

Tuesday, 28 October 2025

(9.30 am)

SARAH CALLON (continued)

Questioned by MR MOSS (continued)

SIR ADRIAN FULFORD: Please have a seat.

Yes, Mr Moss.

MR MOSS: Thank you, sir.

Ms Callon, the fault was mine, yesterday evening at very short notice we imposed on you for your return this morning and I put you on the spot. I understand you had to make considerable arrangements overnight in order to re-attend and we are very grateful to you.

A. Thank you.

Q. Could we just have on screen, please, your statement, LCC001712 at 126. I want to move on to very briefly June 2020, when, if you recall, the AssetPlus assessment was updated, yes?

A. Yes.

Q. We see the review that was done and I think, at this time, the risk of serious harm remained at medium for re-offending?

A. That's correct.

Q. I'm not going to repeat, you'll be glad to know, the questioning yesterday -- I think you accepted, ultimately, that it should have been high -- but just to

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was being contemplated -- in fact it started to happen I think or was about to start to happen -- was AR coming back to school. We know that he did have some return to school in July and so, potentially, the opportunity for offending, being around his peer group and perceptions of bullying, would actually be increased; would you agree?

A. It was my understanding he didn't return to school until September. Am I wrong there, perhaps?

Q. You are in the sense there was a modest return to school which they were trying to encourage and in fact happened before the summer break. So there was some return to school, I think, in July. Again, others will correct me if I am wrong in that. That would suggest that the potential for harm to others, if anything, may have gone up because of the greater opportunity?

A. It was my understanding he didn't return to school until September. That's where I'm thinking in terms of the risk and the assessment was in relation to him not being at school at that point.

Q. Again, I'm not going to go to documents to establish it, but he did return to school in July but, in any event, if the forward looking is six months, there's going to be that return to school that was scheduled for September. So, to that extent, there's going to be

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note that the additions that were made at this stage when it was reviewed. So:

"Under 'patterns of offending', it was noted that AR's father appeared to mitigate and minimise AR's actions by attempting to justify [why AR had the knife and] blamed the response on bullying."

Under "victim awareness", there was an addition that "AR did not see negative consequences for his victim", and under "factors against desistance", it was noted that AR's father attempted to minimise AR's offending behaviour, so that's a further reference to the same type of thing as the first bullet point:

"Under 'tailoring interventions', it was noted that AR was being spoken to over the phone, rather than in person, and that he had been building relations with the team."

Apart from the building relations with the team aspect of that, the fact that it was all being done over the phone, so no in person, the fact that father was minimising the actions and the fact that the update of the position was AR seeing no negative consequences for his victims, none of those are decreases in the risk, are they?

A. No, they would appear not.

Q. It would be fair also to note at this stage that what

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an increase in opportunity?

A. Yes, however, I think the assessment was reviewed again in September.

Q. Thank you.

There is then a handover from Ms Croll to John Fitzpatrick who took over. If we look at paragraph 127, again very helpfully, Ms Callon, you've set out the material part in your witness statement.

I'm not going to read through the totality of this because it continues for quite a lengthy passage, 127 and then over the page, if we can just look at it please, page 43, the handover note there.

While, obviously, that did contain relevant information, take it from me, if you want, there's not any mention in the handover note of AR's concerning internet use that had been reported by Acorns.

A. No, I can't see that in there.

Q. The October 2019 knife incident, which is referred to, is somewhat downplayed because there's no reference to it occurring ten times.

A. No, there's no reference to that either.

Q. Just keep your voice up.

A. Sorry. No, I can't see any reference to that, however, what I would have expected, however, it isn't reflected in the contacts, but to have that discussion. Usually

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1 when we do case transfers between one practitioner to
2 another, there would be a case discussion as well
3 regarding that child. It wouldn't necessarily be
4 recorded because it would be a case discussion between
5 two practitioners to support the evidence within the
6 case record, that Anna has written about, we see here.

7 **Q.** So that would be normal but I think she was leaving the
8 service and in paragraph 127 you say:

9 "[Anna] was due to leave the team. She left the
10 following handover note for the new case manager ..."

11 It doesn't seem like on this occasion, from that,
12 that there was a person-to-person,
13 caseworker-to-caseworker handover?

14 **A.** It wouldn't seem so from the record. I wasn't in
15 service -- I know we know. So I'm not sure when
16 Mr Fitzpatrick started at the service, as to whether
17 there was a crossover in time.

18 **Q.** No, no, I understand but, on the face of it, not because
19 there's a written handover note that's been left.
20 That's how it appears on the record?

21 **A.** Yes.

22 **Q.** Again, I don't want to read through all of this to prove
23 a negative so perhaps you will take it from me that
24 there's no reference in this handover note to the
25 gravity of the 2019 knife incidents, in the sense of AR

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1 information -- but we try and glean as much as we can
2 from case records, case information, and then we know
3 where to sort of move forward with the child and family.

4 **Q.** Even if that was done by Mr Fitzpatrick diligently, he
5 would have suffered, as Ms Croll did, from the complete
6 picture not being on the records in the first place?

7 **A.** Yes.

8 **Q.** If we could have on screen, please, LCC000488. If we
9 could go to page 9, please, at the bottom of the page.
10 We are now at 23 June and it looks like there's been
11 another panel review and feedback from the panel
12 reporter is given here; do you see that there? Do you
13 have your bearings?

14 **A.** Yes.

15 **Q.** The panel feedback being given to Mr Fitzpatrick:

16 "[AR] should be commended on his continued
17 engagement with [YOT] on a remote basis due to Covid.
18 I can appreciate the difficulty and unease this may
19 present, so for [AR] to continue with it is really
20 encouraging."

21 One understands that in a way but continuing to
22 engage with the YOT is the sort of minimum baseline,
23 isn't it? I mean, that's a requirement of the referral
24 order?

25 **A.** Yes.

7

1 having admitted to an intention to use the knife, in
2 particular potentially an intention to kill in the
3 December 2019 incident?

4 **A.** Yeah, I'll take your ...

5 **Q.** On the basis of that, would you accept that there is
6 a risk here of something of a dilution in the
7 information when there is change of case worker?

8 **A.** Potentially. However, I would expect that case worker,
9 no matter what the handover note says, to go into that
10 child's record, to have a thorough read of previous
11 assessments, reports, contacts, and also have
12 a discussion with, in this instance, the school and the
13 CFW worker, who had been involved with AR, to get a full
14 picture. We wouldn't expect any practitioner to pick up
15 and start working with a child, just on the basis of
16 this one handover summary.

17 **Q.** In practice, do they have the time and the motivation to
18 do that, in your experience, to go carefully through the
19 totality of the notes?

20 **A.** Yes, it's an expectation that they do. In terms of
21 preparation, in terms of getting to know that child,
22 understanding what work's been done, what work is still
23 to be done, we try when we are working with children not
24 to ask them the same questions over and over again, in
25 terms of what school -- it could be whatever

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1 **Q.** It then says that:

2 "... professionals are coordinating [the autism]
3 assessment, which is key. Once [AR's] needs are fully
4 identified a robust package of support can be put in
5 place with colleagues to not only reduce risk of
6 re-offending but to support his education and
7 attainment."

8 Do you think, on reflection, that that feedback from
9 the panel is putting too much store on the autism
10 diagnosis and really thinking, well, if we get the
11 diagnosis of autism, everything in relation to dealing
12 with risk will fall into place?

13 **A.** No, I think what it is meaning is that if we get the
14 diagnosis of autism, that will help us inform our
15 interventions moving forward, in terms of working with
16 the child with neurodiverse needs, how those
17 interventions need to be sort of developed and delivered
18 with that child, during that period of time that's left
19 on the referral order.

20 **Q.** Why was that needed, because Acorns School were already,
21 effectively, working on that basis and understanding, so
22 Ms Allred, the teacher who was to be assigned, was
23 assigned because she had excellent experience in autism.
24 I mean all of this could be done on the basis of the
25 school's assessment that AR showed very clear autistic

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1 traits?

2 **A.** I think some of the interventions that we deliver are

3 for a wide range of children with different needs and

4 it's trying to get that additional insight, I think, to

5 try and understand how we can adapt those interventions

6 specifically for AR. There isn't evidence within the

7 record whether those discussions took place between the

8 social worker and the school, in terms of whether some

9 of those interventions should or needed to be adapted,

10 and that how that look for AR, taking into consideration

11 potentially the ASD assessment, once it had been

12 completed.

13 **Q.** So, again, is this a case of you would have hoped that

14 thinking along those lines was going on, in terms of how

15 it should be adapted but you don't actually see evidence

16 of that in the records?

17 **A.** No, I don't.

18 **Q.** Then, thirdly, the panel feedback indicated that another

19 positive was that AR:

20 "... has had no further periods of offending and

21 appears to have been compliant to Government guidance

22 during Covid."

23 Again, one understands that, as far as it goes, but

24 no further periods of offending is of limited

25 reassurance in circumstances where he had not been

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1 a superficial assessment of needs and where to go next.

2 What would you say about that?

3 **A.** Sorry, could you just explain that a little more?

4 **Q.** Yes, the outside observer, knowing how complex AR's

5 behaviours had been and how serious they had been, might

6 think that this is quite a superficial assessment of

7 what the target should be?

8 **A.** I think, given the fact that we weren't used to working

9 in Covid, and I'm not blaming Covid for that, but in

10 terms of that different way of working, I can't remember

11 exactly when we came out of the lockdown periods and

12 when the face-to-face contacts start, without looking at

13 just the contacts, but I think, at that point, we didn't

14 perhaps know what the future was going to look like in

15 terms of intervention. The objectives written here, the

16 feedback from the referral order volunteer was quite

17 generic in terms of trying to focus that intervention,

18 and I think what the referral order panel member was

19 doing was trying to look back as to the original

20 referral order actions, which were set, and then sort of

21 reflecting on those as to how AR had done by that point

22 and thinking about future potential education, continue

23 to engage.

24 The objectives that were set, I don't think, were as

25 stringent as they would have been if we hadn't have been

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1 attending school and the country had been in lockdown

2 and he hadn't really been leaving the home.

3 **A.** Yes, that's correct but, still, I think, you know --

4 I will agree with what is said here, in terms of there

5 hadn't been any periods of offending. You know, he'd

6 been out of the family home, I think, walking. I think

7 there was reference in the record to, as many people did

8 have their hour outside, whether AR went outside and had

9 that hour outside, but it's one of the factors that we

10 need to take into consideration, that there had been no

11 further offending.

12 **Q.** Then the fourth point would be:

13 "It would be encouraging for [AR] to engage in some

14 way with his education, even if this was just speaking

15 with his teachers. I appreciate this remote style of

16 learning is not [AR's] preference, however he will have

17 missed [nearly a years'] worth of education."

18 So encouraging at least talking to his teachers is

19 the fourth area.

20 Now, making all allowances for Covid and making

21 allowance for the fact that this, to some extent, would

22 have been the panel reflecting on the report for the

23 panel, an outside observer, knowing the complexity of

24 the background events and what AR had been engaged in,

25 might be tempted to think this is somewhat of

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1 experiencing a Covid period of time. I think they would

2 have been much more specific, much more SMART, in terms

3 of the objectives.

4 **Q.** But this was youth offending intervention by the

5 specialist service for a ABH with an adapted hockey

6 stick while carrying a knife. If it had been an adult

7 this would have been a custodial sentence, yes?

8 **A.** Possibly. I'm not an expert in adult sentencing.

9 **Q.** If you make a sustained attack on somebody with an

10 adapted hockey stick, while carrying a knife, and say

11 during the course of it that you were intending to kill,

12 you're going to go to prison?

13 **A.** Okay.

14 **Q.** Yes, in your experience?

15 **A.** As I say, in terms of adult sentencing, I'm unsure.

16 **Q.** Right. The benchmarks here for intervention are

17 incredibly low, aren't they: keep in touch with the YOT;

18 try to speak to teachers. It's very difficult because

19 we do all remember the uncertainties of Covid but it's

20 very low in terms of what's actually expected of AR in

21 terms of what he's expected to achieve, what he's

22 expected to do and what interventions are going to be

23 done to try to address his offending?

24 **A.** I think, in the record, we'll have seen that there's

25 clearly contacts with AR from Anna originally and then

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1 later on John, and I think because those contacts don't
2 reflect the full discussions which took place, it's very
3 difficult for me to say what discussions, and therefore
4 what interventions, were taking place, even over the
5 telephone. I know we move on later to some face-to-face
6 contacts but, during those telephone contacts, they are
7 recorded on the system but there is a lack of
8 information --

9 **Q.** Lack of detail?

10 **A.** -- within the record.

11 **Q.** Let's turn to those records then, we'll turn away from
12 this. LCC000488, please, at page 9. If we go to the
13 entry for 16 July, it's the top of the page now.
14 I think it may have been the same page.

15 So call in to AR; no reply from the number; "will
16 try later", rang and got through; spoke to father;
17 father calls AR; AR is refusing to speak.

18 So this is a supervision session that was meant to
19 take place and AR refused, yes?

20 **A.** Yes.

21 **Q.** So we see that it's not going to count towards the
22 programme, presumably because it was a failed encounter.

23 **A.** Correct.

24 **Q.** What action did Mr Fitzpatrick take in relation to this?

25 **A.** According to the contact, there was no enforcement due

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1 **A.** I think it's difficult to -- for me to comment on that,
2 purely because I wasn't in that session. That is the
3 record for the session, it doesn't give any further
4 details. Quite often when we're doing interventions we
5 may use resources, worksheets. I don't know if that was
6 included in this session because it isn't recorded any
7 more than the information we have on screen. Therefore,
8 I'm unsure what the discussions were that were in that
9 session.

10 **Q.** The reason why I suggest that, I mean, there are many
11 examples of this that had already occurred, that, for
12 example, in relation to the December 2019 incident, AR
13 had made off-the-cuff comments about intending to use
14 the knife but then, when interviewed more formally, had
15 denied that. So, he knows, it might be thought, how to
16 say the right thing to somebody official when he knows
17 that a note is being taken of it?

18 **A.** I think it's difficult again to say. I don't know how
19 much challenge there was in that session. Depending on
20 what AR said, did the practitioner/social worker
21 challenge him back; what were those discussions?

22 **Q.** You would have expected that?

23 **A.** To be recorded.

24 **Q.** No, you would have expected that to happen, a degree of
25 challenge and a degree of professional curiosity?

15

1 to AR's possible ASD.

2 **Q.** We're going to look at several examples of this but this
3 was just an immediate excusal for an outright refusal to
4 speak, on the basis of an assessment that he may have
5 autism?

6 **A.** Yes, John -- Mr Fitzpatrick -- clearly his professional
7 decision/judgement at that point was not to take any
8 enforcement action, as a result of AR not speaking on
9 the telephone.

10 **Q.** If we go to page 8, please, and look at the bottom
11 entry, we see that on 21 July there was a session using
12 a No Knives Better Lives worksheet, yes?

13 **A.** Correct.

14 **Q.** It's a 30-minute session, obviously looking at
15 an appropriate and right area and that does seem to be
16 a specific intervention around knife crime risk; would
17 you agree?

18 **A.** I would, yes.

19 **Q.** Thank you. What is said there is that AR engaged well
20 and was quite clear he would not take a knife out again;
21 do you agree?

22 **A.** Yes, according to the record.

23 **Q.** With AR's background, would you agree that there should
24 have been a certain amount of professional scepticism
25 about what AR said in sessions such as this?

14

1 **A.** Yes.

2 **Q.** All that one can say at the moment is, if it happened,
3 it's not recorded?

4 **A.** That is correct.

5 **Q.** Then, if we go up, please, same page, to 7 August. It's
6 the second entry. There's a further 30-minute session.
7 These are interventions and they are counting towards
8 the programme. It is another 30-minute one. This time,
9 I think, on victim awareness; is that right?

10 **A.** Yes, according to the contact.

11 **Q.** What we see there, how AR felt towards the victim:

12 "... said that he felt bad for him. Using the
13 victim impact cards [AR] was able to identify many ways
14 in which the victim could have been negatively affected.
15 I asked [AR] if he felt that he could apologise to the
16 victim but [AR] struggled with the concept so I asked
17 him to imagine I was the victim. [AR] said that he
18 would say he was sorry for hurting him."

19 AR described about being the victim of bullying said
20 how it made him feel bad:

21 "No issues of concern disclosed."

22 Again, it's right to recognise, isn't it, that the
23 notes on other occasions were full of indications that
24 AR didn't have a genuine sense of remorse?

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

16

1 Q. Again, does this seem, at least on the face of the
2 record, to be taking what AR said very much at face
3 value?
4 A. Again, it's really challenging/difficult for me to say
5 because I wasn't in that session, I'm not sure exactly
6 what was said. There seems to have been some
7 discussions around apologies, if AR -- would he be able
8 to apologise to the victim, he said that he'd struggle.
9 So a bit of that almost -- it sounds like it's almost
10 like a role play, where John's taken the different role
11 and perhaps said, "Imagine if I was the victim, how
12 would you feel?" and AR has indicated then at that point
13 that he would apologise.

14 Again, it's difficult to say whether there was any
15 challenge, whether there was that scepticism that you
16 mentioned in previous --

17 Q. It's the same point, isn't it? You would have hoped
18 that that happened --

19 A. Yes.

20 Q. -- but if it happened it's not been recorded?

21 A. Yes.

22 Q. Thank you. Then if we could look at 20 August, please.
23 I think we need page 7, the third one on anger
24 management and emotional regulation. Yes?

25 A. Yes.

17

1 Q. Thank you. Can we just expand the same page, please,
2 back up to full. We see the second entry, there is
3 another occasion here where AR refused to speak to
4 Mr Fitzpatrick, this time on a home visit, yes?

5 A. Yes.

6 Q. "However, as [AR] has ASD I would not in these
7 circumstances ... issue with a warning."

8 So that's a second time where it's just being
9 excused without any action because he's thought to have
10 autism.

11 A. Yes, and I think practitioners use their professional
12 judgement in terms of trying to engage a child, rather
13 than going immediately down an enforcement route.
14 I think we see later on in the contacts that, when
15 contacts have been missed, they have been caught up
16 within that following week period, so they still had
17 that contact during the week. I'm not sure whether this
18 one is or not, just looking from the date.

19 Q. We also see that it's dropping down now to once
20 a fortnight. Given that this was a failed contact and
21 that there'd already been one previous failed contact,
22 that might seem somewhat odd that the amount of contact
23 was being dropped at exactly the same time as he was
24 refusing to be seen.

25 This isn't a case of a mix up in the schedules.

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1 Q. Seeking to teach some techniques in relation to that and
2 the possibility of using music to diffuse anger. AR
3 saying that he would try it and we should fairly
4 recognise that the record is that AR engaged well on
5 this session and participated in it.

6 But in truth, Ms Callon, it's right, isn't it, that
7 those three 30-minute sessions are the totality of any
8 focused actual educational-type interventions dealing
9 with risk?

10 A. It would appear so. However, as mentioned, sort of
11 previously, in terms of those other sessions, which were
12 taking place over the telephone, there isn't the detail
13 within those contacts to suggest anything else is being
14 done.

15 Q. No. In light of your evidence yesterday, where you
16 accepted that, with the full picture, AR would have been
17 high risk of re-offending and high risk of serious harm,
18 on no view can three 30-minute interventions be regarded
19 as sufficient to seek to tackle those risks; would you
20 agree?

21 A. Correct, yes, I would agree. However, I will say, just
22 sort of reiterate, in terms of the point around those
23 contacts on the telephone, they may, and I say only may,
24 have had some interventions within them but the records
25 aren't clear.

18

1 This is him locking himself away and refusing to speak.
2 Does that strike you as being appropriate, on
3 reflection?

4 A. I think I would have expected possibly for the worker to
5 try and make contact again before dropping the contacts
6 down to fortnightly. I think it was, at this stage,
7 fortnightly but I can't see that from the record having
8 been done.

9 Q. In fact, do you remember what happens next?

10 A. Not off the top of my head, sorry.

11 Q. If we look at the top of the page -- sorry, that was
12 an unfair test. The exact opposite, in a way, from
13 trying another contact, before dropping down the amount
14 of contact. What actually happened is the very next day
15 Mr Fitzpatrick has spoken to Mrs Hodson at the school,
16 who gives a positive report saying that AR has been
17 attending and engaging well and due:

18 "Due to [AR's] autism, I am counting his education
19 contacts toward his order. School are going to ask [AR]
20 if I can come back to see him in school next week."

21 Does that mean literally what it says, that AR going
22 to school and having contact with education would count
23 as time for the referral order?

24 A. It shouldn't do. What we sometimes do within Youth
25 Justice, because we are a multi-agency partner and we

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1 encourage children, for example, to engage in education,
2 as well as a range of other activities, we do sometimes
3 will count their contact, if they are engaging with
4 education, make it part of our order, which for AR there
5 is elements of that.

6 In terms of as part of his referral order, there's
7 a requirement in there, I think the volunteer panel
8 volunteer mentions it, around encouraging him to engage
9 with school. So if he is engaging with school we would
10 see that as a positive and, whilst I wouldn't expect
11 that to replace all his contacts, there is elements of
12 that which they could -- the worker, in their
13 professional judgement, could use those contacts to
14 count towards the statutory contacts of the order.

15 **Q.** Would you accept that both the failed contacts were put
16 down to autism and no action taken and now, in light of
17 AR's autism, the amount of hours required in the
18 programme is going to be significantly reduced because
19 his simple contact with the school, which wouldn't have
20 been around offending behaviours, is now counting
21 towards the referral order?

22 **A.** I think I would expect the referral order contacts to
23 continue. However, that engagement with school was
24 really critical.

25 **Q.** Nobody is doubting that the contact with school was

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1 with partners where necessary to use those contacts with
2 them, towards the statutory programme, rather than
3 breaching a child, taking them back to court and
4 progressing down that route.

5 **Q.** But look at the bottom of page 6, please, next. We see
6 on 15 September, Mr Fitzpatrick goes to see AR at home:

7 "[AR's] dad advised that [AR] is still angry at him
8 for cutting the grass over where [AR's] pet hamster is
9 buried."

10 AR was refusing to speak to Mr Fitzpatrick as a way
11 of punishing his dad:

12 "[AR] has autism and this seems to be how he deals
13 with his emotions. Mrs Hodson at Acorns School advised
14 that he has been attending this week and engaging well.
15 I have therefore recorded this as an agency contact.
16 School are to ask [AR] if it is okay for me to see him
17 at school."

18 This has the reference:

19 "Counts towards programme."

20 This was a blatant refusal to be seen by AR, when he
21 was in the house, as a way of punishing his dad and it's
22 just overlooked and counted towards the programme, on
23 the basis that he'd been to school that week. How can
24 that be right?

25 **A.** The practitioner -- so John, who has attended for the

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1 a good thing and no one is doubting that it should be
2 encouraged but I'm pressing you, Ms Callon, in relation
3 to what might be thought to be the significant need to
4 tackle his offending behaviours. Would you not have to
5 agree that, on reflection, there is a troubling pattern
6 here of treating AR very generously and being very light
7 touch?

8 **A.** I think what I would've expected to see on the record is
9 further contacts addressing -- whether it's victim
10 awareness, anger management, offending behaviour, more
11 generally -- consequences of offending, which I can't
12 see is evident on the record.

13 **Q.** Would you forgive me, I'm going to ask you to answer the
14 question.

15 **A.** Sorry.

16 **Q.** Would you not have to agree that, on reflection, there
17 is a troubling pattern here of treating AR very
18 generously and being very light touch?

19 **A.** I don't know if I necessarily would agree. I can
20 understand your point, in terms of some of the missed
21 appointments, and perhaps it appearing that enforcement
22 action wasn't taken when it may be viewed that it should
23 have been taken. However, we do try and work child
24 first, trauma-informed, restorative and try and involve
25 and develop that relationship, engage the child, work

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1 home visit, he explains within the contact that AR's got
2 autism, this seems to be how he deals with his emotions.
3 He has accepted -- I'm unsure at this stage why he's
4 accepted this but, at this stage, he would appear to
5 have accepted that this counts towards the programme and
6 it was suitable because he had attended school that week
7 and therefore counted this as one of his statutory
8 appointments. I am conscious, however, that then it
9 would have been a week, two weeks since he'd seen AR
10 because previously the last appointment, I think was it
11 on 9 or 8 September was a similar situation. So I do
12 accept that this is the second occasion when he's not
13 been seen because he refused to see the social worker,
14 and that --

15 **Q.** Forgive me for interrupting. The Inquiry's independent
16 psychiatrist, Dr Irani -- I'm not suggesting for
17 a moment that Mr Fitzpatrick individually would
18 necessarily have been aware of the concepts at the level
19 of a consultant psychiatrist -- but Dr Irani says that
20 the reality is that, for somebody in AR's position, his
21 individual autistic traits, because of his behaviour and
22 what he was like -- not autism as a whole but for him
23 individually -- his autism was a risk factor, it
24 increased the risk, and I don't raise this against
25 Mr Fitzpatrick individually but, against that

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1 background, the pattern here, would you agree, is
 2 concerning because, in fact, rather than having
 3 intervention to deal with offending behaviour, he's
 4 being treated incredibly leniently on the basis of
 5 autism, which is itself something that increased his
 6 risks?

7 **A.** I think we are not experts in autism, we're social
 8 workers, and whilst we try and adapt and evolve our
 9 interventions to meet the needs of every child that we
 10 deal with, some of those neurodiverse needs -- those
 11 specialist health interventions, those opinions, that
 12 expertise, is really helpful for us in terms of helping
 13 us inform our assessments and the resulting sort of --
 14 the ways that we work with children.

15 **Q.** But at that level, do you think the training, it's, you
 16 know, potentially very important for YOTs. Do you think
 17 at this stage that there was a lack of corporate
 18 understanding that autism, in some cases -- we have to
 19 be so careful not to generalise -- could increase the
 20 offending risks?

21 **A.** Yes, I do agree. I don't think the learning development
 22 there was perhaps there at that time for the service,
 23 for the social workers, for the CYJ workers working with
 24 children.

25 **Q.** Because if we then go to the top of this same page, this
 25

1 things were going and being told, either by AR or
 2 parents, that either things were okay or that there had
 3 been difficulties, but all in the case of a family where
 4 there were difficult family dynamics and the parents,
 5 particularly the father, are reported to minimise the
 6 actions and justify the actions of the son.

7 **A.** Yes.

8 **Q.** While it may be the general aim to reduce the contact
 9 time towards the end of the referral order, one can
 10 understand why that is the case, surely that should only
 11 be done commensurate with how things have been going on
 12 the referral order?

13 **A.** Yes, the scaled approach is the minimum expectations in
 14 terms of contact. So we wouldn't expect anything less
 15 than those minimum contacts and I would presume that, at
 16 that point, the social worker has reviewed the
 17 assessment and has deemed it suitable to reduce --

18 **Q.** Even according to the policy it wasn't suitable because
 19 he's meant to be at "enhanced" and the guidance would
 20 say, for enhanced, after 12 weeks it's a minimum of
 21 twice a month?

22 **A.** Yes, I think that assessment has been reviewed -- well,
 23 it hasn't been reviewed correctly, sorry.

24 **Q.** It's not been reviewed at this stage. It gets reviewed
 25 later.

27

1 was 15 September, less than a week later, at the top of
 2 the page, this time there was contact:
 3 "Saw [AR] at home, quiet but did respond to
 4 questions. Completed a self review assessment. Dad
 5 saying no concerns. As he was now in the final three
 6 months of the referral order his appointments would now
 7 be once a month."

8 Against the pattern that we've been looking at of
 9 a lack of engagement and deliberate refusals to be seen,
 10 again, it seems an odd time to reduce the contact yet
 11 further, merely on the basis that it's three months out
 12 from the end of the order; would you agree?

13 **A.** I think that was practice at the time, in terms of
 14 reducing those contacts over that period of the order as
 15 the order progressed in line with a scaled approach and
 16 I think what the practitioner appears to have done is to
 17 have reached that six-month point and reduced, at that
 18 point, down to -- down further. And I think whilst
 19 there has been the missed appointments, which we've
 20 acknowledged, again, I come back to the point around
 21 those contacts which were taking place. We don't have
 22 that detail around what was covered in those, in terms
 23 of their intervention.

24 **Q.** But on the face of the records, it seems to be little
 25 more when they happened to making contact and asking how
 26

1 **A.** In December.

2 **Q.** So even the policy wasn't being followed, before you get
 3 to "it's not been going very well"; do you agree?

4 **A.** Yes.

5 **Q.** Then in December 2020, the AssetPlus assessment and
 6 reduction to low risk, monthly meetings continued
 7 October through to December, and I won't go to all of
 8 the entries in relation to that. There was an update,
 9 I think, on 31 October 2020, dealing with the one hour
 10 a day of tuition and it's fair that I should note, in
 11 relation to that -- sir, for your note, it's page 5 of
 12 LCC000488, we don't need to turn this up -- that
 13 Mrs Allred had reported that "from our point of view,
 14 the risk is steadily reducing, as far as we can
 15 observe", so I don't want to overlook that positive
 16 report that came from the school.

17 If we look -- perhaps just note the reference --
 18 LCC000449 -- which is the review of the AssetPlus
 19 assessment. But you deal with it in paragraph 136 of
 20 your statement, can we have that, it's page 47.
 21 LCC001712, page 47.

22 At this stage, this leads to a reduction of the risk
 23 from medium to low, yes?

24 **A.** Yes.

25 **Q.** Would you agree that, in relation to this, significant
 28

28

1 weight appears to have been given to the fact that there
 2 appears to be no re-offending during the life of the
 3 referral order --
 4 **A.** Yes.
 5 **Q.** -- not an unreasonable factor to work in but also to the
 6 fact that there had been no reports of concerning
 7 behaviour?
 8 **A.** That is correct.
 9 **Q.** There was -- it's partly why I mentioned it in
 10 passing -- that positive report from the school but, in
 11 other cases, bearing in mind the limited interface with
 12 AR, the sense that there had been no reports of
 13 behavioural problems was really self reporting by AR and
 14 the parents, apart from the input from the school.
 15 There was no other objective assessment of that?
 16 **A.** No, I'm not sure whether there was contact made with CFW
 17 off the top of my head.
 18 **Q.** But that would be relying on what they had gained from
 19 the family?
 20 **A.** Yes.
 21 **Q.** So it's still self reporting?
 22 **A.** Yes.
 23 **Q.** Again, do you think, looking at the records -- I'm not
 24 going to suggest that there wasn't evidence of some
 25 stabilisation and some improvement -- but do you think

29

1 not.
 2 **Q.** Given the role of the Youth Offending Team, if the Early
 3 Help Team had been told in clear and firm terms by
 4 Alphonse R not to pass information to the Youth
 5 Offending Team, would you expect the service to have
 6 been made aware of that?
 7 **A.** Yes.
 8 **Q.** Could we look at LCC002302. Could we go to the bottom
 9 of page 36, please. We may struggle with some of this
 10 today but we'll do the best we can. The print is very
 11 small. This is an email from Alphonse R. It's
 12 2 November and it's a WhatsApp message and it's, "Hi
 13 Andrea", who is the Early Help case worker:
 14 "Please send me the updated assessment report."
 15 It talks about only being able to consent to sharing
 16 it when he's read it. It then says:
 17 "As you're well aware, this service is voluntary
 18 [he's referring to Early Help] with the child and the
 19 family at the centre. When we feel comfortable, we can
 20 be inadvertently or innocently sharing personal
 21 information that no other family shares, not to say that
 22 there is something sinister but because it is not
 23 necessary. Therefore, we trust that you use your
 24 professional judgement not to share sensitive irrelevant
 25 information with the offending team (YOT), Social

31

1 there was a risk in all of this, at least on the face of
 2 the documents, that what the family were saying was
 3 being taken too much at face value?
 4 **A.** Possibly. It's difficult again for me to say because
 5 I think what the social worker will have done, they'll
 6 have looked at all of the information, obviously, that
 7 they had, the information from school, the response in
 8 terms of those interventions which were done, the
 9 information from the family, the fact that the index
 10 event would have been 12 months previously. They take
 11 all this information into account and look at, sort of
 12 like, the risks from there and, given that information,
 13 they've come up with the judgement of the low risk.
 14 **Q.** Looking at the CYJS as a whole, have you seen any
 15 realisation and documented assessment that Alphonse R,
 16 in particular, may have been deliberately motivated to
 17 limit how much information became known to the service?
 18 **A.** I have not seen any information regarding that within
 19 the records. There is contact between the social
 20 workers and Dad, AR's father because I think there's
 21 arranging the appointments each week over the phone, so
 22 they're taking place. So there is evidence, one would
 23 presume, of regular contact with father, however I don't
 24 think there is that much information in the record
 25 regarding whether he was holding back information or

30

1 Services, nor the school for that matter. We treat your
 2 service like the service of a counsellor, so we expect
 3 a high degree of confidentiality and sensitivity. [AR]
 4 can trust you and say stuff as a child, but we don't
 5 expect you to record or share some information with
 6 others that can turn our family upside down. This is
 7 unbelievably important because we are not exchanging our
 8 family essence and dignity for some benefits that your
 9 organisation provides."

10 If you just expand that back, please, can we go over
 11 the page. Could we highlight the text at the top,
 12 please:

13 "Hence, it's really a sensitive field that my words
 14 cannot express. In other words, we commissioned you
 15 (the CAF) to help us (that is between you and us only)
 16 and to help [AR] receive meaningful education and that
 17 is where the school comes in. I don't get why the YOT
 18 in charge of punishing [AR] has anything to do with your
 19 assessment report. We don't want them in this matter
 20 please. They should not know more than they need to see
 21 out their enforcement work and they don't need your
 22 input. Please don't involve them anymore. Also please
 23 share with Acorns only part of the report that they need
 24 to improve [AR's] education."

