. I'm not aware nor able to speak about the specific
 9 details about that. I was aware that there were -- some
 10 of the claims were defended, or the intent was to defend
 11 some of them.
 12 Q. Do you have any knowledge of who would have taken that
 13 decision to defend the claims and to apply to strike out
 14 the claims?
 15 A. My understanding of that would have been that that would
 16 have been on the advice of legal advisers and insurance.
 17 Q. Would you be consulted in any way in relation to those
 18 decisions?
 19 A. I wasn't part of those decisions. That wasn't my role.
 20 Q. I'm also asked to ask you, are you aware that many of
 21 the civil claims had been going on for some years?
 22 A. Yes, I was aware of that.
 23 Q. Are you aware that some are still outstanding?
 24 A. I'm aware that there are still civil claims being
 25 investigated and some are more recent than others.

Page 179

1 it may be obvious to you, but why did you consider that
 2 to be relevant to the information sharing that you were
 3 providing?
 4 A. I'm certainly not an expert in managing claims and
 5 insurance. But I do know there are some considerations
 6 about limitations and the amount of time between the
 7 incident and the claim, and I think it's really
 8 important that people understood the complexities and
 9 the challenges facing people who were making disclosures
 10 around incidents that had happened to them as children.
 11 MR SADD: When you did raise that -- I have just been
 12 reminded, quite rightly, chair, I didn't see what the
 13 time was. I wondered, with your permission, if we could
 14 sit until 4.30 pm? I am conscious that you did say
 15 yesterday --
 16 THE CHAIR: Yes. We need to finish at 4.30.
 17 MR SADD: Thank you. Forgive me for interrupting myself
 18 there.
 19 Your say at paragraph 3.3 that from your experience
 20 in these meetings, you say each case was dealt with on
 21 its own merits. By this, Ms Gregory, do you mean that
 22 there was no blanket policy on how to respond to the
 23 claims received, or that wasn't your impression?
 24 A. I certainly wasn't aware of any blanket policy or was
 25 given the impression of any blanket policy; that each

Page 178

1 Q. And some that are still being investigated, do you have
 2 any understanding of why that still might be the case?
 3 A. No, I'm not aware of those specific details.
 4 Q. At paragraph 4.5, please -- this is page 7 -- you
 5 explain a little more about how the information relating
 6 to civil claims is processed:
 7 "This includes making searches for relevant
 8 records", you say. You clarify that:
 9 "The police are informed of allegations resulting
 10 from civil litigation claims ..."
 11 In some cases, Ms Gregory, complainants say that
 12 there may be very limited records of their time in care.
 13 Is that an account that you are familiar with?
 14 A. It is. I think that with some of the -- the length of
 15 time involved and the numerous changes of not just local
 16 government reorganisation but changes in systems, it's
 17 been -- I am aware it's been very difficult to locate
 18 for some people.
 19 Q. Apart from the reason that you have given, that there
 20 are disparate sources, as I understand is what you want
 21 us to understand, that there are disparate sources for
 22 those records, what might be other reasons as to why
 23 records can't be found that you are aware of?
 24 A. My understanding is, and I believe this, that for some
 25 of them it's such a long period of time that there are

Page 180

<p>1 also changes in -- in the period of time we are talking 2 about, there are changes in regulations around the 3 storage and retention of records, and some old records 4 have been destroyed, and at that point would have been 5 within expectations and regulations. 6 Q. Is there a process or protocol that you are aware of 7 which ensures that all possible sources -- archives and 8 document providers -- are searched, so there's, as it 9 were, a document to which you can refer to ensure 10 a checklist of everything that could be looked for has 11 been and the sources have been checked? Is there 12 a process in place like that? 13 A. Through the work I've been involved with, there is an 14 information sharing protocol, and we have worked with 15 information governance teams in both county and city to 16 make sure appropriate searches are made. 17 Q. In your view, do you feel that that process is 18 sufficiently rigorous? 19 A. On the basis of what I've seen and the discussions 20 I have been involved in, I think that's a very rigorous 21 process and we have continued to search for information. 22 Q. Some of the complainant core participants have requested 23 that I ask whether, in your view, and from your 24 experience, in the course of the civil litigation 25 process, the councils disclose all information and</p> <p style="text-align: center;">Page 181</p>	<p>1 documents which may be relevant to their claims. Are 2 you aware of any different approach? 3 A. No, not at all. I have only seen and witnessed 4 extensive searches going on for information. I have no 5 indication that any information has been withheld. 6 Q. Could you help clarify one specific issue of detail? 7 This is again at paragraph 4.5. You say there: 8 "The details of civil claims are processed through 9 the city and county risk and insurance teams and are 10 sent to both where allegations relate to incidents 11 between 1974 and 1998 and where the home is located 12 within what is now the city council boundaries." 13 So that's the first sentence there. Is that "and" 14 a conjunctive? Should it be read as one whole there? 15 A. Yes. 16 Q. Can I put to you a series of different outcomes. So 17 would a claim relating to Skegby go to the county alone; 18 is that right? 19 A. Yes, in the main, unless there was some indication that 20 the city might hold some records that might be relevant 21 to that claim. 22 Q. A claim relating to Beechwood in, say, the 1980s, would 23 go to both city and county because Beechwood is located 24 within the city boundary? 25 A. Yes. That's correct.</p> <p style="text-align: center;">Page 182</p>
<p>1 Q. So with those answers, who, ultimately, is financially 2 liable for the 1980s Beechwood claims? 3 A. Nottinghamshire County. 4 Q. Nottinghamshire ...? 5 A. Nottinghamshire County. 6 Q. We have heard of some accounts in the inquiry of there 7 being data protection barriers placed to obtaining 8 documents in relation to one specific complainant, D6. 9 He gave an account to the inquiry of difficulties in 10 obtaining his records. Is that something that you would 11 be aware of? 12 A. My awareness relates to the earlier question around the 13 difficulty of finding information. If it was -- I'm 14 not -- I can't comment on the particular case. 15 Q. I understand that. 16 A. And also there would be issues when individuals are 17 requesting their own files and information around -- 18 some of those files might contain information around 19 other children in the family or other people that 20 need -- so there needs to be redaction before those 21 files can be shared. I think sometimes that can be 22 quite a challenge for people to understand. 23 Q. We go on then to deal with the strategic management 24 group implementation. This is at tab 7. There are the 25 terms of reference of the strategic management group:</p> <p style="text-align: center;">Page 183</p>	<p>1 ensuring resources for both sets of proceedings; there 2 is also therapeutic and support needs; and agreeing 3 a co-ordinated approach; establishing a communications 4 strategy. In your statement, there is a series of 5 strategic management group minutes between February 2015 6 and April 2016. You explain, at paragraph 2.1, that you 7 attended monthly meetings with the council, 8 Browne Jacobson, who were commissioned by the councils 9 to respond to civil claims, and the police to support 10 the criminal and civil investigations, and, as you have 11 explained to us, Ms Gregory, your responsibility was to 12 search for relevant information. 13 You say at 2.1 that there were concerns -- I hope 14 I get this right. Yes. This is two-thirds of the way 15 down, 2.1, page 5. Sorry to cut so rapidly between 16 documents. You say this: 17 "I am aware that there are some concerns about the 18 ability to share relevant information with the police in 19 respect of cases already within the jurisdiction of 20 the civil court." 21 Who raised these concerns, do you know? 22 A. My understanding was, they had earlier been raised 23 because those initial claims were already within the 24 jurisdiction of the civil courts and there had been some 25 direction from the civil court around them owning the</p> <p style="text-align: center;">Page 184</p>

1 information that was shared, and I know the police had
 2 raised some concerns and the SIO at that time had raised
 3 some concerns around our inability to share information,
 4 as we normally would within child protection and
 5 safeguarding investigations.
 6 Q. The SIO's concerns were, that might have hampered their
 7 investigation, not having that access?
 8 **A. I think that was our -- or my concerns and my**
 9 **colleagues' concerns, as well as the police.**
 10 Q. One question I am asked to invite your comment on,
 11 Ms Gregory, is that the information that you would be
 12 required to search for, was that information that was
 13 designed, in effect, to support a denial of liability?
 14 **A. No, not at all. It was -- I was -- our intent was to**
 15 **seek out as much information as we could to support the**
 16 **investigation into those claims and criminal**
 17 **investigations.**
 18 Q. Arising out of the same series of questions, I am asked
 19 to ask you, do you think it was appropriate, then, for
 20 solicitors who were instructed by the council to defend
 21 civil claims to be present at these meetings?
 22 **A. Can I just explain the purpose of those meetings?**
 23 Q. Yes, of course.
 24 **A. At the meetings where there were police and solicitors**
 25 **and both local authorities, the purpose of those**

Page 185

1 had contested the costs being claimed by the claimants'
 2 solicitors?
 3 **A. I was reporting what I had been informed. I can't**
 4 **comment on the -- I'm not able to comment on the details**
 5 **of that because I don't know.**
 6 Q. Finally, given the time that we have been allowed, is it
 7 your understanding that the court, during those four
 8 days of hearings, determined that the costs claimed were
 9 too high?
 10 **A. That was my understanding of what was reported to us.**
 11 MR SADD: Ms Gregory, sorry about that canter through.
 12 Thank you very much for your patience.
 13 The chair or members of the panel might have
 14 questions to ask you.
 15 THE CHAIR: Mr Frank?
 16 Questions by THE PANEL
 17 MR FRANK: Yes, please. If we could just look behind tab 6
 18 of the bundle that you have in front of you, we see what
 19 looks like a reporting structure of the strategic
 20 management group.
 21 **A. Yes.**
 22 MR FRANK: In the centre of that, we see the group itself
 23 and then the implementation group, where in the box
 24 below it gives your name. Is that right?
 25 **A. Yes.**

Page 187

1 meetings was to identify individuals, whether they were
 2 potential witnesses or alleged perpetrators, so that all
 3 of the information could be -- the information required
 4 could be identified and make sure that appropriate
 5 searches were done across all sources. There was never
 6 any discussion at those meetings about the
 7 investigations, either in terms of process or outcomes.
 8 Q. At the SMGs, would the police provide an update on
 9 ongoing criminal investigations?
 10 **A. At the SMGs, yes.**
 11 Q. They would?
 12 **A. Yes.**
 13 Q. Then, finally, in a strategic management group meeting
 14 on 21 April 2016 -- it is in the documentation; we don't
 15 need to look at it -- you gave a report on the
 16 settlement of civil claims. You advised that there had
 17 been four days of hearings related to the assessment of
 18 costs, and the costs requested by the claimants'
 19 solicitors had been significantly reduced by the court.
 20 From this report, should the inquiry understand that
 21 15 claims had been settled, as far as you remember?
 22 **A. As far as I remember, that's what I was reporting, and**
 23 **I was reporting that on behalf of the risk and insurance**
 24 **teams.**
 25 Q. Do you know whether the councils, I am asked to ask you,

Page 186

1 MR FRANK: So you have populated that with a name.
 2 **A. Yes.**
 3 MR FRANK: Then arrows pointing towards that, there is the
 4 "Civil proceedings" circle.
 5 **A. Yes.**
 6 MR FRANK: Can you help us, who was the person who reported
 7 into that box to you, as it were, on the civil
 8 proceedings.
 9 **A. There would have been -- on the implementation group is**
 10 **the team manager from both the city -- team managers**
 11 **from the city and the county who deal with the**
 12 **day-to-day issues.**
 13 MR FRANK: Yes.
 14 **A. And there was a senior manager from**
 15 **Nottinghamshire County and the SIO for**
 16 **Operation Equinox, were the core members. Feedback into**
 17 **those groups from civil proceedings would have been**
 18 **given by those operational staff.**
 19 MR FRANK: I'm not going to ask you to do it now, because
 20 you can't from the top of your head, but could you at
 21 some point let us know who those were?
 22 **A. Who the ...?**
 23 MR FRANK: Who were the persons reporting into the
 24 implementation group from the civil proceedings team, as
 25 it were.

Page 188

<p>1 A. Yes, I will.</p> <p>2 MR FRANK: Thank you very much.</p> <p>3 MR SADD: Chair, that completes the evidence from witnesses</p> <p>4 today.</p> <p>5 (The witness withdrew)</p> <p>6 MR SADD: I am asked to put on record the following fact,</p> <p>7 that lots of documents have been brought up on screen</p> <p>8 today. All of these documents will be published on the</p> <p>9 website in full.</p> <p>10 Finally, thank you for sitting later.</p> <p>11 THE CHAIR: Thank you, Mr Sadd. We will return tomorrow at</p> <p>12 10.00 am. Thank you.</p> <p>13 (4.30 pm)</p> <p>14 (The hearing was adjourned to</p> <p>15 Friday, 19 October 2018 at 10.00 am)</p> <p>16</p> <p>17</p> <p>18 INDEX</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 189</p>	<p>1 INDEX</p> <p>2 PAGE</p> <p>3 MS MICHELLE FOSTER (sworn)1</p> <p>4</p> <p>5 Examination by MR SADD1</p> <p>6</p> <p>7 Questions by THE PANEL57</p> <p>8</p> <p>9 MR DAVID FISHER (sworn)60</p> <p>10</p> <p>11 Examination by MR LIVINGSTON60</p> <p>12</p> <p>13 Questions by THE PANEL102</p> <p>14</p> <p>15 MS MARGARET MACKECHNIE (affirmed)103</p> <p>16</p> <p>17 Examination by MR SADD103</p> <p>18</p> <p>19 Examination by MR SIMBLET153</p> <p>20</p> <p>21 Questions by THE PANEL156</p> <p>22</p> <p>23 MS SUSAN GREGORY (sworn)160</p> <p>24</p> <p>25 Examination by MR SADD160</p> <p style="text-align: center;">Page 190</p>
<p>1</p> <p>2 Questions by THE PANEL187</p> <p>3</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 191</p>	

A				
A117 68:21 75:16 80:4	162:23,24 165:1,3 165:16 167:4,6,9 167:12,15,20 168:8 169:21 176:14	accused 73:24 achieve 11:11 173:4 achievement 11:10 acknowledge 86:6 acknowledged 79:24 82:2 150:3 ACPC 100:9 acquaintances 78:15 Act 128:10 acted 138:20 149:6 acting 19:25 50:17 141:6 action 18:6 20:10 20:12 34:19,20 39:25 46:8,9 77:13 89:21 124:24 130:12 139:4,11 142:17 173:11,16 179:4 active 44:23 154:13 activities 165:2 activity 44:14 45:2 151:10 155:6 acts 8:22 96:3 98:3 actual 69:12 ad 6:9 88:20 add 66:9 110:22 add-on 64:17 added 85:3 addiction 97:3 addictive 97:2 addition 67:13 additional 2:14 144:19 address 48:7 100:11 addressed 1:12 10:18 14:2 18:21 49:18 149:18 169:25 addressing 30:8 142:19 147:8 169:17 adequate 141:3	adequately 76:18 adhered 85:19 145:16 adjourned 189:14 adjournment 102:25 admission 15:11 admitted 71:7 75:24 76:1 164:25 165:3 adolescent 48:4 86:22 91:11,11 92:25 95:14,21 96:21 97:9,24 98:14,19 adolescents 45:24 66:17 adoption 106:9 adult 96:22 98:22 adults 177:24 advert 3:8 Adverts 8:21 advice 37:10 177:7 179:16 advise 106:18 advised 56:20 140:21 186:16 adviser 136:6 advisers 177:4 179:16 advising 109:7 advocates 50:18 aegis 74:3 affirmed 103:5 190:15 afford 26:3 afforded 110:19 151:16 afraid 92:3 103:20 110:5 afternoon 103:2,7 160:8,20,21 age 41:9,12 146:5 aged 41:20 153:8 agency 5:16,20 8:19 9:1,6,8,13,16	17:14,17 31:18 142:18 ages 41:16 aggressive 76:3 aggressor 71:24 ago 59:11 103:8 agree 11:14 16:18 57:12 65:19 70:22 82:4 118:20 124:1 130:1 133:10,25 142:6 agreed 6:20,22 7:25 113:11 163:21 agreeing 184:2 agreement 144:8 144:11,17,21,25 ahead 59:24 aim 11:23 20:8 113:1 133:2 aimed 20:6 aiming 96:15 alerted 84:2 144:3 172:2 alerting 162:3 Alison 176:18 allegation 45:7 74:25 77:4,24 123:4 allegations 38:5 46:25 50:10 56:15 62:19 63:17 68:7 75:25 79:22 80:19 82:13,15,16 83:12 84:21 107:1,16,19 107:20 109:14 121:8,15,19 123:19 147:8 149:12 162:23 180:9 182:10 alleged 75:20,24 78:20,25 79:12 85:21 112:15 186:2 alleges 56:5 allocated 25:3

<p>allotted 105:3</p> <p>allow 109:2 157:11</p> <p>allowed 16:11 71:14,16 118:8 187:6</p> <p>allowing 109:18,23 157:6</p> <p>alterations 103:13 103:15</p> <p>altering 41:15</p> <p>alternative 78:20 79:16 124:23</p> <p>altogether 5:1 105:23</p> <p>Amberdale 61:24 62:2,14,18 63:6 65:8 66:5 67:16 68:6,17 69:11,13 69:18 70:12 71:2 71:4,5,11,15 74:4 74:16,22,24 75:16 75:25 76:4 77:1 79:7 81:15 90:17 93:4,8 94:12</p> <p>ambiguity 16:4</p> <p>amendment 6:23 104:16</p> <p>amount 63:14 89:16 131:21 178:6</p> <p>amounted 132:11</p> <p>Andrew 56:23 117:14,15</p> <p>Andy 12:18,19 13:16 30:20,21 33:21 73:1 119:25 139:3</p> <p>anecdotally 88:18</p> <p>angry 4:13</p> <p>annual 132:15,22 132:25</p> <p>answer 23:6 54:9 80:9 119:18 139:15 144:14 146:3,7 150:2 157:25</p>	<p>answers 151:15 165:8 166:12 183:1</p> <p>anxiety 31:5</p> <p>anxious 158:2</p> <p>anybody 11:24 13:23 21:9 57:22 58:1 80:16 81:6 88:16 92:17</p> <p>anymore 4:11</p> <p>anyway 130:16</p> <p>apart 94:17 170:6 180:19</p> <p>apologies 103:17 106:16</p> <p>apologise 174:1</p> <p>apparent 34:24</p> <p>appear 165:5 169:6</p> <p>appearance 8:5 136:13 137:22</p> <p>appeared 85:5 137:2</p> <p>appears 6:17 85:14 141:9 152:11 155:17 166:1</p> <p>application 100:24</p> <p>applied 23:18 179:6</p> <p>apply 29:14 55:23 125:5 179:13</p> <p>applying 26:21</p> <p>appointed 120:12</p> <p>appreciate 74:23 87:11 89:4 95:15 100:9 101:3</p> <p>approach 32:19 54:24 111:17 113:2,3 114:12 118:23 144:10,22 182:2 184:3</p> <p>approached 51:20 52:20,21,24 54:20 144:17</p> <p>appropriate 68:13 83:17 84:24 99:13 119:15 176:22</p>	<p>177:10,19 181:16 185:19 186:4</p> <p>approved 61:5,23</p> <p>approximately 106:13</p> <p>April 134:16 136:4 136:22 137:8,11 138:3,23 140:20 165:5,10 184:6 186:14</p> <p>archives 181:7</p> <p>area 10:12 49:14 58:21 98:24 99:8 101:11 151:5 163:11,21 164:5,6 164:7,8,9,22,24 165:17 167:10 170:5,20 171:9</p> <p>areas 11:22 68:18 98:18 106:6,21,23 156:21 170:14,17 170:21 174:15</p> <p>argue 143:24</p> <p>arisen 106:20</p> <p>Arising 185:18</p> <p>arose 108:22 121:7</p> <p>arrangements 76:14,20 120:15</p> <p>arrived 17:13 24:7 59:11 142:25 148:12</p> <p>arriving 49:1</p> <p>arrows 188:3</p> <p>arse 47:15</p> <p>art 28:22 164:12</p> <p>article 55:8 136:3 137:4</p> <p>Ashfield 163:21 164:5 167:10 170:4,5</p> <p>aside 55:14 89:4 115:15 156:6</p> <p>asked 24:12 30:4,4 34:6 48:7 50:13 51:8,8,11,19 53:7 53:23 55:18 58:12</p>	<p>59:10 87:21 108:24 119:14 123:1,3 141:2 148:25 151:13 154:2 164:1,9,17 171:9 172:4 176:15 177:1 179:20 185:10,18 186:25 189:6</p> <p>asking 33:16 64:21 142:22 167:11 168:25</p> <p>aspects 64:25</p> <p>Aspin 86:17</p> <p>aspire 8:25</p> <p>assault 70:9 73:25 74:1 78:22</p> <p>assaulted 75:18 153:8</p> <p>assaults 70:24 137:1</p> <p>assessed 155:12</p> <p>assessment 11:14 16:18 57:12 153:12 155:13,14 155:15 162:17 186:17</p> <p>assessments 8:11 23:25</p> <p>assigned 21:18,20</p> <p>assignments 105:22</p> <p>assist 17:24 64:11 84:19 156:19</p> <p>assistance 174:20</p> <p>assistant 6:10 13:16 22:4 51:23 77:10,10 79:13,14 105:17 106:2,4 107:7 139:24 141:7 162:17</p> <p>assists 134:9</p> <p>assume 110:12 123:24</p> <p>assumed 47:16 75:3 89:22</p>	<p>assuming 164:5</p> <p>assumptions 166:13</p> <p>assurances 137:7 137:13</p> <p>atmosphere 47:2 47:10 129:25 130:6 174:16 175:3,8</p> <p>attached 104:15</p> <p>attacked 25:20</p> <p>attempt 80:23</p> <p>attempted 70:9</p> <p>attempts 93:2 155:21</p> <p>attend 92:7,20 159:8</p> <p>attended 77:9 145:16 159:6 176:19 184:7</p> <p>attending 136:25</p> <p>attention 65:3 94:7 94:20 106:24 151:12 176:6</p> <p>attitude 31:24 32:24 34:7,10,12 35:4 83:20 108:16 129:9</p> <p>attribute 51:6</p> <p>August 8:2 30:20 30:22 31:8</p> <p>authoring 162:21</p> <p>authorities 63:23 81:4 105:23 185:25</p> <p>authority 58:19,20 76:25 77:2 79:15 90:8 101:9 110:9 111:5 141:22 146:2</p> <p>authors 83:9 98:15</p> <p>automatically 76:8 129:22</p> <p>available 41:6 67:9 100:11</p> <p>Avenue 107:18</p>
---	---	--	---	---

