

<p>1 Thursday, 27 September 2018 2 (10.00 am) 3 Welcome and opening remarks by THE CHAIR 4 THE CHAIR: Thank you. Well, good morning, everyone, I am 5 Alexis Jay and, as you will know, I am the chair of the 6 Independent Inquiry into Child Sexual Abuse. May I also 7 introduce the other panel members present, 8 Drusilla Sharpling, Professor Sir Malcolm Evans and 9 Ivor Frank. Riel Karmy-Jones QC, who is sitting along 10 there, second from the end, is one of the inquiry's 11 counsel team and will be facilitating today's event. 12 I am very pleased to welcome all of those seated around 13 the table and who have agreed to take part today and of 14 course welcome to all of those in the public gallery. 15 Today's seminar on mandatory reporting of child 16 sexual abuse is the eighth seminar to be held by the 17 inquiry. The seminars are designed to gather 18 information and views on a range of important topics 19 relevant to the inquiry's work and make a valuable 20 contribution to the inquiry's programme and ultimately 21 to our conclusion. Although seminars are not formal 22 evidence-gathering sessions in the same way as our 23 programme of public hearings, what we hear during 24 seminars can assist our work in a number of important 25 ways. These include providing us with greater insight</p> <p style="text-align: center;">Page 1</p>	<p>1 into existing arrangements and also it assists us in 2 gathering current opinion on the matters which the 3 inquiry is considering, including the opinions of those 4 whose work or experiences give them a frontline or 5 first-hand perspective. 6 Throughout today's inquiry we will focus on two 7 major points: the adequacy of existing obligations to 8 report child sexual abuse and, secondly, how mandatory 9 reporting laws operate in a number of countries outside 10 England and Wales and the impact these laws may have had 11 on preventing and responding to child sexual abuse. 12 We will be holding a second seminar on mandatory 13 reporting in April 2019, which will consider the 14 arguments for and against the introduction of mandatory 15 reporting legislation and the practical considerations 16 involved in introducing such a law. What we hear, both 17 today and in the later seminar, will help to shape the 18 inquiry's wider consideration of the subject. 19 The panel and I are pleased that such a broad range 20 of organisations are represented today, including some 21 who are joining us from overseas. In particular, we 22 would like to take the opportunity to say thank you to 23 all of those who are contributing to this seminar from 24 the perspective of victims and survivors of child sexual 25 abuse. Your contribution particularly is greatly</p> <p style="text-align: center;">Page 2</p>
<p>1 appreciated by the panel. 2 It is important to remember that the purpose of this 3 seminar is not to gather evidence in a formal or legal 4 sense. Ms Karmy-Jones will say more about the format of 5 the seminar and about the rules we must abide by in 6 a moment. 7 Myself and the panel are here to listen today, so 8 once again, thanks to those of you who are participating 9 and particularly to those who have taken the trouble to 10 be present in the public gallery today, thank you very 11 much. 12 I will now hand you over to Ms Karmy-Jones. 13 Session 1: Opening statement by THE FACILITATOR 14 MS KARMY-JONES: Thank you very much, chair. As the chair 15 has said, I am one of the team of lead counsel to the 16 inquiry and I also have conducted a number of these 17 seminars previously. Just so that you are aware, one of 18 my areas of expertise is in criminal cases involving 19 sexual abuse and child sexual abuse cases where the 20 victims are particularly vulnerable, so I hope I have 21 a little understanding of the impact of child sexual 22 abuse and its grave effect on its victims. 23 My role today, however, is to facilitate this 24 seminar and, as part of that, to try to keep things 25 running smoothly and to help to encourage friendly</p> <p style="text-align: center;">Page 3</p>	<p>1 discussion and a lively and candid debate. 2 I am assisted today by Lara McCaffrey, who is 3 sitting next to me, and who is junior counsel to the 4 counsel and Ali Goldsmith, who is policy adviser and who 5 has put this seminar together. Lara and Alison are 6 going to act as extra eyes and ears for me in the 7 seminar and to try and ensure that everyone around me in 8 the horseshoe has an opportunity to speak if they wish 9 to. 10 As you know, and as the chair has indicated, this 11 seminar sits within the inquiry's wider bodies of work 12 and the terms of reference, which are available to all 13 to read and are published on the website, the inquiry 14 website should you wish to refer to them. 15 Now, the purpose of today's seminar is to look at 16 the important policy decision in respect of mandatory 17 reporting, so I'm going to ask you to please bear in 18 mind that today's seminar is only one part, albeit 19 a very important part, of the inquiry's consideration of 20 this difficult question. 21 Mandatory reporting has come up in a number of the 22 inquiry's hearings. It has been referred to in some of 23 the other seminars, including the health seminar, and 24 the inquiry will in due course be asking members of the 25 inquiry's victim and survivor forum for their views and</p> <p style="text-align: center;">Page 4</p>

<p>1 input on mandatory reporting and they will also consider 2 victims and survivors' accounts of their experience of 3 reporting sexual abuse and what has been shared with 4 them through the Truth Project. 5 There is also going to be a second seminar 6 in April 2019 which will focus on the arguments for and 7 against mandatory reporting laws and arguments about the 8 practical consequences of them. 9 So what do we mean by mandatory reporting in the 10 context of this inquiry? We mean a legislative duty or 11 the concept that there should be such a legislative duty 12 to report knowledge or concern, belief about child 13 sexual abuse or neglect. The topic for today for this 14 section of the seminar is one that I am going to ask you 15 all to focus on and that is, what are the existing 16 obligations to report child sexual abuse? What is the 17 base from which we move on? 18 Today we want to hear about what actually happens, 19 what the laws and regulations actually are and what the 20 experience of other countries, where mandatory reporting 21 laws are in place, is, so that we can learn from that, 22 so that we can consider it and consider whether 23 comparisons can or should be drawn and use that as 24 a framework upon which to build. So inevitably, our 25 discussions will also touch upon what the practical</p> <p style="text-align: center;">Page 5</p>	<p>1 implications will be of any mandatory reporting laws, 2 but please note that the topic for today is not 3 implications and it's not what people think about 4 whether it's right or wrong, although we will be 5 undoubtedly touching upon it. It's what is actually 6 taking place. So please focus on that. We will be 7 returning to the other topics at the next seminar. 8 I think, as we will discover, mandatory reporting is 9 a subject about which there are many different and 10 strongly held opinions, so please be aware that some of 11 the views expressed today may be controversial and may 12 not be easy for anyone or everyone to hear. 13 Nonetheless, it is very important that the inquiry 14 consider this topic and hear a wide range of views and 15 that speakers are free to express themselves. So we 16 hope that all the information and views shared with us 17 today will add to their consideration of the topic. 18 In terms of the programme for today, a briefing 19 document was published on the inquiry website last week. 20 You will also find, in the public gallery, a copy of 21 that on your seats. That sets out the programme for 22 this morning and afternoon, along with details of who is 23 here around the horseshoe and what organisation, if any, 24 they represent and a little bit about them. 25 A limited number of spaces are available around the</p> <p style="text-align: center;">Page 6</p>
<p>1 horseshoe. As you can see, we have packed things in 2 quite a lot today. We obviously need to ensure a spread 3 of opinions so that all views can be expressed, and so 4 we have not been able to invite everyone who might have 5 wanted to express views, but it is open to people to 6 comment, if they are in the public gallery, at the end 7 of a session. 8 Please note that in a change to the published list 9 of participants David Tucker from the College of 10 Policing is unfortunately unable to attend so we are 11 joined instead by Gareth Edwards, who is the head of the 12 National Police Chiefs' Council Strategic Vulnerability 13 Centre. Mr Edwards, we're very grateful to you for 14 stepping in at the last minute to offer a policing 15 perspective on the reporting of child sexual abuse, but 16 we weren't able to include your biography amongst those 17 we have already circulated. You have supplied me with 18 one which I will read out now. 19 Mr Edwards is head of the National Policing 20 Vulnerability Coordination Centre, VCC, which has 21 recently been established as a result of a successful 22 joint police transformation fund bid involving the 23 College of Policing and National Police Chiefs' Council. 24 The Vulnerability Coordination Centre has been 25 established to map current policing responses to develop</p> <p style="text-align: center;">Page 7</p>	<p>1 the evidence base around what works and to coordinate 2 nationally the response to the NPCC vulnerability action 3 plan. 4 Mr Edwards reports into Chief Constable Simon Bailey 5 of Norfolk Police, who is also the national policing 6 lead for child protection abuse investigation and, prior 7 to this, Mr Edwards, or Gareth, was 8 Chief Constable Bailey's police lead for child 9 protection and so comes to this with a significant 10 amount of knowledge and experience around police 11 responses. 12 Because of time, we are not going to do 13 introductions for everyone -- as I say, they are in the 14 packs available -- but I will ask everyone, when they 15 first come to speak, please to identify themselves and 16 the organisation that they represent or why they're here 17 if they don't represent a specific organisation. 18 I would also like to say, I'm not going to identify 19 anyone, but we do have some victims and survivors in the 20 horseshoe, so there are people here with a wide range of 21 knowledge about the topic. 22 There is a lot of ground to cover and this seminar 23 is going to follow a slightly different format from 24 previous seminars. The day has been broken down into 25 four sections, two in the morning and two in the</p> <p style="text-align: center;">Page 8</p>

<p>1 afternoon. At the beginning of each of the first three 2 sections, we will be hearing from three speakers. In 3 the last section, we will be hearing from two speakers. 4 Each speaker will have seven minutes in which to outline 5 a presentation. At the end of each section, I shall 6 direct some questions to others around the horseshoe and 7 then open the floor for comments about what has been 8 said. 9 As is usual, I will ask for comments from those who 10 are core participants first and then go to other members 11 of the public and any who wish to contribute in respect 12 of what they have heard. 13 In terms of structure, the first session will be 14 about existing obligations to report child sexual abuse 15 and wider child sexual abuse and neglect in England and 16 Wales. After the break, we will hear about existing 17 obligations on professionals such as teaching staff, 18 social workers and healthcare professionals to report. 19 We will then break for lunch and then we will hear 20 about the Lanzarote Committee's findings on reporting of 21 child sexual abuse in the Lanzarote Convention's member 22 countries and the models of mandatory reporting in the 23 Republic of Ireland and France. We will be looking 24 outward, at that stage; away from England and Wales and 25 outward.</p> <p style="text-align: center;">Page 9</p>	<p>1 Finally in the afternoon, we cast our net wider 2 still and we will hear about models of mandatory 3 reporting in Canada and Australia. At the end of each 4 session of talks, I will go to some specific individuals 5 in the horseshoe who are not giving a presentation and 6 ask for their views on specific issues. 7 As per usual, at the end of each session, we will 8 take ten minutes or so, as I have said, to hear from 9 core participants in the public gallery. Can I just say 10 how grateful we are to see so many familiar faces in the 11 public gallery from our core participants, who have 12 shown the inquiry a huge amount of attendance and 13 dedication and it really does make a difference to us. 14 I will ask people to indicate whether they wish to 15 contribute by raising their hand and then Sue, who gave 16 you the introduction earlier, will take the microphone 17 around. Some of you know her very well. 18 Please give it back to Sue when you have finished. 19 We may not be able to get to all of you, but I will do 20 my best to take as many comments and observations as 21 possible. There should also be information on your 22 seats about contributing in another way, if you wish to, 23 after the seminar. 24 There are some things that we want to avoid, please. 25 As the chair said, this is not a formal or legal</p> <p style="text-align: center;">Page 10</p>
<p>1 evidence-gathering process, so it's not the time or the 2 place for questions, cross-examination or interrogation 3 of those within the horseshoe who may have different 4 opinions. 5 Please bear in mind it's also not about levelling 6 criticisms at any specific individuals or organisations, 7 so although, inevitably, it's going to be tempting for 8 core participants and people in the public gallery to 9 try and ask questions, I am only going to allow comments 10 in the usual way: observations, contributions. Any 11 questions will be restricted to questions of specific 12 clarification around an issue. 13 I am keeping to the agenda and we will not be able 14 to digress on to issues that don't fall within it. 15 Today's seminar provides us with a huge opportunity to 16 get really valuable information and so we sincerely hope 17 that the conversation will be a respectful one and 18 nothing will disturb the smooth running of the day. 19 As you all know, the seminar is live streamed and 20 because we are also dealing with very sensitive issues 21 we have a small delay on the public feed of the live 22 broadcast. Should there be any disruption or anything 23 sensitive come up, I will ask the chair to address the 24 matter and we will pause the live feed or temporarily 25 pause the proceedings.</p> <p style="text-align: center;">Page 11</p>	<p>1 Please also remember that because of the chair and 2 the panel's function in the wider inquiry, the chair and 3 the panel are here to watch the discussion and to listen 4 to the speakers, rather than to take an active part in 5 it. 6 People in the public gallery will not be seen on the 7 video feed. It goes without saying that some of the 8 material we discuss may be distressing and, if you want 9 to share something with those just in this room, please 10 let me know and we will pause the feed. If at any stage 11 anyone becomes distressed, as Sue said, we have our 12 support team, who are Johnny and Diane, at the back, 13 available to provide emotional support to anyone in the 14 room who wishes to speak to them and a private room is 15 available for quiet discussion. 16 Please also bear in mind that those of us in this 17 room have a responsibility to anyone who may make 18 a disclosure, whether it's spontaneous or not, and 19 please be aware that if you disclose information that 20 leads us to believe that there is a child protection 21 concern or someone is at risk of serious harm, we will 22 pass that information, together with your details, to 23 the police or other relevant authority such as the 24 local authority. And you can speak to the supporters 25 privately.</p> <p style="text-align: center;">Page 12</p>

<p>1 Today's discussions and presentations are likely to 2 focus heavily on current policy practice here and abroad 3 and that is fine, but I am conscious that the 4 participants we have around the horseshoe represent 5 a range of professions. Some specialise in mandatory 6 reporting. Others will be less familiar with the topic. 7 Members of the public gallery and those watching on the 8 live feed come from different backgrounds, so a final 9 plea: please avoid acronyms wherever possible, because, 10 before we begin, I would like to provide a brief 11 reminder of why we're here. Because child sexual abuse 12 is not an acronym, it's not CSA. It's too important and 13 has affected too many young lives simply to be reduced 14 to those three letters in the alphabet as far as the 15 inquiry are concerned. 16 So as we sit here and talk comfortably about issues 17 like mandatory reporting, the mechanisms of how it may 18 be put into practice and the consequences there may be 19 as a result of it, we need to acknowledge that child 20 sexual abuse is a reality, and that reality, including 21 how child sexual abuse, not CSA, occurs, who it happens 22 to, who perpetrates it, who hears about it or suspects 23 it is often not accurately reflected in the way that 24 society understands and talks about the issue. 25 Through the inquiry's investigations and the public</p> <p style="text-align: center;">Page 13</p>	<p>1 hearings, through the Truth Project and the many other 2 opportunities that there are of engagement with victims 3 and survivors of child sexual abuse, the inquiry has 4 heard accounts day in and day out of children who have 5 been failed. Failed by individuals and institutions 6 charged with their protection and care, teachers, 7 carers, medics, social workers, religious leaders. For 8 many victims and survivors, it takes years before they 9 are able to marshal the courage and self-belief to tell 10 anyone about the sexual abuse they experienced as 11 children. Many others tell us that, as children, they 12 did take that extraordinarily difficult step of 13 confiding in an adult, an adult who they hoped would 14 help them and protect them. Isn't right that, for as 15 long as child safety education and public awareness 16 campaigns have existed, this is what children have been 17 encouraged to do, to tell someone they trust, to 18 disclose to a person in a position of authority? 19 In saying that, I acknowledge that concentrating too 20 much on that message puts too much of a burden on the 21 child and too little on adults to spot the signs of 22 abuse, but that is the message that children often hear. 23 Yet, so often, when children have disclosed abuse to the 24 trusted adult, that adult did nothing. They refused to 25 listen or perhaps to hear what the child was telling</p> <p style="text-align: center;">Page 14</p>
<p>1 them. Rather, they disbelieved them, reprimanded them 2 or simply turned a blind eye, assuming that he or she 3 exaggerated or it wasn't that bad or it was just one of 4 those things. 5 The inquiry has, however, seen documentary evidence, 6 institutional records, correspondence and memos that 7 detail knowledge, suspicions and concerns about child 8 sexual abuse that were not properly acted upon or, in 9 some cases, the bare minimum was done to stop the sexual 10 abuse with the perpetrator being protected, quietly 11 moved on, but still frequently no action taken to 12 safeguard and support the child victim to prevent 13 further abuse or bring the perpetrator to justice. 14 So it's all too frequent, these all too frequent 15 failures to respond, to act and to safeguard the child 16 that leads us to today's discussion. 17 With that, I'm going to now turn to our first set of 18 presentations, which, as I mentioned, will focus on 19 existing obligations to report child sexual abuse in 20 England and Wales. We are now going to hand over to 21 Graham Archer from the Department for Education for our 22 first presentation, which will be about seven minutes 23 long, which is mandatory reporting and related issues. 24 Ali, who sits next to me, will be controlling the 25 slides so please indicate the next slide as and when.</p> <p style="text-align: center;">Page 15</p>	<p>1 Thank you very much and fire away. 2 Presentation by MR ARCHER 3 MR ARCHER: Thank you very much and thanks for the 4 invitation to speak at this seminar. Let me start by 5 echoing some of what the facilitator said. Child sexual 6 abuse is, of course, an abhorrent crime which no child 7 should have to suffer and it goes without saying, 8 therefore, that this is a really important discussion. 9 How to keep children safe from abuse of all kinds is 10 one of the most basic and yet most critical functions of 11 government. It requires vigilance, adaptability and 12 a willingness to learn, both from where things have gone 13 wrong and from best practice. 14 I intend in the next seven minutes to start with the 15 current legislative framework, to say a little bit about 16 government policy in this space and about the response 17 to the government's recent consultation on mandatory 18 reporting and to say something about action taken by 19 government to strengthen reporting and the child 20 protection system more generally. If we could go on to 21 slide 2, please. 22 My starting point is that professionals should 23 already be clear what they need to do and when they 24 should report concerns. The main primary legislation is 25 in the Children Acts of 1989 and 2004 and more recently</p> <p style="text-align: center;">Page 16</p>

<p>1 in the Children and Social Work Act 2017. Statutory 2 guidance, Working Together to Safeguard Children and 3 Keeping Children Safe in Education provide the details 4 and both have been revised this year. Paragraph 17 of 5 the first substantive chapter of Working Together is 6 a really clear starting point. It says anyone who has 7 concerns about a child's welfare should make a referral 8 to Children's Social Care and should do so immediately 9 if there is a concern that the child is suffering 10 significant harm or is likely to do so.</p> <p>11 I should say just a bit about what statutory 12 guidance means in this context. Statutory guidance is 13 guidance which the Secretary of State issues under 14 powers in primary legislation. It is guidance which 15 people should follow unless they have very good reasons 16 to do otherwise. It goes well beyond what you might 17 call advice on good practice, and failure to comply 18 could lead to action and to sanctions. Those sanctions 19 might apply to both organisations and to individuals. 20 For organisations, governments can, for example, 21 intervene or remove the functions in extremis of 22 a local authority failing to deliver its duties towards 23 children or it can, for example, deregister 24 an independent school, close it down, potentially 25 disqualifying its owners.</p> <p style="text-align: center;">Page 17</p>	<p>1 For individuals, employers, might discipline and, in 2 some cases, dismiss employees whose behaviours have 3 caused the institution to fail to comply with 4 legislation. In some circumstances, they would need to 5 report an employee to the relevant professional body 6 and, in some cases, they or others might choose to do 7 so. The professional body could then impose sanctions 8 including disqualification. In some cases, criminal 9 offences play a part too; for example, if an individual 10 is deliberately withholding information from the 11 Disclosure and Barring Service or if someone is actively 12 taking steps to shield an offender from prosecution.</p> <p>13 Finally on this slide, it's worth saying that 14 reporting levels might suggest that people are aware of 15 their obligations. In 2016/17 the referral rate here 16 was 54.8 per 1,000 children compared to 53.2 in the US 17 and 42 in Australia, both of which, of course, have 18 mandatory reporting duties in much, if not all, of the 19 country.</p> <p>20 Reports mainly come from other professionals, the 21 police, teachers and health professionals. Could we go 22 on to slide 3, please?</p> <p>23 So in July 2016 the government consulted on 24 mandatory reporting. It did that in response to 25 concerns that some cases of abuse were not being</p> <p style="text-align: center;">Page 18</p>
<p>1 reported, that children were at risk of further harm and 2 that offenders were avoiding punishment. Respondents 3 were invited to comment on questions relating to the 4 current system, to the impact of any mandatory reporting 5 duty and the impact of any broader duty to act in the 6 child protection system more generally.</p> <p>7 We received over 750 replies from a pretty wide 8 range of organisations and individuals. The majority of 9 those oppose new statutory requirements. Only 10 25 per cent favoured a duty to act and only 12 per cent 11 mandatory reporting.</p> <p>12 63 per cent favoured allowing the government's 13 current programme of reforms to be established and 14 embedded and we have continued to implement those 15 reforms. I will say a little more about that in 16 a moment.</p> <p>17 A small number of respondents suggested more tightly 18 focused approaches, a duty relating to closed 19 institutions or an offence of concealment aimed at those 20 who not only failed to report abuse, but took steps to 21 hide it. The latter, it's worth saying, was raised by 22 the NSPCC and by the Office of the Children's 23 Commissioner.</p> <p>24 The government response committed to continuing to 25 monitor and evaluate evidence to see if there are gaps</p> <p style="text-align: center;">Page 19</p>	<p>1 in the system which need to be closed, legislatively if 2 necessary, to tackle any concealment and it's worth 3 saying that this seminar and the one that follows 4 in April will be, hopefully, a really important 5 contribution to that process.</p> <p>6 Can we go on to the last slide then, please?</p> <p>7 Some respondents of course used evidence from other 8 countries to support their case in responding to the 9 consultation. We took that information into account in 10 preparing our report and we will continue to see what we 11 can learn from those systems. I am looking forward in 12 particular to hearing the presentations from colleagues 13 from other countries in the course of today.</p> <p>14 We are, of course, in contact with Welsh Government 15 colleagues about the evaluation of their mandatory 16 reporting legislation and I am looking forward to 17 hearing my colleague from Wales say more about that.</p> <p>18 There is of course one area where the government has 19 set out mandatory reporting responsibilities in respect 20 of the horrible practice of female genital mutilation. 21 There are currently no national statistics, as 22 I understand it, on reports under that legislation, but 23 I do understand that Inspector Davis is going to be 24 talking a little bit about the experiences in the 25 Metropolitan Police area.</p> <p style="text-align: center;">Page 20</p>

<p>1 Again, this is something we will want to monitor 2 closely, but recognising that the female genital 3 mutilation duty relates just to one form of abuse and is 4 limited to known cases, either from physical evidence or 5 from disclosure, rather than to the sort of broader 6 versions of mandatory reporting which many colleagues 7 will talk about in the course of today.</p> <p>8 Finally, then, we have continued to implement the 9 commitments in the government response to the 10 consultation in an attempt to strengthen the current 11 system for reporting. I have mentioned already that we 12 have published revised guidance, Working Together, 13 Keeping Children Safe in Education and, more 14 specifically, on information sharing in the child 15 protection system. We have continued with our 16 successive waves of the communications campaign Together 17 We Can Tackle Child Abuse. We have continued to improve 18 training accreditation and regulation of the social work 19 profession and we will continue to monitor the impact of 20 our broader reforms on reporting; for example, as the 21 new multi-agency arrangements for safeguarding in local 22 areas take shape, as we learn from the work of the Child 23 Safeguarding Practice Review Panel, as well, of course, 24 as from learning from past case reviews more generally.</p> <p>25 The government also agreed to assess whether the</p> <p style="text-align: center;">Page 21</p>	<p>1 current framework is able to deal adequately with the 2 concealment of abuse. That's a question that we are 3 scoping work on more fully at present. The government 4 is committed to identify during the current Parliament 5 whether there are gaps that we need to address and we 6 hope that we will be able to report real progress at the 7 time of the next IICSA seminar in April on that topic 8 specifically.</p> <p>9 Let me pause there. I am conscious of time. That's 10 just a very high-level overview of the current 11 arrangements and of the government's position. I am 12 very much looking forward to hearing other presentations 13 and to learning from them and to the broader discussion.</p> <p>14 These are important issues which have, I know, the 15 most serious implications for many of those who have 16 been victims and I am hoping that today's seminar will 17 be an important contribution to tackling some of those 18 questions. Thank you.</p> <p>19 MS KARMY-JONES: Thank you very much, Mr Archer. We are now 20 going to turn to our second presentation from 21 Mr Albert Heaney, who is the Director of Social Services 22 and Integration for the Welsh Government, who sits down 23 at the end of this row. Mr Heaney? 24 25</p> <p style="text-align: center;">Page 22</p>
<p>1 Presentation by MR HEANEY</p> <p>2 MR HEANEY: Good morning. My name is Albert Heaney, I work 3 for the Welsh Government. Thank you very much for 4 inviting me here today.</p> <p>5 MS KARMY-JONES: Mr Heaney, can I ask you just to ensure 6 that you pull your microphone forward because it's not 7 quite picking up?</p> <p>8 MR HEANEY: How does that sound now, folks? Can everyone 9 hear me in the public gallery? Excellent. Thank you 10 very much.</p> <p>11 Really pleased to be here. As I already stated, 12 this is the most important issue for us to address and 13 deal with. What I would like to do on the next slide, 14 if I could, please, because of time, is just take you 15 through the journey of the contacts within Wales as 16 described by our first speaker. English and Welsh 17 legislation for a long time have run together. With 18 devolution, changes have taken place and we were very 19 much, in the context in Wales, of operating within the 20 Children Act 1989, which spelt out for us the same 21 legislative requirements.</p> <p>22 What the context -- and in the next slide, please, 23 what you will see is we move from kind of 24 an expectation, in terms of our statutory guidance, 25 moving into placing specific duties around reporting.</p> <p style="text-align: center;">Page 23</p>	<p>1 The context to that for this seminar was a growing 2 concern within the professionals, in a Welsh context, 3 some of the lessons being learned from very serious 4 historical abuse cases that had clearly evidenced 5 concerns and failures.</p> <p>6 The whole media issues around some very serious 7 cases that you will be aware -- and I know the Welsh 8 ministers referred to these specifically in passing the 9 legislation, you know, the Savile, some of the big 10 operations in Wales, Operation Jasmine, for example, so 11 we have dealt with some very traumatic difficult 12 experiences across the wider safeguarding arena not just 13 in relation to children, but for children and adults.</p> <p>14 Because of this, Welsh ministers specifically set up 15 an advisory panel, an expert safeguarding panel, and one 16 of the recommendations made by that panel was, within 17 the Welsh context, the strength in existing safeguarding 18 arrangements for children and adults and to move from 19 an expectation to a duty. So if I could have the next 20 slide, please.</p> <p>21 That led to -- we, in Wales, with our new devolved 22 powers were considering our legislation for social 23 services and well-being in Wales and it led to us 24 actually specifically, within that legislation, creating 25 a duty to report. The legislation is Social Services</p> <p style="text-align: center;">Page 24</p>

<p>1 and Well-Being (Wales) Act 2014, implemented 2016. So, 2 as a first speaker already indicated, we are now moving 3 into an evaluation stage which will help both us in our 4 learning about what we need to do next, but also from 5 learning from this seminar and taking forward. 6 The duties, there were two duties. There was a duty 7 around adults. I won't mention that today, but I think 8 that is significant in its own right. Then section 130 9 of the Act placed/introduced a duty on relevant partners 10 and Youth Offending Teams, et cetera, which would inform 11 local authorities of a child at risk. 12 In that duty, then, the next slide just gives 13 a flavour of the relevant partners who have a duty to 14 report: local authority staff, police, probation, health 15 and those discharging functions, learning and skills 16 specifically in an education context. 17 Practitioners -- I think it's really quite crucial 18 for this seminar today -- are very aware through 19 extensive training and an awareness of what, you know, 20 they now need to do to report, so isn't just, I think, 21 one of the key points, it isn't just about creating 22 a legislative framework, it's then about all the aspects 23 that go along, about training, awareness, creating that 24 best practice that can generate arenas of safety for 25 children and young people. We have clarified around the</p> <p style="text-align: center;">Page 25</p>	<p>1 fact that concerns have to be reported rather than known 2 facts and, if I move on just briefly to the next 3 slide -- thank you very much for changing it over -- you 4 will see then the concern -- the report should be about 5 a child, a young person under the age of 18 or an unborn 6 child who has experienced or is at risk of abuse, 7 neglect or any other kind of harm and has need for care 8 and support, whether or not the authority is meeting all 9 of those needs. And the duty extends for reporting 10 concerns about a practitioner who may have placed 11 vulnerable people at risk of harm both in their 12 workplace and in their private lives. 13 Next slide, please. So we move clearly into this 14 strengthening of our duty. Specifically, we have had in 15 Wales All Wales Child Protection Procedures. So, how 16 the legislation works? It works under the fact that we 17 have the primary legislation, which is the primary face 18 of the Act which we have just talked about. Underneath 19 that then we have the codes which have specific 20 requirements around safeguarding, so they have been 21 issued extensively, and we are now also moving into what 22 is strengthening our arrangements around having -- 23 whereas we have had All Wales Child Protection 24 Procedures, we will now have All Wales Safeguarding 25 Procedures and specifically within those procedures</p> <p style="text-align: center;">Page 26</p>
<p>1 there is clarity in relation to the fact that, for any 2 agency with a duty to report, it's not just paid 3 employees, it's also unpaid employees -- for example, 4 volunteers -- which I think, again, is significant in 5 terms of our development and our learning in an evolving 6 protection and safeguarding arena. 7 Next slide, please. Our first speaker really 8 clarified many different methods available to 9 governments in relation to interventions for failure. 10 In relation to that, we can concur with those comments. 11 Additionally, what we have sought to do, in terms of our 12 failure to report, is really build it around -- now, 13 I'll just flick on to the next slide as well. We really 14 build it into fitness to practise, so I think this is 15 an important debate and one which maybe will be picked 16 up in the next seminar as well. In a Welsh context, 17 Welsh ministers were keen to establish a duty to 18 report -- in fact, that was absolutely the right 19 direction to go -- but, equally, wanted to then make 20 sure that the sanctions were around the fitness to 21 practise, and the ability to ensure safeguarding is at 22 the forefront of everything that we do. 23 I think that, probably, given my time, I have run 24 out of time, but thank you very much and we very much 25 look forward to learning from this seminar and from</p> <p style="text-align: center;">Page 27</p>	<p>1 other partners around the room. Thank you. 2 MS KARMY-JONES: Thank you very much, Mr Heaney. I'm sorry 3 to press you to move on, but that's very helpful. 4 Can I move on to the third presentation which is 5 from Inspector Allen Davis, who is from the Partnership 6 Team of Continuous Policing Improvement Command of the 7 Metropolitan Police Service and its mandatory reporting 8 of FGM, female genital mutilation, a police perspective. 9 Presentation by INSPECTOR DAVIS 10 INSPECTOR DAVIS: Okay, thank you for the invite and the 11 opportunity to speak. I'm going to be talking today 12 about the introduction of mandatory reporting pertaining 13 to FGM. We're going to use London data, which is 14 relevant, as it's estimated, according to health data, 15 that 50 per cent of FGM has -- for those that have been 16 affected by it, reside in London. So the data, I think, 17 tells us the story of FGM. 18 Very broadly, we're going to talk about the 19 introduction of the process. I was around and I helped 20 formulate the national responses, they introduced the 21 legislation, and how we worked very closely with 22 NHS England and the Department of Health in particular 23 to ensure that there was consistency around how we 24 interpreted and how we made it work through the 25 implementation process following on and about what we</p> <p style="text-align: center;">Page 28</p>

<p>1 could do to work with the data and enhance levels of 2 reporting in and, more broadly, finishing with the sort 3 of lessons learned, reviews and challenges and 4 understanding sort of unintended consequences. 5 So, what does the duty say? If we look at the next 6 slide. It was introduced by legislation and it relates 7 to all regulated professionals who have, in relation to 8 known cases, by which we mean direct disclosures from 9 a child to a regulated professional, and it can't be to 10 another adult; it has to be that to that regulated 11 professional, the child has to be under 18, or that is 12 visually identified, so it's seen, and that will broadly 13 always be by a health professional. 14 There is a duty on the regulated professional to 15 report those concerns to police. To ensure consistency 16 and to ensure that the process works, we insisted that 17 they did that via the one existing 101 police number 18 which has a national reach. That wasn't written into 19 legislation, but we have made sure that that was the 20 practical way that we could ensure that there was some 21 opportunity for us to pick up and make the reporting 22 work. 23 Next slide, please. 24 In terms of the legislation, people have up to 25 a month to report. Again, we suggest that they do it</p> <p style="text-align: center;">Page 29</p>	<p>1 within 48 hours. Safety of the girl and safeguarding 2 will always be our priority and it's important that we 3 speak the same language as other professionals and put 4 that into that context. It is around encouraging 5 professionals to share information with police. That's 6 particularly difficult with some when they're stepping 7 outside of the -- particularly health, when you are 8 breaking patient confidentiality. Once that call has 9 been made to 101, the duty has been complied with, but 10 it is a personal duty on that individual. 11 Failure to report isn't a criminal offence. It 12 hasn't been tested, as far as I know, it's a sanction 13 from the regulated body. Who are these regulated 14 bodies? If we turn on our next slide, please. 15 A long list of healthcare professionals, teachers 16 covering a large number of professionals. From 17 a practical point of view, it is impossible for us to 18 reach out to all of those and let them know the nuances 19 of the legislation. It's very much about working 20 within -- them working within their own individual 21 bodies to make sure that they are complying with the 22 requirements of them. 23 Who does the duty apply to? So we look at our next 24 slide. It is under 18s who have disclosed FGM. There 25 is a lot of confusion with professionals as to when and</p> <p style="text-align: center;">Page 30</p>
<p>1 how the legislation relates to them and about visual 2 identification. We're talking about known cases and, 3 again, this can be complicated by the fact that FGM, 4 there is some -- in terms of how the legislation is 5 framed, this can include genital piercings. We are also 6 looking at at-risk cases as well and obviously there is 7 a big distinction between the confusion of the known and 8 our visually identified cases and around the 9 pre-existing duties on all professionals to refer in 10 through the system those at risk of FGM and around 11 making sure that those duties are adhered to and that 12 Children's Social Care are involved in those discussions 13 and those existing referral pathways are used if you 14 suspect a child is at risk and that we can prevent 15 something happening. So that's really important to 16 clarify that distinction. 17 We also clarify with professionals the importance 18 of, if there is immediate risk, then you phone 999 so 19 that there is no confusion between what they should be 20 doing. 21 In terms of the reports made, we haven't had huge 22 numbers and there has been a big tail off in the numbers 23 reported to us to 51 reported as of 1 November 2017 and 24 only four in the 12 months since then. The data does 25 tell us which communities those reports are being made</p> <p style="text-align: center;">Page 31</p>	<p>1 from, which professionals are making the referrals and 2 what ages are those that are being referred in. Almost 3 all are 16, 17 years old so there will be questions 4 around how the data could be used but probably not the 5 time now to go into it. 6 One of the lessons learned for me in introducing 7 this duty was around the questions of, "What are you 8 doing, as the police service, with the data that we 9 provide you?", and that was almost a barrier to -- it 10 could be used as a barrier to further reporting in. So 11 what we created, at the request of health partners, was 12 a feedback loop by which we are getting those cases in 13 into my team and then we call back professionals at 14 7 and 28 days, and then, on a three-monthly basis, share 15 that information with the Department of Health and 16 NHS England. 17 So to summarise, then, has the mandatory duty 18 changed the information-sharing dynamic? The numbers 19 probably speak for themselves. There are distinctions 20 between mandatory recording of FGM and mandatory 21 reporting within the health service which causes 22 confusion. There are lots of pre-existing -- and these 23 barriers continue to information sharing more broadly. 24 It's a challenge for professionals to understand what is 25 and isn't FGM mandatory reporting, and that's from both</p> <p style="text-align: center;">Page 32</p>

1 a reporting and a recording purpose for the police. Our
 2 systems are not set up to capture the mandatory
 3 reporting and, as I said, to actually interpret what is
 4 and isn't mandatory reporting can be difficult. In
 5 London, it's possible for us to keep that data. Outside
 6 of London, it isn't so easy. Most probably, my takeaway
 7 message is we don't know what we don't know. I can't
 8 tell you to what extent mandatory reporting should be --
 9 what the mandatory reporting numbers should be.
 10 I suspect that they probably should be higher than four
 11 in the last 12 months, but I can't tell you with any
 12 clarity if that's the case or not.
 13 Thank you.
 14 MS KARMY-JONES: Thank you. Gosh, that's a number for us to
 15 ponder.
 16 Thanks to all the speakers. That was very, very
 17 interesting, very helpful.
 18 Session 1: Discussion chaired by THE FACILITATOR
 19 MS KARMY-JONES: Can I now turn to some of those others who
 20 are sitting around the horseshoe and just ask some
 21 questions and can I begin with you, Emily Cherry, who is
 22 from Barnardo's, and you are the Assistant Director of
 23 Policy and Public Affairs.
 24 Emily, I hope you don't mind me using your first
 25 name. That's our general practice. Through Barnardo's'

Page 33

1 child exploitation, grooming of children via criminal
 2 gangs on the internet -- we have a very large service
 3 base of over 1,000 services and we worked with over
 4 301,000 children and families last year.
 5 Certainly in our response to the government's call
 6 for evidence around duty of care to act, we were not
 7 convinced that there is a need for full mandatory
 8 reporting in the UK. We completely agree with
 9 concealment of abuse and a duty on professionals to act
 10 around that. If they have deliberately concealed it,
 11 there should be sanctions for those professionals, but
 12 our concern is around the child and barriers to
 13 reporting and how difficult it is for a child to report
 14 that abuse and ensuring that conditions, the culture,
 15 the training and the support for staff to ensure that
 16 when a child is -- genuinely comes to that point to make
 17 a disclosure, that they are heard, they are listened and
 18 they are believed. From talking to children and young
 19 people, their concern is always the fears of the next
 20 steps, and that things have to go at the child's pace.
 21 If children were to honestly believe the moment that
 22 they said, immediately they would be whisked away from
 23 their homes, they would be taken into care, we would be
 24 concerned that it would mean that many more children
 25 would continue to keep abuse to themselves and feel it

Page 35

1 work with children who have been sexually abused and
 2 with professionals, do you have any comment to make on
 3 the extent and sufficiency of existing reporting
 4 obligations in England and Wales?
 5 MS CHERRY: Thank you. Can I just also respond on FGM as
 6 well, because not only does Barnardo's with work with
 7 victims of child sexual abuse, but we also run the
 8 National Female Genital Mutilation Centre, which is
 9 funded by the Department for Education and Local
 10 Government Association. So to add to the figures you
 11 have been given there, Barnardo's, since it's been
 12 running that in 2015, up-to-date has received 345
 13 referrals for consultation and support. It's supported
 14 22 female genital mutilation protection orders and it's
 15 heard from 165 FGM -- sorry, female genital mutilation
 16 survivors who are over the age of 18, and 12 who are
 17 under the age of 18. The majority of referrals and
 18 reports coming into our centre are from health. So 150,
 19 or just under half, come in from the health, and then 91
 20 from education, 37 from social care, 11 from police and
 21 34 from others. So we can certainly provide you with
 22 greater national picture around FGM.
 23 But to respond to your first question around it,
 24 Barnardo's is extensively working across the UK with
 25 both children and families where child sexual abuse,

Page 34

1 was their fault because they would be just taken out of
 2 their family context. So we weren't convinced by the
 3 evidence.
 4 MS KARMY-JONES: Thank you, thank you, that's very helpful.
 5 I'm going to ask Mr Perry, Tom Perry, who is from
 6 Mandate Now to step in here, because of course
 7 Mandate Now campaigned for the government to hold the
 8 consultation which Mr Archer took us through in his
 9 presentation and it also submitted a response to the
 10 consultation.
 11 Mr Perry, what observations did Mandate Now make
 12 about existing obligations in England and Wales and the
 13 government's ongoing reform programme and its
 14 sufficiency?
 15 MR PERRY: Well, the bottom line is that there is no
 16 statutory obligation to report. Nobody is required to
 17 report and what that does is, which, very sadly, people
 18 are missing repeatedly, is that it means that
 19 accountability is missing. It's gone. It doesn't
 20 exist. You're totally reliant on professional sanction,
 21 but sanction is really not the issue. It is in part.
 22 What's needed, actually, is support and protection for
 23 those people who have to report, who work in regulated
 24 settings.
 25 I was speaking to a paediatrician last evening --

