

Thursday, 23 October 2025

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(9.30 am)

DAVID CREGEEN (continued)

Questioned by from MR MOSS (continued)

SIR ADRIAN FULFORD: Yes, Mr Moss.

MR MOSS: Thank you, sir. Mr Cregeen, we're sorry that we were not able to finish your evidence yesterday but you will remember that we were looking together at various documents that you had been involved in and calls, following the Childline report, the report of knives being carried to school and the incident of 8 October.

Can we pick that up with the next of the documents in the series that involved you, I think, and this is the CAMHS referral, which I think you made on 10 October 2019. It is RAN000008, please.

I will just let you get your bearings from the front sheet of the document. You can see, I'm sure familiar, with having made several of them, but you'll see the type of document this is, going to the single point of access for CAMHS Alder Hey.

If we go to page 2, please. We can see here, can't we, the sort of matters that you were bringing to the mental health services' attention. So you give the background to the contact with Childline first. You note that, second line:

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Q. "[AR] dismissed this concern saying that he was referring to a comment from another pupil ... [AR] said that this and bringing the knife into school were not linked at all. However, it only adds to the concerns of the school regarding [AR] and why he needs support and quickly."

So, looking at that as a whole, you also detail, I should mention, that you had got Alphonse R's consent for the referral to be made, even though AR was suspended by that time. For the Range, High School, certainly at this stage, after the 8 October event, a prompt referral was made detailing the gravity of your concerns to the mental health services; would you agree?

A. I would agree, yes.

Q. Thank you.

Thank you that can come down from the screen. We don't need to go to it but in your statement and it's apparent from the record -- sir, for your note, it's LCC001309 -- the response, I think, to this referral at this stage was that they wouldn't be taking AR on but would suggest referral to the Targeted Youth Prevention Service. What was your view of that response?

A. I was both surprised and disappointed at the response and the matter being closed so quickly.

Q. So, the matter being closed so quickly to mental health,

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"[AR] was spoken to about this: admitted that he had brought the knife in previously. When asked why, he said it was because he was being pushed around and that he would have used it to stab someone."

So that's a contemporaneous report, I think, by you making clear not just what AR had said but of the obvious seriousness of that and your concern arising from it?

A. That is correct.

Q. You go on to note that:

"[AR] appeared to lack emotion during this time even though he knew the potential consequences of carrying a knife and using it on someone.

"The members of staff ... were very concerned about his mental state ..."

Then the words that were used were:

"... extremely disproportionate response to incidents in school that why under investigation."

You refer to AR having hit another pupil and receiving a detention and also:

"... overheard saying, 'that's why teachers get murdered'."

I think those are two separate incidents aren't they, in fact?

A. They are, yes.

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presumably, for the reasons that we have just been exploring: the gravity of the concerns, wanting to stab someone and being cold and emotionless about it; would that be right?

A. That is correct, yes.

Q. Against a background of other concerning comments?

A. Yes.

Q. What about the Targeted Youth Prevention Service, were you familiar with their work?

A. I wasn't familiar with their work but it was explained in the reply what their remit was and I didn't think that that was a suitable referral.

Q. Was that because that service seemed to be more related to gang violence?

A. Yes, and also it mentioned personal development, as well, which I was more concerned about AR's mental state at that time.

Q. Thank you.

Then I think the last in the series of documents, which is not, as such, a referral but it is a record of a further phone call, on 14 October 2019. Could we have LCC001894.

So we see that this is a record of a phone call that's incoming from you and this is, I think, PC McNamee's record of it in the context of the MASH

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1 referral:  
 2 "End of last year concerned to AR behaviour in  
 3 lessons, Dad thought ASD, had meeting with SENCO, no  
 4 signs."  
 5 I'll come back to that:  
 6 "Hoping for improvement in year 9, multiple teachers  
 7 raising concerns was quite often AR's reaction to  
 8 detentions that was concerning."  
 9 Then there's a reference to Friday, 20 September:  
 10 "Was issue [AR] punched another student. He was  
 11 tapping on head, so punched him in face."  
 12 Again, were you there trying to indicate that  
 13 whatever had gone on between these two boys, and we  
 14 explored it earlier, but that what one boy had done was  
 15 tap AR on the head, as it was reported, and what AR had  
 16 done in response was to punch the other boy in the face?  
 17 **A.** I can't remember whether he punched him in the face but  
 18 he had reacted to being hit on the back of the head  
 19 during the lesson.  
 20 **Q.** It was then raised about the other boy being involved in  
 21 tormenting AR, as reported at least:  
 22 "School monitored all of this to keep boys apart and  
 23 monitor situation no more reports but when [the boy] was  
 24 spoken to in relation to the incident, he made out that  
 25 it was [AR] that had been annoying him first. Others

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1 "CAMHS referral general concerns for [AR's]  
 2 reactions and rationalisation ..."  
 3 Then it says again:  
 4 "No mention of any [special education needs]  
 5 concerns."  
 6 Can I just use that document just to pick up on that  
 7 last comment. Obviously, you have raised the mental  
 8 health concerns. What about the aspects of no special  
 9 education needs concerns. Had you had any concerns  
 10 within the school about autism by this stage?  
 11 **A.** Not relating to autism. The investigation that we  
 12 completed was in relation to ADHD but the results, as  
 13 previously mentioned, when they came back to us  
 14 indicated poor behaviour, as opposed to ADHD and, from  
 15 what I believe the Assistant SENCO was then going to  
 16 explore an ASD diagnosis or the possibility of an ASD  
 17 diagnosis.  
 18 **Q.** Do you know where anything in relation to that had  
 19 reached?  
 20 **A.** No, sorry.  
 21 **Q.** There's a lot of information that we have been looking  
 22 at in terms of the Range High School pushing information  
 23 out to other agencies, it might be thought  
 24 appropriately, after this event. But we're going to  
 25 hear evidence today, I think, that on the very first

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1 involved were happy to have mediation ... [AR] did not  
 2 want that. [His] reactions seem to be out of  
 3 proportion."  
 4 Again, a second reference to punching the other  
 5 pupil:  
 6 "When asked why he brought in the knife, very calm  
 7 saying he would stab him, no remorse, was not to scare  
 8 him off, and said it was to stab him."  
 9 Again, although this is not a verbatim note of the  
 10 call, would you agree that there's sufficient detail in  
 11 here to make absolutely clear that you were flagging up  
 12 that this wasn't "just" a case of carrying knives to  
 13 school in bravado or self defence: as reported, it was  
 14 to stab the boy concerned?  
 15 **A.** That is correct, yes.  
 16 **Q.** Again, reporting fed up, AR reporting the other boy  
 17 allegedly pushing him around, again school feel this is  
 18 out of proportion:  
 19 "No threats to life were made to [AR] or family and  
 20 [AR] stated he was ready to stab the other boy."  
 21 Yes?  
 22 **A.** That's correct.  
 23 **Q.** There's reference to the "teachers get murdered" after  
 24 the detention comment, and AR's excuse or  
 25 contextualisation of that. Then:

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1 admissions meeting that AR had at The Acorns School, the  
 2 Deputy Head there formed the immediate impression that  
 3 AR may have autism spectrum disorder.  
 4 I just wonder whether you have any observations on  
 5 that, that another school coming in on their first  
 6 meeting picked up on that. Do you think that possibly  
 7 the Range High School may have been slow to pick up the  
 8 autism traits?  
 9 **A.** No, as I said, the Assistant SENCO had discussed the  
 10 possibility of that. I wouldn't say that we were slow  
 11 on picking that up. That would have been the next steps  
 12 in the process.  
 13 **Q.** One of the other issues, and one has to remember the  
 14 context that there's been an escalation in AR's  
 15 behaviour but then a very sudden, more egregious act  
 16 leading to permanent exclusion. So one shouldn't forget  
 17 that context. But one of the other aspects that the  
 18 Acorns School had to grapple with quite quickly was  
 19 Education, Health and Care Plan. Had any thinking  
 20 started at the Range High School in relation to an EHCP?  
 21 **A.** Not to my knowledge, no.  
 22 **Q.** It is perhaps a counsel of perfection but, even after  
 23 the incident in October and accepting that there was  
 24 an exclusion, might it have been best practice to start  
 25 the EHCP process at that stage, with an eye to what was

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1 obviously going to be difficult for the ongoing  
 2 schooling in the months to come?  
 3 **A.** That would have been something I would have to have  
 4 spoken to with the Assistant SENCO. This series of  
 5 events happened very quickly and, as you said, in a very  
 6 short space of time.  
 7 **Q.** What would be the typical trigger that would start  
 8 an EHCP or does it vary a lot?  
 9 **A.** It can vary a lot. A lot of the time it would be  
 10 feedback and concerns raised by staff and that being  
 11 brought to the attention of the SEN team who would then  
 12 conduct further investigations as they were the experts  
 13 in that area.  
 14 **Q.** Reflecting now, do you think that the pattern of  
 15 behaviour, albeit that there was a sharp upturn with the  
 16 final act in October, do you think that that pattern of  
 17 behaviour might have led to an earlier EHCP process  
 18 being started at the Range?  
 19 **A.** Well as I said, the process was very quick and the  
 20 permanent exclusion was very quick as well. Had he have  
 21 stayed, then that might have been something that we  
 22 would have explored.  
 23 **Q.** Thank you. I want to turn briefly to Prevent, please.  
 24 As the designated safety lead, presumably -- you deal  
 25 with it in your statement -- the circumstances in which

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1 British values.  
 2 **Q.** Did you understand that, although the technical  
 3 definition of terrorism has a reference to certain  
 4 ideological purposes, that the purpose of Prevent  
 5 extended to dealing with school shootings, school  
 6 massacres, even if they weren't inspired by political  
 7 reasons or religious reasons or racial reasons, did you  
 8 understand that, even in the absence of an ideology,  
 9 mass acts of violence against schools in particular fell  
 10 within the remit of Prevent?  
 11 **A.** Yes, as the Prevent duty says, there isn't one single  
 12 model for how a person can be radicalised and drawn into  
 13 terrorism. In fact, there are numerous early indicators  
 14 or -- of what the person could be drawn into terrorism.  
 15 So, school shootings, et cetera, that would be something  
 16 that would raise a concern and certainly be considered  
 17 for a Prevent referral.  
 18 **Q.** I think in terms of your personal knowledge, the  
 19 reference that AR had made to the Manchester Arena  
 20 attack, in the context of Jihad, was not something that  
 21 you personally were aware of until after the exclusion;  
 22 is that right?  
 23 **A.** That is correct, yes.  
 24 **Q.** But you would accept that that was something which was  
 25 known to the Range High School as a body, as

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1 a Prevent referral might be made and what Prevent was  
 2 for would have been, I think, familiar to you?  
 3 **A.** That is correct, yes.  
 4 **Q.** Did you give other teachers at the school training in  
 5 Prevent?  
 6 **A.** Prevent was covered as part of the annual safeguarding  
 7 training at the school.  
 8 **Q.** What did you understand the scope of Prevent to be and,  
 9 in particular, when an education establishment should  
 10 appropriately make a Prevent referral?  
 11 **A.** The Prevent duty has a clear specific focus, which is to  
 12 prevent people being drawn into terrorism and, as  
 13 a school, we were expected to have due regard in  
 14 relation to people who could be radicalised and brought  
 15 into terrorism, so that if we did have specific  
 16 concerns, we would raise them using the appropriate  
 17 reporting system through the police and local authority.  
 18 **Q.** Thank you. I don't expect you to be able to recite  
 19 a statutory definition but what was your working  
 20 understanding of what terrorism meant in this context?  
 21 **A.** As you say -- I'm sorry I can't give you an actual  
 22 definition from --  
 23 **Q.** I don't need expect you to but just tell us what you  
 24 would have had in your head?  
 25 **A.** Terror being acts of violence against -- acts against

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1 an organisation?  
 2 **A.** Only when it was brought to my attention in December.  
 3 **Q.** Yes, but it was brought to your attention, was it not,  
 4 by the RE teacher who had mentioned it to your  
 5 predecessor, as DSL?  
 6 **A.** Yes, the Head of RE had said it had been referred to the  
 7 previous DSL in June that year.  
 8 **Q.** If I can use this phrase, that's why I emphasise you  
 9 personally didn't know it but the school as  
 10 an organisation did know about it because the Head of RE  
 11 knew about it and had reported it to your predecessor as  
 12 DSL, yes?  
 13 **A.** That is what she said, yes.  
 14 **Q.** So there was that report and there was also the comment  
 15 about "That's why teachers get murdered", in relation to  
 16 detention. Had there been any consideration, prior to  
 17 the carrying of knives report to Childline, in October  
 18 2019, of making a Prevent referral, prior to October  
 19 2019, arising out of those matters?  
 20 **A.** No, because the comment that was made in the RE lesson  
 21 about the Jihad and the Manchester bombing was not  
 22 brought to my attention at that time.  
 23 **Q.** I appreciate it wasn't brought to your attention but I'm  
 24 asking about safeguarding at the school. So far as you  
 25 know, had the school considered a Prevent referral

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1 earlier?

2 **A.** Not to my knowledge, no.

3 **Q.** When you then add in the aspect of AR coming to school

4 with a knife, admitting that he'd done that on ten

5 occasions, with the intention that he was talking about,

6 when you add that into the mix, appreciating of course

7 that the Manchester Arena attack was in the context of

8 a school discussion about Jihad, and that the bringing

9 the knife admission with an intention to stab somebody

10 seemed to be targeted at an individual, was there then

11 any consideration to you making a Prevent referral?

12 **A.** No, which is why a Prevent referral wasn't made. My

13 concerns at the time were focused on AR's mental state,

14 which is why the referrals were made to CAMHS and Social

15 Services.

16 **Q.** That, I think, was your thinking at the time. Again, in

17 fairness to you, I think the Jihad comment, for you

18 personally, came later on after the exclusion; is that

19 right?

20 **A.** That is correct, yes.

21 **Q.** So if perhaps the three most concerning aspects of AR's

22 behaviour -- there were obviously other incidents -- but

23 the three most concerning in terms of this area may have

24 been a reference to teachers getting murdered, the

25 reference to the Manchester Arena attacker and it being

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1 provided to the Acorns School went into that referral.

2 I think you're now aware of that?

3 **A.** I am, yes.

4 **Q.** So, although no Prevent referral was made by the Range

5 High School, the Range High School's information got

6 collated into the referral that the Acorns School

7 made -- I think, first attempting to make it on

8 5 December?

9 **A.** That's correct, yes.

10 **Q.** Can we turn then to the extent of the information

11 sharing with The Acorns School. We know -- we heard

12 from Mr McGarry -- the process for this. The local

13 authority placed AR at The Acorns School. There was

14 a duty for him to start education there within, I think,

15 six days.

16 If we look at LCC001415, please, and could we have

17 page 2. This is the 21 November 2019 email from

18 Mrs Hodson to you. We can see Mrs Hodson saying:

19 "Good morning, we have a child on our roll, [AR] ...

20 Permanently excluded from yourselves in October, after

21 he disclosed to Childline that he had been bringing

22 a knife into school with the intention of using it on

23 another pupil.

24 "We have serious safeguarding concerns with regard

25 to [AR]. He is fixating on another student in his class

15

1 a "good battle", and the bringing the knives into school

2 on multiple occasions with an intention to stab, you

3 personally, didn't have all three of those pieces, you

4 only had two at the time of the exclusion; is that

5 right?

6 **A.** That is correct, yes.

7 **Q.** You've explained your thinking at the time and why you

8 did not make a Prevent referral, when you reflect back

9 on it now, do you think that the Range School, if it had

10 put all of that information together, might have made

11 a referral in October 2019?

12 **A.** If all of the information would have been at my

13 disposal, as I said in my statement, I may have

14 considered a Prevent referral but I would have also

15 wanted to have gathered more information, such as

16 documentary evidence from school work, school books,

17 feedback from teachers, internet search history,

18 et cetera, because, as the Prevent duty states, you

19 should ensure that this is a referral for Prevent and

20 not consider other types of referral.

21 **Q.** Thank you. It is fair of me, I think, to close this

22 part of the questioning off to note that, in terms of

23 any question of causation, did that make any difference?

24 Of course, we know that The Acorns School did make

25 a referral and, indeed, the information that you

14

1 and is saying that he is bossing him around and bullying

2 him. Staff are being vigilant but have seen no evidence

3 of this."

4 That pattern, AR claiming he was being bossed around

5 or being bullied by another pupil, but AR then fixating

6 on that student, in circumstances where the new school

7 had seen no evidence that AR was in fact being bullied,

8 presumably that would have been familiar to you as

9 traits of AR's behaviour?

10 **A.** Yes, that was consistent with AR's behaviour: being

11 fixated on one particular student at our school, yes.

12 **Q.** Likewise, the next sentence:

13 "[Alphonse R] has contacted the school to raise his

14 concerns that [AR] is being targeted 'like the other boy

15 in the other school'."

16 Yes? So in terms of AR's father's response to this,

17 the same pattern was continuing of AR's father

18 suggesting that AR was, in fact, being bullied and that

19 was the problem.

20 **A.** Yes, that is correct.

21 **Q.** There is then the information from Mrs Hodson that,

22 during his ICT lesson, "[AR] was searching school

23 shootings". That was obviously a reference to what was

24 happening at The Acorns School. Again:

25 "Dad was informed of this, but then rang back and

16

1 said it was untrue."

2 Then there's the request for information:

3 "I would be extremely grateful if you could supply  
4 any further information about the final incident or the  
5 events leading up to it. We haven't received the  
6 headteacher report ..."

7 The reference to the headteacher's report, would  
8 that be a specific type of document or is that more  
9 generic?

10 **A.** I'm not sure what that's referring to. I just remember  
11 submitting a document -- a report -- to Lancashire which  
12 was detailing the permanent exclusion.

13 **Q.** All right. The email goes on:

14 "We haven't received the headteacher report or any  
15 other supporting documentation to help us. I have  
16 attached the only information we were given."

17 So that's a concern being raised by Mrs Hodson about  
18 a lack of information transfer, in terms of what they've  
19 received. So that raises a question, would you agree,  
20 as to what information had come from the Range High  
21 School and what had come from the local authority. That  
22 doesn't seem to be appropriate, on the face of this  
23 email?

24 **A.** Not on the face of the email but, following this email,  
25 we subsequently sent the information to The Acorns.

17

1 may have gone on, prior to 22 November, the detailed  
2 safeguarding information from The Range High School does  
3 seem to have reached The Acorns School, possibly with  
4 a bit of delay?

5 **A.** Yes.

6 **Q.** We have available to us, in relation to this,  
7 LCC0001393. It's a very short email from you to the  
8 Pupil Access South Exclusions Team, just saying:

9 "Please find attached the information requested  
10 regarding the above named student."

11 We note the date of that as 11 October. So that  
12 seems to be a prompt attaching of some information.  
13 What appears from the disclosure to be attached to that  
14 is LCC001394, please, which is a standard form, "Pupil  
15 Exclusion Notification Form", probably something that's  
16 reasonably familiar to you?

17 **A.** It wasn't at the time but I do recall this information,  
18 yes.

19 **Q.** All right. So there's some biographical information  
20 filled out. So if we look at page 2, we can see the  
21 exclusion details: use of weapon, "[AR] admitted to  
22 bringing a knife to school on ten occasions, he said it  
23 was to stab someone", and you marked "Continued below".  
24 Is that your handwriting?

25 **A.** That is my handwriting, yes.

19

1 **Q.** I'm going to come to that. Again, they're in reverse  
2 order in the usual way, so if we could look at the  
3 bottom of page 1, please.

4 Mr Cregeen, your email in response:

5 "Please find attached information forwarded to  
6 Lancashire several weeks ago. Please contact me if you  
7 wish to discuss anything further."

8 Contemporaneously, what you appeared to be saying is  
9 a prompt attachment of information but you were saying  
10 contemporaneously that you had already forwarded that  
11 information to Lancashire, yes?

12 **A.** That's correct, yes.

13 **Q.** If we can go up to the top email, please. I think we  
14 see that Mrs Hodson's reply in relation to this,  
15 26 February, was to say:

16 "Just to confirm that I have received this  
17 information, thank you for your help."

18 So one notes there, appreciating you weren't on  
19 CPOMS, but what had been transferred on 22 November  
20 seemed to satisfy Mrs Hodson that she now had the sort  
21 of detailed information she would have expected; do you  
22 agree?

23 **A.** Yes, I agree.

24 **Q.** Again, looking at it -- apologies for the lawyer's way  
25 of looking at it -- but in terms of causation, whatever

18

1 **Q.** "There was a significant lack of awareness with regards  
2 to [AR] carrying a knife and the implications in using  
3 one and risk posed to himself and the school community."

4 Again, the headline message very much the same as  
5 other documents that we looked at. But what this isn't  
6 is the detailed CPOMS or house log type of information,  
7 the details of the safeguarding. On the face of it,  
8 that doesn't seem to have been sent to the authority  
9 with this email on 11 October. Was it sent separately,  
10 do you know?

11 **A.** I'm not sure, to be honest with you. As far as I was  
12 aware I'd sent all of the relevant information off to  
13 Lancashire and in good time.

14 **Q.** Mr Turner from the authority said that the  
15 expectation -- apart from certain technical reports such  
16 as this going to the authority -- was there would be  
17 a school-to-school transfer of safeguarding information.  
18 Was that your experience?

19 **A.** That was not my experience, no.

20 **Q.** You were relatively new to the lead safeguarding role.  
21 It might be thought to be something of a concern,  
22 however, that there isn't complete clarity about how  
23 it's done because the handing over of safeguarding  
24 information would seem to be an absolutely critical part  
25 of any school transition but particularly one where

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- 1 violence has been involved; would you agree?
- 2 **A.** Yes, I would agree.
- 3 **Q.** Does the fact that you have one understanding and the
- 4 senior responsible officer at the local authority for
- 5 education has a different understanding, does that
- 6 suggest to you a certain lack of clarity about what the
- 7 processes around safeguarding transfers should be?
- 8 **A.** Not a general lack of clarity of understanding because,
- 9 as a school, we would also forward, under normal
- 10 circumstances, safeguarding information to the school
- 11 that a student was then moving to. In this situation,
- 12 we were forwarding information on to the local authority
- 13 because we weren't aware at that time what school AR was
- 14 moving to.
- 15 **Q.** One possible explanation, in relation to this, is that
- 16 the school, or you personally, had intended to pass the
- 17 safeguarding information on to the local authority but
- 18 that got overlooked. Do you think that that is
- 19 possible?
- 20 **A.** I don't think that's possible. I am sure that we sent
- 21 the correct information over.
- 22 **Q.** In fairness to you, I took you to that email where, at
- 23 least in November, your impression was that it had been
- 24 sent a couple of weeks ago?
- 25 **A.** That's correct, yes.

21

- 1 You set out the chronology in your statement,
- 2 paragraphs 48, 49 and 50, the police were called and, is
- 3 this right, when AR was questioned he told them that he
- 4 had brought the hockey stick to kill the student he
- 5 accused of bullying him and, if that didn't work, he
- 6 would have used the knife?
- 7 **A.** That is correct, yes.
- 8 **Q.** He was as blunt and direct about it as that, was he?
- 9 **A.** He was, yes.
- 10 **Q.** If we pick it up at paragraph 51 of your statement,
- 11 that's page 8, please, you say that:
- 12 "By AR's own admission, this was not the same
- 13 student he intended to harm and his explanation for
- 14 assaulting him with the hockey stick [that is the other
- 15 boy not the intended target] was that he could not find
- 16 the boy he was looking for."
- 17 Is that right?
- 18 **A.** That is correct, yes.
- 19 **Q.** Don't use the name but the boy that was assaulted,
- 20 I think, so far as the school records is concerned, had
- 21 no history of any difficulty with AR whatsoever --
- 22 **A.** None whatsoever.
- 23 **Q.** -- and was a likeable, well-behaved student who was just
- 24 walking down the corridor?
- 25 **A.** Absolutely, yes.

23

- 1 **Q.** Would you have been sending it at that time because you
- 2 didn't know the school to which AR would be going?
- 3 **A.** Yes, as I said, under normal circumstances we would
- 4 forward any relevant safeguarding information on
- 5 securely to the school that the student was moving to.
- 6 **Q.** So you did understand that the normal pattern would be
- 7 school-to-school transfer of the safeguarding?
- 8 **A.** Normal pattern, yes.
- 9 **Q.** The other explanation is that all of this safeguarding
- 10 information was sent to the local authority and they
- 11 didn't pass it on to the Acorns?
- 12 **A.** That is a possibility, yes.
- 13 **Q.** Thank you. Turning then to the hockey stick incident
- 14 with the knife being carried in December, my learned
- 15 friend Mr Boyle asked Mr McGarry about that so I'll take
- 16 this relatively briefly, but I think you were in school
- 17 that day on duty?
- 18 **A.** That's correct, yes.
- 19 **Q.** You set out in your statement -- sir, for your note
- 20 paragraph 48 -- that you were told that AR had gained
- 21 access to the school. If it matters, how did you come
- 22 to learn that?
- 23 **A.** A colleague informed me of the incident and I was asked
- 24 to go to Mr McGarry's office.
- 25 **Q.** So you did that and you found out what had happened.

22

- 1 **Q.** You do tell it in paragraph 52 but just tell us in your
- 2 own words; what was AR's demeanour on this occasion?
- 3 **A.** Again, very similar to the incident on 8 October, when
- 4 we questioned him about the concern raised by the police
- 5 and we'd searched his belongings. He was again very
- 6 calm, very matter of fact and when we asked him why he'd
- 7 brought the knife in, he said "to kill him".
- 8 **Q.** Apart from the obvious concern of that lack of emotion,
- 9 the coldness, and what he was saying, an intent to kill,
- 10 as you deal here in paragraph 52, I think there was
- 11 added concern for you because this was a change, is that
- 12 right, that when AR had got into trouble previously,
- 13 earlier in his school career in year 8, he would display
- 14 frustration and emotional responses, he wasn't just calm
- 15 and unemotive?
- 16 **A.** No, the frustration stemmed from the lack of progress,
- 17 in his opinion, in relation to the alleged bullying. So
- 18 that was the only time I saw any emotion from him,
- 19 really.
- 20 **Q.** It looks from your statement as though you were saying
- 21 that, during year 8, when he was involved in
- 22 altercations with another student, he displayed
- 23 frustration and emotional responses. So a different
- 24 response to the now cold and not getting upset, not
- 25 showing any frustration, just being cold and somewhat

24

1 calculated?

2 **A.** Yes, it was a very different response.

3 **Q.** The phrase that you use is that this bothered you

4 because it was a "stark contrast to his previous

5 demeanour earlier in the year"; is that right?

6 **A.** Yes, in relation to the frustration that he displayed.

7 **Q.** Thank you. If we look on the same page, at the bottom

8 of the page, paragraph 55, you give the context to

9 learning about the Manchester Arena attack comment. On

10 13 December, you emailed the head of Acorns to apprise

11 her of a discussion you'd had with the Head of RE the

12 previous day. I touched upon that already.

13 Paragraph 56:

14 "I was told that the RE teacher taught a lesson on

15 Jihad ... looking at the rules of Jihad and asking the

16 students whether the Manchester Arena bombing was Jihad.

17 Other students responded no, which was the expected

18 response. AR's response was that 'it was a good battle

19 though'. She spoke to him at the end of the lesson and

20 asked him what he meant by his response. AR stated that

21 his response was from the viewpoint of the suicide

22 bomber, and those views were not his own."

23 So, again, there is some context for that. It's not

24 a statement about Jihad and the Manchester Arena bombing

25 and being a "good battle" said out of the blue in

25

1 this information, it referred to the other safeguarding

2 information from The Range but didn't refer to this. We

3 then see in the professionals strategy meeting on

4 17 December that this was raised. You attended that

5 meeting and this came to the knowledge of The Acorns

6 School between making the referral and the strategy

7 meeting on 17 December; would you agree?

8 **A.** That is correct, yes.

9 **Q.** Turning to that strategy meeting then on 17 December.

10 You attended that meeting, notwithstanding that, by

11 then, AR had been permanently excluded and had started

12 the new school.

13 It may sound obvious but what was the purpose of

14 your attending?

15 **A.** It was to support the professionals meeting by providing

16 a background to AR, providing a history up until that

17 point where he had been permanently excluded, and then

18 the incident in December, where he had come back onto

19 school without permission and used the hockey stick.

20 **Q.** Thank you. In terms of your own proactivity, one notes

21 this is now two months after the exclusion but you still

22 thought it was appropriate for you to attend?

23 **A.** Yes, it was.

24 **Q.** Obviously, being able to give that background from the

25 previous school would have been helpful for that

27

1 conversation. It's in the context of a class and one

2 keeps that in mind but would you agree that, even in

3 that context, that was a concerning comment?

4 **A.** Yes, that was a concerning comment.

5 **Q.** The Head of RE had done the right thing in reporting it

6 to your predecessor as the DSL?

7 **A.** Absolutely, yes.

8 **Q.** Had that been recorded anywhere at the time?

9 **A.** Not to my knowledge, no. I only recorded it when it

10 came to my attention.

11 **Q.** Would you accept that that should have been, a comment

12 of that kind, recorded at the very least in the house

13 log?

14 **A.** Yes, because it seemed to have been sent via email at

15 the time.

16 **Q.** We know, however -- you deal with it in a couple of

17 places in your statement, but one of them is

18 paragraph 55, which we still have on screen -- that you

19 did then promptly pass that information on?

20 **A.** Yes, I felt that was relevant, so as soon as that

21 information came to my knowledge, I shared that as soon

22 as I could with Acorns.

23 **Q.** The timing of this helps to piece a jigsaw together

24 because we know it was 5 December when The Acorns School

25 sought to make the first referral, which didn't refer to

26

1 meeting. Did it also reflect, to an extent, the degree

2 of concerns that you had about how serious it was?

3 **A.** Yes, sorry could you just repeat that again? Sorry.

4 **Q.** Obviously, you being able to provide this information

5 would be helpful to the meeting but did the fact that

6 you did attend in person, even though the exclusion had

7 been some two months ago, did that also reflect how

8 seriously you thought the situation was?

9 **A.** Yes.

10 **Q.** If you can't remember, you should say so: do you have

11 a recollection of the nature of that meeting? Was it

12 a meeting where it was cordial and professional and

13 matters went smoothly? Was it a difficult meeting? Do

14 you remember what the tone of it was?

15 **A.** I don't remember there being any -- it wasn't

16 a difficult meeting. I thought it was professional and

17 cordial from my knowledge, yes.

18 **Q.** Do you have any view as to how much progress was made at

19 that meeting?

20 **A.** Not in that initial meeting, no. I think it was more

21 fact finding and information sharing.

22 **Q.** You attended, I think, also, the follow-up meeting on

23 6 January 2020; is that right?

24 **A.** That is correct, yes.

25 **Q.** From that meeting, do you remember what understanding

28

1 you gained about the Prevent decision-making process?

2 **A.** No, I can't remember that, I'm sorry.

3 **Q.** Just a few further matters. You had further involvement  
4 in February 2021 with an Instagram post, I think it was,  
5 in relation to Colonel Gaddafi coming to your attention.  
6 Could we just paragraph 60 of your statement on screen,  
7 please, page 9.

8 So the Inquiry asked you if you could add any detail  
9 to that. You set out paragraph 61 that you:

10 "... contacted the Deputy Head [again Mrs Hodson] to  
11 inform them that AR had been in contact with some  
12 students from Range High School via Instagram -- they  
13 brought those posts to my attention."

14 Just pausing there. You say there "they brought  
15 those posts to your attention", was it more than one  
16 student?

17 **A.** I think it was one student but it was two separate  
18 Instagram messages that were brought to my attention.

19 **Q.** Could you remember what the other one was or were they  
20 both Gaddafi?

21 **A.** They both related to Colonel Gaddafi.

22 **Q.** 62, you say:

23 "[The] Instagram stories mentioned Colonel Gaddafi.  
24 I considered it pertinent to share this with The Acorns  
25 School, in light of the information they had previously

29

1 a little bit further, even though you hadn't been asked  
2 to do so, with that boy to see -- for example, he had  
3 the history of what AR had been posting on Instagram?

4 **A.** Possibly. At the time, I just remember taking that  
5 information and passing that on. I can't remember the  
6 details of the actual conversation. Just I remember  
7 thanking the person for bringing it to my attention.

8 **Q.** Presumably, if Prevent had asked you to do that in  
9 a careful way with the boy concerned, you would have  
10 been perfectly happy to do so?

11 **A.** More than happy to, yes.

12 **Q.** Could I just ask about risk assessments. Was there  
13 a set process for risk assessments for pupils who were  
14 considered to be a risk of violence to other pupils at  
15 The Range?

16 **A.** There would have been risk assessments for people who we  
17 had concerns about, yes.

18 **Q.** Prior to the Childline incident, had matters with AR  
19 progressed to a stage where any kind of bespoke risk  
20 assessment was done on him?

21 **A.** No, not at that time.

22 **Q.** So should we understand that, so far as the Range High  
23 School is concerned, if the Childline incident hadn't  
24 been so very serious and the reason he had been  
25 suspended, for example, for a period of time but come

31

1 provided regarding the referrals, including Prevent,  
2 that had been made to various authorities ..."

3 I don't think anyone would suggest that that was  
4 an appropriate thing to do, to share that with AR's then  
5 current school. Did you hear anything more about that  
6 yourself?

7 **A.** Not to my knowledge, no.

8 **Q.** Were you contacted, whether by The Acorns or by Prevent,  
9 or by anybody else, asking you if you could find out any  
10 more information about it or speak further to the boy  
11 concerned to see what else was known about what he was  
12 posting on Instagram?

13 **A.** No, not to my knowledge. It was just an email reply  
14 from Acorns acknowledging receipt of the information and  
15 that AR was still a member of the school community.

16 **Q.** Did you do anything yourself in relation to the boy  
17 bringing this post to your attention? I don't want you  
18 to guess if you can't remember but did you have any  
19 conversations along the lines of, "Has he been posting  
20 anything else, is this the only thing you've seen"?

21 **A.** I can't remember, to be honest. I just remember taking  
22 the information and passing that on.

23 **Q.** Extremely difficult, of course, not to be infected with  
24 hindsight but, against the other background, do you  
25 think it might have been a good idea to probe just

30

1 back to the school, you would have then done a form of  
2 risk assessment?

3 **A.** At some point, a risk assessment would have been done,  
4 if his behaviour had not improved, yes.

5 **Q.** From the meetings that you attended on 17 December and  
6 6 January, who did you understand to be the lead agency  
7 taking forward the assessment and management of the risk  
8 to others that AR posed?

9 **A.** I don't think that was evidently clear to me but I would  
10 assumed that that would have been Social Services who  
11 had organised and led the meeting.

12 **Q.** So not clear to you from the meeting but your assumption  
13 would be Social Services?

14 **A.** That would be my assumption, yes.

15 **Q.** Mr Cregeen, you were kind enough in your statement to  
16 set out some details in relation to improvements that  
17 have been made -- I appreciate you are no longer there  
18 at The Range.

19 Sir, for your note, it's paragraph 89 onwards.

20 I'm just going to summarise it at a high level. You  
21 are careful, I think, to flag that some of the  
22 improvements are in relation to entirely other incidents  
23 and not relating to AR at all; is that right?

24 **A.** That is correct, yes.