123:15	26:20 27:1,6,7	14:22,23 15:11	behaving 66:6	bits 75:15
avoid 109:14	61:2 105:11,14	21:9 25:18 44:20	behaviour 22:21	black 99:2
aware 14:13 15:24	116:13 153:20	49:6 85:22 94:12	25:17 26:11,13,14	Blackman 176:15
25:21 27:18,19,19	backgrounds 28:10	104:19,21 131:18	36:18 38:20 46:14	blameworthy
38:4 43:3,7 61:13	35:7,11 133:19	132:3,10 133:7,11	47:7 66:18 71:6	109:10,19 110:24
66:5 73:3 81:24	bad 76:17,17	133:16,17 134:1	71:14,18 73:17,20	blanket 178:22,24
83:20 88:17 89:6	badly 40:11	beds 10:24	73:22 74:3 76:3	178:25
95:12 96:11	bail 112:18 114:6	bedtimes 29:13	76:17 81:17 97:2	blankets 49:6
118:14 132:17,20	119:13	Beechdale 151:7,8	98:20 99:9 116:22	blink 45:16
146:12 150:6,8,10	balance 82:15	Beechwood 2:10	119:8 121:22	blurred 124:2
150:20 151:5	125:18 128:23	3:6,10,20,21 4:15	125:16 127:13	board 150:22
153:13 159:23	balances 139:19	4:22 5:6,13 13:1	129:9 151:6 156:8	body 29:11,12
169:8,12,16 170:1	149:16	14:4,22 16:6,7,8	163:8 169:17,23	bold 133:4
170:2,9 171:1,16	Bamkin 67:15	16:22 17:14 18:7	172:1,12,24	book 29:1,3 54:13
171:17,23 172:15	bare 175:2	18:23 20:23 21:1	belief 109:16	books 38:12,14,23
177:14 178:24	barrier 100:25	22:18 23:18 24:5	believe 10:17 51:2	born 40:17
179:7,8,9,20,22	149:6 150:3,11	26:21 30:11 31:7	83:1 101:24	Bosworth 12:18,19
179:23,24 180:3	barriers 100:20	35:20 40:25 41:13	133:21 171:12	13:16 30:20,21
180:17,23 181:6	130:10 148:24	41:21,25 44:5,12	176:5 180:24	73:1 117:14,15
182:2 183:11	183:7	44:24 46:18 47:1	believed 82:19,21	118:20 119:25
184:17	based 157:9	48:2,8,9 49:20	82:23 149:13	139:3
awareness 61:25	basic 29:11 138:21	50:12 51:2 56:8,9	166:21	bottom 10:9 11:4
62:5,23 66:2,8	basically 4:12	56:11 57:1,5,9,21	benefit 69:19 75:14	15:6,7 18:18 20:3
98:21 166:17	11:22 18:1 22:23	65:14 90:23 106:9	83:8	42:15 53:24 68:11
183:12	26:12 72:8 78:7	107:12,12,17	Benson 163:17	80:1 104:23
awful 127:18	basis 27:13 109:9	111:3 112:24	164:1 171:12	117:22 136:9
	115:10 117:7	113:24 115:19	best 53:25 71:23	boundaries 8:21
B	121:11 122:1	116:8 117:1,10,17	93:13 98:5 116:22	120:23 124:2
b 48:14 56:10	123:20 139:23	118:15,22 120:6	125:24 154:13	129:19 182:12
back 4:20,24 7:6	156:19,22,24	123:15 124:3,19	174:18 175:10	boundary 182:24
14:25 20:13 27:12	157:11 162:25	124:21 125:2,25	better 15:20 35:5,7	box 6:20 7:24 11:3
27:17 29:24 32:9	166:13 176:17	127:17 131:18	35:7,7,8,9,11,13	29:22,25 30:1
42:8 44:9,11 49:8	177:7 179:1	134:5,19,21	75:7 113:9 143:9	174:3,12 187:23
56:20 61:13 68:5	181:19	135:24 136:21	Betty 18:21,22	188:7
74:18,20 75:2,3	bath 29:13	138:18 140:1	beyond 90:9	boxes 101:13
76:21 79:17 89:14	baths 29:15 70:10	144:4 146:14,17	big 29:1 66:13	boy 153:9
89:24 91:1,2	bear 141:15 152:22	158:11 173:20,25	99:25 126:10	boyfriend 45:22
96:11 101:15	becoming 27:14	179:3 182:22,23	bigger 153:9	boys 45:9 61:11
115:14 120:3	45:22	183:2	biological 40:12	95:24 96:15,16
121:16 127:15	bed 7:6,8 10:25	began 41:24 61:24	birth 40:21	111:9,18
128:1,24 132:5	16:2 41:6 70:2	64:14 70:2 92:8	bit 17:19 24:2	boys' 44:20,21
134:4,9 138:1,12	132:3	94:2 98:23	64:23 72:3,4 86:7	45:10
145:11 147:5,24	bedded 8:10	beginning 62:4	86:7 89:4 93:7,10	brain 40:17
156:12 158:17,18	bedroom 85:24	beginnings 48:6	94:15 99:18	brains 93:8
170:12	86:2 94:14 133:2	behalf 122:4	115:20 126:11,12	breach 138:20
background 3:5	bedrooms 14:17,21	151:13 186:23	130:24 174:21	break 15:18 60:3

140:6,6,9,12 160:10 breakdown 21:23 breakfast 29:15 breaking 25:19 breath 103:25 Brett 21:24 22:1 brief 19:15 briefly 72:15 75:13 88:5 102:9 107:9 107:11 140:14 148:24 bring 3:2 29:24 106:17 112:24 114:11 150:15 162:8 bringing 114:25 Bristol 61:23 broad 62:17 68:18 broadly 69:22 broken 10:3 38:21 103:17,24 175:5,6 Bronwen 46:24 120:6 144:3 151:15,18,21 156:7 158:9 brother 48:14 98:1 brought 20:20 45:8 69:23 151:12 152:22 176:6 189:7 Browne 176:21 184:8 buggery 75:25 77:4 77:6 79:22 97:18 98:1 build 11:8 building 10:1,3 20:2 86:12 116:12 116:13,14 131:22 137:23 buildings 11:22 49:4 bullet 42:16 43:24 bullied 49:21 51:13 bullying 15:6,17	50:10,11,14 131:22 137:1 bundle 5:25 7:17 13:25 18:15 42:10 55:10 60:13 74:12 95:18 103:23 109:11 114:15 131:7 136:3 161:16 163:7 173:23 187:18 bureaucratic 165:22 166:4,6 buying 48:18 bypass 65:24 bypassed 73:7 <hr/> C c 56:13 C&F 6:10 call 1:12 7:8 41:6 85:1 98:21 103:25 104:15 107:12 115:9,13,14,16,19 115:21,25 116:2,4 116:5 137:14 145:21 called 13:23 27:2 71:19 73:17 76:2 91:9 107:22 164:2 164:11 172:10 175:20 calling 18:23 26:14 60:7 Cameron-Blair 117:18 119:3 campaign 70:24 canter 187:11 capacity 115:21 care 3:21 4:8 16:10 22:22 28:4,5 30:15 41:5 42:5 42:25 43:2,15,22 44:1,5 45:22 58:21 61:6,12 84:22 88:9 89:2,7 96:5 98:3 100:21	116:14,21 123:12 126:7 128:12,14 133:18 136:6,24 138:18 139:22 141:23 149:2,6,11 150:11 156:11 170:7 171:11 180:12 cared 35:8 57:8 78:2 career 157:25 carer 18:9 51:10 carers 89:11 caring 111:20 112:5,7,10,10 114:11,19,19 115:2,3,4 carpet 61:17 68:9 carried 6:9 10:1 27:6,8 42:6 66:3 74:15 77:3 87:19 109:9 120:5 121:5 132:22 138:14,25 144:5 153:14 159:24 173:21,25 carry 26:25 81:8 139:13 151:18 166:1 carrying 91:17 carve 116:6 case 17:10 28:5 50:21 51:15 68:4 68:20 69:17 70:12 70:14 71:5,18 72:15,16 73:2,9 73:11,14,15,18 74:7 75:16 76:15 77:18 80:12 81:1 82:6 86:25 87:12 92:21 97:17 98:6 99:4 101:17 104:2 107:4,10 108:14 111:10 135:18 142:2,2,4,7,13,15 162:21 169:5 178:20 180:2	183:14 cases 35:16 67:1,7 80:22 81:24 99:1 101:18 107:8 163:13 180:11 184:19 cat 32:14 cause 170:12 caused 13:5 16:19 20:2 159:1 175:13 causer 13:23 causing 34:15 58:14 caution 144:19 cautioned 97:20 ceased 114:2 centre 61:6 114:16 114:18 187:22 centres 106:10 certain 15:17 21:20 21:21 62:3 87:22 105:5 112:23 148:3 certainly 61:14 65:7 68:2 82:17 83:4 89:18 90:15 91:19,23 103:16 110:15 130:9 131:2 133:20 138:9 150:8,23 152:3 157:8 159:1 160:9 167:17 176:4 178:4,24 certificate 3:15 61:6 62:12 cetera 146:5,5 chain 65:4,17,22 chair 1:3,5 53:9 55:21,25 57:17 58:10 59:19,23 60:1,5,6 73:2 102:9,15,17,21,23 103:2 104:13 140:5,9,14,15 155:25 156:1,3 157:16 159:4,17	159:21,23 160:2,4 160:5,11,12,14,15 178:12,16 187:13 187:15 189:3,11 chaired 147:18 chairing 162:20 challenge 127:6 138:5 153:17 183:22 challenges 178:9 challenging 38:20 115:1,2 116:20 125:15 126:2 chance 50:21 69:4 72:17 97:17 98:7 change 8:9,10 113:13,19,25 114:4,18,22 changed 6:24 39:22 63:6 66:4 90:14 115:8 changes 180:15,16 181:1,2 changing 8:9 41:14 113:1 charge 64:7,7 65:3 68:8 72:24 74:23 74:25 89:13 167:11 chased 91:2 checked 28:9,11,12 181:11 checklist 181:10 checks 26:20 27:1,6 27:7 28:14 139:19 149:16 child 2:14 3:20 8:11 16:5 20:1 38:1 40:22 47:5 56:7 69:8,24 71:4 71:7 73:11,20,24 75:22 76:25 77:1 77:6 82:19,21,23 83:2 85:24 88:24 90:12 94:19 99:5 99:6 106:22 107:2
--	--	--	---	--

107:18 108:10,21 121:12 123:14 124:12 128:21 134:14 135:2,10 135:13 143:3 144:25 145:3,7,12 146:3 149:6,24 153:19 155:17 162:15,23,24 164:25 165:2 168:22 170:7,7 176:14 185:4 child's 37:23 69:7,7 81:10 148:22 155:7 child-centred 114:12 child-on-child 93:1 151:4 childcare 83:17 113:3 163:25 children 3:14,22,23 5:14,15,18 6:10 6:14,15,18 7:4,5 7:22 11:20,22 14:19,21,21 16:19 16:21,22,23,24,25 17:1,3,7 18:9,10 21:4,21 22:20,22 22:23 24:24 25:4 25:11,17 26:6,9 26:15 28:2,5,7 29:14,14 30:10,12 30:14 32:6,18 33:14,20 35:6 36:17,18 40:19 41:19,20 44:3,5 44:15 45:23 46:15 46:19 47:4,16 48:9,16 49:7,22 50:15 52:7,8,12 53:5,10,14,16 54:6 56:9,11 57:8 58:14 61:7,12 63:22 66:6,15 67:2 68:17 72:11	72:12 76:6,6,7,11 76:17 78:10,14 81:3,16,17,18,25 82:4 83:19 84:11 84:21 87:13 88:6 88:7,8,10 89:2,9 89:16 93:20 94:9 94:12,23 95:7 98:4 99:10,18 100:21 101:1,14 108:1 111:4,22 112:2,14 114:2,7 115:5 116:11,13 116:15,21 119:3 119:12 124:6,11 125:19,25 126:3,5 126:9,20 127:7,8 127:11 128:10,19 128:20 129:1,19 129:22 130:1,4,10 130:14 133:17 134:20,24 136:24 137:3 138:6,8 139:17 144:10,20 144:23 146:23,24 147:1 149:2,4,10 149:17,25 150:11 150:21 151:6,9 153:14,17,25 154:3,8,12,13,16 154:25 155:14,20 156:10,14 162:17 163:8 165:19 166:3,18,25 167:18 168:23 169:18,24 172:1 172:13 173:3 176:3 177:25 178:10 183:19 children's 2:10 5:23 15:20 22:21 51:24 76:24 90:4 90:5 92:16 105:18 106:2,7 111:24,25 112:4,25 113:8 115:11,15,16	116:5 117:2,8 124:6 126:13 127:12 128:3,6,22 134:2 138:6,20 139:6,22,25,25 143:11 153:18 154:8 158:18,25 163:20 169:5 170:5,8 174:5 175:5 choice 31:11 51:10 155:23 cigarettes 119:4 circle 188:4 circumstances 29:10 30:25 31:4 40:18 77:22 130:6 141:3,10 151:23 155:20 156:12 157:20 161:19,20 173:15 city 3:9 51:25 63:11 103:20 105:16 111:3 120:17 121:1 122:9 132:23 147:20 150:4,10,13,20 151:5,6 158:16 162:12 176:16,20 181:15 182:9,12 182:20,23,24 188:10,11 civil 176:24 177:5 179:21,24 180:6 180:10 181:24 182:8 184:9,10,20 184:24,25 185:21 186:16 188:4,7,17 188:24 claim 177:15 178:7 179:1 182:17,21 182:22 claimants' 186:18 187:1 claimed 187:1,8 claiming 26:23	claims 176:24 177:5,6,9 178:4 178:23 179:5,6,10 179:13,14,21,24 180:6,10 182:1,8 183:2 184:9,23 185:16,21 186:16 186:21 clarify 66:16 180:8 182:6 clarity 125:12 class 48:14 Clayfields 63:7,7 clean 28:10 cleaning 18:2 clear 16:4 65:1 69:9 71:3,10 73:13 106:14 124:10 129:24 154:21 157:9 158:10 clearly 11:7 19:6 69:10 72:25 110:22 143:11 169:4 175:3,22 177:3 client 15:13 107:17 107:22 108:13,17 108:18 clients 108:8,8 167:7 close 46:1 127:19 136:20 137:5,11 138:24 152:15 closed 62:14,18,23 63:1 124:19 127:17 128:4 135:24 136:18 146:17 158:12,19 171:16 172:22 closely 76:12 100:2 119:8,15 closing 124:21 126:13 170:16 closure 125:2,22 127:1 138:13	152:6 co-ordinated 184:3 coaching 27:15 coercion 155:2,10 cohesive 11:8 42:24 43:14 collate 25:12 colleagues 28:15 34:3,10 45:17 46:2 48:23 49:23 61:16 62:2 66:8 136:22 143:16 149:9 150:7,14 156:1 170:13 colleagues' 34:24 185:9 collected 30:1 college 28:10 51:12 column 136:8 come 1:25 4:24 6:2 9:4 23:3 28:23 33:17 35:17 42:8 46:18 49:8 54:8 62:17,22 64:4,5 68:16,19 70:2 72:16 73:16,18 74:22 83:10 87:8 113:7 151:2 162:1 175:13,25 176:1 comes 4:10 27:13 100:16 103:23 128:21 138:12 comfortable 176:4 comfy 53:9 coming 2:4 14:25 17:3 23:22 31:17 37:20 43:23 44:9 44:24 48:14 55:15 93:23 113:9 115:13 118:14 133:23 commas 25:7 comment 3:1 9:5 24:20 108:24 119:12 148:20 162:8 168:1
---	--	---	---	---

183:14 185:10 187:4,4 commented 126:7 commenting 126:17 158:10 comments 9:20 11:4 47:14 132:3 136:5 174:13 Commission 42:5 135:8,16 136:7 137:10 138:10,12 commissioned 121:10 184:8 commit 98:3 commitments 38:3 115:25 committed 17:7 67:2 96:3 97:25 112:14,16 Committee 102:11 common 3:13 15:10 31:6 commonly 5:16 communications 184:3 community 4:2 41:17 62:6 87:20 88:1 89:5 90:17 90:20 91:3 93:20 96:7 132:22 169:16 community-based 97:23 companies 177:4 compared 95:3 competent 13:6 competing 100:10 compiled 163:16 complain 33:2 118:12 complainant 76:1 79:1,3,22 123:2 151:13 181:22 183:8 complainant's 76:23	complainants 101:19 180:11 complaint 31:20 118:9 complaints 70:17 157:3 175:17,17 complete 31:16 96:24 completed 46:25 74:19 completely 56:16 62:24 82:7,10 119:4 131:3 142:10,11 147:9 completes 59:23 160:5 189:3 complex 133:19 complexities 177:17 178:8 comprehensive 85:8 compromised 44:5 120:18 concentrate 94:3 concern 9:25 14:25 26:19 34:7 130:9 149:19,23 165:18 167:5,10 concerned 116:8 121:22 129:9 154:11 164:24 165:17 concerning 125:17 126:19 concerns 12:16 27:21 29:19 32:25 34:24 36:3,13,19 38:5 57:23 106:22 108:22 117:16 122:23 128:9,11 128:15 131:17 136:10,23 137:17 152:3 156:10 163:24 164:19,20 169:17 184:13,17 184:21 185:2,3,6	185:8,9 conclude 26:25 31:23 125:23 146:8 170:24 172:22 concluded 57:8 142:4,15 concludes 132:5 conclusion 11:3 32:1 83:10 102:18 124:17 141:25 142:25 143:4,23 143:25 144:1 172:18 175:25 176:1 conclusions 50:24 83:24 concur 129:21 conditions 63:4 111:9,19 112:18 114:6 119:14 conduct 42:1 76:2 117:16 152:20 conducted 7:19 51:17 132:15,15 conducting 19:1 169:15 conference 73:11 73:14,18 conferences 91:16 91:18,25 confess 158:9 confident 9:14,15 32:21 confirmed 13:9 conflict 38:22 44:7 45:25 conjunctive 182:14 conscious 89:6 178:14 consensual 45:19 45:21 46:6 47:17 consensus 47:21,24 48:1 consent 155:10 consenting 99:7	155:1,16 consequence 37:7 37:11 171:6 173:12 consider 12:1 77:13 89:1 121:16 123:10,10 132:10 149:5 178:1 considerable 78:3 considerations 125:24 178:5 considered 24:23 84:1 88:13 113:10 119:10 173:17 consisted 24:20 consistency 8:20 consistent 77:4,5 80:5 consists 80:20 constant 131:23 132:4 constantly 50:11,12 constitute 123:17 constitutes 16:17 132:8 consultant 93:7 176:13 consultation 167:22 consulted 179:17 contact 55:3,13,16 contacted 76:23 contain 183:18 contaminating 167:13,16 content 103:11 140:6 152:25 contested 148:1 187:1 context 42:3,4 75:19 153:6 158:8 contexts 66:19 continued 97:21 98:7 107:18 118:4 177:2 181:21 continuing 165:12	continuum 82:14 82:20 83:6 contractor 27:12 contrast 97:25 control 75:3 101:20 convened 77:14 conversation 42:2 104:13 convicted 67:16,19 conviction 67:3 cooking 18:2 Cooper 46:24 47:8 120:6,7,12,13,16 122:22 125:2,5 126:4 129:3,8,18 129:24 130:14 131:14 144:3 149:22 151:15,18 151:21 152:10 156:7 Cooper's 47:2 120:21 124:17 139:10 158:9 coordinator 162:16 Cope 65:14 coped 76:18 copy 2:18 31:1 60:21 162:5 core 58:18 105:7 149:1 151:13 153:4 181:22 188:16 coroner 51:19 52:24 53:23 58:13 coroner's 52:20 56:21 correct 3:18 20:19 104:22 105:25 161:25 162:19 182:25 corrected 2:15 correction 1:24 2:3 2:5,9 5:10 104:11 corrections 60:19 161:13 corroborative
--	---	--	---	---