Page 36

<p>1 I won't say too much about it, but a paediatrician last 2 evening about a very significant problem, it's in the 3 public domain, and he wanted a report made. That report 4 was stopped. Ten days later, the child was murdered by 5 his stepfather. The paediatrician wanted to report. 6 The paediatrician was then sacked for other disciplinary 7 issues. It was quite astonishing. 8 Now, if you're a member of staff and you have 9 a concern, and we have had a year and -- 18 months, 10 14 months of advertising from government, "If you think 11 it, report it". Well, great. This is a bit like, you 12 know, "Seat belts: wear them". It never worked and then 13 legislation had to be introduced. 14 We are in a situation where people are really not 15 grasping the nettle very much. Government certainly 16 doesn't grasp the nettle. Government doesn't want to be 17 anywhere near the nettle for reasons that have nothing 18 to do with mandatory reporting, nothing to do with child 19 protection, I'm sorry to say. Nothing to do with child 20 protection. There are other issues that are playing on 21 the government's mind and, you know, either we're going 22 to just give up because we have got the data here which 23 shows what happens when mandatory reporting is 24 introduced, we have the data. Government had the data 25 but then omitted it from its consultation documents,</p> <p style="text-align: center;">Page 37</p>	<p>1 staggeringly, I frankly cannot believe it. The 2 documents were signed off for consultation -- forgive me 3 for banging on, if I can just bang on for a little 4 longer and then I will keep quiet. 5 The government had the consultation documents signed 6 off by the minister sitting in a drawer in October 2014 7 and then didn't release it to Parliament until 8 21 July 2015; okay -- my apologies, in the drawer 9 in October 2015, didn't release it until 21 July 2016. 10 In that period of time, a seven-year piece of research 11 was done, a longitudinal study on the introduction of 12 mandatory reporting into Western Australia. 13 The government omitted it completely from its 14 consultation documents. Now, either that's incompetence 15 or it's been done purposely. When you then look at how 16 the government released the news, on the 21st, it went 17 into Parliament under a pile of documents. Everybody 18 had to search everywhere, the documents going over the 19 shoulder, to find the consultation. They found it. 20 The following day, it appeared in the newspapers -- 21 get this. Now, I wonder who briefed the newspapers of 22 this?: 23 "Dinner ladies will be imprisoned, secretaries will 24 be jailed." 25 I mean, that was on LBC first thing in the morning.</p> <p style="text-align: center;">Page 38</p>
<p>1 It was spectacular. The government doesn't want this 2 and no matter the presentation we have had this morning, 3 which, frankly, I could write a dissertation about, 4 I'm afraid the government is off base. This is very 5 serious, we need to support staff. You are there, you 6 have a suspicion. And if you're working in a regulated 7 activity, say, for example, that gives you accommodation 8 as part of your job, just say, okay -- because I am 9 a posh boy, I went to one of these absurd schools. If 10 you have accommodation that's part of your job, you are 11 faced with losing your job and, if you are a member at 12 a private school and you're a member of the ISA, the 13 Independent Schools Association, well, good luck on you, 14 because the likelihood of you getting another job in 15 an independent school, if you blow the whistle, because 16 that's what you are at the moment, with all the 17 protection of the Public Interest Disclosure Act -- you 18 know, the equivalent of a piece of Bronco loo paper over 19 your necessities that protects you -- then frankly, 20 you're a very brave person. We have to consider the 21 people who are on the frontline. I am depressed beyond 22 belief that there isn't a LADO here today. I am 23 staggered that during the course of the presentation by 24 the DfE that Northern Ireland wasn't mentioned. 25 Now, let me tell you, there is a UK jurisdiction</p> <p style="text-align: center;">Page 39</p>	<p>1 that has mandatory reporting. I mean, the government 2 has diluted it over the last eight years, diluted 3 mandatory reporting almost out of sight. It was 4 introduced by Barry Gardiner in 2005. Barry Gardiner 5 who is now front bench spokesperson of Labour. I phoned 6 Barry Gardiner and I said to him, "Well, look, please 7 tell me, why have you introduced this?" It was 8 an incident at a school, I can name the school, it has 9 since closed, called Cabin Hill School in 10 Northern Ireland, and it was child-on-child abuse that 11 was concealed by the governors. A public inquiry was 12 called and I said to Gardiner afterwards, "Please could 13 you tell me, why mandatory reporting?" He said, "Oh, 14 it's simple. If you don't get these incidents into the 15 hands of people who can stop them, they won't stop 16 them". 17 MS KARMY-JONES: Mr Perry, thank you. Very firm words very 18 firmly expressed. Thank you very much. 19 I am just stopping because we are now running 20 a little bit over time -- not down to you, I hasten to 21 add. 22 Observations from THE PUBLIC GALLERY 23 MS KARMY-JONES: I just want to open the discussion out 24 a little, if I may to the core participants and -- core 25 participants first, please. Sir, are you a core</p> <p style="text-align: center;">Page 40</p>

<p>1 participant?</p> <p>2 CORE PARTICIPANT: Yes.</p> <p>3 MS KARMY-JONES: Only identify yourself, if you wish to, but</p> <p>4 do you have an observation or a comment for us?</p> <p>5 CORE PARTICIPANT: Yes. I have a comment which I would like</p> <p>6 to direct particularly to the Department for Education.</p> <p>7 In the context of independent schools, it appears</p> <p>8 that the sanction that was mentioned was deregistration</p> <p>9 and closure. That seems a very, very stiff sanction,</p> <p>10 one which would only be taken as a very, very last</p> <p>11 resort, not least because the Department for Education</p> <p>12 would need, as a result, to pay for the education of the</p> <p>13 pupils who were, as a result, put into the state sector.</p> <p>14 So is there, in fact, any sanction short of</p> <p>15 deregistration which the Department for Education can</p> <p>16 apply in the event that it learns that an independent</p> <p>17 school is sub-standard in its safeguarding arrangements?</p> <p>18 Is there anything that the Department for Education can</p> <p>19 or does do in between mere exhortation and closure?</p> <p>20 Thank you.</p> <p>21 MS KARMY-JONES: We don't normally allow questions. I don't</p> <p>22 know, Mr Archer, if you wanted to respond to that, but</p> <p>23 if you don't -- we do not do questions, usually.</p> <p>24 MR ARCHER: Let me just say very quickly, then, that</p> <p>25 following Ofsted or Independent Schools Inspectorate</p> <p style="text-align: center;">Page 41</p>	<p>1 inspections, there are indeed processes which the DfE</p> <p>2 can engage in independent schools with to require</p> <p>3 improvements and change with the ultimate sanction, of</p> <p>4 course, of closure if those stages before that are not</p> <p>5 properly complied with. So, yes, there are options</p> <p>6 short of closure.</p> <p>7 MS KARMY-JONES: Thank you very much.</p> <p>8 Is there anyone else, a core participant? Your hand</p> <p>9 is up, sir, so please.</p> <p>10 CORE PARTICIPANT: Nigel O'Mara, survivor of child sexual</p> <p>11 abuse. One of the things that struck me when the</p> <p>12 gentlemen from the Department of Education was speaking</p> <p>13 was that he referred to the fact that a lot of the</p> <p>14 obligations were based on the Children Act from 1989.</p> <p>15 We're still talking about it, sir, 30 years later, so</p> <p>16 it's obviously not working, otherwise we wouldn't be</p> <p>17 talking about it here, 30 years after the obligations</p> <p>18 have been put in place.</p> <p>19 MS KARMY-JONES: The gentleman -- are you a core</p> <p>20 participant?</p> <p>21 CORE PARTICIPANT: Yes. Core participant F55. I would just</p> <p>22 like to say that the education situation, it's not just</p> <p>23 the '89 Act, they need to go back to the '63 when we</p> <p>24 were there and also come up with some sort of --</p> <p>25 something else to do with what happened to us at those</p> <p style="text-align: center;">Page 42</p>
<p>1 particular times not what you're doing, putting in place</p> <p>2 now, why it wasn't put in place back then. That's the</p> <p>3 first situation.</p> <p>4 And then, to do with the NHS, my consultant was</p> <p>5 a whistleblower recently, very, very recently, in</p> <p>6 Exeter, and he has been removed. I am now under two</p> <p>7 different consultants for things that have happened to</p> <p>8 me and I would like to say he was a fantastic man. He</p> <p>9 is now in Germany and we have lost a fantastic</p> <p>10 consultant because of a whistleblowing incident that</p> <p>11 I know of in Exeter.</p> <p>12 MS KARMY-JONES: Thank you. The gentleman in the second</p> <p>13 row, please.</p> <p>14 CORE PARTICIPANT: Can I read what I have prepared and you</p> <p>15 tell me when to stop?</p> <p>16 MS KARMY-JONES: Yes, of course. Please bear in mind that</p> <p>17 if there is anything sensitive in it, please don't</p> <p>18 identify any individuals or places.</p> <p>19 CORE PARTICIPANT: No, absolutely.</p> <p>20 Why doctors need mandatory reporting legislation.</p> <p>21 The long-term impact of Cleveland for doctors trying to</p> <p>22 protect sexually abused children is highlighted in</p> <p>23 a recent publication. Richardson and Bacon. My</p> <p>24 experience over the past 27 years, during which time</p> <p>25 I was employed as a consultant paediatrician in</p> <p style="text-align: center;">Page 43</p>	<p>1 Cleveland, but restricted from child abuse work, has</p> <p>2 done nothing to diminish the significance of the</p> <p>3 statement.</p> <p>4 After I challenged the restriction on my medical</p> <p>5 practice, I was dismissed from my consultant post as</p> <p>6 a consultant paediatrician in 2010. There were no</p> <p>7 issues of competence, capability, conduct or health.</p> <p>8 Subsequent attempts to be reemployed in Middlesbrough as</p> <p>9 a consultant paediatrician, following additional</p> <p>10 classroom training in child sexual abuse and experience</p> <p>11 as a consultant paediatrician involved in child</p> <p>12 protection work elsewhere in the country, have been</p> <p>13 unsuccessful so far.</p> <p>14 Before reading my statement, I need to explain my</p> <p>15 reference to group B. The 121 children in whom Dr Higgs</p> <p>16 and I made a medical diagnosis of child sexual abuse,</p> <p>17 largely in May and June 1987, belonged to a larger group</p> <p>18 of 157 children where the medical diagnosis of child</p> <p>19 sexual abuse was considered.</p> <p>20 Of the 157 children, 82 children saw the doctor in</p> <p>21 the usual way and are referred to as "index children".</p> <p>22 The doctors requested that the other 75 children to be</p> <p>23 seen because they were related or associated with index</p> <p>24 children.</p> <p>25 Of the 82 index children, 42 children saw Dr Higgs</p> <p style="text-align: center;">Page 44</p>

<p>1 and I with an existing concern of child sexual abuse. 2 40 children saw Dr Higgs and I with a health problem and 3 relied on the doctor to initiate concern about child 4 sexual abuse. These children are referred to as being 5 in group B and they need a doctor to be protected with 6 mandatory reporting legislation to be able to report 7 concerns about child sexual abuse to the statutory 8 agency. 9 MS KARMY-JONES: Sir, I'm going to have to pause you. 10 I think we have listened to -- sorry, I think we have 11 heard the first part and we understand what you are 12 getting at. 13 CORE PARTICIPANT: May I just very briefly describe why 14 doctors don't report? 15 MS KARMY-JONES: Yes, by all means, from your perspective, 16 but I'd be grateful if you don't mention names. 17 CORE PARTICIPANT: Okay, sorry. Paediatricians are not 18 insensitive to resource implications, but they are also 19 constrained and obliged to consider child sexual abuse 20 in health terms. There is hope of support, and may 21 I just say, this was written 27 years ago. There is 22 hope of support for paediatricians from adult survivors 23 of child sexual abuse who would have wanted their abuse 24 prevented as children. 25 The potential supportive lobby, whilst often silent</p> <p style="text-align: center;">Page 45</p>	<p>1 as an effect of their previous abuse, is finding the 2 strength to speak in order to persuade society of the 3 real extent of child sexual abuse. Without this 4 support, many doctors may accept that group B remain 5 hidden. 6 If a doctor makes a medical diagnosis of child 7 sexual abuse, a crisis will inevitably follow. 8 Initially, the parents or guardians will be shocked by 9 the revelation of something wrong with the child. They 10 may feel genuine concern for the child because the 11 doctor has not assured them that all is well. However, 12 their concern will be compounded by the implications for 13 them of any suggestion of sexual abuse. Complex 14 feelings will be aroused which lead to a desire to 15 minimise the concerns and avoid the crisis. 16 The relatives may feel guilty that they have not 17 protected the child or fearful that they may be 18 suspected as perpetrators. They may feel insecure about 19 the effect of the slightest concern about child sexual 20 abuse on their whole family functioning and standing. 21 In the course of only a few minutes, all their life 22 expectations may come crashing down. The source of the 23 crisis is not only the possible sexual abuse of the 24 child but the identity of the perpetrator, especially in 25 group B. The crisis grows with the perspective of</p> <p style="text-align: center;">Page 46</p>
<p>1 disruption of the household with children being removed 2 or other members moving out. The crisis is independent 3 of whether or not sexual abuse has in fact occurred, 4 which may become a secondary issue. 5 Initial disbelief and shock and a feeling of 6 unreality are suddenly replaced by anger. Who initiated 7 this concern of sexual abuse? Who raised this spectre 8 of family betrayal, suspicion, financial ruin, social 9 outcasting and possible imprisonment? For group B 10 children, the answer is simple: the doctor. 11 Session 1: Further discussion chaired by THE FACILITATOR 12 MS KARMY-JONES: Thank you very much. I just want to, 13 unusually, if I may, turn back to the horseshoe and go 14 to Mr Edwards, please, of the National Police Chiefs' 15 Council, Head of Strategic Vulnerability. 16 What is the NPCC's view of the obligations as they 17 currently stand, and have you any observations about 18 what you have heard? 19 MR EDWARDS: Thank you for inviting me and giving me the 20 opportunity to come and give some perspectives from the 21 National Police Chiefs' Council on this issue. It's 22 probably worth starting with the current reporting 23 duties and just kind of covering that off, specifically 24 from a policing perspective. The duties which Graham 25 has already described very much apply to the police.</p> <p style="text-align: center;">Page 47</p>	<p>1 There were also some internal policing management and 2 national standards set by the College of Policing, which 3 include things like honesty, integrity, duties and 4 responsibility and discreditable conduct. Serious 5 breaches of those can be viewed as gross misconduct as 6 part of internal disciplinary procedures and that's 7 a mechanism that's available to forces. 8 There also could be a general criminal liability, if 9 egregious enough, of the offence or if it involves 10 misfeasance in public office. The bar for that is very 11 high from a criminal perspective, but can involve 12 potential incidents of corruption or concealment. So 13 there are criminal sanctions that are available. 14 We also have a duty of care in civil law, 15 particularly if we are aware of particular threats 16 against an individual, and then we have specific 17 obligations with regards to recording of criminality. 18 So within the Home Office Crime Accounting Rules and the 19 National Crime Recording Standards, we are obligated to 20 record all instances of abuse that are reported to us. 21 Compliance is improving around that, but we are still 22 not where we need to be and that's part of an ongoing 23 piece of work which our inspectorate is reviewing as 24 part of an ongoing programme. 25 Also, from a national perspective, child sexual</p> <p style="text-align: center;">Page 48</p>

<p>1 abuse is part of the strategic policing requirement. 2 That's set by the Home Secretary and effectively places 3 it on a similar footing to counterterrorism and serious 4 organised crime as a national prioritisation. So it's 5 an issue which policing takes very seriously, it's one 6 that we are continuing to invest more and more in. 7 In terms of views on sufficiency, we also put 8 a response in to the mandatory reporting consultation 9 run by the government. That is available on our -- the 10 NPCC website. In the kind of interests of brevity, 11 I won't go into the full detail of that, but just in 12 terms of, I guess, some key headlines, it was the 13 position of the National Police Chiefs' Council that 14 there really shouldn't be any ambiguity around where 15 direct disclosures were made or concerning behaviours 16 observed, they should undoubtedly be reported and there 17 are expectations around that. Whether that's sufficient 18 or not I think is a matter of ongoing debate and needing 19 further discussion. 20 However, what we also recognise is that, typically, 21 that is not the norm and very commonly we're dealing 22 with suspicion. That's where I guess some of our 23 concerns, which we outline in our response, relate to 24 the measures that were being suggested as part of 25 a consultation.</p> <p style="text-align: center;">Page 49</p>	<p>1 So on the balance of things, we felt that the 2 perverse impacts of the general duty may outweigh some 3 of those benefits. However, in line with the kind of 4 discussion that's happened within this debate, we do 5 feel that there should be a look at some more specific 6 duties for children in closed settings, in light of the 7 fact of particularly where the state or a third party 8 have more direct responsibilities for the welfare and 9 concerns of that child and in some instances acting as 10 a surrogate parent for them. That's in particular to 11 ensure that the interests of the organisation do not 12 outweigh the interests of the child. 13 I have views also on wider duties, but any 14 introduction to it should definitely not be done in 15 isolation. Clearly, we need more investment in the 16 system, not just in terms of from a personnel 17 perspective, but in terms of the tools which are 18 available, the training and the research and evaluation 19 of our current practice to ensure that we are in a good 20 space around that and that includes the sex and 21 relationship education as part of a wider PSHE programme 22 which I know the DfE are currently exploring. 23 Just finally to touch on the kind of impact of the 24 current reporting arrangements and how that's impacting 25 on forces and any individuals, I think it's fair to say</p> <p style="text-align: center;">Page 50</p>
<p>1 in a multitude of ways, when it comes to child sexual 2 abuse offences in general, the panel, the inquiry, will 3 be aware that policing has experienced sustained 4 increases in reporting of child sexual abuse over the 5 last few years. In previous statements made to the 6 independent inquiry, we commented on around 47,000 7 offences reported to policing on an annual basis. That 8 was in 2016/2017 and that was a 15 per cent increase 9 year on year and a 172 per cent increase from 2011/2012. 10 More recent data that's been published by the 11 Home Office based on crime flags that provide a slightly 12 heightened picture suggest figure is around 55,000 at 13 the moment for crime and child sexual abuse. That's 14 based on 2017/2018. But again, I suspect that the true 15 numbers are higher in terms of what's being reported and 16 issues around flagging. 17 There are also obligations with regard to 18 internationally reporting of indecent imagery of 19 children on industry to report to the National Center 20 for Missing and Exploited Children, which then, through 21 international routes, come into the National Crime 22 Agency and down to policing, specifically around 23 handling of indecent images of children and when they 24 are being identified. Within that area alone, we have 25 seen around a 700 per cent increase in referrals since</p> <p style="text-align: center;">Page 51</p>	<p>1 2013 coming into the National Crime Agency with then 2 onward activity for policing. 3 MS KARMY-JONES: I'm going to stop you there unless you can 4 finish off in just a couple of seconds because I have 5 a couple of other people I want to bring in. 6 MR EDWARDS: I will finish on just one point. I guess the 7 final thing I would say is that these resourcing 8 challenges present real specific challenges for 9 policing. Clearly, we have to prioritise the protection 10 and safeguarding of children and that is what we are 11 doing. But there are some considerations and impacts on 12 policing with regards to that in terms of staff welfare 13 and ensuring that we provide the appropriate levels of 14 service. 15 MS KARMY-JONES: Thank you very much. I just want to come 16 back to Mr Perry. Can I please just have a minute of 17 observation on what you have heard, because there is one 18 more person I want to bring in and then another comment 19 from the public gallery? 20 MR PERRY: Yes. 21 MS KARMY-JONES: Thank you. 22 MR PERRY: So NPCC yes, did come out against mandatory 23 reporting quite robustly. They think that mandatory 24 reporting would work in closed settings. Quite why they 25 would work in closed settings and not elsewhere was not</p> <p style="text-align: center;">Page 52</p>

<p>1 explained in the submission made by Simon Bailey. 2 It is very confused, because actually then the 3 government dumped duty to act, because duty to act 4 fundamentally cannot work and you cannot introduce 5 mandatory reporting just into closed settings. I had 6 a meeting with the Boarding Schools Association -- I am 7 on the downhill run at this point. I had a meeting with 8 the Boarding Schools Association who is here this 9 morning and they very kindly invited me over to have 10 a chat and, you know, what one has to realise is that 11 the majority of these closed institutions, ie boarding 12 schools so we have got child protection for posh boys 13 and girls -- this is madness. 14 Most of these schools have a huge day contingent, so 15 what are we going to have? Are we going to have child 16 protection apartheid? "Day pupil, no, we don't report 17 you. Ah, boarding pupil, yes, we might report you", 18 with a duty to act which keeps -- which keeps the member 19 of staff, would you believe -- I mean, you couldn't make 20 this up, really. Disney would reject it if you 21 presented it as a script. This was, you know, the DfE 22 for you. 23 What was going to happen was that those who had to 24 report were going to be left as whistleblowers. The 25 only people who were going to be mandated to report were</p> <p style="text-align: center;">Page 53</p>	<p>1 the senior management team. Well, that's going to work, 2 isn't it? Nobody has thought this through. It is 3 subject illiteracy at its best and it sits in SW1. 4 MS KARMY-JONES: Thank you. 5 Further observations from THE PUBLIC GALLERY 6 MS KARMY-JONES: I think we just have time for one more 7 member of the public gallery, so is there anyone who 8 would like to make a contribution who hasn't spoken so 9 far? 10 The lady at the back, in the second row? 11 CORE PARTICIPANT: Thank you. My name is Jane Huttly, I am 12 a safeguarding adviser for Guildford Diocese and I also 13 sit on the training board for local authority training 14 and development. 15 The successive iterations of Working Together 16 protocol have referenced faith organisations as coming 17 within the umbrella of expectation to report and I think 18 my point is to hope and trust that any further 19 developments will clarify that remit for faith 20 organisations, particularly, and I am within the Church 21 of England remit with this, those who are trustees 22 accountable to the Charity Commission and, therefore, 23 what mandate does that entail? 24 The second point is just to say I welcome the 25 comments of I think it's Emily Cherry, if I've got the</p> <p style="text-align: center;">Page 54</p>
<p>1 name right, sorry, making sure that we keep the welfare 2 and the voice of the child absolutely at the centre of 3 this. Reporting is one thing, but the point is, what 4 next? And it is the "what next" that will trouble 5 a child, so whilst -- I think Lord Laming in his inquiry 6 said that legislation is only part of the problem. The 7 implementation of that legislation is the key, and so 8 having the legislation will not solve the problem. You 9 have to keep the welfare of the child central and listen 10 to their voice throughout the whole process. 11 Thank you. 12 MS KARMY-JONES: Thank you. Thank you very much. 13 Right. It's time, now, for our mid-morning break, 14 15 minutes, please, and we will come back after the 15 break to hear about the existing obligations on 16 professionals such as teaching staff, social workers, 17 healthcare professionals to report child sexual abuse, 18 some of which we have touched on. We are going to hear 19 a little bit more later on. Thank you very much, 20 everyone. 21 (11.17 pm) 22 (A short break) 23 (11.31 am) 24 MS KARMY-JONES: Thank you, everyone, for the contributions 25 we had before the break. We are now going to continue</p> <p style="text-align: center;">Page 55</p>	<p>1 to hear about the existing reporting obligations in 2 England and Wales, but with the focus on the obligations 3 on certain professional groups. 4 So I am now going to turn to Ms Rosie Hancock who is 5 a class teacher and qualified special educational needs 6 coordinator at Morecambe Bay Primary School. Again, 7 slides are operated by Ali, who sits next to me, and 8 everyone please remember to have your mobile phones off 9 and no tweeting in the room. 10 Ms Hancock? 11 Presentation by MS HANCOCK 12 MS HANCOCK: Yes, my name is Rosie Hancock and I am first 13 and foremostly a class teacher. I have a lot of other 14 roles within the job, but that's what I consider my 15 primary role to be: to be a class teacher. I would like 16 to put out I am representing my school. Sadly, we are 17 not representative of every single school that is around 18 the United Kingdom, so I purely come from a perspective 19 of what we do in our setting. 20 The next slide, please. 21 A very quick overview of what we are as a school. 22 I'm not going to linger too long on that, but we have 23 got pockets of deprivation in our area, we have got 24 quite a transient population and we're "one-and-a-half 25 form entry", which puts us into that large school</p> <p style="text-align: center;">Page 56</p>

<p>1 category.</p> <p>2 Next slide, please. Okay, so with regards to kind</p> <p>3 of the policies and guidance that we have in our school,</p> <p>4 there are many sort of overarching guidance and policies</p> <p>5 that are in place and, as a consequence, they influence</p> <p>6 the specific policies that we have in our school</p> <p>7 setting. There is a long list of policies which schools</p> <p>8 need to have and they are hinged on what is present</p> <p>9 within these documents here, some of which have been</p> <p>10 mentioned here already.</p> <p>11 Ultimately, the collective aim, as a classroom</p> <p>12 practitioner, and anybody who works in school, is to</p> <p>13 continually promote and be responsible for the</p> <p>14 well-being and welfare and safety of children in our</p> <p>15 care.</p> <p>16 The next slide, please.</p> <p>17 I have been asked to talk about three possible kind</p> <p>18 of circumstances that a class teacher or a school staff</p> <p>19 member might face. The first is if a child makes</p> <p>20 a direct disclosure of sexual abuse to an adult in the</p> <p>21 school setting.</p> <p>22 The second is if the adults observe possible</p> <p>23 indicators of neglect or abuse or changes of behaviour</p> <p>24 and what happens then.</p> <p>25 And then the third is when there is possible</p> <p style="text-align: center;">Page 57</p>	<p>1 suspicion of misconduct of a member of staff in a school</p> <p>2 setting.</p> <p>3 Next slide, please.</p> <p>4 Taking the first circumstance, if a child were to</p> <p>5 make a direct disclosure of sexual abuse to a member of</p> <p>6 staff in a school setting, what would be protocol is</p> <p>7 that that adult would immediately, verbally report that</p> <p>8 information to our designated safeguarding lead, of</p> <p>9 which, in our setting, we have got two. Their job is</p> <p>10 basically to take that information out of the hands of</p> <p>11 the person who's reported it and set that information</p> <p>12 off down a different path. From a class teacher's point</p> <p>13 of view, or from the adult, the reality of that may well</p> <p>14 mean leaving your classroom immediately and passing that</p> <p>15 information on and then coming back and returning to</p> <p>16 your duties.</p> <p>17 What then happens is the designated safeguarding</p> <p>18 lead will then speak to Children and Social Care. Now,</p> <p>19 what may also happen is that person might check in with</p> <p>20 the child. The child might sort of be asked to</p> <p>21 discreetly come out of the classroom, in order for</p> <p>22 further information to be collected. It will all be</p> <p>23 very much dependent on what the case and the scenario</p> <p>24 and the child is involved.</p> <p>25 Now, what would then usually happen is that the --</p> <p style="text-align: center;">Page 58</p>
<p>1 we would be expected to be visited by the duty social</p> <p>2 worker, a line manager or the police, depending on what</p> <p>3 communication has happened to that point, and then, from</p> <p>4 that point on, that information has then been passed on</p> <p>5 to Children and Social Care and it is for them to make</p> <p>6 any further enquiries. They will make their assessment</p> <p>7 and we will just be -- as a school, we will just be kept</p> <p>8 up-to-date with what is going to be unfolding.</p> <p>9 From a classroom point of view, from class staff, we</p> <p>10 just need to be mindful that that has unfolded. We need</p> <p>11 to make sure that we are observant, we continue to</p> <p>12 flexible and constantly communicating. If things</p> <p>13 escalate or if more information comes to the foreground,</p> <p>14 that we actually communicate that and add that to the</p> <p>15 picture immediately rather than waiting periods of time,</p> <p>16 we are adding information to that picture.</p> <p>17 We have to always remember, from a teacher</p> <p>18 perspective, we have got the setting in our classrooms</p> <p>19 to try and make sure that that child feels as secure and</p> <p>20 safe as possible whilst everything else is possibly</p> <p>21 unfolding around them. So, from my perspective,</p> <p>22 actually teachers and classroom staff have got a vitally</p> <p>23 important role to play as this information is shared.</p> <p>24 Okay, next slide, please.</p> <p>25 I'm going to quickly flick through this. This is</p> <p style="text-align: center;">Page 59</p>	<p>1 just a bit of our staff structure. Basically, it's just</p> <p>2 to illustrate that we have got about 55 members of staff</p> <p>3 that will be on school site at any time, so it's purely</p> <p>4 to illustrate, actually, we have got a lot of people,</p> <p>5 a lot of eyes that are there and ready and observing</p> <p>6 children's behaviour all the time. So when it comes to</p> <p>7 us making -- watching for changes of behaviour, seeing</p> <p>8 those indicators that probably might lead us to believe</p> <p>9 that there is something happening, there are a lot of</p> <p>10 people who can be responsible for that, because that's</p> <p>11 what the guiding principle is, that everybody is</p> <p>12 responsible for looking after children and being those</p> <p>13 caring kind of eyes on the child.</p> <p>14 Next slide, please.</p> <p>15 Second scenario. So this would be where -- which is</p> <p>16 quite often the case -- we are observing changes in</p> <p>17 behaviour or we are monitoring indicators of what could</p> <p>18 suggest neglect or abuse. So as a class teacher, school</p> <p>19 member of staff, my next sort of responsibility would be</p> <p>20 that I would try and question those behaviours. Now,</p> <p>21 that questioning can come in lots of different forms, it</p> <p>22 can be making conversation with the child, it could be</p> <p>23 speaking to an adult that might have a closer</p> <p>24 relationship, "Have you noticed any changes?". If it's</p> <p>25 appropriate, peers are incredibly kind of informative</p> <p style="text-align: center;">Page 60</p>

<p>1 when it comes to knowing their friends, they can come 2 forward with concerns about what they have noticed, what 3 they have heard, what they have seen, and all of those 4 observations and any of those concerns, any of those gut 5 kind of reactions that something is not quite right, we 6 have a system which is basically a recording system 7 which is -- the acronym is CPOMS, but it's a child 8 protection piece of software that's present in our 9 school which means that basically observations, 10 conversations that have been had with children or with 11 staff can all be recorded and kept a record of. 12 What this then does is it essentially starts 13 building kind of a picture, an overview of what is 14 actually happening, trends and behaviours, whether 15 things are escalating, whether behaviour is becoming 16 more frequent, are we finding signs and symptoms a lot 17 more obvious. And what it might mean is that actually 18 as a consequence of what we are observing, we will put 19 in some form of interventions. Now, we are quite 20 a resourced school, so we have got art therapists, play 21 therapists, cognitive behaviour therapists. It might be 22 that we speak and liaise with parents and say: actually, 23 at the moment to meet your child's needs we recommend 24 this intervention that will help them in that way. 25 Sometimes the outcome is that a common assessment</p> <p style="text-align: center;">Page 61</p>	<p>1 framework will be opened in order to bring multi-agency 2 Working Together and it is starting down that process of 3 making sure we build the picture. 4 Next slide, please. Just a quick chat about CPOMS. 5 CPOMS, like I say, is a child protection, basically, 6 recording system. It doesn't replace verbal 7 communication, so it is purely a tool, it's basically 8 a mechanism for collecting information. It's a profile 9 that we can have for these cases that sort of come on 10 our radar, but it doesn't replace that one-to-one, 11 face-to-face, I've got a concern about this child and 12 you are taking it to your designated safeguarding lead. 13 It helps us support common assessment frameworks and 14 meetings. We can use it as an analysis tool rather than 15 a diagnostic. As you can see, this is just a profile 16 that's been from a training programme and it kind of 17 gives you sort of provision mapping and how frequently 18 things are being recorded for a specific child. 19 Last slide. So last scenario. I say it's not 20 complicated but we have heard mention of the 21 whistleblowing. If I have a concern, or if anyone has 22 a concern about a member of staff and the way that they 23 are behaving or anything like that, again, it's just 24 treated like a safeguarding issue. So just as it would 25 be if we got a concern with a child or a parent or</p> <p style="text-align: center;">Page 62</p>
<p>1 anything like that, adult in the school, it's the same 2 system, it's the same process: straight to the 3 designated safeguarding lead. 4 There is then a whistleblowing procedure that then 5 is adhered to. It will be investigated. Possibly union 6 involvement will happen at this point. If it is about 7 the safeguarding lead then it goes straight to the chair 8 of governors and they then take on that role of passing 9 it on to the relevant parties. 10 MS KARMY-JONES: Okay, thank you very much. I'm going to 11 move on, now, to Mr Stuart Gallimore, who is the 12 President of the Association of Directors of 13 Children's Services, who is going to speak to us about 14 the existing obligations on social care professionals to 15 report child sexual abuse. Stuart, seven minutes. 16 Presentation by MR GALLIMORE 17 MR GALLIMORE: Thank you for the introduction. As I say my 18 name is Stuart Gallimore. I am speaking in my capacity 19 as President of the Association of Directors of 20 Children's Services. 21 I would like to start off by saying that there is no 22 place for professionals who fail to report or act where 23 child sexual abuse is suspected or known to have taken 24 place. However, there is no evidence in modern times 25 that there has been a wholesale failure of professionals</p> <p style="text-align: center;">Page 63</p>	<p>1 routinely failing to report concerns about child sexual 2 abuse and we have seen an increase in referrals 3 year-on-year and contacts year-on-year to 4 local authority, social service departments. In the 5 previous financial year, the figure was some 2.4 million 6 contacts, an increase of 50 per cent over two years, and 7 clearly some of those will refer to child sexual abuse. 8 ADCF members believe that existing reporting 9 arrangements are sufficient but should always be kept 10 under review. The introduction of any new statutory 11 reporting measures would have the potential to undermine 12 the judgment of a range of skilled professionals and is 13 highly likely to result in the use of defensive 14 practice, which runs counter to the findings of the 15 Munro Review of Child Protection. 16 The UK has a sophisticated child protection system 17 with an established multi-agency operating framework set 18 out in Working Together to Safeguard Children, which was 19 reviewed in 2018. 20 Additionally, the non-statutory guidance, what to do 21 if you are worried a child is being abused offers advice 22 to practitioners. Any individual who knowingly and 23 wilfully fails to act on information about the abuse of 24 children already faces serious repercussions. The 25 severity of existing sanctions against practitioners</p> <p style="text-align: center;">Page 64</p>

<p>1 should not be underestimated. They include disbaring, 2 employer sanctions, including dismissal, and in extreme 3 cases through the courts in terms of a civil law concept 4 of duty of care and negligence, and we have also heard 5 of the criminal routes. 6 Additionally, children's social care is heavily 7 regulated, routinely inspected and, in cases of failure, 8 authorities are subject to the range of intensive 9 government interventions that Graham Archer referred to 10 and this is unmatched by any other public body. 11 Where a local authority in England knows or suspects 12 that a child has been abused or neglected, the 13 local authority must notify the Child Safeguarding 14 Practice Review Panel if the child dies or is seriously 15 harmed in the local authority's area within five days of 16 becoming aware of this. 17 Turning to the existing legal obligations, both 18 those in statute and in guidance, the first one I would 19 draw the panel's attention to is section 11 of the 20 Children Act 2004 which places duties on a range of 21 organisations, agencies and individuals to ensure their 22 functions and any services they contract out to others 23 are discharged with regard to the need to safeguard and 24 promote the welfare of children. 25 Section 40 of the Childcare Act 2016 places</p> <p style="text-align: center;">Page 65</p>	<p>1 particular duties on early years providers who must 2 comply with the duty around welfare requirements in the 3 early years foundation stage and must ensure they are 4 alert to any issues of concern in the child's life and 5 that they have implemented a policy and procedure to 6 safeguard children. 7 Early years providers must have a practitioner who 8 is designated to take the lead responsibility for 9 safeguarding and to liaise with local statutory 10 Children's Services as appropriate. 11 The Children's Homes Regulations and the quality 12 standards in their current form also have something to 13 say about this subject. The registered person of 14 a children's home is responsible for ensuring that staff 15 continually and actively assess the risks of each child 16 and the arrangements in place to protect them. Where 17 there are safeguarding concerns for a child, their 18 placement plan, agreed between the home and the placing 19 authority, must include details of the steps the home 20 will take to manage any assessed risk on a day-to-day 21 basis. 22 Additionally, the registered person has specific 23 responsibilities under regulation 34 to prepare and 24 implement policies setting out arrangements for the 25 safeguarding of children from abuse and neglect.</p> <p style="text-align: center;">Page 66</p>
<p>1 We have also heard the implications of section 74 of 2 the Serious Crime Act in relation to female genital 3 mutilation which, again, refers to regulated 4 professionals in social care settings. 5 Lastly, the statutory guidance, Working Together to 6 Safeguard Children is clear: after a referral has been 7 made to children's social care, an assessment must take 8 place. Early health assessments, children in need 9 assessments, section 47 child protection enquiries may 10 follow and if a social worker suspects harm, the 11 local authority will convene a statutory discussion. 12 Turning to existing professional obligations, we 13 have heard reference to whistleblowing procedures. 14 Several whistleblowing vehicles have been established 15 for children and young people themselves and members of 16 the public and most recently for practitioners concerned 17 that their employer is not dealing with the sexual abuse 18 of children and young people at an organisational level. 19 Clear escalation policies for staff to follow when 20 their child safeguarding concerns are not being 21 addressed within their organisation or by other agencies 22 should be found in their local safeguarding children 23 board procedures and all local authorities must have 24 a Local Authority Designated Officer, or LADO, and all 25 statutory and voluntary agencies must have policies for</p> <p style="text-align: center;">Page 67</p>	<p>1 dealing with allegations about people who work with 2 children, which should be passed to the Local Authority 3 Designated Officer. 4 If an organisation or agency removes an individual 5 in regulated activity with children because the person 6 poses a risk of harm to children, the organisation or 7 agency must make a referral to the Disclosure and 8 Barring Service to consider whether to add that 9 individual to the barred list. 10 So in conclusion, there are a range of existing 11 safeguards in place and it is really important that we 12 always strike a balance between the role skilled 13 children social care professionals play in building 14 a trusting relationship with a child or young person to 15 enable a disclosure of abuse to take place and the need 16 to report those concerns. 17 MS KARMY-JONES: Thank you very much. 18 I am now going to turn to Dr Alison Steele, who is 19 an officer for child protection at the Royal College of 20 Paediatrics and Child Health, who will speak to us about 21 the existing child abuse reporting obligations for the 22 medical profession. 23 Presentation by DR STEELE 24 DR STEELE: Thank you. I represent the Royal College of 25 Paediatrics and Child Health as their strategic lead for</p> <p style="text-align: center;">Page 68</p>