25 **Q.** One aspect that you do raise -- sir, just for your note,

32

1 it's paragraph 93 -- and I think it was touched on  
 2 briefly by Mr McGarry, is that The Range did bring in,  
 3 I think within your time, a better automatic door  
 4 closing system because what AR had managed to do in the  
 5 hockey stick attack was tailgate in behind a boy who was  
 6 going through gates that opened and closed with a pass?  
 7 **A.** Yes, that's correct.  
 8 **MR MOSS:** Thank you I'm just going to look to my left.  
 9 **SIR ADRIAN FULFORD:** Thank you very much indeed, Mr Cregeen.  
 10 You are now free to go.  
 11 **A.** Thank you, sir.  
 12 *(The witness withdrew)*  
 13 **MR MOSS:** Sir, I think the time is such that we should move  
 14 straight to our next witness, who is Ms Lewis.  
 15 **JANET LEWIS (sworn)**  
 16 **Questioned by MR BOYLE**  
 17 **SIR ADRIAN FULFORD:** Thank you very much, Ms Lewis, please  
 18 have a seat. Can I ask you straightaway to make sure to  
 19 keep your voice up. There are microphones but, if you  
 20 whisper, we won't hear you.  
 21 **A.** Yes, I will do. Okay, thank you.  
 22 **SIR ADRIAN FULFORD:** Yes, Mr Boyle.  
 23 **MR BOYLE:** Could you give your full name, please.  
 24 **A.** My name is Janet Lewis.  
 25 **Q.** Thank you. Could we have on screen, please, MERP000722.

33

1 **A.** That's correct, yes.  
 2 **Q.** You've held various roles while at The Acorns including  
 3 Assistant Special Educational Needs Coordinator or  
 4 Assistant SENCO?  
 5 **A.** That's correct, yes.  
 6 **Q.** From March 2019, you took on the role of Designated  
 7 Safeguarding Lead; is that right?  
 8 **A.** That is correct, I was the backup DSL, yes.  
 9 **Q.** Can you just briefly explain what that role entailed?  
 10 **A.** Basically, the role entailed overseeing the CPOMS, the  
 11 Child Protection Online Management System, which  
 12 basically, if anybody has any safeguarding issues, any  
 13 member of staff, they log it and it comes to the DSL  
 14 plus the back up DSLs. Also, the pathways coordinator  
 15 was also attendance -- I did some attendance work and  
 16 also I did some Assistant SENCO work as well, with young  
 17 people with special needs.  
 18 **Q.** Can you just help us with what's meant by "safeguarding"  
 19 in Designated Safeguarding Lead?  
 20 **A.** Designated Safeguarding Lead is basically the person  
 21 responsible for the overall safeguarding of children and  
 22 young people within the school. They are also there to  
 23 oversee if any staff have any safeguarding issues  
 24 regarding young people, if they make disclosures or  
 25 anything like that. Basically, you log it and then look

35

1 Do you recognise that as the statement that you gave to  
 2 the police investigation --  
 3 **A.** Yes --  
 4 **Q.** -- after the attack?  
 5 **A.** -- that's correct.  
 6 **Q.** We see it's dated 28 August 2024. In your statement  
 7 that you prepared for the Inquiry, you correct some of  
 8 the dates --  
 9 **A.** Yes.  
 10 **Q.** -- but, subject to those corrections, is this true to  
 11 the best of your knowledge and belief?  
 12 **A.** It is, yes.  
 13 **Q.** If we can have that next statement up, please, it is  
 14 LCC001774. We see that dated as 5 September 2025 and is  
 15 that statement true to the best of your knowledge and  
 16 belief?  
 17 **A.** Yes, it is.  
 18 **Q.** Thank you, Ms Lewis.  
 19 Can I start by asking you about your background and  
 20 career. Is this right, you started a career in  
 21 education in 1985 as a teaching assistant in a special  
 22 school for children with severe learning difficulties?  
 23 **A.** Yes, that's correct.  
 24 **Q.** You joined The Acorns in September 2009 as a teaching  
 25 assistant?

34

1 and see if you need to refer it on to other agencies.  
 2 **Q.** Can I understand when we talk about safeguarding, we're  
 3 obviously talking about the risk to the child?  
 4 **A.** It can be the risk to the child, yes.  
 5 **Q.** What about the risk that the child presents to other  
 6 people?  
 7 **A.** It can be, yes, in the likes of like a risk assessment  
 8 and that sort of thing. Yes, it can be.  
 9 **Q.** So in that circumstance, when you say safeguarding, you  
 10 might actually be considering the risk that one pupil  
 11 presents to other pupils?  
 12 **A.** It can be, yes.  
 13 **Q.** You have mentioned the CPOMS system?  
 14 **A.** Yes.  
 15 **Q.** So that was an online system. Is this right: it allowed  
 16 staff to log concerns?  
 17 **A.** Yes, that's correct.  
 18 **Q.** I think you perhaps already described this but did those  
 19 concerns arrive for you to review electronically?  
 20 **A.** Yes, they do. Basically, what happens is, if, say, for  
 21 example, a teaching assistant -- a child discloses  
 22 something to one of the teaching assistants, they would  
 23 log it on CPOMS, and what would happen is they would  
 24 alert the form tutor and also any of the safeguarding  
 25 team, any of the other DSLs within the school.

36

1 Obviously you would look and then you would look and see  
2 what actions needed to be taken. Maybe it could be  
3 a phone call home or a review meeting to address any  
4 issues that were concerning or maybe just to do some  
5 work with the young person around what their issues  
6 were.

7 **Q.** Would you set those actions on the CPOMS --

8 **A.** Yes, you would do.

9 **Q.** Does the software track those actions, so leave them  
10 open, if they need to be closed --

11 **A.** Yes, it does. Basically, what happens is the  
12 headteacher and the DSLs have what you call a factor 2  
13 authentication access, which is a higher level, so you  
14 get an overview of all the incidents of every young  
15 person within the school. The staff didn't have that  
16 factor 2 access, they would just log an incident and  
17 then, obviously, it would just go off their screen.

18 What happens is you can alert them back to do another  
19 action type of thing. So if you say, for example, can  
20 you make a phone call home to address this with the  
21 parent, that would come up for them to action and then  
22 they would put a comment on it and then it would come  
23 back to me, as the DSL. It's a bit complicated, I'm  
24 sorry.

25 **Q.** I understand. Thank you.

37

1 the year, and I think the Prevent training should be  
2 mandatory alongside that.

3 **Q.** Can I ask you a bit about The Acorns School. It had  
4 a roll of 100 pupils; is that right?

5 **A.** Approximately, yes.

6 **Q.** It was what's called a Pupil Referral Unit, which we  
7 heard a bit about from Mr Turner yesterday. Given you  
8 were there for some time, can you just tell us about the  
9 typical profile of a pupil?

10 **A.** Basically, we would get a young person who would be  
11 permanently excluded. There is actually a process.  
12 Once a young person is permanently excluded from  
13 mainstream school, we get, basically, a bit of a pen  
14 profile, like a penalty form from Pupil Access. We  
15 don't get a terrible lot of information. What we did  
16 find in The Acorns was we got quite few young people who  
17 were -- who did have some form of special educational  
18 need that was unidentified. We also would get some  
19 young people who were involved in gang cultures, knife  
20 crime, that sort of thing, and a lot of it was behaviour  
21 within school and it was unacceptable behaviour. You  
22 know, you would get sort of almost like a violent  
23 outburst, things like that.

24 Obviously, every young person was very different,  
25 shall I say. It's very hard to describe your typical

39

1 Can I ask, in terms of using that programme, did you  
2 receive training in how to work it?

3 **A.** Not as such. We had actually seen it used in other  
4 schools and we have sort of seen -- you know, obviously  
5 you can get a really good chronology from CPOMS and,  
6 basically, the headteacher at the time, Jane Eccleston,  
7 had had a look at it at another school. We looked at it  
8 and it was a lot easier being electronic than on paper.  
9 So we decided to just go ahead with CPOMS.

10 **Q.** Thank you. What about Prevent. In your role as a DSL,  
11 had you had training on Prevent?

12 **A.** Yes. The whole school had had training on Prevent.  
13 I can't remember the exact date but we did do the  
14 Prevent training, and I also did a little bit of like  
15 an update to Prevent training as well.

16 **Q.** I think you say in your statement -- sir, it's  
17 paragraph 52 for your note -- that there wasn't  
18 a requirement to complete refresher training on  
19 a regular basis?

20 **A.** That's correct.

21 **Q.** But you think that that is something that would be  
22 a useful thing --

23 **A.** Definitely. I think it should be brought up.  
24 Obviously, every member of staff does level 2  
25 safeguarding, 1 and 2, in education at the beginning of

38

1 profile of a young person within a Pupil Referral Unit  
2 because you do get young people who are referred on  
3 medical grounds as well, with anxiety, and we also get  
4 young people who are on the verge sort of going down the  
5 route of a fixed-term exclusion from school and we would  
6 do sort of intervention work with those young people,  
7 for like roughly about eight weeks, for them to return  
8 back to mainstream school with enough sort of like  
9 things in their toolbox to cope and manage within the  
10 classes, within mainstream school.

11 **Q.** Thank you. You say in your statement it's not uncommon  
12 to have pupils who are known to carry weapons or other  
13 prohibited items, at your paragraph 5 --

14 **A.** Yes.

15 **Q.** -- and that all pupils had an arrival process whereby  
16 they had to hand in their phone and they were wanded; is  
17 that right?

18 **A.** Yes, they were.

19 **Q.** So "wanded", as in checked for weapons or anything  
20 else --

21 **A.** Yes, we had like a holding area as well, where they  
22 would hand the phone in and they would go through and  
23 then they would be wanded every day.

24 **Q.** I want to ask you, please, about the first Prevent  
25 referral you made. We've obviously heard evidence from

40

1 the Prevent officer, so we have some background to this.  
 2 I just want your involvement.  
 3 Just to start, your sort of general level of  
 4 personal interaction with AR: before you received  
 5 notifications about his behaviour through CPOMS, did you  
 6 have any?  
 7 **A.** No.  
 8 **Q.** Were you teaching at this time?  
 9 **A.** I wasn't, no. I was actually the DSL and Pupil Support  
 10 Manager at the time. So, no, I wasn't teaching.  
 11 **Q.** So the trigger for your involvement with AR was  
 12 a CPOMS --  
 13 **A.** Yes.  
 14 **Q.** -- entry?  
 15 **A.** Yes.  
 16 **Q.** Although is it right to say that you did, at some stage,  
 17 sit in AR's lessons so, at a later stage, you did have  
 18 personal involvement?  
 19 **A.** Yes, I did, that was with Maggie Allred, who was the  
 20 one-to-one high support tutor.  
 21 **Q.** Thank you. So, the first notification you had, which  
 22 came on 15 November, was after AR had been discovered  
 23 researching mass school shootings in an IT lesson; is  
 24 that right?  
 25 **A.** That's correct, yes.

41

1 there seems to be from Mrs Hodson?  
 2 **A.** Yes.  
 3 **Q.** Do you know why it was Mrs Hodson who responded?  
 4 **A.** I think Mrs Hodson was a DSL as well at the time and,  
 5 obviously, she was SENCO at one time as well. So she  
 6 would have like looked at it and it was probably my  
 7 workload as well --  
 8 **Q.** It might just have been she logged on before you did?  
 9 **A.** Yes.  
 10 **Q.** She asked Sharon Evans to "Call home please and ask them  
 11 about the referral to CAMHS"?  
 12 **A.** Yes.  
 13 **Q.** We see Ms Evans says that she telephoned AR's father and  
 14 informed him of the incident --  
 15 **A.** Yes.  
 16 **Q.** -- asked him to reinforce that this was not appropriate  
 17 use of internet during school --  
 18 **A.** Yes.  
 19 **Q.** -- and did indeed ask about the update. Alphonse R,  
 20 AR's father, returned the phone call a few minutes later  
 21 and informed Ms Evans that AR said that he'd only copied  
 22 the behaviour of another student and that he'd clicked  
 23 on a hyperlink news story.  
 24 Pausing there. Did you have any information to be  
 25 able to assess whether that was accurate or not?

43

1 **Q.** If we could have up the CPOMS record, it's LCC001346.  
 2 If we could go to the final page, page 71. If we could  
 3 just expand the bottom third of the page. So from  
 4 "During ICT lesson", we see here a chain of entries?  
 5 **A.** Yes.  
 6 **Q.** The first presumably, where we can see from the date, is  
 7 the initial from Stephanie Heaton, dated 1/17 --  
 8 correct --  
 9 **A.** Yes.  
 10 **Q.** -- and then two that follow?  
 11 **A.** Yes.  
 12 **Q.** The first entry was, as I just described:  
 13 "Found AR searching school shootings ... when I told  
 14 him to stop and get on with his work he tried to engage  
 15 in a conversation about the subject but was told this  
 16 was not going to happen."  
 17 Ms Heaton says:  
 18 "I've been told that we can no longer log student  
 19 web history."  
 20 Is that right -- or at least that's right in terms  
 21 of what she says but we will come onto what happened?  
 22 **A.** I'm unsure of that. I'm sorry.  
 23 **Q.** We'll come onto the web history but, anyway, that's the  
 24 entry made at the time.  
 25 Looking at the entry below, the associated action

42

1 **A.** No, I didn't. I think what it was with this school  
 2 systems, as they were, I wouldn't have thought that he  
 3 would have had a hyperlink to such a news story as that,  
 4 what he was looking at, I'll be honest with you.  
 5 **Q.** But, obviously, you weren't at the class --  
 6 **A.** No, I wasn't.  
 7 **Q.** -- and it doesn't sound like you were party to these  
 8 conversations either.  
 9 **A.** No.  
 10 **Q.** Then we see:  
 11 "Mrs Martindale was present during the telephone  
 12 conversation and said that she would need a few days to  
 13 get a copy of [AR's] browser history."  
 14 What role did Mrs Martindale have?  
 15 **A.** She was the School Office Manager.  
 16 **Q.** Thank you. We see then that initially Ms Heaton perhaps  
 17 thought it wasn't possible to get the browsing history  
 18 but, by 18 November, so over the weekend, Mrs Martindale  
 19 suggested that she could. Obviously, the response to  
 20 this had been done by Mrs Hodson. Did you have  
 21 involvement in sort of carrying any actions forward from  
 22 this?  
 23 **A.** No. Obviously, because the associated actions are  
 24 actually there, no, I didn't.  
 25 **Q.** We see in the bottom right-hand corner "edited on

44

1 5 December" by you?  
 2 **A.** Yes.  
 3 **Q.** Are you able to say what that might relate to?  
 4 **A.** I don't know, I'm sorry. No, I really don't know.  
 5 **Q.** So that was on the day that the Prevent referral was  
 6 made?  
 7 **A.** Right.  
 8 **Q.** Might you --  
 9 **A.** It might have been a copy and paste, what I did,  
 10 possibly. It might have been to take maybe  
 11 Mrs Martindale's name out of it or maybe, you know, the  
 12 address and the different names on it, I think.  
 13 **Q.** Thank you. Just looking at the top left, it's got  
 14 a sort of "cause for concern" flag; what does that mean?  
 15 **A.** They are the different headings. There about 100  
 16 different headings you can have within CPOMS and  
 17 obviously it was clicked as a "cause for concern"  
 18 because I don't think at the time there was actually  
 19 a heading for ICT issues or anything like that.  
 20 **Q.** Thank you. You tell us in your statement at paragraph 8  
 21 that, after this, there was a kind of escalation in AR's  
 22 behaviour over the following few weeks; is that right?  
 23 **A.** Yes, that's correct.  
 24 **Q.** That included AR refusing to do work, punching himself,  
 25 making comments about murder, talking about internet

45

1 **Q.** So Prevent was one of the things on your mind when you  
 2 went to speak to the headteacher?  
 3 **A.** Yes.  
 4 **Q.** You talk about the possibility of him becoming  
 5 radicalised?  
 6 **A.** Yes.  
 7 **Q.** Did you think from the information that you were seeing  
 8 that there was any kind of ideology?  
 9 **A.** I sort of strongly suspected that he might be able to  
 10 form his own ideology. That was my thinking behind it  
 11 because I thought he was clearly looking at these things  
 12 and making quite shocking statements as well, which is  
 13 why I really thought there was a possibility that he  
 14 could form his own ideology.  
 15 **Q.** So are you saying that there was violence related  
 16 information and that could be tagged onto --  
 17 **A.** Possibly, yes.  
 18 **Q.** -- an ideology. Had you had training or had your  
 19 Prevent training taught you about how to approach that  
 20 sort of question?  
 21 **A.** From what I can recall, no, but police officers, when we  
 22 did do the -- when I did the refresher training, they  
 23 actually did say, "Please don't hesitate to make  
 24 a referral because we are a signposting service as well  
 25 and we can have a look at the information that you send

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1 searches for guns and asking about severed heads,  
 2 correct?  
 3 **A.** Yes.  
 4 **Q.** That information was coming to you on the CPOMS log and  
 5 we can follow it through; is that right?  
 6 **A.** Yes, that's correct.  
 7 **Q.** But we have seen the Prevent referral where those  
 8 entries are copied across, so I don't propose to go  
 9 through those.  
 10 Sir, just for your note, the referrer is LCC000383.  
 11 **SIR ADRIAN FULFORD:** That's very helpful.  
 12 **MR BOYLE:** You tell us in your statement that  
 13 an accumulation of information that you received was  
 14 sufficient for you to want to go to speak to the  
 15 headteacher; why was that?  
 16 **A.** I think because -- I think he was presenting as  
 17 vulnerable but also I suspected there was some sort of  
 18 learning need possibly, unable to focus in lessons,  
 19 socially isolated within lessons, which I thought --  
 20 I really thought what he was viewing, attempting to view  
 21 was completely unacceptable but also I thought that  
 22 there was a possibility that he could become radicalised  
 23 with what he was observing because we weren't sure what  
 24 he was looking at at home as well. So that's why I went  
 25 to the headteacher to discuss a referral.

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1 through", and to give advice, almost.  
 2 **Q.** Were you aware of these concepts, that Prevent might  
 3 look at someone who was interested in school massacres?  
 4 **A.** Yes and no, really, because I really thought that it  
 5 could be influencing him. So that's why I thought,  
 6 "He's got an interest in school massacres", and  
 7 I thought it could possibly become that ideology.  
 8 That's what I -- you know, that was my thinking behind  
 9 it all.  
 10 **Q.** Can we come on then to the school browsing history. We  
 11 saw that Mrs Martindale had the intent to get it. Could  
 12 we have on screen, please, your statement page 4,  
 13 paragraph 11. You discuss a call with the police within  
 14 a couple of hours of making the Prevent referral?  
 15 **A.** Yes.  
 16 **Q.** We might come to see some emails that relate to that but  
 17 you say at this distance in time you don't remember much  
 18 about it. You describe two police officers coming to  
 19 Acorns for a meeting. Do you know when that was?  
 20 **A.** I think it was literally within a few days of making the  
 21 referral, from what I can remember.  
 22 **Q.** We have records of you attending strategy meetings --  
 23 **A.** Yes.  
 24 **Q.** -- which would have been, I think, 17 December?  
 25 **A.** I didn't attend that one. There was one strategy

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1 meeting that I didn't attend and I think it might have  
2 been the one on 17 December because Mrs Jane Eccleston  
3 was still there then, I think, from what I can remember.

4 **Q.** I don't think any of the Prevent officers suggest that  
5 they came to meet you at this time. Could it have been  
6 another police officer?

7 **A.** I'm not sure. I'm sorry.

8 **Q.** Going back to the internet history, you say, in the  
9 middle of the paragraph:

10 "I cannot specifically recall the police asking for  
11 a copy of AR's internet ... history, but they may have.  
12 I would not have had any involvement in this."

13 Are you talking here about what happened after the  
14 referral or what you sent through when you made it?

15 **A.** This might have been after the referral, I would think,  
16 but, obviously, I'm not technically minded and I don't  
17 have anything to do with that sort of internet search  
18 history. I wouldn't know how to get a copy of it of  
19 a young person at all.

20 **Q.** So you wouldn't know how to do the technical work to get  
21 it?

22 **A.** No.

23 **Q.** Would you ever receive it for review?

24 **A.** I don't recall I actually did, to be perfectly honest  
25 with you, and, to be honest, if I did receive it, it

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1 injuries, for example. Were you aware of that before  
2 your preparation for the Inquiry?

3 **A.** No.

4 **Q.** Thank you. Could we have on screen, please, the CPOMS  
5 entry for you making the referral, which is LCC001346.  
6 It's page 69 and the bottom entry on that page. So:

7 "Referral made to Prevent after taking advice."

8 We know that referral is dated on the 5th. The next  
9 day, the 6th:

10 "Prevent contacted JL and requested that the  
11 information on the attachments were put on the referral  
12 form to enable the police officers to access the  
13 information directly."

14 Then we see on 10 December the Prevent referral was  
15 resubmitted; do you see that there?

16 **A.** Yes.

17 **Q.** I just want to consider the emails. I appreciate you  
18 don't have a memory but do say if you're able to  
19 interpret what they show or they jog your memory. Can  
20 we have up, please, LANC000175, and page 19. So, the  
21 first thing to note about this email is that it's dated  
22 12 May 2025, which is clearly wrong --

23 **A.** Yes.

24 **Q.** -- because we can see you're sending a referral for AR  
25 to concern@lancashirepolice email address?

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1 wouldn't have meant much to me because it would have  
2 just had a lot of figures on it and that sort of thing.

3 **Q.** I think you say at page 7, paragraph 28:

4 "I believe attempts were made to extract AR's  
5 internet history but this was not done by me."

6 **A.** That's correct.

7 **Q.** I think it has been suggested that the school browsing  
8 history may have been provided at the time of the  
9 referral?

10 **A.** Right.

11 **Q.** So you sent through some emails which we will come to.

12 **A.** Right.

13 **Q.** Are you able to comment on that?

14 **A.** No.

15 **Q.** Let me ask you this, the Inquiry now has that school  
16 browsing history.

17 **A.** Right.

18 **Q.** Sir, as you probably know, the browsing history itself  
19 is LCC001401.

20 You clearly don't remember seeing it at the time,  
21 nor carrying out any work to see what it showed,  
22 correct?

23 **A.** That's correct.

24 **Q.** The Inquiry has reviewed the link since receiving it and  
25 it shows AR searching for images of unpleasant degloving

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1 **A.** Yes.

2 **Q.** We will see other emails with different timestamps but  
3 I just want to refer to the attachments. We see  
4 "Current CPOMS", so that attachment name suggests that  
5 the CPOMS was sent through at whatever time it was sent;  
6 do you see that?

7 **A.** Yes.

8 **Q.** Then the other attachment is a zip file and we have  
9 a statement from Mrs Hodson which says that it included  
10 documentation from a CAMHS referral that was made,  
11 a report from PC McNamee, which was the email sent to  
12 The Range that we have heard about, The Range School  
13 safeguarding form and Range form advising of permanent  
14 exclusion.

15 We don't see any reference to the school browsing  
16 history; do you agree?

17 **A.** Yes, I agree.

18 **Q.** Could we go please to page 43 of this file. I'm looking  
19 at the second email there. We see the same text, we  
20 can't see whether there are attachments but do you see  
21 that the timing sent seems to be 5 December 2019 at  
22 4.06?

23 **A.** Yes.

24 **Q.** Can we move then, please, to page 21. Thank you and the  
25 bottom section of this email. The bottom email,

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1 I should say:  
 2 "Good afternoon, please find ..."  
 3 So we see the same wording and do you see the  
 4 timestamp above? It's 5 December 2019, at 4.10?  
 5 **A.** Yes.  
 6 **Q.** Thank you. We have three different timings there.  
 7 Finally, could we go please to page 20. Again, we see  
 8 the same worded email and the timing here is 6.32 pm?  
 9 **A.** Yes.  
 10 **Q.** So, I think we already have heard evidence that there  
 11 are a number of emails in this bundle with the timestamp  
 12 of 6.32.  
 13 Sir, just for your note, rather than pulling it up,  
 14 if you look at pages 88 and 89, you can see one email  
 15 dated 6.32, the same email again with a different  
 16 timestamp?  
 17 **SIR ADRIAN FULFORD:** Thank you.  
 18 **MR BOYLE:** So I think we ought to treat the 6.32 timing with  
 19 caution, but we have three different timings of email  
 20 here with what seems like the same wording: 4.04, 4.10  
 21 and 6.32.  
 22 The question for you, Mrs Lewis, is whether you can  
 23 assist on if this either multiple emails sent on  
 24 5 December or the same email but with different  
 25 timestamps; can you help in any way at all?

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1 appears to be a:  
 2 "... large dump of data from the school but not  
 3 clear if there is any concern about his ideology or  
 4 radicalisation."  
 5 We've probably touched on your thoughts on that.  
 6 **A.** Yes.  
 7 **Q.** Did you have concern about ideology or radicalisation at  
 8 the time you made the referral?  
 9 **A.** Yes.  
 10 **Q.** But I think you have described the way in which you saw  
 11 that?  
 12 **A.** Yes.  
 13 **Q.** So not in terms of the typical political or religious  
 14 ideology?  
 15 **A.** No.  
 16 **Q.** We can see that the officer has seen the information you  
 17 provided and deduced that threats to stab other people  
 18 in the school and the police have already been involved.  
 19 So whatever you have sent through clearly included that  
 20 information.  
 21 **A.** Yes.  
 22 **Q.** Could we go back to the CPOMS log, please, LCC001346,  
 23 and page 67. At the bottom of the page, at the last  
 24 entry we can see that on the 6th you made an entry  
 25 saying you'd received a phone call from Prevent:

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1 **A.** I would have thought it would be the same email with  
 2 different time zones, I'll be honest with you, because  
 3 6.32 pm, I wouldn't have been in school at that time.  
 4 **Q.** Fine. 4.04 and 4.10 would you have sent the same email  
 5 with the same body but different attachments?  
 6 **A.** Possibly.  
 7 **Q.** But you don't remember how it happened?  
 8 **A.** No, I'm sorry.  
 9 **Q.** Thank you. Could we go to page 18, please. We see,  
 10 again, the same body of the email and above writing in  
 11 red, which is from the Counter Terrorism Policing  
 12 officer, who we're calling Officer A. I think you might  
 13 have spoken to one CTP officer on the phone: please  
 14 don't name that officer.  
 15 **A.** Yes.  
 16 **Q.** You were asked to complete the attached Prevent referral  
 17 form. Is it possible that you sent the information but  
 18 without completing the form?  
 19 **A.** I think I possibly did, yes. I think I did because  
 20 I think I wanted to have a bit of advice in hindsight,  
 21 I think I requested maybe some advice.  
 22 **Q.** Had you made Prevent referrals before?  
 23 **A.** No.  
 24 **Q.** We see, I think, what is internal writing, so it wasn't  
 25 sent to you, calling the referral quite confusing, and

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1 "... requesting that the referral be completed again  
 2 due to too many attachments being forwarded for the  
 3 police to go through."  
 4 **A.** Yes.  
 5 **Q.** Do you think that is an accurate record of what you were  
 6 told, that you'd sent through too many attachments?  
 7 **A.** Yes, I think so.  
 8 **Q.** Can you remember that?  
 9 **A.** I can remember that. I think I can, anyway.  
 10 **Q.** What did you think about it?  
 11 **A.** What did I think about it?  
 12 **Q.** Yes, what was your view on being told that?  
 13 **A.** I thought that you can never have too much information  
 14 and I actually thought that, by giving a lot more  
 15 information, I thought the police officers would be able  
 16 to go through it and sort of have a look and have  
 17 an overview of what we were trying to convey.  
 18 **Q.** Thank you. So we can see you sending through the  
 19 completed referral form.  
 20 Sir, we might have seen enough emails, so I might  
 21 give you the reference. It's page 42 of that email  
 22 document, LANC000175.  
 23 **SIR ADRIAN FULFORD:** Thank you.  
 24 **MR BOYLE:** That email has three attachments we see when we  
 25 look at it. I don't need to take you to the content,

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1 so, presumably, was more than just the referral form.  
 2 Do you have any memory of what that might have been?  
 3 **A.** I would have thought it might have been maybe the CPOMS.  
 4 I sent the CPOMS as well but I'd taken, like, some  
 5 snapshots out of it and put -- copied and pasted it onto  
 6 the form and then they could have a look at the  
 7 attachment to make sort of -- to put it more in context  
 8 than just like a snapshot on the form.  
 9 **Q.** I think we saw the CPOMS had been sent in the first  
 10 email?  
 11 **A.** Yes.  
 12 **Q.** I appreciate this is quite some time ago. Thank you.  
 13 We also see you sent a chronology in another email.  
 14 Sir, that is LANC000175, page 46.  
 15 **SIR ADRIAN FULFORD:** Thank you.  
 16 **MR BOYLE:** Just one document and one further email before we  
 17 close this off, LANC000175, page 67. So the top of the  
 18 page, please, the red writing and the email below.  
 19 This is the email of you sending through the amended  
 20 referral form, as requested, and if we could then,  
 21 please, go up to page 66 and just zoom into the top red  
 22 writing:  
 23 "Concern form received from school from Jan Lewis  
 24 who have also referred this to Social Services, I have  
 25 recontacted Jan as we do not have any details of the

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1 **A.** Yes.  
 2 **Q.** I think the minute suggested you were at both but  
 3 perhaps incorrectly.  
 4 **A.** That was incorrect.  
 5 **Q.** Do you remember whether you saw Prevent officers at that  
 6 meeting. I think the minute suggested they attended?  
 7 **A.** I think, yes, I think there was one or two there.  
 8 **Q.** Thank you. You tell us in your statement that you  
 9 became aware that the referral had been closed off but  
 10 you can't remember how or when?  
 11 **A.** No. There was no sort of -- we didn't sort of receive  
 12 any sort of almost official form to say -- giving  
 13 advice, or anything like that, to say it was closed off.  
 14 I presume it would have been an email that was sent to  
 15 us to say that it was closed.  
 16 **Q.** I don't think we see that email in the many that we  
 17 have. We also don't see any record of you being  
 18 contacted again by CTP, asking for that internet  
 19 browsing history. I assume you don't remember that  
 20 happening?  
 21 **A.** No.  
 22 **Q.** Of course, we know that it was obtained at some stage  
 23 because it's been disclosed to the Inquiry. If you had  
 24 been asked again, presumably, you would have been able  
 25 to provide it?

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1 internet search history or what he was looking at ..."  
 2 CTP considered that they'd not received the search  
 3 history at this stage; do you agree?  
 4 **A.** Yes.  
 5 **Q.** "... Jan will be contacting the school IT provider to  
 6 obtain this information if this is still available."  
 7 So, your response wasn't, "I've already sent this  
 8 through", it was "I will go and see if I can get it"; do  
 9 you agree?  
 10 **A.** I agree.  
 11 **Q.** We are four or five days after that initial flurry of  
 12 emails, would you have remembered if you had sent it  
 13 through at that time?  
 14 **A.** I would have done, yes.  
 15 **Q.** Sir, you've also seen the JAT referral form with  
 16 Officer B, which is CTPNW000146, which again refers to  
 17 the school internet history on 10 December and the  
 18 school saying they are making enquiries.  
 19 We've talked about the visit, we've seen the phone  
 20 calls. Can you remember any other contacts that you had  
 21 with Prevent officers in 2019/early 2020?  
 22 **A.** No, not really. Sorry.  
 23 **Q.** There are strategy meetings?  
 24 **A.** Yes.  
 25 **Q.** I know you say you only went to one?

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1 **A.** Yes, I would have been. Yes, I would have looked into  
 2 it.  
 3 **Q.** Do you remember or did you have any involvement with the  
 4 Merseyside Police investigation --  
 5 **A.** No.  
 6 **Q.** For the hockey stick incident?  
 7 **A.** No.  
 8 **Q.** Do you know anything about the statements that they  
 9 might have tried to obtain afterwards?  
 10 **A.** No, I don't, sorry.  
 11 **Q.** Just a couple more points on this Prevent referral but  
 12 moving on. It was three weeks between the first entry  
 13 about AR researching school shootings and you making the  
 14 Prevent referral, so a relatively short period, and as,  
 15 you have said, more information was coming in, in this  
 16 time.  
 17 **A.** Yes.  
 18 **Q.** Did you consider making a referral purely on the basis  
 19 of the school shootings CPOMS entry when you saw it?  
 20 **A.** No, because, obviously, staff had challenged it and we  
 21 had to go through a process, really, of sort of speaking  
 22 to parents and that sort of thing first and, obviously,  
 23 staff would challenge it straightaway and see if it  
 24 would stop as well. So ...  
 25 **MR MOSS:** Thank you.

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1 That might be a good moment for a break, sir, noting  
 2 that we are about halfway through.  
 3 **SIR ADRIAN FULFORD:** 10 minutes?  
 4 **MR BOYLE:** No problem.  
 5 **SIR ADRIAN FULFORD:** I will sit again at 11.15 am.  
 6 (11.05 am)  
 7 (A short break)  
 8 (11.15 am)  
 9 **SIR ADRIAN FULFORD:** Yes, Mr Boyle.  
 10 **MR BOYLE:** Thank you, sir.  
 11 Ms Lewis, I want to now, please, just ask you a bit  
 12 about AR's other internet usage around this time. Could  
 13 we have on screen, please, LCC001580 and page 4. There  
 14 is an entry -- the bottom of the entry is on 22 November  
 15 2019.  
 16 So the bottom entry there or penultimate for  
 17 22 November says:  
 18 "[AR] was looking at a website about health and  
 19 safety equipment for his lesson ... Started looking at  
 20 nunchucks. He said 'Look at these nunchucks'. SB [that  
 21 is the teacher] said 'You should be looking at tools,  
 22 come off that and continue with your work'. [AR]  
 23 changed back and continued with his work."  
 24 Were you aware of that entry at the time?  
 25 **A.** Yes, I presume that would have been logged on CPOMS.

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1 **MR BOYLE:** I think those happened days after the Prevent  
 2 referral had been made. I haven't seen any  
 3 documentation to show the fact that AR was trying to  
 4 bypass the security was passed onto Prevent. Do you  
 5 know whether it was or not?  
 6 **A.** I don't recall that it was referred onto Prevent.  
 7 I don't recall doing that.  
 8 **Q.** Do you agree that it should have been?  
 9 **A.** I think it should have been, yes --  
 10 **Q.** Because --  
 11 **A.** -- in hindsight.  
 12 **Q.** -- one thing that Prevent had to do was assess whether  
 13 AR's account was true --  
 14 **A.** Yes.  
 15 **Q.** -- or whether he was showing signs of disguised  
 16 compliance and we saw, in the initial call from  
 17 Alphonse R, that he gave a different explanation as to  
 18 why he was on the school shooting website?  
 19 **A.** Yes.  
 20 **Q.** Looking back at this, do you have any concern that AR  
 21 appears to have been persistently using the computers  
 22 inappropriately, if I can put it that way?  
 23 **A.** Yes, but, obviously, the staff that were in the class  
 24 there would have sort of addressed it straightaway. The  
 25 staff were very good at that, particularly the teaching

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1 **Q.** Well, it isn't, that's the reason I'm taking you to  
 2 this?  
 3 **A.** Right, so it should have been logged on CPOMS, that.  
 4 **Q.** This document is a chronology. We saw in the previous  
 5 emails that you'd sent one through. Was a chronology  
 6 being kept of AR's actions alongside the CPOMS records?  
 7 **A.** Yes, there will have been, I would have thought, because  
 8 obviously, in the light of like concerns that had been  
 9 expressed to the Range High School, I think, of his  
 10 behaviour as well.  
 11 **Q.** So, this record should have been on CPOMS; do you accept  
 12 that?  
 13 **A.** I would have said that entry should have been on CPOMS,  
 14 yes, it should have been put on by the teacher.  
 15 **Q.** It should have gone in the Prevent referral as well?  
 16 **A.** Possibly, yes.  
 17 **Q.** Possibly or probably?  
 18 **A.** Well, yes.  
 19 **Q.** Around the same time AR made attempts to override  
 20 security settings on the computers; is that right?  
 21 **A.** I believe so, yes.  
 22 **Q.** At your paragraph 27, you tell us about this.  
 23 Sir, for your note, there's corresponding CPOMS  
 24 entries on LCC001346, pages 66 to 67?  
 25 **SIR ADRIAN FULFORD:** Thank you.

