

Thursday, 8 October 2026

(10.00 am)

DR RICHARD CHURCH (continued)

MR NEIL BASU (continued)

DR MONICA LLOYD (continued)

MS ANNA GIANFRANCESCO (continued)

MS ELIZABETH SWAN (continued)

Expert Discussion (continued)

SIR ADRIAN FULFORD: Yes, Mr Moss.

MR MOSS: Thank you, sir.

Dr Monica Lloyd has fallen victim to transport difficulties this morning. So we are on multi-agency working in particular areas that don't directly correlate with Dr Lloyd's expertise. She is happy for us to continue and sir, if you are content, what I propose to do is to deal with these topics that aren't directly engaging Dr Lloyd's expertise and she will simply join when she arrives.

SIR ADRIAN FULFORD: Fine.

MR MOSS: Thank you.

Good morning. Can I pick up again on topic 5, looking at the multi-agency working in relation to specific areas in the case studies and the first of those is record keeping.

So if we could have, please, page 45,

1

something did not happen; however, professional activity or reasoning that is not recorded may not be available to inform subsequent practice."

And Dr Church, for you, page 89, ILT000344_0089. I just want to draw these important observations out. Paragraph 7.3:

"Overall, the case studies indicate a striking lack of information sharing and coordination across agencies. In one case I read a CAMHS chronology that was so different from the Social Care chronology that it could have been for a different child -- the CAMHS assessment had none of the significant historical child protection information."

Mr Basu, for you, page 119, ILT000344_0119, please, paragraph 2.1. It is the bottom of the page:

"This report considers the policing and multi-agency lessons arising from Southport Inquiry Phase 2, the AR material from Phase 1 and six case studies A-F. Its central conclusion is that the problem is not the absence of agencies, concern or legal frameworks. The recurring failure is that risk was seen in fragments, held by different systems, assessed through different professional lenses, and too often closed or de-escalated before the cumulative trajectory was understood."

3

ILT000344_0045, and paragraph 8.10.5. This is part of the first sub-report, it is the bottom of the page:

"Recording is not just about the young person's and family's behaviours and actions, but also about multi-agency involvement, plans and agreements. There was evidence of agencies not knowing, or not clearly recording, what other agencies were involved with a young person. In one case, an agency repeatedly referred a young person to the wrong CAMHS service over a number of years, despite correspondence within its records identifying the responsible health service."

If we could look at page 46, ILT000344_0046, over the page, please. Paragraph 8.10.8:

"The quality and completeness of recording varied across the case studies. Some records lacked basic information about when an incident occurred or was recorded, who made the record and their professional role. Others did not record the information considered, reasons for decisions or resulting action. This sometimes limited the expert cadre's ability to establish from the records what professionals knew at the time and how concerns were understood or addressed."

You gave the caveat in terms of your own methodology that:

"An absence from the records does not establish that

2

The final passage that I wanted just to bring out before we look at aspects of it is paragraph 8.10.14, please. That's page 47, ILT000344_0047, where you say that "similar issues", and you have been referring in this previously to information sharing:

"Similar issues are identified in wider safeguarding evidence. The Child Safeguarding Practice Review Panel Annual Report 23-24 found that lack of coordination or handover between services featured in 81% of the 330 serious incident notifications considered, including failures in information sharing, inconsistent record keeping, role confusion, delayed responses and fragmented services. This does not establish what occurred in any individual case but indicates that these are recognised systemic safeguarding issues."

Then, if you could just scroll down a little bit, please, to the recommendation:

"The Inquiry should explore how greater professional accountability can be achieved for recording and information sharing, including recording professional reasoning, decisions and agreed actions, following up referrals and actions, and ensuring that relevant safeguarding information is appropriately shared."

Now, these are not new issues and it might be said that barely a public inquiry or review goes by that does

4

not make critical findings or observations about the need for better information sharing. Points that are often raised are it needs to be picked up in an internal audit and quality control, it needs to be part of performance measures for professionals' performance, it needs to be part of supervision.

But, again, it might be said that this is an intractable problem because no matter how many public inquiries or reviews make recommendations about it, it still comes up in fatality reviews.

Do you have any other thinking about the route into achieving improvement in this area? Ms Gianfrancesco?

MS GIANFRANCESCO: I would say I spent my last five years as a director struggling with this in terms of ensuring it was done. I did it through multiple ways. As I said earlier, some of it is about performance management, audits, systems and processes. I think it is about being really clear and people understanding -- having a framework for recording. So actually in some ways you need somebody to know: you record in this way, so you record the incidents, you record who was involved, you record who you shared the information with and they have a very, very simple thing that enables them to think, right, a tick-box in effect: have I recorded all of the things that I need to record?

5

were't there. That actually might be a key event but in some ways you have got to reflect on that later on and think: well, I have now tried three times and they have not been there, or they are not answering, this is important, I need to write this in the multi-agency chronology.

So I think there is very much stuff about guidance but every organisation does have some guidance, but it is about raising that. Sorry, I had another thought and I have lost it.

MR MOSS: Do come back in. Mr Basu?

MR BASU: So yes to all of that. The chronology thing I think is really important. I know we don't want to revisit things yesterday, but nobody wants that hundreds of pages of report but they do want that two pages saying what happened and when and was there a flag at that event and then a link to say: go into the detail of the report. So I'm used to reading reports like that all of the time. You look at the link that you want and in fact Relatively, the system that you gave us, is a very good example of that.

So I think that's eminently doable. But it is when you hit on that link and you're looking at what is in the underlying report where the thing falls apart.

I think two issues. One is training. So week one for

7

Because when people are busy and we have to be realistic, the professionals that we are talking about come to work to do their best job but actually some of them will have really, really large caseloads and they have things coming in every day and the police are being called out and the social worker is being called out and the teacher is dealing with an incident and then they have to go into a class and then there's another incident. Sometimes it is really difficult to hold it all in mind. So for me a framework for each profession in terms of saying: these are the types of things you have to record. There's also the thing that we have spoken about before about a single view but that's more about information sharing. If we are just talking about record keeping, I think that is a really big thing.

And then there's something about chronologies and being really clear what we want in chronologies. As I said before, you don't want the 200 pages, you want the important incidents, you want, as in Dr Church's report said, the CAMHS didn't know about specific important child protection things. So we need to find a way to ensure we can create some form of multi-agency chronologies that have the really, really high-level information sharing key events. So people don't get bogged down in: well, we did a home visit and they

6

a police constable at training school is how to complete your notes because at some point -- it doesn't matter whether you are dealing with somebody falling over in the street or a murder, at some point you have to deliver that evidence at a trial, inquest or public inquiry. So you get taught, and it stays for you for life, exactly how to write your notes.

I imagine that is not the same for a lot of other professions because they are not, generally speaking, going to have to regularly appear in front of that kind of process. It is also day one in a senior investigating officer's course for investigating homicide and has been post-Macpherson for about 25 years: this is your decision, this is your rationale, put it in extreme detail, you might not need all of that detail when you eventually come to give evidence, but you might well need it and if you didn't write it down, I'm sorry to -- not what you said earlier, if you didn't write it down, it will be treated as though it didn't happen.

So the culture is one of training, how important it is because of what you are going to face in terms of your personal accountability later on in potentially years after the event and how important it is to write it down. So that's a training and a cultural issue and

8

1 you need to make people aware of that at the earliest
2 point in their career.

3 The second one is information sharing. Like Anna,
4 I have been a senior person frustrated by people in the
5 frontline not being able to share information or saying
6 they can't, when the legal system, the policy,
7 everything existed allowed them to do it but somehow
8 they are frozen. And Elizabeth mentioned it yesterday,
9 one of the things in the modern climate, post-GDPR Data
10 Protection and the Information Commissioner's Office is
11 a genuine fear of the personal consequences of getting
12 that wrong. So you need very, very solid training in
13 how you actually deal with confidential information.

14 Because there is a fear, there is a fear in sharing,
15 despite all of the policies, procedures and law being in
16 place to allow you to do it. I was lucky, I worked in
17 a £4-billion organisation that had a separate data
18 protection office, a data management system,
19 an information assurance officer. If anybody was
20 concerned about what they were doing -- and by the way
21 this still was problematic, if anyone was concerned,
22 there was effectively a helpline, discuss it with the
23 information assurance officer, who was an expert in the
24 law and expert in sharing and expert in what they could
25 or could not do. It seems to me in this era that lots

9

1 it feels that very often that's a partial -- it is
2 inherently a partial communication because a referral
3 doesn't come with a thousand pages of notes, that
4 wouldn't be helpful either, but ...

5 In written communications and referrals between
6 agencies, there's an incomplete picture anyway. So,
7 what actually works in my experience is having local
8 arrangements where there's an established connection
9 between key individuals. So, for example, when I worked
10 in a London borough and I was responsible for the CAMHS
11 services in that borough, we had particular named
12 individuals in police and in social work for particular
13 CAMHS teams, for example, the team working with Youth
14 Offending Service or other teams, but it benefited all
15 CAMHS teams. We were able, through that connection, to
16 quickly obtain history of a young person's offending,
17 a PMC, and also police reports, Merlin reports of events
18 at that address, which could be police attendance due to
19 domestic violence or any other sorts of incidents.

20 So that was immediately a rich and a very, sort of,
21 valuable, information-rich sort of information bundle
22 from police. Not thousands of pages, just very focused,
23 list of key incidents. And likewise, connections with
24 key social care staff would allow us to obtain concise
25 headlines of key events. So that would immediately sort

11

1 of local authorities would already have something
2 similar, policing certainly has something similar in all
3 43 England and Wales police forces, it is just not well
4 used.

5 So what you are describing for me is individual
6 failure and then a system failure of governance and
7 training.

8 **MR MOSS:** Thank you. Dr Church, if we can have page 89
9 ILT000344_0089, please, and paragraph 7.6:

10 "A number of references are made to not being able
11 to proceed or share information due to a lack of
12 consent, when in some cases this should clearly not be
13 a barrier due to the risks involved."

14 So I think you were touching on a familiar area that
15 we are exploring at the moment but a slightly different
16 aspect of it is when, perhaps in particular in a medical
17 context, a patient may not give consent or the young
18 person may not give consent for things to be shared in
19 the group but actually it can be shared without consent.
20 And again, same question to you in relation to that,
21 what can actually be done about that?

22 **DR CHURCH:** Well, we are in a situation where unfortunately
23 there's a default of not sharing information. That's
24 the kind of baseline that agencies seem to be working in
25 and even when there's a referral to CAMHS, for example,

10

1 of transform an understanding there.

2 It does apply to young people who were presenting
3 particular risks and vulnerabilities. So, there is that
4 caveat and I think for a young person who does not quite
5 meet that threshold, there may be some questions from
6 other agencies.

7 **MR MOSS:** So in those areas where there is sufficient
8 concern either for the welfare of the young person or
9 sufficient concern about a risk of harm from the young
10 person to other people, has the time come for there to
11 be a statutory duty to co-operate and share, MAPPA-like,
12 to give that confidence and clarity?

13 **DR CHURCH:** Yes.

14 **MS GIANFRANCESCO:** Sorry, I think, yes -- Lizzy was just
15 saying to me Working Together -- I think the new Working
16 Together that I referenced yesterday, so
17 Working Together 26, with the new guidance that came out
18 in September and interestingly, I was just looking
19 through some of my social media stuff this morning and
20 I have got a thing from Josh MacAlister, the children's
21 minister, who did a release yesterday, talking about
22 this very thing.

23 It's very much -- and this is where Mr Basu's thing
24 on training is really important, that this is now rolled
25 out in training, in terms of there is now very, very

12

1 clear guidance that information can and must be shared
 2 around the child's welfare. So there isn't a threshold
 3 anymore. It is about taking away that concept of there
 4 being a threshold and that threshold being child
 5 protection and saying, if professionals are working with
 6 a child in a multi-agency way and they have information
 7 and they think this is pertinent to the child's welfare,
 8 including information on the parents, actually, you must
 9 share that to remove the barriers and I think it is
 10 really, really important going for --

11 **MR MOSS:** So important guidance. Forgive me, two points of
 12 challenge in a way. (1) if the gateway is you are
 13 dealing with the child's welfare, is that sufficient,
 14 will that be understood by practitioners to include the
 15 concept of the child's risk to others? (2) is guidance
 16 enough to get over a practitioner's fear of the
 17 Information Commissioner?

18 **MS GIANFRANCESCO:** I think that's where training initially
 19 is really important because the guidance is very clear
 20 that actually this guidance, in some ways -- if you
 21 follow this guidance it does not put you at risk of the
 22 data --

23 **MR MOSS:** Information Commissioner.

24 **MS GIANFRANCESCO:** Yes, so the guidance is really clear.
 25 For me, in terms of children who are at risk of others,

13

1 working in a specialised area of child protection, in
 2 policing for instance, such as child abuse and
 3 investigation teams, or CSCA, child sexual
 4 exploitation -- so my view is you need a law because the
 5 vast majority of people who join professions outside of
 6 law enforcement do not join them because they think they
 7 are going to be stopping somebody harming the community.
 8 They do it for the welfare of the child. Even though
 9 that guidance is quite clear, I think the cultural
 10 construct of many decades is you join the police if you
 11 want to help your community and save your community by
 12 locking up bad people. You join social work and
 13 teaching because you want to take care and nurture
 14 people and that, I'm afraid, is going to take a very
 15 long time to unpick no matter how good your guidance is.
 16 Therefore a law saying you must do it I think would be
 17 incredibly helpful.

18 **MR MOSS:** Thank you. I want to move on next, please, to
 19 MAPPA as an example of multi-agency systems in the case
 20 studies.

21 So, you deal in your report with the fact that none
 22 of the case studies, in fact, were managed through
 23 MAPPA. Can we just have on the screen, please, page 38,
 24 ILT000344_0038, and it is paragraph 7.5.6 in the first
 25 sub-report:

15

1 actually we have got -- I guess, it is two things, isn't
 2 it, because we are talking about children and adults
 3 because within this cohort some of them are also adults,
 4 but people have to see that if a child is a risk of harm
 5 to others, they are also a risk of harm to themselves
 6 because something is happening in regards to that person
 7 around their welfare and them not being okay. If you
 8 are a child and you are thinking -- you are
 9 a 14-year-old child and you are thinking of going out to
 10 harm other people, actually something isn't right for
 11 you and we should be worried about that.

12 So somebody may think: I don't know what to do with
 13 this because that is outside my realm because that's
 14 public protection. But actually, as a social worker, as
 15 a teacher, you have an understanding of child
 16 protection. You should be stepping up and saying: but
 17 I'm concerned about the welfare of this child. So the
 18 welfare of this child, I'm going to do this and I'm
 19 going to talk to police and I'm going to talk to CAMHS
 20 and I'm going to share this information because we need
 21 to understand what is happening for this child to make
 22 them think about doing that.

23 **MR MOSS:** Thank you. We might come back to that when we
 24 look at social care.

25 **MR BASU:** Can I just make a point that if you are not

14

1 "There is often a misunderstanding and an assumption
 2 that to access MAPPA a person must have committed
 3 a high-risk offence, however this is only the case in
 4 MAPPA categories 1 and 2. MAPPA category 3 requires:

5 "A conviction for any offence (current or
 6 historic, ...) or ...

7 "... a formal caution (adult or young person) or
 8 reprimand/warning (young person) for any offence;
 9 or/and ...

10 "The offence for which they received the disposal
 11 indicates that the person may be capable of causing
 12 serious harm to the public."

13 So I think you were indicating there that, at least
 14 in theory, from the case studies they could have been
 15 eligible for MAPPA under category 3, which is a broader
 16 area of interest for Phase 2 of this Inquiry. You point
 17 out, at 7.5.13, that some of them did have cautions, so
 18 that could have applied. Without going into the
 19 individual cases or the details of the individual case
 20 studies, in general terms, why do you think that MAPPA
 21 category 3 wasn't used in the case studies?

22 **MS GIANFRANCESCO:** I think for two reasons. One is because
 23 at the time people didn't perceive them as being high
 24 risk of harm to others, which would indicate actually
 25 you should be making the MAPPA referral. That was a big

16

factor for me, but I think the fact why MAPPA generally isn't used for children is because people don't understand MAPPA and MAPPA very much is an adult process that sits in police and probation. So young people who are high-risk offenders that reach category 1 or 2 will go automatically into MAPPA. But people would not consider MAPPA level 3 generally for young people because they don't see that as a process that covers young people.

So I think there is a lack of understanding around MAPPA. I would also say that I don't think MAPPA is necessarily the best designed system for young people, as I said before. You know, young people and adults are different and if you have got an adult system, does it work for children? And also, yes, it is how people perceive and understand the risk of a child.

MR MOSS: Thank you. Should we understand from that, that it is that lack of understanding about the potential role for MAPPA under category 3 or was there also an element that the threshold that we saw a moment ago of serious harm to the public was too high or do you think it is really just not thought about because instinctively it doesn't feel like a MAPPA case?

MS GIANFRANCESCO: When I looked at the cases, my feeling was that one of them may have just about reached that

17

a pre-criminal space with a child offender and I don't think between us we could think of a -- I think you have one example of a child being in MAPPA. I can't remember anyone getting even close to that.

Also the standard of having to have a conviction or a caution is a very high standard. You can't caution people or reprimand a youth unless they are basically fully admitting to an offence and you have all the points to prove it.

MR MOSS: So there are natural limitations.

MR BASU: There are natural limitations.

MR MOSS: As MAPPA is currently constituted, it could never deal with VFI cases in the pre-criminal space --

MR BASU: Don't get me wrong, there is a category 4 for terrorists and I would be recommending, as part of this, a review of MAPPA and a category 5 for when -- you define whatever definition you want to use, there should be another category. But yes, there are limitations to MAPPA. I think it is a good system. I think it works more often than it doesn't. It is worth having some kind of parallel to it but it doesn't work perfectly for these case studies.

MR MOSS: The concept that you could, with legislative change, expand MAPPA to deal with VFI cases, it would be a big change to allow it, without there even being

19

MAPPA level 3. But I think that was my view with hindsight. If you would have asked me at the time, being someone who has used MAPPA level 3, if somebody had come to me as a director and said: Anna, can I talk this case through to you, do you think it reaches a level?

Knowing what they thought they knew at the time, I would have probably said: no, it doesn't. But I think it is about how people begin to think and pull out information in a different way.

MR MOSS: Thank you. Mr Basu?

MR BASU: I have to be careful here because the last MAPPA meeting I chaired was for Ronnie Biggs, which shows you how old I am. That level is too high for any of these cases in my view. I'm with Anna. When I was reading them, with hindsight, you think: well, it is obvious these things should have been managed with MAPPA. It isn't. Because when you go through the chronology, it is hard to see the point at which MAPPA would have been engaged, almost right up until the index offence. So MAPPA is too high a level for too high a dangerous type of offender. It's more about people who have been convicted, hence the statutory provisions being police, probation and prisons deciding how to deal with this person. That doesn't automatically take you into

18

a caution, that might be thought a fundamental change.

MR BASU: It would be.

MR MOSS: Ms Gianfrancesco, I'm interested also in the point that you made, it is not an ideal forum anyway, and I don't know if you have any views on a second issue which is about the risk of over burdening MAPPA which might be said is already a system which has a heavy burden. Do you have views on that, Ms Gianfrancesco?

MS GIANFRANCESCO: I think whichever system and whichever route you go down, somebody will feel overburdened because every element feels overburdened. If you look at social work they will feel overburdened. If you look at probation and MAPPA they feel overburdened. I think that is a challenge and it is going to require additional resources whichever route you go down.

In terms of children, I think it is an issue. The reality is though that we can adapt systems. It isn't that an adult system doesn't work for a child, it is that if we expect children to have the same level of functioning as an adult, if that makes sense. So MAPPA is basically just a multi-agency meeting where everybody sits in the room and has a discussion and comes out with a joint risk plan. That's the same as a child protection meeting or that's the same as a child exploitation meeting. But it is about making sure the

20

professionals that are in that room have an understanding around adolescent functioning and development and are able to create plans that fit the needs of the children and also bring in the families.

I think, again, the challenge with this is we are talking about people who are both children and adults but, as Monica was saying yesterday, the ones that we have looked at are generally under 25 and don't have that neuromaturity. So even if we are talking about adults, it's important that people around that multi-agency table have the understanding around neuromaturity and sort of the best way in which to work with somebody.

MR MOSS: I follow, thank you. Mr Basu, if we could look next -- thank you, Ms Gianfrancesco -- if we look next, please, at page 149, ILT000344_0149, you raise the potential involvement of Potentially Dangerous Persons, so the PDP scheme. It is paragraph 7.13.18, and you say:

"... it may mean that local policing rather than [counter-terrorism policing] take over the management of the child's risk under a ...(MAPPA) style process, which could be available for children and adults even if they have not been criminalised by the criminal justice system. This is despite MAPPA originally being

21

does happen to us all and we are sorry you had a difficult journey in. Mr Basu?

MR BASU: Yes, so I agree. It is not consistent because it is a policy, it is a National Police Chief Council's policy that any chief constable could disregard if they wanted. It is not a statutory process and it also has severe limitations because the definition of a "Potentially Dangerous Person", there has to be an imminence to the threat that they pose which, quite frankly, is going to be too late in the day.

So if there was such an imminent threat you would expect an intervention anyway. You wouldn't need definitions and -- you wouldn't need this particular process. The point I was trying to make is MAPPA can be adapted, because the PDP process shows someone has thought about this gap or this lacuna in the process, in the past. And with Anna, just because it might not be the most suitable process as it stands, but it is capable of adaptation and at the end of the day, it is a multi-agency framework that can be seen to work.

MR MOSS: Thank you. Can we come onto, next then, please, CAMHS within multi-agency working. Dr Church, for obvious reasons, I want to principally ask you about this. So if we could have, please, page 77, ILT000344_0077, which is your early recommendations

23

designed with statutory underpinnings for the post-conviction management of serious offenders."

Then you say:

"The gap allowing the MAPPA framework to be used for those not convicted or cautioned has been closed by the [National Police Chief's Council] authorised professional practice policy of defining those individuals as Potentially Dangerous Persons (PDPs)."

Now, in relation to that, while it is right that there is a policy recognising them, it is also right that the statutory duty to co-operate and share for MAPPA, by definition, doesn't apply to PDPs and the Inquiry, although it will be looking at a PDP, indeed in the coming weeks, the Inquiry has been informed that they, by no means, extend to all areas of England and Wales.

So, would you agree, first of all, that there is a significant issue about the extent to which they would need to be upscaled?

SIR ADRIAN FULFORD: Hello, do have a seat.

DR LLOYD: Thank you.

MR MOSS: Thank you, Dr Lloyd.

SIR ADRIAN FULFORD: Sorry you have had a miserable morning.

DR LLOYD: I would not have chosen it in particular.

MR MOSS: Dr Lloyd, please don't worry at all. It really

22

section. If we could look at 3.1.16:

"Problem: Assessment is often difficult in the community due to poor engagement, limited access to the young person, lack of consent or parental objection."

Then the recommendation you make is:

"The Inquiry should explore mechanisms for the empowerment of agencies to overcome obstacles and press forward with assessments when there are concerns about risk of serious harm. If assessment is not possible in the community, opportunities for assessment in more controlled environments should be considered (e.g. in alternative settings, hospital, potentially under the Mental Health Act or Children Act). For example, it is a criminal offence to obstruct a Mental Health Act assessment."

Bearing that recommendation and identified problem in mind, is there not a problem though that the grounds for Mental Health Act detention, whether section 2 or section 3, may often not cover the young people in this sort of situation?

DR CHURCH: Well, a Mental Health Act assessment can proceed. An assessment for section 2 or section 3 can proceed when there is concern around an individual's mental health sufficient to warrant that assessment for detention. It may be that the assessment concludes that

24

the young person is not detainable under the Mental Health Act. But I believe it's section 129 of the Mental Health Act that states that it is an offence to obstruct that assessment. It empowers mental health staff, with police if necessary, to undertake that assessment and I think there's provision in the Mental Health Act as well for the subject of that assessment to be seen on their own.

So, in other words, for anyone else who may be objecting to that assessment, could be a parent, a family member, to actually be removed from that assessment, to enable a meaningful assessment. That's an extremely powerful --

MR MOSS: Yes. This is revisiting, but now in the context of case studies, an area that we did look at in Phase 1 and I hope I summarise it reasonably adequately in saying this that Dr Irani, in AR's case, would have been in favour of the exercise of powers under the Act for AR but she recognised professional practice that varied and she recognised that a significant body of other clinicians wouldn't do, principally because they would probably have taken the view that AR didn't have a treatable mental health condition.

So Dr Irani was saying: well, you could have a suspicion about that because you might be concerned,

25

reason experiences -- this might sound unprofessional but everyone is human in these teams, if they experience some sort of dislike or recoil or wish to not particularly engage with that young person because of something undesirable in their history or sense of threat or whatever it is, it might be that that practitioner is ever so slightly more likely to simply discharge that person for not engaging.

The discipline of forensic psychotherapy perhaps sort of sheds light on this, the way in which clinicians interact with patients or young people who present risk and threat and illicit or evoke strong emotional responses sometimes. But, again, I have encouraged consultants in our teams in those situations to not discharge the patient that hasn't attended because that's precisely the patient that might need some more assessment and intervention and at the very least, go ahead with a home visit, see the young person in their house and I have always advised people to have a look at their bedroom. Have a look at what's on their walls, in their bin, just casually, as you go into their house. There's so much that can be gleaned from that of course and something that social workers do routinely.

But there are sometimes barriers to opening that door and especially for a lone practitioner to attend

27

in the absence of being able to see him, that he might have psychosis, although he didn't, and that would be a justification, as you say, for at least doing the assessment. But really what her evidence pointed to was, if not a gap in the legislation to get eyes on a young person who may be not consenting to be seen, whose parents may not be in favour potentially, either a gap in the legislation or at least potentially a shortcoming in the guidance or culture in the sense that many psychiatrists in that position may feel a reluctance to use the assessment route because they think ultimately they are probably not suffering from a treatable condition in a more conventional type of understanding. Do you have a view on that?

DR CHURCH: Yes, I think without seeing the individual, we simply don't know. But I do agree with Dr Irani's point that practice will vary across teams, across psychiatrists. My practice has been to encourage consultants in our teams to be proactive in assessment. So, for example, in the case of individuals who are isolated in the homes, in their bedrooms, if they are invited to attend an assessment in the CAMHS team base, they most likely won't attend.

There's an interesting sort of interpersonal or emotional factor there, if a practitioner for whatever

26

a house that may be in some way perhaps experienced as threatening for some reason, especially if there has been some obstruction from parents or others and we have to acknowledge that for some families it is an unwelcome intrusion into their property. But I would emphasise that it is something very, very important to -- that the team should really encourage.

So there's a whole area which involves professional practice but emotions, attitude and a team and supervision structure that enables practitioners to really engage with sometimes some difficult sort of -- or challenging circumstances. So that doesn't require any sort of legal underpinning, but sometimes with the will to press forward with an assessment, solutions can be found. So, there is the Mental Health Act route but another route for example in close working with the police is that we would arrange, if a person has committed an arrestable offence, for the mental health team to see the young person in the custody suite of the local police station. So then it is a coordinated arrest and an opportunity to, again, cast eyes on a young person and there may not be a charge, there may not be a conviction, but there would be an opportunity there and through -- I am not -- of course I can't speak for social care but I wonder if there could be some sort

28

1 of strengthening of perhaps some sort of statutory basis
2 on which a professional, a social worker, can have the
3 right to assess a child -- enforce somehow. I don't
4 know.

5 Of course we want to work with families and young
6 people, we don't like using the law but it is a tool
7 that can help practice, of course.

8 **MR MOSS:** Ms Gianfrancesco, do you want to come in on that?

9 **MS GIANFRANCESCO:** Social workers do have a right to assess
10 the child through the Children's Act and through child
11 protection and if families won't engage, then we do go
12 to court. That is the ultimate. But obviously we are
13 talking about families way below that level and the
14 majority of the families I think that we are talking
15 about are families who are quite often engaged with
16 services. Some of it may be disguised compliance, but
17 they are generally engaged. When you are working with
18 a high-risk adolescent, whether they are high risk
19 because they are at risk of criminal exploitation or
20 sexual exploitation and they are chaotic and they are
21 drug running, or they are at risk because they are
22 isolated and they are online in their bedrooms, their
23 parents, either way, are often quite worried about them
24 and are out there seeking support and help. The
25 difficulty is engaging with the adolescent, as Dr Church

29

1 social workers and doctors, they really dislike engaging
2 with police officers, particularly if they are trying to
3 hide something.

4 **MR MOSS:** I'm going to come onto the police involvement
5 under a separate topic, if I may. I just want to stick,
6 for the moment, on the Mental Health Act issues.

7 **MR BASU:** I understand that. What I'm saying is the best
8 practice I have seen is police working alongside mental
9 health and social workers as a triumvirate team dealing
10 with the family but they are all required to get the
11 intelligence required to make that assessment a proper
12 assessment. So everything Richard described is -- you
13 can expect a detective or a police constable to do that,
14 but they would probably need powers to do it. That was
15 the point I was going to make.

16 **MR MOSS:** Thank you very much. Dr Lloyd, is there anything
17 you want to add on this area of the Mental Health Act
18 powers and the difficulty when an adolescent is not
19 consenting to examination, particularly in the context
20 where there may be thought not to be a clear, treatable
21 mental health condition?

22 **DR LLOYD:** I can see that there's a lot of options here that
23 are probably very helpful but I'm noticing again the
24 absence of any forensic psychology input and I think
25 that most of the people here working for CAMHS --

31

1 is talking about, actually getting that adolescent
2 through the threshold and the door and how you engage
3 that adolescent in a different way.

4 So my expectation of social workers, in the
5 instances that we are talking about, is that they would
6 be working in the home, they would be sitting outside
7 the child's bedroom on the hallway chatting to them
8 through the door until they built enough trust for the
9 child to let them in, to then get them out, to get them
10 into an office to maybe have conversations in different
11 ways. My expectation is there needs to be assertive
12 outreach because if you wait -- you know, adolescents
13 are socially awkward, they don't like engaging with
14 adults, there's all those things that come with a normal
15 adolescent and then you are talking about a normal
16 adolescent with all of these other factors that have
17 made normal adolescence very, very difficult. They are
18 not going to necessarily want to engage with an adult,
19 so it is about how we, as adults, change what we do to
20 enable them to engage with us.

21 **MR MOSS:** Thank you. Mr Basu.

22 **MR BASU:** It is really interesting listening to Richard and
23 Anna talk about assessing the child. For me, that's
24 basic intelligence gathering for a police officer. So
25 if you think adolescents don't want to engage with

30

1 correct me if I'm wrong, Dr Church -- but would not
2 be -- they would be clinically changed but not
3 forensically trained and I think that is a significant
4 omission. There is no reason why forensic psychologists
5 shouldn't be working in the community, and I think it is
6 really very -- it is difficult if you are coming from
7 a social work background and you are not used to dealing
8 with people who might be aggressive or defensive and you
9 have a different set of techniques for connecting with
10 them. I think for many it is very challenging and they
11 would be quite pleased to be able to hand it over to
12 somebody else. So I think that we need to recognise
13 that that is a real jeopardy and make sure that,
14 I think, that there's more forensic expertise.

15 **MR MOSS:** Thank you. We will pick up these -- yes.

16 **MS GIANFRANCESCO:** Can I just add, sorry. Just to kind of
17 concur but also what none of us have said is, when you
18 can't engage a young person, actually probably what you
19 should do as multi-professionals, actually do a paper
20 review to start off with. So if everybody is really
21 worried about the young person and somebody is thinking:
22 actually, maybe there is psychosis, but CAMHS are
23 saying: we can't see them, as professionals -- and
24 I absolutely agree with Monica, we need forensic
25 psychology in this as well -- is to sit down and say:

32

1 okay, what do we all know on paper? Because probably,
2 between everybody, they have got a real good picture of
3 this child but they haven't shared it and then that will
4 enable CAMHS and psychiatry to say: yes, absolutely, we
5 have really got a good reason here to be going in and
6 doing a Mental Health Act assessment. But until that
7 picture is shared, nobody knows what they are actually
8 dealing with and having forensic psychology in the room
9 will just enable an even more rounded picture to be
10 gained.

11 **MR MOSS:** Thank you. Sir, we have witnesses coming from NHS
12 Wales, NHS England, Department of Health and Social Care
13 and the Royal College of Psychologists, so some of these
14 issues can be picked up.

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

16 **MR MOSS:** Could I turn next to Prevent in the case studies
17 and principally for Mr Basu and Ms Gianfrancesco, if
18 I may.

19 We know from the report that several of the cases
20 were referred to Prevent, some progressed to Channel and
21 received intervention from an intervention provider.

22 Sir, for your note, that's page 15, paragraph 4.4.

23 Mr Basu, one of your comments on this, at page 125,
24 ILT000344_0125, please, bottom of the page, 4.7.1:

25 "The case studies expose a recurring ambiguity
33

1 non-ideological fixation.

2 I think that was becoming very clear to us in 2018
3 when we were looking at the -- what was coming in
4 through Prevent referrals. It led to the letter that
5 you have had as evidence and the Inquiry from Nik Adams
6 who was my coordinator for Prevent, national coordinator
7 for Prevent, and Sara Skodbo, who is the director of the
8 Home Office, writing a letter trying to address the fact
9 that they were seeing a lot of what was then called
10 "mixed, unstable and unclear ideology" and that that
11 shouldn't be an automatic bar from somebody being
12 accepted to Prevent, it should still consider them as at
13 risk, or susceptible or vulnerable.

14 I have read that letter so many times I can't see
15 the wood from the trees and that's part of the problem,
16 I think. People want a very clear decision one way or
17 the other and actually there is professional judgment to
18 be applied. I think Counter Terrorism Policing, my
19 understanding is that they have reached the situation
20 where anyone who has a violence fixation, whether or not
21 you can determine whether there is an ideological driver
22 at this time, if there is a violence fixation, they are
23 being accepted into Prevent and that is the current
24 guidance. You would have to take evidence from Counter
25 Terrorism Policing as to whether that is consistently

35

1 around violence-fascinated individuals, mixed, unstable
2 or unclear ideology, and the boundary between terrorism,
3 vulnerability, mental health and criminality. Some
4 subjects had extremist interests ... [et cetera].
5 Prevent and Channel sometimes appeared to work as
6 intended, sometimes appeared to close too quickly, and
7 sometimes were not engaged because the case did not fit
8 the policy understanding at the time. This creates
9 a policy gap: individuals may present as dangerous,
10 fixated and susceptible to violent ideological
11 influence, yet not meet a clear counter-terrorism
12 threshold."

13 I don't want to go into the detail of the individual
14 case studies and Prevent but overall, were the
15 practitioners in Prevent finding the distinctions here
16 difficult in terms of ideology or how they were
17 presenting as you saw it on the paper review that you
18 were able to do?

19 **MR BASU:** Yes, I think that's absolutely true and I still
20 think today probably counter-terrorism case officers
21 across the country will be finding that distinction
22 difficult, as would everyone with a statutory duty to
23 refer, or even those people without a statutory duty
24 would find it difficult to understand the distinction
25 between terrorism and somebody with a different

34

1 being applied.

2 **MR MOSS:** Yes, and of course, we are doing exactly that.
3 But, on the current system as a whole and it is right to
4 recognise -- I don't want to go into the date of the
5 case studies because that creates a difficulty about --

6 **MR BASU:** I understand.

7 **MR MOSS:** -- identification, but it is right to recognise
8 that within the case studies there are cases effectively
9 before some of the reforms that we know have happened
10 and it is right to recognise that, but the current
11 system for Counter Terrorism Policing and Prevent would
12 say: yes, these are people -- if they have violence
13 fixations without any clear ideology, they are certainly
14 people who can be referred into Prevent. But in the
15 case of those who lack ideology, the test remains
16 whether they are vulnerable to being drawn into
17 terrorism, the statutory test.

18 Is that workable in your view, to say, well, because
19 they have -- there will be a category of case who are
20 non-ideological but they have an interest, for example,
21 in mass casualty attacks, that those facts, by
22 themselves on an individual case, mean they are still
23 vulnerable to be drawn into terrorism, ie
24 ideological-based violence, because of those interests,
25 is that sufficiently clear in practice? I appreciate

36

1 you are no longer practising, but what's your assessment
2 of that central issue?

3 **MR BASU:** I don't think it is sufficiently clear in practice
4 and I have seen an awful lot of people who have been
5 labelled as terrorists because they have committed
6 a terrorist attack, allegedly with an ideology that they
7 never understood and never really studied. So, you
8 could argue that those people were only interested in
9 committing an act of terror, they really weren't
10 particularly concerned about the cause. So there is
11 an awful lot of people looking for instruction and
12 advice on how to commit an atrocity, as opposed to being
13 remotely interested in why people want to do that and
14 that distinction is very difficult to understand in
15 adults, let alone in juveniles who have not actually
16 formed their critical thinking skills, formed their view
17 of the world, have actually started to do anything.

18 So dismissing them at an early point and saying just
19 because there isn't an absolutely fixed clear ideology
20 at this point, is quite -- that's quite a risk to take
21 because it may be continuing to develop in the days,
22 weeks, months and years that follow that initial
23 assessment.

24 **MR MOSS:** So I think the current system would work, not on
25 a basis at all -- and if I suggested this I certainly

37

1 powers and policies and procedures, and people who are
2 not. I think the difficulty here is when do you make
3 that decision? So you are quite right to say -- I don't
4 think anyone says dismiss it at the very first point but
5 once you have done the information gathering, how
6 detailed was that? And there's a question about how
7 detailed is the information gathering, you talk about
8 digital enquiry. There are all kinds of practical
9 problems with digital enquiry, not just consent but in
10 terms of capacity and capability to do it, where
11 actually a lot of the hidden material that might lead
12 you to believe that this person is being drawn in
13 towards terrorism exists. There was deletion in AR that
14 will never be known, so we don't know --

15 **MR MOSS:** That's back into the access to the online
16 environment?

17 **MR BASU:** Yes. So my point being how long do you give it
18 before you think: no, this is definitely not a person
19 who is going to be ideologically driven to
20 a terrorist act because they have a cause, but they are
21 still so dangerous, somebody needs to do something?
22 I think that gap has been well and truly exposed by
23 Southport.

24 **MR MOSS:** And if we look at page 126 -- I will come back.
25 If we look at page 126, ILT000344_0126, please,

39

1 didn't intend to -- that they would be dismissed at
2 an early point. I think the current system would work
3 on the basis that you would gather information and look
4 carefully at the individual case, not dismiss it at the
5 early stage "simply because there is no evidence of
6 an ideology". But, ultimately, the test that is the
7 statutory pathway into Prevent remains that they are
8 vulnerable to being drawn into terrorism. So although
9 it is acting in the upstream area, as it is referred to,
10 what the statutory test requires is that they are
11 vulnerable to being drawn into terrorism.

12 So it is not a case of dismissing the cases on
13 a lack of ideology, but ultimately what they are
14 assessing for the gateway into Prevent is that their
15 violent thinking, which may not have an ideology
16 associated with it, but may involve a fascination with
17 mass casualty attacks, for example, ultimately the test
18 they have to apply, does that mean that this person
19 vulnerable to being drawn into terrorism?

20 **MR BASU:** Yes, I think that is right, and I don't know what
21 Counter Terrorism Policing are currently saying about
22 that, but I would support retaining that statutory test.
23 The important thing for me is that you distinguish
24 between someone who is a potential and future terrorist
25 and that is a matter for national security and those

38

1 paragraph 4.7.2, you say:

2 "The analysis suggests that Prevent cannot be
3 expected to solve the VFI problem alone. It has
4 specialist value where ideology, radicalisation or
5 susceptibility to extremist influence is present, but
6 many of these cases require broader multi-agency risk
7 management, mental health expertise, safeguarding, youth
8 justice, digital assessment and, where necessary, police
9 executive action."

10 So that reference to Prevent cannot be expected to
11 solve the VFI problem alone, should we understand that
12 to cover the fact that there does need to be another
13 pathway for those who do not --

14 Forgive me, sir. I don't know whether you wish to
15 rise early to take a break? I'm so sorry, Ms Swan.

16 **SIR ADRIAN FULFORD:** We can. We will rise now and sit again
17 on the hour.

18 **MR MOSS:** I will come back.

19 (10.58 am)

(A short break)

21 (11.15 am)

22 **SIR ADRIAN FULFORD:** Yes, Mr Moss.

23 **MR MOSS:** Thank you, sir. So Mr Basu, I was taking you to
24 paragraph 4.7.2, where you say:

25 "The analysis suggests that Prevent cannot be

40

expected to solve the VFI problem alone."

It seems from that that you are, in broad terms, supporting, my paraphrase, the Prevent process retaining those cases where the young person is assessed to be vulnerable to being drawn into terrorism even if they have no ideology, but suggesting that there needs to be another pathway for those who don't fit that test, see your last sentence:

"The key question is who owns the risk when a subject is dangerous but not yet prosecutable, not acutely mentally ill, not clearly terrorist, and either unwilling or unable to engage voluntarily?"

So you support a different pathway for that group, is that right?

MR BASU: Yes. So, in an ideal world, I would like to see -- I've discussed this with Lord Anderson but the Big Front Door approach for me -- and the more I have thought about this in preparation for this Inquiry, I'm very concerned that people who want to refer people who are potentially dangerous, or that they are very concerned about, have to go through a process themselves, whether they are a parent, a teacher, a doctor, or a police officer, in order -- with this kind of fine distinction and the nuance that we are having in that debate. I don't want them to have that

41

intervention provider who is going to try to talk somebody down from an ideology that is leading them down a dangerous path. So I think laypeople think that Prevent is something of a science. So: they weren't in Prevent, if they had been in Prevent, it would have stopped everything. Of course, those people who work in Prevent know that is absolutely not true. It is not a 100 per cent guarantee of de-radicalisation, but they are the unique features of Prevent.

The reason Paul Taylor's work is so important -- I mentioned this yesterday -- we sort of discussed it today, what happens with a mental health assessment when they didn't quite reach the threshold? What happens if they don't quite reach the threshold for terrorism? If you are not going to give any clinical intervention with this person because they don't reach a threshold -- the reason for that is normally you don't have full information on the individual, and Dr Church said it earlier on, the more information you have, the more it might lead you to make that next leap into they need clinical help. The reason why Prevent and Channel were so good is that what sits behind it is the entire intelligence and information gathering system that gives you a fuller picture on the person. You need something similar but I'm not an advocate for diluting what is

43

debate, I would rather they just said: this person is of great concern to me, can somebody professional go to stage 2 and assess that risk? So that wide front door would be open to everyone we are discussing --

MR MOSS: Right, we will come back to the triage stage -- forgive me for cutting across you -- but just focusing on the pathways beyond -- let's assume for the moment there may be a Big Front Door, but the pathways beyond that, I understand you to be saying you need to have a pathway for those who have violence fascination but who don't meet that test of vulnerable to being drawn into terrorism but where their cases are, my simplistic terms, still worrying?

MR BASU: So, yes, but can I -- I think there is a danger of thinking Prevent is some kind of magical tool. So what lies behind Prevent and inter-Channel -- and Anna will chip in here because she has been a Channel chair -- is, effectively, that multi-agency meeting that decides on a risk management plan for an individual, it has two unique 'duals', if you like. The first one, what was the Vulnerability Support Hub, now the -- I've forgotten the acronym.

MR MOSS: Dr Taylor's modern equivalent.

MR BASU: Dr Taylor's piece. So that's an incredibly important part of Prevent, and the second part is the

42

effectively a counter-terrorism strategy.

MR MOSS: Right, so let's stick with that thought process, if we may, and then I will come back to Ms Gianfrancesco in a moment.

So you are advocating: don't dilute Prevent on the one hand, keep that because you need those specialist counter-terrorism measures. You need something broadly equivalent, another pathway that brings that assessment of, across agencies: even if they don't meet the threshold, do we need a mental health involvement, do we need housing involvement? All of the things that might be considered.

If that is your position, could I just test that against the contrary view because the contrary view, which this Inquiry needs to explore is this: what you are then creating is two different pathways. In circumstances where, in the modern threat landscape, making the distinctions between the two groups are extremely difficult, that people are fluid, that the boundaries between ideological, unclear ideology, no ideology, interested in violence for its own sake, are incredibly difficult to unpick and they may have elements of these. So there may be elements in Com Networks for example of right-wing extremism, but it is not really a central ideology.

44

1 So the contrary view would be, if it is all very
2 fluid and all very difficult to tell apart, why have two
3 parallel pathways where, however you deal with it, even
4 though you may be able to move from one to the other,
5 you are having a left turn and a right turn in an area
6 that's very difficult to make distinctions?

7 **MR BASU:** Yes, I understand that contrary view. I thought
8 about it a great deal. If I were going to do that,
9 I would do away with Prevent together, not a prevention
10 programme, so you wouldn't have that at all. I think
11 there is a danger in doing that in some respects but
12 there is a danger of not having a parallel programme
13 where everyone with a violence fixation of some kind or
14 another -- and I have probably been the biggest public
15 advocate of Prevent for the last 10 years. It's not
16 even my strategy, it's the government's. It would be
17 nice if the government stood up behind it.

18 So I think Prevent is one of the most important
19 things, I think it is the fundamental pillar of the
20 counter-terrorism strategy, I think it should remain.
21 But it has become incredibly difficult to convince
22 people that (a) it works, and in fact you have had
23 evidence on this. I don't disagree entirely with the
24 seminar you had on this. But it has been toxified by
25 people who have an interest in undermining Prevent.

45

1 "Could you make violence fascination when ascribed
2 to research, planning and preparation for a mass killing
3 motivated by school shootings, a terrorist ideology?"

4 So it's coming at it from a slightly different
5 angle, but it's effectively saying VFI is all brought
6 within Prevent so that you have one unified. Taking it
7 relatively briefly, we can see at 7.7.7, you say:

8 "My opinion is ... I don't think so"

9 As I have understood it, you emphasise at 7.7.7 the
10 fact that dreadful though non-terrorist fatality attacks
11 are, they are still different from terrorist acts. You
12 deal, at 7.7.8, with the fact that the legal foundations
13 for declaring terrorist acts, which are fundamental to
14 their potential effect on our society, requiring
15 extraordinary powers -- and we have heard about that
16 from Mr Hall amongst others -- but then you give three
17 particular reasons why you are against this. So 7.7.9:

18 "The first is [it would] put massive pressure on the
19 current CT system[s]."

20 If all in one. Then over the page, please,
21 ILT000344_0138, at 7.7.11:

22 "The second is [you would risk giving] exactly the
23 type of infamy that some of [the VFI] individuals
24 seek ..."

25 Yes?

47

1 I think the difficulty with that is they have had some
2 effect and, therefore, people are reluctant to refer
3 into Prevent or think it is such a high bar they won't
4 refer and there is a case study that did exactly that:
5 let's have an informal chat about whether this is
6 a Prevent referral, no they would not be interested in
7 that so we are not going to take it. That's dangerous.

8 But what's equally dangerous is: well, they are
9 obviously not a terrorist, they might be -- but we won't
10 refer them, where do you put that person then?

11 So having some system to refer them is important,
12 but having the only system being one in which what sits
13 behind it is MI5 and Counter Terrorism Policing is
14 equally dangerous and equally damaging for the long-term
15 prospects of the person who is referred if they actually
16 had no such ideological pre-disposition at all and never
17 were going to have.

18 **MR MOSS:** I'm going to pause you there. I'm going to pause
19 you there but only to go to some helpful references,
20 I think, for this which we should perhaps just put onto
21 the record. So could we have page 137, please,
22 ILT000344_0137. So, on this topic of would be better to
23 have one big system, whether that is related to the
24 abolition of Prevent and so on, you said, at the top
25 here, 7.7.3:

46

1 **MR BASU:** Yes.

2 **MR MOSS:** And the third, 7.7.12, is:

3 "The third and final consequence would be that the
4 powers that are necessary to intervene early in
5 somebody's thought processes in order to divert
6 them ..."

7 Would be "stigmatising" because you would be giving
8 the "suspicion of terrorism" label, my words not yours,
9 to their behaviour and record.

10 So is that the encapsulation of significant
11 difficulties you see in the unified approach that they
12 should all be in the same pathway?

13 **MR BASU:** Yes, I'm very -- I'm acutely aware of where I'm
14 sitting and I have dealt with way too many bereaved
15 families in my life not to understand the incredible
16 grief that comes from losing a loved one in whatever
17 circumstances. It is a life sentence. I think all of
18 us who have dealt with that, understand that. You know,
19 the terror, the horror, the tragedy of it is almost
20 impossible to describe for all of them, but there is
21 an additional problem with a national security threat in
22 that that horror is transferred to the whole of society.
23 So the potential to undermine governments, government
24 policy, democracy, your economic wellbeing, people
25 visiting the country, investment, businesses, all of

48

1 that is affected by somebody who commits a terrorist
2 attack. Or that is an ambition. It is not just to
3 terrify the public, it is to overthrow a society. That
4 is a very different place to be.

5 I'm concerned that if we just put every case that we
6 think is potentially violence fascination in, imagine
7 the case of a limited resource triaging a thousand cases
8 of which only five of them are terrorists, but you
9 suddenly give them 2,000 cases to manage because they
10 are all the people who don't have an ideology but are
11 close. By the way, this is exactly what's happening.
12 While you are triaging that 2,000 caseload you might be
13 missing the five. That is an incredibly dangerous
14 position to put the national security community in and
15 I would not advocate for it.

16 **MR MOSS:** Thank you. Ms Gianfrancesco, forgive me, I said
17 I would come back to you and it took some time to
18 explore those important issues. But if we could just
19 look at the report at which you played a part, it is
20 page 39, ILT000344_0039, paragraph 7.6.3.

21 You said:

22 "A significant number of the young people were
23 referred to Prevent before their index offence, some
24 more than once, and most subsequently entered Channel
25 and received an intervention. In one case, however,

49

1 ask a teacher or a social worker or possibly somebody in
2 health or in hospital or in CAMHS, if you are talking to
3 them about Prevent and what they see they want as
4 a professional out of Prevent, they will talk about
5 Channel. They will be talking about: actually, we have
6 this child with a risk and I don't want to hold this
7 risk by myself. I don't really understand it. I don't
8 know what to do with them, and I want to work with other
9 professionals to manage it.

10 (Fire alarm drill)

11 **SIR ADRIAN FULFORD:** There we are, ladies and gentlemen. We
12 will meet in due course.

13 (11.30 am)

14 (A short break)

15 (11.58 am)

16 **SIR ADRIAN FULFORD:** Yes, Mr Moss.

17 **MR MOSS:** Thank you, sir. Ms Gianfrancesco, before we had
18 the fire alarm you were talking about the fact that
19 while we are discussing the Prevent process, you were
20 saying that frontline practitioners, when they make the
21 referral, the aspect in which they are really interested
22 is the Channel outcome because they are thinking to the
23 effect that: I have a concern about this risk, I don't
24 want to manage it alone and they are thinking more about
25 the Channel interventions that may come. Did you want

51

1 Prevent did not accept the referral because the young
2 person's interest in violence was understood as linked
3 to neurodiversity rather than as posing a wider risk."

4 In 7.6.4, you say:

5 "These examples highlight the importance of services
6 continuing to act within their own responsibilities
7 while another process is underway."

8 We have touched on that. Then later in that
9 paragraph, you say:

10 "While neurodivergence may be relevant to
11 understanding a young person's presentation, it should
12 not reduce the significance of concerns or prevent
13 further professional exploration where those concerns
14 persist or change."

15 So against that background, is there anything else
16 that you wanted to come in on, on the Prevent and
17 Channel aspects of the multi-agency working, from the
18 case studies?

19 **MS GIANFRANCESCO:** Yes. I think there are a couple of
20 things. For me, we are talking about Prevent but
21 actually Prevent, as Mr Basu said, is two very, very
22 distinct processes. There is Prevent which is the
23 policed, counter-terrorism element and then there is
24 Channel which is the multi-agency element.

25 And I think if you ask most professionals, if you

50

1 to round that off?

2 **MS GIANFRANCESCO:** Yes. I mean, that's it very quickly. So
3 people see that they are passing it into the police,
4 they feel a little bit relieved because they are not
5 carrying it by themselves. They understand the police
6 will look at it but really they want that multi-agency
7 plan around it. I guess that's one aspect. I'm going
8 to try and be really succinct. The other aspect I think
9 that is really important is, when we are talking about
10 young people, and we saw this I think in the case
11 reviews and in AR, in that they have been in and out of
12 Channel a number of times, or Prevent a number of times,
13 that a young person at 13 or 14 may express something,
14 at 15 their ideology or thoughts may be something
15 completely different, and at 16, and then by the time
16 they're 20, they will have moved again. So young
17 people's views and thinkings change a lot. So we may
18 have young people who don't have an ideology when they
19 are 14 but it doesn't mean to say that they are not
20 going to have an ideology by the time they are 18. But
21 I agree with Mr Basu, in terms of we need to look
22 differently at those who don't have an ideology.

23 Finally, I think from a multi-agency perspective in
24 terms of Prevent, or in terms of Channel, one of the
25 things that with hindsight I have learnt during this

52

process is when I was Channel Chair, we did the reviews -- you do a review at six months and 12 months after someone has been discharged from Channel to see whether they need to come back in. When I looked through the case studies, one of the things I looked for was what happened in those reviews and I couldn't find the reviews. Now, that may be because we didn't get the paperwork but it may be because they don't happen, because I'm not sure they happen everywhere. So there's something about the Channel reviews and whether they are happening.

But for me, as Channel Chair, it used to be as simple as saying: right, we have this case to review today, do we have any new information? We would write to all the agencies involved. No, we have no new information. Oh, well, that's good, that's our review completed, nobody has any concerns about them, end of, kind of thing.

With hindsight now, I think I may be saying: actually, why are they very quiet in school? What's happening in school? Be asking different curious questions. Because what I have learned from this is it is the ones who actually disappear under the radar and suddenly become very quiet that you have to be more concerned about. So there's something as well then

53

appropriate youth justice involvement were sufficiently considered where offending or escalating violence had already brought a young person into contact with the police."

That has clear echos of AR's case, where there could have been an earlier referral in a preventative sense to Youth Justice Services before his first offence was brought to court and there could have been a re-referral to Youth Justice Services later on but was not.

Should we take it from that analysis of the case studies that the concern about missed opportunities for Youth Offending Service early intervention is one that came out clearly from the case studies as well?

MS GIANFRANCESCO: Yes, absolutely. Do you want me to say more?

MR MOSS: Yes. Well, I think the way in which Youth Offending services may link into social care is an aspect upon which I think you can assist us.

MS GIANFRANCESCO: Yes. So from my point of view, if a child is arrested, either the Youth Offending Service or social care need to be informed. Somebody needs to be informed. If the police come across a child and have safeguarding concerns, they will always make a referral and that goes back to -- I can't remember what the form is -- but anyway, there is a form that the police have

55

about how the review process in Channel is used and the curious questions people are asking.

MR MOSS: Thank you. Can I stick with you, please Ms Gianfrancesco, as we move into our next topic, police and youth justice. You said in your report that there were differing levels of types of contact with the police across the cohort, sir, paragraph 4.5 for your note. But if we could look at page 34, ILT000344_0034, at paragraph 7.1.12 you say this:

"Across the case studies, there were a lack of records of Youth Offending Service involvement before the index offences. Although there were instances of arrest, cautions or suspected offending which may have provided opportunities for earlier youth justice assessment, diversion or intervention, there was no evidence of previous convictions or appearances before a court. Keeping children out of the criminal justice system where appropriate remains important, and prevention and diversion should not be displaced by unnecessary criminalisation. However, youth justice involvement can also provide opportunities for assessment, intervention and safeguarding and, in some circumstances, additional structure or restrictions around a young person. The case studies therefore raise a wider question about whether opportunities for

54

to fill in and sent through. Merlin, thank you. When a child is arrested they don't automatically always inform social care or the Youth Offending Service.

For me, actually, knowing that Johnny was arrested last week or seen by the police because of some criminal damage or something, begins to set a picture around that child. So when that's happened a number of times, as a Youth Offending Service or a social worker, you should be beginning to have the conversations with the police when they are arrested, in terms of saying: okay, well, we think now we need to be getting them into the diversion scheme.

So we saw on one of the case studies a number of police contacts because of assaults in school. The Youth Offending Service should have known and been saying, when he was then arrested: actually, this is the level, we think we need a conditional caution here or we need to -- so services are intervening. We want to keep young people out of the criminal justice system but we also want to think, actually, is the criminal justice system a way of safeguarding this child and putting parameters around them?

So my view is it should always be done in conjunction with the Youth Offending Service. There's also then elements where actually, the Youth Offending

56

1 Service need to say: you definitely need to be
 2 prosecuting this child. We have reached a point now
 3 where we have tried to keep this child safe and we can't
 4 keep the child safe and we can't engage with them and
 5 they are not engaging, whereas if we go to court and we
 6 get a Referral Order or a YRO on them, that is going to
 7 make them have to engage with us as the Youth Offending
 8 Service and through our engagement with them, it will
 9 also mean that the social workers can engage with them
 10 and we can work with them in a different way.

11 So it brings young people to the table. Because
 12 child protection process won't always work because the
 13 parents might be saying: we really, really want to work
 14 with you. The person that doesn't want to work with you
 15 is the child. So you can use the criminal
 16 justice system to support and put parameters around that
 17 child. I am really not saying we should criminalise
 18 children but I'm saying we need to look at the best
 19 system available to safeguard a child and if we think
 20 a child is at risk and within that risk they are
 21 offending and possibly putting themselves and others at
 22 risk, then we need to use the criminal justice system.

23 **MR MOSS:** Thank you. So Dr Church, if we could look at
 24 page 82, ILT000344_0082, and paragraph 5.5, you said
 25 this:

57

1 it creates worse harm?
 2 **DR CHURCH:** Absolutely, it should never be ignored in my
 3 view and there should be ways in which professionals can
 4 document these concerning events so that they are not
 5 lost and again, we come back to documentation and
 6 sharing of information. Earlier I referred to obtaining
 7 significant historical information from police and
 8 social care. I didn't mention school, of course, which
 9 is an arena where a lot of anti-social behaviour is
 10 observed and actually many schools maintain excellent
 11 logs of behaviour and behavioural incidents, which is
 12 a very rich source of information, especially that group
 13 of behaviours that has not reached a threshold for more
 14 assertive intervention by police or arrest or
 15 convictions, but perhaps a pattern of concerning
 16 behaviours.

17 So, my concern is, yes, that in the case studies,
 18 for various reasons, those concerning behaviours were
 19 not documented and recognised as they should have been.

20 **MR MOSS:** Thank you. Mr Basu, in your report, page 127,
 21 ILT000344_0127, please, paragraph 5.2.1 you refer to:

22 "Over-weighting vulnerability and under-weighting
 23 public protection."

24 I'm not going to go through it all. At 5.2.6, over
 25 the page, ILT000344_0128, these are your policing

59

1 "When anti-social behaviours were identified or
 2 escalated in severity, I note cases where victims,
 3 including family and professionals, did not press
 4 charges, did not seek help despite significant sustained
 5 violence and abuse, and ongoing safeguarding concerns
 6 around the young person, were not resolved."

7 Then you said this:

8 "Overlooking serious criminal behaviours is a form
 9 of overlooking the young person's needs. A lack of
 10 assertive action appears to have been driven by a wish
 11 to support the troubled young person, by fear of
 12 retaliation, or by fear of escalating aggression or
 13 violence to others. In these and other ways, there was
 14 often a lack of appropriate recognition of, and response
 15 to, anti-social behaviour and individual needs, which
 16 appears to have reinforced development along
 17 increasingly concerning, conduct disordered
 18 trajectories. [And] a diagnosis of conduct disorder was
 19 rarely made."

20 Of course, we touched on that aspect yesterday. But
 21 the earlier passage of that seemed to resonate with what
 22 Ms Gianfrancesco was saying a moment ago, that actually
 23 you need to keep a close eye on those escalating
 24 behaviours and despite the need not to criminalise young
 25 people and children, there may be a time when ignoring

58

1 observations. You refer to:

2 "Failure to treat repeated low-level incidents as
 3 escalation."

4 You conclude that:

5 "Police action may sometimes be the only way to
 6 safeguard both the individual and the public."

7 That that's, sir, for your note, at paragraph 6.4.3.

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

9 **MR MOSS:** You also point out the importance of always
 10 recording events. If we can just look at page 149,
 11 ILT000344_0149, please. So touching on what Dr Church
 12 has just been referring to, paragraph 7.13.21, towards
 13 the bottom of the page:

14 "Any offending should be recorded and as a minimum
 15 an out of court disposal process initiated. Often the
 16 case will simply be closed with no further action."

17 Then you say:

18 "In high threat, high risk cases this is a mistake."

19 We touched on this briefly yesterday but how is the
 20 balance struck because there is the understandable and
 21 important desire, which one doesn't want to work away
 22 from, of not criminalising children. But is the essence
 23 of it that you need to make sure that if there is
 24 a lower-level response, that you need to know the full
 25 history first? So you need to know whether there's been

60

1 previous similar conduct that's been dealt with
 2 "leniently" previously and you need to have sight of
 3 what the overall pattern has been because without that,
 4 you are not making a fully rounded assessment?
 5 **MR BASU:** Yes, it is just basic, good policing and policing
 6 with integrity. So if someone alleges a crime or
 7 anti-social behaviour, there should be a police record
 8 of that. Not to record it is a neglect. Now, I can
 9 hear thousands of police officers across the country
 10 saying: thank you very much, Mr Basu, it has been a very
 11 long time since you were out on the streets. So some
 12 practical problems. When I was a police officer there
 13 was a break between calls. As I got more senior, when
 14 I went out in cars with people who worked with me, there
 15 is no break between calls. People are going from one
 16 emergency to another. The weight and volume of calls
 17 and the number of police officers do not match. So
 18 there is a reality about how long it takes to record.
 19 So you put IT in cars so people don't have to go back to
 20 police stations to record, but you should still record.
 21 How are you going to know what the crime levels are
 22 in an area; how are you going to know whether
 23 a particular address has repeat calls to it; how are you
 24 going to know if there is a repeat offender there; how
 25 are you going to know the point at which the escalation

61

1 I have always taken that seriously. I think a lot
 2 of police officers take that seriously. Unless you have
 3 an understanding of the pattern of behaviour, you can
 4 make that mistake once too often. I'm quite a fan of
 5 the "three strikes and you are out". That's actually
 6 an evidential review officer looking at a case study of
 7 a child who has been arrested for the third time. That
 8 is not an inappropriate point in which to give them
 9 an out-of-court disposal. That is the point at which
 10 they get charged, cautioned, or ...
 11 **MR MOSS:** Okay, thank you. Could we turn to children's
 12 social care in multi-agency. Ms Gianfrancesco,
 13 obviously primarily towards you. Could we have page 32,
 14 ILT000344_0032, please, and paragraph 7.1.2. You say:
 15 "In a number of cases, the nature and accumulation
 16 of child protection concerns raised questions about
 17 whether stronger protective intervention, including in
 18 some cases removal from parental care, had been
 19 considered at an earlier stage. Full case records were
 20 not available, and it was not the Cadre's role to
 21 undertake a full case review or, with the benefit of
 22 hindsight, to reach conclusions about decisions made at
 23 the time. The cases nevertheless highlight the
 24 importance of considering early protection and
 25 cumulative harm, and the potential long-term impact on

63

1 has got to a point where now there is no choice but to
 2 criminalise the child because that's the only way to get
 3 them into a system where they might either get clinical
 4 help or some form of monitoring?