25 What do you make of that?

32

1 A. Surprising.
 2 Q. Have you ever seen that before?
 3 A. No.
 4 Q. That, at least for a curious professional, would raise
 5 the concern that Alphonse R was motivated to give the
 6 absolute minimum to the Youth Offending Team because he
 7 saw the team as being instructed to be part of the
 8 punishment for his son, yes?
 9 A. Yes.
 10 Q. That was important information for Early Help to share
 11 with the Youth Offending Team?
 12 A. Yes.
 13 Q. You've seen no evidence that that was done?
 14 A. No.
 15 Q. Had the Youth Offending Team been told that that was
 16 Alphonse R's attitude, presumably that would have
 17 deepened that sense of correct professional scepticism
 18 about what AR's parents, particularly the father, was
 19 saying in sessions, if he was reporting that it was all
 20 okay?
 21 A. Yes.
 22 Q. Because as he didn't really feel, it might be thought,
 23 that his son had done that much wrong, justifying, as
 24 you had been told -- not you personally, but the service
 25 has been told -- so minimising his son's responsibility,

33

1 Q. If we look in this AssetPlus assessment that goes to
 2 "low", if we look please at page 26, there's factors for
 3 desistance and factors against. I hope it's not too
 4 superficial to say, just on the balance of the page, it
 5 looks like there's more factors listed against
 6 desistance than in favour; would you agree?
 7 A. Yes.
 8 Q. "Family and wider networks. Factors for desistance.
 9 [AR] has supportive parents who provide prosocial
 10 models."
 11 You smile?
 12 A. Because that's the information that we had. That was
 13 the response in terms of when the social worker had
 14 spoken to parents, the records would indicate in terms
 15 of that information that had been shared with us. That
 16 was his assessment.
 17 Q. Well, you say that. I wonder if it's accurate because
 18 if you look at the factors against desistance, what is
 19 listed is, next to bottom:
 20 "[AR's] father attempts to minimise [AR's] offending
 21 behaviour."
 22 Even on the information that was known, the concern
 23 about AR's father's explanations was already there as
 24 a factor?
 25 A. It was and -- yeah, it is there, however, I suppose,

35

1 he was hardly likely to be open and candid with the
 2 service about his son's risk behaviours?
 3 A. Yes, I would agree.
 4 Q. In terms of inter-agency dealing, isn't that again
 5 really deeply concerning, in terms of important
 6 information not being shared?
 7 A. It is and when Youth Justice Services start to work with
 8 a child, we ask each child to complete a contract at the
 9 beginning, where we make it clear to children and their
 10 families that, whilst information is sensitive, that if
 11 we think -- if we need to share it, safeguarding, public
 12 protection wise with partners, we will do that. So that
 13 children, parents and carers are aware from the very
 14 beginning of the order. I think working together has
 15 shown us how important it is to share critical
 16 information between agencies.
 17 Q. All right. If we could go back to LCC000449. That was
 18 a deliberate diversion on my part to look at different
 19 records, in the context of why the reduction in risk to
 20 "low" was largely based on self reporting. I think you
 21 would now agree that, if information had been shared
 22 correctly, there would have been significant grounds to
 23 be really sceptical about that self reporting?
 24 A. I would have expected that information to have informed
 25 the future assessment.

34

1 have they looked -- has the social worker looked at it
 2 as a wider -- in terms of that family and wider
 3 networks, he's got supportive parents on the whole.
 4 However, I do accept, obviously, that point there, that
 5 he attempts to minimise the offending behaviour. But is
 6 he supportive? Has the social worker seen him being
 7 supportive in other ways?
 8 Q. Would it be fair to say this, that the statement that AR
 9 has "supportive parents who provide prosocial models",
 10 on the information known to the service is
 11 an overstatement, or at least a simplification, because
 12 there were known problems with AR's father diminishing
 13 his responsibility --
 14 A. Yes.
 15 Q. -- and if he is thinking, it's all because my son has
 16 been bullied, it might be thought unlikely that he is
 17 going to be setting a completely positive example and
 18 reinforcing that it was completely wrong, completely
 19 unjustified, never to be repeated, yes?
 20 A. Yes. I think there is different prosocial models, isn't
 21 there, that the social worker could have assessed as
 22 meaning in terms of this, rather than just around --
 23 Q. But where we get to is that, on that additional
 24 information that you say wasn't shared, that would have
 25 driven a bit of a coach and horses through the

36

1 assessment of a "prosocial model" being provided by
 2 parents?
 3 **A.** I think it should have raised additional questions then
 4 for the social workers to consider.
 5 **Q.** Well, quite big questions, yes?
 6 **A.** Yes.
 7 **Q.** When these factors, even on their face, were weighed, if
 8 we look at page 37, on the left-hand side, when they
 9 come to be weighted, that same factor, AR has supportive
 10 parents who provide prosocial models, was actually being
 11 given a strong rating?
 12 **A.** Yes.
 13 **Q.** That, on the full information that could have been known
 14 at the time, is deeply flawed?
 15 **A.** Yes, I would question that rating.
 16 **Q.** Thank you. Moving on. There was a final referral order
 17 visit, which you deal with in paragraph 137 of your
 18 statement, page 48, please. Just remind yourself of the
 19 timing in the chronology of this, 19 January.
 20 One aspect -- I'm just going to deal with this in
 21 overview -- that you'll recall arises out of that was
 22 that there had been a disclosure by AR that his father
 23 had hit him as part of an argument and what had emerged,
 24 in summary, was that AR had been threatening to break
 25 his father's laptop and AR, it turned out, had been the

37

1 **Q.** Could we just have on screen LCC000450 and page 7. The
 2 bottom paragraph, please. So the story is told there.
 3 I'm just going to give you a chance to read it to
 4 yourself.
 5 Then over the page to page 8, top of page 8.
 6 I mean, there is no focus at all -- you say that it's in
 7 the final AssetPlus assessment, you're right that
 8 factually it is there but the focus is on advice to
 9 Alphonse that they don't support physical chastisement,
 10 Alphonse is being remorseful about it, strategies to
 11 avoid similar situations.
 12 The service was meant to be dealing with the risk of
 13 re-offending and AR's tendency towards violence and it
 14 doesn't seem to even be thought about?
 15 **A.** I would have expected that in the explanations and
 16 conclusions section of the assessment, when we are
 17 looking at future behaviour.
 18 **Q.** Thank you. I'm not going to go through the detail of
 19 the end of the CYJS involvement but only to raise this:
 20 it is right, isn't it, that in the various reports where
 21 AR and his parents are asked to give input into how it
 22 had gone and what remaining problems are, although they
 23 answered those, they were monosyllabic, yes? You have
 24 set them out in your statement, "nothing, yes/no",
 25 "nothing, yes/no". I don't think that is an unfair

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1 instigator of the violence and had kicked his father in
 2 the testicles and AR's father had reacted
 3 inappropriately by slapping AR in the face.
 4 You've looked at the records in relation to that, as
 5 part of your preparation, and it's right to say that
 6 that leads to action by the service, in that they
 7 consider referral and look at the position in terms of
 8 the risks. But would you agree that, even the YOT team,
 9 the CYJS, were looking at that principally through the
 10 lens of whether AR was at risk?
 11 **A.** Yes.
 12 **Q.** There doesn't seem, does there, in the CYJS assessment
 13 of that, to be any focus at all on the fact that AR
 14 instigated the incident by inappropriate threats to
 15 break his father's laptop and that he then acted out
 16 violence by kicking him in the crotch. It was only
 17 after that that Alphonse R reacted in an inappropriate
 18 way. So, really, it's the lack of focus on AR being
 19 frustrated and dealing with it by not insignificant
 20 violence in the home?
 21 **A.** It was included in the assessment, in terms of --
 22 I think it was the final AssetPlus -- within the
 23 explanations and conclusions section. However, I would
 24 agree that that perhaps is not sufficient in terms of
 25 that analysis of that information.

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1 summary?
 2 **A.** No.
 3 **Q.** I'm not going to take it back up on screen but when you
 4 think about that WhatsApp message from father to the
 5 Early Help Team, in his view of the YOT as those who
 6 were punishing him and not wanting information, again
 7 that raises at least an eyebrow, would you not agree,
 8 that the engagement and the responses were superficial
 9 and perhaps delivering the messages that the YOT wanted
 10 to hear?
 11 **A.** Yes. Sometimes it is the case when we do the end self
 12 assessments with children, we do get the yes/no answers.
 13 However, we do try and explore alternative ways to get
 14 a more fuller response to understand the impact that
 15 that intervention has had on a child.
 16 **Q.** Thank you. Just a couple of final matters, please.
 17 Paragraph 148 of your statement at page 54,
 18 Mr Fitzpatrick was told on 2 February, just after
 19 closure, that he received a copy of the Prevent referral
 20 made by Acorns, which was the Colonel Gaddafi Instagram
 21 post.
 22 The response that Mr Fitzpatrick gave to that, could
 23 we just have that briefly on screen, it's LCC001510.
 24 It's the bottom email, please. So the response to that:
 25 "Hi, sorry for the late reply. [AR] closed to our

40

1 service on [21 January]."
 2 What do you make of that?
 3 **A.** Unacceptable. I think I would -- sorry.
 4 **Q.** No, no.
 5 **A.** I would have expected more professional curiosity,
 6 requesting more information potentially, an offer to
 7 attend a multi-agency meeting, those sorts of next
 8 steps, rather than the response just saying he was
 9 closed to our service.
 10 **Q.** Yes. There's no sign of any questions being asked about
 11 the service?
 12 **A.** Not according to the record, no.
 13 **Q.** There's no sign, in particular, of utilising the
 14 specialist avenues that may have been available in
 15 relation to this, particularly Lancashire County
 16 Council's Counter Terrorism officer not consulted?
 17 **A.** Not as far as I'm aware.
 18 **Q.** Thank you. You have set out in your statement
 19 a detailed reflection section. You'll remember that
 20 your statement stands as part of your evidence, so
 21 you'll forgive me if I don't go through all aspects of
 22 that because we have covered much of it, but just a few
 23 final headlines.
 24 Record keeping, you have repeatedly said during your
 25 evidence:

41

1 about which I probed and challenged you, that, as well
 2 as difficulties in the CYJS pushing information out to
 3 other agencies, there is real concern about information
 4 not being shared by other agencies to your service?
 5 **A.** Yes, and whilst we can question and we approach other
 6 services, some of it -- what we don't know, we don't
 7 know and, if it's not shared with us, by whichever
 8 partners involved, we don't know that we're missing it.
 9 **Q.** Sitting between the two, can I suggest this, that at
 10 least on the face of the records, there is a lack of
 11 professional curiosity of Ms Croll and Mr Fitzpatrick
 12 taking positive efforts to pull information in by asking
 13 more questions?
 14 **A.** More questions of partners? Just to clarify.
 15 **Q.** Yes.
 16 **A.** Yes. Partly -- it's a two-way process, information
 17 sharing.
 18 **Q.** It is but part of it is their responsibility.
 19 **A.** It is part of theirs.
 20 **Q.** So asking questions to get the full understanding of the
 21 behaviours in 2019, that would have led to a high risk
 22 of re-offending, high risk of harm, more questions could
 23 have been asked in relation to that?
 24 **A.** Yes.
 25 **Q.** When the risk is seen at its correct level, as you have

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1 "I would have hoped that this would have happened
 2 but there is no sign of it on the records."
 3 Yes?
 4 **A.** Yes.
 5 **Q.** I think you would agree that the record keeping for the
 6 CYJS, in relation to this referral order, was
 7 unacceptably poor?
 8 **A.** Yes, I would agree.
 9 **Q.** Information sharing: you've dealt with that in your
 10 statement and you've accepted that there were problems
 11 in terms of information sharing by the CYJS out to
 12 others, in particular, in paragraph 171 of your
 13 statement, you note that there's no record of
 14 information being shared when the referral order was
 15 closed, yes?
 16 **A.** Yes, that's correct. There's an expectation that CYJS
 17 workers will share any relevant information as part of
 18 the exit planning for the child, when they come to the
 19 end of the service. However, that is more of a newer
 20 development than it was at the time.
 21 **Q.** I think you have accepted that that is compounded by the
 22 fact that only the headlines of the first AssetPlus risk
 23 assessment were shared?
 24 **A.** Yes.
 25 **Q.** Would it now be fair, looking at some of the matters

42

1 now accepted it should have been, overall, the actions
 2 in the referral order, the interventions, lacked teeth,
 3 didn't they? It amounted to three 30 minutes and some
 4 other phone calls and visits with specific interventions
 5 not documented?
 6 **A.** That's the challenge, I think, in terms of because they
 7 haven't been documented, it's very difficult to comment
 8 whether they would have been sufficient or not. They
 9 may have just been the telephone calls which the
 10 contacts appear to reflect. There's no other detail in
 11 there and that's why we have done a lot of work around
 12 improving our recording to make sure that every contact
 13 with the child is recorded and reflected accurately, so
 14 that if anybody had to pick up a record they can see
 15 exactly what's been done with a child.
 16 **Q.** Thank you. Then, finally, AR is found with a knife on
 17 a bus on 17 March. He tells the police that he intended
 18 to use the knife to stab someone and he tells the
 19 police, at the very least, that he'd had thoughts about
 20 using poison. Did anyone inform CYJS of that?
 21 **A.** No, not as far as I'm aware.
 22 **Q.** Did anyone ask the service to become involved?
 23 **A.** No, not as far as I'm aware.
 24 **Q.** Should they have done?
 25 **A.** There would have been an opportunity at that point,

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1 depending on which route that went down. For example,
2 AR could have been referred back into the service under
3 the prevention arm of our service to get some specific
4 targeted intervention, resources, some work done with
5 him. However, if the police had gone down a charge
6 route, potentially, out of court resolution or court.

7 **Q.** So the Inquiry has been exploring the fact that perhaps
8 that should have gone down the criminal route but, if it
9 didn't, as an absolute minimum, there should have been
10 contact with your service?

11 **A.** Yes. The police or Children's Social Care could have
12 referred in under the prevention route into our service.

13 **Q.** You will forgive me, there is a tendency to say
14 "potentially" and "could have". My question was "should
15 have". If that hadn't gone down the criminal
16 prosecution route, your service surely should have been
17 involved?

18 **A.** It is very difficult for me to say because that would
19 have been a police decision.

20 **Q.** Or a social care or Early Help decision?

21 **A.** Or social care decision.

22 **MR MOSS:** Thank you.

23 Mr Chapman.

24 **SIR ADRIAN FULFORD:** Yes, Mr Chapman.

25 **Questioned by MR CHAPMAN**

45

1 **A.** Yes.

2 **Q.** They leave your service. They commit an offence. How
3 do you learn that they have committed an offence?

4 **A.** Because they would come back into our service.

5 **Q.** They would be referred back to you?

6 **A.** Yes. If they are convicted or if it came through an out
7 of court resolution, if for example they weren't
8 arrested but dealt with by the police who gave them
9 a community resolution without words of advice, we
10 wouldn't be alerted to that but then it perhaps wouldn't
11 be classed as a re-offence.

12 **Q.** But if they are still a child, presumably you would
13 get -- you've still got get information for beyond
14 12 months; is that right?

15 **A.** It is, yes.

16 **Q.** Do you collect that data?

17 **A.** Yes, we do but only up to the age of 18. So once
18 a child reaches the age of 18, if a child then
19 re-offended post-18 and was dealt with through the adult
20 criminal justice system, we wouldn't then be alerted to
21 those children but we monitor the number of children who
22 re-offend who then come back into our service.

23 **Q.** So within the next 12 months of the end of the order,
24 you give the statistic there of about 19 per cent, don't
25 you, for the grand total or average?

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1 **MR CHAPMAN:** Just briefly. Your statement sets out some
2 statistics, doesn't it, about re-offending rates.

3 **A.** It does.

4 **Q.** That's internal data collected by your service?

5 **A.** It is.

6 **Q.** You say that the data sets out the number of times
7 during the order, I think, that somebody re-offends?

8 **A.** Would I be able to see it?

9 **Q.** Yes, paragraph 165.

10 **MR MOSS:** The top of page 60.

11 **MR CHAPMAN:** Thank you.

12 I think the paragraph before, please. Does that
13 help?

14 **A.** It does, thank you.

15 **Q.** So it says there:

16 "... the percentage of children who did or did not
17 re-offend within the following 12 months."

18 Does that mean the following 12 months from the
19 start of the order or the end of the order?

20 **A.** The end of the order.

21 **Q.** How would your service learn, given this is internal
22 data, that somebody had offended after that time?

23 **A.** Because -- after 12 months do you mean? Sorry.

24 **Q.** Well, the maximum period of the referral order is
25 12 months.

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1 **A.** Yes. 18.74.

2 **Q.** Are you able to help us with what the figure is for
3 children who re-offend up to the age of 18?

4 **A.** Now? I don't have that --

5 **Q.** You don't have that?

6 **A.** I don't have that to hand now.

7 **Q.** Do you have an impression what that figure might be?

8 **A.** I don't, off the top of my head, sorry.

9 **MR CHAPMAN:** Thank you.

10 **SIR ADRIAN FULFORD:** Thank you very much. I'm very sorry
11 you had to come back again today and for the
12 inconvenience that it's caused. Thank you very much.

13 **A.** No problem, thank you.

14 **MR MOSS:** Sir, there are some practical matters to attend
15 to, so could I ask for 10 minutes.

16 **SIR ADRIAN FULFORD:** You certainly can. I will sit again at
17 11.55 am.

18 (10.44 am)

(A short break)

20 (11.55 am)

21 **MR GOSS:** May it please you, sir, if the witness could be
22 sworn.

23 **WITNESS A -- ANNA JAMESON (sworn)**

24 **Questioned by MR GOSS**

25 **SIR ADRIAN FULFORD:** Thank you very much. Please, have
48

1 a seat.

2 **A.** Thank you.

3 **MR GOSS:** There are some special measures in place, sir, but

4 they don't prevent us from identifying the witness and

5 so if you could give your full name.

6 **A.** Yes, Anna Jameson.

7 **Q.** If we could have LCC001767 on screen, please. Is that

8 your witness statement for the Inquiry?

9 **A.** Yes.

10 **Q.** It is signed on page 23 on 26 August 2025. Save for

11 some elements of that that reflect the records that were

12 made available to you at the time you made it, is that

13 statement true to the best of your knowledge and belief?

14 **A.** Yes.

15 **Q.** We'll come to those matters as we go through.

16 Could I start with a little bit about you and your

17 background. You were a qualified social worker since

18 2015 --

19 **A.** Yes.

20 **Q.** -- and have a degree in social work?

21 **A.** Yes.

22 **Q.** You began your career at Lancashire County Council and

23 so by December 2019, you had, I think, a little over

24 four years' experience as a social worker?

25 **A.** Yes.

49

1 meetings, Section 47 enquiries and, if needed to, we

2 would present cases to the courts.

3 **Q.** Just briefly to expand on some of those points then. We

4 know about the MASH. Can you tell us briefly what

5 a child and family assessment is?

6 **A.** Yes, so a child and family assessment looks at a child's

7 needs, parental capacity and environmental factors and,

8 within that, when I'm doing that assessment, I would

9 contact other agencies which would all feed into that

10 assessment and then I would complete an analysis with

11 recommendations.

12 **Q.** A Section 47 enquiry?

13 **A.** Yes, so a Section 47 enquiry is a ten-day enquiry. If

14 we are talking about Section 47, that's decided at

15 a strategy meeting. The line of enquiry is set at the

16 strategy meeting by the practice manager and within

17 a Section 47 enquiry, you would speak to the child and

18 young person alone, you would speak to parents and you

19 would collect information, speak to other agencies, as

20 well, to formulate a decision about whether the

21 threshold of significant harm is met.

22 **Q.** All right. Ms Jameson, you are giving us a lot of

23 information and you are speaking quite quickly.

24 **A.** Sorry.

25 **Q.** If you could just slightly slow your pace --

51

1 **Q.** You tell us that you had worked in various teams?

2 **A.** Yes.

3 **Q.** Can we take it, therefore, that you had a broad

4 experience of working, in particular, with children?

5 **A.** Yes.

6 **Q.** Would that include children who were involved in the

7 Criminal Justice System?

8 **A.** Yes.

9 **Q.** What about those with potential autism spectrum

10 condition diagnoses?

11 **A.** Yes.

12 **Q.** Your involvement with AR spanned December 2019 to March

13 2020?

14 **A.** Yes.

15 **Q.** It began just after what's been referred to as the

16 hockey stick incident, just to situate ourselves?

17 **A.** Yes.

18 **Q.** So in December 2019, you were part of the Children's

19 Services Duty and Assessment Team, can you tell us what

20 that team does?

21 **A.** Yes, so I was in a team with six other social workers,

22 who were based in that team and were overseen by

23 a practice manager. Within that team, we would accept

24 referrals from MASH. We would then be expected to

25 complete child and family assessments, strategy

50

1 **A.** Sorry.

2 **Q.** -- that will help everybody to keep up, thank you.

3 We are going to hear a good deal, I suspect, from

4 you and from other witnesses about Lancashire's

5 Continuum of Need. Could we have LCC001768 up, please.

6 Is this the Continuum of Need as it was being applied in

7 2019?

8 **A.** Yes.

9 **Q.** So Children's Social Care, which you were a part of,

10 would operate at level 3, Child in Need, or level 4,

11 Child Protection?

12 **A.** Yes.

13 **Q.** While Children and Family Wellbeing or Early Help would

14 operate at level 2?

15 **A.** Yes.

16 **Q.** It may be that we are going to hear that the numbering

17 of those levels changed at some point --

18 **A.** Yes.

19 **Q.** -- but, as far as you were concerned and for the period

20 you were involved with AR, this is the scale we should

21 be referring to?

22 **A.** Yes.

23 **Q.** Can I turn then to your initial receipt of AR's case.

24 Could we have LCC000230, please. This is the contact

25 record for the information that was initially received

52

1 from Merseyside Police on 12 December?
 2 **A.** Yes.
 3 **Q.** I think there is some evidence this may have come into
 4 Lancashire County Council via Lancashire Constabulary.
 5 Sir, for your note only, LANC000128.
 6 As well as the referral in by the police, various
 7 agencies became aware of the hockey stick attack on
 8 11 December. Was there also consideration by CFW about
 9 stepping the case up to CSC; can you help with that?
 10 **A.** Sorry, what do you mean?
 11 **Q.** AR was already open to CFW by this point?
 12 **A.** Yes.
 13 **Q.** Am I right that they were being looking at speaking to
 14 the MASH to get the case stepped up to CSC?
 15 **A.** I can't recall that specifically but I know that at this
 16 point, obviously, the MASH had received this information
 17 and it was going to be coming to me.
 18 **Q.** I think as a third possible route into CSC, the
 19 Merseyside Criminal Justice Liaison and Diversion Team
 20 also put in a referral, so a number of different routes
 21 by which this was coming to you, the primary one though
 22 was this referral from the police?
 23 **A.** Yes.
 24 **Q.** At the bottom of the page, if we could expand the text
 25 at the bottom, please, there is a detailed account of

53

1 **Q.** On the Continuum of Need, ie one where there was
 2 significant unmet needs and high risk?
 3 **A.** Yes.
 4 **Q.** When that transfer to you occurred, and we don't,
 5 I think, need to bring it up but it's at LCC000232, as
 6 well as this referral, they also provided you with the
 7 referral documentation for October 2019; do you recall
 8 that?
 9 **A.** Yes.
 10 **Q.** We have that at LCC000229. We see the date there,
 11 8 October. If we could go to the next page. If the
 12 large block of text could be expanded slightly, it
 13 refers to AR having taken a knife from his kitchen to
 14 school on several occasions?
 15 **A.** Yes.
 16 **Q.** That that was as a result of him having become highly
 17 agitated and frustrated in respect of bullying?
 18 **A.** Yes.
 19 **Q.** That he admitted what he had done to the police?
 20 **A.** Yes.
 21 **Q.** And the police referral says:
 22 "He told us that if things escalated [with the
 23 perceived bully] then he believes he may use the knife."
 24 **A.** Yes.
 25 **Q.** The name has been redacted there but it would have been

55

1 the hockey stick attack set out there, based on
 2 Merseyside Police's understanding at that time. It
 3 includes the permanent exclusion of AR from The Range in
 4 October 2019. That he had then attended The Range armed
 5 with a hockey stick and had a knife in his possession?
 6 You're nodding your head.
 7 **A.** Sorry, yes.
 8 **Q.** It included that he intended to kill a specific pupil at
 9 the school that day --
 10 **A.** Yes.
 11 **Q.** -- and, in the last line, that he attacked another pupil
 12 randomly due to his target not being present.
 13 **A.** Yes.
 14 **Q.** It included that he was very calm and insistent that his
 15 actions were not wrong when initially spoken to by the
 16 police --
 17 **A.** Yes.
 18 **Q.** -- and it included information from Prevent that AR is
 19 actively searching beheadings and other extremist
 20 material on his computer?
 21 **A.** Yes.
 22 **Q.** If we look to page 7 of this, if we could expand the
 23 green text -- thank you -- the MASH reviewed this and
 24 they passed it to you as a referral at level 4?
 25 **A.** Yes.

54

1 apparent to you, on seeing these as you received them,
 2 that his intended target on 11 December was also the
 3 person he had been targeting in October?
 4 **A.** Yes.
 5 **Q.** In October then it was put as "if things escalated with
 6 that individual", by December he had obviously been
 7 excluded from The Range for two months but things had
 8 escalated anyway?
 9 **A.** Yes.
 10 **Q.** That would have been a factor in your thinking at the
 11 time --
 12 **A.** Yes.
 13 **Q.** -- about the level of risk that was involved here?
 14 **A.** Yes.
 15 **Q.** On your receipt of this case, the case being open to
 16 CFW, I think, formally closed, because rather than have
 17 two teams with the case open at the same time at
 18 different levels, it makes sense for your team to have
 19 the lead on it --
 20 **A.** Yes.
 21 **Q.** -- but they remained engaged with you for the purpose of
 22 sharing information?
 23 **A.** Yes.
 24 **Q.** Thank you. Could we have LCC002301 and page 1, please.
 25 I want to turn now to the initial enquiries that you

56

1 made on receipt of this referral. Can you just help us
 2 with which system these notes come from?
 3 **A.** Liquidlogic LCS.
 4 **Q.** I think this is the Children's Social Care side of
 5 that --
 6 **A.** Yes.
 7 **Q.** -- and we'll hear that there is an Early Help module,
 8 which is the CFW side of that?
 9 **A.** Yes.
 10 **Q.** Do you have sight of both sides of that?
 11 **A.** I don't know when it was introduced but I did at that
 12 time have access to that.
 13 **Q.** There's some entries being made around the same time on
 14 12 December by Sue Scotland, Anne Cookson, Lucy
 15 Parkinson. Presumably, as this matter comes to you,
 16 there is a little bit of the lines being cleared but you
 17 would have seen those entries on the other half of the
 18 system?
 19 **A.** Yes.
 20 **Q.** If we could look to the -- in fact, we can see at the
 21 bottom of that page you begin to contact The Range,
 22 Sefton Children's Social Care. Again, another little
 23 bit of deconfliction against a neighbouring local
 24 authority?
 25 **A.** Yes, because obviously the school was in the Sefton

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1 **A.** Yes.
 2 **Q.** Then, if we look to page 3. We can see that, in the
 3 first complete entry on that page, you have made contact
 4 with Acorns where AR was being educated, and have spoken
 5 to Jane Eccleston the headteacher?
 6 **A.** Yes.
 7 **Q.** Ms Eccleston said she has serious concerns about AR, she
 8 raised that with his father and that there is a big
 9 chronology on AR and she will send it over by email. We
 10 then see that chronology, which extends over a number of
 11 pages, pasted into the notes at the bottom of that page?
 12 **A.** Yes.
 13 **Q.** That is their information from their CPOMS system and,
 14 again, Ms Jameson, we've looked at that in the Inquiry
 15 a number of times. You would have read it when you
 16 received it?
 17 **A.** Yes.
 18 **Q.** You will forgive me for summarising it, rather than
 19 taking you to the individual bits -- I will be corrected
 20 if I put anything wrongly, I am sure -- but you would
 21 have been aware of what that said about AR's intent to
 22 use the knife in October?
 23 **A.** Yes.
 24 **Q.** About AR's internet usage, searching for school
 25 shootings, talking about why he can't look at guns on

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1 area, I wanted to make contact with them just to see
 2 whether they had any information.
 3 **Q.** Yes, and then at the top of the next page, we can see
 4 they are not known to Sefton?
 5 **A.** Yes.
 6 **Q.** You then speak to Stephanie Hallaron, the Mental Health
 7 Liaison Officer. She was based in the Merseyside
 8 custody suite?
 9 **A.** Yes.
 10 **Q.** We know that a detailed report that she prepared was
 11 added to the other half of the LCS records. Would that
 12 have been visible to you?
 13 **A.** Yes.
 14 **Q.** Given that you were in direct contact with her, likely,
 15 therefore, that you would have seen that, you would have
 16 been made aware of it by her?
 17 **A.** Yes.
 18 **Q.** That report, we've looked at it a number of times but
 19 I hope you will take it from me, expresses very serious
 20 concern about the risk that AR poses to others?
 21 **A.** Yes.
 22 **Q.** Towards the bottom of this page, please, we have updates
 23 from the police and from Alphonse R, who you have spoken
 24 to, who's aware that this is being stepped up to
 25 Children's Social Care?

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1 the internet, asking for pictures of a severed head?
 2 **A.** Yes.
 3 **Q.** You would have been made aware of AR's father's tendency
 4 to deny or downplay or minimise AR's behaviour and to
 5 cast him as a victim --
 6 **A.** Yes.
 7 **Q.** -- and AR's own tendency to deny even incontrovertible
 8 evidence as to his wrongdoing?
 9 **A.** Yes.
 10 **Q.** As in the meeting on 5 December, when a teaching
 11 assistant was brought in to effectively confront him
 12 face to face --
 13 **A.** Yes.
 14 **Q.** -- about how he had behaved in lessons and he continued
 15 to deny it, even then?
 16 **A.** Yes.
 17 **Q.** Could we have LANC000107, please. This is an email from
 18 PC Harrison of the Lancashire Police Community Safety
 19 Team, who had also clearly made contact with you by
 20 13 December. He reports that he had visited AR's
 21 address that day. His view of the parent's attitude to
 22 this was:
 23 "I got the impression they are still in denial over
 24 how serious this actually is."
 25 You were well on notice then of the fact that AR's

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1 parents were not necessarily going to be helpful or
 2 reliable when it came to you looking at how to deal with
 3 this case?
 4 **A.** It is something that I was mindful of and something that
 5 I would need to explore as part of the assessment.
 6 **Q.** I think you yourself then undertook a home visit to AR
 7 on 16 December. If we could have LCC002301, page 8, and
 8 the penultimate entry. We'll come to the strategy
 9 meeting but, in the invitation you send out for that,
 10 you say:
 11 "I will be visiting the family on Monday,
 12 16 December ..."
 13 We haven't been able to locate any formal note of
 14 that visit and it is not one that you've referred to in
 15 your witness statement; do you recall that visit now?
 16 **A.** I don't recall it fully but I would have completed that
 17 because I have talked about it in the strat and it would
 18 be, given the fact that that referral has come in and
 19 the nature of that referral, I would have completed
 20 a visit.
 21 **Q.** Let's look at what you say about it in the strategy
 22 meeting. It involves getting a little bit ahead of
 23 ourselves but, given that that's the only account we
 24 have, LCC000234 at page 3. If we could have the
 25 paragraph in the bottom half that begins "Anna and
 61

1 to him, and that's what I'm trying to understand, the
 2 family dynamics, in terms of trying to understand
 3 whether he was at risk of significant harm.
 4 **Q.** How do you approach, in your role as a Child Protection
 5 social worker, a case where there is perhaps no obvious
 6 risk of harm from others but the child is an obvious
 7 risk of harm to others?
 8 **A.** I suppose that's the difficulty, is -- particularly in
 9 Children's Social Care, is that we are looking at the
 10 child being at risk of significant harm, in terms of
 11 whether they are at risk of emotional harm, physical
 12 harm, sexual harm or neglect. That's the role of the
 13 child and family assessment, is to explore that. In
 14 terms of risk of others, we rely on our colleagues from
 15 police, Youth Justice and CAMHS to -- for their
 16 expertise within that area.
 17 **Q.** If a child poses a risk of harm to others, does that not
 18 also, in turn, risk causing harm to themselves?
 19 **A.** Not necessarily, no.
 20 **Q.** They might be putting themselves in a situation where
 21 they come to harm as a result of their own actions, for
 22 example, by people seeking to defend themselves or to
 23 retaliate against them?
 24 **A.** So I suppose in terms of Child Protection, what we also
 25 look at -- and I suppose it's more in terms of
 63

1 Julie" expanded, please:
 2 "The family engaged with the visit ... it appeared
 3 that [AR] was quite a force in the household, appearing
 4 to dominate discussion and at times shout down his
 5 parents who did not appear keen to challenge his
 6 opinions. This will require further exploration ..."
 7 Then also:
 8 "Contrary to his interview and discussion with Steph
 9 [Hallaron], [AR] told Anna and Julie that he had taken
 10 the knife to school for protection."
 11 So an inconsistent account being given to different
 12 professionals by AR?
 13 **A.** Yes.
 14 **Q.** "Parents did say that they do struggle at times with
 15 boundaries ... it appears that [AR's] parents
 16 potentially don't understand his additional needs and
 17 how to best parent him ... no concerns regarding neglect
 18 or any sense that parents posed a risk to AR ..."
 19 Not, on its face, the most reassuring of home
 20 visits?
 21 **A.** Yes.
 22 **Q.** Quite a concerning picture of a 13-year old child who is
 23 dominating the household?
 24 **A.** Yes, and I suppose, at that time, what I'm looking for,
 25 as a Child Protection social worker, is the risk of harm
 62

1 contextual safeguarding. So, for example, whether he's
 2 at risk of criminal exploitation, whether he's at risk
 3 of sexual exploitation or radicalisation and, obviously,
 4 within that, we would look at our colleagues at Prevent,
 5 as well, to advise in terms of the radicalisation.
 6 Obviously then, if there are concerns around potential
 7 criminal and sexual exploitation, we would look at our
 8 exploitation team to assess that.
 9 **Q.** If we're not looking at a case of exploitation, where
 10 there is some third party drawing somebody into
 11 behaviour that is obviously going to be risky and
 12 detrimental, but where the child themselves is taking
 13 themselves on that path, is that not going to be
 14 potentially just as harmful if, as a result of their own
 15 actions, they are being drawn into the Criminal Justice
 16 System, becoming excluded from education, they will
 17 suffer harm as a result of that, won't they?
 18 **A.** I suppose in terms of risk of others, potentially, that
 19 they could be open to Youth Justice Service, in terms of
 20 criminality, but that doesn't necessarily mean that they
 21 would then warrant to be on a Child Protection plan.
 22 **Q.** Within Child Protection then, is it fair to say that it
 23 really is all about the risk to the child from others?
 24 **A.** Yes.
 25 **Q.** The risk of the child to others is, in your view,
 64

1 a matter for other agencies?

2 **A.** I think it is, as I say, about a multi-agency. All of

3 us make that decision and we share that risk

4 collectively but ultimately, in terms of Child

5 Protection, it focuses on the risk to the child. So,

6 like you say, that could be from a parent or caregiver

7 or to a third party.

8 **Q.** Where a child is dominating their parents in the way

9 that you describe, combined with circumventing measures

10 that the parents are seeking to put in place for the

11 child's own protection, like hiding knives, combined

12 with carrying out a violent and pre-meditated attack,

13 should you be thinking about the child being outside

14 parental control?

15 **A.** That is obviously something that we would consider as

16 part of that assessment. Obviously right now what we're

17 talking about is that initial home visit and part of

18 that and that assessment period is there would need to

19 be further discussion with parents around what that

20 would look like and what their understanding is, and

21 whether what is also taken into account is whether

22 parents are willing to work and engage with services to

23 address that.

24 **Q.** You will know, you will understand, that the reason I'm

25 picking on risk of serious harm and being outside

65

1 significant harm.

2 **Q.** And where there is a decision that the child -- there is

3 reasonable evidence of that proposition, would that be

4 the point that matters convert to a Section 47 enquiry?