79:25 80:6,11,15 cost 52:13 147:2 costs 186:18,18 187:1,8 council 3:9 19:3 26:25 51:25 105:16 111:3 120:17 121:2 136:14,16 137:6 147:21 150:4,10 150:13,20 157:2 158:16 171:23 176:16 182:12 184:7 185:20 Councillor 18:21 18:24 19:20 councillors 19:1 councils 162:13 179:5 181:25 184:8 186:25 counsel 105:8 counselling 165:19 166:3,19,24 counter 101:4 counter-on-coun... 121:20 counterallegations 121:9,20 123:19 county 63:10 162:12 164:18 165:23 166:4 171:11 172:15 176:20 181:15 182:9,17,23 183:3 183:5 188:11,15 couple 40:6 51:11 52:18 67:1 68:20 72:21 91:5 95:17 100:5 119:2 120:8 156:6 course 2:19 19:13 21:6 53:14 67:23 76:5 79:5 109:1 122:23 168:4 173:2 181:24 185:23	courses 124:23 court 101:21 111:5 111:9 184:20,25 186:19 187:7 courts 184:24 cover 12:15 92:17 176:15 coverage 135:25 covered 1:19 covers 163:3 CQC0000 132:19 CQSW 62:12 create 29:25 143:21 created 29:22 creating 15:12 criminal 23:22 28:10 121:12 184:10 185:16 186:9 crisis 13:3 criteria 28:6 criticised 85:25 92:11 criticism 63:23 141:10 166:1 cross-legged 53:9 crude 130:17 131:2 culture 111:11,15 111:20 113:1,24 129:14,25 149:3 cupboards 9:11 current 97:12 98:21 132:25 133:5,7 currently 6:14 8:4 100:10 curtail 152:4 curtailed 120:22 151:20 cut 55:20,22 184:15 cutting 95:7 <hr/> D <hr/> D 189:18 D6 183:8 damage 9:25 10:4	20:2 100:12 136:10 137:23 138:9 damaged 10:3,6 dangerous 34:5 dangers 16:19 Darbyshire 12:23 data 183:7 date 1:17 6:4 87:22 169:25 dated 18:15,20 30:20 117:15 131:8 136:4 dates 87:6,7 DAVID 60:9 190:9 Davidson 176:7 day 1:3 10:24 11:20 17:17 24:7,8,10 38:1 41:5 52:3 54:5 77:8 78:13 78:13 84:4 85:20 85:23 115:15 134:5,11 146:20 159:8,11 161:22 161:24 day-to-day 71:21 117:4,7 130:24 188:12 Daybreak 176:16 days 2:19 51:12 54:22 55:15 56:22 70:18 85:22 105:10 169:22 186:17 187:8 deal 5:18 28:18,20 44:16 45:1 84:20 87:1 105:11 107:10 117:9 120:4 130:22 142:13 151:2 163:7 173:8 183:23 188:11 dealing 26:11,12 50:10,11 53:16,18 73:11 96:19 130:19 154:24	170:17 177:15 dealings 169:11 deals 19:22 dealt 12:8,9 28:17 77:22 89:23 101:9 165:11,18,22 166:2,4 178:20 Dean 67:15 death 4:23 42:7 49:17 50:22 51:18 56:7 135:19 141:21 142:18,21 145:12 146:16,21 December 70:3 decided 51:10 63:15 78:19 86:1 164:17 177:6 deciding 78:25 decision 79:11 80:10,23 81:8 104:12 112:24 113:4,18 121:17 121:24 122:11,14 123:20 126:10,23 127:3 155:19 157:5 177:9 179:13 decisions 73:13 122:7,8,10 125:16 177:5 179:18,19 decorate 48:19 deemed 8:12 123:25 154:6 deep 103:25 defend 179:10,13 185:20 defended 179:5,10 definitely 38:13 91:21,24 136:19 definition 25:6 26:16 definitions 98:19 degree 3:8 26:23 155:2,9 delicate 28:23 delivered 59:5	delivery 139:21 demanding 30:25 31:4 demands 21:19 demeanour 53:3 denial 118:8 185:13 Denis 77:9 deny 56:15 118:12 147:13,15 department 11:11 20:5 79:20 80:18 90:3 108:19 109:21 140:23 143:13,15 144:9 171:24 department's 81:8 83:16 departmental 74:16 97:15 depend 115:20 depending 146:4 depends 41:5 66:20 66:23 150:13 depressing 10:2 deputy 61:25 62:8 describe 4:24 23:10 25:3 32:9,11 52:15 111:2 114:19 116:23 176:22 described 10:14 19:5,7 22:17 25:8 25:10 26:4 36:20 37:6 47:13 77:12 90:16 91:25 109:5 113:3 147:25 156:9 157:21 174:15 176:25 177:21 describes 122:22 131:25 146:19 148:11 description 14:20 designated 114:17 designed 63:21,22 63:23 185:13
--	---	--	---	--

desirable 143:9 154:22	41:17,18,18 42:4 65:13 70:18 77:1	directors 106:2,19 170:20 176:9	104:2 141:20 144:7	55:8 70:11 73:23 77:11 82:11 87:3
desire 68:9	90:14 94:10 96:22	disabilities 16:25	discussion 75:19	98:11 117:11,18
desk 37:19	155:18 158:7	disagree 7:13,14 152:21	98:13 106:17	117:21 131:5
desperately 40:11	170:17 173:19	disappear 45:15	113:6,7,10,11,12	132:5,20 163:4,6
despite 21:15 80:17 117:22 118:1	182:2,16	disappointing 136:15	120:2 122:11,13	173:23 174:2
destroyed 22:19 27:11 181:4	differentiate 99:9	disaster 132:4	124:20 129:17	181:8,9
destructive 95:8	difficult 30:25 31:4 67:25 72:13 78:4	disbelieved 149:3	150:4 158:8	documentation 68:22 108:4
detail 4:24 5:5 55:8 63:20 66:25 67:7	78:13,18 92:16,19	disciplinaries 107:6	163:12 186:6	175:21 186:14
107:20 120:7,10	93:15 97:4 114:5	disciplinary 19:24 42:22 104:2 107:8	discussions 112:4 114:10 130:18	documented 14:15 131:11
133:14 159:5	114:9 121:19	109:8,14 110:13	163:20 181:19	documents 3:1 20:16 69:24 70:23
166:10 182:6	124:5 126:15	110:14 123:23	disheartening 8:25 9:4,6 10:2	87:9 91:10 92:22
detailed 80:5 100:24	128:23 129:1	139:4,9,11 173:11	dismiss 127:22 158:14	93:21 95:16 151:3
details 19:21 96:13 110:11 173:14	130:1 133:19	173:16	dismissal 61:10 109:10	161:23 162:8
179:9 180:3 182:8 187:4	139:7 144:17	disciplining 114:7 129:22	dismissed 67:11,19 109:19 110:24	182:1 183:8
detected 165:12	145:3 149:10,25	disclose 129:22 130:1,7,11 181:25	disorder 76:2	184:16 189:7,8
determine 124:16	173:8 174:23	disclosed 52:11 70:1,4 75:16	disorganisation 174:17 175:9	doing 22:23 23:14 33:19,23 35:23
determined 54:17 111:9 187:8	180:17	147:1	disparate 180:20 180:21	92:9 114:6 151:21 170:6
devalued 10:15	difficulties 13:1 41:24 126:2,3	disclosing 47:13	disparity 6:17	dominated 111:22
develop 4:2 5:8 96:18	127:21 128:5	disclosure 26:8 50:20 75:18 76:22	displaying 26:13	door 10:6 27:12,17 33:16,18,19,24 53:6
developed 84:19 99:10 100:8	156:13 158:19	82:22 97:22 99:3	dispute 136:17	doors 9:11 86:2,8
devised 64:2	169:13 177:14	100:21,25 148:25	disregard 152:15	doorways 45:11
DFE000662 98:12	183:9	149:7 168:5	disruption 15:12	doubt 66:2 125:16 126:12 127:13 177:23
DFE000707 95:19	difficulty 4:25 69:6 127:12 139:2	177:23,25	disruptive 71:18 73:20 74:3	Dr 136:5,15
DFE000707_009 97:7	177:22,24 183:13	disclosures 67:24 165:11,17 166:16	distressed 158:2	draft 124:18
DHS 86:1	dilapidated 11:21	167:9,12,16	distressing 40:15	draw 32:1 94:6
DHS's 85:18	direct 27:25 33:10	177:17 178:9	distributed 150:16	drawn 65:3 94:20 106:23
diary 37:19 115:20 116:1	directed 28:14 119:21 168:1	discourage 154:11	distribution 6:18 176:8	dried 140:22
died 34:21 49:20 50:19 69:14 143:3	direction 156:19 184:25	discovered 97:19 148:14	district 45:14	driving 18:2
146:15 148:10	directly 12:8 27:18 56:3 149:18	discovers 98:2	divided 42:18 78:6	dropped 81:14
difference 22:19 46:3	160:10 163:12	discrete 117:9	Division 76:24 163:20	drug 23:23 48:17 48:23
different 11:22 15:19 29:10 31:12	106:4,13 107:3,7	discretion 151:16	divulged 58:5	drugs 23:23 48:8,9 48:12,15 49:1,10 52:12 53:11 54:18 56:11 147:2
	139:24 147:19	discuss 35:17 107:9 135:19 176:13	doctors 79:23	
	162:17 164:6,8,9	discussed 66:1 127:16 157:23	document 6:1,6 7:18 12:17 18:14 18:16 30:18 42:11	
	170:22 171:9	discussing 64:24		
	176:15			
	director's 106:24			

<p>due 52:3 62:19 129:19 140:25</p> <p>duty 6:12 7:8 58:21 71:22 110:10,18 130:16 131:1 174:6</p> <p>dwellers 32:11</p> <p>dynamics 15:18</p> <p>dysfunctional 130:3,5 168:17</p> <hr/> <p style="text-align: center;">E</p> <hr/> <p>E 189:18</p> <p>earlier 16:25 30:19 49:25 156:13 183:12 184:22</p> <p>earliest 84:16</p> <p>early 68:23 69:14 85:21 92:23 94:22 105:21 113:22 155:6</p> <p>easier 72:2,7 92:13</p> <p>easily 86:12 87:5</p> <p>easy 49:15 82:4 86:12 96:20 116:15 130:6 175:23</p> <p>eat 29:15 38:2</p> <p>edge 45:14</p> <p>education 3:16,25 11:21,23 35:8,13 36:10 90:20</p> <p>effect 49:12 149:2 151:23 169:6 185:13</p> <p>effective 96:18</p> <p>effectively 46:20 136:17</p> <p>effects 49:8</p> <p>effort 150:23</p> <p>efforts 31:21</p> <p>eight 2:16 5:14 6:16,25 7:1,5,5 20:13,21 36:2 134:22 135:4 138:1</p>	<p>eight-bedded 2:11</p> <p>eight-child 2:13</p> <p>either 33:3 67:19 73:6 96:1 100:18 104:8 149:21 186:7</p> <p>elaborate 174:21</p> <p>elaborating 158:13</p> <p>elected 150:19,24</p> <p>elides 31:8</p> <p>emails 130:17</p> <p>embedded 139:20</p> <p>embracing 83:18</p> <p>emerge 82:25 94:22</p> <p>emerged 71:19</p> <p>emergency 7:6,8 21:10 135:1,7</p> <p>emerging 97:1</p> <p>emotional 155:7</p> <p>emphasis 113:2 114:18 156:16</p> <p>employed 120:17 121:1 128:5</p> <p>employees 158:16</p> <p>empty 41:7</p> <p>enable 92:20 96:17 101:10</p> <p>encounter 54:2,10 55:14</p> <p>ended 62:14</p> <p>ends 79:18</p> <p>engage 66:17</p> <p>engaged 27:23 154:16</p> <p>engagement 30:8</p> <p>engaging 155:21</p> <p>enlightened 154:24</p> <p>enquiries 59:12</p> <p>ensure 46:19 64:12 150:23 176:5 181:9</p> <p>ensures 181:7</p> <p>ensuring 184:1</p> <p>entire 15:13</p> <p>entirely 42:4 56:15 78:12 158:10</p>	<p>173:19</p> <p>entirety 6:6</p> <p>entitled 98:13 110:12 127:23 158:15 163:15</p> <p>entries 39:11</p> <p>entry 8:6</p> <p>environment 11:9 12:2 45:25 49:10 112:7,10,10 129:11,14 130:5 138:4 143:21 176:2</p> <p>environments 25:23</p> <p>episode 49:17</p> <p>episodes 38:20 145:17</p> <p>equally 63:22 76:17</p> <p>Equinox 188:16</p> <p>equivalent 63:14</p> <p>era 122:6</p> <p>erratic 97:15</p> <p>erred 144:18</p> <p>especially 9:10,13 49:14</p> <p>essentially 64:20 65:8 78:5,25 80:24</p> <p>established 177:1</p> <p>establishing 133:2 184:3</p> <p>establishment 57:2 64:18 66:12 173:10</p> <p>et 146:5,5</p> <p>evaluation 163:5 163:15,22 164:2 164:11,14,15 168:7 169:7,15 170:1,6,15</p> <p>EVANS 157:17 158:6 159:3</p> <p>evening 10:25 17:19,20 37:25 136:4</p>	<p>event 39:1,18 54:23 130:7</p> <p>events 69:12 74:16 109:1 140:16,19 141:21 177:18</p> <p>eventually 40:5 59:14 135:12</p> <p>everybody 4:9 28:8 30:3 36:8 58:5 94:6,13</p> <p>evidence 2:4 3:3 19:6 20:15,18 21:13,17 36:16 47:19 49:25 51:19 51:25 52:3,20 53:3 54:20,21,25 55:2,6 56:6,14,21 59:23 60:8 64:1 65:14 68:12 77:3 77:5 79:25 80:6 80:11,16 88:19 100:16 102:2,19 116:25 120:16 121:4 125:23 134:18 135:21,22 136:7 138:19 145:19 147:4,4,13 148:7 149:1,5 152:10 153:7,10 157:7,13 159:13 159:14 160:5,15 166:22 167:13,16 189:3</p> <p>evidenced 131:21</p> <p>evinced 114:21</p> <p>exactly 56:19 71:7 109:4 134:15</p> <p>examination 1:10 60:10 77:3 103:6 153:5 160:19 190:5,11,17,19,25</p> <p>examine 80:19</p> <p>example 26:22 27:4 39:23 48:25 80:25 81:23 94:11 97:18 99:4,7 150:15</p>	<p>examples 28:1 32:16</p> <p>exceeded 134:23</p> <p>exchange 130:17</p> <p>exercise 87:19</p> <p>exerted 122:3 152:13</p> <p>exhibiting 73:20</p> <p>existed 150:11</p> <p>expand 32:8</p> <p>expect 75:8 76:13 102:16</p> <p>expectation 65:5,18 154:21</p> <p>expectations 65:2 166:15 181:5</p> <p>expected 36:1 38:10,11 64:19 73:3 75:10,11 82:9 145:14 175:21</p> <p>expediency 139:16</p> <p>experience 14:19 21:14 23:8,10,19 27:25 28:16,19 39:14 47:6 81:10 96:20 98:5 110:20 113:22 134:22 170:4,5 172:10 178:19 181:24</p> <p>experienced 13:1,6 57:1 112:21</p> <p>experimental 100:1</p> <p>experimentation 99:13</p> <p>expert 93:10,14,16 93:17 178:4</p> <p>explain 37:13 41:24 46:17 49:21 180:5 184:6 185:22</p> <p>explained 33:21 184:11</p> <p>explaining 10:22 42:4</p> <p>explains 146:16</p> <p>explanation 141:3</p>
--	---	--	--	--

170:3	facing 169:14 178:9	February 105:24	118:7,11,21 124:5	floor 22:6 23:4
explicit 137:6,12	fact 6:16 15:1	184:5	126:14 130:3	flow 64:14
152:19	33:11 52:16 72:14	feed 55:20,22 88:22	135:13 136:15	flyers 29:25
exploited 130:8	74:17 87:5 96:6	feedback 39:21	139:20 143:7	focus 155:1
143:22	96:10 100:6,25	171:14 188:16	153:19 175:23	focusing 68:19
explore 99:1	109:13 126:17	feel 30:14 35:14,15	finding 18:11 38:18	follow 27:21 71:6
explored 18:5	127:17 145:19	47:4 101:19	43:3,9,23 127:6	77:14
135:21	147:1 167:7 172:6	116:17 181:17	183:13	follow-up 145:15
exposed 96:1	172:22 177:22	feeling 4:12 10:15	findings 167:2	166:18
express 26:19	189:6	145:7	172:8,9	followed 39:14,16
57:22	factions 159:1	feelings 118:2	fine 1:14 141:19	42:6 90:2 108:25
expressed 72:18	factor 172:25	felt 3:22,23 4:4 9:8	160:23	123:23 144:22
167:5	factors 11:9 12:1	30:14 35:5 36:5	finish 178:16	166:15
expression 115:4	facts 75:13 76:21	63:20 65:21 93:11	finished 57:14	following 15:1 42:3
extended 4:11	77:11,13	112:7,20 113:18	159:14 175:2	61:9 75:25 76:22
extends 6:16	factual 172:9	120:18 129:11	fire 27:11,14	77:8,21 78:18
extensive 182:4	failed 42:24 43:13	152:10,12 163:23	first 1:6 2:8 3:4 6:7	80:23 89:20
extent 26:16 28:21	138:21,23,25	166:14	7:20,22 11:17	104:12 124:17
37:6 62:3 66:2	141:23 142:11	female 6:16 67:5	13:7 14:12 17:13	136:4 139:10
121:5 122:6	143:4	70:3 107:11 114:4	17:19 18:17 24:3	146:16 163:20
126:24 131:15	failure 43:1,21	169:21	24:7,8 28:25	171:16 189:6
151:16 163:7	142:23 143:1	females 70:15,18	35:23,25 36:22	follows 42:15
169:13 170:16	failures 169:1,2	fetters 121:4	38:6,24,25 54:25	140:18 147:8
external 42:14	fair 85:7 169:1	field 93:10 167:5	60:13 63:17 71:4	153:2
126:5	fairly 36:6 77:22	fight 38:21 59:3	76:18 83:1 85:13	force 17:15
extinguisher 27:14	90:3	figure 7:12 67:21	88:11 95:13,20	forced 22:1 70:4
extra 31:5 32:3	fairness 165:24	67:22	103:9,13,23 104:1	75:21 99:3
133:8	Faithfull 150:15	figures 88:5,12	105:11,17 119:22	forcing 72:21
extract 42:12,12	157:10	89:14,25 90:2	131:9 132:1	forefront 44:9
extracted 69:24	fall 26:15	file 37:23 39:6	148:15 157:18,19	forget 82:10 100:1
extracts 145:23	familiar 180:13	110:8,13,14,25	157:25 159:8	forgive 18:19 19:11
extrapolate 169:1	families 6:11 35:7	filed 175:24	172:3 182:13	31:2 55:22 109:23
extremely 71:18	162:17	files 175:18,19	Firstly 58:11 61:1	178:17
126:14 151:9	family 4:10,11,12	183:17,18,21	74:13	forgiven 139:15
eye 45:13,16	50:3 55:3,19	fill 37:14 139:5	Fisher 60:7,9,11,16	forgotten 82:8
	58:25 75:20 79:23	filtered 170:25	61:1 62:7 63:16	127:24 165:20
	106:10 183:19	final 73:19 100:19	67:8 68:16 69:19	form 15:16 39:1
F	far 2:1 5:4 11:15,15	124:25	70:22 71:9 73:19	118:7
F151 67:5	16:16 32:4 61:13	finally 104:23	74:12 84:5 86:20	formal 3:15 36:23
F158 67:5 68:8	108:21 113:19	186:13 187:6	87:15 95:13,18	36:24 93:5
72:25 75:1	127:1 132:7 161:8	189:10	98:24 102:5,9,17	formally 20:21
F37 104:3	186:21,22	financially 183:1	102:18 159:24	36:21
F47 109:5,13,18,23	father 143:6	find 51:11 54:1	190:9	formation 86:21
F81 67:4	fear 101:1,2 102:4	58:6 67:24 75:5	five 81:22	formed 122:24
fabric 10:1 131:22	167:12,16	79:16 90:13 93:15	fix 27:14 49:24	former 67:6,14
faced 131:19	fears 70:14	108:2 110:19	flippant 86:8	74:6
facility 136:21				