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1 assistants. They would constantly survey the room  
 2 because, obviously, the classes weren't large and,  
 3 obviously, they are there to support the young people  
 4 doing the work, and it would have been sort of  
 5 challenged straightaway, yes.  
 6 **Q.** So we can see that there were incidents picked up and  
 7 recorded?  
 8 **A.** Yes.  
 9 **Q.** But relying on a teacher to keep an eye on AR's screen,  
 10 would you agree, left a little bit of a margin for him  
 11 to exploit?  
 12 **A.** Possibly, but the teaching assistant would be sort of  
 13 around as well, so she would be sort of scanning the  
 14 room as well, which is part of the teaching assistant's  
 15 role.  
 16 **Q.** Is this right: he was banned from using a computer  
 17 after -- around this time?  
 18 **A.** That's correct.  
 19 **Q.** AR suggested that he was being bullied at Acorns School  
 20 at around this time?  
 21 **A.** Rubbish.  
 22 **Q.** Sorry?  
 23 **A.** Complete rubbish. He wasn't.  
 24 **Q.** Can you help us on how you came to that conclusion?  
 25 **A.** Basically, any racism or anything -- there is a policy

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1 within the school and any racism was not tolerated in  
 2 any way, shape or form in school, it's challenged  
 3 immediately and it's stopped.  
 4 **Q.** So you weren't in any of AR's classes but, by the sounds  
 5 of things, you are very confident that if any bullying  
 6 had been going on, it would have been picked up --  
 7 **A.** Definitely would have been challenged and stopped, yes.  
 8 **Q.** I want to move on, please, to ask you about AR's  
 9 attendance at the Acorns after December 2019. So we  
 10 know that on 11 December he carried out the attack at  
 11 the Range High School?  
 12 **A.** Yes.  
 13 **Q.** You tell us in your statement that you were aware that  
 14 he hadn't come in that morning to the Acorns as  
 15 expected, correct?  
 16 **A.** That's correct, yes.  
 17 **Q.** Is this right, you asked the receptionist to call AR's  
 18 parents and AR's father said that AR had got in a taxi  
 19 to Acorns that morning?  
 20 **A.** Yes.  
 21 **Q.** It's your paragraph 12. After that attack had happened,  
 22 AR wasn't allowed to return back to The Acorns, correct?  
 23 **A.** That's correct, yes.  
 24 **Q.** You say that it was felt that it was unsafe to bring him  
 25 back into school without a full risk assessment being

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1 **Q.** That status quo lasted for some time --  
 2 **A.** Yes.  
 3 **Q.** -- although, of course, there was the advent of Covid,  
 4 which would have affected AR's attendance anyway. In  
 5 terms of getting the risk assessment that you were  
 6 searching for, is this right, that Acorns was looking  
 7 for it to be done on a multi-agency basis. So, in other  
 8 words, more than just your own assessment of AR's risk.  
 9 **A.** Yes, we were looking for the other agencies to support  
 10 us and to do that, yes.  
 11 **Q.** Why was that?  
 12 **A.** Because, obviously, out of school we can't control or we  
 13 don't really know what sort of risks are happening  
 14 outside of school because, obviously, we can risk assess  
 15 within school but not outside of school because we are  
 16 not party to what -- you know, where they are going,  
 17 what's happening, who they are hanging out with, where  
 18 they are. We're just sort of within school time.  
 19 **Q.** So you don't have vision of their associations outside  
 20 of school, which, in some circumstances, could raise the  
 21 risk?  
 22 **A.** Possibly. It would depend who they're associating  
 23 with --  
 24 **Q.** Not probably a good example for AR --  
 25 **A.** No.

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1 conducted by the agencies involved at paragraph 14?  
 2 **A.** That's correct.  
 3 **Q.** During this time, work was sent home to AR, so that he  
 4 could maintain a level of education but I think you say  
 5 that this wasn't particularly successful. Why was that?  
 6 **A.** I think he had -- he refused to engage within education.  
 7 I think there were a number of issues at home, I think  
 8 that we weren't informed about, but he just -- I think  
 9 he just refused to do any of the work.  
 10 **Q.** You, I think, attended AR's home for safeguarding checks  
 11 and AR --  
 12 **A.** Yes.  
 13 **Q.** Was that on more than one occasion?  
 14 **A.** From what I can remember, I think it might have been  
 15 twice, maybe. I think.  
 16 **Q.** Do you have any memory of those visits? What impression  
 17 did you have of AR and his parents?  
 18 **A.** Initially, I think Dad was reluctant to let us see him  
 19 and I went with my colleague, Carol, to drop work off,  
 20 and we insisted that we see him and he was brought to  
 21 the front door because we just had to see that he was  
 22 okay -- you know, that he was okay.  
 23 **Q.** Did AR's father say why he was reluctant to have you see  
 24 him?  
 25 **A.** He just said he was in his bedroom.

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1 **Q.** -- who was clearly isolated. Can you remember what  
 2 steps were taken to try to get that risk assessment?  
 3 **A.** I think the headteacher might have requested it because,  
 4 obviously, I think the school were under pressure to  
 5 take AR back into school and, obviously, the headteacher  
 6 stated -- it was obviously the level of risk he  
 7 presented to the other young people and staff as well.  
 8 **Q.** Which agency or what body were you expecting to provide  
 9 the risk assessment?  
 10 **A.** Children's Social Care.  
 11 **Q.** But you were expecting that to be a process which  
 12 involved --  
 13 **A.** Yes, I think it should have been a multi-agency process,  
 14 where we could input into it, yes, definitely.  
 15 **Q.** Do you know why that didn't happen?  
 16 **A.** No.  
 17 **Q.** Thank you. I want to move on to the second Prevent  
 18 referral, please. We know from Mr Cregeen that he  
 19 provided you with some Instagram posts?  
 20 **A.** Yes.  
 21 **Q.** Can you remember any discussions at the time with him,  
 22 around those posts?  
 23 **A.** He contacted us and I spoke to him and basically said  
 24 that he was targeting one of the students and I think it  
 25 was quite threatening what was being said and it was

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1 linked to Colonel Gaddafi. So I actually said, right,  
2 we'll make another Prevent referral but, in hindsight,  
3 I don't -- I think maybe the Range High School should  
4 have done a Prevent referral because it affected one of  
5 their students or maybe if we would have done one each,  
6 you know one for what had happened.

7 **Q.** Maybe we should pull it up, it's LCC000455. Thank you,  
8 and page 3. So, we have, I think, copied in the  
9 referral, the email that you received from Mr Cregeen.  
10 He says that he wanted to draw two attachments from the  
11 Instagram account:

12 "... appears to still be in contact with some pupils  
13 from our school, one of whom brought this to our  
14 attention, there is nothing strikingly dangerous in this  
15 message, it contains some details regarding Colonel  
16 Gaddafi, which might raise some potential radicalisation  
17 concerns ..."

18 There is no mention of targeting in this email, is  
19 there?

20 **A.** No.

21 **Q.** I don't think Mr Cregeen mentioned that in his evidence.  
22 Are you able to help where that comes from?

23 **A.** I think it was the fact that -- I think it might have  
24 been a previous student that he was actually trying to  
25 target and possibly intimidate, I think, from what I can

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1 you could have shared?

2 **A.** No, I don't think so.

3 **Q.** So, we have the CPOMS records?

4 **A.** Yes.

5 **Q.** You don't think there's anything in those that would  
6 have merited being passed on?

7 **A.** Not as far as -- I can't -- I'm sorry, I can't remember.

8 **Q.** That's fine. Could we move up the page to the top of  
9 page 2. So we have seen the email you have sent back to  
10 PC Thompson saying, "No further concerns at this time".

11 The next email on this chain is from Ms Allred to you  
12 and Mrs Hodson:

13 "I assumed that there was a concern? I am concerned  
14 as I think he may not be active but he could easily be  
15 radicalised and would be a huge risk if this happened,  
16 the risk would be very real harm to others."

17 **A.** Yes.

18 **Q.** Did you agree with that description?

19 **A.** I did but, without the actual facts, we can't make  
20 a referral on the basis of somebody's concern, almost.

21 It has to be fact. Safeguarding is about fact.

22 **Q.** To finish this off, this obviously wasn't forwarded to  
23 Prevent?

24 **A.** No.

25 **Q.** PC Thompson said, I think, this is something she would

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1 sort of gather from the text.

2 **Q.** So that's your interpretation of this email, is it?

3 **A.** Yes.

4 **Q.** You sought advice from someone called Pam Smith,  
5 CT/Prevent?

6 **A.** Yes.

7 **Q.** Are you able to help with who she is, which agency she  
8 works for?

9 **A.** I presume she would be the Prevent manager for  
10 Lancashire, like it says. I think.

11 **Q.** Thank you. That prompted you to make the referral --

12 **A.** Yes.

13 **Q.** -- which we can see here. There was contact from  
14 PC Thompson, could we have, please, LCC001526, and  
15 page 3. So the bottom email. PC Thompson says she  
16 tried to call you but you weren't available so sending  
17 an email:

18 "Wanted to check that there were no further concerns  
19 other than the information from the previous school in  
20 relation to the Instagram posts?"

21 If we then go up to the top of that page, we have  
22 your response where you say:

23 "No further concerns at this time."

24 In hindsight, at the point that you sent that  
25 message, were there any other issues that you now think

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1 have explored if it had been. Did you have an idea  
2 about Prevent not wanting to hear concerns and only  
3 wanting facts, had that come from your Prevent training?

4 **A.** Yes, I think that's what I presumed, yes, that it would  
5 be based on facts because, if it's concern you haven't  
6 got the cold hard facts, have you? So ...

7 **Q.** No, but that said, Ms Allred had perhaps the most  
8 one-to-one contact with AR --

9 **A.** She did, yes.

10 **Q.** -- and that concern must have been fed by facts from her  
11 interactions from AR?

12 **A.** Possibly, yes.

13 **Q.** With hindsight, do you agree that this should have been  
14 forwarded?

15 **A.** Possibly, I think, yes.

16 **Q.** Possibly or it should have been?

17 **A.** I don't know if Prevent would have taken it seriously to  
18 be perfectly honest.

19 **Q.** That's perhaps another question, what the response would  
20 have been, but you said that Prevent did ask for  
21 information to be provided?

22 **A.** Yes, they did.

23 **Q.** If we just finish looking at the rest of the email  
24 chain, page 1, your response was:

25 "Don't worry [PC Thompson] will be looking into it.

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1 She has worked with AR before and knows about his  
2 background. She has more than likely done a lot of the  
3 legwork already and just wants to know if we have any  
4 further immediate concerns."

5 What were you thinking that legwork would have  
6 entailed at the time?

7 **A.** I think when she's worked with him she's had an idea of  
8 what he was like and how he was presenting as well and  
9 possibly maybe -- I don't know -- that he said things to  
10 shock people, to get a reaction.

11 **Q.** When you say "worked with him", were you expecting there  
12 to be conversations between AR and Prevent on this  
13 occasion?

14 **A.** Yes, possibly.

15 **Q.** If we look at the top of the page then, you give  
16 a sentiment which is quite similar to the answer you've  
17 given before:

18 "Don't assume ... we can only refer on what we see  
19 not what we fear."

20 That is a principle of safeguarding, is it?

21 **A.** Yes, it is.

22 **Q.** But do you accept that, where we are looking at prevent  
23 radicalisation, it might be a slightly different  
24 consideration?

25 **A.** Yes, yes, I accept that.

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1 **A.** Yes. I think I met with -- Jane Eccleston was present  
2 there, the previous Head, to talk about the Prevent  
3 referral and I think, yes -- I think it was then.

4 I thought it was -- might have been a bit earlier that  
5 we had the meeting with his father.

6 **Q.** Sorry say that again. Just keep your voice up.

7 **A.** I thought it was a little bit earlier than that, before  
8 what happened at the Range High School, but I'm not  
9 entirely sure, but I do recall it was a very short  
10 meeting with Jane Eccleston, the headteacher, and we  
11 talked about the Prevent referral and I think Jo Hudson  
12 was present as deputy as well.

13 **Q.** If we have up your statement, page 6, paragraph 26,  
14 bottom paragraph. You discuss meeting and this, in the  
15 context, was after the third Prevent referral?

16 **A.** Yes.

17 **Q.** Your recollection is that Alphonse R:

18 "... felt that [AR] was being bullied and subjected  
19 to racist abuse by the school."

20 I think we've already covered your views on that?

21 **A.** Yes.

22 **Q.** "He was dismissive of the concerns being raised."

23 Are you able to remember any more about what was  
24 said?

25 **A.** Yes, I think he just said that he clicked on a hyperlink

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1 **Q.** The referral wasn't taken forward, in other words, the  
2 Prevent referral was not accepted and taken on to the  
3 Channel panel; were you told about that?

4 **A.** I don't recall being told, no.

5 **Q.** Did you understand what could happen if AR had been  
6 adopted?

7 **A.** No.

8 **Q.** Did you know about Channel panels and the interventions  
9 that they could give?

10 **A.** Yes, I think possibly that's probably why I -- I was  
11 very shocked at the first Prevent referral, that it did  
12 not get referred to Channel because I think, to try and  
13 nip something in the bud, so to speak, I think possibly  
14 would have prevented a lot of what happened. So, yeah.  
15 I think ...

16 **Q.** Thank you. Did you think to contact PC Thompson -- you  
17 had her email address -- to ask her what was happening  
18 or what her view was?

19 **A.** No, I didn't, sorry.

20 **Q.** You made a third referral then, based on AR's comments,  
21 which talked about researching London Bridge --

22 **A.** Yes.

23 **Q.** -- Israel and Palestine and the IRA. Is this right you  
24 met with AR's father to advise that the referral would  
25 be made?

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1 or something, within like -- I'm just trying --

2 **Q.** So a similar answer given in response to this referral?

3 **A.** Yes, yes.

4 **Q.** Did you tell Alphonse R whether or not he could share  
5 that Prevent referral with AR?

6 **A.** We took legal advice. We actually said to Dad that --

7 **Q.** Just stopping you there. I know that there was  
8 a process afterwards, whereby AR asked to see it. But  
9 before that, at this meeting with Alphonse R, can you  
10 remember whether you gave him any instructions about  
11 whether to give the referral to AR or not?

12 **A.** I can't remember, I'm sorry.

13 **Q.** But it was given, is this right, and AR then asked to be  
14 provided with the referral, correct?

15 **A.** I think so, yes.

16 **Q.** Is that the legal advice that you then took as to  
17 whether or not you were obliged to share it with him?

18 **A.** The legal advice that we took was, as long as it --  
19 I think it was something along the lines of: as long as  
20 the young person is able to cope with seeing it and is  
21 capable of reading through it, I think, he said they do  
22 have a right to see it unless circumstances dictate not  
23 to share it, almost.

24 **Q.** You took the view that the circumstances did dictate not  
25 to share, correct?

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1 A. Yes.

2 Q. We know this referral wasn't taken forward. Did you  
3 know that at the time?

4 A. No.

5 Q. Did you, at any stage, gain reassurance from the idea  
6 that Prevent had seen AR's case?

7 A. No.

8 Q. You hadn't followed up what happened, so you didn't know  
9 what the outcome was?

10 A. I can't remember, I'm really sorry.

11 Q. Could we just pull up, please, moving forward now to  
12 January 2022, LCC001346. So back on the CPOMS records,  
13 page 12, please. It is the bottom of the page. If we  
14 could just expand the final entry, thank you. So  
15 I think the stars are AR's name redacted, correct?

16 A. Yes, they are. That's correct.

17 Q. "[AR] asked Mrs Allred if she had heard what Rishi Sunak  
18 had said about Jews and is was supposed to be  
19 antisemitic but [AR] didn't think it was. [AR] said  
20 that why is that everyone knows" --  
21 It doesn't quite follow through:  
22 "... why [is it] that everyone knows about the  
23 Jewish Holocaust but no one talks about the other  
24 genocides in this world. [AR] said it is not right that  
25 only the Jewish people should be talked about and they

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1 records, I think, are marked as edited by you.

2 AR again talking about the Holocaust and Mrs Allred  
3 saying she felt offended by what he was saying:  
4 "[AR] asked about what was written down [and says  
5 that he meant] that all genocides should be advertised  
6 equally. Mrs Allred agreed to record this."  
7 There was also a request about what AR wanted  
8 recorded about the account that was written up for  
9 Prevent, and we can see there that it seemed to be the  
10 advice from CAMHS that a way to resolve that issue,  
11 which I think had caused a sort of breakdown in the  
12 relationship, was to ensure AR's opinion was recorded:  
13 "AR said there wasn't a bomb on London Bridge and  
14 that wasn't true."  
15 I think the entry back in 2021 said that it was  
16 talking about a bomb on London Bridge, though we know  
17 there had been two terrorist attacks there, but I think  
18 that is a question of wider news.  
19 Would you agree that AR made some concerning  
20 comments within here, albeit there is also some  
21 discussion of political issues?

22 A. Yes, I agree that he did make some concerning comments  
23 but I think Mrs Allred has challenged him appropriately.

24 Q. The entries were all edited by you but, seeing those  
25 entries against the background that you already knew and

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1 do sometimes have a lot of money that is true. [AR]  
2 said he believed the British Government knew about the  
3 Holocaust but didn't do anything about it", et cetera.  
4 We see Mrs Allred challenged this and we see the  
5 lengthy explanation that she gives on why that was  
6 appropriate?

7 A. Yes.

8 Q. Just while we are here, just in the bottom right, we can  
9 see that was edited, I think, by you, if we just expand  
10 that bottom entry. Thank you very much.  
11 If we could just look then at the entry in the  
12 middle of the page. So AR this time, talking about  
13 politics, raising issues around the death of Lady Diana,  
14 poisoning of waters, et cetera. Mrs Allred asked AR:  
15 "... check that his sources are reliable and it is  
16 important that he does not use information to promote  
17 hate or violence and he said sometimes violence is  
18 necessary that is the only way that creates change.  
19 Mrs Allred disagreed and said Mandela and Ghandi and AR  
20 dismissed this making negative comment about them."  
21 Again, we see she goes on to correct his behaviour  
22 and the things he says.

23 A. Yes.

24 Q. Finally, if we can have the top entry on that page.  
25 I just, again, mention in passing that all these

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1 the referrals that you had already made, do you agree  
2 that these issues also met that same threshold to make  
3 a Prevent referral?

4 A. In hindsight, yes.

5 Q. Are you able to say why one wasn't made at the time?

6 A. I think because there was so much information coming  
7 through and, basically, I was of the mind that I didn't  
8 think that Prevent would do anything about it, to be  
9 honest, I think.

10 Q. So you had hadn't had feedback from the last three --  
11 sorry, certainly you cannot remember feedback from the  
12 second and the third Prevent referrals; is that right?

13 A. No.

14 Q. So your view was that you didn't have an expectation  
15 that you would get feedback from this?

16 A. Yes.

17 Q. You also became aware, although this is towards the end  
18 of AR's time at Acorns, of the bus incident on  
19 17 March --

20 A. Yes.

21 Q. -- 2022, where AR was found with a knife on a bus.  
22 Without needing to turn it up, sir, we have the MASH  
23 notification which is LCC001398.

24 **SIR ADRIAN FULFORD:** Thank you.

25 **MR BOYLE:** Again, do you agree that that could have prompted

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1 a Prevent referral too?

2 **A.** Possibly but I think that the police that dealt with it,  
3 I thought that they would have made the referral, to be  
4 perfectly honest, because it's happened outside of  
5 school.

6 **Q.** Thank you. I just want to ask you now, please, about  
7 your handover to Presfield. We see an email in which  
8 you ask for the details of their Designated Safeguarding  
9 Lead --

10 **A.** That is correct.

11 **Q.** -- on 18 March 2022 and you are given email addresses of  
12 Cheryl Smith and also the Deputy DSL Mark Rigby.  
13 Sir, it's PRE001730. Could we have up on screen,  
14 please, the CPOMS records, again. LCC001346, page 4,  
15 and the large entry. If we can just expand that large  
16 entry that takes up most of the page. We see 21 March  
17 2022 at 9.15 and we have a string of information here.  
18 I just note, at the very bottom, we see those two  
19 email addresses of Ms Smith and Mr Rigby as mentioned.  
20 There is some information here about contact with AR's  
21 father but then, if we look six or seven lines down, we  
22 see that you spoke to Mrs Allred about informing the  
23 Presfield School of the events on Thursday, which  
24 I think would have been the knife on the bus incident --

25 **A.** Yes.

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1 **A.** No.

2 **Q.** So you wouldn't know, for example, about wandering?

3 **A.** No. I wouldn't have been party to him transferring over  
4 to Presfield.

5 **Q.** Just continuing, and accepting this is Mrs Allred's  
6 entry, she says:  
7 "Do not discuss the incident with him as he will  
8 probably not want the school to know as he is probably  
9 very keen to give a good impression."  
10 Do you have any view on the advice that was given  
11 there; do you know what sat behind it?

12 **A.** I think it's possibly to -- so he doesn't get -- because  
13 he had a diagnosis of ASD, possibly not to get fixated  
14 and stuck on that incident, I think.

15 **Q.** Thank you. Then we see some further detail given by  
16 Mrs Allred. She says:  
17 "a full CPOMS report has been sent to the school but  
18 school will send an up-to-date report with the Encompass  
19 report on from Thursday."  
20 That is the one we gave a reference to earlier:  
21 "Cheryl Smith ask has [AR] spoken to Sam [the CAMHS  
22 counsellor] since and will listen to her."  
23 I think that was a question. Some discussion about  
24 a strong relationship. Some discussion about social  
25 stories. Then:

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1 **Q.** -- so they can "risk assess for his visit today"?

2 **A.** Yes.

3 **Q.** It says that:  
4 "Mrs Allred spoke to the deputy head and then Cheryl  
5 Smith the Safeguarding Lead rang back for more  
6 information. The information shared was [as follows]."  
7 Were you a party to that conversation?

8 **A.** No, Mrs Allred had the conversation.

9 **Q.** Thank you. We see Mrs Allred giving information about  
10 AR:  
11 "... ran away from home on Thursday with a kitchen  
12 knife with a plan to stab somebody. As a result of  
13 taking literally information from Sam, his CAMHS worker  
14 and he thought this would be a good idea as a result.  
15 When police picked him up he seemed to have [no] insight  
16 into the actual risk of taking this action -- no harm  
17 was done."  
18 The advice was Mrs Allred said:  
19 "[AR] would be very unlikely to do anything in  
20 school however he will need to be closely supervised  
21 (Acorns have asked all staff to be aware and carefully  
22 check [AR] on arrival into school)."  
23 Pausing there. Would you have known about the  
24 security measures that Presfield had in place when  
25 a student arrived?

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1 "Cheryl said she has not seen the CPOMS and  
2 Mrs Allred said she thinks the head Hayley Dawson has  
3 seen the CPOMS report. Mrs Allred agreed to get a full  
4 CPOMS report sent to her before the meeting on  
5 Wednesday. All 3 agreed that the transition between  
6 schools has possibly contributed to [AR] finding things  
7 difficult ..."  
8 Is that a suggestion that him going on the bus with  
9 a knife was partially triggered by the move that was  
10 happening around that time?

11 **A.** Possibly, I think.

12 **Q.** Then the last sentence:  
13 "Mrs Lewis agreed to send a full CPOMS report to  
14 Cheryl."  
15 **A.** Yes, that's correct.

16 **Q.** That wasn't from your involvement with the conversation  
17 with Mrs Smith, that was something that Mrs Allred  
18 passed onto you, was it?

19 **A.** It was something Mrs Allred passed on, yes.

20 **Q.** We have you, or we have the Egress email, which shows  
21 that being sent on the next day, 22 March, to Ms Smith,  
22 from you.  
23 Sir, I do not think any need to pull up an Egress  
24 email but the reference is PRE001717.

25 **SIR ADRIAN FULFORD:** Thank you.

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1 **MR BOYLE:** It was just sent to Ms Smith. Did you think of  
 2 sending it also to the Deputy, Mr Rigby.  
 3 **A.** I didn't think at the time, I'm sorry, because  
 4 obviously, you know, it was the main DSL. Usually, you  
 5 sent it to the main DSL in a school.  
 6 **Q.** If we could also have up, please, PRE000357. So we have  
 7 a chain of emails here, which is conversation about AR  
 8 and the bus incident and we can see at the top, sent by  
 9 Mrs Allred to Ms Smith, copying in Ms Dawson and you.  
 10 I don't suppose you necessarily remember this email  
 11 chain now but do we see that there was discussion about  
 12 the input of CAMHS around this time and, again,  
 13 Mrs Allred said:  
 14 "I was very conscious if this was discussed in the  
 15 wrong way, will break trust with Mum, Dad and [AR], so  
 16 please be mindful and I think the best way is they  
 17 volunteer the information and if, in doubt, speak with  
 18 Sam."  
 19 So there's a bit more reason perhaps given there.  
 20 If we just go over the page, please, to page 2.  
 21 I appreciate you are simply copied in to these emails  
 22 but there was a request from Mrs Allred to Sam,  
 23 Ms Steed, for "as much information as possible so we can  
 24 update our safeguarding and risk assessments". Again,  
 25 all around, we see, on the 22nd, the incident on

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1 **A.** Yes.  
 2 **Q.** We will hear that Presfield also had the CPOMS system?  
 3 **A.** Yes.  
 4 **Q.** Is there a way of sharing records directly?  
 5 **A.** There is, yes. You have to go on to part of the  
 6 dashboard and you do transfer the CPOMS electronically  
 7 and they have to accept it when it comes through.  
 8 **Q.** Do you know why the Egress approach was taken?  
 9 **A.** I think we sent it previously because, obviously, the  
 10 CPOMS transfer only happens after the young person has  
 11 actually gone into -- is actually on roll with the new  
 12 school.  
 13 **Q.** Why is that?  
 14 **A.** It's just the method, how they do things, I think. You  
 15 know, usually, you get like a common transfer file of  
 16 pupil information and that's uploaded to the DfE website  
 17 but I don't actually know if CPOMS can actually be  
 18 uploaded to that. So, obviously -- but, like, the  
 19 safeguarding stuff always comes after the child has gone  
 20 on roll to a new school.  
 21 **Q.** In terms of safeguarding being information about  
 22 vulnerabilities that child has and potentially very  
 23 sensitive information about their home life, potentially  
 24 one can understand -- one can understand that you need  
 25 to treat that information with care. If the information

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1 17 March.  
 2 If we go to the top of that page, we see the  
 3 response from Ms Steed, which is quite short. You were  
 4 copied in. The emails are some time ago. Did you have  
 5 a view on the response that was received?  
 6 **A.** No.  
 7 **Q.** I appreciate there may have been issues of medical and  
 8 confidence but would you have expected CAMHS to be able  
 9 to share information with you and Presfield, so that you  
 10 could make a risk assessment?  
 11 **A.** Possibly, but the issue with CAMHS, what we have had is  
 12 that they are very reluctant to share information to  
 13 education.  
 14 **Q.** Do you know why that was?  
 15 **A.** They just won't. They just say for confidentiality  
 16 reasons.  
 17 **Q.** Thank you. I think your recollection, you tell us in  
 18 your statement at paragraph 44, is that, when AR was  
 19 transferred, we have seen the CPOMS record was sent, but  
 20 I think also you say AR's pupil risk assessment and his  
 21 Education, Health and Care Plan was passed on?  
 22 **A.** That's correct.  
 23 **Q.** Is that standard practice?  
 24 **A.** Yes.  
 25 **Q.** The CPOMS was sent on by email?

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1 is about the risk that that student poses to other  
 2 students, isn't that information that needs to be known  
 3 before the place is accepted?  
 4 **A.** I think it should be. But I think it just seems to be  
 5 practice within education. I don't know why. But,  
 6 obviously, in Acorns, we would get young people without  
 7 a lot of information at all. You know, we got -- we  
 8 didn't get -- we tend not to get CPOMS, we tend not to  
 9 get risk assessments, schools don't seem to do risk  
 10 assessments or anything, so we get very little  
 11 information and I think as well it's just the general  
 12 practice within the authority, I think.  
 13 **Q.** So Acorns, potentially, can receive students with quite  
 14 a dangerous history?  
 15 **A.** Yes.  
 16 **Q.** But Acorns perhaps expects that that might be the case  
 17 and you have the security measures in place?  
 18 **A.** Yes.  
 19 **Q.** Other schools, would you agree, might not?  
 20 **A.** Yes, I would think so but I would have thought  
 21 a specialist school provision would have measures in  
 22 place and to have professional curiosity.  
 23 **Q.** You talked about the practice and I think Mr Turner said  
 24 the same, and I think we have also seen guidance which  
 25 requires things to be shared by a certain stage --

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1 A. Yes.  
 2 Q. -- which is not before the transfer?  
 3 A. Yes.  
 4 Q. But I think Mr Turner said he didn't think there was  
 5 anything that would preclude it being sent earlier.  
 6 A. Right, okay.  
 7 Q. Is that something that you have contemplated --  
 8 A. No.  
 9 Q. -- and do you think it is something that would help?  
 10 A. Possibly, yes.  
 11 Q. You tell us that CPOMS is a very useful tool. Can  
 12 I fairly put it this way, you advocate for it in your  
 13 statement?  
 14 A. Yes.  
 15 Q. You suggest that it would be helpful if it was  
 16 a mandatory resource, factored into the budget for each  
 17 school to encourage a consistent approach in terms of  
 18 the logging and sharing of safeguarding concerns; is  
 19 that right?  
 20 A. Definitely, yes. You can put attendance stuff on it.  
 21 You can put all sorts of stuff on, all within the  
 22 safeguarding remit, but you can actually -- the SEN  
 23 stuff you can actually put on it as well and produce  
 24 different reports as well. It's a really good piece of  
 25 kit.

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1 A. Thank you.  
 2 *(The witness withdrew)*  
 3 **MR MOSS:** Sir, Mrs Hodson is our next witness, please.  
 4 **JOANNE HODSON (sworn)**  
 5 **Questioned by MR MOSS**  
 6 **SIR ADRIAN FULFORD:** Thank you very much, Mrs Hodson.  
 7 Please, have a seat.  
 8 **THE WITNESS:** Thank you.  
 9 **SIR ADRIAN FULFORD:** Yes, Mr Moss.  
 10 **MR MOSS:** Thank you, sir.  
 11 Mrs Hodson, just start by giving us your full name,  
 12 if you would, please.  
 13 A. My name is Mrs Joanne Elizabeth Hodson.  
 14 Q. Thank you. Could we have on screen, please, first of  
 15 all, LCC001773. Do we see there your statement to this  
 16 Inquiry dated 2 September 2025?  
 17 A. Yes.  
 18 Q. Can you just confirm that the contents of that statement  
 19 are true to the best of your knowledge and belief?  
 20 A. Yes, they are.  
 21 Q. Can we have on screen next, please, MERP000509. We see  
 22 here a statement that you gave to the Merseyside Police  
 23 dated 19 August 2024. Obviously, you have given some  
 24 points of clarification in detail in your Inquiry  
 25 statement, but I think you can confirm that you signed

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1 Q. That would have the advantage of being able to refer via  
 2 CPOMS onto any --  
 3 A. Exactly --  
 4 Q. -- school. Potentially, if accompanied by an email then  
 5 it's sent twice as a safeguard?  
 6 A. It would enable a lot of the widespread sharing of  
 7 information, definitely, and it would also help if --  
 8 obviously if the other agencies were on CPOMS maybe or  
 9 something, just so it would help the multi-agency  
 10 approach.  
 11 Q. I was going to ask about that because you also suggest  
 12 it would be useful for Designated Safeguarding Leads to  
 13 have access to the case note systems used by Early Help,  
 14 and Children's Social Services; is that right?  
 15 A. Definitely, yes. Obviously, they sort of see a lot more  
 16 of the wider picture of the young person. We just tend  
 17 to get, like, the education part and obviously if it  
 18 goes to child protection, we get to see bits of that.  
 19 But, obviously, we would know then how to sort of work  
 20 with the young person within the school environment, if  
 21 we had the wider picture as well.  
 22 **MR BOYLE:** Thank you, Mrs Lewis. Those are my questions.  
 23 I will just turn to see if there are any others.  
 24 **SIR ADRIAN FULFORD:** Thank you very much indeed, Mrs Lewis,  
 25 it has been very helpful. You are now free to go.

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1 that statement with the standard declaration which  
 2 included that the contents were true to the best of your  
 3 knowledge and belief.  
 4 A. Yes.  
 5 Q. Thank you.  
 6 You have also very helpfully provided an Acorns  
 7 School chronology for the purposes of the Inquiry.  
 8 Could we just have that on screen, please. It is  
 9 LCC001345. Can you just confirm maybe that you had  
 10 assistance of others in compiling it, but can you just  
 11 confirm that that is also true to the best of your  
 12 knowledge and belief, that chronology?  
 13 A. It is.  
 14 Q. Mr Boyle, in questioning the previous witness, sir,  
 15 noted that there were also detailed notes of AR provided  
 16 by the school separate to this Inquiry chronology. We  
 17 don't need to bring that up, but the reference for it is  
 18 LCC001580.  
 19 Mrs Hodson, yours, if I may be allowed to say so, is  
 20 a commendably careful and detailed statement, and  
 21 because of that, you will understand I hope that your  
 22 statement stands as part of your formal evidence. It  
 23 will be published in due course by the Inquiry on its  
 24 website. It is not my role today to seek to go through  
 25 the entirety of your statement, and if I attempted to do

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1 so, I wouldn't do justice to it.

2 What I do want to do is to pick out some key themes  
3 for it, and as I do so, to pick up some areas of  
4 challenge in certain respects and clarifications in  
5 others but just going to key themes. So please don't be  
6 perturbed or think that the detail in your statement is  
7 being overlooked. Do you follow?

8 **A.** Okay, yes.

9 **Q.** Thank you.

10 May I start, please, with your professional  
11 background. You tell us in your main statement,  
12 LCC001773 at page 2. You tell us that you have been the  
13 headteacher of the Acorns School since was it 15 July  
14 2022?

15 **A.** It was, yes.

16 **Q.** As we have heard already in our evidence, you had  
17 significant previous roles relevant to this. So from  
18 2016, I think you were the special education needs  
19 coordinator; is that right?

20 **A.** Yes.

21 **Q.** Along with being deputy headteacher.

22 **A.** Yes.

23 **Q.** But you were also, for periods relevant to the Inquiry,  
24 acting headteacher for periods in 2019, 2020, 2021 and  
25 2022.

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1 **A.** No.

2 **Q.** As the SENCO, I think you were responsible for carrying  
3 out assessments of pupils with special educational  
4 needs, and that included, did it not, making requests  
5 for statutory assessments where appropriate and  
6 necessary --

7 **A.** Yes.

8 **Q.** -- and in carrying out annual reviews of pupils who were  
9 on EHCPs?

10 **A.** Yes, that's right.

11 **Q.** Thank you.

12 The Acorns as a school -- our previous witness  
13 obviously touched on that a little bit in questions  
14 asked by my learned friend, Mr Boyle, and we have heard  
15 of there's a Pupil Referral Unit. Just give us your own  
16 description of it, just as a thumbnail sketch, if you  
17 would.