5 Of course, a layperson thinks: I don't want to
 6 report the child because I'm going to get them into
 7 trouble, so I definitely don't want to ring 999. We had
 8 had when we polled people on Prevent. One of the
 9 reasons why parents and communities didn't want to
 10 report people for Prevent is: I don't want to get them
 11 into trouble. Forgetting that it is a pre-criminal,
 12 voluntary -- you know, this is to help you not to become
 13 a criminal, not the other way round.

14 I think we have the same problem with children
 15 committing low-level offences where we think: if I call
 16 the police, the first thing the police are going to do
 17 is handcuff my child and then potentially prosecute them
 18 or get them prosecuted. The reason I would add to that,
 19 I have some sympathy with that view is -- I was told
 20 this by a director of Children's Services some 15 years
 21 ago -- there is only one of the adverse childhood
 22 experiences you contribute to. It's when you arrest the
 23 child or their parent or guardian or sibling in front of
 24 them. That's what you do, so think very carefully
 25 before you take that step.

62

1 children and young people who continue to come to the
 2 attention of social care throughout their childhood."

3 Then, another important paragraph please at 7.1.1,
 4 it is actually slightly higher up, page 32,
 5 ILT000344_0032, the second half of the page, this:

6 "... children's social work does not automatically
 7 work with young people who pose a risk of harm to
 8 others, outside of the established safeguarding
 9 categories of sexual, physical, emotional abuse and
 10 neglect, [though] different models across the country
 11 may enable more flexibility."

12 I just want to ask you about those paragraphs. This
 13 concept that children's social work does not
 14 automatically work with young people who pose a risk of
 15 harm to others; you mentioned earlier on that in your
 16 view, social workers need to think if children and young
 17 people are a risk to others, that there is a risk to
 18 them. Are you suggesting, therefore, that that sense
 19 that children's social work doesn't automatically work
 20 with young people who pose a risk of harm to others is
 21 the wrong outlook?

22 **MS GIANFRANCESCO:** Yes, it is a risk of harm to the young
 23 person as well. I think the problem is when we look at
 24 safeguarding categories, we have sexual, physical,
 25 emotional and neglect -- yes, that is right -- so, they

64

1 are quite narrow in their definitions, and we to have to
 2 talk about the welfare of the child being paramount and
 3 I would say that's where the risk of harm to others
 4 comes in because it is about the welfare of that child.
 5 But, when we look at some of these cases we have looked
 6 at, it would have been quite hard to pull out where
 7 social work would have been engaged because people
 8 didn't know or understand the risks. I think there are
 9 some cases that for me are really obvious and social
 10 work actually either were involved or should have been
 11 involved, but there is quite a nuance.

12 I don't think -- well, we know people aren't
 13 automatically thinking: does this child pose a risk of
 14 harm to others through their online use, through their
 15 violence fascination? It is beginning to shift how
 16 professionals, not just social workers, think about the
 17 risks posed by young people.

18 **MR MOSS:** At senior levels within social work, is there
 19 still a variability of understanding and view about
 20 that, about the extent to which a child who is at
 21 serious risk of harming others through violence, is
 22 a risk -- also at risk of harm and therefore should come
 23 within, for example, section 47?

24 **MS GIANFRANCESCO:** I think there very clearly is different
 25 views and we have talked very much in the report around

65

1 aren't many. I would say it isn't an area that people
 2 feel comfortable working in. Child protection has come
 3 historically from the idea that we are going to protect
 4 that little child from the parent. So the idea now that
 5 we are protecting children from each other and from
 6 themselves really is very, very new.

7 If we look at child exploitation, it's taken a long
 8 time for people to get their heads around what child
 9 exploitation is. It has been around for a long time.
 10 I think professionally, not just social workers, but
 11 police, health, everybody is having to come to terms
 12 with child protection being very different to what was
 13 set up and what is currently under the law. We are
 14 still working from, you know 1989 Acts and 2004 and some
 15 of the legislation we are working to is 30 years old.

16 **MR MOSS:** Linked to that, if we could have page 33,
 17 ILT000344_0033, and paragraph 7.1.4, you refer there to
 18 some very recent developments in the law, with:

19 "The Children's Wellbeing and Schools Act [seeking]
 20 to develop Multi-Agency Child Protection Teams, bringing
 21 together social work, education, health and police to
 22 improve joint working and promote consistency in
 23 responses to child protection concerns where children
 24 are at risk of significant harm."

25 Now, it might be thought and said that nobody, of

67

1 the legislative frameworks and I think, when I have
 2 spoken to different senior managers, different senior
 3 managers have different views around what fits in under
 4 that because if we work to the letter of the law, it is:
 5 sexual, physical, emotional, harm, abuse and neglect.

6 So then it doesn't fall within it, but actually if
 7 we look at it at a broader aspect, it does fall within
 8 it. So, there are very different views, I would say,
 9 across the sector. Though everybody would agree it is
 10 about the welfare of the child. I think we saw that in
 11 AR, that sort of -- it is there kind of within policy
 12 but how people see it/understand it, is very different.

13 **MR MOSS:** So again, that difficulty with which the Chair is
 14 obviously very familiar with AR in Phase 1, of the
 15 Lancashire policy referencing risk of harm to others but
 16 that not necessarily being followed through and
 17 understood, the Inquiry shouldn't think that was
 18 an unusual feature of AR's case, you would say that
 19 those difficulties are a broader problem?

20 **MS GIANFRANCESCO:** I think so. I mean, I come from
 21 a different standpoint. I have worked with complex
 22 adolescents all my life and I developed a specialist
 23 service for complex adolescents. But when we developed
 24 it, I looked around the country and there weren't other
 25 services and there still -- there are a number but there

66

1 course, would seek to go against that and that seems
 2 an entirely positive development. But will those
 3 multi-agency child protection teams include a focus, as
 4 you understand it, on cases where a significant part of
 5 the risk is the child's risk of violence to others or is
 6 that more focused in, my words, traditional child
 7 protection cases?

8 **MS GIANFRANCESCO:** Again, I think it will come down to
 9 individual interpretation and my individual
 10 interpretation is that actually there is a risk that it
 11 won't encompass young people that are at risk of harm to
 12 others.

13 Because if it is responding to child protection, as
 14 I keep saying, a lot of these adolescents will not be
 15 under child protection because their parents are
 16 knocking at your door, saying: we need help with Johnny.

17 **MR MOSS:** Yes, and so if we look at 7.1.6, a little bit
 18 further down the page, your analysis, I think, was this:

19 "In the year leading up to the offence only one of
 20 the young people in the case studies would have met the
 21 threshold for the [new] MACPTs [and even that case] was
 22 not in relation to his rising levels of violence."

23 So should we take it from that, that multi-agency
 24 child protection teams, while they are an important
 25 development or improvement, multi-agency working are in

68

1 an area that's not likely to assist the cohort with
 2 which we are concerned?
 3 **MS GIANFRANCESCO:** That's my view, yes.
 4 **MR MOSS:** Thank you. You say there:
 5 "The risk may require a flexible coordinated
 6 adolescent safeguarding social work response rather than
 7 a conventional intra-familial child-protection
 8 response."
 9 Yes?
 10 **MS GIANFRANCESCO:** Yes.
 11 **MR MOSS:** Thank you. We will come onto what that may look
 12 at, thank you. Ms Swan, can I turn to you next in
 13 looking at educational aspects of the multi-agency
 14 working in the case studies. We covered, I think, much
 15 of that ground in passing yesterday, but if we look at
 16 page 28, ILT000344_0028, paragraph 6.4.2, you said this,
 17 that:
 18 "Within the case studies the effectiveness of these
 19 arrangements depended first on concerns being recognised
 20 and acted upon within the school. There were instances
 21 where significant decline in academic attainment,
 22 attendance, behaviour or functioning did not lead to
 23 further assessment, support or referral. This was
 24 particularly apparent where young people were quiet and
 25 less likely to draw attention to themselves."

69

1 actually, what was also marked was a quietness reflected
 2 a change in that young person's functioning. It was
 3 highlighted by peers in many of those cases. It was
 4 highlighted by siblings and it was picked up on by staff
 5 but it was in such a way that, as I mentioned yesterday,
 6 there were comments around: odd, weird, make me
 7 uncomfortable. A certain sense of unease that they were
 8 struggling to quantify and because, I think, there was
 9 a reluctance to try and put that down on paper, so much
 10 of that sense wasn't recorded.
 11 But actually, as I have said at the start of this,
 12 there's so much data, it's about what's being done to
 13 analyse, monitor and then intervene with that data when
 14 you notice those patterns.
 15 **MR MOSS:** If we look at page 25, ILT000344_0025, please and
 16 paragraph 6.2.2, you also said that the case studies did
 17 demonstrate the significance of the contribution of
 18 education, that:
 19 "Education frequently identified concerns and made
 20 referrals to CAMHS, Prevent and children's social care,
 21 sometimes continuing to raise concerns despite limited
 22 or unsuccessful responses from other agencies."
 23 Again, clear parallels with AR's case. Just
 24 briefly, if you would, do you have some key point advice
 25 on how the system can permit that education voice of

71

1 We touched on much of that yesterday but should we
 2 just re-emphasise the importance of children who perhaps
 3 initially are doing well, withdraw, have lesser
 4 attainment, but are actually simply -- just become very
 5 quiet. That itself is a risk signal?
 6 **MS SWAN:** Yes and I think what's notable is that across the
 7 case studies -- and I'm not suggesting that this happens
 8 in all aspects of education -- but the quiet, withdrawal
 9 were evident in mainstream settings. The more explosive
 10 behaviours, the assaults on staff, were across
 11 specialist settings or alternative provisions.
 12 Schools have an abundance of data and what we would
 13 say is, the one question around this data that they're
 14 gathering around attainment, attendance, behaviour,
 15 social functioning, so what? What is the data telling
 16 us?
 17 The challenges we have, you know, that we saw across
 18 the case studies, was -- I mean, some of it was almost
 19 like a seeping effect where it would happen, but because
 20 it wasn't married with something urgent or causing
 21 an immediate health and safety risk in the school, my
 22 inference from that is that actually the provision, the
 23 resource I'm suggesting, may have been directed to the
 24 more imminent immediate needs within the school.
 25 But there was evidence in all of those cases and

70

1 concern to be listened to more?
 2 **MS SWAN:** My hope is that with the changes -- there are so
 3 many changes that have been brought in over the past
 4 couple of months and certainly, with the Wellbeing in
 5 Schools Act -- apologies if I have got the name of that
 6 incorrect, it has just flown out of my mind -- that
 7 there is a greater recognition amongst the safeguarding
 8 partners for the voices of early years provision,
 9 schools and colleges to be heard as a relevant agency.
 10 Not only would that mean that they have a greater
 11 voice, but it would mean that they have a greater
 12 involvement in the operational aspect of safeguarding,
 13 and also strategic decisions.
 14 Where I would suggest that perhaps -- in the case of
 15 the very new guidance and statute that's come through,
 16 where perhaps it hasn't gone far enough is that the
 17 wording I believe is a professional experienced in
 18 education will fulfil that role and my question would
 19 be, why that would not be a qualified teacher, why that
 20 would not be somebody who would have that experience
 21 because in all of the other elements of that, those
 22 safeguarding partners, there is that expectation,
 23 because in terms of those arrangements, having that
 24 consistency is so integral.
 25 So I think that having that oversight is really key.

72

One of the real challenges that was evident across the case studies but also in practice was involvement with a local authority statutory SEND team. I recognise -- well, I would like to highlight my understanding of the immense and escalating volume of cases and families that the local authority statutory SEND services are navigating. In many cases, one person will have 450 children who are in receipt of Education, Health and Care Plans on their caseload. So I do recognise that.

But what was apparent was an absence, an entire absence of local authority involvement for those children and that's not just for children in receipt of Education, Health and Care Plans, it is for children who are at risk of permanent exclusion, children who -- I did question, with the power of hindsight, why there weren't in some cases earlier -- I think I can answer that -- referrals for an assessment for an Education, Health and Care needs assessment and that local authority involvement and ensuring that they meet their statutory duties to secure the provision and so on.

There can be an inclination to just think about children in receipt of Education, Health and Care Plans, but the SEN system is so much broader. Similarly this isn't just about SEN, as we have said, it is that whole context.

73

safeguarding partner; responsibility and accountability remain with the local authority, Integrated Care Board and police."

Were you hinting there that you felt that it should go further, that education should be made a statutory safeguarding partner?

MS SWAN: I will go back to what Dr Church said when we started these questions: ah, but I just realised I didn't mention education and they have all of this information and oversight. I think that, coupled with our own experience and what has been said throughout, is that educational settings are uniquely placed to not only have that regular contact, the professional oversight, to be able to spot emerging patterns of need, they are also there to establish those ongoing relationships with families as well, siblings, the wider network and the whole aim of being within that local community as well. So, yes, in short, I am.

MR MOSS: Thank you. Then -- and I can take these briefly because it is from Phase 1, at least one aspect of this, familiar territory; page 42, please, ILT000344_0042, and paragraph 7.7.5. Forgive me, that may be a false reference. If we go to the previous page. *(Pause)*.

I will take it without reference for the moment. I have a false page reference. But two aspects you draw

75

But I think actually, to sort of finish what I'm saying here, education had that longitudinal pattern, that knowledge, that awareness; they have an abundance of data. Whether or not it is recorded, we can come onto that, in a consistent manner. But it is about ensuring that particularly those provisions whereby they have that specialist insight in terms of alternative provisions, special schools, where those schools are saying: we do not have provision to meet this child's needs, or we need more, that needs to be heard and that needs to be listened to and recognised rather than a reliance on discretionary efforts of individual practitioners.

MR MOSS: Thank you. A couple of further aspects to pick up from the report, if I may. Page 26, ILT000344_0026, please, paragraph 6.2.4. So going back to the Children's Wellbeing and Schools Act 2026, you note that:

"[It] responds to ... concerns by providing for a strengthened role for Education within Multi-Agency Safeguarding Arrangements [whereby] education and childcare agencies will be included automatically as relevant agencies ..."

But you point out that:

"The reforms do not ... make Education a statutory

74

out in the report I think are important. One we touched on yesterday was the transition to adults and the need, when children are leaving education and going into the adult age, for records to continue with them and not to have a cliff-edge at that stage. Yes?

MS SWAN: Yes, and I think the key thing with all of these discussions is that we are talking about a group of adolescents and I think the common consensus is that adolescence does not end at 18. However, so much of what we are discussing here in terms of safeguarding arrangements, we are discussing children and you are a child until the age of 18. So as part of this, similar with the Education, Health and Care Plans and the SEN code of practice, what we should be looking at here is how we manage the difference between those systems and whatever we put in place needs to not just be for children.

MR MOSS: Yes.

MS SWAN: That adolescent period.

MR MOSS: So page 42, forgive me for the false reference, it is 7.9.5, so just further down. So that transition to adult services. Then familiar from Phase 1 if we just look at 7.9.11 over the page onto page 43, ILT000344_0043:

"Transition to new local authorities.

76

"Movement between local authority areas can create gaps in records, disrupt referrals and waiting-list pathways ... Similar challenges arise where children live in one authority but attend school or receive health, social care or specialist provision in another."

Again, I think from the case studies, you are pulling out the challenges that arise from that in terms of consistent approach.

MS SWAN: Yes, significant. Very common when -- from my professional experience in London, particularly between boroughs there are challenges. Moving between counties, one of the biggest challenges we have in particular with special schools and finding the right provision and the right school setting for a child or young person is increasingly, there is a demand or need for a child or young person to travel a significant amount of time to find the right school and in many cases there is guidance around the journey being no more than 45 minutes to primary schools or 55 minutes for secondary schools, but some children are traveling an hour and a half each way to access the right special school.

What's happening is as well as the impact of that travel, you are going into neighbouring counties which puts in place huge demands, I know, on the local

77

child-protection legislation focuses on promoting welfare, reducing risk to the child and responding where a child is suffering, or is likely to suffer, significant harm. It does not assign clear responsibility where the child is also the potential source of harm to others."

So I think, from our discussions, it is clear that not just from that report but from all your reports and from your evidence, that you would all agree there needs to be clarity about a pathway for this cohort, yes? As a starting position?

ALL: Yes.

MR MOSS: I want to move on to how that pathway may look and what the options are. I want to focus not on the initial triage stage, not on the front door, whether the front door is Prevent or a new, wider front door. I want to look at what sits beyond the initial assessment and where these young people would go.

I want to look at three topics. So what the multi-agency arrangement, after the screening stage, should be. Secondly, should there be a clear, nominated agency with lead responsibility? And thirdly, who it needs to bring together.

So, in terms of that first topic, I wonder if we could start, Dr Church, with your paragraph 7.14, it is

79

authority for funding arrangements, contracting arrangements and the cost of transport. That's one aspect. Similarly, the sharing of information, the difference of processes, as someone who works with families all over England who are in receipt of Education, Health and Care Plans, one of the things that I never cease to be amazed by is the difference in formats of Education, Health and Care Plans.

Every local authority presents them -- I don't want to take away autonomy where autonomy is required, but it leads to so much interpretation and lack of consistency and where we are relying on a system where children are having to have that inter-area provision, there must be some kind of consistency because that leads to varying outcomes.

MR MOSS: Thank you very much. I want to move now to topic 6 and look at the way forward; starting with the way forward in multi-agency working.

If we can have on screen, please, page 26, ILT000344_0026, and paragraph 6.3. So you say that, in the first sub-report:

"Phase 1 of the Inquiry identified a central issue: no single-agency or multi-agency structure held clear responsibility for managing the risk posed by a young person who may harm others. Current safeguarding and

78

page 90, ILT000344_0090. You do say that:

"Other experts may be better placed to comment ..."

But you say that:

"My view is that in the case of child VFIs the single agency should be Children's Social Care. I concur with the recommendation from others that a child who presents a risk of serious harm should be considered suitable for Child in Need or Child Protection frameworks."

If we look at the first sub-report from the three of you, page 37 please, at the top of the page. 36, forgive me, ILT000344_0036, paragraph 7.4.6, you say there, that:

"Brighton and Hove's Adolescent Vulnerability and Risk [management] Meeting provides an example of this type of approach. Young people at risk of exploitation or harm to others are considered by a multi-agency panel, enabling agencies to develop a rounded understanding of risk to and from the young person and to align their plans."

I understood from that, that was broadly -- I appreciate you are talking about your personal experience -- but broadly in line, in terms of where the -- it may sit. Mr Basu, from a slightly different emphasis perhaps, page 130 -- sorry, if we could just go

80

to the top of the next page as well, page 37,

ILT000344_0037:

"Recommendation: The Inquiry should consider whether Local Authorities should extend their multi-agency adolescent risk meetings to include those who pose a risk of harm to others."

Again, local authority being the home for this.

Then Mr Basu, page 130 please, ILT000344_0130, paragraph 5.3.14, you said this:

"Create a specialist multi-agency VFI panel.

A local or regional panel should bring together police, mental health, education, social care, youth justice, Prevent, firearms licensing and digital expertise for complex cases [potentially] in a second Channel for non-terrorist cases."

But you also said, see page 160, ILT000344_0160, paragraph 9.17:

"Where there is no ideology at all, or further investigation and information gathering has dismissed [mixed or unclear ideology] as not moving towards radicalisation or terrorism, they should be managed by the MASH and/or MAPPA. The two systems, Prevent and MASH, should be capable of talking to each other and moving subjects between them, given that ideology can develop over time or be successfully countered, even

81

the view that it has the capacity to take those cases, as currently resourced and set up?

MS GIANFRANCESCO: Every local authority does things differently. Within Brighton and Hove we set it up so we had a specialist adolescent service, so we created the capacity to do it. I guess how it works and how I envisage is currently the one in Brighton and Hove works with all high-risk adolescents. So it is risk of harm to self or risk of harm to others and what we did is recognising -- the Youth Offending Service already has to manage risk of harm to others, but a lot of those young people open to the Youth Offending Service who are risk of harm to others are also at risk of being exploited. So then they were going into a different meeting so we just brought it all together to one meeting.

I would envisage and hope that if there were young people with violent fixations currently open in Brighton and Hove, they would be within -- being held within that multi-agency risk meeting. It does not exclude those young people currently from being held within that Prevent and Channel. For me -- and I would go back to you, as I keep saying, it is about processes. I guess one of the things I'm really conscious of and one of the things we have struggled with a lot in Brighton is what

83

without complete de-escalation."

So having looked at what the different reports have said, Mr Basu, can I ask you for some clarification there in terms of the pathway, because at one stage you seem to be suggesting this needs to be a new process or a new agency and perhaps at 9.17, the emphasis was on using MASH and/or MAPPA. Do you want to come in on that?

MR BASU: Yes, clumsy report. Prevent and MASH are both, for me, signposting systems. So not all MASH actually manage cases, they often signpost into another system. So the system I described in the previous paragraph is the system I think should exist. I think that could be adapted from existing systems. I think the Child Protection Team model is a very good one. Prevent and MASH are the people who would signpost into whatever -- so, Prevent into Channel, as currently --

MR MOSS: Right, so there at the earlier stage that it would go into?

MR BASU: Yes.

MR MOSS: So if this was going to have a local authority base and would grow out of, effectively, child protection systems, could I ask, in relation to that -- at the moment, Ms Gianfrancesco, it may be that you are best placed to deal with that -- whether you would be of

82

do we do with those 17-year-olds who are going to be 18 next month and then they fall off that cliff edge? We held them open in the meeting probably for three months after their 18th birthday, but then at some point you have to close them because children's services can't maintain them.

So I think when we are talking about these high-risk, vulnerable young people, with violent fixations, no ideology, we do need to think about something like Channel, where they can continue to be part of it post-18. But in terms of social work, I think social work has to have something that sits within it that focuses specifically on high-risk adolescents, that brings professionals together and says: okay, we are going to try and understand this and grow and learn as a professional group, because your non-ideological violent young people actually aren't going to be that many, but your complex adolescents, you are going to have a lot more of and they are going to show similar vulnerabilities. So it is enabling people to begin to understand and work together to pull out those vulnerabilities.

So I think they are two separate processes that should work parallel to each other and to complement each other but I absolutely believe that every local

84

1 authority should have something that is looking
2 specifically at adolescents because adolescents are
3 very, very different to working with a vulnerable two-
4 or three-year-old.

5 **MR MOSS:** In that method of working, so within the team
6 that's looking at complex adolescents but is dealing
7 with a case where there's a risk of violence to others,
8 is there, in all of those cases, a policing involvement
9 by which I mean a territorial policing involvement, not
10 a Counter Terrorism Policing involvement, of course?

11 **MS GIANFRANCESCO:** There should always be a local police
12 involvement and within that meeting -- that meeting
13 cannot function without the police. Mr Basu and I were
14 talking about it yesterday, and I was saying, you know,
15 the meeting that we set up in Brighton is co-chaired
16 between the local authority and the police. So if one
17 of them isn't there, the other Chair chairs it. There
18 is a complete and utter understanding that that Chair
19 can direct other organisations to do work because
20 ultimately, the Chair has responsibility for the risk
21 plan. So it is about people signing up to that. In the
22 same way you would with a child protection plan. The
23 IRO has a responsibility for that plan. It is about
24 everybody signing up and agreeing to work alongside that
25 plan.

85

1 there needs to be potentially a policing lead in this.
2 But we see, from the police side of things, from
3 Deputy Chief Constable Paul Court, NPC002, page 14,
4 paragraph 62, saying that it is -- a child protection
5 lead is required because policing shouldn't be to the
6 fore, or shouldn't be the lead in child protection
7 cases.

8 If I'm understanding your evidence correctly, what
9 you are saying has worked in Brighton is it is the two
10 coming together, in fact co-chaired and you have the
11 flexibility as to where the emphasis is and in a sense,
12 what the lead angle is depending on the individual case?

13 **MS GIANFRANCESCO:** Yes and, you know, it is very difficult
14 because child protection is a joint social work/police
15 process. Social work do the social work-y bit of child
16 protection and going -- if need be, going to court to
17 remove a child. But the police bit do the police
18 investigation bit, in terms of: have these parents
19 committed a crime? In some ways this is what we are
20 talking about here. Both are the lead agencies for the
21 element that the legislation requires them to deliver in
22 terms of child protection. In the same way here, both
23 are the lead agencies in terms of public protection.
24 The police are the lead agency in terms of the criminal
25 aspect of public protection but the social work need to

87

1 **MR MOSS:** Does it also cater for this sort of situation
2 whereby, while in the early stages or lower level of
3 a case, there may be a health care emphasis and a social
4 care intervention, mentoring, all of those sort of
5 aspects, if a case is developing in the sense that there
6 is a clearer risk of violence or there has been actual
7 offending, does it allow for the police to come more to
8 the fore, in the sense of the thinking may need to start
9 to turn to more what might be thought of disruption? So
10 we may need to have an arrest and we may need to have
11 a search, we may need to get hold of the devices because
12 we now need to turn the axis in that direction. Does
13 that system allow for that?

14 **MS GIANFRANCESCO:** Absolutely and that's what I was saying
15 earlier, that you have to see criminal justice process
16 and safeguarding going hand-in-hand together, but
17 I would expect agencies to make those decisions jointly.
18 I think quite often social work might be saying:
19 actually, we need to be saying now to you what
20 disruption can you do because we can no longer keep
21 these children safe?

22 **MR MOSS:** Thank you. So we see -- I'm not going to turn
23 them up to save time, but, sir, if I may, just for your
24 reference, we see Kate Dixon for the Department for
25 Education in the statement at DFE000297, saying that

86

1 be the lead agency in terms of the child protection
2 element of public protection. So it is neither one nor
3 the other. It is about both recognising they have
4 an equal role.

5 **MR MOSS:** In broad terms, of course, you would say we could
6 always do with more resources, but are you able to
7 instigate what might be thought of as the Channel-like
8 interventions, through that process?

9 **MS GIANFRANCESCO:** What that process doesn't have -- so
10 Channel has specific intervention providers and has
11 a budget for -- through the Home Office, for
12 intervention providers. What that process doesn't have
13 is a special budget for adolescents, but what you do
14 have is multi-agency people working together who will
15 say: what can we draw on across the area? So what
16 agencies do we have? What can our voluntary sector
17 offer? What can we do differently with education? How
18 can we create -- do things differently?

19 So what it demands is creative thinking to do things
20 in a different way because there aren't more resources.
21 So, yes, lots of people will say: we can't do this
22 because we don't have more resources. Indeed, in some
23 ways there is -- if we had more resources, we would be
24 able to do a lot more. You know, the thing we were
25 talking about earlier in terms of having a forensic

88

1 psychologist look at the case and help people and
 2 support social workers, or schools, or people who engage
 3 with children in different ways. We haven't had those
 4 things so far, so people have had to work very
 5 differently.
 6 I mean, one of the things I did in Brighton and Hove
 7 is I commissioned some CAMHS services to come in because
 8 we didn't have CAMHS. But what that involves is, is me
 9 having to look at a budget and say: well, I will remove
 10 two social worker posts and I will put this in because
 11 I think it is important. That's what you have to do
 12 creatively but, you know, you rob Peter to pay Paul;
 13 that's the reality.

14 **MR MOSS:** Thank you. With the caveat that a mechanism would
 15 need to be found to allow that sort of approach to
 16 continue for people who are past the age of 18, do any
 17 of the panel have a preference for a different approach
 18 to the broad framework that Ms Gianfrancesco is
 19 describing or does that, across the panel, appear to be
 20 the best potential? Mr Basu?

21 **MR BASU:** I'm going to say "yes". I think that is the gold
 22 standard, actually, having discussed it yesterday. Can
 23 I just make one comment about lead agency because it's
 24 come up a lot in our discussions?

25 **MR MOSS:** That's my topic 2, so yes, but not yet. Ms Swan.
 89

1 authorities should extend multi-agency adolescent risk
 2 meetings to include young people who pose a risk of harm
 3 to others."

4 I think perhaps the thinking is developed in the way
 5 that Ms Swan and Ms Gianfrancesco have been talking
 6 about.

7 But I wanted to just briefly explore this aspect of
 8 flexibility to design a system locally because there may
 9 be thought to be a tension here. On the one hand, it
 10 seems common sense, does it not, that because local
 11 delivery varies and local needs vary, perhaps
 12 significantly across local authorities, that there needs
 13 to be that local flexibility. But, on the other hand,
 14 if there are significant risks from, for example, cases
 15 falling between the cracks, lack of clarity, but also
 16 the complications arising from cross-boundary cases and
 17 children who move from one area to another, it might be
 18 thought that the tension is there needs to be some
 19 national consistency about how this cohort is taken care
 20 of.

21 How do you square that circle?

22 **MS GIANFRANCESCO:** My view is, whatever systems you put in
 23 place, there will always be gaps because as much as --
 24 and I said earlier -- everybody who comes to work within
 25 the public sector wants to do the best job, we have seen
 91

1 **MS SWAN:** I was just going to say, we have discussed this at
 2 length and this has been one of the conversations that
 3 we have had as a cadre and that's what this opportunity
 4 working together has allowed us to say. So I think it
 5 is fair to say everybody has had a chance to work out
 6 and weed out those aspects of it. The panel is one
 7 element for those young people who are being referred.
 8 My only thinking from an education perspective, given
 9 that practitioners would continue to see the young
 10 person on a daily basis, is that there would need to be
 11 that understanding of how that was disseminated through
 12 that daily contact and what those complementary
 13 therapies or complementary strategies would be. It
 14 couldn't be just something in isolation that was
 15 managing those outcomes.

16 **MR MOSS:** Thank you. Can we just look at page 37,
 17 ILT000344_0037, paragraph 7.5.3. One of the points that
 18 you draw out there, in the second half of the paragraph,
 19 is that:

20 "Local areas ... need flexibility to design
 21 adolescent services that complement, rather than
 22 duplicate or compete with, [the] MACPT's."

23 In terms of -- you go on to say, in the
 24 recommendation:

25 "The Inquiry should explore whether local
 90

1 repeatedly, we are hearing about people not doing
 2 recording, not information sharing. There are always
 3 gaps. People, for whatever reason, don't do things.

4 If we have a rigid system that we expect people to
 5 work to -- I'm going to backtrack. In some ways we
 6 already have a rigid system that we expect people to
 7 work to and that is the legislation and that's really,
 8 really clear. The Children's Act is really, really
 9 clear what we should be doing when children are at
 10 significant risk, how we escalate, what we go into
 11 court.

12 You kind of touched upon it earlier, there was some
 13 cases that we saw here that I am really shocked that
 14 those children were not removed and when I'm talking
 15 about not removed, I'm talking about two and
 16 three-year-olds and the cumulative impact that the
 17 neglect had on their lives and their -- the possible
 18 outcome of where we are now. Can't say -- you know,
 19 that's the reason we are here but there were
 20 interventions that I think should have happened sooner.

21 But we have a system in place that's already telling
 22 us that. So whatever system we have, people will look
 23 at in different ways and interpret in different ways.
 24 I guess when I talk about flexibility, I go back to the
 25 MACPTs that I said earlier, so the Multi-Agency Child
 92

1 Protection Teams earlier. I don't believe those
 2 Multi-Agency Child Protection Teams currently, in the
 3 current format, would enable people to work with the
 4 adolescents that we are talking about because they won't
 5 necessarily hit child protection. So when I'm talking
 6 about they should be given flexibility, I am talking
 7 about that, that the Multi-Agency Child Protection Teams
 8 shouldn't be as rigid as saying: you have to work as
 9 children within child protection. What I'm talking
 10 about is saying Multi-Agency Child Protection Teams need
 11 to work with children who are high risk, because that's
 12 what we are talking about; it is about children and
 13 young people that are high risk. So that's what I mean
 14 about flexibility.

15 If you set a rigid: your service has to look like
 16 this -- and that's kind of what's happened now under the
 17 Children and Wellbeing Act, each local authority is
 18 going to do it slightly differently. Because some local
 19 authorities, if we are looking at Essex, it is a massive
 20 local authority that covers a massive geographical area,
 21 plus a really big population. Or you could be looking
 22 at one of the local West Berkshire local authorities
 23 that covers a population of 150,000. So how they design
 24 something and how they work is going to be different
 25 just because of the geography.

93

1 But when it gets to high threat and risk, the
 2 national system steps in and takes over and all the
 3 chief constables signed up to that agreement many, many
 4 years ago. It has taken decades to provide confidence
 5 that a national system is capable of stepping in and
 6 taking on what are effectively, I'm talking about
 7 terrorist attacks or something that gets very close
 8 to --

9 **MR MOSS:** Yes. I'm more interested at the moment, though,
 10 in focusing on the differences in local authorities in
 11 terms of size of population --

12 **MR BASU:** I mean, the way the system is funded through the
 13 Home Office is around exactly that geographical need.
 14 So I'm not aware of any other agency -- and no other
 15 policing discipline does it in that way. There is no
 16 national operational policing system that steps in.
 17 There is no national local authority system that steps
 18 in or for health or for education. It is very
 19 fragmented but it is a coordination role that is missing
 20 from high risk and high threat, that exists in
 21 counter-terrorism.

22 **MR MOSS:** Thank you. Ms Swan.

23 **MS SWAN:** Just to add to what you were just saying there,
 24 county lines is a good example of what the regional
 25 variation but the national recognition and

95

1 **MR MOSS:** Ms Swan, perhaps? Mr Basu.

2 **MR BASU:** I was just -- when you have DAC Vicky Evans -- and
 3 I have done Vicky's job and the second deputy's job, and
 4 when I was running the network -- I ran a national
 5 network. So the point of running the national network
 6 is I didn't have any control over what chief constables
 7 did in their own geographical force areas; they are
 8 legal corporations, sole. They can do what they like to
 9 provide an effective policing service in their area.
 10 But they all sign an agreement to a national network
 11 that when something reaches high risk and high threat,
 12 so not daily operational policing even in the national
 13 security space, but when it reaches high risk and high
 14 threat, the national system will step in and take
 15 operational control.

16 But on a daily basis, they work to policies,
 17 guidance and framework, and national procedure that
 18 should try and be consistent across -- Anna's point
 19 about there's always gaps. There are always gaps, it is
 20 like painting the Forth Road Bridge, there is always
 21 a need -- because new people are coming in all of the
 22 time, so you are constantly trying to train a whole new
 23 cadre of people on the consistency of working to
 24 a national framework, national policies, national
 25 guidance.

94

1 understanding. Similarly, I don't want to take away
 2 from autonomy where it is needed but what we are dealing
 3 with here, in all of the cases, is an online presence
 4 which almost in some senses removes that locality
 5 because it doesn't matter where you are based with your
 6 computer, that computer takes you into this more
 7 broader, more generic world that's being dealt with. So
 8 I just wanted to sort of highlight that as an element
 9 of, it is really difficult to predict the virtual worlds
 10 that a young person or a child is going to enter into as
 11 a consequence of just their postcode.

12 **MR MOSS:** Thank you. Can we then move to the lead agency
 13 question. If I understood evidence from yesterday
 14 correctly, I think there would be agreement on this but
 15 please confirm, if you are going to have a system of
 16 a nominated lead agency, that can't be an excuse for
 17 other agencies to drop off. Each agency has to remain
 18 responsible for its own area and remain responsible for
 19 its part of any care and action plan. Would you all
 20 agree with that?

21 **ALL:** Yes.

22 **MR MOSS:** Mr Basu?

23 **MR BASU:** Yes, but I would not advocate a lead agency model.

24 **MR MOSS:** Well, we are coming onto that.

25 **MR BASU:** Sorry, I'm now having a third bite at it.

96

1 **MR MOSS:** You will get a chance, I promise. That's why
 2 there was an "if". If you have a lead agency model,
 3 there needs to be flexibility, in this area for this
 4 cohort, in who leads on different cases and we have
 5 touched upon that, that you may have -- if you think
 6 that health care is more appropriate or social care but
 7 you may move to a stage where policing, for example,
 8 were more in the lead because you were moving towards
 9 disruption. Again, if you were going to have a lead
 10 agency, would you all agree that, for this cohort of
 11 young people, you could never have a fixed organisation
 12 who was the right agency to lead because it would depend
 13 on the individual circumstances? Yes?

14 **ALL:** Yes.

15 **MR MOSS:** So, coming back to whether it is a good idea to
 16 have a lead agency -- and it falls really to that
 17 question that the learned Chair posed yesterday, of,
 18 while noting everything that had been said in particular
 19 by you, Ms Gianfrancesco, about lead process,
 20 well-chaired and so on, the Chair said yesterday the
 21 concern was -- based on something that Ms Swan had said,
 22 but also no doubt Phase 1 of this Inquiry -- no one knew
 23 what to do. There was a passing between agencies, no
 24 one seemed to have a grip on what support was needed and
 25 an increase in it being said, "we don't have that

97

1 really about everything from mentoring, all the way up
 2 through clinical assessment and potentially medication
 3 and all in the pre-criminal space.

4 So I think DCC Court is saying: if you put us in
 5 charge of this when no one has committed a crime, no one
 6 is ever going to refer anything in, thinking police are
 7 in charge of it --

8 **MR MOSS:** Forgive me, but that's more about who is the lead
 9 agency --

10 **MR BASU:** I'm giving you some context. So my point is, if
 11 you appoint a lead agency, everyone thinks through the
 12 lens of that lead agency, which means everyone else --
 13 your point about we all agree, people shouldn't drop off
 14 but they do. Because the minute you have got a lead
 15 agency, it is your responsibility, and you get into
 16 a remit situation and a responsibility situation, which
 17 is not the point of multi-agency work.

18 So every multi-agency piece I have ever been
 19 involved with, from Community Safety Partnerships on
 20 boroughs, to Fixated Threat Assessment Centre in
 21 stalking, to mental health tri-borough partnerships with
 22 police and mental health clinicians, all rely on
 23 a co-operative system where people know what their skill
 24 is they are delivering to that partnership. But at any
 25 one point, the agency can change, depending on the

99

1 support". The Chair said yesterday:

2 "Now, in those circumstances, and in the words of
 3 Ms Gianfrancesco, there is a real risk of individuals
 4 simply falling between the gaps and although there is
 5 a coming together of agencies, no agency actually taking
 6 it upon themselves to make sure that something is done.
 7 It may not fall neatly within the terms of reference or
 8 the modes of working that historically have been
 9 adopted, but unless one person [or one might also say at
 10 least one agency] tries to sort out the impasse, if
 11 I can in layman's words describe it in that way, there
 12 is a real risk of nothing happening at all, if there's
 13 no one who performs some kind of coordinating role."

14 So that is the challenge, as it were, to the view
 15 you don't need a lead agency at all. Mr Basu?

16 **MR BASU:** Great, third chance. The trouble with the lead
 17 agency, with greatest respect, I think I know why
 18 DCC Court said what he said. I would have been saying
 19 that, as a senior police officer, that police shouldn't
 20 lead in these kind of child protection cases because you
 21 almost undermine the first eight levels of a ten-tier
 22 systems -- I could go through the ten tiers; I was
 23 trying to work out the other day -- but policing only
 24 appears at tier 9 and 10, ie arrest and a decision to
 25 charge and put a case before -- the rest of it is all

98

1 subject in front of you.

2 What that then requires is a Chair or a coordinator
 3 which might be independent of those agencies to actually
 4 bring that together and that is the difference between
 5 Counter Terrorism Policing and lots of other work, is
 6 there is a movement between who is in charge at any one
 7 point and that movement is decided by a Chair or
 8 a coordinator of that approach.

9 So it is not a lead agency because that agency
 10 shifts between MI5 and Counter Terrorism Policing on
 11 a regular basis, to and from, with the same subject. So
 12 it is not: you are solely in charge of this. It is
 13 a partnership. We are all in charge of it but there is
 14 an independent coordinator who is held to account for
 15 making the decisions.

16 **MR MOSS:** Right. Could I ask this, as a panel, because we
 17 started from a position that differences of view or
 18 nuances are, of course, absolutely fine. Do any of the
 19 panel take a different view or is it a joint view across
 20 the panel that, in fact, a coordinated group with
 21 a clear process is the way forward rather than nominated
 22 lead agency who can change? Is that a group view?
 23 Dr Church?

24 **DR CHURCH:** My experience of working in a multi-agency
 25 setting is that there is usually a host agency for

100

1 a robust multi-agency approach. So, there is absolutely
2 no question it is a multi-agency approach, with all the
3 key players we have identified.

4 But, when it comes to children's welfare, my view,
5 my experience is that there is a natural hosting
6 function and chairing or co-chairing function that
7 naturally sits with Children's Social Care. I think, if
8 it were a separate entity, it would feel somehow a bit
9 less connected.

10 I haven't seen that work in our setting with
11 children. The closest -- I'm trying to think of where
12 else that might work. My experience in a possibly
13 helpful, different context is in the management of
14 children who present inappropriate or harmful sexual
15 behaviours. In those multi-agency approaches the
16 intervention was being delivered by CAMHS with
17 a steering group, with a director of Children's Social
18 Care and a senior police officer and actually, a kind of
19 case management panel with a very senior social worker
20 and police and CAMHS and education. So that's why
21 I suggested what I did really.

22 **MR MOSS:** But that's talking about the sort of home base and
23 the hosting, rather than necessarily them being declared
24 a lead agency?

25 **DR CHURCH:** Agreed, because the Chair of that entity would
101

1 and for me, we have got to think about what are we
2 thinking about? We are thinking about two processes.
3 We are thinking about a public protection issue and
4 a child protection issue. So who are we saying is the
5 lead agency? Is it a public protection agency or is it
6 a child protection agency? I think that will create
7 a kind of complex dilemma.

8 Equally for me, we have, in effect, child protection
9 where social work is seen as the lead agency and yes, in
10 many ways, it is the lead agency. But child protection
11 actually is meant to be a joint agency response and
12 quite often -- if you talk to a social worker, a social
13 worker will feel that they are being left holding
14 everything and we can have case conferences sometimes
15 where everyone is saying: we are so concerned about this
16 child and I will be saying: well, that review conference
17 didn't happen in time and why's that? That will be
18 because every other agency has sent their apologies.

19 So other agencies are not seeing that as important
20 maybe as something else and they leave it to what they
21 can see as the lead agency. But social work is not the
22 lead agency, they are the hosting agency, in effect. So
23 my fear would be that if you create a lead agency -- and
24 I think Dr Church has just said it very nicely -- other
25 agencies may not have this case open and the social
103

1 include the home agency and there would be a natural --
2 there would be a natural role of some primacy there but
3 it could be shared, for example, with police, but
4 perhaps not -- I am thinking where the leadership really
5 comes from and should, for example, mental health be
6 an equal partner in that? Well, the voice should count
7 as much as any other agency in that partnership but
8 there needs to be an agency which actually holds this
9 case open. My worry would be that you could have
10 a separate entity and the case isn't actually
11 necessarily open at any of those agencies as an active
12 case.

13 **MR MOSS:** You don't want a panel that isn't actually
14 managing the case?

15 **DR CHURCH:** Yes, so there is a commitment, I guess, in what
16 I'm proposing and this is why it is not for me to
17 suggest this really because what I'm not saying is that,
18 perhaps, it should be held as an open case within social
19 care, perhaps within a new sort of framework or using
20 existing frameworks or a new adolescent risk panel,
21 high-risk panel.

22 **MR MOSS:** Thank you. Does anyone else want to come in on
23 this before we take our break? Ms Gianfrancesco?

24 **MS GIANFRANCESCO:** I feel very strongly that there should
25 not be a lead agency. I completely agree with Mr Basu
104

1 worker will have it open. Well, why are we saying this
2 person is such a high risk that they need to be in this
3 process if we then think nobody needs to hold them open
4 and be working with them?

5 So that's my fear. I guess, from my experience --
6 and I'm going to go back to what we did in Brighton --
7 when we started working with the adolescents and we set
8 up this new panel, we set it up thinking: how are we
9 going to get agencies here, nobody is going to want to
10 come to it? But we were really clear, this wasn't about
11 social workers taking responsibility. This was about
12 saying: we have these high-risk young people in the
13 city, anyone can refer into this panel, it generally
14 comes through the social worker but the school or
15 police, or anyone could refer in. We have the criteria.
16 Does it meet the criteria; yes or no? If it meets it,
17 we will discuss it. We were shocked at the first
18 meeting. We had about 30 professionals from different
19 organisations sat around the table. It has kind of
20 developed.

21 You know, it has been going since 20-something, but
22 there is still buy-in for that and that is because
23 nobody owns it and everybody wants to work in
24 a coordinated way to jointly hold the risk. So I think
25 enabling people to feel that they are sharing a risk
104

1 supports multi-agency working, whereas when people feel
2 that somebody else owns the risk, there is a danger that
3 they may feel actually: well, that's okay because they
4 own the risk and I'm a little bit busy this week and
5 I don't need to go, or I don't really think that case
6 fits my criteria so I will close it.

7 Whereas if everybody owns the risk, and it is
8 managed through a process and everybody knows that
9 process is going to hold them accountable, in the same
10 way that Channel holds people accountable or MAPPA holds
11 people accountable, then actually you have to show up
12 and you have to put your work forward and you have to
13 hold the risk.

14 **MR MOSS:** Thank you. Sir, would that be a convenient
15 moment? Could I make myself even more unpopular by
16 suggesting 2 o'clock, a shorter lunch?

17 **SIR ADRIAN FULFORD:** You certainly can, having lost time
18 this morning due to the fire practice. 2 o'clock.

19 (1.15 pm)

20 (The short adjournment)

21 (2.00 pm)

22 **SIR ADRIAN FULFORD:** Yes, Mr Moss.

23 **MR MOSS:** Thank you, sir. If you remember, I introduced
24 this central area by saying there were three questions
25 and the third of them, which I want to turn to next, is

105

1 reason, they would work with specific schools to get
2 them back into school or look at offering tutoring or
3 other additional education support and they would work
4 alongside the SEN team and linking into education,
5 psychology if we need to support -- if a young person --
6 you know, if the school is wanting to get an EHCP for
7 a young person, the young person is not attending school
8 and therefore, they can't have their assessments, so
9 they would be working with the assessment services. So
10 they are basically there to try and facilitate getting
11 that young person back into education or supporting
12 their education.

13 **MR MOSS:** Thank you. I want to pick up, without necessarily
14 turning it up, but for your note, sir, the reference is
15 page 130, paragraph 5.3.14, some of the aspects that
16 Mr Basu brought into play in relation to this when, in
17 the third report, he was looking at the ideal people to
18 be involved.

19 I'm going to come onto the online environment in
20 more detail but a common theme of the reports is how
21 central the online environment was to risk, what poor
22 visibility there was of the online environment, how
23 parents and indeed some professionals can't be expected
24 to be experts. So I'm going to come onto those sort of
25 aspects.

107

1 who the panel or the meeting group would involve and if
2 we can have on screen, please, page 37, ILT000344_0037,
3 it is paragraph 7.5.1. You indicate there,
4 Ms Gianfrancesco, building on the model that you have
5 described is that in addition to social care and special
6 adolescent services:

7 "[The] team work[s] alongside Youth Offending
8 Teams ... as well as having professionals from the
9 police, young person substance misuse services,
10 education support and mental health services embedded
11 within them. This supports multi-agency working with
12 the highest-risk young people."

13 Picking up on what Ms Swan said, can I just ask you
14 about the education support. Is that looking at the
15 central, local authority provision or does that include
16 individual schools and colleges?

17 **MS GIANFRANCESCO:** How we have designed it in Brighton is we
18 have an education worker who can do both tutoring, so
19 they are an ex-teacher -- so for some young people they
20 will do tutoring if they are out of school, that's
21 included as part of their tutorial offer -- but they
22 will work with schools and help develop plans with
23 schools to get young people back into that education
24 provision. So if a young person is in an education
25 provision, but excluded or not attending for some

106

1 Is there a need -- if the high-risk adolescent
2 approach is dealing with this cohort, is there a need
3 for online expertise or at least online experience
4 within that group and panel?

5 **MS GIANFRANCESCO:** Ideally, yes, absolutely. Who that is --
6 we were talking about this in our lunch break and I was
7 saying my expectation is people would say to a young
8 person: show us your phone and let's have a look at it
9 together. Some young people will do that because they
10 want to show off and other young people want to hide
11 what they are doing and not show you. But it is
12 different ways of getting in.

13 Sorry, can I add, the other thing that isn't on here
14 because I hadn't met Monica at --

15 **DR LLOYD:** I know what you are going to say --

16 **MS GIANFRANCESCO:** I'm going to say forensic psychology.

17 **MR MOSS:** Forensic psychology added to the list. Right,
18 well, I will tick off a later question and not come to
19 it.

20 So, in terms of looking forward, this model that you
21 have expressed -- but do I sense looking at it, if you
22 were taking more people of this type on, that that
23 online digital expertise is something that you would
24 want to have at least access to for an appropriate
25 cases?

108

1 **MS GIANFRANCESCO:** Yes, absolutely and what they do now is
2 if there are cases, they would refer into the police,
3 but obviously the police then have a backlog and you may
4 be waiting months and months and months for the police
5 to do that digital analysis.

6 **MR MOSS:** Thank you. Drawing upon the concept that if it
7 was thought to be a good idea, this sort of an approach
8 would sit as the alternative pathway to Prevent for
9 cases that have a violence fixation, real-world
10 violence, that cohort, but who don't meet the Prevent
11 threshold, would you also want to have, perhaps on
12 a by-invitation, as-necessary basis, the attendance of
13 Counter Terrorism Police, if you are dealing with cases
14 that are close to the margins and they need to go back
15 to Prevent or go to Prevent?

16 **MS GIANFRANCESCO:** Yes, absolutely, but I think we are
17 talking about two different things. We are talking
18 about an adolescent team and a vulnerability meeting and
19 I think if we are talking about the vulnerability
20 meeting, then, absolutely, you need CT to be there.
21 I would say, within Brighton, we have a really good
22 relationship with CT and in part because Prevent used to
23 sit -- we were part of a pilot and Prevent sat within
24 the local authority. So, there is that relationship
25 that if people feel uncertain, we will invite Counter

109

1 We have, in education, within the local authority,
2 inclusion teams or -- with different names, so
3 specialist education services within the local offer and
4 I think it would be important to identify, as part of
5 that initial perhaps triage or assessment, who would
6 need to be there and then it is having that framework to
7 get the right people around that table, but certainly
8 educational psychologists.

9 Again, we are talking about adolescents, so it is
10 about understanding that this is not just about
11 children. As Anna said, the younger children, what
12 would be applicable for them wouldn't be the same. We
13 are talking about potentially broadly 14-25-year-olds.
14 So it might not be as appropriate to have an educational
15 psychologist in a discussion for a 23-year-old who has
16 left education. So it is really looking at the
17 individual context.

18 **MR MOSS:** Would it be fair to say there are probably going
19 to be some core members who would be there for all cases
20 and some may need to be involved in particular cases?

21 **MS GIANFRANCESCO:** Yes. I'm going to go back to -- we are
22 talking about two different things, we are talking about
23 an adolescent team who work with the most high-risk,
24 vulnerable young people and then, if you have that team,
25 there's that risk, isn't there, if they are a children's

111

1 Terrorism Police and there is an agreement in terms of
2 the level of information sharing and who they will share
3 information with.

4 Because you can have CT in the room, but if you
5 haven't got an agreement -- and Neil will probably agree
6 with me here, if you haven't got an agreement what they
7 can share, actually they are not particularly helpful
8 because they can't tell you anything. So you need to
9 have that information sharing agreement and work those
10 things out.

11 **MR MOSS:** So online expertise, forensic psychology perhaps
12 in appropriate cases, counter-terrorism involvement
13 perhaps in appropriate cases. Are there any important
14 groups that we have missed off in terms of who should be
15 involved? Ms Swan.

16 **MS SWAN:** I think it goes down to what we have said all
17 along, the individual context. So for some children,
18 where there is experience of adverse childhood
19 experiences, dependent upon what those specific needs
20 are. As we were talking before, education -- there are
21 many, many panels that sit within local authorities for
22 varying reasons, but within SEN and education,
23 educational psychologists play a fundamental part and
24 they seem an omission at the moment. But that would be
25 within that advisory.

110

1 team then what's going to happen to them post-18? Also
2 you are talking about the meeting, the process. If you
3 use the adolescent vulnerability and risk meeting as the
4 process -- and we have done a lot of work in terms of do
5 we make that process the process for adults -- there are
6 systems and processes. You know, Prevent, MAPPA, MARAC,
7 all of these systems already work and they cross
8 boundaries.

9 So you may want to advise that those sorts of
10 meetings that are looking at -- because this is
11 developed out of the MACE meetings, which is the
12 Multi-Agency Child Exploitation meetings. There is
13 a lot of guidance around how we should -- or not a lot
14 of guidance, in reality -- about how we should be
15 managing exploitation across children and adults. You
16 may want to recommend that those meetings become the
17 risk meetings and they become a child and adult process,
18 and then the people that you have there will be people
19 that may include CT and other people.

20 I don't think you necessarily need them to be part
21 of the service, but the service may want access to them.
22 But the problem with the service is that cut-off at 18
23 because of the issues around children and adults.

24 **MR MOSS:** Mr Basu, but briefly, if you would.

25 **MR BASU:** Governance. The Chair should have the right to

112

1 call anybody who could help assess the risk and increase
2 or decrease the risk. That's how it works in CT.

3 **MR MOSS:** Thank you very much. Now, I want to move on,
4 please, to the next topic, which is the screening and
5 triage stage and the concept of the Big Front Door.

6 So it is important that we focus here on that
7 initial stage and not what the team or the multi-agency
8 meeting would be once the case has been referred to the
9 appropriate pathway.

10 So, at the moment, in simplistic terms, if somebody
11 like a designated safeguarding lead or an individual
12 teacher wants to make an individual referral, obviously
13 if there is a particular risk specifically about crime
14 or criminal risk, there could be a referral to
15 territorial policing. If there's a risk to the child,
16 there can be a safeguarding concern put into MASH, in
17 many areas, and if there is a concern, in broad terms,
18 about radicalisation, including VFI, a referral can go
19 to Prevent.

20 So, it depends in part upon which report you read,
21 but in broad terms, the concept of a Big Front Door or
22 a wide front door would be that there would be a body
23 who receives initial referrals, not for immediate crime,
24 but for safeguarding matters that would traditionally be
25 dealt with by a MASH, but would also be the first port

113

1 "The wider front door should probably be located in
2 a local authority safeguarding hub as the single
3 repository to triage the system with MASH
4 colleagues ..."

5 So, can I just check with you, first of all,
6 Mr Basu, whether that remains your view or whether your
7 thinking has developed with conversations with your
8 colleagues?

9 **MR BASU:** Well, that remains my view. The MASH -- the
10 difficulty with MASH is the safeguarding comment and the
11 reason why -- I brought MASH into London, so
12 I understand that originally it was set up because we
13 were failing a lot of children in terms of protecting
14 them. So the conversations you have had earlier in
15 these sessions about it is not just about safeguarding
16 the child, it is safeguarding society from the child,
17 that cultural thing, if that can be addressed, then
18 I think that's probably the best system. I liked --
19 I think Lord Anderson makes this point in his review,
20 that Prevent struggles with a perception problem and
21 a -- about what it actually is and that it's become
22 toxic. This would remove that because effectively, you
23 would be referring into a local authority on the premise
24 of safeguarding, not referring into the security
25 services and Counter Terrorism Policing on a national

115

1 of call for referrals that are really about violence
2 risk to others without ideology, but also the type of
3 more traditional Prevent case and that there would be
4 a referral, at that Big Front Door stage, and that body
5 that is carrying out the screening and triage function,
6 would decide which pathway the case goes to.

7 What we are concerned with here is whether that
8 change should happen and some aspects about what it
9 would involve and whether it is a necessary change. So
10 Mr Basu, if we look at page 138, ILT000344_0138, please,
11 paragraph 7.7.13 you say that, in common with
12 Lord Anderson, you support the idea that:

13 "... we should 'widen the front door'. At the first
14 point of assessment there then needs to be a competent
15 investigative system capable of triaging the individual
16 and deciding how they should be managed."

17 At 7.7.15, you acknowledge that:

18 "The MASH system is neither consistent, well
19 resourced, or necessarily effective across the UK."

20 You suspect, final sentence that the "MASH system is
21 already under far more pressure by volume than the
22 Prevent and Channel system is."

23 I think you were addressing there the potential for
24 MASH to take on this process.

25 But you do say, 7.7.16, that you think that:

114

1 security basis.

2 It was a short comment in his report but I think
3 that has real efficacy and I have always been concerned
4 that in all the figures that we quote, we are quoting
5 Prevent referrals. We are quoting that 10,000 cases --
6 7,000 in my day, that shows you the increase, I have
7 only been retired for four years -- that is
8 a post-Southport boom because people have suddenly
9 realised: I need to refer these people as well. What
10 about all the thousands of cases that haven't been
11 referred at all?

12 So I don't think anyone can talk about volume
13 resourcing and pressure brilliantly but actually,
14 I heard Anna say 400,000 cases in the UK hit children's
15 social services. I looked at the -- Paul Taylor's work
16 about the latest Prevent referrals and of the thousands
17 of Prevent referrals, 170 fit the VFI definition. So
18 I'm thinking there is a manageable -- somebody needs to
19 do the workings out, but with a relatively modest
20 increase in resource and a change in process, this can
21 be managed, but I would layer it on top of processes
22 that already exist, in the way that we have described
23 earlier.

24 **MR MOSS:** Thank you. So if one's looking at pros and
25 cons -- and I will bring others in, in a moment -- but

116

1 the benefit of the Big Front Door would be that you are
2 ensuring, or helping to ensure that Prevent is not
3 overwhelmed by referrals, that perhaps it is ultimately
4 not going to take on, yes?

5 **MR BASU:** Yes.

6 **MR MOSS:** By that, you have the advantage that higher risk
7 ideological cases and higher risk nonideological cases,
8 where there is a vulnerability to be drawn into
9 terrorism, those cases would be -- have less risk of
10 dilution?

11 **MR BASU:** Yes.

12 **MR MOSS:** There may also be an advantage in that if, for
13 all, what are currently Prevent referrals go elsewhere
14 outside of Prevent, that, my word, reputational problem
15 for Prevent may be resolved in that people making those
16 referrals are not, in the first instance, making
17 a referral that goes for assessment by Counter Terrorism
18 Police and is associated with Prevent?

19 **MR BASU:** Yes.

20 **MR MOSS:** So all those one puts on the positive side of the
21 line. As against that, one of the points made is that
22 there is a lot of variability in MASH across the
23 country, they are not all set up in the same way.
24 I think not absolutely every authority actually has one
25 but certainly they don't always cater for children or

117

1 more downstream into a preventative model of social
2 work. So, in effect, if -- a lot of areas already have
3 their Early Help going through their MASH but if they
4 didn't, they will do in future because that's the new
5 model. So, actually, Early Help and child protection
6 should all be funnelling now through one front door.

7 Equally, as I understand it -- and Mr Basu may know
8 better than me -- but if a referral goes through the
9 national referral process into Prevent, my understanding
10 is if it is a child, it should currently be sent into
11 that locality's MASH as well.

12 So, on paper, if a child is referred into Prevent,
13 actually the local children's services should know about
14 it. Now, from my perspective, they should then be
15 looking and saying: do we need to open this child? But
16 I imagine a lot of areas will just be noting it, like
17 they will note other things from the police and not
18 necessarily be doing anything.

19 So it shouldn't massively increase what they are
20 doing, and as Mr Basu said, we are talking about
21 170 cases nationally. There are 154 local authorities,
22 you know, there is one per authority, in effect. But it
23 will mean that people have to start thinking and working
24 in different ways. And there is the issue, again, about
25 there isn't a national model and if Prevent continues to

119

1 adults and also a concern about overwhelming them with
2 additional referrals.

3 So, Ms Gianfrancesco, I suspect you have good
4 understanding of this from a slightly different
5 viewpoint. Could I bring you in here to perhaps give
6 your assessment of the pros and cons?

7 **MS GIANFRANCESCO:** Yes, so there is the issue of not every
8 area has a MASH. A MASH generally refers to
9 a children's services process but a lot of adult areas
10 now have begun to set up models in a similar vein. But
11 just because a local authority has a children's MASH
12 doesn't necessarily mean they have an adult MASH, so the
13 process to get into Adult Social Care can be very, very
14 different to Children's Social Care.

15 But they are all set up differently across the
16 country. There isn't legislation that says we have to
17 have one, it's just seen as good practice now to have
18 one. The Children and Wellbeing Act has changed what
19 social care will be delivering, and so more referrals
20 will be coming into one front door because the model now
21 will be family first on multi-agency child protection
22 teams. So family first is about bringing social work
23 down much more into Early Help and protection, to try to
24 prevent young people escalating into child protection.

25 So the new model is going to shift social work much

118

1 increase as it is doing, actually there are going to be
2 more, so there is just going to be more of a demand.

3 **MR MOSS:** So, that identification of the problem that it may
4 be a minor, or relatively minor, amendment for some
5 local authority areas but it may be much more for
6 others, they would have to have that model for adults,
7 for example, or in some cases have the model at all, you
8 would agree with that, that how much upscaling or
9 step-up would be required varies across the country
10 depending from the current make-up?

11 **MS GIANFRANCESCO:** Yes. I mean, most children's area will
12 have something that resembles some form of a MASH but
13 they will all be very different.