5 **A.** Yes. So the decision to initiate a Section 47 enquiry

6 would be decided at the strategy meeting by the

7 multi-agency group.

8 **Q.** So the fact that you were having a strategy meeting is

9 the precursor to an enquiry --

10 **A.** Yes, you can't have a Section 47 without a strategy

11 meeting.

12 **Q.** It doesn't reflect that there is one already underway?

13 **A.** Yes.

14 **Q.** Thank you. Who would you typically invite?

15 **A.** So within the duty and assessment team you would contact

16 the PPU, so Police Public Protection Unit. They would

17 have a rota-based system, so you would contact them for

18 a sergeant to attend the strat -- the strategy meeting,

19 sorry. You would invite health and you would invite

20 anybody relevant who potentially had information about

21 the child.

22 So, for me I felt that albeit that he was at Acorns

23 I felt that it was really important to invite The Range

24 because obviously he had -- that's where obviously this

25 all kind of began in the October. So invited The Range,

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1 parental control is those are two of the elements for

2 a court to consider making a care order.

3 **A.** Yes.

4 **Q.** Was that something you were thinking about as a possible

5 outcome in this case, even at this stage?

6 **A.** I don't think particularly at this stage. Obviously,

7 what I also consider is his previous involvement and

8 obviously I was aware of the incident in October, but

9 prior to that he'd never been known to Children's Social

10 Care, and also I was aware that he had a brother who

11 also wasn't known to Children's Social Care. So there

12 have been a number of years where they haven't had any

13 statutory involvement.

14 **Q.** Thank you. You arranged the strategy meeting on

15 13 December. Help us with the purpose of a strategy

16 meeting in this context.

17 **A.** Yes. So, to arrange a strategy discussion I would have

18 to have a discussion with my practice manager. That

19 would have to be agreed by them and it would be their

20 job to chair the strategy meeting.

21 The purpose of a strategy meeting is to bring

22 together the multi-agency group, to share information,

23 decide any immediate actions and to consider whether

24 there's reasonable evidence to suggest that the child is

25 at risk of significant harm or is likely to suffer

66

1 Acorns. Albeit that he had closed to Early Help

2 services, I asked them to attend to share information.

3 I also invited the community police team as well because

4 I could see that they had been -- had some involvement.

5 I had obviously spoke to I think CAMHS as well,

6 Stephanie, who was the liaison officer. It was just who

7 had relevant information to share.

8 **Q.** Is there a set list somewhere in your office that says

9 if you are having a strategy meeting, invite these

10 agencies or is it always bespoke to the particular --

11 **A.** It is bespoke to each child and obviously you have to

12 then consider out of area. So, for example, AR attended

13 a Merseyside school. So when a child attends a school

14 out of area, it also depends on where GP records sit,

15 who has health information. So it is complicated.

16 **Q.** Thank you. Can we have MERC000018. You are liaising

17 here with Ms Hallaron who is making some constructive

18 suggestions about who would be helpful to have in

19 attendance.

20 One who she suggests, I think it may be on page 2,

21 bottom email:

22 "I'm wondering if it might be worth looking at

23 asking a representative from YOT to also attend the

24 meeting ..."

25 We know that nobody from the YOT did attend any of

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1 the strategy meetings in December or January. Was that
 2 something that you followed through in terms of
 3 extending an invitation or did that not happen?
 4 **A.** I can't recall whether or not I invited YOT
 5 specifically. I can't recall.
 6 **Q.** Elsewhere in that email chain we can see you're getting
 7 contacting details, for example, for agencies that you
 8 already know are involved?
 9 **A.** Yes.
 10 **Q.** I think she provides you with information about FCAMHS,
 11 Acorns you were already in touch with, The Range and
 12 Sefton CAMHS, and I think you reply noting that schools,
 13 Early Help and FCAMHS have all been invited and checking
 14 on which CAMHS service to invite.
 15 So we can see the process of the invitation
 16 developing through this email chain?
 17 **A.** Yes.
 18 **Q.** And then, as you have told us, you also invited the
 19 Lancashire Constabulary Community Safety Team. That was
 20 in the form of PS Bramhall and PC Harrison?
 21 **A.** Yes.
 22 **Q.** You also invited PC Thompson of Prevent, having got her
 23 details via PC Harrison?
 24 **A.** Yes.
 25 **Q.** And then just after the weekend, we can see at the top

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1 back to them now. LCC000234.
 2 Next page, please. A minor error in that it says
 3 that the meeting took place on the 16th -- in fact,
 4 17 December?
 5 **A.** Okay.
 6 **Q.** But you then receive various updates around the table at
 7 that meeting from the various different agencies that
 8 are involved. So, in some ways this is going to be
 9 going over the ground that you had already been made
 10 aware of --
 11 **A.** Yes.
 12 **Q.** -- as a result of your initial enquiries, but that's
 13 still important because it means that everybody around
 14 the table is aware of what you have already managed to
 15 ascertain?
 16 **A.** Yes.
 17 **Q.** So we see from the Merseyside Police investigation
 18 an update on the bail conditions, but also on what AR
 19 had said in interview, including no intention to use the
 20 knife, also about concerns in the interview, he would
 21 laugh at inappropriate times, and the absence of any
 22 challenge from his mother, and also an update on the
 23 fact that electronic devices had been seized and sent
 24 for analysis but that was going to take some time.
 25 **A.** Yes.

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1 of this email chain, page 1 please, you are told by
 2 Ms Hallaron that DC Murphy (Paula Murphy who is from
 3 Merseyside Police), the investigating officer, will be
 4 attending. She also says:
 5 "I have spoken to CAMHS and they are unable to
 6 attend."
 7 We know CAMHS did attend in the person of Skott
 8 Morgan?
 9 **A.** Yes.
 10 **Q.** That might have been a reference to FCAMHS who had
 11 said -- Mr Hicklin had said that he wasn't able to
 12 attend?
 13 **A.** Yes.
 14 **MR GOSS:** Sir, for your note, MERC000024.
 15 **SIR ADRIAN FULFORD:** Thank you.
 16 **MR GOSS:** But a meeting with FCAMHS was being arranged later
 17 in January.
 18 **A.** Yes.
 19 **Q.** So a number of strands of work going on here to get
 20 a variety of different agencies around the table?
 21 **A.** Yes.
 22 **Q.** And this was all at quite short notice?
 23 **A.** Yes, that's usual practice.
 24 **Q.** Then the meeting itself takes place on 17 December and
 25 we've looked briefly at your notes here. We will go

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1 **Q.** Ms Hallaron provided an update. Again, you had already
 2 discussed the case with her and seen her report. But
 3 she reiterated that inconsistency, that quite stark
 4 inconsistency, between AR telling her that he'd intended
 5 to kill his target?
 6 **A.** Yes.
 7 **Q.** Whereas, of course, that was now placed directly against
 8 what DC Murphy was saying he had said at interview?
 9 **A.** Yes.
 10 **Q.** There was an update from The Range -- bottom of this
 11 page, please. Sorry, top of the next page.
 12 Some context and history from The Range, including
 13 this year there has been an escalation in his behaviour,
 14 and then the main previous issue, his disclosure to
 15 Childline he had been taking a knife into school and
 16 that this had happened on ten occasions.
 17 **A.** Yes.
 18 **Q.** There's consideration then from CAMHS about potential
 19 ASD and an update from Acorns towards the bottom of that
 20 page, information from Acorns where AR has been
 21 attending since 17 September and, in particular, notes:
 22 "Strange behaviours creating issues with other
 23 children and occasionally fixating on staff members.
 24 There have also been issues within Acorns where he has
 25 used the school computers to research school shootings,

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1 et cetera. He has disclosed that in his opinion
 2 [probably] he has been bullied. However, this has not
 3 been evidenced when school have looked into this."
 4 There has been some evidence that at this meeting
 5 there was a degree of pressure on Acorns to accept AR
 6 back into school, despite the bail conditions imposed by
 7 Merseyside. We don't see that in these notes, do we?
 8 **A.** No.
 9 **Q.** Do you recall that at all?
 10 **A.** I think it was trying to understand how to get him back
 11 into education and what needed to be done to make sure
 12 that could be done and that was safe.
 13 **Q.** It seems that both Mrs Hodson and PC Harrison perceived
 14 that as a degree of pressure on Acorns to accept him
 15 back. If that was right, would that have been
 16 an appropriate way to deal with that issue of trying to
 17 work out what needed to be done to make sure he could go
 18 back into education safely?
 19 **A.** No, I think it was just something in terms of
 20 discussions across the professionals.
 21 **Q.** There was an update from Early Help regarding their
 22 involvement. Fair to say it's a limited update given
 23 the limited degree of work they have been able to do.
 24 **A.** Yes.
 25 **Q.** Was it a concern that there was difficulties contacting

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1 **A.** Okay.
 2 **MR GOSS:** Forgive me, sir, one moment.
 3 Could we go back a page, please.
 4 **SIR ADRIAN FULFORD:** Are you looking for the quote?
 5 **MR GOSS:** Yes.
 6 **SIR ADRIAN FULFORD:** It was on that page actually. So if
 7 you return to 13, it is about six/seven lines up from
 8 the bottom:
 9 "Dad did not want support from Early Help."
 10 **MR GOSS:** Thank you, sir. That was not in fact the one
 11 I was looking for.
 12 **SIR ADRIAN FULFORD:** Sorry, unhelpful.
 13 **MR GOSS:** No, that's my fault, sir.
 14 We will make good the reference in a moment but
 15 there is a reference from The Range to AR in the course
 16 of an RE lesson having referred to the Manchester Arena
 17 bombing from the perspective of the bomber as having
 18 been a "good battle".
 19 That would be a significant piece of information in
 20 the context of this meeting, wouldn't it?
 21 **A.** Yes.
 22 **Q.** The reason I'm having to take you to these handwritten
 23 notes for that is it doesn't appear in the note that you
 24 made of the meeting or the minutes of the meeting.
 25 The effect of that then is that that piece of

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1 the family and that the majority of Alphonse R's concern
 2 when they did get into touch wasn't about knife carrying
 3 but about getting AR back into mainstream education?
 4 **A.** It was something that I was then mindful of, moving
 5 forward.
 6 **Q.** We have a handwritten note from PC Thompson of this
 7 meeting, which, sir, CTPNW000023 on page 13.
 8 Ms Jameson, we can look at it if you want to but
 9 will you take it from me?
 10 **A.** Yes.
 11 **Q.** It says:
 12 "Dad did not want support from Early Help."
 13 Again, building a picture here of a family that
 14 perhaps not particularly capable of managing AR's
 15 behaviours themselves, as you had seen on your visit,
 16 but that also doesn't want anyone from outside coming in
 17 to provide support?
 18 **A.** Yes. I suppose in terms of that's something that would
 19 again feed into the assessment.
 20 **Q.** Having said I'm not going to take you to it, I actually
 21 think I should take you to that reference, CTPNW000023,
 22 page 13. While that is coming up, we've already looked
 23 at your update from the home visit that you provide.
 24 I don't want to go through that again but we can see
 25 what you set out from that.

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1 information is rather lost to LCC's corporate knowledge;
 2 would you agree with that?
 3 **A.** Yes.
 4 **Q.** So it is not then available for anybody else looking at
 5 the case from LCC further down the line to see there is
 6 this very concerning quote that a suicide bombing was
 7 a "good battle".
 8 **A.** Yes.
 9 **Q.** You're nodding your head.
 10 **A.** Yes.
 11 **Q.** We then have -- if you can go back to LCC000234 and
 12 page 3, please. If we could have the paragraph
 13 beginning "Carmen Thompson from Prevent" enlarged,
 14 please. There is then input from Prevent indicating
 15 that they would be completing an assessment regarding AR
 16 and considering if a referral to the Channel programme
 17 would be appropriate.
 18 That's what you have recorded of that input?
 19 **A.** Yes.
 20 **Q.** Can we take it from that that you didn't think Prevent
 21 were saying they would definitely be taking AR on?
 22 **A.** My understanding was that they would then be completing
 23 an assessment.
 24 **Q.** This wasn't Prevent stepping in and saying, "We are now
 25 going to be the lead agency on this", was it?

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- 1 A. No.
- 2 Q. If you had had that understanding from what had been
3 said in the meeting, you would have recorded it there,
4 clearly?
- 5 A. Yes.
- 6 Q. But CSC --
- 7 A. Yes.
- 8 Q. -- you, were still the lead agency on this at this
9 stage?
- 10 A. Yes.
- 11 Q. Overall, from a number of different perspectives --
12 having received information from a number of different
13 perspectives, this was a thorough and detailed
14 discussion of AR and his circumstances?
- 15 A. Yes.
- 16 Q. We then have concerns summarised and discussion held
17 regarding risk of significant harm. So this is drawing
18 the threads together from all of the input from you have
19 had. You say there:
- 20 "It is agreed that there is a risk of re-offending
21 from AR. However, at this point, based on the
22 interactions so far, there is no evidence that the
23 children are presently at risk of [serious] harm."
- 24 A. Yes, "significant" harm, yes.
- 25 Q. Of significant harm. Thank you.

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- 1 A. That's not something that we -- within the Section 47 --
- 2 Q. Given that this is the multi-agency forum for discussing
3 the circumstances of this case, is putting everything
4 through the prism of is he at risk of coming to harm
5 directly, not as a result of his own actions but
6 directly from others, is that not rather a blinkered
7 view of risk in this case?
- 8 A. That is something that, as I say, we discussed that
9 within a multi-agency group within the strategy meeting
10 and obviously we all, as professionals, share that
11 information and we have to make a professional judgement
12 and we have to look at those categories of abuse and
13 whether or not Section 47 is initiated. And at that
14 time, with the information that we had available at this
15 particular strategy meeting, we didn't feel at this
16 point that there was enough evidence to suggest whether
17 he was or he wasn't, which is why we arranged the
18 follow-up strategy meeting.
- 19 Q. Yes, because that approach is then carried through into
20 the outcomes which we have on page 4?
- 21 A. Yes.
- 22 Q. Essentially, further investigation by various agencies,
23 so by CAMHS, by you, by Prevent and of course the
24 criminal investigation by MerPol, and then a follow up
25 strategy meeting?

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- 1 Sir, just to make good that reference, it was
2 CTPNW000023, page 14 and five lines from the bottom.
3 We've have looked at it, I think, a number of times.
- 4 **SIR ADRIAN FULFORD:** Thank you.
- 5 **MR GOSS:** Does that conclusion (risk of re-offending, no
6 evidence that they are at risk of serious harm), does
7 that reflect the perspective that we discussed earlier,
8 that you really are looking at risk from others not risk
9 to others?
- 10 A. So within that we are looking at the categories of
11 abuse. So we are looking at whether or not he is at
12 risk of emotional -- so that constitutes as the
13 persistent emotional malnourishment of a child where
14 they could be severely or adversely impacted on their
15 development, whether he's being neglected in terms of
16 the persistent failure to meet his physical and
17 psychological needs by parents. You know, we're looking
18 at whether or not he is making allegations of physical
19 abuse and therefore whether he's being physically
20 harmed, whether he's being sexually abused. We're
21 looking at all these categories of harm and abuse to see
22 whether or not he is at risk of any of them.
- 23 Q. But based on his behaviour to date, the concern here
24 should surely have been about the risk he posed to
25 harming others, including other children, shouldn't it?

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- 1 A. Yes. At that time, obviously, you know, everybody
2 appreciated the seriousness and the significance of
3 obviously all that information. But in terms of the
4 risk to him, which is what we were there to discuss, we
5 didn't feel that we had a full understanding which is
6 why the decision was made to make -- to arrange
7 a follow-up strategy and all professionals were in
8 agreement with that.
- 9 Q. So in other words, we are not making a decision about,
10 for example, initiating a Section 47 at this stage;
11 we're all going to go away, carry out some further
12 investigations, and come back?
- 13 A. Come back.
- 14 Q. Can we look at LCC001695, please. This is the
15 invitation to the follow-up meeting. If we could look
16 at page 2 of that, please:
- 17 "Thanks for attending. Next follow-up details as
18 below."
- 19 Then if we can go back to page 1 and look at the
20 bottom of that page, we can see who that has been sent
21 to. Essentially, it is, with one exception that I will
22 come to, the people who have been involved in the
23 strategy meeting on the 17th?
- 24 A. Yes. We arranged that strategy meeting at that meeting.
- 25 Q. Yes. And one can see as well on there Mr Hicklin from

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1 FCAMHS also invited, although he had not been at the
2 previous one, but again there was the FCAMHS meeting
3 coming up, which we will come to.

4 **A.** Yes.

5 **Q.** Can we look at the top of this page, please. You email
6 Sergeant Bramhall of the Lancashire Community Safety
7 Team to say:

8 "Thanks to you and Paul coming on Monday. I have
9 not sent you or Paul an invite to the next one, given
10 that there's no further role for your agency. I just
11 wanted to say thanks for coming."

12 Why not invite them to the next strategy meeting?

13 **A.** So, Sergeant Bramhall was obviously the sergeant within
14 the community team. They weren't the police department
15 that would usually attend our strategy meetings. It
16 would usually be the Police Public Protection Unit. So
17 they would be the sergeants that would attend the
18 strategy meetings, and in this particular one they were
19 invited to the initial strategy. However, because
20 Merseyside were leading with the investigations that
21 they had, PPU felt at that time that there was no role
22 for them because Merseyside had it.

23 **Q.** We've heard from ACC Winstanley in Lancashire that the
24 PPU in Lancashire was focused on risk to children from
25 others, similar to the role that you've described CSC

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1 likelihood is that it would have been YOT and Youth
2 Justice who would have then got on board to complete
3 that specialist work with him. Obviously, if it was
4 felt that -- if the outcome wasn't that he was referred
5 to YOT, we would have got back in touch with Andy
6 Bramhall and Mark --

7 **Q.** Even if there is scope to re-refer at a later stage, it
8 would be helpful for them to have been involved in those
9 further multi-agency discussions in the meantime?

10 **A.** Yes, and obviously within that email I've obviously said
11 that there was no role and obviously they didn't feel
12 it. If they wanted to attend, if they felt there was
13 a role for them, they could have attended if they wanted
14 to.

15 **Q.** You weren't, though, encouraging their attendance by
16 that email, were you? "I've not sent you an
17 invitation."

18 **A.** No, at that time, I didn't feel that -- that --
19 obviously they'd attended the strategy meeting, that
20 they were then no longer going to be involved.

21 **Q.** All right. Could we go back to LCC002301, please, and
22 page 10.

23 You conducted a further home visit, as you had said
24 you would do in the strategy meeting. Your witness
25 statement doesn't say what date it is but we can see in

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1 having.

2 **A.** Yes.

3 **Q.** In a case like this, even though community safety might
4 not be the usual team, they were the right team from
5 within Lancashire Constabulary to be involved on issues
6 of risk to others, weren't they?

7 **A.** Yes.

8 **Q.** And though the criminal investigation was being carried
9 out by Merseyside, when we're thinking about
10 preventative policing, it would be normal for the Force
11 for the area where the individual lives to be involved?

12 **A.** In terms of strategy meetings, it would be usual for
13 the, as I say, the PPU to attend on that.

14 **Q.** But this case wasn't looking so much, certainly not
15 moving in the direction of looking so much, at risk to
16 AR of physical abuse, sexual abuse, domestic violence,
17 but at the risk he posed to others. Preventative
18 policing was exactly the sort of team you needed
19 involved, wasn't it?

20 **A.** They, as I say, at that time, obviously Merseyside
21 Police were obviously doing the investigation. It was
22 anticipated that the work that PS Bramhall's team used
23 to do was, like I say, is preventative, absolutely was
24 preventative work. But, given the nature of the offence
25 that he was arrested for, it was felt that the

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1 the middle entry on that page an entry by Ms Hamill, who
2 I think you were working with. Alphonse consented to
3 a visit on Monday, 23 December at 10.00 am and then just
4 below that there is some discussion with AR's mother
5 later that day about the timing of that visit because
6 she would like to be in attendance at it.

7 I think it's likely, therefore, that the meeting did
8 take place on 23 December?

9 **A.** Yes.

10 **Q.** Again, we don't have a note of that. The record that
11 you've referred us to of that is the bottom entry on
12 that page, where you say:

13 "Home visits and assessments don't highlight any
14 immediate safeguarding issues. Parents have responded
15 appropriately and it is thought likely AR's additional
16 needs linked to suspected ASD have influenced his
17 behaviour."

18 This is part of a supervision that you had with your
19 practice manager, Mr Rowe?

20 **A.** Yes.

21 **Q.** That is not a sufficient note of a visit that took place
22 on 23 December, is it?

23 **A.** No.

24 **Q.** And given that there is no other contemporaneous note of
25 that, or indeed the visit on 16 December, that is

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1 a failing on your part to make adequate records of the
 2 visits you were conducting, isn't it?
 3 **A.** Yes.
 4 **Q.** Part of the point of the second visit, as alluded to in
 5 the strategy meeting, was to speak to Dion R separately.
 6 You are nodding your head ever so slightly. It is just
 7 for the transcript, Ms Jameson, we need to have
 8 an actual answer.
 9 **A.** Sorry.
 10 **Q.** Could we look at LCC000031, please.
 11 If we can look at the next page of that. Can we go
 12 back a page, forgive me. This is The Acorns' note of
 13 the meeting on 6 January:
 14 "Social Services update: no concerns re Dion. Dion
 15 states that AR has extreme views."
 16 Do you recall that being the case, that being
 17 something Dion said to you when you met with him?
 18 **A.** No. I don't -- obviously these aren't my notes and
 19 I don't know what context in terms of it's wrote but,
 20 from what I recall with Dion, is that he said that his
 21 brother has extreme views in terms of that he doesn't
 22 just not like something, he hates it. It is the extreme
 23 that way. There as no -- I don't recall anything in
 24 terms of him having extremist views.
 25 **Q.** Thank you. Had there been a proper contemporaneous note

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1 Again, reflective of the focus you had of risk to AR
 2 rather than risk from him?
 3 **A.** Yes.
 4 **Q.** The CAMHS update has been seen, the presentation was
 5 described as very autistic but a diagnosis was
 6 outstanding.
 7 "He feels his actions were in retaliation and he has
 8 a sense of injustice about what happened."
 9 Justifying minimising his own conduct?
 10 **A.** Yes.
 11 **Q.** We then have a further update from Ms Hallaron:
 12 "Cancellation list for the autism assessment ...
 13 best clarity that can be gained at present is that he
 14 will be seen this year."
 15 This is 6 January?
 16 **A.** Yes.
 17 **Q.** So that is a long timescale?
 18 **A.** Yes.
 19 **Q.** "Further appointment on 21 January with FCAMHS which
 20 will focus on his potential risks."
 21 **A.** Yes.
 22 **Q.** So, from a CAMHS and FCAMHS perspective, there was
 23 a long timescale for an assessment, but were you, to
 24 some extent, reassured that someone was looking at the
 25 risk to others?

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1 of your meeting with Dion, that sort of context would
 2 have been clear?
 3 **A.** Yes.
 4 **Q.** As you say, these are not your notes but they are
 5 relatively contemporaneous and there's no reason for you
 6 to think that they have been inaccurately -- that they
 7 have not been accurately taken down what was part of
 8 your update?
 9 **A.** Yes. I suppose if there was concerns of that -- if he
 10 had shared concerns about his brother having extremist
 11 views, that would have been something that I would have
 12 shared with Prevent who I knew at that time was
 13 completing an assessment.
 14 **Q.** Thank you. Can we come then to your notes of the
 15 further strategy meeting on 6 January, LCC000235,
 16 page 2. If we could have the summary of information
 17 box, the text next to that expanded, please. So we see
 18 there your home visit update and we have seen some of
 19 the additional information that was available in The
 20 Acorns' note on that.
 21 "Both children engaged well. Discussion with
 22 parents positive. No evidence from a safeguarding point
 23 of view of continued risk of harm to the children ...
 24 clearly some outstanding support needs which need to be
 25 addressed."

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1 **A.** Yes.
 2 **Q.** Prevent took the view that it was not a case for them:
 3 "... not felt that he has any issues regarding the
 4 Channel/Prevent programme. There were no concerns that
 5 he was being led into criminality or radicalised."
 6 **A.** Yes.
 7 **Q.** Again, though, another note:
 8 "He showed no remorse for the incident".
 9 They are not there saying AR does not pose a risk to
 10 others, are they?
 11 **A.** No.
 12 **Q.** They are being quite precise about him not being led
 13 into criminality or radicalised?
 14 **A.** Yes.
 15 **Q.** The police provided some further information about the
 16 attack, and there is then a further update about AR's
 17 education and the fact that work was being sent home.
 18 There's discussion about a risk assessment needing to be
 19 completed prior to AR's reintroduction to school.
 20 **A.** Yes.
 21 **Q.** Who, in your view, was responsible for conducting that
 22 risk assessment?
 23 **A.** In terms of him going back to school?
 24 **Q.** Yes.
 25 **A.** It would be education.

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1 Q. When you say "education", do you mean the education team
2 within the council or do you mean the education
3 provider?

4 A. So in terms of -- this is why we invited I think it was
5 the team was called Pupil Access, I think that's who
6 Sharon and Peter are, because obviously Acorns had
7 expressed their concerns. So my understanding was it
8 would be the school that would complete their own risk
9 assessment in terms of how to manage those risks in
10 school. However, obviously within that, it would feed
11 in all the information off other agencies as well, if
12 that makes sense.

13 Q. At this meeting, I think it was decided not to refer the
14 case for a Section 47 enquiry.

15 A. Yes.

16 Q. What was it that had taken place that meant you did not
17 think that this was a case where there was a risk of
18 significant harm?

19 A. Because at this time we had spoken to AR, we had spoken
20 to his brother, both at home. We had spoken to them
21 away from the home as well. I appreciate that that's
22 not recorded. But we had spoke to Dion in school.
23 Neither of the children made any allegations of harm
24 from parents.

25 Parents appeared to be advocating for AR in terms of
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1 those interventions or hopefully what we really wanted
2 was them to, you know, do some of that piece of work.

3 Q. So, assessment?

4 A. Assessment and potentially intervention.

5 Q. And interventions?

6 A. Yes.

7 Q. Thank you. Again, Ms Jameson, there is no note of that
8 FCAMHS meeting in your records. We do have Mrs Hodson's
9 note from Acorns at LCC000020. Again, there should have
10 been a note in your records of this, shouldn't there?

11 A. Yes. I think I have referred to it within my child and
12 family assessment, but I accept there should have been
13 a separate recording of it.

14 Q. And, again, accepting that this is not your note, but no
15 reason to doubt the accuracy of Mrs Hodson's detailed
16 note of her involvement in the meeting?

17 A. Yes.

18 Q. We can see the attendance at the top. Apologies sent
19 from Skott Morgan of CAMHS. Perhaps not ideal that
20 CAMHS were not in attendance at a meeting with FCAMHS,
21 although I think it was for health reasons?

22 A. Yes.

23 Q. We will come back to that shortly.

24 A. Okay.

25 Q. If we could have the text, please, up to the first three
91

1 having his educational needs met. They also were
2 wanting him to access -- they wanted him to be on the
3 waiting list for the paediatrician in terms of
4 a potential diagnosis. At this point, they were saying
5 that they were willing to work with services. We hadn't
6 at this point agreed whether it was stepping down at
7 this point, it was just obviously what we -- whether the
8 threshold had been met of significant harm.

9 Obviously Prevent had completed their assessments.
10 So that was -- for me, as a social worker, that was
11 reassuring that they felt that there was no role for
12 them and obviously we were having a meeting on the 21st
13 with FCAMHS as well.

14 Q. Can we look then at the FCAMHS meeting.

15 A. Yes.

16 Q. That was on 21 January.

17 A. Yes.

18 Q. What were you hoping for in terms of an outcome from
19 that meeting?

20 A. I suppose, as I spoke about before, in terms of when
21 a child poses a risk to others, is we are reliant on
22 other expertise and our colleagues to kind of advise.
23 So particularly with FCAMHS is that we were really
24 hoping to get some clarity around whether they were able
25 to do an assessment and obviously guide us in terms of
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1 paragraphs. I think you weren't present for the very
2 early stages of the meeting. Ms Hallaron describes the
3 incident. This would all have been information that you
4 knew in any event?

5 A. Yes.

6 Q. And we also have in the paragraph at the bottom concerns
7 that the bullying might have been really more perceived
8 than real and, again, you were alive to those already --

9 A. Yes.

10 Q. -- because Acorns had already given that indication?

11 A. Yes.

12 Q. Can we go then to where we have at this point, "Anna J
13 and Julie arrived at the meeting". That would be you?

14 A. Yes.

15 Q. There's introductions and Mr Hicklin describes the work
16 his team does. He then turned to Mrs Hodson and said:

17 "I have been thinking about what you said before,
18 I don't have a crystal ball, none of us have. We can't
19 say whether he's likely to offend again."

20 A little later in the notes he refers to offering
21 a £5 bet to anyone who could say what was going to
22 happen next.

23 Do you recall these quite colourful comments?

24 A. I do recall some of them, yes.

25 Q. Do you think those notes of those comments are accurate?
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- 1 A. Yes.
- 2 Q. What was your perception of them at the time?
- 3 A. Obviously, I'm at this point thinking -- obviously John
4 is for FCAMHS, so I'm looking at him as the expert in
5 terms of Forensic CAMHS. And I think then I was then
6 kind of -- we were -- I think we were all coming at it
7 from different ways. So in terms of that because he was
8 then saying that his -- that he deals with higher risk
9 stuff, it was then thinking, "Well, is this not that" if
10 that makes sense?
- 11 Q. Can we break it down slightly because there were two
12 elements to those comments. One is the content of them
13 and one is the colour of them, if I can put it that way.
- 14 A. Yes.
- 15 Q. What did you think about the tone in which he was
16 approaching this?
- 17 A. Sorry, what do you mean? Sorry?
- 18 Q. Offering a £5 bet to anyone who could say what was going
19 to happen next or saying "I don't have a crystal ball"?
- 20 A. Yes, obviously I don't feel that they are appropriate
21 comments to make, but I think what he was trying to
22 explain is that none of us could say what the future
23 held and what was going to happen.
- 24 Q. Yes, and that leads on to the content of them.
- 25 A. Yes.

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- 1 A. Obviously these aren't my notes and I can't comment on
2 terms of I can't recall saying that I had no concerns at
3 all.
- 4 Q. I appreciate they're not your notes --
- 5 A. Yes.
- 6 Q. -- but they're the only notes we have --
- 7 A. Yes, I know.
- 8 Q. -- because you didn't take any. Does that reflect -- if
9 you look at what comes next:
- 10 "Mum and dad are working with them, he does not
11 present with any difficulties at home."
- 12 A. I suppose in terms of looking at how that's said, I
13 imagine that I was talking about that there was no
14 concerns in terms of safeguarding concerns to him from
15 parents.
- 16 Q. Could we look to the bottom of this page, please,
17 paragraph beginning "Jo H stated".
- 18 So there is suggestion of you coordinating a request
19 for statutory assessment via Social Services with input
20 from all the agencies involved. That's the start of the
21 process to obtain an EHCP?
- 22 A. Yes.
- 23 Q. Then, if we could go on to the next page, please, and
24 the paragraph beginning "Anna J". The notes say you had
25 been directed by the strategy meeting to carry out

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- 1 Q. When you had gone there hoping to have some form of risk
2 assessment, being told "we can't say whether he is
3 likely to offend again" was not particularly helpful?
- 4 A. No.
- 5 Q. If we could go to the top of the next page please. And
6 we have Social Services -- previous page, second page.
7 (Pause)
- 8 Third paragraph. Thank you. Your update on Social
9 Services assessment:
- 10 "Following the strategy meetings, the family are on
11 a section 17 child in need plan."
- 12 Just help us with how that fits with the framework
13 of Continuum of Need and Section 47. Is that at level 3
14 on the Continuum of Need?
- 15 A. Yes. So I think what had happened -- I think what --
16 yeah, I think -- they were being -- he was still at this
17 time open on assessment. So there was still at this
18 point no necessary Child in Need plan created because we
19 had had the first strat, we then had a follow-up strat
20 and at that point the child and family assessment was
21 still open. So we were assessing under obviously
22 Section 17 about whether or not he was a child in need
23 because we hadn't initiated Section 47 enquiries and we
24 hadn't gone to initial Child Protection conference.
- 25 Q. "Social Services have no concerns". Why not?

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- 1 a risk assessment but did not think you could do this,
2 it should be education.
- 3 A. Within the child and family assessment, it was to
4 comment. What my practice manager advised me to do was
5 to comment on the risk. To do that, obviously education
6 wanted an understanding around potential risk to
7 professionals; so whether or not they could organise
8 a tutor to go round in the interim of whilst they
9 complete a risk assessment. So what we did is initially
10 me and my colleague took AR out in the --
- 11 Q. I think that is jumping forward a little bit.
- 12 A. Sorry.
- 13 Q. At this stage, it looks as though there was still
14 perhaps some confusion on your part about what you were
15 being requested to do and whose responsibility risk
16 assessment was; is that fair?
- 17 A. I suppose it's in terms of what -- I think what
18 education wanted at that time is a risk assessment for
19 school.
- 20 Q. They wanted an assessment of the risk AR posed to
21 others?
- 22 A. In school.
- 23 Q. That's not unreasonable of them to want that, is it?
- 24 A. Absolutely not, no.
- 25 Q. But you were saying it should be education who do that.

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1 What you had been asked to do, as Mrs Hodson pointed
2 out, was, as you say, assess the risk to professionals
3 such as a tutor?

4 **A.** Yes.

5 **Q.** Which is a slightly different question but it is
6 a related question?

7 **A.** Yes.

8 **Q.** And your response when that was clarified is recorded in
9 quotation marks being:

10 "Oh yes, he will be fine doing that."

11 Was that intended to be the risk assessment?

12 **A.** No.

13 **Q.** If it was, that would be simply quite off the cuff?

14 **A.** Yes.

15 **Q.** Not a proper structured assessment of the various risks
16 that AR might pose?

17 **A.** No.

18 **Q.** Do you think that was you really expressing the
19 conclusion of your risk assessment before having even
20 done the work to conduct it?

21 **A.** No. Obviously, at this point my child and family
22 assessment was still ongoing and obviously all this was
23 getting pulled into that. I think this was
24 a conversation of -- in a professional meeting of "What
25 do you think?" and I said, "Yeah, I think that would be

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1 **Q.** And there is a note that there is a further
2 professionals strategy meeting arranged for 4 March.
3 That's the further multi-agency meeting that we will
4 come to, the Child in Need meeting.

5 He sets out a number of factors relevant to the
6 risk. Again, if we could just scroll down slightly.
7 And the next page.

8 We have risk management strategies being in place
9 before the offence, pre-meditated nature of the offence.
10 What we don't see here is any form of assessment of how
11 likely is this to happen again.

12 **A.** Yes.

13 **Q.** And then in the paragraph beginning "We discussed the
14 need" we can see the need for "parents for provided with
15 additional support" and then in the next paragraph:

16 "AR would likely benefit from psychologically
17 informed interventions."