<p>1 child protection, but I do also want to emphasise that 2 I continue to work as a frontline practitioner as a 3 working paediatrician. You've asked me to come today to 4 talk about the existing child sexual abuse existing 5 obligations for the medical profession. 6 Next slide. There is a duty put upon all doctors by 7 the General Medical Council, which is to report child 8 sexual abuse. The General Medical Council is our 9 professional regulatory body. It's quality assures 10 medical training, it registers newly qualified doctors, 11 giving them a licence to practise, and it revalidates 12 all doctors to practise every five years. Doctors have 13 to abide by General Medical Council ethical guidance. 14 Next slide. In particular, when we're looking at 15 child sexual abuse reporting obligations, I want to 16 refer to three pieces of guidance, good medical 17 practice, 0 to 18 years guidance for all doctors, but 18 particularly protecting children and young people, the 19 responsibilities of all doctors. 20 The General Medical Council is very clear that all 21 doctors have a duty to act on any concerns they have 22 about the safety or welfare of a child and must promptly 23 tell an appropriate agency if there is a concern that 24 a child is at risk of or is actually suffering or of 25 abuse or of neglect. Doctors are told they should</p> <p style="text-align: center;">Page 69</p>	<p>1 report their concerns either to the local authority 2 Children's Services department, the NSPCC, or the 3 police. It does not actually specify how a doctor 4 should report concerns and the GMC doesn't differentiate 5 between types of abuse. 6 Depending on the urgency of a situation, a doctor or 7 a member of the immediate team or in a hospital 8 safeguarding team would either telephone the 9 local authority and/or the police and follow this up in 10 writing, usually electronically, or possibly just refer 11 in writing. Again, the General Medical Council does not 12 differentiate about who the harm may be coming from. 13 However, in further ethical guidance, raising and acting 14 on concerns about patient safety, it stipulates that 15 doctors need to report colleagues, and colleagues can be 16 any colleagues within the health profession, not just 17 other doctors, if they may be seriously harming 18 a patient. 19 The GMC goes on to say that concerns for a child not 20 at risk of significant harm but where abuse or neglect 21 is possible should be discussed with a named or 22 designated professional or an experienced colleague. 23 For those that are not aware, every health provider 24 has named doctors and nurses and the CCG has designated 25 doctors and nurses who have particular expertise and</p> <p style="text-align: center;">Page 70</p>
<p>1 knowledge around child protection, assessment, 2 management and how to act. 3 Next slide, please. It's very difficult to 4 obviously get all the guidance in seven minutes but 5 I just wanted to share some headlines from the 6 Protecting Children and Young People guidance. It 7 clearly states that concerns can be shared even if the 8 risk of significant harm is not certain and there will 9 be consequences of not sharing that information. It 10 does talk about asking for consent to share unless there 11 is a compelling reason not to do so, but not to delay in 12 disclosing information to try and obtain consent to 13 share if that will put the child at more risk. 14 It is absolutely clear that information can be 15 shared without consent if it is justified in the public 16 interest or required by law and concerns about child 17 sexual abuse would definitely fall within this 18 stipulation. 19 Decisions to delay information-sharing must be taken 20 cautiously and must be justified and recorded. In terms 21 of escalation, a doctor does have a duty to ensure that 22 concerns are properly responded to and tells us that we 23 need to take them to the next level of authority if they 24 are not acted upon appropriately and we feel that the 25 child is still at risk.</p> <p style="text-align: center;">Page 71</p>	<p>1 Next slide, please. In addition to our ethical 2 guidance, obviously there is national and local 3 guidance. We have already talked about 4 Working Together, which is a statutory guidance which 5 all professionals work to. Local safeguarding 6 children's boards have policies and procedures and 7 healthcare providers likewise. 8 In particular, I just want to mention something 9 about the safeguarding of children and young people, 10 roles and competencies for healthcare staff because this 11 is a very important document, because it actually 12 stipulates what knowledge we need to have, what skills 13 we need to have in order to be competent to practise in 14 child protection and it specifically alludes to child 15 sexual abuse, so there are particular competencies 16 around knowledge and skills of how to manage those sort 17 of situations. 18 Thank you, next slide, please. I'm not going to 19 dwell on this, we are aware that doctors have 20 a mandatory duty to report FGM in children under 18. 21 However, I just want to point out that the penalty for 22 a doctor failing to comply is actually being reported to 23 the General Medical Council Fitness to Practise Panel. 24 Next slide, please. 25 Again, I'm not going to go into these in any detail,</p> <p style="text-align: center;">Page 72</p>

<p>1 because of time restraints, but there is a lot of 2 internal monitoring within organisations of child 3 protection referrals and incidents where there should 4 have been a referral, but wasn't. This is contained in 5 various annual reports and serious incident reporting. 6 You can see the list there in front of you. I also 7 particularly want to mention that medical staff have to 8 have an annual appraisal to allow revalidation and any 9 concerns, minor, or less minor, about their practice 10 would be raised at appraisal and reported to the medical 11 director and on to the GMC if necessary. 12 In terms of external monitoring, which is the next 13 slide, all the data that's collected internally is 14 scrutinised externally. Annual reports go to 15 Commissioners, there are various methods for serious 16 incident reporting, there's challenges on healthcare 17 providers under section 11 of the Children Act and 18 obviously reports from serious case reviews are 19 monitored. 20 At the end of the day, the CQC does inspect 21 organisations with publication of their outcome relating 22 to all the standards, including referrals and incidents 23 where referral should have happened. 24 Next slide, please. 25 You asked me to talk a little bit about restrictions</p> <p style="text-align: center;">Page 73</p>	<p>1 or penalties when obligations to report are not met. 2 There are two broadly interlinked penalties for doctors 3 when they do not meet their reporting obligations. 4 Firstly, discipline, there may well be disciplinary 5 procedure by an employer and the outcome of that can 6 range from retraining to suspension or even dismissal 7 from their employment. 8 Often, if the case is quite serious, there is 9 an external assessment that takes place of the doctor's 10 actions to ensure impartiality. 11 Hand in glove with that is the 12 General Medical Council fitness to practise procedures, 13 so anyone can refer a doctor to the 14 General Medical Council if they feel that they have not 15 met their ethical duties in whatever form and that would 16 also pertain to reporting of child sexual abuse 17 concerns, so reports to the General Medical Council 18 about a doctor can come from an employer, from any other 19 professional or member of the public and the 20 General Medical Council has definitive fitness to 21 practise procedures with a number of different penalties 22 that they can impose upon doctors and that includes up 23 to removal of licence to practise for a doctor, so, 24 basically, permanent debarring of -- being able to 25 practise as a doctor. I did wonder about possible</p> <p style="text-align: center;">Page 74</p>
<p>1 action by the police in sort of aiding and abetting 2 a crime, we have already heard about that, but actually 3 in practice I have never seen that happen. 4 So just in summary which is the next slide, for 5 doctors there is absolutely and definitely an ethical 6 framework about reporting. There is national and local 7 guidance, which we need to comply with, about reporting 8 and that will be monitored both by employers and by the 9 General Medical Council. There are monitoring systems 10 in place in and outside health organisations about 11 referrals and about reporting. 12 Child sexual abuse is treated in the same way as 13 other forms of abuse, except possibly FGM, which we have 14 heard about, and then I do think that the issue can 15 often be the threshold of concern to report. I think 16 that reporting often does, or should, take place when 17 there is a clear disclosure, but I think the concern is 18 around when there are various behavioural -- generalised 19 behavioural indicators and at what point one needs to 20 report those to Children's Social Care. 21 So in summary -- thank you. 22 MS KARMY-JONES: Thank you very much, Alison. We have heard 23 some different explanations there of what is in place 24 and the views being expressed that there is no evidence 25 of a wholesale failure in professionals to report.</p> <p style="text-align: center;">Page 75</p>	<p>1 Session 1: Discussion chaired by THE FACILITATOR 2 MS KARMY-JONES: I'd like to ask Siobhan Pyburn, the founder 3 of the Beam Project, a couple of things, please, if 4 I may. 5 Your organisation, the Beam Project, provides 6 training for frontline staff. Is that right? 7 MS PYBURN: Yes. 8 MS KARMY-JONES: That's in relation to disclosure of child 9 sexual abuse and how it's handled? 10 MS PYBURN: Yes, we focus on the reasons why children find 11 it so difficult to tell someone how we can have the kind 12 of conversations to help them and how to respond to 13 disclosures. 14 MS KARMY-JONES: Right. Is it your experience it is 15 something that frontline professionals feel equipped to 16 do, to deal with that kind of thing, or not? 17 MS PYBURN: They are not really sure, exactly, what their 18 obligations are half the time. I think the policy is 19 very nebulous, particularly in this country, there are 20 all different obligations for different groups of 21 professionals, yes, so often they're not entirely sure, 22 but they all say that if they would come to know of 23 abuse, then of course they would report it, and many of 24 them are surprised to hear that there is no legal 25 obligation to do so. In fact, sometimes I have had</p> <p style="text-align: center;">Page 76</p>

<p>1 people insist that we already have mandatory reporting 2 and it's all very confusing. 3 If the current arrangements are enough, then why are 4 we all here right now? Time and again the serious case 5 reviews demonstrate a need for "musts" rather than -- 6 "musts" that are actually backed by law rather than all 7 this "coulda, shoulda, woulda" stuff. 8 Hillside First School, Southbank School, Rotherham, "No 9 one can say, 'We didn't know'", wasn't that one of the 10 concluding remarks from the report written by 11 Professor Jay over there, who I totally cited in the 12 dissertation that I did actually write on this subject? 13 My position is to follow the evidence even if it 14 goes against my lived experience. I think a willingness 15 to change our mind when presented with new information 16 is extremely crucial, otherwise it's all a big waste of 17 time. However, on this occasion, the evidence is in 18 alignment with my experience. We already know from the 19 research mentioned by Mandate Now earlier that mandatory 20 reporting increases substantiated reporting where abuse 21 is happening. We already know that. Before that study 22 came out, and it was quite a substantial piece of work 23 covering seven years -- I think it was three years 24 before and four years after or four years before and 25 three years after the introduction of mandatory</p> <p style="text-align: center;">Page 77</p>	<p>1 reporting in Western Australia. Before that came out, 2 there was a lot of arm waving with people from both 3 sides of the debate saying things that weren't actually 4 grounded on evidence but now we have some. 5 As for my personal experience, I do know there were 6 times where a teacher could have done something but 7 didn't. One day at school, a teacher noticed that I had 8 been acting strangely and she asked me what was wrong. 9 I said I didn't want to go home that evening. "Why 10 not?", "Because I will be alone with my father". "Why 11 is that a problem?", and then I became upset and said 12 there was a secret and I mustn't tell anyone. 13 Hopefully, everyone in this room can see all the red 14 flags coming off there, but my teacher didn't do 15 anything. 16 I don't actually remember this conversation taking 17 place because, as far as I am concerned, I did my best 18 to keep it a secret because I thought that I would go to 19 prison, so how do I know that this conversation even 20 happened? Because that teacher found out about the work 21 I am doing now and messaged me years later to confess 22 her failure to take action. She said, and I quote, 23 "Back then, there was no referral system and I didn't 24 feel it was my place to intervene", to which I would 25 ask, if it wasn't her place, then whose place was it?</p> <p style="text-align: center;">Page 78</p>
<p>1 She mentions that there was no referral system back 2 then, but, as far as I can tell, nothing has actually 3 changed in that regard. Professionals can still choose 4 to turn a blind eye if they're afraid of dropping 5 themselves in it or threatening the institution's 6 reputation or whatever. It's plausible that if 7 reporting laws had existed in this country at that time, 8 then my teacher would have known how to respond to this 9 situation. She could have recorded her concerns and 10 made a report, perhaps after speaking to me a few more 11 times in order to encourage full disclosure, but she 12 didn't do anything. And this is not an isolated 13 incident. We know from all the serious case reviews 14 that time and again professionals are coming up with 15 signs, they are realising that something is wrong but, 16 for whatever reason, they're choosing not to report it. 17 So I hope that I represent the other side of the "voice 18 of the child" kind of argument because, in my personal 19 experience, I disclosed because I wanted something to be 20 done about it. I didn't tell someone and then hope that 21 they wouldn't do anything. Well, actually, literally 22 speaking, that's incorrect, because, when I did finally 23 disclose, I begged my mum not to tell anyone. So what 24 do you think my mum should have done in that situation, 25 gone, "Oh well, 'voice of the child', let's just not do</p> <p style="text-align: center;">Page 79</p>	<p>1 anything". No, of course not, and she did do something, 2 she told the police and I am so grateful that she did 3 that, even though I begged her not to, so there is 4 a limit to the whole "voice of the child" thing. 5 My teacher clearly had suspicions; otherwise, why 6 get in touch years later? Some people say that 7 mandatory reporting undermines professional 8 decision-making but I think it does the opposite. 9 I think it reinforces decision-making by making 10 everyone's responsibilities clear. One core component 11 of reporting laws which doesn't appear on the briefing 12 note is that they offer immunity to mandated reporters 13 or anyone else making a report in good faith. The 14 existing system doesn't do that and it's a reasonable 15 concern, I think, that a professional might be dissuaded 16 from reporting out of a fear of whistleblowing 17 repercussions, which we've heard a bit about today. 18 Mandatory reporting bypasses that obstacle completely 19 and introduces real accountability instead of just 20 talking about it. Thanks. 21 MS KARMY-JONES: That was very powerful and we welcome those 22 observations. 23 Can I just ask you one other thing? From your 24 experience of actually dealing with people on the 25 frontline, you've given us a very clear outcome of what</p> <p style="text-align: center;">Page 80</p>

<p>1 took place when you were very much younger and you've 2 mentioned whistleblowing. From your perspective, are 3 there any other issues, barriers to reporting not from 4 the child's perspective, but from the professional's 5 perspective? 6 MS PYBURN: I think what they talk about the most often is 7 not being entirely clear what their responsibilities 8 are. 9 MS KARMY-JONES: So it's a lack of clarity -- 10 MS PYBURN: Yes. 11 MS KARMY-JONES: -- on what the responsibility is or how to 12 go about it? 13 MS PYBURN: In what the threshold is, what counts as 14 a suspicion and at what point should they be reporting, 15 and they think that they have fulfilled a reporting 16 obligation by writing something on a piece of paper and 17 then putting that paper in drawer somewhere. 18 MS KARMY-JONES: Have you experienced, come across a sense 19 that sometimes professionals don't want to believe 20 an allegation can be true? 21 MS PYBURN: Yes, of course. No one wants to believe that 22 sexual abuse is happening in their school, hospital, 23 family. So that's another problem, just a lack of 24 willingness to believe the child in the first place 25 because it's an inconvenient reality.</p> <p style="text-align: center;">Page 81</p>	<p>1 MS KARMY-JONES: Thank you. 2 I'm going to ask Mr Renton, Alex Renton, who is 3 an investigative writer, to come in here. We have heard 4 about the existing obligations, you've heard what's been 5 said. What's your view of the existing obligations on 6 school staff and does it vary, as far as you're aware? 7 MR RENTON: Thanks very much. Yes, it does vary and I think 8 I would like to illustrate that. So I, for four years, 9 because of my own experiences at a private prep school, 10 boarding school, have looked at and collated allegations 11 of sexual abuse, primarily in residential educational 12 contexts, both private and state. This is data which 13 I have offered to the inquiry, insofar as 14 confidentiality permits me to, since the beginning of 15 the inquiry, really, and I -- so I have an enormous 16 amount, often sometimes collated from other journalists' 17 work as well, of data about sexual abuse in this 18 residential institutional context going back to the 19 1940s. 20 But -- and I arrive from having been to school 21 myself, which had essentially no regulational 22 safeguarding whatever, and habitually, as I have shown 23 in print, and there's been a successful conviction, not 24 only protected offenders but also, as is not uncommon in 25 the industry, enabled them to continue lives of</p> <p style="text-align: center;">Page 82</p>
<p>1 offending by giving them references when they had to be 2 sacked from the school. I hope just how common that 3 practice was, particularly within some of the famous and 4 wealthier -- schools for the wealthy, I hope that's now 5 accepted. 6 Turning to today, because I still deal with 7 allegations, and probably one or two a week come to me, 8 and a certain number, much fewer than the historic, deal 9 with what's happening currently. I think -- I mean, the 10 most important thing, first of all, is to say -- I'm 11 going to make two points, if I may -- just how many 12 incidents there still are that do come to local 13 authorities and police investigation, because these 14 statistics don't seem to exist and I think the inquiry 15 needs them. 16 I should say that I look -- it was really 17 interesting hearing from Rosie Hancock, next to me, 18 about what happens in a really good, well organised 19 school, a good state school. I deal with a lot of badly 20 organised schools and I think we have to remember that 21 some very famous and wealthy institutions may be very 22 bad at doing the basic job of safeguarding. This is 23 because of arrogance, it's because of elitism, it's 24 because of tradition and it may also be because of bad 25 finances. Often these schools are teetering on the edge</p> <p style="text-align: center;">Page 83</p>	<p>1 of bankruptcy and they can't afford to do the job they 2 know they should do well. 3 So we broadcast in February on ITV a documentary in 4 which we looked at the past and also what was going on 5 at the moment. Without going into all those details, 6 which are easily available, our FOIs to police forces 7 revealed -- and we got returns from about half the 8 police forces in Scotland, England and Wales. They 9 showed that 425 people had come to police attention as 10 accused of sexual crimes within boarding schools between 11 2012 and 2017 and that 125 of those were recent in that 12 the child was still at a school when this came forward. 13 I should point out there are only slightly under 500 14 boarding schools, state and private, currently in the 15 country, so this is 125 recent sex attacks at half those 16 500 schools. It's a high proportion. We also FOI'd 17 local authorities to see how many -- using these unclear 18 systems of reporting, how many reports had come through 19 to them and, of the 60 authorities that came through to 20 us, we had about -- we had 400 examples of sexual -- 21 reportable sexual offences within boarding schools, but 22 what was most -- unsurprising, given the police figures 23 we had, but what was disturbing was the enormous 24 difference -- and all the authorities were asked in the 25 same terms -- between authorities. So we had one</p> <p style="text-align: center;">Page 84</p>

<p>1 authority which had 19 boarding schools in its area and 2 it had had 60 complaints in this five-year period. We 3 had another local authority with 20, which had only had 4 two complaints. 5 Now, I'd suggest to you that that argues, at the 6 very least, lack of clarity about what needs to be 7 reported and what doesn't. 8 The second, very short point I'd like to make, and 9 it's partly in reaction to Mr Archer's presentation from 10 the DfE, is I am very unconvinced -- and Tom Perry and 11 others will back me up on this -- that schools are 12 reporting, even post-conviction, in a way that argues 13 that they're not working hard to protect reputation 14 rather than making information freely available. We had 15 a very -- we had a recent case that I did some work on 16 of a very famous, one of Britain's most famous schools 17 which had had a serious incident lasting five years, but 18 never told, and a conviction happened, but Ofsted never 19 found out because the school said, well, the actual 20 assault he was convicted for on the pupil happened off 21 the premises. 22 Again and again -- and we don't know the extent of 23 this -- schools, particularly private schools who can 24 afford good legal advice, are using court orders, that 25 are intended under the Children Act to stop dangerous</p> <p style="text-align: center;">Page 85</p>	<p>1 identification of children, to stop the naming of their 2 school when a teacher is convicted of a crime. This 3 doesn't just stop reporting of it by people like me, but 4 it stops the school being named in the Ofsted report. 5 So to sum up, the lesson from that is you cannot 6 trust institutions to do the right thing when they have 7 the pressures of reputation and finances as well, which 8 is why, in my view, and everyone I speak to in the 9 industry, MR, as a foundation of a decent safeguarding 10 protection system, is crucial. 11 MS KARMY-JONES: Can I just ask you something about what you 12 have said because you've mentioned state schools and 13 private schools? 14 MR RENTON: Yes. 15 MS KARMY-JONES: Can you just clarify, in your view, is 16 there a real difference in the approach that's taken 17 between state schools and private schools? 18 MR RENTON: Well, it depends from authority to authority. 19 Some local authorities advise better. I'm not -- 20 historically the state boarding schools, particularly 21 those catering to special needs, have been particular 22 havens of prolonged and serial abuse and the coverup of 23 it. Today, I am no longer sure that's true, but there 24 is still an issue, some bad -- among the reports I get 25 of current problems, private SEN schools supported by</p> <p style="text-align: center;">Page 86</p>
<p>1 local authorities feature worryingly high, so these are 2 not state schools, but they are state funded. I think 3 that's all I can say. 4 MS KARMY-JONES: All right, thank you. 5 Then one other question which slightly takes us into 6 a different realm, but is there any difference of 7 approach, in your experience, in respect of what we call 8 peer-on-peer type of abuse within schools? 9 MR RENTON: Not that I know of and one thing about my 10 statistics from the police force is it doesn't strip out 11 peer-on-peer criminal offences. I should state that. 12 MS KARMY-JONES: Thank you. I'd just like to turn to 13 Katherine Timms, who is from the Health and Care 14 Professions Council. Standard 7 of the Health and Care 15 Professions Council standard document says that 16 professionals must report any concerns about the safety, 17 well-being and take appropriate action if they have 18 concerns about that safety and well-being of children. 19 Is there anything more that you can tell us about 20 this; is there training and guidance for healthcare 21 professionals about what appropriate action is, 22 particularly bearing in mind the comments that Siobhan 23 made earlier on? 24 MS TIMMS: Just to put this in a bit of context, the Health 25 and Care Professions Council regulate a number of</p> <p style="text-align: center;">Page 87</p>	<p>1 professions. Dr Steele mentioned the GMC, the 2 General Medical Council, and the good medical practice 3 and the guidance sits around that. 4 The Health and Care Professions Council set these 5 standards. We also set standards for education and 6 training providers, which lead into the professions that 7 we regulate. 8 The standards that sit around education and training 9 are very much based around the standards of conduct, 10 performance and ethics we set, the standards efficiency. 11 So right from the beginning of a professional's journey 12 into their profession, they will be taught these 13 principles. When they come on to the register, they're 14 expected to declare that they understand and can adhere 15 to the standards of conduct, performance and ethics, and 16 then, every two years, when they renew their 17 registration, they're again expected to declare that 18 they are fit to practise and that they understand the 19 standards. 20 So from that point of view, from right from the 21 beginning of their education, they're taught the 22 principles that underpin these standards. Understanding 23 what appropriate referral is, is a complex area and it's 24 something that in our engagement activities throughout 25 the year, when we're engaging with registrants we're</p> <p style="text-align: center;">Page 88</p>

<p>1 explaining those principles, we're engaging with them 2 appropriately to explain how and when they should be 3 employing the standards and when they should be 4 referring other individuals that they come into contact 5 with. We also have a policy line and we get quite 6 a high number of enquiries about referrals, not always 7 in this context, but often understanding the nuances of 8 when to refer, the implications on their professional 9 practice on their jobs, et cetera and we took them 10 through what their obligations are and how they should 11 take steps to refer where appropriate. 12 MS KARMY-JONES: So it sounds like, as far as you're 13 concerned, and as far as health and care professions are 14 concerned, there should never be an incidence of an 15 individual not knowing what their obligations are or 16 what to do. 17 MS TIMMS: Absolutely, yes. And I think the challenges 18 arising in the workplace often mean that individuals 19 don't always feel comfortable to do so. 20 MS KARMY-JONES: Tell us about that. What kind of 21 challenges do you mean? 22 MS TIMMS: I think the sort of challenges that arise 23 typically in whistleblowing, so, "Will I lose my job 24 and, if I do lose my job, will I ever be able to work 25 anywhere else?", "If I report a colleague, will I be</p> <p style="text-align: center;">Page 89</p>	<p>1 bullied in the workplace?", all of those sorts of 2 issues. 3 Now, I guess because the Health and Care Professions 4 Council regulate a number of different professions and 5 most of the individuals that those people that 6 potentially are referring will be regulated themselves, 7 what I would say to individuals is that those people 8 have professional obligations also and their employer 9 should be putting in protection measures to ensure that 10 whistleblowing is taken into account appropriately and 11 effectively. 12 MS KARMY-JONES: Does the guidance that they have given 13 include clear guidance on threshold and in what 14 circumstances? To make such a referral? 15 MS TIMMS: So my advice to our registrants is always, "If 16 you have any concerns, then you should be referring it 17 to us". Dr Steele mentioned earlier fitness to 18 practise, so our fitness to practise process is designed 19 to investigate and often people are concerned that they 20 don't have enough information, that they can't show that 21 that is actually an issue but that's what our fitness to 22 practise processes are there for, to establish that and 23 it's for us to investigate, not the individual. 24 So whatever level of information they have, whatever 25 level of concerns there are, I would encourage them to</p> <p style="text-align: center;">Page 90</p>
<p>1 refer those to us because it's our job to assess that. 2 MS KARMY-JONES: Difficult to assess someone's concerns, 3 isn't it? 4 MS TIMMS: Yes but, I mean, it's our job to look into all of 5 the information that they provide us and to investigate 6 further and engage with individuals further to establish 7 that. I think putting the onus on the individual to do 8 that is inappropriate. That's what the regulatory body 9 is there for. 10 MS KARMY-JONES: Just a final question, if I may: what about 11 sanctions, are sanctions sufficient to encourage 12 compliance? 13 MS TIMMS: So the challenge with sanctions is that, in 14 a regulatory sense, they're there to protect the public, 15 and an investigation into an individual will look at the 16 current fitness to practise of that individual. They're 17 not intended to be punitive; they're there to protect 18 the public, and any panel that considers the information 19 that our fitness to practise team would put to them will 20 be considering the current fitness to practise of that 21 individual. So that's the context. In terms of the 22 sanctions, we have a range of sanctions and, in this 23 context, in child sexual abuse, we would strongly advise 24 our panels that anything relating to this would likely 25 result in a strike off which means that individual would</p> <p style="text-align: center;">Page 91</p>	<p>1 be removed from professional practice. 2 MS KARMY-JONES: Just very quickly I'd like to go to 3 Mr Archer and just see whether you have any observations 4 on this from the Department of Education's perspective. 5 MR ARCHER: I think what we have heard from -- I'm sorry, 6 I'll helpfully switch my microphone on. 7 I think what we have heard from the three original 8 presenters is a good exposition of the ways in which, in 9 different professions, the obligations to report and to 10 behave appropriately at other times operate. I accept, 11 of course, that not all institutions operate in the way 12 that best practice will dictate or meet their 13 obligations, but Stuart in particular drew out some of 14 the ways in which government can then intervene and 15 there are similar processes for intervening in schools 16 which fail their obligations. 17 I think the presentation that we have just heard, 18 you know, gives an example, too, of how the regulatory 19 professions operate, I think. 20 Coming to the last point -- 21 (Structural disruption to room) 22 MS KARMY-JONES: Madam Chair, I think we might want to have 23 an early break just to resolve the issue in the back of 24 the room, if that's acceptable. Forgive me, members of 25 the public gallery, but I suspect we should probably</p> <p style="text-align: center;">Page 92</p>

<p>1 look into that. 2 THE CHAIR: I think we should, yes. 3 MS KARMY-JONES: I'm sorry. Shall we take an early lunch 4 break, please and aim to be back at 1.20, please, when 5 hopefully we can finish off this and carry on with the 6 next section. Thank you very much, everyone -- 1.20. 7 We will come back to the subject of peer-on-peer reviews 8 this afternoon. 9 (12.23 pm) 10 (The luncheon adjournment) 11 12 (1.20 pm) 13 14 MS KARMY-JONES: Thank you, everyone and welcome back. 15 I just have a quick announcement to make about the 16 remainder of this afternoon. 17 As you will have become aware, there has been 18 a problem with the ceiling in this hearing room, which 19 is caused by the accommodation upstairs. I just want to 20 make it absolutely clear that it's out of the inquiry's 21 control. It's not the fault of anyone on this floor or 22 to do with the inquiry, and I want to let you know that 23 we have been assured by those upstairs that the problem 24 has been rectified. 25 However, because we have some concerns about it,</p> <p style="text-align: center;">Page 93</p>	<p>1 we're going to just divert from the published programme 2 at the moment to this extent: I'd like to start out by 3 finishing up the discussion that we had. I'm going to 4 ask questions of two individuals in the horseshoe to 5 follow up with the last discussion that we had and then 6 go to the public gallery for some short observations, 7 please. 8 Then I would like to crack on with all the five 9 remaining presentations without the usual built-in 10 pauses for discussion and public gallery contributions. 11 This is so as to ensure, or do our best to ensure, that 12 those who have travelled great distances and have come 13 to help and give us really important information of how 14 other jurisdictions are dealing with these issues have 15 an opportunity to be heard. 16 At the end of those five presentations, we will take 17 a break and we will have another review and just 18 consider whether it's appropriate to continue. We're 19 hoping it will be, and then, after that break, we will 20 return and pick up with just discussion. All right? 21 I hope you understand that change of programme. 22 It's really just so we can make sure that all those 23 people around the horseshoe who have travelled a long 24 way are able to be heard, just in case we have to call 25 a halt due to any more issues with the ceiling.</p> <p style="text-align: center;">Page 94</p>
<p>1 First of all, just continuing on from this morning's 2 discussions, the issue of peer-on-peer abuse was flagged 3 up and I'd like to go to Ms Emily Cherry, first of all, 4 please, from Barnardo's. Just a short contribution or 5 an observation, please. 6 MS CHERRY: Okay, so very shortly, just first one quick 7 observation which is we can't talk about obligations to 8 report without obligations to resource. We did some 9 polling for teachers recently, and social workers and 10 police, and 40 per cent of them told us that children 11 are waiting too long on waiting lists and experiencing 12 further abuse and neglect as a result of not getting 13 service. That's too shocking and we can't talk about 14 obligations to report without obligations to resource. 15 Then on to peer sexual abuse, so harmful sexual 16 behaviour in children. Barnardo's runs six services 17 that work with young people who experience HSB, we work 18 with children from the age of five years up and we 19 worked with 530 young people last year. We have just 20 launched a report called "Boys Too", which looks 21 specifically at the experience of boys around harmful 22 sexual behaviour, who are often not recognised by 23 professionals as being victims themselves before they go 24 on to offend, and what our research is telling us is 25 that the vast majority of peer-on-peer abuse and a third</p> <p style="text-align: center;">Page 95</p>	<p>1 of recorded sexual offences against children were from 2 peers on other peers in the last year and that those 3 children have themselves experienced chronic neglect, 4 abuse and often sexual abuse themselves first. It's 5 just so vital that when we're talking about HSB, we're 6 not just talking about perpetrators as children but we 7 are talking about those children being victims 8 themselves and in need of a safeguarding response. 9 We know that the Department for Education -- and we 10 supported the writing of the guidance -- has issued new 11 guidance for schools. That certainly needs greater 12 resourcing, greater attention and better training for 13 all professionals to recognise harmful sexual behaviour. 14 And when we hear later on from Joan, in terms of the 15 Lanzarote Convention online, we also really need to look 16 at the role of online and mandatory reporting online as 17 being a real key part of HSB. So just some comments and 18 observations for you. 19 MS KARMY-JONES: That's very helpful, thank you. 20 Mr Perry, Tom Perry -- 21 MR PERRY: Thank you. 22 MS KARMY-JONES: -- from Mandate Now. 23 MR PERRY: Yes, a quick thing for Mr Gallimore about 24 mandatory reporting and that is that the DfE included 25 social workers into mandatory reporting. It wasn't part</p> <p style="text-align: center;">Page 96</p>

<p>1 of Baroness Joan Walmsley's amendment 43 in the Serious 2 Crimes Bill in 2014 which secured the consultation from 3 government, neither were the police. 4 Those two professions were put in by the DfE and 5 really they need to tell you why that is, because 6 I don't understand it. It wasn't sought. So that's 7 number 1. 8 Number 2. DBS was mentioned. DBS fundamentally is 9 a voluntary system, I have to tell you. There is a 10 "nominal law". We're very good at creating these sort 11 of things that appear to be law, but actually, if you 12 don't complete a DBS referral, can anybody tell me what 13 the sanction is? There isn't one. And the DBS is not 14 a prosecuting authority, so therefore, where does the 15 DBS go if they discover a DBS referral has not been 16 made? I just leave that for people to think about. 17 Also, schools were mentioned, state schools 18 particularly, okay, boarding schools. I just want to 19 raise this thing about what's happened in education, 20 which is the largest regulated activity and makes the 21 secondmost referrals to the local authority after the 22 police, and that is that state schools, grant-maintained 23 schools which still exist but in dwindling numbers, view 24 statutory guidance as best practice. We are now overrun 25 with academies which are quasi-private schools. You</p> <p style="text-align: center;">Page 97</p>	<p>1 don't have to be a teacher to go and teach there. They 2 are commercial institutions, for want of a better 3 description, and, to be frank with you, they suffer the 4 same problems as certainly independent schools now do. 5 The culture in these settings, state school -- 6 academies, free schools and trusts and independent 7 schools really has to be understood because there is 8 a unique structure -- there is a unique culture in them 9 and it's not healthy, certainly not for child 10 protection. That's it. 11 MS KARMY-JONES: Okay, thank you very much. You've asked 12 a question. I'm just going to turn to Mr Archer to see 13 if he wants to provide a contribution about that. 14 MR ARCHER: Just very quickly, the requirements in Keeping 15 Children Safe in Education apply across all settings, 16 there are no distinctions between academies and other 17 schools in relation to safeguarding and I think a point 18 I was going to make before I was interrupted by the 19 waterfall was to pick up Siobhan's point, actually, 20 which is that, if we are in a world where professionals 21 whoever they are, are not understanding their 22 obligations, then whether there is mandatory reporting 23 or not, that is something that we will need to tackle 24 and if Siobhan or others have, you know, suggestions as 25 to things that would improve that, then I'm very happy</p> <p style="text-align: center;">Page 98</p>
<p>1 to hear them. 2 MS KARMY-JONES: Thank you very much. 3 Observations from THE PUBLIC GALLERY 4 MS KARMY-JONES: I'm going to open up to the public gallery 5 now, if I may. 6 Yes, the gentleman in the second row, please. One 7 of our core participants, I believe. 8 CORE PARTICIPANT: Thank you. I am Jonathan West. I have 9 made a written submission to the inquiry on the 10 mandatory reporting issue. I very much enjoyed 11 Ms Hancock's description of good practice in her school 12 and I genuinely wish it were universal, but 13 unfortunately, it isn't. In the aftermath of the death 14 of Daniel Pelka that you may remember, a little boy in 15 Coventry, the Serious Case Review learned that his 16 school had noticed several signs of abuse, including 17 what appeared to be strangulation marks on his neck, and 18 none of these made their way out of the school. The 19 school was predictably seriously criticised in the 20 Serious Case Review. 21 However, what the Serious Case Review didn't look at 22 was whether that school was uniquely bad, so as nobody 23 else was doing that research, I decided that I would 24 myself and I obtained the safeguarding policies for 25 almost every school in Coventry, just over 100, and</p> <p style="text-align: center;">Page 99</p>	<p>1 reviewed them against a series of quite basic 2 safeguarding requirements all based on statutory 3 reporting, like: is there a designated teacher; is there 4 a list of the sorts of symptoms you should be looking 5 for? 6 Daniel's school scored two out of ten. More 7 worryingly, 15 per cent of schools in Coventry scored 8 two or worse. Only 2 per cent scored ten. The average 9 score was five. Five is actually quite useless. It 10 gives you no guarantee at all that a report, even of the 11 seriousness of Pelka, would make it out of the school. 12 Five is the score that Bishop Bell School managed at the 13 time that Jeremy Forrest abducted a pupil to France, so 14 the local authority was completely unaware. 15 So was Ofsted. Ofsted didn't have a bad word to say 16 about any of those schools in its most recent inspection 17 reports, so the DfE and Ofsted really are unaware how 18 bad things could be. I would be very happy to 19 collaborate with the inquiry in extending the survey 20 that I conducted to be a nationwide survey, and I would 21 counsel a degree of scepticism on the part of the panel 22 in regard to the evidence provided by representatives of 23 organisations who have been saying how wonderful their 24 organisations have been doing. 25 Thank you very much.</p> <p style="text-align: center;">Page 100</p>

<p>1 MS KARMY-JONES: Thank you. Can I just say, I presume from 2 what you say that all the material that you have 3 discussed has been published and your review has been 4 published? 5 CORE PARTICIPANT: Yes. 6 MS KARMY-JONES: Thank you. Is there anyone else in the 7 gallery? Yes, the gentleman next to you. 8 CORE PARTICIPANT: Three sentences. The government avoided 9 any recurrence of the Cleveland crisis by leaving 10 children with the responsibility for the statutory 11 response to sexual abuse. The Children's Commissioner, 12 in 2015, estimates that one in eight children receives 13 a statutory response to sexual abuse and that it is 14 largely disclosure-led. 15 Finally, mandatory reporting is necessary to address 16 the moral vacuum in the duty to report, which has been 17 in place for the last 30 years. 18 MS KARMY-JONES: Thank you. We have time for one more 19 contribution from the public gallery if anyone has 20 a point they wish to raise on this. The lady in the 21 back, I think. No? No, maybe I mistook. All right. 22 Session 2: Opening statement by THE FACILITATOR 23 MS KARMY-JONES: Now, as I have said, we're going to then 24 move straight on to the rest of the presentations and 25 we're going to begin with hearing about the findings of</p> <p style="text-align: center;">Page 101</p>	<p>1 the Lanzarote Committee on reporting of child sexual 2 abuse in member countries. For those of you who may not 3 be aware, the Lanzarote Committee is the body 4 established by the Council of Europe to monitor the 5 implementation of the Convention on the Protection of 6 Children against Sexual Exploitation and Sexual Abuse. 7 The UK became the 44th country to ratify 8 Lanzarote Committee in June of this year, so I'm going 9 to invite Joan Forner Rovira -- forgive me if I have 10 mispronounced that -- to give us his presentation, which 11 is entitled, "Reporting Suspicions of Sexual Abuse". 12 Joan is a rapporteur on the Lanzarote Committee. 13 Presentation by MR ROVIRA 14 MR ROVIRA: Thank you very much. I apologise because I have 15 the suspicion that I'm the only one who is not a native 16 speaker. No, there are many? Okay, until now, only 17 beautiful English accents. 18 You already mentioned I want to give a few words 19 about the Council of Europe, but you already mentioned 20 promotes democracy, rule of law in human rights and the 21 standard settings for Conventions. Since '48, 1948, we 22 passed 222 Conventions, and there are 30 -- 23 a committee -- a Convention, it's the 200th one. 24 The first light, you already mentioned 47 countries 25 have signed it, but we are still missing three.</p> <p style="text-align: center;">Page 102</p>
<p>1 I've put the names: Armenia, Azerbaijan -- it's actually 2 misspelt, "Azerbaijan" -- and Ireland. It's a very 3 ambitious Convention because we would like to be 4 universal, because this is an issue -- and I put the 5 little hole -- a little phrase underneath -- I don't 6 know if you can see it -- because it took a lot of time 7 to get to pass this Convention. You know it's not easy 8 to find -- to agree on the text of the Convention 9 because, if you want all the parties to come in, the 10 language has to be flexible. 11 I am saying this because Article 12 of the 12 Convention, we wanted to go beyond. We wanted to make 13 reporting a mandatory obligation for countries but we 14 realised that that was not possible and I will explain 15 you why, because the legal situation amongst the Council 16 of Europe members are very different. Not too different 17 from you, actually. 18 So Article 12, what it says, actually, it's to 19 remove all those obstacles and I'm saying this because 20 you will see it afterwards that some obstacles have not 21 been removed in certain countries, to allow because we 22 are very aware about the confidentiality rules imposed 23 by internal law, certain professions. 24 It was important that the countries, when we were 25 asked to reply, and I became rapporteur of this question</p> <p style="text-align: center;">Page 103</p>	<p>1 specifically, to analyse the legal situation in all 2 countries in Europe to see if we could also choose some 3 best practices, because sometimes it's very useful to 4 see what other countries have done. 5 So next slide, please. 6 So the general rule, in most countries, you can see 7 the professionals are bound by internal general 8 confidentiality rules, but more and more -- and I didn't 9 put the percentage here, but I have just made it right 10 now, I counted, and 39 per cent of the country's members 11 of the Council of Europe are passing specific laws about 12 this and, when they have specific laws, they put 13 obligations to professionals, because they do it 14 differently; for example, what type of professionals -- 15 like, for example, Albania, Australia, say all those 16 professionals in touch or working with children. Others 17 prefer, like Austria, the specific sectors, health can 18 be a wide range of professionals. Finland, for example, 19 is mentioning exactly what type of professionals should 20 be reporting and Portugal, for example, I put it because 21 for all civil servants which are working or that are in 22 touch with children, it's a mandatory reporting. 23 Next slide, please. 24 Promising practices. There are many, actually, 25 I just pick up some. Italy, there is a 15,000 network</p> <p style="text-align: center;">Page 104</p>