14 **MR MOSS:** Could I seek your assistance on this; we know --
15 there's obviously information gathering at various
16 stages of a referral to Prevent, but it might be thought
17 that one potential weakness of the Big Front Door is
18 that the -- my words -- traditional Prevent referral
19 would now have a level of information gathering and
20 assessment being done other than by counter-terrorism,
21 and there might be a concern that in doing that, you are
22 losing that specialist eye on the referral.

23 Mr Basu, is that a realistic risk?

24 **MR BASU:** I don't think that is a risk. I don't really kind
25 of understand that premise because at the end of the

120

1 day, the person referring often has very little
 2 information themselves. It is the triage process, the
 3 information gathering piece that currently, on the
 4 Prevent pathway, is done by counter-terrorism case
 5 officers and field intelligence management units. If
 6 there is any suggestion of radicalisation or ideology,
 7 even if it is unclear or mixed, that process would still
 8 have to happen at that first triage point before you
 9 decide whether it goes into Channel or whether it goes
 10 elsewhere.

11 **MR MOSS:** But if it was to be done in the same way -- in
 12 exactly the same way -- you would be talking about
 13 having CTCOs somehow involved in the MASH process at the
 14 initial triage.

15 **MR BASU:** I think when you have Prevent sitting in an office
 16 right next door to a MASH, that's no bad thing.

17 **MS GIANFRANCESCO:** So, Dovetail was -- I think were there
 18 nine areas or three areas? Anyway, there were a number
 19 of areas in the country that were part of Dovetail --

20 **MR MOSS:** Just to say, if it helps, counter-terrorism in the
 21 North West at the time of AR was one of them and so we
 22 have that in AR's case.

23 **MS GIANFRANCESCO:** Okay. In effect, that's kind of what we
 24 are talking about here because it didn't go
 25 automatically into CT, it went into the local

121

1 which happens, we know, as a standard part of the
 2 Prevent process, as to whether they are known by, and
 3 all of those checks would need to be happening in this
 4 process?

5 **MR BASU:** Yes.

6 **MR MOSS:** Thank you. But you don't see, at least as your
 7 personal professional view, Mr Basu, the need for that
 8 counter-terrorism expertise to be involved -- at what
 9 now may be a Big Front Door expanded MASH function, you
 10 don't see that as being impossible to resolve and
 11 reconcile, you could bring the necessary personnel and
 12 experience in so that those people would be having
 13 an involvement in the appropriate referrals?

14 **MR BASU:** I don't see that being a problem but I don't want
 15 to make decisions on resources --

16 **MR MOSS:** No, no. You are not making decisions but with
 17 your background and knowledge, you don't see that as
 18 creating insuperable difficulties?

19 **MR BASU:** I don't.

20 **MR MOSS:** Thank you. Does anyone else want to come in to
 21 the Big Front Door, its advantages or disadvantages?

22 In terms of -- Ms Gianfrancesco, can I say, if you
 23 wish to stand up it is really not a problem in the
 24 slightest. Just finally then on this topic,
 25 an alternative view, if you had an appropriate pathway,

123

1 authorities and the local authorities then had to
 2 process that referral. So the local authorities had to
 3 have links into CT. So CT collected the
 4 counter-terrorism information and intelligence and fed
 5 it into the assessment that the local authorities had to
 6 do, to then pull together a multi-agency assessment,
 7 that then went into Prevent and the decision made to go
 8 into Channel.

9 So, we are talking about something very similar.
 10 I mean, the Home Office decided not to continue with
 11 that process for whatever reasons it had at the time.
 12 But I think what we are talking about is something very
 13 similar to how Dovetail ran.

14 **MR MOSS:** Mr Basu.

15 **MR BASU:** I was just going to say, the danger is that it
 16 goes into a completely separate system in which people
 17 in local authority are making an assessment of material
 18 they know nothing about and never refer it to -- for
 19 even a discussion with Prevent or: is this person known
 20 to Prevent or is this person known to CT? That is
 21 a danger. So you have to have a process --

22 **MR MOSS:** Right, I wanted to ask you about that and please
 23 be careful about not going into detail about the
 24 de-confliction process, but there would have to be
 25 a process, would there not, for that de-confliction,

122

1 such as a high-risk adolescence team that was a single,
 2 clear process, as an alternative for Prevent, a contrary
 3 view might just be: why do you need a wide front door?
 4 Why not allow Prevent to continue, as they do, to do the
 5 assessment in the first instance, but have the high-risk
 6 adolescence-type pathway as a pathway that's open to
 7 Prevent, to say "no, we are not going to put this
 8 forward for consideration by Channel because we think it
 9 is more suited to that team" and then they pass it on in
 10 that way?

11 Why do you need a big, wider front door?

12 **MR BASU:** Addressed to me? So I think that is a reasonable
 13 contrary view to take but for all the positive reasons
 14 we said that the front door might actually assist the
 15 Prevent pillar, there is a good reason for doing it that
 16 way and I don't see the adolescent team -- the system we
 17 were describing as an alternative pathway, as
 18 an alternative to Channel, not as an alternative to
 19 Prevent as such. The Prevent triage point at the front
 20 door, I understand that it is a perfectly reasonable
 21 view to say: just expand the resources within Prevent so
 22 that they can triage all of those cases. It is
 23 effectively what they have ended up doing at the moment.
 24 I am just very concerned about two things: the dilution
 25 and the stigmatisation of all of those people who

124

1 have -- bear in mind, I think the last time I looked, it
2 was at least 78 to 80-plus per cent to get triaged out
3 of Prevent anyway, but they all end up with the: I was
4 once referred to counter-terrorism.

5 **MR MOSS:** The stigmatisation, and the reputational aspects
6 of Prevent, whatever the rights and wrongs of that, also
7 means that perhaps, in some cases -- identified one case
8 study where there was perhaps a reluctance to refer to
9 Prevent in the first place.

10 **MR BASU:** Yes, and I don't want to over-dramatise it but
11 I have to double down on this point because it's
12 a national security issue. If you don't resource it
13 correctly, you will dilute the amount of time and effort
14 that is spent searching for the needle in the haystack,
15 by making the haystack much, much bigger. That is
16 a problem.

17 **MR MOSS:** Thank you for all your assistance on those
18 matters.

19 Can I turn to topic 7: professional practice in the
20 case studies and what needs to change in relation to
21 that.

22 So, we picked up, going through issues yesterday,
23 various areas of professional practice that were
24 difficult or suboptimal and I don't want to revisit
25 those. But I have tried to assimilate the evidence from
125

1 risks that shared with key events common to different
2 agencies?

3 **ALL:** Yes.

4 **MR MOSS:** Fourthly, Ms Gianfrancesco, picking up on aspects
5 of your evidence from this morning in particular, but
6 also something that Professor Bram Sizoo said about the
7 Dutch model of "sufficiently good fit", that services
8 should be concentrating and professionals should be
9 concentrating on what they can do to help children and
10 young people in this area, even if it is not a perfect
11 fit for their service. In other words, they should be
12 saying: what can we contribute, rather than saying: they
13 don't quite meet our threshold, so not for us?

14 **MS GIANFRANCESCO:** Yes, absolutely.

15 **MR MOSS:** Fifthly, lack of consent should not result in
16 automatic closures. It should, as a general point of
17 practice, lead to review about whether other
18 interventions are more appropriate, it should lead to
19 questioning about why the consent may not be given. But
20 if a lack of consent remains, it may require escalation
21 and careful thought to what can be done in the absence
22 of consent, rather than the tendency to close the case
23 because there's been no consent?

24 **ALL:** Yes.

25 **MR MOSS:** Sixthly, there is a need for auditable decisions,
127

1 yesterday and aspects of your reports into what's
2 nothing more than a working set of principles in terms
3 of professional practice and I just want to go through
4 ten principles quite briefly, to see whether it is
5 a fair assimilation.

6 So the first of them in terms of what one should be
7 looking for professional practice standards would be
8 a sense of appropriate ownership of risk.

9 So, ending the culture of hand-off -- and I'm not
10 going to go back into lead agencies, but generally, in
11 terms of good professional practice, common ownership of
12 risk as a key point, if I understood correctly, that you
13 would all say that that is a very strong point of
14 professional practice?

15 **ALL:** Yes.

16 **MR MOSS:** Secondly, the culture of professional curiosity,
17 the need to dig beneath the surface to ask questions, in
18 particular, to get to underlying causes and
19 vulnerabilities?

20 **ALL:** Yes.

21 **MR MOSS:** Thirdly, the focus for professionals in this area
22 should be on the pathways and abilities to share
23 information, rather than seeing barriers to that, with
24 the aim of ensuring that the teams have an up-to-date
25 overview of the child's needs, vulnerabilities, and
126

1 recording thinking, including on any closure decisions,
2 and cases should not be generally closed because they
3 have timed out, they have been running for a certain
4 period of time, and the decision-making needs to not
5 just record thinking but also ensure that roles and who
6 has made the decisions are clearly recorded on the face
7 of the record?

8 **MR BASU:** Yes.

9 **DR CHURCH:** Yes.

10 **MR MOSS:** Ms Swan.

11 **MS SWAN:** May I add two things to that. One is the need to
12 record professional disagreement and also, what works
13 well within SEND and in other areas is SMART outcomes
14 because it is an acronym that most professionals
15 understand. But there was a lack of checking that
16 those -- anything had been actioned and that can happen.
17 So having those SMART outcomes and review importantly.

18 **MR MOSS:** Thank you. Seventhly, there needs to be agreed
19 escalation routes and processes?

20 **ALL:** Yes.

21 **MR MOSS:** That would include, if professionals are not able
22 to reach agreement, so you need to have agreed ways to
23 resolve log jams on cases?

24 **ALL:** Yes.

25 **MR MOSS:** Eighthly, individual professionals need to take
128

1 responsibility for their own delivery, as do units. So
 2 a pride in high professional standards, which I know
 3 sounds pompous and obvious but it is not all about
 4 multi-agency, sometimes it is about professionals doing
 5 their jobs properly?
 6 **MR BASU:** Absolutely.
 7 **DR CHURCH:** Yes.
 8 **MR MOSS:** Ms Swan, you are looking doubtful.
 9 **MS SWAN:** I am. I don't disagree with that at all and
 10 I work within a professional whereby we have the
 11 teachers' standards and it is incredibly important we
 12 have these regulatory frameworks. But what we did see,
 13 though, throughout all of the cases and in our practice
 14 is the constant chop and changing of who that person was
 15 and the fact that we are dealing with humans who may
 16 have periods of absence from that role. That is
 17 probably a different factor but that's just why I was
 18 mulling that one, but I could never disagree that people
 19 should be -- that there are standards that they need to
 20 meet.
 21 **MR MOSS:** So if we include within -- I talked about the
 22 sense of professionals having high standards but also
 23 units having high standards and that, I suppose, needs
 24 to include allowance for the fact that individual
 25 members of staff will have leave, will have periods of
 129

1 another thing; it needs to be a central element?
 2 **ALL:** Yes. Agreed.
 3 **MR MOSS:** Tenthly, Mr Basu -- and I may not have phrased
 4 this in the same way that you would agree, but I was
 5 trying to draw together your reports and the evidence --
 6 an expectation about adequate resourcing. So the sense
 7 of using the resources that you do have to good effect.
 8 Ms Gianfrancesco, you gave an example of: I've withdrawn
 9 two social worker posts because I thought some CAMHS
 10 funding was important. But also escalating concerns if
 11 the resources mean that the system isn't working?
 12 **MR BASU:** Yes.
 13 **MR MOSS:** So that's the council team doing their best to
 14 assimilate what a set of principles of good professional
 15 practice might look like, somewhat tailored to this
 16 particular area.
 17 Are there key areas of professional practice which
 18 are missed from that list of ten?
 19 **MS GIANFRANCESCO:** Can I just say in the escalation process
 20 I think we are talking about two types of escalation
 21 process and one is professional escalation process. So
 22 I, as a professional, am unhappy that you, as the person
 23 that works in the hospital over there, has said: Johnny
 24 will have this assessment and it has been six months and
 25 it's not happened and can you tell me why?
 131

1 illness and so on, so it mustn't just fall on one
 2 individual professional. Mr Basu?
 3 **MR BASU:** I think you have to separate individual failure
 4 from systemic failure. So an individual's
 5 responsibility and accountability for what they are
 6 responsible for, for the system they work within, and if
 7 the system fails them, as individuals, it is the person
 8 who set the system who should be held --
 9 **MR MOSS:** Forgive me. I was not talking about the system,
 10 I was talking about the unit. So I am thinking, for
 11 example, about a team that may involve nurses and
 12 doctors, to take a simplistic example. Not about the
 13 system as a whole but about the professionals and the
 14 team within which they sit, rather than the system as
 15 a whole.
 16 **MR BASU:** I get that. I am just saying that those
 17 individuals sometimes work within systems where the
 18 system sets them up to fail and that --
 19 **MR MOSS:** All right. So let's get to the end of the list
 20 and see if we have ticked them all off.
 21 So ninthly -- and this may not be in the most
 22 sensible order -- professionals in this area now always
 23 need to consider the digital environment as a key
 24 element of social relationships, risks and
 25 vulnerabilities. It can't now be thought of: oh and
 130

1 So there's that. There's also then something about
 2 escalation of an organisational issue. So, as
 3 a director: actually, this has been raised with me and
 4 I'm really unhappy that, at this procedural level, these
 5 things aren't happening in this organisation. So there
 6 is the escalation and I think it goes back to what
 7 Mr Basu was saying. We have to think about it, both at
 8 a professional level and these things at the more senior
 9 strategic level and the governance and accountability
 10 that sits there.
 11 **MR MOSS:** Thank you. Ms Swan, you were going to come in as
 12 well?
 13 **MS SWAN:** Just briefly. We talked about capturing the child
 14 and young person's voice and views and communicating
 15 with them and their network, so it may be their family
 16 or it might be their broader network as well. I think
 17 that's central to all of the work we do.
 18 **MR MOSS:** Insofar as that is captured by taking
 19 responsibility for high professional standards, should
 20 I take it that you feel that that is worthy of separate
 21 mention in this area because of its importance?
 22 Although it would be an aspect of that, it is worthy of
 23 separate recognition?
 24 **MS SWAN:** I mean, it is part of standards but it is
 25 essentially the first line of most safeguarding guidance
 132

1 is around: child-centred, best interests. It is going
2 to be more effective if this is done with the
3 individual, as opposed to done to them. So capturing
4 their views, particularly when we have had such
5 a discussion around how communication comes across and
6 you know, behaviour is communication, specific
7 communication barriers and needs. I do think that
8 understanding how to capture that person's views and
9 look beneath what's happening -- maybe it falls into
10 other areas, but perhaps as a sub-point --

11 **MR MOSS:** Professional curiosity?

12 **MS SWAN:** Yes, certainly.

13 **MR MOSS:** The reason why there may be gentle challenge to
14 that -- and this may be unfair -- but as soon as
15 listening to the child's voice is raised -- without, for
16 a moment, suggesting that that's not important --
17 against the background of Southport, there is a large
18 voice that says: but don't forget the risk to the
19 public.

20 **MS SWAN:** I would -- absolutely, that's at the forefront.
21 Thinking of children and adolescents, where that child's
22 views -- and that can be helpful is through restorative
23 approaches and restorative practice, because then you
24 are not just capturing the child's own voice and views,
25 you are encouraging that child and facilitating that

133

1 outcomes appear to have been prevented. However, often
2 it appears that it has been assertive police action
3 alongside other agencies that delivered this outcome,
4 rather than therapeutic interventions."

5 Then the next paragraph:

6 "In terms of ... (CAMHS) interventions for [Autism
7 Spectrum Disorder] and Conduct Disorder, I note that
8 some cases had therapeutic sessions with an experienced
9 practitioner, but nonetheless progressed to an adverse
10 outcome. Some received interventions of the sort
11 described in ... (NICE) guidance for conduct disorder
12 prior to grave adverse events ..."

13 Those adverse events were not averted.

14 Then at page 88, ILT000344_088, paragraph 6.19, you
15 say:

16 "These case studies generally exemplify a lack of
17 effectiveness in managing individuals whose behaviour
18 does not meet criminal thresholds."

19 Dr Church, to the outside reader that might make
20 rather bleak reading because you are drawing from the
21 case studies that there were interventions in cases,
22 some of them in accordance with NICE guidance, which
23 didn't -- weren't effective in the sense of averting.

24 I wonder if I could ask you to expand on that in
25 terms of your general view of what are effective

135

1 child to be able to have a discussion about the impact
2 of their behaviour on others, and be able to sort of
3 broaden out their viewpoint from just focusing on them,
4 it is about how others perceive the risk and having that
5 broader conversation.

6 So perhaps, within that professional curiosity, the
7 element of restorative approaches -- which is accepted
8 in lots of areas now across England and certainly in
9 Scotland and Wales -- might be something that factors
10 in. But I wouldn't want to draw us into too much
11 granular detail over what each of these points would
12 encapsulate.

13 **MR MOSS:** But raising that for consideration, I'm sure is
14 extremely helpful. Wherever it sits, it has to have
15 a home.

16 **MS SWAN:** Yes, thank you.

17 **MR MOSS:** Yes, thank you. If there's nothing else
18 particularly on that, I'm going to move to the eighth
19 topic which is interventions. Could we have a look,
20 please, at page 87, ILT000344_0087, which is within,
21 Dr Church, your report. I just want to look at a couple
22 of aspects of this please. So we have paragraph 6.13
23 first, where you say:

24 "I am aware of cases that featured a measure of
25 success regarding intervention, in that some adverse

134

1 interventions in this area.

2 **DR CHURCH:** So, this isn't just VFIs, of course this is
3 a broader category of conduct disordered young people.
4 But the sorts of interventions that some of the case
5 studies received were of the sort in NICE guidance for
6 conduct disorder, such as family interventions or
7 individual cognitive behavioural sort of interventions.

8 Now, there is therapeutic pessimism around
9 interventions for conduct disorder and this may
10 contribute to some of the general pessimism around
11 taking on that caseload in CAMHS, actually.

12 But what did I note in the case studies was that
13 when those interventions were delivered, it felt
14 a little -- well, too little too late and also in a way
15 that was quite separate from other agency interventions.
16 So it was piecemeal and a bit of an extra bolt-on
17 afterthought and not really part of an integrated
18 coordinated multi-agency approach at all really.

19 It seemed that it wasn't always clear, but sometimes
20 those delivering the interventions were actually in
21 a completely independent, perhaps even third-sector
22 organisation, and so not really plugged into the
23 agencies who would have received a more multi-agency
24 type of approach anyway.

25 So they are a step removed from the main agencies

136

1 involved. The other questions around the fidelity to
 2 the model, there are interventions such as non-violent
 3 resistance that are referred to and there are very
 4 particular requirements around training and delivery of
 5 these interventions. So it wasn't clear really with
 6 what rigour and to what extent all these interventions
 7 were -- well, a few interventions -- were actually -- it
 8 is not clear with which rigour or what level of training
 9 those delivering the interventions actually had, really.

10 **MR MOSS:** Thank you. In Phase 1, Dr Irani spoke -- again,
 11 I seek to summarise it rather than quote it -- said that
 12 part of the importance of a diagnosis of conduct
 13 disorder was actually a recognition of the limits of
 14 health interventions in conduct disorders. Not that
 15 there are none but that there needs to be a common
 16 understanding, and that may bring in the need, for
 17 example, for youth justice services to be proactive and
 18 indeed perhaps look towards prosecution more and also
 19 the need for other agencies to be prepared to escalate
 20 their services, precisely because one is dealing with
 21 a case of conduct disorder. Would you agree with that?
 22 I am sure I put it too simplistically.

23 **DR CHURCH:** Well, I would put the emphasis on something else
 24 actually. I would say that a diagnosis of conduct
 25 disorder, yes, it could identify a need for other

137

1 experiences of being sexually abused by older men, but
 2 we know from a lot of the gang research literature that
 3 sexual abuse within gangs is extremely common and we are
 4 talking about older males sexually abusing younger
 5 males.

6 So, there are some drivers that may be less visible,
 7 but that's what I believe professionals in this field
 8 are called to engage with, that challenge of
 9 understanding what is driving conduct disorder.

10 **MR MOSS:** Thank you. Dr Lloyd, I know it is a very wide
 11 subject but in terms of general opinion on effective
 12 interventions in this area of violence-fixated young
 13 people, what, in a nutshell, would you be advocating in
 14 terms of high-level guidance of the most effective type
 15 of interventions, or is that far too simplistic
 16 a question?

17 **DR LLOYD:** I certainly think there could be some non-talk
 18 therapy interventions in terms of working on the issue
 19 of this trauma, the carrying of trauma that needs to be
 20 released, because I think the background of our six
 21 cases -- and I am sure this applies to all VFIs -- is
 22 very much focused on the jeopardies that were
 23 experienced during the childhood and the fact that
 24 trauma is carried in the body and there are quite
 25 simplistic interventions that can be done, actually, to

139

1 agencies such as youth justice, but actually it also
 2 raises more questions as to what is driving the conduct
 3 disorder.

4 So, for example, I have described very generic
 5 interventions for conduct disorder: parenting courses,
 6 parent/child interventions, or individual interventions
 7 for the child or young person.

8 But really, if we ask the question: what's driving
 9 it? Then it could be a number of aspects, such as needs
 10 not being met in an educational environment, needs
 11 related to any particular sensory or neurodevelopmental
 12 condition not being met, manifesting as a sort of
 13 behavioural disorder. In some young people, even
 14 depressive disorders can present with irritability and
 15 disturbance of conduct.

16 So, I would very much put the presenting problems of
 17 conduct disorder as the prompt for --

18 **MR MOSS:** Ask questions about other needs and
 19 vulnerabilities --

20 **DR CHURCH:** To ask questions and understand what is -- and
 21 in some cases, it might be that there are peer
 22 influences that may not be immediately visible. There
 23 may be safeguarding concerns. From my work with young
 24 men in -- well, children, teenagers in Youth Offending
 25 Services, they are not always very forthcoming with

138

1 release that trauma within a therapeutic relationship
 2 and conducted by professionals who are trained in this
 3 area.

4 That, in itself, then improves mental health and
 5 that is an intervention that prepares for, if you like,
 6 more talk therapy or more interventions, guiding
 7 behaviour and in fact, because there is such a high
 8 level of neurodiversity in this group, it also gives
 9 them what they didn't get from their parents, which is
 10 coaching really in being able to understand what that
 11 means, what their particular neurodivergence means to
 12 them, and helping them to actually manage and learn to
 13 manage that more effectively.

14 So I think that there are things that can be done
 15 and it's very important at the stage, certainly in
 16 adolescence if not in childhood, that forensic
 17 psychologists are there to deliver these sorts of
 18 things, although that can be done clinically as well.
 19 But it is understanding the forensic context and the
 20 need for it and being able to have these difficult
 21 conversations about what life was life. It is what they
 22 call a trauma-informed approach to working with young
 23 people.

24 **MR MOSS:** We saw this in Phase 1 locally, although we also
 25 heard evidence about subsequent improvements, but at the

140

1 time, of an absence of support for the young person and
 2 their families once a diagnosis of autism had been made,
 3 that that tended to be -- I'm over simplifying it and
 4 I risk unfairness in doing so, but that to some extent,
 5 that was the end of the process because it is then not
 6 a treatable mental health condition at all, it is
 7 a neurodivergence and something of: there is your
 8 diagnosis and there might be something of initial help.
 9 But should we see the need for ongoing support in
 10 mentoring and ways of managing neurodivergence as being
 11 something that would be effective overall in risk
 12 reduction in this cohort? Ms Swan, I think it touches
 13 very much on your areas, but I'm simplifying too much.

14 **MS SWAN:** I don't know if Dr Lloyd wants to speak first, but
 15 I'm certainly happy to talk --

16 **DR LLOYD:** No, I certainly agree with that very much.
 17 Neurodiversity is a big issue and it is -- it is across
 18 the board, it isn't just with those who have a violence
 19 fixation and the diagnosis, which is now very much
 20 more -- is happening on a large scale, it often isn't
 21 followed through with this advice about self-help
 22 really, but it is absolutely critical in this area when
 23 there is this risk of violence. Sorry, to --

24 **MS SWAN:** No, not at all. Just to agree with everything my
 25 colleagues have said. Within schools, particularly for

141

1 psycho-education, not just for the individual who has
 2 received a diagnosis of a neurodivergent or
 3 neurodevelopmental condition, but for the immediate
 4 network around them. There's a huge gap at the moment
 5 in psycho-education for peers. So an understanding, for
 6 the young people or the professionals or colleagues or
 7 neighbours, whoever it is within that nominated network,
 8 around what autism or ADHD et cetera means for that
 9 young person.

10 Also what NICE, as I understand it, would also
 11 recommend is cognitive behaviour therapy and certainly,
 12 the Youth Endowment Foundation, who I think I referenced
 13 yesterday, has researched how CBT has been very high
 14 impact for reducing violence. Just to echo, very
 15 quickly, sensory integration therapy, but particularly
 16 the Youth Endowment Foundation did a lot of evidence
 17 around effective interventions and support for
 18 self-regulation and the strengthening of executive
 19 functioning. That coaching model, or that mentoring
 20 model, that really focuses on supporting young people to
 21 have control over their emotional responses can be
 22 really powerful.

23 But you have hit another gap which is post-autism
 24 diagnosis, you often are given a list of websites,
 25 a list of apps and what previously, 10/15 years ago,

143

1 a special needs coordinator, and particularly in the
 2 context where many children and young people are waiting
 3 up to eight years for a diagnosis, there needs to be
 4 strategies before diagnosis. Whilst I'm certainly
 5 a strong advocate for diagnosis to understand needs, it
 6 is about what can we do whilst we are waiting for that
 7 to happen and looking at effective intervention. There
 8 is a lot of research and rapid reviews of interventions
 9 for reducing violence but I think where there is a lack
 10 of evidence is this fixation on violence and
 11 particularly within the digital environment.

12 But within schools, particularly where we have --
 13 the data we are looking at is either an increased risk
 14 of permanent exclusion, an increased incidents of
 15 violence and also particularly, an increase in the use
 16 of restraint and restrictive interventions, what I would
 17 hope to see is a functional behavioural analysis which
 18 echos exactly what I hope Dr Church has said, around
 19 what drives the behaviour. In these instances it is
 20 looking at not just what drives -- move towards violence
 21 but also towards the digital environment.

22 In terms of intervention, it is going to be
 23 individualised but what we have seen as being very
 24 successful in -- well, can be successful in schools, is
 25 certainly the NICE guidelines around the need for

142

1 there were some incredible interventions, I think one
 2 was called EarlyBird, where families had a base,
 3 a support to understand what that change meant for them.
 4 There is an increasing absence, in post-diagnostic
 5 support for autism. So, yeah, that is another gap.

6 **MR MOSS:** Thank you.

7 **MS GIANFRANCESCO:** Sorry, just in terms of intervention,
 8 I would absolutely concur with what's been said and
 9 particularly around, we have -- so within the case
 10 studies, we had some young people who had been diagnosed
 11 and some hadn't and were diagnosed post-offence. So for
 12 me, it is about actually the interventions pre- and
 13 post-diagnosis, as Lizzy was just saying, in terms of
 14 helping families and professionals understand.

15 You know, for years I have been working with
 16 families, and I say to professionals, and professionals
 17 say: can you escalate this assessment? I am saying:
 18 well, I can write an email but it is not going to get
 19 the assessment any quicker, and you have got to work
 20 with the family to help the family think: assuming they
 21 get the diagnosis, what difference is that going to make
 22 and what do they need. Let's try and put those
 23 interventions in now. So it is working in a different
 24 way.

25 I think there are two things. One, yesterday we

144

referred to CETRs within health and what we know around those and what is reducing the inpatient process is, if a young person goes down a CETR, the ICB have specific money for lead professionals who then work with the families supporting that family around that child's autism and they may support the child and they may support the family. But that one single lead professional doing some intensive work with the family is reducing the risk of the child going into hospital.

So we know, when there is an intensive piece of intervention by a specific specialist lead professional -- and it is quite often just really simple things, like helping the family think about how to manage breakfast time or transitions into schools, that's making a difference. So there is something there around interventions.

The other thing we referenced in the paper was the New Zealand research around family group conferencing and New Zealand has been using family group conferencing for years within the criminal justice system and we know it works. We use it a little bit in this country. Within the Children and Wellbeing Act -- everything keeps coming back to that, but I guess it is because it is new -- there is a directive within the Children and Wellbeing Act that local authorities now have to use

145

family group conferencing to prevent children coming into care. So they have to use it at the pre-proceeding threshold level.

Now, that is really, really high. That is beyond child protection and just about going into care. For me, the research is already there in terms of the New Zealand model and where it has worked within the criminal justice system, that we know family group conferencing works at a really early intervention level, to help the family sit round and have a conversation, a facilitated conversation about: what are the risks and what are we going to do as a family?

I think that's really important because when we are talking about these cases, actually, it is the family intervention that's going to make a difference. We have young people who are socially isolated. It is that family who are going to enable that young person to break that social isolation, to come out of their bedrooms, to join them in conversation. So it is how we work with the family and I think, you know, we need to look more at the family group conference model.

MR MOSS: Thank you. Sir, for your note, the reference to that in the report is page 20, paragraph 5.54, the reference to the New Zealand model that Ms Gianfrancesco has just referred to.

146

SIR ADRIAN FULFORD: Thank you.

MR MOSS: Thank you very much. If we could have, on screen please, page 131, ILT000344_0131, Mr Basu, turning back to you on an aspect of interventions. Perhaps at the opposite end of the spectrum but when you reviewed the -- specifically policing aspects of this and were making overall observations the Inquiry may wish to consider for its recommendations, one of the points that you put in was:

"Build a joint assessment model similar to counter-terrorism practice. For the highest-risk cases, adopt the discipline of joint intelligence assessment, trigger-point monitoring, escalation planning and executive action options used in counter-terrorism case management."

Now, I know that I'm preaching to the proverbially converted but please, with appropriate caution, but in terms of what that might look like in -- for this cohort, if you imagine a young person who is -- whose case is being managed by the high-risk adolescent team and a multi-agency meeting that sits behind that, should we build into that, especially for cases that move to the serious end of the spectrum, that there may need to be agreed actions if there is a crisis point, or a trigger point is raised that may need to include

147

territorial policing action, for example?

MR BASU: Yes, and I think the system we described earlier on and the one that Anna has pioneered in Brighton would do exactly that. So the Chair would be listening to everyone bringing the full picture of that individual to a room and at some point, they may commit a serious offence, talk about committing a serious offence, start to disguise compliance, or hide material or actively seek to acquire weaponry. I can think of innumerable numbers of red lines that might be crossed that might come up in a meeting where this has just been disclosed which would trigger immediate police action. So you have to have a way of managing the process so that could happen without someone having to literally pick up a phone.

MR MOSS: But in terms of that joint way of working, some sort of care and safety plan would be looking ahead at those sorts of signs --

MR BASU: Yes, you would set those as red lines.

MR MOSS: -- if there is leakage of this kind, obviously it would still need to be assessed individually but you would have agreed plans, in an appropriate case that might be heading in that direction, of what needed to be done to escalate for those sort of situations?

MR BASU: Yes.

148

1 **MR MOSS:** Ms Gianfrancesco, without going into individual
2 case details, of course, does the Brighton and Hove
3 model extend that far?

4 **MS GIANFRANCESCO:** Absolutely. We would have very, very
5 clear plans that would be saying, you know -- sometimes
6 we would have a clear plan which is: if they do this and
7 this, actually they have crossed that threshold and they
8 need to be arrested.

9 So, yes, it would be that model. It could be the
10 social worker saying to the police: actually, we don't
11 think we can manage them anymore, can we go down this
12 route? We would be asking the police, but very clearly,
13 yes, it has to be a care and control model. Actually
14 control -- if you think about good parenting, good
15 parenting is putting in boundaries and control. So if
16 we're putting in a good social care, care model, then
17 actually you have to put in the boundaries and control
18 and sometimes that is using the criminal justice system
19 to do that because that might be the only mechanism in
20 which to create some containment.

21 **MR MOSS:** Although there may be cases who are outside of
22 education, presumably a critical part of that going back
23 to one of Ms Swan's concerns is that the individual
24 schools need assistance in relation to that because they
25 may be, apart from the family, the body who is dealing

149

1 that's what needs to happen. You know, you have to put
2 in the right boundaries. As a parent, you will make
3 a decision as your child grows up and goes through the
4 ages, what they do at seven is different to what they do
5 at 10 which is different to what they do at 13, and this
6 is the same here. You will be looking at each young
7 person individually and making a decision on that young
8 person, in terms of the circumstances and risks that our
9 placed in front of you and as a multi-agency team, you
10 need to make the decision of what is the thing that
11 needs to happen to keep both that young person safe, but
12 everybody else safe from that young person.

13 You can't shy away from it; you have to make those
14 decisions within that meeting.

15 **MR MOSS:** Ms Swan?

16 **MS SWAN:** I asked this question -- I think I directed it at
17 the room, but specifically to Neil, asking the question
18 around: how do we, if it is a voluntary process and we
19 are aware of the young person's -- we have a sense of
20 young person's online life and the vulnerabilities there
21 and the risks; how do we enforce access? We have had
22 a discussion as a group around consent. For me
23 around -- thinking about trusted relationships, and
24 I think Anna spoke about this earlier in this session.

25 But what we are seeing across the case studies,

151

1 with it most on a day to day basis and need to know what
2 the escalation pathways are and what some of the
3 thresholds are: if this happens on this case, then, fear
4 of criminalisation or not, the police need to be called?

5 **MS GIANFRANCESCO:** Absolutely. So, if you are looking at
6 a high-risk case and you are -- we are trying to get
7 them back into school, part of the plan may be with the
8 school: actually, if this happens, you need to call the
9 police. We will equally have those plans with parents
10 and we will be saying very, very clearly to parents --
11 because often you are working with parents who are
12 resistant in calling the police and we need to be giving
13 the parents permission, to say to them: it is okay, this
14 is our expectation of you. It is not bad parenting to
15 report your child to the police. So it is enabling
16 people to do that.

17 **MR MOSS:** As a panel, in the highest type of risk case, but
18 where it wasn't available because there wasn't
19 a relevant conviction, would you support the ability of
20 the high-risk team to be able to go to a court to get
21 an order for device monitoring, if a high threshold was
22 crossed?

23 **MS GIANFRANCESCO:** I mean, it is something that we have
24 never done, but if the threshold is crossed and
25 everybody is agreeing that's what needs to happen,

150

1 particularly, is young people, the children, and the
2 parents don't know the password to their phones, they
3 don't know the passwords to their devices and there's
4 use of VPNs. It is such a broad landscape, having
5 something enforceable that would support, as
6 a mechanism, in the same way, very simplistically, the
7 schools having increased support around attendance and
8 supporting and ensuring a child attends school. I do
9 feel that there needs to be that framework and that's
10 certainly part of our discussions that we have had.
11 I don't have a perfect answer because I know there's
12 that delicate balance with privacy and so on, but it is
13 certainly something -- it would be almost impossible to
14 assess all of these risks without access to some
15 visibility of that online life.

16 **MR MOSS:** Thank you. That leads into my final topic, of the
17 online environment. Because we have touched on some of
18 this previously, I will take it as shortly as I may.

19 First of all, in terms of the significance of the
20 online environment, sir, for your note, it is
21 paragraph 9.1 on page 54, but we don't necessarily need
22 to bring it up. But the first sub-report from the three
23 of you said that the digital environment formed
24 a significant part of the downward trajectories of
25 several of the young people. You said that for some,

152

1 the significance of the digital world increased as
2 education, routine, face-to-face relationships and other
3 sources of activity and belonging fell away.

4 Ms Swan, as you have talked about just a moment ago,
5 you recorded, paragraph 9.2, ILT000344_0055, that
6 activity varied but it included gaming and social media:

7 "... violent, sexual, harmful, misogynistic or
8 extremist material; online relationships and
9 communities; communications concerning suicide or harm
10 to others; and searches or other activity ..."

11 But you also explained how there was an absence --
12 as we will come onto -- of parental oversight of that
13 and use of passwords and VPNs, disappearing
14 communications.

15 Dr Church, if we can look at page 76,
16 ILT000344_0076, because it was a headline and one of
17 your red items:

18 "The nature of online activity of young people was
19 invisible to parents and professionals.

20 "Extreme materials, extreme communities and
21 individuals with extreme views were easily found
22 online."

23 Then also, please, at page 91, ILT000344_0091,
24 paragraph 8.2:

25 "Evidence in several case studies indicates that the
153

1 development.

2 I fully take on board the historical concerns, for
3 example, the moral panic around video-games,
4 first-person shooting games, probably the most popular
5 genre of video-game around the world, hundreds of
6 millions of people playing those games and of course,
7 the vast, vast majority do not harm other people.

8 So, there is an element of video gaming and perhaps
9 several other media that are popular and do not lead to
10 enacted violence. The communities and the type of
11 engagement that we have observed is really quite
12 different from that, I think, and this is where some of
13 the elements that are described in risk assessment
14 tools, such as the ERG, are relevant I think, the
15 domains are engagement with particular groups and
16 sharing views. That's of relevance of course to
17 terrorist, terrorism, extremism, but also, in some of
18 the cases we have seen, the intent that's expressed in
19 those groups. Again, I'm just going through the domains
20 of the ERG and then the step towards building capability
21 to do something.

22 So, I think that those online contacts facilitated
23 that, normalised and reinforced the views and without
24 those online materials, I doubt individuals would do --
25 would engage in activities such as ordering equipment to
155

1 role of extreme online materials and communities was
2 most likely critical in the adoption and reinforcement
3 of extreme views. Engagement in communities that shared
4 these extreme views likely normalised them, and caused
5 socially isolated individuals with ASD to feel included
6 and that they belonged to a community."

7 I think we have looked at that in a different
8 context but it is important here too. One of the points
9 that came out from the seminars is there was discussion
10 about whether the academic literature supports or not
11 the fact that violence material may lead to real-world
12 violence, was that we are now at a stage where things
13 are very different from videos and video-games of old
14 and that you can't do prospective blind studies,
15 exposing young people to this material and see if it
16 makes them more violent because it would be unethical.

17 In that context, Dr Church, the reason why I bring
18 paragraph 8.2 back up, is that your use of words:

19 "Was most likely critical in the adoption and
20 reinforcement of extreme views."

21 There doesn't seem to be much doubt in your mind?

22 **DR CHURCH:** No. I used the word "critical" because, in
23 using that, I'm expressing the view that without this,
24 perhaps individuals simply would not have developed
25 along that trajectory. So it was critical to that
154

1 make poisons and other sorts of technology and adopt
2 certain views.

3 I think there may be individuals that hold extreme
4 views to begin with, but the online contacts provide
5 an arena for that to accelerate in a private, mobile,
6 constantly available way, that becomes an immersion in
7 that world. So, yes, my view is that it may be hard to
8 conduct rigorous academic research for various reasons
9 but my view is very clear, that there is a critical role
10 of that online world in many of these cases.

11 **MR MOSS:** Dr Lloyd?

12 **DR LLOYD:** Yes, certainly it is very, very helpful when you
13 get -- if you are acting as an expert witness in
14 counter-terrorism cases, I always get the account --
15 there's probably a technical word for it -- which is
16 a copy of the social activities that have been going on
17 online, and it is a direct window into the sort of
18 sharing and learning and reward that they are getting
19 from talking about these things.

20 As well, it is quite interesting because, just in
21 the context of those with non-ideologies, if you like,
22 that yes, they will access extremist material if they
23 can but what they are actually looking for is
24 information about how I could make a bomb or how I could
25 use a knife to kill and those sorts of things, rather
156

1 than -- they are not looking for propaganda. They are
 2 not interested in the ideology. They want to know:
 3 okay, if you are going to be violent, how do I do it?
 4 **MR MOSS:** Thank you. Mr Basu, your report, page 147,
 5 ILT000344_0147, paragraph 7.12.13, there is a good deal
 6 of detail that sits behind this but you say that:

7 "[You] cannot emphasise enough how important it is
 8 to this theme of online access that children are not
 9 exposed to this."

10 It seemed to, again, be no doubt in your mind, you
 11 say from your years of experience in counter-terrorism,
 12 that the significance of the online exposure --

13 **MR BASU:** I can't tell you how cathartic it is to sit here
 14 between two professionals giving some weight to the
 15 things that counter-terrorism police have been saying
 16 for a decade. It seems like the world has caught up and
 17 I'm very proud and if Sir Mark Rowley was here I'm sure
 18 he'd say the same thing, as my ex-boss, as the head of
 19 counter-terrorism, that absolutely this influence is --
 20 if you are vulnerable in any way shape or form, the
 21 online environment is incredibly dangerous for you. So
 22 Richard's point about the fact that millions of people
 23 watch this stuff, play these games, do all of these
 24 kinds of things and don't, for one second, think that
 25 they are going to be violent in the real world because

157

1 Richard is right. You can't do any random control
 2 trials on this, for obvious reasons. It would be
 3 unethical to do it. So it is hard to get anybody to sit
 4 down and say academically: X will lead to Y. But it
 5 is -- we know advertising works. We know the internet
 6 really works for keeping people completely glued to
 7 their screens. Why would we not think that that would
 8 have an effect on individuals?

9 When -- as Monica says, when she sees the browser
 10 history of an individual who has gone down this path,
 11 whether it is actually to terrorism, and that browser
 12 history includes lots of propaganda and lots of
 13 glorification and lots of contact with radicalisers, or
 14 whether it is someone who is just looking for
 15 methodology to commit an atrocity, it is a window to the
 16 soul and it is very, very disturbing. So disturbing
 17 that the people who do that work have counselling every
 18 month.

19 **MR MOSS:** Yes.

20 **MS SWAN:** Mr Moss, may I add one minor point?

21 **MR MOSS:** Yes, of course.

22 **MS SWAN:** First of all, I have worked with a couple of young
 23 people, again, in the minority, who have been diagnosed
 24 with gaming disorder, which is recognised in ICD-11, and
 25 I think that is a helpful framework to understand that

159

1 they can distinguish fantasy from reality.

2 When you have -- the younger someone is, the less
 3 capable they are of doing that, or thinking -- well, or
 4 the more issues they may have in their life, all the
 5 vulnerability factors we have put together here, these
 6 are the people who I have spent my professional life
 7 dealing with, as well as these professionals, the online
 8 world has massively changed the game. So I'm happy to
 9 be the Mary Whitehouse of 2026. There is a massive
 10 problem here that society has woken up to so I don't
 11 feel ashamed about saying it quite so melodramatically.

12 So, in the time I was in counter-terrorism, my teams
 13 arrested over 600 terrorists; they couldn't tell me of
 14 a single one that wasn't involved online. So that is
 15 the terrorists. So people who are violent, suicide
 16 ideation, vulnerable in other ways, being bullied
 17 online, the quantity of that is dramatic. So unless we
 18 do something about controlling access to that content or
 19 removing that content, which we have been doing for
 20 many, many years alongside technology providers -- and
 21 I can go into all kinds of detail about why that is
 22 very, very difficult to do -- but it has to happen
 23 because it is -- in a way, it is advertising and
 24 propaganda and when people argue with me that there is
 25 no academic research that one leads to another, well,

158

1 there is recognition of the impact of some of the
 2 elements that we have described on an individual's
 3 wellbeing and health. But the fact I wanted to raise is
 4 we haven't talked about sleep and the fact that across
 5 the case studies, and certainly in my professional
 6 practice, much of the gaming behaviour became so
 7 addictive it was prioritised over sleep and when we
 8 think about, in education, Maslow's hierarchy of needs,
 9 but similarly, the ability to function and grow, sleep
 10 is fundamental.

11 You know, I know that there have been discussions
 12 about curfews in terms of online use, but certainly,
 13 I have worked with young people who were gaming until
 14 4/5 am and then having an hour's sleep and coming into
 15 school and we would expect them to learn, function,
 16 interact and regulate. So I just wanted to raise sleep
 17 as a basic core issue.

18 **MR MOSS:** Thank you. I want to turn, just briefly, to
 19 parental and professional awareness of online activity.
 20 I don't need to go back to report aspects in which you
 21 have summarised how limited the visibility was for
 22 parents and Dr Church, you have identified, as we have
 23 just looked at, the critical problem of the nature of
 24 online activity not being visible.

25 Could we look, though, at page 57, ILT000344_0057,
 160

1 9.6.3, please. You say there:
 2 "Digital environments also change rapidly.
 3 Safeguarding cannot depend upon individual parents,
 4 teachers, social workers or other practitioners having
 5 specialist technical knowledge. Relevant professionals
 6 do, however, need to be able to recognise significant
 7 digital concerns, describe them with sufficient
 8 precision and know when specialist advice or assessment
 9 is required."

10 The recommendation:

11 "The Inquiry should explore whether multi-agency
 12 professionals have sufficient digital expertise to
 13 [undertake] and support assessment of serious
 14 violence-related concerns."

15 Just dealing at a basic level, are any of you, as
 16 practitioners, aware of even a basic thing like
 17 an off-the-shelf product, whether it is hardware or
 18 software, that can be offered to parents to help them
 19 have better supervision within the home? Is that sort
 20 of practical help available, as far as you are aware, by
 21 any scheme of process? Ms Swan.

22 **MS SWAN:** There is an abundance of information available for
 23 parents online and signalled by the Department for
 24 Education and there has been an increasing amount in the
 25 past -- I want to say even in the past couple of months.

161

1 very challenging as a parent and for some parents who
 2 lack that capacity or capability or need that support,
 3 having that intermediary provision to help put in place
 4 those boundaries because often with online and digital
 5 access, the most powerful thing that that parent can do
 6 in terms of protecting their child is to say "no". But
 7 I recognise that in these cases, it is much more
 8 complex. I can feel -- I don't know if Anna has
 9 something --

10 **MR MOSS:** I was going to ask about social worker's access
 11 there as well but part of this question comes from the
 12 background of AR's position, where Phase 1 found a lack
 13 of professional curiosity about what he was doing online
 14 and parents who were, at best, ignorant and didn't even
 15 have child filtering put on at all. So there was no age
 16 restriction at all in the home internet. So, free
 17 access for AR and a lack of questioning.

18 Ms Swan, from what you are saying, I think you are
 19 suggesting that filtering on school systems is
 20 a slightly different issue but that times have moved on
 21 and there is available in the education sphere, advice
 22 to parents on controls and signposting them to software
 23 that will give them visibility. Is that widely
 24 available for social workers as well, Ms Gianfrancesco,
 25 or not so much?

163

1 In the past two or three years, the changes for
 2 schools around expectations for monitoring and filtering
 3 standards is huge. But just in terms of how the schools
 4 work with those families, there is a lot. Where there
 5 is a gap, is -- I'm sorry not to spend more time
 6 praising what's out there, particularly around how to
 7 have a conversation with your child, how to practically
 8 put in place those parental checks. So certainly, a lot
 9 of parents are used to using software that they put --
 10 install on their child's phone so that they have
 11 visibility on their parent device. So those sorts of
 12 things are popular. But what the guidance is saying is
 13 the conversation with the child about what they are
 14 accessing and that curiosity, parental curiosity, is
 15 much more beneficial to those conversations.

16 But I think that there was in the case studies
 17 certainly, there was a default position of: oh, I don't
 18 really understand the internet, I don't get all this
 19 stuff. Whereas, their child, as a digital native, was
 20 just perhaps exploiting that ignorance or naivety there.
 21 The barrier is not whether there is software or
 22 guidance, it is about actually getting the parents
 23 consistently to engage with that and to push back and
 24 question. Anna spoke about it and we discussed it as
 25 a group today, boundaries, and boundary setting is very,

162

1 **MS GIANFRANCESCO:** No. Social workers wouldn't have access
 2 to a child's online activity. They would be having
 3 conversations with parents --

4 **MR MOSS:** Forgive me, I don't mean the software being
 5 available, I mean the knowledge of what is available and
 6 could be offered to parents to help. Is that something
 7 which social workers has moved on, as Ms Swan is saying
 8 education has --

9 **MS GIANFRANCESCO:** I would say it hasn't. I go back to the
 10 thing of social workers have been designed to think
 11 about harms within the home. So when we think about
 12 harms external to the home in social work now, people
 13 are thinking about criminal and sexual exploitation and
 14 I don't think social work has caught up yet with the
 15 idea of online -- it gets online harm, but I don't think
 16 it is there in terms of thinking about what are the
 17 parameters.

18 I mean, safeguarding partnerships will have limited
 19 training. So safeguarding partnerships don't just train
 20 social workers, they train multi-agency professionals
 21 across the safeguarding area. They will have limited
 22 training but it will be more about, you know, how you
 23 work with parents in setting internet boundaries on the
 24 internet and those sorts of things. It is very limited.

25 I think part of the challenge in these cases we saw

164

1 is parents may have software that enables them to see
 2 what a child is accessing online. But we saw within
 3 some of these cases some people who have their own VPNs.
 4 So actually, the parents wouldn't have access to that.
 5 I would question whether parents or social workers
 6 necessarily understand sort of how a young person gets
 7 a VPN and how -- you know, I have had so many
 8 conversations around young people that are on the dark
 9 web and then people sit there and say: well, how did
 10 they even get on the dark web and how do they know?
 11 Actually, as professionals, we don't understand and we
 12 don't know. A lot of professionals are kind of lost.
 13 We haven't grown up with the internet in the same way
 14 that young people have.

15 So there is something needed around enabling
 16 professionals to understand and think about it in
 17 a different way.

18 **MR MOSS:** Ms Swan and then Mr Basu.

19 **MS SWAN:** One omission is there's guidance and an abundance
 20 of guidance that is available, if it can be accessed,
 21 for parents. But there is a gap, again, around
 22 neurodivergence, and there are specific factors in terms
 23 of, not just dopamine but also challenging behaviours --
 24 it is multifaceted why there needs to be very specific
 25 support for parents of neurodivergent children, or

165

1 the actual resource, capability of looking into it.
 2 **MR MOSS:** Thank you very much. Now, sir, with your
 3 permission, may I suggest this. If we were to take
 4 a slightly late mid-afternoon break, I have nearly
 5 finished. I will confine my questioning to 10 minutes.
 6 So, if we were to take a 10-minute break, I will be
 7 a further 10 minutes and that will leave, then,
 8 10 minutes each for each of the Core Participant teams
 9 who have indicated they might wish to ask questions with
 10 some time at the end of the day before 4.30 pm, sir, if
 11 there are any further questions from you.

12 **SIR ADRIAN FULFORD:** Fine. So, we will sit again at just
 13 after 3.40 pm.

14 (3.31 pm)

(A short break)

16 (3.42 pm)

17 **SIR ADRIAN FULFORD:** Yes, Mr Moss.

18 **MR MOSS:** Thank you, sir. So a last couple of subtopics,
 19 still on the online environment for me. First of all,
 20 in terms of interventions, I think the key point that's
 21 made across the reports is well -- is illustrated in the
 22 first sub-report, so if we could have page 59,
 23 ILT000344_0059, please, and paragraph 9.9.1 please. So:
 24 "Where serious concerns had been identified, generic
 25 instructions to 'monitor internet use' or remove

167

1 parents who are neurodivergent themselves and how they
 2 can model that and manage that themselves as well.

3 **MR MOSS:** Mr Basu.

4 **MR BASU:** I was going to say, I know this Inquiry won't do
 5 this but the danger of a conversation like this is
 6 letting big technology off the hook for what it needs to
 7 do. So it becomes your responsibility, or the parent or
 8 appropriate adult or carer's responsibility and not the
 9 platform. So I wouldn't want that to happen because
 10 that's a really serious issue.

11 **SIR ADRIAN FULFORD:** That won't happen, Mr Basu.

12 **MR BASU:** I read your Phase 1 report and I don't think it
 13 will. Absolutely, sir. But I wanted to put that, you
 14 know, from my professional experience of dealing with
 15 big technology on these issues, it is a fundamental
 16 problem. But the second thing is we underestimate the
 17 proportion of our workforce who are effectively Gen Z.
 18 It is enormous in policing. They have digital
 19 knowledge, capability. Some of them will have been
 20 hooked on this stuff themselves before they came into
 21 the profession. So there is a lot of knowledge out of
 22 there. It is back to your professional curiosity point,
 23 about asking the right questions and accessing the right
 24 facilities to be able to look at the kind of things we
 25 are talking about here. It is both powers, policy and

166

1 a particular device could be insufficient if they did
 2 not reflect how the young person accessed and used the
 3 digital environment. A safety plan needed to be
 4 proportionate to the identified concern and sufficiently
 5 specific about its purpose, actions, responsibilities
 6 and review."

7 So, looking ahead to what needs to change, I think
 8 you are indicating, just as you would have indicators of
 9 concern and actions in the offline world, there needs to
 10 be a safety plan that is specific and not giving very
 11 generic advice like "monitor internet use", that gives
 12 a plan to the team on how online safety is going to be
 13 dealt with for a high-risk individual; is that a fair
 14 summary?

15 **ALL:** Yes.

16 **MR MOSS:** Another aspect of that, that you draw out is in
 17 9.9.3 over the page, ILT000344_0060, I think, please,
 18 that if agreed controls can't be maintained, that
 19 shouldn't automatically be interpreted as evidence of
 20 escalating violence risk, but it should prompt review of
 21 whether the safety plan remained capable of addressing
 22 the concern and whether further safeguarding or
 23 specialist input was required.

24 So, again, is there a sense there that you mustn't
 25 jump to an overreaction, there really does need to be

168

1 an assessment of what it means if, for example, a child
2 has used a VPN so that supervision or oversight has
3 broken down, that could be an indication of concern, but
4 it is, again, context-dependent and you would have to
5 ask questions?

6 **ALL:** Yes.

7 **MR MOSS:** Thank you, and the summary recommendation, I think
8 arising out of this, at the bottom of page 60:

9 "The Inquiry should explore whether serious digital
10 safeguarding concerns require proportionate multi-agency
11 safety planning with clear responsibility and review."

12 So, your tentative suggestions towards Inquiry
13 recommendations or areas for exploration would include,
14 I think that, as a central tenet, this concept of: yes,
15 online safety planning but remember to keep it
16 proportionate?

17 **ALL:** Yes.

18 **MS GIANFRANCESCO:** Absolutely.

19 **MR MOSS:** Thank you, and we touched on this earlier on but
20 I think it was an agreed point in terms of, first of
21 all, what good professional practice has to look like,
22 that there has to be -- online has to be part and
23 parcel -- I think it was my ninth point, but it has to
24 be a central tenet that online is considered and in the
25 pathway for high-risk individuals, there needs to be

169

1 reaches the threshold of extreme violent material?

2 **MR BASU:** No, I haven't and the trouble is it is incredibly
3 complicated and it is -- this is not a cop-out, but in
4 some respects, it is not for police officers to lobby
5 for the -- even as an ex-police officer, it becomes very
6 difficult with a public profile to lobby for something
7 that the police then have to enforce. It has to be
8 practicably enforceable. The trouble is "lawful but
9 harmful" is incredibly difficult. I would rather see
10 platforms become publishers, with editorial codes of
11 practice like mainstream. I think that would be easier.
12 I agree with the premise but it needs much more thought
13 than that.

14 **MR MOSS:** The criminal offence and the definitions and the
15 difficulties of the criminal offence and the
16 definitions, we will pick up with witnesses to come from
17 the relevant Government departments.

18 Secondly, you have drawn attention to algorithms,
19 and whether they should be more controlled, in the sense
20 of which they may cause amplification in particular for
21 young people with violent interests.

22 **MR BASU:** Yes.

23 **MR MOSS:** Thirdly, you have raised issues about platform-led
24 identification and platforms taking action and you have
25 postulated that could be progressive, so it could be,

171

1 access to online expertise so that these sort of aspects
2 are not left in the hands of professionals who are not
3 themselves sufficiently expert in online risks. Again,
4 is that a fair summary?

5 **ALL:** Yes.

6 **MR MOSS:** So, in terms of reform of online harms in terms
7 of -- Mr Basu, I think feared that this may have been
8 forgotten -- the platforms themselves. Mr Basu, your
9 report in particular addressed a number of aspects on
10 this. So page 163, ILT000344_0163, paragraph 10.15. It
11 is a pithy phrase that others have used, but:

12 "The system currently plays a never ending game of
13 'whack-a-mole' with individual pieces of content. This
14 will never be enough. The amplification duty of care
15 might come closer to tackling the real cause of VFIs
16 escalating towards real world violent acts."

17 Taking it deliberately very shortly, Mr Basu,
18 because the detail, if I may say so, is in your report.
19 There are, I think, five areas that you have raised for
20 consideration: firstly, the availability online of
21 highly violent material, and we know that the Government
22 is now -- it has announced its intention to criminalise
23 extreme violent content. Just on that, have you given
24 thought to the difficulties of definition there, as to
25 how a criminal offence might be framed, as to what

170

1 first of all, reduce the algorithm that may be harmful.
2 The next stage, there may be an interruption of their
3 usage to give counter-content, or better narrative or
4 off-ramping so advice about groups that could be
5 reached, and then that could progress to a safeguarding
6 referral to the platform themselves.

7 **MR BASU:** Yes.

8 **MR MOSS:** So you have drawn all of those matters to our
9 attention. You have also, within that, asked whether
10 there is the capacity to look at a dangerous
11 combination, that they are using searches for that kind
12 of material but they are also searching for weapons
13 purchasing and that those two together might lead to
14 a referral. I'm taking these, as you will understand,
15 deliberately shortly.

16 **MR BASU:** Yes.

17 **MR MOSS:** Fourthly, on device-level investigation, you have
18 said the importance of making a digital enquiry
19 a standard consideration in these cases. Fifthly, you
20 have drawn attention to the need for age verification to
21 be strengthened, yet further, in various respects.
22 I think also, included with that, I infer is that you
23 would be one of them who would support an increase in
24 material that is harmful but lawful in the violent
25 context being upgraded from "priority content" to

172

1 "primary priority content" under the OSA?

2 **MR BASU:** I would.

3 **MR MOSS:** You have also indicated a much more fundamental

4 concern just now, that you would prefer to see platforms

5 being responsible as though they were the publisher

6 themselves, with responsibility for the content. So you

7 will forgive me for taking that deliberately shortly but

8 part of the reason for giving that list, where the

9 detail is in the report, is to flag up on the transcript

10 that you have raised all of those issues. I wanted to

11 give you a brief opportunity if you want to emphasis or

12 just elucidate any of those particular ones beyond

13 what's on your report.

14 **MR BASU:** I do not think that is necessary, other than the

15 fact that there is a natural tension here, particularly

16 for the national security community but also for serious

17 and organised crime. You have to work well with big

18 technology in order to defeat criminality. This is

19 a form that we are talking about here. It doesn't do

20 anyone any good -- and I think, you know, the

21 Government, the intelligence agencies and policing would

22 all say this, it doesn't do any good -- you have to do

23 it in partnership with big technology but you have to do

24 it with your eyes open.

25 So what is it they are looking for? It is

173

1 unregulated platforms.

2 So I'm aware of the healthy tension here but I think

3 they have skilfully manipulated the system for years to

4 make sure that they have escaped a focus that they

5 should have had and now I'm outside the system, I feel

6 slightly more liberated to say it a bit more forcefully.

7 **MR MOSS:** Thank you. Before I turn to the legal

8 representatives of Core Participants, I did promise that

9 I would at the end give you an opportunity -- we have

10 covered a lot of ground, but if there are any areas that

11 I haven't asked you about that you wish to raise, or

12 an opportunity perhaps to emphasise any points that you

13 wish to, before I turn to the questions from others.

14 **MR BASU:** I don't want to rehash the whole thing we had

15 about lead agency and lead process. We, as a panel,

16 think lead process is important but that doesn't mean --

17 we haven't really discussed the two topics of governance

18 and accountability in our evidence. But having a lead

19 process doesn't mean, all of a sudden, that everyone is

20 accountable so nobody is accountable. So the lead

21 process has to be chaired or coordinated by

22 an individual. That individual is very much accountable

23 for managing the risk in that process and we have said

24 it already, the individuals who are dealing with

25 specific aspects of the risk management plan are all

175

1 interesting, the AI debate at the moment is they are

2 looking for regulation and law and people are saying

3 that is to reduce their competition; it is not because

4 they have suddenly developed a corporate social

5 responsibility about AI. My experience of dealing with

6 big technology is they really care about the revenue

7 stream. They care about their business. I know that

8 sounds glib but they really care about that. So when

9 advertisers challenge them about the kind of stuff that

10 was on their platform, next to advertising, major

11 advertisers, global advertisers, they immediately took

12 that stuff down. Meaning that they were capable of

13 doing it.

14 I think the same thing, they are asking for

15 regulation because they are worried about becoming

16 uncompetitive, not because they are worried about their

17 product. I have exactly the same conversation, in terms

18 of counter-terrorism, which is: it is all very well you

19 asking us to do these things but all that will do is

20 drive some of our customers off platforms where there is

21 a chance of regulation because we have the resources to

22 do it, onto smaller platforms that have no capability of

23 moderating their content or doing anything about it. So

24 be careful what you wish for because in asking for that,

25 you are driving people away from our platforms onto

174

1 individually and professionally accountability for their

2 part of the plan.

3 So, I think that needs to be understood at the start

4 of every multi-agency process. It works well in some

5 places and not in others. But understanding what the

6 governance and accountability model is, is incredibly

7 important for a process like this. It is hard to judge

8 who was in charge and who was not in charge, as you have

9 discovered. So that has to be absolutely part of

10 setting up the process.

11 We shouldn't be discovering after the fact that

12 everyone has an outer for risk. But that's not what we

13 are saying as a panel. We are saying that, I think --

14 hopefully, I'm speaking for everyone -- is the Chair is

15 accountable, absolutely accountable for the management

16 of that risk management plan and everyone who is

17 providing a service to that risk management plan is also

18 individually accountable.

19 **MR MOSS:** Thank you. Any others? Ms Swan.

20 **MS SWAN:** One of the points I wanted to raise, which is not

21 in any way linked really here, to -- although the point

22 that was just raised there, is around the assessment and

23 management of risk and the fact that we talked here

24 about social care and education moving at different

25 rates. Certainly, in Keeping Children Safe in

176

Education, that came into operation in September of this year, there is an increased awareness or explicit mention of risk to others. Particularly in the context of serious violence but also child-on-child abuse and so on.