formerly 86:17	fresh 103:23	Gerald 67:3	21:2,2 22:8 26:2	84:18 87:7 89:1
forming 11:24	friction 132:4	getting 25:25 34:14	27:16 30:4,7,21	90:6 96:25 97:6
24:24 25:22	Friday 189:15	40:3 92:6 139:3	32:3,9 33:15,23	98:11 101:21
forms 175:17	friend 140:15	girl 58:25	36:14 38:2 42:10	102:1 103:2,22
formulating 13:5	friends 25:14 50:17	girl's 55:3 59:5	45:15 46:19 47:15	105:4,5 113:23
forward 97:9	153:3	girlfriend 45:22	49:6,6 51:11,12	114:25 120:4
forwarded 140:25	front 187:18	girls 45:10 114:3	56:20 57:22 58:2	125:14 127:8
foster 1:7,9,11,12	fuckaholic 47:15	girls' 44:20,22	58:4 59:12 60:23	132:5,13 133:10
1:13 18:8 40:12	full 42:12 45:24	45:10	65:22 66:25 74:10	140:4 141:16
51:10 56:4,13	60:22 89:15 96:24	give 2:4 16:10	75:14 85:6 86:15	144:15 147:12,23
59:20 89:7,11	139:8 189:9	22:22 26:21 36:16	90:3,7,9 98:12	153:2 160:15
96:5 134:19	full-time 8:18	41:9,23 51:16,19	101:19,21,21	162:1,6,7,11
135:21 143:7	functioned 5:6	52:3,20 53:3	103:15 104:1	179:21 182:4
145:19 146:14	functioning 163:22	54:25 55:11 60:7	105:4,5 106:3	188:19
147:10 148:2,14	funds 51:7	68:10 88:22 102:2	107:5 109:4,17	good 1:3,5,11 9:18
153:10 190:3	furniture 175:4	102:3 105:20	115:16 117:20	9:19 11:7,15 22:2
fostering 106:9	further 18:6 59:19	147:12,23 166:10	120:3,10 128:7,24	22:2,6,22 28:4,7
found 11:5 12:3	65:22,23 70:16	166:12 170:3	129:20 131:6,24	30:12 43:17,19
13:21 25:8 40:14	80:7 98:3 102:6	given 8:11 10:15	132:7,18 134:4,9	53:10 60:5,6
53:11 55:8 75:9	123:5 158:13	15:3 17:14 24:10	135:7,9,13 136:8	68:10 81:1 83:17
77:3 109:9,18	future 4:13 75:6,7	31:5,24 37:5	143:19 144:15,15	91:3 94:3 103:2,7
110:1,23 114:5,8	77:13 83:25	48:25 49:25 56:14	145:10 147:5	124:12 126:9,21
145:2,8 160:16	172:23	69:7 75:4 81:22	148:24 149:23	129:1 133:11
163:6 165:8		81:23 116:25	160:25 162:7	134:1 138:7 155:6
166:22 173:22	G	119:3 121:15	163:18 164:20	155:18 160:20,21
177:19 180:23	gained 61:6	125:7,8 127:4	165:6 171:7	gotten 27:9 59:10
Foundation 150:15	galloping 101:12	135:22 136:7	172:18 173:19	governance 181:15
157:10	Gardens 46:13,13	137:12 147:3	174:11 176:11	government 111:4
four 70:16 72:12,12	52:1 54:14 57:4	148:2,11 151:18	182:17,23 183:23	113:15 180:16
96:4 106:6,14,15	146:18,22	151:23 153:24	goes 16:9 31:15	grabbed 37:1
156:21 186:17	Gathercole 67:15	154:18 156:9	79:18 80:17 83:9	graduated 35:24
187:7	gathered 168:12	159:13 161:23	83:15,19 101:4,16	great 11:10 69:6
four-weekly 106:13	geared 24:23 25:22	171:20 172:6,6	131:17 146:25	87:1 116:13
fourth 15:2	25:24	177:7 178:25	going 2:21 3:2 4:20	greater 62:4 88:16
framework 139:21	gender 6:15,18	179:2 180:19	10:9 11:1 12:15	98:21 128:11
Fran 120:1	general 47:21,24	187:6 188:18	13:22 18:17 28:4	Greencroft 87:10
Frank 58:10,11,17	48:1 53:2 62:5,6	gives 187:24	28:7 31:6,10,10	91:6 93:18 102:10
58:23 59:2,4,14	63:18 67:8 172:11	giving 31:2 48:15	32:20 39:12 40:9	159:18,19 169:16
59:16,18 159:4,5	generally 27:4,6,7	48:20 51:25 56:21	44:8,14 52:25	169:22 170:9
159:8,11,13,16	38:18 39:13 44:4	go 1:15 2:12,23 3:2	54:1 55:7 57:23	Gregory 160:16,18
187:15,17,22	115:25 122:6	3:4 4:3,8,20 5:25	60:23,24 63:2	162:4 165:24
188:1,3,6,13,19	169:24 171:25	6:2 7:17,24 8:13	65:12 67:6 68:16	173:11 178:21
188:23 189:2	generated 129:14	9:20 10:8,24,25	68:19 69:19,22	180:11 184:11
free 125:8 151:18	geographical	12:9,17 13:2,25	74:7,9,10 75:13	185:11 187:11
151:24	170:21	14:12,18 16:16	75:14 76:21 79:7	190:23
frequent 5:20	geography 72:3	17:1 19:19 20:3	79:17 81:6,7	grew 66:4

grey 98:18,24 99:8	Hall 164:18 165:23 166:4 171:11	112:13,20	hid 55:4	126:13 127:2,12
groom 150:7,21	Halle 7:20,21 19:7	Hazel 7:20,21 19:7	hiding 54:1	128:12,22 131:10
ground 45:12 77:16 94:8	Halle's 9:20	head 12:9 40:20 73:1 82:6 188:20	Higgins 18:21	131:13 132:22
grounds 127:22 158:14	hampered 185:6	headed 30:9	Higgins' 18:22,24 19:20	134:2 135:24
group 10:16 15:13 15:19 42:23 43:8 43:13 86:22 87:2 87:8 90:5 91:8,9 91:11,12,14 95:21 95:24 96:9,15 97:24 100:4 116:20 126:2 129:10,15 139:25 147:12,16,18,22 151:9,13 153:4 162:25 168:17 179:4 183:24,25 184:5 186:13 187:20,22,23 188:9,24	hand 48:16,18 59:5	heading 167:4	high 5:17 67:21,22 68:3 90:11 95:1,9 95:11 129:12,18 130:13 144:4 165:16 167:6 168:8 187:9	136:18,20 137:5 137:11,16 138:4,6 138:13,15,24 139:6 143:6,11 152:14 154:8 155:18 168:16,20 168:20,22,23 169:2,17 170:8,16 171:16 172:22 173:7 174:5,8 175:22 182:11
groups 11:24 15:16 35:3 73:6 78:12 188:17	handling 26:8 166:16	Health 79:20 109:21	high-profile 95:1	home's 43:1 136:23
growing 66:15 99:19	handwriting 1:17 161:1,2	hear 54:21 55:1 77:10,12 103:2 160:15	higher 3:16 65:17 95:1	homely 116:12,19 175:3 176:4
grown 25:15	hang 94:13	heard 6:23 18:25 36:15 45:2 46:24 52:16 55:19 64:1 65:13 87:12 103:8 120:7 134:18 147:4 149:5 159:24 183:6	highlight 131:17	homes 5:23 15:20 22:21 61:4,9 62:6 87:20 88:1 89:5 90:5,14,17 91:3 92:16 93:20 111:24,25 112:4 112:25 115:11,15 115:16,22 116:5 117:2,5,8 124:6 128:3,6 138:20 139:25,25 150:11 151:6 158:18,25 169:5,9,11,12,24 170:5 172:1,12 175:5
guarded 84:1	happen 16:11 33:12,14 36:4 40:14 53:13 64:3 71:1,14,16 81:14 94:22 143:11 157:11 158:4	hearing 1:4 7:10,11 19:24 55:13 80:14 101:5 189:14	highly 31:21	hit 28:6 40:20 44:1
guess 64:6 125:19	happened 8:8 21:24 24:7 37:3 39:6 47:7 50:9 53:14,24 64:16 69:10,11,11 75:5 75:18 77:17 83:11 98:6 171:19 177:25 178:10	hearings 186:17 187:8	hijack 102:1	hoc 88:20
guidance 3:25 9:9 29:9,11,11 37:10 46:14 96:21,22 100:9 153:15,24 167:21	happens 37:21 50:5 50:6 97:17	heart 173:3	hijacked 101:3	hold 13:17,19 49:15 50:2 182:20
guidelines 45:5 84:19 89:23 97:16	happy 126:20 141:17 160:9,12	heed 126:16	hindsight 128:1	holes 10:4
guides 85:7	harassment 38:8 47:1	held 62:8 69:18 70:12 73:15 162:12	historical 162:23 176:14	holiday 92:10,12
guiding 83:18	hard 30:24 31:1,3 32:3 47:5 114:10 116:10 126:14 169:3 175:19	help 4:11,12 32:20 51:7,8,9,14,15 70:25 72:4,6 75:15 77:13 80:11 100:19 103:15 110:3,20 144:20 158:12 166:5 167:14 169:19 182:6 188:6	histories 133:19	Holloway-Vine 86:17 87:20 91:15 93:22
<hr/> H <hr/>	harmful 26:14 151:6 163:8 169:17,23 171:25 172:12,24	helpful 78:14 94:5 171:14	history 14:14 42:22 131:10,12 153:18	home 2:10 5:13 6:8 11:7,15 12:6,7 14:15,17 15:25 16:5 17:25 20:8 23:12 37:8 39:25 40:12,23 41:17 42:18 45:7,14 47:3 49:11 54:19 57:4 61:21 65:6 65:13 79:15 90:4 90:6,9,20 96:5,6,7 97:19 112:21 118:24 122:25
haemorrhage 40:17	harshness 112:12	helpfully 60:11 72:10	hit 28:6 40:20 44:1	honest 53:25
half 26:22 27:8		helping 177:16	hoc 88:20	honesty 53:25
		helps 18:6 87:16 132:18	hold 13:17,19 49:15 50:2 182:20	hope 13:18,19 84:7 184:13
			holdings 18:22,24 19:20	hoped 74:21 90:10 139:20 149:15
			highlight 131:17	horror 16:3
			highly 31:21	hostel 23:21
			hijack 102:1	hours 2:13 17:16 20:14 22:12 40:6 137:18,21
			hijacked 101:3	house 27:11
			hindsight 128:1	housemaster 61:10
			historical 162:23 176:14	
			histories 133:19	
			history 14:14 42:22 131:10,12 153:18	
			hit 28:6 40:20 44:1	
			hoc 88:20	
			hold 13:17,19 49:15 50:2 182:20	
			holes 10:4	
			holiday 92:10,12	
			Holloway-Vine 86:17 87:20 91:15 93:22	
			home 2:10 5:13 6:8 11:7,15 12:6,7 14:15,17 15:25 16:5 17:25 20:8 23:12 37:8 39:25 40:12,23 41:17 42:18 45:7,14 47:3 49:11 54:19 57:4 61:21 65:6 65:13 79:15 90:4 90:6,9,20 96:5,6,7 97:19 112:21 118:24 122:25	

HR 122:12	impose 115:3	incredibly 149:10	initially 4:16 59:9	insisted 10:25
huge 127:7 131:21	impossible 44:2	149:25	176:15	inspected 117:17
hushed 61:20	124:23 125:22	incremental 113:14	initiated 113:20	inspection 19:4
	impression 148:2	incrementally	121:21,25	118:5 132:17
	174:17 175:9	113:18	initiative 29:6	133:6,14 137:8
I	178:23,25	independence	87:25	173:20,25
idea 41:1 91:3 94:3	improve 127:10	120:11,18	INQ000195 117:13	inspections 138:14
identified 2:3,22	137:7,13	independent	INQ001679 136:2	175:20
6:8,18 21:15	improved 11:9 12:2	120:14 126:6	INQ001687 55:9	inspector 119:5
29:18 88:4,5,7	138:4	INDEX 190:1	INQ001804 60:15	140:21
130:14 186:4	improvements	indicated 136:22	INQ001930 160:17	Inspectorate 79:20
identifies 6:12,13	137:18,21	140:24	INQ002369 60:15	86:1
7:21	in-depth 121:25	indication 182:5,19	INQ002438 103:4	inspectors 117:11
identify 46:3 87:21	inability 136:23	indicative 57:2	INQ002673 1:7	119:10 136:10
114:15 186:1	185:3	indifference 35:1	INQ002764 86:20	instance 17:13,20
identifying 40:7	inadequate 138:18	individual 39:6	INQ002770 56:2	38:19,25 76:19
71:17	inappropriate 47:6	57:2 145:16	103:4	83:1 177:12
idiosyncratic 97:15	66:14,22 107:16	155:20 165:19	inquest 51:17 52:5	institution 94:11
ignore 100:12	108:22 122:25	individually 68:5	52:8,11 54:18,22	institutional 16:17
illegal 154:17	123:17 165:1	individuals 118:6	55:6,16 56:7,10	132:8,11 134:13
illustrated 175:15	inappropriately	183:16 186:1	56:14,21 58:13,24	institutions 94:10
imagine 107:4	66:7,11,12	inevitability 164:25	136:1,4,7 146:20	instructed 55:2
108:4 145:25	incidence 165:16	inevitable 44:13	146:24 147:1,6,10	185:20
147:19,20	168:8	influence 152:3	147:13,14,23	insurance 176:21
imbalance 99:20,21	incident 15:24	informal 136:19	148:5 157:19,24	177:3,4,13 178:5
immediate 65:16	34:20 65:2 83:25	information 9:12	159:6,8,9	179:16 182:9
77:2	88:15 131:25	29:24 30:1 37:20	inquiry 2:20 7:10	186:23
immediately 98:2	151:8 178:7	58:5 122:13	7:12 9:17 19:6	integral 81:10
106:18	incidents 37:20	137:20 145:17	26:14 31:23 47:25	integrity 166:11,11
imminence 19:23	65:9 70:21 71:10	147:23 156:18	56:2 60:12 67:10	167:1
impact 22:16 32:24	71:11 87:13 99:17	157:10 168:13	68:18,22 73:10	intent 179:10
49:10,12	145:17 151:11	170:13,17,24	74:15 75:5 80:22	185:14
implement 112:19	165:3,12 178:10	171:4 176:23	84:6 86:16,19,21	interact 72:11
implementation	182:10	177:10,19 178:2	87:9,10,11 88:4	interagency 142:17
183:24 187:23	include 35:2 50:10	179:1 180:5	95:16 103:9	intercepted 55:4
188:9,24	75:8 123:4	181:14,15,21,25	105:15 110:21	interest 48:5 86:22
implemented 64:3	included 68:24	182:4,5 183:13,17	114:16 120:6	87:2 91:9 92:1,24
implication 13:20	90:17,23 91:14	183:18 184:12,18	122:22 129:8	93:12
158:10	106:5,7 166:24	185:1,3,11,12,15	131:5 135:22	interested 3:19
implications 86:4	177:21	186:3,3	145:18 146:13	13:21 32:5,5
98:20	includes 180:7	informed 76:24	153:7 160:24	51:14 93:12
implicitly 46:20	including 3:21 61:5	150:25 180:9	161:20,21 162:4	interests 42:24
importance 78:22	65:2 66:3 67:2	187:3	166:5 167:14	43:14 52:7 125:24
important 69:17	118:10 140:1	initial 105:12	174:21 183:6,9	146:22
82:8 83:18 88:25	incompetence 22:3	124:18 168:5	186:20	interim 176:17
90:11 93:14	increased 84:6 86:6	184:23	inquiry's 179:4	internal 42:14
110:24 178:8				

87:16	44:10 177:20	Jacobson 176:21	94:17 145:20	125:20 127:8,11
interpolating 57:1	184:10 185:5,17	184:8	175:22	127:19 128:19
interrupt 12:5	186:7,9	Jane 77:9	key 21:21 22:2	129:3 130:20
28:13 33:5 71:9	invite 55:21,23	January 70:19,19	24:10 25:3 39:25	133:23 135:6,10
128:7 171:22	102:21 185:10	70:20 95:22	40:13 49:20 75:17	135:22 137:15,17
interrupted 139:12	invited 119:25	105:17 117:15	76:23 146:15	138:9 140:17
interrupting	involve 176:24	173:21 174:1,5	kick 58:13	143:13 144:24
178:17	involved 34:14 39:2	Jo 16:7	kicking 33:16	147:11,21 149:8
intervene 51:11	43:10 63:7 70:7	Joanne 14:3,4	kill 75:23	149:17 150:6,23
interview 27:16	87:12 92:13 93:22	131:8	killed 40:20	152:2 154:7,8,20
55:12 123:1	107:7 114:3 122:7	job 3:20 22:5 28:23	kind 29:23 73:11	155:6,9 157:23
155:13 167:24	122:8 133:22	30:15 32:5 46:21	112:3,17,20	165:24 171:3
interviewed 13:16	155:10 157:24	52:7,13 56:12	kitchens 25:19	178:5 184:21
80:4	162:22 163:12	63:13 65:11	knew 3:22 4:4	185:1 186:25
interviewing 13:17	165:1,3 170:10	146:23 147:2,14	40:21,21 53:17	187:5 188:21
13:20	180:15 181:13,20	jobs 27:9	61:19 64:12 88:15	knowing 145:6
interviews 13:11	involvement 79:18	joint 163:21 167:24	89:17 153:18	knowledge 33:11
81:20	113:24	167:24	158:17	43:20 48:22 58:2
intimidating 15:17	involving 68:21	jointly 164:18	knocked 53:6	93:3 96:18 98:22
intimidation 15:5	isolate 72:9	joints 48:21	know 1:23 4:5 7:20	179:12
131:23	isolated 88:15	jolly 69:16	12:14,23 18:4	knowledgeable
introduce 64:9	issue 20:6 28:14	Joni 117:18	20:10,12 24:1,2,2	58:20
introduced 64:6	48:8 49:24 66:25	judgment 145:5	25:13,24 28:18,22	known 4:10 48:9
introduction	68:4,17 89:7 92:5	Judy 86:17,17	29:4 32:6,17,18	61:7 65:5 83:14
163:19	92:18,25 93:14	87:20 91:21	39:12,20 41:3	106:8 119:18
inverted 25:7	94:25 95:1 117:9	Judy's 100:17	42:2 46:12 48:20	145:1 146:4
investigate 149:21	123:14 134:13	July 6:3 161:1	50:19 52:19,21,23	148:21
149:23	142:19 152:5	June 87:23	53:17 54:23 55:6	knows 28:8
investigated 123:21	157:18 165:22	jurisdiction 184:19	55:21 58:20 59:4	
179:1,25 180:1	166:2 173:9 182:6	184:24	62:3 63:6 65:20	L
investigating	issued 137:20	justice 23:22 106:9	66:17 69:3 71:16	L43 153:7
120:14 177:5,8	issues 4:20 5:7 9:10	111:7,17 112:6	72:11 73:14 74:20	labelled 175:16
investigation 2:20	10:18 12:15 15:5	113:2 118:2	76:21 77:15 79:9	lack 26:20 36:7
22:25 41:25 42:5	43:7 44:4 58:3	justification 168:24	79:15 81:1,16,17	39:25 51:6,7,7,7
81:2 105:8 109:8	63:3 99:17,23	justified 141:10	84:9,25 85:3 86:3	97:15 125:11
109:15,25 110:1,3	106:17 113:17,17		86:5 88:19 90:6,8	165:10,13 168:16
110:17 120:5,10	118:12,14 119:2,6	K	90:14,23 91:8,20	168:19,20
120:13 121:3,5,7	120:7 128:13	keen 92:24	92:5,22 93:13,21	lacking 95:15
121:10,12,18	130:20 166:19	keep 31:6,10,10	94:5 95:7 98:10	lads 119:6
122:1,23 123:23	168:18 169:13,20	138:5	99:23 100:17	lady 34:21
123:24 124:17	169:20,23 173:6,8	keeping 25:17,17	102:12 107:14	Lane 24:9
125:10,14 129:11	183:16 188:12	25:18,19 45:13	109:13 110:2	language 107:22,23
131:14 144:5	J	78:12 83:17	111:24 112:13,18	107:25 108:9,20
157:7,13 167:24	j 91:8	kept 8:8 31:11	114:10,13 115:2	176:5
185:7,16	Jacobs 67:3	37:22 40:22 41:14	116:20 117:6	large 81:24 82:4,5
investigations		41:14 44:8 54:12	119:24 124:5,8	87:4

largely 79:18 80:20 87:7	148:9,11,12,15,17 148:18,22	181:24	119:21 120:22 124:7 125:9,10,11	M
lasted 19:17	level 6:21,21,24 8:1 14:9,10 20:20	little 24:1 31:20 36:5 115:20 140:6	128:1 133:15,22 133:23 141:17	macho 115:4
Lastly 157:1	35:17,19 58:4 74:16 86:6 101:9	158:13 180:5	151:22 155:3,5 156:12 158:17,18	Mackechnie 6:9 7:11 14:3 18:20
late 67:17 68:23 69:25 92:23 113:22 161:21,24	129:12,18 144:4 150:20 165:23	live 3:25 37:21	163:4 164:20 171:24 175:21	19:9,22 51:22 52:17,25 54:3,20
laughed 30:3	166:4,6 171:4	lived 138:7 149:2 149:20	186:15 187:17	55:15 56:1 59:9 103:3,5,7 105:3
law 154:17	levels 20:17 21:16 57:11 167:6	living 45:25 66:21 125:25 133:17 174:14	looked 18:13 21:16 28:2 81:23 108:25	109:22 111:13 121:7 124:1
lead 21:21 45:25 140:21	liability 185:13	Livingston 60:5,6,7 60:10,11 102:5,18	110:5,25 123:24 131:5 155:12	126:24 128:7 130:13 131:7
leader 8:23 39:4	liable 143:22 183:2	102:21 190:11	181:10	132:13 139:1 140:4,7,16 141:25
leaders 8:20	liar 56:19	lobbied 122:18	looked/searched 177:19	142:20 144:1 145:23 146:12
leadership 168:16 168:19	lie 28:8	local 58:20 76:25 77:2 81:4,6	looking 6:6 9:9 22:20 23:17 35:6	147:5,24 150:2 152:13 153:1,6
leads 156:17	life 11:23 25:15 53:15 91:22	105:23 110:9 111:4,5 113:15	70:23 77:21 80:13 81:8,11 85:12,18	156:5 157:17 159:17 190:15
leaflets 29:24	135:23	141:22 146:1 180:15 185:25	91:5 99:19 105:13 114:13 121:16	Mackechnie's 54:16
learn 96:16	lifted 104:5 108:12	locate 180:17	127:15 140:16 149:12 167:3	macro 169:20,22
learned 23:25 140:14 153:3	light 45:14 119:19 127:15 144:16	located 182:11,23	169:23 170:12	madam 57:24 58:4
learning 16:25	146:7 150:2 172:8	locked 85:20,22,23 85:25	looks 169:19 187:19	main 42:2 62:18 132:1 164:21
learnt 155:4	liked 111:21 112:8	locking 9:11,11	187:19	182:19
leave 86:8 155:24	limitations 178:6	locks 10:3,6	lose 56:12 147:14	maintain 78:4,19
leaves 48:19	limited 180:12	log 145:21	losing 101:20	maintained 117:1
Leaving 156:6	Lindsay 136:5,15	logbook 37:14,16 37:17,19,22 38:24	lost 81:18 100:18	majority 30:11 47:20
led 21:23 86:21 135:24 167:10 168:8	line 2:8,15,21,21 9:24 13:8 24:3,21	54:13	lot 20:2 25:15,16 32:17 37:3 43:16	making 27:9 49:5 126:23 132:5
left 4:12 10:14 11:1 11:18 19:25 29:6 82:1 86:2 97:19	28:25 49:24 60:24 65:24 105:4,5	logbooks 38:12,14 38:23 39:17	47:10 68:11 80:22 82:8 90:15 92:3	145:4 172:25 177:9,17,18 178:9
left-hand 136:8	114:11 122:12 162:6,6 165:15	logged 40:22	95:16 96:22 101:14,25 113:16	180:7
legal 147:21 177:3 179:16	168:20 170:22 172:3 176:8	logs 175:21	113:17 116:15 126:16 127:5,18	Malcolm 157:16,17 158:6 159:3
legislation 115:8	lines 15:7 111:10	long 22:9 28:9 44:8 78:9,16 87:6 95:6	128:20,23 130:10 130:20 137:22,23	male 27:15,15 70:1 70:5,8 95:21
legitimately 2:11	link 69:14	168:25 180:25	138:8 150:16,23	107:17 108:12 111:21
length 117:22 118:1 124:15 180:14	linked 111:23 112:2	longer 143:8	lots 44:22 166:10 189:7	males 6:16
less-caring 113:2	list 6:14 165:9 177:21	look 5:21 18:17 22:18 23:16 30:18	low 21:15	man 16:1 21:23 35:23 132:2
let's 103:25 132:18 134:9	listen 33:2,4,9,10	38:14 39:12 54:6 55:7 67:6 68:19	Lowe 56:23	manage 8:20 17:5
letter 18:19 19:19 55:4,4 58:24 59:4 59:6,10,13,14,17 109:11 110:2	listened 33:1,7	72:17 73:13 74:9 83:15 99:17 100:2	lunch 102:21	
	listening 125:23 139:12,15 167:18	108:4 113:23 116:11 117:21		
	litigation 176:24 179:3,4 180:10			