<p>1 of paediatricians that are specially trained to detect, 2 because if you don't provide the sources and you don't 3 train people which are in touch with children, it's kind 4 of difficult to detect sexual abuse. 5 Netherlands have, for example, a child abuse 6 protocol and they realise, because, you know, they're 7 very good, the Netherlands, they found out afterwards, 8 after they published the protocol, that professionals 9 report three times more, so -- before, compared to 10 before the protocol. 11 Serbia also have a manual for the implementation, 12 they do little best practices. And definitely the 13 Lanzarote recommendation was to remove obstacles. 14 That doesn't say it should be mandatory, but that 15 this -- they should be allowed to decide. I'm saying 16 this because it is in a very special case and, 17 sometimes, when I hear about international 18 organisations, I have been devoted to them since -- 19 26 years already I was at the UN, and now the 20 Council of Europe. There was a special case that we 21 debated, the committee, the case of Belgium, where there 22 was this practice that when there's not a suspicion, it 23 was, like, already acknowledged -- that the father, for 24 example, acknowledged that he had been the abuser of the 25 child and the Social Services did not report and because</p> <p style="text-align: center;">Page 105</p>	<p>1 the main reason being because of the family unification, 2 they didn't want to disrupt the family, but they were 3 forcing the poor child to live with the abuser. 4 We asked and we had great debate about this and we 5 said, "But do you have statistics about this issue, do 6 you know it's working well or not?", so that was 7 interesting, that was two years ago, and they revised 8 their policy and they found out that probably what they 9 have been doing for many years was not the right thing 10 to do, because they were not aware what was happening in 11 those cases, and they were, like, challenged, saying, 12 "Okay, if the father commits a crime, robs a bank 13 because he needs to feed the children, you would 14 immediately report, but if he is abusing his own child 15 you would not do anything?". 16 So they are in the process of changing legislation 17 to become mandatory, which is one of the good things 18 when you work in this international organisation, that 19 you help to change things out. 20 Next slide, please. 21 The second, that was about professionals but then we 22 also analysed it because in the Lanzarote Committee, in 23 paragraph 2, it says that any person should be also 24 compelled to report. We know that -- and this is the 25 difference of course, we know that if you have knowledge</p> <p style="text-align: center;">Page 106</p>
<p>1 that a crime has been committed, you have to report, but 2 what about if you have a suspicion? So many countries 3 and actually I count 12 of them and I had -- we will 4 distribute the report afterwards to see what countries. 5 They already put, as an organisation, the suspicion, in 6 the criminal courts also. So it is very -- this is like 7 a step forward, I would say, compared to what was going 8 on many years ago and some countries even encourage, 9 there's not the suspicion, but they say -- they 10 encourage the population, citizens in general, to 11 report. Albania, countries like Albania, sometimes you 12 are really surprised because sometimes you think that 13 the most advanced countries should have more advanced 14 policies, and that's not usually the case, but Croatia 15 and Albania encourage, and also it's very important 16 because the Lanzarote Committee also encourages to 17 awareness raising campaigns. This is very important, 18 because you may have the rules or you may have the 19 legislation implemented, but nobody knows about the 20 obligation. So that goes and encompasses legislation 21 with campaigns. 22 Austria, for example, has a web page and has 23 a brochure printed, informing to citizens in general 24 what should you do in case you're aware of, you have 25 a suspicion.</p> <p style="text-align: center;">Page 107</p>	<p>1 Next slide, please. But also we have other, and 2 that's why -- one of the aims of the Lanzarote 3 Committee, the exceptions, some countries have 4 exceptions, so it's a mandatory obligation to report, 5 except if you are the spouse, so those should be the 6 removed. That actually was the recommendation of the 7 Council of Europe because it doesn't go along with the 8 Articles of the Convention. 9 Finally, whom to report to, I think that's 10 obviously -- next slide, please, sorry. So it's obvious 11 that most countries has police, public prosecutor and, 12 when there's a specific regulation, as I mentioned 13 before, it says what type of professionals you should 14 report to first, actually, and probably it's even 15 better, because there are special teams and units in 16 many countries that they have been trained and they can 17 really assess if the risk -- because this is very 18 important; assess the risk and actually if there's 19 a really an abuse or not. Netherlands also have a very 20 good practice which implemented the brochure, also 21 explaining -- giving the steps and how to do it and it 22 is easy to access as well online. 23 Finally, which is what I want to conclude with, 24 because after the Council of Europe -- and the 25 Convention, you know, if you're familiar with it,</p> <p style="text-align: center;">Page 108</p>

<p>1 usually works with committees -- Conventions to 2 establish monetary mechanisms like many Human Rights 3 Conventions, but Lanzarote was different because this 4 was a very sensitive issue, actually. There is written 5 issues that you might think, like human being 6 trafficking, nobody puts a question mark in this issue. 7 About child abuse, certain countries still are reluctant 8 to consider these are a really serious crime. So it was 9 done in a different way, like there is a questionnaire 10 and countries reply to the questionnaire and 11 recommendations, of course, are not mandatory, they're 12 just recommendations, but the most important thing is 13 it's not the Special Committee, it is the whole 14 committee who debates, they are not the special experts 15 who analyse reports. It's the whole committee. So 16 countries feel a little bit better to discuss issues in 17 general, not being under one Tribunal saying "You are 18 doing this bad", so I think you participated, Mr Frank, 19 once, and you saw the way that we debate, really, we are 20 colleagues and we know that we have faults and flaws and 21 that we have to fix. 22 What we found out is, when there is a mandatory 23 reporting, a larger number of cases are reported, so we 24 stop abuse and we protect the child, because sometimes 25 we forget about protecting children.</p> <p style="text-align: center;">Page 109</p>	<p>1 So I think that that is a general overview that 2 I give you. I have the report with different names and 3 policies that I hope, at the end of the meeting, we can 4 distribute. Thank you. 5 MS KARMY-JONES: Thank you. Can I just ask one point for 6 clarification: you mention suspicion, does the 7 Lanzarote Committee in their recommendations provide any 8 definition or any guidance as to the level a suspicion 9 should reach? 10 MR ROVIRA: No, no, unfortunately not. It depends, it goes 11 up to different countries, so it was very difficult. 12 Actually, we tried to define, because it's easy, when 13 you get definitions, that they are complete definitions, 14 but it varies a lot from one country to the other 15 country. It's reasonable grounds, actually, the 16 suspicion has to be based on reasonable grounds. 17 MS KARMY-JONES: So there has to be a reasonable ground 18 basis, but is there a definition of a reasonable ground? 19 MR ROVIRA: No. 20 MS KARMY-JONES: So in effect, it's left to the discretion 21 of those who are applying it -- 22 MR ROVIRA: Of those countries, yes. 23 MS KARMY-JONES: -- which can be different, depending on the 24 countries and the cultures? 25 MR ROVIRA: Definitely, definitely. And I can add this if</p> <p style="text-align: center;">Page 110</p>
<p>1 you allow me, because I also make some research about 2 the judges and I analyse different sentences from 3 different judges around Europe, and I could realise that 4 this reasonable ground or, for example, what the judge 5 would consider really harming a child, varies a lot. 6 The judges, they are very harsh about the penalties, and 7 the judges that -- and I found the case of a father 8 being the abuser of the child, on a girl for, like, nine 9 years, I think it was, and he was charged only with 10 eight months of prison and 100 euros, so sometimes, you 11 feel like -- so it varies a lot. 12 MS KARMY-JONES: So for example, in some instances, corporal 13 punishment, for instance, might be seen as just 14 a physical abuse, but it could be a precursor for sexual 15 abuse in different circumstances. 16 MR ROVIRA: Yes, that's right. 17 MS KARMY-JONES: All right, thank you. Thank you very much 18 for that. 19 We are now going to move on to our eighth 20 presentation, which is being given by Dr Joseph Mooney 21 who is a doctoral research fellow at the National 22 University of Ireland and it is a report on mandatory 23 reporting in the Republic of Ireland, so if I can turn 24 to Dr Mooney. 25</p> <p style="text-align: center;">Page 111</p>	<p>1 Presentation by DR MOONEY 2 DR MOONEY: Thank you and thank you to the chair and the 3 inquiry for the invitation to present today. It's been 4 a very interesting and hopefully fruitful discussion to 5 date. 6 My name is Joe Mooney, I am affiliated with the 7 UNESCO Child and Family Research Centre in NUI, Galway, 8 and I am just here to give a brief overview, given the 9 time, of Ireland's experience of mandatory reporting, 10 which is short lived, I suppose. We're only in that 11 sort of area since December of last year. 12 Irish child protection policies began to recognise 13 the issue of child sexual abuse quite late on in the 14 1980s and obliged professionals operating within the 15 health boards, which are akin, or were akin, to the NHS 16 in the UK, to report suspicions to police and their 17 superiors. This wasn't statutorily binding and 18 I suppose we have spoken about much of the professional 19 obligations, individual professional obligations here 20 today. 21 In 1990, the Law Reform Commission in Ireland, at 22 the request of the Attorney General, examined the area 23 of sexual offences generally, including sexual offences 24 against children and mandatory reporting of same. That 25 Law Reform Commission Report published in 1990 did</p> <p style="text-align: center;">Page 112</p>

<p>1 recommend the integration of a mandatory reporting law 2 into Ireland at that point.</p> <p>3 We had a series of policy obligations and what 4 I mean by that is our National Child Protection and 5 Welfare Guidelines from 1999 republished in 2011 and 6 revised again just last year in 2017, obliging various 7 individuals and professionals who work with children to 8 report instances of child abuse and neglect. Again, not 9 statutorily binding.</p> <p>10 We had a history, and up to the current day, of 11 inquiries and reports of institutional, familial and 12 state as well as clerical abuses of children and the 13 non-reporting of same. What those reports highlighted 14 was a culture somewhat of non-reporting and children 15 being -- continued to experience abuse in these various 16 settings.</p> <p>17 I want to highlight one specific report and it's the 18 report of the Diocese of Cloyne in County Cork and that 19 was published in 2010. What's significant about the 20 Cloyne report is that many of the policy obligations 21 upon professionals -- social workers; doctors; people 22 working with children -- were in place at this point and 23 all of the reports of abuse that were investigated 24 within that inquiry had occurred within that policy 25 context. Despite that, non-reporting was found and it</p> <p style="text-align: center;">Page 113</p>	<p>1 led to a wholesale, I suppose, reframing of our child 2 protection practice in Ireland with the review of 3 Children First legislation as something that should be 4 put on the books and a review of child protection policy 5 and practice with the revision into Children First 2011 6 Guidelines.</p> <p>7 That led to debates around mandatory reporting 8 specifically and a law was put on the statute books in 9 2015, the Children First Act, which obliges people to 10 mandatorily report instances of child sexual abuse. 11 This didn't commence in law until December 2017, just 12 gone.</p> <p>13 Next slide, please.</p> <p>14 So, what is mandated in Ireland? There are 15 obligations to report instances of abuse, but also to 16 assist with assessments of concerns, so where a mandated 17 person knows, believes or has reasonable grounds to 18 suspect on the basis of information that he or she has 19 received, acquired or becomes aware of in the course of 20 his/her employment or profession as such a mandated 21 person that a child has been, is being or is at risk of 22 being harmed, he or she shall, as soon as practicable, 23 report that knowledge, belief or suspicion, as the case 24 may be, to the agency. And the agency is the Child and 25 Family Agency in Ireland with responsibility for child</p> <p style="text-align: center;">Page 114</p>
<p>1 protection also known as Tusla.</p> <p>2 There are two exemptions and those are -- also, 3 I should note that harm is defined within the 4 legislation and, also, what constitutes child sexual 5 abuse for the purposes of the Act is also defined within 6 the legislation on the very schedules at the end.</p> <p>7 The two exemptions are sexual activity with a 15- to 8 17-year-old child where the other party is no more than 9 two years older and there are no issues regarding 10 capacity to consent or a relationship of power over that 11 younger party.</p> <p>12 Also, where information is received from another 13 mandated professional or person, that is an exemption 14 for that individual receiving that information to 15 report.</p> <p>16 Next slide, please. So who is mandated? There are 17 29 mandated categories listed in the Act, covering 18 a range of professions. We have so-called -- I am 19 calling them the standard categories which are quite 20 frequent amongst jurisdictions that have mandatory 21 reporting. They are: health and social care; organised 22 sports and religion; teachers; and law enforcement. 23 There are also other categories included within the 24 Children First Act in Ireland, for example, managers of 25 language schools, domestic violence shelters, asylum</p> <p style="text-align: center;">Page 115</p>	<p>1 seeking and homeless accommodation, just for an example.</p> <p>2 The Act also provides for what we call mandated 3 assistance, so a professional who is a relevant mandated 4 person can also be obliged to engage with child 5 protection assessments, for example, provision of 6 reports, attendance at meetings under the legislation.</p> <p>7 Tusla, which is the agency responsible, has 8 developed a suite of documents to assist mandated 9 persons in terms of their assisting and reporting, and 10 there is online training. There are also designated 11 persons in each jurisdiction in Ireland to contact if 12 you have concerns about what your obligations are, how 13 to meet those obligations, what the specific thresholds 14 are. So there is a lot of groundwork being done in 15 terms of educating the various professionals involved.</p> <p>16 In terms of penalties and sanctions, we have had 17 quite a discussion this morning already about that. The 18 Act doesn't have any teeth in this respect. There are 19 no consequences. Within policy surrounding mandated 20 reporting in Ireland, there are certain hints towards 21 Tusla -- again, the organisation may take administrative 22 action reporting an individual to the representative 23 body or making certain disclosures to the Vetting Bureau 24 in terms of non-disclosure of instances of abuse, but 25 these are policy -- this was in a policy context, so if</p> <p style="text-align: center;">Page 116</p>

<p>1 they were to be challenged, they don't have a statutory 2 backing, I suppose. 3 Next slide, please. So what is the impact? As 4 I say, we are only really in this zone since 2017, at 5 the very end of 2017. It's very hard to say what the 6 impact has been, but as we can see from the stats here, 7 there is an upward curve in terms of reporting. In May 8 just gone, which is the last available figures to 9 myself, 1,237 reports were mandated out of a total of 10 5,514. These are all referrals to the Child Protection 11 Services in Ireland. 12 It's difficult to determine the impact. As I say, 13 we can definitely see that the referrals are increasing, 14 but anecdotally, we can also see more contact with Child 15 Protection Services. I am a frontline Child Protection 16 practitioner myself and we do receive a lot more calls 17 from agencies and professionals around thresholds, 18 around what is mandated, what is not, around whether to 19 make a report or not. So my anecdotal evidence is that 20 the understanding of the Child Protection roles in 21 general may increase, but, as I say, we won't notice 22 until the figures add up and some review is done. 23 So the final slide, please. We do have a specific 24 context in Ireland. There is nothing within the 25 Children First Act that seeks to replace existing</p> <p style="text-align: center;">Page 117</p>	<p>1 obligations under law to report and we do have 2 an existing obligation under the Criminal Justice 3 (Withholding of Information on Offences Against Children 4 and Vulnerable Persons), there is an obligation there to 5 report to the police force in Ireland. Child sexual 6 abuse is obviously both a crime, but also a Child 7 Protection concern. Therefore, in Ireland at present 8 there is an obligation under both pieces of legislation 9 one does not excuse you from the obligation under the 10 other. So I suppose, in the Irish experience, and in 11 that context, it would be advisable, perhaps, for 12 countries seeking to adopt mandated reporting, to 13 conduct a review of the current legal and policy 14 obligations so as to avoid replication and multiple 15 obligations to report. 16 Just as an end note, I suppose we do have protection 17 for those reporting abuse specifically within their 18 employment. That's under an older piece of legislation 19 from 1998, so that's just important to point out. 20 I have added some further reading and I'm happy to 21 discuss further with anybody at the end of the seminar. 22 Thanks very much. 23 MS KARMY-JONES: Can I just ask how that protection is 24 enforced? 25 DR MOONEY: In terms of the protection for reporting?</p> <p style="text-align: center;">Page 118</p>
<p>1 MS KARMY-JONES: Yes. 2 DR MOONEY: In the instance -- and, apologies, I'm not aware 3 if it's been tested in the courts to date, but in terms 4 of the legislation itself, it would specifically 5 stipulate that an employer cannot sanction an employee 6 for reporting abuse to the appropriate authorities and 7 in fact would encourage that. The protection is there 8 under that law. It's the Protection for Persons 9 Reporting Child Abuse Act 1998. 10 MS KARMY-JONES: All right. One other thing. You 11 mentioned -- and forgive me if I missed it -- the 12 exception of, for example, abuse between -- with 13 a two-year age difference of 15 to 17 and that being 14 an exception. How are, for example, younger 15 peer-on-peer type situations dealt with? 16 DR MOONEY: I suppose, the age of criminal responsibility in 17 general in Ireland is 12 and, you know, the research -- 18 and it's been flagged here -- would suggest varying 19 percentages from 25 to possibly 30, I think was 20 mentioned here, of instances of child abuse being 21 peer-on-peer, so in terms of those, we have a number of 22 agencies that work with children who present with 23 sexually harmful behaviour. In terms of reporting to 24 the police authorities, there is a liaison document and 25 policy between our state Child Protection Service and</p> <p style="text-align: center;">Page 119</p>	<p>1 our state Police Service, which would require 2 a reporting between the two if that knowledge did come 3 to their attention. 4 So in terms of to answer your question, peer-on-peer 5 abuse, over the age of 12, criminal responsibility, 6 there is a reporting piece between the state Child 7 Protection and state Police Services. 8 MS KARMY-JONES: Thank you. Okay. We're now going to move 9 on to a presentation given by Emmanuelle Wachenheim -- 10 I hope I am pronouncing that correctly -- who is 11 a Magistrate and project officer from the Directorate of 12 Criminal Affairs and Pardons in the Ministry of Justice 13 in France. You're going to tell us about legislative 14 mandatory reporting duties of child sexual abuse in 15 France. Thank you very much. 16 Presentation by MS WACHENHEIM 17 MS WACHENHEIM: Thank you. I am Emmanuelle Wachenheim, 18 a French Magistrate, currently working at the French 19 Ministry of Justice. I am really sorry for my English 20 and my French accent. I hope you will understand what 21 I want to say. There are a lot of slides, so maybe it 22 will help to follow. 23 So mandatory legislations to report child sexual 24 abuse are provided in France in both civil law and 25 criminal law. I will focus my presentation especially</p> <p style="text-align: center;">Page 120</p>

<p>1 on criminal law, but let me first introduce to you 2 briefly the civil duties. As part of a broader child 3 protection, the French civil law provides for reporting 4 information. This applies especially for the services 5 in a role in child protection of -- in the protection of 6 childhood. 7 To that purpose, shared secret rules allow all 8 professionals to communicate between them so as to share 9 confidential information and to assess particular 10 information. 11 From a criminal perspective, I'm going to set out 12 two main aspects: the legal framework and its 13 implementation. Looking in more detail at criminal 14 roles, I identified three main situations: first, 15 an obligation of reporting binding upon the state 16 employees; second, a sanction to a third party for 17 failing to stop or to report a crime; and, third, 18 special rules applicable to professional secrecy. 19 So the first one -- the next slide, yes. The broad 20 scope of obligation of reporting makes every state 21 employee under an obligation to refer any crime he or 22 she knows about to the prosecutor without delay. For 23 example, this obligation is binding upon judges, 24 teachers and some doctors employed by the state who may 25 be aware of such cases, when exercising their functions.</p> <p style="text-align: center;">Page 121</p>	<p>1 Next slide. 2 Outside the public service, there are two offences 3 of general application leading to a crackdown on anyone 4 refrains from protecting minors or reporting sexual 5 abuse. The first offence deals with the duty of action 6 in the event of an imminent peril. As a consequence, 7 professional secrets are not applicable. However, here 8 the subject matter is more protecting rather than 9 reporting, but the second offence requires reporting 10 every child abuse from judicial or administrative 11 authority. You can go on to next slide. 12 This offence is a result of a more specific offence 13 for failing to report a crime which it's still possible 14 to prevent, or to limit effects, or perpetrators may 15 likely commit another crime. 16 The recent legislative revolutions have led to the 17 gradual increasing of its scope. 18 Next slide. 19 It first only applied to minors under 15. In 2016, 20 the offence has been extended to all minors and, this 21 summer, French law made sentences stricter when the 22 crime is committed against a minor under 15. Some 23 characteristics of this offence have been gradually 24 pulled out by the courts. This report has to be made as 25 quickly as possible. No specific form is required.</p> <p style="text-align: center;">Page 122</p>
<p>1 It's a deliberate offence and it includes relatives but 2 it excludes those who took part in the crime. 3 Professionals who are subject to secrecy fall under 4 a specific case. Indeed, the Health Public Code -- 5 that's the next slide -- the Health Public Code provides 6 that the doctor who notices that the minor is a victim 7 must warn judicial or administrative authorities unless 8 there are special circumstances, but we have to say that 9 our Criminal Code is articulated, more skilled, and 10 leads to the following balance: doctors may report to 11 relevant authorities, mistreatment they notice. They 12 cannot be subject to any civil disciplinary or criminal 13 action for breaching the professional secrecy in that 14 case. But this is an ability to report. 15 Nevertheless, there are two situations -- maybe it's 16 on the next slide -- in which it's compulsory. The one 17 after. When the doctor is a civil servant and, you 18 know, the event of a judicial order, for example, in the 19 case of expertise. Until very recently, even during 20 this summer, several amendments have been filled to make 21 this reporting from the doctor compulsory, but after 22 debating, the new writing was finally abandoned and it's 23 still "an ability" now. 24 The report of the French criminal legislation may be 25 completed by some example of our experiments, so that's</p> <p style="text-align: center;">Page 123</p>	<p>1 my second part. And it's on the next slide. 2 First, two directives issued by the government 3 clarified the feedback system in the school environment. 4 They remind reporting procedures, they insist on 5 training for professionals and, on the next slide, you 6 will see that they set up justice reference to education 7 offices and school reference to which public prosecutor 8 offices. 9 Next slide, a second experiment, if the service is 10 facilitating the report. We -- in each department, 11 a cell -- we could say maybe an office of gathering, 12 rolling information -- has been established with the aim 13 to ensure the early tracking of a child in danger. 14 These offices also act as a filter regarding all the 15 cases referred to the judicial authority. 16 We have also a toll-free number, a national number, 17 which makes it possible, 24 hours a day, to answer calls 18 from any child or adult exposed to this type of 19 situation. 20 Let's come to some statistics to finish. 21 Over the past few years, the majority of report of 22 sexual abuse came from the police and the percentage of 23 disclosure by the state authority is about 10 per cent. 24 On the next slide, you will find that the distribution 25 of this report coming from the state authorities has</p> <p style="text-align: center;">Page 124</p>

<p>1 remained constant. The majority of report comes from 2 the department and the social services. That's in blue. 3 After comes the school and only then the other 4 partners like hospitals or justice. Last but not 5 least -- and this was the last slide, maybe -- let me 6 show you the convictions, the statistics of convictions. 7 Only the last line precisely sets out the situation of 8 minor victims, but as you can see, convictions based on 9 the failure to report are not uncommon. There were 88 10 last year. 11 So as a conclusion, I would say that the French 12 procedure includes several specific texts in terms of 13 reporting in the civil law and in criminal law and the 14 specificities are wider as far as child sexual abuse is 15 concerned because we have obviously criminal 16 specificities and procedure in offences, but that's 17 maybe for next time because time is over, so thank you. 18 MS KARMY-JONES: Thank you very much. 88 convictions. 19 MS WACHENHEIM: 88. 20 MS KARMY-JONES: You may not be able to answer this, but do 21 you have any idea the nature of the people, you know, 22 what professions? 23 MS WACHENHEIM: No, I can't. No, no, we don't have the 24 statistic. 25 MS KARMY-JONES: That's very interesting, thank you.</p> <p style="text-align: center;">Page 125</p>	<p>1 Session 2: Discussion chaired by THE FACILITATOR 2 MS KARMY-JONES: I just want to, before we move on to the 3 other international presentations, just bring in 4 Ms Vicky Lenton, who is a counsellor and group 5 facilitator in private practice, if that's all right, 6 who hasn't had an opportunity yet to give us any 7 contribution. Just to ask, so we have heard from the 8 last two presentations that in the Republic of Ireland 9 there are no statutory sanctions for failing to report 10 child sexual abuse. However, in France, individuals can 11 be penalised. We have seen 88 in 2016 for a failure to 12 report. Do you have any comments or observations on 13 that from your -- 14 MS LENTON: Yes, from doing professionals' training and 15 supervising, what we find is that, even though there are 16 all sort of regulations and guidelines of what to do, 17 there is so much fear in professionals of, "What's going 18 to happen to me if I get it wrong?", and I don't think 19 there is enough support coming from their organisations 20 in supporting them in how to report it and I think 21 having sanctions will just up that fear. 22 MS KARMY-JONES: Do you think that the guidance given is 23 sufficient in terms of what should be reported -- 24 MS LENTON: No. 25 MS KARMY-JONES: -- let alone how to report it?</p> <p style="text-align: center;">Page 126</p>
<p>1 MS LENTON: No, because there is so much confusion. I think 2 it's clearer when a child has disclosed, but when you 3 get adult survivors disclosing that they feel that 4 a child is at risk, people really panic about, "What do 5 I do? Where is the balance of putting the person that 6 I am working with first or putting a child that maybe 7 I haven't got the name of first?" and, again, it creates 8 a lot of panic. 9 I think for me, sitting here today, there's sort of 10 four areas. There's been the area of children who do 11 disclose and I think for me personally I feel I have 12 a responsibility to do something with that. Then we 13 have children who are not disclosing, and I think the 14 problem is we have got adults who cannot hear and we 15 have to have training in how adults learn to use 16 a language that allows other people to disclose. Then 17 we have got practitioners who don't get enough support 18 in working with child sexual abuse. You know, there's 19 panic when they hear it. They don't know how to take it 20 and I think that creates avoidance. 21 MS KARMY-JONES: When you say they don't get enough 22 training, do they get training to recognise what the 23 signs may be? 24 MS LENTON: They will, but that's often a few days. I don't 25 think there is an ongoing training into understanding</p> <p style="text-align: center;">Page 127</p>	<p>1 how to work with the disclosure and also the impact on 2 the professional. I think that was the fourth bit that 3 come up for me, that we need to support professionals 4 too when they take disclosure. We need to support them 5 in what to do and the impact on them and that they will 6 also be protected. 7 MS KARMY-JONES: Okay, I just want to know if 8 Mr Gareth Edwards from the National Police Chiefs' 9 Council Head of Strategic Vulnerability Centre has any 10 observations on that? 11 MR EDWARDS: I think I would share a number of those points 12 made, actually, they were very well articulated. 13 I think there is certainly more work being done to raise 14 awareness of what the signs are. There is more and more 15 training being delivered, but is it enough at the 16 moment? I'm not sure. I think we definitely need to 17 continue to invest in this space. 18 I think supporting our professional workforce is 19 incredibly important. We have significant concerns 20 around the welfare of officers, particularly those, for 21 example, who are routinely viewing indecent images of 22 children, but also those who are dealing with what we 23 are seeing as increasingly complex investigations, 24 potentially secondary trauma. I think there are some 25 real concerns around that and it's certainly something</p> <p style="text-align: center;">Page 128</p>

<p>1 we are aware of and working towards in terms of support. 2 MS KARMY-JONES: Thank you. 3 Just one question, Mr Perry, Tom: do you have any 4 counter views in relation to support or otherwise of 5 individual sanctions on professionals that you would 6 like to mention at this stage? 7 MR PERRY: Forgive me, if I may, just one question about 8 Ireland, if I may. 9 MS KARMY-JONES: Clarification. 10 MR PERRY: Yes, clarification, I do apologise. It was said 11 that there was no sanction for failing to report. My 12 understanding is there is a sanction for failing to 13 report, it's just elsewhere within the statutory 14 legislation. So in other words, it's an indictment. 15 You can have an indictment for not reporting 16 an arrestable offence or something of that ilk. You've 17 got that in Irish law. 18 DR MOONEY: Yes, where something constitutes a crime under 19 the Withholding of Information Act there is a separate 20 obligation. 21 MR PERRY: Quite right. It's a separate obligation -- 22 MS KARMY-JONES: When it's withholding information about 23 a crime, which is slightly different, isn't it. 24 MR PERRY: Absolutely and that's very similar to 25 Northern Ireland, in fact, but there is also a point</p> <p style="text-align: center;">Page 129</p>	<p>1 about training, very quickly, and that is 2 training a real concern because everyone talks about 3 training, that's all you hear: "Training training 4 training." 5 There is no accreditation scheme for any 6 safeguarding training in this country. You can be 7 a plumber today and a safeguarding trainer tomorrow. 8 Now, that creates an infinite variability and very poor 9 standards and that really does need addressing. It's 10 not dissimilar, actually, to -- but I will bear 11 correction gracefully because something may have 12 happened in the intervening period of time since I last 13 looked at it -- but LADOs, for example, Local Authority 14 Designated Officers, for whom I have a huge amount of 15 time, I have to say, much undervalued people. My 16 understanding is there is no accredited training scheme 17 for LADOs. So, again, there is infinite variability. 18 I mean, how has this been allowed to drift in this way? 19 I just don't understand it, but perhaps somebody can 20 explain. 21 MS KARMY-JONES: So you would be supportive of 22 consolidation, some form of consolidation of training? 23 MR PERRY: Certainly for LADOs, accredited scheme, because 24 then -- you know, what we really need to get into much 25 more, I think, is, if you like, almost airline mindset,</p> <p style="text-align: center;">Page 130</p>
<p>1 okay? I heard a very interesting Canadian academic 2 talking about this, actually, and it's airline mindset, 3 airline language. People talk about referrals. To 4 whom? To whom? Is it a referral to the LADO? Is it 5 a referral to Children's Services? Is it a referral to 6 the head? Who is it a referral to? Where are we 7 talking about? 8 The language is all over the shop and people are 9 very scared to say: I don't understand what you're 10 talking about. And, you know, I don't have a problem 11 saying that, but many people do and we really do need to 12 get into this safety-critical language which we do not 13 have. 14 MS KARMY-JONES: All right. Just you mentioned Canada and 15 we're now going to move on to the position in Canada 16 quickly and go on to our 10th presentation of the day, 17 which is from Dr Christine Wekerle, who is the Associate 18 Professor in Paediatrics at McMaster University, who is 19 going to tell us about mandatory reporting in Canada. 20 Dr Wekerle? 21 Presentation by DR WEKERLE 22 DR WEKERLE: Thank you very much. Hi to everyone here and 23 hello to everyone out in live stream land. I'm pleased 24 to be able to present on the Canadian context and, on 25 Canadian research and the point of research, I must</p> <p style="text-align: center;">Page 131</p>	<p>1 thank survivors for exercising their voice and choice in 2 this manner to participate in research and teach us 3 about the realities of child sexual abuse. 4 To orient you to Canadian statistics, I will just 5 have you look at the first slide that has one in 6 three -- so one in three Canadians is the infographic -- 7 one in three Canadians have reported some form of 8 childhood maltreatment and about 10 per cent would 9 report childhood sexual abuse. 10 From the perspective of the child, what I think is 11 really clear is the child wants the sexual abuse to 12 stop. That's their primary concern. And I think that's 13 one that we have to keep in mind. 14 Next slide, please. So central to mandatory 15 reporting is a child and adolescent right's framework. 16 The United Nations Convention on the Rights of the 17 Child, the CRC, is an approach that virtually all 18 countries have signed on to and that makes it unique. 19 Like the UK, Canada is a signatory country and we are 20 tasked with the specific protections and the various 21 forms of child sexual abuse are articulated explicitly. 22 All of Canada has mandatory reporting laws and the 23 first being enacted in Ontario in 1965 for child 24 physical and sexual abuse. As mandatory reporting laws 25 are the jurisdiction of the provenances and territories</p> <p style="text-align: center;">Page 132</p>

<p>1 an initiative is underway to have a national document, 2 the Canadian Children's Charter. And just as a note, 3 the key messages will be in coloured blocks. 4 Next slide. So there are various reporting issues 5 to consider, one being the age of the youth. Most of 6 Canadian laws protect up to adolescence with some 7 variation on the age. Few, though, refer explicitly to 8 developmental delay when implementing the upper age 9 criterion. 10 Like Ireland, Canada has an exception rule. The age 11 of consent in Canada for sex is 16 and there is a "close 12 in age" exception where 14 and 15 year olds can be 13 having sex with youth who are less than five years 14 older. 15 Child service professionals have additional 16 expectations within the professional bodies as well as 17 mandatory reporting and, as been noted, child sexual 18 abuse is a challenge for us collectively as we tend to 19 have a gaze aversion to child abuse and this is 20 amplified with child sexual abuse, the pressures being 21 secrecy and stigma and the risk of PTSD and secondary 22 trauma. 23 As noted for the UK, there is no global gold 24 standard that is evidence-based for training and this is 25 a problem. The WHO, though, recently issued</p> <p style="text-align: center;">Page 133</p>	<p>1 evidence-based guidelines on recognising and responding 2 to child sexual abuse and they are quite helpful in 3 starting this process of universality. 4 Next slide. Moving on Ontario, I think what's 5 relevant, and we haven't really talked about it so far, 6 is that in Ontario there is in no statute of limitations 7 and that's quite important to have in place, as we 8 understand from research the disclosure is a process. 9 In Ontario, both the public and professionals are 10 required to report reasonable suspicions immediately to 11 their local child welfare agency and this is an ongoing 12 duty such that any new information must also be 13 reported. Further, the youth is system involved or not. 14 Recent changes haven't raised the age of protection 15 from up to 16, to 16 and 17-year olds. However, this 16 adolescent age for protection doesn't come with 17 mandatory reporting, although investigation services may 18 be provided. The recipient of the information is the 19 filer of the report and police support immediate danger 20 needs. 21 Next slide. So some key findings are that it 22 confirms that members of the community are reporting 23 their suspicions of maltreatment and there are many more 24 opportunities for healthcare providers to 25 comprehensively assess for maltreatment since they're</p> <p style="text-align: center;">Page 134</p>
<p>1 seeing kids, for example, on vaccination schedules. It 2 is true, though, that CSA is in general under-reported. 3 (A structural disruption) 4 MS KARMY-JONES: Can you just pause there for a moment. 5 DR WEKERLE: There is an emphasis that CSA is 6 under-reported. 7 MS KARMY-JONES: Let's plough on for a moment, if that's all 8 right. We will ask someone to come in and just have 9 a look at that and if we can carry on quickly through 10 the rest and let's hope we can get through the 11 Australian presentation, as well. 12 DR WEKERLE: So despite these laws having been enacted in 13 1965, the most relevant mandatory reporting study was 14 published last month by Tonmyr et al, and Ben Mathews is 15 the second author. What it did show is that mandatory 16 reporting, looking at both cohorts before mandatory 17 reporting laws and after mandatory reporting laws and in 18 contact with child welfare services, the key message is 19 that mandatory reporting laws increase the contact with 20 child welfare services. For child sexual abuse it went 21 from 11 per cent to 24 per cent and, when child sexual 22 abuse was noted as occurring more than ten times, the 23 contact rate moved from 31 per cent to 41 per cent, so 24 that you have a higher engagement with child welfare in 25 terms of more severe maltreatment and that perhaps</p> <p style="text-align: center;">Page 135</p>	<p>1 speaks to concerns that are always raised around 2 over-reporting when the research does not support that. 3 However, it's important to know that health needs 4 persist over time beyond service provision. A Quebec 5 population study pointed to the ongoing needs in mental 6 health and increasing needs in physical health among 7 late adolescents and emerging adults. An important 8 component of mandatory reporting, as has been mentioned, 9 is the resourcing of response, that it tends to both 10 parental and child well-being needs as well as the 11 primary need for protection. 12 Mandatory reporting remains consistent with the 13 prevention emphasis such that it may be a resilience 14 intervention. One does report so that something happens 15 and the something that happens can't only be 16 investigation; it needs to be service provision in 17 supporting the youth over time. 18 Next slide, please. So this is just a brief idea 19 about what kind of data is important to fairly test 20 mandatory reporting given that the research is so sparse 21 and it needs to be a strategic programme that is nested 22 within a trauma-informed approach that prioritises 23 safety, transparency, support, collaboration, 24 empowerment, and cultural, historical and gender issues. 25 It should consider community readiness and</p> <p style="text-align: center;">Page 136</p>

<p>1 community-based prevention, as well as victim 2 experiences with disclosure and the response process. 3 In Canada, while the professional bodies have 4 expectations, as you do here, they do not issue reports 5 about their data, so we don't know how many 6 professionals are reporting, we don't know their 7 experiences with reporting, and this data could be quite 8 informative. 9 Finally, the mandatory reporting primary goal is to 10 reduce child sexual abuse rates and uphold community 11 standards so that regular research on child sexual abuse 12 incidents and child and adolescent health is required. 13 Next slide, please. I thank you for your time and 14 attention and the references and resources are on the 15 following two slides. Thank you. 16 MS KARMY-JONES: Thank you very much. Christine, can I just 17 ask one thing: you said that there was no statute of 18 limitations in Ontario. Does that differ across the 19 provinces of Canada? 20 DR WEKERLE: I think they're pretty much the same. I think 21 it's notably different from the United States, where 22 many of the states have statute of the limitations. 23 MS KARMY-JONES: And the regulations in general, as far as 24 you understand it, are pretty much the same across the 25 provinces, so we're not just talking about Ontario, we</p> <p style="text-align: center;">Page 137</p>	<p>1 are talking about Canada as a whole? 2 DR WEKERLE: Yes, it is primarily the same across the 3 provinces where the main differences is -- some were age 4 they're going to protect up to. 5 MS KARMY-JONES: Okay, thank you. 6 Without further ado we're going to move on, please, 7 to our final presentation, which is from Ms Liana 8 Buchanan, Principal Commissioner for Children and Young 9 People in Victoria, Australia. Mandatory reporting in 10 Australia. 11 Presentation by MS BUCHANAN 12 MS BUCHANAN: Thank you and thank you for the invitation to 13 speak today. I'm pleased that I am managing to get to 14 this before any further waterfalls, as my friend on my 15 left has called them. 16 Look, in Australia, like many other countries 17 represented around this room and beyond we have been on 18 our own confronting path to understand the extent of and 19 the impact of child sexual abuse both in the home and, 20 more recently, especially in some of our most trusted 21 institutions. 22 In 2013, in my home state of Victoria, we had 23 a Parliamentary inquiry into child abuse in 24 non-government organisations. That's known as the 25 Betrayal of Trust Inquiry -- you will hear me refer to</p> <p style="text-align: center;">Page 138</p>
<p>1 that -- and during that inquiry the Australian 2 government at a national level announced what was to be 3 a five-year Royal Commission into Institutional 4 Responses to Child Sexual Abuse. That Royal Commission 5 handed down its final report in December of last year. 6 Both of these inquiries I would have to say were in 7 depth, they were absolutely informed by the evidence of 8 victim survivors who contributed in very, very large 9 numbers and between them they left us in no doubt at all 10 that not only was reform needed but it was needed fairly 11 urgently. 12 Both inquiries found extensive evidence that 13 organisations not only failed to prevent child abuse by 14 their workers or their volunteers, but also failed to 15 act when there were suspicions of allegations raised. 16 This allowed abuse, of course, to continue and created 17 enabling environments that ultimately allowed further 18 children to be victimised. 19 In some cases, this failure of organisations to act 20 was really about active concealment prioritising 21 an organisation's reputation or interests above those of 22 children connected with that organisation, but in some 23 cases the failure to respond to allegations was due to 24 lack of understanding, lack of awareness, lack of 25 systems and processes to make sure that allegations were</p> <p style="text-align: center;">Page 139</p>	<p>1 treated properly. 2 I have been asked to talk about mandatory reporting 3 in Australia. I'm going to focus on Victoria because, 4 unlike Canada, the situation in different states across 5 Australia is vastly different and it would take me far 6 longer than seven minutes. 7 I'm going to talk about three forms of mandatory 8 reporting that we have in place in Victoria. One is the 9 form that we have mostly been talking about here today, 10 although not exclusively, reporting to child protection 11 authorities, and then another two forms of mandatory 12 reporting that are newer and that have come into place 13 very much as a result of these inquiries and the 14 Royal Commission that I have mentioned and I'm going to 15 focus particularly on the newest, which we call the 16 reportable conduct scheme, and which is specifically 17 intended to address that issue of organisations not 18 responding properly or rigorously when allegations of 19 abuse are made against their volunteers or workers. 20 First of all, mandatory reporting to child 21 protection authorities. That's been in place in 22 different parts of Australia for a long time. It's fair 23 to say the first such legislation was in 1969 in another 24 state of South Australia. In Victoria we have had it in 25 place since 1993. In Victoria that creates</p> <p style="text-align: center;">Page 140</p>