There have been some significant changes but I wanted to sort of go back and sort of make a plea for strengthening around that guidance, particularly because schools are now being asked, quite rightly -- understandably, to put in place safety and support plans assessing risk, particularly where -- and it being incumbent on a receiving school when a child is moving schools.

However, there is an entire absence of guidance on what that risk assessment looks like or even the questions to be asked or the support to be accessed in order to do that. So I think at the moment there is an increasing expectation upon schools to do this without the commitment from the Government in the same capacity, where they are saying that, for the Department for health, where there are risk assessment tools, they will offer further guidance and do further consideration. Education, at the moment, are in a position where there is little guidance.

So really it is to go back on the Phase 1

177

Rule 10 requests to ask questions, I have sought to cover the ground, but permission was granted. Very helpfully, I think the teams for the victims have agreed that Mr Weatherby will ask all of the questions.

SIR ADRIAN FULFORD: Thank you very much.

Yes, Mr Weatherby.

Questions from MR WEATHERBY

MR WEATHERBY: I represent the three adult victims and survivors and, as has just been said, I'm asking questions on behalf of the bereaved and surviving children and their families as well, for the purposes of this afternoon. I simply want to pick up the developing picture that you have given evidence over the last two days on and walk us through what actually happens with the VFI under the proposals that you are making or the advocated framework that you are putting forward.

I will do it swiftly as I can. So I will put a series of propositions to you but please do correct me, when I go wrong, which I inevitably will.

So we start with a young person who is a VFI, however we end up defining that, a young person of concern. They have to be identified. Am I right that there is a consensus amongst you of the need for a framework of questions that frontline professionals, whether they are teachers, or police officers, or health

179

recommendations and say: yes, but can we keep going with that one and sort of push back harder, please. Certainly, the changes -- the Keeping Children Safe in Education, do strengthen and clarify some of the arrangements for information and safeguarding information being shared. However, not in advance of a child being offered a placement and I understand that there is some complexities with the school admissions code, but certainly -- and they do reference Channel, "they" being the guidance. It would be so powerful to be able to make sure that you have the provision up and ready for the young person joining you and so that we are also managing, proactively, the potential risk to others, and that's missing currently.

MR MOSS: Thank you very much.

MR BASU: Sorry, Mr Moss. I have just realised that you have never asked me about Jonathan Hall's comment about a lacuna in the law around an equivalent offence to section 5 of the Terrorism Act 2006. I just wanted to put on record that I'm strongly supportive of that pre-emptive capability for policing and the intelligence agencies.

MR MOSS: That's well on the radar and it is a matter coming up with Government witnesses to come.

So, sir, in terms of questioning, those who put in

178

care clinicians, or social workers, whoever, that there needs to be a framework of questions to guide frontline professionals in the identification? Have I understood that correctly?

MS SWAN: I'm happy to take it from an education perspective, certainly. I would probably start by suggesting that the detail around the framework is something that I would want to spend some more time considering. However, in terms of initial thoughts, in one of the seminars, there was a discussion around the "five Ps" and that is the framework that can offer us around understanding and identifying.

Certainly, within the Prevent guidance for designated safeguarding leads in schools, there isn't a checklist. However, there is a list of concerning behaviours and I think that having some understanding to be able to understand pathways and identify, whether that's in the form of certainly, questions for professionals to ask themselves or ask with their supervisor, would, from my perspective in education, certainly provide a framework for understanding where to go next and to ensure that young person's needs --

MR WEATHERBY: Yes, I think there was some evidence yesterday, that the list in the SAVRY tool was a good starting point. Is that -- I can see some nods.

180

1 **DR CHURCH:** I would say that probably wouldn't be the best
 2 starting point. That would be something that would be
 3 conducted further down the line as described by
 4 Richard Taylor, actually. So I think what we are
 5 proposing is that right at the start, there's concern
 6 identified by a professional or a parent and there
 7 should be somewhere for that concern to go. So for
 8 safeguarding concerns, there is the MASH.

9 **MR WEATHERBY:** Okay, but before we get to where it goes, of
 10 course we are talking about effectively a new system for
 11 highlighting or identifying the individual in the first
 12 place. Before there's any screening or any triage at
 13 all, what are professionals looking for. So there has
 14 to be some sort of guidance or framework surely for
 15 them?

16 **MS GIANFRANCESCO:** I don't think we have come up with
 17 a system that says it is right. We have looked at these
 18 case studies and we have said: from these case studies,
 19 this is the learning that we have found, but from that,
 20 these are the things that could happen in the future.
 21 So we are not saying: this is what needs to happen.
 22 I think we need to be really clear about that. This is
 23 our advice.

24 **MR BASU:** Mr Weatherby, I can say from a policing
 25 perspective, I think yes, it makes common sense to have

181

1 a duty on frontline professionals to consider whatever
 2 the framework is for referral?

3 **MS SWAN:** I will take this one first. There are certain
 4 duties, around female genital mutilation and other
 5 factors, and I think where that is particularly powerful
 6 within education is the auditing process, the
 7 monitoring, the checking, and I think -- my answer is
 8 more like -- trying to think about the benefits of what
 9 that would bring and accountability as well.

10 I can't speak to the legislative aspects of this,
 11 however, I would say that certainly, at the moment there
 12 is no clarity in education guidance around this and
 13 I think, whether or not that leads to a duty, is
 14 a separate question. I can't quite answer just yet.

15 **MR WEATHERBY:** What's behind the question is if there is
 16 a duty to do it, then people will do it.

17 **MS SWAN:** But I mean, that is the thing about accountability
 18 and making sure that there's that section. Certainly,
 19 within education, we're looking constantly at what needs
 20 to be done annually, what needs to be done at injunction
 21 and ongoing training. My hope would be, optimistically,
 22 that it wouldn't be required to place that duty but
 23 actually sometimes, as part of our discussions, we have
 24 said that may be required.

25 **MS GIANFRANCESCO:** I think that links into what I was saying

183

1 a framework, not just for professionals but for parents.
 2 So a portal that says -- the Prevent guidance tries to
 3 do that, it says: these are things that might concern
 4 you as a parent, you may want to consider reporting. So
 5 I think that is useful. I think what's difficult with
 6 the case studies is they are fractured moments in time
 7 where you might go through a checklist, you might go
 8 through all those questions but you might only see one
 9 aspect of it and that's a bit dangerous to say: well,
 10 you have the checklist, I am sure you understand --

11 **MR WEATHERBY:** I'm being vague on purpose because this has
 12 to be developed as a tool. I'm absolutely not the
 13 expert. But there has to be some way of getting across
 14 to frontline professionals as to how they identify
 15 because otherwise, nobody gets referred.

16 **MS GIANFRANCESCO:** And we need something that would enable
 17 professionals to think -- to help professionals sort of
 18 kickstart their professional curiosity, to go down that
 19 route. So, yes, I think we are all agreeing, there
 20 needs to be some form of questions developed that will
 21 enable a professional or a parent to begin to think
 22 about: what's happening here, do I need to think about
 23 this more?

24 **MR WEATHERBY:** That's very helpful and I will move on from
 25 that. Hand-in-hand with that, does there need to be

182

1 earlier around child protection. That it is ambiguous
 2 within the legislation around child protection because
 3 the legislation that everything is now based on was
 4 written in 1989, I think it was. So there may need --
 5 it may need more clarity.

6 **MR WEATHERBY:** With more clarity, would you support a duty
 7 for professionals to have regard to --

8 **MS GIANFRANCESCO:** Yes, in the same way that they have
 9 a duty to consider counter-terrorism and everything
 10 else.

11 **MR WEATHERBY:** Indeed, quite. Now, moving on from that,
 12 once the frontline professional has identified the
 13 potential individual, various things have been spoken
 14 about this afternoon about what happens then. But have
 15 I understood it correctly, that whether we call it a Big
 16 Front Door or whatever, the front door that is being
 17 proposed -- or is being put forward for consideration is
 18 a panel, initially, based within local authorities in
 19 order to then refer on to other pathways, either Prevent
 20 or another pathway?

21 **MS GIANFRANCESCO:** No, I think at the moment, there are two
 22 kind of front doors. There is a MASH, generally, which
 23 is the social work front door, or Prevent, and I think
 24 Mr Basu is advocating very clearly that if it continues
 25 to go down Prevent, actually it is that needle in the

184

1 haystack and the haystack is getting bigger and we are
2 going to lose counter-terrorism.

3 So the other alternative is does it go through the
4 MASH? Now, the MASH will basically take the
5 referrals -- this is how MASH works -- takes in however
6 many referrals a year and then it sorts them out and it
7 says: yes, this is social care, this is Early Help, this
8 is information giving, and it will feed into one of
9 those. So it may come in and it says: yes, this is
10 actually serious risk of harm to other individuals, and
11 then it is what pathway it then follows after that, that
12 needs to --

13 **SIR ADRIAN FULFORD:** So I think the expression that Mr Basu
14 used in particular was a local authority safeguarding
15 hub. So that's the precise location that was in 7.7.15.

16 **MS GIANFRANCESCO:** Because if it is an adult, the adult goes
17 through a different process.

18 **SIR ADRIAN FULFORD:** Exactly.

19 **MR WEATHERBY:** Right. So a revamped MASH for this purpose?

20 **MS GIANFRANCESCO:** It may have to be.

21 **MR WEATHERBY:** Okay. So once it goes through that process,
22 then, again, what is being put forward for
23 consideration? It's either it goes off to Prevent
24 because it is an existing pathway relating to ideology,
25 or the alternative that appears to be being put

185

1 being a proper risk assessment rather than a screening?
2 So I think we have heard not just about SAVRY but also
3 about the AREVA that is likely to come online. At what
4 point would that --

5 **MS SWAN:** If I may, sorry to keep saying from education's
6 perspective, the guidance has changed for schools. So
7 my anticipation is for a young person who is being
8 referred through this process, there would already be
9 a risk assessment in place that would inform the safety
10 and support plan. As I flagged, there is a lack of
11 guidance around -- I think there is needs to be
12 a strengthening of guidance around what that looks like
13 first and I think wherever there is -- I think part of
14 the product of what we have talked about today in very
15 initial terms is around there being a plan for the young
16 person, and that would need -- from experience -- that
17 would be informed by a risk assessment that would
18 then -- my hope would be it would be cascaded out to the
19 relevant agencies, but I defer to my colleagues around
20 the risk assessment process.

21 **MR WEATHERBY:** Okay, could I hone my question a bit. So it
22 has been referred to the revamped MASH or the
23 safeguarding hub. At that point, there has to be some
24 kind of screen or triage. Is it at that point that
25 there is a proper risk assessment or is that a screening

187

1 forward -- but please help me with this -- is that it
2 goes off to the children services, complex
3 adolescent-type unit that, Ms Gianfrancesco, you have
4 told us about.

5 So those are the two pathways from the panel or MASH
6 or whatever that you are putting forward for
7 consideration. Have I got that right?

8 **MS GIANFRANCESCO:** Yes. So I guess my view is, if we think
9 about a process rather than an individual, there are
10 currently -- every local authority will currently have
11 an exploitation meeting, which is like a MAPPA for
12 exploitation, in effect. My suggestion is if that is
13 branched out to children who are also at risk of harm to
14 others, because actually those involved in exploitation
15 are often risk of harm to others as well, then they
16 would go into that meeting.

17 So that would be like a Channel meeting but for
18 these complex adolescents. The issue again is what
19 happens with them if they are adults? So there is
20 an issue around does that meeting need to change from 14
21 to 25, or how does it work?

22 **MR WEATHERBY:** Yes, okay. I will come onto that in
23 a moment, if I may. So that's what is being proposed,
24 is these two channels but with an initial screening from
25 the revamped MASH. At what point do you envisage there

186

1 point?

2 **MR BASU:** In Prevent currently, what happens is there is
3 an information gathering process to try and determine
4 the risk. I think screening shouldn't be seen as
5 completely separate from a risk assessment process, it
6 is the start of it. So the start of it is a referral
7 because somebody has come up with a concern. You are
8 then adding to that and that is the start of a risk
9 assessment process. You should not think of it as
10 a completely separate --

11 **MR WEATHERBY:** So if it ends up with something like AREVA or
12 some tool like that. Would it start at the safeguarding
13 hub stage but continue through to Prevent, or to the --

14 **MS GIANFRANCESCO:** I think this is really difficult because
15 what we are talking about is operational and actually,
16 I don't think it is for us to say: this needs to happen
17 at an operational level. I do, however, think you are
18 absolutely right that in whatever happens in the
19 outcome, it needs to be really clear what sort of risk
20 assessment is being undertaken, so whether it is
21 a SAVRY, whether it is an AREVA, whether it is --
22 I can't remember what yours is called --

23 **DR LLOYD:** ERG, but it is being adopted for juveniles.

24 **MS GIANFRANCESCO:** So there needs to be a very clear
25 agreement that this will be the risk assessment that's

188

1 undertaken. For me, it is also then about which agency
2 will undertake it because if the young person's open to
3 social work, then my expectation would be it would sit
4 in social work. If it is agreed it is a multi-agency
5 assessment, that could be led by one agency.

6 Or it could be undertaken by CAMHS, if that's their
7 primary agency. Or dependent on the risk assessment,
8 the risk assessment may say -- like currently, SAVRYs
9 are undertaken in CAMHS. So it may be this risk
10 assessment needs this specialist individual or service
11 that undertakes that risk assessment. So I think the
12 new nuance of how it will work operationally isn't for
13 us --

14 **MR WEATHERBY:** Further work to be done.

15 **MS GIANFRANCESCO:** -- but I think you are absolutely right,
16 there needs to be -- you know, there needs to be
17 a process, there needs to be a risk assessment, and
18 there needs to be the kind of operational structures put
19 in place behind it.

20 **MR WEATHERBY:** There has to be a proper risk assessment at
21 some point to filter it down so that we don't end up
22 with too many cases.

23 **DR CHURCH:** May I add that also, the screening process is
24 a triaging process and there may be some referrals that
25 come in that will lead to immediate action, the same

189

1 I take on board, Ms Gianfrancesco, your point about
2 the -- everybody has to be the lead agency in their
3 particular domain, of course, and that means that people
4 can't so easily drop out. But, without proper lead or
5 Chair or coordination, whatever we call it, then, people
6 are working, at best in parallel, but not
7 collaboratively. Isn't the reality we are all talking
8 about the same thing?

9 **MR BASU:** It is semantic but it is really important
10 semantics because the moment you name a lead agency,
11 everyone thinks that it is that individual agency's
12 responsibility to do everything. So you see that, you
13 see remit -- remit was happening, saying: well, that's
14 not in my remit and you took the lead for it, therefore
15 this is down to you. Multi-agency work fails in that
16 kind of context because people withdraw.

17 It was really interesting listening to Anna's point
18 about how it developed in Brighton where there are still
19 30 people still coming to the table. If you said it is
20 police responsibility or it's children's care
21 responsibility, I think you will find a lot more people
22 not coming to the table because they think they don't
23 need to. That's the bit I was trying to avoid. So
24 a chair or a coordinator can be from any one of the
25 agencies, but they are not representing the agency, they

191

1 day, with the multi-agency links that that triaging,
2 MASH, revamped MASH whatever has, and that may also
3 include additional information gathering, as we heard
4 happens in Prevent. So it would be very much
5 a case-by-case basis. It is difficult to speculate on
6 all the possible avenues that that mechanism could
7 manage, but it is a very broad range of possible
8 outcomes from that point of receiving a referral.

9 **MS GIANFRANCESCO:** I think ultimately, at the end of the
10 day, as much as I have argued there shouldn't be a lead
11 organisation and it shouldn't be social work, at the end
12 of the day, if a young person is under 18 and they come
13 in and they are a high risk of harm to others, as I have
14 said, it is also about their welfare and they are of
15 higher risk of harm to themselves and their welfare, it
16 is going to go to social work --

17 **MR WEATHERBY:** Sure, but that is matter of fast-tracking it
18 through because there is a very clear risk, but in
19 others cases there might not be. Just moving onto that
20 point about lead agencies. In terms of once it has been
21 sent into one of the two, either Prevent or into the
22 children's services complex adolescent arrangement, is
23 there a difference between a lead agency and simply
24 an agency which chairs or coordinates? Is this not
25 a semantic difference?

190

1 are representing everyone around.

2 **MR WEATHERBY:** Right, so as long as the arrangement is made
3 clear, so that everybody owns their own domain -- the
4 responsibility for their own domain --

5 **MR BASU:** Can I just say, that hasn't happened in the past.
6 So, Channel chairs, for instance, didn't get consistent
7 guidance, terms of reference, rules, responsibilities or
8 training. So that cannot happen again.

9 **MS SWAN:** May I add a brief point. What we have seen across
10 the case studies is this silo effect, and what's
11 happening is -- you know, one of the experiences that
12 I have benefited from this experience myself is being
13 able to have access to multi-agency professionals and
14 hold one another to account and challenge each other's
15 questioning. So in a way, we've been able to exemplify
16 the structure that we are trying to aim for, but
17 essentially, what we are trying to do is strengthen --
18 because these are incredibly complex cases of these
19 young people and what we are noting is that, in none of
20 the cases we have explored here, there hasn't been one
21 agency involvement, it's been that complexity and that
22 complexity, instead of creating a safety net around that
23 young person, it has actually just led to fractured
24 support. So the idea of not just focusing on that one
25 agency --

192

1 **MR WEATHERBY:** So the answer is to make it clear that the
2 arrangement -- everybody owns and retains their own
3 responsibility, but there is a chair that -- or
4 a coordinator, separate from that, which makes sure that
5 it all works and alerts where one agency doesn't do what
6 they are supposed to do?

7 **MS SWAN:** They can have that power to hold people
8 accountable.

9 **MR WEATHERBY:** In terms of interventions, we know from
10 Prevent, that Prevent leads to Channel. Channel has
11 intervention providers. In order to make this new
12 system work, are we agreed that we would have to have
13 something similar, in terms of the arrangements that we
14 are talking about? We would have to have greater
15 resources in terms of the provision of support?

16 **MS SWAN:** In schools, I have had incredible success with the
17 diversion process and the professionals who are trained
18 to work with young people, to divert them away -- you
19 know, from criminality, violence and so on. What
20 I would -- and we haven't had time to discuss the
21 intricacies of this and I really don't want to give to
22 much of a fumbled answer, but what I'm gleaning, from
23 what we have talked about is that that multi-agency
24 panel would inform that type of provision, but
25 certainly, input from forensic psychology, in terms of

193

1 other people. Now, does that have an advantage over
2 VFIs or not? Dr Church?

3 **DR CHURCH:** I think we did discuss it but we didn't really
4 reach a conclusion. My view is that there may be
5 different purposes for this label within different
6 corners of agencies. So there probably definitely is
7 a need for a rigorous definition in counter-terrorism
8 and my concern with NIVE, which may suit
9 counter-terrorism very well, is that it is far less
10 accessible to lay people, people of other disciplines
11 and generally the public.

12 I think the word "ideology" becomes problematic, for
13 reasons that we have heard earlier today from counsel.
14 My preference would be to avoid "ideology" because of
15 all the complexities we have heard today and I do feel
16 like "Violence Fixated Individual" is perfectly
17 appropriate.

18 I think the word "fixated" certainly has a meaning
19 of abnormality that I think is immediately
20 understandable, that distinguishes it from an intense
21 interest or hobby or anything like that, there is
22 something pathological about that word "fixation", apart
23 from the formal word of the definition within the
24 stalking literature, so that's another area that it's
25 used in. But I think for anyone who is

195

1 training and up-skilling and raising that awareness
2 would be fundamental to --

3 **MR WEATHERBY:** Proper resourcing?

4 **MS SWAN:** Correct.

5 **MR WEATHERBY:** Okay. I think I have had my time allocation.

6 **SIR ADRIAN FULFORD:** Thank you very much, Mr Weatherby.

7 **MR WEATHERBY:** Thank you very much.

8 **Questions from the CHAIR**

9 **SIR ADRIAN FULFORD:** One last question, still outstanding
10 from yesterday, and then you will be released; NIVE,
11 does it have anything to commend it, or not? Is there
12 a view, either generally or individually?

13 **MR BASU:** We haven't discussed it.

14 **SIR ADRIAN FULFORD:** You haven't discussed it.

15 **MR BASU:** I have an individual --

16 **SIR ADRIAN FULFORD:** You have failed in your overnight prep.

17 Well, then let's have the advantage of your individual
18 reactions to this. So the idea was that it makes it
19 clear that it is not related, for instance, to
20 terrorism. It identifies the fact that the person is
21 interested in violence, but by using the word
22 "extremist", is also indicating that it looks as though,
23 rather than just sitting and watching these things and
24 then going out and doing some gardening, they are
25 instead potentially going to do something horrible to

194

1 violence-fixated, sounds like someone who may need
2 a deeper look, some sort of assessment. Whether they
3 are actually intending to commit a violent offence or
4 not, they may need some help.

5 **SIR ADRIAN FULFORD:** Mr Basu?

6 **MR BASU:** I'm relatively agnostic, as I said yesterday,
7 about definitions as long as the entire community
8 understands what that definition is. So if it
9 accurately describes a cohort that we need to be looking
10 at and dealing with, along an escalating ladder of
11 interventions, everything from mentoring, parenting, all
12 the way up to arrest, then it works. I had no problem
13 with "Violence Fixated Individuals" when I was serving.
14 I understand why this has gone -- or I think
15 I understand why this may have gone further.

16 So it is very important to me that it accurately
17 describes a cohort that isn't a terrorist under the
18 Terrorist Act, for all the reasons I said before and it
19 does go some way to doing that. But I'm with Richard.
20 I have spent most of my life trying to explain to people
21 the intricacies of section 1 of the Terrorism Act when
22 they have got it wrong and these are experienced crime
23 security correspondents -- you know, the public in
24 general. So if it is too complex, it will be difficult
25 for people to understand.

196

1 The other point for me is don't create a definition
2 that then creates impossible points to prove or
3 impossible points for applications for warrant, if we
4 go with Jonathan Hall's approach and there is a need to
5 apply for intrusive measures to intervene. I'm worried
6 about there being -- you are creating a motive to prove
7 that may be unprovable in a court of law. That is the
8 unintended consequence.

9 **SIR ADRIAN FULFORD:** Very helpful. Dr Lloyd?

10 **DR LLOYD:** Yes, I would say that the "NI" bit,
11 "non-ideological interest" is -- actually is quite
12 a good capture of what we are talking about here, rather
13 than violence fascination. Young people, in this
14 context, are not really driven by ideology. So,
15 therefore, we want to make that explicit in the
16 "non-ideological", and I mean, it is interesting that --
17 I did mention earlier that where they have accessed
18 ideology online, it is usually not to seek out
19 propaganda but to find out ways of killing and being
20 violent. So I think that non-ideological interests --
21 is -- "Non-Ideological Extremist Violence" is probably
22 the most -- is more accurate than "VFI" as
23 a description.

24 I picked up as well something I read this morning
25 which I thought was quite relevant, about informed young
197

1 I wonder if people will look at it and think: well,
2 that -- their views aren't extremist.

3 What we saw in these case studies is the majority of
4 these young people were under the radar, and people
5 weren't picking it up. So if we are then talking about
6 extremist and actually what people are seeing is a young
7 person that's in their bedroom, not really coming out,
8 are they necessarily going to start -- is that going to
9 help them think about extremist? I know I'm not
10 articulating this extremely well --

11 **SIR ADRIAN FULFORD:** No, I understand completely.

12 **MS GIANFRANCESCO:** So, I think neither of the language is
13 great and I guess, I'm probably thinking in three or
14 four years' time we won't use either of these
15 terminologies because we will have developed our
16 understanding and thinking and we will use something
17 else. Where do we think we are going to get to?
18 I don't know where we think we are going to get to, and
19 is there something different? I don't know, I can't
20 think of anything better either.

21 So I think either one would work in some settings
22 and not work in others and it is just about being clear
23 of the definition and going back to the parameters that
24 we would be setting around it, in terms of what our
25 expectations are of people.

199

1 minds experiment with fragments of ideology. So it is
2 really an experimental thing: oh, let's just go and look
3 at this because this is extreme, this is out there,
4 let's see where it gets me. But that isn't the same as
5 being driven by ideology. It is really very different
6 and it is very much more un-cognitive because that's not
7 where young people place themselves in terms of, you
8 know: I'm making sense of this now. They are not; they
9 are just feeding something which is very much connected
10 with their trauma and unhappiness.

11 **SIR ADRIAN FULFORD:** Thank you very much. Ms Gianfrancesco?

12 **MS GIANFRANCESCO:** I think I'm also agnostic on this. I was
13 thinking about it this morning and I wrote a few notes
14 when I was thinking about it and I guess for me, when we
15 think about violence-fixated, we have had the
16 conversation about we don't want to be identifying young
17 people who may have a fixation but actually it is within
18 that realm of they're fixated on dinosaurs kind of
19 thing. I don't think it will be but it is about helping
20 people pull out the difference, particularly when we are
21 talking about young people who are ASD.

22 So then I go to the NIEV and I like the idea of
23 "non-ideological" because that's helping people
24 understand kind of what we are talking about, but,
25 I guess for me, when we then talk about "extremist",
198

1 **SIR ADRIAN FULFORD:** Thank you very much. Ms Swan?

2 **MS SWAN:** I was thinking about the purpose of the term and
3 essentially, for busy frontline practitioners or
4 parents, to get support for that young person as soon as
5 possible and to reduce the risk to self and others
6 and -- it is trying to always think about eliminating
7 barriers. Certainly for me, one of my questions
8 throughout this has been: how do you know if it is
9 ideologically driven? The concept of ideology -- and
10 I don't want to confuse or dilute the referral process
11 for busy frontline practitioners or parents, as I've
12 said. Listening to the seminars, certainly the concept
13 of "pathological" is really important, as is the idea of
14 it being affirming.

15 My question I asked Mr Basu earlier today was just
16 being cautious around the key principles of Prevent and
17 how we reconcile this idea of NIEV or NIVE with the idea
18 of a clear, identifiable ideology is not mandatory to
19 make or adopt a Prevent referral.

20 **SIR ADRIAN FULFORD:** Yes, all right.

21 **MS SWAN:** I will leave with that question. I don't have
22 an answer, sorry.

23 **SIR ADRIAN FULFORD:** Yes, thank you.

24 These have been two incredibly valuable days, you
25 have put a huge amount of effort into this. The reports
200

1 have been extraordinarily deep and informative and I'm
 2 very, very grateful to you. I only wish that years ago
 3 I had seen this process work so well, I would have
 4 conducted many trials with all the witnesses in court
 5 together, rather than coming in separately.
 6 I say that partly as a joke but certainly in
 7 relation to expert evidence, that this does work
 8 incredibly well and I'm very grateful to all of you.
 9 Thank you.
 10 10 o'clock on Monday?
 11 **MR MOSS:** 10 o'clock on Monday for Mr Emmett, yes.
 12 **SIR ADRIAN FULFORD:** Thank you very much.
 13 (4.30 pm)
 14 (The Inquiry adjourned until 10.00 am on Monday,
 15 12 October 2026)
 16
 17
 18
 19
 20
 21
 22
 23
 24
 25

201

I N D E X		PAGE
1		
2		
3	DR RICHARD CHURCH (continued)	1
4	MR NEIL BASU (continued)	1
5	DR MONICA LLOYD (continued)	1
6	MS ANNA GIANFRANCESCO (continued)	1
7	MS ELIZABETH SWAN (continued)	1
8	Expert Discussion (continued)	1
9	Questions from MR WEATHERBY	179
10	Questions from the CHAIR	194
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

202

ALL: [14] 79/12 96/21 97/14 126/15 126/20 127/3 127/24 128/20 128/24 131/2 168/15 169/6 169/17 170/5 DR CHURCH: [17] 10/22 12/13 24/21 26/15 59/2 100/24 101/25 102/15 128/9 129/7 136/2 137/23 138/20 154/22 181/1 189/23 195/3 DR LLOYD: [9] 22/21 22/24 31/22 108/15 139/17 141/16 156/12 188/23 197/10 MR BASU: [69] 7/12 14/25 18/12 19/11 19/14 20/2 23/3 30/22 31/7 34/19 36/6 37/3 38/20 39/17 41/15 42/14 42/24 45/7 48/1 48/13 61/5 82/9 82/20 89/21 94/2 95/12 96/23 96/25 98/16 99/10 112/25 115/9 117/5 117/11 117/19 120/24 121/15 122/15 123/5 123/14 123/19 124/12 125/10 128/8 129/6 130/3 130/16 131/12 148/2 148/19 148/25 157/13 166/4 166/12 171/2 171/22 172/7 172/16 173/2 173/14 175/14 178/16 181/24 188/2 191/9 192/5 194/13 194/15 196/6 MR MOSS: [166] 1/10 1/20 7/11 10/8 12/7 13/11 13/23 14/23 15/18 17/17 18/11 19/10 19/12 19/23 20/3 21/14 22/22 22/25 23/21 25/14 29/8 30/21 31/4 31/16 32/15 33/11 33/16 36/2 36/7 37/24 39/15 39/24 40/18 40/23 42/5 42/23 44/2 46/18 48/2 49/16 51/17 54/3 55/16 57/23 59/20 60/9 63/11 65/18 66/13 67/16 68/17 69/4 69/11 71/15 74/14 75/19 76/18 76/20 78/16 79/13 82/18 82/21 85/5 86/1 86/22 88/5 89/14 89/25 90/16 94/1 95/9 95/22 96/12 96/22 96/24	97/1 97/15 99/8 100/16 101/22 102/13 102/22 105/14 105/23 107/13 108/17 109/6 110/11 111/18 112/24 113/3 116/24 117/6 117/12 117/20 120/3 120/14 121/11 121/20 122/14 122/22 123/6 123/16 123/20 125/5 125/17 126/16 126/21 127/4 127/15 127/25 128/10 128/18 128/21 128/25 129/8 129/21 130/9 130/19 131/3 131/13 132/11 132/18 133/11 133/13 134/13 134/17 137/10 138/18 139/10 140/24 144/6 146/22 147/2 148/16 148/20 149/1 149/21 150/17 151/15 152/16 156/11 157/4 159/19 159/21 160/18 163/10 164/4 165/18 166/3 167/2 167/18 168/16 169/7 169/19 170/6 171/14 171/23 172/8 172/17 173/3 175/7 176/19 178/15 178/23 201/11 MR WEATHERBY: [22] 179/8 180/23 181/9 182/11 182/24 183/15 184/6 184/11 185/19 185/21 186/22 187/21 188/11 189/14 189/20 190/17 192/2 193/1 193/9 194/3 194/5 194/7 MS GIANFRANCESCO: [59] 5/13 12/14 13/18 13/24 16/22 17/24 20/9 29/9 32/16 50/19 52/2 55/14 55/19 64/22 65/24 66/20 68/8 69/3 69/10 83/3 85/11 86/14 87/13 88/9 91/22 102/24 106/17 108/5 108/16 109/1 109/16 111/21 118/7 120/11 121/17 121/23 127/14 131/19 144/7 149/4 150/5 150/23 164/1 164/9 169/18 181/16 182/16 183/25 184/8 184/21 185/16 185/20 186/8 188/14 188/24 189/15 190/9 198/12 199/12 MS SWAN: [34] 70/6 72/2 75/7 76/6 76/19 77/9 90/1 95/23 110/16 128/11 129/9	132/13 132/24 133/12 133/20 134/16 141/14 141/24 151/16 159/20 159/22 161/22 165/19 176/20 180/5 183/3 183/17 187/5 192/9 193/7 193/16 194/4 200/2 200/21 SIR ADRIAN FULFORD: [31] 1/9 1/19 22/20 22/23 33/15 40/16 40/22 51/11 51/16 60/8 105/17 105/22 147/1 166/11 167/12 167/17 179/5 185/13 185/18 194/6 194/9 194/14 194/16 196/5 197/9 198/11 199/11 200/1 200/20 200/23 201/12 ' 'duals' [1] 42/20 'monitor [1] 167/25 'whack [1] 170/13 'widen [1] 114/13 0 0025 [1] 71/15 0026 [2] 74/15 78/20 0028 [1] 69/16 0032 [2] 63/14 64/5 0033 [1] 67/17 0034 [1] 54/8 0036 [1] 80/12 0037 [3] 81/2 90/17 106/2 0038 [1] 15/24 0039 [1] 49/20 0042 [1] 75/21 0043 [1] 76/24 0045 [1] 2/1 0046 [1] 2/12 0047 [1] 4/3 0055 [1] 153/5 0057 [1] 160/25 0059 [1] 167/23 0060 [1] 168/17 0076 [1] 153/16 0077 [1] 23/25 0082 [1] 57/24 0087 [1] 134/20 0089 [2] 3/4 10/9 0090 [1] 80/1 0091 [1] 153/23 0119 [1] 3/14 0125 [1] 33/24 0126 [1] 39/25 0127 [1] 59/21 0128 [1] 59/25 0130 [1] 81/8 0131 [1] 147/3 0137 [1] 46/22 0138 [2] 47/21 114/10 0147 [1] 157/5	0149 [2] 21/16 60/11 0160 [1] 81/16 0163 [1] 170/10 088 [1] 135/14 1 1.15 pm [1] 105/19 10 [3] 98/24 151/5 179/1 10 minutes [3] 167/5 167/7 167/8 10 o'clock [2] 201/10 201/11 10 years [1] 45/15 10,000 cases [1] 116/5 10.00 [1] 201/14 10.00 am [1] 1/2 10.15 [1] 170/10 10.58 am [1] 40/19 10/15 years [1] 143/25 11 [1] 159/24 11.15 am [1] 40/21 11.30 am [1] 51/13 11.58 am [1] 51/15 119 [1] 3/14 12 months [1] 53/2 12 October 2026 [1] 201/15 125 [1] 33/23 126 [2] 39/24 39/25 127 [1] 59/20 129 [1] 25/2 13 [2] 52/13 151/5 130 [3] 80/25 81/8 107/15 131 [1] 147/3 137 [1] 46/21 138 [1] 114/10 14 [4] 52/13 52/19 87/3 186/20 14-25-year-olds [1] 111/13 147 [1] 157/4 149 [2] 21/16 60/10 15 [2] 33/22 52/14 15 years [1] 62/20 150,000 [1] 93/23 154 local [1] 119/21 16 [1] 52/15 160 [1] 81/16 163 [1] 170/10 17-year-olds [1] 84/1 170 cases [1] 119/21 170 fit [1] 116/17 18 [9] 52/20 76/9 76/12 84/1 84/11 89/16 112/1 112/22 190/12 18th [1] 84/4 1989 [2] 67/14 184/4 2 2 o'clock [2] 105/16 105/18	2,000 caseload [1] 49/12 2,000 cases [1] 49/9 2.00 pm [1] 105/21 2.1 [1] 3/15 20 [2] 52/16 146/23 20-something [1] 104/21 200 pages [1] 6/18 2004 [1] 67/14 2006 [1] 178/19 2018 [1] 35/2 2026 [4] 1/1 74/17 158/9 201/15 23-24 [1] 4/8 24 [1] 4/8 25 [3] 21/8 71/15 186/21 25 years [1] 8/14 26 [3] 12/17 74/15 78/19 28 [1] 69/16 3 3.1.16 [1] 24/1 3.31 pm [1] 167/14 3.40 pm [1] 167/13 3.42 pm [1] 167/16 30 people [1] 191/19 30 professionals [1] 104/18 30 years [1] 67/15 32 [2] 63/13 64/4 33 [1] 67/16 330 serious [1] 4/10 34 [1] 54/8 36 [1] 80/11 37 [4] 80/11 81/1 90/16 106/2 38 [1] 15/23 39 [1] 49/20 4 4-billion [1] 9/17 4.30 pm [2] 167/10 201/13 4.4 [1] 33/22 4.5 [1] 54/7 4.7.1 [1] 33/24 4.7.2 [2] 40/1 40/24 4/5 am [1] 160/14 400,000 cases [1] 116/14 42 [2] 75/21 76/20 43 [1] 76/23 43 England [1] 10/3 45 [1] 1/25 45 minutes [1] 77/19 450 children [1] 73/8 46 [1] 2/12 47 [2] 4/3 65/23 5 5.2.1 [1] 59/21 5.2.6 [1] 59/24 5.3.14 [2] 81/9
---	--	--	---	--

5 5.3.14... [1] 107/15 5.5 [1] 57/24 5.54 [1] 146/23 54 [1] 152/21 55 minutes [1] 77/19 57 [1] 160/25 59 [1] 167/22 6 6.13 [1] 134/22 6.19 [1] 135/14 6.2.2 [1] 71/16 6.2.4 [1] 74/16 6.3 [1] 78/20 6.4.2 [1] 69/16 6.4.3 [1] 60/7 60 [1] 169/8 600 terrorists [1] 158/13 62 [1] 87/4 7 7,000 in [1] 116/6 7.1.1 [1] 64/3 7.1.12 [1] 54/9 7.1.2 [1] 63/14 7.1.4 [1] 67/17 7.1.6 [1] 68/17 7.12.13 [1] 157/5 7.13.18 [1] 21/18 7.13.21 [1] 60/12 7.14 [1] 79/25 7.3 [1] 3/6 7.4.6 [1] 80/12 7.5.1 [1] 106/3 7.5.13 [1] 16/17 7.5.3 [1] 90/17 7.5.6 [1] 15/24 7.6 [1] 10/9 7.6.3 [1] 49/20 7.6.4 [1] 50/4 7.7.11 [1] 47/21 7.7.12 [1] 48/2 7.7.13 [1] 114/11 7.7.15 [2] 114/17 185/15 7.7.16 [1] 114/25 7.7.3 [1] 46/25 7.7.5 [1] 75/22 7.7.7 [2] 47/7 47/9 7.7.8 [1] 47/12 7.7.9 [1] 47/17 7.9.11 [1] 76/23 7.9.5 [1] 76/21 76 [1] 153/15 77 [1] 23/24 78 [1] 125/2 8 8 October 2026 [1] 1/1 8.10.14 [1] 4/2 8.10.5 [1] 2/1 8.10.8 [1] 2/13 8.2 [2] 153/24 154/18	80-plus [1] 125/2 81 [1] 4/9 82 [1] 57/24 87 [1] 134/20 88 [1] 135/14 89 [2] 3/4 10/8 9 9.1 [1] 152/21 9.17 [2] 81/17 82/6 9.2 [1] 153/5 9.6.3 [1] 161/1 9.9.1 [1] 167/23 9.9.3 [1] 168/17 90 [1] 80/1 91 [1] 153/23 999 [1] 62/7 A abilities [1] 126/22 ability [3] 2/20 150/19 160/9 able [23] 9/5 10/10 11/15 21/3 26/1 32/11 34/18 45/4 75/14 88/6 88/24 128/21 134/1 134/2 140/10 140/20 150/20 161/6 166/24 178/11 180/17 192/13 192/15 abnormality [1] 195/19 abolition [1] 46/24 about [280] absence [12] 2/25 3/20 26/1 31/24 73/10 73/11 127/21 129/16 141/1 144/4 153/11 177/14 absolutely [31] 32/24 33/4 34/19 37/19 43/7 55/14 59/2 84/25 86/14 100/18 101/1 108/5 109/1 109/16 109/20 117/24 127/14 129/6 133/20 141/22 144/8 149/4 150/5 157/19 166/13 169/18 176/9 176/15 182/12 188/18 189/15 abundance [4] 70/12 74/3 161/22 165/19 abuse [6] 15/2 58/5 64/9 66/5 139/3 177/4 abused [1] 139/1 abusing [1] 139/4 academic [4] 69/21 154/10 156/8 158/25 academically [1] 159/4 accelerate [1] 156/5 accept [1] 50/1 accepted [3] 35/12 35/23 134/7 access [18] 16/2 24/3 39/15 77/21	108/24 112/21 151/21 152/14 156/22 157/8 158/18 163/5 163/10 163/17 164/1 165/4 170/1 192/13 accessed [4] 165/20 168/2 177/16 197/17 accessible [1] 195/10 accessing [3] 162/14 165/2 166/23 accordance [1] 135/22 account [3] 100/14 156/14 192/14 accountability [10] 4/19 8/23 75/1 130/5 132/9 175/18 176/1 176/6 183/9 183/17 accountable [10] 105/9 105/10 105/11 175/20 175/20 175/22 176/15 176/15 176/18 193/8 accumulation [1] 63/15 accurate [1] 197/22 accurately [2] 196/9 196/16 achieved [1] 4/19 achieving [1] 5/12 acknowledge [2] 28/4 114/17 acquire [1] 148/9 acronym [2] 42/22 128/14 across [36] 2/15 3/8 26/17 26/17 34/21 42/6 44/9 54/7 54/10 55/22 61/9 64/10 66/9 70/6 70/10 70/17 73/1 88/15 89/19 91/12 94/18 100/19 112/15 114/19 117/22 118/15 120/9 133/5 134/8 141/17 151/25 160/4 164/21 167/21 182/13 192/9 act [28] 24/13 24/13 24/14 24/18 24/21 25/2 25/3 25/7 25/18 28/15 29/10 31/6 31/17 33/6 37/9 39/20 50/6 67/19 72/5 74/17 92/8 93/17 118/18 145/22 145/25 178/19 196/18 196/21 acted [1] 69/20 acting [2] 38/9 156/13 action [12] 2/19 40/9 58/10 60/5 60/16 96/19 135/2 147/14 148/1 148/12 171/24 189/25 actioned [1] 128/16	actions [6] 2/4 4/21 4/22 147/24 168/5 168/9 active [1] 102/11 actively [1] 148/8 activities [2] 155/25 156/16 activity [8] 3/1 153/3 153/6 153/10 153/18 160/19 160/24 164/2 acts [4] 47/11 47/13 67/14 170/16 actual [2] 86/6 167/1 actually [99] 5/19 6/3 7/1 9/13 10/19 10/21 11/7 13/8 13/20 14/1 14/10 14/14 16/24 25/11 30/1 32/18 32/19 32/22 33/7 35/17 37/15 37/17 39/11 46/15 50/21 51/5 53/20 53/23 56/4 56/16 56/20 56/25 58/22 59/10 63/5 64/4 65/10 66/6 68/10 70/4 70/22 71/1 71/11 74/1 82/10 84/17 86/19 89/22 98/5 100/3 101/18 102/8 102/10 102/13 103/11 105/3 105/11 110/7 115/21 116/13 117/24 119/5 119/13 120/1 124/14 132/3 136/11 136/20 137/7 137/9 137/13 137/24 138/1 139/25 140/12 144/12 146/14 149/7 149/10 149/13 149/17 150/8 156/23 159/11 162/22 165/4 165/11 179/14 181/4 183/23 184/25 185/10 186/14 188/15 192/23 196/3 197/11 198/17 199/6 acutely [2] 41/11 48/13 Adams [1] 35/5 adapt [1] 20/17 adaptation [1] 23/19 adapted [2] 23/15 82/14 add [9] 31/17 32/16 62/18 95/23 108/13 128/11 159/20 189/23 192/9 added [1] 108/17 addictive [1] 160/7 adding [1] 188/8 addition [1] 106/5 additional [6] 20/15 48/21 54/23 107/3 118/2 190/3 address [3] 11/18 35/8 61/23 addressed [4] 2/22	115/17 124/12 170/9 addressing [2] 114/23 168/21 adequate [1] 131/6 adequately [1] 25/16 ADHD [1] 143/8 adjourned [1] 201/14 adjournment [1] 105/20 admissions [1] 178/8 admitting [1] 19/8 adolescence [5] 30/17 76/9 124/1 124/6 140/16 adolescence-type [1] 124/6 adolescent [25] 21/2 29/18 29/25 30/1 30/3 30/15 30/16 31/18 69/6 76/19 80/14 81/5 83/5 90/21 91/1 102/20 106/6 108/1 109/18 111/23 112/3 124/16 147/20 186/3 190/22 adolescent-type [1] 186/3 adolescents [18] 30/12 30/25 66/22 66/23 68/14 76/8 83/8 84/14 84/18 85/2 85/2 85/6 88/13 93/4 104/7 111/9 133/21 186/18 adopt [3] 147/12 156/1 200/19 adopted [2] 98/9 188/23 adoption [2] 154/2 154/19 adult [16] 16/7 17/3 17/14 20/18 20/20 30/18 76/4 76/22 112/17 118/9 118/12 118/13 166/8 179/8 185/16 185/16 adults [16] 14/2 14/3 17/13 21/6 21/10 21/23 30/14 30/19 37/15 76/2 112/5 112/15 112/23 118/1 120/6 186/19 advance [1] 178/6 advantage [4] 117/6 117/12 194/17 195/1 advantages [1] 123/21 adverse [6] 62/21 110/18 134/25 135/9 135/12 135/13 advertisers [3] 174/9 174/11 174/11 advertising [3] 158/23 159/5 174/10 advice [8] 37/12 71/24 141/21 161/8 163/21 168/11 172/4
---	--	--	--	--

A advice... [1] 181/23 advise [1] 112/9 advised [1] 27/19 advisory [1] 110/25 advocate [5] 43/25 45/15 49/15 96/23 142/5 advocated [1] 179/16 advocating [3] 44/5 139/13 184/24 affected [1] 49/1 affirming [1] 200/14 afraid [1] 15/14 after [7] 8/24 53/3 79/20 84/4 167/13 176/11 185/11 afternoon [3] 167/4 179/12 184/14 afterthought [1] 136/17 again [30] 1/21 5/7 10/20 21/5 27/13 28/21 31/23 40/16 52/16 59/5 66/13 68/8 71/23 77/6 81/7 97/9 111/9 119/24 137/10 155/19 157/10 159/23 165/21 167/12 168/24 169/4 170/3 185/22 186/18 192/8 against [6] 44/14 47/17 50/15 68/1 117/21 133/17 age [5] 76/4 76/12 89/16 163/15 172/20 agencies [39] 2/6 2/7 3/8 3/20 10/24 11/6 12/6 24/7 44/9 53/15 71/22 74/22 74/23 80/18 86/17 87/20 87/23 88/16 96/17 97/23 98/5 100/3 102/11 103/19 103/25 104/9 126/10 127/2 135/3 136/23 136/25 137/19 138/1 173/21 178/22 187/19 190/20 191/25 195/6 agency [124] 1/12 1/22 2/5 2/8 3/16 6/22 7/5 13/6 15/19 20/21 21/11 23/20 23/22 40/6 42/18 50/17 50/24 52/6 52/23 63/12 67/20 68/3 68/23 68/25 69/13 72/9 74/20 78/18 78/23 78/23 79/20 79/22 80/5 80/17 81/4 81/10 82/6 83/20 87/24 88/1 88/14 89/23 91/1 92/25 93/2 93/7 93/10 95/14 96/12 96/16 96/17	96/23 97/2 97/10 97/12 97/16 98/5 98/10 98/15 98/17 99/9 99/11 99/12 99/15 99/17 99/18 99/25 100/9 100/9 100/22 100/24 100/25 101/1 101/2 101/15 101/24 102/1 102/7 102/8 102/25 103/5 103/5 103/6 103/9 103/10 103/11 103/18 103/21 103/22 103/22 103/23 105/1 106/11 112/12 113/7 118/21 122/6 129/4 136/15 136/18 136/23 147/21 151/9 161/11 164/20 169/10 175/15 176/4 189/1 189/4 189/5 189/7 190/1 190/23 190/24 191/2 191/10 191/15 191/25 192/13 192/21 192/25 193/5 193/23 agency's [1] 191/11 ages [1] 151/4 aggression [1] 58/12 aggressive [1] 32/8 agnostic [2] 196/6 198/12 ago [7] 17/20 58/22 62/21 95/4 143/25 153/4 201/2 agree [18] 22/17 23/3 26/16 32/24 52/21 66/9 79/9 96/20 97/10 99/13 102/25 110/5 120/8 131/4 137/21 141/16 141/24 171/12 agreed [12] 4/21 101/25 128/18 128/22 131/2 147/24 148/22 168/18 169/20 179/3 189/4 193/12 agreeing [3] 85/24 150/25 182/19 agreement [9] 94/10 95/3 96/14 110/1 110/5 110/6 110/9 128/22 188/25 agreements [1] 2/5 ah [1] 75/8 ahead [3] 27/18 148/17 168/7 AI [2] 174/1 174/5 aim [3] 75/17 126/24 192/16 alarm [2] 51/10 51/18 alerts [1] 193/5 algorithm [1] 172/1 algorithms [1] 171/18 align [1] 80/20 all [127] 5/24 6/10 7/12 7/19 8/15 9/15	10/2 11/14 19/8 22/15 22/17 22/25 23/1 30/14 30/16 31/10 33/1 37/25 39/8 44/11 45/1 45/2 45/10 46/16 47/5 47/20 48/12 48/17 48/20 48/25 49/10 53/15 59/24 66/22 70/8 70/25 72/21 75/9 76/6 78/5 79/8 79/9 81/18 82/10 83/8 83/15 85/8 86/4 94/10 94/21 95/2 96/3 96/19 97/10 98/12 98/15 98/25 99/1 99/3 99/13 99/22 100/13 101/2 110/16 111/19 112/7 115/5 116/4 116/10 116/11 117/13 117/20 117/23 118/15 119/6 120/7 120/13 123/3 124/13 124/22 124/25 125/3 125/17 126/13 129/3 129/9 129/13 130/19 130/20 132/17 136/18 137/6 139/21 141/6 141/24 152/14 152/19 157/23 158/4 158/21 159/22 162/18 163/15 163/16 167/19 169/21 172/1 172/8 173/10 173/22 174/18 174/19 175/19 175/25 179/4 181/13 182/8 182/19 190/6 191/7 193/5 195/15 196/11 196/18 200/20 201/4 201/8 allegedly [1] 37/6 alleges [1] 61/6 allocation [1] 194/5 allow [7] 9/16 11/24 19/25 86/7 86/13 89/15 124/4 allowance [1] 129/24 allowed [2] 9/7 90/4 allowing [1] 22/4 almost [6] 18/20 48/19 70/18 96/4 98/21 152/13 alone [5] 37/15 40/3 40/11 41/1 51/24 along [4] 58/16 110/17 154/25 196/10 alongside [6] 31/8 85/24 106/7 107/4 135/3 158/20 already [13] 10/1 20/7 55/3 83/10 92/6 92/21 112/7 114/21 116/22 119/2 146/6 175/24 187/8 also [76] 2/4 6/12 8/11 11/17 14/3 14/5 17/11 17/15 17/19 19/5 20/3 21/4 22/10	23/6 32/17 54/21 56/20 56/25 57/9 60/9 65/22 71/1 71/16 72/13 73/2 75/15 79/5 81/16 83/13 86/1 91/15 97/22 98/9 109/11 112/1 113/25 114/2 117/12 118/1 125/6 127/6 128/5 128/12 129/22 131/10 132/1 136/14 137/18 138/1 140/8 140/24 142/15 142/21 143/10 143/10 153/11 153/23 155/17 161/2 165/23 172/9 172/12 172/22 173/3 173/16 176/17 177/4 178/13 186/13 187/2 189/1 189/23 190/2 190/14 194/22 198/12 alternative [11] 24/12 70/11 74/7 109/8 123/25 124/2 124/17 124/18 124/18 185/3 185/25 although [10] 22/13 26/2 38/8 54/12 98/4 132/22 140/18 140/24 149/21 176/21 always [21] 27/19 55/23 56/2 56/23 57/12 60/9 63/1 85/11 88/6 91/23 92/2 94/19 94/19 94/20 116/3 117/25 130/22 136/19 138/25 156/14 200/6 am [25] 1/2 18/14 28/24 40/19 40/21 51/13 51/15 57/17 75/18 92/13 93/6 102/4 124/24 129/9 130/10 130/16 131/22 134/24 137/22 139/21 144/17 160/14 179/22 182/10 201/14 amazed [1] 78/7 ambiguity [1] 33/25 ambiguous [1] 184/1 ambition [1] 49/2 amendment [1] 120/4 amongst [3] 47/16 72/7 179/23 amount [4] 77/16 125/13 161/24 200/25 amplification [2] 170/14 171/20 analyse [1] 71/13 analysis [6] 40/2 40/25 55/10 68/18 109/5 142/17 Anderson [3] 41/16 114/12 115/19 angle [2] 47/5 87/12 ANNA [14] 1/6 9/3	18/4 18/15 23/17 30/23 42/16 111/11 116/14 148/3 151/24 162/24 163/8 202/6 Anna's [2] 94/18 191/17 announced [1] 170/22 Annual [1] 4/8 annually [1] 183/20 another [22] 6/8 7/9 19/18 28/16 40/12 41/7 44/8 45/14 50/7 61/16 64/3 77/5 82/11 91/17 131/1 143/23 144/5 158/25 168/16 184/20 192/14 195/24 answer [7] 73/16 152/11 183/7 183/14 193/1 193/22 200/22 answering [1] 7/4 anti [4] 58/1 58/15 59/9 61/7 anti-social [4] 58/1 58/15 59/9 61/7 anticipation [1] 187/7 any [44] 4/14 5/11 11/19 16/5 16/8 18/14 20/5 23/5 28/13 31/24 36/13 43/15 53/14 53/17 60/14 89/16 94/6 95/14 96/19 99/24 100/6 100/18 102/7 102/11 110/13 121/6 128/1 138/11 144/19 157/20 159/1 161/15 161/21 167/11 173/12 173/20 173/22 175/10 175/12 176/19 176/21 181/12 181/12 191/24 anybody [3] 9/19 113/1 159/3 anymore [2] 13/3 149/11 anyone [12] 9/21 19/4 25/9 35/20 39/4 102/22 104/13 104/15 116/12 123/20 173/20 195/25 anything [11] 31/16 37/17 50/15 99/6 110/8 119/18 128/16 174/23 194/11 195/21 199/20 anyway [7] 11/6 20/4 23/12 55/25 121/18 125/3 136/24 apart [4] 7/24 45/2 149/25 195/22 apologies [2] 72/5 103/18 apparent [2] 69/24 73/10 appear [3] 8/10 89/19
---	---	--	---	--

A appear... [1] 135/1 appearances [1] 54/16 appeared [2] 34/5 34/6 appears [5] 58/10 58/16 98/24 135/2 185/25 applicable [1] 111/12 applications [1] 197/3 applied [3] 16/18 35/18 36/1 applies [1] 139/21 apply [4] 12/2 22/12 38/18 197/5 appoint [1] 99/11 appreciate [2] 36/25 80/22 approach [15] 41/17 48/11 77/8 80/16 89/15 89/17 100/8 101/1 101/2 108/2 109/7 136/18 136/24 140/22 197/4 approaches [3] 101/15 133/23 134/7 appropriate [17] 54/18 55/1 58/14 97/6 108/24 110/12 110/13 111/14 113/9 123/13 123/25 126/8 127/18 147/17 148/22 166/8 195/17 appropriately [1] 4/23 apps [1] 143/25 AR [9] 3/17 25/18 25/22 39/13 52/11 66/11 66/14 121/21 163/17 AR's [6] 25/17 55/5 66/18 71/23 121/22 163/12 are [460] area [33] 5/12 10/14 15/1 16/16 25/15 28/8 31/17 38/9 45/5 61/22 67/1 69/1 78/13 88/15 91/17 93/20 94/9 96/18 97/3 105/24 118/8 120/11 126/21 127/10 130/22 131/16 132/21 136/1 139/12 140/3 141/22 164/21 195/24 areas [24] 1/13 1/23 12/7 22/15 77/1 90/20 94/7 113/17 118/9 119/2 119/16 120/5 121/18 121/18 121/19 125/23 128/13 131/17 133/10 134/8 141/13 169/13 170/19 175/10	aren't [7] 1/16 65/12 67/1 84/17 88/20 132/5 199/2 arena [2] 59/9 156/5 AREVA [3] 187/3 188/11 188/21 argue [2] 37/8 158/24 argued [1] 190/10 arise [2] 77/3 77/7 arising [3] 3/17 91/16 169/8 around [74] 13/2 14/7 17/10 21/2 21/10 21/11 24/23 34/1 52/7 54/24 56/6 56/22 57/16 58/6 65/25 66/3 66/24 67/8 67/9 70/13 70/14 71/6 77/18 95/13 104/19 111/7 112/13 112/23 133/1 133/5 136/8 136/10 137/1 137/4 142/18 142/25 143/4 143/8 143/17 144/9 145/1 145/5 145/16 145/18 151/18 151/22 151/23 152/7 155/3 155/5 162/2 162/6 165/8 165/15 165/21 176/22 177/8 178/18 180/7 180/10 180/12 183/4 183/12 184/1 184/2 186/20 187/11 187/12 187/15 187/19 192/1 192/22 199/24 200/16 arrange [1] 28/17 arrangement [4] 79/20 190/22 192/2 193/2 arrangements [9] 11/8 69/19 72/23 74/21 76/11 78/1 78/2 178/5 193/13 arrest [7] 28/21 54/13 59/14 62/22 86/10 98/24 196/12 arrestable [1] 28/18 arrested [8] 55/20 56/2 56/4 56/10 56/16 63/7 149/8 158/13 arrives [1] 1/18 articulating [1] 199/10 as [238] as-necessary [1] 109/12 ascribed [1] 47/1 ASD [2] 154/5 198/21 ashamed [1] 158/11 ask [21] 23/23 50/25 51/1 64/12 82/3 82/23 100/16 106/13 122/22 126/17 135/24 138/8 138/18 138/20 163/10 167/9 169/5 179/1 179/4 180/19 180/19	asked [8] 18/2 151/16 172/9 175/11 177/9 177/16 178/17 200/15 asking [9] 53/21 54/2 149/12 151/17 166/23 174/14 174/19 174/24 179/9 aspect [16] 10/16 51/21 52/7 52/8 55/18 58/20 66/7 72/12 75/20 78/3 87/25 91/7 132/22 147/4 168/16 182/9 aspects [22] 4/2 50/17 69/13 70/8 74/14 75/25 86/5 90/6 107/15 107/25 114/8 125/5 126/1 127/4 134/22 138/9 147/6 160/20 170/1 170/9 175/25 183/10 assaults [2] 56/14 70/10 assertive [4] 30/11 58/10 59/14 135/2 assess [5] 29/3 29/9 42/3 113/1 152/14 assessed [3] 3/22 41/4 148/21 assessing [3] 30/23 38/14 177/11 assessment [77] 3/11 24/2 24/9 24/10 24/15 24/21 24/22 24/24 24/25 25/4 25/6 25/7 25/10 25/12 25/12 26/4 26/11 26/19 26/22 27/17 28/14 31/11 31/12 33/6 37/1 37/23 40/8 43/12 44/8 54/15 54/22 61/4 69/23 73/17 73/18 79/18 99/2 99/20 107/9 111/5 114/14 117/17 118/6 120/20 122/5 122/6 122/17 124/5 131/24 144/17 144/19 147/10 147/12 155/13 161/8 161/13 169/1 176/22 177/15 177/21 187/1 187/9 187/17 187/20 187/25 188/5 188/9 188/20 188/25 189/5 189/7 189/8 189/10 189/11 189/17 189/20 196/2 assessments [2] 24/8 107/8 assign [1] 79/4 assimilate [2] 125/25 131/14 assimilation [1] 126/5 assist [3] 55/18 69/1	124/14 assistance [3] 120/14 125/17 149/24 associated [2] 38/16 117/18 assume [1] 42/7 assuming [1] 144/20 assumption [1] 16/1 assurance [2] 9/19 9/23 at [247] at 15 [1] 52/14 at 16 [1] 52/15 at 18 [2] 76/9 112/22 atrocities [2] 37/12 159/15 attack [2] 37/6 49/2 attacks [4] 36/21 38/17 47/10 95/7 attainment [3] 69/21 70/4 70/14 attend [4] 26/22 26/23 27/25 77/4 attendance [5] 11/18 69/22 70/14 109/12 152/7 attended [1] 27/15 attending [2] 106/25 107/7 attends [1] 152/8 attention [5] 64/2 69/25 171/18 172/9 172/20 attitude [1] 28/9 audit [1] 5/4 auditable [1] 127/25 auditing [1] 183/6 audits [1] 5/17 authorised [1] 22/6 authorities [16] 10/1 76/25 81/4 91/1 91/12 93/19 93/22 95/10 110/21 119/21 122/1 122/1 122/2 122/5 145/25 184/18 authority [29] 73/3 73/6 73/11 73/19 75/2 77/1 77/4 78/1 78/9 81/7 82/21 83/3 85/1 85/16 93/17 93/20 95/17 106/15 109/24 111/1 115/2 115/23 117/24 118/11 119/22 120/5 122/17 185/14 186/10 autism [6] 135/6 141/2 143/8 143/23 144/5 145/6 automatic [2] 35/11 127/16 automatically [10] 17/6 18/25 56/2 64/6 64/14 64/19 65/13 74/22 121/25 168/19 autonomy [3] 78/10 78/10 96/2	availability [1] 170/20 available [13] 3/2 21/23 57/19 63/20 150/18 156/6 161/20 161/22 163/21 163/24 164/5 164/5 165/20 avenues [1] 190/6 averted [1] 135/13 averting [1] 135/23 avoid [2] 191/23 195/14 aware [8] 9/1 48/13 95/14 134/24 151/19 161/16 161/20 175/2 awareness [4] 74/3 160/19 177/2 194/1 away [9] 13/3 45/9 60/21 78/10 96/1 151/13 153/3 174/25 193/18 awful [2] 37/4 37/11 awkward [1] 30/13 axis [1] 86/12 B back [37] 7/11 14/23 39/15 39/24 40/18 44/3 49/17 53/4 55/24 59/5 61/19 74/16 75/7 83/22 92/24 97/15 104/6 106/23 107/2 107/11 109/14 111/21 126/10 132/6 145/23 147/3 149/22 150/7 154/18 160/20 162/23 164/9 166/22 177/7 177/25 178/2 199/23 background [6] 32/7 50/15 123/17 133/17 139/20 163/12 backlog [1] 109/3 backtrack [1] 92/5 bad [3] 15/12 121/16 150/14 balance [2] 60/20 152/12 bar [2] 35/11 46/3 barely [1] 4/25 barrier [2] 10/13 162/21 barriers [5] 13/9 27/24 126/23 133/7 200/7 base [4] 26/22 82/22 101/22 144/2 based [5] 36/24 96/5 97/21 184/3 184/18 baseline [1] 10/24 basic [6] 2/15 30/24 61/5 160/17 161/15 161/16 basically [4] 19/7 20/21 107/10 185/4 basis [10] 29/1 37/25 38/3 90/10 94/16
--	---	--	--	--