17:12,24 22:22 31:14 36:14,14,16 36:16,18 49:23 50:13,14 116:13 116:15,22 139:7 154:4 158:22 managed 21:18 111:6 112:5 117:7 170:22 management 12:3 12:5,6,6,10 14:10 22:3 23:2 33:17 65:4 71:21 106:6 106:8 111:11,15 112:25 113:10 117:4 120:15 150:14 162:25 168:16,19 169:2 173:7 176:23 183:23,25 184:5 186:13 187:20 manager 7:21 12:8 12:11,12,12,20,21 12:24 14:11,12 19:24,25 29:21 33:3,9 36:2 39:3,3 48:18 59:8 111:7 112:25 113:8 114:9,23,24 117:6 117:14 120:1 122:12 125:15,18 130:19,22,25 137:16,16 139:3,7 139:8 140:23 141:2,6,7 148:13 148:13,21 156:18 162:15,16 172:3 176:8 188:10,14 manager' 141:1 manager's 31:7 139:5 managers 13:17 22:4,4 23:3 29:21 31:12 33:15 36:13 39:19,21 44:7 48:10 51:9 55:18	111:25 112:4 113:6 117:5,6 156:21,25 168:21 169:5 176:9,10 177:7 188:10 managing 18:1 22:20 24:24 25:16 26:6,12 37:2 51:15 150:12 177:5,13 178:4 manifestation 135:9 manner 57:9 manuals 30:5 map 29:12 March 14:2 18:13 105:16 131:8 marches 82:25 Margaret 6:9 7:11 14:3 18:20 19:9 51:22 52:25 54:3 54:16 55:15 59:9 103:3,5 190:15 marijuana 48:13 48:19 mark 34:14 marked 80:24 marry 87:7 masculine 47:9 masses 94:23 match 20:17,19 matter 21:6 33:20 53:14 76:5 79:21 80:7 97:17 98:7 100:8 106:20 123:5,8 matters 58:11 67:11 89:22 109:3 116:8 121:13 148:3 maximum 6:20 8:1 133:1 maze 86:14 meals 78:10 mean 12:5,10 36:16 53:19 61:11 83:5	106:14,22 117:3 125:8 126:4 129:1 135:14 139:18 143:15 144:9 150:13 152:1 154:1 157:5 175:1 177:2 178:21 meaning 34:19 means 97:16 106:14 129:22 131:12 meant 114:21 122:19 131:19 134:21 167:15,17 167:18 measure 99:16 mediators 50:17 medical 77:2,5 79:25 meet 35:25 36:2 43:1,21 104:13 138:21 141:23 142:23 143:1 156:21,24 meeting 52:15 64:8 77:9,12,12,14 104:5,14 115:14 120:1 147:12,16 147:18,22,22,25 157:21,23 158:3 176:20,25,25 186:13 meetings 50:2,3,3 64:8,24 73:6 93:5 111:25 157:19 178:20 184:7 185:21,22,24 186:1,6 member 4:19 8:22 10:14 22:6 24:17 38:21 39:1 44:13 46:17 59:6,7,9 67:5 107:11 108:23 123:2,11 124:2,13 148:16 members 1:5 4:2	10:23 17:4 32:10 43:18 51:19 67:10 67:14,18 68:7 92:1 117:16 118:10 150:19,24 187:13 188:16 memo 12:18 14:1 14:25 15:6 18:5 18:13 30:20 117:13,15 118:17 119:20 131:7 133:9 134:4 memorandum 117:23 118:1 memories 166:10 memory 11:13 13:14 20:21,24 23:11 31:9 38:17 72:22 95:15 98:6 110:4 119:20 165:25 166:8 men 13:22 143:22 mention 96:11 132:13 mentioned 12:22 42:8 51:23 58:23 74:17 102:13 159:5 176:7 mentions 95:23 mercy 4:5 merits 178:21 message 15:3 156:14 messages 48:15,20 met 52:16,17,18 84:16 170:21 method 64:22 methodology 168:11 Michalska 176:18 Michelle 1:7,9,14 1:15 3:24 5:25 11:14 15:22 16:18 18:16 19:19 28:13 29:18 33:5 37:16 40:24 42:20 43:8	46:24 47:25 54:15 56:1,17 57:14,18 134:19 135:21 145:19 146:14 147:10 148:22 190:3 micro 169:20,20 middle 17:19 70:13 91:7 174:11 midway 80:3 Mike 136:5 mile 31:5 32:3 mimicked 30:5 mind 82:7 99:11 minimise 15:10 minimised 15:14 minimum 138:22 minor 76:2 minute 72:16 87:8 minutes 19:18 37:1 40:3 68:20 81:22 84:3 140:7 184:5 mischaracterised 45:18 misconception 28:3 missed 112:3 missing 40:4 144:10,25 145:4 145:13 146:6,10 mistake 19:19 misunderstood 19:11 mitigating 11:9 12:1 mix 9:17 16:21 17:3 153:17 mixed 16:24 44:12 44:20 48:15,20 mixing 153:13,25 mixture 48:5 154:7 Mmm 32:15 152:7 Mmm-hmm 33:8 41:11 mobile 130:15 mocked 30:5 moment 68:14
--	---	--	---	--

103:8 140:4 156:6 Monday 23:1 money 11:19 63:14 monitor 17:5 45:12 72:7 86:10,11 119:8,14 monitored 117:8 monitoring 64:20 month 7:18 18:11 70:8 87:14 monthly 106:16 115:18,24 156:22 156:24 184:7 months 4:17 14:1,2 31:22 35:25 70:25 97:22 100:13 105:21 115:22 138:12,13 169:6 morning 1:3,5,6,11 2:4 5:9 17:18,20 23:1 37:25 50:1 52:4,15 60:5,6 114:14 118:25 131:5 134:18 135:21 147:4 148:7 153:10 159:25 mother 59:5,10 143:6 motivated 11:8 motivation 89:3 mouth 54:9 move 5:6 12:14 15:11 21:11 74:7 78:25 79:9,11 97:5 101:10 124:22 143:10 155:17 160:9 moved 11:21 40:23 46:12 107:18 108:21 123:15 146:18 moving 24:8 51:9 81:16 128:18,19 multi-disciplinary 95:20	multi-occupancy 104:19 multi-professional 97:16 multiple 162:12 murder 75:25 Myriam 67:15 <hr/> N N 189:18 name 51:23 55:24 59:6 69:7,7 149:20 166:20 174:3 187:24 188:1 names 102:3 105:20 171:10 narrow 70:23 national 42:5 91:15 91:25 136:6 138:21 nature 157:21 NCC000130 109:12 NCC000636 18:16 NCC000693 14:1 131:6 NCC001109 7:18 NCC001110 12:17 30:19 NCC001119 6:1 NCC002170 173:23 NCSC 42:13 57:7 137:8 138:17 140:17,20,25 142:22,25 NCSC's 141:15 nearly 76:12 84:9 necessarily 65:24 72:22 94:3 123:17 128:18 145:6 necessary 63:25 65:21 76:19 93:6 163:23 necessitated 94:21	need 3:23,24 4:1 9:8 13:10 17:21 24:1 29:10 31:1 56:24 60:19 71:9 77:16,16,17 79:16 86:15,18 92:19 100:2 101:19 109:11 132:14 138:24 143:18 161:13 178:16 183:20 186:15 needed 8:21 15:14 17:18 29:4 62:24 72:11 120:25 125:11 135:11 needs 79:5 84:13 84:15 94:23 100:12 101:7,9 125:18,19 141:23 142:23 143:2,13 165:19 183:20 184:2 negative 49:12,12 94:6 neglect 57:11 neglected 28:21 never 18:25 19:3,4 37:3 40:23 59:2 65:16 83:13 91:2 101:16 124:10 140:3 145:21 186:5 new 10:4 13:10,14 15:11 69:15 79:8 97:22 163:4 newspaper 136:3 nice 116:17 night 7:7 34:13,13 46:18 154:10 night-awake 23:21 nine 2:12,16 6:14 7:3 21:2,3 23:13 67:18,25 97:22 106:10 160:25 nine-year 67:17 ninth 2:14	Njie 120:1 NO-A479 39:24 NO-F1 121:8,11,16 122:24 123:16,23 139:3 NO-F1's 122:4 NO-F47 107:10,11 nods 162:10 non-abusive 99:9 non-recent 162:23 norm 133:3 normal 66:18 normally 175:1 185:4 note 79:19 80:17 104:14,14 110:6,7 134:16 noted 8:2 38:23 70:6,8,13 77:23 78:21 81:19 83:23 96:14 110:9 140:17 167:9 notes 8:24 79:21 100:17 notice 108:10 notification 145:15 notifications 140:22,24 141:4,7 notified 79:21 140:20 noting 133:23 Nottingham 51:24 61:22 91:16,20 92:1 103:20 105:16 108:3 110:6 122:9 132:23 136:3 140:23 Nottinghamshire 61:22 92:25 95:20 97:14 162:24 164:8 169:9 183:3 183:4,5 188:15 Notts 98:14 notwithstanding 114:17 115:25	NSC000101 74:11 NSC000102_028 87:16 NSC000533 69:21 NSC001502 163:6 number 10:7 19:23 20:8,22 62:19 65:9 68:3 70:25 71:11 81:24 87:13 93:21 99:23 100:6 105:19 127:10 128:3,19 134:14 134:20,21 138:6 139:19 151:3,17 158:18 165:7 167:5 174:6 175:15,16 numbers 18:6 20:25 21:12 82:4 82:5 127:7 133:7 135:2,7,10 138:1 numerous 180:15 <hr/> O observations 118:3 observe 100:23 observed 81:22 obstructive 12:3 obtained 3:15 62:11 165:11 obtaining 183:7,10 obvious 34:6 37:15 72:5 174:19 178:1 obviously 25:15 37:10 39:20 45:8 48:17 51:5 74:14 92:23 108:19 111:17,22 112:14 113:14 114:1 115:19 125:15,17 126:1 127:3 130:18 139:6 143:5 145:9 154:10 158:1 occasion 6:13 107:1 occasionally 135:5
--	--	--	--	--

135:13	57:7	oral 70:4 75:21	overstepping 34:14	110:12 111:13
occasions 34:12	OFS008232 56:25	order 15:10 55:23	overturned 67:13	143:19 145:22
84:10 135:1	Oh 61:14 65:7 66:9	55:25 79:8 109:14	overwhelmingly	146:7 156:4 162:3
145:12	69:2 89:18 90:19	orders 138:13	168:14,15	162:5 166:5
occupancy 6:20,21	90:24 99:18	ordinarily 38:23	owning 184:25	187:13,16 190:7
6:24 8:1 20:17,20	122:21	organisation	Oxbridge 27:3	190:13,21 191:2
133:8	okay 68:1 102:15	113:15 150:7,22		panel's 104:12
occupation 12:24	103:22 145:7	171:5	P	145:11
occurred 130:21	156:14 162:2	original 59:16	page 1:15,16 2:8	paper 37:24 98:13
167:6	174:23	69:13	5:8 6:7 7:20,24,25	paperwork 39:16
occurring 167:8	old 29:11,11,13	other's 25:18 46:19	7:25 8:14,17 9:20	paragraph 2:5 3:7
October 1:1 42:6	61:23 181:3	ought 36:21 69:9	11:3,4 13:2 15:22	3:12,19 4:3,14
70:1 75:17 95:22	old-fashioned	69:16 86:2 137:11	18:17,18,19 20:3	5:12,18 13:2
103:18 104:6	29:17	172:10	21:15 23:17 30:21	14:12 15:2,23
109:6 138:17,24	once 23:9 24:16	outcome 11:12	30:23 35:18 37:12	16:15 20:4 21:14
140:17,18 142:22	74:19 101:15	39:11 109:25	37:12 42:13,15	21:17 22:8 23:16
189:15	114:24 135:3	110:17 132:24	43:24 69:21 70:11	24:3,13,19,22
odd 88:15	158:21	157:14 173:6	70:13 77:11 80:1	25:4 26:19 28:24
offence 85:21	one-day 91:16	outcomes 177:6	82:11 83:11,15	30:7,10,13,22
offences 67:16 96:4	one-to-one 17:15	182:16 186:7	84:14,18 87:15,16	32:8,10 36:1,12
112:14,16 119:13	17:16	outhouses 49:5	91:6,7 95:19	37:12,13 39:13,23
153:15	ones 9:14 69:1	outings 36:9	96:11 97:7 98:12	41:9,23 42:16
offended 16:24	89:17	outlined 168:12	98:17 100:6	44:11,22 46:17
40:20	ongoing 13:3 44:7	outlines 29:12	103:22 104:10,23	47:12,22 48:7
offender 97:24	186:9	outside 12:6 47:14	107:6 117:20,20	49:19,21,22 51:16
offenders 86:22	onwards 23:24	49:8 54:6 61:21	119:21 129:16	51:22 54:15 63:16
87:22 91:12 95:21	61:4	66:13 99:25	131:24,25 132:1	63:18 65:1 80:3
96:23 97:9 98:14	open 62:25 63:1	117:10 132:11	132:23 136:9	82:11 85:2 87:19
98:23 100:10	72:1,2 73:1 78:11	outstanding 109:2	142:12 161:1	87:24 91:8 98:17
offending 76:3	83:20 86:2,8	179:23	163:19 164:21	100:22 103:16,18
95:10 98:22	open-door 156:23	outwith 120:14	165:15 167:3	104:1,10,16,24
offered 26:5 63:12	opened 133:20	overchildren-ed	172:19,20 173:23	105:15,20 106:1
163:25	Operation 176:16	26:2	174:11,12 176:12	106:12 111:2,6
office 29:1 32:11	188:16	overcrowding 5:7	180:4 184:15	112:23 116:23
33:16,19 37:22	operational 114:24	22:17	190:2	120:3,5,12 121:10
52:20 53:6 54:5	117:6 120:15	overlap 70:21	pages 70:16 100:3	129:16 131:4
135:11 163:21	188:18	overnight 154:10	103:9,10 160:25	132:1,9 134:8,10
167:10	operations 140:22	overnumbers	pagination 42:15	141:13,20 142:12
officer 64:7,7 72:24	opinion 141:22	135:14,18	paid 36:14	142:13 143:19
89:13 120:14	172:14	overoptimistic	paintings/pictures	144:7,12,16
163:18 167:11	opportunity 60:16	143:8	10:5	145:24 146:19
officers 126:6	84:17 118:12	overseen 20:6	pally 27:15	154:23 163:10
145:16 150:18,24	123:6 125:7 148:8	oversexualised	panel 2:9,18 4:6	164:21 165:15
167:23,25	172:6	129:10	32:1 57:15,20	176:19 178:19
offices 25:19	optimistic 11:12,25	oversight 117:1,2	60:21 64:1 102:6	180:4 182:7 184:6
OFS008229 42:11	option 143:9	168:20 169:2,4	102:8 104:13	paragraphs 3:5

4:22 5:8 13:7 15:1 35:17 49:18 56:4 74:9 87:17 105:12,13 107:6 107:10 117:21 120:4 151:2 176:11 paraphrasing 5:4 parents 4:4 17:2 148:10,22 part 2:20 38:15 39:17 43:8 47:19 65:11 66:15 81:10 86:15 87:14 89:1 97:23 101:8 102:12,13 115:17 120:19 123:22 125:12 126:10,25 153:22 155:12,13 176:18 177:8 179:19 part-time 63:10 participants 105:8 149:1 151:14 153:4 181:22 participate 25:11 particular 2:23 26:23 39:24 40:16 44:19 50:24 64:25 84:4 89:19 94:19 162:7 166:20 183:14 particularly 20:1 61:18 69:17 72:10 78:14 90:11 101:12 114:24 128:21 133:18 155:1 172:4 partly 78:21 164:5 parts 74:10 86:14 pass 65:4 93:3 107:3 passed 39:2,3 65:23 74:18,20 130:21 148:12,13 passing 116:5	117:9 patience 57:15 187:12 pattern 71:14 patterns 29:12 98:22 Paul 12:23 21:24 22:1 pause 140:4 170:12 pavement 177:15 pay 63:14 pen 88:22 89:18 penis 70:3 penultimate 24:21 42:16 people 4:1,5 8:4 9:10 10:2 13:22 14:16 15:3,4,17 17:3,21,25 20:22 20:24,25 21:8,20 22:18,24 23:11,19 23:21 25:23 27:9 27:22 28:8,17,18 28:20,22 31:25 32:12 33:12,25 34:15 35:3,14,15 37:8,11 38:5 40:19,19 41:13 42:25 43:15 44:23 45:12,22 47:23 48:2 55:1 56:20 58:21 65:21 66:6 66:21 67:12 71:17 74:4 76:19 78:4 79:7 81:21 84:22 85:6 86:3 88:18 88:19 90:12 92:6 92:8,9 93:6 94:2 94:16 95:11 100:12 105:19 107:24 108:7,16 118:3,8,11,21,23 124:7 126:5 128:12,14 131:19 133:1 147:20 149:11 154:9	165:14 174:8 177:12,17,22 178:8,9 180:18 183:19,22 people's 32:6 95:9 perceived 89:19 99:25 127:1 perception 100:20 perfect 158:23 perform 38:3 70:4 75:21 performed 26:20 period 3:21 4:21 8:23 19:22 35:21 35:22 42:19 67:9 67:17 95:6 108:7 135:25 138:19 165:2 168:10,21 168:25 169:22 180:25 181:1 peripatetic 63:9 permanent 4:19 8:18 24:13,17 135:3 permanently 135:17 139:5 permission 135:8 135:15 145:1,6 178:13 perpetrated 15:25 perpetrating 94:24 perpetrator 75:24 76:14 78:20,25 79:6,8,12 97:18 99:22 perpetrators 91:9 91:11,17 93:1,20 94:4 95:14 96:21 186:2 persistent 163:24 person 4:23 16:13 17:12 21:18 26:10 26:12 27:16 39:24 40:8,16 41:10 42:7 49:18,20 50:19 58:1 65:3	96:23 107:21 108:17 123:12 130:7 135:20,23 142:18,24 145:12 146:15,17 148:10 157:4,6 166:21 188:6 person's 39:6 48:14 50:22 51:18 141:21 142:20 143:1 146:21 personal 15:5 43:20 55:13 58:4 124:11 131:20 personally 13:21 73:4 173:4 personnel 44:4 59:8 110:8,13 persons 188:23 phone 37:20 156:23 phones 130:15 photo 124:3 photocopy 59:13 59:15 148:17 phrase 108:12 125:21 151:19 152:11 166:1 physical 63:4 136:13 137:22 138:7 155:7 174:14 physically 8:5 47:4 116:12 pick 50:6,6,9 93:8 113:17 picked 55:12 picture 88:22 89:18 123:16 124:13 pictures 48:18 piece 37:24 39:2 93:6 164:17 166:22 172:5,17 pieces 50:6,7,9 pillows 49:6 pinch 17:22 place 3:25 11:25	19:25 36:22 44:16 45:1 50:7 63:19 63:21 64:12 65:8 66:22 72:23 79:6 79:8 84:24 85:21 86:13 89:9 94:4,4 134:16 135:2 146:1 151:4 153:19 170:19 172:11 175:24 181:12 placed 8:22 14:22 16:1 17:7 20:22 20:25 40:11,25 41:3,4,13,21 48:2 56:8 64:18 65:18 77:1 81:4 82:14 88:6,8 121:4 124:4 132:2 134:24 143:5 170:7 176:3 183:7 placement 78:20 88:8 143:7 placements 111:8 126:13,14 127:6 128:20,23 134:15 156:15 places 20:8 plan 71:19 143:5 153:13 planning 41:8 142:17 plans 25:11 plasterwork 10:4 played 107:5 126:10,22 please 1:16 2:9,17 3:19 4:14 5:9,25 6:1 7:17,25 9:20 11:3 12:14,17 13:2,25,25 14:25 15:22 20:3 21:15 23:16 24:19 28:24 30:7,19,21 32:8 35:19 36:12 37:12 39:23 41:9 42:10
--	---	---	---	--