<p>1 an obligation on quite a small number of professionals, 2 teachers, doctors, midwives, nurses, police, to make 3 a report to child protection when they believe a child 4 has suffered or is likely to suffer significant harm as 5 a result of physical injury or of sexual abuse and where 6 the child's parents have not protected or are unlikely 7 to protect the child.</p> <p>8 Failure to report by professionals who are covered 9 by these provisions is a criminal offence. It's 10 punishable by a fine. This reporting obligation, as you 11 might imagine, is most commonly invoked in the context 12 of abuse in the home and, for professionals in scope, 13 I have to say that whilst not every professional would 14 say they're completely clear, I'm sure that's not the 15 case, but it is a fairly well-established feature of the 16 understanding of these categories of professionals who 17 work with children and their families.</p> <p>18 Mandatory reporting to child protection was well and 19 truly affirmed as a concept by our Royal Commission into 20 Institutional Responses to Child Sexual Abuse. In fact, 21 the recommendations of that Royal Commission have led in 22 some jurisdictions, including my own, to the expansion 23 of mandatory reporting, so the Victorian government has 24 announced that in addition to the categories of 25 professionals I've just mentioned, we will now be seeing</p> <p style="text-align: center;">Page 141</p>	<p>1 mandatory reporting for psychologists, school 2 counsellors, Youth Justice Professionals, early 3 childhood and out of home care sector professionals and 4 persons in religious ministries.</p> <p>5 Another form of mandatory reporting that has been 6 introduced, particularly in the wake of our own Betrayal 7 of Trust Inquiry, is a criminal offence, a fail to 8 disclose offence. It was introduced in 2015. It 9 applies to any adult, not just particular professionals, 10 any adult who believes a sexual offence has been 11 committed by an adult against a child under 16 years of 12 age and doesn't report to police. Failure to report is 13 a criminal offence. It can be punished by up to 14 three years' imprisonment.</p> <p>15 The final type of mandatory reporting, the newest 16 form, has really only been in place in 2017 and I am 17 particularly able to speak to this because the 18 Commission for Children and Young People has been 19 established as the regulator administering this new 20 scheme. This scheme requires the heads of organisations 21 that work with children. It includes schools, out of 22 home care providers, health, disability services and 23 religious organisations, so all churches. It requires 24 the heads of those organisations to notify us at the 25 Commission for Children and Young People of any</p> <p style="text-align: center;">Page 142</p>
<p>1 reportable allegation, that is an allegation of 2 particular abuse by one of their staff, paid or unpaid, 3 and they have to make that report to us within three 4 days. Again, a failure for the head of the organisation 5 to report to us is a criminal offence, in this case 6 punishable by a fine.</p> <p>7 Reportable conduct includes physical abuse, physical 8 violence, sexual abuse, which includes sexual misconduct 9 that doesn't constitute a sexual offence, so it's 10 broader than sexual offences. It also includes 11 significant neglect or any behaviour that causes 12 significant emotional or psychological harm to a child.</p> <p>13 We have the power as the Commission in certain 14 circumstances to intervene and investigate ourselves if 15 we believe ultimately it's in the public interest to do 16 so, but in most cases our role is to oversee the way the 17 organisation responds to that allegation to make sure 18 that there is a thorough, rigorous, objective 19 investigation and that steps are taken to protect 20 children in the interim.</p> <p>21 This scheme sits alongside all of the pre-existing 22 reporting obligations. It doesn't displace the 23 obligation to report to police, it doesn't displace the 24 obligation for certain professionals to report to child 25 protection in some circumstances; it sits alongside of</p> <p style="text-align: center;">Page 143</p>	<p>1 those which means, of course, that the Commission, we 2 work very closely with police and with child protection 3 authorities to make sure that the response, whatever 4 that looks like, is coordinated and effective.</p> <p>5 The other element of the scheme is that where there 6 has been at the end of an investigation, whether by the 7 organisation or ourselves, where there's a substantiated 8 finding of reportable conduct by an individual, we at 9 the Commission refer that individual and the information 10 we hold to those who administer our working with 11 children check card so that that individual's capacity 12 to work with children in any setting, whether it's in 13 the same type of organisation or another, that can be 14 reconsidered as a result.</p> <p>15 We have run this scheme since July last year. 16 I have been struck, I have to say, by just how necessary 17 it appears to be. We have seen some remarkable variants 18 in responses to allegations and I have to say some 19 alarmingly poor investigations even by large, 20 sophisticated organisations.</p> <p>21 Many of the problems that were identified in our 22 Royal Commission in Australia continue to feature in the 23 matters that we look at today. We still see a tendency 24 to dismiss or disbelieve children's accounts or 25 disclosures. We still see an inclination to defer to</p> <p style="text-align: center;">Page 144</p>

<p>1 the accounts of adults rather than interviewing children 2 directly, even when that would be possible. We still 3 see in some cases, unfortunately, a reluctance to fully 4 investigate those who are trusted or valued within 5 a particular organisation. 6 Certainly, we expect over time the rigour and 7 approach to investigations of abuse in organisations 8 will improve as our expectations for good practice 9 become the norm and, in fact, in just a year or just 10 over a year we have seen some organisations 11 significantly improve in part because we put a lot of 12 effort into supporting them, working with them, giving 13 them feedback about their process. 14 I guess I would end by saying I think history in 15 Australia, I think history in many parts of the world, 16 tells us the price of underestimating child sexual abuse 17 is unacceptably high. I would say measures like the 18 Reportable Conduct Scheme help us to actively address 19 some of the flaws that we now know put children at risk. 20 The scheme places a positive, proactive requirement or 21 set of requirements on organisations that work with 22 children. To my mind, this rightly holds those 23 organisations to account to act on abuse or allegations 24 of abuse by their workers or volunteers. 25 For us, it's very early days as a scheme, but I have</p> <p style="text-align: center;">Page 145</p>	<p>1 to say early suggestions are, it's proving, an important 2 component of keeping children safe from abuse in 3 organisations. Thanks. 4 MS KARMY-JONES: Thank you very much. That's fascinating. 5 Can I just ask one thing: you said that the 6 accountability extends beyond professions and applies to 7 any adult who believes a sexual offence has been 8 committed. Is there a ready reckoner of how that belief 9 is quantified and evidenced that you can help us with? 10 DR WEKERLE: There is not, so when I mentioned the duty that 11 applies to all individuals, that's separate to the 12 mandatory reporting duty that sits with certain 13 professionals. That sits as a criminal offence in the 14 criminal statute book and, to my knowledge -- I haven't 15 had that absolutely confirmed from Victoria Police -- to 16 my knowledge there have been no prosecutions against 17 that offence, so it is largely, as yet, untested in 18 Victoria. That's only been in place as an offence since 19 2015, so as yet it hasn't been tested. 20 MS KARMY-JONES: And when that offence, when that piece of 21 legislation was passed, as far as you know was there any 22 guidance with how it would be evidenced, how such 23 an offence would arise? 24 DR WEKERLE: To my knowledge there was no specific guidance. 25 The general concepts I think rely heavily on concepts</p> <p style="text-align: center;">Page 146</p>
<p>1 that are quite common in the common law which we rely on 2 in Victoria, Australia. 3 MS KARMY-JONES: Thank you very much. 4 Chair, I wonder if now would be an appropriate 5 moment for a break so that we can assess the second 6 waterfall that we had a moment ago and see whether it's 7 possible to proceed. I don't know, chair, whether you 8 wanted, given the time, to give us until 3 o'clock, 9 maybe or thereabouts? 10 THE CHAIR: Yes. 11 (2.42 pm) 12 (A short break) 13 (3.04 pm) 14 MS KARMY-JONES: Chair, members of the panel, as you are 15 aware, first thing this morning an issue arose with the 16 hearing room, which has got worse during the seminar. 17 Can I make it clear it's not an inquiry issue but 18 a problem that has arisen because of building work being 19 carried out on the floors above; the premises above this 20 floor. 21 For your health and safety and for the health and 22 safety of the participants and the public gallery and 23 all concerned, with much regret you may wish to have to 24 curtail this seminar this afternoon. I can assure you, 25 chair, that we will find a way of covering discussions</p> <p style="text-align: center;">Page 147</p>	<p>1 that we hoped to have today on the date of the next 2 seminar, which is 30 April, and on behalf of certainly 3 those of us on this side of the bench I would thank 4 everyone who has attended and participated to the very 5 valuable discussion that we have had and made the 6 contributions that we have heard today. So, chair, 7 I think perhaps we will have to finish matters now. 8 THE CHAIR: Thank you, Ms Karmy-Jones. It is indeed 9 disappointing that the water problems were such that we 10 have had to curtail this seminar and I would personally 11 like to thank all of those who attended today, both at 12 the table and in the public gallery, for their 13 forbearance with this problem to allow this seminar to 14 continue to the point that it did, and also everything 15 you have said about being able to find ways of covering 16 outstanding issues from today next year and, of course, 17 I'd like to thank everybody concerned with the 18 organisation of today's event and particularly those who 19 have travelled some distance to be with us. 20 I think I can say on behalf of myself and the panel 21 that we have all found today's event extremely 22 informative. It's raised lots of relevant issues to us 23 and I have no doubt it will contribute valuably to our 24 thinking about the issues, so thanks to you and to the 25 policy team, to the hearing centre staff and everyone</p> <p style="text-align: center;">Page 148</p>

<p>1 that's been involved in this today and thanks 2 particularly to all of those who have attended around 3 the room and for their very valuable contributions. 4 MS KARMY-JONES: Thank you, chair. 5 (3.08 pm) 6 (The hearing concluded) 7 8 9 I N D E X 10 Welcome and opening remarks by THE1 CHAIR 11 Session 1: Opening statement by THE3 12 FACILITATOR 13 Presentation by MR ARCHER16 14 Presentation by MR HEANEY23 15 Presentation by INSPECTOR DAVIS28 16 Session 1: Discussion chaired by33 THE FACILITATOR 17 Observations from THE PUBLIC GALLERY40 18 Session 1: Further discussion47 19 chaired by THE FACILITATOR 20 Further observations from THE PUBLIC54 GALLERY 21 Presentation by MS HANCOCK56 22 Presentation by MR GALLIMORE63 23 Presentation by DR STEELE68 24 Session 1: Discussion chaired by76 25 THE FACILITATOR</p> <p style="text-align: center;">Page 149</p>	<p>1 Observations from THE PUBLIC GALLERY99 2 Session 2: Opening statement by THE101 FACILITATOR 3 Presentation by MR ROVIRA102 4 Presentation by DR MOONEY112 5 Presentation by MS WACHENHEIM120 6 Session 2: Discussion chaired by126 7 THE FACILITATOR 8 Presentation by DR WEKERLE131 9 Presentation by MS BUCHANAN138 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25</p> <p style="text-align: center;">Page 150</p>

<p style="text-align: center;">A</p> <p>abandoned 123:22</p> <p>abducted 100:13</p> <p>abetting 75:1</p> <p>abhorrent 16:6</p> <p>abide 3:5 69:13</p> <p>ability 27:21 123:14,23</p> <p>able 7:4,16 10:19 11:13 14:9 22:1,6 45:6 74:24 89:24 94:24 125:20 131:24 142:17 148:15</p> <p>abroad 13:2</p> <p>absolutely 27:18 43:19 55:2 71:14 75:5 89:17 93:20 129:24 139:7 146:15</p> <p>absurd 39:9</p> <p>abuse 1:6,16 2:8,11 2:25 3:19,19,22 5:3,13,16 7:15 8:6 9:14,15,21 13:11 13:20,21 14:3,10 14:22,23 15:8,10 15:13,19 16:6,9 18:25 19:20 21:3 21:17 22:2 24:4 26:6 34:7,25 35:9 35:14,25 40:10 42:11 44:1,10,16 44:19 45:1,4,7,19 45:23,23 46:1,3,7 46:13,20,23 47:3 47:7 48:20 49:1 51:2,4,13 55:17 57:20,23 58:5 60:18 63:15,23 64:2,7,23 66:25 67:17 68:15,21 69:4,8,15,25 70:5 70:20 71:17 72:15 74:16 75:12,13</p>	<p>76:9,23 77:20 81:22 82:11,17 86:22 87:8 91:23 95:2,12,15,25 96:4,4 99:16 101:11,13 102:2,6 102:11 105:4,5 108:19 109:7,24 111:14,15 112:13 113:8,15,23 114:10,15 115:5 116:24 118:6,17 119:6,9,12,20 120:5,14,24 122:5 122:10 124:22 125:14 126:10 127:18 132:3,9,11 132:21,24 133:18 133:19,20 134:2 135:20,22 137:10 137:11 138:19,23 139:4,13,16 140:19 141:5,12 141:20 143:2,7,8 145:7,16,23,24 146:2</p> <p>abused 34:1 43:22 64:21 65:12</p> <p>abuser 105:24 106:3 111:8</p> <p>abuses 113:12</p> <p>abusing 106:14</p> <p>academic 131:1</p> <p>academies 97:25 98:6,16</p> <p>accent 120:20</p> <p>accents 102:17</p> <p>accept 46:4 92:10</p> <p>acceptable 92:24</p> <p>accepted 83:5</p> <p>access 108:22</p> <p>accommodation 39:7,10 93:19 116:1</p> <p>account 20:9 90:10</p>	<p>145:23</p> <p>accountability 36:19 80:19 146:6</p> <p>accountable 54:22</p> <p>Accounting 48:18</p> <p>accounts 5:2 14:4 144:24 145:1</p> <p>accreditation 21:18 130:5</p> <p>accredited 130:16 130:23</p> <p>accurately 13:23</p> <p>accused 84:10</p> <p>acknowledge 13:19 14:19</p> <p>acknowledged 105:23,24</p> <p>acquired 114:19</p> <p>acronym 13:12 61:7</p> <p>acronyms 13:9</p> <p>act 4:6 15:15 17:1 19:5,10 23:20 25:1,9 26:18 35:6 35:9 39:17 42:14 42:23 53:3,3,18 63:22 64:23 65:20 65:25 67:2 69:21 71:2 73:17 85:25 114:9 115:5,17,24 116:2,18 117:25 119:9 124:14 129:19 139:15,19 145:23</p> <p>acted 15:8 71:24</p> <p>acting 50:9 70:13 78:8</p> <p>action 8:2 15:11 16:18 17:18 75:1 78:22 87:17,21 116:22 122:5 123:13</p> <p>actions 74:10</p> <p>active 12:4 139:20</p> <p>actively 18:11</p>	<p>66:15 145:18</p> <p>activities 88:24</p> <p>activity 39:7 52:2 68:5 97:20 115:7</p> <p>Acts 16:25</p> <p>actual 85:19</p> <p>adaptability 16:11</p> <p>ADCF 64:8</p> <p>add 6:17 34:10 40:21 59:14 68:8 110:25 117:22</p> <p>added 118:20</p> <p>adding 59:16</p> <p>addition 72:1 141:24</p> <p>additional 44:9 133:15</p> <p>Additionally 27:11 64:20 65:6 66:22</p> <p>address 11:23 22:5 23:12 101:15 140:17 145:18</p> <p>addressed 67:21</p> <p>addressing 130:9</p> <p>adequacy 2:7</p> <p>adequately 22:1</p> <p>adhere 88:14</p> <p>adhered 31:11 63:5</p> <p>adjournment 93:10</p> <p>administer 144:10</p> <p>administering 142:19</p> <p>administrative 116:21 122:10 123:7</p> <p>ado 138:6</p> <p>adolescence 133:6</p> <p>adolescent 132:15 134:16 137:12</p> <p>adolescents 136:7</p> <p>adopt 118:12</p> <p>adult 14:13,13,24 14:24 29:10 45:22 57:20 58:7,13 60:23 63:1 124:18</p>	<p>127:3 142:9,10,11 146:7</p> <p>adults 14:21 24:13 24:18 25:7 57:22 127:14,15 136:7 145:1</p> <p>advanced 107:13 107:13</p> <p>advertising 37:10</p> <p>advice 17:17 64:21 85:24 90:15</p> <p>advisable 118:11</p> <p>advise 86:19 91:23</p> <p>adviser 4:4 54:12</p> <p>advisory 24:15</p> <p>Affairs 33:23 120:12</p> <p>affiliated 112:6</p> <p>affirmed 141:19</p> <p>afford 84:1 85:24</p> <p>afraid 39:4 79:4</p> <p>aftermath 99:13</p> <p>afternoon 6:22 9:1 10:1 93:8,16 147:24</p> <p>age 26:5 34:16,17 95:18 119:13,16 120:5 133:5,7,8 133:10,12 134:14 134:16 138:3 142:12</p> <p>agencies 65:21 67:21,25 117:17 119:22</p> <p>agency 27:2 45:8 51:22 52:1 68:4,7 69:23 114:24,24 114:25 116:7 134:11</p> <p>agenda 11:13</p> <p>ages 32:2</p> <p>ago 45:21 106:7 107:8 147:6</p> <p>agree 35:8 103:8</p> <p>agreed 1:13 21:25</p>
--	---	--	--	---

<p>66:18 Ah 53:17 aiding 75:1 aim 57:11 93:4 124:12 aimed 19:19 aims 108:2 airline 130:25 131:2,3 akin 112:15,15 al 135:14 alarmingly 144:19 Albania 104:15 107:11,11,15 albeit 4:18 Albert 22:21 23:2 alert 66:4 Alex 82:2 Alexis 1:5 Ali 4:4 15:24 56:7 alignment 77:18 Alison 4:5 68:18 75:22 allegation 81:20 143:1,1,17 allegations 68:1 82:10 83:7 139:15 139:23,25 140:18 144:18 145:23 Allen 28:5 allow 11:9 41:21 73:8 103:21 111:1 121:7 148:13 allowed 105:15 130:18 139:16,17 allowing 19:12 allows 127:16 alludes 72:14 alongside 143:21 143:25 alphabet 13:14 ambiguity 49:14 ambitious 103:3 amendment 97:1 amendments</p>	<p>123:20 amount 8:10 10:12 82:16 130:14 amplified 133:20 analyse 104:1 109:15 111:2 analysed 106:22 analysis 62:14 and/or 70:9 anecdotal 117:19 anecdotally 117:14 anger 47:6 announced 139:2 141:24 announcement 93:15 annual 51:7 73:5,8 73:14 answer 47:10 120:4 124:17 125:20 anybody 57:12 97:12 118:21 apartheid 53:16 apologies 38:8 119:2 apologise 102:14 129:10 appear 80:11 97:11 appeared 38:20 99:17 appears 41:7 144:17 applicable 121:18 122:7 application 122:3 applied 122:19 applies 121:4 142:9 146:6,11 apply 17:19 30:23 41:16 47:25 98:15 applying 110:21 appraisal 73:8,10 appreciated 3:1 approach 86:16 87:7 132:17</p>	<p>136:22 145:7 approaches 19:18 appropriate 52:13 60:25 66:10 69:23 87:17,21 88:23 89:11 94:18 119:6 147:4 appropriately 71:24 89:2 90:10 92:10 April 2:13 5:6 20:4 22:7 148:2 Archer 15:21 16:2 16:3 22:19 36:8 41:22,24 65:9 92:3,5 98:12,14 149:13 Archer's 85:9 area 20:18,25 51:24 56:23 65:15 85:1 88:23 112:11 112:22 127:10 areas 3:18 21:22 127:10 arena 24:12 27:6 arenas 25:24 argues 85:5,12 argument 79:18 arguments 2:14 5:6 5:7 arisen 147:18 arising 89:18 arm 78:2 Armenia 103:1 arose 147:15 aroused 46:14 arrangements 2:1 21:21 22:11 24:18 26:22 41:17 50:24 64:9 66:16,24 77:3 arrestable 129:16 arrive 82:20 arrogance 83:23 art 61:20</p>	<p>Article 103:11,18 Articles 108:8 articulated 123:9 128:12 132:21 asked 57:17 58:20 69:3 73:25 78:8 84:24 98:11 103:25 106:4 140:2 asking 4:24 71:10 aspects 25:22 121:12 assault 85:20 assess 21:25 66:15 91:1,2 108:17,18 121:9 134:25 147:5 assessed 66:20 assessment 59:6 61:25 62:13 67:7 71:1 74:9 assessments 67:8,9 114:16 116:5 assist 1:24 114:16 116:8 assistance 116:3 Assistant 33:22 assisted 4:2 assisting 116:9 assists 2:1 Associate 131:17 associated 44:23 Association 34:10 39:13 53:6,8 63:12,19 assuming 15:2 assure 147:24 assured 46:11 93:23 assures 69:9 astounding 37:7 asylum 115:25 at-risk 31:6 attacks 84:15 attempt 21:10</p>	<p>attempts 44:8 attend 7:10 attendance 10:12 116:6 attended 148:4,11 149:2 attention 65:19 84:9 96:12 120:3 137:14 Attorney 112:22 Australia 10:3 18:17 38:12 78:1 104:15 138:9,10 138:16 140:3,5,22 140:24 144:22 145:15 147:2 Australian 135:11 139:1 Austria 104:17 107:22 author 135:15 authorities 25:11 65:8 67:23 83:13 84:17,19,24,25 86:19 87:1 119:6 119:24 123:7,11 124:25 140:11,21 144:3 authority 12:23,24 14:18 17:22 25:14 26:8 54:13 64:4 65:11,13 66:19 67:11,24 68:2 70:1,9 71:23 85:1 85:3 86:18,18 97:14,21 100:14 122:11 124:15,23 130:13 authority's 65:15 available 4:12 6:25 8:14 12:13,15 27:8 48:7,13 49:9 50:18 84:6 85:14 117:8 average 100:8</p>
---	--	--	--	--

<p>aversion 133:19 avoid 10:24 13:9 46:15 118:14 avoidance 127:20 avoided 101:8 avoiding 19:2 aware 3:17 6:10 12:19 18:14 24:7 25:18 48:15 51:3 65:16 70:23 72:19 82:6 93:17 102:3 103:22 106:10 107:24 114:19 119:2 121:25 129:1 147:15 awareness 14:15 25:19,23 107:17 128:14 139:24 Azerbaijhan 103:2 Azerbaijan 103:1</p> <hr/> <p style="text-align: center;">B</p> <hr/> <p>B 44:15 45:5 46:4 46:25 47:9 back 10:18 12:12 32:13 42:23 43:2 47:13 52:16 54:10 55:14 58:15 78:23 79:1 82:18 85:11 92:23 93:4,7,14 101:21 backed 77:6 backgrounds 13:8 backing 117:2 Bacon 43:23 bad 15:3 83:22,24 86:24 99:22 100:15,18 109:18 badly 83:19 Bailey 8:4 53:1 Bailey's 8:8 balance 50:1 68:12 123:10 127:5 bang 38:3 banging 38:3 bank 106:12</p>	<p>bankruptcy 84:1 bar 48:10 bare 15:9 Barnardo's 33:22 34:6,11,24 95:4 95:16 Barnardo's' 33:25 Baroness 97:1 barred 68:9 barrier 32:9,10 barriers 32:23 35:12 81:3 Barring 18:11 68:8 Barry 40:4,4,6 base 5:17 8:1 35:3 39:4 based 42:14 51:11 51:14 88:9 100:2 110:16 125:8 basic 16:10 83:22 100:1 basically 58:10 60:1 61:6,9 62:5,7 74:24 basis 32:14 51:7 66:21 110:18 114:18 Bay 56:6 Beam 76:3,5 bear 4:17 11:5 12:16 43:16 130:10 bearing 87:22 beautiful 102:17 becoming 61:15 65:16 began 112:12 begged 79:23 80:3 beginning 9:1 82:14 88:11,21 behalf 148:2,20 behave 92:10 behaving 62:23 behaviour 57:23 60:6,7,17 61:15</p>	<p>61:21 95:16,22 96:13 119:23 143:11 behavioural 75:18 75:19 behaviours 18:2 49:15 60:20 61:14 Belgium 105:21 belief 5:12 39:22 114:23 146:8 believe 12:20 35:21 38:1 53:19 60:8 64:8 81:19,21,24 99:7 141:3 143:15 believed 35:18 believes 114:17 142:10 146:7 Bell 100:12 belonged 44:17 belts 37:12 Ben 135:14 bench 40:5 148:3 benefits 50:3 best 10:20 16:13 25:24 54:3 78:17 92:12 94:11 97:24 104:3 105:12 betrayal 47:8 138:25 142:6 better 86:19 96:12 98:2 108:15 109:16 beyond 17:16 39:21 103:12 136:4 138:17 146:6 bid 7:22 big 24:9 31:7,22 77:16 Bill 97:2 binding 112:17 113:9 121:15,23 biography 7:16 Bishop 100:12 bit 6:24 16:15</p>	<p>17:11 20:24 37:11 40:20 55:19 60:1 73:25 80:17 87:24 109:16 128:2 blind 15:2 79:4 blocks 133:3 blow 39:15 blue 125:2 board 54:13 67:23 boarding 53:6,8,11 53:17 82:10 84:10 84:14,21 85:1 86:20 97:18 boards 72:6 112:15 bodies 4:11 30:14 30:21 133:16 137:3 body 18:5,7 30:13 65:10 69:9 91:8 102:3 116:23 book 146:14 books 114:4,8 bottom 36:15 bound 104:7 boy 39:9 99:14 boys 53:12 95:20 95:21 brave 39:20 breaches 48:5 breaching 123:13 break 9:16,19 55:13,15,22,25 92:23 93:4 94:17 94:19 147:5,12 breaking 30:8 brevity 49:10 brief 13:10 112:8 136:18 briefed 38:21 briefing 6:18 80:11 briefly 26:2 45:13 121:2 bring 15:13 52:5,18 62:1 126:3 Britain's 85:16</p>	<p>broad 2:19 121:19 broadcast 11:22 84:3 broader 19:5 21:5 21:20 22:13 121:2 143:10 broadly 28:18 29:2 29:12 32:23 74:2 brochure 107:23 108:20 broken 8:24 Bronco 39:18 Buchanan 138:8,11 138:12 150:9 build 5:24 27:12,14 62:3 building 61:13 68:13 147:18 built-in 94:9 bullied 90:1 burden 14:20 Bureau 116:23 bypasses 80:18</p> <hr/> <p style="text-align: center;">C</p> <hr/> <p>Cabin 40:9 call 17:17 30:8 32:13 35:5 87:7 94:24 116:2 140:15 called 40:9,12 95:20 138:15 calling 115:19 calls 117:16 124:17 campaign 21:16 campaigned 36:7 campaigns 14:16 107:17,21 Canada 10:3 131:14,15,19 132:19,22 133:10 133:11 137:3,19 138:1 140:4 Canadian 131:1,24 131:25 132:4 133:2,6</p>
--	---	---	--	--

<p>Canadians 132:6,7 candid 4:1 capability 44:7 capacity 63:18 115:10 144:11 capture 33:2 card 144:11 care 14:6 17:8 26:7 31:12 34:20 35:6 35:23 48:14 57:15 58:18 59:5 63:14 65:4,6 67:4,7 68:13 75:20 87:13 87:14,25 88:4 89:13 90:3 115:21 142:3,22 carers 14:7 caring 60:13 carried 147:19 carry 93:5 135:9 case 20:8 21:24 33:12 58:23 60:16 73:18 74:8 77:4 79:13 85:15 94:24 99:15,20,21 105:16,20,21 107:14,24 111:7 114:23 123:4,14 123:19 141:15 143:5 cases 3:18,19 15:9 18:2,6,8,25 21:4 24:4,7 29:8 31:2,6 31:8 32:12 62:9 65:3,7 106:11 109:23 121:25 124:15 139:19,23 143:16 145:3 cast 10:1 categories 115:17 115:19,23 141:16 141:24 category 57:1 catering 86:21 caused 18:3 93:19</p>	<p>causes 32:21 143:11 cautiously 71:20 CCG 70:24 ceiling 93:18 94:25 cell 124:11 cent 19:10,10,12 28:15 51:8,9,25 64:6 95:10 100:7 100:8 104:10 124:23 132:8 135:21,21,23,23 Center 51:19 central 55:9 132:14 centre 7:13,20,24 34:8,18 55:2 112:7 128:9 148:25 certain 56:3 71:8 83:8 103:21,23 109:7 116:20,23 143:13,24 146:12 certainly 34:21 35:5 37:15 96:11 98:4,9 128:13,25 130:23 145:6 148:2 cetera 25:10 89:9 chair 1:3,4,5 3:14 3:14 4:10 10:25 11:23 12:1,2 63:7 92:22 93:2 112:2 147:4,7,10,14,25 148:6,8 149:4,10 chaired 33:18 47:11 76:1 126:1 149:16,19,24 150:6 challenge 32:24 91:13 133:18 challenged 44:4 106:11 117:1 challenges 29:3 52:8,8 73:16 89:17,21,22</p>	<p>change 7:8 42:3 77:15 94:21 106:19 changed 32:18 79:3 changes 23:18 57:23 60:7,16,24 134:14 changing 26:3 106:16 chapter 17:5 characteristics 122:23 charged 14:6 111:9 Charity 54:22 Charter 133:2 chat 53:10 62:4 check 58:19 144:11 Cherry 33:21 34:5 54:25 95:3,6 Chief 8:4,8 Chiefs' 7:12,23 47:14,21 49:13 128:8 child 1:6,15 2:8,11 2:24 3:19,21 5:12 5:16 7:15 8:6,8 9:14,15,21 12:20 13:11,19,21 14:3 14:15,21,25 15:7 15:12,15,19 16:5 16:6,19 17:9 19:6 21:14,17,22 25:11 26:5,6,15,23 29:9 29:11 31:14 34:7 34:25 35:1,12,13 35:16 37:4,18,19 42:10 44:1,10,11 44:16,18 45:1,3,7 45:19,23 46:3,6,9 46:10,17,19,24 48:25 50:9,12 51:1,4,13 53:12 53:15 55:2,5,9,17 57:19 58:4,20,20 58:24 59:19 60:13</p>	<p>60:22 61:7 62:5 62:11,18,25 63:15 63:23 64:1,7,15 64:16,21 65:12,13 65:14 66:15,17 67:9,20 68:14,19 68:20,21,25 69:1 69:4,7,15,22,24 70:19 71:1,13,16 71:25 72:14,14 73:2 74:16 75:12 76:8 79:18 80:4 81:24 84:12 91:23 98:9 102:1 105:5 105:25 106:3,14 109:7,24 111:5,8 112:7,12,13 113:4 113:8 114:1,4,10 114:21,24,25 115:4,8 116:4 117:10,14,15,20 118:5,6 119:9,20 119:25 120:6,14 120:23 121:2,5 122:10 124:13,18 125:14 126:10 127:2,4,6,18 132:3,10,11,15,17 132:21,23 133:15 133:17,19,20 134:2,11 135:18 135:20,20,21,24 136:10 137:10,11 137:12 138:19,23 139:4,13 140:10 140:20 141:3,3,7 141:18,20 142:11 143:12,24 144:2 145:16 child' 79:25 child's 17:7 35:20 61:23 66:4 81:4 141:6 child-on-child 40:10</p>	<p>Childcare 65:25 childhood 121:6 132:8,9 142:3 children 14:4,11,11 14:16,22,23 16:9 16:25 17:1,2,3,23 18:16 19:1 21:13 23:20 24:13,13,18 25:25 34:1,25 35:1,4,18,21,24 42:14 43:22 44:15 44:18,20,20,21,22 44:24,25,25 45:2 45:4,24 47:1,10 50:6 51:19,20,23 52:10 57:14 58:18 59:5 60:12 61:10 64:18,24 65:20,24 66:6,25 67:6,8,15 67:18,22 68:2,5,6 68:13 69:18 71:6 72:9,20 73:17 76:10 85:25 86:1 87:18 95:10,16,18 96:1,3,6,7 98:15 101:10,12 102:6 104:16,22 105:3 106:13 109:25 112:24 113:7,12 113:14,22 114:3,5 114:9 115:24 117:25 118:3 119:22 127:10,13 128:22 138:8 139:18,22 141:17 142:18,21,25 143:20 144:11,12 145:1,19,22 146:2 children's 17:8 19:22 31:12 60:6 63:13,20 65:6 66:10,11,14 67:7 70:2 72:6 75:20 101:11 131:5 133:2 144:24</p>
--	---	--	---	---

<p>choice 132:1 choose 18:6 79:3 104:2 choosing 79:16 Christine 131:17 137:16 chronic 96:3 Church 54:20 churches 142:23 circulated 7:17 circumstance 58:4 circumstances 18:4 57:18 90:14 111:15 123:8 143:14,25 cited 77:11 citizens 107:10,23 civil 48:14 65:3 104:21 120:24 121:2,3 123:12,17 125:13 clarification 11:12 110:6 129:9,10 clarified 25:25 27:8 124:3 clarify 31:16,17 54:19 86:15 clarity 27:1 33:12 81:9 85:6 class 56:5,13,15 57:18 58:12 59:9 60:18 classroom 44:10 57:11 58:14,21 59:9,22 classrooms 59:18 clear 16:23 17:6 67:6,19 69:20 71:14 75:17 80:10 80:25 81:7 90:13 93:20 132:11 141:14 147:17 clearer 127:2 clearly 24:4 26:13 50:15 52:9 64:7</p>	<p>71:7 80:5 clerical 113:12 Cleveland 43:21 44:1 101:9 close 17:24 133:11 closed 19:18 20:1 40:9 50:6 52:24 52:25 53:5,11 closely 21:2 28:21 144:2 closer 60:23 closure 41:9,19 42:4,6 Cloyne 113:18,20 Code 123:4,5,9 codes 26:19 cognitive 61:21 cohorts 135:16 collaborate 100:19 collaboration 136:23 collated 82:10,16 colleague 20:17 70:22 89:25 colleagues 20:12,15 21:6 70:15,15,16 109:20 collected 58:22 73:13 collecting 62:8 collective 57:11 collectively 133:18 College 7:9,23 48:2 68:19,24 coloured 133:3 come 4:21 8:15 11:23 13:8 18:20 34:19 42:24 46:22 47:20 51:21 52:15 52:22 55:14 56:18 58:21 60:21 61:1 62:9 69:3 74:18 76:22 81:18 82:3 83:7,12 84:9,18 88:13 89:4 93:7</p>	<p>94:12 103:9 120:2 124:20 128:3 134:16 135:8 140:12 comes 8:9 35:16 51:1 59:13 60:6 61:1 125:1,3 comfortable 89:19 comfortably 13:16 coming 34:18 52:1 54:16 58:15 70:12 78:14 79:14 92:20 124:25 126:19 Command 28:6 commence 114:11 comment 7:6 19:3 34:2 41:4,5 52:18 commented 51:6 comments 9:7,9 10:20 11:9 27:10 54:25 87:22 96:17 126:12 commercial 98:2 Commission 54:22 112:21,25 139:3,4 140:14 141:19,21 142:18,25 143:13 144:1,9,22 Commissioner 19:23 101:11 138:8 Commissioners 73:15 commit 122:15 commitments 21:9 commits 106:12 committed 19:24 22:4 107:1 122:22 142:11 146:8 committee 102:1,3 102:8,12,23 105:21 106:22 107:16 108:3 109:13,14,15 110:7</p>	<p>Committee's 9:20 committees 109:1 common 61:25 62:13 83:2 147:1 147:1 commonly 49:21 141:11 communicate 59:14 121:8 communicating 59:12 communication 59:3 62:7 communications 21:16 communities 31:25 community 134:22 136:25 137:10 community-based 137:1 compared 18:16 105:9 107:7 comparisons 5:23 compelling 71:11 competence 44:7 competencies 72:10,15 competent 72:13 complaints 85:2,4 complete 97:12 110:13 completed 123:25 completely 35:8 38:13 80:18 100:14 141:14 complex 46:13 88:23 128:23 compliance 48:21 91:12 complicated 31:3 62:20 complied 30:9 42:5 comply 17:17 18:3 66:2 72:22 75:7 complying 30:21</p>	<p>component 80:10 136:8 146:2 compounded 46:12 comprehensively 134:25 compulsed 106:24 compulsory 123:16 123:21 concealed 35:10 40:11 concealment 19:19 20:2 22:2 35:9 48:12 139:20 concentrating 14:19 concept 5:11 65:3 141:19 concepts 146:25,25 concern 5:12 12:21 17:9 24:2 26:4 35:12,19 37:9 45:1,3 46:10,12 46:19 47:7 62:11 62:21,22,25 66:4 69:23 75:15,17 80:15 118:7 130:2 132:12 concerned 13:15 35:24 67:16 78:17 89:13,14 90:19 125:15 147:23 148:17 concerning 49:15 concerns 15:7 16:24 17:7 18:25 24:5 26:1,10 29:15 45:7 46:15 49:23 50:9 61:2,4 64:1 66:17 67:20 68:16 69:21 70:1 70:4,14,19 71:7 71:16,22 73:9 74:17 79:9 87:16 87:18 90:16,25 91:2 93:25 114:16</p>
---	---	---	---	--

<p>116:12 128:19,25 136:1 conclude 108:23 concluded 149:6 concluding 77:10 conclusion 1:21 68:10 125:11 concur 27:10 conditions 35:14 conduct 44:7 48:4 88:9,15 118:13 140:16 143:7 144:8 145:18 conducted 3:16 100:20 confess 78:21 confidential 121:9 confidentiality 30:8 82:14 103:22 104:8 confiding 14:13 confirmed 146:15 confirms 134:22 confronting 138:18 confused 53:2 confusing 77:2 confusion 30:25 31:7,19 32:22 127:1 connected 139:22 conscious 13:3 22:9 consent 71:10,12 71:15 115:10 133:11 consequence 57:5 61:18 122:6 consequences 5:8 13:18 29:4 71:9 116:19 consider 2:13 5:1 5:22,22 6:14 39:20 45:19 56:14 68:8 94:18 109:8 111:5 133:5 136:25</p>	<p>consideration 2:18 4:19 6:17 considerations 2:15 52:11 considered 44:19 considering 2:3 24:22 91:20 considers 91:18 consistency 28:23 29:15 consistent 136:12 consolidation 130:22,22 Constable 8:4,8 constant 125:1 constantly 59:12 constitute 143:9 constitutes 115:4 129:18 constrained 45:19 consultant 43:4,10 43:25 44:5,6,9,11 consultants 43:7 consultation 16:17 20:9 21:10 34:13 36:8,10 37:25 38:2,5,14,19 49:8 49:25 97:2 consulted 18:23 contact 20:14 89:4 116:11 117:14 135:18,19,23 contacts 23:15 64:3 64:6 contained 73:4 context 5:10 17:12 23:19,22 24:1,2 24:17 25:16 27:16 30:4 36:2 41:7 82:18 87:24 89:7 91:21,23 113:25 116:25 117:24 118:11 131:24 141:11 contexts 82:12</p>	<p>contingent 53:14 continually 57:13 66:15 continue 20:10 21:19 32:23 35:25 55:25 59:11 69:2 82:25 94:18 128:17 139:16 144:22 148:14 continued 19:14 21:8,15,17 113:15 continuing 19:24 49:6 95:1 Continuous 28:6 contract 65:22 contribute 9:11 10:15 148:23 contributed 139:8 contributing 2:23 10:22 contribution 1:20 2:25 20:5 22:17 54:8 95:4 98:13 101:19 126:7 contributions 11:10 55:24 94:10 148:6 149:3 control 93:21 controlling 15:24 controversial 6:11 convene 67:11 Convention 96:15 102:5,23 103:3,7 103:8,12 108:8,25 132:16 Convention's 9:21 Conventions 102:21,22 109:1,3 conversation 11:17 60:22 78:16,19 conversations 61:10 76:12 convicted 85:20 86:2 conviction 82:23</p>	<p>85:18 convictions 125:6,6 125:8,18 convinced 35:7 36:2 coordinate 8:1 coordinated 144:4 Coordination 7:20 7:24 coordinator 56:6 copy 6:20 core 9:10 10:9,11 11:8 40:24,24,25 41:2,5 42:8,10,19 42:21,21 43:14,19 45:13,17 54:11 80:10 99:7,8 101:5,8 Cork 113:18 corporal 111:12 correction 130:11 correctly 120:10 correspondence 15:6 corruption 48:12 coulda 77:7 Council 7:12,23 47:15,21 49:13 69:7,8,13,20 70:11 72:23 74:12 74:14,17,20 75:9 87:14,15,25 88:2 88:4 90:4 102:4 102:19 103:15 104:11 105:20 108:7,24 128:9 counsel 1:11 3:15 4:3,4 100:21 counsellor 126:4 counsellors 142:2 count 107:3 counted 104:10 counter 64:14 129:4 counterterrorism</p>	<p>49:3 countries 2:9 5:20 9:22 20:8,13 102:2,24 103:13 103:21,24 104:2,4 104:6 107:2,4,8 107:11,13 108:3 108:11,16 109:7 109:10,16 110:11 110:22,24 118:12 132:18 138:16 country 18:19 44:12 76:19 79:7 84:15 102:7 110:14,15 130:6 132:19 country's 104:10 counts 81:13 County 113:18 couple 52:4,5 76:3 courage 14:9 course 1:14 4:24 16:6 18:17 20:7 20:13,14,18 21:7 21:23 36:6 39:23 42:4 43:16 46:21 76:23 80:1 81:21 92:11 106:25 109:11 114:19 139:16 144:1 148:16 court 85:24 courts 65:3 107:6 119:3 122:24 Coventry 99:15,25 100:7 cover 8:22 covered 141:8 covering 30:16 47:23 77:23 115:17 147:25 148:15 coverup 86:22 CPOMS 61:7 62:4 62:5</p>
--	---	--	---	--