B	124/8 125/11 127/23 128/2 128/14 131/9 132/21 133/23 135/20 137/20 139/20 140/7 141/5 145/23 146/13 149/19 149/24 150/11 150/18 152/11 152/17 153/16 154/16 154/22 156/20 157/25 158/23 163/4 166/9 170/18 174/3 174/15 174/16 174/21 174/24 177/8 182/11 182/15 184/2 185/16 185/24 186/14 188/7 188/14 189/2 190/18 191/10 191/16 191/22 192/18 195/14 198/3 198/6 198/23 199/15	175/13 181/9 181/12 196/18 begin [4] 18/9 84/21 156/4 182/21 beginning [2] 56/9 65/15 begins [1] 56/6 begun [1] 118/10 behalf [1] 179/10 behaviour [15] 48/9 58/15 59/9 59/11 61/7 63/3 69/22 70/14 133/6 134/2 135/17 140/7 142/19 143/11 160/6 behavioural [4] 59/11 136/7 138/13 142/17 behaviours [11] 2/4 58/1 58/8 58/24 59/13 59/16 59/18 70/10 101/15 165/23 180/16 behind [8] 42/16 43/22 45/17 46/13 147/21 157/6 183/15 189/19 being [86] 5/18 6/5 6/6 6/17 9/5 9/15 10/10 13/4 13/4 14/7 16/23 18/3 18/23 19/3 19/25 21/25 26/1 35/11 35/23 36/1 36/16 37/12 38/8 38/11 38/19 39/12 39/17 41/5 42/11 46/12 65/2 66/16 67/12 69/19 71/12 75/17 77/18 81/7 83/13 83/19 83/21 90/7 96/7 97/25 101/16 101/23 103/13 120/20 123/10 123/14 138/10 138/12 139/1 140/10 140/20 141/10 142/23 147/20 158/16 160/24 164/4 172/25 173/5 177/9 177/11 178/6 178/7 178/10 182/11 184/16 184/17 185/22 185/25 186/23 187/1 187/7 187/15 188/20 188/23 192/12 197/6 197/19 198/5 199/22 200/14 200/16	192/12 benefits [1] 183/8 bereaved [2] 48/14 179/10 Berkshire [1] 93/22 best [14] 6/3 17/12 21/12 31/7 57/18 82/25 89/20 91/25 115/18 131/13 133/1 163/14 181/1 191/6 better [7] 5/2 46/22 80/2 119/8 161/19 172/3 199/20 between [26] 4/9 11/5 11/9 19/2 33/2 34/2 34/25 38/24 44/18 44/20 61/13 61/15 76/15 77/1 77/10 77/11 81/24 85/16 91/15 97/23 98/4 100/4 100/6 100/10 157/14 190/23 beyond [5] 42/7 42/8 79/17 146/4 173/12 big [22] 6/15 16/25 19/25 41/17 42/8 46/23 93/21 113/5 113/21 114/4 117/1 120/17 123/9 123/21 124/11 141/17 166/6 166/15 173/17 173/23 174/6 184/15 bigger [2] 125/15 185/1 biggest [2] 45/14 77/12 Biggs [1] 18/13 billion [1] 9/17 bin [1] 27/21 birthday [1] 84/4 bit [15] 4/16 52/4 68/17 87/15 87/17 87/18 101/8 105/4 136/16 145/21 175/6 182/9 187/21 191/23 197/10 bite [1] 96/25 bleak [1] 135/20 blind [1] 154/14 board [4] 75/2 141/18 155/2 191/1 body [5] 25/20 113/22 114/4 139/24 149/25 bogged [1] 6/25 bolt [1] 136/16 bolt-on [1] 136/16 bomb [1] 156/24 boom [1] 116/8 borough [3] 11/10 11/11 99/21 boroughs [2] 77/11 99/20 boss [1] 157/18 both [10] 21/6 60/6 82/9 87/20 87/22 88/3	106/18 132/7 151/11 166/25 bottom [5] 2/2 3/15 33/24 60/13 169/8 boundaries [8] 44/20 112/8 149/15 149/17 151/2 162/25 163/4 164/23 boundary [3] 34/2 91/16 162/25 box [1] 5/24 Bram [1] 127/6 branched [1] 186/13 break [11] 40/15 40/20 51/14 61/13 61/15 102/23 108/6 146/18 167/4 167/6 167/15 breakfast [1] 145/14 Bridge [1] 94/20 brief [2] 173/11 192/9 briefly [9] 47/7 60/19 71/24 75/19 91/7 112/24 126/4 132/13 160/18 Brighton [14] 80/14 83/4 83/7 83/18 83/25 85/15 87/9 89/6 104/6 106/17 109/21 148/3 149/2 191/18 brilliantly [1] 116/13 bring [12] 4/1 21/4 79/23 81/11 100/4 116/25 118/5 123/11 137/16 152/22 154/17 183/9 bringing [3] 67/20 118/22 148/5 brings [3] 44/8 57/11 84/14 broad [7] 41/2 88/5 89/18 113/17 113/21 152/4 190/7 broaden [1] 134/3 broader [9] 16/15 40/6 66/7 66/19 73/23 96/7 132/16 134/5 136/3 broadly [4] 44/7 80/21 80/23 111/13 broken [1] 169/3 brought [7] 47/5 55/3 55/8 72/3 83/15 107/16 115/11 browser [2] 159/9 159/11 budget [3] 88/11 88/13 89/9 build [2] 147/10 147/22 building [2] 106/4 155/20 built [1] 30/8 bullied [1] 158/16 bundle [1] 11/21 burden [1] 20/8
----------	--	---	---	---

B burdening [1] 20/6 business [1] 174/7 businesses [1] 48/25 busy [4] 6/1 105/4 200/3 200/11 but [392] buy [1] 104/22 buy-in [1] 104/22	149/11 149/11 153/15 156/23 158/1 158/21 161/18 163/5 163/8 165/20 166/2 178/1 179/17 180/11 180/25 181/24 191/24 192/5 193/7 can't [28] 9/6 19/3 19/6 28/24 32/18 32/23 35/14 55/24 57/3 57/4 84/5 88/21 92/18 96/16 107/8 107/23 110/8 130/25 151/13 154/14 157/13 159/1 168/18 183/10 183/14 188/22 191/4 199/19 cannot [7] 40/2 40/10 40/25 85/13 157/7 161/3 192/8 capability [7] 39/10 155/20 163/2 166/19 167/1 174/22 178/21 capable [8] 16/11 23/19 81/23 95/5 114/15 158/3 168/21 174/12 capacity [6] 39/10 83/1 83/6 163/2 172/10 177/20 capture [2] 133/8 197/12 captured [1] 132/18 capturing [3] 132/13 133/3 133/24 care [52] 3/10 11/24 14/24 15/13 28/25 33/12 55/17 55/21 56/3 59/8 63/12 63/18 64/2 71/20 73/9 73/13 73/18 73/22 75/2 76/13 77/5 78/6 78/8 80/5 81/12 86/3 86/4 91/19 96/19 97/6 97/6 101/7 101/18 102/19 106/5 118/13 118/14 118/19 146/2 146/5 148/17 149/13 149/16 149/16 170/14 174/6 174/7 174/8 176/24 180/1 185/7 191/20 career [1] 9/2 careful [4] 18/12 122/23 127/21 174/24 carefully [2] 38/4 62/24 carer's [1] 166/8 carried [1] 139/24 carrying [3] 52/5 114/5 139/19 cars [2] 61/14 61/19 cascaded [1] 187/18 case [110] 1/23 2/8 2/15 3/7 3/9 3/18 4/14 15/19 15/22 16/3 16/14 16/19 16/21	17/23 18/5 19/22 25/15 25/17 26/20 33/16 33/25 34/7 34/14 34/20 36/5 36/8 36/15 36/19 36/22 38/4 38/12 46/4 49/5 49/7 49/25 50/18 52/10 53/5 53/13 54/10 54/24 55/5 55/10 55/13 56/13 59/17 60/16 63/6 63/19 63/21 66/18 68/20 68/21 69/14 69/18 70/7 70/18 71/16 71/23 72/14 73/2 77/6 80/4 85/7 86/3 86/5 87/12 89/1 98/25 101/19 102/9 102/10 102/12 102/14 102/18 103/14 103/25 105/5 113/8 114/3 114/6 121/4 121/22 125/7 125/20 127/22 135/16 135/21 136/4 136/12 137/21 144/9 147/14 147/20 148/22 149/2 150/3 150/6 150/17 151/25 153/25 160/5 162/16 181/18 181/18 182/6 190/5 190/5 192/10 199/3 caseload [3] 49/12 73/9 136/11 caseloads [1] 6/4 cases [82] 10/12 16/19 17/24 18/15 19/13 19/24 33/19 36/8 38/12 40/6 41/4 42/12 49/7 49/9 58/2 60/18 63/15 63/18 63/23 65/5 65/9 68/4 68/7 70/25 71/3 73/5 73/7 73/16 77/17 81/14 81/15 82/11 83/1 85/8 87/7 91/14 91/16 92/13 96/3 97/4 98/20 108/25 109/2 109/9 109/13 110/12 110/13 111/19 111/20 116/5 116/10 116/14 117/7 117/7 117/9 119/21 120/7 124/22 125/7 128/2 128/23 129/13 134/24 135/8 135/21 138/21 139/21 146/14 147/11 147/22 149/21 155/18 156/10 156/14 163/7 164/25 165/3 172/19 189/22 190/19 192/18 192/20 cast [1] 28/21 casually [1] 27/21 casualty [2] 36/21 38/17 categories [3] 16/4 64/9 64/24	categories 1 [1] 16/4 category [10] 16/4 16/15 16/21 17/5 17/19 19/14 19/16 19/18 36/19 136/3 category 1 [1] 17/5 category 3 [4] 16/4 16/15 16/21 17/19 cater [2] 86/1 117/25 cathartic [1] 157/13 caught [2] 157/16 164/14 cause [4] 37/10 39/20 170/15 171/20 caused [1] 154/4 causes [1] 126/18 causing [2] 16/11 70/20 caution [6] 16/7 19/6 19/6 20/1 56/17 147/17 cautioned [2] 22/5 63/10 cautions [2] 16/17 54/13 cautious [1] 200/16 caveat [3] 2/23 12/4 89/14 CBT [1] 143/13 cease [1] 78/7 cent [2] 43/8 125/2 central [11] 3/19 37/2 44/25 78/22 105/24 106/15 107/21 131/1 132/17 169/14 169/24 Centre [1] 99/20 centred [1] 133/1 certain [4] 71/7 128/3 156/2 183/3 certainly [37] 10/2 36/13 37/25 72/4 105/17 111/7 117/25 133/12 134/8 139/17 140/15 141/15 141/16 142/4 142/25 143/11 152/10 152/13 156/12 160/5 160/12 162/8 162/17 176/25 178/3 178/9 180/6 180/13 180/18 180/21 183/11 183/18 193/25 195/18 200/7 200/12 201/6 cetera [2] 34/4 143/8 CETR [1] 145/3 CETRs [1] 145/1 chair [21] 42/17 53/1 53/12 66/13 85/17 85/18 85/20 97/17 97/20 98/1 100/2 100/7 101/25 112/25 148/4 176/14 191/5 191/24 193/3 194/8 202/10 chaired [5] 18/13 85/15 87/10 97/20 175/21	chairing [2] 101/6 101/6 chairs [3] 85/17 190/24 192/6 challenge [9] 13/12 20/14 21/5 98/14 133/13 139/8 164/25 174/9 192/14 challenges [6] 70/17 73/1 77/3 77/7 77/11 77/12 challenging [4] 28/12 32/10 163/1 165/23 chance [4] 90/5 97/1 98/16 174/21 change [17] 19/24 19/25 20/1 30/19 50/14 52/17 71/2 99/25 100/22 114/8 114/9 116/20 125/20 144/3 161/2 168/7 186/20 changed [4] 32/2 118/18 158/8 187/6 changes [5] 72/2 72/3 162/1 177/6 178/3 changing [1] 129/14 Channel [35] 33/20 34/5 42/16 42/17 43/21 49/24 50/17 50/24 51/5 51/22 51/25 52/12 52/24 53/1 53/3 53/10 53/12 54/1 81/14 82/17 83/22 84/10 88/7 88/10 105/10 114/22 121/9 122/8 124/8 124/18 178/9 186/17 192/6 193/10 193/10 Channel-like [1] 88/7 channels [1] 186/24 chaotic [1] 29/20 charge [9] 28/22 98/25 99/5 99/7 100/6 100/12 100/13 176/8 176/8 charged [1] 63/10 charges [1] 58/4 chat [2] 46/5 83/21 chatting [1] 30/7 check [1] 115/5 checking [2] 128/15 183/7 checklist [3] 180/15 182/7 182/10 checks [2] 123/3 162/8 chief [5] 23/4 23/5 87/3 94/6 95/3 Chief's [1] 22/6 child [137] 3/11 3/12 4/7 6/21 13/4 13/6 14/4 14/8 14/9 14/15 14/17 14/18 14/21 15/1 15/2 15/3 15/8
---	---	---	---	--

C				
child... [120] 17/16 19/1 19/3 20/18 20/23 20/24 29/3 29/10 29/10 30/9 30/23 33/3 51/6 55/20 55/22 56/2 56/7 56/21 57/2 57/3 57/4 57/12 57/15 57/17 57/19 57/20 62/2 62/6 62/17 62/23 63/7 63/16 65/2 65/4 65/13 65/20 66/10 67/2 67/4 67/7 67/8 67/12 67/20 67/23 68/3 68/6 68/13 68/15 68/24 69/7 76/12 77/14 77/15 79/1 79/2 79/3 79/5 80/4 80/7 80/8 80/8 82/14 82/22 85/22 87/4 87/6 87/14 87/15 87/17 87/22 88/1 92/25 93/2 93/5 93/7 93/9 93/10 96/10 98/20 103/4 103/6 103/8 103/10 103/16 112/12 112/17 113/15 115/16 115/16 118/21 118/24 119/5 119/10 119/12 119/15 132/13 133/1 133/25 134/1 138/6 138/7 145/6 145/9 146/5 150/15 151/3 152/8 162/7 162/13 162/19 163/6 163/15 165/2 169/1 177/4 177/4 177/12 178/7 184/1 184/2	child's [15] 13/2 13/7 13/13 13/15 21/22 30/7 68/5 74/9 126/25 133/15 133/21 133/24 145/5 162/10 164/2	child-centred [1] 133/1	child-on-child [1] 177/4	child-protection [2] 69/7 79/1
childcare [1] 74/22	childhood [5] 62/21 64/2 110/18 139/23 140/16	children [66] 13/25 14/2 17/2 17/15 20/16 20/19 21/4 21/6 21/23 24/13 54/17 57/18 58/25 60/22 62/14 64/1 64/16 67/5 67/23 70/2 73/8 73/12 73/12 73/13 73/14 73/22 76/3 76/11 76/17 77/3 77/20 78/12 86/21 89/3 91/17 92/9 92/14 93/9 93/11 93/12 93/17 101/11 101/14	children's [25] 12/20 29/10 62/20 63/11 64/6 64/13 64/19 67/19 71/20 74/17 80/5 84/5 92/8 101/4 101/7 101/17 111/25 116/14 118/9 118/11 118/14 119/13 120/11 190/22 191/20	chip [1] 42/17
choice [1] 62/1	chop [1] 129/14	chosen [1] 22/24	chronologies [3] 6/16 6/17 6/23	chronology [5] 3/9 3/10 7/6 7/12 18/18
CHURCH [21] 1/3 3/4 10/8 23/22 29/25 32/1 43/18 57/23 60/11 75/7 79/25 100/23 103/24 134/21 135/19 142/18 153/15 154/17 160/22 195/2 202/3	Church's [1] 6/19	circle [1] 91/21	circumstances [7] 28/12 44/17 48/17 54/23 97/13 98/2 151/8	city [1] 104/13
clarification [1] 82/3	clarify [1] 178/4	clarity [6] 12/12 79/10 91/15 183/12 184/5 184/6	class [1] 6/8	clear [41] 5/18 6/17 13/1 13/19 13/24 15/9 31/20 34/11 35/2 35/16 36/13 36/25 37/3 37/19 55/5 71/23 78/23 79/4 79/7 79/21 92/8 92/9 100/21 104/10 124/2 136/19 137/5 137/8 149/5 149/6 156/9 169/11 181/22 188/19 188/24 190/18 192/3 193/1 194/19 199/22 200/18
clearer [1] 86/6	clearly [9] 2/6 10/12 41/11 55/13 65/24 128/6 149/12 150/10 184/24	cliff [2] 76/5 84/2	climate [1] 9/9	clinical [4] 43/15
110/17 111/11 111/11 112/15 112/23 115/13 117/25 118/18 127/9 133/21 138/24 142/2 145/22 145/24 146/1 152/1 157/8 165/25 176/25 178/3 179/11 186/2 186/13	clinically [2] 32/2 140/18	clinicians [4] 25/21 27/10 99/22 180/1	close [10] 19/4 28/16 34/6 49/11 58/23 84/5 95/7 105/6 109/14 127/22	closed [4] 3/23 22/5 60/16 128/2
closer [1] 170/15	closest [1] 101/11	closure [1] 128/1	closures [1] 127/16	clumsy [1] 82/9
co [6] 12/11 22/11 85/15 87/10 99/23 101/6	co-chaired [2] 85/15 87/10	co-chairing [1] 101/6	co-operate [2] 12/11 22/11	coaching [2] 140/10 143/19
code [2] 76/14 178/9	codes [1] 171/10	cognitive [3] 136/7 143/11 198/6	cohort [13] 14/3 54/7 69/1 79/10 91/19 97/4 97/10 108/2 109/10 141/12 147/19 196/9 196/17	collaboratively [1] 191/7
colleagues [5] 115/4 115/8 141/25 143/6 187/19	collected [1] 122/3	College [1] 33/13	colleges [2] 72/9 106/16	Com [1] 44/23
combination [1] 172/11	come [53] 6/3 7/11 8/16 11/3 12/10 14/23 18/4 23/21 29/8 30/14 31/4 39/24 40/18 44/3 49/17 50/16 51/25 53/4 55/22 59/5 64/1 65/22 66/20 67/2 67/11 68/8 69/11 72/15 74/4 82/7 86/7 89/7 89/24 102/22 104/10 107/19 107/24 108/18 123/20 132/11 146/18 148/11 153/12 170/15 171/16 178/24 181/16 185/9 186/22 187/3 188/7 189/25 190/12	comeback [1] 42/5	comes [10] 5/10	20/22 48/16 65/4 91/24 101/4 102/5 104/14 133/5 163/11
comfortable [1] 67/2	coming [20] 6/5 22/14 32/6 33/11 35/3 47/4 87/10 94/21 96/24 97/15 98/5 118/20 145/23 146/1 160/14 178/23 191/19 191/22 199/7 201/5	commend [1] 194/11	comment [5] 80/2 89/23 115/10 116/2 178/17	comments [2] 33/23 71/6
commissioned [1] 89/7	Commissioner [2] 13/17 13/23	Commissioner's [1] 9/10	commit [4] 37/12 148/6 159/15 196/3	commitment [2] 102/15 177/19
commits [1] 49/1	committed [5] 16/2 28/18 37/5 87/19 99/5	committing [3] 37/9 62/15 148/7	common [10] 76/8 77/9 91/10 107/20 114/11 126/11 127/1 137/15 139/3 181/25	communicating [1] 132/14
communication [4] 11/2 133/5 133/6 133/7	communications [3] 11/5 153/9 153/14	communities [6] 62/9 153/9 153/20 154/1 154/3 155/10	community [12] 15/7 15/11 15/11 24/3 24/10 32/5 49/14 75/18 99/19 154/6 173/16 196/7	compete [1] 90/22
competent [1] 114/14	competition [1] 174/3	complement [2] 84/24 90/21	complementary [2] 90/12 90/13	complete [3] 8/1 82/1 85/18
completed [1] 53/17	completely [8] 52/15 102/25 122/16 136/21 159/6 188/5 188/10			
199/11	completeness [1] 2/14	complex [12] 66/21 66/23 81/14 84/18 85/6 103/7 163/8 186/2 186/18 190/22 192/18 196/24	complexities [2] 178/8 195/15	complexity [2] 192/21 192/22
	compliance [2] 29/16 148/8	complicated [1] 171/3	complications [1] 91/16	computer [2] 96/6 96/6
	concentrating [2] 127/8 127/9	concept [10] 13/3 13/15 19/23 64/13 109/6 113/5 113/21 169/14 200/9 200/12	concern [25] 3/20 12/8 12/9 24/23 42/2 51/23 55/11 59/17 72/1 97/21 113/16 113/17 118/1 120/21 168/4 168/9 168/22 169/3 173/4 179/22 181/5 181/7 182/3 188/7 195/8	concerned [14] 9/20 9/21 14/17 25/25 37/10 41/19 41/21 49/5 53/25 69/2 103/15 114/7 116/3 124/24
	concerning [6] 58/17 59/4 59/15 59/18 153/9 180/15	concerns [22] 2/22 24/8 50/12 50/13 53/17 55/23 58/5 63/16 67/23 69/19 71/19 71/21 74/19 131/10 138/23 149/23 155/2 161/7 161/14 167/24 169/10 181/8	concise [1] 11/24	conclude [1] 60/4
	concludes [1] 24/25	conclusion [2] 3/19 195/4	conclusions [1] 63/22	concur [3] 32/17 80/6 144/8
	condition [6] 25/23 26/13 31/21 138/12 141/6 143/3	conditional [1] 56/17	conduct [18] 58/17	

C conduct... [17] 58/18 61/1 135/7 135/11 136/3 136/6 136/9 137/12 137/14 137/21 137/24 138/2 138/5 138/15 138/17 139/9 156/8 conducted [3] 140/2 181/3 201/4 conference [2] 103/16 146/21 conferences [1] 103/14 conferencing [4] 145/18 145/19 146/1 146/9 confidence [2] 12/12 95/4 confidential [1] 9/13 confine [1] 167/5 confirm [1] 96/15 confliction [2] 122/24 122/25 confuse [1] 200/10 confusion [1] 4/12 conjunction [1] 56/24 connected [2] 101/9 198/9 connecting [1] 32/9 connection [2] 11/8 11/15 connections [1] 11/23 cons [2] 116/25 118/6 conscious [1] 83/24 consensus [2] 76/8 179/23 consent [12] 10/12 10/17 10/18 10/19 24/4 39/9 127/15 127/19 127/20 127/22 127/23 151/22 consenting [2] 26/6 31/19 consequence [3] 48/3 96/11 197/8 consequences [1] 9/11 consider [8] 17/7 35/12 81/3 130/23 147/8 182/4 183/1 184/9 consideration [8] 124/8 134/13 170/20 172/19 177/23 184/17 185/23 186/7 considered [9] 2/18 4/10 24/11 44/12 55/2 63/19 80/8 80/17 169/24 considering [2] 63/24 180/9	considers [1] 3/16 consistency [6] 67/22 72/24 78/11 78/14 91/19 94/23 consistent [6] 23/3 74/5 77/8 94/18 114/18 192/6 consistently [2] 35/25 162/23 constable [4] 8/1 23/5 31/13 87/3 constables [2] 94/6 95/3 constant [1] 129/14 constantly [3] 94/22 156/6 183/19 constituted [1] 19/12 construct [1] 15/10 consultants [2] 26/19 27/14 contact [5] 54/6 55/3 75/13 90/12 159/13 contacts [3] 56/14 155/22 156/4 containment [1] 149/20 content [10] 1/15 158/18 158/19 170/13 170/23 172/3 172/25 173/1 173/6 174/23 context [18] 10/17 25/14 31/19 73/25 99/10 101/13 110/17 111/17 140/19 142/2 154/8 154/17 156/21 169/4 172/25 177/3 191/16 197/14 context-dependent [1] 169/4 continue [9] 1/15 64/1 76/4 84/10 89/16 90/9 122/10 124/4 188/13 continued [12] 1/3 1/4 1/5 1/6 1/7 1/8 202/3 202/4 202/5 202/6 202/7 202/8 continues [2] 119/25 184/24 continuing [3] 37/21 50/6 71/21 contracting [1] 78/1 contrary [6] 44/14 44/14 45/1 45/7 124/2 124/13 contribute [3] 62/22 127/12 136/10 contribution [1] 71/17 control [9] 5/4 94/6 94/15 143/21 149/13 149/14 149/15 149/17 159/1 controlled [2] 24/11 171/19 controlling [1]	158/18 controls [2] 163/22 168/18 convenient [1] 105/14 conventional [2] 26/13 69/7 conversation [9] 134/5 146/10 146/11 146/19 162/7 162/13 166/5 174/17 198/16 conversations [9] 30/10 56/9 90/2 115/7 115/14 140/21 162/15 164/3 165/8 converted [1] 147/17 convicted [2] 18/23 22/5 conviction [5] 16/5 19/5 22/2 28/23 150/19 convictions [2] 54/16 59/15 convince [1] 45/21 coordinated [6] 28/20 69/5 100/20 104/24 136/18 175/21 coordinates [1] 190/24 coordinating [1] 98/13 coordination [4] 3/8 4/8 95/19 191/5 coordinator [8] 35/6 35/6 100/2 100/8 100/14 142/1 191/24 193/4 cop [1] 171/3 copy [1] 156/16 core [4] 111/19 160/17 167/8 175/8 corners [1] 195/6 corporate [1] 174/4 corporations [1] 94/8 correct [3] 32/1 179/18 194/4 correctly [6] 87/8 96/14 125/13 126/12 180/4 184/15 correlate [1] 1/14 correspondence [1] 2/10 correspondents [1] 196/23 cost [1] 78/2 could [76] 1/25 2/12 3/10 4/16 9/24 9/25 11/18 16/14 16/18 19/2 19/12 19/23 21/14 21/23 23/5 23/24 24/1 25/10 25/24 28/25 33/16 37/8 44/13 46/21 47/1 49/18 54/8 55/5 55/8 57/23 63/11 63/13 67/16 79/25 80/25	82/13 82/23 88/5 93/21 97/11 98/22 100/16 102/3 102/9 104/15 105/15 113/1 113/14 118/5 120/14 123/11 129/18 134/19 135/24 137/25 138/9 139/17 147/2 148/13 149/9 156/24 156/24 160/25 164/6 167/22 168/1 169/3 171/25 171/25 172/4 172/5 181/20 187/21 189/5 189/6 190/6 couldn't [3] 53/6 90/14 158/13 council [2] 22/6 131/13 Council's [1] 23/4 counsel [1] 195/13 counselling [1] 159/17 count [1] 102/6 counter [40] 21/21 34/11 34/20 35/18 35/24 36/11 38/21 44/1 44/7 45/20 46/13 50/23 85/10 95/21 100/5 100/10 109/13 109/25 110/12 115/25 117/17 120/20 121/4 121/20 122/4 123/8 125/4 147/11 147/14 156/14 157/11 157/15 157/19 158/12 172/3 174/18 184/9 185/2 195/7 195/9 counter-content [1] 172/3 counter-terrorism [26] 21/21 34/11 34/20 44/7 45/20 50/23 95/21 110/12 120/20 121/4 121/20 122/4 123/8 125/4 147/11 147/14 156/14 157/11 157/15 157/19 158/12 174/18 184/9 185/2 195/7 195/9 countered [1] 81/25 counties [2] 77/11 77/24 country [10] 34/21 48/25 61/9 64/10 66/24 117/23 118/16 120/9 121/19 145/21 county [1] 95/24 couple [7] 50/19 72/4 74/14 134/21 159/22 161/25 167/18 coupled [1] 75/10 course [22] 8/12 27/22 28/24 29/5 29/7 36/2 43/6 51/12 58/20 59/8 62/5 68/1 85/10 88/5 100/18 136/2	149/2 155/6 155/16 159/21 181/10 191/3 courses [1] 138/5 court [14] 29/12 54/17 55/8 57/5 60/15 63/9 87/3 87/16 92/11 98/18 99/4 150/20 197/7 201/4 cover [3] 24/19 40/12 179/2 covered [2] 69/14 175/10 covers [3] 17/8 93/20 93/23 cracks [1] 91/15 create [9] 6/22 21/3 77/1 81/10 88/18 103/6 103/23 149/20 197/1 created [1] 83/5 creates [4] 34/8 36/5 59/1 197/2 creating [4] 44/16 123/18 192/22 197/6 creative [1] 88/19 creatively [1] 89/12 crime [8] 61/6 61/21 87/19 99/5 113/13 113/23 173/17 196/22 criminal [26] 19/1 19/13 21/24 24/14 29/19 54/17 56/5 56/19 56/20 57/15 57/22 58/8 62/11 62/13 86/15 87/24 99/3 113/14 135/18 145/20 146/8 149/18 164/13 170/25 171/14 171/15 criminalisation [2] 54/20 150/4 criminalise [4] 57/17 58/24 62/2 170/22 criminalised [1] 21/24 criminalising [1] 60/22 criminality [3] 34/3 173/18 193/19 crisis [1] 147/24 criteria [3] 104/15 104/16 105/6 critical [10] 5/1 37/16 141/22 149/22 154/2 154/19 154/22 154/25 156/9 160/23 cross [2] 91/16 112/7 cross-boundary [1] 91/16 crossed [4] 148/10 149/7 150/22 150/24 CSCA [1] 15/3 CT [10] 47/19 109/20 109/22 110/4 112/19 113/2 121/25 122/3 122/3 122/20
--	---	---	---	---

C CTCOs [1] 121/13 cultural [3] 8/25 15/9 115/17 culture [4] 8/21 26/9 126/9 126/16 cumulative [3] 3/24 63/25 92/16 curfews [1] 160/12 curiosity [8] 126/16 133/11 134/6 162/14 162/14 163/13 166/22 182/18 curious [2] 53/21 54/2 current [10] 16/5 35/23 36/3 36/10 37/24 38/2 47/19 78/25 93/3 120/10 currently [18] 19/12 38/21 67/13 82/17 83/2 83/7 83/18 83/21 93/2 117/13 119/10 121/3 170/12 178/14 186/10 186/10 188/2 189/8 custody [1] 28/19 customers [1] 174/20 cut [1] 112/22 cut-off [1] 112/22 cutting [1] 42/6	DCC Court [2] 98/18 99/4 de [5] 3/24 43/8 82/1 122/24 122/25 de-confliction [1] 122/24 de-escalated [1] 3/24 de-escalation [1] 82/1 de-radicalisation [1] 43/8 deal [11] 1/16 9/13 15/21 18/24 19/13 19/24 45/3 45/8 47/12 82/25 157/5 dealing [19] 6/7 8/3 13/13 31/9 32/7 33/8 85/6 96/2 108/2 109/13 129/15 137/20 149/25 158/7 161/15 166/14 174/5 175/24 196/10 dealt [6] 48/14 48/18 61/1 96/7 113/25 168/13 debate [3] 41/25 42/1 174/1 decade [1] 157/16 decades [2] 15/10 95/4 decide [2] 114/6 121/9 decided [2] 100/7 122/10 decides [1] 42/18 deciding [2] 18/24 114/16 decision [9] 8/14 35/16 39/3 98/24 122/7 128/4 151/3 151/7 151/10 decision-making [1] 128/4 decisions [12] 2/19 4/21 63/22 72/13 86/17 100/15 123/15 123/16 127/25 128/1 128/6 151/14 declared [1] 101/23 declaring [1] 47/13 decline [1] 69/21 decrease [1] 113/2 deep [1] 201/1 deeper [1] 196/2 default [2] 10/23 162/17 defeat [1] 173/18 defensive [1] 32/8 defer [1] 187/19 define [1] 19/17 defining [2] 22/7 179/21 definitely [4] 39/18 57/1 62/7 195/6 definition [10] 19/17 22/12 23/7 116/17	170/24 195/7 195/23 196/8 197/1 199/23 definitions [5] 23/13 65/1 171/14 171/16 196/7 delayed [1] 4/12 deletion [1] 39/13 deliberately [3] 170/17 172/15 173/7 delicate [1] 152/12 deliver [3] 8/5 87/21 140/17 delivered [3] 101/16 135/3 136/13 delivering [4] 99/24 118/19 136/20 137/9 delivery [3] 91/11 129/1 137/4 demand [2] 77/15 120/2 demands [2] 77/25 88/19 democracy [1] 48/24 demonstrate [1] 71/17 Department [4] 33/12 86/24 161/23 177/20 departments [1] 171/17 depend [2] 97/12 161/3 depended [1] 69/19 dependent [3] 110/19 169/4 189/7 depending [3] 87/12 99/25 120/10 depends [1] 113/20 depressive [1] 138/14 Deputy [1] 87/3 Deputy Chief [1] 87/3 deputy's [1] 94/3 describe [3] 48/20 98/11 161/7 described [10] 31/12 82/12 106/5 116/22 135/11 138/4 148/2 155/13 160/2 181/3 describes [2] 196/9 196/17 describing [3] 10/5 89/19 124/17 description [1] 197/23 design [3] 90/20 91/8 93/23 designated [2] 113/11 180/14 designed [4] 17/12 22/1 106/17 164/10 desire [1] 60/21 despite [6] 2/10 9/15 21/25 58/4 58/24 71/21	detail [12] 7/17 8/15 8/16 34/13 107/20 122/23 134/11 157/6 158/21 170/18 173/9 180/7 detailed [2] 39/6 39/7 details [2] 16/19 149/2 detainable [1] 25/1 detective [1] 31/13 detention [2] 24/18 24/25 determine [2] 35/21 188/3 develop [5] 37/21 67/20 80/18 81/25 106/22 developed [12] 66/22 66/23 91/4 104/20 112/11 115/7 154/24 174/4 182/12 182/20 191/18 199/15 developing [2] 86/5 179/12 development [5] 21/3 58/16 68/2 68/25 155/1 developments [1] 67/18 device [4] 150/21 162/11 168/1 172/17 device-level [1] 172/17 devices [2] 86/11 152/3 DFE000297 [1] 86/25 diagnosed [3] 144/10 144/11 159/23 diagnosis [13] 58/18 137/12 137/24 141/2 141/8 141/19 142/3 142/4 142/5 143/2 143/24 144/13 144/21 diagnostic [1] 144/4 did [30] 2/18 3/1 5/15 6/25 12/21 16/17 25/15 34/7 46/4 50/1 51/25 53/1 58/3 58/4 69/22 71/16 73/15 83/9 89/6 94/7 101/21 104/6 129/12 136/12 143/16 165/9 168/1 175/8 195/3 197/17 didn't [24] 6/20 8/17 8/18 8/19 16/23 25/22 26/2 38/1 43/13 53/7 59/8 62/9 65/8 75/9 89/8 94/6 103/17 119/4 121/24 135/23 140/9 163/14 192/6 195/3 difference [10] 76/15 78/4 78/7 100/4 144/21 145/15 146/15 190/23 190/25 198/20 differences [2] 95/10	100/17 different [66] 3/10 3/11 3/22 3/22 10/15 17/14 18/10 30/3 30/10 32/9 34/25 41/13 44/16 47/4 47/11 49/4 52/15 53/21 57/10 64/10 65/24 66/2 66/2 66/3 66/8 66/12 66/21 67/12 80/24 82/2 83/14 85/3 88/20 89/3 89/17 92/23 92/23 93/24 97/4 100/19 101/13 104/18 108/12 109/17 111/2 111/22 118/4 118/14 119/24 120/13 127/1 129/17 144/23 151/4 151/5 154/7 154/13 155/12 163/20 165/17 176/24 185/17 195/5 195/5 198/5 199/19 differently [7] 52/22 83/4 88/17 88/18 89/5 93/18 118/15 differing [1] 54/6 difficult [26] 6/9 23/2 24/2 28/11 30/17 32/6 34/16 34/22 34/24 37/14 44/19 44/22 45/2 45/6 45/21 87/13 96/9 125/24 140/20 158/22 171/6 171/9 182/5 188/14 190/5 196/24 difficulties [6] 1/12 48/11 66/19 123/18 170/24 171/15 difficulty [7] 29/25 31/18 36/5 39/2 46/1 66/13 115/10 dig [1] 126/17 digital [20] 39/8 39/9 40/8 81/13 108/23 109/5 130/23 142/11 142/21 152/23 153/1 161/2 161/7 161/12 162/19 163/4 166/18 168/3 169/9 172/18 dilemma [1] 103/7 dilute [3] 44/5 125/13 200/10 diluting [1] 43/25 dilution [2] 117/10 124/24 dinosaurs [1] 198/18 direct [2] 85/19 156/17 directed [2] 70/23 151/16 direction [2] 86/12 148/23 directive [1] 145/24 directly [2] 1/13 1/17 director [6] 5/14 18/4
--	--	---	--	---

D director... [4] 35/7 62/20 101/17 132/3 disadvantages [1] 123/21 disagree [3] 45/23 129/9 129/18 disagreement [1] 128/12 disappear [1] 53/23 disappearing [1] 153/13 discharge [2] 27/8 27/15 discharged [1] 53/3 discipline [3] 27/9 95/15 147/12 disciplines [1] 195/10 disclosed [1] 148/11 discovered [1] 176/9 discovering [1] 176/11 discretionary [1] 74/12 discuss [4] 9/22 104/17 193/20 195/3 discussed [8] 41/16 43/11 89/22 90/1 162/24 175/17 194/13 194/14 discussing [4] 42/4 51/19 76/10 76/11 discussion [10] 1/8 20/22 111/15 122/19 133/5 134/1 151/22 154/9 180/10 202/8 discussions [6] 76/7 79/7 89/24 152/10 160/11 183/23 disguise [1] 148/8 disguised [1] 29/16 dislike [2] 27/3 31/1 dismiss [2] 38/4 39/4 dismissed [2] 38/1 81/19 dismissing [2] 37/18 38/12 disorder [15] 58/18 135/7 135/7 135/11 136/6 136/9 137/13 137/21 137/25 138/3 138/5 138/13 138/17 139/9 159/24 disordered [2] 58/17 136/3 disorders [2] 137/14 138/14 displaced [1] 54/19 disposal [3] 16/10 60/15 63/9 disposition [1] 46/16 disregard [1] 23/5 disrupt [1] 77/2 disruption [3] 86/9	86/20 97/9 disseminated [1] 90/11 distinct [1] 50/22 distinct [4] 34/21 34/24 37/14 41/24 distinctions [3] 34/15 44/18 45/6 distinguish [2] 38/23 158/1 distinguishes [1] 195/20 disturbance [1] 138/15 disturbing [2] 159/16 159/16 diversion [4] 54/15 54/19 56/12 193/17 divert [2] 48/5 193/18 Dixon [1] 86/24 do [164] 1/16 5/11 6/3 7/11 7/15 9/7 9/16 9/25 14/12 14/18 15/6 15/8 15/16 16/20 17/21 18/5 20/8 22/20 25/21 26/14 26/16 27/23 29/8 29/9 29/11 30/19 31/13 31/14 32/19 32/19 33/1 34/18 37/13 37/17 39/2 39/10 39/17 39/21 40/13 44/10 44/10 45/8 45/9 46/10 51/8 53/2 53/14 55/14 61/17 62/16 62/24 71/24 73/9 74/9 74/25 80/1 82/7 83/6 84/1 84/1 84/9 85/19 86/20 87/15 87/17 88/6 88/13 88/16 88/17 88/18 88/19 88/21 88/24 89/11 89/16 91/21 91/25 92/3 93/18 94/8 97/23 99/14 100/18 106/18 106/20 108/9 108/21 109/1 109/5 112/4 114/25 116/19 119/4 119/15 122/6 124/3 124/4 124/4 124/11 127/9 129/1 131/7 132/17 133/7 142/6 144/22 146/12 148/4 149/6 149/19 150/16 151/4 151/4 151/5 151/18 151/21 152/8 154/14 155/7 155/9 155/21 155/24 157/3 157/3 157/23 158/18 158/22 159/1 159/3 159/17 161/6 163/5 165/10 166/4 166/7 173/14 173/19 173/22 173/22 173/23 174/19 174/19 174/22 177/17 177/18 177/22 178/4	178/9 179/17 179/18 182/3 182/22 183/16 183/16 186/25 188/17 191/12 192/17 193/5 193/6 194/25 195/15 199/17 200/8 doable [1] 7/22 doctor [1] 41/23 doctors [2] 31/1 130/12 document [1] 59/4 documentation [1] 59/5 documented [1] 59/19 does [40] 2/25 4/13 4/25 7/8 12/2 12/4 13/21 17/14 23/1 38/18 40/12 64/6 64/13 65/13 66/7 76/9 79/4 83/3 83/20 86/1 86/7 86/12 89/19 91/10 95/15 102/22 104/16 106/15 123/20 135/18 149/2 168/25 182/25 185/3 186/20 186/21 194/11 195/1 196/19 201/7 doesn't [25] 8/2 11/3 17/23 18/8 18/25 19/20 19/21 20/18 22/12 28/12 52/19 57/14 60/21 64/19 66/6 88/9 88/12 96/5 118/12 154/21 173/19 173/22 175/16 175/19 193/5 doing [27] 9/20 14/22 26/3 33/6 36/2 45/11 70/3 92/1 92/9 108/11 119/18 119/20 120/1 120/21 124/15 124/23 129/4 131/13 141/4 145/8 158/3 158/19 163/13 174/13 174/23 194/24 196/19 domain [3] 191/3 192/3 192/4 domains [2] 155/15 155/19 domestic [1] 11/19 don't [110] 1/13 6/18 6/24 7/13 14/12 17/2 17/8 17/11 19/1 19/14 20/5 21/8 22/25 26/16 29/3 29/6 30/13 30/25 34/13 36/4 37/3 38/20 39/3 39/14 40/14 41/7 41/25 42/11 43/14 43/16 43/17 44/5 44/9 45/23 47/8 49/10 51/6 51/7 51/7 51/23 52/18 52/22 53/8 56/2 61/19 62/5 62/7 62/10 65/12 78/9 88/22 92/3 93/1 96/1 97/25 98/15	102/13 105/5 105/5 109/10 112/20 116/12 117/25 120/24 120/24 123/6 123/10 123/14 123/14 123/17 123/19 124/16 125/10 125/12 125/24 127/13 129/9 133/18 141/14 149/10 152/2 152/3 152/11 152/21 157/24 158/10 160/20 162/17 162/18 163/8 164/4 164/14 164/15 164/19 165/11 165/12 166/12 175/14 181/16 188/16 189/21 191/22 193/21 197/1 198/16 198/19 199/18 199/19 200/10 200/21 done [22] 5/15 10/21 39/5 56/23 71/12 94/3 98/6 112/4 120/20 121/4 121/11 127/21 133/2 133/3 139/25 140/14 140/18 148/24 150/24 183/20 183/20 189/14 door [29] 27/25 30/2 30/8 41/17 42/3 42/8 68/16 79/15 79/16 79/16 113/5 113/21 113/22 114/4 115/1 117/1 118/20 119/6 120/17 121/16 123/9 123/21 124/3 124/11 124/14 124/20 184/16 184/16 184/23 door' [1] 114/13 doors [1] 184/22 dopamine [1] 165/23 double [1] 125/11 doubt [4] 97/22 154/21 155/24 157/10 doubtful [1] 129/8 Dovetail [3] 121/17 121/19 122/13 down [28] 4/16 6/25 8/17 8/19 8/25 20/10 20/15 32/25 43/2 43/2 68/8 68/18 71/9 76/21 110/16 118/23 125/11 145/3 149/11 159/4 159/10 169/3 174/12 181/3 182/18 184/25 189/21 191/15 downstream [1] 119/1 downward [1] 152/24 DR [40] 1/3 1/5 1/11 1/14 1/17 3/4 6/19 10/8 22/22 22/25 23/22 25/17 25/24 26/16 29/25 31/16 32/1 42/23 42/24 43/18 57/23 60/11 75/7 79/25 100/23	103/24 134/21 135/19 137/10 139/10 141/14 142/18 153/15 154/17 156/11 160/22 195/2 197/9 202/3 202/5 Dr Church [18] 3/4 10/8 23/22 29/25 32/1 43/18 57/23 60/11 75/7 79/25 100/23 103/24 134/21 135/19 142/18 154/17 160/22 195/2 Dr Church's [1] 6/19 Dr Irani [3] 25/17 25/24 137/10 Dr Irani's [1] 26/16 Dr Lloyd [7] 22/22 22/25 31/16 139/10 141/14 156/11 197/9 Dr Lloyd's [2] 1/14 1/17 DR MONICA [2] 1/5 202/5 Dr Monica Lloyd [1] 1/11 DR RICHARD CHURCH [2] 1/3 202/3 Dr Taylor's [2] 42/23 42/24 dramatic [1] 158/17 dramatise [1] 125/10 draw [8] 3/5 69/25 75/25 88/15 90/18 131/5 134/10 168/16 drawing [2] 109/6 135/20 drawn [12] 36/16 36/23 38/8 38/11 38/19 39/12 41/5 42/11 117/8 171/18 172/8 172/20 dreadful [1] 47/10 drill [1] 51/10 drive [1] 174/20 driven [5] 39/19 58/10 197/14 198/5 200/9 driver [1] 35/21 drivers [1] 139/6 drives [2] 142/19 142/20 driving [4] 138/2 138/8 139/9 174/25 drop [3] 96/17 99/13 191/4 drug [1] 29/21 due [6] 10/11 10/13 11/18 24/3 51/12 105/18 duplicate [1] 90/22 during [2] 52/25 139/23 Dutch [1] 127/7 duties [2] 73/20 183/4
---	---	--	---	---

D duty [11] 12/11 22/11 34/22 34/23 170/14 183/1 183/13 183/16 183/22 184/6 184/9 E e.g [1] 24/11 each [13] 6/10 67/5 77/21 81/23 84/24 84/25 93/17 96/17 134/11 151/6 167/8 167/8 192/14 earlier [26] 5/16 8/18 43/19 54/14 55/6 58/21 59/6 63/19 64/15 73/16 82/18 86/15 88/25 91/24 92/12 92/25 93/1 115/14 116/23 148/2 151/24 169/19 184/1 195/13 197/17 200/15 earliest [1] 9/1 early [15] 23/25 37/18 38/2 38/5 40/15 48/4 55/12 63/24 72/8 86/2 118/23 119/3 119/5 146/9 185/7 EarlyBird [1] 144/2 easier [1] 171/11 easily [2] 153/21 191/4 echo [1] 143/14 echos [2] 55/5 142/18 economic [1] 48/24 edge [2] 76/5 84/2 editorial [1] 171/10 education [57] 67/21 70/8 71/18 71/19 71/25 72/18 73/8 73/13 73/17 73/22 74/2 74/20 74/21 74/25 75/5 75/9 76/3 76/13 78/6 78/8 81/12 86/25 88/17 90/8 95/18 101/20 106/10 106/14 106/18 106/23 106/24 107/3 107/4 107/11 107/12 110/20 110/22 111/1 111/3 111/16 143/1 143/5 149/22 153/2 160/8 161/24 163/21 164/8 176/24 177/1 177/23 178/4 180/5 180/20 183/6 183/12 183/19 education's [1] 187/5 educational [6] 69/13 75/12 110/23 111/8 111/14 138/10 effect [14] 5/24 46/2 47/14 51/23 70/19 103/8 103/22 119/2 119/22 121/23 131/7	159/8 186/12 192/10 effective [10] 94/9 114/19 133/2 135/23 135/25 139/11 139/14 141/11 142/7 143/17 effectively [12] 9/22 36/8 42/18 44/1 47/5 82/22 95/6 115/22 124/23 140/13 166/17 181/10 effectiveness [2] 69/18 135/17 efficacy [1] 116/3 effort [2] 125/13 200/25 efforts [1] 74/12 EHCP [1] 107/6 eight [2] 98/21 142/3 eight years [1] 142/3 eighth [1] 134/18 Eighthly [1] 128/25 either [16] 11/4 12/8 26/7 29/23 41/11 55/20 62/3 65/10 142/13 184/19 185/23 190/21 194/12 199/14 199/20 199/21 element [12] 17/20 20/11 50/23 50/24 87/21 88/2 90/7 96/8 130/24 131/1 134/7 155/8 elements [6] 44/23 44/23 56/25 72/21 155/13 160/2 eligible [1] 16/15 eliminating [1] 200/6 ELIZABETH [3] 1/7 9/8 202/7 else [14] 25/9 32/12 50/15 99/12 101/12 102/22 103/20 105/2 123/20 134/17 137/23 151/12 184/10 199/17 elsewhere [2] 117/13 121/10 elucidate [1] 173/12 email [1] 144/18 embedded [1] 106/10 emergency [1] 61/16 emerging [1] 75/14 eminently [1] 7/22 Emmett [1] 201/11 emotional [6] 26/25 27/12 64/9 64/25 66/5 143/21 emotions [1] 28/9 emphasis [6] 80/25 82/6 86/3 87/11 137/23 173/11 emphasise [5] 28/5 47/9 70/2 157/7 175/12 empowerment [1] 24/7	empowers [1] 25/4 emptive [1] 178/21 enable [9] 25/12 30/20 33/4 33/9 64/11 93/3 146/17 182/16 182/21 enables [3] 5/23 28/10 165/1 enabling [5] 80/18 84/20 104/25 150/15 165/15 enacted [1] 155/10 encapsulate [1] 134/12 encapsulation [1] 48/10 encompass [1] 68/11 encourage [2] 26/18 28/7 encouraged [1] 27/13 encouraging [1] 133/25 end [15] 23/19 53/17 76/9 120/25 125/3 130/19 141/5 147/5 147/23 167/10 175/9 179/21 189/21 190/9 190/11 ended [1] 124/23 ending [2] 126/9 170/12 Endowment [2] 143/12 143/16 ends [1] 188/11 enforce [3] 29/3 151/21 171/7 enforceable [2] 152/5 171/8 enforcement [1] 15/6 engage [16] 27/4 28/11 29/11 30/2 30/18 30/20 30/25 32/18 41/12 57/4 57/7 57/9 89/2 139/8 155/25 162/23 engaged [5] 18/20 29/15 29/17 34/7 65/7 engagement [5] 24/3 57/8 154/3 155/11 155/15 engaging [6] 1/17 27/8 29/25 30/13 31/1 57/5 England [5] 10/3 22/15 33/12 78/5 134/8 enormous [1] 166/18 enough [5] 13/16 30/8 72/16 157/7 170/14 enquiry [3] 39/8 39/9 172/18 ensure [4] 6/22 117/2 128/5 180/22 ensuring [7] 4/22	5/14 73/19 74/6 117/2 126/24 152/8 enter [1] 96/10 entered [1] 49/24 entire [4] 43/22 73/10 177/14 196/7 entirely [2] 45/23 68/2 entity [3] 101/8 101/25 102/10 environment [14] 39/16 107/19 107/21 107/22 130/23 138/10 142/11 142/21 152/17 152/20 152/23 157/21 167/19 168/3 environments [2] 24/11 161/2 envisage [3] 83/7 83/17 186/25 equal [2] 88/4 102/6 equally [6] 46/8 46/14 46/14 103/8 119/7 150/9 equipment [1] 155/25 equivalent [3] 42/23 44/8 178/18 era [1] 9/25 ERG [3] 155/14 155/20 188/23 escalate [4] 92/10 137/19 144/17 148/24 escalated [2] 3/24 58/2 escalating [9] 55/2 58/12 58/23 73/5 118/24 131/10 168/20 170/16 196/10 escalation [12] 60/3 61/25 82/1 127/20 128/19 131/19 131/20 131/21 132/2 132/6 147/13 150/2 escaped [1] 175/4 especially [4] 27/25 28/2 59/12 147/22 essence [1] 60/22 essentially [3] 132/25 192/17 200/3 Essex [1] 93/19 establish [4] 2/21 2/25 4/13 75/15 established [2] 11/8 64/8 et [2] 34/4 143/8 et cetera [2] 34/4 143/8 Evans [1] 94/2 even [27] 10/25 15/8 19/4 19/25 21/9 21/23 33/9 34/23 41/5 44/9 45/3 45/16 68/21 81/25 94/12 105/15 121/7 122/19 127/10 136/21 138/13 161/16	161/25 163/14 165/10 171/5 177/15 event [3] 7/1 7/17 8/24 events [8] 6/24 11/17 11/25 59/4 60/10 127/1 135/12 135/13 eventually [1] 8/16 ever [3] 27/7 99/6 99/18 every [14] 6/5 7/8 20/11 49/5 78/9 83/3 84/25 99/18 103/18 117/24 118/7 159/17 176/4 186/10 everybody [16] 20/21 32/20 33/2 66/9 67/11 85/24 90/5 91/24 104/23 105/7 105/8 150/25 151/12 191/2 192/3 193/2 everyone [14] 27/2 34/22 42/4 45/13 99/11 99/12 103/15 148/5 175/19 176/12 176/14 176/16 191/11 192/1 everything [12] 9/7 31/12 43/6 97/18 99/1 103/14 141/24 145/22 184/3 184/9 191/12 196/11 everywhere [1] 53/9 evidence [26] 2/6 4/7 8/5 8/16 26/4 35/5 35/24 38/5 45/23 54/16 70/25 79/9 87/8 96/13 125/25 127/5 131/5 140/25 142/10 143/16 153/25 168/19 175/18 179/13 180/23 201/7 evident [2] 70/9 73/1 evidential [1] 63/6 evoke [1] 27/12 ex [3] 106/19 157/18 171/5 ex-boss [1] 157/18 exactly [11] 8/7 36/2 46/4 47/22 49/11 95/13 121/12 142/18 148/4 174/17 185/18 examination [1] 31/19 example [28] 7/21 10/25 11/9 11/13 15/19 19/3 24/13 26/20 28/16 36/20 38/17 44/24 65/23 80/15 91/14 95/24 97/7 102/3 102/5 120/7 130/11 130/12 131/8 137/17 138/4 148/1 155/3 169/1 examples [1] 50/5 excellent [1] 59/10
--	---	---	--	--

E exclude [1] 83/20 excluded [1] 106/25 exclusion [2] 73/14 142/14 excuse [1] 96/16 executive [3] 40/9 143/18 147/14 exemplify [2] 135/16 192/15 exercise [1] 25/18 exist [2] 82/13 116/22 existed [1] 9/7 existing [3] 82/14 102/20 185/24 exists [2] 39/13 95/20 expand [3] 19/24 124/21 135/24 expanded [1] 123/9 expect [7] 20/19 23/12 31/13 86/17 92/4 92/6 160/15 expectation [8] 30/4 30/11 72/22 108/7 131/6 150/14 177/18 189/3 expectations [2] 162/2 199/25 expected [4] 40/3 40/10 41/1 107/23 experience [18] 11/7 27/2 72/20 75/11 77/10 80/23 100/24 101/5 101/12 104/5 108/3 110/18 123/12 157/11 166/14 174/5 187/16 192/12 experienced [5] 28/1 72/17 135/8 139/23 196/22 experiences [5] 27/1 62/22 110/19 139/1 192/11 experiment [1] 198/1 experimental [1] 198/2 expert [10] 1/8 2/20 9/23 9/24 9/24 156/13 170/3 182/13 201/7 202/8 expertise [11] 1/14 1/17 32/14 40/7 81/13 108/3 108/23 110/11 123/8 161/12 170/1 experts [2] 80/2 107/24 explain [1] 196/20 explained [1] 153/11 explicit [2] 177/2 197/15 exploitation [13] 15/4 20/25 29/19 29/20 67/7 67/9 80/16	112/12 112/15 164/13 186/11 186/12 186/14 exploited [1] 83/14 exploiting [1] 162/20 exploration [2] 50/13 169/13 explore [8] 4/18 24/6 44/15 49/18 90/25 91/7 161/11 169/9 explored [1] 192/20 exploring [1] 10/15 explosive [1] 70/9 expose [1] 33/25 exposed [2] 39/22 157/9 exposing [1] 154/15 exposure [1] 157/12 express [1] 52/13 expressed [2] 108/21 155/18 expressing [1] 154/23 expression [1] 185/13 extend [4] 22/15 81/4 91/1 149/3 extent [4] 22/18 65/20 137/6 141/4 external [1] 164/12 extra [1] 136/16 extraordinarily [1] 201/1 extraordinary [1] 47/15 extreme [12] 8/15 153/20 153/20 153/21 154/1 154/3 154/4 154/20 156/3 170/23 171/1 198/3 extremely [5] 25/13 44/19 134/14 139/3 199/10 extremism [2] 44/24 155/17 extremist [10] 34/4 40/5 153/8 156/22 194/22 197/21 198/25 199/2 199/6 199/9 eye [2] 58/23 120/22 eyes [3] 26/5 28/21 173/24	160/3 160/4 173/15 176/11 176/23 194/20 factor [3] 17/1 26/25 129/17 factors [5] 30/16 134/9 158/5 165/22 183/5 facts [1] 36/21 fail [1] 130/18 failed [1] 194/16 failing [1] 115/13 fails [2] 130/7 191/15 failure [6] 3/21 10/6 10/6 60/2 130/3 130/4 failures [1] 4/11 fair [5] 90/5 111/18 126/5 168/13 170/4 fall [5] 66/6 66/7 84/2 98/7 130/1 fallen [1] 1/11 falling [3] 8/3 91/15 98/4 falls [3] 7/24 97/16 133/9 false [3] 75/22 75/25 76/20 familial [1] 69/7 familiar [4] 10/14 66/14 75/21 76/22 families [18] 21/4 28/4 29/5 29/11 29/13 29/14 29/15 48/15 73/5 75/16 78/5 141/2 144/2 144/14 144/16 145/5 162/4 179/11 family [24] 25/11 31/10 58/3 118/21 118/22 132/15 136/6 144/20 144/20 145/5 145/7 145/8 145/13 145/18 145/19 146/1 146/8 146/10 146/12 146/14 146/17 146/20 146/21 149/25 family's [1] 2/4 fan [1] 63/4 fantasy [1] 158/1 far [7] 72/16 89/4 114/21 139/15 149/3 161/20 195/9 fascinated [1] 34/1 fascination [6] 38/16 42/10 47/1 49/6 65/15 197/13 fast [1] 190/17 fast-tracking [1] 190/17 fatality [2] 5/10 47/10 favour [2] 25/18 26/7 fear [9] 9/11 9/14 9/14 13/16 58/11 58/12 103/23 104/5 150/3 feared [1] 170/7 feature [1] 66/18 featured [2] 4/9	134/24 features [1] 43/9 fed [1] 122/4 feed [1] 185/8 feeding [1] 198/9 feel [21] 17/23 20/10 20/12 20/13 26/10 52/4 67/2 101/8 102/24 103/13 104/25 105/1 105/3 109/25 132/20 152/9 154/5 158/11 163/8 175/5 195/15 feeling [1] 17/24 feels [2] 11/1 20/11 fell [1] 153/3 felt [2] 75/4 136/13 female [1] 183/4 few [2] 137/7 198/13 fidelity [1] 137/1 field [2] 121/5 139/7 Fifthly [2] 127/15 172/19 figures [1] 116/4 fill [1] 56/1 filter [1] 189/21 filtering [3] 162/2 163/15 163/19 final [4] 4/1 48/3 114/20 152/16 finally [2] 52/23 123/24 find [6] 6/21 34/24 53/6 77/17 191/21 197/19 finding [3] 34/15 34/21 77/13 findings [1] 5/1 fine [4] 1/19 41/24 100/18 167/12 finish [1] 74/1 finished [1] 167/5 fire [3] 51/10 51/18 105/18 firearms [1] 81/13 first [40] 1/23 2/2 15/24 22/17 39/4 42/20 47/18 55/7 60/25 62/16 69/19 78/21 79/24 80/10 98/21 104/17 113/25 114/13 115/5 117/16 118/21 118/22 121/8 124/5 125/9 126/6 132/25 134/23 141/14 152/19 152/22 155/4 159/22 167/19 167/22 169/20 172/1 181/11 183/3 187/13 first-person [1] 155/4 firstly [1] 170/20 fit [6] 21/3 34/7 41/7 116/17 127/7 127/11 fits [2] 66/3 105/6 five [5] 5/13 49/8	49/13 170/19 180/11 five years [1] 5/13 fixated [9] 34/10 99/20 139/12 195/16 195/18 196/1 196/13 198/15 198/18 fixation [9] 35/1 35/20 35/22 45/13 109/9 141/19 142/10 195/22 198/17 fixations [3] 36/13 83/18 84/9 fixed [2] 37/19 97/11 flag [2] 7/16 173/9 flagged [1] 187/10 flexibility [9] 64/11 87/11 90/20 91/8 91/13 92/24 93/6 93/14 97/3 flexible [1] 69/5 flown [1] 72/6 fluid [2] 44/19 45/2 focus [5] 68/3 79/14 113/6 126/21 175/4 focused [3] 11/22 68/6 139/22 focuses [3] 79/1 84/13 143/20 focusing [4] 42/6 95/10 134/3 192/24 follow [3] 13/21 21/14 37/22 followed [2] 66/16 141/21 following [1] 4/21 follows [1] 185/11 force [1] 94/7 forcefully [1] 175/6 forces [1] 10/3 fore [2] 86/8 87/6 forefront [1] 133/20 forensic [13] 27/9 31/24 32/4 32/14 32/24 33/8 88/25 108/16 108/17 110/11 140/16 140/19 193/25 forensically [1] 32/3 forget [1] 133/18 Forgetting [1] 62/11 forgive [11] 13/11 40/14 42/6 49/16 75/22 76/20 80/12 99/8 130/9 164/4 173/7 forgotten [2] 42/21 170/8 form [10] 6/22 55/24 55/25 58/8 62/4 120/12 157/20 173/19 180/18 182/20 formal [2] 16/7 195/23 format [1] 93/3 formats [1] 78/8 formed [3] 37/16 37/16 152/23
---	---	--	--	---