18 **A.** It is quite a small school. We have quite a challenging  
19 cohort. We serve pupils who for one reason or another  
20 can't attend mainstream school. That might be because  
21 they are permanently excluded. It might be because they  
22 are on intervention from mainstream with the intention  
23 of going back. It might be because they have special  
24 educational needs, and because we are a small setting,  
25 we meet their needs better than a big, mainstream

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1 **A.** Yes.

2 **Q.** We don't need to go through the detail of that, but it  
3 looks as though your predecessor as headteacher was  
4 absent for some period, and you stepped up to do that.

5 **A.** Yes, that is right.

6 **Q.** In fairness to you, it looks from the materials that we  
7 have seen, including your statement, is this right, that  
8 when you were stepping up as acting headteacher, you  
9 also had to carry your existing responsibilities?

10 **A.** Yes. Deputy Head and SENCO. We also had quite  
11 a significant Covid outbreak in school in September  
12 2020, where we lost half the staff. Some of them didn't  
13 come back, and that impacted on kind of all of our  
14 capacity in school at that time.

15 **Q.** I follow you. You are very softly spoken. Do try to  
16 keep your voice up --

17 **A.** Yes, sorry. I'm trying to work out which mic to speak  
18 to.

19 **Q.** If you speak loudly in the middle, it will pick it up  
20 fine, I think.

21 **A.** Okay.

22 **Q.** So you are wearing two hats at those times?

23 **A.** Yes.

24 **Q.** No one was standing in for you as deputy headteacher and  
25 SENCO when you were acting head; you had to do both?

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1 school.

2 **Q.** You speak in your statement of the fact that pupils who  
3 are deemed to be very high risk are taught off site.

4 **A.** Yes.

5 **Q.** At any one time, no doubt, that will vary, but what sort  
6 of percentage would be taught off site?

7 **A.** At the moment, I have got about ten pupils off site.

8 **Q.** When they are taught off site, would that be principally  
9 at home, or are they --

10 **A.** No --

11 **Q.** -- sometimes in public spaces that are safe that are  
12 taken just for that pupil --

13 **A.** Some of them are at the local library, and some of them  
14 we place with a specialist provider who have their own  
15 premises.

16 **Q.** Sir, paragraph 290. We don't need it on screen, but for  
17 your note.

18 You tell us in your statement that the number of  
19 pupils that leave Acorns to go on to education,  
20 employment or training is well above the regional and  
21 national average for Pupil Referral Units.

22 **A.** It is. We want to stretch our pupils academically, and  
23 we want to make sure that they go on to be -- to have  
24 good lives and live lives as adults and integrate within  
25 society. That's our aim of what we are doing.

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- 1 Q. Was that the case in 2020 and 2021 as well, or is that  
2 a more recent improvement? Has it, in recent years,  
3 including when AR first came, has it always been  
4 performing at that level --
- 5 A. It's we have always had academic rigour. We have always  
6 pursued that. One of the pupils, for example, who was  
7 there when AR was there and is referenced in the  
8 chronology is now at university, you know. So, yeah, we  
9 work with the pupils, and we put a bespoke offer in, in  
10 most parts, to make sure that we're trying to meet need.
- 11 Q. I want to turn then as a first theme to look at your  
12 early engagement with AR and aspects of your impression  
13 of him.

14 If we turn to page 4 of your statement, please,  
15 paragraph 13. You are speaking here of the admissions  
16 meeting at the school.

- 17 A. Yes.
- 18 Q. That's the early meeting, the first that you would have  
19 had; is that right?
- 20 A. Yes.
- 21 Q. You tell us in paragraph 13 that it:  
22 "... proved to be a memorable meeting."  
23 You explain that your typical approach would be that  
24 you would ask them directly about the exclusion and what  
25 had led to it, and you say you do that not least to try

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- 1 him. They weren't saying, you know -- kind of  
2 remonstrating with him or asking him to give more  
3 information or anything like that. They just completely  
4 accepted what he'd said without flinching.
- 5 Q. Over the page, at paragraph 14, you also tell the  
6 Inquiry, is this right, that you got a very clear early  
7 impression of AR having a sense of injustice at what had  
8 happened at the Range?
- 9 A. Yes.
- 10 Q. Is that right?
- 11 A. That is right, yes.
- 12 Q. One shared by his parents, did you sense?
- 13 A. Yes. He saw himself and his parents saw him as the  
14 victim of the incident rather than the perpetrator. So  
15 they saw that he had taken the knife in because he was  
16 being bullied, and that was kind of a reasonable  
17 response to do that, and that he was the victim, and  
18 that should have been taken into account.
- 19 Q. You tell us in paragraph 15 that it was your immediate  
20 impression on first meeting AR that he may be on the  
21 autism spectrum.
- 22 A. Yes. I mean, that's based on my experience as  
23 a teacher. I'm not a doctor.
- 24 Q. I'm not asking that as a clinical diagnosis, don't  
25 worry. You make that clear in your statement. But as

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- 1 to get an understanding of the pupil's degree of  
2 contrition or absence of it; is that correct?
- 3 A. Yes, that's true.
- 4 Q. What happened when you asked AR why he had brought  
5 a knife into the Range?
- 6 A. Well, it's not unusual for us to have pupils who come to  
7 us because they have brought knives into school, into  
8 other schools, but his response was to use it, and he  
9 looked at me directly when he said it, and I believed  
10 him. And that's the only time a child has ever said  
11 that to me before or since.
- 12 Q. You are a teacher with, would this be right, extremely  
13 wide experience of dealing with very challenging  
14 children in Lancashire?
- 15 A. Yes, absolutely.
- 16 Q. Including violent children?
- 17 A. Yes, absolutely.
- 18 Q. As you go on to explain, it wasn't just the literal  
19 answer "to use it", but also that he was so devoid of  
20 any remorse when he said that to you.
- 21 A. Yes, absolutely.
- 22 Q. You also say, relevant to matters that I will come on  
23 to, that you were struck by the fact that AR's parents  
24 didn't flinch at AR making that comment.
- 25 A. Yes. So they weren't upset. They weren't talking to

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- 1 an educator, which is the phrase you use rather than  
2 a clinician, that struck you on your very first meeting  
3 with him.
- 4 A. Yes. We have a high proportion of pupils at the school  
5 with ASD or ASC, and I've got SEND training and SENCO  
6 training, so I can see the traits when they are in front  
7 of me.
- 8 Q. Thank you.
- 9 After events as awful and appalling as those of July  
10 2024, it is easy perhaps to see through things through  
11 the lens of what we now know.
- 12 A. Yes.
- 13 Q. I don't ask you this for a moment suggesting that  
14 there's any dishonesty in your part. But these early  
15 impressions, they were the literal impressions you  
16 formed at the time --
- 17 A. Yes.
- 18 Q. They are not coloured by the after events, are they?
- 19 A. No.
- 20 Q. This is what you genuinely thought at the time.
- 21 A. I sent an email out to all the staff on meeting him to  
22 say that he was very high risk, and he would have to be  
23 searched, that he had brought a knife in, that he didn't  
24 show any emotion or remorse at it, and that I thought he  
25 was on the spectrum and that we'd have to start

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1 a chronology because we were going to make a referral  
2 in, or he was seeing a GP to get a referral in to  
3 support a diagnosis. But the -- yeah, the email to  
4 staff was done the same day.

5 **Q.** Having gone to almost the start of your statement,  
6 slightly oddly, I want to go almost straight to the end  
7 as well. Can we look at paragraph 277, because you come  
8 back to this in your reflections. It is page 74,  
9 please.

10 You say this:

11 "AR was a highly unusual pupil, the most unusual  
12 I had experienced during my career. At Acorns, we  
13 educate and support young people with a range of complex  
14 needs however I have never come across a pupil like AR.  
15 He was incredibly difficult to read and had an unusual  
16 energy and was unpredictable. There was a sinister  
17 undertone, and it was difficult to build rapport. He  
18 had no respect for authority and generally a lack of  
19 respect of other pupils and staff. He was insistent  
20 that his views alone were correct and everyone else was  
21 wrong. There was never any sense of remorse or  
22 accountability for his actions. Those features are, in  
23 my view, extraordinary."

24 Yes?

25 **A.** Yes.

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1 effectively -- my summary -- to him integrating into, at  
2 least to some extent, normal class work.

3 **A.** Yes, he was in class.

4 **Q.** So he would have started I think with a different  
5 teaching arrangement and only doing a small amount of  
6 hours, and that was gradually being increased.

7 **A.** Yes.

8 **Q.** Then, if we look at paragraph 21, you indicate that he  
9 was assessed as being "ready to join Willow group".

10 **A.** Yes.

11 **Q.** Willow group would be a small group of --

12 **A.** A small group.

13 **Q.** A small class --

14 **A.** I think there was about five or six of them in the group  
15 at the time.

16 **Q.** He started officially in that, initially two hours  
17 a day, and then preparations were made for that. As we  
18 see at the bottom of the page, the timetable increased  
19 from two hours to four hours; is that right?

20 **A.** Yes.

21 **Q.** "On 15 November [bottom of the page], Miss Evans further  
22 advised AR's father that his timetable would be  
23 increasing so that he would remain in school for lunch,  
24 leaving at 1.00 pm."

25 You've got, up until that stage, the middle of

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1 **Q.** Again, obviously, you have written that to this Inquiry  
2 with the knowledge of the dreadful events of July. But,  
3 again, was that genuinely your impression from AR's time  
4 at The Acorns?

5 **A.** That was genuinely the impression. We started  
6 a chronology very early on because he was so unusual.  
7 And you asked Mrs Lewis why it wasn't on the CPOMS.  
8 When staff put things on CPOMS, they can't then go back  
9 in and see them unless somebody alerts them to it. So  
10 we had a shared chronology that everybody could look at  
11 and enter to so that we all had a shared understanding  
12 of what was going on because his presentation was so  
13 unusual.

14 Yeah, the -- his interactions with staff were quite  
15 challenging. His interactions with the other pupils  
16 were very challenging, and it was just -- I was trying  
17 to work out exactly what was going on and trying to get  
18 help from other agencies to explain what we were dealing  
19 with really and get some help.

20 **Q.** Thank you.

21 If we could look at page 7 of your statement,  
22 please. You tell us in this section of the statement  
23 that, notwithstanding those first impressions and how  
24 striking they were and how concerning they were, the  
25 very early stages of AR's time at the Acorns led

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1 November, a --

2 **A.** Honeymoon period.

3 **Q.** -- process of moving him in, transitioning him in to  
4 something that would approach more normal classroom  
5 teaching, albeit small classes and reduced hours; is  
6 that fair?

7 **A.** Yes, that's what we do. We start them slowly so that  
8 they can have a look at us and see how they fit in, and  
9 we can have a look at them, and then we build the time  
10 up.

11 **Q.** So the very early integration not of itself problematic?

12 **A.** No. There were some -- we were concerned about his  
13 presentation, in terms of how he interacted with staff  
14 and other pupils, in that he was quite -- there wasn't  
15 much interaction at all at that stage, and we had  
16 a couple of weeks where he was very quiet, kind of  
17 watching everything that was going on, and then it  
18 started to escalate quite quickly.

19 **Q.** Thank you. In the context of that, before I come to  
20 other matters, you say that throughout, in terms of  
21 mental capability and academic capability, that in  
22 general terms, AR did not have learning or cognition  
23 needs. He was an articulate youth.

24 **A.** Yes. His barriers were social and communication rather  
25 than academic.

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1 Q. So, in fact, quite intelligent?  
 2 A. Yes.  
 3 Q. But consistent with what was later diagnosed as autism,  
 4 very literal, I think, in his thinking.  
 5 A. Very literal, yes.  
 6 Q. We then see and you map it out, and again I don't intend  
 7 to go through it all, but you map it out, starting with  
 8 15 November, that there was from the middle of November  
 9 through to the attack in the Range of 11 December,  
 10 a clear escalation in AR's behaviour; is that right?  
 11 A. Absolutely, yes.  
 12 Q. We don't need to turn it up, but again with striking  
 13 language, in paragraph 65 of your statement, that you  
 14 say that you actually had an visceral sense of dread.  
 15 A. Yes. I felt like he was building up to something.  
 16 I felt like something was going to happen, and that this  
 17 kind of level of agitation and -- the kind of direct  
 18 challenges to staff and the direct -- the way he was  
 19 with the other pupils, it felt like every day it was  
 20 building and building and building. And I was aware of  
 21 the -- that he had taken knives into school, and I was  
 22 worried that he was going to bring something to our  
 23 school and do something similar at our school. And in  
 24 the end he didn't; he went to The Range and did it, but  
 25 that's what I feared was going to happen at our school.

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1 asked staff to be really vigilant and to kind of really  
 2 keep a close eye to make sure that didn't happen, or  
 3 that if it happened, we tackled it straightaway, and  
 4 there wasn't anything. He was complaining about being  
 5 bullied by a particular boy. When we looked at it, it's  
 6 because the boy had told him to put his apron on in  
 7 cookery.  
 8 I think he saw some interactions with other pupils  
 9 as bullying -- that was the way he perceived it -- than  
 10 it actually being the case.  
 11 Q. So we should understand, and again there may be reasons  
 12 for this in terms of things being perceived in a certain  
 13 way and taken literally.  
 14 A. Yes.  
 15 Q. But something as trivial as another boy saying that --  
 16 whether it was for cooking or what it was --  
 17 A. Yeah, "Put your apron on".  
 18 Q. -- or art and design -- "put your apron on", he  
 19 perceived as bullying?  
 20 A. He did, yes.  
 21 Q. When concerns were raised about that with his parents,  
 22 did they understand that AR was misunderstanding and  
 23 misinterpreting the actions of others in school?  
 24 A. Not at all, no. Their reaction to that was that he was  
 25 being bullied in school, and the actual phrase that Dad

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1 Q. So the very concerning attack of 11 December was exactly  
 2 the sort of thing about which you had had a visceral  
 3 dread.  
 4 A. Yes, absolutely.  
 5 Q. Again, you tell us that that is not after-the-event  
 6 reconstruction, do you?  
 7 A. No. That's all recorded at the time --  
 8 Q. That's how you felt at the time?  
 9 A. Yes.  
 10 Q. As well as the initial impressions, you have set out  
 11 details in relation to it, so 15 November, searching for  
 12 school shootings, and you give details of subsequent  
 13 events as well in the pages that follow.  
 14 So, just to take some examples. Paragraph 37, the  
 15 top of page 12, is the nunchucks one about which  
 16 Mrs Lewis was asked.  
 17 26 November, you are passing on concerns, "be very  
 18 vigilant", especially if any tools or blades were being  
 19 used in lessons.  
 20 A. Yes.  
 21 Q. As a result of that, did you also note as part of this  
 22 escalation the same sort of concern as had happened at  
 23 the Range in the sense that AR would claim that he was  
 24 being picked on or bullied by other boys?  
 25 A. Yes. We knew that that was a trigger for him, and we

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1 used, which was why I was fearing that something was  
 2 going to happen in our school, was that he was being  
 3 bullied "like the boy in the other school", and that was  
 4 the phrase that I thought something is going to happen  
 5 here.  
 6 Q. That's a phrase, I think, that you have quoted both in  
 7 your statement and quoted at the time --  
 8 A. Yes.  
 9 Q. -- including later on as being the source of your  
 10 concern --  
 11 A. Yes.  
 12 Q. -- that you saw the pattern that had led to the bringing  
 13 knives into school at the Range repeating itself.  
 14 A. Yes.  
 15 Q. Because, in fact, the parents' response was: this is  
 16 what happened in the previous school?  
 17 A. Yes.  
 18 Q. When, in fact, it wasn't actually happening, objectively  
 19 speaking, at all; is that right?  
 20 A. No. That's right, yes.  
 21 Q. I asked some questions of Mr Cregeen about this at the  
 22 Range. Everybody will have an understanding that those  
 23 who bully in any environment may well do it in  
 24 an insidious way --  
 25 A. Yes.

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1 Q. -- so that it is not witnessed and done in a deliberate  
2 way to wind people up, so that those in authority do not  
3 see it and it's difficult to prove.

4 How confident are you that, objectively speaking, AR  
5 was not being bullied at the Acorns?

6 A. I'm very confident. We are a very small setting. There  
7 were five pupils in his class at most and two members of  
8 staff. So, if anything had been said or there was any  
9 bullying going on, we would hear it. We monitor every  
10 interaction. We monitor them. They are supervised  
11 constantly. That was one of the things he didn't like  
12 about coming to our school and that Dad didn't like  
13 about coming to our school is the level of monitoring.  
14 It's completely different than it is at mainstream.

15 Q. The weekly reports, I think, behaviour were objected to.

16 A. Yes.

17 Q. There must be, though -- even in a small referral unit,  
18 there must be occasions when pupils are with each other  
19 without immediate supervision. Maybe much less than in  
20 another school.

21 A. Very less than -- much less than in a mainstream school.  
22 They are very heavily supervised. They don't even walk  
23 to lessons, from one lesson to another, without somebody  
24 with them. They are supervised at lunchtime. The only  
25 time they are not heavily supervised is in the taxis to

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1 didn't like that.

2 Q. So a teacher appropriately supervising and seeking to  
3 prevent inappropriate material being looked at is then  
4 treated in a threatening way.

5 A. Yes.

6 Q. To the extent that other pupils may have challenged AR,  
7 it was in that sort of a context, you know, "put your  
8 apron on" or "don't speak to ..."

9 A. Yes. "... Miss like that. She's sound", yeah, to use  
10 the Liverpool vernacular. Yes.

11 Q. Again, it is a statement obviously that you have taken  
12 some care to explain matters, and one of the things that  
13 you also say in your reflections, page 74,  
14 paragraph 276:

15 "... a very unusual child. He was someone that  
16 I was concerned about. At times, I was very concerned  
17 about him."

18 You say:

19 "... I never imagined that he was someone capable of  
20 carrying out such a vile and evil attack. I perceived  
21 AR to be a risk in school and in the home. We were  
22 concerned that he was someone capable of being  
23 radicalised and that he was vulnerable. He was so  
24 socially isolated that I cannot conceive of the idea  
25 that he might attack a group of strangers, let alone

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1 and from school, actually, and even then, we can ask the  
2 taxi drivers and check that nothing's going on in the  
3 taxi.

4 Q. Thank you. So without going to more individual  
5 incidents, you would have a very high level of  
6 confidence that this is not a missed bullying case?

7 A. Absolutely not. What he was doing, actually, was  
8 starting to target some of the staff, and then some of  
9 the other pupils were sticking up for the staff because  
10 they are very loyal. So he was, you know, saying things  
11 about Ms Heaton, the ICT teacher --

12 Q. I was going to say Stephanie Heaton --

13 A. Yes, because he objected to the fact she had stopped him  
14 searching for certain things, and the other kids were  
15 sticking up for her saying, "Well, you shouldn't have  
16 been looking at things you shouldn't have been looking  
17 at". So whether he then perceived that as bullying.

18 But I wouldn't say that was bullying.

19 Q. No. Ms Heaton taught...?

20 A. ICT.

21 Q. The particular tension with her arose why?

22 A. Because of those internet searches in her lesson, where  
23 he was searching for school shootings, and she stopped  
24 him. But he actually stood right in front of her face,  
25 like that, and shouted at her, and the other children

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1 young children. The tragic events are so far removed  
2 from what I would have associated AR with in terms of  
3 risk."

4 Were you really there alerting to the fact that,  
5 although you were deeply concerned about AR, the risk  
6 that you perceived would be of revenge attack on those  
7 who he had perceived as having slighted him, whether  
8 teachers or pupils?

9 A. Yes. An attack on one of his peers is what all our risk  
10 assessments were around. So during the whole time he  
11 was with us, that was what we were on the lookout for,  
12 was him perceiving that somebody had bullied him and  
13 carrying out some sort of attack in revenge.

14 Q. But on your evidence, it is not an exaggeration to say  
15 that you feared and indeed foresaw the sort of that  
16 happened on 11 December.

17 A. Yes.

18 Q. I want to turn as my next topic, again to pick out --  
19 we've touched on it a little bit already, but just some  
20 central themes in relation to AR's parents.

21 Within that early admissions meeting, I think you  
22 explain -- if we go back to page 5, paragraph 14,  
23 please. At that early meeting:

24 "AR's parents were of the view that he was a 'good  
25 boy' who never did anything wrong and that any issues

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1 with his behaviour were someone else's fault."  
 2 That chimes, I think, with the summary that you gave  
 3 earlier in your evidence, that parents too perceived AR  
 4 as being the victim.  
 5 **A.** Yes.  
 6 **Q.** Was that both parents, or one more than the other?  
 7 **A.** Most of our interactions were with Dad. We didn't have  
 8 many interactions with Mum. She was working full-time,  
 9 and Dad did the childcare and the liaison with schools,  
 10 so most of the interactions we had were with Dad.  
 11 **Q.** If we could look at LCC000482, please. We just note the  
 12 date of this, 2 March 2020, so quite early on in the  
 13 chronology.  
 14 **A.** Yes.  
 15 **Q.** We see that it is going to Anna Jameson and Julie Hamill  
 16 at the local authority, copied to Mum from Dad.  
 17 He is saying that he understands that Ms Jameson was  
 18 going to meet with The Acorns School this week. Then in  
 19 the matters that are set out, if we just scroll down  
 20 a little bit and look at paragraphs 2.3 to 2.5:  
 21 "We feel Acorns School is not suitable for AR's  
 22 learning, thriving in the medium and long term because  
 23 ..."  
 24 Then various points are made. 2.3:  
 25 "The practice of recording students' behaviours all  
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1 **A.** I don't know that -- I know that Mr Cregeen thinks there  
 2 was no significant bullying at The Range, but I can't  
 3 really comment on that because that's outside of my ...  
 4 **Q.** The suggestion that there is an aggressive environment  
 5 at Acorns. Obviously, by definition, you have  
 6 a challenging cohort of pupils, but is it objectively  
 7 right to refer to it being an aggressive environment?  
 8 **A.** Absolutely not. It is a PRU, but we work on relational  
 9 approach to behaviour. We get to know the kids really  
 10 well. We build trust up with them. They trust us. We  
 11 are their key adults. We are very often say safe place,  
 12 and there are always two adults in a room and  
 13 supervising at all times. So there's not fighting.  
 14 There aren't chairs being thrown across classrooms.  
 15 There is a perception of a PRU as somewhere where that  
 16 is case, but if you came to our school, it is actually  
 17 really calm and really quiet most of the time.  
 18 **Q.** Staff numbers above a hundred pupils? Staff numbers in  
 19 total?  
 20 **A.** 30.  
 21 **Q.** So a massively different ratio than a mainstream school.  
 22 **A.** Yes.  
 23 **Q.** 2.5:  
 24 "We believe that environment at Acorns and resulting  
 25 frustrations have contributed to AR returning to the  
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1 the time has caused AR to feel paranoid and insecure ...  
 2 "We feel the fighting incident at Acorns was  
 3 preventable."  
 4 Was there a fighting incident?  
 5 **A.** There was -- I disputed this all the way through. There  
 6 was an incident where he had said to one of the boys,  
 7 "I hate Ms Heaton", and the boy had said to him, "Don't  
 8 say that about Ms Heaton. She's sound", and then AR had  
 9 said to him, "I hate Ms Heaton. What are you going to  
 10 do about it?" And one of them pushed each other, pushed  
 11 each other back, and then teachers got in the middle.  
 12 So it wasn't a fight. There were no blows thrown. It  
 13 was kind of a scuffle, if anything.  
 14 **Q.** In the scale of things, pretty trivial --  
 15 **A.** Yes.  
 16 **Q.** -- and, in truth, started by AR.  
 17 **A.** Yes.  
 18 **Q.** There is an adult supervising the pupils at all times  
 19 and, in fact, teachers did step in, you say?  
 20 **A.** Yes.  
 21 **Q.** "However, it is difficult to keep away from aggressive  
 22 environment at the Acorns.  
 23 "AR has come to Acorns being a victim of bullying in  
 24 the first place."  
 25 What's your take on that?  
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1 Range High School to find the student who bullied him.  
 2 AR went back to Range only a few days after getting  
 3 involved in a fight with a student at Acorns."  
 4 **A.** And that's the scuffle.  
 5 **Q.** We will obviously ask Alphonse R about this.  
 6 Can you summarise for us -- obviously, you have  
 7 a view as being the deputy headteacher at the time, but  
 8 how accurate or inaccurate is this as an impression to  
 9 hold, do you think, if one was trying to look at it  
 10 objectively?  
 11 **A.** Well, this email was presented at a strategy meeting on  
 12 4 March. So we hadn't seen it in advance; it was kind  
 13 of tabled, and I remember being really quite upset by it  
 14 because I didn't feel it represented us and what had  
 15 happened at our school at all, and it was being  
 16 presented to other professionals as if that was the  
 17 case.  
 18 **Q.** So, very different from how at least you genuinely and  
 19 honestly perceived the reality to be.  
 20 **A.** Yes.  
 21 **Q.** Also -- and it's why I went to the top of the email --  
 22 this is being sent to a different group of  
 23 professionals --  
 24 **A.** Yes.  
 25 **Q.** -- and, on its face, with content that is highly  
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1 undermining of your school --  
 2 **A.** Yes.  
 3 **Q.** -- and your approach.  
 4 **A.** Yes.  
 5 **Q.** If we go to page 5 of the same email. Sorry,  
 6 paragraph 5. My fault. Just over the page, please.  
 7 In March, still being said:  
 8 "AR is a good boy, modest and respectful. Not  
 9 a risk to himself or to others."  
 10 **A.** Yes. This is after the attack at The Range.  
 11 **Q.** Not an exaggeration to say, on a fair assessment,  
 12 somewhat devoid of reality.  
 13 **A.** Yes.  
 14 **Q.** "It has taken persistent taunting and bullying from  
 15 a group of young people to get the worst out of him at  
 16 Range High School. He now understands more the  
 17 consequences of the actions he took."  
 18 Did you perceive that he had understood the  
 19 consequences of the actions he had taken?  
 20 **A.** I think he understood the consequences of the actions he  
 21 had taken as it related to him, but not as it related to  
 22 others. So there was no -- so for the boy that he  
 23 attacks, who was actually a friend of his, he had no  
 24 remorse or understanding of the impact of what had  
 25 happened to him because he said, "Well, he got

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1 **Q.** "He understands when somebody is not being mean."  
 2 Was that your experience?  
 3 **A.** No, because even the experience of, "Well, put your  
 4 apron on", was seen to be mean.  
 5 **Q.** "However, when someone dislikes him, he can notice it  
 6 and is not afraid to retaliate."  
 7 **A.** Yes.  
 8 **Q.** Again, was that a realistic assessment --  
 9 **A.** That was a running theme through a lot of our  
 10 interactions with Dad, was that if somebody does  
 11 something to AR, he will do it back and he will do it  
 12 harder, and that comes up over and over again.  
 13 **Q.** The concept that the right place at this time for AR to  
 14 be moved to was a mainstream school with a dedicated  
 15 teaching assistant: was that at all realistic?  
 16 **A.** Not at all. He had been perm-exed for taking a knife  
 17 into school ten times. Then he had carried out  
 18 an attack in that school that was premeditated, and  
 19 he'd -- that was the bit where I felt he was really high  
 20 risk, is that he'd phoned a taxi the day before to  
 21 arrive at the same time as our taxi so that he could get  
 22 into it. He was equipped with a knife and a hockey  
 23 stick, even though Mum was supposed to be hiding the  
 24 knives. There was a level of planning that had gone  
 25 into it.

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1 compensation for it", and that was AR's understanding,  
 2 that actually --  
 3 **Q.** So he was all right --  
 4 **A.** -- that was fine, that it was okay.  
 5 So his -- the consequences for him were that he  
 6 wasn't at mainstream and that he was being held at the  
 7 Acorns, which he, you know, perceived to be a school  
 8 where he shouldn't be because he is the victim. But he  
 9 didn't understand the consequence for anybody else.  
 10 **Q.** Then in terms of parent's approach, paragraph 6:  
 11 "With a TA [teaching assistant] with him in the  
 12 classroom and nearby during other times, AR shall  
 13 flourish in the mainstream school because of the  
 14 following:  
 15 "We strongly feel he has autism which affects his  
 16 learning, quality of school work [et cetera].  
 17 "He is bright and able but has low concentration.  
 18 "He can get himself into trouble by talking back  
 19 without thinking it through.  
 20 "All of this results from low confidence.  
 21 "Doesn't like sport. Prefers to chat. Dislikes  
 22 rough play. Loves to respectfully chat with others. He  
 23 can take banter and name-calling."  
 24 Is that your experience?  
 25 **A.** No.

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1 For us to take him back -- so once he is on our  
 2 roll, he can leave us in three different ways. He can  
 3 go -- we can perm-ex him, or we could take him to a fair  
 4 access panel and ask another mainstream school to take  
 5 him, or he can go to a special school. They are the  
 6 only three ways we could move him on. We could not have  
 7 gone to a mainstream school with that background and say  
 8 "Can you take this child?" And he wouldn't have coped.  
 9 **Q.** Realistically, mainstream school at this time, March  
 10 2020, was just not a realistic option?  
 11 **A.** No.  
 12 **Q.** You are saying AR wouldn't have coped?  
 13 **A.** No.  
 14 **Q.** Would it have been your professional assessment that it  
 15 wouldn't have been in AR's interests either?  
 16 **A.** Absolutely not. He hadn't managed at the Range. So  
 17 there's no evidence or suggestion to say he would be  
 18 able to manage anywhere else, because the level of his  
 19 barriers to learning around his ASC, about his social  
 20 needs and all the rest of it are not mainstream  
 21 characteristics. They're not -- he would have felt like  
 22 he was on a different planet in a mainstream school.  
 23 **Q.** Maybe one should be careful not to be one-dimensional  
 24 about this because it's a complex picture that you paint  
 25 in your statement.

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1 If we look at paragraph 105, at page 30, please.  
 2 You do also explain there that:  
 3 "For much of AR's time at Acorns, the school had  
 4 been able to manage and communicate with AR's father  
 5 well."  
 6 **A.** Yes.  
 7 **Q.** "For the most part, there was an open channel of  
 8 communication; Acorns staff would always contact AR's  
 9 parents, mainly his father, where there were incidents  
 10 of concern and generally in relation to AR's education  
 11 provision, EHCP, involvement of other agencies,  
 12 et cetera.  
 13 "Acorns were not afraid to challenge AR's father and  
 14 push back on unsubstantiated allegations regarding how  
 15 Acorns were managing AR and how he was being treated by  
 16 staff. AR's father was open in his criticism of Acorns  
 17 in circumstances where the school felt that this was  
 18 unjustified."  
 19 **A.** Yes.  
 20 **Q.** "We only ever tried to do our best ..."  
 21 I think you are saying there that you did sense that  
 22 in some senses, and at least for times, there was still  
 23 communication going on, there was an open channel, even  
 24 if it wasn't easy communication.  
 25 **A.** We -- very early on, we decided to try and build up the  
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1 eligible for that because it wasn't a Lancashire school.  
 2 But you felt that Alphonse R somewhat manipulated CAMHS  
 3 to get CAMHS to start arguing for that in circumstances  
 4 where --  
 5 **A.** And also to kind of minimise the risks in the EHCP.  
 6 **Q.** So --  
 7 **A.** And another example would be that email that you showed  
 8 from March 2020. That's him using the professionals to  
 9 make his arguments for him.  
 10 **Q.** I wanted to touch on the EHCP as an example. You give  
 11 quite a lot of detail about that in your statement, but  
 12 can we take it relatively shortly by looking at  
 13 a version in track changes. It is LCC000132, please.  
 14 I'm hoping that our system shows the track changes.  
 15 I think it should.  
 16 This is the EHCP. Could we please go to page 6.  
 17 I think it should be the top third that we want on  
 18 page 6:  
 19 "Social, emotional and mental health.  
 20 "The educational psychologist reported that when in  
 21 school, AR had little or no interaction with other  
 22 pupils ... there were concerns of occasions where AR  
 23 would say and do things which have been described as  
 24 sinister ..."  
 25 Crossed through and amended to "inappropriate"?  
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1 trust between ourselves and AR and Dad by putting  
 2 Mrs Allred in place, and we decided that we would adopt  
 3 a strategy of kind of good cop and bad cop.  
 4 **Q.** That was where you were the bad cop --  
 5 **A.** I was the bad cop, and Mrs --  
 6 **Q.** -- if there was difficult communication to be had.  
 7 **A.** Yes, so if I had to do any challenge or go to difficult  
 8 meetings or anything like that, that was me. But in  
 9 terms of the day to day, building that trust up and  
 10 communications about, you know, how is his medication  
 11 going? Is he coming into school? How his lessons are  
 12 going, all of that sort of stuff, that was Mrs Allred.  
 13 And that's how we managed him, and that's how we managed  
 14 Dad as well.  
 15 **Q.** Over the page, we have it on screen now, 107. We have  
 16 touched on this already, but you observed that:  
 17 "... AR's father could be manipulative of  
 18 professionals and would rely on their goodwill and  
 19 concern for AR to influence the decision making ..."  
 20 You give some examples of this, don't you? I think  
 21 one is paragraph 108, that you felt that Ms Steed was  
 22 used to advocate for an education provision that was  
 23 wanted for AR. This was the Pinefields.  
 24 **A.** Yes.  
 25 **Q.** But that wasn't a starter at all because he wasn't  
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1 **A.** Yes. So the "sinister" refers to the school shootings  
 2 searches, the fascination with violence, the graphic  
 3 detail. That is sinister. Even the planning and the  
 4 premeditation around the attack that he carried out.  
 5 **Q.** In an attempt to make this an agreed document, taking  
 6 quite a lot of evidence quite shortly, is it right  
 7 that -- my words not yours -- but somewhat against your  
 8 better judgement, you ended up agreeing to these being  
 9 taken out, but you were not at all happy about it?  
 10 **A.** Yes. Yes.  
 11 **Q.** The next passage is one that's struck through  
 12 completely:  
 13 "AR can also appear to be cold and calculating and  
 14 when in meetings with staff did not appear to be  
 15 concerned about the seriousness of the meeting."  
 16 **A.** Yes.  
 17 **Q.** Does it now strike you as being of concern that  
 18 a document that is a very important document for  
 19 planning, selecting the appropriate school and guiding  
 20 the provision there, in effect, had information about  
 21 risk to others taken out?  
 22 **A.** Yes. I did manage to keep the section in that said that  
 23 any school dealing with him would have to carry out  
 24 a risk assessment and understand -- do some work with  
 25 him around understanding consequences of his actions on  
 124

1 himself and others. That stayed in, and that to me was  
 2 quite key.

3 **Q.** Thank you. If we look at paragraph 240, back at the  
 4 statement please. It is at page 66. This is the bus  
 5 incident.

6 **A.** Yes.

7 **Q.** We will come back to this in a different context. But  
 8 I think you were alerted, or the school was alerted to  
 9 the bus incident because there was an Op Encompass  
 10 referral, so you got the information through from the  
 11 police?

12 **A.** Yes. We originally knew he had gone missing because  
 13 I think it was -- I can't remember if it was Mum or Dad  
 14 phoned the school to ask if he was with us, and we told  
 15 them to ring 999 because he was a vulnerable person, so  
 16 we knew he'd gone missing. We then contacted Dad who  
 17 said he'd been found but didn't tell us under the  
 18 circumstances, and then we got the Encompass report.

19 **Q.** I was taking it too shortly. Initially, you were aware  
 20 because there was a phone call about where he was.

21 **A.** Yes.