18 **A.** Yes.

19 **Q.** They're not going to offer them though, are they?

20 **A.** No.

21 **Q.** So, having come to Mr Hicklin of FCAMHS hoping that you
22 would have, as a result, a degree of risk assessment and
23 a plan for intervention, that isn't what you have got?

24 **A.** No.

25 **Q.** If we could have -- before we leave this, having been

99

1 fine" given on the basis of my involvement of so far in
2 terms of that when I have seen him, and I have been in
3 the house, and I have been in the community, that he had
4 been okay. But I appreciated that that then needed to
5 be completed within my formal child and family
6 assessment.

7 **Q.** Thank you.

8 The result of this meeting with Mr Hicklin was
9 a letter dated 11th February, which we have at
10 MERC000014, and you say you that would attach the FCAMHS
11 report to your child and family assessment?

12 **A.** Yes.

13 **Q.** That must be that letter?

14 **A.** Yes, and I think within my child and family assessment
15 there are sentences that have been taken out of this --

16 **Q.** Thank you. That's helpful. So although it is not
17 addressed to you --

18 **A.** I have seen it.

19 **Q.** -- you have received it?

20 **A.** Yes.

21 **Q.** We can see there that Mr Hicklin has had the opportunity
22 to discuss the case with Mr Morgan. So the loop created
23 by CAMHS being absent from the FCAMHS meeting has been
24 closed?

25 **A.** Yes.

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1 told by FCAMHS that AR would likely benefit from
2 psychologically informed interventions to address his
3 high risk behaviour, including the risk of him engaging
4 in interpersonal violence, who did you think was
5 responsible for coordinating and delivering those
6 interventions?

7 **A.** I was aware that Mr Hicklin spoke to Skott Morgan and
8 Skott Morgan was going speak to CAMHS, the team and
9 paediatricians who could do that piece of work.

10 **Q.** Can we look at the update that you received from
11 Mr Morgan, AHCH000095, page 5, please. And if we could
12 look to the second page of that. It confirms the
13 possibility of AR having autism spectrum condition and,
14 by this point, that perhaps was not new news?

15 **A.** Yes.

16 **Q.** And then concludes:

17 "I feel with time AR will learn to understand his
18 emotions and regulate them within situational contexts."

19 Other than the fact that he is awaiting an
20 assessment for ASC, there's no interventions or
21 treatment or other measures proposed. Is that --

22 **A.** Yes, yes.

23 **Q.** And, again, there's no risk assessment or suggestion
24 that there may be any other form of assessment other
25 than for an autism diagnosis?

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1 A. No.

2 Q. Taking CAMHS and FCAMHS together, what was the
3 impression that you had at this stage of the input and
4 the advice that you were receiving from the mental
5 health services?

6 A. That that's their expertise and that's what they think,
7 that's what they recommend.

8 Q. But having gone particularly to FCAMHS, but then FCAMHS
9 having referred it in essence back to CAMHS, having gone
10 to them in the hope of risk assessment and intervention
11 because that was their area of expertise, and not having
12 received either of those, did that not leave a gap still
13 where risk assessment and a plan for intervention were
14 needed?

15 A. Yes, and I suppose that's obviously their expertise and
16 that's their professional recommendations and obviously
17 they are the experts within, you know, child mental
18 health and I looked at them for their expertise and
19 that's what their recommendations was and that's what
20 they said.

21 Q. Thank you.

22 At this point, you now felt able to complete the
23 child and family assessment. We have that at LCC000027
24 and you completed it on 19 February 2020. As it
25 happened, that was the same day that AR was convicted in

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1 A. Yes.

2 Q. Should it have done?

3 A. Yes, potentially and I can only say that obviously that
4 this assessment was -- this was finalised in the
5 February, so I don't know whether or not towards the end
6 of February the parents appeared to be at that time more
7 on board with the local authority.

8 Q. If we could look to page 5 and the box "Guidance and
9 boundaries":

10 "Parents appear to implement appropriate rules and
11 boundaries within the home. (The children) respond very
12 differently to parental boundaries being implemented ...
13 AR can be more defiant and challenging."

14 So there is some reflection of what you had seen.

15 "Parents manage this effectively by speaking to AR
16 to explain their viewpoint and giving AR the opportunity
17 to express his view. Parents find that AR will accept
18 the boundaries following discussion and debate. Where
19 possible, parents and AR will compromise with each
20 other."

21 Do you think that that is a rather generous
22 assessment of the dynamic that a number of agencies had
23 reported of AR not accepting boundaries from his parents
24 and his parents struggling to enforce them?

25 A. Yes.

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1 youth court of offences with which he had been charged,
2 and we can see you referred to that in your assessment?

3 A. Yes.

4 Q. So it was up to date to the day?

5 A. Yes.

6 Q. And it is, on any view, a detailed review of all of the
7 circumstances around AR's case, reflecting the
8 multi-agency work that you had carried out and
9 coordinated over the preceding two months. I just want
10 to pick up four areas from it, if I may.

11 A. Okay.

12 Q. First of all, can we look at page 4 to look at your
13 views on parenting capacity.

14 Thank you. No concerns regarding parents' ability
15 to meet the child's care needs.

16 Then in the next box:

17 "Parents have appeared to respond appropriately to
18 the concerns of the local authority. [They] understand
19 the concerns of agencies about AR's behaviour, the
20 possible risk he potentially poses to other children."

21 And you go on. It doesn't reflect here some of the
22 concerns that had been shared, and indeed that you
23 yourself had observed in the home environment, about the
24 parents struggling to control AR and him dominating
25 them.

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1 Q. Thank you. If we could look to page 7 of this, please,
2 and the section headed "child's voice". You had also
3 clearly spoken at length with AR in this process. He
4 said:

5 "He regrets the assault and wishes it never
6 happened."

7 That was in stark contrast to the views of police
8 and mental health professionals at the time, who said
9 he'd shown no remorse.

10 A. Yes, this is what he had said to me.

11 Q. It is not what he had said to you on 16 December when
12 you noted that he had showed no remorse?

13 A. Yes.

14 Q. You also record him saying to you that he said:

15 "When the teachers started to chase him, he panicked
16 and that's when he assaulted another pupil."

17 That might, on its face, not be thought consistent
18 with what he told Ms Hallaron, that when he couldn't
19 find his target he thought he was going to get in
20 trouble anyway and he might as well get in trouble for
21 doing something.

22 A. Yes.

23 Q. Do you think there was a risk of AR manipulating you as
24 you formed your assessment of him?

25 A. I suppose at this point in terms of -- yes, potentially

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1 I suppose at this point is me capturing what he was
 2 saying to me at this time and recording what he said.
 3 **Q.** Capturing what he says is no doubt right and proper.
 4 But it mustn't be taken as simply what he says at face
 5 value, must it?
 6 **A.** No.
 7 **Q.** What we don't see here is any sign of you annotating or
 8 analysing that information to say, "AR has said this,
 9 but I don't believe him, I find it difficult to believe
 10 him, I have to note that I don't think I can always
 11 trust what he says".
 12 **A.** Yes.
 13 **Q.** And that was a risk you should have been alive to and
 14 that should have formed part of your assessment of risk
 15 and needs in this case?
 16 **A.** Yes, and I think I probably was thinking that but
 17 I don't think, as I say, that my documentation reflects
 18 that.
 19 **Q.** Thirdly, internet usage. We know that you were on
 20 notice of, for example, AR searching for school
 21 shootings. There isn't, I think -- I will be corrected
 22 if I'm wrong -- any risk of harm to AR from his own
 23 online behaviour identified in this assessment?
 24 **A.** No.
 25 **Q.** Was this an element of the case that he simply got lost

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1 complete an assessment and then that would obviously
 2 then highlight some interventions that would be
 3 completed. But I remember at that time -- oh, I'm
 4 jumping ahead, sorry.
 5 **Q.** The other needs: education, and traits of ASD, and
 6 currently undiagnosed?
 7 **A.** Yes.
 8 **Q.** Those were to be dealt with essentially through the
 9 individual agencies involved?
 10 **A.** Sorry, what was that?
 11 **Q.** I'm sorry, I have taken that too quickly. The second
 12 issue concern/need you have identified is:
 13 "Currently on roll at Acorns School. However, due
 14 to concerns he is currently not attending the premises."
 15 **A.** Yes.
 16 **Q.** Who is that to be dealt with: education?
 17 **A.** Yes.
 18 **Q.** Then the third one concerns:
 19 "AR has traits of ASD and is currently undiagnosed.
 20 Referred to community paediatrician for assessment."
 21 You say there:
 22 "AR to be supported with his emotions by CAMHS.
 23 FCAMHS to consider to offer support and advice."
 24 Thinking about the letters that we have looked at,
 25 were those accurate?

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1 between December and February?
 2 **A.** Potentially. I know that it was considered, though, in
 3 terms of we knew that his devices had been seized, so we
 4 knew that he wasn't having access to any devices at
 5 home. We knew that parents were aware of those concerns
 6 and we knew that obviously he wasn't at school at the
 7 minute, at the that moment, but we knew then that school
 8 did have safeguards in place in terms of him being
 9 notified if he was accessing any of that stuff online.
 10 **Q.** As a result of this assessment, you produced a Child in
 11 Need plan?
 12 **A.** Yes.
 13 **Q.** We have that at LCC000236. Because you did identify
 14 some needs for AR through that assessment, we will see
 15 those on this plan.
 16 So, first of all, risks around the risk to others,
 17 now being dealt with through the referral order. His
 18 offending had now been dealt with through the referral
 19 order?
 20 **A.** Yes.
 21 **Q.** It looks as though that risk to others, if we look at
 22 the identified issue concern need column, the first
 23 line, that is wholly to be dealt with by the YOT?
 24 **A.** Yes. So Youth Justice were going to complete
 25 an assessment and then Youth Justice was going to

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1 **A.** I think, from what I can recall, I remember Mr Hicklin
 2 saying that if needed to we could go back for advice, if
 3 needed, and obviously now you've shown me the letter
 4 from CAMHS, potentially, that -- I'm not sure what I --
 5 what that was referring to. I think at that time
 6 I thought -- I don't know.
 7 **Q.** I have missed a point that I should make because before
 8 you completed the child and family assessment, if we
 9 could have LCC0002301, page 14. You had been informed
 10 formally that the Prevent referral had been closed prior
 11 to completing the child and family assessment?
 12 **A.** Yes.
 13 **Q.** If you can just look at that very briefly, the two
 14 entries in the middle of the page. Ms Hamill records
 15 that she sent an email "to all professionals involved in
 16 the strategy discussions requesting reports to" inform
 17 your assessment and then below that "email/report
 18 received from Carmen Thompson-Prevent."
 19 **A.** Yes.
 20 **Q.** "This case is now closed to Prevent."
 21 **A.** Yes.
 22 **Q.** And it sets out the assessment. It also makes clear
 23 that:
 24 "I have advised agencies to re-refer to Prevent
 25 should they have any more concerns in the future and

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1 also if any relevant information is found on his
 2 internet history from the school or from his devices."
 3 **A.** Yes.
 4 **Q.** So that was something you were aware of when completing
 5 your child and family assessment?
 6 **A.** Yes.
 7 **MR GOSS:** Sir, we are just coming to 90 minutes. I will be
 8 done by lunch if we take five minutes now just for the
 9 stenographer.
 10 **SIR ADRIAN FULFORD:** Can I ask the stenographer if five
 11 minutes is enough. *(Pause)*
 12 It is. I will rise for five minutes. I will sit
 13 again at 12.35 pm.
 14 **(12.28 pm)**
 15 **(A short break)**
 16 **(12.35 pm)**
 17 **SIR ADRIAN FULFORD:** Do have a seat. Yes, Mr Goss.
 18 **MR GOSS:** Thank you, sir. Could we have LCC000236 up again.
 19 This is your Child in Need plan, Ms Jameson.
 20 Again, looking at those three boxes on identified
 21 issue, concern/need. Looking at it in the round now, do
 22 you think that this plan which flowed from your
 23 assessment really grappled with all of the issues in
 24 this admittedly difficult case?
 25 **A.** I think obviously you had Youth Offending there who were
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1 obviously one child and I'm aware that my colleague,
 2 Julie, completed another visit -- took him out again in
 3 the community on her own.
 4 **Q.** Was that then part of providing that reassurance, for
 5 example, to Acorns about risk to professionals?
 6 **A.** Yes.
 7 **Q.** The next step, because this is to stay open at level 3,
 8 is the Child in Need meeting that took place on 4 March?
 9 **A.** Yes.
 10 **Q.** By this stage, you have determined this isn't going to
 11 be a Section 47 Enquiry, but it is continued working at
 12 the level 3 Child in Need level?
 13 **A.** Yes.
 14 **Q.** You received an email from Alphonse R, the day before
 15 that meeting?
 16 **A.** We had asked him to send us his views for the Child in
 17 Need meeting as he was unable to attend.
 18 **MR GOSS:** Sir, we have looked at that a number of times.
 19 The reference I have for it here is LCC002301, page 21.
 20 **SIR ADRIAN FULFORD:** Thank you.
 21 **MR GOSS:** Again, Ms Jameson, you will forgive me for
 22 summarising it, I hope.
 23 **A.** Yes.
 24 **Q.** A lot of that email was about the kind of educational
 25 provision that would be appropriate for AR?
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1 going to be dealing with his offending behaviour and
 2 comment on risk to others within that. You had
 3 education in terms of his education needs and obviously
 4 his ASD needs. Those were the main issues, I suppose,
 5 that were identified at that time.
 6 **Q.** The outcome of your assessment was level 3 on the
 7 Continuum of Need, that's Child in Need?
 8 **A.** Yes.
 9 **Q.** That would ordinarily mean that CSC remained involved,
 10 wouldn't it?
 11 **A.** Yes.
 12 **Q.** You have mentioned a couple of times that you did
 13 a community visit with AR on -- it was on 20 February?
 14 **A.** Yes.
 15 **MR GOSS:** Sir, we have the note for that on pages 19 and 20
 16 of LCC002301 but I don't think we need to go to it.
 17 **SIR ADRIAN FULFORD:** Thank you.
 18 **MR GOSS:** Can I sum up that visit in this way.
 19 **A.** Yes.
 20 **Q.** It was an essentially unremarkable visit in that it
 21 didn't give you any cause for additional concern or lead
 22 you to identifying any needs that you had not identified
 23 elsewhere in your plan?
 24 **A.** Yes. Obviously, I was aware at that time that it was me
 25 and my colleagues. There were two professionals to
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1 **A.** Yes.
 2 **Q.** Where it engaged with AR's offending behaviour, for
 3 which AR had by this time been convicted having pleaded
 4 guilty, it was essentially defending AR and seeking to
 5 place blame on Acorns for the fact that it had occurred?
 6 **A.** Yes.
 7 **Q.** And it repeated the perspective of AR being a victim of
 8 bullying, both at the Range and at Acorns, which was not
 9 a perspective shared by those who were involved in
 10 teaching him?
 11 **A.** Yes.
 12 **Q.** "AR was a good boy, modest and respectful. He is not
 13 a risk to himself or to others" he said. Did you agree
 14 with that view?
 15 **A.** This was his view -- sorry, could you repeat what it
 16 was, sorry?
 17 **Q.** Yes:
 18 "AR is a good boy, modest and respectful. He is not
 19 a risk to himself or to others".
 20 **A.** Yes, so he was talking -- he didn't feel -- he wanted
 21 him ideally in mainstream education and didn't want him
 22 in a Pupil Referral Unit and didn't want him in
 23 particular in Acorns. So he had a very negative view of
 24 that provision and he felt that other provisions would
 25 have been potentially more appropriate.
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1 Q. It wasn't just a view that Acorns was inappropriate, it
2 was a view that Acorns were really to blame for AR
3 having taken a hockey stick and a knife to The Range and
4 had carried out a violent assault on another pupil
5 there?

6 A. Yes.

7 Q. Was this perhaps a further sign that AR's parents were
8 not putting appropriate boundaries or guidance in place
9 for AR?

10 A. Potentially. I suppose at that point he was still
11 willing to work with services.

12 Q. The meeting itself on 4 March, at which you discussed
13 this with other agencies, there is a short note on
14 LCC002301 at page 22, which does little more than give
15 the attendees at the meeting. Are you familiar with
16 that note?

17 A. Yes, I've seen it since, yes.

18 Q. This is one of the points where, in fairness to you,
19 Ms Jameson, in your statement you say:

20 "I don't know why this is only on Dion R's records."

21 In fact, we now know that it was on AR's records as
22 well as a result of late disclosure that we've recently
23 received from Lancashire County Council.

24 So, the fact that it was only on Dion R's records
25 when you prepared your statement is not a reflection of

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1 forward? It is the same issues time and time again not
2 being resolved?

3 A. Yes.

4 Q. What we do have, at this point, because it is post
5 conviction, is that Ms Croll from the YOT has attended
6 and she says:

7 "Indicator for future risk was past behaviour. In
8 these circumstances, AR presents as a medium to high
9 risk."

10 In context, that is risk to others?

11 A. Yes.

12 Q. And that was what you were looking to the YOT to help
13 you with?

14 A. Yes.

15 Q. And her view was it was medium to high?

16 A. Yes.

17 Q. It is not clear, I would suggest, from this note what
18 steps were going to be put in place to address that
19 medium to high risk to others beyond the fact that AR
20 was not at this point in education or going into Acorns.

21 A. Yes, Anna had said that she was going to complete
22 an assessment. That was what was agreed at the meeting,
23 that she would complete an assessment which would then
24 inform interventions moving forward, and Anna had said
25 that she could obviously then share that information

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1 where you put that note; do you follow?

2 A. Yes.

3 Q. In fact, we have that on the screen there. It gives the
4 attendees but no content.

5 A. Yes.

6 Q. So it was on AR's record but, nonetheless, it is
7 an inadequate note, isn't it?

8 A. Yes.

9 Q. Again, we have to look to the Acorns' note, LCC001346,
10 page 58. If the entry at the top of the page could be
11 enlarged. Thank you.

12 I don't want to go through it line-by-line but it
13 covered many of the same themes as we have seen
14 previously. There is still an issue over who is
15 responsible for a risk assessment for AR to return to
16 school; is that fair?

17 A. Yes.

18 Q. How AR can effectively be integrated into education?

19 A. Yes.

20 Q. Around mental health implications --

21 A. Yes.

22 Q. -- of his possible ASD diagnosis and the need for that
23 diagnosis but also around the process for an EHCP?

24 A. Yes.

25 Q. Is there a sense here that things are not really moving

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1 with the school who could then complete their risk
2 assessments with the expertise of Youth Justice in terms
3 of specifically his risk to others.

4 Q. Were you anticipating that Ms Croll was going to share
5 the entirety of her assessment with Acorns to help them
6 form their decision-making?

7 A. Yes, I thought that she would share the relevant
8 information that's needed, that Acorns needed to manage
9 that risk.

10 Q. Towards the bottom of the page, we see the conclusion of
11 the meeting:

12 "Anna J then said that following their assessment AR
13 will be dropped to Early Help."

14 That is a step down from level 3 to level 2 in the
15 Continuum of Need terms?

16 A. Yes.

17 Q. It means that rather than the case being led by a social
18 worker, it would be led by a family support worker in
19 Children and Family Wellbeing?

20 A. Yes, so this was something that we discussed. It's not
21 something that would be my recommendation but with the
22 agencies round the table I asked for what their views
23 were and whether they were in agreement with that.

24 Q. That isn't reflected in those notes, is it?

25 A. No.

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1 Q. That simply says:
 2 "Anna J then said that following their assessment AR
 3 will be dropped to Early Help."
 4 Certainly that seems to present it as quite
 5 a unilateral decision?
 6 A. No, that's something -- in terms of stepping a child
 7 down from a Child in Need plan to Early Help services,
 8 that's something that we would get the views of of all
 9 agencies. In terms of, I suppose, prior to going to
 10 that meeting I anticipated that that was something that
 11 we would discuss, which is why I invited Laura Davidson
 12 who was the team manager of Early Help, so that she
 13 could be there to listen to that information to say, as
 14 part of a handover and to say whether or not she also
 15 felt that it was a level 2 in terms of TAF.
 16 Q. What had changed in the two weeks since your child and
 17 family assessment had concluded that this was a level 3
 18 Child in Need case?
 19 A. Obviously we kept the child and family assessment open
 20 for the full 45-day period because obviously me ending
 21 that -- completing my child and family assessment was at
 22 the point of when he was convicted. That was obviously
 23 done deliberately to make sure that we knew what was
 24 going to happen and who would be involved.
 25 Within the space of those two weeks, Anna Croll, so
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1 level 3 in terms of Child in Need is usually now social
 2 work -- social worker.
 3 But I suppose if you're asking now in reality and
 4 current day is that we are within the reforms of
 5 Children's Social Care is that Child in Need will sit in
 6 Early Help, essentially Early Help services. That's the
 7 present day. I suppose, at this present moment in time
 8 when you're asking in 2019 and 2020. Sorry.
 9 Q. We know that Ms Croll did go on to conduct an AssetPlus
 10 assessment.
 11 A. Yes.
 12 Q. Which reached the view that it was a medium risk of
 13 serious harm case. Ms Callon accepted yesterday that,
 14 in fact, the assessment should have been that this was
 15 a high risk case. Had it been a high risk case, would
 16 it have stayed open to Children's Social Care?
 17 A. It's hard to comment but obviously at that time he was
 18 being managed by Youth Justice. Not all children who
 19 are typically open -- are always open to Youth Justice
 20 are open to Children's Social Care at the same time.
 21 Q. If it had remained open to Children's Social Care on the
 22 basis that this was a high risk case, what steps would
 23 you have been taking? What would the plan have been?
 24 A. Obviously that would be reflected in his plan. So, in
 25 terms of that Child in Need plan, agencies would all
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1 Youth Justice were then now on board, we had an
 2 allocated worker from Youth Justice who would be the
 3 specialist and her expertise were around offending
 4 behaviour, criminality and therefore risk to others.
 5 Q. And, in fairness, although the step down meant there
 6 would no longer be a social worker from CSC involved --
 7 A. There would be a social worker from Youth Justice.
 8 Q. You finished my point.
 9 A. Sorry.
 10 Q. The YOT involvement, though, was inherently time limited
 11 by the terms of the referral order?
 12 A. Yes, twelve months.
 13 Q. Were they in the same -- I think ten months was the
 14 length of the referral order?
 15 A. Sorry, yes.
 16 Q. Were they in the same position as you to be able to lead
 17 a multi-agency response?
 18 A. Yes. So within working together, anybody could be
 19 identified as the lead professional. So anybody can
 20 coordinate a multi-agency meeting and can be the lead
 21 professional for a particular child or young person.
 22 Q. That's the theory. In practice, is it typically
 23 somebody from CSC who for, a level 3 case or a level 4
 24 case, would be coordinating that response?
 25 A. So, currently, yeah, yeah. So in terms of -- yes,
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1 contribute to that. So, you know, Anna would say what
 2 actions she would be taking from Youth Justice and that
 3 would be recorded within the plan. You know, education
 4 would be saying what actions they are taking. That
 5 would be recorded. It is a multi-agency plan that
 6 everybody contributes towards.
 7 In terms of my role, that then would have meant that
 8 AR would have been passed over to my colleagues in the
 9 Child in Need and Child Protection Team. My job is
 10 obviously at that point was just to do the immediacy in
 11 terms of assessing that threshold.
 12 Q. Thank you. Following this meeting, you hand over the
 13 case to Ms Fontaine of Children and Family Wellbeing.
 14 We have some notes on the handover. I don't need to
 15 take you to them.
 16 I think bar a small number of emails, that I also
 17 don't need to trouble you with, that was your final
 18 substantial involvement with AR.
 19 You left LCC in December 2020?
 20 A. Yes.
 21 Q. We know from other evidence that you were a -- your
 22 email address was the recipient of information from
 23 Mr Cregeen of Range High School in February 2021 about
 24 AR's use of social media. You had already left the
 25 organisation and you would not have had access to that
 120

1 email?
 2 **A.** No.
 3 **Q.** Lastly then, Ms Jameson, could I then just invite some
 4 reflections. You were invited in your Rule 9 request to
 5 reflect in your witness statement. If we could have
 6 page 21 of LCC001767.
 7 Is it fair to say that, despite the invitation in
 8 the Rule 9 request, you have not taken that up in this
 9 statement? We have two short paragraphs on reflections
 10 which don't really engage with reflecting on the case.
 11 **A.** Sorry, yes.
 12 **Q.** Is there a reason that you didn't take up that
 13 invitation?
 14 **A.** No.
 15 **Q.** If we could make good that now then.
 16 **A.** Yes.
 17 **Q.** AR initially presented to you as a very high risk case?
 18 **A.** Yes.
 19 **Q.** You obviously did a great deal to gather information
 20 about it and to coordinate a wide range of different
 21 agencies. I think you would accept that your recording
 22 of all of the information that you gathered, so it was
 23 readily available in future, was far from perfect?
 24 **A.** Yes, I accept that.
 25 **Q.** It involved a failure to make records of a number of

1 **Q.** Though in December and January there was good
 2 multi-agency engagement, good efforts to grapple with
 3 the complexity of this case, do you agree that by the
 4 time we reached March that approach was falling away?
 5 **A.** Yes.
 6 **Q.** And by the end of your involvement, the case had
 7 essentially been broken down into a number of silos.
 8 CAMHS to deal with ASD, though they were not in fact
 9 dealing with any interventions? You nod your head.
 10 **A.** Sorry, yes.
 11 **Q.** Acorns and School Inclusion to deal with educational
 12 needs, though there was still a dispute about how AR was
 13 to be educated safely?
 14 **A.** Yes.
 15 **Q.** YOT to deal with criminality and risk to others. That
 16 was only by virtue of the fact that the conviction had
 17 happened. Who would have been responsible for that had
 18 AR been the subject of an out-of-court disposal or had
 19 his case gone off for a trial at some point in the mid-
 20 to near future?
 21 **A.** I think that would have been further conversations then
 22 with my line manager in terms of what steps would then
 23 need to be taken around who would be best placed to
 24 complete that work that needed to be done with AR.
 25 **Q.** Lastly in terms of silos, CFW to deal with family

1 engagements with AR?
 2 **A.** Yes.
 3 **Q.** It also included a failure to record key information
 4 that was shared by other agencies, such as the "good
 5 battle" comment?
 6 **A.** Yes.
 7 **Q.** And that meant that that information was lost to LCC's
 8 corporate knowledge for the future?
 9 **A.** Yes.
 10 **Q.** More generally, would you agree with this: when it came
 11 to risk assessment, risk to others, even when Acorns
 12 were expressly raising the issue of that risk from AR to
 13 others needing to be assessed, it was at the very least
 14 difficult to find any single agency that was prepared or
 15 capable of to take that on?
 16 **A.** Yes.
 17 **Q.** Including CSC, which you have told us simply was not
 18 focused on risk from AR to others?
 19 **A.** Yes.
 20 **Q.** Even though where a child causes serious harm to others
 21 that may indirectly perhaps result in serious harm to
 22 them as well?
 23 **A.** Yes, we look at it from a contextual safeguarding but
 24 not necessarily a direct risk to others. That's usually
 25 managed by police, CAMHS, Prevent, Youth Justice.

1 support and social isolation.
 2 Mrs Hodson has given evidence to this Inquiry that
 3 from her perspective this period felt as though it was
 4 a succession of agencies simply peeling away, police,
 5 Prevent, CAMHS, FCAMHS, CSC, leaving them "holding the
 6 baby". Is that a fair description of what happened?
 7 **A.** I suppose in terms of I felt reassured obviously that
 8 Prevent had completed their assessments, I felt that
 9 that obviously had been completed and there was no
 10 further role for them in terms of their expertise.
 11 I felt reassured that, you know, FCAMHS had
 12 completed their assessment, made recommendations. They
 13 then spoke to CAMHS. CAMHS had then had their expertise
 14 over it. They then felt that that wasn't needed. These
 15 are obviously the experts within child mental health.
 16 I felt reassured and I felt that those things
 17 obviously fed into my assessment and then, moving
 18 forward, that the right agencies were on board in terms
 19 of Youth Justice, education moving forward and obviously
 20 that potentially he would get his diagnosis of ASD that
 21 they would then formulate part of the plan. That's the
 22 impression that I had at that time.
 23 **Q.** Would you accept that in fact, as at March 2020, there
 24 needed to have been a much more robust multi-agency plan
 25 in place?

- 1 **A.** Yes, I can reflect obviously looking at that plan now
 2 and obviously my practice now moving forward is that
 3 I would probably have wrote a plan slightly differently.
 4 And obviously I would probably have -- you know, in
 5 terms of that plan, that plan is formulated by the
 6 multi-agency group, so we all feed into that. So
 7 I probably could have been -- sorry.
- 8 **Q.** Ultimately coordinating that multi-agency approach, in
 9 this case, was the responsibility of Children's Social
 10 Care?
- 11 **A.** Yes, to pull it together.
- 12 **Q.** But from March 2020 that stopped?
- 13 **A.** Yes, so he was then stepped down to Early Help and Early
 14 Help ...
- 15 **MR GOSS:** Ms Jameson, thank you very much. There may be
 16 some short further questions for you, if you could just
 17 wait there.

18 **Questioned by MR BOWEN**

- 19 **SIR ADRIAN FULFORD:** Yes, Mr Bowen.
- 20 **MR BOWEN:** Thank you, sir. Good afternoon.
 21 So, summarising your evidence, in relation to your
 22 decision or justification not to carry out a proper
 23 Section 47 assessment, you say that the responsibility
 24 of Child's Social Services is only in terms of the
 25 significant harm question, risk to self. Risk for the

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- 1 section 17, is the gateway to Child Protection
 2 processes?
- 3 **A.** So in terms of a Section 47 enquiry, it can be
 4 determined whether or not a child has suffered or is
 5 likely to suffer significant harm and therefore a Child
 6 Protection conference can be convened and at that point,
 7 again, a meeting would be convened with an independent
 8 Chair and the decision is made at that point, another
 9 multi-agency --
- 10 **Q.** Absolutely. But you don't get there to that crucial
 11 sort of multi-agency position with you as the lead
 12 authority until you've gone through the hoop of
 13 establishing the likelihood of significant harm or --
 14 sorry, that the child concerned is suffering significant
 15 harm or that there is a likelihood of suffering
 16 significant harm?
- 17 **A.** Yes.
- 18 **Q.** Now the crucial point is that in looking at that, in
 19 asking that question, are you having to exclude from
 20 your mind the fact that he is a present and continuing
 21 danger to other children?
- 22 **A.** So, there is consideration in terms of contextual
 23 safeguarding. That is something that we would consider.
- 24 **Q.** What does that mean?
- 25 **A.** So contextual safeguarding is, for example, risk of him

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- 1 child, not risk to others at all?
- 2 **A.** Sorry, in terms of -- I don't understand what you mean
 3 in terms of a Section 47 assessment.
- 4 **Q.** Yes. You have been asked a lot of questions about --
 5 Mr Goss has put you to the facts substantiating the fact
 6 that AR was a risk to other children, not only a risk to
 7 himself, and also that being -- the possibility of
 8 hurting somebody else would actually cause significant
 9 harm to him. Right? You have gone over that.
- 10 What I want to know in a little more detail on is,
 11 is it your understanding of social work practice and how
 12 the system works on the ground that in the absence of --
 13 or as a matter of law, I should say -- that you can't
 14 use Section 47 at all. You can't take into account the
 15 criteria of risk to others?
- 16 **A.** I suppose in terms of just to be clear in terms of
 17 a Section 47 enquiry, it is an enquiry, it is not a full
 18 -- it's not an assessment.
- 19 **Q.** Hang on, it leads to an assessment, doesn't it?
- 20 **A.** So en a child is open to Children's Social Care,
 21 an assessment is open. There is just one assessment
 22 called a Child and Family Assessment. That's the only
 23 assessment Children's Social Care can do. A Section 47
 24 enquiry is a ten-day enquiry. Does that make sense?
- 25 **Q.** But it is the gateway -- Section 47, as opposed to

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- 1 being potentially criminally exploited, risk of him
 2 potentially being sexually exploited or radicalised.
- 3 **Q.** Yes, but those are all risks to the child. Those are
 4 all risks to what I'm calling risks to self --
- 5 **A.** Yes.
- 6 **SIR ADRIAN FULFORD:** Mr Bowen, I hate to be tedious, but
 7 I do think we went into this in pretty fine detail with
 8 Mr Goss. So I think the only outstanding point, which
 9 it may be this witness isn't able to answer, is whether
 10 Section 47 absolutely precludes consideration of others.
- 11 **MR BOWEN:** That's all I'm trying to drive at because -- I
 12 mean, it may ultimately be a dry legal question, which
 13 is --
- 14 **SIR ADRIAN FULFORD:** I think it is.
- 15 **MR BOWEN:** But the problem, sir -- I mean, the problem with
 16 that is we've got to see what the people on the ground
 17 think and then also what the corporate witnesses think
 18 and that's all I'm trying to do.
- 19 **SIR ADRIAN FULFORD:** The witness has said very clearly that
 20 she doesn't take that into consideration, save for the
 21 context, and otherwise it is risk to AR that she had in
 22 her mind and not the risk that AR posed to others. Now
 23 I think that's clear.
- 24 **MR BOWEN:** Of course, I appreciate that, but just one more
 25 point.

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1 **SIR ADRIAN FULFORD:** Fine, all right.
 2 **MR BOWEN:** And then I will stop being tedious myself.
 3 Surely when you got the meeting on 17 December,
 4 correct?
 5 **A.** Correct.
 6 **Q.** The referrals you've been through with Mr Goss, the
 7 Hallaron material about the acute risk. The decision to
 8 either go down the section 17 route or the Section 47
 9 route, is that a democratic one at the meeting or is
 10 that taken by one of the child social care managers?
 11 **A.** No. So, my practice manager would chair the meeting.
 12 Everybody is asked individually on behalf of their
 13 agency what their views are. In this particular one on
 14 the 17th, everybody was in agreement.
 15 **Q.** Okay, but it is the Chair that takes the decision?
 16 **A.** Yes.
 17 **Q.** Okay. And in taking that decision, are you saying that
 18 it is effectively barred? Section 47, as the gateway on
 19 to something else, Child Protection, is barred unless
 20 that sole question about risk to self is satisfied?
 21 **A.** Sorry, I'm not sure what you mean. Sorry.
 22 **MR BOWEN:** Well, I mean, I will have a go with Anderson.
 23 I mean, it may well be I'm not putting the question
 24 terribly well. If you can reformulate it, I'd be very
 25 grateful.