F	fumbled [1] 193/22 function [7] 85/13 101/6 101/6 114/5 123/9 160/9 160/15 functional [1] 142/17 functioning [6] 20/20 21/2 69/22 70/15 71/2 143/19 fundamental [8] 20/1 45/19 47/13 110/23 160/10 166/15 173/3 194/2 funded [1] 95/12 funding [2] 78/1 131/10 funnelling [1] 119/6 further [17] 50/13 60/16 68/18 69/23 74/14 75/5 76/21 81/18 167/7 167/11 168/22 172/21 177/22 177/22 181/3 189/14 196/15 future [3] 38/24 119/4 181/20	genital [1] 183/4 genre [1] 155/5 gentle [1] 133/13 gentlemen [1] 51/11 genuine [1] 9/11 geographical [3] 93/20 94/7 95/13 geography [1] 93/25 get [45] 6/24 8/6 13/16 19/14 26/5 30/9 30/9 31/10 53/7 57/6 62/2 62/3 62/6 62/10 62/18 63/10 67/8 86/11 97/1 99/15 104/9 106/23 107/1 107/6 111/7 118/13 125/2 126/18 130/16 130/19 140/9 144/18 144/21 150/6 150/20 156/13 156/14 159/3 162/18 165/10 181/9 192/6 199/17 199/18 200/4 gets [6] 95/1 95/7 164/15 165/6 182/15 198/4 getting [10] 9/11 19/4 30/1 56/11 107/10 108/12 156/18 162/22 182/13 185/1 GIANFRANCESCO [31] 1/6 5/12 20/3 20/8 21/15 29/8 33/17 44/3 49/16 51/17 54/4 58/22 63/12 82/24 89/18 91/5 97/19 98/3 102/23 106/4 118/3 123/22 127/4 131/8 146/24 149/1 163/24 186/3 191/1 198/11 202/6 give [15] 8/16 10/17 10/18 12/12 39/17 43/15 47/16 49/9 63/8 118/5 163/23 172/3 173/11 175/9 193/21 given [7] 81/24 90/8 93/6 127/19 143/24 170/23 179/13 gives [3] 43/23 140/8 168/11 giving [8] 47/22 48/7 99/10 150/12 157/14 168/10 173/8 185/8 gleaned [1] 27/22 gleaning [1] 193/22 glib [1] 174/8 global [1] 174/11 glorification [1] 159/13 glued [1] 159/6 go [61] 6/8 7/17 17/6 18/18 20/10 20/15 27/17 27/21 29/11 34/13 36/4 41/21 42/2	46/19 57/5 59/24 61/19 68/1 75/5 75/7 75/23 79/18 80/25 82/19 83/22 90/23 92/10 92/24 98/22 104/6 105/5 109/14 109/15 111/21 113/18 117/13 121/24 122/7 126/3 126/10 149/11 150/20 158/21 160/20 164/9 177/7 177/25 179/19 180/22 181/7 182/7 182/7 182/18 184/25 185/3 186/16 190/16 196/19 197/4 198/2 198/22 goes [17] 4/25 55/24 110/16 114/6 117/17 119/8 121/9 121/9 122/16 132/6 145/3 151/3 181/9 185/16 185/21 185/23 186/2 going [112] 8/10 8/22 13/10 14/9 14/18 14/19 14/19 14/20 15/7 15/14 16/18 20/14 23/10 30/18 31/4 31/15 33/5 39/19 43/1 43/15 45/8 46/7 46/17 46/18 46/18 52/7 52/20 57/6 59/24 61/15 61/21 61/22 61/24 61/25 62/6 62/16 67/3 74/16 76/3 77/24 82/21 83/14 84/1 84/15 84/18 84/19 84/19 86/16 86/22 87/16 87/16 89/21 90/1 92/5 93/18 93/24 96/10 96/15 97/9 99/6 104/6 104/9 104/9 104/21 105/9 107/19 107/24 108/15 108/16 111/18 111/21 112/1 117/4 118/25 119/3 120/1 120/2 122/15 122/23 124/7 125/22 126/10 132/11 133/1 134/18 142/22 144/18 144/21 145/9 146/5 146/12 146/15 146/17 149/1 149/22 155/19 156/16 157/3 157/25 163/10 166/4 168/12 178/1 185/2 190/16 194/24 194/25 199/8 199/8 199/17 199/18 199/23 gold [1] 89/21 gone [4] 72/16 159/10 196/14 196/15 good [30] 1/21 7/21 15/15 19/19 33/2 33/5 43/22 53/16 61/5 82/15 95/24 97/15 109/7 109/21 118/3	118/17 124/15 126/11 127/7 131/7 131/14 149/14 149/14 149/16 157/5 169/21 173/20 173/22 180/24 197/12 got [16] 7/2 12/20 14/1 17/14 33/2 33/5 61/13 62/1 72/5 99/14 103/1 110/5 110/6 144/19 186/7 196/22 governance [5] 10/6 112/25 132/9 175/17 176/6 government [7] 45/17 48/23 170/21 171/17 173/21 177/19 178/24 government's [1] 45/16 governments [1] 48/23 granted [1] 179/2 granular [1] 134/11 grateful [2] 201/2 201/8 grave [1] 135/12 great [4] 42/2 45/8 98/16 199/13 greater [5] 4/18 72/7 72/10 72/11 193/14 greatest [1] 98/17 grief [1] 48/16 grip [1] 97/24 ground [3] 69/15 175/10 179/2 grounds [1] 24/17 group [18] 10/19 41/13 59/12 76/7 84/16 100/20 100/22 101/17 106/1 108/4 140/8 145/18 145/19 146/1 146/8 146/21 151/22 162/25 groups [5] 44/18 110/14 155/15 155/19 172/4 grow [3] 82/22 84/16 160/9 grown [1] 165/13 grows [1] 151/3 guarantee [1] 43/8 guardian [1] 62/23 guess [12] 14/1 52/7 83/6 83/23 92/24 102/15 104/5 145/23 186/8 198/14 198/25 199/13 guidance [42] 7/7 7/8 12/17 13/1 13/11 13/15 13/19 13/20 13/21 13/24 15/9 15/15 26/9 35/24 72/15 77/18 94/17 94/25 112/13 112/14 132/25 135/11 135/22 136/5 139/14 162/12
----------	--	---	--	---

G guidance... [16] 162/22 165/19 165/20 177/8 177/14 177/22 177/24 178/10 180/13 181/14 182/2 183/12 187/6 187/11 187/12 192/7 guide [1] 180/2 guidelines [1] 142/25 guiding [1] 140/6 H had [56] 3/12 7/9 9/17 11/11 18/4 22/23 23/1 34/4 35/5 43/5 45/22 45/24 46/1 46/16 51/17 55/2 62/7 62/8 63/18 74/2 83/5 88/23 89/3 89/4 90/3 90/5 92/17 97/18 97/21 104/18 115/14 122/1 122/2 122/5 122/11 123/25 128/16 133/4 135/8 137/9 141/2 144/2 144/10 144/10 151/21 152/10 165/7 167/24 175/5 175/14 193/16 193/20 194/5 196/12 198/15 201/3 hadn't [2] 108/14 144/11 half [3] 64/5 77/21 90/18 Hall [1] 47/16 Hall's [2] 178/17 197/4 hallway [1] 30/7 hand [9] 32/11 44/6 86/16 86/16 91/9 91/13 126/9 182/25 182/25 hand-off [1] 126/9 handcuff [1] 62/17 handover [1] 4/9 hands [1] 170/2 happen [23] 3/1 8/20 23/1 53/8 53/9 70/19 103/17 112/1 114/8 121/8 128/16 142/7 148/14 150/25 151/1 151/11 158/22 166/9 166/11 181/20 181/21 188/16 192/8 happened [8] 7/16 36/9 53/6 56/7 92/20 93/16 131/25 192/5 happening [14] 14/6 14/21 49/11 53/11 53/21 77/23 98/12 123/3 132/5 133/9 141/20 182/22 191/13 192/11 happens [12] 43/12	43/13 70/7 123/1 150/3 150/8 179/14 184/14 186/19 188/2 188/18 190/4 happy [4] 1/14 141/15 158/8 180/5 hard [5] 18/19 65/6 156/7 159/3 176/7 harder [1] 178/2 hardware [1] 161/17 harm [40] 12/9 14/4 14/5 14/10 16/12 16/24 17/21 24/9 59/1 63/25 64/7 64/15 64/20 64/22 65/3 65/14 65/22 66/5 66/15 67/24 68/11 78/25 79/4 79/6 80/7 80/17 81/6 83/9 83/9 83/11 83/13 91/2 153/9 155/7 164/15 185/10 186/13 186/15 190/13 190/15 harmful [5] 101/14 153/7 171/9 172/1 172/24 harming [2] 15/7 65/21 harms [3] 164/11 164/12 170/6 has [121] 1/11 8/13 10/2 12/10 18/3 20/7 20/22 22/5 22/14 23/6 23/8 23/15 26/18 28/2 28/17 35/20 39/22 40/3 42/17 42/19 45/21 45/24 53/3 53/17 55/5 59/13 60/12 61/3 61/10 61/23 62/1 63/7 67/2 67/9 72/6 75/11 81/19 83/1 83/11 84/12 85/20 85/23 86/6 87/9 88/10 88/10 90/2 90/4 90/5 93/15 95/4 96/17 99/5 103/18 103/24 104/19 104/21 111/15 113/8 115/7 116/3 117/24 118/8 118/11 118/18 121/1 128/6 131/23 131/24 132/3 134/14 135/2 142/18 143/1 143/13 143/13 145/19 146/7 146/25 148/3 148/11 149/13 157/16 158/8 158/10 158/22 159/10 161/24 163/8 164/7 164/8 164/14 169/2 169/2 169/21 169/22 169/22 169/23 170/22 171/7 175/21 176/9 176/12 179/9 181/13 182/11 182/13 184/12 187/6 187/22 187/23 188/7 189/20 190/2 190/20	191/2 192/23 193/10 195/18 196/14 200/8 hasn't [5] 27/15 72/16 164/9 192/5 192/20 have [489] haven't [14] 33/3 89/3 101/10 110/5 110/6 116/10 160/4 165/13 171/2 175/11 175/17 193/20 194/13 194/14 having [37] 5/18 11/7 19/5 19/20 33/8 41/25 45/5 45/12 46/11 46/12 67/11 72/23 72/25 78/13 82/2 88/25 89/9 89/22 96/25 105/17 106/8 111/6 121/13 123/12 128/17 129/22 129/23 134/4 148/14 152/4 152/7 160/14 161/4 163/3 164/2 175/18 180/16 haystack [4] 125/14 125/15 185/1 185/1 he [6] 26/1 26/2 56/16 98/18 107/17 163/13 he'd [1] 157/18 head [1] 157/18 heading [1] 148/23 headline [1] 153/16 headlines [1] 11/25 heads [1] 67/8 health [50] 2/11 24/13 24/14 24/18 24/21 24/24 25/2 25/3 25/4 25/7 25/23 28/15 28/18 31/6 31/9 31/17 31/21 33/6 33/12 34/3 40/7 43/12 44/10 51/2 67/11 67/21 70/21 73/8 73/13 73/18 73/22 76/13 77/5 78/6 78/8 81/12 86/3 95/18 97/6 99/21 99/22 102/5 106/10 137/14 140/4 141/6 145/1 160/3 177/21 179/25 healthy [1] 175/2 hear [1] 61/9 heard [9] 47/15 72/9 74/10 116/14 140/25 187/2 190/3 195/13 195/15 hearing [1] 92/1 heavy [1] 20/7 held [8] 3/22 78/23 83/19 83/21 84/3 100/14 102/18 130/8 Hello [1] 22/20 help [28] 15/11 29/7 29/24 43/21 58/4 62/4 62/12 68/16 89/1	106/22 113/1 118/23 119/3 119/5 127/9 141/8 141/21 144/20 146/10 161/18 161/20 163/3 164/6 182/17 185/7 186/1 196/4 199/9 helpful [12] 11/4 15/17 31/23 46/19 101/13 110/7 133/22 134/14 156/12 159/25 182/24 197/9 helpfully [1] 179/3 helping [6] 117/2 140/12 144/14 145/13 198/19 198/23 helpline [1] 9/22 helps [1] 121/20 hence [1] 18/23 her [1] 26/4 here [40] 18/12 31/22 31/25 33/5 34/15 39/2 42/17 46/25 56/17 74/2 76/10 76/15 87/20 87/22 91/9 92/13 92/19 96/3 104/9 108/13 110/6 113/6 114/7 118/5 121/24 151/6 154/8 157/13 157/17 158/5 158/10 166/25 173/15 173/19 175/2 176/21 176/23 182/22 192/20 197/12 hidden [1] 39/11 hide [3] 31/3 108/10 148/8 hierarchy [1] 160/8 high [48] 6/23 16/3 16/23 17/5 17/21 18/14 18/21 18/21 19/6 29/18 29/18 46/3 60/18 60/18 83/8 84/8 84/13 93/11 93/13 94/11 94/11 94/13 94/13 95/1 95/20 95/20 102/21 104/2 104/12 108/1 111/23 124/1 124/5 129/2 129/22 129/23 132/19 139/14 140/7 143/13 146/4 147/20 150/6 150/20 150/21 168/13 169/25 190/13 high-level [2] 6/23 139/14 high-risk [12] 17/5 83/8 84/8 84/13 102/21 104/12 108/1 111/23 124/5 147/20 150/20 169/25 higher [4] 64/4 117/6 117/7 190/15 highest [3] 106/12 147/11 150/17 highest-risk [2]	106/12 147/11 highlight [4] 50/5 63/23 73/4 96/8 highlighted [2] 71/3 71/4 highlighting [1] 181/11 highly [1] 170/21 him [1] 26/1 hindsight [6] 18/2 18/16 52/25 53/19 63/22 73/15 hinting [1] 75/4 his [4] 55/7 68/22 115/19 116/2 historic [1] 16/6 historical [3] 3/12 59/7 155/2 historically [2] 67/3 98/8 history [5] 11/16 27/5 60/25 159/10 159/12 hit [4] 7/23 93/5 116/14 143/23 hobby [1] 195/21 hold [10] 6/9 51/6 86/11 104/3 104/24 105/9 105/13 156/3 192/14 193/7 holding [1] 103/13 holds [3] 102/8 105/10 105/10 home [15] 6/25 27/18 30/6 35/8 81/7 88/11 95/13 101/22 102/1 122/10 134/15 161/19 163/16 164/11 164/12 homes [1] 26/21 homicide [1] 8/13 hone [1] 187/21 hook [1] 166/6 hooked [1] 166/20 hope [7] 25/16 72/2 83/17 142/17 142/18 183/21 187/18 hopefully [1] 176/14 horrible [1] 194/25 horror [2] 48/19 48/22 hospital [4] 24/12 51/2 131/23 145/9 host [1] 100/25 hosting [3] 101/5 101/23 103/22 hour [2] 40/17 77/21 hour's [1] 160/14 house [3] 27/19 27/21 28/1 housing [1] 44/11 Hove [5] 83/4 83/7 83/19 89/6 149/2 Hove's [1] 80/14 how [85] 2/22 4/18 5/8 8/1 8/7 8/21 8/24 9/13 15/15 17/15 18/9 18/14 18/24 30/2
--	---	--	---	---

H	I brought [1] 115/11 I call [1] 62/15 I can [12] 31/22 61/8 73/16 75/19 98/11 144/18 148/9 158/21 163/8 179/17 180/25 181/24 I can't [9] 19/3 28/24 35/14 55/24 157/13 183/10 183/14 188/22 199/19 I certainly [3] 37/25 139/17 141/16 I chaired [1] 18/13 I come [1] 66/20 I commissioned [1] 89/7 I completely [1] 102/25 I concur [1] 80/6 I could [5] 98/22 129/18 135/24 156/24 156/24 I couldn't [1] 53/6 I defer [1] 187/19 I definitely [1] 62/7 I described [1] 82/12 I developed [1] 66/22 I did [6] 5/15 73/15 89/6 101/21 175/8 197/17 I didn't [3] 59/8 75/9 94/6 I directed [1] 151/16 I do [8] 26/16 73/9 133/7 152/8 157/3 173/14 188/17 195/15 I don't [56] 14/12 17/11 19/1 20/5 29/3 34/13 36/4 37/3 38/20 39/3 40/14 41/25 45/23 47/8 51/6 51/7 51/7 51/23 62/5 62/10 65/12 78/9 93/1 96/1 105/5 105/5 112/20 116/12 120/24 120/24 123/14 123/14 123/19 124/16 125/10 125/24 129/9 141/14 152/11 158/10 160/20 162/17 162/18 163/8 164/4 164/14 164/15 166/12 175/14 181/16 188/16 198/19 199/18 199/19 200/10 200/21 I doubt [1] 155/24 I envisage [1] 83/7 I feel [2] 102/24 175/5 I flagged [1] 187/10 I follow [1] 21/14 I fully [1] 155/2 I get [1] 130/16 I go [4] 92/24 164/9 179/19 198/22 I got [2] 61/13 186/7	I guess [12] 14/1 52/7 83/6 83/23 92/24 102/15 104/5 145/23 186/8 198/14 198/25 199/13 I had [3] 7/9 196/12 201/3 I hadn't [1] 108/14 I have [47] 7/3 7/10 9/4 12/20 18/12 27/13 27/19 31/8 35/14 37/4 41/17 45/14 47/9 48/14 51/23 52/25 53/22 62/19 63/1 66/1 66/21 71/11 72/5 75/25 94/3 99/18 116/3 116/6 125/11 125/25 138/4 144/15 158/6 159/22 160/13 165/7 167/4 174/17 178/16 179/1 190/10 190/13 192/12 193/16 194/5 194/15 196/20 I haven't [3] 101/10 171/2 175/11 I heard [1] 116/14 I hone [1] 187/21 I hope [2] 25/16 142/18 I imagine [2] 8/8 119/16 I inevitably [1] 179/19 I infer [1] 172/22 I introduced [1] 105/23 I just [17] 3/5 14/25 31/5 32/16 44/13 64/12 75/8 89/23 96/8 106/13 115/5 126/3 131/19 134/21 160/16 178/19 192/5 I keep [2] 68/14 83/23 I know [12] 7/13 77/25 98/17 108/15 129/2 139/10 147/16 152/11 160/11 166/4 174/7 199/9 I like [1] 198/22 I liked [1] 115/18 I looked [6] 17/24 53/4 53/5 66/24 116/15 125/1 I make [1] 105/15 I may [10] 31/5 33/18 53/19 74/15 86/23 131/3 152/18 170/18 186/23 187/5 I mean [13] 52/2 66/20 70/18 85/9 89/6 93/13 120/11 122/10 132/24 164/5 164/18 183/17 197/16 I mentioned [2] 43/11 71/5	I need [4] 5/25 7/5 116/9 182/22 I never [1] 78/7 I note [3] 58/2 135/7 136/12 I only [1] 201/2 I pick [1] 1/21 I picked [1] 197/24 I promise [1] 97/1 I propose [1] 1/16 I put [1] 137/22 I ran [1] 94/4 I read [3] 3/9 166/12 197/24 I really [1] 193/21 I recognise [2] 73/3 163/7 I recorded [1] 5/24 I referenced [2] 12/16 143/12 I referred [1] 59/6 I represent [1] 179/8 I right [1] 179/22 I risk [1] 141/4 I said [8] 5/15 6/18 17/13 49/16 91/24 92/25 196/6 196/18 I say [3] 123/22 144/16 201/6 I seek [2] 120/14 137/11 I sense [1] 108/21 I simply [1] 179/12 I spent [1] 5/13 I stick [1] 54/3 I still [1] 34/19 I suggest [1] 167/3 I suggested [2] 37/25 101/21 I summarise [1] 25/16 I suppose [1] 129/23 I suspect [1] 118/3 I take [2] 132/20 191/1 I talk [2] 18/4 92/24 I talked [1] 129/21 I thing [1] 7/25 I think [194] 5/17 6/15 7/7 7/13 7/22 10/14 12/4 12/15 13/9 13/18 15/9 15/16 16/13 16/22 17/1 17/10 18/1 18/8 19/2 19/19 19/19 20/9 20/13 20/16 21/5 25/6 26/15 29/14 31/24 32/3 32/5 32/10 32/12 32/14 34/19 35/2 35/16 35/18 37/24 38/2 38/20 39/2 39/22 42/14 43/3 45/10 45/18 45/19 45/20 46/1 46/20 48/17 50/19 50/25 52/8 52/10 52/23 53/19	55/16 55/18 62/14 63/1 64/23 65/8 65/24 66/1 66/10 66/20 67/10 68/8 68/18 69/14 70/6 71/8 72/25 73/16 74/1 75/10 76/1 76/6 76/8 77/6 79/7 82/13 82/13 82/14 84/7 84/12 84/23 86/18 89/11 89/21 90/4 91/4 92/20 96/14 98/17 99/4 101/7 103/6 103/24 104/24 109/16 109/19 110/16 111/4 114/23 115/18 115/19 116/2 117/24 121/15 122/12 124/12 125/1 130/3 131/20 132/6 132/16 139/20 140/14 141/12 142/9 143/12 144/1 144/25 146/13 146/20 148/2 151/16 151/24 154/7 155/12 155/14 155/22 156/3 159/25 162/16 163/18 164/25 167/20 168/7 168/17 169/7 169/14 169/20 169/23 170/7 170/19 171/11 172/22 173/20 174/14 175/2 176/3 176/13 177/17 179/3 180/16 180/23 181/4 181/22 181/25 182/5 182/5 182/19 183/5 183/7 183/13 183/25 184/4 184/21 184/23 185/13 187/2 187/11 187/13 187/13 188/14 189/11 189/15 190/9 191/21 194/5 195/3 195/12 195/18 195/19 195/25 196/14 197/20 198/12 199/12 199/21 I thought [3] 45/7 131/9 197/25 I turn [5] 33/16 69/12 125/19 175/7 175/13 I understand [11] 31/7 42/9 45/7 115/12 119/7 124/20 143/10 178/7 196/14 196/15 199/11 I understood [5] 80/21 96/13 126/12 180/3 184/15 I used [1] 154/22 I want [13] 15/18 23/23 51/8 78/16 79/13 79/14 79/17 79/19 105/25 107/13 113/3 160/18 161/25 I wanted [8] 4/1 91/7 122/22 160/3 166/13 173/10 176/20 177/7 I was [29] 9/16 11/10
----------	---	---	--	--

I	178/20 179/9 180/5 182/11 182/12 193/22 196/6 196/19 197/5 198/8 198/12 199/9 199/13 201/1 201/8 I've [4] 41/16 42/21 131/8 200/11 ICB [1] 145/3 ICD [1] 159/24 ICD-11 [1] 159/24 idea [12] 67/3 67/4 97/15 109/7 114/12 164/15 192/24 194/18 198/22 200/13 200/17 200/17 ideal [3] 20/4 41/15 107/17 Ideally [1] 108/5 ideation [1] 158/16 identifiable [1] 200/18 identification [4] 36/7 120/3 171/24 180/3 identified [13] 4/6 24/16 58/1 71/19 78/22 101/3 125/7 160/22 167/24 168/4 179/22 181/6 184/12 identifies [1] 194/20 identify [4] 111/4 137/25 180/17 182/14 identifying [4] 2/11 180/12 181/11 198/16 ideological [14] 34/10 35/1 35/21 36/20 36/24 44/20 46/16 84/17 117/7 197/11 197/16 197/20 197/21 198/23 ideological-based [1] 36/24 ideologically [2] 39/19 200/9 ideologies [1] 156/21 ideology [38] 34/2 34/16 35/10 36/13 36/15 37/6 37/19 38/6 38/13 38/15 40/4 41/6 43/2 44/20 44/21 44/25 47/3 49/10 52/14 52/18 52/20 52/22 81/18 81/20 81/24 84/9 114/2 121/6 157/2 185/24 195/12 195/14 197/14 197/18 198/1 198/5 200/9 200/18 ie [2] 36/23 98/24 if [241] ignorance [1] 162/20 ignorant [1] 163/14 ignored [1] 59/2 ignoring [1] 58/25 ill [1] 41/11 illicit [1] 27/12	illness [1] 130/1 illustrated [1] 167/21 ILT000344 [47] 2/1 2/12 3/4 3/14 4/3 10/9 15/24 21/16 23/25 33/24 39/25 46/22 47/21 49/20 54/8 57/24 59/21 59/25 60/11 63/14 64/5 67/17 69/16 71/15 74/15 75/21 76/24 78/20 80/1 80/12 81/2 81/8 81/16 90/17 106/2 114/10 134/20 135/14 147/3 153/5 153/16 153/23 157/5 160/25 167/23 168/17 170/10 imagine [4] 8/8 49/6 119/16 147/19 immediate [6] 70/21 70/24 113/23 143/3 148/12 189/25 immediately [5] 11/20 11/25 138/22 174/11 195/19 immense [1] 73/5 immersion [1] 156/6 imminence [1] 23/9 imminent [2] 23/11 70/24 impact [6] 63/25 77/23 92/16 134/1 143/14 160/1 impasse [1] 98/10 importance [7] 50/5 60/9 63/24 70/2 132/21 137/12 172/18 important [42] 3/5 6/19 6/21 7/5 7/13 8/21 8/24 12/24 13/10 13/11 13/19 21/10 28/6 38/23 42/25 43/10 45/18 46/11 49/18 52/9 54/18 60/21 64/3 68/24 76/1 89/11 103/19 110/13 111/4 113/6 129/11 131/10 133/16 140/15 146/13 154/8 157/7 175/16 176/7 191/9 196/16 200/13 importantly [1] 128/17 impossible [5] 48/20 123/10 152/13 197/2 197/3 improve [1] 67/22 improvement [2] 5/12 68/25 improvements [1] 140/25 improves [1] 140/4 inappropriate [2] 63/8 101/14 incident [4] 2/16 4/10	6/7 6/9 incidents [7] 5/21 6/19 11/19 11/23 59/11 60/2 142/14 inclination [1] 73/21 include [13] 13/14 68/3 81/5 91/2 102/1 106/15 112/19 128/21 129/21 129/24 147/25 169/13 190/3 included [5] 74/22 106/21 153/6 154/5 172/22 includes [1] 159/12 including [7] 4/10 4/20 13/8 58/3 63/17 113/18 128/1 inclusion [1] 111/2 incomplete [1] 11/6 inconsistent [1] 4/11 incorrect [1] 72/6 increase [8] 97/25 113/1 116/6 116/20 119/19 120/1 142/15 172/23 increased [5] 142/13 142/14 152/7 153/1 177/2 increasing [3] 144/4 161/24 177/18 increasingly [2] 58/17 77/15 incredible [3] 48/15 144/1 193/16 incredibly [13] 15/17 42/24 44/22 45/21 49/13 129/11 157/21 171/2 171/9 176/6 192/18 200/24 201/8 incumbent [1] 177/12 indeed [5] 22/13 88/22 107/23 137/18 184/11 independent [3] 100/3 100/14 136/21 index [3] 18/20 49/23 54/12 indicate [3] 3/7 16/24 106/3 indicated [2] 167/9 173/3 indicates [3] 4/14 16/11 153/25 indicating [3] 16/13 168/8 194/22 indication [1] 169/3 indicators [1] 168/8 individual [48] 4/14 10/5 16/19 16/19 26/15 34/13 36/22 38/4 42/19 43/18 58/15 60/6 68/9 68/9 74/12 87/12 97/13 106/16 110/17 111/17 113/11 113/12 114/15	128/25 129/24 130/2 130/3 133/3 136/7 138/6 143/1 148/5 149/1 149/23 159/10 161/3 168/13 170/13 175/22 175/22 181/11 184/13 186/9 189/10 191/11 194/15 194/17 195/16 individual's [3] 24/23 130/4 160/2 individualised [1] 142/23 individually [5] 148/21 151/7 176/1 176/18 194/12 individuals [21] 11/9 11/12 22/8 26/20 34/1 34/9 47/23 98/3 130/7 130/17 135/17 153/21 154/5 154/24 155/24 156/3 159/8 169/25 175/24 185/10 196/13 inevitably [1] 179/19 infamy [1] 47/23 infer [1] 172/22 inference [1] 70/22 influence [3] 34/11 40/5 157/19 influences [1] 138/22 inform [4] 3/3 56/3 187/9 193/24 informal [1] 46/5 information [60] 2/16 2/18 3/8 3/13 4/5 4/11 4/20 4/23 5/2 5/22 6/14 6/24 9/3 9/5 9/10 9/13 9/19 9/23 10/11 10/23 11/21 11/21 13/1 13/6 13/8 13/17 13/23 14/20 18/10 38/3 39/5 39/7 43/18 43/19 43/23 53/14 53/16 59/6 59/7 59/12 75/10 78/3 81/19 92/2 110/2 110/3 110/9 120/15 120/19 121/2 121/3 122/4 126/23 156/24 161/22 178/5 178/6 185/8 188/3 190/3 information-rich [1] 11/21 informative [1] 201/1 informed [6] 22/14 55/21 55/22 140/22 187/17 197/25 inherently [1] 11/2 initial [11] 37/22 79/15 79/17 111/5 113/7 113/23 121/14 141/8 180/9 186/24 187/15 initially [3] 13/18 70/3 184/18 initiated [1] 60/15
----------	---	---	--	---

I	194/21	99/15 104/13 106/23 107/2 107/4 107/11 107/16 109/2 113/16 115/11 115/23 115/24 117/8 118/13 118/20 118/23 118/24 119/1 119/9 119/10 119/12 121/9 121/25 121/25 122/3 122/5 122/7 122/8 122/16 122/23 126/1 126/10 133/9 134/10 136/22 145/9 145/14 146/2 146/5 147/22 149/1 150/7 152/16 156/17 158/21 160/14 166/20 167/1 177/1 183/25 185/8 186/16 190/21 190/21 200/25	73/24 85/17 102/10 102/13 108/13 111/25 118/16 119/25 131/11 136/2 141/18 141/20 180/14 189/12 191/7 196/17 198/4 isolated [4] 26/21 29/22 146/16 154/5 isolation [2] 90/14 146/18 issue [19] 8/25 20/5 20/16 22/18 37/2 78/22 103/3 103/4 118/7 119/24 125/12 132/2 139/18 141/17 160/17 163/20 166/10 186/18 186/20 issues [14] 4/4 4/6 4/15 4/24 7/25 31/6 33/14 49/18 112/23 125/22 158/4 166/15 171/23 173/10	journey [2] 23/2 77/18 judge [1] 176/7 judgment [1] 35/17 jump [1] 168/25 just [131] 2/3 3/5 4/1 4/16 6/14 10/3 11/22 12/14 12/18 14/25 15/23 17/22 17/25 20/21 23/17 27/21 31/5 32/16 32/16 33/9 37/18 39/9 42/1 42/6 44/13 46/20 49/2 49/5 49/18 60/10 60/12 61/5 64/12 65/16 67/10 70/2 70/4 71/23 72/6 73/12 73/21 73/24 75/8 76/16 76/21 76/22 79/8 80/25 83/15 86/23 89/23 90/1 90/14 90/16 91/7 93/25 94/2 95/23 95/23 96/8 96/11 103/24 106/13 111/10 115/5 115/15 118/11 118/17 119/16 120/2 121/20 122/15 123/24 124/3 124/21 124/24 126/3 128/5 129/17 130/1 130/16 131/19 132/13 133/24 134/3 134/21 136/2 141/18 141/24 142/20 143/1 143/14 144/7 144/13 145/12 146/5 146/25 148/11 153/4 155/19 156/20 159/14 160/16 160/18 160/23 161/15 162/3 162/20 164/19 165/23 167/12 168/8 170/23 173/4 173/12 176/22 178/16 178/19 179/9 182/1 183/14 187/2 190/19 192/5 192/23 192/24 194/23 198/2 198/9 199/22 200/15 justice [20] 21/25 40/8 54/5 54/14 54/18 54/20 55/1 55/7 55/9 56/19 56/21 57/16 57/22 81/12 86/15 137/17 138/1 145/20 146/8 149/18 Justice Services [2] 55/7 55/9 justice system [8] 21/25 54/18 56/21 57/16 57/22 145/20 146/8 149/18 justification [1] 26/3 juveniles [2] 37/15 188/23
injunction [1] 183/20 innumerable [1] 148/9 inpatient [1] 145/2 input [3] 31/24 168/23 193/25 inquest [1] 8/5 inquires [1] 5/9 inquiry [22] 3/17 4/18 4/25 8/6 16/16 22/13 22/14 24/6 35/5 41/18 44/15 66/17 78/22 81/3 90/25 97/22 147/7 161/11 166/4 169/9 169/12 201/14 insight [1] 74/7 Insofar [1] 132/18 install [1] 162/10 instance [5] 15/2 117/16 124/5 192/6 194/19 instances [4] 30/5 54/12 69/20 142/19 instead [2] 192/22 194/25 instigate [1] 88/7 instinctively [1] 17/23 instruction [1] 37/11 instructions [1] 167/25 insufficient [1] 168/1 insuperable [1] 123/18 integral [1] 72/24 integrated [2] 75/2 136/17 integration [1] 143/15 integrity [1] 61/6 intelligence [8] 30/24 31/11 43/23 121/5 122/4 147/12 173/21 178/21 intend [1] 38/1 intended [1] 34/6 intending [1] 196/3 intense [1] 195/20 intensive [2] 145/8 145/10 intent [1] 155/18 intention [1] 170/22 inter [2] 42/16 78/13 inter-area [1] 78/13 inter-Channel [1] 42/16 interact [2] 27/11 160/16 interest [6] 16/16 36/20 45/25 50/2 195/21 197/11 interested [9] 20/3 37/8 37/13 44/21 46/6 51/21 95/9 157/2	interesting [6] 26/24 30/22 156/20 174/1 191/17 197/16 interestingly [1] 12/18 interests [5] 34/4 36/24 133/1 171/21 197/20 intermediary [1] 163/3 internal [1] 5/3 internet [8] 159/5 162/18 163/16 164/23 164/24 165/13 167/25 168/11 interpersonal [1] 26/24 interpret [1] 92/23 interpretation [3] 68/9 68/10 78/11 interpreted [1] 168/19 interruption [1] 172/2 intervene [3] 48/4 71/13 197/5 intervening [1] 56/18 intervention [25] 23/12 27/17 33/21 33/21 43/1 43/15 49/25 54/15 54/22 55/12 59/14 63/17 86/4 88/10 88/12 101/16 134/25 140/5 142/7 142/22 144/7 145/11 146/9 146/15 193/11 interventions [42] 51/25 88/8 92/20 127/18 134/19 135/4 135/6 135/10 135/21 136/1 136/4 136/6 136/7 136/9 136/13 136/15 136/20 137/2 137/5 137/6 137/7 137/9 137/14 138/5 138/6 138/6 139/12 139/15 139/18 139/25 140/6 142/8 142/16 143/17 144/1 144/12 144/23 145/16 147/4 167/20 193/9 196/11 into [98] 5/11 6/8 7/17 16/18 17/6 18/25 27/21 28/5 30/10 34/13 35/23 36/4 36/14 36/16 36/23 38/7 38/8 38/11 38/14 38/19 39/15 41/5 42/12 43/20 46/3 52/3 54/4 55/3 55/17 56/11 62/3 62/6 62/11 76/3 77/24 82/11 82/16 82/17 82/19 83/14 92/10 96/6 96/10	intra [1] 69/7 intra-familial [1] 69/7 intractable [1] 5/8 intricacies [2] 193/21 196/21 introduced [1] 105/23 intrusion [1] 28/5 intrusive [1] 197/5 investigating [2] 8/12 8/12 investigation [4] 15/3 81/19 87/18 172/17 investigative [1] 114/15 investment [1] 48/25 invisible [1] 153/19 invitation [1] 109/12 invite [1] 109/25 invited [1] 26/22 involve [4] 38/16 106/1 114/9 130/11 involved [15] 2/7 5/21 10/13 53/15 65/10 65/11 99/19 107/18 110/15 111/20 121/13 123/8 137/1 158/14 186/14 involvement [19] 2/5 21/17 31/4 44/10 44/11 54/11 54/21 55/1 72/12 73/2 73/11 73/19 85/8 85/9 85/10 85/12 110/12 123/13 192/21 involves [2] 28/8 89/8 Irani [3] 25/17 25/24 137/10 Irani's [1] 26/16 IRO [1] 85/23 irritability [1] 138/14 is [974] isn't [25] 13/2 14/1 14/10 17/2 18/18 20/17 37/19 67/1	it [688] it's [21] 12/23 18/22 21/10 25/2 45/15 45/16 47/4 47/5 62/22 67/7 71/12 89/23 115/21 118/17 125/11 131/25 140/15 185/23 191/20 192/21 195/24 it/understand [1] 66/12 items [1] 153/17 its [10] 2/10 3/18 44/21 96/18 96/19 123/21 132/21 147/8 168/5 170/22 itself [2] 70/5 140/4 J jams [1] 128/23 jeopardies [1] 139/22 jeopardy [1] 32/13 job [4] 6/3 91/25 94/3 94/3 jobs [1] 129/5 Johnny [3] 56/4 68/16 131/23 join [6] 1/18 15/5 15/6 15/10 15/12 146/19 joining [1] 178/12 joint [8] 20/23 67/22 87/14 100/19 103/11 147/10 147/12 148/16 jointly [2] 86/17 104/24 joke [1] 201/6 Jonathan [2] 178/17 197/4 Jonathan Hall's [2] 178/17 197/4 Josh [1] 12/20 Josh MacAlister [1] 12/20	K Kate [1] 86/24

K	196/23 198/8 199/9 199/18 199/19 200/8 knowing [3] 2/6 18/7 56/4 knowledge [6] 74/3 123/17 161/5 164/5 166/19 166/21 known [5] 39/14 56/15 122/19 122/20 123/2 knows [2] 33/7 105/8	L label [2] 48/8 195/5 labelled [1] 37/5 lack [22] 3/7 4/8 10/11 17/10 17/18 24/4 36/15 38/13 54/10 58/9 58/14 78/11 91/15 127/15 127/20 128/15 135/16 142/9 163/2 163/12 163/17 187/10 lacked [1] 2/15 lacuna [2] 23/16 178/18 ladder [1] 196/10 ladies [1] 51/11 Lancashire [1] 66/15 landscape [2] 44/17 152/4 language [1] 199/12 large [3] 6/4 133/17 141/20 last [9] 5/13 18/12 41/8 45/15 56/5 125/1 167/18 179/13 194/9 late [3] 23/10 136/14 167/4 later [5] 7/2 8/23 50/8 55/9 108/18 latest [1] 116/16 law [12] 9/15 9/24 15/4 15/6 15/16 29/6 66/4 67/13 67/18 174/2 178/18 197/7 lawful [2] 171/8 172/24 lay [1] 195/10 layer [1] 116/21 layman's [1] 98/11 laypeople [1] 43/3 layperson [1] 62/5 lead [63] 39/11 43/20 69/22 79/22 87/1 87/5 87/6 87/12 87/20 87/23 87/24 88/1 89/23 96/12 96/16 96/23 97/2 97/8 97/9 97/12 97/16 97/19 98/15 98/16 98/20 99/8 99/11 99/12 99/14 100/9 100/22 101/24 102/25 103/5 103/9 103/10 103/21 103/22 103/23 113/11	126/10 127/17 127/18 145/4 145/7 145/11 154/11 155/9 159/4 172/13 175/15 175/15 175/16 175/18 175/20 189/25 190/10 190/20 190/23 191/2 191/4 191/10 191/14 leadership [1] 102/4 leading [2] 43/2 68/19 leads [8] 78/11 78/14 97/4 152/16 158/25 180/14 183/13 193/10 leakage [1] 148/20 leap [1] 43/20 learn [3] 84/16 140/12 160/15 learned [2] 53/22 97/17 learning [2] 156/18 181/19 learnt [1] 52/25 least [10] 16/13 26/3 26/8 27/17 75/20 98/10 108/3 108/24 123/6 125/2 leave [4] 103/20 129/25 167/7 200/21 leaving [1] 76/3 led [4] 35/4 171/23 189/5 192/23 left [4] 45/5 103/13 111/16 170/2 legal [6] 3/20 9/6 28/13 47/12 94/8 175/7 legislation [9] 26/5 26/8 67/15 79/1 87/21 92/7 118/16 184/2 184/3 legislative [3] 19/23 66/1 183/10 length [1] 90/2 leniently [1] 61/2 lens [1] 99/12 lenses [1] 3/23 less [6] 69/25 101/9 117/9 139/6 158/2 195/9 lesser [1] 70/3 lessons [1] 3/17 let [2] 30/9 37/15 let's [9] 42/7 44/2 46/5 108/8 130/19 144/22 194/17 198/2 198/4 letter [4] 35/4 35/8 35/14 66/4 letting [1] 166/6 level [27] 6/23 17/7 18/1 18/3 18/6 18/14 18/21 20/19 29/13 56/17 60/2 60/24 62/15 86/2 110/2 120/19 132/4 132/8	132/9 137/8 139/14 140/8 146/3 146/9 161/15 172/17 188/17 level 3 [3] 17/7 18/1 18/3 levels [5] 54/6 61/21 65/18 68/22 98/21 liberated [1] 175/6 licensing [1] 81/13 lies [1] 42/16 life [11] 8/7 48/15 48/17 66/22 140/21 140/21 151/20 152/15 158/4 158/6 196/20 light [1] 27/10 like [41] 7/18 9/3 12/11 17/23 29/6 30/13 41/15 42/20 70/19 73/4 84/10 88/7 93/15 94/8 94/20 113/11 119/16 131/15 140/5 145/13 147/18 156/21 157/16 161/16 166/5 168/11 169/21 171/11 176/7 177/15 183/8 186/11 186/17 187/12 188/11 188/12 189/8 195/16 195/21 196/1 198/22 liked [1] 115/18 likely [9] 26/23 27/7 69/1 69/25 79/3 154/2 154/4 154/19 187/3 likewise [1] 11/23 limitations [4] 19/10 19/11 19/18 23/7 limited [8] 2/20 24/3 49/7 71/21 160/21 164/18 164/21 164/24 limits [1] 137/13 line [4] 80/23 117/21 132/25 181/3 lines [3] 95/24 148/10 148/19 link [4] 7/17 7/19 7/23 55/17 linked [3] 50/2 67/16 176/21 linking [1] 107/4 links [3] 122/3 183/25 190/1 list [10] 11/23 77/2 108/17 130/19 131/18 143/24 143/25 173/8 180/15 180/24 listened [2] 72/1 74/11 listening [5] 30/22 133/15 148/4 191/17 200/12 literally [1] 148/14 literature [3] 139/2 154/10 195/24 little [10] 4/16 52/4 67/4 68/17 105/4 121/1 136/14 136/14	145/21 177/24 live [1] 77/4 lives [1] 92/17 Lizzy [2] 12/14 144/13 LLOYD [10] 1/5 1/11 22/22 22/25 31/16 139/10 141/14 156/11 197/9 202/5 Lloyd's [2] 1/14 1/17 lobby [2] 171/4 171/6 local [55] 10/1 11/7 21/20 28/20 73/3 73/6 73/11 73/18 75/2 75/17 76/25 77/1 77/25 78/9 81/4 81/7 81/11 82/21 83/3 84/25 85/11 85/16 90/20 90/25 91/10 91/11 91/12 91/13 93/17 93/18 93/20 93/22 93/22 95/10 95/17 106/15 109/24 110/21 111/1 111/3 115/2 115/23 118/11 119/13 119/21 120/5 121/25 122/1 122/2 122/5 122/17 145/25 184/18 185/14 186/10 locality [1] 96/4 locality's [1] 119/11 locally [2] 91/8 140/24 located [1] 115/1 location [1] 185/15 locking [1] 15/12 log [1] 128/23 logs [1] 59/11 London [3] 11/10 77/10 115/11 lone [1] 27/25 long [10] 15/15 39/17 46/14 61/11 61/18 63/25 67/7 67/9 192/2 196/7 long-term [2] 46/14 63/25 longer [2] 37/1 86/20 longitudinal [1] 74/2 look [59] 2/12 4/2 7/19 14/24 20/11 20/12 21/14 21/15 24/1 25/15 27/19 27/20 38/3 39/24 39/25 49/19 52/6 52/21 54/8 57/18 57/23 60/10 64/23 65/5 66/7 67/7 68/17 69/11 69/15 71/15 76/23 78/17 79/13 79/17 79/19 80/10 89/1 89/9 90/16 92/22 93/15 107/2 108/8 114/10 131/15 133/9 134/19 134/21 137/18 146/21 147/18 153/15
----------	---	---	--	--	--

L look... [7] 160/25 166/24 169/21 172/10 196/2 198/2 199/1 looked [12] 17/24 21/8 53/4 53/5 65/5 66/24 82/2 116/15 125/1 154/7 160/23 181/17 looking [39] 1/22 7/23 12/18 22/13 35/3 37/11 63/6 69/13 76/14 85/1 85/6 93/19 93/21 106/14 107/17 108/20 108/21 111/16 112/10 116/24 119/15 126/7 129/8 142/7 142/13 142/20 148/17 150/5 151/6 156/23 157/1 159/14 167/1 168/7 173/25 174/2 181/13 183/19 196/9 looks [3] 177/15 187/12 194/22 Lord [3] 41/16 114/12 115/19 Lord Anderson [3] 41/16 114/12 115/19 lose [1] 185/2 losing [2] 48/16 120/22 lost [4] 7/10 59/5 105/17 165/12 lot [32] 8/8 31/22 35/9 37/4 37/11 39/11 52/17 59/9 63/1 68/14 83/11 83/25 84/19 88/24 89/24 112/4 112/13 112/13 115/13 117/22 118/9 119/2 119/16 139/2 142/8 143/16 162/4 162/8 165/12 166/21 175/10 191/21 lots [7] 9/25 88/21 100/5 134/8 159/12 159/12 159/13 loved [1] 48/16 low [2] 60/2 62/15 low-level [2] 60/2 62/15 lower [2] 60/24 86/2 lucky [1] 9/16 lunch [2] 105/16 108/6	63/22 71/19 75/5 117/21 122/7 128/6 141/2 167/21 192/2 magical [1] 42/15 main [1] 136/25 mainstream [2] 70/9 171/11 maintain [2] 59/10 84/6 maintained [1] 168/18 major [1] 174/10 majority [4] 15/5 29/14 155/7 199/3 make [44] 5/1 5/9 9/1 14/21 14/25 23/14 24/5 31/11 31/15 32/13 39/2 43/20 45/6 47/1 51/20 55/23 57/7 60/23 63/4 71/6 74/25 86/17 89/23 98/6 105/15 112/5 113/12 120/10 123/15 135/19 144/21 146/15 151/2 151/10 151/13 156/1 156/24 175/4 177/7 178/11 193/1 193/11 197/15 200/19 make-up [1] 120/10 makes [6] 20/20 115/19 154/16 181/25 193/4 194/18 making [18] 16/25 20/25 44/18 61/4 100/15 117/15 117/16 122/17 123/16 125/15 128/4 145/15 147/7 151/7 172/18 179/15 183/18 198/8 males [2] 139/4 139/5 manage [12] 49/9 51/9 51/24 76/15 82/11 83/11 140/12 140/13 145/14 149/11 166/2 190/7 manageable [1] 116/18 managed [7] 15/22 18/17 81/21 105/8 114/16 116/21 147/20 management [16] 5/16 9/18 21/21 22/2 40/7 42/19 80/15 101/13 101/19 121/5 147/15 175/25 176/15 176/16 176/17 176/23 managers [2] 66/2 66/3 managing [9] 78/24 90/15 102/14 112/15 135/17 141/10 148/13 175/23 178/13 mandatory [1] 200/18 manifesting [1]	138/12 manipulated [1] 175/3 manner [1] 74/5 many [28] 5/8 15/10 26/10 32/10 35/14 40/6 48/14 59/10 67/1 71/3 72/3 73/7 77/17 84/18 95/3 95/3 103/10 110/21 110/21 113/17 142/2 156/10 158/20 158/20 165/7 185/6 189/22 201/4 MAPPA [42] 12/11 15/19 15/23 16/2 16/4 16/4 16/15 16/20 16/25 17/1 17/3 17/3 17/6 17/7 17/11 17/11 17/19 17/23 18/1 18/3 18/12 18/17 18/19 18/21 19/3 19/12 19/16 19/19 19/24 20/6 20/13 20/20 21/22 21/25 22/4 22/12 23/14 81/22 82/7 105/10 112/6 186/11 MAPPA-like [1] 12/11 MARAC [1] 112/6 margins [1] 109/14 Mark [1] 157/17 marked [1] 71/1 married [1] 70/20 Mary [1] 158/9 Mary Whitehouse [1] 158/9 MASH [37] 81/22 81/23 82/7 82/9 82/10 82/16 113/16 113/25 114/18 114/20 114/24 115/3 115/9 115/10 115/11 117/22 118/8 118/8 118/11 118/12 119/3 119/11 120/12 121/13 121/16 123/9 181/8 184/22 185/4 185/4 185/5 185/19 186/5 186/25 187/22 190/2 190/2 Maslow's [1] 160/8 mass [3] 36/21 38/17 47/2 massive [4] 47/18 93/19 93/20 158/9 massively [2] 119/19 158/8 match [1] 61/17 material [12] 3/18 39/11 122/17 148/8 153/8 154/11 154/15 156/22 170/21 171/1 172/12 172/24 materials [3] 153/20 154/1 155/24 matter [7] 5/8 8/2	15/15 38/25 96/5 178/23 190/17 matters [3] 113/24 125/18 172/8 may [135] 3/2 10/17 10/18 12/5 14/12 16/11 17/25 21/20 24/19 24/25 25/9 26/6 26/7 26/10 28/1 28/22 28/22 29/16 31/5 31/20 33/18 34/9 37/21 38/15 38/16 42/8 44/3 44/22 44/23 45/4 50/10 51/25 52/13 52/14 52/17 53/7 53/8 53/19 54/13 55/17 58/25 60/5 64/11 69/5 69/11 70/23 74/15 75/22 78/25 79/13 80/2 80/24 82/24 86/3 86/8 86/10 86/10 86/11 86/23 91/8 97/5 97/7 98/7 103/25 105/3 109/3 111/20 112/9 112/16 112/19 112/21 117/12 117/15 119/7 120/3 120/5 123/9 127/19 127/20 128/11 129/15 130/11 130/21 131/3 132/15 133/13 133/14 136/9 137/16 138/22 138/23 139/6 145/6 145/6 147/7 147/23 147/25 148/6 149/21 149/25 150/7 152/18 154/11 156/3 156/7 158/4 159/20 165/1 167/3 170/7 170/18 171/20 172/1 172/2 182/4 183/24 184/4 184/5 185/9 185/20 186/23 187/5 189/8 189/9 189/23 189/24 190/2 192/9 195/4 195/8 196/1 196/4 196/15 197/7 198/17 maybe [4] 30/10 32/22 103/20 133/9 me [59] 6/10 9/25 10/5 12/15 13/11 13/25 17/1 18/2 18/4 19/14 30/23 32/1 38/23 40/14 41/17 42/2 42/6 49/16 50/20 53/12 55/14 56/4 61/14 65/9 71/6 75/22 76/20 80/12 82/10 83/22 89/8 99/8 102/16 103/1 103/8 110/6 119/8 124/12 130/9 131/25 132/3 144/12 146/6 151/22 158/13 158/24 164/4 167/19 173/7 178/17	179/19 186/1 189/1 196/16 197/1 198/4 198/14 198/25 200/7 mean [28] 21/20 36/22 38/18 52/2 52/19 57/9 66/20 70/18 72/10 72/11 85/9 89/6 93/13 95/12 118/12 119/23 120/11 122/10 131/11 132/24 150/23 164/4 164/5 164/18 175/16 175/19 183/17 197/16 meaning [2] 174/12 195/18 meaningful [1] 25/12 means [8] 22/15 99/12 125/7 140/11 140/11 143/8 169/1 191/3 meant [2] 103/11 144/3 measure [1] 134/24 measures [3] 5/5 44/7 197/5 mechanism [4] 89/14 149/19 152/6 190/6 mechanisms [1] 24/6 media [3] 12/19 153/6 155/9 medical [1] 10/16 medication [1] 99/2 meet [12] 12/5 34/11 42/11 44/9 51/12 73/19 74/9 104/16 109/10 127/13 129/20 135/18 meeting [27] 18/13 20/21 20/24 20/25 42/18 80/15 83/15 83/16 83/20 84/3 85/12 85/12 85/15 104/18 106/1 109/18 109/20 112/2 112/3 113/8 147/21 148/11 151/14 186/11 186/16 186/17 186/20 meetings [7] 81/5 91/2 112/10 112/11 112/12 112/16 112/17 meets [1] 104/16 melodramatically [1] 158/11 member [1] 25/11 members [2] 111/19 129/25 men [2] 138/24 139/1 mental [28] 24/13 24/14 24/18 24/21 24/24 25/1 25/3 25/4 25/6 25/23 28/15 28/18 31/6 31/8 31/17 31/21 33/6 34/3 40/7 43/12 44/10 81/12 99/21 99/22 102/5 106/10 140/4 141/6
---	--	---	---	---

M mentally [1] 41/11 mention [5] 59/8 75/9 132/21 177/3 197/17 mentioned [4] 9/8 43/11 64/15 71/5 mentoring [5] 86/4 99/1 141/10 143/19 196/11 Merlin [2] 11/17 56/1 met [4] 68/20 108/14 138/10 138/12 method [1] 85/5 methodology [2] 2/23 159/15 MI5 [2] 46/13 100/10 mid [1] 167/4 mid-afternoon [1] 167/4 might [55] 4/24 5/7 7/1 8/15 8/17 14/23 20/1 20/7 23/17 25/25 26/1 27/1 27/6 27/16 32/8 39/11 43/20 44/11 46/9 49/12 57/13 62/3 67/25 86/9 86/18 88/7 91/17 98/9 100/3 101/12 111/14 120/16 120/21 124/3 124/14 131/15 132/16 134/9 135/19 138/21 141/8 147/18 148/10 148/10 148/23 149/19 167/9 170/15 170/25 172/13 182/3 182/7 182/7 182/8 190/19 millions [2] 155/6 157/22 mind [6] 6/10 24/17 72/6 125/1 154/21 157/10 minds [1] 198/1 minimum [1] 60/14 minister [1] 12/21 minor [3] 120/4 120/4 159/20 minority [1] 159/23 minute [2] 99/14 167/6 minutes [5] 77/19 77/19 167/5 167/7 167/8 miserable [1] 22/23 misogynistic [1] 153/7 missed [3] 55/11 110/14 131/18 missing [3] 49/13 95/19 178/14 mistake [2] 60/18 63/4 misunderstanding [1] 16/1 misuse [1] 106/9 mixed [4] 34/1 35/10	81/20 121/7 mobile [1] 156/5 model [26] 82/15 96/23 97/2 106/4 108/20 118/20 118/25 119/1 119/5 119/25 120/6 120/7 127/7 137/2 143/19 143/20 146/7 146/21 146/24 147/10 149/3 149/9 149/13 149/16 166/2 176/6 models [2] 64/10 118/10 moderating [1] 174/23 modern [3] 9/9 42/23 44/17 modes [1] 98/8 modest [1] 116/19 mole' [1] 170/13 moment [24] 10/15 17/20 31/6 42/7 44/4 58/22 75/24 82/24 95/9 105/15 110/24 113/10 116/25 124/23 133/16 143/4 153/4 174/1 177/17 177/23 183/11 184/21 186/23 191/10 moments [1] 182/6 Monday [3] 201/10 201/11 201/14 money [1] 145/4 MONICA [7] 1/5 1/11 21/7 32/24 108/14 159/9 202/5 monitor [2] 71/13 168/11 monitoring [5] 62/4 147/13 150/21 162/2 183/7 month [2] 84/2 159/18 months [10] 37/22 53/2 53/2 72/4 84/3 109/4 109/4 109/4 131/24 161/25 moral [1] 155/3 more [82] 6/13 18/22 19/20 24/10 26/13 27/7 27/16 32/14 33/9 41/17 43/19 43/19 49/24 51/24 53/24 55/15 59/13 61/13 64/11 68/6 70/9 70/24 72/1 74/10 77/18 84/19 86/7 86/9 88/6 88/20 88/22 88/23 88/24 95/9 96/6 96/7 97/6 97/8 99/8 105/15 107/20 108/22 114/3 114/21 118/19 118/23 119/1 120/2 120/2 120/5 124/9 126/2 127/18 132/8 133/2	136/23 137/18 138/2 140/6 140/6 140/13 141/20 146/21 154/16 158/4 162/5 162/15 163/7 164/22 171/12 171/19 173/3 175/6 175/6 180/8 182/23 183/8 184/5 184/6 191/21 197/22 198/6 morning [8] 1/12 1/21 12/19 22/23 105/18 127/5 197/24 198/13 Moss [7] 1/9 40/22 51/16 105/22 159/20 167/17 178/16 most [19] 23/18 26/23 31/25 45/18 49/24 50/25 111/23 120/11 128/14 130/21 132/25 139/14 150/1 154/2 154/19 155/4 163/5 196/20 197/22 motivated [1] 47/3 motive [1] 197/6 move [13] 15/18 45/4 54/4 78/16 79/13 91/17 96/12 97/7 113/3 134/18 142/20 147/22 182/24 moved [3] 52/16 163/20 164/7 movement [3] 77/1 100/6 100/7 moving [8] 77/11 81/20 81/24 97/8 176/24 177/12 184/11 190/19 MR [64] 1/4 1/9 3/14 7/11 12/23 18/11 21/14 23/2 30/21 33/17 33/23 40/22 40/23 47/16 50/21 51/16 52/21 59/20 61/10 80/24 81/8 82/3 85/13 89/20 94/1 96/22 98/15 102/25 105/22 107/16 112/24 114/10 115/6 119/7 119/20 120/23 122/14 123/7 130/2 131/3 132/7 147/3 157/4 159/20 165/18 166/3 166/11 167/17 170/7 170/8 170/17 178/16 179/4 179/6 179/7 181/24 184/24 185/13 194/6 196/5 200/15 201/11 202/4 202/9 Mr Basu [46] 3/14 7/11 18/11 21/14 23/2 30/21 33/17 33/23 40/23 50/21 52/21 59/20 61/10 80/24 81/8 82/3 85/13 89/20 94/1 96/22 98/15	102/25 107/16 112/24 114/10 115/6 119/7 119/20 120/23 122/14 123/7 130/2 131/3 132/7 147/3 157/4 165/18 166/3 166/11 170/7 170/8 170/17 184/24 185/13 196/5 200/15 Mr Basu's [1] 12/23 Mr Emmett [1] 201/11 Mr Hall [1] 47/16 Mr Moss [7] 1/9 40/22 51/16 105/22 159/20 167/17 178/16 MR NEIL BASU [2] 1/4 202/4 Mr Weatherby [6] 179/4 179/6 179/7 181/24 194/6 202/9 MS [55] 1/6 1/7 5/12 20/3 20/8 21/15 29/8 33/17 40/15 44/3 49/16 51/17 54/4 58/22 63/12 69/12 82/24 89/18 89/25 91/5 91/5 94/1 95/22 97/19 97/21 98/3 102/23 106/4 106/13 110/15 118/3 123/22 127/4 128/10 129/8 131/8 132/11 141/12 146/24 149/1 149/23 151/15 153/4 161/21 163/18 163/24 164/7 165/18 176/19 186/3 191/1 198/11 200/1 202/6 202/7 MS ANNA GIANFRANCESCO [2] 1/6 202/6 MS ELIZABETH SWAN [2] 1/7 202/7 Ms Gianfrancesco [29] 5/12 20/3 20/8 21/15 29/8 33/17 44/3 49/16 51/17 54/4 58/22 63/12 82/24 89/18 91/5 97/19 98/3 102/23 106/4 118/3 123/22 127/4 131/8 146/24 149/1 163/24 186/3 191/1 198/11 Ms Swan [20] 40/15 69/12 89/25 91/5 94/1 95/22 97/21 106/13 110/15 129/8 132/11 141/12 151/15 153/4 161/21 163/18 164/7 165/18 176/19 200/1 Ms Swan's [1] 149/23 much [53] 7/7 12/23 17/3 27/22 31/16 61/10 65/25 69/14	70/1 71/9 71/12 73/23 76/9 78/11 78/16 91/23 102/7 113/3 118/23 118/25 120/5 120/8 125/15 125/15 134/10 138/16 139/22 141/13 141/13 141/16 141/19 147/2 154/21 160/6 162/15 163/7 163/25 167/2 171/12 173/3 175/22 178/15 179/5 190/4 190/10 193/22 194/6 194/7 198/6 198/9 198/11 200/1 201/12 mulling [1] 129/18 multi [65] 1/12 1/22 2/5 3/16 6/22 7/5 13/6 15/19 20/21 21/11 23/20 23/22 32/19 40/6 42/18 50/17 50/24 52/6 52/23 63/12 67/20 68/3 68/23 68/25 69/13 74/20 78/18 78/23 79/20 80/17 81/4 81/10 83/20 88/14 91/1 92/25 93/2 93/7 93/10 99/17 99/18 100/24 101/1 101/2 101/15 105/1 106/11 112/12 113/7 118/21 122/6 129/4 136/18 136/23 147/21 151/9 161/11 164/20 169/10 176/4 189/4 190/1 191/15 192/13 193/23 multi-agency [53] 1/12 1/22 2/5 3/16 6/22 7/5 15/19 21/11 23/22 40/6 42/18 50/17 50/24 52/6 63/12 67/20 68/3 68/23 68/25 69/13 74/20 78/18 78/23 79/20 81/4 81/10 83/20 88/14 91/1 92/25 93/2 93/7 93/10 99/17 99/18 101/1 101/15 105/1 106/11 112/12 113/7 118/21 129/4 136/18 136/23 161/11 164/20 169/10 176/4 190/1 191/15 192/13 193/23 multi-professionals [1] 32/19 multifaceted [1] 165/24 multiple [1] 5/15 murder [1] 8/4 must [5] 13/1 13/8 15/16 16/2 78/13 mustn't [2] 130/1 168/24 mutilation [1] 183/4
--	---	---	---	---