44:11 48:7 51:16 54:15 66:10 102:22 104:2,10 106:1,12 107:5 111:2 112:23 116:23 117:13,21 120:9 131:4,6,25 132:1,6,9 133:25 134:4,10 135:19 136:2,8 142:12 144:7 150:9 163:6 164:22 167:3 172:18 173:19,22 173:23 174:11 176:12 180:4 187:17 pm 102:22,24 103:1 140:10,11 140:13 178:14 189:13 point 4:10,11 5:5 7:8 10:8 31:5 39:20 41:6,15 43:25 53:13,23 62:11,19 64:15 70:6 73:19 85:4,6 101:23 104:20 107:9 112:23 114:2 119:16 121:23 127:17 135:6 137:25 138:9 160:2 172:4 181:4 188:21 pointing 188:3 points 16:23 17:22 42:16 127:18 142:16 police 40:2,4 45:8 70:6 79:19 80:4,6 80:10,17,23 81:6 101:22 135:11 144:9,19 145:2,8 145:15,16,21 146:1 167:13,16 167:23,24 180:9 184:9,18 185:1,9	185:24 186:8 policies 64:1,14 policy 44:15 45:1 64:4,13,21 144:22 149:17 153:12 154:4,15,18,20 156:23 157:2 178:22,24,25 political 126:11 politically 124:22 125:22 politics 44:5 poor 129:19 174:14 pop-in 19:17 populated 188:1 portfolio 156:20 pose 76:6 posed 105:7 position 74:24 118:15 120:19 132:25 133:5 162:11 171:20 positive 124:22 positively 126:7 possibility 66:3,6 73:8 83:24 84:2 possible 72:14,14 81:21 106:22 107:1 109:22,24 116:19 133:6 172:23 181:7 possibly 147:19 172:3 post 61:19 64:6 113:16 128:9 136:4 138:3 139:5 postcard 149:16 postcards 149:18 potential 11:7,15 11:16 186:2 potentially 72:13 power 99:19,19,21 powers 92:19 practical 126:12 130:24 practicalities 78:12	practically 124:22 125:21 practice 15:3,10 16:16 20:18 32:21 33:13 36:4,21 37:6 45:6 81:1 83:17 84:19 112:9 119:24 132:7 133:12 134:1 145:14 151:1 155:18 157:20 167:21 practices 112:5 practitioners 164:19 praise 31:21,24 83:19,21 praised 74:17 precisely 174:23 predecessor 149:23 predominantly 111:9 prefer 140:8 153:21 preoccupation 118:9 prepare 108:3 168:7 prepared 10:25 81:15 present 14:15 19:1 19:3,4 54:19 80:16 97:14 159:18 185:21 presented 15:11 79:23 102:10 133:9 press 55:11 136:1 pressure 20:9 122:3 125:5 127:8 144:19 145:9 152:10,12,13,16 152:22,24 pressured 99:5 pressures 10:16 presumably 1:20	8:6 40:5 71:19 89:12 107:21 110:16 144:14 pretty 76:12 78:13 84:8 85:23 92:24 94:6 prevalence 171:25 prevent 48:23 50:8 154:14 155:8,22 167:8 172:12 prevented 142:18 142:21 167:12 preventing 167:15 previous 15:24 61:10 110:20 145:17 170:14 previously 44:21 75:22 106:8 165:4 primacy 173:9 primary 21:12 prime 173:9 principal 61:25 62:8 67:6 69:13 77:10 principles 83:18 prior 2:4 104:18 163:9 165:10 priority 173:5 prism 155:3,5 private 18:8 probably 62:4 64:5 68:13 72:4 74:6 79:6 81:12 82:15 82:18,21 83:4,5,7 83:13,22 85:2,18 90:1,24 98:9,9 101:25 108:3 113:5,6,17 114:3 118:2 119:6,25 123:19 126:9 129:6 137:14,18 157:9 158:25 probation 4:16 23:21 probationary 4:21 8:23 35:21,22	problem 25:25 32:13 44:19 68:6 94:19 128:18 149:4 165:5 problems 5:19 13:5 14:14 16:19 42:23 56:25 57:3,4 58:14 93:9 131:10 131:13 151:5 169:7,9 170:18 procedure 64:4,17 77:15 85:2,4,5,7 100:24 101:1,5,7 procedures 63:19 63:20,24 64:13,14 72:22 77:20 88:24 90:12 98:13 109:8 166:14 167:21 175:18 proceed 81:6,7 proceeded 98:3 proceeding 80:18 proceedings 139:9 184:1 188:4,8,17 188:24 process 36:6 40:7 80:25 101:18 158:3 181:6,12,17 181:21,25 186:7 processed 180:6 182:8 processes 170:19 produced 39:1 151:25 PROF 157:17 158:6 159:3 professional 61:2 83:20 124:7,9 136:6 163:17 172:14 professionally 173:5 proffered 157:1 profile 90:11 95:11 programme 84:24 prolonged 42:19
---	--	--	---	--

<p>promiscuity 48:5,6 promiscuous 47:16 48:2,3,4 promote 57:9 promoting 42:25 43:14 prompted 73:10 prop 31:17 proper 27:1 36:9 36:11 43:1,21 properly 55:21 85:9 100:14 property 136:11 Proposal 97:8 prosecute 80:24 prosecution 80:8 protect 63:21,22,23 83:1 101:10 137:2 protected 9:11 protecting 71:23 protection 88:24 110:19 121:12 139:17 162:15 165:20 166:3,19 183:7 185:4 protocol 145:24 181:6,14 provide 17:11 27:25 29:9 39:23 96:20 116:21 186:8 provided 17:14 18:7 24:13,16 46:14 56:1 60:12 100:15 103:7 117:12 138:18 141:24 147:7 160:24 161:23 171:6 176:17 provider 51:24 105:18 137:19 providers 181:8 providing 177:22 177:24 178:3 provision 112:1 proximity 46:1</p>	<p>public 1:4 53:10 69:19 75:14 83:8 94:7 published 60:22 86:19 189:8 pulled 10:5 70:10 pulling 50:15 punished 78:23 79:4 purpose 8:9,10 22:21 37:16 41:15 75:5 185:22,25 purposes 91:6 pursue 123:5 pursued 124:24 pursuing 93:12 pursuit 118:4 pushed 22:5 put 12:4 19:25 21:9 25:7 29:25 30:2 38:11,24 47:24 48:19 50:7 68:14 78:3 83:7 84:24 86:3 104:18 105:11 125:24 139:19 144:19 148:25 149:15,19 150:17,18 151:14 152:17 153:3 156:16 177:10 182:16 189:6 putting 152:24 170:15</p> <hr/> <p style="text-align: center;">Q</p> <p>qualification 62:12 qualifications 3:4 3:15 27:11 105:14 qualified 3:13 8:3 162:13 qualify 152:22 168:4 quality 126:7,8 128:25 138:18 163:24 quarters 10:11,21</p>	<p>19:10 question 28:13 34:6 34:22 36:22 47:24 67:8 100:19 125:3 133:25 142:21,24 144:15 148:25 150:9 153:23 154:2,19 156:17 158:7 159:17 168:25 183:12 185:10 questioned 143:20 questionnaire 88:1 88:20 89:21 questions 2:24 10:7 25:6 57:14,16,20 58:12 59:19 72:21 102:6,7,8 105:6,7 145:10 151:14 153:1,2 156:2,4,6 157:18 165:7 185:18 187:14,16 190:7,13,21 191:2 quick 7:9 89:18 quite 37:3 64:23 65:9 68:3,25 69:10,17 70:23 71:3 72:25 87:5 94:22 95:9 106:14 111:21 122:9 126:11,16,22 154:1 166:7 178:12 183:22 quote 141:16 quotes 136:5 quoting 56:3</p> <hr/> <p style="text-align: center;">R</p> <p>radar 95:9 raise 32:25 98:16 120:8 178:11 raised 28:4 36:13 58:3 92:18 122:24 134:12 164:19 184:21,22 185:2,2 raises 10:7 15:1</p>	<p>117:16 152:2 165:7 raising 22:20 38:5 ran 56:22 145:22 146:3 range 41:12 ranged 83:3 Ranskill 46:13,13 52:1 54:14 57:4 146:18,22 rape 15:24 45:7 47:15 73:25 97:25 raped 47:13 75:20 99:4 rapidly 184:15 ratio 6:15 re-opened 133:15 re-opening 133:22 re-read 161:10 re-suspend 122:2 re-suspended 121:13 reached 143:25 144:1,8,11 reaching 127:1 read 10:10 11:6 20:4 29:6 30:4 42:17 50:21 60:17 64:21 69:4 75:11 97:6,12 119:9 145:24 148:8 152:1,17 161:6 165:15 166:9 174:13 182:14 readily 99:25 reading 8:14 18:5 50:24 74:14 123:6 166:8,14 168:14 173:15 reads 141:20 164:23 ready 92:7 real 13:5 70:14 realise 19:13 80:9 94:2 98:18 149:10 really 9:12 13:17</p>	<p>17:2 29:16 30:15 30:24 31:3 32:3,6 40:15,15 41:18 49:14 73:8 80:15 81:17,18 86:14 88:14 89:8 92:5,8 96:25 99:24 100:16 102:12 115:3,3 119:8 159:5 169:3 173:13 178:7 reason 31:13 37:4 39:8 40:14 41:5 73:7 76:10,10 109:17,22,24 145:10 180:19 reasonable 121:23 reasons 19:23 62:18 149:14 152:9 180:22 reassure 60:21 recall 32:16 63:19 103:20 104:21 108:24 110:11 112:12 113:4,14 113:21 114:1 119:24 120:2 122:5,8,21 123:9 123:14,22 125:1 129:17 130:15 133:13,15,20 134:11,14,15 135:3,5,17 137:10 137:14,22 138:2 138:11,16 141:5 142:7 144:13 147:11,19 148:23 151:8,9,11 152:14 152:16,24 158:2,5 159:10,15,15 163:12 164:6,16 170:9 171:10,18 173:13 174:23 recalls 124:20 129:8 receive 24:4 26:5</p>
--	--	---	---	---

35:20 171:13 received 25:2 34:17 35:20 45:2 51:2 59:2 68:22 91:1 97:20 98:2 109:20 134:5 146:13 148:17 161:19,21 178:23 receiving 97:23 recirculated 158:20 recognise 5:4 161:2 172:7 recognised 118:9 recognising 154:24 recognition 73:23 124:21 recollect 74:13 85:11 90:25 96:10 recollection 64:5 69:8,12 84:23,25 86:23 122:3 152:21 161:17 166:7 168:10 170:19 175:14 recollects 125:21 recommendation 84:14 124:19,25 125:6 127:5,16 136:20 137:5,10 156:8 172:25 recommendations 73:16 83:23 84:12 85:19 93:18,23 100:4 125:13 recommended 75:9 recommending 125:2 152:5 reconcile 101:6 145:23 reconvene 59:25 record 28:10 38:12 38:14,23 54:10,12 55:9 60:14 61:21 65:12 108:6 110:13,17 134:6 189:6	recorded 5:22 37:21 38:18 77:8 78:19 132:16 172:24 records 21:16 37:17,23 39:5,9 39:18 43:1,21 67:9 69:25 76:17 81:23 108:12,12 108:25 110:6 114:14 145:22 180:8,12,22,23 181:3,3 182:20 183:10 recruit 13:10 recruited 13:14 recruitment 23:17 150:25 rectified 136:14 red 45:14 redacted 's 55:19 redaction 183:20 redeployed 63:12 63:13 158:21 redesigned 21:7 reduce 18:6 130:13 133:7 134:14 135:4 137:25 reduced 20:7 127:10 134:22 186:19 reducing 20:9 96:17 redundancies 128:16 redundancy 127:24 128:13 158:15 refer 66:25 107:25 108:10,11 144:11 177:21 181:9 reference 18:16 60:14 81:13 85:6 86:19 103:3 107:21,23 109:20 110:9,10,16 118:5 183:25	referred 63:1 67:4 91:10 107:14 108:7 109:21 151:17,21 160:22 referring 10:20 31:18 73:21 177:23 refers 18:22 87:19 91:8,14 reflect 172:7 reflected 43:21 89:15 108:16 109:19 111:11,14 111:16 112:9 reflection 8:6 73:9 reflections 18:14 37:5 refrain 36:15 refurbished 10:13 24:10 62:25 133:13 refurbishment 44:19 104:18 refurbishments 9:22 regard 10:9 46:8 regarded 66:14,23 93:16 regarding 13:1 107:16 125:5 129:18 142:5 151:3,5 regards 37:25 regime 115:3 regimental 29:16 registered 134:24 registration 132:17 133:6,21 regrettably 74:6 98:9 regular 9:15 17:17 27:13 50:2 115:10 156:19 176:20 regularly 78:17 137:1 170:21 regulation 5:22,23	114:13,14 115:7,8 115:12,18 116:3 175:19 regulations 5:24 132:12 138:20 181:2,5 rein 125:9 151:18 151:24 reinforced 79:7 reinstate 121:17 122:4 reinstated 121:11 122:16 reinstatement 122:20 relate 182:10 related 2:24 67:11 105:6 172:16 186:17 relates 183:12 relating 180:5 182:17,22 relation 4:20 5:23 23:23 39:12 47:12 65:13 67:16,20 68:23 84:15 94:9 95:18 103:10 104:17 116:24 117:10 122:18,19 142:22 144:20 147:25 151:15 153:13 157:1,22 166:3 169:8 173:20 176:13 179:17 183:8 relations 30:9 relationship 107:17 108:22 122:25 123:11,13,17 124:7,9,11,12 154:12 155:21 relationships 24:25 25:22 45:18 46:3 126:8,18 128:25 131:20 154:3,17 154:25	relatively 69:3 74:15,24 168:10 released 92:17 relevant 76:25 178:2 180:7 182:1 182:20 184:12,18 reliably 155:9 reluctance 126:25 remain 158:11,16 remained 96:16 127:25 remaining 143:8 remains 133:5 remand 6:8 41:16 114:16,18 remanded 111:5,18 111:19 112:15,16 114:2 119:7,13 remember 2:1 13:15 14:7 18:4,8 18:24 29:1 50:24 64:8,9,11 69:15 72:18 79:11 82:19 84:5,7,8 86:25 87:1 88:12 90:16 91:17,20,22 93:24 96:8,12 107:19,20 108:21 113:19 116:7 122:21 130:12 137:8 144:21 147:21 148:17 157:8 161:8 163:11 171:8,13 173:11 174:22 175:12 186:21,22 reminded 87:4 178:12 reminding 168:15 remit 6:7 125:12 174:4 remote 84:3 removal 125:6 removed 124:25 127:16 137:12 reoffend 97:21
--	--	---	---	--

reorganisation 180:16	188:23	residents' 32:24	180:9	113:18 115:10
repairs 137:24 138:5,10	reports 81:12,15 128:24 129:2 170:10 171:1	resign 109:2,18,23 157:6	results 89:20 170:16	121:17 122:21 141:11 153:16 162:9,18 163:1 166:7 172:19 174:9 175:18,24 182:18 184:14 187:24
repeat 153:22	represent 153:7	resignation 109:6 157:2,12	resurfaced 138:25	right-hand 97:8
repeated 71:13	representative 57:22	resigned 67:11,19 109:13 157:4	retention 181:3	rightly 178:12
replace 139:8	represents 153:4	resources 63:25 97:16 100:9 184:1	retired 105:21	rigorous 181:18,20
report 8:1,14 40:1 42:12,13,14 43:3 46:25 57:7 65:15 65:16 74:10,11,14 76:22 77:23 79:17 79:18 80:17,20 81:19 83:9,15 84:13 85:12,14 91:6 93:18 95:20 96:14 97:7 102:10 102:13,14 109:25 120:21 123:4 124:18,25 129:4 130:4 138:17 139:10 140:17,18 141:9,13,15,17 142:22,25 143:18 144:3 145:11 151:19,24 152:1,2 152:4,8,17,18,25 156:9 158:9 159:18 161:15,16 163:5,9,14,16,19 164:14,21 165:25 167:1,3 168:7,12 168:22 169:7,15 169:16,19,25 170:1,9,14,15 171:6,15,17 172:7 172:8,9,18 173:12 173:15,24 176:1 186:15,20	request 78:19 109:20 110:8,16 176:18	respect 90:15 141:23 144:10 184:19	retrieve 111:1	risk 8:11 15:10,14 15:16 23:25 57:11 61:11 86:7 94:18 96:16,17 129:12 129:18 130:13 144:4 153:12 176:20 177:3,13 182:9 186:23
reported 40:3 55:7 105:19 107:2 145:2 146:6,10 171:12 187:10 188:6	requested 181:22 186:18	respond 45:6 53:22 178:22 184:9	retrospect 67:22 68:2 79:5 85:14 121:24 128:2 129:5 156:15	risky 8:12,13
reporting 186:22 186:23 187:3,19	requesting 183:17	responded 119:20 146:13 166:20,23	retrospective 128:17	Road 14:14,16 16:22 18:23 24:9 34:20 42:23 106:8 107:15 126:4 127:20 140:19 141:24 151:7,8 159:2 161:16 163:5,14,15,23 164:2,11 167:7 169:8,13 173:21
	requests 166:17,21 166:24	responding 19:20 179:3	returned 40:5,6 164:4	role 23:18 27:22 61:24 62:8,14 92:24 96:8 107:5 107:7 115:17 116:23 163:3 171:2 176:13,16 176:17,22 177:1,8 177:9 179:19
	required 185:12 186:3	response 33:17 34:17,23 56:17 63:17 66:4 83:16 89:25 134:25 155:17 162:22 164:18 173:1	return 10:13,19 35:24 54:21 60:1 140:10 143:6 158:7 189:11	roles 41:18 162:12 162:21
	requirement 115:23,24	responses 83:16 97:12,14	revamped 63:2,6	roll 6:14,18 7:22 8:4 134:21
	requirements/rec... 132:24	responsibilities 106:4,5	review 42:6 50:21 69:18 70:12,14 71:5,18 73:2,15 73:17 88:17 89:1 111:4 132:14,15 132:22,25 136:21 141:22 142:2,4,8 142:13,15 143:18 143:19 145:11 172:11	rolling 93:15
	resident 30:9 38:22 47:12 70:1,2,5,9 70:10,18,24 75:16 75:18,21 87:22 122:25 124:3 145:20 174:8	responsibility 96:4 96:24 106:5 111:3 130:23 139:24 140:2,3 143:12,13 184:11	returned 40:5,6 164:4	room 14:24 16:2,14 53:8 84:11 132:2
	residential 3:9,14 4:15 13:9 36:23 61:6 65:11 66:12 84:20,22 89:2 92:12 96:5 98:2 106:7 112:1 113:8 116:14 128:22 133:18 139:22 144:18 169:9 171:11 172:1	responsible 90:4 106:2 130:23 170:21 171:10 177:4	reviewed 88:25 172:23	
	residents 17:11 30:8 34:11 35:1 38:8,20 45:19 54:18 57:10 70:3 78:2 82:1 88:9,11 129:13,13 136:25 144:4 169:21 172:24	rest 11:6 54:21 56:13 70:16 147:6	reviewing 126:6	
		restriction 55:23 55:25	reviews 81:11,11 81:12 162:21	
		result 22:9 62:23 63:3 71:6 89:22 109:10	rife 15:6 131:23	
		resulted 173:12	right 1:20 2:6,16,24 3:17 5:2,3 7:2 19:8,14 22:10 31:25 46:22,23 51:20 58:15,16 59:1 61:7 62:9,15 62:20 63:11,12 88:2 97:3 104:6 105:24 106:10	
		resulting 143:8		