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1 contents of the statement true to the best of your
 2 knowledge and belief?
 3 **A.** It is.
 4 **Q.** Thank you. We see in the introductory matters on page 1
 5 that you were, at the material time, a Family Support
 6 Worker employed by Lancashire County Council; is that
 7 right?
 8 **A.** Correct, yes.
 9 **Q.** Tell us a little bit your background. You were
 10 a nursery nurse, I think, originally by qualification?
 11 **A.** Yes.
 12 **Q.** With a BTech in nursery nursing; is that right?
 13 **A.** That's correct, yes.
 14 **Q.** How long did you do that for?
 15 **A.** About 15 years.
 16 **Q.** Then you moved, after that, into Children and Family
 17 Wellbeing, around 2020, was it?
 18 **A.** I worked for Children's Social Care prior to that as
 19 a Family Support Worker and then progressed -- due to
 20 the structure of the service, we moved over to the
 21 Family Intensive Support team under the Children and
 22 Family Wellbeing Service.
 23 **Q.** Thank you. When you came to work in the Family
 24 Intensive Support team, can you just help a little bit
 25 about the training that you would have received?

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1 **SIR ADRIAN FULFORD:** I'm not going to, Mr Bowen. I think we
 2 have covered the ground. Thank you very much.
 3 Thank you very much indeed. You are now free to go.
 4 **A.** Thank you.
 5 **MR GOSS:** Sir, could I suggest perhaps 1.50 pm.
 6 **SIR ADRIAN FULFORD:** Yes, certainly. We will adjourn now
 7 for lunch and sit again at 1.50 pm. Thank you all very
 8 much.
 9 **(1.05 pm)**
 10 **(The short adjournment)**
 11 **(1.50 pm)**
 12 **LOUISE LEWIS (sworn)**
 13 **Questioned by MR MOSS**
 14 **SIR ADRIAN FULFORD:** Please have a seat. Don't be nervous.
 15 Yes, Mr Moss.
 16 **MR MOSS:** Thank you, sir. Just start by giving us your full
 17 name if you would, please.
 18 **A.** Louise Lewis.
 19 **Q.** If we could have on screen, please, LCC001771.
 20 Ms Lewis, can you just confirm, please, that this is
 21 your statement to this Inquiry?
 22 **A.** It is.
 23 **Q.** Just keep your voice up.
 24 **A.** Sorry, it is.
 25 **Q.** Thank you. It's dated 28 August 2025 and are the

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1 **A.** Obviously the training I received up until then is I've
 2 been in the job for 28 years, we did training around
 3 safeguarding -- what else? Neglect. A lot of
 4 safeguarding. A lot of safeguarding training.
 5 **Q.** Your background, originally, I think, as you told us,
 6 had been in nursery nursing. Had you worked with
 7 teenagers before?
 8 **A.** No, it was nought to eight.
 9 **Q.** Help us just a little bit to understand, obviously
 10 you've said you had training in safeguarding in relation
 11 to neglect. Did you get training in basic mental
 12 health, the sort of struggles that teenagers might have
 13 with mental health?
 14 **A.** Not at the beginning because, obviously, at the time
 15 I worked with the nought to eight, so it was mainly
 16 around the family, supporting the young children, around
 17 their development. It's obviously when we came into the
 18 family support role, where -- as more and more training
 19 has become available, when we went to the 0 to 19
 20 service.
 21 **Q.** So, you didn't have training in that at the start, is
 22 that what you're saying, but did you then get some once
 23 you were in post in the FIS team --
 24 **A.** Yes.
 25 **Q.** -- in mental health?

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1 A. Yes.

2 Q. So, for example, I'm not at the moment talking about AR,
3 but working with children with autism, you would have
4 had practical experience of that?

5 A. No.

6 Q. Would you have had practical experience of it once you
7 started doing the job?

8 A. Through experience and through the knowledge of working
9 with other professionals within my service and, you
10 know -- and my own, sort of, expertise really, just --

11 Q. So, apart from AR, did you have other children that you
12 worked with who had autism or a condition on the
13 spectrum?

14 A. Most of our cases that we do deal with are children on
15 the ASD spectrum or on the ADHD spectrum.

16 Q. So you hadn't come across that in your previous work
17 but, once you started working for the Children and
18 Family Wellbeing Service, you started to see cases of
19 that, yes?

20 A. Yes.

21 Q. All right. Did you have any formal training in that or
22 did you learn on the job?

23 A. Learn on the job.

24 Q. What about in relation to Prevent, the Prevent programme
25 and radicalisation risks. Can you remember -- don't

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1 A. Basically, we are a service that provide a support for
2 children, families and young people around behaviours,
3 parenting, education. *(Pause)*

4 Q. So I think, for some of them, initially, would you be
5 involved in doing a form of assessment?

6 A. Yes.

7 Q. What was the form of assessment that you did?

8 A. We have two assessments. We have what we call a full
9 Early Help assessment, which I think we refer to as
10 a CAF on the statement but it changed to an Early Help
11 assessment, which is where we get information from
12 another agency and then we do our own assessment and
13 then when we get a step across or step down at the time,
14 we do a partial assessment, which is just basically,
15 again, the Family and Young Person's Radar.

16 Q. So some of the time you'd have been doing that type of
17 assessment, don't worry too much about the label -- CAF
18 sometimes, or Early Help assessment. Then we see, full
19 of three letter acronyms, we see a "TAF" as well: Team
20 Around the Family.

21 A. Yes.

22 Q. Just tell us in simple terms what that was about, what
23 was the purpose of them? What was it all about?

24 A. The purpose of the Team Around the Family was to bring
25 professionals and the family together to look -- a plan

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1 guess if you can't remember -- if you had any training
2 in relation to that?

3 A. We had some online training. I can't remember when that
4 was. That's it.

5 Q. Can you remember -- I don't expect you to remember
6 page 1 and 2, but what did you take away from the online
7 training in Prevent?

8 A. Basically what the service was about, who they support
9 and who -- and what to look for.

10 Q. What sort of things were you to look out for?

11 A. If a child like -- young person -- you know, becomes --
12 is vulnerable or shows, you know, any kind of concern
13 around extreme behaviours.

14 Q. Concern around extreme behaviours. Thank you.

15 Now, your involvement with AR, just so that we have
16 got the dates in mind, at a very high level,
17 an overview, I think you had involvement only in the
18 period September 2021 to March 2022; is that right?

19 A. Yes.

20 Q. Before we turn to your own involvement with AR, because
21 you are the first of the family support workers to give
22 evidence, can you just help us a little bit with what
23 the role involves? How would your average day be taken
24 up in terms of the sort of interventions that you'd be
25 involved in, just give us an overview?

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1 of support, what support that the family want. What
2 support was identified at the time, when I got the AR
3 case, what was identified from the social workers'
4 assessment.

5 Q. Would it be your responsibility to decide who to invite
6 to those Team Around the Family meetings?

7 A. With the information that we get at the time, then we
8 would invite the people who are involved at the time, so
9 at the time --

10 Q. But in terms of sending out the invites and thinking,
11 "Right, who should we have at the next meeting", as the
12 Family Support Worker, that would be --

13 A. It's usually the ones who are already sort of involved
14 at that point.

15 Q. There might be some continuity but you would be looking
16 at that. If something new developed and somebody new
17 became involved with the child, you would look to invite
18 them to the meeting?

19 A. Yes.

20 Q. Parents and the child themselves, would they be involved
21 in those meetings, some of the time or all of the time:
22 how did it work?

23 A. We always encouraged the parents and -- depending on the
24 age of the young person, to attend the meetings.

25 Q. All right. So we got some early assessments, we have

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1 talked about the type of team meetings involving
 2 different agencies and the parents and sometimes the
 3 child.
 4 What about the actual interventions? So education
 5 or behavioural encouragement, coping skills, matters of
 6 that kind, do you get involved in that yourself, in
 7 delivering it, or do you arrange for others: is there
 8 a combination; how does it work?
 9 **A.** Whichever agency is involved at the time has their own
 10 specific actions, so if it was around education, it
 11 would be supporting the education to try and get the
 12 young person to education. If it is parenting support,
 13 then that will be delivered by myself or another worker
 14 on a one-to-one basis, depending on how the family want
 15 that support -- that parenting course to be, whether
 16 it's in a group or in a one to one, and then -- sorry,
 17 what was the rest of it?
 18 **Q.** I was asking you about those interventions, who would do
 19 it and I think you're saying, if it's education, it
 20 would be the schools themselves but, if it was parental
 21 support, parental classes, you might do some of that --
 22 **A.** Yes.
 23 **Q.** -- and some of that could also be external courses that
 24 might be provided?
 25 **A.** Yes.

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1 **Q.** But you could start that process by saying to the line
 2 manager, "I'm worried about Child X, I think that they
 3 are possibly a candidate for being stepped up". You
 4 could start that conversation with your line manager?
 5 **A.** Yes.
 6 **Q.** But the decision around that, who would take the
 7 decision?
 8 **A.** It will be Children's Social Care.
 9 **Q.** So they would have to accept the case --
 10 **A.** Yes.
 11 **Q.** -- based upon what, a case being made or a submission
 12 being put by your supervisor?
 13 **A.** Yes and also, as well, the consent of the parents.
 14 **Q.** Thank you. Let's look then at the involvement that you
 15 did have with AR and, as I have touched upon, it started
 16 in September 2021, yes?
 17 **A.** Yes.
 18 **Q.** At that stage, do you remember that AR's case was being
 19 stepped down from Children's Social Care to the Children
 20 and Family Wellbeing Service?
 21 **A.** Yes.
 22 **Q.** In general terms, what do you remember was the focus of
 23 the case at that stage, just in general terms in your
 24 own words?
 25 **A.** The focus was around socialisation -- sorry, isolation,

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1 **Q.** Thank you. All of that, I think, we have heard from the
 2 previous witness, that this is, in technical terms, what
 3 was called level 3 on the Continuum of Need. I think
 4 that was dependent upon consent of the family, yes?
 5 **A.** Yes.
 6 **Q.** Without necessarily having to go back to the diagram,
 7 I think at level 3, you would be dealing with families
 8 where the assessment was that they were struggling to
 9 cope; is that right?
 10 **A.** Yes.
 11 **Q.** Is that the test?
 12 **A.** Yes.
 13 **Q.** To go up to level 4, you would be assessing that, at
 14 that level, the family really was not coping in the
 15 language of the Continuum of Need; is that right?
 16 **A.** Yes.
 17 **Q.** I may ask you a couple of times about whether, for AR's
 18 case, it might have been appropriate for him to be
 19 stepped up back from level 3, your level, to level 4.
 20 If that was going to happen, first of all, in terms of
 21 suggesting that it might be time to happen, could you,
 22 as the caseworker, make that suggestion, if that was
 23 your professional view?
 24 **A.** We'd have to have a discussion with my line manager and
 25 then we would look at the next stage -- whether we --

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1 not attending school, parenting within the home.
 2 Without looking at my statement, I can't ...
 3 **Q.** Were there difficulties with the relationship between AR
 4 and his father?
 5 **A.** There was, yes.
 6 **Q.** Would it be right, in fairness to you, in terms of what
 7 was coming into you, that the focus, as it was presented
 8 was, therefore, about the risks and difficulties for AR
 9 and his difficulties in coping?
 10 **A.** Sorry, I don't --
 11 **Q.** Was the main focus on the needs of AR: his difficulties
 12 in coping, his difficulties in the home?
 13 **A.** Yes.
 14 **Q.** Do you remember there being much focus at the start on
 15 the risk that AR may pose to other people?
 16 **A.** No.
 17 **Q.** The reason, I think, why the case had gone to Children's
 18 Social Care before being stepped down, was that AR's
 19 father had made a request, is this right, for
 20 a statutory assessment for the two brothers under
 21 Section 17?
 22 **A.** I can't remember.
 23 **Q.** You can't remember that?
 24 **A.** No.
 25 **Q.** Could we have on the screen LCC000247. This is the

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1 assessment that Children's Social Care had made, so we
2 see it headed "C&F assessment". It's a safeguarding
3 assessment, Child and Family Assessment.

4 Is that consistent with that, that they had done
5 an assessment and it was now being stepped down?

6 **A.** Yes.

7 **Q.** Would this have been a main initial source of
8 information for you about AR's case?

9 **A.** Yes.

10 **Q.** Would you have gone elsewhere for information about his
11 case or would you have just relied on this assessment
12 form?

13 **A.** We would have got information from -- if there was other
14 agencies on that, we'd get information from other
15 agencies who might be involved at the time.

16 **Q.** Thank you. Would you have looked back through the notes
17 from your own agency, from Social Care, would you have
18 been able to see the Social Care notes?

19 **A.** I don't know what do you mean, the notes?

20 **Q.** So there are effectively two teams. You have Children's
21 Social Care and you have the Children and Family
22 Wellbeing. While the case was being looked at by
23 Children's Social Care, are you, on your computer, able
24 to see their notes?

25 **A.** We'd only -- not at the time of the assessment, when it
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1 **Q.** "The long-term support required to develop [AR's] social
2 skills can be met through a carer."

3 In your statement, you don't need to turn it up --
4 sir, for your note, it's paragraph 14 -- you say that
5 you recollect that the Youth Offending Team, as well as
6 other agencies, but you refer to the YOT, were still
7 involved. In fact, by this time, the YOT had finished
8 their involvement but you were at least aware that they
9 had been involved?

10 **A.** Yes.

11 **Q.** Would you have understood from that that AR would have
12 had a criminal conviction?

13 **A.** Possibly.

14 **Q.** Would you have been able to look at the YOT side of
15 records on the Lancashire systems or not?

16 **A.** No.

17 **Q.** Again, just try to kept your voice up. I know it's
18 difficult but we have got to try to get it on the
19 transcript and people do need to hear. I know it is
20 difficult but keep your voice up nice and loud.

21 Would the fact that the YOT had previously been
22 involved have caused you to make further enquiries to
23 look back through the records or asking questions about
24 what the criminal past had been?

25 **A.** We'd only go with the information that we were presented
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1 was sat with them, not at that time, but obviously when
2 it comes down to us we can look back on read-only.

3 **Q.** You can see the notes on read-only but you can't change
4 them?

5 **A.** Yes. No.

6 **Q.** Would you have looked at those sort of notes or would
7 you have been reliant on their assessment form?

8 **A.** More relying on the assessment, we just don't have time
9 to look through every case note, every conversation.

10 **Q.** If we can look at page 6 on this and if we look towards
11 the bottom of page 6, if we just have the bottom couple
12 of paragraphs highlighted, bottom three paragraphs.

13 So the last paragraph, it's the assessing social
14 worker's -- so that's Children's Social Care, yes:

15 "... judgement that [AR] has some unmet needs
16 relating to social isolation, poor diet/eating concerns.
17 [He] requires a [special educational needs] school
18 placement, which is not yet in place ... much anxiety
19 which is supported by the CAMHS team. [AR] requires
20 further support outside of the family. It is assessed
21 that [AR] falls at level 3 on the Continuum of Need and
22 his needs can be met through Family Intensive Needs
23 team."

24 So that's your team, yes?

25 **A.** Yes.
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1 with at the time and the information we were presented
2 with at the time was on the assessing social worker's
3 assessment.

4 **Q.** Looking at this assessment form, if we look at the top
5 of page 6, where we are at the moment but if we can just
6 look at the top of the page, there are a couple of
7 references to it. We see reference to Prevent here in
8 the form. There is a reference to Prevent, as well, on
9 page 3, which we don't need to look up, but you would
10 have been able to take from this, at least, that there
11 had been a previous referral to Prevent?

12 **A.** Yes.

13 **Q.** We've also got here these references to the knife
14 incidents previously. So, referral received from
15 Lancashire Police. The initial referral from Childline,
16 AR being bullied by another pupil in school, had taken
17 a knife from his kitchen to school on several occasions.
18 It didn't tell you how many --

19 **A.** No.

20 **Q.** -- and it didn't tell you anything about the intent that
21 he had taken the knife to school with?

22 **A.** No.

23 **Q.** Then, next paragraph:

24 "[AR] had reportedly attended school and assaulted
25 another pupil with a hockey stick, he also had a knife
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1 in his backpack which was intended for another pupil who
2 was bullying him. During the assessment it transpired
3 that [AR] had been viewing inappropriate and violent
4 extremist material. [AR] was referred to Prevent
5 [there's the reference to Prevent] who assessed and
6 concluded that there was no evidence of [AR] having any
7 concerning ideologies ..."

8 So that much would have been available to you; do
9 you agree?

10 **A.** Yes.

11 **Q.** But, again, it didn't say anything in relation to that
12 about the actual conviction for the hockey stick
13 attack --

14 **A.** No.

15 **Q.** -- and it didn't tell you information about, other than
16 that he intended to attack a bully, as perceived, didn't
17 tell you anything about how serious his intent was?

18 **A.** No.

19 **Q.** Thank you. If we look at page 5. If we can have the
20 main part, the bigger block of text, highlighted,
21 please. We can see here that, without my reading it all
22 out but I'll just give you an opportunity just to cast
23 your eye over the second, third and fourth paragraphs
24 just a little bit, we can see that there's an issue
25 raised about whether father had used violence towards AR

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1 and children.

2 **Q.** Tensions in the house, ASD tendencies, of course, but
3 really what I was focusing on, how typical would it be
4 for a level 3 case to have a case of a boy who had got
5 previous occasions -- you didn't know exactly how many
6 there were -- of carrying knives to school, one set of
7 events, and then an actual assault on another boy with
8 a hockey stick and carrying knives, and then not just
9 tensions in the home but some acting out of violence in
10 the home against dad. How common was that sort of
11 pattern at level 3?

12 **A.** Not very common.

13 **Q.** So, towards the more serious and more complex of type of
14 case for level 3; would that be fair?

15 **A.** Yes.

16 **Q.** You must say if you disagree?

17 **A.** No, no. At the time, we were a low-level service, if
18 that information were to come in now we would expect it
19 to remain with Children's Social Care.

20 **Q.** All right. So now, as the service is run now, that
21 would be a case for social workers?

22 **A.** Yes.

23 **Q.** I don't think at this stage, although there was
24 reference to Prevent and reference to the internet
25 generally, I don't think you had information, as such,

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1 and whether the father had used violence towards Dion,
2 and Dion being spoken to alone about that and saying
3 that he had no worries and that, in fact, his father
4 hadn't hit him or slapped him at all. Do you see that?

5 **A.** Yes.

6 **Q.** Fourth paragraph. So, you would have been put on alert
7 that one of the things that may be going on was of AR
8 making false allegations against his father?

9 **A.** Potentially, yes.

10 **Q.** We also see, within this, that there was reference to AR
11 throwing plates and water at his father. So you'd been
12 aware, I think, of that sort of level of violent
13 behaviour within the home by AR?

14 **A.** Yes.

15 **Q.** So, there was more recent troubling behaviour by AR
16 being reported, on top of a very worrying background in
17 terms of previous multiple occasions of carrying knives;
18 would you agree?

19 **A.** Yes.

20 **Q.** Was that typical, Ms Lewis, of the type of case that you
21 saw at level 3 or was that on the more serious end?

22 **A.** At the time, when we got that, it was manageable at
23 level 3. It was a low-level case. AR presenting as
24 a young person with ASD tendencies and wasn't uncommon
25 for -- to be tensions within the house between parents

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1 about AR researching school shootings?

2 **A.** No.

3 **Q.** I don't think you were told the information about asking
4 if they could have pictures of severed heads at school?

5 **A.** No.

6 **Q.** You're shaking your head and looking to the side: is
7 that the first time you've heard that?

8 **A.** Yes.

9 **Q.** Or talking about videos that he had seen where drill
10 bits might fly off and kill people?

11 **A.** No, I wasn't aware.

12 **Q.** Again, you look surprised but this just wasn't
13 information you were aware of?

14 **A.** No.

15 **Q.** I've touched on the fact that the material didn't deal
16 with the intent for the previous knife incidents and the
17 Inquiry has heard evidence that AR had said that he
18 intended to use the knives when carried, all right, that
19 he made those comments himself and that they were
20 recorded by professionals at the time, at the earliest
21 stages. I don't think, at least in this document, you
22 would have picked that up from this assessment form?

23 **A.** No.

24 **Q.** There had been an incident in January 2021 where AR had
25 threatened to damage his father's laptop, was trying to

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1 get at his father's laptop, and had then kicked him in
 2 the midriff, in the crotch, which had led to AR's father
 3 inappropriately slapping him in return.
 4 In terms of AR's use of violence -- inappropriately
 5 threatening to damage the computer and then, when he
 6 couldn't get at it, physically kicking his father --
 7 were you aware of that?
 8 **A.** No.
 9 **Q.** Those matters were recorded earlier in the notes on the
 10 system, some of them may have been in the social care
 11 notes, others in the CFW notes but they were recorded in
 12 various places. Does it follow that you didn't read
 13 back and see those notes to get that information?
 14 **A.** Yes.
 15 **Q.** Do you think that you should have done, do you think you
 16 should have -- I know you said, "Well, there's not
 17 always time" -- but do you think you should have read
 18 back, given the complexity of the case?
 19 **A.** Yes.
 20 **Q.** Does that though also show that there's a bit of
 21 a problem with the system that was in place at the time
 22 because, please tell me if I have this wrong, but it
 23 doesn't sound like the computer system had an easy page
 24 that you could just look at and see all of the flags of
 25 significant past risk information in one place?

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1 a lot of people.
 2 **A.** I can't remember -- I remember doing the visit.
 3 **Q.** You remember doing the visits?
 4 **A.** Yes.
 5 **Q.** But not that one specifically, as opposed to any others?
 6 **A.** No.
 7 **Q.** All right. Let's have a look at it. LCC002302, and
 8 page 48, within that, please. So this is the 4 October
 9 entry, can you cut off everything to the left of Monday,
 10 4 October, to make it as big as you can on the screen,
 11 and just get the totality of that entry.
 12 So this is you with Ms Barrett, on arrival, greeted
 13 by Mum:
 14 "... who welcomed workers into the home. Dad was
 15 hoovering and [AR] was in the living room ... explained
 16 to the family of the referral received from the [social
 17 worker]. Parents and [AR] said they were aware of this.
 18 Spoke with [AR] and his thoughts about where he is at
 19 with school and the referral. [AR] informed that he
 20 wasn't attending school and when asked why, he wouldn't
 21 share only saying 'Not until Alphonse does what I have
 22 asked him'.
 23 So just pausing there. Does that bring back any
 24 recollection at all?
 25 **A.** Yes.

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1 **A.** No.
 2 **Q.** It depended upon your motivation and your time to go
 3 back and fish that information out of the system?
 4 **A.** Yes.
 5 **Q.** All right. In your discussions generally, I'm not going
 6 to go through each and every one, in your discussions
 7 generally with other agencies, you said that was where
 8 you would get information. Did those points about
 9 intending to use the knife, discussion about severed
 10 heads, the drill bit, American school shootings, and so
 11 on, did you get that information from other agencies as
 12 your work went on --
 13 **A.** No.
 14 **Q.** -- or is that all new to you today?
 15 **A.** That's all new to me today.
 16 **Q.** All right. Now, you took -- undertook an initial home
 17 visit on 4 October 2021. Do you have any recollection
 18 now yourself -- don't worry if you don't but, before
 19 I go to the documents -- do you have any recollection of
 20 that first home visit?
 21 **A.** No.
 22 **Q.** It was one that you did with Sharon Barrett. She was
 23 your supervisor throughout?
 24 **A.** Yes.
 25 **Q.** You don't remember that first one? You'd been seeing

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1 **Q.** So straightaway, AR, would you agree, is trying to
 2 control things and he was saying that he wasn't
 3 attending school and he wasn't going to share why that
 4 was the case until his father did what he, AR, wanted --
 5 **A.** Yes.
 6 **Q.** -- so trying to control things; would you agree?
 7 **A.** Yes.
 8 **Q.** "[AR] wouldn't elaborate. Alphonse was asked by the
 9 worker [presumably you] and [AR] said, 'You don't need
 10 to tell them, you don't have my permission'.
 11 So, again, AR directly intervening when you were
 12 speaking to Dad, basically AR is saying to Dad, "Don't
 13 tell them anything, you don't have my permission", yes?
 14 **A.** Yes.
 15 **Q.** "It was clear that Alphonse wanted to share this however
 16 Mum also didn't want him to say anything saying, 'Eh,
 17 eh, eh', waving her arms and indicating a zip action
 18 across her mouth."
 19 So Mum on this occasion was also saying to father,
 20 "Don't tell the Family Support Workers what the issue
 21 is"?
 22 **A.** Yes.
 23 **Q.** What did you make of that?
 24 **A.** Nothing out of the ordinary, to be honest. It's nothing
 25 that we don't come across when we do these initial

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1 visits. You know, obviously families are quite guarded
 2 in what they say. All we can do is basically observe
 3 and hear, write down what we are hearing and what we
 4 observe.

5 **Q.** But you would have formed the impression that AR was
 6 being slightly dominating, trying to control things in
 7 the family home?

8 **A.** Yes.

9 **Q.** So there is an attempt then, we can see from the notes,
 10 to get AR to understand the repercussions of what he was
 11 doing, if he didn't attend school, his parents could end
 12 up being fined and that could have an impact on the
 13 family:

14 "[AR] didn't seem bothered, saying that he makes his
 15 own money via the internet."

16 All right? I think that's in bold in the original:
 17 "[AR] was asked to share what he was doing to make
 18 money and he refused saying "You don't need to know."
 19 Then it looks like the worker, presumably you:
 20 "... highlighted to [AR] that this can become
 21 a cause for concern. [AR] stated 'It's fine, it's not
 22 illegal'. [AR] wouldn't allow parents to share."
 23 So, the note, in a sense, speaks for itself but here
 24 you were getting information that AR had some means to
 25 make money on the internet, which he was saying was not

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1 came across as one sided and if said in the wrong
 2 environment this may put [AR] in a compromising
 3 position."

4 What did you mean by that?

5 **A.** He was obviously very -- an autistic young person.
 6 Obviously, he was very vocalised on what was going on in
 7 the world and politics. We did try to say some of the
 8 things he did say, which wasn't causing -- of concern
 9 but how it might be seen if he was to say that in
 10 a different arena than the family home.

11 **Q.** So what sort of things was he saying in the privacy of
 12 his home, which you thought could get him into
 13 a compromising position, if he repeated it in the wrong
 14 environment?

15 **A.** I can't remember to be honest.

16 **Q.** "[AR] didn't seem to understand that his opinions and
 17 thoughts may cause upset to other people."
 18 Can you help us with what he may have been saying
 19 that may have upset other people, if he had repeated
 20 them outside the family home, what type of views?

21 **A.** No.

22 **Q.** No. There is a reference to -- we can see that you're
 23 trying to draw him out, referring to would he like to be
 24 part of a youth counsel, that would interest him.
 25 "Parents signed registration form", for consent and

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1 illegal but he was refusing to explain what it was and
 2 trying to prevent his parents from saying, yes?

3 **A.** Yes.

4 **Q.** That, you say, not unusual but certainly concerning?

5 **A.** Yes, concerning but, obviously, we're a consensual
 6 service, so we wouldn't -- you know, once you've asked
 7 them questions and that's the response we get, we've got
 8 no powers to explore that even further.

9 **Q.** I understand that to an extent but, in terms of noting
 10 concerns, I'm not saying that it necessarily would be
 11 immediately challenged but that's something, and it's
 12 noted, you'd want to take away against that background
 13 of earlier concerns about extremism, what he was doing
 14 on the internet, that he was making money on the
 15 internet and being quite firm about not wanting to share
 16 what he was doing online?

17 **A.** Yes.

18 **Q.** That's concerning?

19 **A.** Yes.

20 **Q.** There's then a discussion about the support and what can
 21 be offered and what could do to help him to get back to
 22 school. He said he likes news and what's going on:
 23 "This gave [AR] the opportunity to talk about what's
 24 going on politically in the world. He was very
 25 opinionated and raised some good points. However, this

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1 there's an explanation of that given. It then says:
 2 "This prompted [AR] to share his opinion on consent
 3 and information sharing and felt that anybody can access
 4 his information and didn't want this."
 5 It looks like either you or Ms Barrett have then
 6 explained that only the Children and Family Wellbeing
 7 Service can access any information on the system but
 8 information can be shared with other agencies, if there
 9 are concerns.

10 Just pausing there, that's fairly standard type of
 11 advice; would you agree?

12 **A.** Yes.

13 **Q.** It's explaining, we'll keep it confidential but there
 14 are some circumstances where that we may have to share
 15 it --

16 **A.** Yes.

17 **Q.** -- and people will have a familiarity with that.
 18 But then this:
 19 "He went on to say that MI5 and MI6 can access this
 20 if they want. This led onto him beginning ..."
 21 It may have been "being" or "beginning to be":
 22 "... vocal on politics, American Government and
 23 Taliban."
 24 Can you remember anything about that, about how the
 25 Taliban cropped up?

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1 A. No.

2 Q. To give some context to that, I don't expect you to
3 remember this, but a few months before this there had
4 been developments in Afghanistan, Kabul had fallen to
5 the Taliban. Do you remember it coming up in the
6 context of current affairs or was he just talking about
7 the Taliban more generally, or can you just not
8 remember?

9 A. I just can't remember our conversation.

10 Q. But in the context of what you had seen about earlier
11 Prevent referrals, presumably a reference volunteered by
12 AR to the Taliban would have been worrying?

13 A. Yes.

14 Q. Thank you. Can you remember whether anything --
15 yourself, can you remember, as you think about it now --
16 was done about that?

17 A. No. I can't remember.

18 Q. All right. Let's see if we can look at some documents
19 to see if they help trigger your memory.

20 So if we look at LCC000977. This is 12 October
21 2021. You'll see at the bottom that there was a "Dear
22 colleagues" type letter coming from an official at
23 Lancashire County Council, giving an update on
24 proscribed terrorist groups, so unlawful terrorist
25 groups; do you see that there?

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1 happening at the time because it seems that you are
2 identifying in the meeting some of the things that you
3 are saying could get you into trouble if you say them
4 outside. There's then been a further discussion, he's
5 shown an interest in politics but he's referred to the
6 Taliban in that context. Then eight days later, your
7 boss is sending you a list of unlawful terrorist groups,
8 and saying, "I think you need to discuss this with AR's
9 parents".

10 A. Yes.

11 Q. At about the same time, if we look at LCC000780, it's
12 a couple of days later, this is 14 October, and page 2,
13 please. Could we just have the whole of that email
14 highlighted. Ms Lewis, in fairness to you, we note that
15 you're not copied into this email, all right? But it is
16 going to Deb Cardwell and do you remember that
17 Ms Cardwell was, I think, the supervisor of the Targeted
18 Youth Support Team, from Carl Coughlan?

19 A. Yes.

20 Q. So this is supervisor to supervisor:
21 "We have had a step down ... family feel that a TYS
22 worker would be helpful so that [AR] can develop
23 a relationship ..."
24 Explaining that you are the case holder:
25 "Also for your information, although the step down

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1 A. Yes.

2 Q. It's then passed on but what I'm interested in is the
3 top email because it seems that Ms Barrett then passes
4 that email on with the list of proscribed terrorist
5 organisations to you, saying:
6 "Think we need to look at this with AR's parents."
7 Do you see that there?

8 A. Yes.

9 Q. Do you have any recollection of that? It's not
10 mentioned in your witness statement. I don't criticise
11 you for that but do you have any recollection of that
12 now?

13 A. No.

14 Q. That fits in, doesn't it, the timing of this,
15 12 October, with what we have just been looking at about
16 the first home visit on 4 October?

17 A. Yes.

18 Q. Thank you. I appreciate you don't have any memory now
19 of this but you've said that it would have been
20 concerning. Would it have raised a concern for you
21 about [AR] potentially being interested in extremist
22 groups?

23 A. Not at the time, no. Obviously, with everything -- with
24 hindsight and what we know now --

25 Q. Forget about the hindsight, I'm interested in what was

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1 did not identify this there are some concerns about how
2 extreme some of [AR's] views are and the risk that this
3 could pose so we may also need to refer to Prevent."
4 Yes?

5 A. Yes.

6 Q. So it seems from that that some early thinking was going
7 on, that your service, the Children and Family Wellbeing
8 Service, might need yourselves to make a referral to
9 Prevent?

10 A. Yes.

11 Q. Presumably, all arising from that discussion on the
12 4 October?

13 A. Yes.

14 Q. Ms Lewis, I appreciate it is difficult, I'm going to say
15 in fairness to you that this note of 4 October was among
16 the documents that were disclosed very late by the
17 council, so you won't have had an opportunity to
18 consider it for your statement. So I appreciate it's
19 new to you.

20 As you sit there few today, do you know why there
21 was no referral to Prevent arising out of this?

22 A. I can't remember.

23 Q. A couple of weeks further on, on 1 November, if we look
24 at LCC000321 and if we just have the bottom right-hand
25 text highlighted, please, we see there a reference in

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1 the penultimate paragraph:
 2 "There's also been concerns in relation to [AR's]
 3 extreme thoughts around what is going on in the world
 4 and politics which could put [AR] at risk of being
 5 involved in left-wing extremist behaviours and his
 6 thoughts being said in the wrong environment may make
 7 him vulnerable."

8 In the first paragraph, about three or four lines
 9 down, we see that you were referring earlier on to the
 10 concerns about him viewing inappropriate and violent
 11 extremist material. Do you see that there in the notes
 12 I think you were making on 1 November?

13 A. I can see it here.

14 Q. The two bits that have been highlighted?

15 A. Yes.

16 Q. So, by this stage, you're clearly aware of the earlier
 17 concerns about inappropriate and violent extremist
 18 material. Again, this reference to extreme thoughts,
 19 what's going on in the world, politics, that all chimes,
 20 doesn't it, that all sounds like that 4 October meeting
 21 that we were looking at?

22 A. Yes.

23 Q. That's probably where you have got it from; would you
 24 agree?

25 A. Yes.

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1 A. Yes.

2 Q. If we just have the whole page, please. So that's where
 3 I was taking the extreme thoughts, do you see, still
 4 highlighted at the bottom of the page?

5 A. Yes.

6 Q. You see the two highlighted bits?

7 A. Yes.

8 Q. So that was the document I was taking you to.

9 If we go to page 2 now, please. Could we have the
 10 whole of the passage marked "Assessed needs" at the
 11 bottom of the page expanded.

12 So in terms of the assessed needs, the
 13 "safeguarding" ones are listed as, "online social media
 14 safety, Prevent/risk of radicalisation".

15 Yes?

16 A. Yes.

17 Q. At that stage, 1 November, it seemed to be contemplated
 18 that a Prevent safeguarding action might need to be
 19 taken; would you agree?

20 A. Yes.

21 Q. We have seen from the materials we have looked at
 22 already that you were aware that there had been
 23 a previous Prevent referral?

24 A. Yes.

25 Q. Can you remember what your state of knowledge was about

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1 Q. I'm interested in just exploring what you say about
 2 that: AR at risk of being involved with left-wing
 3 extremists. Can you help us with where you got the
 4 left-wing extremists from?

5 A. It was just a general conversation. He was obviously
 6 interested in obviously things that were going on and we
 7 had the conversation, if I remember rightly, that some
 8 of the thoughts that he had, he may have -- can be seen
 9 in the wrong domain, making him vulnerable.

10 Q. To the way that most people, certainly experts in the
 11 field would describe it, left-wing extremism and the
 12 Taliban are two quite different things. Were you using
 13 "left-wing extremist" to refer to the Taliban or is that
 14 something different; can you help us?