22 **Q.** But in terms of the fact that AR had been found with  
 23 a knife and reference to poison, I think that came about  
 24 through the Op Encompass referral.

25 **A.** Yes. We weren't told that by anybody else other than  
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1 told by YOT there'd been an incident at home, and then,  
 2 over the course of 2021, there was an increasing number  
 3 of incidents to the point where we agreed with Dad that  
 4 we would text him in advance to let him know we were  
 5 going to phone him so that he could speak to us  
 6 privately without AR being there.

7 **Q.** You say in paragraph 280 that by -- he ruled the home  
 8 and, in the end, you think that his parents were  
 9 frightened of him and afraid of asking for support and  
 10 afraid of divulging the extent of their problems.

11 **A.** Yes, I do believe that. Yes.

12 **Q.** On the other hand, if we look at paragraph 110, page 32:  
 13 "The issues with AR's father were not confined to  
 14 him minimising concerns but they went further ... AR's  
 15 father would endorse and justify AR's concerning  
 16 behaviour, often in his presence, and openly criticise  
 17 Acorns in front of AR thus undermining our authority."

18 **A.** Yes.

19 **Q.** You say in relation to that:  
 20 "It was hardly surprising that AR had no respect for  
 21 authority."

22 **A.** Yes.

23 **Q.** Does that mean that in front of you or others from the  
 24 school, with AR present, that Alphonse R would be  
 25 directly critical of the school?  
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1 Encompass.

2 **Q.** What you say about this in paragraph 240 is that  
 3 Mrs Allred later contacted AR's father to ask if AR had  
 4 returned home and was advised that the police had  
 5 located him. However, no further information was  
 6 provided; is that right?

7 **A.** Yes.

8 **Q.** So although you came to know from the Op Encompass  
 9 referral that AR had been found with a knife and had  
 10 made reference to poison, when the school contacts  
 11 Alphonse R, he, to your understanding, withheld that  
 12 information --

13 **A.** Yes.

14 **Q.** -- and just indicated that he had been found.

15 **A.** Yes, absolutely.

16 **Q.** Again, seeking to avoid matters being one-dimensional,  
 17 you go on later in your statement to reflect that you  
 18 had concerns that AR's father at times may have become  
 19 fearful of AR.

20 **A.** Yes.

21 **MR MOSS:** Paragraph 237, sir.

22 **SIR ADRIAN FULFORD:** Thank you.

23 **MR MOSS:** At paragraph 280, in your reflections, a sense  
 24 that they had lost control of AR.

25 **A.** Yes. It started from about January 2021 when we were  
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1 **A.** Yes. The third Prevent referral is a really good  
 2 example of that. So he had spoken to AR about it, and  
 3 they had agreed that it was wrong for the school to make  
 4 that referral and that we were treating him like  
 5 an enemy of the state, and that was at the point when we  
 6 did ask Dad not to share the referral with him, and he  
 7 did.

8 **Q.** One of the issues with which the Inquiry must grapple is  
 9 whether in relation to AR's parents and Alphonse R in  
 10 particular, what was happening was a perhaps misguided  
 11 over-accommodation.

12 **A.** Yes.

13 **Q.** Perhaps to an unusual extent but wanting their son to do  
 14 well, feeling that academic attainment was important to  
 15 them, culturally important to them, and minimising  
 16 wrongdoing and not setting boundaries.

17 **A.** Yes.

18 **Q.** A complex mix of those sort of factors, on the one  
 19 hand --

20 **A.** Yes.

21 **Q.** -- or, on the other hand, whether it extended to, at  
 22 times, being deliberately deceitful and wrong and  
 23 malign. Are you able to help us in relation to that?

24 **A.** Do you mean Dad or AR?

25 **Q.** I'm going to ask about Alphonse R to separate it out.  
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1 Did you feel at times that there was deliberate  
2 deceit, or was it more a complex combination of the  
3 former? If you can't say, you should indicate.

4 **A.** I just think he saw things very differently than us. So  
5 there was -- after we made the third Prevent referral,  
6 there was a very long email -- I don't know if you have  
7 seen that -- on 27 April, where he goes through all of  
8 our failings in great detail. But his perception of  
9 what we did and why we were doing things was so skewed  
10 and so out of line with what we were trying to do to  
11 support AR that I'm not sure if it was deceit or whether  
12 it was just a completely different view or understanding  
13 of what we were doing and why we were doing it.

14 **Q.** Thank you, and in relation to Mum?

15 **A.** Mum was kind of almost quite distant, quite arm's length  
16 from what was going on with Dad and AR. I would say  
17 almost disassociating from it, kind of letting them  
18 battle it out between themselves and not really getting  
19 involved. That was my perception anyway.

20 **Q.** Thank you. Before we break for lunch, I would just like  
21 to deal with a topic next with information sharing with  
22 The Range. If we look at paragraph 10 on your page 3,  
23 please. You say there that:

24 "AR was enlisted on the enrolment at Acorns on  
25 17 October ... having been permanently excluded from The  
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1 provided but here it had to be different because they  
2 didn't know initially who it was going to, and he  
3 thinks, in part based on the contemporaneous records,  
4 that he sent it to the local authority. In fairness to  
5 him, his email back to you said, "We did send this to  
6 the local authority some weeks ago".

7 **A.** Yes.

8 **Q.** Mr Turner seemed to suggest that it should still be  
9 school to school. Can you help us in relation to that  
10 at all? You were obviously the recipient, you hadn't  
11 received it. Do you know what "went wrong" on this  
12 occasion?

13 **A.** I would say that that's kind of -- that happens all the  
14 time. So, what usually happens is that we get the  
15 information from Pupil Access Team. We don't get the  
16 information from the school for a permanent exclusion.  
17 So -- and that information can take some time to trickle  
18 through, so we might get it in three or four different  
19 emails with different information on before we have got  
20 the whole lot.

21 **Q.** Thank you.

22 While that happens all the time --

23 **A.** It's not great.

24 **Q.** -- is that not a concern --

25 **A.** It is a concern.

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1 Range High School on 10 October ..."

2 If we just go over the page. The referral was  
3 received on the 14th. It's the normal procedure, and  
4 then you set out what was in the PAT in paragraph 11.

5 Should we understand, though, that that's all that  
6 was received at that stage?

7 **A.** Yes.

8 **Q.** Would you have expected to receive more at that time?

9 **A.** I would have liked to have received more. I would have  
10 expected to see the headteacher's report, which would  
11 have given us details of the incident of what had  
12 happened but it was a very, very fast turnaround. So he  
13 had only been excluded, I think, on the 8th, and we had  
14 got the paperwork through on the 14th. So that was all  
15 we had at that point, so we didn't understand the level  
16 of risk he presented at that point.

17 **Q.** As you may now be aware, The Range High School didn't  
18 have CPOMS, they had an alternative system.

19 **A.** Yes.

20 **Q.** But you hadn't received their CPOMS equivalent, their  
21 detailed safeguarding log.

22 **A.** Not at that stage, no.

23 **Q.** You may have heard some of the evidence about this.  
24 Mr Cregeen says, in relation to that, that normally it  
25 would be school to school that that information would be  
130

1 **Q.** -- especially for a Pupil Referral Unit, you would want  
2 to have the safeguarding information there as quickly as  
3 possible?

4 **A.** Yes. Yes.

5 **Q.** Would you agree -- we don't need to turn it up again --  
6 but we know that you emailed in the context of your  
7 mounting concerns, the email of 21 November, and that's  
8 where -- one of the places where you mentioned "same  
9 pattern". He's now saying "parents raising the same  
10 pattern", as I explored with you earlier.

11 Would you accept that, very promptly after that, the  
12 next day, The Range did then provide their safeguarding  
13 information?

14 **A.** The information that we got from The Range and the  
15 working together with The Range was excellent at all  
16 times. That wasn't where it fell down.

17 **Q.** No. Is there a recommendation or a solution to that?  
18 You will have an understanding of how the tech works  
19 between schools, but it does seem to be not perhaps  
20 necessarily in this case, with this exchange of  
21 information, but it seems an obvious risk area if  
22 safeguarding information isn't getting through?

23 **A.** It's because we don't put them on roll until they have  
24 their admission, and then we can't load the CPOMS on  
25 until they are on roll. It is kind of a chicken and egg  
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1 thing, but that's why we value the headteacher's report  
 2 so much. The headteacher's report will tell us not only  
 3 what the incident happened that they had been  
 4 permanently excluded for, but all the measures they've  
 5 put in place before that and any safeguarding concerns.  
 6 So that is our kind of information bundle before we get  
 7 the CPOMS. So that's the bit we need to see early on,  
 8 really.

9 **Q.** Just before we break, could we have try having on  
 10 screen, please, LCC001560. If we try on page 2, please.  
 11 That's the 27 -- you refer to a detailed email listing  
 12 the concerns and in relation to the Prevent referral and  
 13 matters of that kind. I am not going to go through  
 14 this, but I think the head, Mrs Eccleston, in the reply  
 15 has put into bold some quite carefully, no doubt, worded  
 16 responses to the long list of concerns that Alphonse R  
 17 raised at this stage. Was this the email that you had  
 18 in mind as the further example?

19 **A.** Yes.

20 **Q.** I have brought it up, so we don't need to go through it,  
 21 but that's what you were referring to.

22 **A.** Yes, that's what I'm referring to.

23 **MR MOSS:** I'm going to move to a different topic now.  
 24 I wonder if that would be a convenient moment?

25 **SIR ADRIAN FULFORD:** It certainly will, Mr Moss. I'm in  
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1 thought that Acorns would be making the referral; is  
 2 that right?

3 **A.** That's right, yes.

4 **Q.** We have explored with others how, in fact, the autism  
 5 assessment was going through in 2019 and 2020 and the  
 6 pace of it. I don't wish to ask anything more about  
 7 that. But against the background of an assessment for  
 8 autism being a priority, you also say right at the  
 9 bottom of the page, paragraph 17, please:  
 10 "... it was a priority to have him referred for  
 11 an ASD assessment."  
 12 Clear traits of autism; although you are an educator  
 13 and not a clinician; "academically capable", and so on.  
 14 If we go over the page, this leads into the point that  
 15 you raise in your statement that AR:  
 16 "... had never been assessed for an EHCP so there  
 17 was no background in terms of educational assessment and  
 18 support at the point of his referral to [your school]."  
 19 Is that right?

20 **A.** Yes.

21 **Q.** Arising out of that, the EHCP was not, by any means, the  
 22 only aspect that you were referring to here but you go  
 23 on to say:  
 24 "I felt it was important to put all of these things  
 25 in place."

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1 your hands as to how long we have given the list of  
 2 witnesses for today.

3 **MR MOSS:** I'm looking in part at the excellent stenographer.  
 4 Is 1.40 too short?

5 **SIR ADRIAN FULFORD:** There is a nod. 1.40.  
 6 (1.01 pm)  
 7 (The short adjournment)  
 8 (1.40 pm)  
 9 **SIR ADRIAN FULFORD:** Yes, Mr Moss.

10 **MR MOSS:** Thank you, sir.  
 11 Mrs Hodson, I'd like to pick up on our next topic  
 12 and theme, please, on some aspects of your work with  
 13 Lancashire County Council, the local authority. We have  
 14 seen in your statement that you had an immediate  
 15 suspicion that AR might be autistic?

16 **A.** Yes.

17 **Q.** In seeking to deal with that, if we look at page 5 of  
 18 your statement, if we could have the two middle  
 19 paragraphs on the screen, please, 15 and 16, in the  
 20 first meeting, you accept that may have been an element  
 21 of miscommunication as between the school and AR as to  
 22 who was going to take that forward, I think the school  
 23 with the understanding that Alphonse R was going to take  
 24 AR for a GP's appointment in that respect, but it later  
 25 becoming clear that Alphonse R hadn't done that and he  
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1 **A.** Yes.

2 **Q.** Now, we know because it's minuted in the 6 January 2020  
 3 strategy meeting -- sir, LCC001802 at page 24, but we  
 4 don't need to bring it up -- that taking forward the  
 5 EHCP was decided upon as an action point at that  
 6 meeting?

7 **A.** Yes.

8 **Q.** By that stage, AR had been at the Acorns for some two  
 9 and a half months, although there had obviously been the  
 10 major disruption of the attack at The Range School on  
 11 11 December. There was a lot of activity going on but  
 12 do you think that work towards an EHCP might have  
 13 started slightly sooner than it did?

14 **A.** The chronology that we kept throughout November and  
 15 December would be the first steps to the EHCP. So  
 16 normally -- do you mean for us to start it or somebody  
 17 else?

18 **Q.** Yes.

19 **A.** So normally you would do two terms of watching somebody,  
 20 trying different approaches, graduated response before  
 21 you have got enough evidence to put an EHCP together.  
 22 We hadn't had him for two terms, we'd him for two months  
 23 or six weeks, or something like that. So the start of  
 24 that chronology, which started as he started with us,  
 25 was to build the evidence for the EHCP. We just didn't  
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1 expect it to take the direction it took in terms of  
 2 school shootings, and all of that kind of thing.  
 3 **Q.** You would say that, even though matters were of obvious  
 4 concern, nevertheless this was evidence building that  
 5 was a necessary precursor?  
 6 **A.** Yes, that's what we always did/do, is to start over.  
 7 **Q.** We don't perhaps need to go into the fine detail but you  
 8 also raise in the statement some issue about whether  
 9 father was going to take that forward and seek an EHCP  
 10 or school was going to do so. Did that bring in  
 11 an element of delay and uncertainty about that; can you  
 12 help on that?  
 13 **A.** Yes, I offered at that meeting to make the request for  
 14 statutory assessment, even though we hadn't had him that  
 15 long. I thought we had enough at that point because of  
 16 the extraordinary events that were going on to start to  
 17 make a request for statutory assessment and it was  
 18 decided by the other professionals at that meeting that  
 19 they would put -- they would look for a parental request  
 20 instead, I think sometimes because they are a bit faster  
 21 to go through. I'm not sure why that decision was made  
 22 but the offer that I made was not accepted at that  
 23 meeting. The problem with parental requests is they  
 24 can -- they can minimise some of the issues around  
 25 a child because the parents will often present a child

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1 visceral dread, and then the attack itself, would this  
 2 be right, you had very significant concerns about the  
 3 safety of other pupils at the school and, indeed, the  
 4 staff at the school?  
 5 **A.** Yes. Absolutely, yes.  
 6 **Q.** I have understood from your statement that a key feature  
 7 of that in the school's thinking and your individual  
 8 thinking at this time was that it was simply not  
 9 appropriate for there to be staff contact with AR in the  
 10 teaching environment -- any teaching environment --  
 11 **A.** Yes.  
 12 **Q.** -- let alone he having contact with other pupils until  
 13 the risk had been properly assessed?  
 14 **A.** Absolutely, yes.  
 15 **Q.** You say in your statement that you felt that there was  
 16 some resistance to Acorns' position on that. Where was  
 17 the resistance coming from: which agencies?  
 18 **A.** All of them I think. I felt like everybody just kind of  
 19 took a step back and passed the risk to us and just --  
 20 their solution to the issue was to say, "You've got to  
 21 take him back into school", and my issue was that  
 22 I didn't want to bring him back into school until  
 23 I understood the risk and then him injure one of our  
 24 children or one of our staff.  
 25 **Q.** In the immediate weeks and months following the

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1 in a more favourable light than a professional will.  
 2 **Q.** Thank you. Some of the aspects perhaps around  
 3 behaviours and risks, of which, in your evidence,  
 4 Alphonse R was not accepting of them --  
 5 **A.** Yes, exactly.  
 6 **Q.** -- may not have featured in an EHCP that was requested  
 7 by parents --  
 8 **A.** Yes.  
 9 **Q.** -- and therefore, would have been lacking in quality in  
 10 assessing the real needs; is that a fair summary?  
 11 **A.** Absolutely, and the other delay was caused -- because it  
 12 was a parental request, it went through as  
 13 a mainstream --  
 14 **Q.** I'm going to come onto that in just a moment. I'm just  
 15 looking at the chronology. We will come to that in just  
 16 a moment, if I may, in the course of the chronology.  
 17 After the hockey stick incident, it's right to note,  
 18 isn't it, that the bail conditions meant that AR was not  
 19 permitted to attend the physical premises of the Acorns  
 20 School --  
 21 **A.** Yes.  
 22 **Q.** -- and, trying to summarise quite a lot of information  
 23 that's in your statement that gives the full detail of  
 24 why you were so concerned, I think, against the sense  
 25 that you'd had, that something was building up, the

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1 incident, the suggestion that you should take him back  
 2 in school was unrealistic, in any event, because it  
 3 would have been a breach of the bail conditions?  
 4 **A.** The bail conditions actually said for him not to attend  
 5 Acorns School until a multi-agency risk assessment had  
 6 taken place. That's what it actually said.  
 7 **Q.** Who were you expecting to carry out that risk  
 8 assessment?  
 9 **A.** All of us, as multi-agency, really. I was quite happy  
 10 to play a part in that but it was kind of -- the famous  
 11 quote is "You've been left holding the baby now", kind  
 12 of, get on with it. I'd been trying to get help, I had  
 13 been trying to get other agencies involved in the weeks  
 14 leading up to the attack, then all of a sudden the  
 15 attack happens and lots and lots of agencies are then  
 16 involved and my immediate thought was, "At least we're  
 17 going to get something done now, at least people are  
 18 going to look at the risks around him and we're going to  
 19 have a multi-agency plan around him", but that didn't  
 20 happen.  
 21 It was kind of the police peeled away, Prevent  
 22 peeled away, CAMHS peeled away, Forensic CAMHS, who  
 23 I thought were going to come in and assess the risk,  
 24 didn't do it, Social Services said that they didn't  
 25 there was a risk, and we were literally left holding the

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1 baby.

2 **Q.** Holding the baby but also, would this be right, thinking  
3 there plainly is a risk and there needs to be  
4 a professional assessment of it?

5 **A.** Yes, and we're teachers, we're not police, we're not  
6 clinicians, we're not Social Services. We're teachers,  
7 with some SEN qualifications with how to engage children  
8 with SEN, but not around managing a risk that he  
9 presented.

10 **Q.** I think one subset of this was there was a request for  
11 the local authority to do a specific risk assessment of  
12 the ability of one teacher or tutor to go into the  
13 family home and provide education at home; is that  
14 right?

15 **A.** That's right, yes.

16 **Q.** There was a request and an offer that that would be  
17 done?

18 **A.** Yes.

19 **Q.** Was it, in fact, done?

20 **A.** The risk assessment?

21 **Q.** That subset risk assessment?

22 **A.** No.

23 **Q.** In the meantime, I hope I summarise it accurately, that,  
24 in the earliest month of 2020, I think what was  
25 happening was that work was being sent home --

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1 him, he wouldn't come down but we met with Dad and he  
2 talking about the different ways he wanted to learn and  
3 we put like an online package together for him to do  
4 that he could do in his own time because he was more  
5 likely to engage with that.

6 **Q.** If we now come to the point I think you wanted to make,  
7 if we look at page 23, paragraph 80.

8 So bottom two paragraphs. Is this what you had in  
9 mind:

10 "... a further multi-agency strategy meeting took  
11 place on 6 January. I reported that work had been sent  
12 home for AR. However, Pita Oates ..."

13 Just remind us who she was?

14 **A.** She was the lead officer for alternative provision at  
15 the time, amongst other things.

16 **Q.** At the local authority?

17 **A.** Yes, the local authority.

18 **Q.** "... had advised that this was illegal."

19 The sense from your statement and from the documents  
20 in relation to this, is this right, the concern that was  
21 being raised here was that AR was not, technically  
22 speaking, excluded from The Acorns School and by  
23 requiring him to be at home and do work at home and not  
24 come into the school, that was a *de facto* exclusion  
25 without having gone through the correct procedural steps

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1 **A.** Yes.

2 **Q.** -- for AR to do. So pre-pandemic, when everything  
3 changed for everybody, but even before that, for AR work  
4 was being sent him but I think not being returned?

5 **A.** Yes, we were sending a pack out every Friday with  
6 a stamped addressed envelope, so they could do it and  
7 send it back to us but nothing ever came back.

8 **Q.** There were attempts, I think, then to try to make it  
9 more interactive, for things that he could complete in  
10 his own time online but again not, I think, with any  
11 real success?

12 **A.** We took advice from the attendance people at the local  
13 authority and they said that because of this issue of  
14 legality --

15 **Q.** Just stick with the main question.

16 **A.** Sorry.

17 **Q.** Just in terms of the attempts that were made, I think  
18 work was sent out, expecting it to come back in and be  
19 marked?

20 **A.** Yes, and it didn't.

21 **Q.** There was then an effort, I think, to do more stuff  
22 online in an interactive way?

23 **A.** I did a home visit with Jane Eccleston, who was the  
24 headteacher at the time, to talk about what we could put  
25 in place that might engage him. We didn't meet with

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1 for an exclusion; is that a fair summary of what the  
2 concern was?

3 **A.** Yes.

4 **Q.** Was there any alternative?

5 **A.** The only other alternative would have been to exclude  
6 him, so permanently exclude him, and that would have  
7 meant passing the risk onto others or losing him to the  
8 system completely. So that was -- we were kind of stuck  
9 between a rock and a hard place. We either exclude him  
10 or we bring this child in, who we think is dangerous to  
11 be in school, or we do something like we did as  
12 an interim measure.

13 **Q.** I don't want to do a disservice to Pita Oates because  
14 I think you that around later issues she was very  
15 helpful and supportive.

16 **A.** She did, yes. She was very supportive.

17 **Q.** But, in relation to this issue, was that slightly  
18 ratcheting up the pressure on The Acorns?

19 **A.** Yes, absolutely.

20 **Q.** Was anything concrete put forward by the local authority  
21 in terms of alternative provision, additional resource  
22 that could be tried?

23 **A.** We spoke to a lady called Helen Smith, who was in charge  
24 of attendance at that point, and she felt we could make  
25 it -- put it onto a legal footing by making the work

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1 available to him online, rather than sending work packs  
 2 out. So that's what we did. I was uncomfortable about  
 3 putting a tutor in the house without a suitable risk  
 4 assessment because I just couldn't put another human  
 5 being into that position.

6 **Q.** I think Mr Turner's evidence on this was that he  
 7 accepted that it was really for the local authority to  
 8 consider alternatives and he also thought, I think, that  
 9 the statutory guidance might allow for a short period  
 10 the sort of arrangement that was done but probably not  
 11 for a long-term solution?

12 **A.** No.

13 **Q.** I don't think you had envisaged this as a long-term  
 14 solution --

15 **A.** Absolutely not.

16 **Q.** -- it was only until the proper risk assessment had been  
 17 done; would that be fair?

18 **A.** Yes.

19 **Q.** Was the proper risk assessment ever done?

20 **A.** No, only by us when we tried -- when we brought him back  
 21 into school in the summer, after lockdown.

22 **Q.** So would this be right that, when the pandemic struck,  
 23 followed weeks later by the timetable of school  
 24 closures, there had been no resolution of that knotty  
 25 problem. At that stage, AR was still receiving work at

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1 that could be offered because, in the unusual  
 2 circumstances that most of your pupils were not  
 3 present --

4 **A.** Yes.

5 **Q.** -- the risk could be tolerated and managed; is that  
 6 a fair summary?

7 **A.** That's fair, yes.

8 **Q.** Dealing with attendance just a little bit more broadly.  
 9 If we could look at page 32 of your statement, please.  
 10 You deal, starting at the bottom of the page, with  
 11 attendance, paragraph 113. You detail his attendance  
 12 figures and for each of these you give a breakdown. So  
 13 attended 29.9 per cent of the time, up to July 2020 and  
 14 then the 29 per cent attendance was reflecting part-time  
 15 timetable and home learning during the Covid lockdown?

16 **A.** Yes.

17 **Q.** Then 69 per cent of unauthorised attendance?

18 **A.** No. He actually attended physically for 29.9 per cent  
 19 of the time and then his part-time timetable and home  
 20 learning during lockdown is the 69 per cent, and his  
 21 unauthorised attendance is 1.1 per cent.

22 **Q.** Forgive me, I --

23 **A.** As the years go through, you can see that, it's that  
 24 unauthorised attendance figure.

25 **Q.** I was reading it too quickly, you are quite right.

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1 home, albeit now online --

2 **A.** Yes.

3 **Q.** -- and you still didn't have a risk assessment?

4 **A.** The last strategy meeting before the pandemic was  
 5 4 March and there was still a big push from the other  
 6 agencies for us to just take him back into school,  
 7 without that risk assessment.

8 **Q.** I will come back to that in the context of FCAMHS.  
 9 Covid, in a sense, then intervenes because the schools  
 10 are closed and when the first lockdown, I think, ends --  
 11 we don't need to go into the full details -- but I think  
 12 that the partial lifting of that meant that children who  
 13 were allowed to come into school initially were those  
 14 who were particularly vulnerable?

15 **A.** That's right, yes.

16 **Q.** You explain in your statement that AR was identified as  
 17 one who was particularly vulnerable because, against the  
 18 background of other factors, he was at risk of being  
 19 extremely socially isolated?

20 **A.** Yes.

21 **Q.** You were then in a position, is this right, where there  
 22 were very few pupils coming into school?

23 **A.** Yes.

24 **Q.** So in that altered risk situation, I think you made the  
 25 decision that he could physically come into school and

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1 I wanted to focus on the position thereafter though. So  
 2 paragraph 114. So attended 36.4 per cent of the time.

3 **A.** Yes.

4 **Q.** Then with authorised attendance, as it's phrased as  
 5 62.6 per cent and unauthorised attendance of 1 per cent?

6 **A.** No, that's the wrong way round. It should be  
 7 unauthorised -- no -- yeah, that's right, sorry. It is  
 8 the right way round.

9 **Q.** I got it wrong the first time, you're getting it wrong  
 10 this time.

11 **A.** Yeah, sorry. He attended 36.4; he had authorised  
 12 attendance of 62.6, again because we had lockdowns and  
 13 we had a part-time timetable, and his unauthorised  
 14 attendance when we were expecting to see him and he  
 15 didn't turn up is 1 per cent.

16 **Q.** Then at paragraph 115, September 2021 to April 2022,  
 17 attended 12.2 per cent?

18 **A.** Yes.

19 **Q.** Authorised attendance 50 per cent --

20 **A.** Yes.

21 **Q.** -- and that would involve part-time?

22 **A.** Yes, that's because he was on a part-time timetable.

23 **Q.** And unauthorised attendance of 37 per cent. There we  
 24 see the unauthorised attendance has gone up --

25 **A.** Just suddenly shooting up.

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1 Q. I want to just focus on the authorised attendance  
2 part-time. If one had been strict about it, was it  
3 within the rules and the guidance, strictly speaking, to  
4 count the limited attendance on part-time, which was  
5 less than the standard Acorns' full day, as authorised  
6 attendance?  
7 A. Yes. I don't know what you mean by that.  
8 Q. In terms of action that should be taken by the local  
9 authority and by the school in relation to failing to  
10 attend, and the measures that would then be in place,  
11 should that, strictly speaking, have been permitted  
12 absence in the way that it was? Wasn't it actually  
13 building up a pattern of inappropriate absence that was  
14 being allowed, by way of mitigation, when strictly  
15 speaking, according to the rules and the guidance, it  
16 perhaps should have been viewed as absence?  
17 A. We are allowed to put -- as a PRU, we're allowed to put  
18 bespoke timetables in for pupils that need them.  
19 Q. Could we look at the way that Kate Dixon from the  
20 Department for Education puts it. It is DFE000256,  
21 page 24, paragraph 79. She summarised this position:  
22 "AR's attendance was good but fell rapidly at Acorns  
23 School ... worsened further after the lockdowns. Of  
24 some concern is the fact that a large proportion of his  
25 absence from Acorns School was classified as other

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1 and we said that right from the beginning.  
2 Q. I'm going to come back to that aspect but your answer,  
3 I think, is we were doing what we had to do to try to  
4 prevent the situation becoming --  
5 A. To get him in at all.  
6 Q. -- more volatile. You will see now though, from  
7 paragraph 79, why I'm seeking to give you an opportunity  
8 to comment on this because this would appear to be  
9 a suggestion that this should have been the subject of  
10 a formal report to the local authority about the level  
11 of AR's absence. Given the other communications and  
12 liaison that you were having with the local authority,  
13 were the local authority in fact already aware of the  
14 type of attendance pattern; do you think?  
15 A. We were having liaison with Early Help service from the  
16 local authority and with the SEND around the EHCP. But  
17 we weren't having a liaison with anybody else around  
18 him.  
19 Q. Do you think, on reflection, that the best practice in  
20 this situation may have been to continue as you felt you  
21 had to do but to make the formal report to the local  
22 authority in relation to statutory attendance but with  
23 a caveat saying that there's no other real alternative  
24 here?  
25 A. Yes. I mean, what they are saying is that that is

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1 authorised absence. At the time, schools did not have  
2 a separate attendance and absence code for part-time  
3 timetables, which may have been one of the reasons for  
4 such a large number of 'other authorised absences'.  
5 However, such a high rate of absence should have been  
6 seen as a risk factor and reported to the LA via  
7 a statutory attendance return in line with the legal  
8 duty under the [2006 Regulations] as amended. It is  
9 unclear whether the [local authority] took action to  
10 investigate the high levels of non-attendance and put in  
11 place any necessary support at the time."

12 What do you say about that?

13 A. We did what we had to do to get him into school and  
14 engage with us. So if he -- we tried a couple of times  
15 to build his timetable up and we couldn't because he  
16 struggled to be in the class with the other pupils. We  
17 had a risk around him perceiving that he was being  
18 bullied by the other pupils and what might happen from  
19 that.

20 Dad was pushing really hard for a full-time  
21 timetable but AR did not consent to that. He could not  
22 manage with more than we were offering him and that was  
23 a massive risk to try and push him beyond what he was  
24 able to do or consented to do. We knew what the risks  
25 were around him. We were not the right place for him

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1 a risk factor but he was -- it was a risk factor for him  
2 because -- and that's what we were dealing with.  
3 Q. You predicted the next sub-area that I wanted to go  
4 into, which was you weren't the right solution, you'd  
5 made that clear from the start and we've heard evidence  
6 about Acorns wouldn't really be intended as a long-term  
7 solution for any pupil, although it sometimes ends up  
8 lasting longer than might be ideal. But, in terms of  
9 alternatives, so additional funded support from the  
10 local authority coming in to Acorns to help with AR, or  
11 alternative education provider, another school, whether  
12 a special school, or adjustments made may not have been  
13 realistic for a mainstream school, was any of that being  
14 taken forward, so far as you could see?  
15 A. No, because his EHCP said that he needed a mainstream  
16 setting, that delayed all of that moving forward. So  
17 that delayed things probably by about a year, in terms  
18 of him moving on from us. I did apply, at one point,  
19 for a specialist teaching service to come in and work  
20 with him but I didn't get anywhere. That was when I put  
21 Mrs Allred in place instead.  
22 Q. You did seek additional resource to come into Acorns to  
23 help with that?  
24 A. Yes.  
25 Q. When you say you didn't get anywhere, were you given

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1 a reason for that at all?

2 **A.** There's a chain of emails where I'm corresponding and  
3 saying we really need help with this child, we want to  
4 get him back in, he's vulnerable, we need him in school  
5 and then people just stopped answering me in the end.

6 **Q.** The people there who stopped answering, which agency?

7 **A.** Local authority.

8 **Q.** I think, in his evidence, Mr Turner candidly accepted  
9 that that was the case.

10 You have touched upon, again, the next area that  
11 I wanted to deal with, that the EHCP containing  
12 a mainstream school was, I think, the parents'  
13 preference?

14 **A.** It was, yes.

15 **Q.** And would this be right that, with all your experience,  
16 as you mentioned previously, there was really no  
17 realistic prospect of getting a mainstream school to  
18 take onto their roll a pupil who had been excluded  
19 originally for bringing knives to school on ten  
20 occasions, when there'd then been a subsequent event of  
21 an actual attack?

22 **A.** Yes, and also had lots and lots of barriers to his  
23 education.

24 **Q.** And barriers to education and the difficulties that  
25 Acorns had suffered?

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1 inter-agency working with them, 234, please, page 64.  
2 One of the points you made, second line here:  
3 "Early Help were very quick to close the case  
4 altogether."

5 **A.** Yes.

6 **Q.** Also, you say that the local authority -- Social  
7 Services were very quick to deescalate to level 3 and to  
8 level 2; is that right?

9 **A.** Yes.

10 **Q.** Did you feel that that was premature when it was done?

11 **A.** Yes. There were lots of -- we were the only people that  
12 saw him on that journey from October 2019 through to  
13 April 2022. We were the only consistent professionals  
14 all the way through and others were kind of dipping in  
15 and dipping out, but wouldn't have the full picture or  
16 would have to start from the beginning. That gave  
17 Alphonse opportunity to tell a different story to  
18 different professionals, and all of those factors.

19 **Q.** In the context of the inter-agency working, same  
20 paragraph further down, you mention that there were  
21 frequent changes of social workers --

22 **A.** Yes.

23 **Q.** -- and family support workers --

24 **A.** Yes.

25 **Q.** -- and one understands that challenge of staff turnover.

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1 **A.** Yes.

2 **Q.** Were the parents, Alphonse R in particular, receptive to  
3 your attempts to reason with them?

4 **A.** Not at all. There was quite a difficult meeting in May  
5 2020, where I made the case several times to him in that  
6 meeting that he could not go to mainstream and he just  
7 kept coming back to the mainstream thing, over and over  
8 again, and when the educational psychologist spoke to me  
9 to get input into that original EHCP I made it very  
10 clear to her that he couldn't go back to mainstream,  
11 yes.

12 **Q.** There is, I think, provision in appropriate  
13 circumstances for the local authority to override  
14 a family's request in an EHCP if the preference is  
15 assessed as being unsuitable. Do you think that that's  
16 what should have happened?

17 **A.** Yes, I do.

18 **Q.** And should have happened at an early stage?

19 **A.** In 2020, yes. It's difficult for us as a school because  
20 we didn't make the request for statutory assessment. So  
21 we were kind of like feeding into that EHCP process but  
22 not running it or not leading it, whereas with other  
23 pupils we would be leading that process and it would be  
24 easier to challenge.

25 **Q.** Then, finally, in relation to local authority and

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1 As an objective factor, you say that that meant that  
2 there had to be an element of starting again from the  
3 beginning, you felt, each time, is that right?

4 **A.** Yes.

5 **Q.** We don't need to turn up the documents in relation to  
6 this but you deal in your statement with the position in  
7 the summer of 2020, coming to the end of that  
8 Covid-affected academic year, and I think you raised  
9 concerns that you didn't want the CFW to withdraw their  
10 support coming into the summer, at about July time. Can  
11 you just explain why you were particularly concerned  
12 about that?

13 **A.** Well, we knew how Alphonse felt about us and that wasn't  
14 very positive. We were trying to get AR back into  
15 school and there were barriers being put up to that. We  
16 had very little contact with the family over lockdown.  
17 So you know, despite trying, I think we'd had one  
18 message that said "Happy Easter" or something, whereas  
19 Child and Family Wellbeing had managed to maintain that  
20 contact and we were worried that, if we didn't get AR  
21 back into school in the summer or the September, that  
22 we'd lose him altogether.

23 **Q.** Do you remember how that played out at that particular  
24 time, whether they did remain involved at that stage?

25 **A.** What happened was we managed to get AR into school in

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1 the July and Early Help did remain involved, I think.

2 **Q.** Thank you. I want to ask you next about inter-agency  
3 working with CAMHS and FCAMHS?

4 **A.** Yes.