132:16	sat 53:8	158:6 164:21	send 15:19	seriously 16:23
rooms 15:2 16:20	satisfactory 58:6	seconded 14:4,9,9	sending 89:12,14	92:8 153:8
21:4 45:10,10	satisfied 1:25 138:2	14:13	131:2	service 7:21 12:12
46:19 48:20 85:19	138:3,10 161:7,9	Secondly 58:23	senior 12:9 34:9	39:3 106:6,7,20
133:2	saw 3:8 33:12,14	157:22	67:18 74:15,24	106:23 111:7
rota 13:5 18:22	59:10,15 111:16	section 19:4	76:23 136:5	112:25 113:8
19:2,20 31:17	saying 53:13,22	secure 62:24 72:1,2	150:14,18,24	114:9,23 117:5
rotas 5:7 8:15	55:2 65:14 77:16	72:7,8 76:4,11	156:18 163:16,17	120:1,15 125:19
21:18 22:1	101:20 116:2	77:24 78:5 79:19	164:3,4 170:3	130:19,21,24
routinely 149:3	120:23 128:18	84:10,13,15 85:1	171:2,22 176:9	137:15 138:19
RSW 22:2,2 57:24	129:2 137:16	85:1,22 86:11	177:6 188:14	156:21,24 162:16
RSWs 23:4	152:8,14 158:17	security 70:15	sense 93:5 111:18	services 45:9 51:24
rude 130:17 131:2	says 6:21 15:4,4	see 1:16,16 6:3,6,8	118:22 119:8	53:20 56:23 69:25
rule 94:14	56:3 69:20 80:2	6:15,17,20 7:19	125:13 142:10	80:18 81:10 97:21
run 2:11 22:12 40:8	82:13,24 83:3,16	7:22,24 10:2,8	143:24 150:19,25	100:8 102:10
91:15	84:1,14,18 86:20	11:16 12:18 15:7	154:9 158:21,23	105:18 106:3
running 37:17,22	97:13 98:17 99:5	15:20 17:17 18:18	164:24	108:19 140:23
39:5,18 40:10,22	99:6 100:7 123:2	28:24 31:1 33:21	sensitive 101:11	170:23 171:24
145:20	124:18 126:4	43:11 49:7,7	sent 39:17,19 55:3	sessions 150:17
	129:24 131:9	51:23 52:6 53:8	59:8,13 68:25	set 1:25 3:5,6 24:19
S	133:10 137:4	55:18 59:14 70:16	69:3 87:10 88:1	29:18 61:2 77:20
Sadd 1:4,5,10,11	scarce 100:10	71:4 73:8,23 75:4	89:5 90:25 91:2	77:21 93:10
55:20 56:1 57:14	school 17:1 38:2	75:15 77:11,23	141:8 148:18	101:13 103:11
59:23 103:2,6,7	51:11,13,13 61:5	79:8 80:1 82:3,11	151:3 166:21	105:14,19 106:3,6
140:4,10,14	61:23 136:25	86:13 91:7 93:9	182:10	107:8 110:14
147:16 153:1	scientific 88:21	104:6 109:12	sentence 16:4 36:12	115:15 161:7
156:1 160:5,8,12	99:18	146:21 157:15	43:12 47:22 131:9	169:7 175:25
160:15,19,20	scope 121:2	160:4 161:1	132:6 182:13	sets 19:23 184:1
178:11,17 187:11	SCR 142:19	163:19 165:25	separate 76:5 77:25	settee 21:10
189:3,6,11 190:5	screen 3:2 6:1,3	174:3,4,6,7	78:13 93:19	setting 34:23
190:17,25	30:19 42:11 56:24	178:12 187:18,22	separated 78:10	100:20
safe 47:4	69:21,23 80:2	seeing 116:8 163:9	separately 78:2	settings 89:9
safeguard 57:9	86:18 132:14	seek 18:8 135:8,15	173:8	settled 143:10
136:23	136:2 162:9	185:15	separating 94:9	186:21
safeguarding 17:11	163:14 189:7	seeking 3:9 80:7	September 4:14 7:3	settlement 186:16
156:10 162:16	search 181:21	seen 20:16 21:12	98:14	seven 14:2 67:10,13
185:5	184:12 185:12	48:3 66:13 74:3,5	series 151:14 153:2	severe 76:1
safeguards 139:19	searched 181:8	78:23 79:3 80:22	182:16 184:4	sex 52:9,12 53:11
safety 70:14 173:2	searches 180:7	80:25 83:22 86:16	185:18	54:18 56:9,11
salutary 11:6	181:16 182:4	88:4 95:3 96:2	serious 50:21 65:2	70:4 75:21 95:21
139:18,22 149:15	186:5	111:21 161:24	73:5,25 74:5	96:23 97:9,24
152:18	second 15:22 24:10	173:5 181:19	106:20 119:13	98:14,22,23
Sandown 161:16	26:22 30:22 43:11	182:3	121:15 136:23	146:24 147:2
163:5,14,15,23	60:13 79:6 95:13	selection 151:1	142:2,4,7,13,15	153:14
164:2,11 167:7	103:4,9 147:7	self-employed	151:5,9 152:2	sexual 17:7 26:8,14
168:9 169:8,13	153:22 156:17	162:20,24	163:24 169:21	38:6,8 44:14 45:1

46:14 47:6 50:20 61:10 62:5 63:18 66:2,18 67:1,12 67:20 68:17,23 70:17,24 73:25 74:1 82:21 83:13 84:16,21 87:10,13 87:21,22 89:8 93:2 94:24,25 95:10,10 96:3 97:1 98:3,19 99:13 100:22 101:25 106:23 107:2 129:12,18 129:23 130:13 151:6,10 154:3,16 154:25 155:6,21 163:8 165:1,1,3 165:16 167:4,6 169:17,21,23 171:25 172:12,24 176:14 sexualised 26:11,13 130:6 sexually 16:24 18:10 26:6 40:19 44:23 47:3,4 61:11 66:7,11,12 66:14 70:9 75:17 81:25 82:5 83:19 88:6,7,8,9,10 96:1 143:22 153:8 154:13 168:23 sexually-charged 47:10 shake 68:10 share 14:24 16:20 47:8 68:14 94:12 184:18 185:3 shared 14:17 16:2 47:20 61:15 62:1 66:8 131:18 132:2 133:16,17 171:4 183:21 185:1 sharing 14:21 15:2 21:4,5,6,8 132:3	132:10,16 133:11 134:1 170:13,17 176:23 177:11 178:2 181:14 Sharpling 57:17,18 57:21 58:1,6,9 156:3,5,17 157:1 157:15 she'd 40:9 47:13 55:2,19 110:10,18 110:24 shift 8:20,23 10:23 23:1,3,3,4,14 26:3 37:3,15,25,25 38:17,19 39:4,4,7 40:3 54:5 57:25 92:15 shifts 9:2 21:18,22 22:9,12,14 92:12 shocked 58:18,18 shocking 88:13 89:14,25 shop 22:6 23:4 short 60:3 102:25 111:8 140:12 168:10 short-stay 65:8 short-term 174:5 shortages 10:17 shortcomings 142:3 shortfalls 142:16 show 19:7 23:2 43:1 69:25 showed 10:21 19:9 shown 10:11 174:2 shut 54:8 103:18 sibling 40:12 48:25 siblings 96:2 sick 22:24 32:14 side 44:22 72:12 78:15 82:15,16 97:8 144:18 sidelined 31:12 sign 64:19,22 signatories 97:10	signature 1:19,20 signed 1:23 53:6 103:11 161:7 significance 128:11 significant 9:25 38:25 39:18 92:24 106:19 129:6,10 135:25 140:19 161:15 significantly 126:22 186:19 Simblet 153:5,6 155:24,25 190:19 similar 57:4 161:20 169:8 170:10 Similarly 145:18 simplistic 64:23 simply 36:5 50:13 109:17,23 110:18 118:10 149:5 single 16:14 104:21 133:2 142:17 SIO 185:2 188:15 SIO's 185:6 Sir 157:16,17 158:6 159:3 sister 98:1 sit 178:14 sitting 53:4 139:18 139:23 189:10 situation 15:25 83:12 135:1,3 158:22 six 11:20 13:14 14:1 18:11 31:22 36:2 88:10 95:24 96:4,9 138:12,13 153:2 Skegby 182:17 skills 23:24 sleep 46:21 sleep-in 23:5 154:9 sleeping 10:21 19:9 20:23 sleeping-in 10:11 slept 154:9	slight 152:10,22 slightly 93:10 120:18 smaller 143:10 smell 49:5 SMGs 186:8,10 smoke 48:21 social 3:13,16 13:9 18:12 33:2,9 36:25 40:13 50:4 50:4 53:20 56:23 62:12 63:9,10 69:25 80:18 81:10 97:21 101:12 102:10 106:3 108:19 140:23 162:13,15 163:17 164:3,4 168:5 170:3,23 171:2,22 171:24 socialological 28:19 solely 143:12 solicitors 176:21 185:20,24 186:19 187:2 solution 101:5 solve 128:19 somebody 28:3 41:3 54:4 58:19 77:20 80:14 90:5 92:14 93:11 99:2 102:1 157:1 164:18 someone's 48:25 somewhat 85:14 soon 20:13 94:2 172:23 sorry 16:22 18:18 19:12 20:25 28:13 31:1 34:21 47:25 63:21 71:9 77:5 103:17 109:23 119:21 134:7 139:12 141:14 153:22 164:13 168:25 171:22	173:13 184:15 187:11 sort 23:23 25:20 29:11 37:1,23 38:3 45:22,24 49:4 64:2,22 66:9 73:9,11 87:4 93:23 101:3 137:20 157:7 sorts 89:9 95:8 99:17 149:13 170:18 sought 49:14 sounds 64:23 source 21:13 132:4 sources 180:20,21 181:7,11 186:5 space 15:5 41:7 131:20 133:8 sparsely 175:2 spartan 174:15,25 speak 9:4 36:3 54:2 58:4 116:10,11 125:10 151:22 159:13 179:8 speaking 27:4 29:20 39:13 53:7 55:21 145:13 speaks 131:22 special 76:14,20 94:21 136:21 specialised 18:9 specific 71:10 76:9 76:10 77:15 79:18 84:12 86:15 93:2 96:8 98:16 122:23 163:13 172:5 179:8 180:3 182:6 183:8 specifically 25:22 34:13 62:5 65:15 76:24 105:13 116:24 141:5 168:1 spend 32:11 spite 126:17
---	--	--	--	--

<p>split 15:19 77:24 spoke 29:20 54:4 116:19 148:15 spoken 94:15 126:5 spread 158:24 Stability 3:25 stable 11:8 staff 3:9,14 4:19 5:16,16,17,20 6:12 7:22 8:19,22 8:22,25 9:2,7,8,13 9:15,16 10:9,14 10:15,16,18,21,23 11:8 12:16 13:6 13:10,14 15:21 17:4,17,18 18:3 19:9 21:16,19,22 22:7 24:14,17 26:3 27:8,15,15 29:6,23 30:1,8,9 30:11,15,17,24 31:3,10,18,24 32:2,10,17,25 34:9,13,14,15 35:5,19 36:2,7,11 36:19,23 37:9,14 38:6,21 39:1 41:23 42:1,2,4,18 42:22,23 43:8,13 43:16,16,17,18 44:3,4,13 45:6 46:18 47:1,1,10 47:14,16,20 48:21 51:7,18 52:19 53:7,8 54:4,7 59:7 59:7,9 61:11,19 62:20 63:4 64:12 64:18,20,24 66:4 67:2,5,11,14,18 68:7 73:6 75:8 76:23 78:3 81:20 81:25 82:5,12,14 83:3 84:2,10,14 84:15,20 85:9 92:1 93:3,5 94:21 96:17 107:11</p>	<p>108:23 111:23 112:19 114:4,5 116:10,18 118:3 118:10,23 119:14 121:9,22 123:2,11 124:3,10,13 125:17 126:5,8,18 127:14,21,25 128:5,9,13,25 129:10,13,14,20 130:2,5,15,20,25 139:10 144:17,24 145:2,7,20 147:12 147:16 148:16 150:18,24 152:20 153:24 154:10,11 154:18 156:9 158:1,11,20,20,24 164:22,24 165:17 167:7,9,11,15 168:17 173:1,7 174:6 188:18 staff's 156:11 staff/resident 131:20 staffing 5:6 10:16 13:2,3 21:11 stage 9:6 45:17 140:5 stages 17:1 stand 45:11 standard 138:7 157:20 standards 42:5 43:2,22 44:1 136:6 138:22 standing 50:15 stands 6:10 stark 142:3 start 15:17 33:16 54:1 103:25 146:20 started 4:15 7:2,3,4 11:17 24:4 53:9 62:7 118:15 172:16</p>	<p>starting 69:21 startlingly 174:19 starts 164:22 state 10:12 61:21 104:5 129:17 135:17 138:17 167:1 171:1 174:14 stated 120:16 statement 1:8,15,23 2:8,18,21,23 5:9 8:9,10 9:5 14:18 21:14 22:21 23:16 26:20,22 27:5 32:9,16 35:18 37:13 41:15 44:11 46:12 49:19 51:16 56:1,4 58:12 61:3 62:7 63:16,17 67:1,4 68:15,21 68:24 74:8 75:11 80:5 82:18 85:12 86:16 87:4,24 89:20 91:21 92:22 100:19,22 101:22 103:3,4,13 104:1 105:4,9,13 107:9 108:2,4 115:6 120:3 122:22 123:2,6 125:1 129:16,24 131:4 132:9 134:8,9 142:12 145:18 146:13,16,19 147:7 150:5 160:16,24,25 161:6,11,17,22 162:4,5 163:3,9 176:12 184:4 statements 60:12 60:22 95:13 103:8 103:10,12 167:19 167:20 168:2 states 123:1,3 136:9 145:20 147:3</p>	<p>station 135:12 status 164:14 statutory 115:23 140:24 stay 160:12 stealing 95:4 stepping 68:5 steps 76:5 93:19,24 94:11,16 126:25 171:23 172:11 Steve 163:17 164:1 171:12 sticking 136:16 stop 45:24 58:22 75:6 97:4 stopped 5:1 45:11 48:13 stopping 105:23 storage 181:3 stories 27:9 story 101:2 102:1 136:16 straight 7:6 38:9 53:5 163:4 strain 78:3 strained 40:9 strands 20:5 strangers 31:16 strategic 106:5 117:1,2 156:19 162:25 183:23,25 184:5 186:13 187:19 strategy 184:4 stress 31:5 124:9 stressful 9:12 strict 84:9 112:17 strident 122:9 strike 179:13 strong 9:1,15 136:19 strongly 7:14 148:1 struck 179:6 structure 164:7 187:19 structures 21:11</p>	<p>struggle 145:8 stuck 92:16 studying 3:8 stuff 35:3 150:17 Subcommittee 79:20 subject 57:10 68:7 78:22 139:11 163:11 164:25 submitted 123:3 124:18 subsequent 54:22 55:15 81:11 88:7 109:20 110:16 subsequently 67:23 88:23 115:12 123:22 135:15 139:11 148:16 153:19 171:21 substance 123:25 substantive 139:6 successful 18:10 Sue 160:16 suffered 36:8,8,10 37:11 sufficient 51:3 sufficiently 90:10 138:3,4 150:3,10 181:18 suggest 27:5 suggested 29:21 100:4 136:18 suggesting 119:10 158:22 suggestion 98:6 suggests 70:23 suitability 27:22 28:15 summarise 61:1 69:20,22,23 75:13 83:8 88:5 100:23 162:11 summarised 36:6 summarising 11:4 20:16 34:25 76:21 79:17 130:3</p>
--	---	--	---	---

131:18 174:13 summary 85:13 168:18 sums 47:22 82:12 Sunday 52:4 superficial 85:15 superior 65:16 supervise 86:12 supervised 36:20 76:12 supervision 35:18 35:19,20,23 36:9 36:23 37:6,9 43:2 43:22 84:5,8 106:12 117:4 156:22,25 supervision/com... 165:13 supervision/prot... 165:10 supervisor 37:2 support 3:9,25 4:15 9:9 17:21 51:3,6 92:19 97:20 108:20 166:24 176:23 177:10,20 184:2,9 185:13,15 supported 117:7 supporting 176:22 suppose 74:2,23 supposed 5:13 7:4 37:14 41:7 46:18 51:9 64:2 sure 21:6 49:5 64:24 71:3,7,25 72:3 82:3 92:21 94:16 104:8,20 119:16 121:24 148:21 154:1 164:16 172:16 173:13 177:12,18 181:16 186:4 surely 96:12 99:12 surprise 72:18 74:18 surprised 52:6	surprising 89:10 surprisingly 44:15 surrounding 14:14 131:10,13 survey 88:14 89:5 89:13 90:16 159:23 SUSAN 160:18 190:23 suspend 122:7,9,10 122:14 suspended 22:25 31:12 109:7 110:10,18 139:4 suspension 35:24 104:5 122:19 suspensions 44:10 sustainable 78:8,9 sustained 137:23 swap 41:7 sweep 68:9 swept 61:17 swimming 70:10 sworn 1:9 60:9 160:18 190:3,9,23 system 16:11 23:22 36:22 44:16 88:23 149:9,16 169:4 systematic 84:23 85:8 systemic 57:3 systems 180:16 systems/processes 174:17 175:9	173:22 183:24 187:17 tackled 48:10 tackling 20:6 take 2:21 7:7 23:6 29:7 46:8,9 60:24 67:20 80:7 86:24 87:14 89:24 92:8 98:11 102:21 103:22 116:15 123:8 126:25 140:2,9 143:13 162:6 168:5 177:1 taken 9:21 18:6 20:11,12 34:19,20 48:12 57:25 76:5 80:10 85:21 89:21 93:19,25 96:23 119:22 126:16 127:5 165:18 167:9 179:12 takes 101:23 138:8 talk 12:10 28:24 33:22 47:6 50:16 50:16 58:2 61:18 63:17 68:20 74:7 74:8 95:13 140:14 148:3 149:25 168:21 talked 62:1 73:5,19 112:1 talking 21:24 71:25 88:18 154:16 167:18 181:1 talks 91:21 98:24 task 17:15 teach 96:15 teacher 11:17,17,18 teaching 18:2 team 7:8 9:1 11:8 30:24 31:3 42:18 42:24 43:14 111:7 117:17 121:22 125:17 129:20 130:20 147:21 162:15 188:10,10	188:24 teams 176:21 177:3 177:13 181:15 182:9 186:24 tear 116:16 138:8 Ted 12:13,22 teens 98:23 teeth 90:13 92:6 telephone 104:12 137:14 telephones 131:1 tell 2:9 33:23 54:17 54:17 61:3 64:3 105:15 telling 53:2,3,9 75:8 90:5 158:3 temporarily 146:17 temporary 19:25 ten 8:2 40:3 126:13 tend 9:2 28:8 tended 111:8 tendered 109:5 term 78:9 111:8 164:12,16 terminology 90:14 terms 17:24 62:17 71:21 78:11 108:24 111:22,23 112:1,3,17 114:7 115:5,11 119:6 120:20,23 122:10 122:13 125:9 126:12 130:19,24 142:4 151:24 152:16,17,24 155:14 165:19 166:15,16,18 183:25 186:7 terrible 43:19 texts 130:17 131:2 thank 57:14,18,19 58:9,23 59:18,19 59:20,21 60:1,11 68:16 102:5,15,17 102:18,23 105:3 140:9,15 141:20	155:24,25 156:5 157:15,17 159:3,4 159:16,17 160:4,4 160:24 162:3 172:19 174:13 178:17 187:12 189:2,10,11,12 Thanks 158:6 theirs 91:2 theme 16:13 91:16 theories 68:12 therapeutic 184:2 they'd 27:10,10,11 33:15 40:8 85:24 114:5 116:20 thing 25:20 38:3 40:16 45:23,24 73:19 81:14 128:17 161:15 things 4:1 12:25 24:1 28:11 29:13 38:22 39:14 41:18 53:15 66:23 68:9 68:11 69:10,13 70:13 75:7 81:19 82:8,9,9 83:23 87:5 88:18 91:5 92:11,13,14,20 95:2,4,9,17,23 96:14 97:6 98:16 101:4,10 112:1,5 112:18 115:1,2 120:8 127:9,11 137:7,13 142:8 175:16,19,23 think 4:16 6:9 7:15 7:16 9:18 19:6 21:5,8,8,23 22:16 24:20 25:13 26:10 27:2,8 28:3 30:10 32:24 37:9 39:16 41:2 44:4 45:17 47:23 48:15 54:25 55:1 58:11,24 60:12 61:15,17 62:1,3,21,23
	T			
	tab 6:1,2 7:17 12:17 13:25 18:15 31:2 42:10 55:9 56:25 60:13,14 69:1 74:11 87:15 95:18 98:12 109:11 117:12 131:6 132:21 134:7,8 136:2 141:14 163:7			