<p>CQC 73:20 crack 94:8 crackdown 122:3 crashing 46:22 CRC 132:17 created 32:11 139:16 creates 127:7,20 130:8 140:25 creating 24:24 25:21,23 97:10 crime 16:6 48:18 48:19 49:4 51:11 51:13,21 52:1 67:2 75:2 86:2 106:12 107:1 109:8 118:6 121:17,21 122:13 122:15,22 123:2 129:18,23 crimes 84:10 97:2 criminal 3:18 18:8 30:11 35:1 48:8 48:11,13 65:5 87:11 107:6 118:2 119:16 120:5,12 120:25 121:1,11 121:13 123:9,12 123:24 125:13,15 141:9 142:7,13 143:5 146:13,14 criminality 48:17 crisis 46:7,15,23,25 47:2 101:9 criterion 133:9 critical 16:10 criticised 99:19 criticisms 11:6 Croatia 107:14 cross-examination 11:2 crucial 25:17 77:16 86:10 CSA 13:12,21 135:2,5</p>	<p>cultural 136:24 culture 35:14 98:5 98:8 113:14 cultures 110:24 current 2:2 7:25 13:2 16:15 19:4 19:13 21:10 22:1 22:4,10 47:22 50:19,24 66:12 77:3 86:25 91:16 91:20 113:10 118:13 currently 20:21 47:17 50:22 83:9 84:14 120:18 curtail 147:24 148:10 curve 117:7</p> <hr/> <p style="text-align: center;">D</p> <hr/> <p>D 149:9 danger 124:13 134:19 dangerous 85:25 Daniel 99:14 Daniel's 100:6 data 28:13,14,16 29:1 31:24 32:4,8 33:5 37:22,24,24 51:10 73:13 82:12 82:17 136:19 137:5,7 date 112:5 119:3 148:1 David 7:9 Davis 20:23 28:5,9 28:10 149:15 day 8:24 11:18 14:4 14:4 38:20 53:14 53:16 73:20 78:7 113:10 124:17 131:16 day-to-day 66:20 days 32:14 37:4 65:15 127:24 143:4 145:25</p>	<p>DBS 97:8,8,12,13 97:15,15 deal 22:1 23:13 76:16 83:6,8,19 dealing 11:20 49:21 67:17 68:1 80:24 94:14 128:22 deals 122:5 dealt 24:11 119:15 death 99:13 debarring 74:24 debate 4:1 27:15 49:18 50:4 78:3 106:4 109:19 debated 105:21 debates 109:14 114:7 debating 123:22 December 112:11 114:11 139:5 decent 86:9 decide 105:15 decided 99:23 decision 4:16 decision-making 80:8,9 Decisions 71:19 declare 88:14,17 dedication 10:13 defensive 64:13 defer 144:25 define 110:12 defined 115:3,5 definitely 50:14 71:17 75:5 105:12 110:25,25 117:13 128:16 definition 110:8,18 definitions 110:13 110:13 definitive 74:20 degree 100:21 delay 11:21 71:11 71:19 121:22</p>	<p>133:8 deliberate 123:1 deliberately 18:10 35:10 deliver 17:22 delivered 128:15 democracy 102:20 demonstrate 77:5 department 15:21 28:22 32:15 34:9 41:6,11,15,18 42:12 70:2 92:4 96:9 124:10 125:2 departments 64:4 dependent 58:23 depending 59:2 70:6 110:23 depends 86:18 110:10 depressed 39:21 deprivation 56:23 depth 139:7 deregister 17:23 deregistration 41:8 41:15 describe 45:13 described 23:16 47:25 description 98:3 99:11 designated 58:8,17 62:12 63:3 66:8 67:24 68:3 70:22 70:24 100:3 116:10 130:14 designed 1:17 90:18 desire 46:14 despite 113:25 135:12 detail 15:7 49:11 72:25 121:13 details 6:22 12:22 17:3 66:19 84:5 detect 105:1,4</p>	<p>determine 117:12 develop 7:25 developed 116:8 development 27:5 54:14 developmental 133:8 developments 54:19 devolution 23:18 devolved 24:21 devoted 105:18 DfE 39:24 42:1 50:22 53:21 85:10 96:24 97:4 100:17 diagnosis 44:16,18 46:6 diagnostic 62:15 Diane 12:12 dictate 92:12 dies 65:14 differ 137:18 difference 10:13 84:24 86:16 87:6 106:25 119:13 differences 138:3 different 6:9 8:23 11:3 13:8 27:8 43:7 58:12 60:21 74:21 75:23 76:20 76:20 87:6 90:4 92:9 103:16,16 109:3,9 110:2,11 110:23 111:2,3,15 129:23 137:21 140:4,5,22 differentiate 70:4 70:12 differently 104:14 difficult 4:20 14:12 24:11 30:6 33:4 35:13 71:3 76:11 91:2 105:4 110:11 117:12 digress 11:14</p>
--	--	---	---	--

<p>diluted 40:2,2 diminish 44:2 Dinner 38:23 Diocese 54:12 113:18 direct 9:6 29:8 41:6 49:15 50:8 57:20 58:5 direction 27:19 directives 124:2 directly 145:2 director 22:21 33:22 73:11 Directorate 120:11 Directors 63:12,19 disability 142:22 disappointing 148:9 disbarring 65:1 disbelief 47:5 disbelieve 144:24 disbelieved 15:1 discharged 65:23 discharging 25:15 disciplinary 37:6 48:6 74:4 123:12 discipline 18:1 74:4 disclose 12:19 14:18 79:23 127:11,16 142:8 disclosed 14:23 30:24 79:19 127:2 disclosing 71:12 127:3,13 disclosure 12:18 18:11 21:5 35:17 39:17 57:20 58:5 68:7,15 75:17 76:8 79:11 124:23 128:1,4 134:8 137:2 disclosure-led 101:14 disclosures 29:8 49:15 76:13</p>	<p> 116:23 144:25 discover 6:8 97:15 discreditable 48:4 discreetly 58:21 discretion 110:20 discuss 12:8 109:16 118:21 discussed 70:21 101:3 discussion 4:1 12:3 12:15 15:16 16:8 22:13 33:18 40:23 47:11 49:19 50:4 67:11 76:1 94:3,5 94:10,20 112:4 116:17 126:1 148:5 149:16,18 149:24 150:6 discussions 5:25 13:1 31:12 95:2 147:25 dismiss 18:2 144:24 dismissal 65:2 74:6 dismissed 44:5 Disney 53:20 displace 143:22,23 disqualification 18:8 disqualifying 17:25 disrupt 106:2 disruption 11:22 47:1 92:21 135:3 dissertation 39:3 77:12 dissimilar 130:10 dissuaded 80:15 distance 148:19 distances 94:12 distinction 31:7,16 distinctions 32:19 98:16 distressed 12:11 distressing 12:8 distribute 107:4</p>	<p> 110:4 distribution 124:24 disturb 11:18 disturbing 84:23 divert 94:1 doctor 44:20 45:3,5 46:6,11 47:10 70:3,6 71:21 72:22 74:13,18,23 74:25 123:6,17,21 doctor's 74:9 doctoral 111:21 doctors 43:20,21 44:22 45:14 46:4 69:6,10,12,12,17 69:19,21,25 70:15 70:17,24,25 72:19 74:2,22 75:5 113:21 121:24 123:10 141:2 document 6:19 72:11 87:15 119:24 133:1 documentary 15:5 84:3 documents 37:25 38:2,5,14,17,18 57:9 116:8 doing 31:20 32:8 43:1 52:11 78:21 83:22 99:23 100:24 106:9 109:18 126:14 domain 37:3 domestic 115:25 doubt 139:9 148:23 downhill 53:7 Dr 44:15,25 45:2 68:18,23,24 88:1 90:17 111:20,24 112:1,2 118:25 119:2,16 129:18 131:17,20,21,22 135:5,12 137:20 138:2 146:10,24</p>	<p> 149:23 150:4,8 draw 65:19 drawer 38:6,8 81:17 drawn 5:23 drew 92:13 drift 130:18 dropping 79:4 Drusilla 1:8 due 4:24 94:25 139:23 dumped 53:3 duties 17:22 18:18 23:25 25:6,6 31:9 31:11 47:23,24 48:3 50:6,13 58:16 65:20 66:1 74:15 120:14 121:2 duty 5:10,11 19:5,5 19:10,18 21:3 24:19,25 25:6,9 25:12,13 26:9,14 27:2,17 29:5,14 30:9,10,23 32:7 32:17 35:6,9 48:14 50:2 53:3,3 53:18 59:1 65:4 66:2 69:6,21 71:21 72:20 101:16 122:5 134:12 146:10,12 dwelt 72:19 dwindling 97:23 dynamic 32:18</p>	<p>easy 6:12 33:6 103:7 108:22 110:12 echoing 16:5 edge 83:25 educating 116:15 education 14:15 15:21 17:3 21:13 25:16 34:9,20 41:6,11,12,15,18 42:12,22 50:21 88:5,8,21 96:9 97:19 98:15 124:6 Education's 92:4 educational 56:5 82:11 Edwards 7:11,13 7:19 8:4,7 47:14 47:19 52:6 128:8 128:11 effect 3:22 46:1,19 110:20 effective 144:4 effectively 49:2 90:11 effects 122:14 efficiency 88:10 effort 145:12 egregious 48:9 eight 40:2 101:12 111:10 eighth 1:16 111:19 either 21:4 37:21 38:14 70:1,8 electronically 70:10 element 144:5 elitism 83:23 embedded 19:14 emerging 136:7 Emily 33:21,24 54:25 95:3 Emmanuelle 120:9 120:17 emotional 12:13</p>
--	---	---	--	--

<p>143:12 emphasis 135:5 136:13 emphasise 69:1 employed 43:25 121:24 employee 18:5 119:5 121:21 employees 18:2 27:3,3 121:16 employer 65:2 67:17 74:5,18 90:8 119:5 employers 18:1 75:8 employing 89:3 employment 74:7 114:20 118:18 empowerment 136:24 enable 68:15 enabled 82:25 enabling 139:17 enacted 132:23 135:12 encompasses 107:20 encourage 3:25 79:11 90:25 91:11 107:8,10,15 119:7 encouraged 14:17 encourages 107:16 encouraging 30:4 enforced 118:24 enforcement 115:22 engage 42:2 91:6 116:4 engagement 14:2 88:24 135:24 engaging 88:25 89:1 England 2:10 9:15 9:24 15:20 28:22 32:16 34:4 36:12</p>	<p>54:21 56:2 65:11 84:8 English 23:16 102:17 120:19 enhance 29:1 enjoyed 99:10 enormous 82:15 84:23 enquiries 59:6 67:9 89:6 ensure 4:7 7:2 23:5 27:21 28:23 29:15 29:16,20 35:15 50:11,19 65:21 66:3 71:21 74:10 90:9 94:11,11 124:13 ensuring 35:14 52:13 66:14 entail 54:23 entirely 76:21 81:7 entitled 102:11 entry 56:25 environment 124:3 environmets 139:17 equally 27:19 equipped 76:15 equivalent 39:18 escalate 59:13 escalating 61:15 escalation 67:19 71:21 especially 46:24 120:25 121:4 138:20 essentially 61:12 82:21 establish 27:17 90:22 91:6 109:2 established 7:21,25 19:13 64:17 67:14 102:4 124:12 142:19 estimated 28:14</p>	<p>estimates 101:12 et 25:10 89:9 135:14 ethical 69:13 70:13 72:1 74:15 75:5 ethics 88:10,15 Europe 102:4,19 103:16 104:2,11 105:20 108:7,24 111:3 euros 111:10 evaluate 19:25 evaluation 20:15 25:3 50:18 Evans 1:8 evening 36:25 37:2 78:9 event 1:11 41:16 122:6 123:18 148:18,21 everybody 38:17 60:11 148:17 everyone's 80:10 evidence 3:3 8:1 15:5 19:25 20:7 21:4 35:6 36:3 63:24 75:24 77:13 77:17 78:4 100:22 117:19 139:7,12 evidence-based 133:24 134:1 evidence-gatheri... 1:22 11:1 evidenced 24:4 146:9,22 evolving 27:5 exactly 76:17 104:19 exaggerated 15:3 examined 112:22 example 17:20,23 18:9 21:20 24:10 27:3 39:7 92:18 104:14,15,18,20 105:5,24 107:22</p>	<p>111:4,12 115:24 116:1,5 119:12,14 121:23 123:18,25 128:21 130:13 135:1 examples 84:20 Excellent 23:9 exception 119:12 119:14 133:10,12 exceptions 108:3,4 excludes 123:2 exclusively 140:10 excuse 118:9 exemption 115:13 exemptions 115:2,7 exercising 121:25 132:1 Exeter 43:6,11 exhortation 41:19 exist 36:20 83:14 97:23 existed 14:16 79:7 existing 2:1,7 5:15 9:14,16 15:19 24:17 29:17 31:13 34:3 36:12 45:1 55:15 56:1 63:14 64:8,25 65:17 67:12 68:10,21 69:4,4 80:14 82:4 82:5 117:25 118:2 expansion 141:22 expect 145:6 expectation 23:24 24:19 54:17 expectations 46:22 49:17 133:16 137:4 145:8 expected 59:1 88:14,17 experience 5:2,20 8:10 43:24 44:10 76:14 77:14,18 78:5 79:19 80:24 87:7 95:17,21</p>	<p>112:9 113:15 118:10 experienced 14:10 26:6 51:3 70:22 81:18 96:3 experiences 2:4 20:24 24:12 82:9 137:2,7 experiencing 95:11 experiment 124:9 experiments 123:25 expert 24:15 expertise 3:18 70:25 123:19 experts 109:14 explain 44:14 89:2 103:14 130:20 explained 53:1 explaining 89:1 108:21 explanations 75:23 explicitly 132:21 133:7 exploitation 35:1 102:6 Exploited 51:20 exploring 50:22 exposed 124:18 exposition 92:8 express 6:15 7:5 expressed 6:11 7:3 40:18 75:24 extended 122:20 extending 100:19 extends 26:9 146:6 extensive 25:19 139:12 extensively 26:21 34:24 extent 33:8 34:3 46:3 85:22 94:2 138:18 external 73:12 74:9 externally 73:14</p>
--	---	--	--	--

<p>extra 4:6 extraordinarily 14:12 extreme 65:2 extremely 77:16 148:21 extremis 17:21 eye 15:2 79:4 eyes 4:6 60:5,13</p> <hr/> <p style="text-align: center;">F</p> <p>F55 42:21 face 26:17 57:19 face-to-face 62:11 faced 39:11 faces 10:10 64:24 facilitate 3:23 facilitating 1:11 124:10 facilitator 3:13 16:5 33:18 47:11 76:1 101:22 126:1 126:5 149:12,16 149:19,25 150:2,7 fact 26:1,16 27:1 27:18 31:3 41:14 42:13 47:3 50:7 76:25 119:7 129:25 141:20 145:9 facts 26:2 fail 18:3 63:22 92:16 142:7 failed 14:5,5 19:20 139:13,14 failing 17:22 64:1 72:22 121:17 122:13 126:9 129:11,12 fails 64:23 failure 17:17 27:9 27:12 30:11 63:25 65:7 75:25 78:22 125:9 126:11 139:19,23 141:8 142:12 143:4</p>	<p>failures 15:15 24:5 fair 50:25 140:22 fairly 136:19 139:10 141:15 faith 54:16,19 80:13 fall 11:14 71:17 123:3 familial 113:11 familiar 10:10 13:6 108:25 families 34:25 35:4 141:17 family 36:2 46:20 47:8 81:23 106:1 106:2 112:7 114:25 famous 83:3,21 85:16,16 fantastic 43:8,9 far 13:14 30:12 44:13 54:9 78:17 79:2 82:6 89:12 89:13 125:14 134:5 137:23 140:5 146:21 fascinating 146:4 father 78:10 105:23 106:12 111:7 fault 36:1 93:21 faults 109:20 favoured 19:10,12 fear 80:16 126:17 126:21 fearful 46:17 fears 35:19 feature 87:1 141:15 144:22 February 84:3 feed 11:21,24 12:7 12:10 13:8 106:13 feedback 32:12 124:3 145:13 feel 35:25 46:10,16</p>	<p>46:18 50:5 71:24 74:14 76:15 78:24 89:19 109:16 111:11 127:3,11 feeling 47:5 feelings 46:14 feels 59:19 fellow 111:21 felt 50:1 female 20:20 21:2 28:8 34:8,14,15 67:2 fewer 83:8 FGM 28:8,13,15,17 30:24 31:3,10 32:20,25 34:5,15 34:22 72:20 75:13 figure 51:12 64:5 figures 34:10 84:22 117:8,22 filer 134:19 filled 123:20 filter 124:14 final 13:8 52:7 91:10 117:23 138:7 139:5 142:15 finally 10:1 18:13 21:8 50:23 79:22 101:15 108:9,23 123:22 137:9 finances 83:25 86:7 financial 47:8 64:5 find 6:20 38:19 76:10 103:8 124:24 126:15 147:25 148:15 finding 46:1 61:16 144:8 findings 9:20 64:14 101:25 134:21 fine 13:3 141:10 143:6 finish 52:4,6 93:5 124:20 148:7</p>	<p>finished 10:18 finishing 29:2 94:3 Finland 104:18 fire 16:1 firm 40:17 firmly 40:18 first 8:15 9:1,10,13 15:17,22 17:5 23:16 25:2 27:7 33:24 34:23 38:25 40:25 43:3 45:11 56:12 57:19 58:4 65:18 77:8 81:24 83:10 95:1,3,6 96:4 102:24 108:14 114:3,5,9 115:24 117:25 121:1,14,19 122:5 122:19 124:2 127:6,7 132:5,23 140:20,23 147:15 first-hand 2:5 Firstly 74:4 fit 88:18 fitness 27:14,20 72:23 74:12,20 90:17,18,21 91:16 91:19,20 five 65:15 69:12 85:17 94:8,16 95:18 100:9,9,12 133:13 five-year 85:2 139:3 fix 109:21 flagged 95:2 119:18 flagging 51:16 flags 51:11 78:14 flavour 25:13 flaws 109:20 145:19 flexible 59:12 103:10 flick 27:13 59:25</p>	<p>floor 9:7 93:21 147:20 floors 147:19 focus 2:6 5:6,15 6:6 13:2 15:18 56:2 76:10 120:25 140:3,15 focused 19:18 FOI'd 84:16 FOIs 84:6 folks 23:8 follow 8:23 17:15 46:7 67:10,19 70:9 77:13 94:5 120:22 following 28:25 38:20 41:25 44:9 123:10 137:15 follows 20:3 footing 49:3 forbearance 148:13 force 87:10 118:5 forces 48:7 50:25 84:6,8 forcing 106:3 forefront 27:22 foreground 59:13 foremost 56:13 forget 109:25 forgive 38:2 92:24 102:9 119:11 129:7 form 21:3 56:25 61:19 66:12 74:15 122:25 130:22 132:7 140:9 142:5 142:16 formal 1:21 3:3 10:25 format 3:4 8:23 forms 60:21 75:13 132:21 140:7,11 formulate 28:20 Forner 102:9</p>
---	---	--	---	--

<p>Forrest 100:13 forum 4:25 forward 20:11,16 22:12 23:6 25:5 27:25 61:2 84:12 107:7 found 38:19 67:22 78:20 85:19 105:7 106:8 109:22 111:7 113:25 139:12 148:21 foundation 66:3 86:9 founder 76:2 four 8:25 31:24 33:10 77:24,24 82:8 127:10 fourth 128:2 framed 31:5 framework 5:24 16:15 22:1 25:22 62:1 64:17 75:6 121:12 132:15 frameworks 62:13 France 9:23 100:13 120:13,15,24 126:10 frank 1:9 98:3 109:18 frankly 38:1 39:3 39:19 free 6:15 98:6 freely 85:14 French 120:18,18 120:20 121:3 122:21 123:24 125:11 frequent 15:14,14 61:16 115:20 frequently 15:11 62:17 friend 138:14 friendly 3:25 friends 61:1 front 40:5 73:6</p>	<p>frontline 2:4 39:21 69:2 76:6,15 80:25 117:15 fruitful 112:4 fulfilled 81:15 full 35:7 49:11 79:11 fully 22:3 145:3 function 12:2 functioning 46:20 functions 16:10 17:21 25:15 65:22 121:25 fund 7:22 fundamentally 53:4 97:8 funded 34:9 87:2 further 15:13 19:1 32:10 47:11 49:19 54:5,18 58:22 59:6 70:13 91:6,6 95:12 118:20,21 134:13 138:6,14 139:17 149:18,20</p> <hr/> <p style="text-align: center;">G</p> <hr/> <p>gallery 1:14 3:10 6:20 7:6 10:9,11 11:8 12:6 13:7 23:9 40:22 52:19 54:5,7 92:25 94:6 94:10 99:3,4 101:7,19 147:22 148:12 149:17,20 150:1 Gallimore 63:11,16 63:17,18 96:23 149:22 Galway 112:7 gangs 35:2 gaps 19:25 22:5 Gardiner 40:4,4,6 40:12 Gareth 7:11 8:7 128:8 gather 1:17 3:3</p>	<p>gathering 2:2 124:11 gaze 133:19 gender 136:24 general 33:25 48:8 50:2 51:2 69:7,8 69:13,20 70:11 72:23 74:12,14,17 74:20 75:9 88:2 104:6,7 107:10,23 109:17 110:1 112:22 117:21 119:17 122:3 135:2 137:23 146:25 generalised 75:18 generally 16:20 19:6 21:24 112:23 generate 25:24 genital 20:20 21:2 28:8 31:5 34:8,14 34:15 67:2 gentleman 42:19 43:12 99:6 101:7 gentlemen 42:12 genuine 46:10 genuinely 35:16 99:12 Germany 43:9 getting 32:12 39:14 45:12 95:12 girl 30:1 111:8 girls 53:13 give 2:4 10:18 37:22 47:20 94:13 102:10,18 110:2 112:8 126:6 147:8 given 27:23 34:11 80:25 84:22 90:12 111:20 112:8 120:9 126:22 136:20 147:8 gives 25:12 39:7 62:17 92:18 100:10</p>	<p>giving 10:5 47:19 69:11 83:1 108:21 145:12 global 133:23 glove 74:11 GMC 70:4,19 73:11 88:1 go 9:10 10:4 16:20 18:21 20:6 25:23 27:19 32:5 35:20 42:23 47:13 49:11 72:25 73:14 78:9 78:18 81:12 92:2 94:6 95:3,23 97:15 98:1 103:12 108:7 122:11 131:16 goal 137:9 goes 12:7 16:7 17:16 63:7 70:19 77:14 107:20 110:10 going 4:6,17 5:5,14 8:12,18,23 11:7,9 15:17,20 20:23 22:20 28:11,13,18 36:5 37:21 38:18 45:9 52:3 53:15 53:15,23,24,25 54:1 55:18,25 56:4,22 59:8,25 63:10,13 68:18 72:18,25 82:2,18 83:11 84:4,5 94:1 94:3 98:12,18 99:4 101:23,25 102:8 107:7 111:19 120:8,13 121:11 126:17 131:15,19 138:4,6 140:3,7,14 gold 133:23 Goldsmith 4:4 good 1:4 17:15,17 23:2 39:13 50:19</p>	<p>69:16 80:13 83:18 83:19 85:24 88:2 92:8 97:10 99:11 105:7 106:17 108:20 145:8 Gosh 33:14 government 16:11 16:16,19 18:23 19:24 20:14,18 21:9,25 22:3,22 23:3 34:10 36:7 37:10,15,16,24 38:5,13,16 39:1,4 40:1 49:9 53:3 65:9 92:14 97:3 101:8 124:2 139:2 141:23 government's 16:17 19:12 22:11 35:5 36:13 37:21 governments 17:20 27:9 governors 40:11 63:8 gracefully 130:11 gradual 122:17 gradually 122:23 Graham 15:21 47:24 65:9 grant-maintained 97:22 grasp 37:16 grasping 37:15 grateful 7:13 10:10 45:16 80:2 grave 3:22 great 37:11 94:12 106:4 greater 1:25 34:22 96:11,12 greatly 2:25 grooming 35:1 gross 48:5 ground 8:22 110:17,18 111:4</p>
---	---	--	--	---

<p>grounded 78:4 grounds 110:15,16 114:17 groundwork 116:14 group 44:15,17 45:5 46:4,25 47:9 126:4 groups 56:3 76:20 growing 24:1 grows 46:25 guarantee 100:10 guardians 46:8 guess 49:12,22 52:6 90:3 145:14 guidance 17:2,12 17:12,13,14 21:12 23:24 57:3,4 64:20 65:18 67:5 69:13,16,17 70:13 71:4,6 72:2,3,4 75:7 87:20 88:3 90:12,13 96:10,11 97:24 110:8 126:22 146:22,24 guidelines 113:5 114:6 126:16 134:1 guiding 60:11 Guildford 54:12 guilty 46:16 gut 61:4</p> <hr/> <p style="text-align: center;">H</p> <p>habitually 82:22 half 34:19 76:18 84:7,15 halt 94:25 Hancock 56:4,10 56:11,12,12 83:17 149:21 Hancock's 99:11 hand 3:12 10:15 15:20 42:8 74:11 handed 139:5 handled 76:9</p>	<p>handling 51:23 hands 40:15 58:10 happen 53:23 58:19,25 63:6 75:3 126:18 happened 42:25 43:7 50:4 59:3 73:23 78:20 85:18 85:20 97:19 happening 31:15 60:9 61:14 77:21 81:22 83:9 106:10 happens 5:18 13:21 37:23 57:24 58:17 83:18 136:14,15 happy 98:25 100:18 118:20 hard 85:13 117:5 harm 12:21 17:10 19:1 26:7,11 67:10 68:6 70:12 70:20 71:8 115:3 141:4 143:12 harmed 65:15 114:22 harmful 95:15,21 96:13 119:23 harming 70:17 111:5 harsh 111:6 hasten 40:20 havens 86:22 head 7:11,19 47:15 128:9 131:6 143:4 headlines 49:12 71:5 heads 142:20,24 health 4:23 18:21 25:14 28:14,22 29:13 30:7 32:11 32:15,21 34:18,19 44:7 45:2,20 67:8 68:20,25 70:16,23 75:10 87:13,14,24</p>	<p>88:4 89:13 90:3 104:17 112:15 115:21 123:4,5 136:3,6,6 137:12 142:22 147:21,21 healthcare 9:18 30:15 55:17 72:7 72:10 73:16 87:20 134:24 healthy 98:9 Heaney 22:21,23 23:1,2,2,5,8 28:2 149:14 hear 1:23 2:16 5:18 6:12,14 9:16,19 10:2,8 14:22,25 23:9 55:15,18 56:1 76:24 96:14 99:1 105:17 127:14,19 130:3 138:25 heard 9:12 14:4 34:15 35:17 45:11 47:18 52:17 61:3 62:20 65:4 67:1 67:13 75:2,14,22 80:17 82:3,4 92:5 92:7,17 94:15,24 126:7 131:1 148:6 hearing 9:2,3 20:12 20:17 22:12 83:17 93:18 101:25 147:16 148:25 149:6 hearings 1:23 4:22 14:1 hears 13:22 heavily 13:2 65:6 146:25 heightened 51:12 held 1:16 6:10 hello 131:23 help 2:17 3:25 14:14 25:3 61:24 76:12 94:13</p>	<p>106:19 120:22 145:18 146:9 helped 28:19 helpful 28:3 33:17 36:4 96:19 134:2 helpfully 92:6 helps 62:13 Hi 131:22 hidden 46:5 hide 19:21 Higgs 44:15,25 45:2 high 48:11 84:16 87:1 89:6 145:17 high-level 22:10 higher 33:10 51:15 135:24 highlight 113:17 highlighted 43:22 113:13 highly 64:13 Hill 40:9 Hillside 77:8 hinged 57:8 hints 116:20 his/her 114:20 historic 83:8 historical 24:4 136:24 historically 86:20 history 113:10 145:14,15 hold 36:7 144:10 holding 2:12 holds 145:22 hole 103:5 home 48:18 49:2 51:11 66:14,18,19 78:9 138:19,22 141:12 142:3,22 homeless 116:1 homes 35:23 66:11 honestly 35:21 honesty 48:3 hope 3:20 6:16</p>	<p>11:16 22:6 33:24 45:20,22 54:18 79:17,20 83:2,4 94:21 110:3 120:10,20 135:10 hoped 14:13 148:1 hopefully 20:4 78:13 93:5 112:4 hoping 22:16 94:19 horrible 20:20 horseshoe 4:8 6:23 7:1 8:20 9:6 10:5 11:3 13:4 33:20 47:13 94:4,23 hospital 70:7 81:22 hospitals 125:4 hours 30:1 124:17 household 47:1 HSB 95:17 96:5,17 huge 10:12 11:15 31:21 53:14 130:14 human 102:20 109:2,5 Huttly 54:11</p> <hr/> <p style="text-align: center;">I</p> <p>idea 125:21 136:18 identification 31:2 86:1 identified 29:12 31:8 51:24 121:14 144:21 identify 8:15,18 22:4 41:3 43:18 identity 46:24 IICSA 22:7 ilk 129:16 illiteracy 54:3 illustrate 60:2,4 82:8 imagery 51:18 images 51:23 128:21 imagine 141:11 immediate 31:18</p>
---	--	--	---	--

<p>70:7 134:19 immediately 17:8 35:22 58:7,14 59:15 106:14 134:10 imminent 122:6 immunity 80:12 impact 2:10 3:21 19:4,5 21:19 43:21 50:23 117:3 117:6,12 128:1,5 138:19 impacting 50:24 impacts 50:2 52:11 impartiality 74:10 implement 19:14 21:8 66:24 implementation 28:25 55:7 102:5 105:11 121:13 implemented 25:1 66:5 107:19 108:20 implementing 133:8 implications 6:1,3 22:15 45:18 46:12 67:1 89:8 importance 31:17 important 1:18,24 3:2 4:16,19 6:13 13:12 16:8 20:4 22:14,17 23:12 27:15 30:2 31:15 59:23 68:11 72:11 83:10 94:13 103:24 107:15,17 108:18 109:12 118:19 128:19 134:7 136:3,7,19 146:1 impose 18:7 74:22 imposed 103:22 impossible 30:17 imprisoned 38:23</p>	<p>imprisonment 47:9 142:14 improve 21:17 98:25 145:8,11 Improvement 28:6 improvements 42:3 improving 48:21 inappropriate 91:8 incidence 89:14 incident 40:8 43:10 73:5,16 79:13 85:17 incidents 40:14 48:12 73:3,22 83:12 137:12 inclination 144:25 include 1:25 7:16 31:5 48:3 65:1 66:19 90:13 included 96:24 115:23 includes 50:20 74:22 123:1 125:12 142:21 143:7,8,10 including 2:3,20 4:23 13:20 18:8 65:2 73:22 99:16 112:23 141:22 incompetence 38:14 inconvenient 81:25 incorrect 79:22 increase 51:8,9,25 64:2,6 117:21 135:19 increases 51:4 77:20 increasing 117:13 122:17 136:6 increasingly 128:23 incredibly 60:25 128:19 indecent 51:18,23</p>	<p>128:21 independent 1:6 17:24 39:13,15 41:7,16,25 42:2 47:2 51:6 98:4,6 index 44:21,23,25 indicate 10:14 15:25 indicated 4:10 25:2 indicators 57:23 60:8,17 75:19 indictment 129:14 129:15 individual 18:9 30:10,20 48:16 64:22 68:4,9 89:15 90:23 91:7 91:15,16,21,25 112:19 115:14 116:22 129:5 144:8,9 individual's 144:11 individuals 10:4 11:6 14:5 17:19 18:1 19:8 43:18 50:25 65:21 89:4 89:18 90:5,7 91:6 94:4 113:7 126:10 146:11 industry 51:19 82:25 86:9 inevitably 5:24 11:7 46:7 infinite 130:8,17 influence 57:5 infographic 132:6 inform 25:10 information 1:18 6:16 10:21 11:16 12:19,22 18:10 20:9 21:14 30:5 32:15,23 58:8,10 58:11,15,22 59:4 59:13,16,23 62:8 64:23 71:9,12,14</p>	<p>77:15 85:14 90:20 90:24 91:5,18 94:13 114:18 115:12,14 118:3 121:4,9,10 124:12 129:19,22 134:12 134:18 144:9 information-shar... 32:18 71:19 informative 60:25 137:8 148:22 informed 139:7 informing 107:23 Initial 47:5 Initially 46:8 initiate 45:3 initiated 47:6 initiative 133:1 injury 141:5 input 5:1 inquiries 113:11 139:6,12 140:13 inquiry 1:6,17 2:3 2:6 3:16 4:13,24 5:10 6:13,19 10:12 12:2 13:15 14:3 15:5 40:11 51:2,6 55:5 82:13 82:15 83:14 93:22 99:9 100:19 112:3 113:24 138:23,25 139:1 142:7 147:17 inquiry's 1:10,19 1:20 2:18 4:11,19 4:22,25 13:25 93:20 insecure 46:18 insensitive 45:18 insight 1:25 insist 77:1 124:4 insisted 29:16 insofar 82:13 inspect 73:20 inspected 65:7</p>	<p>inspection 100:16 inspections 42:1 Inspector 20:23 28:5,9,10 149:15 inspectorate 41:25 48:23 instance 111:13 119:2 instances 48:20 50:9 111:12 113:8 114:10,15 116:24 119:20 institution 18:3 institution's 79:5 institutional 15:6 82:18 113:11 139:3 141:20 institutions 14:5 19:19 53:11 83:21 86:6 92:11 98:2 138:21 integration 22:22 113:1 integrity 48:3 intend 16:14 intended 85:25 91:17 140:17 intensive 65:8 interest 39:17 71:16 143:15 interesting 33:17 83:17 106:7 112:4 125:25 131:1 interests 49:10 50:11,12 139:21 interim 143:20 interlinked 74:2 internal 48:1,6 73:2 103:23 104:7 internally 73:13 international 51:21 105:17 106:18 126:3 internationally 51:18</p>
---	--	---	--	--

<p>internet 35:2 interpret 33:3 interpreted 28:24 interrogation 11:2 interrupted 98:18 intervene 17:21 78:24 92:14 143:14 intervening 92:15 130:12 intervention 61:24 136:14 interventions 27:9 61:19 65:9 interviewing 145:1 introduce 1:7 53:4 121:1 introduced 28:20 29:6 37:13,24 40:4,7 142:6,8 introduces 80:19 introducing 2:16 32:6 introduction 2:14 10:16 28:12,19 38:11 50:14 63:17 64:10 77:25 introductions 8:13 invest 49:6 128:17 investigate 90:19 90:23 91:5 143:14 145:4 investigated 63:5 113:23 investigation 8:6 83:13 91:15 134:17 136:16 143:19 144:6 investigations 13:25 128:23 144:19 145:7 investigative 82:3 investment 50:15 invitation 16:4 112:3 138:12</p>	<p>invite 7:4 28:10 102:9 invited 19:3 53:9 inviting 23:4 47:19 invoked 141:11 involve 48:11 involved 2:16 31:12 44:11 58:24 116:15 134:13 149:1 involvement 63:6 involves 48:9 involving 3:18 7:22 Ireland 9:23 39:24 40:10 103:2 111:22,23 112:21 113:2 114:2,14,25 115:24 116:11,20 117:11,24 118:5,7 119:17 126:8 129:8,25 133:10 Ireland's 112:9 Irish 112:12 118:10 129:17 ISA 39:12 isolated 79:12 isolation 50:15 issue 11:12 13:24 23:12 36:21 47:4 47:21 49:5 62:24 75:14 86:24 90:21 92:23 95:2 99:10 103:4 106:5 109:4 109:6 112:13 137:4 140:17 147:15,17 issued 26:21 96:10 124:2 133:25 issues 10:6 11:14 11:20 13:16 15:23 17:13 22:14 24:6 37:7,20 44:7 51:16 66:4 81:3 90:2 94:14,25 109:5,16 115:9</p>	<p>133:4 136:24 148:16,22,24 Italy 104:25 iterations 54:15 ITV 84:3 Ivor 1:9</p> <hr/> <p style="text-align: center;">J</p> <hr/> <p>jailed 38:24 Jane 54:11 Jasmine 24:10 Jay 1:5 77:11 Jeremy 100:13 Joan 96:14 97:1 102:9,12 job 39:8,10,11,14 56:14 58:9 83:22 84:1 89:23,24 91:1,4 jobs 89:9 Joe 112:6 Johnny 12:12 joined 7:11 joining 2:21 joint 7:22 Jonathan 99:8 Joseph 111:20 journalists' 82:16 journey 23:15 88:11 judge 111:4 judges 111:2,3,6,7 121:23 judgment 64:12 judicial 122:10 123:7,18 124:15 July 18:23 38:8,9 144:15 June 44:17 102:8 junior 4:3 jurisdiction 39:25 116:11 132:25 jurisdictions 94:14 115:20 141:22 justice 15:13 118:2 120:12,19 124:6</p>	<p>125:4 142:2 justified 71:15,20</p> <hr/> <p style="text-align: center;">K</p> <hr/> <p>Karmy-Jones 1:9 3:4,12,14 22:19 23:5 28:2 33:14 33:19 36:4 40:17 40:23 41:3,21 42:7,19 43:12,16 45:9,15 47:12 52:3,15,21 54:4,6 55:12,24 63:10 68:17 75:22 76:2 76:8,14 80:21 81:9,11,18 82:1 86:11,15 87:4,12 89:12,20 90:12 91:2,10 92:2,22 93:3,14 96:19,22 98:11 99:2,4 101:1,6,18,23 110:5,17,20,23 111:12,17 118:23 119:1,10 120:8 125:18,20,25 126:2,22,25 127:21 128:7 129:2,9,22 130:21 131:14 135:4,7 137:16,23 138:5 146:4,20 147:3,14 148:8 149:4 Katherine 87:13 keen 27:17 keep 3:24 16:9 33:5 35:25 38:4 55:1,9 78:18 132:13 keeping 11:13 17:3 21:13 98:14 146:2 keeps 53:18,18 kept 59:7 61:11 64:9 key 25:21 49:12 55:7 96:17 133:3 134:21 135:18</p>	<p>kids 135:1 kind 23:23 26:7 47:23 49:10 50:3 50:23 57:2,17 60:13,25 61:5,13 62:16 76:11,16 79:18 89:20 105:3 136:19 kindly 53:9 kinds 16:9 Kingdom 56:18 know 1:5 4:10 10:17 11:19 12:10 22:14 24:7,9 25:19 30:12,18 33:7,7 37:12,21 39:18 41:22 43:11 50:22 53:10,21 76:22 77:18,21 78:5,19 79:13 84:2 85:22 87:9 92:18 93:22 96:9 98:24 103:6,7 105:6 106:6,24,25 108:25 109:20 119:17 123:18 125:21 127:18,19 128:7 130:24 131:10 136:3 137:5,6 145:19 146:21 147:7 know' 77:9 knowing 61:1 89:15 knowingly 64:22 knowledge 5:12 8:10,21 15:7 71:1 72:12,16 106:25 114:23 120:2 146:14,16,24 known 21:4 26:1 29:8 31:2,7 63:23 79:8 115:1 138:24 knows 65:11 107:19 114:17</p>
--	---	--	---	---