15 A. I can't remember, to be honest.

16 Q. Thank you. In the assessment of needs that fell out of
 17 that -- could I have one moment -- LCC000321. Just take
 18 a moment to get your bearings on this at the top of the
 19 page. I'd gone to it I think too quickly. Can you see
 20 that this is the Early Help assessment --

21 A. Yes.

22 Q. -- that's completed. I was saying that it was
 23 a 1 November document. Do you see the "Date assessment
 24 completed" is filled out there. I should have shown you
 25 this earlier on.

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1 the previous referral or referrals, as to whether they
 2 were open or had already been closed; can you remember
 3 now?

4 A. They were already closed.

5 Q. All right. If we look at a couple of documents in
 6 relation to that, if we could look at LCC000401, and
 7 this is a CFW supervision form, you will see the date of
 8 it, 2 November 2021. Do you see that at the top?

9 A. Yes.

10 Q. Just note the heading at the bottom:

11 "Adaptations have been made to the plan to better
 12 suit the needs of the family."

13 If we go over the page, there are some bullet points
 14 in relation to that. Then there are some references to
 15 the Radar forms and then there is a paragraph that says:

16 "[AR] has had a referral to Prevent go in from
 17 school due to his extreme views, this needs to be
 18 followed up as the outcome is yet unknown and [AR]
 19 remains at risk of becoming groomed by extremist
 20 groups."

21 Do you see that there?

22 A. Yes.

23 Q. At this stage, 2 November, it looks as though you didn't
 24 know what had happened to that Prevent referral, the
 25 outcome is yet unknown; would you agree?

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1 A. Yes.

2 Q. If we look at another supervision form, this time for
3 December, LCC000404, a similar type of form but now the
4 2 December; do you see that there?

5 A. Sorry, what?

6 Q. A similar type of form, a supervision form, but the date
7 is now 2 December, yes.

8 A. I've got 27 -- sorry, yes.

9 Q. Are you with me?

10 A. Yes.

11 Q. It's not a trick, I assure you. 2 December, so it's
12 a month later on, and you see the same type of heading
13 at the bottom of the page:
14 "Adaptations have been made to the plan to better
15 suit the family ..."
16 Then over the page, same sort of bullet points there
17 but now we see Prevent have closed the case:
18 "No actions to be undertaken by that service. TAF
19 meeting has not gone ahead", and so on.
20 It looks as though, at some stage between 2 November
21 and 2 December 2021, you learnt that the school's
22 earlier Prevent referral had, in fact, been closed; is
23 that right?

24 A. Yes.

25 Q. Do you think that you would have got that information

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1 an assessed need, as something that needed to be done
2 for safeguarding. What action was taken by CFW, by you
3 and Ms Barrett, in relation to that? What intervention
4 was actually done?

5 A. I can't remember.

6 Q. Looking at it now -- and throughout this, Ms Lewis, you
7 were under supervision, so I'm not raising this, do you
8 understand, as solely your responsibility -- but looking
9 at it as a team, does it not seem now quite clear that
10 there should have been a Prevent referral or, at the
11 very least, the information from the 4 October should
12 have been shared with others?

13 A. Yes.

14 Q. We understand that you are doing your best and it's
15 difficult to remember but can you help us at all as to
16 why that didn't happen?

17 A. I can't remember.

18 Q. Thank you. I asked you previously a little bit about
19 the intention to use the knife not being apparent to you
20 in the handover information. Do you think you ever got
21 that information, that AR, earlier on, had said that he
22 intended to use the knives?

23 A. Sorry, just repeat that. Sorry.

24 Q. Yes. Do you remember I asked you questions early on
25 about the handover information and the assessment forms,

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1 from the school?

2 A. I can't remember at the time.

3 Q. We know that the third referral to Prevent had actually
4 been closed quite a bit earlier on 10 May 2021. Do you
5 think you would have learned the date or the rough
6 period of time when the school's referral had been
7 closed?

8 A. I don't understand what you mean, sorry.

9 Q. This document shows that you knew that the Prevent
10 referral had been closed. I want to understand if you
11 would have learnt when that had happened. We know that
12 it happened quite a long time earlier, May the same
13 year.

14 A. Yes.

15 Q. Do you think you got that information or was it all that
16 you knew, it had been closed at some time in the past?

17 A. It had just been referred and then closed.

18 Q. For you and Ms Barrett, and I'm deliberately saying the
19 two of you, wouldn't it have been important to
20 understand that, to know when the previous one had been
21 closed because the two of you had had further
22 information of concern given to you on this home visit?

23 A. Yes.

24 Q. Do you remember I showed you the assessed need of
25 a Prevent referral or Prevent radicalisation, as

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1 and it talked about the knife incidents but it didn't
2 seem to tell you the quite important information that
3 AR, back in the day, in 2019, had said that he intended
4 to actually use the knives and potentially to kill the
5 person concerned, all right? You would have wanted to
6 know that because it was relevant information; do you
7 agree?

8 A. Yes.

9 Q. We have looked at the fact that that information wasn't
10 available to you on the forms and you have accepted that
11 perhaps you should have dug more into the information
12 but we have looked at the fact that the system did not
13 flag it up for you, all right?

14 A. Yes.

15 Q. What I am interested in understanding now is that, after
16 this home visit, as you did more work with AR, did you
17 ever come to know that he'd said that about the knives?

18 A. No.

19 Q. If you did know that he'd said that about the knives,
20 that would have made it even more obvious and important
21 that a Prevent referral should have been made, yes?

22 A. Yes.

23 Q. So looking at this early stage of your involvement,
24 would you agree that two areas of concern are, firstly,
25 that a Prevent referral wasn't made; do you agree that

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1 that's a concern?
 2 **A.** Yes.
 3 **Q.** Secondly, that you didn't have the full picture in
 4 relation to the risks that AR might pose to other
 5 people?
 6 **A.** Yes.
 7 **Q.** All right. I want to turn to November 2021 now and just
 8 look at some aspects in relation to further information
 9 and further visits.
 10 So, there was a meeting between Ms Barrett and
 11 Mr Coughlan, the Targeted Youth Support Worker on
 12 3 November, and can we just look at that, please. It's
 13 LCC002302, at page 53. It's the entry for 3 November,
 14 so it's the one in the middle of the page. Again, you
 15 can cut off the left-hand column.
 16 So, if Ms Barrett was there with Mr Coughlan, should
 17 we understand you wouldn't have been at this particular
 18 meeting?
 19 **A.** No.
 20 **Q.** He got the essence of it: an introduction has been made.
 21 It starts off with an indication that he was doing one
 22 of the Radar sessions -- I won't ask you about that --
 23 but it looks like it began to become a difficult
 24 exchange. So Mum came into the room during the session
 25 asked to speak to Ms Barrett in private:
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1 back but you hit Dion, don't you?' Parents both denied
 2 hitting Dion."
 3 Pausing there, we have seen references to the fact
 4 that Dion denied that his father had hit him:
 5 "Dion had identified that he does not feel unsafe in
 6 the family home unless [AR] is 'kicking off', however
 7 [AR] seemed very convinced that this was happening."
 8 The reason, Ms Lewis, why I'm showing you this,
 9 despite the fact that you weren't at this meeting is
 10 that, again, is a concerning entry, would you agree, in
 11 terms of what's going on with the family?
 12 **A.** Yes.
 13 **Q.** Although you weren't at the meeting, presumably would
 14 have updated yourself as to what had happened at this
 15 meeting from the notes?
 16 **A.** Yes.
 17 **Q.** Assuming for the moment that AR may have been making
 18 false allegations, about his father's conduct, that
 19 might be another sign of him manipulating things; would
 20 you agree?
 21 **A.** Yes.
 22 **Q.** Then we come into November and I'm going to try to take
 23 this fairly briefly but if we can start by looking at it
 24 in your statement at paragraph 29, page 5 of your
 25 statement.
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1 "This was seen to trigger [AR] and he became very
 2 agitated, he was questioning what his parents were
 3 wanting to say."
 4 Then it looks like Ms Barrett:
 5 "... advised if they wanted to talk about [AR] it
 6 would be advised that [AR] is part of the conversation
 7 as he is 15 years old and has a say in the action plan.
 8 Parents both stated that they were concerned that [AR]
 9 is being talked to alone and that they are being kept
 10 out of things.
 11 "[Ms Barrett] explained that [AR] is being given
 12 space and time to be able to express his thoughts and
 13 feelings so that the plan can support him and he can
 14 feel his voice is being heard. Parents were advised
 15 that they are aware of the plan and were in agreement
 16 with it and that nothing has changed."
 17 Then:
 18 "[AR's] behaviour started to escalate during this
 19 conversation he expressed he was angry, [Alphonse R]
 20 stated that he was just concerned because he was the one
 21 that needed to safeguard [AR] as he is still only 15.
 22 At this point [AR] stated 'Safeguard me? Like when you
 23 hit me when I was 5?' [AR] was then drawn into
 24 an argument with his [father] which lead to [AR] stating
 25 'you only don't hit me because you know I would hit you
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1 So there was an incident involving the police at the
 2 family home on 5 November, involving AR and his parents.
 3 "AR was on the sofa in the living room when someone
 4 knocked on the door. This agitated AR and he began
 5 throwing things. AR calmed after his parents called the
 6 police. CFW were informed but [you] cannot recall what
 7 my response was. I think I would have had a discussion
 8 with the family around what happened and offer advice
 9 either verbally or written."
 10 Again, presumably that incident is a concern because
 11 it's a stranger coming to the door that sets AR off in
 12 the use of violence, starting to throw things around,
 13 yes?
 14 **A.** Yes.
 15 **Q.** So that's not just violence in the context of
 16 a difficult relationship with his father. That's
 17 a reaction to a stranger coming to the door?
 18 **A.** Yes.
 19 **Q.** Thank you. In relation to that, LCC002302, at page 55,
 20 there are entries in relation to it in the middle of the
 21 page, Friday, 5 November entry. So, a phone call from
 22 CAMHS in relation to this. If we just go a little bit
 23 higher up, so we have the top as well, please.
 24 So the type of contact. Sharon Barrett's note:
 25 "Telephone call from Sam Steed, she stated that she
 172

1 was concerned about the family as [Mum] had phoned her
 2 to let her know that [AR] was in crisis displaying
 3 aggressive behaviours ... called the police but Alphonse
 4 has called them to say they are no longer needed. Sam
 5 Steed was informed that [AR] and Alphonse have both been
 6 spoken to and [AR] was heard to have calmed down. Sam
 7 raised her concerns about what was happening in the
 8 family home. She stated she feels as though [AR's]
 9 voice is not being heard. He's displaying the same kind
 10 of behaviours and also saying the same thing. Sam
 11 stated that she felt that Children's Social Care need to
 12 look at the case in respect of a Section 47."

13 There is a reference to Ms Barrett's response in
 14 relation to that. If we look, I think, at the top
 15 entry, as well, please. Can we include the header. In
 16 relation to the same incident, this is a further phone
 17 call but this time from the father, we see that:

18 "Alphonse was asked what happened just before the
 19 incident. He explained that [AR] was in the living room
 20 and someone was at the door and he went to answer the
 21 door but forgot to close the living room and that [AR]
 22 felt he had been seen. Alphonse stated that [AR] had
 23 got upset when he told him he was okay, it didn't
 24 matter, but [AR] had got angry about this. Alphonse was
 25 able to recognise that this was likely to be the trigger

173

1 So it's the bottom email -- forgive me, I think
 2 I said 22nd. It's the 21st:
 3 "Just to inform you that Dad contacted CCT today."
 4 That is the Crisis Care Team:
 5 "Dad reported that there have been a further two
 6 incidents this weekend."
 7 Remembering that the first one was on 5 November.
 8 So this is now two more, do you agree, because it is two
 9 incidents this weekend just gone?

10 **A.** Yes.

11 **Q.** "Not caused any physical harm but he has exhibited
 12 intimidating behaviour, verbal threats and on two
 13 occasions poured milk over Dad. Parents [didn't] feel
 14 able to de-escalate and manage the situation ..."

15 They're saying it's now impacting on the family
 16 functioning.

17 Sorry:

18 "... felt able to de-escalate and manage the
 19 situation but they admit that it is now impacting upon
 20 family functioning."

21 Advice given but a request from CAMHS Crisis Team
 22 coming into the CAMHS worker for this to be looked at.

23 Again, you would have been aware of the report of this,
 24 I think, it came to your team eventually, yes?

25 **A.** Yes.

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1 for [his] anxieties in the unexpected situation.

2 I asked if [AR] was still calm and I could hear him in
 3 the background."

4 Then this:

5 "Alphonse put the phone onto speaker, [AR] stated
 6 that his dad was lying again, telling him that people
 7 would killing him [that should read 'kill him'] if he
 8 displayed these behaviours outside the family home.
 9 I explained to AR that this behaviour was not
 10 acceptable. That his mum was right to call the police
 11 if she felt at risk or if the property was being
 12 broken."

13 If we take those together, those two calls from the
 14 5th, again, it's quite concerning, isn't it, because one
 15 of the things that's being reported is AR, on the face
 16 of it, perhaps accusing his father of lying and saying
 17 that his father had said "if you display these
 18 behaviours outside of the home, you're going to end up
 19 being killed", and CAMHS were voicing that they thought
 20 it was time for this to be stepped up to level 4, yes?

21 **A.** Yes.

22 **Q.** Moving on in November. There were further incidents in
 23 November. So if we could just look at LCC000975. This
 24 is 22 November. It's quite a short note, I think.

25 A bit easier to read as well.

174

1 **Q.** Then we know that there was a fourth incident in
 2 November as well, towards the end of the month. So
 3 LANC000080. This is the second one that involves the
 4 police.

5 So a police report in relation to this incident,
 6 assault without injury. Common assault and battery.
 7 Other criminal damage to a vehicle, vulnerable child.
 8 Then turn to page 3, please. The main text at the
 9 bottom:

10 "Offender with [mental health] issues ... during
 11 argument with victim (father) over what was cooked for
 12 tea ... kicked father to leg causing no injury caused
 13 ... Thrown plate at red Ford Fiesta parked outside
 14 [rental vehicle] causing the front window screen to
 15 crack. Police attended several hours after incident
 16 occurred and [AR] had calmed down. [Father does not]
 17 support a prosecution ... suspect is already under
 18 CAMHS."

19 That was on 30 November. Again, that record shows
 20 that that was made known to your team and that was the
 21 fourth incident of violence that month, would you
 22 agree --

23 **A.** Yes.

24 **Q.** -- with an indication being given by CAMHS, in relation
 25 to the very first one, that they thought that it might

176

- 1 be time to step up to level 4, yes?
- 2 **A.** Yes.
- 3 **Q.** Do you know why that escalating pattern in November
- 4 didn't lead to a step up?
- 5 **A.** Because, obviously, parents -- well, Dad was doing the
- 6 parenting, PPP parenting course. We obviously say to
- 7 parents you have to give time to implement the
- 8 boundaries and strategies to learn and when a young
- 9 person has not had them and the parent starts to put
- 10 that power into place, obviously there can be tensions
- 11 and repercussions from the young person. Obviously,
- 12 we'd always say to contact -- if you feel in danger, to
- 13 contact the police, to have the young person removed out
- 14 of the property.
- 15 **Q.** One understands that, that if there's been encouragement
- 16 to parents to put boundaries in place, the child might
- 17 push back against that, but this isn't a one-off
- 18 incident. It is four instances all involving violence,
- 19 two of them involving the police being called and the
- 20 first of them, on its own, enough to lead the CAMHS
- 21 worker to be making the suggestion of a step up. When
- 22 you review that now, reflectively, thinking about it, do
- 23 you think that this was an opportunity that should have
- 24 been taken to step the case up?
- 25 **A.** Yes.

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- 1 about. I'm not going to ask you about the detail. Just
- 2 let me know when you've had long enough. Don't worry,
- 3 I'm not going to ask you about the detail on this page.
- 4 I just want you to get a feel of the sort of things that
- 5 were discussed. All right?
- 6 **A.** Yes.
- 7 **Q.** If we go to the top of page 3, the conclusion, top
- 8 right, is:
- 9 "The plan is making small steps however they are all
- 10 in the right direction and all positive for [AR] and the
- 11 family."
- 12 There doesn't seem to be any consideration given to
- 13 everything that had been going on in the month of
- 14 November, does there?
- 15 **A.** No.
- 16 **Q.** Can you help us to understand why that was the case?
- 17 **A.** I think when we had that meeting, obviously there had
- 18 been improvements made within the family home. They
- 19 were looking at the specialist school for AR, obviously
- 20 he was starting to engage with the Targeted Youth
- 21 Support team, Alphonse was obviously to continue with
- 22 the PPP programme. So obviously there was engagement
- 23 from the family at that point.
- 24 **Q.** I'm not going to suggest that there wasn't engagement
- 25 and clearly the matters in relation to the schooling are

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- 1 **Q.** Thank you. Did you have much involvement yourself with
- 2 the Targeted Youth Support that was put in place?
- 3 **A.** Involvement in the sense?
- 4 **Q.** With Mr Coughlan. Did you liaise closely with him?
- 5 **A.** Yes.
- 6 **Q.** Can I just ask you this in the most general terms, there
- 7 came a time in late December, early January, when the
- 8 next sessions were booked for him for January, and
- 9 I think the record suggests that there was some concern
- 10 being raised that there might be a bit of drift in the
- 11 support that was being offered by that team; do you have
- 12 any recollection of that?
- 13 **A.** No.
- 14 **Q.** In relation to the reviews that were done and the next
- 15 Team Around the Family meeting, for example, if we just
- 16 have a look at LCC000130. This is the Team Around the
- 17 Family meeting on 7 December. If we just go to the next
- 18 page to get the substance.
- 19 I'm not going to read it all out because, in a sense
- 20 it's proving a negative but I'm going to give you
- 21 a chance to scan your eyes to it, so you can remind
- 22 yourself?
- 23 **A.** What the whole document?
- 24 **Q.** Just have a quick skim read of it, just so you can get
- 25 the feel for the sort of things that were being talked

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- 1 being looked at but this meeting is only a week after
- 2 the police had been called and Alphonse R had been
- 3 physically assaulted by AR, albeit that he didn't want
- 4 to press charges.
- 5 Does it now strike you as a weakness that that
- 6 wasn't being explored at this Team Around the Family
- 7 meeting?
- 8 **A.** Yes.
- 9 **Q.** With the agencies present together, and maybe this might
- 10 have been a discussion that needed to be done without AR
- 11 being present, but that would have been the opportunity
- 12 to consider together stepping up to level 4, in view of
- 13 how difficult things had been in November, wouldn't it?
- 14 **A.** Yes.
- 15 **Q.** But we don't see any discussion of that taking place at
- 16 all?
- 17 **A.** No.
- 18 **Q.** Thank you.
- 19 **A.** May I just have a break, please, is that okay. I just
- 20 feel a bit sick.
- 21 **MR MOSS:** Let's take a break now, I was going to go on for
- 22 ten minutes but if you're struggling let's take a break
- 23 now and that might help me to shorten my questions that
- 24 remain.
- 25 **SIR ADRIAN FULFORD:** We'll sit again at 3.30.

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1 (3.14 pm)

2 (A short break)

3 (3.24 pm)

4 **SIR ADRIAN FULFORD:** Are you feeling better? Good.

5 Yes, Mr Moss.

6 **MR MOSS:** Thank you, sir.

7 Ms Lewis, partly because I think you're beginning to
8 struggle and not feel well, I'm going to pick up some
9 things that I would have asked you with Ms Barrett, as
10 your supervisor. There are a few more questions that
11 I do want to ask you about because they involve meetings
12 you were at or emails that you sent. All right? There
13 is a great temptation when we get to this stage for you
14 to agree with me to get it to finish quicker. Please
15 have the courage, if you don't agree with what I'm
16 suggesting, to say so, because the Chair still needs to
17 understand the best evidence that you can give. Do you
18 follow?

19 **A.** Yes.

20 **Q.** Thank you very much. I just want to ask you about the
21 start of the following year and the meetings that
22 happened, for this reason: could we have a look at
23 LANC000137 and just while that's being brought up, this
24 is the Team Around the Family meeting for 12 January,
25 all right?

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1 those sessions had finished, the case, effectively, was
2 going to come to an end because the support would have
3 been given; do you follow?

4 **A.** Yes.

5 **Q.** If we look in the minutes for 10 February, for the next
6 one, which is LCC000144, and if we go to page 2, please,
7 could we just have the main text highlighted, under
8 "Summary of progress":

9 "The Early Help plan is progressing ... positive
10 that [AR] is starting to show an interest in community
11 based activities ... it is now in my professional
12 opinion that parents need to continue with supporting
13 and encouraging [AR] in attending community based
14 activities as this will help build up his confidence and
15 self esteem, it will also hopefully start to build up
16 positive relationships.

17 "At the next TAF meeting the case will close to CFW
18 as all needs would have been met and a decision made as
19 to who would be lead professional in moving forward
20 under a level 2 service."

21 All right? Without going through subsequent
22 meetings, and the closure records in detail that we can
23 take Ms Barrett to, we can see that this early decision
24 that's referred to in the January meeting, and is now
25 firmer in the February meeting, is maintained in March

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1 I'm so sorry, "LCC" it should be. Forgive me, it's
2 totally my fault. LCC000137. I'm so sorry.

3 So just get your bearings on this. This is the note
4 of the TAF meeting outcomes.

5 The point that I want your help with is, if we just
6 go to page 3, we can see that, at the top of the page,
7 there is a review of the Targeted Youth Support
8 sessions:

9 "[AR] stated that Carl [Carl Coughlan] has been to
10 see him, went out, doesn't feel they've done anything
11 and they will complete six direct work sessions around
12 supporting [AR] out in the community. [AR] stated that
13 Carl is going to take him out for a drink somewhere next
14 time. [Father] stated that he feels these sessions
15 should be longer and Carl should be taking him to
16 Southport, however Sharon Barrett reminded Alphonse that
17 these sessions would have to go at [AR's] pace as they
18 are not likely to work and Alphonse stated he understood
19 [that]."

20 Do you see that there?

21 **A.** Yes.

22 **Q.** If we can just go to the full page, again.

23 Thank you, there's also a reference here -- forgive
24 me, I can't find it for the moment but I'll give you the
25 essence of it. There was an indication here that, once

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1 when it's actually closed, even though in March there
2 was a plan that AR was going to move to a new school,
3 Presfield, and father was saying "We've got a transfer
4 to a new school coming up, shouldn't this remain open?"

5 Against all of the background that I took you to
6 earlier on, including those concerns about views about
7 the Taliban earlier and then the escalation and the
8 problems in November, do you think that the move to
9 close this support happened too quickly?

10 **A.** Yes.

11 **Q.** Again, you must say if you disagree, but was that
12 because at the time there was a sense that the service
13 should still be time limited and that there comes a time
14 when you should start to work towards actively closing
15 it because of the number of cases and wanting to keep
16 support to a time-limited period?

17 **A.** Yes, because we were a time-limited service at the time.
18 We were time limited at the time.

19 **Q.** In fact, if you were looking at it just from what the
20 complexity and needs were, would this be right, you
21 would have wanted to keep it open for longer, certainly
22 to cover the transfer to the new school?

23 **A.** We wouldn't normally stay involved just for the transfer
24 of going to school. It's not a service that we would --
25 felt at the time that, obviously, things had improved,

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1 it was down to parents to implement what they've learnt.
 2 It was obviously still an education and obviously round
 3 his mental health, CAMHS were involved, it was felt it
 4 could be managed at level 2 on the Education, Health and
 5 Care Plan and education.

6 **Q.** Certainly, just the simple fact that there's a change of
 7 school wouldn't be enough but here, by this time, AR
 8 isn't attending The Acorns School at all. He's
 9 withdrawn from that and so it's going to be a move from
 10 a Pupil Referral Unit to a school that specialises in
 11 pupils who have an autism spectrum disorder diagnosis.
 12 So that's a big step from no schooling, effectively, to
 13 a new school that is no longer a referral unit but is
 14 a specialist provision school, against a background of
 15 earlier using a knife or taking knives to school. In
 16 those circumstances, you would want to keep it open to
 17 support the transition to the new school, don't you
 18 think?

19 **A.** Yes.

20 **Q.** Thank you. Then I think the only other matter is, it
 21 moved to closure on 14 March and three days later there
 22 was the incident, do you remember, where AR went missing
 23 and was found on the bus?

24 **A.** I was aware that he went missing. Wasn't aware that it
 25 was on the bus.

185

1 "There was a high chance following the meeting last
 2 week that this may happen ..."

3 The meeting last week, is that in reference to the
 4 closure?

5 **A.** Yes.

6 **Q.** "... as Alphonse made it clear that he didn't want the
 7 support to cease from CFW on the fact [AR] may not
 8 attend Presfield and the anxieties around the
 9 transition."

10 Then you said this, and this is going to CAMHS,
 11 copied to your supervisor:

12 "As agreed in the meeting by all professionals,
 13 there was no outstanding work from CFW level 3 and for
 14 the family to be supported via health and school [on the
 15 EHCP]. The case was closed to CFW after the meeting.
 16 Moving forward I am unsure of what other support can be
 17 offered to them, other than what is already in place and
 18 as parents need to be positively encouraging [AR] to
 19 attend and follow any advice from school and strategies
 20 learnt through the parenting programme. If you feel the
 21 needs of the family meets level 3, however, this one
 22 instance currently would not meet threshold as parents
 23 acted appropriately calling the police."

24 Ms Lewis, at this stage, it doesn't look like, at
 25 least as it has been reported to you, that AR had even

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1 **Q.** Thank you. So in relation to that, could we look, first
 2 at LCC000966. This is an email that you sent at 2.18:
 3 "I am aware that [AR] has gone missing as [Father]
 4 has contacted the office this morning. Alphonse has
 5 acted appropriately by contacting the police and that is
 6 only advice we could give."

7 It looks like you had a telephone call in that he
 8 had gone missing; do you agree?

9 **A.** Yes.

10 **Q.** In relation to the whole event on 17 March and in the
 11 days that followed, did you, at any time, understand
 12 that AR hadn't just gone missing, he had also been found
 13 with a knife on him, on the bus where he was found?

14 **A.** No.

15 **Q.** We also know from the police -- and there's a report
 16 made at the time that reflects this -- that the police
 17 were told of AR mentioning something about poison,
 18 either he'd had thoughts of using poison or he'd tried
 19 to make poison. Whichever of those it was, did you hear
 20 anything about that?

21 **A.** No.

22 **Q.** So, at this stage, in relation to this email, you've had
 23 a call earlier in the day indicating that AR was missing
 24 and the advice has been to contact the police. What you
 25 go on to say is this:

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1 been found yet?

2 **A.** No.

3 **Q.** Yet, in this email, would you agree, you are acting to
 4 try to close it down, to say, effectively, "There's
 5 nothing more for our team to do, this isn't a level 3
 6 case and if you are going to be suggesting that this one
 7 incident means he should come back to us on level 3,
 8 this one incident currently doesn't meet the threshold
 9 as parents acted accordingly by calling the police"?

10 **A.** Yes.

11 **Q.** But you didn't know the circumstances, did you?

12 **A.** No.

13 **Q.** Did you ask any questions subsequently to find out the
 14 circumstances?

15 **A.** No, because the case was actually closed to us when this
 16 came in.

17 **Q.** But what about that sense of professional curiosity.
 18 You're really encouraging CAMHS to say, "This isn't for
 19 us anymore, we are closed", but shouldn't you at least
 20 have found out what the circumstances were?

21 **A.** We don't -- once a case is closed to us, we don't get
 22 any further information. It is stopped at the
 23 Multi-Agency Safeguarding Hub. So they would get that
 24 information. We would not get any further information
 25 after the closure.

188

- 1 Q. Did you contact the MASH to find out what came in
2 subsequently --
- 3 A. No.
- 4 Q. -- or ask any further questions?
- 5 A. No.
- 6 Q. Why were you so keen for it not to come back as
7 a further level 3 referral?
- 8 A. I think, at the time, it was obviously due to the
9 thresholds of Lancashire County Council. It wouldn't
10 have gone across, just based on that information there
11 alone. So, obviously, what we say to professionals, if
12 they've got any concerns themselves, they can always do
13 a referral back into the service, if they feel that it
14 needs further support.
- 15 Q. But knowing now -- and I'm not suggesting you knew at
16 the time -- that he had been found with a knife and had
17 referred to poison, it doesn't look completely good that
18 you were so keen to ensure that it did not come back;
19 wouldn't you agree?
- 20 A. Yes.
- 21 Q. In fairness to you, if you look at LCC000910, if we
22 could look at page 2, please, the information that did
23 come in to you on 22 March, so some days later, when the
24 referral did come back in, on any view, was very
25 limited:

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- 1 Rapids course ... My professional opinion is father
2 doesn't want to take responsibility for his actions and
3 attitude towards [AR] and will often antagonise [him]
4 which was shown during the last TAF meeting. Father has
5 been given strategies ... agreed at the closure that the
6 family do not meet thresholds for level 3 ... also to
7 make you aware that [AR] has been transferred to the
8 transition team. [AR] is due to start Presfield
9 specialist high school after the Easter holidays which
10 I think will elevate some of the tensions within the
11 home."
- 12 Again, looking at it now, that seems to be pressing
13 the case for why it shouldn't come back to your team,
14 rather than asking any questions about what had actually
15 happened; would you agree?
- 16 A. Sorry, say that again?
- 17 Q. Yes. Really what you are doing in this email is
18 emphasising reasons why it shouldn't come back to your
19 team at level 3?
- 20 A. Yes.
- 21 Q. Yes?
- 22 A. Yes.
- 23 Q. What it's not doing is asking any questions about what
24 had happened in the incident?
- 25 A. Yes.

191

- 1 "So just to let you know a referral has come back in
2 ... I know you were the Family Support Worker and can
3 see this has just closed. I know you have completed
4 work with family but just wanted it to make you aware.
5 I think it was regarding frustration with Instagram
6 account. Unable to speak to family with regards to
7 support but I know school are being supportive."
- 8 That's coming from an Early Help worker in the
9 children services support hub. Plainly there, you're
10 not told anything about AR carrying a knife and poison
11 isn't mentioned and the description of it as being
12 "regarding frustration with Instagram account", it might
13 be thought is a very poor reflection of what had
14 actually happened but, at this stage, did you ask any
15 further questions?
- 16 A. No.
- 17 Q. If we just go to the previous page, please, bottom of
18 page 1, you say in response to that:
- 19 "Thanks for sharing that information. I was on
20 training yesterday ... we closed the case as all needs
21 were met. This family have had a lot of support ...
22 [AR] is under CAMHS ... the issues are [AR] and father's
23 relationship which is fractious and always will be.
24 Father has completed work on the PPP parenting
25 programme, they are also waiting to attend the Riding

190

- 1 Q. Just at the top of the page, that's what you sent back
2 to the Early Help worker in the hub. Then there is
3 a further email on 23 March, saying:
- 4 "Thanks Della. Just found out now. I knew this
5 would happen."
6 Can you help?
- 7 A. I think what I was in reference to what I was saying for
8 that is that when we closed this level 2, Dad, at the
9 time, was a little apprehensive but we advised to put
10 the parenting strategy in place and it's not uncommon
11 that once we close, sometimes they may come back in
12 again but, as I say, we didn't have the evidence at that
13 time to do anything with.
- 14 Q. Would you agree that perhaps the way you were seeing
15 this was, "Dad didn't want this closed and he's making
16 a report because he was never really happy about it
17 being closed but we have done all we can"?
- 18 A. Yes.
- 19 Q. Would you accept that when the incident -- you didn't
20 know this at the time -- but when the incident was as
21 serious as a knife being carried in public and he'd said
22 he wanted to stab someone, for the team as a whole,
23 Lancashire Council, this response was very poor?
- 24 A. Sorry?
- 25 Q. This response was very poor?

192

1 A. Yes.

2 **MR MOSS:** Those are all the questions I have.

3 I'm just looking to my left. I know that advocates

4 will bear in mind -- no.

5 **SIR ADRIAN FULFORD:** Thank you for coming. You are now free

6 to go.

7 **THE WITNESS:** Thank you.

8 *(The witness withdrew)*

9 **MR MOSS:** Mr Coughlan is our next witness. We will go

10 straight on, if we may.

11 **SIR ADRIAN FULFORD:** If you can remain standing and take the

12 oath, please.

13 **CARL COUGHLAN (affirmed)**

14 **Questioned by MR GOSS**

15 **SIR ADRIAN FULFORD:** Thank you very much. Please have

16 a seat.

17 Yes, Mr Goss.

18 **MR GOSS:** Could you give your full name, please.

19 A. It is Carl Barry Coughlan.

20 Q. Could we have LCC001708, please. Is that your witness

21 statement for the Inquiry?

22 A. It is, yes.

23 Q. It is signed on page 24 on 18 August 2025. Are the

24 contents of that statement true to the best of your

25 knowledge and belief?

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1 and management of staff, and then 20 per cent of their

2 time would be spent supporting young people on

3 a one-to-one basis.

4 Q. Having moved into that role in January 2021, in April

5 2024, you were promoted to team leader within a Targeted

6 Youth Support Team?

7 A. Yes, that's correct.

8 Q. Alongside your employment by Lancashire County Council,

9 both now and in 2021, you were an elected borough

10 councillor for West Lancashire?

11 A. Yes, that's correct.

12 Q. Tell us a little about targeted youth support.

13 Particularly the one-to-one work. Who is it for?

14 A. So, at the time of my involvement with AR, Targeted

15 Youth Support one-to-one work was established to be

16 a 6 to 12-week intervention of support, with the young

17 person at the centre of that support, where, although

18 somebody else or another agency may have identified the

19 need for Targeted Youth Support involvement, the young

20 person would be at the centre of developing the plan of

21 work.

22 Q. The idea then would be that over that 6 to 12-week

23 period, you would build a relationship with that young

24 person?

25 A. That's correct, yes.

195

1 A. They are, yes.

2 Q. You have worked, I think, for Lancashire County Council

3 for some 23 years in various capacities, largely as

4 a youth worker at various levels?

5 A. Yes, that's correct.

6 Q. You obtained a degree in community and youth studies

7 alongside your work?

8 A. Yes, that's correct.

9 Q. Between 2017 and January 2021, you worked as a Family

10 Intensive Support Worker within Children and Family

11 Wellbeing?

12 A. Yes, that's correct.

13 Q. That's the same role Ms Lewis, who we just heard from,

14 was conducting when you were engaged with AR in late

15 2021 onwards?

16 A. Yes, correct.

17 Q. From January 2021, you were a Professional Range Youth

18 Worker. Can you just help us briefly with what that

19 involves?

20 A. Yes. So, a Professional Range Youth Worker is someone

21 who holds a national youth work qualification and their

22 role is apportioned into three sections, so where 40 per

23 cent of their time would be spent administering group

24 work activity, 40 per cent would be on the

25 administration tasks, including attending any training

194

1 Q. You would help them on issues with which they were

2 struggling, such as social isolation, anxiety, and so

3 on?