5 **Q.** You had an early difficulty, I think, in terms of the  
6 CAMHS referral because you were involved in a CAMHS  
7 referral to Lancashire CAMHS but were told it needed to  
8 be to Sefton CAMHS because, although AR lived in  
9 Lancashire, he had a Sefton GP?

10 **A.** Yes.

11 **Q.** You were concerned, I think, because you knew that  
12 a referral to Sefton CAMHS had already been made and  
13 rejected --

14 **A.** That's right.

15 **Q.** -- by The Range School. I think in due course and,  
16 obviously, there were the events of December as well,  
17 but in due course, obviously, Sefton CAMHS did become  
18 involved, yes?

19 **A.** Yes. We got -- I think it was community paediatrics  
20 agreed to take the referral in November 2019, community  
21 paediatrics from Alder Hey/Sefton CAMHS. Then it all  
22 got overtaken by the attack in December and they took  
23 an urgent referral then, instead -- not from us, from  
24 the police.

25 **Q.** Thank you. I'm not going to get for the moment into the

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1 We know that there was the later comment in the  
2 minutes, which was a return to the same theme, at least  
3 as minuted, "I don't have a crystal ball, none of us  
4 have", and offering a £5 bet to anyone who could say  
5 what was going to happen next.

6 Those matters were put to Mr Hicklin and to  
7 Ms Brown, the Head of operations of FCAMHS. One of the  
8 points that Mr Hicklin made in relation to this was,  
9 while he didn't dispute that he may have said those  
10 things, he said he didn't think it fairly gave the  
11 context. What's your recollection of what was being  
12 discussed at the time, what was the context in which  
13 that comment was made?

14 **A.** Myself and the lady who'd originally -- I think she was  
15 called Stephanie Hallaron -- who'd originally made the  
16 referral to Forensic CAMHS -- were explaining how high  
17 risk he was; the level of premeditation; the fact that  
18 he'd attacked a boy who was his friend because he  
19 thought, "I'm here, so I might as well"; the fact that  
20 there was no remorse; all really, really high-risk  
21 factors that we thought that that meant that there was  
22 a high risk of him coming back into school and carrying  
23 out something similar because I still had the pupil at  
24 that point who had been involved in the scuffle with  
25 him. I still had Ms Heaton teaching. You know, there

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1 distinction between community paediatrics and Alder Hey  
2 CAMHS. We understand your fear that it would be  
3 completely rejected by Sefton CAMHS, I think in the  
4 event, partly possibly because of intervening events,  
5 but they did become involved?

6 **A.** They did, yes.

7 **Q.** You then attend the two meetings that was involved with  
8 FCAMHS. The first of those was on 21 January 2020?

9 **A.** Yes.

10 **Q.** If we look at paragraph 85 of your statement on page 25.  
11 Let's just pick it up, for context, on page 24,  
12 paragraph 84. So you have helpfully set out the full  
13 minute here, which we have in our documents. That's  
14 what I'm looking at.

15 If we go to page 25. We've seen this a number of  
16 times but, in the middle of the page in the quote --  
17 it's probably fine as it is on screen:

18 "John H [John Hicklin], then turned to Jo H [you]  
19 and said I've been thinking about what you said before,  
20 I don't have a crystal ball, none of us have! We can't  
21 say whether he is likely to offend again. There are  
22 kids who have carried out serious offences, they still  
23 have a right to an education. Jo H replied that might  
24 be so, but she wasn't prepared to explain to a parent  
25 why a child at our school has been seriously injured."

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1 were a lot of people who were potentially at risk from  
2 him coming back into school and I was expecting that  
3 meeting to be an assessment of risk by everybody, led by  
4 Forensic CAMHS, and it wasn't.

5 It was kind of, "Well, you're left holding the baby,  
6 just get on with it. We accept you're not right place  
7 to be, we accept he should be in a specialist setting,  
8 we're not going to do any risk assessment and over to  
9 you".

10 **Q.** Was there an element of part of the context being what  
11 you may have perceived as being the pressure but the  
12 concern being raised that AR was out of education to  
13 a significant extent at that stage and that, itself,  
14 could be an aggravating risk factor?

15 **A.** Absolutely. That was mentioned but my concern was the  
16 children and the staff I had in front of me.

17 **Q.** Even if that was the context, would it follow that, from  
18 what was minuted that what you were saying is it may be  
19 so that there are kids who carried out serious offences  
20 and they still have a right to an education, you weren't  
21 denying that?

22 **A.** No.

23 **Q.** But what you were saying was, it's necessary to have  
24 a risk assessment because we must ensure that children  
25 in The Acorns School or, for that matter, staff are not

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1 seriously injured?

2 **A.** Yes, exactly. I felt like all the risk was being passed

3 to us and I actually felt quite ganged up on in that

4 meeting and I did come back and speak to the headteacher

5 Jane Eccleston about it and she then attended the

6 meeting on 4 March with me, to support me.

7 **Q.** The Head of Operations, I don't know if you saw her

8 evidence or read her transcript, but Ms Brown candidly

9 accepted, in relation to that, that she didn't think

10 that was consistent with the values that FCAMHS should

11 have and, when asked why, she said because it was

12 indicative of a flippant comment. I don't suppose you

13 disagree with that?

14 **A.** I don't disagree with that.

15 **Q.** But relevant to the work of the Inquiry, it is right to

16 say that, to the extent that it was fair to characterise

17 Mr Hicklin's comment as flippant, it was a flippant

18 comment in response to you indicating to FCAMHS that

19 what was needed was a proper professional risk

20 assessment?

21 **A.** Yes, because, again, we are teachers, we cannot carry

22 out a CAMHS or a mental health risk assessment around

23 a child.

24 **Q.** In paragraph 89 of your statement, second sentence:

25 "I felt that the concerns I had raised were not

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1 **A.** My take from that meeting was that CAMHS had said there

2 was no mental health concerns and FCAMHS said that they

3 couldn't do anything without an autism diagnosis. So

4 that left us kind of adrift because ASC diagnoses take

5 a long time to come through.

6 **Q.** The Inquiry has seen a letter written by Mr Hicklin

7 after that meeting, which was addressed to Ms Hallaron,

8 who you mentioned earlier on, who had referred into

9 FCAMHS, which pointed to some risk factors that would be

10 relevant and complicated, in the case of a child who had

11 autism but also appearing to indicate, at the end, as

12 well as the sentiment of you can re-refer to FCAMHS

13 later, that it would be difficult for FCAMHS to say more

14 about risk until a diagnosis of autism had been made.

15 Was your school copied into that letter?

16 **A.** No.

17 **Q.** Did you understand at all, as the deputy head of the

18 school, that there had been an offer from FCAMHS that

19 there could be a re-referral once autism was diagnosed?

20 **A.** Not at all.

21 **Q.** If you had had a sense of that, would you have looked to

22 a re-referral to FCAMHS both when autism was diagnosed

23 and when there were further problems with AR?

24 **A.** Can I ask a question: why would you need an autism

25 diagnosis to carry out a risk assessment?

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1 being taken seriously and that the response from other

2 agencies was inadequate."

3 Is that right?

4 **A.** Yes.

5 **Q.** I'm going to seek to deal with the next matter without

6 going to the records, if I may, but if you want to see

7 them let me know.

8 But for the second meeting that took place on

9 4 March, if you take it from me for the moment that the

10 minutes of the meetings themselves -- LCC001346, sir,

11 for your note -- don't appear to have any reference to

12 the concept of a later re-referral to FCAMHS?

13 **A.** There weren't any minutes of that meeting to my

14 knowledge. Those are my notes in the CPOMS.

15 **Q.** You're right to correct me. I think you're right.

16 I think they go into CPOMS, I think?

17 **A.** Yes.

18 **Q.** So your note of that meeting, your minutes, if you like,

19 but they don't, in fact, contain -- I'm not going to go

20 to them because it's proving a negative -- any reference

21 to, "If this happens, we should re-refer to FCAMHS".

22 Were you aware of anything being said about you can come

23 back and re-refer to FCAMHS --

24 **A.** No, I wasn't.

25 **Q.** -- in particular, if a diagnosis of autism is confirmed?

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1 **SIR ADRIAN FULFORD:** I'm not going to ask Mr Moss to answer

2 that. We've heard evidence of that.

3 **A.** Yes.

4 **MR MOSS:** You asked that rhetorically, by which you mean you

5 wouldn't need that to do the risk assessment?

6 **A.** Yes.

7 **Q.** I follow. When you were told about the events of

8 17 March and matters were passed on to Presfield in

9 relation to that, could we have a look, please, at

10 paragraph 244 at page 68 of your statement.

11 We see there that, on 22 March, Mrs Allred emailed

12 Ms Steed to ask again about the events on 17 March. You

13 say:

14 "Ms Steed again did not close what had happened."

15 It is apparent from 244 that this was the second

16 time that there was contact in relation to that.

17 **A.** Yes.

18 **Q.** I asked you about this in the context of parents, of

19 Alphonse R, earlier, I think. But here you are dealing

20 with the position in relation to CAMHS. What did you

21 understand at the time? Why did you understand that,

22 despite the school learning through Op Encompass that

23 a knife had been involved, that that information wasn't

24 being volunteered from CAMHS to the school?

25 **A.** My instinct and my understanding at the time was that

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1 they didn't want anything to derail the move to  
 2 Presfield and they didn't want us to share that  
 3 information with Presfield that would then lead to  
 4 Presfield not then offering him the place. That's what  
 5 I understood at the time. But that's my supposition at  
 6 the time.

7 **Q.** It is not direct knowledge, that's your understanding  
 8 what the motivation may have been?

9 **A.** That's what we thought was going on at the time.

10 **Q.** Could we have on screen, please, PRE000357. Could we go  
 11 to page 2, please. So this is the 22 March email,  
 12 I think you were referring to in your statement; is that  
 13 right?

14 **A.** Yes.

15 **Q.** Could we just look at the bottom email, please, first of  
 16 all:  
 17 "Can you let us know how the meeting with AR went on  
 18 Friday and clarify what were the issues that caused AR  
 19 to act the way he did on Thursday?"  
 20 That's a reference back to 17 March?

21 **A.** Yes.

22 **Q.** These words:  
 23 "Please give as much information as possible so we  
 24 can update our safeguarding and risk assessments."

25 **A.** Yes.

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1 return to Acorns to say goodbye."  
 2 Was that the question that had been asked?

3 **A.** No.

4 **Q.** "He is looking forward to starting at Presfield and have  
 5 agreement from [AR] to contact them. I'm happy for  
 6 Presfield to have my details."  
 7 Yes?

8 **A.** Yes.

9 **Q.** If and to the extent that CAMHS knew information about  
 10 what had happened on 17 March, despite the fact that AR  
 11 was still enrolled at that stage at your school, and it  
 12 had been requested in the context of asking for  
 13 safeguarding information, to keep pupils and staff at  
 14 the Acorns safe, no information was volunteered?

15 **A.** No, nothing.

16 **Q.** As Mr Boyle was exploring with Mrs Lewis, and I don't  
 17 need to turn up the emails, what ended up happening was  
 18 a rather circuitous route, wasn't it, with Acorns saying  
 19 to Presfield, "You should shall aware of this  
 20 information", yes?

21 **A.** Yes.

22 **Q.** So "We, the present school, are letting you know that  
 23 this incident has happened"?

24 **A.** Yes.

25 **Q.** "But neither father nor AR nor CAMHS know that we know"?

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1 **Q.** Where was AR enrolled at this stage?

2 **A.** With us.

3 **Q.** So this is you asking CAMHS for as much information as  
 4 possible so that CAMHS could provide you with  
 5 information to help you update your safeguarding and  
 6 risk assessments?

7 **A.** We'd had sight of the Encompass, so we were trying to  
 8 see if they were going to tell us what's happened.

9 **Q.** I appreciate that and that's why I'm asking.

10 **A.** Yes.

11 **Q.** "It would also be useful if you can liaise with  
 12 Presfield School, are you happy for me to forward your  
 13 details to them?"

14 **A.** Yes.

15 **Q.** If we look at the very, very bottom two lines of the  
 16 previous page, please. Having been asked to give all  
 17 possible information, do we see at the bottom of the  
 18 page that the same day, Samantha Steed, 11.45 responds,  
 19 yes?

20 **A.** Yes.

21 **Q.** It is Ms Steed's reply to Ms Allred. If we go to the  
 22 top of the next page, please:  
 23 "Good morning, Maggie.  
 24 "[AR] came to session and engaged well. From what  
 25 he shared I can let you know that he does not want to

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1 **A.** Yes, that's true.

2 **Q.** "So please try to get father or AR to volunteer this  
 3 information because if you volunteer that you know it  
 4 from us, it will be difficult for relationships,  
 5 including your trust"?

6 **A.** Yes, that's true.

7 **Q.** Also saying to the new school, "You might want to speak  
 8 to Sam Steed yourselves to get it from there", perhaps  
 9 in a sense that they might be more willing to share with  
 10 the next school than this?

11 **A.** Yes. That was how we had to manage Alphonse. It was  
 12 just by that trust, for them not to think we were  
 13 talking about them behind their back or that we were  
 14 sharing information behind their back and it was really  
 15 important that AR built a trusting relationship up with  
 16 Presfield and we didn't want to kind of derail that  
 17 right from day one. That was why it was really  
 18 important that that level of trust was maintained.

19 **Q.** In terms though -- one understands why you are cautious  
 20 about and really warning Presfield about, "Be careful  
 21 how you handle this information because, right at the  
 22 beginning of them being at the school, it could damage  
 23 relationships". But if one takes Alphonse R out of the  
 24 equation for the moment and looks at that in terms of  
 25 the inter-agency dealings between two schools and CAMHS,

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1 you, in fact, had this information because you'd got it  
 2 from the police?  
 3 **A.** Yes.  
 4 **Q.** But was this how inter-agency working should look --  
 5 **A.** Absolutely not.  
 6 **Q.** -- at all?  
 7 **A.** Absolutely not, no. But that's why we made the decision  
 8 to give that information to Presfield because we didn't  
 9 think they would get it any other way. So we shared the  
 10 Encompass with them and the CPOMS with them, while he  
 11 was still on our roll.  
 12 **Q.** You thought withholding that safeguarding information  
 13 would be wrong?  
 14 **A.** Yes, because up until then, we thought his risk had  
 15 really dropped and we were happy for him to go to  
 16 Presfield but, after that incident on the bus, the risk  
 17 had shot right up again, and they needed to know that.  
 18 **Q.** Did you think about, at that stage, making -- getting  
 19 FCAMHS involved, given that there had been another  
 20 episode with a knife?  
 21 **A.** After my experience of FCAMHS, I have never tried to get  
 22 them involved ever again. That's the honest truth, and  
 23 I wouldn't be able to make a referral to FCAMHS as  
 24 a school, it is a tertiary referral. It has to come  
 25 from one medical professional to another.

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1 **A.** No, that was the only information we got.  
 2 **Q.** But you did get that information?  
 3 **A.** But we did get that information.  
 4 **Q.** I want to turn to inter-agency working with Prevent now:  
 5 several aspects to this.  
 6 In relation to the first referral, the Inquiry and  
 7 the learned Chair is well familiar with the first  
 8 referral. We've looked at it quite a lot. We know that  
 9 one part but not the only part was the November, looking  
 10 up school shooting aspects.  
 11 **A.** Yes.  
 12 **Q.** Acorns were asked some issues and you gave the main  
 13 statement in relation to some aspects, in which your  
 14 former colleague, Stephanie Heaton, who you have  
 15 mentioned, I think, was -- it was felt that she was  
 16 perhaps better placed to ask.  
 17 Sir, just for your note we recently received that  
 18 additional statement from her, LCC002135. But I don't  
 19 think I need to take Mrs Hodson to that.  
 20 **SIR ADRIAN FULFORD:** That's helpful.  
 21 **MR MOSS:** In relation to the internet use at the school and  
 22 15 November, we have heard that the system in play was  
 23 relying on software that would block certain sites and  
 24 only allowed authorised types of sites to be accessed.  
 25 **A.** Yes.

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1 **Q.** I'm going to move away from CAMHS and FCAMHS and ask you  
 2 briefly about the local police, Lancashire Police.  
 3 They've come up in several places. You deal in your  
 4 statement with the dealings that you had with  
 5 PC McNamee, I think early in October, trying to get  
 6 further information about the October event. There was  
 7 then liaison, I think, that you had with PC Harrison,  
 8 also of Lancashire Police, in relation to events in  
 9 2019. I have just been asking you about the Op  
 10 Encompass referral in March.  
 11 Can you help us with what in general terms you found  
 12 the working relationship with the local constabulary to  
 13 be and working with them?  
 14 **A.** PC Harrison was really good and he was really -- he  
 15 worked really well with us and, in that very first  
 16 strategy meeting on 17 December, where I was being told,  
 17 even then, to take him back into school, he sat next to  
 18 me and completely supported me. But, after that, they  
 19 kind of stepped back. So they didn't kind of get  
 20 involved with him again after that. I think once he had  
 21 gone through for sentencing and he got his referral  
 22 order, they didn't see any need to get involved.  
 23 **Q.** Was there any contact between you and Lancashire  
 24 Constabulary over the bus incident, other than receiving  
 25 the referral through the Op Encompass referral?

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1 **Q.** I think you now understand that it shows that, in  
 2 relation to that 15 November, there was access to  
 3 a mainstream media report, or attempted access, of  
 4 a school shooting in America but a significant number of  
 5 attempts to access graphic photographs of degloving  
 6 injuries and similar of the type that are showing really  
 7 quite horrific injuries that you might see in a surgical  
 8 textbook but wouldn't normally be printed in mainstream  
 9 media. Have you, in fact, seen those?  
 10 **A.** No.  
 11 **Q.** Could we have on screen LCC001401. The actual  
 12 internet -- I'm not going to bring up the images -- this  
 13 is not the easiest document to navigate. I'm going to  
 14 try to do this briefly.  
 15 Could we go to page 4, please. Could I ask you  
 16 highlight the top quarter.  
 17 You see that this does relate to 15 November, yes?  
 18 **A.** Yes.  
 19 **Q.** Then you get the time?  
 20 **A.** Yes.  
 21 **Q.** I just want you, without going to the imagery, to see  
 22 something in relation to this. You see that the second  
 23 one down, three lines within it is, "skin + deglove"?  
 24 **A.** Yes.  
 25 **Q.** And "Search denied". Ignore the next one down, the one

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- 1 down after that, something that was being searched for  
2 included "skin + deglo"; "search denied". The one right  
3 at the bottom, you can see again that there's repeated  
4 searching going on for "skin + deglove", or repeated  
5 going to imagery for the same search.
- 6 If we just move down to the next set. That one was  
7 denied but then the next one "skin + deglove"; "search  
8 engine allowed"; do you see that?
- 9 **A.** Yes.
- 10 **Q.** Then something is denied and then the next one "Skin and  
11 deglove", "Engine allowed"; "Skin and deglove", "Search  
12 denied"; "Skin and deglove", "Search denied".
- 13 The next set down, please, "Skin and deglove",  
14 "Search denied"; 11.08, something was denied; then,  
15 "Skin and deglove", "Engine allowed"; "Skin and  
16 deglove", "Search denied", and so on.
- 17 Not, on the face of it, accidental?
- 18 **A.** No.
- 19 **Q.** I don't expect you to understand the technicalities but  
20 does it appear that sometimes searches were being  
21 allowed and sometimes they were not being allowed?
- 22 **A.** Yes, I don't understand why though. We were using  
23 Netsweeper.
- 24 **Q.** You would have been relying on the software?
- 25 **A.** Yes.

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- 1 page 437 of the hieroglyphics, and I'm going to ask that  
2 the top quarter of the page be shown, please. I'm not  
3 going to go through that item by item but do you see it  
4 seems to be searching for news articles, so Bing.com,  
5 News, read article, repeated a number of times. First  
6 time through Bing, looking for, it looks like a news  
7 article, if we can just cast down to the next set.
- 8 A similar sort of pattern. Search engine allowing  
9 some of these. It is searching, it seems, for news  
10 items. But a repeated pattern of what's being looked  
11 for seems to be items in the news.
- 12 Then, if we go to the bottom quarter of the page,  
13 please. Against that context, at the top of the page,  
14 12.04, again, Bing.com News. Then the Daily Mail comes  
15 in 12.04, then Bing.com, and then Daily Mail. Then  
16 15/11/2019, 12.04, dailymail.co.uk, news article,  
17 California high school lockdown, six people shot.
- 18 Take it from me from the moment that that then links  
19 to a Daily Mail article that was headed:
- 20 "Unsociable student gunman pulls semi pistol out of  
21 backpack on his 16th birthday and unloads on five  
22 classmates in California high school, killing two,  
23 before attempting suicide, as it's revealed."
- 24 Were you aware of the search content there, other  
25 than the school shooting?

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- 1 **Q.** But it may or may not be that some of these at least  
2 searches, if not the actual imagery, was getting through  
3 the system?
- 4 **A.** Yes.
- 5 **Q.** I won't detain you with the rest of page 4 or go through  
6 it page by page, you will be relieved to know, but just  
7 so that the sense of this is not lost, if you look at  
8 page 7, and we go to the bottom quarter of the page, one  
9 sees, 11.08, the big one in the middle, I think it is  
10 difficult to work out exactly but the webpage is,  
11 "Sacramento, injury, attorneys blog". Then we have,  
12 "Sacramento attorneys injury blog", again, "Progress  
13 clinical medical care for diseases to wonder degloving  
14 injury".
- 15 That's three pages further on from that which  
16 I showed you earlier. So do you see a repeated interest  
17 in this?
- 18 **A.** Yes.
- 19 **Q.** It looks like trying to go to different target areas to  
20 get imageries of horrific degloving injuries, would you  
21 agree, just from the face of the search terms?
- 22 **A.** Yes, it's horrible.
- 23 **Q.** The school shooting, which was, at one stage, said to be  
24 untrue and at another stage was said to be simply  
25 copying that which another boy had done, we find at

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- 1 **A.** No. I've seen this print before. I remember seeing  
2 this print at the time. When Lord Anderson's report  
3 came out and said we hadn't shared the internet,  
4 I thought, yeah, we did. That was kind of my first  
5 reaction. I had seen this before. I hadn't looked at  
6 the detail of any of the searches and we wouldn't have  
7 put any of those searches into any of computers.
- 8 **Q.** For obvious reasons --
- 9 **A.** For obvious reasons.
- 10 **Q.** -- it's unpleasant material, right?
- 11 **A.** We're told not to do that; we're told to let the police  
12 do it.
- 13 **Q.** One understands. It's difficult when it's hieroglyphics  
14 in this way but on the face of things, any suggestion  
15 that this was accidental searching or just copying  
16 a single link from another pupil, would appear to be  
17 inaccurate?
- 18 **A.** Yes, absolutely.
- 19 **Q.** The browsing history, you say, was kept for 14 days.  
20 You can request a report in relation to it. You say  
21 that was done on this occasion, the request for it. If  
22 we look at paragraph 132 of your statement, page 36.  
23 "Acorns did attempt to analyse the data seen ..."  
24 That is the exhibit I have just taken you to:  
25 "This was undertaken by ... Stephanie Heaton and

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1 Blue Orange ... Due to Acorns being a small school, we  
2 do not have our own IT department ..."

3 You say you were "informed by Ms Heaton that the  
4 analysis of the data was not successful as pupils had  
5 managed to override the filtering and browsing history  
6 settings.

7 This Inquiry was able to get that document from  
8 Acorns?

- 9 **A.** Yes, I'm wondering if there's two different things going  
10 on. I've spoken to somebody about this today because  
11 the School Business Manager went to LCC and got that  
12 search history downloaded. So that's why we had the  
13 search history. I'm wondering whether Steph and Blue  
14 Orange were actually -- because when she describes it in  
15 her statements, she is talking about advertisements and  
16 things like that. I'm wondering if they are looking at  
17 pages that have been seen or something like that.  
18 Whether it's actually a different document that she's  
19 looking at.
- 20 **Q.** There may be some confusion, do you agree, here because  
21 this doesn't quite seem to tally with the existing  
22 document?
- 23 **A.** It doesn't, no.
- 24 **Q.** All right, well, I won't seek to take that any further?
- 25 **A.** I'm not an IT expert, I'm sorry. But just when I read

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1 4.00. I think it comes to this, that the email trail  
2 doesn't show us what those attachments were. What we do  
3 though have is a -- some contemporaneous material from  
4 the Prevent side showing that they, at the time, didn't  
5 believe that they had received the material because they  
6 make near contemporaneous reference to asking the school  
7 for it. That appears both in material in relation to  
8 Officer B but also in relation to an assessment that is  
9 done by what's called the JAT.

10 Again, I don't think I need to take you to the  
11 detail but there are two separate references that both  
12 suggest that Prevent had not received that.

13 Against that background, although you say in your  
14 statement, the reference is paragraph 133, that the data  
15 was provided to Prevent, can you, in fact, say that that  
16 is reliable and accurate, or is that simply your belief?

- 17 **A.** That's my belief. I remember it being discussed at the  
18 strategy meetings that the data was there, and I hadn't  
19 seen the green Excel spreadsheet before until I found it  
20 in the CPOMS document but when you put that white  
21 document up on the screen, then I had seen that before  
22 and I think we had printed that off and handed it over  
23 but I've no proof of that and it is not contained in any  
24 of the notes. The only other reference to it is  
25 DC Murphy refers to it I think.

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1 her statement, I thought actually I wonder if we are  
2 talking about the same thing.

3 **Q.** Thank you. I follow.

4 Then, I'm going to try to deal with the issue about  
5 what was and wasn't sent to Prevent in relation to  
6 internet browsing history without going through the fine  
7 detail of the emails. My learned friend Mr Boyle did  
8 that with Mrs Lewis. What it seems to come to is this:  
9 there is not now a copy of Mrs Lewis' emails in their  
10 pure original state?

11 **A.** Yes.

12 **Q.** One is dependent upon looking at it in an altered form  
13 where the timestamps can be seen to be unreliable and  
14 there are three copies of an email that has the same  
15 text in the body.

16 Now, you have helped us in your second statement  
17 with one of those, and that's the one that has two  
18 attachments but where the second attachment is a zip  
19 file, and I'm not going to go to it but you very  
20 helpfully in your second statement set out what those  
21 documents were, and I think you will agree that none of  
22 them were the internet school history for the 15th that  
23 we've just been looking at.

24 What is less clear is in relation to the two other  
25 emails timed slightly differently but both just after

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1 **Q.** Yes.

2 **A.** But I've got no trail in school of that happening.

3 **Q.** Sir, I think the DC Murphy reference, sir, is  
4 MERP007786. Page 10 at paragraph 33 --

5 **SIR ADRIAN FULFORD:** Thank you.

6 **MR MOSS:** -- noted that Acorns were to provide a statement  
7 regarding AR's online search history.

8 But there is an indication, perhaps, that it was  
9 never provided because it was no longer available.

10 Should we, therefore, read paragraph 133 -- I'm not  
11 raising it critically of you -- where you say, in  
12 paragraph 133, that it was provided to Prevent as  
13 an attachment, that it remains your belief that that was  
14 the case --

15 **A.** Yes, and I think I made a second statement because there  
16 was an email that said they'd received a dump of data  
17 and I wondered if that was it.

18 **Q.** So within the emails that we were looking at, the  
19 original referral, the response to that says that  
20 an internal comment by Prevent effectively says that  
21 it's a dump of data and there was a request for it to be  
22 re-sent. But I'm afraid that is part and parcel of the  
23 same thing. Your second statement gives us that  
24 breakdown of what we know with the attachments but  
25 whether this was one or two emails sent and whether

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1 there were more attachments to different emails, I don't  
 2 think you were sending the emails?  
 3 **A.** It wasn't me.  
 4 **Q.** So does it come to this, that you believe that was the  
 5 case --  
 6 **A.** I remember it being discussed at the strategy meetings  
 7 but I have got no notes of that, and no trail of that.  
 8 **Q.** I don't think there's any indication that the actual  
 9 content of the browser history was discussed?  
 10 **A.** No, it was that white -- I've seen that before.  
 11 **Q.** What I took you to with the degloving references?  
 12 **A.** I have seen that --  
 13 **Q.** You've seen it in that format?  
 14 **A.** I've seen it in that format but without reading -- just  
 15 as a list of gobbledygook, really.  
 16 **Q.** You're not suggesting that that document was discussed  
 17 at the strategy meeting with it all in front of you?  
 18 **A.** I remember it being discussed or handed over or  
 19 something but that's -- it's --  
 20 **Q.** Hazy?  
 21 **A.** I can't remember.  
 22 **Q.** If we work for the moment on the assumption that having  
 23 raised an interest in school shootings on the internet  
 24 and it being said that the school internet browser  
 25 history was available. If, in fact, some error or

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1 I think, was after that, for example?  
 2 **A.** Yes.  
 3 **Q.** The 4 December, I think, a decision made to prohibit AR  
 4 from accessing the internet?  
 5 **A.** Yes.  
 6 **Q.** Do you think that topping up that information might have  
 7 been useful to give that to Prevent?  
 8 **A.** Yes.  
 9 **Q.** It's difficult to work out from that readout whether it  
 10 was just searches that were being allowed or whether the  
 11 imagery was actually being able to be accessed. I don't  
 12 suppose you know one way or the other?  
 13 **A.** Only that Netsweeper and the firewalls, and all the rest  
 14 of it at the school, are really strong. I can't even  
 15 find the stuff that I want to get on myself, sometimes,  
 16 and it's certainly not at that level. You wouldn't be  
 17 able to get on the Dark Web or carry out --  
 18 **Q.** I don't think the suggestion is that any of this  
 19 material was on the Dark Web. But surgical type  
 20 pictures of degloving injuries, if they were able to be  
 21 brought up -- I do put it in that way -- you can't help  
 22 as to why they weren't being blocked?  
 23 **A.** No.  
 24 **Q.** I think you've strengthened that since with a live  
 25 monitoring-type system?

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1 oversight was made by the school, and it hadn't been  
 2 sent to Prevent, would you have expected Prevent to keep  
 3 chasing you for it?  
 4 **A.** Yes. What I'm really surprised about with the first  
 5 referral is that there was no triangulation. So we sent  
 6 in what we thought was happening, all our concerns, all  
 7 the risks and what he had been searching for, and all of  
 8 those sorts of things. They then went to meet AR and  
 9 Dad who said, basically, that the teachers are picking  
 10 on him and that he just clicked on a link but nobody  
 11 ever then came back to us to check that or ask for any  
 12 more information or check with anybody else even. They  
 13 accepted that at face value.  
 14 **Q.** Does it surprise you that Prevent, if they hadn't  
 15 received the internet browser history, and it seems  
 16 accepted by Prevent that they didn't analyse it, but if  
 17 it's right that they didn't receive it at all, are you  
 18 surprised that they closed the first referral without  
 19 having obtained it?  
 20 **A.** Yes, without asking because it was there. So we had it.  
 21 So if -- it seems strange to me that we would have it  
 22 and not share it because we were -- if anything, we're  
 23 oversharers.  
 24 **Q.** There was some subsequent use of the internet after the  
 25 first referral had actually gone, the nunchucks,

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1 **A.** Yes.  
 2 **Q.** One of the issues that was raised for your consideration  
 3 in your statement was whether, in fact, you had enough  
 4 material to make a Prevent referral at a slightly  
 5 earlier time. I think what you say about that in your  
 6 statement is it was cumulative and it was building up  
 7 but, actually, by making the referral when you did, you  
 8 were able to include more information; is that right?  
 9 **A.** Yes.  
 10 **Q.** Thank you.  
 11 I'm asked to explore with you, in relation to the  
 12 first referral, while you say there was no triangulation  
 13 and you feel that they didn't come back. There was,  
 14 I think, reasonable amount of contact with Prevent. So  
 15 there was a response by email, I've just summarised it  
 16 to you earlier on, in relation to the materials and  
 17 request for further information and then, on  
 18 11 December, I think there was contact between Officer B  
 19 and the Head around the hockey stick attack; there was  
 20 the joint attendance at the strategy meeting, at which  
 21 PC Thompson, the Prevent officer, attended on  
 22 17 September and, again, on 16 January 2020.  
 23 So there was that level of contact; would you agree?  
 24 **A.** Yes, but the decision on what happened, following that  
 25 Prevent referral, was just a statement made at that

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1 second strategy meeting, that there was no ideology and  
 2 that it wasn't going to be followed up.

3 **Q.** Did you feel able to indicate dissent from that and say  
 4 that surprises us, we're really concerned?

5 **A.** At that point, I thought that's what they were looking  
 6 for, was ideology. I didn't realise that there could be  
 7 a referral around fascination with violence or -- it was  
 8 all -- the training and everything else at that time was  
 9 about terrorism and Islam and white nationalism and all  
 10 of that sort of stuff. So I think we were all looking  
 11 for an ideology and radicalisation, rather than  
 12 something more mixed. So I accepted that that was their  
 13 decision.

14 **Q.** I follow. It's a point of detail but, at paragraph 137,  
 15 page 37, you say there:

16 "Prevent also confiscated AR's computer ..."  
 17 We know, in fact, that that was Merseyside Police  
 18 who confiscated the devices in the aftermath of the  
 19 December; would you accept that?

20 **A.** Yes.

21 **Q.** Turning to the second referral, if we could just have on  
 22 screen, LCC001526, I think you may have been able to  
 23 follow on screen or in the public gallery when this was  
 24 raised with Mrs Lewis.

25 If we could just go to page 3, please. Just remind  
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1 "I assumed that there was a concern? I am concerned  
 2 as I think he may not be active but he could easily be  
 3 radicalised and would be a huge risk if this happened.

4 "Could I chat to you about it tomorrow and see what  
 5 we think?"

6 Then if we go to page 1. Mrs Lewis, bottom of the  
 7 page:

8 "Don't worry Carmen from Prevent will be looking  
 9 into it. She has worked with [AR] before and knows  
 10 about his background -- she has more than likely done  
 11 a lot of the legwork already and just wants to know if  
 12 we have any further immediate concerns and at the moment  
 13 there don't appear to be any."

14 I think that is a reference to the fact that it was  
 15 the same Prevent officer as the first referral, of which  
 16 I think you and Mrs Lewis would have been aware?

17 **A.** Yes.

18 **Q.** Then top of the page, the further comment that Mr Boyle  
 19 asked Mrs Lewis about. So where we get to in your  
 20 statement, paragraph 161, please, back at LCC001773,  
 21 page 43, paragraph 161, I think you did have  
 22 a discussion with Mrs Allred about this; is that right?

23 **A.** I did, yes.

24 **Q.** What can you remember about the conversation?

25 **A.** It was around the contact we'd had from John from YOT  
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1 yourself of this. The original email is from the  
 2 Prevent officer, PC Thompson, and it's going to your  
 3 colleague, Mrs Lewis:

4 "I just wanted to check that there were no further  
 5 concerns ... in relation to the Instagram post."

6 This was the Colonel Gaddafi post. Over the top of  
 7 the page. Mrs Lewis replies to PC Thompson:

8 "Apologies that I wasn't available to speak."

9 We note that it had been an attempted phone call  
 10 that was made by Prevent:

11 "... I am working from home. In relation to [AR],  
 12 no further concerns at this time. I've copied Maggie  
 13 Allred, [AR's] high support tutor into this email.  
 14 Maggie has informed myself and [you] our acting  
 15 headteacher that, in relation to the Instagram post from  
 16 [AR] there is a possibility that he could have written  
 17 the actual post, as it appears to be in his style of  
 18 writing, in relation to his ASD."

19 That was looked at and, in fact, he wasn't the  
 20 author?

21 **A.** Yes.