M my [87] 5/13 11/7 12/19 14/13 15/4 17/24 18/1 18/15 26/18 30/4 30/11 35/6 35/18 39/17 41/3 42/12 45/16 47/8 48/8 48/15 55/19 56/23 59/2 59/17 62/17 66/22 68/6 68/9 69/3 70/21 72/2 72/6 72/18 73/4 77/9 80/4 89/25 90/8 91/22 99/10 100/24 101/4 101/5 101/12 102/9 103/23 104/5 104/5 105/6 107/7 115/9 116/6 118/14 119/9 119/14 120/18 138/23 141/24 152/16 156/7 156/9 157/18 158/6 158/12 160/5 166/14 167/5 169/23 174/5 180/20 183/7 183/21 186/8 186/12 187/7 187/18 187/19 187/21 189/3 191/14 194/5 195/4 195/8 195/14 196/20 200/7 200/15 myself [3] 51/7 105/15 192/12	necessary [7] 25/5 40/8 48/4 109/12 114/9 123/11 173/14 need [128] 5/2 5/20 5/25 6/21 7/5 8/15 8/17 9/1 9/12 14/20 15/4 22/19 23/12 23/13 27/16 31/14 32/12 32/24 40/12 42/9 43/20 43/24 44/6 44/7 44/10 44/11 52/21 53/4 55/21 56/11 56/17 56/18 57/1 57/1 57/18 57/22 58/23 58/24 60/23 60/24 60/25 61/2 64/16 68/16 74/10 75/14 76/2 77/15 80/8 84/9 86/8 86/10 86/10 86/11 86/12 86/19 87/16 87/25 89/15 90/10 90/20 93/10 94/21 95/13 98/15 104/2 105/5 107/5 108/1 108/2 109/14 109/20 110/8 111/6 111/20 112/20 116/9 119/15 123/3 123/7 124/3 124/11 126/17 127/25 128/11 128/22 128/25 129/19 130/23 137/16 137/19 137/25 140/20 141/9 142/25 144/22 146/20 147/23 147/25 148/21 149/8 149/24 150/1 150/4 150/8 150/12 151/10 152/21 160/20 161/6 163/2 168/25 172/20 179/23 181/22 182/16 182/22 182/25 184/4 184/5 186/20 187/16 191/23 195/7 196/1 196/4 196/9 197/4 needed [5] 96/2 97/24 148/23 165/15 168/3 needle [2] 125/14 184/25 needs [73] 5/3 5/4 5/6 21/4 30/11 39/21 41/6 44/15 55/21 58/9 58/15 70/24 73/18 74/10 74/10 74/11 76/16 79/9 79/23 82/5 87/1 91/11 91/12 91/18 97/3 102/8 104/3 110/19 114/14 116/18 125/20 126/25 128/4 128/18 129/23 131/1 133/7 137/15 138/9 138/10 138/18 139/19 142/1 142/3 142/5 150/25 151/1 151/11 152/9 160/8 165/24 166/6 168/7	168/9 169/25 171/12 176/3 180/2 180/22 181/21 182/20 183/19 183/20 185/12 187/11 188/16 188/19 188/24 189/10 189/16 189/16 189/17 189/18 neglect [5] 61/8 64/10 64/25 66/5 92/17 neighbouring [1] 77/24 neighbours [1] 143/7 NEIL [4] 1/4 110/5 151/17 202/4 neither [3] 88/2 114/18 199/12 net [1] 192/22 network [9] 75/17 94/4 94/5 94/5 94/10 132/15 132/16 143/4 143/7 Networks [1] 44/24 neurodevelopmental [2] 138/11 143/3 neurodivergence [5] 50/10 140/11 141/7 141/10 165/22 neurodivergent [3] 143/2 165/25 166/1 neurodiversity [3] 50/3 140/8 141/17 neuromaturity [2] 21/9 21/12 never [14] 19/12 37/7 37/7 39/14 46/16 59/2 78/7 97/11 122/18 129/18 150/24 170/12 170/14 178/17 nevertheless [1] 63/23 new [27] 4/24 12/15 12/17 53/14 53/15 67/6 68/21 72/15 76/25 79/16 82/5 82/6 94/21 94/22 102/19 102/20 104/8 118/25 119/4 145/18 145/19 145/24 146/7 146/24 181/10 189/12 193/11 New Zealand [3] 145/18 146/7 146/24 next [17] 15/18 21/15 21/15 23/21 33/16 43/20 54/4 69/12 81/1 84/2 105/25 113/4 121/16 135/5 172/2 174/10 180/22 NHS [2] 33/11 33/12 NI [1] 197/10 nice [6] 45/17 135/11 135/22 136/5 142/25 143/10 nicely [1] 103/24 NIEV [2] 198/22 200/17	Nik [1] 35/5 Nik Adams [1] 35/5 nine [1] 121/18 ninth [1] 169/23 ninthly [1] 130/21 NIVE [3] 194/10 195/8 200/17 no [54] 5/8 15/15 18/8 22/15 32/4 37/1 38/5 39/18 41/6 44/20 46/6 46/16 53/15 53/15 54/15 60/16 61/15 62/1 77/18 78/23 81/18 84/9 86/20 95/14 95/15 95/17 97/22 97/22 97/23 98/5 98/13 99/5 99/5 101/2 104/16 121/16 123/16 123/16 124/7 127/23 141/16 141/24 154/22 157/10 158/25 163/6 163/15 164/1 171/2 174/22 183/12 184/21 196/12 199/11 nobody [9] 7/14 33/7 53/17 67/25 104/3 104/9 104/23 175/20 182/15 nods [1] 180/25 nominated [4] 79/21 96/16 100/21 143/7 non [13] 35/1 36/20 47/10 81/15 84/17 137/2 139/17 156/21 197/11 197/16 197/20 197/21 198/23 non-ideological [8] 35/1 36/20 84/17 197/11 197/16 197/20 197/21 198/23 non-ideologies [1] 156/21 non-talk [1] 139/17 non-terrorist [2] 47/10 81/15 non-violent [1] 137/2 none [5] 3/12 15/21 32/17 137/15 192/19 nonetheless [1] 135/9 nonideological [1] 117/7 nor [1] 88/2 normal [3] 30/14 30/15 30/17 normalised [2] 154/4 155/23 normally [1] 43/17 North [1] 121/21 North West [1] 121/21 not [282] notable [1] 70/6 note [11] 33/22 54/8 58/2 60/7 74/17	107/14 119/17 135/7 136/12 146/22 152/20 notes [4] 8/2 8/7 11/3 198/13 nothing [4] 98/12 122/18 126/2 134/17 notice [1] 71/14 noticing [1] 31/23 notifications [1] 4/10 noting [3] 97/18 119/16 192/19 now [53] 4/24 7/3 12/24 12/25 22/9 25/14 40/16 42/21 53/7 53/19 56/11 57/2 61/8 62/1 67/4 67/25 78/16 86/12 86/19 92/18 93/16 96/25 98/2 109/1 113/3 118/10 118/17 118/20 119/6 119/14 120/19 123/9 130/22 130/25 134/8 136/8 141/19 144/23 145/25 146/4 147/16 154/12 164/12 167/2 170/22 173/4 175/5 177/9 184/3 184/11 185/4 195/1 198/8 NPC002 [1] 87/3 nuance [3] 41/24 65/11 189/12 nuances [1] 100/18 number [13] 2/10 10/10 49/22 52/12 52/12 56/7 56/13 61/17 63/15 66/25 121/18 138/9 170/9 numbers [1] 148/10 nurses [1] 130/11 nurture [1] 15/13 nutshell [1] 139/13 O o'clock [4] 105/16 105/18 201/10 201/11 objecting [1] 25/10 objection [1] 24/4 observations [4] 3/5 5/1 60/1 147/7 observed [2] 59/10 155/11 obstacles [1] 24/7 obstruct [2] 24/14 25/4 obstruction [1] 28/3 obtain [2] 11/16 11/24 obtaining [1] 59/6 obvious [5] 18/16 23/23 65/9 129/3 159/2 obviously [8] 29/12 46/9 63/13 66/14 109/3 113/12 120/15 148/20
--	---	---	---	--

O occurred [2] 2/16 4/14 October [2] 1/1 201/15 odd [1] 71/6 off [17] 32/20 52/1 84/2 96/17 99/13 108/10 108/18 110/14 112/22 126/9 130/20 161/17 166/6 172/4 174/20 185/23 186/2 off-ramping [1] 172/4 offence [20] 16/3 16/5 16/8 16/10 18/20 19/8 24/14 25/3 28/18 49/23 55/7 68/19 144/11 148/7 148/7 170/25 171/14 171/15 178/18 196/3 offences [2] 54/12 62/15 offender [3] 18/22 19/1 61/24 offenders [2] 17/5 22/2 offending [21] 11/14 11/16 54/11 54/13 55/2 55/12 55/17 55/20 56/3 56/8 56/15 56/24 56/25 57/7 57/21 60/14 83/10 83/12 86/7 106/7 138/24 offer [5] 88/17 106/21 111/3 177/22 180/11 offered [3] 161/18 164/6 178/7 offering [1] 107/2 office [8] 9/10 9/18 30/10 35/8 88/11 95/13 121/15 122/10 officer [9] 9/19 9/23 30/24 41/23 61/12 63/6 98/19 101/18 171/5 officer's [1] 8/12 officers [8] 31/2 34/20 61/9 61/17 63/2 121/5 171/4 179/25 offline [1] 168/9 often [23] 3/23 5/3 11/1 16/1 19/20 24/2 24/19 29/15 29/23 58/14 60/15 63/4 82/11 86/18 103/12 121/1 135/1 141/20 143/24 145/12 150/11 163/4 186/15 oh [4] 53/16 130/25 162/17 198/2 okay [14] 14/7 33/1 56/10 63/11 84/15 105/3 121/23 150/13	157/3 181/9 185/21 186/22 187/21 194/5 old [6] 14/9 18/14 67/15 85/4 111/15 154/13 older [2] 139/1 139/4 olds [3] 84/1 92/16 111/13 omission [3] 32/4 110/24 165/19 on [210] once [9] 39/5 49/24 63/4 113/8 125/4 141/2 184/12 185/21 190/20 one [116] 2/8 3/9 7/25 7/25 8/11 8/21 9/3 9/9 16/22 17/25 19/3 33/23 35/16 42/20 44/6 45/4 45/18 46/12 46/23 47/6 47/20 48/16 49/25 52/7 52/24 53/5 55/12 56/13 60/21 61/15 62/8 62/21 68/19 70/13 73/1 73/7 75/20 76/1 77/4 77/12 78/2 78/6 82/4 82/15 83/7 83/15 83/24 83/24 85/16 88/2 89/6 89/23 90/2 90/6 90/17 91/9 91/17 93/22 97/22 97/24 98/9 98/9 98/10 98/13 99/5 99/5 99/25 100/6 117/20 117/21 117/24 118/17 118/18 118/20 119/6 119/22 120/17 121/21 125/7 126/6 128/11 129/18 130/1 131/21 137/20 144/1 144/25 145/7 147/8 148/3 149/23 153/16 154/8 157/24 158/14 158/25 159/20 165/19 172/23 176/20 178/2 180/10 182/8 183/3 185/8 189/5 190/21 191/24 192/11 192/14 192/20 192/24 193/5 194/9 199/21 200/7 one's [1] 116/24 ones [3] 21/7 53/23 173/12 ongoing [4] 58/5 75/15 141/9 183/21 online [51] 29/22 39/15 65/14 96/3 107/19 107/21 107/22 108/3 108/3 108/23 110/11 151/20 152/15 152/17 152/20 153/8 153/18 153/22 154/1 155/22 155/24 156/4 156/10 156/17 157/8 157/12 157/21 158/7	158/14 158/17 160/12 160/19 160/24 161/23 163/4 163/13 164/2 164/15 164/15 165/2 167/19 168/12 169/15 169/22 169/24 170/1 170/3 170/6 170/20 187/3 197/18 only [17] 16/3 37/8 46/12 46/19 49/8 60/5 62/2 62/21 68/19 72/10 75/13 90/8 98/23 116/7 149/19 182/8 201/2 onto [14] 23/21 31/4 46/20 69/11 74/5 76/23 96/24 107/19 107/24 153/12 174/22 174/25 186/22 190/19 open [14] 42/4 83/12 83/18 84/3 102/9 102/11 102/18 103/25 104/1 104/3 119/15 124/6 173/24 189/2 opening [1] 27/24 operate [2] 12/11 22/11 operation [1] 177/1 operational [7] 72/12 94/12 94/15 95/16 188/15 188/17 189/18 operationally [1] 189/12 operative [1] 99/23 opinion [2] 47/8 139/11 opportunities [5] 24/10 54/14 54/21 54/25 55/11 opportunity [6] 28/21 28/23 90/3 173/11 175/9 175/12 opposed [2] 37/12 133/3 opposite [1] 147/5 optimistically [1] 183/21 options [3] 31/22 79/14 147/14 or [302] or 2 [1] 17/5 or/and [1] 16/9 order [9] 41/23 48/5 57/6 130/22 150/21 173/18 177/17 184/19 193/11 ordering [1] 155/25 organisation [6] 7/8 9/17 97/11 132/5 136/22 190/11 organisational [1] 132/2 organisations [2] 85/19 104/19 organised [1] 173/17 originally [2] 21/25	115/12 OSA [1] 173/1 other [70] 2/7 5/11 8/8 11/14 11/19 12/6 12/10 14/10 25/9 25/20 30/16 35/17 45/4 51/8 52/8 58/13 62/13 66/24 67/5 71/22 72/21 80/2 81/23 84/24 84/25 85/17 85/19 88/3 91/13 95/14 95/14 96/17 98/23 100/5 102/7 103/18 103/19 103/24 107/3 108/10 108/13 112/19 119/17 120/20 127/11 127/17 128/13 133/10 135/3 136/15 137/1 137/19 137/25 138/18 145/17 153/2 153/10 155/7 155/9 156/1 158/16 161/4 173/14 183/4 184/19 185/3 185/10 195/1 195/10 197/1 other's [1] 192/14 others [47] 2/18 13/15 13/25 14/5 16/24 28/3 47/16 57/21 58/13 64/8 64/15 64/17 64/20 65/3 65/14 65/21 66/15 68/5 68/12 78/25 79/6 80/6 80/17 81/6 83/9 83/11 83/13 85/7 91/3 114/2 116/25 120/6 134/2 134/4 153/10 170/11 175/13 176/5 176/19 177/3 178/14 186/14 186/15 190/13 190/19 199/22 200/5 otherwise [1] 182/15 our [28] 26/19 27/14 47/14 53/16 54/4 57/8 75/11 79/7 88/16 89/24 101/10 102/23 108/6 127/13 129/13 139/20 150/14 151/8 152/10 166/17 172/8 174/20 174/25 175/18 181/23 183/23 199/15 199/24 out [60] 3/5 4/1 6/6 6/6 12/17 12/25 14/9 16/17 18/9 20/22 29/24 30/9 51/4 52/11 54/17 55/13 56/19 60/9 60/15 61/11 61/14 63/5 63/9 65/6 72/6 74/24 76/1 77/7 82/22 84/21 90/5 90/6 90/18 98/10 98/23 106/20 110/10 112/11 114/5 116/19 125/2 128/3 134/3 146/18	154/9 162/6 166/21 168/16 169/8 171/3 185/6 186/13 187/18 191/4 194/24 197/18 197/19 198/3 198/20 199/7 outcome [5] 51/22 92/18 135/3 135/10 188/19 outcomes [6] 78/15 90/15 128/13 128/17 135/1 190/8 outer [1] 176/12 outlook [1] 64/21 outreach [1] 30/12 outside [8] 14/13 15/5 30/6 64/8 117/14 135/19 149/21 175/5 outstanding [1] 194/9 over [26] 2/9 2/12 8/3 13/16 20/6 21/21 32/11 47/20 59/22 59/24 72/3 76/23 78/5 81/25 94/6 95/2 125/10 131/23 134/11 141/3 143/21 158/13 160/7 168/17 179/13 195/1 over-dramatise [1] 125/10 Over-weighting [1] 59/22 overall [5] 3/7 34/14 61/3 141/11 147/7 overburdened [4] 20/10 20/11 20/12 20/13 overcome [1] 24/7 overlooking [2] 58/8 58/9 overnight [1] 194/16 overreaction [1] 168/25 oversight [5] 72/25 75/10 75/14 153/12 169/2 overthrow [1] 49/3 overview [1] 126/25 overwhelmed [1] 117/3 overwhelming [1] 118/1 own [14] 2/23 25/8 44/21 50/6 75/11 94/7 96/18 105/4 129/1 133/24 165/3 192/3 192/4 193/2 ownership [2] 126/8 126/11 owns [6] 41/9 104/23 105/2 105/7 192/3 193/2 P page [68] 1/25 2/2
---	--	---	---	---

P	page 87 [1] 134/20 page 88 [1] 135/14 page 89 [2] 3/4 10/8 page 90 [1] 80/1 page 91 [1] 153/23 pages [5] 6/18 7/15 7/15 11/3 11/22 painting [1] 94/20 panel [24] 4/7 80/18 81/10 81/11 89/17 89/19 90/6 100/16 100/19 100/20 101/19 102/13 102/20 102/21 104/8 104/13 106/1 108/4 150/17 175/15 176/13 184/18 186/5 193/24 panels [1] 110/21 panic [1] 155/3 paper [6] 32/19 33/1 34/17 71/9 119/12 145/17 paperwork [1] 53/8 paragraph [49] 2/1 2/13 3/6 3/15 4/2 10/9 15/24 21/18 33/22 40/1 40/24 49/20 50/9 54/7 54/9 57/24 59/21 60/7 60/12 63/14 64/3 67/17 69/16 71/16 74/16 75/22 78/20 79/25 80/12 81/9 81/17 82/12 87/4 90/17 90/18 106/3 107/15 114/11 134/22 135/5 135/14 146/23 152/21 153/5 153/24 154/18 157/5 167/23 170/10 paragraph 10.15 [1] 170/10 paragraph 2.1 [1] 3/15 paragraph 4.5 [1] 54/7 paragraph 4.7.2 [2] 40/1 40/24 paragraph 5.2.1 [1] 59/21 paragraph 5.3.14 [2] 81/9 107/15 paragraph 5.5 [1] 57/24 paragraph 5.54 [1] 146/23 paragraph 6.13 [1] 134/22 paragraph 6.19 [1] 135/14 paragraph 6.2.2 [1] 71/16 paragraph 6.2.4 [1] 74/16 paragraph 6.3 [1] 78/20 paragraph 6.4.2 [1]	69/16 paragraph 6.4.3 [1] 60/7 paragraph 62 [1] 87/4 paragraph 7.1.12 [1] 54/9 paragraph 7.1.2 [1] 63/14 paragraph 7.1.4 [1] 67/17 paragraph 7.12.13 [1] 157/5 paragraph 7.13.18 [1] 21/18 paragraph 7.13.21 [1] 60/12 paragraph 7.14 [1] 79/25 Paragraph 7.3 [1] 3/6 paragraph 7.4.6 [1] 80/12 paragraph 7.5.1 [1] 106/3 paragraph 7.5.3 [1] 90/17 paragraph 7.5.6 [1] 15/24 paragraph 7.6 [1] 10/9 paragraph 7.6.3 [1] 49/20 paragraph 7.7.13 [1] 114/11 paragraph 7.7.5 [1] 75/22 paragraph 8.10.14 [1] 4/2 paragraph 8.10.5 [1] 2/1 Paragraph 8.10.8 [1] 2/13 paragraph 8.2 [2] 153/24 154/18 paragraph 9.1 [1] 152/21 paragraph 9.17 [1] 81/17 paragraph 9.2 [1] 153/5 paragraph 9.9.1 [1] 167/23 paragraphs [1] 64/12 parallel [5] 19/21 45/3 45/12 84/24 191/6 parallels [1] 71/23 parameters [4] 56/22 57/16 164/17 199/23 paramount [1] 65/2 paraphrase [1] 41/3 parcel [1] 169/23 parent [13] 25/10 41/22 62/23 67/4 138/6 151/2 162/11 163/1 163/5 166/7	181/6 182/4 182/21 parent/child [1] 138/6 parental [6] 24/4 63/18 153/12 160/19 162/8 162/14 parenting [5] 138/5 149/14 149/15 150/14 196/11 parents [37] 13/8 26/7 28/3 29/23 57/13 62/9 68/15 87/18 107/23 140/9 150/9 150/10 150/11 150/13 152/2 153/19 160/22 161/3 161/18 161/23 162/9 162/22 163/1 163/14 163/22 164/3 164/6 164/23 165/1 165/4 165/5 165/21 165/25 166/1 182/1 200/4 200/11 part [36] 2/1 5/4 5/6 19/15 35/15 42/25 42/25 49/19 68/4 76/12 84/11 96/19 106/21 109/22 109/23 110/23 111/4 112/20 113/20 121/19 123/1 132/24 136/17 137/12 149/22 150/7 152/10 152/24 163/11 164/25 169/22 173/8 176/2 176/9 183/23 187/13 partial [2] 11/1 11/2 Participant [1] 167/8 Participants [1] 175/8 particular [26] 1/13 10/16 11/11 11/12 12/3 22/24 23/13 47/17 61/23 77/12 97/18 111/20 113/13 126/18 127/5 131/16 137/4 138/11 140/11 155/15 168/1 170/9 171/20 173/12 185/14 191/3 particularly [25] 27/4 31/2 31/19 37/10 69/24 74/6 77/10 110/7 133/4 134/18 141/25 142/1 142/11 142/12 142/15 143/15 144/9 152/1 162/6 173/15 177/3 177/8 177/11 183/5 198/20 partly [1] 201/6 partner [3] 75/1 75/6 102/6 partners [2] 72/8 72/22 partnership [4] 99/24 100/13 102/7 173/23 partnerships [4] 99/19 99/21 164/18	164/19 pass [1] 124/9 passage [2] 4/1 58/21 passing [3] 52/3 69/15 97/23 password [1] 152/2 passwords [2] 152/3 153/13 past [7] 23/17 72/3 89/16 161/25 161/25 162/1 192/5 path [2] 43/3 159/10 pathological [2] 195/22 200/13 pathway [22] 38/7 40/13 41/7 41/13 42/10 44/8 48/12 79/10 79/13 82/4 109/8 113/9 114/6 121/4 123/25 124/6 124/6 124/17 169/25 184/20 185/11 185/24 pathways [10] 42/7 42/8 44/16 45/3 77/3 126/22 150/2 180/17 184/19 186/5 patient [3] 10/17 27/15 27/16 patients [1] 27/11 pattern [4] 59/15 61/3 63/3 74/2 patterns [2] 71/14 75/14 Paul [4] 43/10 87/3 89/12 116/15 Paul Court [1] 87/3 Paul Taylor's [1] 43/10 pause [3] 46/18 46/18 75/23 pay [1] 89/12 PDP [3] 21/18 22/13 23/15 PDPs [2] 22/8 22/12 peer [1] 138/21 peers [2] 71/3 143/5 people [193] 5/18 6/1 6/24 9/1 9/4 12/2 12/10 14/4 14/10 15/5 15/12 15/14 16/23 17/2 17/4 17/6 17/7 17/9 17/12 17/13 17/15 18/9 18/22 19/7 21/6 21/10 24/19 27/11 27/19 29/6 31/25 32/8 34/23 35/16 36/12 36/14 37/4 37/8 37/11 37/13 39/1 41/19 41/19 43/6 44/19 45/22 45/25 46/2 48/24 49/10 49/22 52/3 52/10 52/18 54/2 56/19 57/11 58/25 61/14 61/15 61/19 62/8
----------	---	---	---	---

P	110/11 110/13 111/5 117/3 118/5 125/7 125/8 133/10 134/6 136/21 137/18 147/4 154/24 155/8 162/20 175/12 period [2] 76/19 128/4 periods [2] 129/16 129/25 permanent [2] 73/14 142/14 permission [3] 150/13 167/3 179/2 permit [1] 71/25 persist [1] 50/14 person [86] 2/8 2/9 9/4 10/18 12/4 12/8 12/10 14/6 16/2 16/7 16/8 16/11 18/25 23/8 24/4 25/1 26/6 27/4 27/8 27/18 28/17 28/19 28/22 32/18 32/21 38/18 39/12 39/18 41/4 42/1 43/16 43/24 46/10 46/15 52/13 54/24 55/3 57/14 58/6 58/11 64/23 73/7 77/14 77/16 78/25 80/19 90/10 96/10 98/9 104/2 106/9 106/24 107/5 107/7 107/7 107/11 108/8 121/1 122/19 122/20 129/14 130/7 131/22 138/7 141/1 143/9 145/3 146/17 147/19 151/7 151/8 151/11 151/12 155/4 165/6 168/2 178/12 179/20 179/21 187/7 187/16 190/12 192/23 194/20 199/7 200/4 person's [12] 2/3 11/16 50/2 50/11 58/9 71/2 132/14 133/8 151/19 151/20 180/22 189/2 personal [4] 8/23 9/11 80/22 123/7 personnel [1] 123/11 Persons [2] 21/17 22/8 perspective [7] 52/23 90/8 119/14 180/6 180/20 181/25 187/6 pertinent [1] 13/7 pessimism [2] 136/8 136/10 Peter [1] 89/12 Phase [14] 3/17 3/18 16/16 25/15 66/14 75/20 76/22 78/22 97/22 137/10 140/24	163/12 166/12 177/25 Phase 1 [12] 3/18 25/15 66/14 75/20 76/22 78/22 97/22 137/10 140/24 163/12 166/12 177/25 Phase 2 [2] 3/17 16/16 phone [3] 108/8 148/15 162/10 phones [1] 152/2 phrase [1] 170/11 phrased [1] 131/3 physical [3] 64/9 64/24 66/5 pick [7] 1/21 32/15 74/14 107/13 148/14 171/16 179/12 picked [5] 5/3 33/14 71/4 125/22 197/24 picking [3] 106/13 127/4 199/5 picture [8] 11/6 33/2 33/7 33/9 43/24 56/6 148/5 179/13 piece [4] 42/24 99/18 121/3 145/10 piecemeal [1] 136/16 pieces [1] 170/13 pillar [2] 45/19 124/15 pilot [1] 109/23 pioneered [1] 148/3 pithy [1] 170/11 place [15] 9/16 49/4 76/16 77/25 91/23 92/21 125/9 162/8 163/3 177/10 181/12 183/22 187/9 189/19 198/7 placed [4] 75/12 80/2 82/25 151/9 placement [1] 178/7 places [1] 176/5 plan [21] 20/23 42/19 52/7 85/21 85/22 85/23 85/25 96/19 148/17 149/6 150/7 168/3 168/10 168/12 168/21 175/25 176/2 176/16 176/17 187/10 187/15 planning [4] 47/2 147/13 169/11 169/15 plans [14] 2/5 21/3 73/9 73/13 73/22 76/13 78/6 78/8 80/20 106/22 148/22 149/5 150/9 177/10 platform [4] 166/9 171/23 172/6 174/10 platform-led [1] 171/23 platforms [8] 170/8 171/10 171/24 173/4 174/20 174/22 174/25	175/1 play [3] 107/16 110/23 157/23 played [1] 49/19 players [1] 101/3 playing [1] 155/6 plays [1] 170/12 plea [1] 177/7 please [44] 1/25 2/13 3/14 4/3 4/17 10/9 15/18 15/23 21/16 22/25 23/21 23/24 33/24 39/25 46/21 47/20 54/3 59/21 60/11 63/14 64/3 71/15 74/16 75/21 78/19 80/11 81/8 96/15 106/2 113/4 114/10 122/22 134/20 134/22 147/3 147/17 153/23 161/1 167/23 167/23 168/17 178/2 179/18 186/1 pleased [1] 32/11 plugged [1] 136/22 plus [2] 93/21 125/2 pm [7] 105/19 105/21 167/10 167/13 167/14 167/16 201/13 PMC [1] 11/17 point [66] 8/2 8/4 9/2 14/25 16/16 18/19 20/3 23/14 26/16 31/15 37/18 37/20 38/2 39/4 39/17 55/19 57/2 60/9 61/25 62/1 63/8 63/9 71/24 74/24 84/4 94/5 94/18 99/10 99/13 99/17 99/25 100/7 114/14 115/19 121/8 124/19 125/11 126/12 126/13 127/16 133/10 147/13 147/24 147/25 148/6 157/22 159/20 166/22 167/20 169/20 169/23 176/21 180/25 181/2 186/25 187/4 187/23 187/24 188/1 189/21 190/8 190/20 191/1 191/17 192/9 197/1 pointed [1] 26/4 points [12] 5/2 13/11 19/9 90/17 117/21 134/11 147/8 154/8 175/12 176/20 197/2 197/3 poisons [1] 156/1 police [87] 6/5 8/1 10/3 11/12 11/17 11/18 11/22 14/19 15/10 17/4 18/23 22/6 23/4 25/5 28/17 28/20 30/24 31/2 31/4 31/8 31/13 40/8 41/23 52/3 52/5 54/4 54/7 55/4	55/22 55/25 56/5 56/9 56/14 59/7 59/14 60/5 61/7 61/9 61/12 61/17 61/20 62/16 62/16 63/2 67/11 67/21 75/3 81/11 85/11 85/13 85/16 86/7 87/2 87/14 87/17 87/17 87/24 98/19 98/19 99/6 99/22 101/18 101/20 102/3 104/15 106/9 109/2 109/3 109/4 109/13 110/1 117/18 119/17 135/2 148/12 149/10 149/12 150/4 150/9 150/12 150/15 157/15 171/4 171/5 171/7 179/25 191/20 policed [1] 50/23 policies [4] 9/15 39/1 94/16 94/24 policing [34] 3/16 10/2 15/2 21/20 21/21 35/18 35/25 36/11 38/21 46/13 59/25 61/5 61/5 85/8 85/9 85/10 87/1 87/5 94/9 94/12 95/15 95/16 97/7 98/23 100/5 100/10 113/15 115/25 147/6 148/1 166/18 173/21 178/21 181/24 policy [11] 9/6 22/7 22/10 23/4 23/5 34/8 34/9 48/24 66/11 66/15 166/25 polled [1] 62/8 pompous [1] 129/3 poor [2] 24/3 107/21 popular [3] 155/4 155/9 162/12 population [3] 93/21 93/23 95/11 port [1] 113/25 portal [1] 182/2 pose [7] 23/9 64/7 64/14 64/20 65/13 81/5 91/2 posed [3] 65/17 78/24 97/17 posing [1] 50/3 position [8] 26/10 44/13 49/14 79/11 100/17 162/17 163/12 177/24 positive [3] 68/2 117/20 124/13 possible [5] 24/9 92/17 190/6 190/7 200/5 possibly [3] 51/1 57/21 101/12 post [10] 8/13 9/9 22/2 84/11 112/1 116/8 143/23 144/4 144/11 144/13
----------	---	---	--	---

P	144/12 146/2 178/21	119/12 119/25 120/16	39/1	130/22 139/7 140/2
post-18 [2] 84/11	pre-criminal [2]	120/18 121/4 121/15	proceed [3] 10/11	143/6 144/14 144/16
112/1	19/13 99/3	122/7 122/19 122/20	24/22 24/23	144/16 145/4 153/19
post-autism [1]	pre-disposition [1]	123/2 124/2 124/4	proceeding [1] 146/2	157/14 158/7 161/5
143/23	46/16	124/7 124/15 124/19	process [81] 8/11	161/12 164/20 165/11
post-conviction [1]	pre-emptive [1]	124/19 124/21 125/3	17/3 17/8 21/22 23/6	165/12 165/16 170/2
22/2	178/21	125/6 125/9 146/1	23/14 23/15 23/16	179/24 180/3 180/19
post-diagnosis [1]	pre-proceeding [1]	180/13 182/2 184/19	23/18 41/3 41/21 44/2	181/13 182/1 182/14
144/13	146/2	184/23 184/25 185/23	50/7 51/19 53/1 54/1	182/17 182/17 183/1
post-diagnostic [1]	preaching [1] 147/16	188/2 188/13 190/4	57/12 60/15 82/5	184/7 192/13 193/17
144/4	precise [1] 185/15	190/21 193/10 193/10	86/15 87/15 88/8 88/9	professionals' [1]
post-GDPR [1] 9/9	precisely [2] 27/16	200/16 200/19	88/12 97/19 100/21	5/5
post-Macpherson [1]	137/20	preventative [2] 55/6	104/3 105/8 105/9	professions [2] 8/9
8/13	precision [1] 161/8	119/1	112/2 112/4 112/5	15/5
post-offence [1]	predict [1] 96/9	prevented [1] 135/1	112/5 112/17 114/24	Professor [1] 127/6
144/11	prefer [1] 173/4	prevention [2] 45/9	116/20 118/9 118/13	Professor Bram
postcode [1] 96/11	preference [2] 89/17	54/19	119/9 121/2 121/7	Sizoo [1] 127/6
posts [2] 89/10 131/9	195/14	previous [4] 54/16	121/13 122/2 122/11	profile [1] 171/6
postulated [1]	premise [3] 115/23	61/1 75/23 82/12	122/21 122/24 122/25	programme [2] 45/10
171/25	120/25 171/12	previously [4] 4/5	123/2 123/4 124/2	45/12
potential [12] 17/18	prep [1] 194/16	61/2 143/25 152/18	131/19 131/21 131/21	progress [1] 172/5
21/17 38/24 47/14	preparation [2] 41/18	pride [1] 129/2	141/5 145/2 148/13	progressed [2] 33/20
48/23 63/25 79/5	47/2	primacy [1] 102/2	151/18 161/21 175/15	135/9
89/20 114/23 120/17	prepared [1] 137/19	primarily [1] 63/13	175/16 175/19 175/21	progressive [1]
178/13 184/13	prepares [1] 140/5	primary [3] 77/19	175/23 176/4 176/7	171/25
potentially [15] 8/23	presence [1] 96/3	173/1 189/7	176/10 183/6 185/17	promise [2] 97/1
21/17 22/8 23/8 24/12	present [5] 27/11	principally [3] 23/23	185/21 186/9 187/8	175/8
26/7 26/8 41/20 49/6	34/9 40/5 101/14	25/21 33/17	187/20 188/3 188/5	promote [1] 67/22
62/17 81/14 87/1 99/2	138/14	principles [4] 126/2	188/9 189/17 189/23	promoting [1] 79/1
111/13 194/25	presentation [1]	126/4 131/14 200/16	189/24 193/17 200/10	prompt [2] 138/17
power [2] 73/15	50/11	prior [1] 135/12	201/3	168/20
193/7	presenting [3] 12/2	prioritised [1] 160/7	processes [10] 5/17	propaganda [4]
powerful [5] 25/13	34/17 138/16	priority [2] 172/25	48/5 50/22 78/4 83/23	157/1 158/24 159/12
143/22 163/5 178/10	presents [2] 78/9	173/1	84/23 103/2 112/6	197/19
183/5	80/7	prisons [1] 18/24	116/21 128/19	proper [6] 31/11
powers [7] 25/18	press [3] 24/7 28/14	privacy [1] 152/12	product [3] 161/17	187/1 187/25 189/20
31/14 31/18 39/1	58/3	private [1] 156/5	174/17 187/14	191/4 194/3
47/15 48/4 166/25	pressure [3] 47/18	proactive [2] 26/19	profession [2] 6/10	properly [1] 129/5
practicably [1] 171/8	114/21 116/13	137/17	166/21	property [1] 28/5
practical [3] 39/8	presumably [1]	proactively [1]	professional [50]	proportion [1]
61/12 161/20	149/22	178/13	2/17 3/1 3/23 4/18	166/17
practically [1] 162/7	prevent [114] 33/16	probably [22] 18/8	4/20 22/7 25/19 28/8	proportionate [3]
practice [30] 3/3 4/7	33/20 34/5 34/14	25/22 26/12 31/14	29/2 35/17 42/2 50/13	168/4 169/10 169/16
22/7 25/19 26/17	34/15 35/4 35/6 35/7	31/23 32/18 33/1	51/4 72/17 75/13	proposals [1] 179/15
26/18 28/9 29/7 31/8	35/12 35/23 36/11	34/20 45/14 84/3	77/10 84/16 123/7	propose [1] 1/16
36/25 37/3 73/2 76/14	36/14 38/7 38/14 40/2	110/5 111/18 115/1	125/19 125/23 126/3	proposed [2] 184/17
105/18 118/17 125/19	40/10 40/25 41/3	115/18 129/17 155/4	126/7 126/11 126/14	186/23
125/23 126/3 126/7	42/15 42/16 42/25	156/15 180/6 181/1	126/16 128/12 129/2	proposing [2] 102/16
126/11 126/14 127/17	43/4 43/5 43/5 43/7	195/6 197/21 199/13	129/10 130/2 131/14	181/5
129/13 131/15 131/17	43/9 43/21 44/5 45/9	probation [3] 17/4	131/17 131/21 131/22	propositions [1]
133/23 147/11 160/6	45/15 45/18 45/25	18/24 20/13	132/8 132/19 133/11	179/18
169/21 171/11	46/3 46/6 46/24 47/6	problem [24] 3/19	134/6 145/8 145/12	pros [2] 116/24 118/6
practising [1] 37/1	49/23 50/1 50/12	5/8 24/2 24/16 24/17	158/6 160/5 160/19	prosecutable [1]
practitioner [4] 26/25	50/16 50/20 50/21	35/15 40/3 40/11 41/1	163/13 166/14 166/22	41/10
27/7 27/25 135/9	50/22 51/3 51/4 51/19	48/21 62/14 64/23	169/21 181/6 182/18	prosecute [1] 62/17
practitioner's [1]	52/12 52/24 62/8	66/19 112/22 115/20	182/21 184/12	prosecuted [1] 62/18
13/16	62/10 71/20 79/16	117/14 120/3 123/14	professionally [2]	prosecuting [1] 57/2
practitioners [10]	81/13 81/22 82/9	123/23 125/16 158/10	67/10 176/1	prosecution [1]
13/14 28/10 34/15	82/15 82/17 83/22	160/23 166/16 196/12	professionals [53]	137/18
51/20 74/13 90/9	109/8 109/10 109/15	problematic [2] 9/21	2/21 6/2 13/5 21/1	prospective [1]
161/4 161/16 200/3	109/15 109/22 109/23	195/12	32/19 32/23 50/25	154/14
200/11	112/6 113/19 114/3	problems [3] 39/9	51/9 58/3 59/3 65/16	prospects [1] 46/15
praising [1] 162/6	114/22 115/20 116/5	61/12 138/16	84/14 104/18 106/8	protect [1] 67/3
pre [8] 19/1 19/13	116/16 116/17 117/2	procedural [1] 132/4	107/23 126/21 127/8	protecting [3] 67/5
46/16 62/11 99/3	117/13 117/14 117/15	procedure [1] 94/17	128/14 128/21 128/25	115/13 163/6
	117/18 118/24 119/9	procedures [2] 9/15	129/4 129/22 130/13	protection [58] 3/12

P protection... [57] 6/21 9/10 9/18 13/5 14/14 14/16 15/1 20/24 29/11 57/12 59/23 63/16 63/24 67/2 67/12 67/20 67/23 68/3 68/7 68/13 68/15 68/24 69/7 79/1 80/9 82/15 82/23 85/22 87/4 87/6 87/14 87/16 87/22 87/23 87/25 88/1 88/2 93/1 93/2 93/5 93/7 93/9 93/10 98/20 103/3 103/4 103/5 103/6 103/8 103/10 118/21 118/23 118/24 119/5 146/5 184/1 184/2 protective [1] 63/17 proud [1] 157/17 prove [3] 19/9 197/2 197/6 proverbially [1] 147/16 provide [5] 54/21 94/9 95/4 156/4 180/21 provided [1] 54/14 provider [2] 33/21 43/1 providers [4] 88/10 88/12 158/20 193/11 provides [1] 80/15 providing [2] 74/19 176/17 provision [15] 25/6 70/22 72/8 73/20 74/9 77/5 77/13 78/13 106/15 106/24 106/25 163/3 178/11 193/15 193/24 provisions [4] 18/23 70/11 74/6 74/8 Ps [1] 180/11 psychiatrists [2] 26/10 26/18 psychiatry [1] 33/4 psycho [2] 143/1 143/5 psycho-education [2] 143/1 143/5 psychologist [2] 89/1 111/15 psychologists [5] 32/4 33/13 110/23 111/8 140/17 psychology [8] 31/24 32/25 33/8 107/5 108/16 108/17 110/11 193/25 psychosis [2] 26/2 32/22 psychotherapy [1] 27/9	public [20] 4/25 5/8 8/5 14/14 16/12 17/21 45/14 49/3 59/23 60/6 87/23 87/25 88/2 91/25 103/3 103/5 133/19 171/6 195/11 196/23 publisher [1] 173/5 publishers [1] 171/10 pull [5] 18/9 65/6 84/21 122/6 198/20 pulling [1] 77/7 purchasing [1] 172/13 purpose [4] 168/5 182/11 185/19 200/2 purposes [2] 179/11 195/5 push [2] 162/23 178/2 put [40] 8/15 13/21 46/10 46/20 47/18 49/5 49/14 57/16 61/19 71/9 76/16 89/10 91/22 98/25 99/4 105/12 113/16 124/7 137/22 137/23 138/16 144/22 147/9 149/17 151/1 158/5 162/8 162/9 163/3 163/15 166/13 177/10 178/20 178/25 179/17 184/17 185/22 185/25 189/18 200/25 puts [2] 77/25 117/20 putting [6] 56/22 57/21 149/15 149/16 179/16 186/6 Q qualified [1] 72/19 quality [2] 2/14 5/4 quantify [1] 71/8 quantity [1] 158/17 question [24] 10/20 39/6 41/9 54/25 70/13 72/18 73/15 96/13 97/17 101/2 108/18 138/8 139/16 151/16 151/17 162/24 163/11 165/5 183/14 183/15 187/21 194/9 200/15 200/21 questioning [5] 127/19 163/17 167/5 178/25 192/15 questions [30] 12/5 53/22 54/2 63/16 75/8 105/24 126/17 137/1 138/2 138/18 138/20 166/23 167/9 167/11 169/5 175/13 177/16 179/1 179/4 179/7 179/10 179/24 180/2 180/18 182/8 182/20	194/8 200/7 202/9 202/10 quicker [1] 144/19 quickly [4] 11/16 34/6 52/2 143/15 quiet [5] 53/20 53/24 69/24 70/5 70/8 quietness [1] 71/1 quite [30] 12/4 15/9 23/9 29/15 29/23 32/11 37/20 37/20 39/3 43/13 43/14 63/4 65/1 65/6 65/11 86/18 103/12 126/4 127/13 136/15 139/24 145/12 155/11 156/20 158/11 177/9 183/14 184/11 197/11 197/25 quote [2] 116/4 137/11 quoting [2] 116/4 116/5 R radar [3] 53/23 178/23 199/4 radicalisation [5] 40/4 43/8 81/21 113/18 121/6 radicalisers [1] 159/13 raise [7] 21/16 54/24 71/21 160/3 160/16 175/11 176/20 raised [9] 5/3 63/16 132/3 133/15 147/25 170/19 171/23 173/10 176/22 raises [1] 138/2 raising [3] 7/9 134/13 194/1 ramping [1] 172/4 ran [2] 94/4 122/13 random [1] 159/1 range [1] 190/7 rapid [1] 142/8 rapidly [1] 161/2 rarely [1] 58/19 rates [1] 176/25 rather [22] 21/20 42/1 50/3 69/6 74/11 90/21 100/21 101/23 126/23 127/12 127/22 130/14 135/4 135/20 137/11 156/25 171/9 186/9 187/1 194/23 197/12 201/5 rationale [1] 8/14 re [2] 55/8 70/2 re-emphasise [1] 70/2 reach [7] 17/5 43/13 43/14 43/16 63/22 128/22 195/4 reached [5] 17/25 35/19 57/2 59/13	172/5 reaches [4] 18/5 94/11 94/13 171/1 reactions [1] 194/18 read [5] 3/9 35/14 113/20 166/12 197/24 reader [1] 135/19 reading [3] 7/18 18/15 135/20 ready [1] 178/12 real [11] 32/13 33/2 73/1 98/3 98/12 109/9 116/3 154/11 157/25 170/15 170/16 real-world [2] 109/9 154/11 realised [3] 75/8 116/9 178/16 realistic [2] 6/2 120/23 reality [6] 20/17 61/18 89/13 112/14 158/1 191/7 really [96] 5/18 6/4 6/4 6/9 6/15 6/17 6/23 6/23 7/13 12/24 13/10 13/10 13/19 13/24 17/22 22/25 26/4 28/7 28/11 30/22 31/1 32/6 32/20 33/5 37/7 37/9 44/25 51/7 51/21 52/6 52/8 52/9 57/13 57/13 57/17 65/9 67/6 72/25 83/24 92/7 92/8 92/8 92/8 92/13 93/21 96/9 97/16 99/1 101/21 102/4 102/17 104/10 105/5 109/21 111/16 114/1 120/24 123/23 132/4 136/17 136/18 136/22 137/5 137/9 138/8 140/10 141/22 143/20 143/22 145/12 146/4 146/4 146/9 146/13 155/11 159/6 162/18 166/10 168/25 174/6 174/8 175/17 176/21 177/25 181/22 188/14 188/19 191/9 191/17 193/21 195/3 197/14 198/2 198/5 199/7 200/13 realm [2] 14/13 198/18 reason [16] 27/1 28/2 32/4 33/5 43/10 43/17 43/21 62/18 92/3 92/19 107/1 115/11 124/15 133/13 154/17 173/8 reasonable [2] 124/12 124/20 reasonably [1] 25/16 reasoning [2] 3/2 4/21 reasons [13] 2/19	16/22 23/23 47/17 59/18 62/9 110/22 122/11 124/13 156/8 159/2 195/13 196/18 receipt [4] 73/8 73/12 73/22 78/5 receive [1] 77/4 received [7] 16/10 33/21 49/25 135/10 136/5 136/23 143/2 receives [1] 113/23 receiving [2] 177/12 190/8 recent [1] 67/18 recognise [8] 32/12 36/4 36/7 36/10 73/3 73/9 161/6 163/7 recognised [7] 4/15 25/19 25/20 59/19 69/19 74/11 159/24 recognising [3] 22/10 83/10 88/3 recognition [6] 58/14 72/7 95/25 132/23 137/13 160/1 recoil [1] 27/3 recommend [2] 112/16 143/11 recommendation [8] 4/17 24/5 24/16 80/6 81/3 90/24 161/10 169/7 recommendations [5] 5/9 23/25 147/8 169/13 178/1 recommending [1] 19/15 reconcile [2] 123/11 200/17 record [22] 1/24 2/17 2/18 4/11 5/20 5/21 5/21 5/22 5/25 6/12 6/15 46/21 48/9 61/7 61/8 61/18 61/20 61/20 128/5 128/7 128/12 178/20 recorded [8] 2/17 3/2 5/24 60/14 71/10 74/4 128/6 153/5 recording [9] 2/3 2/7 2/14 4/19 4/20 5/19 60/10 92/2 128/1 records [8] 2/11 2/15 2/21 2/25 54/11 63/19 76/4 77/2 recurring [2] 3/21 33/25 red [3] 148/10 148/19 153/17 reduce [4] 50/12 172/1 174/3 200/5 reducing [5] 79/2 142/9 143/14 145/2 145/9 reduction [1] 141/12 refer [17] 34/23
---	---	--	---	---

R	reinforcement [2] 154/2 154/20 related [4] 46/23 138/11 161/14 194/19 relating [1] 185/24 relation [9] 1/22 10/20 22/9 68/22 82/23 107/16 125/20 149/24 201/7 relationship [3] 109/22 109/24 140/1 relationships [5] 75/16 130/24 151/23 153/2 153/8 relatively [5] 7/20 47/7 116/19 120/4 196/6 release [2] 12/21 140/1 released [2] 139/20 194/10 relevance [1] 155/16 relevant [10] 4/22 50/10 72/9 74/23 150/19 155/14 161/5 171/17 187/19 197/25 reliance [1] 74/12 relieved [1] 52/4 reluctance [3] 26/11 71/9 125/8 reluctant [1] 46/2 rely [1] 99/22 relying [1] 78/12 remain [4] 45/20 75/2 96/17 96/18 remained [1] 168/21 remains [6] 36/15 38/7 54/18 115/6 115/9 127/20 remember [5] 19/3 55/24 105/23 169/15 188/22 remit [4] 99/16 191/13 191/13 191/14 remotely [1] 37/13 removal [1] 63/18 remove [5] 13/9 87/17 89/9 115/22 167/25 removed [4] 25/11 92/14 92/15 136/25 removes [1] 96/4 removing [1] 158/19 repeat [2] 61/23 61/24 repeated [1] 60/2 repeatedly [2] 2/8 92/1 report [37] 2/2 3/16 4/8 6/20 7/15 7/18 7/24 15/21 15/25 33/19 49/19 54/5 59/20 62/6 62/10 65/25 74/15 76/1 78/21 79/8 80/10 82/9 107/17 113/20 116/2 134/21 146/23 150/15 152/22 157/4 160/20 166/12 167/22 170/9 170/18 173/9 173/13 reporting [1] 182/4 reports [10] 7/18 11/17 11/17 79/8 82/2 107/20 126/1 131/5 167/21 200/25 repository [1] 115/3 represent [1] 179/8 representatives [1] 175/8 representing [2] 191/25 192/1 reprimand [2] 16/8 19/7 reprimand/warning [1] 16/8 reputational [2] 117/14 125/5 requests [1] 179/1 require [6] 20/14 28/12 40/6 69/5 127/20 169/10 required [9] 31/10 31/11 78/10 87/5 120/9 161/9 168/23 183/22 183/24 requirements [1] 137/4 requires [4] 16/4 38/10 87/21 100/2 requiring [1] 47/14 research [7] 47/2 139/2 142/8 145/18 146/6 156/8 158/25 researched [1] 143/13 resembles [1] 120/12 resistance [1] 137/3 resistant [1] 150/12 resolve [2] 123/10 128/23 resolved [2] 58/6 117/15 resonate [1] 58/21 resource [5] 49/7 70/23 116/20 125/12 167/1 resourced [2] 83/2 114/19 resources [11] 20/15 88/6 88/20 88/22 88/23 123/15 124/21 131/7 131/11 174/21 193/15 resourcing [3] 116/13 131/6 194/3 respect [1] 98/17 respects [3] 45/11 171/4 172/21 responding [2] 68/13 79/2 responds [1] 74/19 response [5] 58/14 60/24 69/6 69/8 103/11 responses [5] 4/12 27/13 67/23 71/22 143/21 responsibilities [3] 50/6 168/5 192/7 responsibility [22] 75/1 78/24 79/5 79/22 85/20 85/23 99/15 99/16 104/11 129/1 130/5 132/19 166/7 166/8 169/11 173/6 174/5 191/12 191/20 191/21 192/4 193/3 responsible [6] 2/11 11/10 96/18 96/18 130/6 173/5 rest [1] 98/25 restorative [3] 133/22 133/23 134/7 restraint [1] 142/16 restriction [1] 163/16 restrictions [1] 54/23 restrictive [1] 142/16 result [1] 127/15 resulting [1] 2/19 retaining [2] 38/22 41/3 retains [1] 193/2 retaliation [1] 58/12 retired [1] 116/7 revamped [4] 185/19 186/25 187/22 190/2 revenue [1] 174/6 review [18] 4/7 4/25 19/16 32/20 34/17 53/2 53/13 53/16 54/1 63/6 63/21 103/16 115/19 127/17 128/17 168/6 168/20 169/11 reviewed [1] 147/5 reviews [8] 5/9 5/10 52/11 53/2 53/6 53/7 53/10 142/8 revisit [2] 7/14 125/24 revisiting [1] 25/14 reward [1] 156/18 rich [3] 11/20 11/21 59/12 RICHARD [7] 1/3 30/22 31/12 159/1 181/4 196/19 202/3 Richard Taylor [1] 181/4 Richard's [1] 157/22 right [45] 5/24 14/10 18/20 22/9 22/10 29/3 29/9 36/3 36/7 36/10 38/20 39/3 41/14 42/5 44/2 44/24 45/5 53/13 64/25 77/13 77/14 77/17 77/21 82/18 97/12 100/16 108/17 111/7 112/25 121/16 122/22 130/19 151/2 159/1 166/23 166/23 179/22 181/5 181/17 185/19 186/7 188/18 189/15 192/2 200/20 right-wing [1] 44/24 rightly [1] 177/9 rights [1] 125/6 rigid [4] 92/4 92/6 93/8 93/15 rigorous [2] 156/8 195/7 rigour [2] 137/6 137/8 ring [1] 62/7 rise [2] 40/15 40/16 rising [1] 68/22 risk [169] 3/21 12/9 13/15 13/21 13/25 14/4 14/5 16/3 16/24 17/5 17/16 20/6 20/23 21/22 24/9 27/11 29/18 29/18 29/19 29/21 35/13 37/20 40/6 41/9 42/3 42/19 47/22 50/3 51/6 51/7 51/23 57/20 57/20 57/22 60/18 64/7 64/14 64/17 64/17 64/20 64/22 65/3 65/13 65/21 65/22 65/22 66/15 67/24 68/5 68/5 68/10 68/11 69/5 70/5 70/21 73/14 78/24 79/2 80/7 80/15 80/16 80/19 81/5 81/6 83/8 83/8 83/9 83/11 83/13 83/13 83/20 84/8 84/13 85/7 85/20 86/6 91/1 91/2 92/10 93/11 93/13 94/11 94/13 95/1 95/20 98/3 98/12 102/20 102/21 104/2 104/12 104/24 104/25 105/2 105/4 105/7 105/13 106/12 107/21 108/1 111/23 111/25 112/3 112/17 113/1 113/2 113/13 113/14 113/15 114/2 117/6 117/7 117/9 120/23 120/24 124/1 124/5 126/8 126/12 133/18 134/4 141/4 141/11 141/23 142/13 145/9 147/11 147/20 150/6 150/17 150/20 155/13 168/13 168/20 169/25 175/23 175/25 176/12 176/16 176/17 176/23 177/3 177/11 177/15 177/21 178/13 185/10 186/13 186/15 187/1 187/9 187/17 187/20 187/25 188/4 188/5 188/8 188/19
----------	---

R risk... [11] 188/25 189/7 189/8 189/9 189/11 189/17 189/20 190/13 190/15 190/18 200/5 risks [12] 10/13 12/3 65/8 65/17 91/14 127/1 130/24 146/11 151/8 151/21 152/14 170/3 Road [1] 94/20 rob [1] 89/12 robust [1] 101/1 role [13] 2/18 4/12 17/19 63/20 72/18 74/20 88/4 95/19 98/13 102/2 129/16 154/1 156/9 roles [1] 128/5 rolled [1] 12/24 Ronnie [1] 18/13 Ronnie Biggs [1] 18/13 room [6] 20/22 21/1 33/8 110/4 148/6 151/17 round [3] 52/1 62/13 146/10 rounded [3] 33/9 61/4 80/18 route [8] 5/11 20/10 20/15 26/11 28/15 28/16 149/12 182/19 routes [1] 128/19 routine [1] 153/2 routinely [1] 27/23 Rowley [1] 157/17 Royal [1] 33/13 Rule [1] 179/1 Rule 10 [1] 179/1 rules [1] 192/7 running [4] 29/21 94/4 94/5 128/3	188/12 safety [12] 70/21 99/19 148/17 168/3 168/10 168/12 168/21 169/11 169/15 177/10 187/9 192/22 said [63] 4/24 5/7 5/15 6/18 6/20 8/18 17/13 18/4 18/8 20/7 32/17 42/1 43/18 46/24 49/16 49/21 50/21 54/5 57/24 58/7 67/25 69/16 71/11 71/16 73/24 75/7 75/11 81/9 81/16 82/3 91/24 92/25 97/18 97/20 97/21 97/25 98/1 98/18 98/18 103/24 106/13 110/16 111/11 119/20 124/14 127/6 131/23 137/11 141/25 142/18 144/8 152/23 152/25 172/18 175/23 179/9 181/18 183/24 190/14 191/19 196/6 196/18 200/12 sake [1] 44/21 same [27] 8/8 10/20 20/19 20/23 20/24 48/12 62/14 85/22 87/22 100/11 105/9 111/12 117/23 121/11 121/12 131/4 151/6 152/6 157/18 165/13 174/14 174/17 177/19 184/8 189/25 191/8 198/4 Sara [1] 35/7 Sara Skodbo [1] 35/7 sat [2] 104/19 109/23 save [2] 15/11 86/23 SAVRY [3] 180/24 187/2 188/21 SAVRYs [1] 189/8 saw [11] 17/20 34/17 52/10 56/13 66/10 70/17 92/13 140/24 164/25 165/2 199/3 say [88] 4/3 5/13 7/17 17/11 21/19 22/3 26/3 32/25 33/4 36/12 36/18 39/3 40/1 40/24 47/7 50/4 50/9 52/19 54/9 55/14 57/1 60/17 63/14 65/3 66/8 66/18 67/1 69/4 70/13 78/20 80/1 80/3 80/12 88/5 88/15 88/21 89/9 89/21 90/1 90/4 90/5 90/23 92/18 98/9 108/7 108/15 108/16 109/21 111/18 114/11 114/25 116/14 121/20 122/15 123/22 124/7 124/21 126/13 131/19 134/23 135/15 137/24	144/16 144/17 150/13 157/6 157/11 157/18 159/4 161/1 161/25 163/6 164/9 165/9 166/4 170/18 173/22 175/6 178/1 181/1 181/24 182/9 183/11 188/16 189/8 192/5 197/10 201/6 saying [74] 6/11 7/16 9/5 12/15 13/5 14/16 15/16 21/7 25/17 25/24 31/7 32/23 37/18 38/21 42/9 47/5 51/20 53/13 53/19 56/10 56/16 57/13 57/17 57/18 58/22 61/10 68/14 68/16 74/2 74/9 83/23 85/14 86/14 86/18 86/19 86/25 87/4 87/9 93/8 93/10 95/23 98/18 99/4 102/17 103/4 103/15 103/16 104/1 104/12 105/24 108/7 119/15 127/12 127/12 130/16 132/7 144/13 144/17 149/5 149/10 150/10 157/15 158/11 162/12 163/18 164/7 174/2 176/13 176/13 177/20 181/21 183/25 187/5 191/13 says [10] 39/4 84/15 118/16 133/18 159/9 181/17 182/2 182/3 185/7 185/9 scale [1] 141/20 scheme [3] 21/18 56/12 161/21 school [25] 8/1 47/3 53/20 53/21 56/14 59/8 69/20 70/21 70/24 77/4 77/14 77/17 77/22 104/14 106/20 107/2 107/6 107/7 150/7 150/8 152/8 160/15 163/19 177/12 178/8 schools [30] 59/10 67/19 70/12 72/5 72/9 74/8 74/8 74/17 77/13 77/19 77/20 89/2 106/16 106/22 106/23 107/1 141/25 142/12 142/24 145/14 149/24 152/7 162/2 162/3 177/9 177/13 177/18 180/14 187/6 193/16 science [1] 43/4 Scotland [1] 134/9 screen [5] 15/23 78/19 106/2 147/2 187/24 screening [9] 79/20 113/4 114/5 181/12	186/24 187/1 187/25 188/4 189/23 screens [1] 159/7 scroll [1] 4/16 search [1] 86/11 searches [2] 153/10 172/11 searching [2] 125/14 172/12 seat [1] 22/20 second [10] 9/3 20/5 42/25 47/22 64/5 81/14 90/18 94/3 157/24 166/16 secondary [1] 77/20 Secondly [3] 79/21 126/16 171/18 section [10] 24/1 24/18 24/19 24/22 24/22 25/2 65/23 178/19 183/18 196/21 section 1 [1] 196/21 section 129 [1] 25/2 section 2 [2] 24/18 24/22 section 3 [2] 24/19 24/22 section 47 [1] 65/23 section 5 [1] 178/19 sector [4] 66/9 88/16 91/25 136/21 secure [1] 73/20 security [9] 38/25 48/21 49/14 94/13 115/24 116/1 125/12 173/16 196/23 see [43] 14/4 17/8 18/19 26/1 27/18 28/19 31/22 32/23 35/14 41/7 41/16 47/7 48/11 51/3 52/3 53/3 66/12 81/16 86/15 86/22 86/24 87/2 90/9 103/21 123/6 123/10 123/14 123/17 124/16 126/4 129/12 130/20 141/9 142/17 154/15 165/1 171/9 173/4 180/25 182/8 191/12 191/13 198/4 seeing [6] 26/15 35/9 103/19 126/23 151/25 199/6 seek [7] 47/24 58/4 68/1 120/14 137/11 148/9 197/18 seeking [2] 29/24 67/19 seem [5] 10/24 56/19 82/5 110/24 154/21 seemed [4] 58/21 97/24 136/19 157/10 seems [5] 9/25 41/2 68/1 91/10 157/16 seen [16] 3/21 23/20 25/8 26/6 31/8 37/4	56/5 91/25 101/10 103/9 118/17 142/23 155/18 188/4 192/9 201/3 seeping [1] 70/19 sees [1] 159/9 self [4] 83/9 141/21 143/18 200/5 self-help [1] 141/21 self-regulation [1] 143/18 semantic [2] 190/25 191/9 semantics [1] 191/10 seminar [1] 45/24 seminars [3] 154/9 180/10 200/12 SEN [5] 73/23 73/24 76/14 107/4 110/22 SEND [3] 73/3 73/6 128/13 senior [10] 8/11 9/4 61/13 65/18 66/2 66/2 98/19 101/18 101/19 132/8 sense [21] 20/20 26/9 27/5 55/6 64/18 71/7 71/10 86/5 86/8 87/11 91/10 108/21 126/8 129/22 131/6 135/23 151/19 168/24 171/19 181/25 198/8 senses [1] 96/4 sensible [1] 130/22 sensory [2] 138/11 143/15 sent [4] 56/1 103/18 119/10 190/21 sentence [3] 41/8 48/17 114/20 separate [14] 9/17 31/5 84/23 101/8 102/10 122/16 130/3 132/20 132/23 136/15 183/14 188/5 188/10 193/4 separately [1] 201/5 September [2] 12/18 177/1 series [1] 179/18 serious [18] 4/10 16/12 17/21 22/2 24/9 58/8 65/21 80/7 147/23 148/6 148/7 161/13 166/10 167/24 169/9 173/16 177/4 185/10 seriously [2] 63/1 63/2 service [24] 2/9 2/11 11/14 54/11 55/12 55/20 56/3 56/8 56/15 56/24 57/1 57/8 66/23 83/5 83/10 83/12 93/15 94/9 112/21 112/21 112/22 127/11
---	---	--	---	--