121:22	5:21 6:1 79:7	118:8,18 119:4	lists 95:11	looking 9:23 20:11
<hr/> L <hr/>	80:11 104:11,12	123:24 129:14	literally 79:21	20:16 22:12 31:6
Labour 40:5	132:22,24 133:6	140:23 146:21	little 3:21 6:24	60:12 69:14 100:4
lack 81:9,23 85:6	135:12,17,17,19	legislations 120:23	14:21 16:15 19:15	121:13 135:16
139:24,24,24	LBC 38:25	legislative 5:10,11	20:24 38:3 40:20	looks 95:20 144:4
ladies 38:23	lead 3:15 8:6,8	16:15 23:21 25:22	40:24 55:19 73:25	loop 32:12
LADO 39:22 67:24	17:18 46:14 58:8	120:13 122:16	99:14 103:5,5	Lord 55:5
131:4	58:18 60:8 62:12	legislatively 20:1	105:12 109:16	lose 89:23,24
LADOs 130:13,17	63:3,7 66:8 68:25	Lenton 126:4,14,24	live 11:19,21,24	losing 39:11
130:23	88:6	127:1,24	13:8 106:3 131:23	lost 43:9
lady 54:10 101:20	leaders 14:7	lesson 86:5	lived 77:14 112:10	lot 7:2 8:22 30:25
Laming 55:5	leading 122:3	lessons 24:3 29:3	lively 4:1	42:13 56:13 60:4
land 131:23	leads 12:20 15:16	32:6	lives 13:13 26:12	60:5,9 61:16 73:1
language 30:3	123:10	let's 79:25 124:20	82:25	78:2 83:19 103:6
103:10 115:25	learn 5:21 16:12	135:7,10	lobby 45:25	110:14 111:5,11
127:16 131:3,8,12	20:11 21:22	letters 13:14	local 12:24 17:22	116:14 117:16
Lanzarote 9:20,21	127:15	level 67:18 71:23	21:21 25:11,14	120:21 127:8
96:15 102:1,3,8	learned 24:3 29:3	90:24,25 110:8	34:9 54:13 64:4	145:11
102:12 105:13	32:6 99:15	139:2	65:11,13,15 66:9	lots 32:22 60:21
106:22 107:16	learning 21:24	levelling 11:5	67:11,22,23,24	148:22
108:2 109:3 110:7	22:13 25:4,5,15	levels 18:14 29:1	68:2 70:1,9 72:2,5	luck 39:13
Lara 4:2,5	27:5,25	52:13	75:6 83:12 84:17	lunch 9:19 93:3
large 30:16 35:2	learns 41:16	liability 48:8	85:3 86:19 87:1	luncheon 93:10
56:25 139:8	leave 97:16	liaise 61:22 66:9	97:21 100:14	<hr/> M <hr/>
144:19	leaving 58:14 101:9	liaison 119:24	130:13 134:11	Madam 92:22
largely 44:17	led 24:21,23 114:1	Liana 138:7	London 28:13,16	madness 53:13
101:14 146:17	114:7 122:16	licence 69:11 74:23	33:5,6	Magistrate 120:11
larger 44:17	141:21	life 46:21 66:4	long 14:15 15:23	120:18
109:23	left 53:24 110:20	light 50:6 102:24	23:17 30:15 56:22	main 16:24 106:1
largest 97:20	138:15 139:9	likelihood 39:14	57:7 94:23 95:11	121:12,14 138:3
lasting 85:17	legal 3:3 10:25	likewise 72:7	140:22	major 2:7
Lastly 67:5	65:17 76:24 85:24	limit 80:4 122:14	long-term 43:21	majority 19:8
late 112:13 136:7	103:15 104:1	limitations 134:6	longer 38:4 86:23	34:17 53:11 95:25
launched 95:20	118:13 121:12	137:18,22	140:6	124:21 125:1
law 2:16 48:14 65:3	legislation 2:15	limited 6:25 21:4	longitudinal 38:11	making 31:11 32:1
71:16 77:6 97:10	16:24 17:14 18:4	line 36:15 50:3 59:2	loo 39:18	55:1 60:7,22 62:3
97:11 102:20	20:16,22 23:17	89:5 125:7	look 4:15 27:25	80:9,13 85:14
103:23 112:21,25	24:9,22,24,25	linger 56:22	29:5 30:23 38:15	116:23
113:1 114:8,11	26:16,17 28:21	list 7:8 30:15 57:7	40:6 50:5 83:16	Malcolm 1:8
115:22 118:1	29:6,19,24 30:19	68:9 73:6 100:4	91:4,15 93:1	maltreatment
119:8 120:24,25	31:1,4 37:13	listed 115:17	96:15 99:21 132:5	132:8 134:23,25
121:1,3 122:21	43:20 45:6 55:6,7	listen 3:7 12:3	135:9 138:16	135:25
125:13,13 129:17	55:8 106:16	14:25 55:9	144:23	man 43:8
147:1	107:19,20 114:3	listened 35:17	looked 82:10 84:4	manage 66:20
laws 2:9,10 5:7,19	115:4,6 116:6	45:10	130:13	72:16

<p>managed 100:12 management 48:1 54:1 71:2 manager 59:2 managers 115:24 managing 138:13 mandate 36:6,7,11 54:23 77:19 96:22 mandated 53:25 80:12 114:14,16 114:20 115:13,16 115:17 116:2,3,8 116:19 117:9,18 118:12 mandatorily 114:10 mandatory 1:15 2:8,12,14 4:16,21 5:1,7,9,20 6:1,8 9:22 10:2 13:5,17 15:23 16:17 18:18 18:24 19:4,11 20:15,19 21:6 28:7,12 32:17,20 32:20,25 33:2,4,8 33:9 35:7 37:18 37:23 38:12 40:1 40:3,13 43:20 45:6 49:8 52:22 52:23 53:5 72:20 77:1,19,25 80:7 80:18 96:16,24,25 98:22 99:10 101:15 103:13 104:22 105:14 106:17 108:4 109:11,22 111:22 112:9,24 113:1 114:7 115:20 120:14,23 131:19 132:14,22,24 133:17 134:17 135:13,15,16,17 135:19 136:8,12 136:20 137:9</p>	<p>138:9 140:2,7,11 140:20 141:18,23 142:1,5,15 146:12 manner 132:2 manual 105:11 map 7:25 mapping 62:17 mark 109:6 marks 99:17 marshal 14:9 material 12:8 101:2 Mathews 135:14 matter 11:24 39:2 49:18 122:8 matters 2:2 144:23 148:7 Mccaffrey 4:2 McMaster 131:18 mean 5:9,10 29:8 35:24 38:25 40:1 53:19 58:14 61:17 83:9 89:18,21 91:4 113:4 130:18 means 17:12 36:18 45:15 61:9 91:25 144:1 measures 49:24 64:11 90:9 145:17 mechanism 48:7 62:8 mechanisms 13:17 109:2 media 24:6 medical 44:4,16,18 46:6 68:22 69:5,7 69:8,10,13,16,20 70:11 72:23 73:7 73:10 74:12,14,17 74:20 75:9 88:2,2 medics 14:7 meet 61:23 74:3 92:12 116:13 meeting 26:8 53:6 53:7 110:3</p>	<p>meetings 62:14 116:6 member 9:21 37:8 39:11,12 53:18 54:7 57:19 58:1,5 60:19 62:22 70:7 74:19 102:2 members 1:7 4:24 9:10 13:7 47:2 60:2 64:8 67:15 92:24 103:16 104:10 134:22 147:14 memos 15:6 mental 136:5 mention 25:7 45:16 62:20 72:8 73:7 110:6 129:6 mentioned 15:18 21:11 39:24 41:8 57:10 77:19 81:2 86:12 88:1 90:17 97:8,17 102:18,19 102:24 108:12 119:11,20 131:14 136:8 140:14 141:25 146:10 mentioning 104:19 mentions 79:1 mere 41:19 message 14:20,22 33:7 135:18 messaged 78:21 messages 133:3 met 74:1,15 methods 27:8 73:15 Metropolitan 20:25 28:7 microphone 10:16 23:6 92:6 mid-morning 55:13 Middlesbrough 44:8</p>	<p>midwives 141:2 million 64:5 mind 4:18 11:5 12:16 33:24 37:21 43:16 77:15 87:22 132:13 145:22 mindful 59:10 mindset 130:25 131:2 minimise 46:15 minimum 15:9 minister 38:6 ministers 24:8,14 27:17 ministries 142:4 Ministry 120:12,19 minor 73:9,9 122:22 123:6 125:8 minors 122:4,19,20 minute 7:14 52:16 minutes 9:4 10:8 15:22 16:14 46:21 55:14 63:15 71:4 140:6 misconduct 48:5 58:1 143:8 misfeasance 48:10 mispronounced 102:10 missed 119:11 missing 36:18,19 51:20 102:25 misspelt 103:2 mistook 101:21 mistreatment 123:11 mobile 56:8 models 9:22 10:2 modern 63:24 moment 3:6 19:16 35:21 39:16 51:13 61:23 84:5 94:2 128:16 135:4,7 147:5,6</p>	<p>monetary 109:2 monitor 19:25 21:1 21:19 102:4 monitored 73:19 75:8 monitoring 60:17 73:2,12 75:9 month 29:25 135:14 months 31:24 33:11 37:9,10 111:10 Mooney 111:20,24 112:1,2,6 118:25 119:2,16 129:18 150:4 moral 101:16 Morecambe 56:6 morning 1:4 6:22 8:25 23:2 38:25 39:2 53:9 116:17 147:15 morning's 95:1 move 5:17 23:23 24:18 26:2,13 28:3,4 63:11 101:24 111:19 120:8 126:2 131:15 138:6 moved 15:11 135:23 moving 23:25 25:2 26:21 47:2 134:4 multi-agency 21:21 62:1 64:17 multiple 118:14 multitude 51:1 mum 79:23,24 Munro 64:15 murdered 37:4 mustn't 78:12 musts 77:5,6 mutilation 20:20 21:3 28:8 34:8,14 34:15 67:3</p>
--	--	--	--	--

<p>N</p> <p>N 149:9</p> <p>name 23:2 33:25 40:8 54:11 55:1 56:12 63:18 112:6 127:7</p> <p>named 70:21,24 86:4</p> <p>names 45:16 103:1 110:2</p> <p>naming 86:1</p> <p>national 7:12,19,23 8:5 20:21 28:20 29:18 34:8,22 47:14,21 48:2,19 48:25 49:4,13 51:19,21 52:1 72:2 75:6 111:21 113:4 124:16 128:8 133:1 139:2</p> <p>nationally 8:2</p> <p>Nations 132:16</p> <p>nationwide 100:20</p> <p>native 102:15</p> <p>nature 125:21</p> <p>near 37:17</p> <p>nebulous 76:19</p> <p>necessaries 39:19</p> <p>necessary 20:2 73:11 101:15 144:16</p> <p>neck 99:17</p> <p>need 7:2 13:19 16:23 18:4 20:1 22:5 25:4,20 26:7 35:7 39:5 41:12 42:23 43:20 44:14 45:5 48:22 50:15 57:8 59:10,10 65:23 67:8 68:15 70:15 71:23 72:12 72:13 75:7 77:5 96:8,15 97:5 98:23 128:3,4,16 130:9,24 131:11</p>	<p>136:11</p> <p>needed 36:22 139:10,10</p> <p>needing 49:18</p> <p>needs 26:9 56:5 61:23 75:19 83:15 85:6 86:21 96:11 106:13 134:20 136:3,5,6,10,16 136:21</p> <p>neglect 5:13 9:15 26:7 57:23 60:18 66:25 69:25 70:20 95:12 96:3 113:8 143:11</p> <p>neglected 65:12</p> <p>negligence 65:4</p> <p>neither 97:3</p> <p>nested 136:21</p> <p>net 10:1</p> <p>Netherlands 105:5 105:7 108:19</p> <p>nettle 37:15,16,17</p> <p>network 104:25</p> <p>never 37:12 75:3 85:18,18 89:14</p> <p>Nevertheless 123:15</p> <p>new 19:9 21:21 24:21 64:10 77:15 96:10 123:22 134:12 142:19</p> <p>newer 140:12</p> <p>newest 140:15 142:15</p> <p>newly 69:10</p> <p>news 38:16</p> <p>newspapers 38:20 38:21</p> <p>NHS 28:22 32:16 43:4 112:15</p> <p>Nigel 42:10</p> <p>nine 111:8</p> <p>nominal 97:10</p> <p>non-disclosure</p>	<p>116:24</p> <p>non-government 138:24</p> <p>non-reporting 113:13,14,25</p> <p>non-statutory 64:20</p> <p>Norfolk 8:5</p> <p>norm 49:21 145:9</p> <p>normally 41:21</p> <p>Northern 39:24 40:10 129:25</p> <p>notably 137:21</p> <p>note 6:2 7:8 80:12 115:3 118:16 133:2</p> <p>noted 133:17,23 135:22</p> <p>notice 117:21 123:11</p> <p>noticed 60:24 61:2 78:7 99:16</p> <p>notices 123:6</p> <p>notify 65:13 142:24</p> <p>November 31:23</p> <p>NPCC 8:2 49:10 52:22</p> <p>NPCC's 47:16</p> <p>NSPCC 19:22 70:2</p> <p>nuances 30:18 89:7</p> <p>NUI 112:7</p> <p>number 1:24 2:9 3:16 4:21 6:25 19:17 29:17 30:16 33:14 74:21 83:8 87:25 89:6 90:4 97:7,8 109:23 119:21 124:16,16 128:11 141:1</p> <p>numbers 31:22,22 32:18 33:9 51:15 97:23 139:9</p> <p>nurses 70:24,25 141:2</p>	<p>o'clock 147:8</p> <p>O'Mara 42:10</p> <p>objective 143:18</p> <p>obligated 48:19</p> <p>obligation 36:16 76:25 81:16 103:13 107:20 108:4 118:2,4,8,9 121:15,20,21,23 129:20,21 141:1 141:10 143:23,24</p> <p>obligations 2:7 5:16 9:14,17 15:19 18:15 34:4 36:12 42:14,17 47:16 48:17 51:17 55:15 56:1,2 63:14 65:17 67:12 68:21 69:5,15 74:1,3 76:18,20 82:4,5 89:10,15 90:8 92:9,13,16 95:7,8,14,14 98:22 104:13 112:19,19 113:3 113:20 114:15 116:12,13 118:1 118:14,15 143:22</p> <p>obliged 45:19 112:14 116:4</p> <p>obliges 114:9</p> <p>obliging 113:6</p> <p>observant 59:11</p> <p>observation 41:4 52:17 95:5,7</p> <p>observations 10:20 11:10 36:11 40:22 47:17 54:5 61:4,9 80:22 92:3 94:6 96:18 99:3 126:12 128:10 149:17,20 150:1</p> <p>observe 57:22</p> <p>observed 49:16</p> <p>observing 60:5,16</p>	<p>61:18</p> <p>obstacle 80:18</p> <p>obstacles 103:19,20 105:13</p> <p>obtain 71:12</p> <p>obtained 99:24</p> <p>obvious 61:17 108:10</p> <p>obviously 7:2 31:6 42:16 71:4 72:2 73:18 108:10 118:6 125:15</p> <p>occasion 77:17</p> <p>occurred 47:3 113:24</p> <p>occurring 135:22</p> <p>occurs 13:21</p> <p>October 38:6,9</p> <p>offence 19:19 30:11 48:9 122:5,9,12 122:12,20,23 123:1 129:16 141:9 142:7,8,10 142:13 143:5,9 146:7,13,17,18,20 146:23</p> <p>offences 18:9 51:2 51:7 84:21 87:11 96:1 112:23,23 118:3 122:2 125:16 143:10</p> <p>offend 95:24</p> <p>offender 18:12</p> <p>offenders 19:2 82:24</p> <p>offending 25:10 83:1</p> <p>offer 7:14 80:12</p> <p>offered 82:13</p> <p>offers 64:21</p> <p>office 19:22 48:10 48:18 51:11 124:11</p> <p>officer 67:24 68:3 68:19 120:11</p>
O				

<p>officers 128:20 130:14 offices 124:7,8,14 Ofsted 41:25 85:18 86:4 100:15,15,17 Oh 40:13 79:25 okay 28:10 38:8 39:8 45:17 57:2 59:24 63:10 95:6 97:18 98:11 102:16 106:12 120:8 128:7 131:1 138:5 old 32:3 older 115:9 118:18 133:14 olds 133:12 134:15 omitted 37:25 38:13 once 3:8 30:8 109:19 one-and-a-half 56:24 one-to-one 62:10 ongoing 36:13 48:22,24 49:18 127:25 134:11 136:5 online 96:15,16,16 108:22 116:10 Ontario 132:23 134:4,6,9 137:18 137:25 onus 91:7 onward 52:2 open 7:5 9:7 40:23 99:4 opened 62:1 opening 1:3 3:13 101:22 149:10,11 150:2 operate 2:9 92:10 92:11,19 operated 56:7 operating 23:19</p>	<p>64:17 112:14 Operation 24:10 operations 24:10 opinion 2:2 opinions 2:3 6:10 7:3 11:4 opportunities 14:2 134:24 opportunity 2:22 4:8 11:15 28:11 29:21 47:20 94:15 126:6 oppose 19:9 opposite 80:8 options 42:5 order 46:2 58:21 62:1 72:13 79:11 123:18 orders 34:14 85:24 organisation 6:23 8:16,17 50:11 67:21 68:4,6 76:5 106:18 107:5 116:21 139:22 143:4,17 144:7,13 145:5 148:18 organisation's 139:21 organisational 67:18 organisations 2:20 11:6 17:19,20 19:8 54:16,20 65:21 73:2,21 75:10 100:23,24 105:18 126:19 138:24 139:13,19 140:17 142:20,23 142:24 144:20 145:7,10,21,23 146:3 organised 49:4 83:18,20 115:21 orient 132:4 original 92:7</p>	<p>outcasting 47:9 outcome 61:25 73:21 74:5 80:25 outline 9:4 49:23 outside 2:9 30:7 33:5 75:10 122:2 outstanding 148:16 outward 9:24,25 outweigh 50:2,12 over-reporting 136:2 overarching 57:4 overrun 97:24 overseas 2:21 oversee 143:16 overview 22:10 56:21 61:13 110:1 112:8 owners 17:25</p> <hr/> <p style="text-align: center;">P</p> <hr/> <p>pace 35:20 packed 7:1 packs 8:14 paediatrician 36:25 37:1,5,6 43:25 44:6,9,11 69:3 paediatricians 45:17,22 105:1 Paediatrics 68:20 68:25 131:18 page 107:22 paid 27:2 143:2 panel 1:7 2:19 3:1 3:7 12:3 21:23 24:15,15,16 51:2 65:14 72:23 91:18 100:21 147:14 148:20 panel's 12:2 65:19 panels 91:24 panic 127:4,8,19 paper 39:18 81:16 81:17 paragraph 17:4</p>	<p>106:23 Pardons 120:12 parent 50:10 62:25 parental 136:10 parents 46:8 61:22 141:6 Parliament 22:4 38:7,17 Parliamentary 138:23 part 1:13 3:24 4:18 4:19 12:4 18:9 36:21 39:8,10 45:11 48:6,22,24 49:1,24 50:21 55:6 96:17,25 100:21 121:2 123:2 124:1 145:11 participant 41:1,2 41:5 42:8,10,20 42:21,21 43:14,19 45:13,17 54:11 99:8 101:5,8 participants 7:9 9:10 10:9,11 11:8 13:4 40:24,25 99:7 147:22 participate 132:2 participated 109:18 148:4 participating 3:8 particular 2:21 20:12 28:22 43:1 48:15 50:10 66:1 69:14 70:25 72:8 72:15 86:21 92:13 121:9 142:9 143:2 145:5 particularly 2:25 3:9,20 30:6,7 41:6 48:15 50:7 54:20 69:18 73:7 76:19 83:3 85:23 86:20 87:22 97:18</p>	<p>128:20 140:15 142:6,17 148:18 149:2 parties 63:9 103:9 partly 85:9 partners 25:9,13 28:1 32:11 125:4 Partnership 28:5 parts 140:22 145:15 party 50:7 115:8,11 121:16 pass 12:22 103:7 passed 59:4 68:2 102:22 146:21 passing 24:8 58:14 63:8 104:11 path 58:12 138:18 pathways 31:13 patient 30:8 70:14 70:18 pause 11:24,25 12:10 22:9 45:9 135:4 pauses 94:10 pay 41:12 peer 95:15 peer-on-peer 87:8 87:11 93:7 95:2 95:25 119:15,21 120:4 peers 60:25 96:2,2 Pelka 99:14 100:11 penalised 126:11 penalties 74:1,2,21 111:6 116:16 penalty 72:21 people 6:3 7:5 8:20 10:14 11:8 12:6 17:15 18:14 25:25 26:11 29:24 35:19 36:17,23 37:14 39:21 40:15 52:5 53:25 60:4,10 67:15,18 68:1</p>
---	--	---	--	--

<p>69:18 71:6 72:9 77:1 78:2 80:6,24 84:9 86:3 90:5,7 90:19 94:23 95:17 95:19 97:16 105:3 113:21 114:9 125:21 127:4,16 130:15 131:3,8,11 138:9 142:18,25 percentage 104:9 124:22 percentages 119:19 performance 88:10 88:15 peril 122:6 period 38:10 85:2 130:12 periods 59:15 permanent 74:24 permits 82:14 perpetrates 13:22 perpetrator 15:10 15:13 46:24 perpetrators 46:18 96:6 122:14 Perry 36:5,5,11,15 40:17 52:16,20,22 85:10 96:20,20,21 96:23 129:3,7,10 129:21,24 130:23 persist 136:4 person 14:18 26:5 39:20 52:18 58:11 58:19 66:13,22 68:5,14 106:23 114:17,21 115:13 116:4 127:5 personal 30:10 78:5 79:18 personally 127:11 148:10 personnel 50:16 persons 116:9,11 118:4 119:8 142:4 perspective 2:5,24</p>	<p>7:15 28:8 45:15 46:25 47:24 48:11 48:25 50:17 56:18 59:18,21 81:2,4,5 92:4 121:11 132:10 perspectives 47:20 persuade 46:2 pertain 74:16 pertaining 28:12 perverse 50:2 phone 31:18 phoned 40:5 phones 56:8 phrase 103:5 physical 21:4 111:14 132:24 136:6 141:5 143:7 143:7 pick 29:21 94:20 98:19 104:25 picked 27:15 picking 23:7 picture 34:22 51:12 59:15,16 61:13 62:3 piece 38:10 39:18 48:23 61:8 77:22 81:16 118:18 120:6 146:20 pieces 69:16 118:8 piercings 31:5 pile 38:17 place 5:21 6:6 11:2 23:18 42:18 43:1 43:2 57:5 63:22 63:24 66:16 67:8 68:11,15 74:9 75:10,16,23 78:17 78:24,25,25 81:1 81:24 101:17 113:22 134:7 140:8,12,21,25 142:16 146:18 placed 26:10</p>	<p>placed/introduced 25:9 placement 66:18 places 43:18 49:2 65:20,25 145:20 placing 23:25 66:18 plan 8:3 66:18 plausible 79:6 play 18:9 59:23 61:20 68:13 playing 37:20 plea 13:9 please 4:17 6:2,6 6:10 7:8 8:15 10:18,24 11:5 12:1,9,16,19 13:9 15:25 16:21 18:22 20:6 23:14,22 24:20 26:13 27:7 29:23 30:14 40:6 40:12,25 42:9 43:13,16,17 47:14 52:16 55:14 56:8 56:20 57:2,16 58:3 59:24 60:14 62:4 71:3 72:1,18 72:24 73:24 76:3 93:4,4 94:7 95:4,5 99:6 104:5,23 106:20 108:1,10 114:13 115:16 117:3,23 132:14 136:18 137:13 138:6 pleased 1:12 2:19 23:11 131:23 138:13 plough 135:7 plumber 130:7 pm 55:21 93:9,12 147:11,13 149:5 pockets 56:23 point 16:22 17:6 30:17 35:16 52:6</p>	<p>53:7 54:18,24 55:3 58:12 59:3,4 59:9 63:6 72:21 75:19 81:14 84:13 85:8 88:20 92:20 98:17,19 101:20 110:5 113:2,22 118:19 129:25 131:25 148:14 pointed 136:5 points 2:7 25:21 83:11 128:11 police 7:12,22,23 8:5,8,10 12:23 18:21 20:25 25:14 28:7,8 29:15,17 30:5 32:8 33:1 34:20 47:14,21,25 49:13 59:2 70:3,9 75:1 80:2 83:13 84:6,8,9,22 87:10 95:10 97:3,22 108:11 112:16 118:5 119:24 120:1,7 124:22 128:8 134:19 141:2 142:12 143:23 144:2 146:15 policies 57:3,4,6,7 66:24 67:19,25 72:6 99:24 107:14 110:3 112:12 policing 7:10,14,19 7:23,25 8:5 28:6 47:24 48:1,2 49:1 49:5 51:3,7,22 52:2,9,12 policy 4:4,16 13:2 16:16 33:23 66:5 76:18 89:5 106:8 113:3,20,24 114:4 116:19,25,25 118:13 119:25 148:25</p>	<p>polling 95:9 ponder 33:15 poor 106:3 130:8 144:19 population 56:24 107:10 136:5 Portugal 104:20 poses 68:6 posh 39:9 53:12 position 14:18 22:11 49:13 77:13 131:15 positive 145:20 possible 10:21 13:9 33:5 46:23 47:9 57:17,22,25 59:20 70:21 74:25 103:14 122:13,25 124:17 145:2 147:7 possibly 59:20 63:5 70:10 75:13 119:19 post 44:5 post-conviction 85:12 potential 45:25 48:12 64:11 potentially 17:24 90:6 128:24 power 115:10 143:13 powerful 80:21 powers 17:14 24:22 practicable 114:22 practical 2:15 5:8 5:25 29:20 30:17 practice 13:2,18 16:13 17:17 20:20 21:23 25:24 33:25 44:5 50:19 64:14 65:14 69:17 73:9 75:3 83:3 88:2 89:9 92:1,12 97:24 99:11</p>
---	---	---	---	---

<p>105:22 108:20 114:2,5 126:5 145:8 practices 104:3,24 105:12 practise 27:14,21 69:11,12 72:13,23 74:12,21,23,25 88:18 90:18,18,22 91:16,19,20 practitioner 26:10 57:12 66:7 69:2 117:16 practitioners 25:17 64:22,25 67:16 127:17 pre-existing 31:9 32:22 143:21 precisely 125:7 precursor 111:14 predictably 99:19 prefer 104:17 premises 85:21 147:19 prep 82:9 prepare 66:23 prepared 43:14 preparing 20:10 present 1:7 3:10 22:3 52:8 57:8 61:8 112:3 118:7 119:22 131:24 presentation 9:5 10:5 15:22 16:2 22:20 23:1 28:4,9 36:9 39:2,23 56:11 63:16 68:23 85:9 92:17 102:10 102:13 111:20 112:1 120:9,16,25 131:16,21 135:11 138:7,11 149:13 149:14,15,21,22 149:23 150:3,4,5 150:8,9</p>	<p>presentations 13:1 15:18 20:12 22:12 94:9,16 101:24 126:3,8 presented 53:21 77:15 presenters 92:8 President 63:12,19 press 28:3 pressures 86:7 133:20 presume 101:1 pretty 19:7 137:20 137:24 prevent 15:12 31:14 122:14 139:13 prevented 45:24 preventing 2:11 prevention 136:13 137:1 previous 8:24 46:1 51:5 64:5 previously 3:17 price 145:16 primarily 82:11 138:2 primary 16:24 17:14 26:17,17 56:6,15 132:12 136:11 137:9 Principal 138:8 principle 60:11 principles 88:13,22 89:1 print 82:23 printed 107:23 prior 8:6 prioritisation 49:4 prioritise 52:9 prioritises 136:22 prioritising 139:20 priority 30:2 prison 78:19 111:10</p>	<p>private 12:14 26:12 39:12 82:9,12 84:14 85:23 86:13 86:17,25 126:5 privately 12:25 proactive 145:20 probably 27:23 32:4,19 33:6,10 47:22 60:8 83:7 92:25 106:8 108:14 probation 25:14 problem 37:2 45:2 55:6,8 78:11 81:23 93:18,23 127:14 131:10 133:25 147:18 148:13 problems 86:25 98:4 144:21 148:9 procedure 63:4 66:5 74:5 125:12 125:16 procedures 26:15 26:24,25,25 48:6 67:13,23 72:6 74:12,21 124:4 proceed 147:7 proceedings 11:25 process 11:1 20:5 28:19,25 29:16 55:10 62:2 63:2 90:18 106:16 134:3,8 137:2 145:13 processes 42:1 90:22 92:15 139:25 profession 21:19 68:22 69:5 70:16 88:12 114:20 professional 18:5,7 29:9,11,13,14 36:20 56:3 67:12 69:9 70:22 74:19</p>	<p>80:7,15 89:8 90:8 92:1 112:18,19 115:13 116:3 121:18 122:7 123:13 128:2,18 133:16 137:3 141:13 professional's 81:4 88:11 professionals 9:17 9:18 16:22 18:20 18:21 24:2 29:7 30:3,5,15,16,25 31:9,17 32:1,13 32:24 34:2 35:9 35:11 55:16,17 63:14,22,25 64:12 67:4 68:13 72:5 75:25 76:15,21 79:3,14 81:19 87:16,21 95:23 96:13 98:20 104:7 104:13,14,16,18 104:19 105:8 106:21 108:13 112:14 113:7,21 116:15 117:17 121:8 123:3 124:5 126:17 128:3 129:5 133:15 134:9 137:6 141:1 141:8,12,16,25 142:2,3,9 143:24 146:13 professionals' 126:14 professions 13:5 87:14,15,25 88:1 88:4,6 89:13 90:3 90:4 92:9,19 97:4 103:23 115:18 125:22 146:6 Professor 1:8 77:11 131:18 profile 62:8,15</p>	<p>programme 1:20 1:23 6:18,21 19:13 36:13 48:24 50:21 62:16 94:1 94:21 136:21 progress 22:6 project 5:4 14:1 76:3,5 120:11 prolonged 86:22 Promising 104:24 promote 57:13 65:24 promotes 102:20 promptly 69:22 pronouncing 120:10 properly 15:8 42:5 71:22 140:1,18 proportion 84:16 prosecuting 97:14 prosecution 18:12 prosecutions 146:16 prosecutor 108:11 121:22 124:7 protect 14:14 43:22 66:16 85:13 91:14 91:17 109:24 133:6 138:4 141:7 143:19 protected 15:10 45:5 46:17 82:24 128:6 141:6 protecting 69:18 71:6 109:25 122:4 122:8 protection 8:6,9 12:20 14:6 16:20 19:6 21:15 26:15 26:23 27:6 34:14 36:22 37:19,20 39:17 44:12 52:9 53:12,16 61:8 62:5 64:15,16 67:9 68:19 69:1</p>
---	---	---	--	---

71:1 72:14 73:3 86:10 90:9 98:10 102:5 112:12 113:4 114:2,4 115:1 116:5 117:10,15,15,20 118:7,16,23,25 119:7,8,25 120:7 121:3,5,5 134:14 134:16 136:11 140:10,21 141:3 141:18 143:25 144:2 protections 132:20 protects 39:19 protocol 54:16 58:6 105:6,8,10 provenances 132:25 provide 12:13 13:10 17:3 32:9 34:21 51:11 52:13 91:5 98:13 105:2 110:7 provided 100:22 120:24 134:18 provider 70:23 providers 66:1,7 72:7 73:17 88:6 134:24 142:22 provides 11:15 76:5 116:2 121:3 123:5 providing 1:25 provinces 137:19 137:25 138:3 proving 146:1 provision 62:17 116:5 136:4,16 provisions 141:9 PSHE 50:21 psychological 143:12 psychologists 142:1 PTSD 133:21	public 1:14,23 3:10 6:20 7:6 9:11 10:9,11 11:8,21 12:6 13:7,25 14:15 23:9 33:23 37:3 39:17 40:11 40:22 48:10 52:19 54:5,7 65:10 67:16 71:15 74:19 91:14,18 92:25 94:6,10 99:3,4 101:19 108:11 122:2 123:4,5 124:7 134:9 143:15 147:22 148:12 149:17,20 150:1 publication 43:23 73:21 published 4:13 6:19 7:8 21:12 51:10 94:1 101:3 101:4 105:8 112:25 113:19 135:14 pull 23:6 pulled 122:24 punishable 141:10 143:6 punished 142:13 punishment 19:2 111:13 punitive 91:17 pupil 53:16,17 85:20 100:13 pupils 41:13 purely 56:18 60:3 62:7 purpose 3:2 4:15 33:1 121:7 purposely 38:15 purposes 115:5 put 4:5 13:18 30:3 41:13 42:18 43:2 49:7 56:16 61:18	69:6 71:13 87:24 91:19 97:4 103:1 103:4 104:9,12,20 107:5 114:4,8 145:11,19 puts 14:20 56:25 109:6 putting 43:1 81:17 90:9 91:7 127:5,6 Pyburn 76:2,7,10 76:17 81:6,10,13 81:21 <hr/> Q <hr/> QC 1:9 qualified 56:5 69:10 quality 66:11 69:9 quantified 146:9 quasi-private 97:25 Quebec 136:4 question 4:20 22:2 34:23 60:20 87:5 91:10 98:12 103:25 109:6 120:4 129:3,7 questioning 60:21 questionnaire 109:9,10 questions 9:6 11:2 11:9,11,11 19:3 22:18 32:3,7 33:21 41:21,23 94:4 quick 56:21 62:4 93:15 95:6 96:23 quickly 41:24 59:25 92:2 98:14 122:25 130:1 131:16 135:9 quiet 12:15 38:4 quietly 15:10 quite 7:2 23:7 25:17 37:7 52:23 52:24 56:24 60:16	61:5,19 74:8 77:22 89:5 100:1 100:9 112:13 115:19 116:17 129:21 134:2,7 137:7 141:1 147:1 quote 78:22 <hr/> R <hr/> radar 62:10 raise 97:19 101:20 128:13 raised 19:21 47:7 73:10 134:14 136:1 139:15 148:22 raising 10:15 70:13 107:17 range 1:18 2:19 6:14 8:20 13:5 19:8 64:12 65:8 65:20 68:10 74:6 91:22 104:18 115:18 rappporteur 102:12 103:25 rate 18:15 135:23 rates 137:10 ratify 102:7 reach 29:18 30:18 110:9 reaction 85:9 reactions 61:5 read 4:13 7:18 43:14 readiness 136:25 reading 44:14 118:20 ready 60:5 146:8 real 22:6 46:3 52:8 80:19 86:16 96:17 128:25 130:2 realise 53:10 105:6 111:3 realised 103:14 realising 79:15	realities 132:3 reality 13:20,20 58:13 81:25 really 10:13 11:16 16:8 17:6 20:4 23:11 25:17 27:7 27:12,13 31:15 36:21 37:14 49:14 53:20 68:11 76:17 82:15 83:16,18 94:13,22 96:15 97:5 98:7 100:17 107:12 108:17,19 109:8,19 111:5 117:4 120:19 127:4 130:9,24 131:11 132:11 134:5 139:20 142:16 realm 87:6 reason 71:11 79:16 106:1 reasonable 80:14 110:15,16,17,18 111:4 114:17 134:10 reasons 17:15 37:17 76:10 receive 117:16 received 19:7 34:12 114:19 115:12 receives 101:12 receiving 115:14 recipient 134:18 reckoner 146:8 recognise 49:20 96:13 112:12 127:22 recognised 95:22 recognising 21:2 134:1 recommend 61:23 113:1 recommendation 105:13 108:6
--	--	--	--	--

<p>recommendations 24:16 109:11,12 110:7 141:21</p> <p>reconsidered 144:14</p> <p>record 48:20 61:11</p> <p>recorded 61:11 62:18 71:20 79:9 96:1</p> <p>recording 32:20 33:1 48:17,19 61:6 62:6</p> <p>records 15:6</p> <p>rectified 93:24</p> <p>recurrence 101:9</p> <p>red 78:13</p> <p>reduce 137:10</p> <p>reduced 13:13</p> <p>reemployed 44:8</p> <p>refer 4:14 31:9 64:7 69:16 70:10 74:13 89:8,11 91:1 121:21 133:7 138:25 144:9</p> <p>reference 4:12 44:15 67:13 124:6 124:7</p> <p>referenced 54:16</p> <p>references 83:1 137:14</p> <p>referral 17:7 18:15 31:13 67:6 68:7 73:4,23 78:23 79:1 88:23 90:14 97:12,15 131:4,5 131:5,6</p> <p>referrals 32:1 34:13,17 51:25 64:2 73:3,22 75:11 89:6 97:21 117:10,13 131:3</p> <p>referred 4:22 24:8 32:2 42:13 44:21 45:4 65:9 124:15</p> <p>referring 89:4 90:6</p>	<p>90:16</p> <p>refers 67:3</p> <p>reflected 13:23</p> <p>reform 36:13 112:21,25 139:10</p> <p>reforms 19:13,15 21:20</p> <p>refrains 122:4</p> <p>reframing 114:1</p> <p>refused 14:24</p> <p>regard 51:17 65:23 79:3 100:22</p> <p>regarding 115:9 124:14</p> <p>regards 48:17 52:12 57:2</p> <p>register 88:13</p> <p>registered 66:13,22</p> <p>registers 69:10</p> <p>registrants 88:25 90:15</p> <p>registration 88:17</p> <p>regret 147:23</p> <p>regular 137:11</p> <p>regulate 87:25 88:7 90:4</p> <p>regulated 29:7,9,10 29:14 30:13,13 36:23 39:6 65:7 67:3 68:5 90:6 97:20</p> <p>regulation 21:18 66:23 108:12</p> <p>regulatory 82:21</p> <p>regulations 5:19 66:11 126:16 137:23</p> <p>regulator 142:19</p> <p>regulatory 69:9 91:8,14 92:18</p> <p>reinforces 80:9</p> <p>reject 53:20</p> <p>relate 49:23</p> <p>related 15:23 44:23</p> <p>relates 21:3 29:6</p>	<p>31:1</p> <p>relating 19:3,18 73:21 91:24</p> <p>relation 24:13 27:1 27:9,10 29:7 67:2 76:8 98:17 129:4</p> <p>relationship 50:21 60:24 68:14 115:10</p> <p>relatives 46:16 123:1</p> <p>release 38:7,9</p> <p>released 38:16</p> <p>relevant 1:19 12:23 18:5 25:9,13 28:14 63:9 116:3 123:11 134:5 135:13 148:22</p> <p>reliant 36:20</p> <p>relied 45:3</p> <p>religion 115:22</p> <p>religious 14:7 142:4,23</p> <p>reluctance 145:3</p> <p>reluctant 109:7</p> <p>rely 146:25 147:1</p> <p>remain 46:4</p> <p>remainder 93:16</p> <p>remained 125:1</p> <p>remaining 94:9</p> <p>remains 136:12</p> <p>remarkable 144:17 149:10</p> <p>remember 3:2 12:1 56:8 59:17 78:16 83:20 99:14</p> <p>remind 124:4</p> <p>reminder 13:11</p> <p>remit 54:19,21</p> <p>removal 74:23</p> <p>remove 17:21 103:19 105:13</p> <p>removed 43:6 47:1 92:1 103:21 108:6</p>	<p>removes 68:4</p> <p>renew 88:16</p> <p>Renton 82:2,2,7 86:14,18 87:9</p> <p>repeatedly 36:18</p> <p>repercussions 64:24 80:17</p> <p>replace 62:6,10 117:25</p> <p>replaced 47:6</p> <p>replication 118:14</p> <p>replies 19:7</p> <p>reply 103:25 109:10</p> <p>report 2:8 5:12,16 9:14,18 15:19 16:24 18:5 19:20 20:10 22:6 24:25 25:14,20 26:4 27:2,12,18 29:15 29:25 30:11 35:13 36:16,17,23 37:3 37:3,5,11 45:6,14 51:19 53:16,17,24 53:25 54:17 55:17 58:7 63:15,22 64:1 68:16 69:7 70:1,4,15 72:20 74:1 75:15,20,25 76:23 77:10 79:10 79:16 80:13 86:4 87:16 89:25 92:9 95:8,14,20 100:10 101:16 105:9,25 106:14,24 107:1,4 107:11 108:4,9,14 110:2 111:22 112:16,25 113:8 113:17,18,20 114:10,15,23 115:15 117:19 118:1,5,15 120:23 121:17 122:13,24 123:10,14,24 124:10,21,25</p>	<p>125:1,9 126:9,12 126:20,25 129:11 129:13 132:9 134:10,19 136:14 139:5 141:3,8 142:12,12 143:3,5 143:23,24</p> <p>reportable 84:21 140:16 143:1,7 144:8 145:18</p> <p>reported 19:1 26:1 31:23,23 48:20 49:16 51:7,15 58:11 72:22 73:10 85:7 109:23 126:23 132:7 134:13</p> <p>reporters 80:12</p> <p>reporting 1:15 2:9 2:13,15 4:17,21 5:1,3,7,9,20 6:1,8 7:15 9:20,22 10:3 13:6,17 15:23 16:18,19 18:14,18 18:24 19:4,11 20:16,19 21:6,11 21:20 23:25 26:9 28:7,12 29:2,21 32:10,21,25 33:1 33:3,4,8,9 34:3 35:8,13 37:18,23 38:12 40:1,3,13 43:20 45:6 47:22 49:8 50:24 51:4 51:18 52:23,24 53:5 55:3 56:1 64:8,11 68:21 69:15 73:5,16 74:3,16 75:6,7,11 75:16 77:1,20,20 78:1 79:7 80:7,11 80:16,18 81:3,14 81:15 84:18 85:12 86:3 96:16,24,25 98:22 99:10 100:3</p>
--	--	--	--	---