22 **Q.** If we could go to page 2, we see that Mrs Allred replied  
 23 to that. Just note, if you would that, I think for the  
 24 first time, that you were copied into the email exchange  
 25 at this stage:

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1 who said there'd been a falling out with Dad and AR and  
 2 that was the first time we'd had any indication that  
 3 their relationship was starting to suffer a little bit  
 4 and Maggie -- sorry, Mrs Allred -- thought that because  
 5 [AR] and Dad had had a falling out, that made him more  
 6 open to radicalisation.

7 So we did have that discussion and, at the time --  
 8 with hindsight, she's absolutely right -- but at the  
 9 time I didn't think that was substantial enough. Based  
 10 on one incident that YOT had kind of closed, they didn't  
 11 think that there was anything substantial there, that  
 12 that was enough to flag that up to Prevent but, with  
 13 hindsight, that was the wrong decision. I should have  
 14 put it forward.

15 **Q.** So Mrs Allred's sense that she was worried, as the high  
 16 support teacher, and the additional information that  
 17 father and AR had had a falling out, which had been  
 18 relayed to you, you didn't feel that that sort of  
 19 crossed the threshold in something that was substantive  
 20 enough to raise as a concern?

21 **A.** No, but with hindsight, her instincts were absolutely  
 22 right but there was nothing to substantiate it or  
 23 evidence it at the time.

24 **Q.** Thank you. In your statement also, I think you say  
 25 that, on reflection, these concerns should have been  
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1 passed on and communicated to Prevent?  
 2 **A.** Yes.  
 3 **Q.** In relation to the third referral, that was in relation  
 4 to the London Bridge attack being looked at?  
 5 **A.** Yes.  
 6 **Q.** In relation to that, there is this feature, is there  
 7 not, that was the very first day that AR had had his --  
 8 my words -- internet ban lifted?  
 9 **A.** Yes.  
 10 **Q.** You say at paragraph 167 in relation to this, that the  
 11 feedback -- it is page 44 -- from Prevent was that the  
 12 third referral was a "knee-jerk reaction". Could I ask  
 13 you this: how did you come to say in your statement that  
 14 the feedback was that it was a "knee-jerk reaction"?  
 15 **A.** Because that was the conversation that I'd had with  
 16 Maggie at the time. So I think somebody must have  
 17 phoned Maggie or spoken to -- sorry, Mrs Allred, I just  
 18 think in my head she's Maggie.  
 19 **Q.** Don't worry, I don't think it is the most significant --  
 20 **A.** I think somebody had spoken to her at the time because  
 21 she then sent out an email to staff about him working on  
 22 the computers and saying that we'd had the feedback that  
 23 he was only looking at websites that were legitimate and  
 24 that he just had strong political views, so to let him  
 25 on the computer but to be really, really wary of what he  
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1 have picked that phrase up from the Prevent report.  
 2 I've not seen it from an internal report. That might be  
 3 why it's in my head.  
 4 **Q.** Thank you. In relation to this third referral, the fact  
 5 that it was raised by Alphonse R with AR, you've touched  
 6 on this, was, I think, a significant factor in  
 7 a worsening of relations between the school and AR and  
 8 the school and Alphonse R; is that right?  
 9 **A.** Yes.  
 10 **Q.** I think you and your colleague saw that -- correct me if  
 11 this is not a fair summary -- I think you saw that as  
 12 a breach of trust by Alphonse R because he had been, as  
 13 you would call it, specifically asked not to share the  
 14 information; is that right?  
 15 **A.** Yes.  
 16 **Q.** By sharing the information, that had then led to further  
 17 issues with AR wanting to press that issue, demanding to  
 18 see it, and so on.  
 19 How confident are you -- because I think the fact  
 20 that there was a clear request not to share, may be  
 21 dispute by Alphonse R -- that he was specifically asked  
 22 not to share that information?  
 23 **A.** I did check that last night because I read his  
 24 statement, and there's a couple of things that happened.  
 25 One in May 2021, we had the EHCP review and he'd shared  
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1 was going on. So she'd had that feedback.  
 2 **Q.** I'm asked to explore this with you. If we look at  
 3 CTPNW000143 and at page 2, please. This is an entirely  
 4 internal Prevent document?  
 5 **A.** Right.  
 6 **Q.** We see the internal commentary. Who was making it, for  
 7 present purposes, doesn't matter. But it says in the  
 8 third paragraph:  
 9 "The ongoing advice to staff has always been to  
 10 refer, should they feel that he shows any  
 11 vulnerabilities going forward. This can sometimes lead  
 12 to a knee-jerk referral, this one being highlighted in  
 13 case."  
 14 I'm not going to go to it but, later on in the same  
 15 document, still internal comments, the internal comments  
 16 of Prevent go on to say that this referral was made with  
 17 the best of intentions.  
 18 **A.** Right.  
 19 **Q.** I suppose the point is this, have you, from disclosure  
 20 in the Inquiry, seen that reference to "knee jerk"?  
 21 **A.** I might have seen it in Lord Anderson's report, that  
 22 might have been where I got that phrase from, but I do  
 23 remember the conversation at the time, which was that he  
 24 was looking at stuff that anybody could look at and that  
 25 he was allowed to have the political views, so I might  
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1 the EHC paperwork with him, and we'd told him at that  
 2 point not to share information of that kind because AR  
 3 wasn't able -- specifically, it was because he wasn't  
 4 accepting of his ASC diagnosis with the EHCP stuff.  
 5 Then we did the Prevent referral and we discussed it  
 6 with Dad. There are a couple of conversations recorded  
 7 with Mum because AR is asking to see the Prevent  
 8 referral and getting very angry about it. He got quite  
 9 aggressive with Mrs Lewis, got up, walked out. She  
 10 wouldn't show it him. Mrs Lewis discussed it with  
 11 Mum -- or it might have been Maggie, I can't remember,  
 12 one of them -- discussed it with Mum why he can't see  
 13 those documents. That happens twice.  
 14 Then on 16 July, there's a specific conversation  
 15 recorded on my chronology and I can't remember if it was  
 16 on CPOMS or not but, on 16 July, there was a specific  
 17 conversation with Dad to say, "Do not share these  
 18 documents with him".  
 19 **Q.** So we take it from that that you are confident that that  
 20 was conveyed?  
 21 **A.** Absolutely.  
 22 **Q.** Finally in relation to Prevent matters then,  
 23 paragraph 171 of your statement. Again, Mrs Lewis was  
 24 asked about this, it's page 45.  
 25 There were these further comments in January 2022 in  
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1 relation to matters relating to the Holocaust, and  
2 I don't need to go through them and I'm not going to go  
3 to CPOMS because they were read out.

4 Although that was perhaps in the context of what  
5 might have been thought about a political discussion and  
6 treating mass killings in an equal way, would you agree  
7 that, together with some of the comments that might  
8 appropriately have been thought to be antisemitic and  
9 were challenged as such, that taken together, that  
10 cluster of comments would have justified a referral to  
11 Prevent again?

12 **A.** I do but there were reasons why we didn't do it. It  
13 wasn't just that we just ignored it. There was  
14 a thought process behind it. So we'd had a lot of  
15 issues with Dad and AR over the third referral, which  
16 hadn't been acted on by Prevent and hadn't resulted in  
17 anything. We felt really let down by that because it  
18 just caused a massive breakdown in the relationship with  
19 Dad and with AR.

20 The outcome from that is a strategy we agreed with  
21 CAMHS, which was that we would discuss anything with him  
22 and write down what we thought his view should be around  
23 that and do kind of -- do the kind of mentoring that we  
24 would have expected Prevent to do, if you like, so that  
25 we would do that with them and we agreed that with

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1 lodged, you think the response would have been in line  
2 with the response, or lack of it, to previous referrals?

3 **A.** Yes.

4 **Q.** As you've indicated, what was being done was not to put  
5 it to one side but a structured approach seeking to deal  
6 with it to mitigate the risk -- my words -- in-house in  
7 that way?

8 **A.** With the blessing of CAMHS.

9 **Q.** With things as they had, in fact, been, do you think, on  
10 reflection, you should still have shared that  
11 information to Prevent?

12 **A.** Yes, I do.

13 **Q.** Paragraph 172:

14 "In dealing with the Prevent referrals as they did,  
15 I believe that Counter Terrorism North West Police  
16 failed to have regard for our expertise as a PRU. We  
17 are experienced in dealing with challenging pupils. We  
18 are experienced in identifying and addressing concerns.  
19 We were sufficiently concerned about AR that we made  
20 three referrals which tells its own story. The police  
21 failed to have regard for the fact that we had  
22 experience of dealing with AR on a day-to-day basis and  
23 had raised legitimate concerns about his behaviour."

24 Over the page:

25 "Beyond our exasperation with Prevent and the

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1 CAMHS.

2 Then, again, after this, we spoke to CAMHS and said,  
3 "This is all -- he's coming out with all these views,  
4 this is what we're doing with it", and they said, "Yeah,  
5 that's exactly the right thing to do". That's why we  
6 did not go down the Prevent -- we just thought it would  
7 cause more harm to go down Prevent, and that they  
8 wouldn't do anything with it anyway.

9 **Q.** The Chair has your answer. Can I ask you  
10 a hypothetical. If things had gone more smoothly and  
11 you felt that there had been a more collegiate  
12 inter-agency relationship with Prevent, so against the  
13 background of other concerns that you've drawn to  
14 Prevent's attention, if there hadn't have been this  
15 perception of difficulty and a concern about lack of  
16 action, would have shared that information with Prevent?

17 **A.** Yes, but the decision not to was because of the harm it  
18 would cause in terms of the relationship.

19 **Q.** I understand and it is partly why I've put 171 of your  
20 statement on screen because I think you say that the  
21 sharing of the third referral had created significant  
22 difficulties. The factors that you'd raised. You also,  
23 exasperated, in your words, consistently raised concerns  
24 in the way you did and didn't receive reassurance that  
25 some action had taken place. Had further referrals been

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1 referrals, the Prevent process itself also brought about  
2 the breakdown in the relationship between The Acorns  
3 with AR and his father."

4 You deal with the further damage. At 174:

5 "... whilst I regret not submitting further Prevent  
6 referrals in 2022, I think by this point Acorns had lost  
7 faith that anything would be done."

8 Does that remain your evidence?

9 **A.** Absolutely.

10 **Q.** The choice of Maggie Allred, I think, was deliberate on  
11 your part --

12 **A.** It was.

13 **Q.** -- in the absence of a bespoke funded resource?

14 **A.** Yes.

15 **Q.** Why was she such a good fit?

16 **A.** She was my most senior teacher, the most highly paid,  
17 most skilled teacher. We'd been using her to reach our  
18 most hard to reach pupils, so the ones we're talking  
19 about that were educated off site, she was doing the  
20 ones off site that were too high risk to have in school  
21 and she had really good result in building relationships  
22 with them and turning them around and getting results  
23 for them and working with hard to reach pupils and hard  
24 to reach families, and building that relationship and  
25 trust up, that we needed to do.

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1 Q. Experience with children with autism?  
 2 A. Yes, lots.  
 3 Q. Did anyone else, do you think, in the education sphere  
 4 know AR better than her?  
 5 A. No, nobody than Maggie really -- sorry, Mrs Allred.  
 6 Q. It was she who was particularly concerned, as those  
 7 emails around the second Prevent referral show, at least  
 8 in internal communications, that he was not active but  
 9 she was concerned he could be radicalised and how  
 10 serious the damage would be if he was?  
 11 A. We never underestimated how risky and how dangerous he  
 12 was.  
 13 Q. Thank you. I won't ask you, in fact, about the handover  
 14 to the Presfield School because the previous witness  
 15 dealt with it and our next witness will deal with it but  
 16 you had dealt with aspects of that in your statement, so  
 17 that will stand as your evidence.  
 18 Just in terms of risk assessments. Could we just  
 19 have on screen, LCC000707, please. Could you help us  
 20 with what this type of document is?  
 21 A. It is a risk assessment for pupils at school. So it's  
 22 our internal risk assessment, if you like. It doesn't  
 23 deal with risk to the wider community necessarily.  
 24 Q. Thank you. We can see it has various dates on here. It  
 25 looks like it's been updated with staff name undertaking

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1 Q. That's your own risk assessment. In terms of an overall  
 2 responsibility as to who the lead agency was for taking  
 3 forward the assessment of risk, in that late 2019/early  
 4 2020 period was there a lead agency who had  
 5 responsibility for that?  
 6 A. Not that I'm aware of. There should have been. That's  
 7 when the strategy meetings were trying to come to  
 8 a multi-agency understanding of the risk.  
 9 Q. But it didn't come to a multi-agency understanding of  
 10 risk. Did it come to a multi-agency understanding of  
 11 who the lead agency was to be either?  
 12 A. I think everybody just gave it to us but, yes, they just  
 13 kind of pushed it onto us, didn't they?  
 14 Q. After that period, so after the immediate period of  
 15 handling, perhaps ending with 9 March, the letters out  
 16 of the FCAMHS meeting, from April 2020 until AR moved to  
 17 Presfield, did you have an understanding of who the lead  
 18 agency was, across all of these agencies, who was the  
 19 lead agency for holding the risk that AR posed to other  
 20 people?  
 21 A. I don't think there was a lead agency. We just managed  
 22 the risk ourselves because we were kind of left to get  
 23 on with it. There wasn't any input. So from that last  
 24 meeting of 4 March 2020, CAMHS weren't involved again  
 25 until February 2021 when he got his diagnosis. The

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1 it. If we just go over the page. The severity grading,  
 2 1 is the lower and 3 is the higher; is that right?  
 3 A. Yes.  
 4 Q. Aggressive to peers has been observed and documented,  
 5 and the severity rating is 2, but on actual violence to  
 6 peers, the severity rating was the top?  
 7 A. Yes.  
 8 Q. Aggressive to staff, it was the top of the three as  
 9 well?  
 10 A. Yes.  
 11 Q. With some indications, which I don't need to go through  
 12 as to each one as to why, but we note in violence to  
 13 peer that how the referral came about to Childline is  
 14 referred to and also, the third paragraph down, the  
 15 hockey stick incident as well.  
 16 A. Yes.  
 17 Q. If we go over the page. We can see the other types of  
 18 risks raised in relation to that. Mental health  
 19 problems is a severity rating of 3 as well?  
 20 A. Yes.  
 21 Q. We're going to hear evidence from Presfield about other  
 22 risk assessments and how this was being interpreted but  
 23 certainly your internal risk assessment put the risk of  
 24 harm to others as the top of 3 ratings, would that be?  
 25 A. Yes.

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1 police weren't involved, Prevent weren't involved, YOT  
 2 were carrying out the referral order and Early Help were  
 3 kind of dipping in and out but it was just us dealing  
 4 with him.  
 5 Q. Mrs Hodson is there anything that you would like to add  
 6 beyond the questions that I've asked?  
 7 A. No.  
 8 MR MOSS: I'm just going to turn to my left.  
 9 Just Mr Bowen, I think.  
 10 **Questioned by MR BOWEN**  
 11 SIR ADRIAN FULFORD: Usual rules, Mr Bowen.  
 12 MR BOWEN: I understand. I ask questions on behalf of the  
 13 bereaved families. I've just got three very brief areas  
 14 I want to explore with you: information received upon  
 15 allocation of the placement is the first point; second,  
 16 just very briefly, questions about your decisions not to  
 17 exclude, either on a fixed or permanent term basis; and  
 18 then a specific question on the content of the EHCP  
 19 plans.  
 20 The first one, you tell us about the allocation of  
 21 the place at paragraphs 10 to 13 of your witness  
 22 statement and there is a reference there to the Pupil  
 23 Access Team --  
 24 A. Yes.  
 25 Q. -- and information on the form?

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- 1 **A.** Yes.
- 2 **Q.** That seems to suggest that you had the core information  
3 at the beginning about intent to stab and carrying  
4 knives?
- 5 **A.** It says about he carried a knife into school, it doesn't  
6 say that he's done it ten times.
- 7 **Q.** That's what I just wanted to clear up because at  
8 paragraph 77 -- for your note sir, LCC001773, page 21 --  
9 you, quoting Jane Eccleston's response to Pita Oates on  
10 18 December, there's a clear statement there you had to  
11 go digging for all the information?
- 12 **A.** Yes.
- 13 **Q.** Is it that you knew enough when you were told going to  
14 have to accept this boy, you knew enough then?
- 15 **A.** We had those three documents. We had an initial  
16 referral form which just said "has taken a knife into  
17 school" and I think somebody had handwritten on the  
18 bottom about it was "emotionless, no remorse", it was  
19 handwritten at the bottom of the form. We had the  
20 letter to his parents and we had the letter from Alder  
21 Hey saying they weren't accepting the CAMHS referral and  
22 then everything else we had to find ourselves.
- 23 **Q.** So just at the beginning, did you know enough from the  
24 get-go to think to yourself, "we are unsuitable" or  
25 "it's worth a try"?

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- 1 opposed to section 19 duties --
- 2 **A.** I don't know the guidance off by heart.
- 3 **Q.** Okay, I'll deal with that with Mrs Dixon.
- 4 Finally, you'll be delighted to know, sir, the EHCP  
5 plan, you deal with at 109, specifically about your  
6 attempt and your sort of battle, really, to have  
7 transparency about all of the stuff that worried you,  
8 a section on risk you referred to?
- 9 **A.** Yes.
- 10 **Q.** The question is this: in your experience, which must be  
11 pretty extensive, of EHCP plans, and prior to that  
12 statements of special educational need, is risk  
13 information of that type something you would typically  
14 see?
- 15 **A.** No. They tend to be around learning difficulties,  
16 education needs, social. So that level of risk isn't  
17 necessarily written into them.
- 18 **Q.** But wouldn't it be part of -- I can't remember the  
19 precise section of the statements now -- but you deal  
20 with social and behavioural needs. Surely to goodness,  
21 in a case like this, it would be completely misleading  
22 to the new school to have that information excluded?
- 23 **A.** There is a bit in the EHCP about the fact that he's had  
24 a YOT order. So that's all in there. There is a whole  
25 section around all the interaction he's had with CAMHS

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- 1 **A.** We don't have a choice.
- 2 **Q.** That was my second question?
- 3 **A.** We are not allowed to say we're not having them.
- 4 **Q.** That deals quickly with my next point, which is it was  
5 a true allocation, it's imposed upon you.
- 6 **A.** It's a statutory referral.
- 7 **Q.** Thank you. The second point about your decision -- you  
8 very openly, decently said we didn't want to impose the  
9 risk on somebody else -- was there any question of being  
10 pressured by anybody to just keep on "holding the baby"?
- 11 **A.** In terms of risk, yes, but in terms of not excluding  
12 him, no. As a PRU, we do -- we don't never do  
13 a perm-ex, we do perm-exes but our function is to take  
14 in other people's perm-exes and work with them. We  
15 wouldn't normally then permanently exclude somebody  
16 because where else are they going to go?
- 17 **Q.** So it's a matter of total last resort?
- 18 **A.** Yes.
- 19 **Q.** No question of a fixed-term exclusion?
- 20 **A.** We could have done a fixed-term exclusion but it  
21 wouldn't have meant very much really.
- 22 **Q.** Just to clarify this point, I don't want to get into the  
23 legislation, but there is education off site that we've  
24 talked about. That's I think 29A of the 2002 Act, which  
25 is a power that you or a governing body has, correct, as

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- 1 and mental health, and what's going on there. The rest  
2 of it is about his learning needs and his difficulties  
3 with social interaction and the way -- I think it  
4 says -- the first one did, anyway -- about him not being  
5 able to take people who disagree with him and how he  
6 might react badly to that. All that sort of stuff is in  
7 there.
- 8 **Q.** I don't want to spend too long on this but there is  
9 a sort of ping-pong battle between you and the father --  
10 and you lose, they win?
- 11 **A.** Yes.
- 12 **Q.** Your evidence then is that not including it, a decision  
13 by the caseworker in the SEND department, does it  
14 surprise you not to have it in, in which case is it  
15 a systematic problem?
- 16 **A.** It is a bit of a strange one because, at that point, we  
17 felt the risk had diminished enough, because of the work  
18 he'd done with Maggie, and the work we'd done in  
19 building that trust, if he had that trusted adult  
20 relationship there, then someone to talk to, somebody  
21 to, you know, come out with the sort of things he was  
22 talking about and be mentored through the sort of things  
23 he's thinking about, his political views, all of that  
24 sort of stuff, that brought the risk right down. We'd  
25 spoken to YOT, before the EHCP, and said where did they

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1 consider the risk lay, in terms of him re-offending and  
2 there was low to no risk. So we'd actually sought that  
3 out in advance.

4 So, at that point, we thought the risk was low  
5 enough for him to go to another school. We weren't  
6 pushing a pupil that we thought was really, really risky  
7 onto another school. It was only on 17 March, the  
8 incident on the bus, that we thought the risk had gone  
9 up again.

10 **Q.** Last point, I promise. I just want to drive at the  
11 concept, the principle behind this: assume that  
12 everything you've just said is not the case, that you  
13 were still acutely concerned about the risk, and knowing  
14 that there was an absence of risk information in the  
15 plan, do you think it would still have been excluded by  
16 the local authority?

17 **A.** I really can't comment on that. It would depend on the  
18 degree of risk, I think.

#### 19 Questioned by THE CHAIR

20 **SIR ADRIAN FULFORD:** Thank you very much. Nearly finished.

21 Just two things from me. Could we have up on the  
22 screen, please, LCC000132, and page 6. I don't  
23 necessarily want you to name names but, put generally,  
24 from which organisation, at the very least, from where  
25 was the pressure coming for you to take out the word  
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1 strengths in the CPOMS but I just want to ask you about  
2 two things: one is that once a member of staff and the  
3 teacher puts in an entry, for them, it then disappears.

4 **A.** Yes.

5 **SIR ADRIAN FULFORD:** So there's no running record.

6 **A.** Yes, unless they're at a certain level. So unless  
7 they're a DSL. So, as a DSL, I can go in and see  
8 everything, and see the running record.

9 **SIR ADRIAN FULFORD:** But below you?

10 **A.** Below, you can't.

11 **SIR ADRIAN FULFORD:** Is that a weakness?

12 **A.** A weakness, it can be. Yes, it can be.

13 **SIR ADRIAN FULFORD:** In terms of them continuing to have  
14 an understanding as to what the risk level potentially  
15 is?

16 **A.** Yes. That's why we have the risk assessment thing.

17 **SIR ADRIAN FULFORD:** The other thing was this: I think you  
18 only get the information, as the receiving school, once  
19 his name -- once he has been admitted. Is that  
20 a weakness?

21 **A.** Yes, I would say that's a weakness.

22 **SIR ADRIAN FULFORD:** Because you're not being put completely  
23 in the picture prior to the arrival of the new student  
24 and --

25 **A.** Yes, particularly for us as a PRU, it's quite  
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1 "sinister" and to put in a word which is not the  
2 equivalent, "inappropriate", and then to take out the  
3 whole of the next two lines.

4 **A.** That was the professional views that was submitted by  
5 CAMHS.

6 **SIR ADRIAN FULFORD:** Were you given an explanation as to why  
7 you should withhold the information that you thought was  
8 relevant to be put in this document?

9 **A.** There was a couple of things that happened, one was that  
10 I was challenged quite heavily and told that no child  
11 should ever be described as "sinister", and that, as  
12 a professional, I should not be using those words. The  
13 other issue was that I was kind of -- I was -- I don't  
14 honestly, really want to say this out loud -- I was told  
15 that my attitude towards the risk around him was because  
16 I perceived him to be a "black boy with a knife". So,  
17 in other words, I was racially profiling him and that  
18 effectively shut me up.

19 **SIR ADRIAN FULFORD:** So that was the accusation that was  
20 made against you.

21 **A.** Yes, that was the point at which I -- that  
22 professionally just closes me down completely, doesn't  
23 it?

24 **SIR ADRIAN FULFORD:** I can understand that. Thank you.  
25 My other question is this, there appear to be many  
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1 a challenge sometimes.

2 **SIR ADRIAN FULFORD:** There may be things that you would want  
3 to say about the suitability of your school as being the  
4 receiving school?

5 **A.** We can't turn any referrals away. We're not allowed to  
6 by law. We have to take them.

7 **SIR ADRIAN FULFORD:** But whether the referral takes place at  
8 all could be subject to things that you say about it  
9 before the referral is made.

10 **A.** Yes. The other thing that would be really useful is,  
11 you know, knowing if there are other agencies involved,  
12 if -- what level of child protection they are at, and  
13 all that sort of stuff. So that comes with the CPOMS.  
14 So that would help.

15 **SIR ADRIAN FULFORD:** I want to reiterate what Mr Moss said  
16 at the beginning and express my thanks for the very  
17 considerable assistance you have provided to the  
18 Inquiry.

19 **A.** Thank you.

20 **SIR ADRIAN FULFORD:** I have been extremely unkind to the  
21 stenographer.

22 **MR MOSS:** Sir, I was about to say the fault is mine. The  
23 session has been far too long and I'm so sorry because  
24 I can see that it really has been too long.

25 Can I therefore ask for 15 minutes?  
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1 **SIR ADRIAN FULFORD:** Certainly, I will sit again in  
 2 15 minutes.  
 3 **(3.34 pm)**  
 4 **(A short break)**  
 5 **(3.47 pm)**  
 6 **MS CHERYL LYN SMITH (sworn)**  
 7 **Questioned by MR BOYLE**  
 8 **SIR ADRIAN FULFORD:** Thank you very much. Please have  
 9 a seat.  
 10 Yes, Mr Boyle.  
 11 **MR BOYLE:** Could you give your full name to the court,  
 12 please.  
 13 **A.** Yes. It's Mrs Cheryl Lyn Smith.  
 14 **Q.** Thank you. Could we have on screen, PRE001806.  
 15 Do you recognise that document as your witness  
 16 statement, Mrs Smith?  
 17 **A.** Yes.  
 18 **Q.** We see in the top right, it is dated 29 August 2025, and  
 19 is that true to the best of your knowledge and belief?  
 20 **A.** Yes.  
 21 **Q.** Can I ask you, please, about your career history? You  
 22 have been a teacher at Presfield School since September  
 23 2000; is that right?  
 24 **A.** Yes.  
 25 **Q.** You have been a Designated Safeguard Lead since 2014?  
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1 you looking at the risk that a pupil -- obviously the  
 2 risk to them; would you also consider the risk they  
 3 posed to others?  
 4 **A.** Primarily to them was my role. If a student did pose  
 5 a risk to others, then the assistant head at the time  
 6 would produce a manual handling plan, and we are all  
 7 trained in some holds for students who physically need  
 8 that support.  
 9 **Q.** So when you say "manual handling", you mean restraint,  
 10 potentially?  
 11 **A.** Yes, so it's -- de-escalation is the main theory behind  
 12 it, it's Team Teach, and if de-escalation and everything  
 13 else doesn't work, then, as a last resort, there were  
 14 a small number of students who did need to be held for  
 15 their safety or the safety of others, but, as I say, the  
 16 assistant head was leading that. I was a teacher at the  
 17 time that we are talking about with extra responsibility  
 18 for safeguarding children.  
 19 **Q.** So you say, and we can see it up on screen there, that  
 20 you taught two days a week, and three days you spent on  
 21 safeguarding. What were you teaching?  
 22 **A.** No. Actually, it was the other way round. So it was  
 23 two days, but it went up in September 2020. So in the  
 24 time that you are talking about, when AR came to us,  
 25 I was teaching three days a week. I'm an RE teacher,  
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1 **A.** That's right.  
 2 **Q.** In 2023, you became an Assistant Headteacher?  
 3 **A.** Yes.  
 4 **Q.** You were promoted to Deputy Headteacher in January 2024.  
 5 **A.** Yes.  
 6 **Q.** Thank you. In terms of the role of a DSL, Designated  
 7 Safeguard Lead, could you just give a brief outline of  
 8 what that involved?  
 9 **A.** Yes, so as the DSL of the school, it was my job to make  
 10 sure that we fully supported all of the students who  
 11 were supported by formal plans, such as a child  
 12 protection plan or a child in need plan or an Early Help  
 13 plan, but also wider children who we needed to support  
 14 outside of a formal plan.  
 15 I was also the designated teacher for looked-after  
 16 children, and so I would write reports on behalf of the  
 17 school as well, attend meetings, multi-agency meetings.  
 18 There was a senior leader in charge of behaviour, so he  
 19 was in charge of risk assessments and behaviour, not me,  
 20 but we worked together as a team really to make sure we  
 21 were supporting all of our students as best as we could.  
 22 **Q.** Thank you.  
 23 Just to try and break that down, in terms of your  
 24 colleague in charge of behaviour. Were you looking at  
 25 the risk that -- when you considered safeguarding, were  
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1 and I taught some cookery and some personal development  
 2 as well.  
 3 **Q.** Thank you. In terms of your work as a DSL, what systems  
 4 did you have for recording safeguarding information?  
 5 **A.** So we had -- obviously, I'd been doing this job for  
 6 a while. We had always worked using paper and hard  
 7 copies of documents, but during the pandemic, there was  
 8 some discussions around bringing in CPOMS. So that was  
 9 brought in I think in 2021. So when we had AR on roll,  
 10 we had started using it. We weren't using it to its  
 11 full extent, though.  
 12 **Q.** Can you remember when it came in: some stage at 2021?  
 13 **A.** Not sure about that, but we could find out.  
 14 **Q.** Thank you.  
 15 When it was brought in, were you given training on  
 16 how to use it?  
 17 **A.** I sought training on how to use it from CPOMS, yes. So  
 18 you get given, like, a technical person, and then you  
 19 tell them how you want it set up, and they create it for  
 20 you, in effect. Then there are things that you can  
 21 control as well. So I know you were looking earlier at  
 22 the little coloured symbols --  
 23 **Q.** The flags.  
 24 **A.** -- and, you know, you can create all of that yourself,  
 25 yeah, and you can also decide who's got higher level  
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1 access and who's got standard access. So we were using  
2 it at the time. It was up and running for staff to put  
3 their concerns on about children, and then that would  
4 either come to myself or to the deputy DSL, Mark, at the  
5 time, and we would usually have a conversation at some  
6 point and then action it if needed.

7 **Q.** You might have heard the questions being asked about  
8 level of access to CPOMS.

9 **A.** Yes.

10 **Q.** How did it work at Presfield?

11 **A.** So I had two-factor authentication access; so did the  
12 Deputy DSL, the Head and the Deputy.

13 **Q.** That gave you access to all the CPOMS records but is  
14 this right: a teacher who didn't have that safeguarding  
15 role would not have access to the records?

16 **A.** Yes.

17 **Q.** Thank you. Can I ask you some questions about Presfield  
18 School. It was a specialist provision for children with  
19 ASD; is that right?

20 **A.** Yes, so students come to us when their primary need is  
21 autism.

22 **Q.** Thank you. How about students that have been excluded?  
23 Would they commonly come to Presfield?

24 **A.** We wouldn't say no to them because they had been  
25 excluded or anything like that. They would go through

1 but not for him; it was for somebody else. So at the  
2 discretion of the Head or, in her absence, the Deputy  
3 a student can be wanded now, but back then, we didn't  
4 possess a wand.

5 **Q.** So it is not a standard measure that every pupil --

6 **A.** Absolutely not, no. No, not at all.

7 **Q.** Does the strength of your answer indicate that the  
8 profile of pupil you have is very different, then, to  
9 the sort of profile in a Pupil Referral Unit?

10 **A.** Yes, I would say so. We have massive range of students,  
11 and so we offer different educational pathways depending  
12 on where those -- what those students need.

13 So we have -- I would say all of our students are  
14 vulnerable. Probably all of them sit with some level of  
15 anxiety associated to their autism, and they all have,  
16 you know, certain needs associated to their autism. But  
17 they will be a completely different person to the next  
18 child in the class, and it just -- you just have to  
19 tailor your approach to them, really, but -- yeah --

20 **Q.** Thank you. Presfield was serving a completely different  
21 function to a Pupil Referral Unit.

22 **A.** Yes, and a lot of our students do have comorbidities, so  
23 they may have autism and ADHD, or autism and dyslexia,  
24 or medical needs, so you can have some really quite  
25 complex young people with us.

1 the same application process as everybody else.

2 **Q.** Was it common to receive students who had been excluded?

3 **A.** No.

4 **Q.** What about pupils with a history of violence?

5 **A.** Yes. We did have a small number of students who had  
6 some violence in their histories, but when you have got  
7 autism, sometimes when you go into crisis, you are --  
8 you may exhibit some violence and then be horrendously  
9 remorseful afterwards and feel terrible and really need  
10 a lot of support to get over how you have behaved  
11 because some of our students would do that, and that's  
12 why they were with us, because they needed a high level  
13 of support.

14 **Q.** Are you drawing a contrast with what you saw with AR,  
15 then?

16 **A.** Yes. We didn't see AR be violent. We didn't see AR  
17 much at all, but we didn't have a handling plan or  
18 anything for him that I'm aware of.

19 **Q.** In terms of security measures, we heard -- and thinking  
20 perhaps about weapons, which AR obviously had a history  
21 of -- we heard about the security measures of the Acorns  
22 School, as a Pupil Referral Unit, like wandering, for  
23 example. Is it right Presfield didn't have those same  
24 sort of measures?

25 **A.** We didn't back then, no. We have since purchased a wand

1 **Q.** Thank you. Can I ask about -- you have already touched  
2 on this -- your engagement with AR?

3 **A.** Yes.

4 **Q.** He formally enrolled on 28 March 2020. I think you  
5 reference in your statement that you had seen him at  
6 least once in school; is that right?

7 **A.** Yes. So I had seen him. So AR went into the sixth form  
8 provision, which is a little -- at the time, a little --  
9 like a -- like its own little entity but within the main  
10 body of the school. So you had to go through a couple  
11 of sets of doors to get there, and he was at the back of  
12 a classroom in a sixth form classroom, and I just saw  
13 the back of his head. He just was sat in class.

14 **Q.** So you didn't have much opportunity to tell how he  
15 presented while he was at school.

16 **A.** No.

17 **Q.** Is this right: you did also carry out home visits and  
18 you saw him at home?

19 **A.** I did, yes. So I saw him multiple times at home.  
20 That's right.

21 **Q.** How did you assess him?

22 **A.** He was very passive. He didn't really communicate with  
23 us at all but for the odd word. His Dad would speak to  
24 us, sort of in place of him, of AR, I suppose. So,  
25 yeah, we didn't get much interaction at all.