4 A. Yes, correct.

5 Q. Does that then link into the group work that you also

6 mentioned, for example, you might make use of some of

7 the youth groups to help with those issues?

8 A. Yes, so within the service structure at the time of the

9 involvement with AR, the literature was clear that our

10 involvement was for 6 to 12-week interventions on

11 a one-to-one basis. Any need beyond that would be

12 through integration into our group work programmes.

13 Q. Thank you. Turning then to AR's case. Could we have

14 LCC000780. This is the initial request for TYS

15 involvement from Ms Barrett in Family Intensive Support

16 on 14 October. If you go to the next page.

17 This is sent to Deb Cardwell. I think that was your

18 team leader at the time?

19 A. My direct manager, yes.

20 Q. Do you know if you ever saw this email?

21 A. Not to my knowledge, no.

22 Q. We will take it quickly then. There's a reference to

23 given AR's interests and vast knowledge of politics,

24 "Carl would be a great fit for the family, if he has

25 space available".

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1 So you have been hand picked, if I can put it that
 2 way, as a good choice for this particular child?
 3 **A.** Yes, that appears correct.
 4 **Q.** What the email also flags is:
 5 "Although the step down did not identify this, there
 6 are some concerns about how extreme some of [AR's] views
 7 are and the risk that could pose so we may also need to
 8 refer to Prevent."
 9 We've heard a little about this and we will hear
 10 more from Ms Barrett but the likely context of that is
 11 a home visit that Ms Barrett and Ms Lewis carried out on
 12 4 October, where AR expressed concerns about MI5 and MI6
 13 accessing his social care records and was vocal on
 14 politics on the US Government and on the Taliban; did
 15 you know about any of that?
 16 **A.** I did not, no.
 17 **Q.** That was then on 14 October. If we can look to the top
 18 of the first page, we can see 27 October. Ms Cardwell
 19 contacts Ms Heaton, who I think is Ms Barrett's manager:
 20 "Hi Della, just to update, case discussion this
 21 afternoon and allocated to Carl ..."
 22 So there's been a slight delay from the initial
 23 request to it being allocated to you. Could we have
 24 LCC002302 at page 50 and just over onto page 51, please.
 25 If we could have the entry at the bottom, for
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1 feeling that somebody has gone in with a bank of
 2 fore-formed opinions would likely put up barriers. So
 3 youth work is a voluntary relationship with young people
 4 and, as such, going in and building that relationship,
 5 as naturally as possible with that individual, is the
 6 right approach.
 7 **Q.** While going in with a -- without a bank of
 8 preconceptions might assist in building rapport and
 9 trust, it can also assist a young person who wants to
 10 conceal things from you, can't it?
 11 **A.** Yes, it could do. Yes.
 12 **Q.** You are not going to have as full a picture as you would
 13 otherwise be able to have, had you familiarised yourself
 14 with the previous contacts between AR and the various
 15 departments of Social Services within Lancashire County
 16 Council; is that fair?
 17 **A.** Yes, that's fair.
 18 **Q.** In this case, some of the information you might have
 19 obtained from those notes would have included -- and
 20 this is not exhaustive -- AR's significant history with
 21 knives and violence, including criminal conviction for
 22 a ABH on a school pupil; it would have included
 23 expressions of his intent to use a knife to kill; his
 24 lack of remorse after the assault, for which he was
 25 convicted; it would have included indications that what
 199

1 27 October. If that can be made as large as possible.
 2 Again, excluding the left-hand column. 27, down to
 3 where it says "CFW have attended".
 4 This then appears to be the case management note
 5 from Ms Cardwell, so your manager, at the start of your
 6 input. Again, would you have seen this at the time?
 7 **A.** No, not to my knowledge.
 8 **Q.** You have got access to these notes, which are the Early
 9 Help module of Liquidlogic, don't you?
 10 **A.** I do, yes.
 11 **Q.** As well as obviously the notes of this ongoing episode
 12 that would also contain the notes of previous episodes,
 13 as well as various documents attached to it, like Child
 14 and Family Assessments, TAF minutes, Early Help
 15 assessments, and so on?
 16 **A.** Yes.
 17 **Q.** It wasn't your practice, when coming into a new case, to
 18 review any of those records; is that right?
 19 **A.** Yes, that's correct.
 20 **Q.** Could you explain to us in your own words why not?
 21 **A.** Yeah. So the youth work relationship is a relationship
 22 that's built on mutual trust. Going into developing the
 23 youth work relationship with an individual, with a set
 24 of preconceptions, can damage the development of that
 25 relationship. So, actually, you know, a young person
 198

1 he said about his forensic history might not be
 2 reliable; that his family might downplay or minimise his
 3 behaviour; and it would have included concerns about his
 4 previous internet usage, searching for school shootings
 5 and asking about pictures of beheadings.
 6 I have taken those quickly but, even in outline,
 7 those were important factors for you to be aware of,
 8 weren't they?
 9 **A.** Yes, I agree.
 10 **Q.** They would have helped inform your assessment of AR,
 11 wouldn't they?
 12 **A.** Yes.
 13 **Q.** Even if you were not necessarily wholly open with him
 14 about how much you knew, it was frankly somewhat naive
 15 to go in with nothing but, "Here is a new child for you
 16 to do some work with"?
 17 **A.** I can agree in hindsight, yes.
 18 **Q.** Not just in hindsight, Mr Coughlan but, even at the
 19 time, that was inevitably going to make your job more
 20 difficult and limit what you knew and, therefore, the
 21 information that you could draw on when it came to
 22 assessing AR?
 23 **A.** Yes, you have mentioned the word "assessing".
 24 An assessment was undertaken by someone separately.
 25 I was asked to complete a piece of work with
 200

1 an individual for a specific purpose, and that was what
 2 I undertook to do.
 3 **Q.** I don't use the word "assessment" in a formal sense
 4 Mr Coughlan?
 5 **A.** Okay.
 6 **Q.** But in any engagement, for example, if you identify
 7 something that suggests there is a risk of harm to
 8 others, you would have obligations to pass that on and
 9 to act on it, wouldn't you?
 10 **A.** Yes.
 11 **Q.** That involves carrying out some form of "assessment" of
 12 the information you are receiving or what you were
 13 observing?
 14 **A.** Yes.
 15 **Q.** At the start of your engagement with AR, you undertook
 16 a joint home visit with Ms Barrett on 3 November 2021.
 17 That was two days after Ms Lewis had completed her Early
 18 Help assessment; would you have seen that?
 19 **A.** No.
 20 **Q.** We won't go to it then, we have looked at it already
 21 this afternoon. Sir, that's LCC000321. Again, had you
 22 looked at that, it would have alerted you to a history
 23 of weapons and violence; to the fact that there had been
 24 an earlier Prevent referral; to the parents and to AR's
 25 brother being scared or nervous of AR because of his
 201

1 arrangements for your sessions and the plan was that AR
 2 would be dropped off at the Zone with, which
 3 I understand is a youth centre in Skelmersdale, despite
 4 it being some way away from his address, after his
 5 school commitments?
 6 **A.** Yes, that's correct.
 7 **Q.** You told us this was a 6 to 12-week block of work. Was
 8 that the plan then for your engagement with AR?
 9 **A.** It was, yes.
 10 **Q.** Was that for any specific kind of work or was this
 11 a standard package?
 12 **A.** The request for my involvement was to support AR with
 13 social anxiety and to try and support AR in accessing
 14 situations that would develop sort of --
 15 **Q.** Could we have a look at LCC000247, please. There is
 16 a Child and Family Assessment completed by Children's
 17 Social Care in September 2021. If we could look to
 18 page 3, and the third paragraph from the bottom. There
 19 is input from AR's school, Acorns. "Maggie" is Maggie
 20 Allred, his dedicated teacher there.
 21 Sorry, the next paragraph down please. Thank you.
 22 Second paragraph from the bottom, it's my fault:
 23 "Maggie recommended that [AR] would benefit from
 24 some social support outside of school. She advised that
 25 he would require a very skilled trusted professional to
 203

1 behaviour; and to Family Intensive Support's current
 2 concerns about potential extremist or extreme thinking.
 3 Not just historic material but current concerns in all
 4 of those areas that you had no knowledge of in going
 5 into your engagements with AR?
 6 **A.** That's correct.
 7 **Q.** If we could go to page 53 of the document we have up
 8 now. We have two notes of this meeting here. One from
 9 you and one from Ms Barrett. Fair to observe that you
 10 won't have seen Ms Barrett's notes until very recently
 11 because it is one of the entries that has only very
 12 recently been disclosed.
 13 Again, doing my best to summarise these rather than
 14 going through line-by-line. For your part, the meeting
 15 went relatively smoothly, in that you -- you were
 16 introduced to AR, you explained the service that you
 17 offered to him and you had what Ms Barrett describes as
 18 a chat about politics, AR was seen to be engaged in the
 19 conversation. You say Ms Barrett prompted politics as
 20 a get-to-know-you item, you made clear you had to remain
 21 politically neutral and couldn't influence young
 22 people's political views: two sides perhaps of the same
 23 coin there?
 24 **A.** Yes.
 25 **Q.** There's then, I think, a discussion of the practical
 202

1 slowly build a [probably 'rapport'] with [AR] at home
 2 for approximately three to six months as the main
 3 barrier for [AR] is distrust. Maggie felt it would take
 4 approximately 12 months for [AR] to be ready to access
 5 social activities and would need a graded approach."
 6 First of all, can we take it you wouldn't have been
 7 aware of the contents of this assessment, given the
 8 approach you took to informing yourself about the case?
 9 **A.** Yes, that's correct.
 10 **Q.** It's significant that AR's dedicated teacher at school
 11 has expressed the view that this really is a much more
 12 than 6 to 12-week project, it is three to six months
 13 even at home and then 12 months to try and introduce him
 14 to social activities.
 15 **A.** Yes, okay.
 16 **Q.** That would be rather more than the 6 to 12 weeks that
 17 you were capable of offering?
 18 **A.** Yes, agreed.
 19 **Q.** In the light of that view, from just a couple of months
 20 prior to your involvement, just over a month prior to
 21 your involvement, do you think your service was suitable
 22 for AR?
 23 **A.** I think our service had a part to play but may be not
 24 the entire part.
 25 **Q.** Was there a service that would be able to involve
 204

1 a skilled and trusted professional to build rapport at
 2 home for three to six months and then over a period of
 3 perhaps up to 12 months before you introduce him to
 4 social activities?

5 **A.** Not that I could name.

6 **Q.** Going back then to the meeting, I think you stepped
 7 away, having set the practical arrangements for the
 8 meeting, because AR asked you to. Ms Barrett's note
 9 indicates the rest of the meeting was quite a turbulent
 10 one: disagreements between AR and his parents about
 11 whether they could speak to her in private; AR's
 12 behaviour appearing to escalate and him becoming angry;
 13 ultimately AR making allegations of violence against his
 14 father. Were you of made aware of the fact that that
 15 was how the meeting had developed after you left?

16 **A.** I was not.

17 **Q.** Could we look again at your note of the meeting,
 18 LCC002302, page 53. Could we look at the analysis of
 19 information towards the bottom of that entry at the top
 20 of the page, if that could be expanded:

21 "[AR] has a voice and knows his mind, he has made
 22 an informed decision to meet with him and has made his
 23 thoughts about how and where this work should occur
 24 known, however, at this time if this is disguised
 25 compliance to get people to stop talking at him is

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1 notified Children and Family Wellbeing, and there was
 2 a police safeguarding referral to the MASH.

3 The report was that AR was throwing things around
 4 the home and acting aggressively, seemingly as a result
 5 of a stranger coming to the door. I think it's right
 6 you were never made aware of this having occurred?

7 **A.** Yes.

8 **Q.** That is so, even though Ms Barrett travelled with AR
 9 from his school to the Zone on 8 November, so there
 10 would have been an opportunity at the point she arrived
 11 there, for her to share that information with you?

12 **A.** Yes, that's correct.

13 **Q.** Again, that would have been useful information to know?

14 **A.** Potentially, yes.

15 **Q.** At paragraph 31 of your witness statement, on page 6,
 16 you describe the first meeting with AR. I think this is
 17 largely taken from your contemporaneous records, isn't
 18 it?

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

20 **Q.** Broadly, AR engaged well?

21 **A.** Yes.

22 **Q.** In particular, he told you that he had previously been
 23 expelled from school because he had taken a knife to
 24 school?

25 **A.** Yes, that's correct.

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1 unclear and will only become clear where the opportunity
 2 to meet one-to-one is undertaken and we are able to
 3 visit his hopes and expectations of the session
 4 independently."

5 You're alive here, clearly, to the possibility of
 6 disguised compliance, in other words somebody telling
 7 you what they think you want to hear?

8 **A.** Yes, that's correct.

9 **Q.** Was that a general concern or was that a specific one
 10 based on your interaction with AR?

11 **A.** It would have been a general concern. At the time of
 12 the involvement, the service language focused a lot
 13 around the risk sensible model and, within that, one of
 14 the key focuses and features of that was around
 15 disguised compliance.

16 **Q.** Had you been aware from AR's case history that there had
 17 been a previous pattern of saying one thing to one
 18 professional and something different to another, that
 19 would have put you even more on alert around the issue
 20 of disguised compliance, wouldn't it?

21 **A.** Yes, I could agree with that. Yes.

22 **Q.** Your first substantive session with AR then took place
 23 on 8 November. Before that occurred, on 5 November
 24 there was an incident where police were called by AR's
 25 mother, who also notified CAMHS, and AR's father

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1 **Q.** The way that is phrased, and again this comes from your
 2 contemporaneous note, suggests that you had the
 3 impression this was a single occasion that a knife had
 4 been taken to school; is that fair?

5 **A.** Yes, that's correct.

6 **Q.** In fact, it was ten occasions that he had admitted
 7 taking a knife into the Range High School and before he
 8 was excluded. Again, you were not aware of the number
 9 of occasions that had happened --

10 **A.** No, that's correct.

11 **Q.** -- because AR had concealed it from you?

12 **A.** Yeah.

13 **Q.** As I say, we know it was The Range School that we are
 14 dealing with here. He said that he had taken a knife
 15 into school due to bullying that had progressively
 16 worsened, despite him telling teachers since year 7. We
 17 have heard evidence from The Range School that that's,
 18 at the very least, a highly one-sided view of events,
 19 potentially even an untruthful view of events.

20 You simply had no basis to judge that against, did
 21 you?

22 **A.** No.

23 **Q.** He also said he would not take a knife again. He hadn't
 24 told you about and you didn't know about the occasion he
 25 did exactly that in December 2019, two months after

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1 being excluded, when he took a knife into The Range
 2 School in his backpack, on the same occasion as he used
 3 a hockey stick to assault another pupil there?
 4 **A.** No.
 5 **Q.** Do you think when he said that he wouldn't take a knife
 6 again, he may simply have been telling you what he
 7 thought you wanted to hear?
 8 **A.** Yes.
 9 **Q.** Five days earlier, you had recorded the need to be alert
 10 to disguised compliance. Did you consider that here?
 11 **A.** No, I didn't.
 12 **Q.** Ought you to have done?
 13 **A.** I think within -- potentially within my statement or in
 14 the recording, there is reference to that there had been
 15 a period of intervention that had been put in place,
 16 that may have addressed the concern of carrying
 17 an offensive weapon and also provided the education,
 18 and, as such, that, aligned with the statement and the
 19 open and transparent nature in which it was disclosed,
 20 made me feel that AR was being factual.
 21 **Q.** I think the next meeting then -- if we can look to
 22 paragraph 32 -- was on 18 November. Sorry, if we go
 23 over the page, paragraph 33 gives us the note. Again,
 24 broadly, AR appeared to engage relatively well with you
 25 on that occasion?

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1 **Q.** I think, therefore, your session with AR didn't take
 2 place and you set out in your statement that you had
 3 a little difficulty with your diary working out whether
 4 that was the case. We know from your evidence that that
 5 TAF meeting was cancelled?
 6 **A.** Yes.
 7 **Q.** Around this time, there were a number of instances, is
 8 this fair, of AR's father trying to re-arrange sessions
 9 with you at short notice or to make contact with you for
 10 matters that were not your remit, like medication
 11 reviews.
 12 **A.** Yes, that's correct.
 13 **Q.** I'm going to look at just one of the examples of that
 14 because there's quite a lot of material on it. You've
 15 set it out in your statement. If we could look at
 16 LCC002302 and page 68. The top entry, please.
 17 We can see there that Ms Allred from Acorns sends
 18 an email on 26 November to you with details of what had
 19 happened the day before. Mrs Allred received a text
 20 from Dad, from Alphonse R:
 21 "Good morning, AR is coming into school. Please get
 22 Carl to see him today."
 23 Clearly not going to be possible for you simply to
 24 rearrange your diary or your other commitments around
 25 short notice "AR is coming into school today, Carl can

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1 **A.** Yes.
 2 **Q.** By this point, fair to say that you felt you'd had two
 3 relatively successful sessions?
 4 **A.** Yes.
 5 **Q.** There was, I think -- and we probably don't need to
 6 bring it up -- but some liaison between you and CAMHS
 7 around this time to try to coordinate the work that you
 8 and they were doing?
 9 Sir, LCC000754.
 10 **SIR ADRIAN FULFORD:** Thank you.
 11 **MR GOSS:** You weren't told that, on 21 November, CAMHS had
 12 made Family Intensive Support aware of two incidents the
 13 previous weekend, where AR had engaged in intimidating
 14 behaviour and twice poured milk over his father.
 15 **A.** That's correct.
 16 **Q.** As a result of the meeting on 18 November and what was
 17 shared by AR with you there, I think you'd engaged with
 18 Ms Lewis to try to facilitate AR attending the next TAF
 19 meeting?
 20 **A.** Yes, that's correct.
 21 **Q.** That was due then to be your next session. So you were
 22 going to go with AR to that meeting. I think that was
 23 due to take place on 24 November but, ultimately, that
 24 meeting was cancelled?
 25 **A.** Yes, that's correct.

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1 therefore see him today", type requests?
 2 **A.** Yes, that's correct.
 3 **Q.** I think you engaged in some work both through the school
 4 but also through Ms Lewis to try and set some boundaries
 5 with the family about that?
 6 **A.** Yes.
 7 **Q.** If we look at the bottom line that we can see there,
 8 sorry, page 68, the analysis of information:
 9 "Dad appears to have unrealistic expectations of the
 10 role of the Targeted Youth Support worker."
 11 That I think is a note by you?
 12 **A.** Yes, that's correct.
 13 **Q.** In general terms, over the course of your engagement
 14 with AR, what was your view of his father's attitude
 15 towards the service that you were providing?
 16 **A.** I think when reviewing one of the TAF notes, there is
 17 a reference that the father felt that the work was
 18 having a positive impact and would like it to continue.
 19 So I would assume that that would have been Dad's
 20 perception throughout the involvement.
 21 **Q.** If we can go to your statement briefly, LCC001708, and
 22 page 20. Bottom of page 20, top of page 21. You say
 23 you were:
 24 "... mindful of preserving the independence of my
 25 relationship with AR. I think because AR's father was

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1 quite involved with the other services which AR was
2 being supported by such as CAMHS, Acorns, CFW, AR's
3 father expected the same with me. However, my work
4 focused solely on AR and trying to engage him."

5 Again, did you think that AR's father was trying to
6 intervene in that independence of your relationship?

7 **A.** Yes, I think there is a distinct reason that Targeted
8 Youth Support were asked to be involved and that was for
9 some independent support for the young person whilst the
10 lead professional undertook the coordinating role and
11 any direct work with the parents, and trying to maintain
12 that separation was important.

13 **Q.** Can we look at LCC000996, and this is 1 December. While
14 that's coming up, again we know from other evidence when
15 police were called on 30 November because AR had
16 assaulted his father and damaged a car. Again, you were
17 never made aware of that?

18 **A.** Yes, that's correct.

19 **Q.** 1 December then, you sent apologies for the TAF meeting
20 on Tuesday, 7 December, it's not a working day for you.
21 You said:

22 "Please can we schedule a discussion prior to this
23 meeting as I feel it is important to manage the
24 increasing expectations from Dad."

25 Then Ms Lewis replies in the top email:
213

1 I think you accept that you didn't ultimately produce
2 one?

3 **A.** Yes.

4 **Q.** Being fair, you have put extensive notes onto the case
5 notes system from each of your engagements with AR but
6 I think you accept you ought to have provided
7 a consolidated report for the TAF?

8 **A.** Yes.

9 **Q.** Would you have seen the notes from the TAF?

10 **A.** To my recollection, I never saw the notes for the TAF
11 meeting.

12 **Q.** Again then, I won't bring them up -- sir, LCC000130 and,
13 on page 2. AR's view at that TAF was that the sessions
14 with you were fine, although nothing's really happened.
15 Did that reflect your view of these sessions at this
16 point?

17 **A.** It did not, no.

18 **Q.** I think there was then due to be a session with AR on
19 2 December but, when you arrived at school, AR hadn't
20 attended?

21 **A.** Yes, that's correct.

22 **Q.** That, I think, is the first session that had been
23 cancelled because of AR not attending school but, given
24 the discussion over the past week or so as regards
25 boundaries, that was no doubt quite frustrating?
215

1 "I am aware of Dad's expectations of all services
2 being unrealistic. This has been addressed and will be
3 reiterated in the meeting."

4 Again, does that give a flavour of your views of how
5 Dad was interacting with you as the targeted support
6 worker for AR?

7 **A.** Yes, I think it does.

8 **Q.** Looking at the rest of Ms Lewis' email:

9 "Please could you provide me with a written report
10 that could be attached to the TAF notes of what work has
11 been completed so far and the plan for moving forward.
12 Unfortunately, I won't have time to have a discussion
13 with you due to my own working commitments."

14 Is that a slightly frosty exchange between two
15 professionals?

16 **A.** I mean, I can see how that could be seen to be the case.
17 I think sometimes the written presentation does not
18 capture the underlying rapport and relationship that
19 people have.

20 **Q.** Had you worked with Ms Lewis on other cases?

21 **A.** Not that I can recall, having worked with on other
22 cases, but we're part of the same service, we would have
23 interacted both in professional and personal
24 interactions on numerous occasions.

25 **Q.** You were asked for a written report for the TAF.
214

1 **A.** I can't recall now any emotional feelings that I may
2 have had at that time.

3 **Q.** Could we look at LCC002302 page 71 and the bottom entry,
4 please -- penultimate entry in the middle of the page,
5 thank you. Again, your note:

6 "Attended school after attempting to call ... not
7 able to make contact, upon arrival I discovered that
8 [AR] was not in school today, therefore appointment did
9 not proceed."

10 You then put in some analysis:

11 "[AR] was not available for appointment therefore
12 the action plan has not been able to be progressed. In
13 light of the repeated absences that are attributed to
14 anxiety I do have some concern that it may not be the
15 right time for [AR] to be pushing himself to address all
16 of his issues at once and this needs exploring with
17 him."

18 Acknowledging that you do put a note on the case
19 notes about this, was that a concern you ever discussed
20 with any of the other professionals involved in AR's
21 case?

22 **A.** I can't recall.

23 **Q.** Given what you now know about AR's volatile behaviour
24 throughout November 2021, do you think that would have
25 reinforced your view, if you'd been aware of that?
216

1 A. I'm not sure.

2 Q. What about if you had known, as well, that his dedicated
3 teacher at school thought that months and months of work
4 was required to deal with AR's distrust and social
5 isolation; would that, again, have reinforced your view
6 that this might not be the right time for this?

7 A. Potentially, yes.

8 Q. In effect, those would all tend to a conclusion that the
9 multi-agency approach being taken now across Family
10 Intensive Support, Targeted Youth Support, CAMHS and
11 education, wasn't working: it's too much too soon and
12 a different approach is needed?

13 A. Yes, with the benefit of hindsight, yes.

14 Q. If that's right, this was potentially an opportunity for
15 all of the agencies involved to pause and take stock and
16 reconsider how that support was being offered for AR but
17 it's an opportunity that doesn't appear to have been
18 taken; is that right?

19 A. It appears so, yes.

20 Q. LCC000777, please, this is the email that you received
21 from Ms Lewis after the TAF on 7 December, second page,
22 please. We see at the bottom of the page there is the
23 email to you:
24 "Hi Carl, just to keep you updated ... TAF meeting
25 yesterday which was fairly positive. [AR] attended ...

217

1 commencing on 10 January for six sessions."
2 That's therefore quite a lengthy break in the
3 continuity of your sessions with AR; is that fair?

4 A. I think roughly from the request at the TAF meeting to
5 implementation is about a month.

6 Q. But the last session you'd had with AR was 18 November,
7 so in fact, between sessions was going to be nearly two
8 months?

9 A. Yes.

10 Q. That's likely to come with inevitable challenges around
11 maintaining rapport?

12 A. Potentially, yes.

13 Q. Were you alive to those sorts of challenges?

14 A. Yes.

15 Q. What was your plan to try to mitigate them?

16 A. I think there are some dynamic judgements that have to
17 made on the day of those appointments and, depending how
18 the flow of the interaction is going, that determines
19 the action taken.

20 Q. Seemingly, as a result of this lengthy gaps between
21 sessions, the Family Intensive Support became concerned
22 that there was what they called "drift" in your work
23 with AR. Again, you won't have seen this note so
24 I don't take you to it.
25 Sir, LCC000405 and page 1:

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1 was a massive step forward for him ... I was unable to
2 share much about your support that has been offered so
3 far as you didn't send me a report."

4 We covered that:
5 "Dad and [AR] have requested could your support be
6 arranged for afternoons instead of mornings ..."
7 To try to prevent further sessions being cancelled.
8 If we scroll up to your reply, please:
9 "I recognise this request but due to having my diary
10 planned till I go on leave for Christmas will not be
11 able to put this into place until after the Christmas
12 break."
13 I think there is a combination of appointments you
14 had already booked and Christmas leave?

15 A. Yes, that's correct.

16 Q. Then you make a request for information about location
17 and travel time and there is -- ultimately, I think the
18 plan is -- a switch to you picking AR up at the family
19 home, rather than at school, to try to break the link
20 between non-attendance at school and therefore missing
21 your sessions?

22 A. Yes, that's correct.

23 Q. LCC000715. We can see you then putting that into effect
24 via Alphonse R, and saying:
25 "I will be able to meet AR on a Monday, 1 until 2

218

1 "[AR] has started to work with the TYS team however
2 there has been drift in relation to this action."
3 Do you think that's fair?

4 A. I think there were some challenges in implementing the
5 plan and there was an alteration made to the plan with
6 some clear timelines attached to that. So I think
7 "drift" is unexplained gaps in the delivery of a plan.
8 The gaps in the delivery were explained so, therefore,
9 no, I wouldn't have personally clarified that as drift.

10 Q. I think you did then resume your sessions with AR on
11 10 January. Again, you've set them all out in your
12 statement and I'm not going to go through them all one
13 by one.
14 At the January TAF, which you didn't attend -- sir,
15 LCC000137 -- again, AR gives his view of the sessions
16 and says that the one the previous day had just been
17 another get to know you session. Again, does that
18 reflect perhaps some of the challenges of a lengthy gap
19 between sessions taking place?

20 A. I mean, potentially, yes. I think there's also
21 an argument to be said that, sometimes, there is
22 an individual accessing and receiving support. Some of
23 the impact of that support might not be fully understood
24 immediately.

25 Q. I see. Also at that meeting, there appears to be

220

1 a decision taken that AR's case will close to Children
2 and Family Wellbeing after your six sessions, ie the six
3 from the 10 January onwards, have finished. This is
4 after session one of six. Was that a decision you were
5 aware of?

6 **A.** Not at the time, at least.

7 **Q.** Do you think it would be appropriate to make that call
8 that, at the end of those six sessions, we're going to
9 step the service away from Children and Family
10 Wellbeing, this is the only thing left?

11 **A.** Yes, I think if the action plan has been completed and
12 there are no new needs identified that would require any
13 further actions to be added to that plan, then ending
14 the episode at the end of the outstanding task would
15 have been appropriate.

16 **Q.** Paragraphs 93 to 94 of your statement, you go through
17 some more of the sessions. Is it fair to say that, as
18 you worked through these six sessions, his level of
19 engagement started to drop rather. He was reluctant to
20 engage in session 4 and I think he didn't engage at all
21 in session 5, he didn't attend?

22 **A.** Obviously, I don't have that session detail on my screen
23 but I believe that session 4 may have been this session
24 where AR had come to meet with me immediately following
25 another professional engagement and, therefore, may well
221

1 that AR is starting to show an interest in community
2 based activities, for example the youth group. I think
3 if we zoom out slightly and look up the page, in the
4 "parent/carer's thoughts and feelings" -- and if we
5 could have the box above that as well -- his parents:
6 "... both reported that [AR] enjoys attending the
7 Meols Cop youth group ..."

8 That, I think, was one of the activities that you
9 had been carrying out with him:

10 "... but hadn't attended this week as he wasn't
11 ready."

12 Again, there was a degree of engagement starting
13 perhaps to tail off; is that fair?

14 **A.** Yes, potentially.

15 **Q.** By this point, it's also clear, we can see, from the
16 actions just on the bottom of that page, that the
17 transition process to Presfield is likely to take place
18 at some point. The date for that, I think, was unclear
19 at that stage. Quite likely, that's going to be
20 a significant adjustment for AR; is that fair?

21 **A.** Yes.

22 **Q.** Could we have LCC000151. Mr Coughlan, this is the final
23 Radar that you conducted with AR on 21 February 2022.
24 If we could go to page 2, please, and, if need be, if it
25 can be rotated, thank you. I'm not going to go through
223

1 have felt fatigued by professional involvement on that
2 day, so I think that would be a reasonable explanation
3 why the engagement may have been harder to have and, in
4 the fifth session, unfortunately, I don't have the
5 detail to be able to form an opinion.

6 **Q.** As a pattern though, less engagement in session 4,
7 although he does engage, no engagement in session 5. Is
8 that not a concerning pattern?

9 **A.** I think, with the benefit of hindsight, yes.

10 **Q.** One thing that you say in your statement at paragraph 90
11 on page 15, when dealing with session 4 is:
12 "[AR] is reporting positive aspirations for change,
13 however he is currently managing his parents and,
14 therefore, this is resulting in missed education
15 opportunities."

16 What did you mean by him managing his parents?

17 **A.** I mean, I think from having reflected on the evidence
18 available, there is definite reference to things like
19 his routine, staying up late, therefore oversleeping and
20 not attending school. I think it was around his
21 behaviours not being appropriately challenged.

22 **Q.** If we could have LCC000144, please, this is the TAF
23 notes from 10 February, which you did attend. Page 2,
24 please.
25 In the summary of progress, you see it's positive
222

1 all of it, I just want to pick up some detail from the
2 bottom right-hand corner about "My online world":
3 "Rarely use Instagram, to look at people I know
4 Stories. Don't speak to people at all online, just
5 watch YouTube, would know what to do if something went
6 wrong."

7 It gives a positive picture of his online behaviour.
8 Those who are very quick might have spotted it was
9 scored as a 6, the top mark on the Radar chart on
10 page 1. Is that an accurate summary of what he has told
11 you there about his online activity and behaviour?

12 **A.** Yes.

13 **Q.** We know that, by that point, AR had downloaded
14 an Al-Qaeda training manual, in August/September 2021,
15 and was engaging in purchasing the constituent parts of
16 the biological weapon, ricin, online. He was, quite
17 simply, pulling the wool over your eyes here, wasn't he?

18 **A.** It appears so, yes.

19 **Q.** If you'd been aware of previous concerns over his
20 internet use and perhaps also the concerns around
21 extremist views in October 2021, do you think you might
22 have pushed back a little on this?

23 **A.** Potentially, yes.

24 **Q.** We also know that on 17 March, so about three weeks
25 later, AR was expressing serious concerns to
224

1 professionals about his social media usage in the
 2 context of believing that, if he committed a serious
 3 criminal offence, the police would be able to delete his
 4 social media accounts. Given that, it can't simply be
 5 taken as read that he was just going to lie to you
 6 whatever you tried to push back with; is that fair? He
 7 was willing to talk about it in certain circumstances?
 8 **A.** Yes, potentially.
 9 **Q.** We then have the TAF on 11 March, LCC000153. In your
 10 witness statement at page 104, you say you attended this
 11 TAF; do you remember doing that now?
 12 **A.** I don't specifically remember attending.
 13 **Q.** If we could look to page 2, please. I ask because you
 14 are marked down as not having attended. Do you think
 15 you may have been mistaken when you say in your witness
 16 statement you attended the TAF on 11 March?
 17 **A.** Potentially, yes.
 18 **Q.** Dealing with it relatively briefly then, at this
 19 meeting, the proposal was that, because you had done
 20 your six sessions, the case was to close to CFW, whereas
 21 Alphonse R was resistant to closure and keen for support
 22 to remain in place while AR transitioned to Presfield
 23 and, indeed, the transition to Presfield had come
 24 forward rather in time, so was going to be taking place
 25 in the near future.

225

1 open with myself.
 2 **Q.** What was your impression of him as a teenager/youth?
 3 **A.** I mean, it's difficult to say in light of the events
 4 that have happened since but, at that time, a young
 5 person who was struggling with their engagement with
 6 their peers and needed to develop their confidence in
 7 engaging with their peers, not dissimilar to a number of
 8 young people.
 9 **Q.** You have made very clear in your statement that, at no
 10 stage in your dealings with him, did you identify any
 11 concerns in respect of risk he posed to others?
 12 **A.** That's correct.
 13 **Q.** Given what we now know about his internet usage, and
 14 I have touched on some of that, and the fact that from
 15 January 2022 onwards he was starting to try to stockpile
 16 a variety of weapons, do you think it's fair to say that
 17 you were, frankly, entirely wrong in your assessment of
 18 him?
 19 **A.** Yes, I think there's a voluntary nature to the work,
 20 with limited scope to act without the consent of the
 21 individual. Had information come to -- been disclosed
 22 to me where I felt the individual was a risk to
 23 themselves or others, I would have taken the appropriate
 24 steps but, as I was not garnished with that information,
 25 I acted within the role and remit of my role.