<p>101:15 102:1,11 103:13 104:20,22 109:23 111:23 112:9,24 113:1 114:7 115:21 116:9,20,22 117:7 118:12,17,25 119:6,9,23 120:2 120:6,14 121:3,15 121:20 122:4,9,9 123:21 124:4 125:13 129:15 131:19 132:15,22 132:24 133:4,17 134:17,22 135:13 135:16,17,17,19 136:8,12,20 137:6 137:7,9 138:9 140:2,8,10,12,20 141:10,18,23 142:1,5,15 143:22 146:12 reports 8:4 18:20 20:22 31:21,25 34:18 73:5,14,18 74:17 84:18 86:24 100:17 109:15 113:11,13,23 116:6 117:9 137:4 represent 6:24 8:16 8:17 13:4 68:24 79:17 representative 56:17 116:22 representatives 100:22 represented 2:20 138:17 representing 56:16 reprimanded 15:1 Republic 9:23 111:23 126:8 republished 113:5 reputation 79:6 85:13 86:7 139:21</p>	<p>request 32:11 112:22 requested 44:22 require 42:2 120:1 required 36:16 71:16 122:25 134:10 137:12 requirement 49:1 145:20 requirements 19:9 23:21 26:20 30:22 66:2 98:14 100:2 145:21 requires 16:11 122:9 142:20,23 research 38:10 50:18 77:19 95:24 99:23 111:1,21 112:7 119:17 131:25,25 132:2 134:8 136:2,20 137:11 reside 28:16 residential 82:11 82:18 resilience 136:13 resolve 92:23 resort 41:11 resource 45:18 95:8,14 resourced 61:20 resources 137:14 resourcing 52:7 96:12 136:9 respect 4:16 9:11 20:19 87:7 116:18 respectful 11:17 respond 15:15 34:5 34:23 41:22 76:12 79:8 139:23 responded 71:22 respondents 19:2 19:17 20:7 responding 2:11 20:8 134:1 140:18</p>	<p>responds 143:17 response 8:2 16:16 18:24 19:24 21:9 35:5 36:9 49:8,23 96:8 101:11,13 136:9 137:2 144:3 responses 7:25 8:11 28:20 139:4 141:20 144:18 responsibilities 20:19 50:8 66:23 69:19 80:10 81:7 responsibility 12:17 48:4 60:19 66:8 81:11 101:10 114:25 119:16 120:5 127:12 responsible 57:13 60:10,12 66:14 116:7 rest 101:24 135:10 restraints 73:1 restricted 11:11 44:1 restriction 44:4 restrictions 73:25 result 7:21 13:19 41:12,13 64:13 91:25 95:12 122:12 140:13 141:5 144:14 retraining 74:6 return 94:20 returning 6:7 58:15 returns 84:7 revalidates 69:11 revalidation 73:8 revealed 84:7 revelation 46:9 review 21:23 64:10 64:15 65:14 94:17 99:15,20,21 101:3 114:2,4 117:22 118:13</p>	<p>reviewed 64:19 100:1 reviewing 48:23 reviews 21:24 29:3 73:18 77:5 79:13 93:7 revised 17:4 21:12 106:7 113:6 revision 114:5 revolutions 122:16 Richardson 43:23 Riel 1:9 right 6:4 14:14 25:8 27:18 55:1 55:13 61:5 76:6 76:14 77:4 86:6 87:4 88:11,20 94:20 101:21 104:9 106:9 111:16,17 119:10 126:5 129:21 131:14 135:8 right's 132:15 rightly 145:22 rights 102:20 109:2 132:16 rigorous 143:18 rigorously 140:18 rigour 145:6 risk 12:21 19:1 25:11 26:6,11 31:10,14,18 66:20 68:6 69:24 70:20 71:8,13,25 108:17 108:18 114:21 127:4 133:21 145:19 risks 66:15 robs 106:12 robustly 52:23 role 3:23 56:15 59:23 63:8 68:12 96:16 121:5 143:16 roles 56:14 72:10</p>	<p>117:20 121:14 rolling 124:12 room 12:9,14,14,17 28:1 56:9 78:13 92:21,24 93:18 138:17 147:16 149:3 Rosie 56:4,12 83:17 Rotherham 77:8 routes 51:21 65:5 routinely 64:1 65:7 128:21 Rovira 102:9,13,14 110:10,19,22,25 111:16 150:3 row 22:23 43:13 54:10 99:6 Royal 68:19,24 139:3,4 140:14 141:19,21 144:22 ruin 47:8 rule 102:20 104:6 133:10 rules 3:5 48:18 103:22 104:8 107:18 121:7,18 run 23:17 27:23 34:7 49:9 53:7 144:15 running 3:25 11:18 34:12 40:19 runs 64:14 95:16</p> <hr/> <p style="text-align: center;">S</p> <hr/> <p>sacked 37:6 83:2 sadly 36:17 56:16 safe 16:9 17:3 21:13 59:20 98:15 146:2 safeguard 15:12,15 17:2 64:18 65:23 66:6 67:6 safeguarding 21:21 21:23 24:12,15,17 26:20,24 27:6,21 30:1 41:17 52:10</p>
---	---	---	--	---

<p>54:12 58:8,17 62:12,24 63:3,7 65:13 66:9,17,25 67:20,22 70:8 72:5,9 82:22 83:22 86:9 96:8 98:17 99:24 100:2 130:6,7 safeguards 68:11 safety 14:15 25:24 30:1 57:14 69:22 70:14 87:16,18 136:23 147:21,22 safety-critical 131:12 sanction 30:12 36:20,21 41:8,9 41:14 42:3 97:13 119:5 121:16 129:11,12 sanctions 17:18,18 18:7 27:20 35:11 48:13 64:25 65:2 91:11,11,13,22,22 116:16 126:9,21 129:5 Savile 24:9 saw 44:20,25 45:2 109:19 saying 12:7 14:19 16:7 18:13 19:21 20:3 63:21 78:3 100:23 103:11,19 105:15 106:11 109:17 131:11 145:14 says 17:6 87:15 103:18 106:23 108:13 scared 131:9 scenario 58:23 60:15 62:19 scepticism 100:21 schedules 115:6 135:1</p>	<p>scheme 130:5,16,23 140:16 142:20,20 143:21 144:5,15 145:18,20,25 school 17:24 39:12 39:15 40:8,8,9 41:17 56:6,16,17 56:21,25 57:3,6 57:12,18,21 58:1 58:6 59:7 60:3,18 61:9,20 63:1 77:8 77:8 78:7 81:22 82:6,9,10,20 83:2 83:19,19 84:12 85:19 86:2,4 98:5 99:11,16,18,19,22 99:25 100:6,11,12 124:3,7 125:3 142:1 schools 39:9,13 41:7,25 42:2 53:6 53:8,12,14 57:7 83:4,20,25 84:10 84:14,16,21 85:1 85:11,16,23,23 86:12,13,17,17,20 86:25 87:2,8 92:15 96:11 97:17 97:17,18,22,23,25 98:4,6,7,17 100:7 100:16 115:25 142:21 scope 121:20 122:17 141:12 scoping 22:3 score 100:9,12 scored 100:6,7,8 Scotland 84:8 script 53:21 scrutinised 73:14 search 38:18 Seat 37:12 seated 1:12 seats 6:21 10:22 second 1:10 2:12</p>	<p>5:5 22:20 43:12 54:10,24 57:22 60:15 85:8 99:6 106:21 121:16 122:9 124:1,9 135:15 147:5 secondary 47:4 128:24 133:21 secondly 2:8 secondmost 97:21 seconds 52:4 secrecy 121:18 123:3,13 133:21 secret 78:12,18 121:7 secretaries 38:23 Secretary 17:13 49:2 secrets 122:7 section 5:14 9:3,5 25:8 65:19,25 67:1,9 73:17 93:6 sections 8:25 9:2 sector 41:13 142:3 sectors 104:17 secure 59:19 secured 97:2 see 7:1 10:10 19:25 20:10 23:23 26:4 62:15 73:6 78:13 84:17 92:3 98:12 103:6,20 104:2,4 104:6 107:4 117:6 117:13,14 124:6 125:8 144:23,25 145:3 147:6 seeing 60:7 128:23 135:1 141:25 seeking 116:1 118:12 seeks 117:25 seen 12:6 15:5 29:12 44:23 51:25 61:3 64:2 75:3 111:13 126:11</p>	<p>144:17 145:10 self-belief 14:9 seminar 1:15,16 2:12,17,23 3:3,5 3:24 4:5,7,11,15 4:18,23 5:5,14 6:7 8:22 10:23 11:15 11:19 16:4 20:3 22:7,16 24:1 25:5 25:18 27:16,25 118:21 147:16,24 148:2,10,13 seminars 1:17,21 1:24 3:17 4:23 8:24 SEN 86:25 senior 54:1 sense 3:4 81:18 91:14 sensitive 11:20,23 43:17 109:4 sentences 101:8 111:2 122:21 separate 129:19,21 146:11 September 1:1 Serbia 105:11 serial 86:22 series 100:1 113:3 serious 12:21 22:15 24:3,6 39:5 48:4 49:3 64:24 67:2 73:5,15,18 74:8 77:4 79:13 85:17 97:1 99:15,20,21 109:8 seriously 49:5 65:14 70:17 99:19 seriousness 100:11 servant 123:17 servants 104:21 service 18:11 28:7 32:8,21 35:2 52:14 64:4 68:8 95:13 119:25</p>	<p>120:1 122:2 124:9 133:15 136:4,16 services 22:21 24:23,25 35:3 63:13,20 65:22 66:10 70:2 95:16 105:25 117:11,15 120:7 121:4 125:2 131:5 134:17 135:18,20 142:22 session 3:13 7:7 9:13 10:4,7 33:18 47:11 76:1 101:22 126:1 149:11,16 149:18,24 150:2,6 sessions 1:22 set 15:17 20:19 24:14 33:2 48:2 49:2 58:11 64:17 88:4,5,10 121:11 124:6 145:21 sets 6:21 125:7 setting 56:19 57:7 57:21 58:2,6,9 59:18 66:24 144:12 settings 36:24 50:6 52:24,25 53:5 67:4 98:5,15 102:21 113:16 seven 9:4 15:22 16:14 63:15 71:4 77:23 140:6 seven-year 38:10 severe 135:25 severity 64:25 sex 50:20 84:15 133:11,13 sexual 1:6,16 2:8 2:11,24 3:19,19 3:21 5:3,13,16 7:15 9:14,15,21 13:11,20,21 14:3 14:10 15:8,9,19 16:5 34:7,25</p>
--	---	---	--	---

<p>42:10 44:10,16,19 45:1,4,7,19,23 46:3,7,13,19,23 47:3,7 48:25 51:1 51:4,13 55:17 57:20 58:5 63:15 63:23 64:1,7 67:17 69:4,8,15 71:17 72:15 74:16 75:12 76:9 81:22 82:11,17 84:10,20 84:21 91:23 95:15 95:15,22 96:1,4 96:13 101:11,13 102:1,6,6,11 105:4 111:14 112:13,23,23 114:10 115:4,7 118:5 120:14,23 122:4 124:22 125:14 126:10 127:18 132:3,9,11 132:21,24 133:17 133:20 134:2 135:20,21 137:10 137:11 138:19 139:4 141:5,20 142:10 143:8,8,9 143:10 145:16 146:7 sexually 34:1 43:22 119:23 shape 2:17 21:22 share 12:9 30:5 32:14 71:5,10,13 121:8 128:11 shared 5:3 6:16 59:23 71:7,15 121:7 sharing 21:14 32:23 71:9 Sharpling 1:8 shelters 115:25 shield 18:12 shock 47:5</p>	<p>shocked 46:8 shocking 95:13 shop 131:8 short 41:14 42:6 55:22 85:8 94:6 95:4 112:10 147:12 shortly 95:6 shoulda 77:7 shoulder 38:19 show 90:20 125:6 135:15 showed 84:9 shown 10:12 82:22 shows 37:23 side 79:17 148:3 sides 78:3 sight 40:3 signatory 132:19 signed 38:2,5 102:25 132:18 significance 44:2 significant 8:9 17:10 25:8 27:4 37:2 70:20 71:8 113:19 128:19 141:4 143:11,12 significantly 145:11 signs 14:21 61:16 79:15 99:16 127:23 128:14 silent 45:25 similar 49:3 92:15 129:24 Simon 8:4 53:1 simple 40:14 47:10 simply 13:13 15:2 sincerely 11:16 single 56:17 Siobhan 76:2 87:22 98:24 Siobhan's 98:19 sir 1:8 40:25 42:9 42:15 45:9</p>	<p>sit 13:16 54:13 88:8 site 60:3 sits 4:11 15:24 22:22 54:3 56:7 88:3 143:21,25 146:12,13 sitting 1:9 4:3 33:20 38:6 127:9 situation 37:14 42:22 43:3 70:6 79:9,24 103:15 104:1 124:19 125:7 140:4 situations 72:17 119:15 121:14 123:15 six 95:16 skilled 64:12 68:12 123:9 skills 25:15 72:12 72:16 slide 15:25 16:21 18:13,22 20:6 23:13,22 24:20 25:12 26:3,13 27:7,13 29:6,23 30:14,24 56:20 57:2,16 58:3 59:24 60:14 62:4 62:19 69:6,14 71:3 72:1,18,24 73:13,24 75:4 104:5,23 106:20 108:1,10 114:13 115:16 117:3,23 121:19 122:1,11 122:18 123:5,16 124:1,5,9,24 125:5 132:5,14 133:4 134:4,21 136:18 137:13 slides 15:25 56:7 120:21 137:15 slightest 46:19 slightly 8:23 51:11</p>	<p>84:13 87:5 129:23 small 11:21 19:17 141:1 smooth 11:18 smoothly 3:25 so-called 115:18 social 9:18 14:7 17:1,8 21:18 22:21 24:22,25 31:12 34:20 47:8 55:16 58:18 59:1 59:5 63:14 64:4 65:6 67:4,7,10 68:13 75:20 95:9 96:25 105:25 113:21 115:21 125:2 society 13:24 46:2 software 61:8 solve 55:8 somebody 130:19 someone's 91:2 somewhat 113:14 soon 114:22 sophisticated 64:16 144:20 sorry 28:2 34:15 37:19 45:10,17 55:1 92:5 93:3 108:10 120:19 sort 21:5 29:2,4 42:24 57:4 58:20 60:19 62:9,17 72:16 75:1 89:22 97:10 112:11 126:16 127:9 sorts 90:1 100:4 sought 27:11 97:6 sound 23:8 sounds 89:12 source 46:22 sources 105:2 South 140:24 Southbank 77:8 space 16:16 50:20</p>	<p>128:17 spaces 6:25 sparse 136:20 speak 4:8 8:15 12:14,24 16:4 28:11 30:3 32:19 46:2 58:18 61:22 63:13 68:20 86:8 138:13 142:17 speaker 9:4 23:16 25:2 27:7 102:16 speakers 6:15 9:2,3 12:4 33:16 speaking 36:25 42:12 60:23 63:18 79:10,22 speaks 136:1 special 56:5 86:21 105:16,20 108:15 109:13,14 121:18 123:8 specialise 13:5 specially 105:1 specific 8:17 10:4,6 11:6,11 23:25 26:19 48:16 50:5 52:8 57:6 62:18 66:22 104:11,12 104:17 108:12 113:17 116:13 117:23 122:12,25 123:4 125:12 132:20 146:24 specifically 21:14 22:8 24:8,14,24 25:16 26:14,25 47:23 51:22 72:14 95:21 104:1 114:8 118:17 119:4 140:16 specificities 125:14 125:16 specify 70:3 spectacular 39:1 spectre 47:7</p>
--	--	--	--	--

<p>spelt 23:20 spoken 54:8 112:18 spokesperson 40:5 spontaneous 12:18 sports 115:22 spot 14:21 spouse 108:5 spread 7:2 staff 9:17 25:14 35:15 37:8 39:5 52:12 53:19 55:16 57:18 58:1,6 59:9 59:22 60:1,2,19 61:11 62:22 66:14 67:19 72:10 73:7 76:6 82:6 143:2 148:25 stage 9:24 12:10 25:3 66:3 129:6 stages 42:4 staggered 39:23 staggeringly 38:1 stand 47:17 standard 87:14,15 102:21 115:19 133:24 standards 48:2,19 66:12 73:22 88:5 88:5,8,9,10,15,19 88:22 89:3 130:9 137:11 standing 46:20 start 16:4,14 63:21 94:2 starting 16:22 17:6 47:22 62:2 134:3 starts 61:12 state 17:13 41:13 50:7 82:12 83:19 84:14 86:12,17,20 87:2,2,11 97:17 97:22 98:5 113:12 119:25 120:1,6,7 121:15,20,24 124:23,25 138:22</p>	<p>140:24 stated 23:11 statement 3:13 44:3,14 101:22 149:11 150:2 statements 51:5 states 71:7 137:21 137:22 140:4 statistic 125:24 statistics 20:21 83:14 87:10 106:5 124:20 125:6 132:4 stats 117:6 statute 65:18 114:8 134:6 137:17,22 146:14 statutorily 112:17 113:9 statutory 17:1,11 17:12 19:9 23:24 36:16 45:7 64:10 66:9 67:5,11,25 72:4 97:24 100:2 101:10,13 117:1 126:9 129:13 Steele 68:18,23,24 88:1 90:17 149:23 step 14:12 36:6 107:7 stepfather 37:5 stepping 7:14 30:6 steps 18:12 19:20 35:20 66:19 89:11 108:21 143:19 stiff 41:9 stigma 133:21 stipulate 119:5 stipulates 70:14 72:12 stipulation 71:18 stop 15:9 40:15,15 43:15 52:3 85:25 86:1,3 109:24 121:17 132:12</p>	<p>stopped 37:4 stopping 40:19 stops 86:4 story 28:17 straight 63:2,7 101:24 strangely 78:8 strangulation 99:17 strategic 7:12 47:15 49:1 68:25 128:9 136:21 stream 131:23 streamed 11:19 strength 24:17 46:2 strengthen 16:19 21:10 strengthening 26:14,22 stricter 122:21 strike 68:12 91:25 strip 87:10 strongly 6:10 91:23 struck 42:11 144:16 structural 92:21 135:3 structure 9:13 60:1 98:8 Stuart 63:11,15,18 92:13 study 38:11 77:21 135:13 136:5 stuff 77:7 sub-standard 41:17 subject 2:18 6:9 54:3 65:8 66:13 77:12 93:7 122:8 123:3,12 submission 53:1 99:9 submitted 36:9 Subsequent 44:8 substantial 77:22</p>	<p>substantiated 77:20 144:7 substantive 17:5 successful 7:21 82:23 successive 21:16 54:15 suddenly 47:6 Sue 10:15,18 12:11 suffer 16:7 98:3 141:4 suffered 141:4 suffering 17:9 69:24 sufficiency 34:3 36:14 49:7 sufficient 49:17 64:9 91:11 126:23 suggest 18:14 29:25 51:12 60:18 85:5 119:18 suggested 19:17 49:24 suggestion 46:13 suggestions 98:24 146:1 suite 116:8 sum 86:5 summarise 32:17 summary 75:4,21 summer 122:21 123:20 superiors 112:17 supervising 126:15 supplied 7:17 support 12:12,13 15:12 20:8 26:8 34:13 35:15 36:22 39:5 45:20,22 46:4 62:13 126:19 127:17 128:3,4 129:1,4 134:19 136:2,23 supported 34:13 86:25 96:10</p>	<p>supporters 12:24 supporting 126:20 128:18 136:17 145:12 supportive 45:25 130:21 suppose 112:10,18 114:1 117:2 118:10,16 119:16 sure 27:20 29:19 30:21 31:11 55:1 59:11,19 62:3 76:17,21 86:23 94:22 128:16 139:25 141:14 143:17 144:3 surprised 76:24 107:12 surrogate 50:10 surrounding 116:19 survey 100:19,20 survivor 4:25 42:10 survivors 2:24 8:19 14:3,8 34:16 45:22 127:3 132:1 139:8 survivors' 5:2 suspect 31:14 33:10 51:14 92:25 114:18 suspected 46:18 63:23 suspects 13:22 65:11 67:10 suspension 74:6 suspicion 39:6 47:8 49:22 58:1 81:14 102:15 105:22 107:2,5,9,25 110:6,8,16 114:23 suspicious 15:7 80:5 102:11 112:16 134:10,23</p>
---	---	--	---	--

<p>139:15 sustained 51:3 SW1 54:3 switch 92:6 symptoms 61:16 100:4 system 16:20 19:4 19:6 20:1 21:11 21:15 31:10 50:16 61:6,6 62:6 63:2 64:16 78:23 79:1 80:14 86:10 97:9 124:3 134:13 systems 20:11 33:2 75:9 84:18 139:25</p> <hr/> <p style="text-align: center;">T</p> <p>table 1:13 148:12 tackle 20:2 21:17 98:23 tackling 22:17 tail 31:22 take 1:13 2:22 10:8 10:16,20 12:4 14:12 21:22 23:14 58:10 63:8 66:8 66:20 67:7 68:15 71:23 75:16 78:22 87:17 89:11 93:3 94:16 116:21 127:19 128:4 140:5 takeaway 33:6 taken 3:9 15:11 16:18 23:18 35:23 36:1 41:10 63:23 71:19 86:16 90:10 143:19 takes 14:8 49:5 74:9 87:5 talk 13:16 21:7 28:18 57:17 69:4 71:10 73:25 81:6 95:7,13 131:3 140:2,7 talked 26:18 72:3</p>	<p>134:5 talking 20:24 28:11 31:2 35:18 42:15 42:17 80:20 96:5 96:6,7 131:2,7,10 137:25 138:1 140:9 talks 10:4 13:24 130:2 tasked 132:20 taught 88:12,21 teach 98:1 132:2 teacher 56:5,13,15 57:18 59:17 60:18 78:6,7,14,20 79:8 80:5 86:2 98:1 100:3 teacher's 58:12 teachers 14:6 18:21 30:15 59:22 95:9 115:22 121:24 141:2 teaching 9:17 55:16 team 1:11 3:15 12:12 28:6 32:13 54:1 70:7,8 91:19 148:25 teams 25:10 108:15 teetering 83:25 teeth 116:18 telephone 70:8 tell 14:9,11,17 31:25 33:8,11 39:25 40:7,13 43:15 69:23 76:11 78:12 79:2,20,23 87:19 89:20 97:5 97:9,12 120:13 131:19 telling 14:25 95:24 tells 28:17 71:22 145:16 temporarily 11:24 tempting 11:7</p>	<p>ten 10:8 37:4 100:6 100:8 135:22 tend 133:18 tendency 144:23 tends 136:9 terms 4:12 6:18 9:13 23:24 27:5 27:11 29:24 31:4 31:21 45:20 49:7 49:12 50:16,17 51:15 52:12 65:3 71:20 73:12 84:25 91:21 96:14 116:9 116:15,16,24 117:7 118:25 119:3,21,23 120:4 125:12 126:23 129:1 135:25 territories 132:25 test 136:19 tested 30:12 119:3 146:19 text 103:8 texts 125:12 thank 1:4 2:22 3:10 3:14 16:1,3 22:18 22:19 23:3,9 26:3 27:24 28:1,2,10 33:13,14 34:5 36:4,4 40:17,18 41:20 42:7 43:12 47:12,19 52:15,21 54:4,11 55:11,12 55:12,19,24 63:10 63:17 68:17,24 72:18 75:21,22 82:1 87:4,12 93:6 93:14 96:19,21 98:11 99:2,8 100:25 101:1,6,18 102:14 110:4,5 111:17,17 112:2,2 120:8,15,17 125:17,18,25 129:2 131:22</p>	<p>132:1 137:13,15 137:16 138:5,12 138:12 146:4 147:3 148:3,8,11 148:17 149:4 thanks 3:8 16:3 33:16 80:20 82:7 118:22 146:3 148:24 149:1 therapists 61:20,21 61:21 thereabouts 147:9 thing 38:25 52:7 55:3 76:16 80:4 80:23 83:10 86:6 87:9 96:23 97:19 106:9 109:12 119:10 137:17 146:5 147:15 things 3:24 7:1 10:24 15:4 16:12 35:20 42:11 43:7 48:3 50:1 59:12 61:15 62:18 76:3 78:3 97:11 98:25 100:18 106:17,19 think 6:3,8 25:7,17 25:20 27:4,14,23 28:16 37:10 45:10 45:10 49:18 50:25 52:23 54:6,17,25 55:5 75:14,15,17 76:18 77:14,23 79:24 80:8,9,15 81:6,15 82:7 83:9 83:14,20 87:2 89:17,22 91:7 92:5,7,17,19,22 93:2 97:16 98:17 101:21 107:12 108:9 109:5,18 110:1 111:9 119:19 126:18,20 126:22 127:1,9,11 127:13,20,25</p>	<p>128:2,11,13,16,18 128:24 130:25 132:10,12 134:4 137:20,20 145:14 145:15 146:25 148:7,20 thinking 148:24 third 28:4 50:7 57:25 95:25 121:16,17 thorough 143:18 thought 54:2 78:18 threatening 79:5 threats 48:15 three 9:1,2 13:14 57:17 69:16 77:23 77:25 92:7 101:8 102:25 105:9 121:14 132:6,6,7 140:7 142:14 143:3 three-monthly 32:14 threshold 75:15 81:13 90:13 thresholds 116:13 117:17 Thursday 1:1 tightly 19:17 time 8:12 11:1 22:7 22:9 23:14,17 27:23,24 32:5 38:10 40:20 43:24 54:6 55:13 59:15 60:3,6 73:1 76:18 77:4,17 79:7,14 100:13 101:18 103:6 112:9 125:17,17 130:12 130:15 136:4,17 137:13 140:22 145:6 147:8 times 43:1 63:24 78:6 79:11 92:10 105:9 135:22</p>
--	--	---	--	---

<p>Timms 87:13,24 89:17,22 90:15 91:4,13 today 1:13 2:17,20 3:7,10,23 4:2 5:13 5:18 6:2,11,17,18 7:2 20:13 21:7 23:4 25:7,18 28:11 39:22 69:3 80:17 83:6 86:23 112:3,20 127:9 130:7 138:13 140:9 144:23 148:1,6,11,16 149:1 today's 1:11,15 2:6 4:15,18 11:15 13:1 15:16 22:16 148:18,21 told 69:25 80:2 85:18 95:10 toll-free 124:16 Tom 36:5 85:10 96:20 129:3 tomorrow 130:7 Tonmyr 135:14 tool 62:7,14 tools 50:17 topic 5:13 6:2,14 6:17 8:21 13:6 22:7 topics 1:18 6:7 total 117:9 totally 36:20 77:11 touch 5:25 50:23 80:6 104:16,22 105:3 touched 55:18 touching 6:5 tracking 124:13 tradition 83:24 trafficking 109:6 train 105:3 trained 105:1 108:16</p>	<p>trainer 130:7 training 21:18 25:19,23 35:15 44:10 50:18 54:13 54:13 62:16 69:10 76:6 87:20 88:6,8 96:12 116:10 124:5 126:14 127:15,22,22,25 128:15 130:1,2,3 130:3,3,4,6,16,22 133:24 transformation 7:22 transient 56:24 transparency 136:23 trauma 128:24 133:22 trauma-informed 136:22 traumatic 24:11 travelled 94:12,23 148:19 treated 62:24 75:12 140:1 trends 61:14 Tribunal 109:17 tried 110:12 trouble 3:9 55:4 true 51:14 81:20 86:23 135:2 truly 141:19 trust 14:17 54:18 86:6 138:25 142:7 trusted 14:24 138:20 145:4 trustees 54:21 trusting 68:14 trusts 98:6 Truth 5:4 14:1 try 3:24 4:7 11:9 59:19 60:20 71:12 trying 43:21 Tucker 7:9</p>	<p>turn 15:17 22:20 30:14 33:19 47:13 56:4 68:18 79:4 87:12 98:12 111:23 turned 15:2 Turning 65:17 67:12 83:6 Tusla 115:1 116:7 116:21 tweeting 56:9 two 2:6 8:25,25 9:3 25:6 43:6 58:9 64:6 74:2 83:7,11 85:4 88:16 94:4 97:4 100:6,8 106:7 115:2,7,9 120:2 121:12 122:2 123:15 124:2 126:8 137:15 140:11 two-year 119:13 type 87:8 104:14,19 108:13 119:15 124:18 142:15 144:13 types 70:5 typically 49:20 89:23</p> <hr/> <p style="text-align: center;">U</p> <hr/> <p>UK 34:24 35:8 39:25 64:16 102:7 112:16 132:19 133:23 ultimate 42:3 ultimately 1:20 57:11 139:17 143:15 umbrella 54:17 UN 105:19 unable 7:10 unacceptably 145:17 unaware 100:14,17 unborn 26:5</p>	<p>unclear 84:17 uncommon 82:24 125:9 unconvinced 85:10 under-reported 135:2,6 underestimated 65:1 underestimating 145:16 undermine 64:11 undermines 80:7 underneath 26:18 103:5 underpin 88:22 understand 20:22 20:23 32:24 45:11 88:14,18 94:21 97:6 120:20 130:19 131:9 134:8 137:24 138:18 understanding 3:21 29:4 88:22 89:7 98:21 117:20 127:25 129:12 130:16 139:24 141:16 understands 13:24 understood 98:7 undervalued 130:15 underway 133:1 undoubtedly 6:5 49:16 UNESCO 112:7 unfolded 59:10 unfolding 59:8,21 unfortunately 7:10 99:13 110:10 145:3 unification 106:1 unintended 29:4 union 63:5 unique 98:8,8</p>	<p>132:18 uniquely 99:22 United 56:18 132:16 137:21 units 108:15 universal 99:12 103:4 universality 134:3 University 111:22 131:18 unmatched 65:10 unpaid 27:3 143:2 unreality 47:6 unsuccessful 44:13 unsurprising 84:22 untested 146:17 unusually 47:13 up-to-date 34:12 59:8 uphold 137:10 upper 133:8 upset 78:11 upstairs 93:19,23 upward 117:7 urgency 70:6 urgently 139:11 use 5:23 28:13 62:14 64:13 127:15 useful 104:3 useless 100:9 usual 9:9 10:7 11:10 44:21 94:9 usually 41:23 58:25 70:10 107:14 109:1</p> <hr/> <p style="text-align: center;">V</p> <hr/> <p>vaccination 135:1 vacuum 101:16 valuable 1:19 11:16 148:5 149:3 valuably 148:23 valued 145:4 variability 130:8 130:17</p>
--	--	--	---	--

<p>variants 144:17 variation 133:7 varies 110:14 111:5 111:11 various 73:5,15 75:18 113:6,15 116:15 132:20 133:4 vary 82:6,7 varying 119:18 vast 95:25 vastly 140:5 VCC 7:20 vehicles 67:14 verbal 62:6 verbally 58:7 versions 21:6 Vetting 116:23 Vicky 126:4 victim 4:25 15:12 123:6 137:1 139:8 victimised 139:18 victims 2:24 3:20 3:22 5:2 8:19 14:2,8 22:16 34:7 95:23 96:7 125:8 Victoria 138:9,22 140:3,8,24,25 146:15,18 147:2 Victorian 141:23 video 12:7 view 30:17 47:16 58:13 59:9 82:5 86:8,15 88:20 97:23 viewed 48:5 viewing 128:21 views 1:18 4:25 6:11,14,16 7:3,5 10:6 49:7 50:13 75:24 129:4 vigilance 16:11 violence 115:25 143:8 virtually 132:17</p>	<p>visited 59:1 visual 31:1 visually 29:12 31:8 vital 96:5 vitality 59:22 voice 55:2,10 79:17 79:25 80:4 132:1 voluntary 67:25 97:9 volunteers 27:4 139:14 140:19 145:24 vulnerability 7:12 7:20,24 8:2 47:15 128:9 vulnerable 3:20 26:11 118:4</p> <hr/> <p style="text-align: center;">W</p> <p>Wachenheim 120:9 120:16,17,17 125:19,23 150:5 waiting 59:15 95:11,11 wake 142:6 Wales 2:10 9:16,24 15:20 20:17 23:15 23:19 24:10,21,23 25:1 26:15,15,23 26:24 34:4 36:12 56:2 84:8 Walmsley's 97:1 want 5:18 10:24 12:8 21:1 37:16 39:1 40:23 47:12 52:5,15,18 69:1 69:15 72:8,21 73:7 78:9 81:19 92:22 93:19,22 97:18 98:2 102:18 103:9 106:2 108:23 113:17 120:21 126:2 128:7 wanted 7:5 27:19 37:3,5 41:22</p>	<p>45:23 71:5 79:19 103:12,12 147:8 wants 81:21 98:13 132:11 warn 123:7 wasn't 15:3 29:18 39:24 43:2 73:4 77:9 78:25 96:25 97:6 112:17 waste 77:16 watch 12:3 watching 13:7 60:7 water 148:9 waterfall 98:19 147:6 waterfalls 138:14 waves 21:16 waving 78:2 way 1:22 10:22 11:10 13:23 29:20 44:21 61:24 62:22 75:12 85:12 92:11 94:24 99:18 109:9 109:19 130:18 143:16 147:25 ways 1:25 51:1 92:8,14 148:15 we're 7:13 13:11 28:13,18 31:2 37:21 42:15 49:21 56:24 69:14 88:25 88:25 89:1 94:1 94:18 96:5,5 97:10 101:23,25 112:10 120:8 131:15 137:25 138:6 we've 80:17 wealthier 83:4 wealthy 83:4,21 wear 37:12 web 107:22 website 4:13,14 6:19 49:10 week 6:19 83:7</p>	<p>Wekerle 131:17,20 131:21,22 135:5 135:12 137:20 138:2 146:10,24 150:8 welcome 1:3,12,14 54:24 80:21 93:14 149:10 welfare 17:7 50:8 52:12 55:1,9 57:14 65:24 66:2 69:22 113:5 128:20 134:11 135:18,20,24 well-being 24:23 25:1 57:14 87:17 87:18 136:10 well-established 141:15 Welsh 20:14 22:22 23:3,16 24:2,7,14 24:17 27:16,17 went 38:16 39:9 135:20 weren't 7:16 36:2 78:3 West 99:8 Western 38:12 78:1 whilst 45:25 55:5 59:20 141:13 whisked 35:22 whistle 39:15 whistleblower 43:5 whistleblowers 53:24 whistleblowing 43:10 62:21 63:4 67:13,14 80:16 81:2 89:23 90:10 wholesale 63:25 75:25 wholesale 114:1 wide 6:14 8:20 19:7 104:18</p>	<p>wider 2:18 4:11 9:15 10:1 12:2 24:12 50:13,21 125:14 wilfully 64:23 willingness 16:12 77:14 81:24 wish 4:8,14 9:11 10:14,22 41:3 99:12 101:20 147:23 wishes 12:14 withholding 18:10 118:3 129:19,22 wonder 38:21 74:25 147:4 wonderful 100:23 word 100:15 words 40:17 102:18 129:14 work 1:19,24 2:4 4:11 17:1 21:18 21:22 22:3 23:2 28:24 29:1,22 34:1,6 36:23 44:1 44:12 48:23 52:24 52:25 53:4 54:1 68:1 69:2 72:5 77:22 78:20 82:17 85:15 89:24 95:17 95:17 106:18 113:7 119:22 128:1,13 141:17 142:21 144:2,12 145:21 147:18 worked 28:21 35:3 37:12 95:19 worker 59:2 67:10 workers 9:18 14:7 55:16 95:9 96:25 113:21 139:14 140:19 145:24 workforce 128:18 working 17:2,5 21:12 30:19,20</p>
---	---	--	--	--

34:24 39:6 42:16 54:15 62:2 64:18 67:5 69:3 72:4 85:13 104:16,21 106:6 113:22 120:18 127:6,18 129:1 144:10 145:12 workplace 26:12 89:18 90:1 works 8:1 26:16,16 29:16 57:12 109:1 world 98:20 145:15 worried 64:21 worryingly 87:1 100:7 worse 100:8 147:16 worth 18:13 19:21 20:2 47:22 woulda 77:7 wouldn't 42:16 79:21 write 39:3 77:12 writer 82:3 writing 70:10,11 81:16 96:10 123:22 written 29:18 45:21 77:10 99:9 109:4 wrong 6:4 16:13 46:9 78:8 79:15 126:18 <hr/> X <hr/> X 149:9 <hr/> Y <hr/> year 17:4 35:4 37:9 51:9,9 64:5 88:25 95:19 96:2 102:8 112:11 113:6 125:10 133:12 139:5 144:15 145:9,10 148:16 year-on-year 64:3	64:3 years 14:8 32:3 40:2 42:15,17 43:24 45:21 51:5 64:6 66:1,3,7 69:12,17 77:23,23 77:24,24,25 78:21 80:6 82:8 85:17 88:16 95:18 101:17 105:19 106:7,9 107:8 111:9 115:9 124:21 133:13 142:11 years' 142:14 young 13:13 25:25 26:5 35:18 67:15 67:18 68:14 69:18 71:6 72:9 95:17 95:19 138:8 142:18,25 younger 81:1 115:11 119:14 youth 25:10 133:5 133:13 134:13 136:17 142:2 <hr/> Z <hr/> zone 117:4 <hr/> 0 <hr/> 0 69:17 <hr/> 1 <hr/> 1 3:13 31:23 33:18 47:11 76:1 97:7 149:10,11,16,18 149:24 1,000 18:16 35:3 1,237 117:9 1.20 93:4,6,12 10 124:23 132:8 10.00 1:2 100 99:25 111:10 101 29:17 30:9 150:2	102 150:3 10th 131:16 11 34:20 65:19 73:17 135:21 11.17 55:21 11.31 55:23 112 150:4 12 19:10 31:24 33:11 34:16 103:11,18 107:3 119:17 120:5 12.23 93:9 120 150:5 121 44:15 125 84:11,15 126 150:6 130 25:8 131 150:8 138 150:9 14 37:10 133:12 15 51:8 55:14 100:7 119:13 122:19,22 133:12 15- 115:7 15,000 104:25 150 34:18 157 44:18,20 16 32:3 133:11 134:15,15 142:11 149:13 165 34:15 17 17:4 32:3 119:13 17-year 134:15 17-year-old 115:8 172 51:9 18 26:5 29:11 34:16 34:17 37:9 69:17 72:20 18s 30:24 19 85:1 1940s 82:19 1948 102:21 1965 132:23 135:13 1969 140:23 1980s 112:14	1987 44:17 1989 16:25 23:20 42:14 1990 112:21,25 1993 140:25 1998 118:19 119:9 1999 113:5 <hr/> 2 <hr/> 2 16:21 97:8 100:8 101:22 106:23 126:1 150:2,6 2.4 64:5 2.42 147:11 20 85:3 2004 16:25 65:20 2005 40:4 200th 102:23 2010 44:6 113:19 2011 113:5 114:5 2011/2012 51:9 2012 84:11 2013 52:1 138:22 2014 25:1 38:6 97:2 2015 34:12 38:8,9 101:12 114:9 142:8 146:19 2016 18:23 25:1 38:9 65:25 122:19 126:11 2016/17 18:15 2016/2017 51:8 2017 17:1 31:23 84:11 113:6 114:11 117:4,5 142:16 2017/2018 51:14 2018 1:1 64:19 2019 2:13 5:6 21 38:8,9 21st 38:16 22 34:14 222 102:22 23 149:14 24 124:17 135:21 25 19:10 119:19	26 105:19 27 1:1 43:24 45:21 28 32:14 149:15 29 115:17 <hr/> 3 <hr/> 3 18:22 147:8 149:11 3.04 147:13 3.08 149:5 30 42:15,17 101:17 102:22 119:19 148:2 301,000 35:4 31 135:23 33 149:16 34 34:21 66:23 345 34:12 37 34:20 39 104:10 <hr/> 4 <hr/> 40 45:2 65:25 95:10 149:17 400 84:20 41 135:23 42 18:17 44:25 425 84:9 43 97:1 44th 102:7 47 67:9 102:24 149:18 47,000 51:6 48 30:1 102:21 <hr/> 5 <hr/> 5,514 117:10 50 28:15 64:6 500 84:13,16 51 31:23 53.2 18:16 530 95:19 54 149:20 54.8 18:16 55 60:2 55,000 51:12
---	---	--	---	--

<p>56 149:21</p>				
<hr/> <p>6</p> <hr/>				
<p>60 84:19 85:2</p>				
<p>63 19:12 42:23</p>				
<p>149:22</p>				
<p>68 149:23</p>				
<hr/> <p>7</p> <hr/>				
<p>7 32:14 87:14</p>				
<p>700 51:25</p>				
<p>74 67:1</p>				
<p>75 44:22</p>				
<p>750 19:7</p>				
<p>76 149:24</p>				
<hr/> <p>8</p> <hr/>				
<p>82 44:20,25</p>				
<p>88 125:9,18,19</p>				
<p>126:11</p>				
<p>89 42:23</p>				
<hr/> <p>9</p> <hr/>				
<p>91 34:19</p>				
<p>99 150:1</p>				
<p>999 31:18</p>				