64:14,15 65:1,5,7 65:25 66:7,9 67:3 68:4,8,13,25 71:17 72:14,22,25 73:9,16,22 74:6 74:25 76:11,18 77:18,20 79:6 81:2,25 82:6 83:22 85:13,18,21 86:1,3 87:7,25 88:3,14,17,23 89:2,11,24 90:1,2 90:25,25 91:1,3,7 91:10,19 92:4 93:6 94:1,1,7,19 94:23,24 95:10 96:12,22 97:1 98:7,9,25 99:8,12 99:23 100:14,23 101:8,17 102:3 104:10,16,23,25 108:3,10,14 109:22,24 111:17 111:20 112:12,19 113:5,17,23 114:1 114:3,4,4,8,9,10 114:23,25 115:21 116:10,18 119:3,6 119:15 120:20,21 121:2 123:5 124:16 125:7,8,8 125:12 126:9,16 126:22,24 127:6,7 127:9,10,15 128:2 128:17 129:6 130:9,10 137:18 137:24 142:3,7,10 143:5,12,24 145:7 145:9 148:8 150:2 150:9 151:19 152:1 154:7,20 155:4 156:15 157:5 158:16,25 161:18 166:11,20 168:8,14,17 169:3 170:2 172:19,20	173:2,6,8 175:14 178:7 180:14 181:20 183:21 185:8,19 thinking 17:13 68:5 83:4 110:23 129:7 139:16 147:24 thinks 86:20 third 9:24 13:2 30:23 43:24 thorough 121:2,25 thoroughly 83:25 thought 6:23 35:9 47:5 51:5 65:21 69:8,16 76:19 81:5,9 86:4,5 88:23 90:4 94:17 99:6 112:3 120:25 127:9,18 128:2 170:12 threat 76:6,7 threatened 75:22 Threatening 53:4 three 8:17 22:5 56:22 59:11 72:11 72:12 77:7 103:13 105:21 115:22 117:21 174:7 Thursday 1:1 tick 31:11 101:13 ticket 93:17 tie 87:6 time 1:23 3:12,21 4:8 6:13 9:8 10:22,23 11:13 12:2,19 13:12 14:19,22,24 17:18 20:10,23 21:19 23:12 25:2,21,25 26:2 29:15 31:9 32:11 33:22 36:5 37:2,3 38:2,4,18 40:7,9 41:16 43:4 44:8,13 47:11 50:12 59:24,24	61:24 62:11 66:5 67:23,24 68:2 69:12 72:24 74:14 76:13 80:16 82:2 82:23,25 83:21 84:9 85:13,24 86:2 88:11,12,24 89:7,19 90:15,18 90:21 92:7,9 93:11 95:7 97:1 97:10 101:23 105:3 107:14,23 110:23 115:14 116:6 118:13,17 118:22 119:16 123:10,18 124:15 125:25 127:7 128:3,21 129:11 134:19 135:9,25 138:19 139:2,8,24 142:5,16 144:5 146:1 154:11 155:4 158:18 159:19 161:6,17 162:14 163:18 164:3,7 165:16 166:22 167:2 168:11,25 169:10 169:12,15 170:2 171:2,10,11 174:7 174:8 176:17 177:2 178:6,13 180:12,15,25 181:1 185:2 187:6 timeframes 172:17 times 29:13,13,16 52:18 84:4 106:15 126:1 151:17 timescales 171:17 171:18 tiredness 31:6 title 164:16 titled 97:8 today 7:10,11 29:14 32:20 52:1 58:3 145:19 189:4	189:8 told 11:18 17:12 21:13 24:11 29:3 33:12 36:13 54:8 54:20 56:10,13 65:15 72:23,25 73:4 75:23 79:15 129:8 146:22 147:5,13 173:14 tolerance 48:17 tomorrow 189:11 top 7:25 18:19 131:9,25 174:12 188:20 topic 42:2 158:7 173:19 topics 2:23,24 60:24 105:6,7 162:7 total 67:18 88:6 totally 10:15 22:19 touch 70:2 100:18 touched 44:18 47:19 tour 9:21,21 52:17 Townsend 12:13 12:22 toxic 17:3 tragic 4:23 tragically 143:3 trained 85:10 training 23:17 24:4 24:12,16,19,23 25:2,21,24,25 26:3,4,5,16 28:11 28:20 29:22,23 30:2,4,5 37:10 44:16 45:3,5 63:25 82:22 84:13 84:15,24 85:9 98:20 153:15,24 154:4 166:17 transcript 148:9 translate 168:20 translated 28:1,16 trawl 13:10	treat 32:14 treated 32:12 37:8 149:4 treatment 61:5 97:20,23,24 100:8 100:14 tribunal 1:5 tricky 50:18 tried 25:12 64:15 trigger 113:12 triggered 166:9 tripping 177:15 trolley 78:11 trouble 13:23 34:15 troubled 20:1 troublesome 20:1 true 30:17 35:16 71:12 80:20 83:4 83:5,7 112:19 119:4 129:3 trumped 128:14,15 trust 11:24 truth 2:1 54:17 83:13 103:12 161:8 try 35:2,3 45:12 48:23 50:4 75:6 93:2 94:16 99:12 116:18 150:19 155:8 trying 8:8 18:8 21:8 31:11 45:9 45:10 49:24 50:16 50:16 69:14 71:13 74:2 89:24 93:13 99:8 114:11 115:2 116:21 118:7 158:22 171:8 177:9 tune 67:25 turmoil 131:24 turn 7:7 49:17 70:11 100:3 135:19 136:1 turnover 5:17 two 8:4 10:23 13:7
--	--	--	--	--

14:16 15:1,7 18:3 23:1,7 25:6 29:21 43:19 44:7 58:11 60:12 63:3 67:12 67:14,23 70:3,16 70:19 72:8 77:6 77:25 78:2,6,12 81:21 87:12 91:2 91:15,20,23 96:6 99:14 101:6 102:7 103:8,10 106:1 111:10 115:22 117:16 118:5 119:6,12 132:16 133:1,9,16 139:10 157:17 two-thirds 184:14 types 61:4	40:24 43:11,22 48:1 53:12 58:19 71:13 72:5 73:21 75:4 94:9 99:1 101:8 108:11,13 108:15 111:14 114:17 115:6 117:14 119:1,2 120:19 126:11 128:9 129:2 131:12,15 140:21 154:1 161:10 166:6 174:24 177:16 180:20,21 183:15,22 186:20 understandable 79:9 understandably 145:3 understanding 63:2 66:17 154:24 175:14 179:5,15 180:2,24 184:22 187:7,10 understands 19:6 understood 19:16 27:5 46:2 64:19 64:21 67:10 178:8 undertake 115:11 120:13 164:2 undertaken 163:22 undertaking 167:12,15 undertook 115:7 undesirable 154:7 155:15 union 57:22 122:4 unions 122:6 unit 2:11,13 5:20 6:7 7:7 8:5,11,21 10:13,19 11:20 12:8,10,12,20,21 14:11,12 18:9 19:24 20:9,13 21:7 22:1,3 24:9 25:17 27:13,16	29:2 31:7 33:3,9 37:21 39:3 40:11 40:18 44:7,12 47:14 48:14,16,18 49:8,9,15,22 51:8 52:9,13 53:5 55:17 58:14 59:5 59:7 62:24,25 64:8 70:15 72:1,1 72:2,2,7,8,9,10 73:2 76:4,11 77:24 78:5,11 84:10,13,15 85:1 85:1,22 86:11 89:5 111:4,12,15 114:16 117:14 131:23 133:6,14 133:21 134:21 145:13 146:24 148:12,13,13 163:25 174:4,14 174:16 175:4,8 176:9 units 72:8 77:25 university 23:20 26:23 27:2 91:19 unknown 145:14 unmanageable 25:4,7,10 unprofessional 126:19 127:14 152:19 unrest 42:22 unsafe 47:3 unsettled 19:22 unspeakable 16:3 unsupervised 84:4 unsure 4:13 untrue 56:16 82:16 82:17 147:9 unusual 14:23 45:23,23 Unwilling 25:11 unwritten 94:14 up' 140:22 update 186:8	updated 85:8 upheaval 15:12 uploaded 2:19 105:9 162:4 upset 33:15 upstairs 10:24 urgency 100:9 urgently 77:22 urinated 16:2,5 132:2 use 5:20 8:19 9:6 23:23 29:17 46:21 48:17,23 49:7,9 49:10 92:11 95:16 107:22,25 131:18 164:12 175:1 useful 4:2 66:16 98:25 usual 127:11 158:1 usually 41:4 49:7 115:9 156:24	views 82:12,14 83:3 vigilant 86:6 violence 65:10 95:4 96:2 violent 40:19 virtually 156:12 visibly 175:5 visit 6:3,8,13 7:18 7:19 11:5,5 18:22 18:24 19:15,17,20 27:13 52:1 147:10 174:7,13,22 visited 134:5,11,16 visiting 112:21 147:11 visitor 8:24 174:3 visitors' 54:13 visits 5:22 12:16 19:2,14 113:23 114:13,14 115:7,8 115:12,24 116:4,7 116:9,24 117:10 Vivian 107:18 123:15 vocabulary 175:1 voluntarily 21:5 vulnerability 57:12 vulnerable 4:8 23:19 33:25 34:1 34:2,3 40:19 47:3 76:7 123:12 143:21 145:4 146:3 153:14
U				
ultimately 83:9 183:1 unable 83:10 166:10 171:3 unacceptable 10:12 57:11 119:5 126:19 127:14 131:3 132:16 133:5 146:8 152:19 154:6 unannounced 115:9,13,16,20 116:3,4,9 unattended 82:1 uncertain 25:13 uncovered 121:12 undergoing 22:25 underlying 16:13 undermined 10:15 understaffed 22:24 26:1 understaffing 5:19 22:16 understand 4:6 7:13 9:17 15:15 17:6,10 20:15				
				V
				valued 16:14 vandalism 131:21 variety 65:9 various 11:21 61:4 70:25 105:22 107:8 131:17 variously 162:14 vein 95:4 verbatim 167:19 victim 77:6 97:22 99:22 victims 71:23 87:21 94:3 100:11 101:8 101:25 149:4 view 34:3 47:2,8,20 58:17 80:19 81:20 128:24 129:21 130:2 138:23 143:23 148:24 152:15 157:9 173:16 175:12,13 181:17,23 viewed 33:25 34:2
				W
				wait 81:14 wake-up 29:13 waking 154:10 Wales 91:22 walk 45:13 49:4 walked 53:5,6 Walker 14:3,4 15:23 16:7 131:8 wall 48:19 123:16 124:4

walls 10:5	way 2:22 28:1,9 32:13 36:19,25 37:7 49:13 51:5 58:6 73:12 85:1 88:21 89:12 97:9 105:12 108:17 120:21 121:18 144:16,21 166:2 177:8 179:17 184:14	whereabouts 145:14	173:21	17:17 23:19 27:22 28:4,7,16 31:9 41:20,25 57:21 91:17 93:1 96:9 107:14 142:17 153:11 155:22 162:25 177:13
want 1:12,24 2:5,15 2:16 4:6 18:14 25:14 30:6,20 33:21,22 47:25 53:17 54:8 56:17 65:23 79:3 90:7 90:12 95:17 97:4 97:12 98:16 100:5 101:12,22 104:11 104:16 107:9 111:13 117:9 120:8,11 124:5,11 135:19 139:13 140:5 148:24 161:13 166:12 180:20	ways 45:15 73:14 94:5 96:17,18 127:20 143:3	whilst 3:7 12:15 16:2 41:20 51:2 69:23 70:5 88:9 109:7 121:17 132:3 135:23 140:22	woods 151:10	world 66:13 99:25
wanted 33:15 40:11 55:1 61:18 67:7 78:16 87:14 93:15 108:15 110:19 124:13 125:9,10 135:7 173:3	we're 71:25	whistleblowing 149:17	Woodyard 24:9	worried 27:20
wanting 51:7 88:21	wear 116:16 138:8	white 99:2	word 34:25 60:23 86:24 108:17 127:24 174:25,25	worry 103:22
wants 53:23	website 2:20 60:23 86:19 105:10 162:5 189:9	wider 73:10 94:7	work 3:6,9,16 16:12 17:15 20:5 21:19,20 22:9 24:4 26:21 31:16 32:3 35:24 36:3 39:2 40:10 42:24 43:13 62:12 77:17 83:18 87:8,11 92:12 93:21 95:14 97:9 105:21,23 109:7 150:16 162:15 163:11 164:4,17 166:18 166:23 168:11,15 170:10 172:5,15 172:17 176:19 181:13	worth 32:22
warnings 54:16,16	week 16:1 46:24 51:12 106:15 120:16	Williams 77:9	worked 5:11 15:20 30:24 31:3 61:4,9 63:9 65:6 72:6 89:4 95:24 98:8 105:15 106:19 114:10 134:19 146:14 181:14	worthy 31:24
warrant 16:14	weeks 18:11 36:3 55:17 59:11 75:22 77:7 106:15	willing 32:3 86:24 101:24	worker 3:13 4:16 18:12 21:21 22:2 25:3 40:1,13,13 49:20 50:4,5 63:10,10 75:17 76:23 101:12 146:15 162:14 163:17 164:3,5 170:3 171:2,22	wouldn't 17:1 23:2 32:11 33:2,3,7,9 33:10,20 34:4 45:20 51:14 53:10 53:12,15 65:20,24 68:11 74:18 75:7 76:13,19 80:15 81:5,13 89:15 92:5 94:2,25 99:15 102:3 107:25 108:9 122:10,18 127:23 128:10,13,14 144:14 145:21 158:14,15 167:17
wasn't 9:16 18:10 26:2 32:22 33:3 35:16 40:13,13,22 43:10 45:21 47:21 48:10 63:13 69:9 73:4,6 76:16 79:10 80:16 82:25 84:25 85:3 86:12 93:13 94:1 102:12 102:13,13 103:19 106:13 111:23 112:2 116:12,12 116:14 123:21 146:4,10 148:3,11 170:2 171:1 177:14 178:23,24 179:19,19	weeks' 92:10	window 10:3	workers 8:18 13:9 33:2,10 36:23,25 92:12 144:18 167:5 168:5	write 39:5 167:4
watch 56:13 147:6	weight 127:5 129:5	Winston 176:7	working 3:14 4:25 9:1 11:13 13:12	writes 9:24 13:7 15:2,9,23 16:15 30:23 117:25
Watkins 77:9	welfare 42:25 43:15 57:10	wish 101:7		writing 12:21,25 30:21 161:17
	well-being 155:7 173:2	withdrawn 137:6		written 14:20 37:24 58:25 63:19 119:22 148:9,15 174:20 175:4,23
	went 7:5,6 17:16 20:13,13 29:23 39:19,20 54:6 57:3 79:10,22 80:18 95:6 108:3 110:6 146:21 151:10 159:10	withdrew 59:22 102:20 160:7 189:5		wrong 7:15,16 8:7 8:8 61:3 145:25
	weren't 3:12 27:6 31:24 32:4,4,5 33:1 39:16 43:18 53:16,18 63:7,24 74:23 84:11 85:9 92:6 120:22 122:8 153:21 155:22	withheld 182:5		wrote 75:11 109:6 167:11
	welcome 1:3	witness 1:6 59:22 60:12 80:14 102:20 145:18 160:6,7,8,10,16 162:10 189:5		<hr/> X <hr/>
	welfare 42:25 43:15 57:10	witnessed 182:3		<hr/> Y <hr/>
	witnesses 186:2 189:3	witnessing 130:4		yeah 24:15,15
	woke 38:2	woman 18:25 56:19		
	women 143:21	wondered 158:12 178:13		
	Woodborough 14:14,16 16:22 18:23 24:9 34:20 42:23 106:8 107:15 126:4 127:20 140:19 141:24 159:2			

32:17 33:14 34:16 36:7 37:9 38:24 40:10 43:5,7 48:3 50:2 55:17 68:3 71:12 79:5 81:9 98:9 year 23:20 67:14 92:10 165:5 years 23:24 62:9 75:12 100:13 128:4 133:9 150:4 177:18 179:21 Yep 12:24,24 yesterday 65:13 178:15 young 4:1,23 8:4 9:10 10:1 14:16 15:3,4 16:1,12 17:12,20,25 20:22 20:24,25 22:18 23:11,19,21 25:23 26:12 28:17,18,20 28:21 31:25 32:12 33:12,25 34:15,21 35:2,14,15 37:8 37:10 38:5,21 39:6,24 40:8,16 41:10,13 42:7,25 43:15 44:23 45:12 45:21 48:2,13 49:18,20 50:19,21 51:17 53:5 55:3 58:21,25 66:6 67:12 78:4 81:21 84:21 96:23 100:12 107:21,24 108:7,16,17 118:3 118:7,11,21,23 123:12 128:12,14 130:7 131:19 132:2 133:1 135:20,23 141:21 142:20,24 143:1 143:21 145:12 146:15,17,21 148:10 165:14	174:8 younger 98:4 youngsters 84:3 youth 61:5 106:9 111:5,7,17 112:6 113:1 <hr/> Z <hr/> zero 48:17 <hr/> 0 <hr/> 1 <hr/> 1 60:13 109:6 119:21 131:24 163:19 190:3,5 1.00 102:24 10 3:12 6:16,22 7:12 14:16 20:8 20:17 83:11 84:14 10-year-olds 99:14 10.00 1:2 189:12,15 100 45:15 102 151:2 190:13 103 151:2 190:15 190:17 11 1:16 3:19 4:3 5:15 41:16,17,20 42:10 70:20 100:6 132:21 153:8 175:15 11.25 59:24 11.27 60:2 11.40 60:1 11.43 60:4 12 4:14,17 5:15 7:23 8:4 42:13,15 43:24 56:25 63:16 63:18 169:6 12-month 165:2 168:21 13 4:22 11:3 25:16 65:1 131:6 134:8 174:12 14 3:5 4:22 8:19 25:16 41:10 55:9 92:10 111:4 144:7	144:12,16 145:24 163:7 14-year-old 97:18 97:25 15 2:5 5:8,12 18:15 18:20 173:22 186:21 15/20 37:1 153 190:19 156 190:21 16 13:9 41:16 129:16 142:12 16-year-old 99:16 160 190:23,25 17 5:18 23:24 109:11 18 1:1 4:14 21:14 21:17 41:17 136:4 187 191:2 19 5:8 189:15 1960s 61:4,13 1966 62:3 1974 182:11 1976 61:24 62:8 1980s 67:17 92:23 182:22 183:2 1981 162:13 1986 67:9 1987 68:23 70:1,1,3 1988 68:20,23 74:8 75:17 1989 95:22 128:10 1990 87:23 95:22 98:8,14 102:9 103:18,20 104:6,9 169:16,25 170:14 1990s 92:23 113:22 1991 5:23 163:16 1995 62:10,14,23 63:9 67:9 98:8 1998 104:8 105:16 105:18 109:6 113:16 118:16 182:11 1998/1999 132:25 1999 104:7,8	117:15 132:15 <hr/> 2 <hr/> 2 7:25 13:2 60:14 69:21 77:11 82:12 84:14 98:12 105:13 131:25 165:15 174:3 2.00 102:22 103:1 2.1 184:6,13,15 2.139 143:19 20 14:2 19:18 62:9 131:8 136:2 20-minute 52:17 2000 3:7 4:14 7:2,3 41:24 2000s 113:22 151:7 2001 6:22 8:2 30:20 30:22 31:8 46:25 63:9 114:15 130:14 138:20 144:22 2002 4:23 14:2,20 18:13,15,20 20:20 42:6 56:24 57:7 131:8 133:11 134:1,4 135:20 136:22 137:8,11 138:3,17,23,24 140:17,20 144:22 153:8,11 2003 104:25 136:1 140:18 146:21 2004 105:1,2 2005 105:18 2006 3:16 105:21 173:21 174:1,4,5 2007 105:17,22 2007/2008 5:1 2009 162:14,20 2014 162:22 2015 184:5 2016 184:6 186:14 2017 105:24 2018 1:1 161:1 189:15	21 186:14 22 5:22,23 19:4 23:16 24:3,13 26:19 74:9 114:13 114:14 115:7,12 22/33 116:3 22/33s 115:18 23 24:19,22 103:9 134:16 24 25:4 25 6:3 75:12 140:7 26 28:24 74:9 87:16 88:8 104:6 27 30:7,10 161:1 28 87:15 91:7 117:12 29 30:20 32:8 87:23 <hr/> 3 <hr/> 3 2:8 5:8 7:17 8:14 21:15 30:21 70:11 74:11 80:1 98:17 98:17 105:13,15 105:20 164:21 165:15,15 3.00 140:11 3.1 176:11,14 3.15 140:10 3.16 140:13 3.2 176:11 3.3 176:19 178:19 30 22:12 91:6 30-hour 22:14 32 35:17 36:1 33 35:17 36:12 115:8,12 116:3 175:19 34 173:23 35 37:12,13 36 174:11 37 39:13,23 41:9 87:24 38 41:23 387 42:23 43:13 133:13 134:11 140:19 141:24
--	--	--	--	---

142:5,9,10 143:5 143:12,20 159:2 39 154:23	64 49:19 54:15 104:24 67 49:19 56:4			
4	7			
4 6:1,2 9:20 23:17 56:15 87:15 95:19 100:3 4-98 :1 4.00 17:16 4.30 178:14,16 189:13 4.5 180:4 182:7 42 107:6,10 44 107:6,11 47 44:11 103:16 104:1 48 2:13 20:14 44:22 88:7 137:18,21	7 13:25 95:18 106:1 180:4 183:24 7.5 8:18 71 131:4 132:9 134:8,10 76 62:4 79 88:6			
5	8			
5 6:20 7:24 11:3 35:18 98:12 100:3 100:6 117:20 167:3 184:15 5.00 92:14 5.1 163:10 52 47:12,22 53 46:17 55 48:7 104:10 57 49:21 103:18 111:2 190:7 58 49:22 112:23 59 104:16	8 18:15 20:8,17 70:19 82:11 134:15 172:20 8-year-old 97:19 82 116:23 83 87:17 120:4,5 84 120:12 85 87:17,19 121:10 88 69:14			
6	9			
6 4:17 12:17 13:10 31:2 37:12 176:12 187:17 6-year-old 98:1 6.10 141:13,20 6.5 42:16 43:24 60 120:3 190:9,11 61 49:18 62 51:16 56:4 63 51:22 100:22 146:19	9 1:3 3:5,7 69:1 70:19 83:15 97:7 106:12 107:6 9-year-old 99:15 9-year-olds 99:14 9.00 17:16 92:14 9.00/10.00 23:2 90 120:4 129:16 93 142:12 94 142:13 98 103:19 99 103:19			