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1 It appears that at that TAF, if you look at the next
 2 page -- sorry, LCC000320, page 2. If we could have the
 3 "Friends, relationship and support box" expanded,
 4 please. This is the closure report for CFW produced
 5 after that TAF meeting:
 6 "[AR] has engaged with Targeted Youth Support and
 7 identified a youth group to attend on a weekly basis
 8 during term time. However, has now stated he no longer
 9 wants to attend as finds it boring."
 10 Again, continuing the pattern of engagement dropping
 11 away?
 12 **A.** Appears so.
 13 **Q.** To some extent, Mr Coughlan, I have to suggest that the
 14 cornerstone of what you thought you had achieved with
 15 him, namely, introducing him to a youth group that would
 16 help with his social isolation, appears simply to have
 17 been removed by AR at the earliest opportunity?
 18 **A.** It appears so, yes.
 19 **Q.** Before I come to the second period of your involvement
 20 with AR, can I just invite your reflection on this
 21 relatively sustained period of contact. I think you had
 22 seven one-to-one sessions with AR over a period of just
 23 over three months. How well do you think you'd got to
 24 know him?
 25 **A.** At the time I feel that AR had engaged well and been

226

1 **Q.** You would perhaps have been in a better position to spot
 2 any indicators -- I'm not suggesting that there were
 3 any -- had you been better informed about the case from
 4 the outset; is that fair?
 5 **A.** Yes, however, I would also expect that any significant
 6 key points would have been brought to my attention,
 7 rather than me needing to go and dig through a historic
 8 record set.
 9 **Q.** It may be that there was an issue as to how the notes
 10 are presented and how key information is recorded on
 11 them. Would it be fair to observe this though, that one
 12 way in which that information is going to be brought to
 13 you is in the context of the TAF meetings, in the course
 14 of your engagement between November and March, if it's
 15 right you didn't attend the March one, you attended one
 16 of those TAF meetings, and didn't provide a written
 17 report to those that you were not in attendance at?
 18 **A.** Yes.
 19 **Q.** Again, do you think that that was a sufficient
 20 engagement in the multi-agency work around AR by you?
 21 **A.** I mean, I recognise that it would have been beneficial
 22 to be in attendance at all TAF meetings. There are
 23 a number of factors that have to align when somebody is
 24 being asked to attend a meeting, whilst also undertaking
 25 the various other activities of their role.

228

1 Q. Is that a resourcing question then?
 2 A. I think it may be more a communication issue.
 3 Q. All right. Can we touch very briefly then on the second
 4 period in which you had some involvement with AR, over
 5 a year later, in June 2023. You deal with this in
 6 paragraph 108 of your witness statement.
 7 Setting the context, the transition to Presfield
 8 that had been on the horizon at the end of your last
 9 involvement had, in effect, failed. AR had not been to
 10 school for a considerable period of time. You would, of
 11 course, have come to this with some recollection of your
 12 previous work with AR?
 13 A. That's correct, yes.
 14 Q. Can we take it that you adopted your usual practice
 15 though of not obtaining information from any of the
 16 records that may have been available in the meantime?
 17 A. Yes, that's correct.
 18 Q. You wouldn't, therefore, have been aware of the incident
 19 on 17 March 2022, just after the case last closed, when
 20 AR was found with a knife on a bus, told police he had
 21 it in order to stab someone and also made comments about
 22 poison?
 23 A. That's correct.
 24 Q. I think you tried to engage with AR on a number of
 25 occasions, the plan now being specifically to explore

229

1 once she returns to work. From your perspective, was
 2 that ever taken forward?
 3 A. No, it wasn't.
 4 Q. You've set out in your statement some overall
 5 observations on the case and on improvements since, in
 6 the Targeted Youth Support team. We're grateful for
 7 those and they stand as part of your evidence. One
 8 feature, though, of today's evidence has been the impact
 9 of you not having all of the necessary information to
 10 properly inform your work; do you agree with that?
 11 A. Yes, I'd agree.
 12 Q. In your statement you, and indeed at the start of your
 13 evidence today, you set out a position, really, of
 14 defending that as an approach, that it was the right
 15 thing to do simply to obtain information as and when it
 16 comes to you, primarily from the child that you are
 17 working with. Would you agree that that approach badly
 18 let you down in this case?
 19 A. I think -- I have to agree with that, however, what
 20 I would also point out is that, within the content
 21 management system that LCC use, there is a mechanism in
 22 which any notes that you wish an individual who may not
 23 be the lead professional to be made specifically aware
 24 of, they can be tagged into that note and that would
 25 drop into their home tray, which would then indicate

231

1 coping skills around anxiety?
 2 A. Yes, that's correct.
 3 Q. On each occasion, AR made it clear he did not want to
 4 engage with you. I think on one occasion he went so far
 5 as to ask his mother how to say "I don't want it", in
 6 her mother tongue?
 7 A. Yes, that's correct.
 8 Q. After two failed sessions, you formed the view that,
 9 really, this was not work that you were going to be able
 10 to do?
 11 A. I think I expressed the challenge in engagement and we
 12 agreed to put together a letter that would be sent to AR
 13 to put the choice of engagement.
 14 Q. We've got that letter at LCC000423. I think that's
 15 ultimately sent on 17 July. There's, perhaps, a little
 16 bit of delay while it's approved by your manager but we
 17 can see that it effectively says, "I haven't been able
 18 to reach you directly at the sessions on 8 June and
 19 15 June but, if you want support here, it's available to
 20 you".
 21 A. That's correct.
 22 Q. Never any responses to that letter?
 23 A. That's correct.
 24 Q. You do suggest, in the last substantive paragraph of
 25 that, possibly a joint home visit with Sharon Barrett

230

1 that there was something of significance for them to
 2 read.
 3 Q. Is that a system that is regularly used within LCC,
 4 tagging people in notes to draw them to their attention?
 5 A. To my knowledge, yes.
 6 Q. But it did not occur at all in this case?
 7 A. No.
 8 **MR GOSS:** Mr Coughlan, those are my questions. There are
 9 some more from my left.
 10 **Questioned by MR CHAPMAN**
 11 **SIR ADRIAN FULFORD:** Yes.
 12 **MR CHAPMAN:** Mr Coughlan, you set out your qualifications in
 13 your statement and I think I'm right in saying you have
 14 a degree in community youth studies --
 15 A. That's correct, yes.
 16 Q. -- a qualification from the Institute of Leadership and
 17 Management?
 18 A. That's correct.
 19 Q. You've had regular professional development over the
 20 years.
 21 A. Yes, that's correct.
 22 Q. You've worked as a youth worker for a number of years --
 23 A. Correct.
 24 Q. -- including as a professional youth worker?
 25 A. Correct.

232

- 1 Q. Shortly after your involvement with AR, you became
2 a team leader?
3 A. Yes, that's correct.
4 Q. Were you trained not to review the notes?
5 A. To my knowledge, at the time and still at this time,
6 there is no policy that says that we should review and
7 undertake an audit of a case prior activity, prior to
8 becoming involved. We had a manager who has since
9 passed but was very clear regarding not going and
10 looking for things that we didn't have a need to go and
11 look for. So there was, in a sense, a culture of not
12 going back and doing a deep dive or an audit of prior
13 involvements.
14 Q. So the idea came from a professional manager, did you
15 say?
16 A. Yes.
17 Q. So it wasn't entirely personal to you?
18 A. No, I feel that that was definitely a message that was
19 delivered across at least the service area of West
20 Lancashire.
21 Q. So you say this is an idea across the entire service of
22 West Lancashire?
23 A. To my knowledge, yes.
24 Q. As team leader, I suppose sometimes your team would ask
25 you for advice and that's the advice you would give?

233

- 1 A. I don't know.
2 Q. Consider this, if, in addition, to a conduct disorder,
3 you had appreciated that he had a fascination with
4 violence, would that have altered your approach?
5 A. Potentially.
6 Q. If, in addition, that he had a lack of empathy, would
7 that have altered your approach?
8 A. Again, I don't know.
9 Q. If, in addition, you were told that he had high
10 intelligence, would that have altered your approach?
11 A. Not to my knowledge.
12 Q. If all those things together should be regarded as
13 a potentially toxic combination, would that have altered
14 your approach?
15 A. I think for -- to be minded that the request for -- of
16 what I was asked to be involved with and that there were
17 mental health practitioners and other agencies who were
18 involved in providing that support, I would expect that
19 guidance and judgement to have come from some of those
20 other agencies.
21 Q. But this was information that you really needed to know
22 for your own safety, if nothing else; isn't that right?
23 A. What I can say is, at the time of any direct work with
24 AR, I never felt to be personally at risk.
25 Q. But you were mistaken about that, weren't you?

235

- 1 A. No, since the involvement in this episode, practice has
2 changed significantly and, as part of the -- any sort of
3 request for Targeted Youth Support involvement,
4 I specifically ask a number of questions to make sure
5 that any concerns regarding neglect, Prevent,
6 exploitation or -- I can't remember what the fourth one
7 is off the top of my head, I do apologise. I ask --
8 create a care profile.
9 Q. Can I pause you there because you became team leader in
10 April 2024 which was before the attack, yes?
11 A. That's correct, yes.
12 Q. This Inquiry didn't get started until some time in 2025,
13 and yet your evidence today was, when you were first
14 asked about this, that your view was it was all about
15 building rapport, that's why you didn't look at the
16 notes?
17 A. Yes.
18 Q. New topic. I think you were aware that AR had
19 a diagnosis of autism; is that right?
20 A. Yes.
21 Q. You didn't look at the notes, so somebody must have told
22 you that; is that right?
23 A. I can assume so, yes.
24 Q. Would it have altered your engagement with AR, if you
25 had known in addition that he had a conduct disorder?

234

- 1 A. I recognise that the acts that AR then went on to
2 perpetrate demonstrate that he was a risk to others.
3 I would still argue that there was never any evidence of
4 risk to myself.
5 Q. If you had known all that you would have frankly have to
6 say to myself, "I'm out of my depth, I need to pass this
7 back up"?
8 A. Potentially, yes.
9 **SIR ADRIAN FULFORD:** Thank you very much, Mr Chapman.
10 Thank you Mr Coughlan, you are now free to go.
11 **THE WITNESS:** Thank you very much.
12 **MR GOSS:** Sir, being mindful of the time and also the fact
13 that we've been going for 90 minutes, there is one more
14 witness today who I'm confident will take around 30
15 minutes to conclude but we are very much in your hands
16 as to whether we continue to press on or whether we
17 simply trim our sails for tomorrow.
18 **SIR ADRIAN FULFORD:** I think there's quite a full day for
19 tomorrow.
20 **MR GOSS:** There is, sir.
21 **SIR ADRIAN FULFORD:** Well, then, I think what we should do,
22 it's now 4.55 pm is take a five-minute break now for the
23 stenographer and sit again at 5.00 and see if we can
24 conclude this witness.
25 **MR GOSS:** I'm grateful, sir.

236

1 **SIR ADRIAN FULFORD:** I'll rise and I will be back in five
 2 minutes.
 3 **(4.58 pm)**
 4 **(A short break)**
 5 **(5.03 pm)**
 6 **SIR ADRIAN FULFORD:** Would you mind standing again for
 7 a moment.
 8 **AMANDA CHAPMAN (affirmed)**
 9 **Questioned by MR GOSS**
 10 **SIR ADRIAN FULFORD:** Please have a seat. Can I ask you to
 11 try and keep your voice up a bit more than that because,
 12 although there are two microphones, otherwise your words
 13 will get lost.
 14 Yes, Mr Goss.
 15 **MR GOSS:** May it please you, sir.
 16 Could you give your full name, please?
 17 **A.** Amanda Jane Chapman.
 18 **Q.** Could we have LCC001857 on screen, please. Is that your
 19 witness statement for the Inquiry?
 20 **A.** It is, yes.
 21 **Q.** You have signed that on -- in fact, I think we have
 22 an unsigned version here on page 9. But that is true to
 23 the best of your knowledge and belief?
 24 **A.** It is, yes.
 25 **Q.** From March 2021, you were a Missing from Home support
 237

1 **Q.** You knew what your job involved and how to do it?
 2 **A.** Yes.
 3 **Q.** Your job involved conducting return home interviews for
 4 children who had returned from being missing?
 5 **A.** Yes.
 6 **Q.** Was that all it involved, essentially?
 7 **A.** No.
 8 **Q.** What else was part of your role?
 9 **A.** Referring -- doing analysis and referring.
 10 **Q.** So conduct the return home interview?
 11 **A.** Yes.
 12 **Q.** Would then do the analysis and any referrals that were
 13 necessary?
 14 **A.** Yes.
 15 **Q.** Thank you.
 16 The Missing from Home team that you were part of
 17 sat, I think, within the overall Children's Social Care
 18 Department in LCC?
 19 **A.** Yes.
 20 **Q.** But it was a separate and stand-alone team. We've
 21 heard, for example, about the Duty and Assessment Team
 22 or the Child Protection teams. It was separate from
 23 those?
 24 **A.** Yes.
 25 **Q.** How many people were there in the team?
 239

1 worker for Lancashire County Council?
 2 **A.** Yes.
 3 **Q.** You have a level 3 NVQ in Children and Young People and
 4 had previously worked in children's homes for 18 years
 5 up to deputy manager level?
 6 **A.** Yes.
 7 **Q.** You would therefore have been experienced in dealing
 8 with children with a range of needs, including, no
 9 doubt, mental health difficulties?
 10 **A.** Yes.
 11 **Q.** Neurodivergence?
 12 **A.** Yes.
 13 **Q.** And involvement in the Criminal Justice System?
 14 **A.** Minimal.
 15 **Q.** Minimal, thank you.
 16 You would, I imagine, be aware that what children
 17 say to you cannot always be taken at face value based on
 18 that experience?
 19 **A.** Absolutely.
 20 **Q.** When you became a Missing from Home support worker, you
 21 say at paragraph 5 that you received training specific
 22 to your role online, had access to the relevant guidance
 23 and policies, and you felt that the training was
 24 excellent?
 25 **A.** Yes.
 238

1 **A.** There should have been about eight, but most of the time
 2 four or five.
 3 **Q.** In terms of case load, you tell us in paragraphs 13 to
 4 15 that you were handling something like eight return
 5 home interviews a day.
 6 **A.** Yes.
 7 **Q.** Particularly where they were face-to-face interviews,
 8 that would also involve of course travelling across
 9 a wide area?
 10 **A.** Yes.
 11 **Q.** You tell us that you think the realistic burden would
 12 have been two to three a day.
 13 **A.** Yes.
 14 **Q.** Do you think your team was adequately resourced to let
 15 you carry out a realistic number of RHIs a day?
 16 **A.** Not at all, no.
 17 **Q.** You tell us that you would receive notifications about
 18 missing children from the police. Would they come
 19 direct from the police or would they come from the MASH?
 20 **A.** They would come to myself from my manager.
 21 **Q.** Do you know where she got them from?
 22 **A.** Direct from the police.
 23 **Q.** Direct from the police, thank you.
 24 Referrals when they came in were graded red, amber
 25 or green. Can you help us at all on what the different
 240

1 levels were. They are clearly levels of priority or
 2 risk or significance, but what did they equate to?
 3 **A.** Yes, red RAG rated was -- that to conduct a face-to-face
 4 interview.
 5 **Q.** Do you know why an interview -- why a case would be red
 6 RAG rated?
 7 **A.** Risk, all down to risk.
 8 **Q.** All right. Now, you tell us that the majority were
 9 graded red?
 10 **A.** Yes.
 11 **Q.** It is perhaps not the most helpful grading system if
 12 everything gets the most serious rating.
 13 **A.** No.
 14 **Q.** And I think where you have a red RAG rated case, you
 15 would make arrangements to conduct a face-to-face return
 16 home interview within 72 hours?
 17 **A.** Yes.
 18 **Q.** What sort of issues would you be looking to explore in
 19 that interview?
 20 **A.** Whatever comes through on the allocation. You know, it
 21 could be a number of things but you would just explore
 22 what's on the allocation.
 23 **Q.** I think it is right that there was a statutory
 24 obligation to conduct these interviews but the thinking
 25 behind it is, where a child has gone missing, there is

241

1 **A.** Yes.
 2 **Q.** What would you do with that pro forma once you had typed
 3 your notes up?
 4 **A.** If it was a young person that was an unopened case and
 5 I felt that I needed -- they needed support, I would
 6 then send over to my manager and I would do a referral
 7 but also my manager would know about me doing
 8 a referral. If they are an opened case and they have
 9 a social worker, then I would -- with the form, I would
 10 then send it to police and health.
 11 **Q.** Would you also send it to the social worker for the open
 12 case?
 13 **A.** Not all the time. If there was something that I needed
 14 to flag up or that I felt that the social worker needed
 15 to know information, yes.
 16 **Q.** Can we come then to March 2022 and, Ms Chapman, I do not
 17 want to pry but I think in early 2022 you were in the
 18 middle of a period of quite significant personal
 19 challenge?
 20 **A.** Yes.
 21 **Q.** Can we take it that you think this was affecting your
 22 work in March 2022?
 23 **A.** Yes.
 24 **Q.** I want to see if we can identify what material you would
 25 have received about AR's case when it was allocated to

243

1 something that needs to be explored, some risk or
 2 need --
 3 **A.** Yeah.
 4 **Q.** -- that needs to be identified and addressed; is that
 5 fair?
 6 **A.** It is, yes.
 7 **Q.** How long would these interviews typically take?
 8 **A.** They could take ten minutes, they could take an hour,
 9 two hours.
 10 **Q.** Do you think that when you conducted these interviews
 11 you typically had the time, given the number you were
 12 trying to get through, or the information, given that
 13 some of these might be very complicated cases with long
 14 histories to really explore the issues underlying why
 15 someone had gone missing?
 16 **A.** No, not at all.
 17 **Q.** Could you tell us about your process for taking notes of
 18 these interviews.
 19 **A.** I would -- some people would take their laptop and type
 20 as they went along. I felt to make the young people
 21 more comfortable, I just used to take bullet points and
 22 notes and then type up.
 23 **Q.** And I think those notes would then be translated into
 24 a return home pro forma, and we will look at an example
 25 later.

242

1 you. Could we have LCC000157, please.
 2 We know, Ms Chapman, from other evidence before the
 3 Inquiry that after AR went missing and was found on
 4 a bus by police, a PC Rhodes put a police safeguarding
 5 referral into the council. And we can see here in the
 6 bottom third of the page, this is PC Rhode's -- or the
 7 record of how PC Rhode's referral was handled. Do you
 8 see that?
 9 **A.** Yes.
 10 **Q.** If we can look to page 5 and the actions taken, what we
 11 see here is that on 21 March there were a number of
 12 calls to AR's mother which did not receive a response
 13 and then, on the next page, in the green text:
 14 "We have a decision to close the case on 22 March."
 15 It says:
 16 "It has not been possible to make contact with
 17 mother to discuss support."
 18 As we will come to, that doesn't tally with your
 19 experience because you, in fact, met AR's mother when
 20 you conducted a return home interview?
 21 **A.** Yes.
 22 **Q.** This is the referral, Ms Chapman. You were asked in
 23 your Rule 9 request about any knowledge of AR having
 24 discussed poison and you say in your witness statement
 25 that that was -- you have no recollection of being aware

244

1 of that and you think it was something that would have
 2 stuck in your mind?
 3 **A.** Yes, absolutely.
 4 **Q.** This is the referral that makes reference to that. Does
 5 it follow then that you don't think that you were ever
 6 aware of the contents of this?
 7 **A.** No. Whatever came through to me on the referral.
 8 **Q.** And -- sorry, go on.
 9 **A.** Sorry. I didn't see -- to the best of my knowledge,
 10 I didn't see anything about making poison because that
 11 would have stood out.
 12 **Q.** And that tallies, doesn't it, with what we see here of
 13 the case being closed -- in fact, 11/11/on 22 March
 14 would have been just about the same time as you were
 15 conducting a return home interview?
 16 **A.** Yes.
 17 **Q.** Thank you. We can put that to one side then.
 18 Can we have LANC000010, please. Also on 17 March,
 19 PC Fairclough, when AR had first been reported missing,
 20 made a Missing from Home notification. Was this the
 21 sort of thing that you received?
 22 **A.** No.
 23 **Q.** Can I just invite attention, if we can go to page 2 of
 24 this, to date/time/found, 17 March 2022, 11.14. We
 25 know, in fact, that that's wrong. That was the
 245

1 **Q.** And I think, in similar vein, it wasn't normal practice
 2 for you to contact other teams who might have had prior
 3 contact with a child, either open to them at that time
 4 or very recently open to them?
 5 **A.** No.
 6 **Q.** And you didn't do so in this case?
 7 **A.** No.
 8 **Q.** Would it be helpful if -- well, first question: in
 9 hindsight, do you think this was an effective system for
 10 identifying risks that might emerge from a missing child
 11 episode?
 12 **A.** No, not at all.
 13 **Q.** Would it be helpful if the system of notes had a way of
 14 rapidly identifying key information about a child,
 15 warning markers, recent history, and so on?
 16 **A.** Yes.
 17 **Q.** You very candidly set out from paragraph 38 of your
 18 witness statement what you didn't know. You didn't know
 19 he had been excluded from mainstream schooling in
 20 October 2019 for taking a knife to school; you didn't
 21 know about an assault on another pupil in December 2019
 22 with a hockey stick and while in possession of a knife
 23 or that he had been convicted for that; you didn't know
 24 about three previous Prevent referrals.
 25 We have covered poison, which you don't recall being
 247

1 approximate time he was reported missing. He was found
 2 by the police at around 3.00 pm. But can you just hold
 3 that time for a moment. Keep a mental finger in it.
 4 Could we try LANC000083, please. This is another
 5 document associated with PC Fairclough's Missing from
 6 Home notification. Does this look like the sort of
 7 document you might have received?
 8 **A.** No.
 9 **Q.** LANC000091. Again, is this the sort of thing you might
 10 have received?
 11 **A.** No.
 12 **Q.** LANC000082. This is essentially the same information as
 13 on the one that I asked you to keep a mental note in.
 14 Again, does this look like the sort of thing that you
 15 might have received?
 16 **A.** No.
 17 **Q.** All right. What you think you knew was AR had gone
 18 missing and been found, and you recall that he had been
 19 found on a bus with a knife?
 20 **A.** Yes.
 21 **Q.** It wasn't normal practice for you to review records on
 22 Liquidlogic about a child before conducting a return
 23 home interview and you didn't do so in this case?
 24 **A.** I didn't do so in this case. Ideally, it would be good
 25 to have had the time to do.
 246

1 aware of and think you would have recalled and you can't
 2 say if you knew that he'd been closed to Children and
 3 Family Wellbeing just three days earlier?
 4 **A.** Yes, no.
 5 **Q.** It would have been helpful for you to have known about
 6 all of those things, some of which were extremely
 7 recent, before you met AR, wouldn't it?
 8 **A.** It would and I certainly look back and think there's no
 9 way I'd have put myself at risk doing a return home
 10 interview, alone working. I would have called
 11 a colleague.
 12 **Q.** I don't say this to be critical of you, Ms Chapman: you
 13 were put in an extraordinarily poor position to conduct
 14 an effective return home interview, weren't you?
 15 **A.** Yes.
 16 **Q.** The case was allocated to you by your line manager,
 17 Ms Lacey, on 17 March and I think, on Monday, 21 March,
 18 the weekend obviously intervening --
 19 **A.** Yes.
 20 **Q.** -- you tried to get hold of AR's parents to arrange
 21 a face-to-face interview, initially unsuccessful, but
 22 able then to book it for 10.00 the next day?
 23 **A.** Yes.
 24 **Q.** You have set out your recollection of AR's behaviour and
 25 demeanour in his interview at paragraphs 42 and 43.
 248

1 Could we have that on screen. LCC001857 at page 7.
 2 While that's coming up, do you have your own recall
 3 of this interview or are you wholly dependent on the
 4 notes that you took at the time?
 5 **A.** I do recall, yes, going in and feeling that he wouldn't
 6 speak. So, as I remember, I'd said to him, would it
 7 help -- he seemed to be -- would it help if I could
 8 speak to him alone? And I think he said he would rather
 9 that and then I think that's when mum went upstairs.
 10 **Q.** All right. Can we have a look then at your notes. That
 11 may help a little. This is the return home interview
 12 pro forma, LCC000159.
 13 Can we first of all look at the top half of that
 14 page. There's some basic details: name, address, date
 15 of birth, and so on.
 16 Do you recall I asked you to put a mental note in
 17 that time returned 11.14? Do you see we see the same
 18 time here on this return home interview pro forma?
 19 **A.** Yes.
 20 **Q.** Do you think that might make it more likely that, at the
 21 very least, the information from that document we looked
 22 at is what you would have had available to you prior to
 23 this interview?
 24 **A.** Yes.
 25 **Q.** If we could look then to page 2. This is your typing up
 249

1 "What you were arguing about?"
 2 "Can't remember but my social media accounts,
 3 I don't have them, but I argued the police could look at
 4 them. Why would the police look at them? They can if
 5 you've done something. Have you done something? No,
 6 but they could look if I had. I argued about this to my
 7 mum. What made you go? I just got angry."
 8 Did this make any sense to you?
 9 **A.** No.
 10 **Q.** Was it something worth further exploration about the
 11 internet and social media usage here?
 12 **A.** Yes.
 13 **Q.** Or indeed about his concern that there might be
 14 something the police would be interested in on his
 15 social media accounts?
 16 **A.** A lot of the young people you're going out to see when
 17 they've been missing from home, this wouldn't be
 18 unusual.
 19 **Q.** One thing that might be unusual about it -- and tell me
 20 if this is wrong -- is that even on its own terms, it
 21 makes no sense because he is saying "I don't have
 22 accounts, the police could look at them if I had done
 23 something wrong, but I haven't done anything wrong so
 24 they can't look at the accounts that I don't have". Do
 25 you follow?

251

1 of the handwritten notes you would have made at the
 2 time. We don't have the handwritten notes. You would
 3 have done it shortly after the interview?
 4 **A.** It would have depended on my workload.
 5 **Q.** Okay. The text in bold, is that intended to be direct
 6 quotes?
 7 **A.** Yes.
 8 **Q.** "When I arrived, Mum let me in and [AR] was sitting in
 9 the lounge. I asked what had happened, and why he had
 10 been reported missing. AR would not talk and a while
 11 later said to me if she [Mum] leaves the room, I will
 12 talk."
 13 Your recollection is that you suggested "shall we
 14 talk alone".
 15 **A.** Yes.
 16 **Q.** It may be that that came from AR?
 17 **A.** Yes, possibly, yes.
 18 **Q.** Was that quite common in these situations, that a child
 19 doesn't want to talk in front of their parents?
 20 **A.** Yes.
 21 **Q.** Then, in terms of why he left, in direct text or direct
 22 quotes, you say:
 23 "I just went. Basically my psychologist and me were
 24 talking and I had argued with my mum."
 25 You asked:
 250

1 **A.** Yes.
 2 **Q.** It is a very confused account that he has given?
 3 **A.** Yes.
 4 **Q.** Was that something that perhaps should have been probed
 5 a little further to try to understand?
 6 **A.** Absolutely.
 7 **Q.** You asked him directly:
 8 "Did you have anything on you that could have been
 9 a weapon?"
 10 Would that have been informed by your knowledge that
 11 he had been found with a knife on the bus?
 12 **A.** Yes.
 13 **Q.** He says, "No."
 14 That was therefore in direct contradiction to
 15 information that you knew to be true?
 16 **A.** Yes.
 17 **Q.** It was a quite obvious lie?
 18 **A.** Yes.
 19 **Q.** And one that demanded further exploration, wasn't it?
 20 **A.** Absolutely.
 21 **Q.** You accepted it at face value and I think you accept
 22 that that really wasn't good enough.
 23 **A.** Yes.
 24 **Q.** The remainder of your questions get quite limited
 25 answers:
 252

1 "What did you do when you left? I walked around and
2 then I tried to get on the bus but I didn't have money,
3 so the police were called and I came home. Where were
4 you going to on the bus? I don't know, anywhere. Why?
5 Just wanted to."

6 Then asked why you were missing:

7 "Just walked around here, didn't see anybody."

8 Then likewise at the bottom of the page:

9 "Who were you with? On my own. What made you
10 return home? Police brought me back."

11 You are getting quite short, undeveloped answers?

12 **A.** I think reading this, it looks like there was engagement
13 but there wasn't engagement. This was very hard to get
14 out of him, what I did get out of him.

15 **Q.** That's helpful. Thank you. At the bottom of page 3,
16 you say:

17 "A discussion was had around the risks associated
18 with going missing and exploitation. We also talked
19 about the risks around safety when being unaccompanied
20 in the community. AR appeared to understand."

21 Conducting eight or so of these interviews a day,
22 you presumably got quite practised at discussing and
23 telling young people about the risks involved with going
24 missing?

25 **A.** Yes.

253

1 wrote this?

2 **A.** Initially, yes, that's what I said. I kind of looked at
3 it when it was shown to me and then, since discussing
4 it, then I feel I've copied and pasted it.

5 **Q.** Okay.

6 **A.** I feel that's possibly come through -- it's not helpful
7 because I'd like to see what was sent to me on the --
8 you know, from my manager and I feel that this is
9 possibly what was sent on it, that he was on the bus
10 with a knife but then that was with it.

11 **Q.** So you think that may have been something that you put
12 into the form, not based on information that you had
13 gained from the return home interview but on information
14 that was in the referral that you received?

15 **A.** Yes.

16 **Q.** All right, thank you.

17 The other boxes on the form, do you think you
18 entered those, again, as a result of what you did in the
19 interview?

20 **A.** Yes.

21 **Q.** In your statement, you say that you didn't discuss the
22 case with AR's mother at all, paragraph 44. If it is
23 right you wrote the bottom box, which seems likely, then
24 in fact there was some discussion:

25 "Discussed the missing episode with mum and she

255

1 **Q.** Do you think this was a discussion, or was this you
2 telling him and him seeming to understand but not really
3 engaging with it?

4 **A.** It says a discussion but it wasn't a discussion. Really
5 it was me just explaining, yes.

6 **Q.** When it says he "appeared to understand", do you
7 remember if he gave any verbal indication of that or if
8 he nodded or if he just seemed to be listening?

9 **A.** I remember -- at the end I do remember him just not
10 engaging at all, just probably nodding.

11 **Q.** Then top of page 4. He says:

12 "I'm happy at home, it was just an argument. I had
13 a talk with the police and won't go again."

14 Then:

15 "No other issues raised".

16 Do you think he was basically just trying to shut
17 this line of enquiry down?

18 **A.** Yes.

19 **Q.** Is that something that you should have been alert to,
20 that as a sign of risk, a young person who doesn't want
21 to talk about the issues and the reasons why they may
22 have gone missing?

23 **A.** Yes.

24 **Q.** Can we look to the next page, page 5: "Recommendations."
25 We see this is in a different font. You don't think you

254

1 agreed she does not need any further support."

2 If she had said anything about contacting CAMHS or
3 GP, would you have recorded that there?

4 **A.** Yes.

5 **Q.** What about anything about knives and hiding them from
6 AR?

7 **A.** No, nothing was discussed.

8 **Q.** Nothing discussed about that because you would have
9 recorded it if there had been?

10 **A.** Yes.

11 **Q.** In your witness statement, Ms Chapman, you very candidly
12 accepted that this form is not good enough in terms of
13 the notes that it records and the information it records
14 and that you didn't interrogate AR enough or challenge
15 him more thoroughly.

16 We will come to the effect of what you didn't know
17 shortly but, even on the information you had, for
18 example that AR was found on the bus with a knife, you
19 didn't display enough professional curiosity or
20 challenge here, did you?

21 **A.** No, I didn't.

22 **Q.** And we can't say how AR might have responded had you
23 done so, but there were at least some threads there to
24 pull to try to enquire more deeply; is that fair?

25 **A.** Yes, that's fair.

256

1 Q. After the interview, you write the handwritten notes up
2 into this form. There is a record of this being
3 uploaded to Children's Social Care systems. I think we
4 have a couple of records, one that perhaps suggests
5 22 March, one that suggests 23 March, but relatively
6 soon after the interview.

7 A. Okay.

8 Q. Would that be your usual practice, within a day or so,
9 to have the notes written up and passed on to whoever
10 needed to receive them?

11 A. To try your best to, yes.

12 Q. One thing that those notes record -- and again, sir, for
13 your note, LCC002301, page 31 -- is that it was sent to
14 police and health. Would that be you sending that?

15 A. Yes.

16 Q. Do you know where it went to within the police, for
17 example?

18 A. No, I don't, I'm sorry.

19 Q. Health: I think you say you think it went to the GP?

20 A. We just had the two email addresses. One was the police
21 and one was the health.

22 Q. I see.

23 We have looked at the record. You recall the one
24 that mentioned poison that had the green text at the
25 end. That was how Lancashire was following up

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1 lacking critical information?

2 A. *(The witness nodded)*

3 Q. Had you had that information, do you think you would
4 have been more likely to press AR further on those
5 threads that you mentioned?

6 A. Conducting a joint visit, yes.

7 Q. A joint visit with who?

8 A. With another colleague, if I'd have read poison,
9 a knife, yes.

10 Q. Do you think you would have been more likely to
11 recommend that some follow up was required?

12 A. Absolutely.

13 Q. Is it fair to say this, that the combination of (1) the
14 lack of professional curiosity that you very candidly
15 accept, and (2) the fact that you were not given
16 anything like all of the information you needed, meant
17 that Lancashire County Council's opportunity to identify
18 any wider or more concerning issues out of this episode
19 of AR going missing was wholly lost?

20 A. Yes.

21 Q. Ms Chapman, before I turn to my left and see if there
22 are any other further questions, is there anything else
23 you would like to add?

24 A. No, thank you.

25 MR GOSS: Sir, do you have any questions?

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1 PC Rhodes' police safeguarding referral putting after AR
2 returned and don't think that crossed your desk at all,
3 so to speak?

4 A. No.

5 Q. Does it come to this then, Ms Chapman: there's two
6 referrals received from the police on the same day, one
7 after the child goes missing, one after the child
8 returns home. They end up being handled essentially
9 separately from each other by LCC?

10 A. Sorry, I don't understand your question.

11 Q. You seem to be responding to the initial child has gone
12 missing and then that episode is closed that has been
13 raised. There is a separate referral, the one we saw
14 where there were a number of failed contacts with the
15 mother, and referred to the poison but that is then
16 closed, that you were never aware of?

17 A. No, I weren't aware of.

18 Q. So two referrals about the same child on the same day,
19 about the same missing episode, one at the start and one
20 at the end, that end up being handled totally separately
21 and you, as the person conducting the return home
22 interview, are only aware of half the picture?

23 A. Yes.

24 Q. The effect of that is that you, as the only person from
25 LCC who goes to see AR after this incident, were wholly

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1 **SIR ADRIAN FULFORD:** No, I don't.

2 Ms Chapman, you have been incredibly frank in both
3 what you have said to the Inquiry and also to your
4 original witness statement, and I'm very grateful to you
5 for that and for your attendance today. You are now
6 free to go. Thank you very much indeed.

7 A. Okay, thank you.

8 **MR GOSS:** Sir --

9 **SIR ADRIAN FULFORD:** More witnesses tonight, Mr Goss?

10 **MR GOSS:** I think we might be done with them today, sir.

11 Tomorrow we have Ms Barrett, Ms Williams,
12 Ms Ashworth and Ms Fontaine-Smith. So another full day
13 tomorrow, sir.

14 **SIR ADRIAN FULFORD:** Certainly and I think there is some
15 reading to be --

16 **MR GOSS:** We will find time for that at some point. Sir,
17 could we invite a 9.30 am start tomorrow?

18 **SIR ADRIAN FULFORD:** Certainly.

19 **MR GOSS:** I'm grateful.

20 **SIR ADRIAN FULFORD:** We will sit again at 9.30 tomorrow
21 morning.

22 **(5.40 pm)**

23 **(The Inquiry adjourned until 9.30 am the following day)**

24

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