- 1 **Q.** Do you know how many times you saw him at home?  
 2 **A.** I want to say probably three or four.  
 3 **Q.** You tell us that you never felt unsafe on any of those  
 4 visits.  
 5 **A.** No, I didn't. I didn't, no. I had tried to visit him  
 6 but not been able to gain access and so, in the end,  
 7 a police colleague came with me but that wasn't because  
 8 I didn't feel safe. It was because I was hoping the  
 9 parents would listen a bit more, to be honest, and let  
 10 us in.  
 11 **Q.** We will come on to the steps taken to try and get access  
 12 to AR, but did you meet AR's parents enough or have  
 13 enough interaction with them to gain a relationship with  
 14 them?  
 15 **A.** No. That was regrettable, really. We didn't get  
 16 a relationship, and I was particularly concerned that  
 17 I didn't know what their parenting style was, and we  
 18 weren't seeing him, so I was concerned that we didn't  
 19 really know what was going on when he wasn't in school.  
 20 I did interact more with Alphonse than Laetitia.  
 21 I think Laetitia and I only met once when she waved me  
 22 away from the door and told me, no, that I wasn't coming  
 23 in.  
 24 **Q.** What were the circumstances around that?  
 25 **A.** I had just gone over to see if I could see AR, and

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- 1 **A.** Oh, well, I've got that wrong, then. Sorry about that.  
 2 **Q.** Page 1, paragraph 7.  
 3 **A.** Yes, that's my fault. Apologies.  
 4 **Q.** The statement is wrong, or the date --  
 5 **A.** The date wasn't April. It was 3 May that I went back  
 6 in.  
 7 **Q.** Thank you. I think elsewhere, your paragraph 33, you  
 8 told us you were signed off until the 2nd.  
 9 **A.** Yes, which I think was a Bank Holiday, so I actually  
 10 went back in on the 3rd.  
 11 **Q.** But I think you also say you were able to engage with  
 12 matters and attend meetings, where possible, in this  
 13 time.  
 14 **A.** Yes, so at the beginning of my absence -- so I went home  
 15 at about 11.00 on the 21st, and then I felt very bad  
 16 about leaving the school short and there were a lot of  
 17 people off at the time. I thought I must have Covid,  
 18 but every test I did was negative. So I went home  
 19 feeling unwell, and I probably shouldn't have gone in  
 20 that day, but because of the situation in school,  
 21 because I knew I was leaving them short, I continued to  
 22 try and get across things at home, as best as I could.

So I attended a virtual meeting for one of our  
 students who, I would say, had previously been on  
 a child protection plan, high level -- children with

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- 1 Laetitia came to the door. She'd -- obviously, she'd  
 2 just woken up, and I appreciated that maybe she'd been  
 3 on a night shift and that I had disturbed her. I was  
 4 apologetic. I said I was just doing my job, could  
 5 I please see him, and she said "No", and she said "No,  
 6 no, no", and waved me away.  
 7 **Q.** Were you given any reason for that?  
 8 **A.** No.  
 9 **Q.** I want to move on for those impressions to the handover  
 10 for AR from Acorns to Presfield, and just to put this  
 11 into context, AR, as I think I said, was enrolled at  
 12 Presfield in late March 2022 -- 28 March, I think it  
 13 was.  
 14 I think you tell us in your statement that you had  
 15 a period of being unwell, that I think started on  
 16 21 March. You were briefly able to return to work on  
 17 the 29th and you were admitted as an inpatient at around  
 18 this time, and I think you returned on 18 April 2022.  
 19 **A.** It was 3 May that I went back to work. I was signed off  
 20 to return on the Bank Holiday but then -- so it was the  
 21 day after. It was 3 May.  
 22 **Q.** Could we just have your statement up just to check --  
 23 **A.** Have I got that wrong in the statement? Sorry.  
 24 **Q.** Well, let's see. Your statement I think suggests  
 25 18 April --

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- 1 high level needs, and I tried to keep across things as  
 2 best as I could, knowing that when I went back, I'd need  
 3 to pick it up.  
 4 I returned on the 29th but again left halfway  
 5 through the morning feeling unwell, and I went to  
 6 Southport A&E at the beginning of April, and they told  
 7 me I had to stay in, and then that was it.  
 8 **Q.** We don't need to go into detail in this respect. Sir,  
 9 the reference is paragraph 35 of the statement.  
 10 But you tell us also that you were dealing with  
 11 a very serious illness of a close family member.  
 12 **A.** Yes.  
 13 **Q.** Moving then to the chronology at this time, the first  
 14 contact, I think, we see that you have with The Acorns  
 15 is on 21 March 2022. Could we have up, please,  
 16 LCC001346, and page 4.  
 17 Mrs Smith, we have already seen this today but we  
 18 see here, don't we, a record of a conversation that you  
 19 had in The Acorns CPOMS record, and you spoke to  
 20 Mrs Allred, who we have heard about, from The Acorns,  
 21 correct?  
 22 **A.** Yes.  
 23 **Q.** We see the information shared was -- looking about  
 24 a quarter of the way down the record -- AR's name is  
 25 redacted, but he ran away from home on Thursday with

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1 a kitchen knife with a plan to stab somebody. It talks  
 2 about him literally taking information from Sam, his  
 3 CAMHS worker. And we see the description given there.  
 4 At the bottom of that paragraph, it says:  
 5 "A full CPOMS report has been sent to the school,  
 6 but school will send an up-to-date report with the  
 7 Encompass report from Thursday."  
 8 You, I think, asked some questions we see in the  
 9 next section and then, about halfway down the next  
 10 paragraph, it says that you had not seen the CPOMS:  
 11 "Mrs Allred said that she thinks the Head, Hayley  
 12 Dawson, has seen it ..."  
 13 She agreed to get a full CPOMS report sent to her  
 14 before the meeting.  
 15 Then the last section there, we see:  
 16 "Mrs Lewis agreed to send a full CPOMS report", to  
 17 you.  
 18 Your email address and Mr Rigby's address are below.  
 19 Do you remember that conversation?  
 20 **A.** I have tried really hard to remember that conversation.  
 21 I can't recollect it, but when I look at what it says  
 22 that I said, they are the kind of things I would say.  
 23 So, I think it's probably the case. It's just that  
 24 I can't remember it.  
 25 **Q.** I don't ask you with the idea that it might not be  
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1 **A.** I only opened it in September 2024 after the horrific  
 2 incident in the July.  
 3 **Q.** So you didn't see it at the time: you have seen it  
 4 since?  
 5 **A.** I haven't read it in detail since because by the time we  
 6 opened it, he was off our roll, so it wasn't for me to  
 7 read it.  
 8 But I have seen in the press, and recently through  
 9 the questions that yourselves have asked me, a summary  
 10 of what was contained in it, so I know a rough account.  
 11 **Q.** Thank you. Sorry, I actually wasn't asking about the  
 12 contents of the CPOMS but instead just the email that  
 13 was sent to you, so I have given you the reference.  
 14 **A.** Sorry, no. It didn't -- having looked at it obviously  
 15 later, when you get an Egress email, it doesn't say the  
 16 person's name that it's associated with or anything, so  
 17 there was no -- I was trying to keep across things when  
 18 I was sick as best as I could until I couldn't really,  
 19 and that one was one I didn't open, I just missed it.  
 20 But I didn't know it was about him.  
 21 **Q.** Thank you.  
 22 Sir, the reference, you have been given it, is  
 23 22 March 2022.  
 24 I think, in fairness to you, Mrs Smith, you are  
 25 right. It doesn't say what the contents is, but it does  
 223

1 right.  
 2 **A.** Okay.  
 3 **Q.** If we see in the top left, we see it is dated 21 March,  
 4 so it seems to be a contemporaneous record. There's no  
 5 reason to think that anything in there is wrong, is  
 6 there?  
 7 **A.** No. Hayley is not -- was not our headteacher. She was  
 8 the Head of Sixth Form, and she was in charge of AR's  
 9 transition. So she went out and did the visit to  
 10 Acorns, and everything else.  
 11 **Q.** Do you agree, Mrs Smith, that the information that you  
 12 received about AR running away from home on Thursday  
 13 with a kitchen knife, with a plan to stab somebody, was  
 14 very concerning information to receive?  
 15 **A.** Yes.  
 16 **Q.** As a DSL, that background must have meant that you  
 17 wanted to know as much as you possibly could about AR so  
 18 you could consider his safeguarding, correct?  
 19 **A.** Yes.  
 20 **Q.** The route towards doing that was to receive the CPOMS  
 21 records; do you agree?  
 22 **A.** Yes.  
 23 **Q.** Thank you. As we know, those records were sent to you  
 24 on 22 March, and we have the Egress email. I'm not  
 25 going to pull it up, but no doubt you have seen it?  
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1 say that it is from Mrs Lewis, correct?  
 2 **A.** I don't think so, no. It just -- when -- because it  
 3 wasn't opened, you see, so it just says "Egress", and it  
 4 could be about anything.  
 5 **Q.** I think we'd better pull it up, then, PRE001717.  
 6 Thank you. We see in the top left --  
 7 **A.** Ah. Okay, yeah. I don't remember seeing that, but  
 8 I didn't know Jan Lewis anyway. I didn't know who she  
 9 was. So it might -- I can see she was from Lancashire,  
 10 but I wouldn't have necessarily attached that to -- her  
 11 name to AR.  
 12 **Q.** We do see her referred to in that CPOMS record that we  
 13 looked at before, although I accept that you were  
 14 speaking to Mrs Allred.  
 15 **A.** Yes. I wouldn't -- I wasn't familiar with Jan Lewis.  
 16 **Q.** She was a Designated Safeguarding Lead.  
 17 **A.** I saw her this morning, but then that wouldn't have  
 18 meant anything to me.  
 19 **Q.** Regardless, you had been told, hadn't you, that CPOMS  
 20 was to be sent to you.  
 21 **A.** Yes.  
 22 **Q.** You see here that you have received a new secure email  
 23 from Jan Lewis. You should have opened it; do you  
 24 agree?  
 25 **A.** I wish I had opened it, but I didn't make a conscious  
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1 decision to not open it. I just missed it. There will  
 2 probably be other emails from when I was off sick for  
 3 those five weeks that weren't opened either. It wasn't  
 4 a deliberate move. Of course, I wish I had opened it.  
 5 **Q.** Sorry, I'm not suggesting you deliberately disregarded  
 6 it.  
 7 **A.** Oh, right.  
 8 **Q.** I just said you should have opened it, correct?  
 9 **A.** Yes.  
 10 **Q.** So you tell us in your statement you can't remember  
 11 receiving it; is that right?  
 12 **A.** I didn't open it until September 2024.  
 13 **Q.** Sorry, just answer the question I'm asking you: you  
 14 can't remember receiving it?  
 15 **A.** No.  
 16 **Q.** When you returned to work, you failed to spot it?  
 17 **A.** Yes.  
 18 **Q.** There are two ways that you can receive information from  
 19 CPOMS, correct: one is this mechanism, where it is sent  
 20 to you by Egress or some other secure version; the other  
 21 is that it can actually be transferred through the CPOMS  
 22 programme, correct?  
 23 **A.** Yes.  
 24 **Q.** Mrs Lewis says that the CPOMS would have been  
 25 transferred electronically as well. Did you hear that

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1 I knew it wasn't going to be implemented quickly; I knew  
 2 it would take me some time. So that transference of  
 3 information wasn't yet embedded in my own practice and,  
 4 with hindsight, if we were to bring in a new, large IT  
 5 system again for something like safeguarding, I think it  
 6 would have been useful for senior leaders, possibly  
 7 school governors, to come up with an implementation plan  
 8 that wasn't just me muddling along.  
 9 **Q.** But you said, I think, that you sought training to work  
 10 with this, but --  
 11 **A.** Yeah, I tried to, so I did do some training.  
 12 **Q.** But you were senior enough yourself, weren't you, to  
 13 suggest an implementation plan if you didn't feel that  
 14 you were capable of using this?  
 15 **A.** Yeah, I was -- I did express that I wasn't confident  
 16 with it, and I was a teacher, yes, with extra  
 17 responsibility. I could certainly make suggestions to  
 18 the senior leadership team. It didn't necessarily mean  
 19 they'd listen. But I could, yes.  
 20 **Q.** But you didn't, I think. Is that the upshot of your  
 21 answer?  
 22 **A.** I expressed, but possibly not formally, that it was  
 23 a difficult area of work for me to bring that in.  
 24 **Q.** Do you accept that, particularly where there was  
 25 information about AR wanting to stab someone with

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1 evidence?  
 2 **A.** Yes.  
 3 **Q.** I think there is also a review by Presfield which  
 4 suggests that that happened as well. Are you aware of  
 5 that?  
 6 **A.** Yes.  
 7 **Q.** But is this right: you didn't see that or, for whatever  
 8 reason, that wasn't appreciated?  
 9 **A.** Yes, that's right.  
 10 **Q.** So, obviously, you were having a difficult time in terms  
 11 of leave and your personal life at that moment but you  
 12 overlooked this in two different ways; is that right?  
 13 **A.** That's right.  
 14 **Q.** Are you able to help us with why that was?  
 15 **A.** Yeah. I think, to be honest with you, I didn't really  
 16 want to bring -- I didn't really want CPOMS. I'm not  
 17 particularly technically aware, not just with CPOMS, but  
 18 across the board.  
 19 Also, I was trying to implement it because we had --  
 20 I had been asked to, on top of sort of my own -- my  
 21 usual workload. So I was trying to access training with  
 22 no slack in my week to do that. So, obviously, you know  
 23 I was teaching for three days, you know I had other  
 24 responsibilities, including school attendance, and so  
 25 I was struggling to become equipped to use CPOMS, and

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1 a knife, that this was a particularly significant  
 2 oversight?  
 3 **A.** Yes.  
 4 **Q.** It meant that, at the time, Presfield had very limited  
 5 understanding about AR, correct --  
 6 **A.** Yes.  
 7 **Q.** -- and the risk that he posed to others?  
 8 **A.** Sorry?  
 9 **Q.** And the risk that he posed to others.  
 10 **A.** Yes. I think on the record that you showed me from  
 11 Acorns' CPOMS, I think Mrs Allred on -- the  
 12 conversation, I can't recall -- had already spoken to  
 13 the then Deputy Head, so she was aware of the knife  
 14 incident.  
 15 **Q.** Yes, okay, but information in the CPOMS would have  
 16 included facts like AR researching websites about mass  
 17 shootings --  
 18 **A.** Yes.  
 19 **Q.** -- referring to images of severed heads, talking about  
 20 watching YouTube videos of people being harmed.  
 21 **A.** That's right.  
 22 **Q.** None of that information was received?  
 23 **A.** No. No. When I was off -- one of the changes the  
 24 school has brought in now is that, if I'm not there or  
 25 off sick, my emails are now monitored, whereas they

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1 weren't before. So my emails weren't monitored by  
 2 anyone else for that five-week period.  
 3 **Q.** But this wasn't actually a single oversight, was it?  
 4 After this happened, there was an investigation that  
 5 found that CPOMS information had not been requested for  
 6 53 children, correct?  
 7 **A.** That's right.  
 8 **Q.** Sir, the reference for that is Ms McLoughlin's statement  
 9 PRE001808, paragraph 27.  
 10 So this wasn't an isolated incident. It was  
 11 something you were failing to do as your common  
 12 practice, correct?  
 13 **A.** Yes, it wasn't embedded in my practice to use CPOMS for  
 14 transfers, no.  
 15 **Q.** "Not embedding" is perhaps a little bit of a euphemism  
 16 for not doing part of your role; would you accept that?  
 17 **A.** Yes.  
 18 **Q.** Could we have up, please, PRE000357.  
 19 We've had these emails up on a couple of occasions.  
 20 I don't know if you have seen the evidence yet, but we  
 21 see you, as part of an email chain, don't we, that was  
 22 sent between CAMHS, The Acorns and you in Presfield; do  
 23 you see that?  
 24 **A.** Yes.  
 25 **Q.** This chain of emails followed the incident that you were  
 229

1 there:  
 2 "I have been asked if I was aware of the following  
 3 incidents ..."  
 4 There is a long list there of matters, some of which  
 5 I have referred to, which would have been on the CPOMS.  
 6 Do you see that (ix) is the incident on the bus?  
 7 **A.** Yes.  
 8 **Q.** If we could look at paragraph 26:  
 9 "I can confirm that at the time of my handover (on  
 10 my return to work from sickness), I was not knowingly  
 11 aware of any of the above incidents."  
 12 That's actually not right, is it: you were aware of  
 13 the bus incident?  
 14 **A.** Yes, at that time, when we prepared the statement  
 15 I hadn't seen The Acorns log and I still can't remember  
 16 that phone call on the 21st, sorry.  
 17 **Q.** Thank you. Sorry, what you mean by that is you hadn't  
 18 looked at the underlying records and, although there is  
 19 actually the record on CPOMS which refers to the  
 20 telephone conversation, you hadn't remembered it?  
 21 **A.** Yes.  
 22 **Q.** But you had actually seen that record, hadn't you?  
 23 **A.** From Acorns?  
 24 **Q.** Yes, by the time you made this statement, you had  
 25 seen --

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1 told about on 17 March, AR going out with a knife,  
 2 correct?  
 3 **A.** Yes.  
 4 **Q.** So, you can see there there's a reference to an  
 5 Encompass Referral as well. Was that also information  
 6 that you received?  
 7 **A.** Not until the May. So Acorns sent us a very small  
 8 amount of information about an Encompass report in the  
 9 May. We didn't receive the document. We just received  
 10 an email.  
 11 **Q.** So I think there are two Encompass records but  
 12 I actually want to ask you, please, about LCC001398.  
 13 So, this, I think, is the Encompass report that  
 14 arose out of the March bus incident. This isn't the  
 15 report you're referring to?  
 16 **A.** No, we didn't get that.  
 17 **Q.** I think again Mrs Lewis said that it was provided to  
 18 Presfield. Might you have overlooked this as well?  
 19 **A.** Hayley -- the only thing I'm aware of is that an email  
 20 came from Acorns to Hayley in the May, referencing an  
 21 Operation Encompass, which she then forwarded to me.  
 22 That might have been inside the CPOMS information which  
 23 I haven't read.  
 24 **Q.** Thank you. Can we see how this is addressed in your  
 25 statement, please, at page 4, paragraph 25. You say  
 230

1 **A.** No, I don't think --  
 2 **Q.** -- the CPOMS record.  
 3 **A.** I don't think so.  
 4 **Q.** Could we have paragraph 27, please.  
 5 **A.** Oh, there we go. Yes, I had seen it. Sorry, yes.  
 6 **Q.** Thank you. Can I move on, please, to the question of  
 7 risk assessments.  
 8 **A.** Yes.  
 9 **Q.** You tell us in your statement, paragraph 10, that on  
 10 4 May 2020, Hayley Dawson, who you have mentioned, the  
 11 Head of Sixth Form, gave you a paper copy of a risk  
 12 assessment from Acorns School which you uploaded to  
 13 CPOMS; is that right?  
 14 **A.** Yes.  
 15 **Q.** Could we have on screen, please, LCC000707. This is  
 16 what's called a pupil risk assessment profile. You will  
 17 see on the top right it is watermarked "Lancashire  
 18 County Council", but I think we can see that it is  
 19 labelled by The Acorns School as obviously associated  
 20 with the council and when we see the staff name  
 21 undertaken, I think we see initials that we will  
 22 recognise from the names we've heard from The Acorns  
 23 such as "JH", Mrs Hodson, and "MA", for Mrs Allred; do  
 24 you see that?  
 25 **A.** Yes.

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1 Q. If we can go over the page, please. So, we see here,  
2 under "Aggressive to peers" that has been observed and  
3 documented. The severity is given as 2 out of 3,  
4 I think. It says:

5 "[AR] has alleged that he has been targeted by  
6 another learner."

7 Then at the bottom paragraph:

8 "[AR's] referral to the Acorns came about after he  
9 informed Childline that he was carrying a knife to  
10 school with the intention of harming another learner."

11 Do you see that there?

12 A. Yes.

13 Q. That's then repeated under "Violent to peers". Then if  
14 we look at the third paragraph in that box:

15 "December 2019, visited previous school to find  
16 a learner who had bullied him. He was unsuccessful and  
17 instead assaulted a learner who wasn't connected to the  
18 event and a member of staff. Charged with assault and  
19 completed a community order with the YOT."

20 Refer to "[AR] hitting a new peer at school".

21 If we could now, please, go to the bottom half,  
22 thank you. Do we see the comment there in the next box:

23 "When at the previous school [AR] was observed to  
24 say 'That's why teachers get murdered', in response to  
25 being sanctioned ..."

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1 have successfully been diverted off the path of  
2 offending by working with not necessarily Lancashire but  
3 Sefton's YOT, and so, for them to close the case and say  
4 his risk was now low, it is felt like successful work  
5 had been done.

6 Q. But looking at that history, as a Designated  
7 Safeguarding Lead, you must have been concerned?

8 A. Yes, alongside the history. Yes, absolutely. Yes.

9 Q. In your statement, you quote the YOT entry, so you say:

10 "The risk assessment stated the work had been  
11 completed with AR and the risk posed by AR was now  
12 identified as low."

13 But I assume that's not actually what you took from  
14 reading that document?

15 A. Sorry, I don't know what the question is.

16 Q. What I mean is: having read that information through,  
17 you can't have come to the conclusion that AR presented  
18 a low risk when he was at school? When I say that  
19 information, I mean the entire document.

20 A. Oh, I see what you mean. There were still risks at  
21 school.

22 Q. Thank you. So by the stage of receiving this report in  
23 May 2022, even having missed the CPOMS, you were aware  
24 of deeply concerning information about AR; do you agree?

25 A. Yes.

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1 If we could go over the page, please. We see under  
2 "Police involvement", in the bottom box, in the middle:

3 "Excluded from previous mainstream school for taking  
4 a knife in school on more than ten occasions."

5 The conviction referred to again. Would you agree  
6 that there is a large amount of concerning information  
7 in this document?

8 A. Yes.

9 Q. Could we go to page 6, please, just enlarge the middle  
10 box:

11 "How is the risk reduced or minimised?"

12 The top starred bullet:

13 "Close liaison with YOT who are managing the risk  
14 and advising school if there is any known risk of  
15 re-offending. Updates with YOT to review his progress.  
16 Case now closed and risk is now low."

17 Would you agree that's not the conclusion of the  
18 risk assessment; it's setting out what the YOT  
19 considers?

20 A. Yes. Yes.

21 Q. So, having seen that information, from your perspective,  
22 as a Designated Safeguarding Lead, do you agree that  
23 this was not a low risk set of circumstances that you  
24 were being given?

25 A. I do. But, at the same time, we have had students who

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1 Q. Are you able to remember what steps you took to warn  
2 other members of staff that that was the case?

3 A. So, I think Hayley and I -- Hayley said that we had  
4 a conversation, also that was uploaded onto CPOMS, so  
5 that the people with the higher level access could see  
6 that as well. I can't remember whether we discussed AR  
7 at that point during SLT meetings but there may be --  
8 there may be minutes -- I don't know.

9 Q. I think Mrs McLoughlin says she wasn't made aware and,  
10 if she had been, steps would have been taken.

11 A. Okay.

12 Q. Should you have notified more senior members of staff?

13 A. Yes.

14 Q. Can we have a look, please, at the Presfield School risk  
15 assessment. It's PRE001741. I think, for context, we  
16 should say -- you say in your statement you weren't  
17 involved in writing these risk assessments nor quality  
18 assuring them, correct?

19 A. Yes.

20 Q. But if we just look at this document, we see the hazards  
21 that are considered. We see the date, June 2023: lack  
22 of road awareness; lack social understanding/  
23 abduction -- if we could go offer the page, please --  
24 more lack of social understanding; and AR can be easily  
25 engrossed in a task or his own thoughts and may not

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1 respond straightaway to instructions. I think you  
 2 fairly accepted in your statement that this risk  
 3 assessment is inadequate, compared to the information  
 4 that you knew, correct?  
 5 **A.** Yes.  
 6 **Q.** Although it wasn't your job to write this risk  
 7 assessment, would you agree that, as Designated  
 8 Safeguarding Lead, it was part of your role to ensure  
 9 that that information was known by the people that were  
 10 assessing the risk that AR presented?  
 11 **A.** Yes, I agree. I can only think that, at the time,  
 12 because the Head of Sixth Form had given it me, I knew  
 13 she had it too and she line managed the person who wrote  
 14 this risk assessment. He was working in her team, where  
 15 AR was placed. So I can only look back with hindsight  
 16 and think my thought process must have been they had it  
 17 because she gave it to me.  
 18 **Q.** Yes, but Mrs Smith it is still part of your role too,  
 19 isn't it?  
 20 **A.** Yes.  
 21 **Q.** The context of this obviously is that AR didn't engage  
 22 with Presfield, he only attended on very few occasions,  
 23 and so he limited risks to other Presfield pupils  
 24 because he simply wasn't there, correct?  
 25 **A.** Yes.

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1 **Q.** Would it have been any part of your role to engage with  
 2 that?  
 3 **A.** No, not directly, no.  
 4 **Q.** It wouldn't have been part of your role to go to the  
 5 council and look at alternative settings?  
 6 **A.** No.  
 7 **Q.** AR had an EHCP as well; had you seen that?  
 8 **A.** No.  
 9 **Q.** We've had it up today, so I won't pull it up today but  
 10 would you expect an EHCP to contain risk information, so  
 11 the sort of information we saw in the risk assessment  
 12 about the risks that AR presented to others?  
 13 **A.** Yes, that would be -- that would have been useful.  
 14 **Q.** Obviously, I understand that would have been useful. Is  
 15 that typical, is that what you normally see when you  
 16 look at EHCPs?  
 17 **A.** They do vary if quality, to be honest. So some of them  
 18 are very informative and others of them may not be.  
 19 **Q.** Might they contain information about someone being  
 20 a danger to other pupils or teachers?  
 21 **A.** They might do, yes.  
 22 **Q.** Thank you. I want to move on, please, to your steps to  
 23 get AR re-engaged and the contact you had. So I think  
 24 you spent a considerable amount of effort taking steps  
 25 to obtain help from LCC and other agencies to try to get

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1 **Q.** But you and Presfield staff were visiting AR's house and  
 2 when AR did come into school, he wasn't being wanded or  
 3 checked in any way whatsoever, was he?  
 4 **A.** He wasn't, no.  
 5 **Q.** If you had properly appreciated the information in The  
 6 Acorns risk assessment, he would have been handled very  
 7 differently, wouldn't he?  
 8 **A.** Yes, I think he would have been. Yes.  
 9 **Q.** You say that you would have considered a Prevent  
 10 referral to see whether that bus incident changed  
 11 Prevent's analysis, correct?  
 12 **A.** Yes.  
 13 **Q.** So there was a missed opportunity to put that forward to  
 14 Prevent. You also say, I think, you would have ensured  
 15 that AR was wanded, at your paragraph 31, and you would  
 16 have stopped home visits; is that right?  
 17 **A.** It wouldn't be for me to stop them but I would have  
 18 discussed it with the head.  
 19 **Q.** You might have been a bit more cautious in your own  
 20 visits, correct?  
 21 **A.** Yes.  
 22 **Q.** If those home visits had been stopped and there were  
 23 risks from AR coming to school too, would that have  
 24 prompted a revisit of where AR should have been placed?  
 25 **A.** Yes.

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1 visits to take place for AR, correct?  
 2 **A.** Yes.  
 3 **Q.** You tell us at your paragraph 48 because AR was not  
 4 engaging you wanted to understand why and you also were  
 5 concerned for his welfare?  
 6 **A.** That's right.  
 7 **Q.** You also say -- and you've given us an example that AR's  
 8 parents were not letting you check on his welfare?  
 9 **A.** Yes.  
 10 **Q.** So that was that you were being refused when you  
 11 attended for visits?  
 12 **A.** That's right, yes.  
 13 **Q.** There is quite a lot of correspondence that sits behind  
 14 this but I'm going to try and take things quickly.  
 15 You received a visit through Sefton Council's First  
 16 Day Support Response Team, correct; so they carried out  
 17 a visit at your request, correct?  
 18 **A.** Yes.  
 19 **Q.** That was even though AR was a Lancashire County Council  
 20 resident, correct?  
 21 **A.** Yes.  
 22 **Q.** Again, on this occasion, is this right AR's mother  
 23 turned away the Educational Welfare Officer?  
 24 **A.** That is right, yes.  
 25 **Q.** You had also asked Lancashire County Council for help

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1 and, is this right, there was just simply no such  
 2 service in Lancashire at all?  
 3 **A.** Yes. So they didn't have the same service as Sefton's  
 4 First Day Response in place, so there was no one to kind  
 5 of ask. I did get put in touch with somebody,  
 6 a Children's Champion, but he said it wasn't a good use  
 7 of his time to go out because he lived 90 minutes away  
 8 because where AR lived is right on the border between  
 9 Lancashire and Sefton. So, I don't know where he lived  
 10 but, obviously, not nearby.  
 11 **Q.** In hindsight, that seems like a slightly unattractive  
 12 position but, in reality, it wasn't -- he wasn't -- it  
 13 wasn't his role to be going out and carrying checks and  
 14 Lancashire is a large county?  
 15 **A.** Yes.  
 16 **Q.** You also say at your paragraph 20 that there was another  
 17 Lancashire team, the Children Missing Education team,  
 18 and they said that they wouldn't visit AR or support  
 19 with non-attendance because he was not missing, he was  
 20 at home, correct?  
 21 **A.** Yes. They said, "Well, he's not technically missing,  
 22 he's at home, we know where he is, so there's no role  
 23 for our service".  
 24 **Q.** You weren't reporting him as a missing person?  
 25 **A.** No, I was saying he's unseen.

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1 "Doesn't meet threshold for police welfare check as  
 2 we can't say we think a crime is committed/emergency  
 3 risk to him. Sefton Welfare Team tell us to do the  
 4 above. Lancashire SEN tell us to ring police (who won't  
 5 go) and Lancashire Social Care might say he doesn't meet  
 6 their remit. Short of breaking in I don't know how to  
 7 see this kid. The only option not exhausted is Steve  
 8 Baker who might go out to help because he's attached to  
 9 us."

10 Correct?

11 **A.** Yes.  
 12 **Q.** Although, actually, AR was in Lancashire Constabulary's  
 13 jurisdiction --  
 14 **A.** He was.  
 15 **Q.** -- and I think what actually happened was that AR did,  
 16 in fact, attend not long after this, so you had  
 17 contacted PC Baker and asked him to attend; before he  
 18 could come back to you, AR appeared at school, correct?  
 19 **A.** He did.  
 20 **Q.** But later, AR continued not to engage and PC Baker did  
 21 go and attend, correct?  
 22 **A.** That's right, yes.  
 23 **Q.** Could we have page 9 of your statement up, please,  
 24 paragraph 62:

25 "Any of the Lancashire agencies could and should

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1 **Q.** So the response was completely misconceived; is that  
 2 right?  
 3 **A.** They just didn't feel it was theirs to pick him up.  
 4 **Q.** But he was missing from education?  
 5 **A.** He was, yes.  
 6 **Q.** You spoke to Robert Correy of Lancashire Constabulary,  
 7 and we've heard his evidence, but he stated that AR  
 8 didn't meet the criteria to attend; is that right?  
 9 **A.** Yes. There had to be a crime happening or somebody in  
 10 immediate danger.  
 11 **Q.** Thank you. We have referred to this email but I will  
 12 just pull it up again, PRE000223. If we could just  
 13 enlarge the top half of that. So, at the bottom email,  
 14 we see the fact that you are on hold for quite a long  
 15 time. You were given a collar number but not a name.  
 16 As we see there:  
 17 "Does not meet the threshold for a call out. There  
 18 is no immediate risk so police won't be going."  
 19 Ms McLoughlin replies:  
 20 "Wow, okay, so still no eyes on."  
 21 We see your response there:  
 22 "The red tape is frightening not under the remit of  
 23 Children Missing Education team although not seen by  
 24 school since 25 May 2022."  
 25 So, in other words, what's that, about ten months:

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1 have provided assistance and arranged to check on the  
 2 welfare of a vulnerable child. It appeared that the  
 3 agencies were looking for reasons why they couldn't  
 4 provide assistance."

5 No doubt, that remains your view?

6 **A.** Yes, that's just my view. That's how I felt.  
 7 **Q.** Thank you. If we go over the page to paragraph 72:  
 8 "In my dealings with other agencies, I found that  
 9 response from Lancashire Council was very poor, there  
 10 was no co-operation and no constructive responses. This  
 11 may have been due to our school coming under the Sefton  
 12 umbrella."

13 So there was a kind of jurisdictional issue here?

14 **A.** Yes, but also, the Head at the time was struggling to  
 15 get a response from Lancashire and I was aware of that  
 16 and there were quite a few of us trying to get support  
 17 with AR, not -- through different people at Lancashire  
 18 Council but what was happening was they either didn't  
 19 respond or an email would come saying they'd left the  
 20 service or you were chasing all of the time and nobody  
 21 was getting back to us, and we were spending  
 22 an inordinate amount of time trying to get help.  
 23 **Q.** So I think Mr Turner accepted that nothing of substance  
 24 actually came back to the school, correct?  
 25 **A.** Yes.

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1 Q. You knew about the risk that AR presented from the risk  
 2 assessment you had read. Who did you think was  
 3 responsible for managing it?  
 4 A. I think Lancashire Council. I didn't know Acorns was  
 5 it -- until this morning -- that Acorns was a provision  
 6 that routinely wanded everybody that came to their  
 7 school, so I don't know why he was sent to us when we  
 8 didn't have that level of security in place. But also  
 9 it's now obvious there was a history with social care  
 10 and police as well. So, I think it would have -- should  
 11 have been a collective.  
 12 Q. The upshot of that -- so you refer to Mr Fay's letters  
 13 to the council -- was that Presfield sought to remove AR  
 14 from the roll, correct?  
 15 A. Yes.  
 16 Q. He wasn't engaging, the efforts to get him engaged were  
 17 not successful and no one was actually helping you to  
 18 get him to engage or even check on his welfare, correct?  
 19 A. That's right.  
 20 Q. It wasn't your decision to take him off the roll but you  
 21 tell us that you supported it because he was taking the  
 22 place of someone who actually might engage and make use  
 23 of the opportunity?  
 24 A. Yes. So the school's oversubscribed. There's quite  
 25 often lots of students who would like that place and AR

1 was not getting anything from being on our roll and he  
 2 was blocking that place for someone else.  
 3 Q. Did you have in mind that, if he was taken off the roll,  
 4 it might be an obligation on the council to find  
 5 somewhere suitable that was alternative for AR?  
 6 A. I think Mr Fay had that thought process. I didn't at  
 7 that time but I think the Head did.  
 8 Q. So that wasn't part of your role, necessarily.  
 9 In your reflections, you say you would have sought  
 10 training on CPOMS -- and I think we've covered that  
 11 already --  
 12 A. Yes.  
 13 Q. -- and the technical training required to utilise the  
 14 system, have you done that now?  
 15 A. I haven't been in work for over 12 months.  
 16 MR BOYLE: Thank you, those are my questions.  
 17 I will just turn my head to see if anyone --  
 18 SIR ADRIAN FULFORD: Thank you very much. Thank you for  
 19 your evidence. You are free to go.  
 20 MR BOYLE: Sir, I think we are too late to get  
 21 Mrs McLoughlin, who has very kindly agreed to come back  
 22 on Monday, for which we are grateful.  
 23 SIR ADRIAN FULFORD: Yes, I'm sorry to her.  
 24 MR BOYLE: There is no point in making her part heard for  
 25 the benefit of a few minutes.

1 SIR ADRIAN FULFORD: Not for quarter of an hour.  
 2 Although it somewhat tempts fate, is it worth saying  
 3 10.00 on Monday? Yes, all right.  
 4 I will tempt fate, we will sit at 10.00 am on  
 5 Monday.  
 6 (4.50 pm)  
 7 (The Inquiry adjourned until 10.00 am  
 8 on Monday, 27 October 2025)

**I N D E X**

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61/10 63/1 80/25 85/1  
90/22 209/11 246/16  
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153/17 154/6 154/7	123/8 146/5 161/6	<b>McGarry's</b> [1] 22/24	97/16 97/18 97/22	20/21 30/25 36/10
154/10 172/3 172/8	162/9 164/8 164/11	<b>McLoughlin</b> [3]	99/20 100/2 100/21	43/8 45/3 45/8 45/9
234/3	164/12 165/11 165/20	236/9 242/19 246/21	112/21 112/23 116/11	45/10 47/9 48/2 48/16
<b>maintain</b> [2] 66/4	167/10 170/10 199/15	<b>McLoughlin's</b> [1]	124/15 134/20 136/3	49/1 49/15 54/12
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