S	104/17	67/24 68/4 69/21 77/9	six [4] 3/18 53/2	solutions [1] 28/14
service... [2] 176/17	shooting [1] 155/4	77/16 79/4 91/14	131/24 139/20	solve [3] 40/3 40/11
189/10	shootings [1] 47/3	92/10 152/24 161/6	six months [2] 53/2	41/1
services [31] 4/9	short [6] 40/20 51/14	177/6	131/24	some [135] 2/15 5/16
4/13 11/11 29/16 50/5	75/18 105/20 116/2	significantly [1]	Sixthly [1] 127/25	5/19 6/3 6/22 7/2 7/8
55/7 55/9 55/17 56/18	167/15	91/12	size [1] 95/11	8/2 8/4 10/12 12/5
62/20 66/25 73/6	shortcoming [1] 26/9	signing [2] 85/21	Sizoo [1] 127/6	12/19 13/20 14/3
76/22 84/5 89/7 90/21	shorter [1] 105/16	85/24	skilfully [1] 175/3	16/17 19/20 27/3
106/6 106/9 106/10	shortly [4] 152/18	signpost [2] 82/11	skill [1] 99/23	27/16 28/1 28/2 28/3
107/9 111/3 115/25	170/17 172/15 173/7	82/16	skilling [1] 194/1	28/4 28/11 28/25 29/1
116/15 118/9 119/13	should [93] 4/18	signposting [2]	skills [1] 37/16	29/16 33/13 33/20
127/7 137/17 137/20	10/12 14/11 14/16	82/10 163/22	Skodbo [1] 35/7	34/3 36/9 42/15 45/11
138/25 186/2 190/22	16/25 17/17 18/17	signs [1] 148/18	sleep [5] 160/4 160/7	45/13 46/1 46/11
serving [1] 196/13	19/17 24/6 24/11 28/7	silo [1] 192/10	160/9 160/14 160/16	46/19 47/23 49/17
session [1] 151/24	32/19 35/12 40/11	similar [14] 4/4 4/6	slightest [1] 123/24	49/23 54/22 56/5
sessions [2] 115/15	45/20 46/20 48/12	10/2 10/2 43/25 61/1	slightly [10] 10/15	61/11 62/4 62/19
135/8	50/11 54/19 55/10	76/13 77/3 84/20	27/7 47/4 64/4 80/24	62/20 63/18 65/5 65/9
set [17] 32/9 56/6	56/8 56/15 56/23	118/10 122/9 122/13	93/18 118/4 163/20	67/14 67/18 70/18
67/13 83/2 83/4 85/15	57/17 59/2 59/3 59/19	147/10 193/13	167/4 175/6	71/24 73/16 77/20
93/15 104/7 104/8	60/14 61/7 61/20	similarly [4] 73/23	smaller [1] 174/22	78/14 82/3 84/4 87/19
115/12 117/23 118/10	65/10 65/22 68/23	78/3 96/1 160/9	SMART [2] 128/13	88/22 89/7 91/18 92/5
118/15 126/2 130/8	70/1 75/4 75/5 76/14	simple [3] 5/23 53/13	128/17	92/12 93/18 96/4
131/14 148/19	79/21 79/21 80/5 80/7	145/12	so [430]	98/13 99/10 102/2
sets [1] 130/18	81/3 81/4 81/11 81/21	simplifying [2] 141/3	social [103] 3/10 6/6	106/19 106/25 107/15
setting [7] 77/14	81/23 82/13 84/24	141/13	11/12 11/24 12/19	107/23 108/9 110/17
100/25 101/10 162/25	85/1 85/11 90/25 91/1	simplistic [5] 42/12	14/14 14/24 15/12	111/19 111/20 114/8
164/23 176/10 199/24	92/9 92/20 93/6 94/18	113/10 130/12 139/15	20/12 27/23 28/25	120/4 120/7 120/12
settings [5] 24/12	102/5 102/6 102/18	139/25	29/2 29/9 30/4 31/1	125/7 131/9 134/25
70/9 70/11 75/12	102/24 110/14 112/13	simplistically [2]	31/9 32/7 33/12 51/1	135/8 135/10 135/22
199/21	112/14 112/25 114/8	137/22 152/6	55/17 55/21 56/3 56/8	136/4 136/10 138/13
seven [1] 151/4	114/13 114/16 115/1	simply [10] 1/18	57/9 58/1 58/15 59/8	138/21 139/6 139/17
Seventhly [1] 128/18	119/6 119/10 119/13	26/16 27/7 38/5 60/16	59/9 61/7 63/12 64/2	141/4 144/1 144/10
several [4] 33/19	119/14 126/6 126/22	70/4 98/4 154/24	64/6 64/13 64/16	144/11 145/8 148/6
152/25 153/25 155/9	127/8 127/8 127/11	179/12 190/23	64/19 65/7 65/9 65/16	148/16 149/20 150/2
severe [1] 23/7	127/15 127/16 127/18	since [2] 61/11	65/18 67/10 67/21	152/14 152/17 152/25
severity [1] 58/2	128/2 129/19 130/8	104/21	69/6 70/15 71/20 77/5	155/12 155/17 157/14
sexual [9] 15/3 29/20	132/19 141/9 147/21	single [7] 6/13 78/23	80/5 81/12 84/11	160/1 163/1 165/3
64/9 64/24 66/5	161/11 168/20 169/9	80/5 115/2 124/1	84/12 86/3 86/18	165/3 166/19 167/10
101/14 139/3 153/7	171/19 175/5 181/7	145/7 158/14	87/14 87/15 87/15	171/4 174/20 176/4
164/13	188/9	single-agency [1]	87/25 89/2 89/10 97/6	177/6 178/4 178/8
sexually [2] 139/1	shouldn't [14] 32/5	78/23	101/7 101/17 101/19	180/8 180/16 180/23
139/4	35/11 66/17 87/5 87/6	sir [21] 1/10 1/15	102/18 103/9 103/12	180/25 181/14 182/13
shape [1] 157/20	93/8 98/19 99/13	33/11 33/22 40/14	103/12 103/21 103/25	182/20 187/23 188/12
share [9] 9/5 10/11	119/19 168/19 176/11	40/23 51/17 54/7 60/7	104/11 104/14 106/5	189/21 189/24 194/24
12/11 13/9 14/20	188/4 190/10 190/11	86/23 105/14 105/23	116/15 118/13 118/14	196/2 196/4 196/19
22/11 110/2 110/7	show [5] 84/20	107/14 146/22 152/20	118/19 118/22 118/25	199/21
126/22	105/11 108/8 108/10	157/17 166/13 167/2	119/1 130/24 131/9	somebody [22] 5/20
shared [11] 4/23 5/22	108/11	167/10 167/18 178/25	146/18 149/10 149/16	8/3 14/12 15/7 18/3
10/18 10/19 13/1 33/3	shows [3] 18/13	Sir Mark Rowley [1]	153/6 156/16 161/4	20/10 21/13 32/12
33/7 102/3 127/1	23/15 116/6	157/17	163/10 163/24 164/1	32/21 34/25 35/11
154/3 178/6	shy [1] 151/13	sit [13] 32/25 40/16	164/7 164/10 164/12	39/21 42/2 43/2 49/1
sharing [19] 3/8 4/5	sibling [1] 62/23	80/24 109/8 109/23	164/14 164/20 165/5	51/1 55/21 72/20
4/11 4/20 5/2 6/14	siblings [2] 71/4	110/21 130/14 146/10	174/4 176/24 180/1	105/2 113/10 116/18
6/24 9/3 9/14 9/24	75/16	157/13 159/3 165/9	184/23 185/7 189/3	188/7
10/23 59/6 78/3 92/2	side [2] 87/2 117/20	167/12 189/3	189/4 190/11 190/16	somebody's [1] 48/5
104/25 110/2 110/9	sight [1] 61/2	sits [11] 17/4 20/22	socially [3] 30/13	somehow [4] 9/7
155/16 156/18	sign [1] 94/10	43/22 46/12 79/17	146/16 154/5	29/3 101/8 121/13
she [7] 1/14 1/17	signal [1] 70/5	84/12 101/7 132/10	society [5] 47/14	someone [10] 18/3
1/18 25/19 25/20	signalled [1] 161/23	134/14 147/21 157/6	48/22 49/3 115/16	23/15 38/24 53/3 61/6
42/17 159/9	signed [1] 95/3	sitting [4] 30/6 48/14	158/10	78/4 148/14 158/2
sheds [1] 27/10	significance [5]	121/15 194/23	software [6] 161/18	159/14 196/1
shelf [1] 161/17	50/12 71/17 152/19	situation [6] 10/22	162/9 162/21 163/22	something [63] 3/1
shift [2] 65/15 118/25	153/1 157/12	24/20 35/19 86/1	164/4 165/1	6/16 10/1 10/2 14/6
shifts [1] 100/10	significant [19] 3/12	99/16 99/16	sole [1] 94/8	14/10 27/5 27/23 28/6
shocked [2] 92/13	22/18 25/20 32/3	situations [2] 27/14	solely [1] 100/12	31/3 39/21 43/4 43/24
	48/10 49/22 58/4 59/7	148/24	solid [1] 9/12	44/7 52/13 52/14

S something... [47] 53/10 53/25 56/6 70/20 84/10 84/12 85/1 90/14 93/24 94/11 95/7 97/21 98/6 103/20 104/21 108/23 120/12 122/9 122/12 127/6 132/1 134/9 137/23 141/7 141/8 141/11 145/15 150/23 152/5 152/13 155/21 158/18 163/9 164/6 165/15 171/6 180/8 181/2 182/16 188/11 193/13 194/25 195/22 197/24 198/9 199/16 199/19 sometimes [18] 2/20 6/9 27/13 27/24 28/11 28/13 34/5 34/6 34/7 60/5 71/21 103/14 129/4 130/17 136/19 149/5 149/18 183/23 somewhat [1] 131/15 somewhere [1] 181/7 soon [2] 133/14 200/4 sooner [1] 92/20 sorry [16] 7/9 8/18 12/14 22/23 23/1 32/16 40/15 80/25 96/25 108/13 141/23 144/7 162/5 178/16 187/5 200/22 sort [42] 11/20 11/21 11/25 21/12 24/20 26/24 27/3 27/10 28/11 28/13 28/25 29/1 43/11 66/11 74/1 86/1 86/4 89/15 96/8 98/10 101/22 102/19 107/24 109/7 134/2 135/10 136/5 136/7 138/12 148/17 148/24 156/17 161/19 165/6 170/1 177/7 177/7 178/2 181/14 182/17 188/19 196/2 sorts [10] 11/19 112/9 136/4 140/17 148/18 156/1 156/25 162/11 164/24 185/6 sought [1] 179/1 soul [1] 159/16 sound [1] 27/1 sounds [3] 129/3 174/8 196/1 source [2] 59/12 79/6 sources [1] 153/3 Southport [4] 3/17 39/23 116/8 133/17 space [4] 19/1 19/13 94/13 99/3 speak [3] 28/24	141/14 183/10 speaking [2] 8/9 176/14 special [6] 74/8 77/13 77/21 88/13 106/5 142/1 specialised [1] 15/1 specialist [15] 40/4 44/6 66/22 70/11 74/7 77/5 81/10 83/5 111/3 120/22 145/11 161/5 161/8 168/23 189/10 specific [13] 1/23 6/20 88/10 107/1 110/19 133/6 145/3 145/11 165/22 165/24 168/5 168/10 175/25 specifically [5] 84/13 85/2 113/13 147/6 151/17 spectrum [3] 135/7 147/5 147/23 speculate [1] 190/5 spend [2] 162/5 180/8 spent [4] 5/13 125/14 158/6 196/20 sphere [1] 163/21 spoke [3] 137/10 151/24 162/24 spoken [3] 6/13 66/2 184/13 spot [1] 75/14 square [1] 91/21 staff [5] 11/24 25/5 70/10 71/4 129/25 stage [17] 38/5 42/3 42/5 63/19 76/5 79/15 79/20 82/4 82/18 97/7 113/5 113/7 114/4 140/15 154/12 172/2 188/13 stage 2 [1] 42/3 stages [2] 86/2 120/16 stalking [2] 99/21 195/24 stand [1] 123/23 standard [5] 19/5 19/6 89/22 123/1 172/19 standards [9] 126/7 129/2 129/11 129/19 129/22 129/23 132/19 132/24 162/3 standpoint [1] 66/21 stands [1] 23/18 start [15] 32/20 71/11 79/25 86/8 119/23 148/7 176/3 179/20 180/6 181/5 188/6 188/6 188/8 188/12 199/8 started [4] 37/17 75/8 100/17 104/7 starting [4] 78/17	79/11 180/25 181/2 statement [1] 86/25 states [1] 25/3 station [1] 28/20 stations [1] 61/20 statute [1] 72/15 statutory [17] 12/11 18/23 22/1 22/11 23/6 29/1 34/22 34/23 36/17 38/7 38/10 38/22 73/3 73/6 73/20 74/25 75/5 stays [1] 8/6 steering [1] 101/17 step [5] 62/25 94/14 120/9 136/25 155/20 step-up [1] 120/9 stepping [2] 14/16 95/5 steps [3] 95/2 95/16 95/17 stick [3] 31/5 44/2 54/3 stigmatisation [2] 124/25 125/5 stigmatising [1] 48/7 still [19] 5/10 9/21 34/19 35/12 36/22 39/21 42/13 47/11 61/20 65/19 66/25 67/14 104/22 121/7 148/21 167/19 191/18 191/19 194/9 stood [1] 45/17 stopped [1] 43/6 stopping [1] 15/7 strategic [2] 72/13 132/9 strategies [2] 90/13 142/4 strategy [3] 44/1 45/16 45/20 stream [1] 174/7 street [1] 8/4 streets [1] 61/11 strengthen [2] 178/4 192/17 strengthened [2] 74/20 172/21 strengthening [4] 29/1 143/18 177/8 187/12 strikes [1] 63/5 striking [1] 3/7 strong [3] 27/12 126/13 142/5 stronger [1] 63/17 strongly [2] 102/24 178/20 struck [1] 60/20 structure [4] 28/10 54/23 78/23 192/16 structures [1] 189/18 struggled [1] 83/25 struggles [1] 115/20 struggling [2] 5/14	71/8 studied [1] 37/7 studies [48] 1/23 2/15 3/7 3/18 15/20 15/22 16/14 16/20 16/21 19/22 25/15 33/16 33/25 34/14 36/5 36/8 50/18 53/5 54/10 54/24 55/11 55/13 56/13 59/17 68/20 69/14 69/18 70/7 70/18 71/16 73/2 77/6 125/20 135/16 135/21 136/5 136/12 144/10 151/25 153/25 154/14 160/5 162/16 181/18 181/18 182/6 192/10 199/3 study [3] 46/4 63/6 125/8 stuff [7] 7/7 12/19 157/23 162/19 166/20 174/9 174/12 style [1] 21/22 sub [7] 2/2 15/25 78/21 80/10 133/10 152/22 167/22 sub-report [6] 2/2 15/25 78/21 80/10 152/22 167/22 subject [5] 25/7 41/10 100/1 100/11 139/11 subjects [2] 34/4 81/24 suboptimal [1] 125/24 subsequent [2] 3/3 140/25 subsequently [1] 49/24 substance [1] 106/9 subtopics [1] 167/18 success [2] 134/25 193/16 successful [2] 142/24 142/24 successfully [1] 81/25 succinct [1] 52/8 such [17] 15/2 23/11 46/3 46/16 71/5 104/2 124/1 124/19 133/4 136/6 137/2 138/1 138/9 140/7 152/4 155/14 155/25 sudden [1] 175/19 suddenly [4] 49/9 53/24 116/8 174/4 suffer [1] 79/3 suffering [2] 26/12 79/3 sufficient [6] 12/7 12/9 13/13 24/24 161/7 161/12 sufficiently [6] 36/25	37/3 55/1 127/7 168/4 170/3 suggest [3] 72/14 102/17 167/3 suggested [2] 37/25 101/21 suggesting [9] 41/6 64/18 70/7 70/23 82/5 105/16 133/16 163/19 180/7 suggestion [2] 121/6 186/12 suggestions [1] 169/12 suggests [2] 40/2 40/25 suicide [2] 153/9 158/15 suit [1] 195/8 suitable [2] 23/18 80/8 suite [1] 28/19 suited [1] 124/9 summarise [2] 25/16 137/11 summarised [1] 160/21 summary [3] 168/14 169/7 170/4 supervision [4] 5/6 28/10 161/19 169/2 supervisor [1] 180/20 support [36] 29/24 38/22 41/13 42/21 57/16 58/11 69/23 89/2 97/24 98/1 106/10 106/14 107/3 107/5 114/12 141/1 141/9 143/17 144/3 144/5 145/6 145/7 150/19 152/5 152/7 161/13 163/2 165/25 172/23 177/10 177/16 184/6 187/10 192/24 193/15 200/4 supporting [5] 41/3 107/11 143/20 145/5 152/8 supportive [1] 178/20 supports [3] 105/1 106/11 154/10 suppose [1] 129/23 supposed [1] 193/6 sure [15] 20/25 32/13 53/9 60/23 98/6 134/13 137/22 139/21 157/17 175/4 178/11 182/10 183/18 190/17 193/4 surely [1] 181/14 surface [1] 126/17 surviving [1] 179/10 survivors [1] 179/9 susceptibility [1]
---	---	--	--	--

S susceptibility... [1] 40/5 susceptible [2] 34/10 35/13 suspect [2] 114/20 118/3 suspected [1] 54/13 suspicion [2] 25/25 48/8 sustained [1] 58/4 SWAN [23] 1/7 40/15 69/12 89/25 91/5 94/1 95/22 97/21 106/13 110/15 128/10 129/8 132/11 141/12 151/15 153/4 161/21 163/18 164/7 165/18 176/19 200/1 202/7 Swan's [1] 149/23 swiftly [1] 179/17 sympathy [1] 62/19 system [72] 7/20 9/6 9/18 10/6 17/12 17/14 19/19 20/7 20/9 20/18 21/25 36/3 36/11 37/24 38/2 43/23 46/11 46/12 46/23 47/19 54/18 56/21 57/16 57/19 57/22 62/3 71/25 73/23 78/12 82/11 82/12 82/13 86/13 91/8 92/4 92/6 92/21 92/22 94/14 95/2 95/5 95/12 95/16 95/17 96/15 99/23 114/15 114/18 114/20 114/22 115/3 115/18 122/16 124/16 130/6 130/7 130/8 130/9 130/13 130/14 130/18 131/11 145/20 146/8 148/2 149/18 170/12 175/3 175/5 181/10 181/17 193/12 systemic [2] 4/15 130/4 systems [15] 3/22 5/17 15/19 20/17 76/16 81/22 82/10 82/14 82/23 91/22 98/22 112/6 112/7 130/17 163/19	78/10 83/1 94/14 96/1 100/19 102/23 114/24 117/4 124/13 128/25 130/12 132/20 152/18 155/2 167/3 167/6 180/5 183/3 185/4 191/1 taken [5] 25/22 63/1 67/7 91/19 95/4 takes [4] 61/18 95/2 96/6 185/5 taking [13] 13/3 40/23 47/6 95/6 98/5 104/11 108/22 132/18 136/11 170/17 171/24 172/14 173/7 talk [16] 14/19 14/19 18/4 30/23 39/7 43/1 51/4 65/2 92/24 103/12 116/12 139/17 140/6 141/15 148/7 198/25 talked [8] 65/25 129/21 132/13 153/4 160/4 176/23 187/14 193/23 talking [64] 6/2 6/14 12/21 14/2 21/6 21/9 29/13 29/14 30/1 30/5 30/15 50/20 51/2 51/5 51/18 52/9 76/7 80/22 81/23 84/7 85/14 87/20 88/25 91/5 92/14 92/15 93/4 93/5 93/6 93/9 93/12 95/6 101/22 108/6 109/17 109/17 109/19 110/20 111/9 111/13 111/22 111/22 112/2 119/20 121/12 121/24 122/9 122/12 130/9 130/10 131/20 139/4 146/14 156/19 166/25 173/19 181/10 188/15 191/7 193/14 197/12 198/21 198/24 199/5 taught [1] 8/6 Taylor [1] 181/4 Taylor's [4] 42/23 42/24 43/10 116/15 teacher [7] 6/7 14/15 41/22 51/1 72/19 106/19 113/12 teachers [2] 161/4 179/25 teachers' [1] 129/11 teaching [1] 15/13 team [26] 11/13 26/22 28/7 28/9 28/19 31/9 73/3 82/15 85/5 106/7 107/4 109/18 111/23 111/24 112/1 113/7 124/1 124/9 124/16 130/11 130/14 131/13 147/20 150/20 151/9 168/12	teams [22] 11/13 11/14 11/15 15/3 26/17 26/19 27/2 27/14 67/20 68/3 68/24 93/1 93/2 93/7 93/10 106/8 111/2 118/22 126/24 158/12 167/8 179/3 technical [2] 156/15 161/5 techniques [1] 32/9 technology [7] 156/1 158/20 166/6 166/15 173/18 173/23 174/6 teenagers [1] 138/24 tell [5] 45/2 110/8 131/25 157/13 158/13 telling [2] 70/15 92/21 ten [4] 98/21 98/22 126/4 131/18 tended [1] 141/3 tendency [1] 127/22 tenet [2] 169/14 169/24 tension [4] 91/9 91/18 173/15 175/2 tentative [1] 169/12 Tenthly [1] 131/3 term [3] 46/14 63/25 200/2 terminologies [1] 199/15 terms [81] 2/23 5/14 6/11 8/22 12/25 13/25 16/20 20/16 34/16 39/10 41/2 42/13 52/21 52/24 52/24 56/10 67/11 72/23 74/7 76/10 77/7 79/24 80/23 82/4 84/11 87/18 87/22 87/23 87/24 88/1 88/5 88/25 90/23 95/11 98/7 108/20 110/1 110/14 112/4 113/10 113/17 113/21 115/13 123/22 126/2 126/6 126/11 135/6 135/25 139/11 139/14 139/18 142/22 144/7 144/13 146/6 147/18 148/16 151/8 152/19 160/12 162/3 163/6 164/16 165/22 167/20 169/20 170/6 170/6 174/17 178/25 180/9 187/15 190/20 192/7 193/9 193/13 193/15 193/25 198/7 199/24 terrify [1] 49/3 territorial [3] 85/9 113/15 148/1 territory [1] 75/21 terror [2] 37/9 48/19 terrorism [58] 21/21	34/2 34/11 34/20 34/25 35/18 35/25 36/11 36/17 36/23 38/8 38/11 38/19 38/21 39/13 41/5 42/12 43/14 44/1 44/7 45/20 46/13 48/8 50/23 81/21 85/10 95/21 100/5 100/10 109/13 110/1 110/12 115/25 117/9 117/17 120/20 121/4 121/20 122/4 123/8 125/4 147/11 147/14 155/17 156/14 157/11 157/15 157/19 158/12 159/11 174/18 178/19 184/9 185/2 194/20 195/7 195/9 196/21 Terrorism Act 2006 [1] 178/19 terrorist [15] 37/6 38/24 39/20 41/11 46/9 47/3 47/10 47/11 47/13 49/1 81/15 95/7 155/17 196/17 196/18 terrorist acts [1] 47/11 terrorists [5] 19/15 37/5 49/8 158/13 158/15 test [9] 36/15 36/17 38/6 38/10 38/17 38/22 41/7 42/11 44/13 than [29] 19/20 21/20 49/24 50/3 69/6 74/11 77/18 90/21 100/21 101/23 114/21 119/8 120/20 126/2 126/23 127/12 127/22 130/14 135/4 137/11 157/1 171/13 173/14 186/9 187/1 194/23 197/13 197/22 201/5 thank [76] 1/10 1/20 10/8 14/23 15/18 17/17 18/11 21/14 21/15 22/21 22/22 23/21 30/21 31/16 32/15 33/11 33/15 40/23 49/16 51/17 54/3 56/1 57/23 59/20 60/8 61/10 63/11 69/4 69/11 69/12 74/14 75/19 78/16 86/22 89/14 90/16 95/22 96/12 102/22 105/14 105/23 107/13 109/6 113/3 116/24 123/6 123/20 125/17 128/18 132/11 134/16 134/17 137/10 139/10 144/6 146/22 147/1 147/2 152/16 157/4 160/18 167/2 167/18 169/7	169/19 175/7 176/19 178/15 179/5 194/6 194/7 198/11 200/1 200/23 201/9 201/12 that [1270] that de-confliction [1] 122/25 that's [95] 4/3 6/13 7/22 8/25 10/23 11/1 13/18 14/13 20/23 20/24 25/12 27/16 30/23 33/22 34/19 35/15 37/20 39/15 42/24 45/6 46/7 52/2 52/7 53/16 53/16 56/7 60/7 61/1 62/2 62/24 63/5 65/3 69/1 69/3 72/15 73/12 78/2 85/6 86/14 89/11 89/13 89/25 90/3 92/7 92/19 92/21 93/11 93/13 93/16 96/7 97/1 99/8 101/20 101/22 104/5 105/3 106/20 113/2 115/18 119/4 121/16 121/23 124/6 129/17 131/13 132/17 133/16 133/20 139/7 145/15 146/13 146/15 150/25 151/1 152/9 155/16 155/18 166/10 167/20 176/12 178/14 178/23 180/18 182/9 182/24 185/15 186/23 188/25 189/6 191/13 191/23 195/24 198/6 198/23 199/7 their [93] 2/17 6/3 9/2 14/7 25/8 26/21 27/5 27/18 27/20 27/20 27/21 27/21 28/5 29/22 29/22 37/16 37/16 38/14 42/12 47/14 48/9 49/23 50/6 52/14 62/23 64/2 65/1 65/14 65/14 67/8 68/15 73/9 73/19 80/20 81/4 84/4 92/17 92/17 94/7 94/9 96/11 99/23 103/18 106/21 107/8 107/12 119/3 119/3 127/11 129/1 129/5 131/13 132/15 132/15 132/16 133/4 134/2 134/3 137/20 140/9 140/11 141/2 143/21 146/18 152/2 152/3 158/4 159/7 162/10 162/11 162/19 163/6 165/3 172/2 174/3 174/7 174/10 174/16 174/23 176/1 179/11 180/19 182/18 189/6 190/14 190/15 191/2 192/3 192/4 193/2 198/10 199/2
--	--	--	---	---

T			
their... [1] 199/7	155/20 160/14 165/9	145/17 151/10 157/18	125/25 128/16 128/17
them [105] 5/23 6/4	165/18 167/7 171/7	161/16 163/5 164/10	130/16 135/13 136/13
9/7 14/3 14/7 14/22	172/5 183/16 184/14	166/16 174/14 175/14	136/20 137/9 141/18
15/6 16/17 16/23	184/19 185/6 185/11	183/17 191/8 198/2	144/22 145/2 148/18
17/25 18/16 22/10	185/11 185/22 186/15	198/19	148/19 148/24 150/9
29/23 30/7 30/9 30/9	187/18 188/8 189/1	things [50] 5/25 6/5	151/13 155/6 155/19
30/9 30/20 32/10	189/3 191/5 194/10	6/11 6/21 7/14 9/9	155/22 155/24 156/21
32/23 35/12 37/18	194/17 194/24 196/12	10/18 14/1 18/17	156/25 162/4 162/8
41/25 43/2 46/10	197/2 198/22 198/25	30/14 44/11 45/19	162/11 162/15 163/4
46/11 48/6 48/20 49/8	199/5	50/20 52/25 53/5 78/6	164/24 172/8 172/13
49/9 51/3 51/8 53/17	theory [1] 16/14	83/3 83/24 83/25 87/2	173/10 173/12 178/25
56/11 56/22 57/4 57/6	therapeutic [4] 135/4	88/18 88/19 89/4 89/6	182/8 185/9 186/5
57/7 57/8 57/9 57/10	135/8 136/8 140/1	92/3 109/17 110/10	186/14
62/3 62/6 62/10 62/17	therapies [1] 90/13	111/22 119/17 124/24	though [13] 8/19
62/18 62/24 63/8	therapy [4] 139/18	128/11 132/5 132/8	15/8 20/17 24/17 45/4
64/18 76/4 78/9 81/24	140/6 143/11 143/15	140/14 140/18 144/25	47/10 64/10 66/9 95/9
84/3 84/5 84/6 85/17	there [373]	145/13 154/12 156/19	129/13 160/25 173/5
86/23 87/21 101/23	there's [38] 6/8 6/12	156/25 157/15 157/24	194/22
104/3 104/4 105/9	6/16 10/23 10/25 11/6	162/12 164/24 166/24	thought [23] 7/9
105/25 106/11 107/2	11/8 25/6 26/24 27/22	174/19 181/20 182/3	17/22 18/7 20/1 23/16
111/12 112/1 112/20	28/8 30/14 31/22	184/13 194/23	31/20 41/18 44/2 45/7
112/21 115/14 118/1	32/14 39/6 53/9 53/25	think [280]	48/5 67/25 86/9 88/7
121/21 126/6 130/7	56/24 60/25 71/12	thinking [36] 5/11	91/9 91/18 109/7
130/18 130/20 132/15	85/7 94/19 98/12	14/8 14/9 32/21 37/16	120/16 127/21 130/25
133/3 134/3 135/22	111/25 113/15 120/15	38/15 42/15 51/22	131/9 170/24 171/12
140/9 140/12 140/12	127/23 132/1 132/1	51/24 65/13 86/8	197/25
143/4 144/3 146/19	134/17 143/4 152/3	88/19 90/8 91/4 99/6	thoughts [2] 52/14
149/11 150/7 150/13	152/11 156/15 165/19	102/4 103/2 103/2	180/9
154/4 154/16 160/15	181/5 181/12 183/18	103/3 104/8 115/7	thousand [2] 11/3
161/7 161/18 163/22	therefore [8] 15/16	116/18 119/23 128/1	49/7
163/23 165/1 166/19	46/2 54/24 64/18	128/5 130/10 133/21	thousands [4] 11/22
172/23 174/9 181/15	65/22 107/8 191/14	151/23 158/3 164/13	61/9 116/10 116/16
185/6 186/19 193/18	197/15	164/16 198/13 198/14	threat [12] 23/9
199/9	these [75] 1/16 3/5	199/13 199/16 200/2	23/11 27/6 27/12
theme [2] 107/20	4/14 4/24 6/11 18/14	thinkings [1] 52/17	44/17 48/21 60/18
157/8	18/17 19/22 27/2	thinks [3] 62/5 99/11	94/11 94/14 95/1
themselves [19] 14/5	30/16 32/15 33/13	191/11	95/20 99/20
36/22 41/22 52/5	36/12 40/6 44/23 50/5	third [8] 48/2 48/3	threatening [1] 28/2
57/21 67/6 69/25 98/6	58/13 59/4 59/25 65/5	63/7 96/25 98/16	three [14] 7/3 47/16
121/2 166/1 166/2	68/14 69/18 75/8	105/25 107/17 136/21	63/5 79/19 80/10 84/3
166/20 170/3 170/8	75/19 76/6 79/18 84/7	third-sector [1]	85/4 92/16 105/24
172/6 173/6 180/19	86/21 87/18 98/20	136/21	121/18 152/22 162/1
190/15 198/7	104/12 112/7 115/15	thirdly [3] 79/22	179/8 199/13
then [96] 4/16 6/7 6/8	116/9 129/12 132/4	126/21 171/23	three months [1]
6/16 7/17 10/6 22/3	132/8 134/11 135/16	this [296]	84/3
23/21 24/5 28/20	137/5 137/6 140/17	those [107] 1/24 12/7	three years [1] 162/1
29/11 30/9 30/15 33/3	140/20 142/19 146/14	22/5 22/7 27/14 30/14	three-year-old [1]
35/9 44/3 44/16 46/10	152/14 154/4 156/10	34/23 36/15 36/21	85/4
47/16 47/20 50/8	156/19 157/23 157/23	36/24 37/8 38/25	three-year-olds [1]
50/23 52/15 53/25	158/5 158/7 163/7	40/13 41/4 41/7 42/10	92/16
56/16 56/25 57/22	164/25 165/3 166/15	43/6 44/6 49/18 50/13	threshold [20] 12/5
58/7 60/17 62/17 64/3	170/1 172/14 172/19	52/22 53/6 58/23	13/2 13/4 13/4 17/20
66/6 71/13 75/19	174/19 181/17 181/18	59/18 64/12 66/19	30/2 34/12 43/13
76/22 81/8 83/14 84/2	181/20 182/3 186/18	68/2 70/25 71/3 71/14	43/14 43/16 44/10
84/4 96/12 100/2	186/24 192/18 192/18	72/21 72/23 73/11	59/13 68/21 109/11
104/3 105/11 109/3	194/23 196/22 199/3	74/6 74/8 75/15 76/15	127/13 146/3 149/7
109/20 111/6 111/24	199/4 199/14 200/24	81/5 83/1 83/11 83/20	150/21 150/24 171/1
112/1 112/18 114/14	they [312]	84/1 84/22 85/8 86/4	thresholds [2]
115/17 119/14 122/1	they're [3] 52/16	86/17 89/3 90/6 90/7	135/18 150/3
122/6 122/7 123/24	70/13 198/18	90/12 90/15 92/14	through [50] 3/22
124/9 132/1 133/23	thing [31] 5/23 6/12	93/1 98/2 100/3	5/15 11/15 12/19
135/5 135/14 138/9	6/15 7/12 7/24 7/25	101/15 102/11 107/24	15/22 18/5 18/18
140/4 141/5 145/4	12/20 12/22 12/23	110/9 110/19 112/9	28/24 29/10 29/10
149/16 150/3 153/23	38/23 53/18 62/16	112/16 117/9 117/15	30/2 30/8 35/4 41/21
	76/6 88/24 108/13	117/20 123/3 123/12	53/5 56/1 57/8 59/24
	115/17 121/16 131/1	124/22 124/25 125/17	65/14 65/14 65/21
			66/16 72/15 88/8
			88/11 90/11 95/12
			98/22 99/2 99/11
			104/14 105/8 119/3
			119/6 119/8 125/22
			126/3 133/22 141/21
			151/3 155/19 179/14
			182/7 182/8 185/3
			185/17 185/21 187/8
			188/13 190/18
			throughout [4] 64/2
			75/11 129/13 200/8
			Thursday [1] 1/1
			tick [2] 5/24 108/18
			ticked [1] 130/20
			tier [2] 98/21 98/24
			tier 9 [1] 98/24
			tiers [1] 98/22
			time [39] 2/22 7/19
			12/10 15/15 16/23
			18/2 18/7 34/8 35/22
			49/17 52/15 52/20
			58/25 61/11 63/7
			63/23 67/8 67/9 77/16
			81/25 86/23 94/22
			103/17 105/17 121/21
			122/11 125/1 125/13
			128/4 141/1 145/14
			158/12 162/5 167/10
			180/8 182/6 193/20
			194/5 199/14
			timed [1] 128/3
			times [6] 7/3 35/14
			52/12 52/12 56/7
			163/20
			today [8] 34/20 43/12
			53/14 162/25 187/14
			195/13 195/15 200/15
			together [22] 12/15
			12/16 12/17 45/9
			67/21 79/23 81/11
			83/15 84/14 84/21
			86/16 87/10 88/14
			90/4 98/5 100/4 108/9
			122/6 131/5 158/5
			172/13 201/5
			told [2] 62/19 186/4
			too [18] 3/23 17/21
			18/14 18/21 18/21
			23/10 34/6 48/14 63/4
			134/10 136/14 136/14
			137/22 139/15 141/13
			154/8 189/22 196/24
			took [3] 49/17 174/11
			191/14
			tool [5] 29/6 42/15
			180/24 182/12 188/12
			tools [2] 155/14
			177/21
			top [4] 46/24 80/11
			81/1 116/21
			topic [12] 1/21 31/5
			46/22 54/4 78/17
			79/24 89/25 113/4
			123/24 125/19 134/19
			152/16

T	121/14 124/19 124/22 181/12 187/24 triaged [1] 125/2 triaging [5] 49/7 49/12 114/15 189/24 190/1 trial [1] 8/5 trials [2] 159/2 201/4 tried [3] 7/3 57/3 125/25 tries [2] 98/10 182/2 trigger [3] 147/13 147/25 148/12 trigger-point [1] 147/13 triumvirate [1] 31/9 trouble [5] 62/7 62/11 98/16 171/2 171/8 troubled [1] 58/11 true [2] 34/19 43/7 truly [1] 39/22 trust [1] 30/8 trusted [1] 151/23 try [9] 43/1 52/8 71/9 84/15 94/18 107/10 118/23 144/22 188/3 trying [14] 23/14 31/2 35/8 94/22 98/23 101/11 131/5 150/6 183/8 191/23 192/16 192/17 196/20 200/6 turn [13] 33/16 45/5 45/5 63/11 69/12 86/9 86/12 86/22 105/25 125/19 160/18 175/7 175/13 turning [2] 107/14 147/3 tutorial [1] 106/21 tutoring [3] 106/18 106/20 107/2 two [35] 7/15 7/25 13/11 14/1 16/22 42/19 44/16 44/18 45/2 50/21 75/25 81/22 84/23 85/3 87/9 89/10 92/15 103/2 109/17 111/22 124/24 128/11 131/9 131/20 144/25 157/14 162/1 172/13 175/17 179/14 184/21 186/5 186/24 190/21 200/24 two days [1] 179/14 type [13] 18/21 26/13 47/23 80/16 108/22 114/2 124/6 136/24 139/14 150/17 155/10 186/3 193/24 types [3] 6/11 54/6 131/20	ultimately [7] 26/12 38/6 38/13 38/17 85/20 117/3 190/9 un [1] 198/6 un-cognitive [1] 198/6 unable [1] 41/12 uncertain [1] 109/25 unclear [5] 34/2 35/10 44/20 81/20 121/7 uncomfortable [1] 71/7 uncompetitive [1] 174/16 under [20] 16/15 17/19 21/8 21/22 24/12 25/1 25/18 31/5 53/23 59/22 66/3 67/13 68/15 93/16 114/21 173/1 179/15 190/12 196/17 199/4 under 18 [1] 190/12 under 25 [1] 21/8 under-weighting [1] 59/22 underestimate [1] 166/16 underlying [2] 7/24 126/18 undermine [2] 48/23 98/21 undermining [1] 45/25 underpinning [1] 28/13 underpinnings [1] 22/1 understand [45] 14/21 17/3 17/16 17/17 31/7 34/24 36/6 37/14 40/11 42/9 45/7 48/15 48/18 51/7 52/5 65/8 66/12 68/4 84/15 84/21 115/12 119/7 120/25 124/20 128/15 138/20 140/10 142/5 143/10 144/3 144/14 159/25 162/18 165/6 165/11 165/16 172/14 178/7 180/17 182/10 196/14 196/15 196/25 198/24 199/11 understandable [2] 60/20 195/20 understandably [1] 177/10 understanding [32] 5/18 12/1 14/15 17/10 17/18 21/2 21/11 26/14 34/8 35/19 50/11 63/3 65/19 73/4 80/19 85/18 87/8 90/11 96/1 111/10 118/4 119/9 133/8 137/16 139/9 140/19	143/5 176/5 180/12 180/16 180/21 199/16 understands [1] 196/8 understood [13] 2/22 3/25 13/14 37/7 47/9 50/2 66/17 80/21 96/13 126/12 176/3 180/3 184/15 undertake [4] 25/5 63/21 161/13 189/2 undertaken [4] 188/20 189/1 189/6 189/9 undertakes [1] 189/11 underway [1] 50/7 undesirable [1] 27/5 unease [1] 71/7 unethical [2] 154/16 159/3 unfair [1] 133/14 unfairness [1] 141/4 unfortunately [1] 10/22 unhappiness [1] 198/10 unhappy [2] 131/22 132/4 unified [2] 47/6 48/11 unintended [1] 197/8 unique [2] 42/20 43/9 uniquely [1] 75/12 unit [2] 130/10 186/3 units [3] 121/5 129/1 129/23 unless [4] 19/7 63/2 98/9 158/17 unnecessary [1] 54/20 unpick [2] 15/15 44/22 unpopular [1] 105/15 unprofessional [1] 27/1 unprovable [1] 197/7 unregulated [1] 175/1 unstable [2] 34/1 35/10 unsuccessful [1] 71/22 until [6] 18/20 30/8 33/6 76/12 160/13 201/14 unusual [1] 66/18 unwelcome [1] 28/4 unwilling [1] 41/12 up [68] 1/21 4/21 5/3 5/10 14/16 15/12 18/20 32/15 33/14 45/17 64/4 67/13 68/19 71/4 74/14 83/2 83/4 85/15 85/21 85/24 86/23 89/24 95/3 99/1 104/8 104/8	105/11 106/13 107/13 107/14 115/12 117/23 118/10 118/15 120/9 120/10 123/23 124/23 125/3 125/22 126/24 127/4 130/18 142/3 148/11 148/14 151/3 152/22 154/18 157/16 158/10 164/14 165/13 171/16 173/9 176/10 178/11 178/24 179/12 179/21 181/16 188/7 188/11 189/21 194/1 196/12 197/24 199/5 up-skilling [1] 194/1 upgraded [1] 172/25 upon [10] 55/18 69/20 92/12 97/5 98/6 109/6 110/19 113/20 161/3 177/18 upscaled [1] 22/19 upscaling [1] 120/8 upstream [1] 38/9 urgent [1] 70/20 us [24] 1/15 7/20 11/24 19/2 23/1 30/20 32/17 35/2 48/18 55/18 57/7 70/16 90/4 92/22 99/4 108/8 127/13 134/10 174/19 179/14 180/11 186/4 188/16 189/13 usage [1] 172/3 use [18] 19/17 26/11 57/15 57/22 65/14 112/3 142/15 145/21 145/25 146/2 152/4 153/13 154/18 156/25 160/12 168/11 199/14 199/16 use' [1] 167/25 used [18] 7/18 10/4 16/21 17/2 18/3 22/4 32/7 53/12 54/1 109/22 147/14 154/22 162/9 168/2 169/2 170/11 185/14 195/25 useful [1] 182/5 using [10] 29/6 82/7 102/19 131/7 145/19 149/18 154/23 162/9 172/11 194/21 usually [2] 100/25 197/18 utter [1] 85/18
	U		V	
	UK [2] 114/19 116/14 ultimate [1] 29/12		vague [1] 182/11 valuable [2] 11/21 200/24 value [1] 40/4 variability [2] 65/19 117/22 variation [1] 95/25 varied [3] 2/14 25/19 153/6	

V	139/21 170/15 195/2	163/23	wanted [13] 4/1 23/6	wasn't [9] 16/21
varies [2] 91/11	Vicky [1] 94/2	visible [3] 138/22	50/16 91/7 96/8	70/20 71/10 104/10
120/9	Vicky's [1] 94/3	139/6 160/24	122/22 160/3 160/16	136/19 137/5 150/18
various [6] 59/18	victim [1] 1/11	visit [2] 6/25 27/18	166/13 173/10 176/20	150/18 158/14
120/15 125/23 156/8	victims [3] 58/2	visiting [1] 48/25	177/7 178/19	watch [1] 157/23
172/21 184/13	179/3 179/8	voice [7] 71/25 72/11	wanting [1] 107/6	watching [1] 194/23
vary [2] 26/17 91/11	video [4] 154/13	102/6 132/14 133/15	wants [5] 7/14 91/25	way [59] 5/20 6/22
varying [2] 78/14	155/3 155/5 155/8	133/18 133/24	104/23 113/12 141/14	9/20 13/6 13/12 18/10
110/22	video-game [1] 155/5	voices [1] 72/8	warning [1] 16/8	21/12 27/10 28/1
vast [3] 15/5 155/7	video-games [2]	volume [4] 61/16	warrant [1] 24/24	29/13 29/23 30/3
155/7	154/13 155/3	73/5 114/21 116/12	warrantry [1] 197/3	35/16 48/14 49/11
vein [1] 118/10	videos [1] 154/13	voluntarily [1] 41/12	wars [1] 191/13	55/16 56/21 57/10
verification [1]	view [42] 6/13 15/4	voluntary [3] 62/12	was [172] 2/6 2/16	60/5 62/2 62/13 71/5
172/20	18/1 18/15 25/22	88/16 151/18	3/9 3/21 3/24 5/15	77/21 78/17 78/18
very [141] 5/23 5/23	26/14 36/18 37/16	VPN [2] 165/7 169/2	5/21 7/16 9/16 9/19	85/22 87/22 88/20
7/7 7/21 9/12 9/12	44/14 44/14 45/1 45/7	VPNs [3] 152/4	9/21 9/21 9/22 9/23	91/4 95/12 95/15
11/1 11/20 11/22	55/19 56/23 59/3	153/13 165/3	11/10 11/20 12/14	98/11 99/1 100/21
12/22 12/23 12/25	62/19 64/16 65/19	vulnerabilities [8]	12/18 16/25 17/19	104/24 105/10 116/22
12/25 13/19 15/14	69/3 80/4 83/1 91/22	12/3 84/20 84/22	17/21 17/25 18/1	117/23 121/11 121/12
17/3 19/6 27/17 28/6	98/14 100/17 100/19	126/19 126/25 130/25	18/13 18/15 21/7	124/10 124/16 131/4
28/6 30/17 30/17	100/19 100/22 101/4	138/19 151/20	23/11 23/14 25/24	136/14 144/24 148/13
31/16 31/23 32/6	115/6 115/9 123/7	vulnerability [9] 34/3	26/5 31/14 31/15 35/2	148/16 152/6 156/6
32/10 35/2 35/16	123/25 124/3 124/13	42/21 59/22 80/14	35/3 35/6 35/9 39/6	157/20 158/23 165/13
37/14 39/4 41/19	124/21 135/25 154/23	109/18 109/19 112/3	39/13 40/23 42/20	165/17 176/21 182/13
41/20 45/1 45/2 45/6	156/7 156/9 186/8	117/8 158/5	50/2 53/1 53/6 54/15	184/8 192/15 196/12
48/13 49/4 50/21	194/12 195/4	vulnerable [13] 35/13	55/7 55/9 56/4 56/16	196/19
50/21 52/2 53/20	viewpoint [2] 118/5	36/16 36/23 38/8	58/13 58/18 58/22	ways [20] 5/15 5/19
53/24 59/12 61/10	134/3	38/11 38/19 41/5	61/12 61/13 62/19	7/2 13/20 30/11 58/13
61/10 62/24 65/24	views [20] 20/5 20/8	42/11 84/8 85/3	63/20 66/17 67/12	59/3 87/19 88/23 89/3
65/25 66/8 66/12	52/17 65/25 66/3 66/8	111/24 157/20 158/16	68/18 68/21 69/23	92/5 92/23 92/23
66/14 67/6 67/6 67/12	132/14 133/4 133/8	W	70/18 70/18 70/25	103/10 108/12 119/24
67/18 70/4 72/15 77/9	133/22 133/24 153/21		71/1 71/1 71/2 71/3	128/22 141/10 158/16
78/16 82/15 85/3 85/3	154/3 154/4 154/20	wait [1] 30/12	71/4 71/5 71/8 73/1	197/19
87/13 89/4 95/7 95/18	155/16 155/23 156/2	waiting [4] 77/2	73/2 73/10 73/10 76/2	we [487]
101/19 102/24 103/24	156/4 199/2	109/4 142/2 142/6	80/21 82/6 82/21	we're [2] 149/16
113/3 118/13 118/13	violence [46] 11/19	waiting-list [1] 77/2	85/14 86/14 90/1	183/19
120/13 121/1 122/9	34/1 35/20 35/22	Wales [4] 10/3 22/16	90/11 90/14 92/12	we've [1] 192/15
122/12 124/24 126/13	36/12 36/24 42/10	33/12 134/9	94/2 94/4 97/2 97/12	weakness [1] 120/17
137/3 138/4 138/16	44/21 45/13 47/1 49/6	walk [1] 179/14	97/21 97/23 97/24	weaponry [1] 148/9
138/25 139/10 139/22	50/2 55/2 58/5 58/13	walls [1] 27/20	98/22 101/16 104/11	weapons [1] 172/12
140/15 141/13 141/16	65/15 65/21 68/5	want [83] 3/5 6/17	107/17 107/21 107/22	Weatherby [6] 179/4
141/19 142/23 143/13	68/22 85/7 86/6 109/9	6/18 6/18 6/19 7/13	108/6 109/7 115/12	179/6 179/7 181/24
143/14 147/2 149/4	109/10 114/1 139/12	7/15 7/19 15/11 15/13	116/2 121/11 121/17	194/6 202/9
149/4 149/12 150/10	141/18 141/23 142/9	15/18 19/17 23/23	121/21 122/15 124/1	web [2] 165/9 165/10
150/10 152/6 154/13	142/10 142/15 142/20	29/5 29/8 30/18 30/25	125/2 125/3 125/8	websites [1] 143/24
156/9 156/12 156/12	143/14 154/11 154/12	31/5 31/17 34/13	128/15 129/14 129/17	weed [1] 90/6
157/17 158/22 158/22	155/10 161/14 168/20	35/16 36/4 37/13	130/9 130/10 131/4	week [3] 7/25 56/5
159/16 159/16 162/25	177/4 193/19 194/21	41/19 41/25 51/3 51/6	131/10 132/7 136/12	105/4
163/1 164/24 165/24	195/16 196/1 196/13	51/8 51/24 51/25 52/6	136/15 136/16 137/13	weeks [2] 22/14
167/2 168/10 170/17	197/13 197/21 198/15	55/14 56/18 56/20	140/21 141/5 144/2	37/22
171/5 174/18 175/22	violence-fascinated	57/13 57/14 60/21	144/13 145/17 147/9	weight [2] 61/16
178/15 179/2 179/5	[1] 34/1	62/5 62/7 62/9 62/10	150/21 153/11 153/16	157/14
182/24 184/24 187/14	violence-fixated [3]	64/12 78/9 78/16	153/18 154/1 154/9	weighting [2] 59/22
188/24 190/4 190/7	139/12 196/1 198/15	79/13 79/14 79/17	154/12 154/19 154/25	59/22
190/18 194/6 194/7	violence-related [1]	79/19 82/7 96/1	157/17 158/12 160/7	weird [1] 71/6
195/9 196/16 197/9	161/14	102/13 102/22 104/9	160/21 162/16 162/17	welfare [15] 12/8
198/5 198/6 198/9	violent [19] 34/10	105/25 107/13 108/10	162/19 163/10 163/13	13/2 13/7 13/13 14/7
198/11 200/1 201/2	38/15 83/18 84/8	108/10 108/24 109/11	163/15 166/4 168/23	14/17 14/18 15/8 65/2
201/2 201/8 201/12	84/17 137/2 153/7	112/9 112/16 112/21	169/20 169/23 174/10	65/4 66/10 79/2 101/4
VFI [13] 19/13 19/24	154/16 157/3 157/25	113/3 123/14 123/20	176/8 176/8 176/22	190/14 190/15
40/3 40/11 41/1 47/5	158/15 170/16 170/21	125/10 125/24 126/3	179/2 180/10 180/23	well [74] 6/25 7/3
47/23 81/10 113/18	170/23 171/1 171/21	134/10 134/21 157/2	180/24 183/25 184/3	8/17 10/3 10/22 18/16
116/17 179/15 179/20	172/24 196/3 197/20	160/18 161/25 166/9	184/4 185/14 185/15	24/21 25/7 25/24
197/22	virtual [1] 96/9	173/11 175/14 179/12	191/17 191/23 194/18	32/25 36/18 39/22
VFIs [5] 80/4 136/2	visibility [5] 107/22	180/8 182/4 193/21	196/13 197/25 198/12	46/8 53/16 53/25
	152/15 160/21 162/11	197/15 198/16 200/10	198/14 200/2 200/15	55/13 55/16 56/10

W well... [56] 64/23 65/12 70/3 73/4 75/16 75/18 77/23 81/1 89/9 96/24 97/20 102/6 103/16 104/1 105/3 106/8 108/18 114/18 115/9 116/9 119/11 128/13 132/12 132/16 136/14 137/7 137/23 138/24 140/18 142/24 144/18 156/20 158/3 158/7 158/25 163/11 163/24 165/9 166/2 167/21 173/17 174/18 176/4 178/23 179/11 182/9 183/9 186/15 191/13 194/17 195/9 197/24 199/1 199/10 201/3 201/8 well-chaired [1] 97/20 wellbeing [9] 48/24 67/19 72/4 74/17 93/17 118/18 145/22 145/25 160/3 went [3] 61/14 121/25 122/7 were [85] 2/7 2/22 9/20 10/14 11/15 12/2 15/22 16/13 33/20 34/7 34/14 34/16 34/18 35/3 35/9 37/8 43/21 45/8 46/17 49/22 51/18 51/19 54/6 54/10 54/12 55/1 58/1 58/6 59/18 61/11 63/19 65/10 69/20 69/24 70/9 70/10 71/6 71/7 75/4 83/14 83/17 85/13 88/24 92/14 92/19 95/23 97/8 97/8 97/9 98/14 101/8 104/10 104/17 105/24 108/6 108/22 109/23 110/20 114/23 115/13 121/17 121/18 121/19 124/17 125/23 132/11 135/13 135/21 136/5 136/13 136/20 137/7 137/7 139/22 144/1 144/11 147/6 153/21 160/13 163/14 167/3 167/6 173/5 174/12 199/4 weren't [7] 7/1 37/9 43/4 66/24 73/16 135/23 199/5 West [2] 93/22 121/21 West Berkshire [1] 93/22 what [235] what's [20] 27/20 37/1 46/8 49/11 53/20	70/6 71/12 77/23 93/16 112/1 126/1 133/9 138/8 144/8 162/6 173/13 182/5 182/22 183/15 192/10 whatever [17] 19/17 26/25 27/6 48/16 76/16 82/16 91/22 92/3 92/22 122/11 125/6 183/1 184/16 186/6 188/18 190/2 191/5 when [88] 1/18 2/16 6/1 7/16 7/22 8/16 9/6 10/12 10/16 10/25 11/9 14/23 17/24 18/15 18/18 19/16 24/8 24/23 29/17 31/18 32/17 35/3 39/2 41/9 43/12 47/1 51/20 52/9 52/18 53/1 53/4 56/1 56/7 56/10 56/16 58/1 58/25 61/12 61/13 62/8 62/22 64/23 65/5 66/1 66/23 71/13 75/7 76/3 77/9 84/7 92/9 92/14 92/24 93/5 94/2 94/4 94/11 94/13 95/1 99/5 101/4 104/7 105/1 107/16 121/15 133/4 136/13 141/22 145/10 146/13 147/5 156/12 158/2 158/24 159/9 159/9 160/7 161/8 164/11 174/8 177/12 179/19 196/13 196/21 198/14 198/14 198/20 198/25 where [98] 4/3 7/24 10/22 11/8 12/7 12/23 13/18 20/21 31/20 35/20 39/10 40/4 40/8 40/24 41/4 42/12 44/17 45/3 45/13 46/10 48/13 50/13 54/18 55/2 55/5 56/25 57/3 58/2 59/9 62/1 62/3 62/15 65/3 65/6 67/23 68/4 69/21 69/24 70/19 72/14 72/16 74/8 77/3 78/10 78/12 78/12 79/2 79/5 79/18 80/23 81/18 84/10 85/7 87/11 92/18 96/2 96/5 97/7 99/23 101/11 102/4 103/9 103/15 110/18 117/8 125/8 130/17 133/21 134/23 142/2 142/9 142/12 144/2 146/7 148/11 150/18 154/12 155/12 162/4 163/12 167/24 173/8 174/20 177/11 177/20 177/21 177/24 180/21 181/9 182/7 183/5	191/18 193/5 197/17 198/4 198/7 199/17 199/18 whereas [4] 57/5 105/1 105/7 162/19 whereby [4] 74/6 74/21 86/2 129/10 wherever [2] 134/14 187/13 whether [52] 8/3 24/18 29/18 35/20 35/21 35/25 36/16 40/14 41/22 46/5 46/23 53/4 53/10 54/25 60/25 61/22 63/17 74/4 79/15 81/3 82/25 90/25 97/15 114/7 114/9 115/6 115/6 121/9 121/9 123/2 126/4 127/17 154/10 159/11 159/14 161/11 161/17 162/21 165/5 168/21 168/22 169/9 171/19 172/9 179/25 180/17 183/13 184/15 188/20 188/21 188/21 196/2 which [88] 11/18 16/10 16/15 16/24 18/13 18/19 20/6 20/6 20/7 21/12 21/22 22/18 23/9 23/25 27/10 28/8 29/2 38/15 44/15 46/12 46/20 47/13 49/8 49/19 50/22 50/24 51/21 54/13 55/16 55/18 58/15 59/3 59/8 59/11 60/21 61/25 63/8 63/9 65/20 66/13 69/2 77/24 85/9 96/4 99/12 99/16 100/3 102/8 105/25 112/11 113/4 113/20 114/6 122/16 123/1 129/2 130/14 131/17 134/7 134/19 134/20 135/22 137/8 140/9 141/19 142/17 143/23 148/12 149/6 149/20 151/5 156/15 158/19 159/24 160/20 164/7 171/20 174/18 176/20 179/19 184/22 186/11 189/1 190/24 193/4 195/8 197/25 198/9 whichever [3] 20/9 20/9 20/15 while [8] 22/9 49/12 50/7 50/10 51/19 68/24 86/2 97/18 whilst [2] 142/4 142/6 Whitehouse [1] 158/9 who [144] 2/17 5/21	5/22 9/23 12/2 12/4 12/21 13/25 15/5 17/4 18/3 18/22 21/6 25/9 26/6 26/20 27/11 29/15 32/8 35/6 35/7 35/20 36/14 36/15 36/19 37/4 37/15 38/24 39/1 39/19 40/13 41/7 41/9 41/19 41/19 42/10 42/11 43/1 43/6 45/25 46/15 48/18 49/1 49/10 52/18 52/22 53/23 61/14 63/7 64/1 64/7 64/14 64/20 65/20 70/2 72/20 73/8 73/13 73/14 78/4 78/5 78/25 79/22 80/7 81/5 82/16 83/12 84/1 88/14 89/2 89/16 90/7 91/2 91/17 91/24 93/11 97/4 97/12 98/13 99/8 100/6 100/14 100/22 101/14 103/4 106/1 106/18 108/5 109/10 110/2 110/14 111/5 111/15 111/19 111/23 113/1 113/23 124/25 128/5 129/14 129/15 130/8 130/8 136/23 140/2 141/18 143/1 143/12 144/10 145/4 146/16 146/17 147/19 149/21 149/25 150/11 158/6 158/15 159/10 159/14 159/17 159/23 160/13 163/1 163/14 165/3 166/1 166/17 167/9 170/2 172/23 175/24 176/8 176/8 176/16 178/25 179/20 186/13 187/7 193/17 195/25 196/1 198/17 198/21 whoever [2] 143/7 180/1 whole [9] 28/8 36/3 48/22 73/24 75/17 94/22 130/13 130/15 175/14 whose [3] 26/7 135/17 147/19 why [31] 16/20 17/1 32/4 37/13 43/21 45/2 47/17 53/20 62/9 72/19 72/19 73/15 97/1 98/17 101/20 102/16 104/1 115/11 124/3 124/4 124/11 127/19 129/17 131/25 133/13 154/17 158/21 159/7 165/24 196/14 196/15 why's [1] 103/17 wide [4] 42/3 113/22 124/3 139/10	widely [1] 163/23 wider [7] 4/6 50/3 54/25 75/16 79/16 115/1 124/11 will [124] 1/17 6/4 8/19 13/14 17/5 20/10 20/12 22/13 26/17 28/14 32/15 33/3 33/9 34/21 36/19 39/14 39/24 40/16 40/18 42/5 42/16 44/3 51/4 51/5 51/12 52/6 52/16 55/23 57/8 60/16 68/2 68/8 68/14 69/11 72/18 73/7 74/22 75/7 75/24 88/14 88/21 89/9 89/10 91/23 92/22 94/14 97/1 103/6 103/13 103/16 103/17 104/1 104/17 105/6 106/20 106/22 108/9 108/18 109/25 110/2 110/5 112/18 116/25 118/19 118/20 118/21 119/4 119/16 119/17 119/23 120/11 120/13 125/13 129/25 129/25 131/24 150/9 150/10 151/2 151/6 152/18 153/12 156/22 159/4 163/23 164/18 164/21 164/22 166/13 166/19 167/5 167/6 167/7 167/12 170/14 171/16 172/14 173/7 174/19 177/22 179/4 179/17 179/17 179/19 182/20 182/24 183/3 183/16 185/4 185/8 186/10 186/22 188/25 189/2 189/12 189/25 191/21 194/10 196/24 198/19 199/1 199/15 199/16 200/21 window [2] 156/17 159/15 wing [1] 44/24 wish [10] 27/3 40/14 58/10 123/23 147/7 167/9 174/24 175/11 175/13 201/2 withdraw [2] 70/3 191/16 withdrawal [1] 70/8 withdrawn [1] 131/8 within [72] 2/10 14/3 23/22 36/8 47/6 50/6 57/20 65/18 65/23 66/6 66/7 66/11 69/18 69/20 70/24 74/20 75/17 83/4 83/19 83/19 83/21 84/13 85/5 85/12 91/24 93/9 98/7 102/18 102/19 106/11 108/4 109/21 109/23 110/21 110/22
--	--	--	--	---

W within... [37] 110/25 111/1 111/3 124/21 128/13 129/10 129/21 130/6 130/14 130/17 134/6 134/20 139/3 140/1 141/25 142/11 142/12 143/7 144/9 145/1 145/20 145/22 145/24 146/7 151/14 161/19 164/11 165/2 172/9 180/13 183/6 183/19 184/2 184/18 195/5 195/23 198/17 without [20] 10/19 16/18 19/25 26/15 34/23 36/13 61/3 75/24 82/1 85/13 107/13 114/2 133/15 148/14 149/1 152/14 154/23 155/23 177/19 191/4 witness [1] 156/13 witnesses [4] 33/11 171/16 178/24 201/4 woken [1] 158/10 won't [10] 26/23 29/11 46/3 46/9 57/12 68/11 93/4 166/4 166/11 199/14 wonder [4] 28/25 79/24 135/24 199/1 wood [1] 35/15 word [8] 117/14 154/22 156/15 194/21 195/12 195/18 195/22 195/23 wording [1] 72/17 words [8] 25/9 48/8 68/6 98/2 98/11 120/18 127/11 154/18 work [106] 6/3 11/12 15/12 17/15 19/21 20/12 20/18 21/12 23/20 29/5 32/7 34/5 37/24 38/2 43/6 43/10 51/8 57/10 57/12 57/13 57/14 60/21 64/6 64/7 64/13 64/14 64/19 64/19 65/7 65/10 65/18 66/4 67/21 69/6 84/11 84/12 84/21 84/24 85/19 85/24 86/18 87/14 87/15 87/15 87/25 89/4 90/5 91/24 92/5 92/7 93/3 93/8 93/11 93/24 94/16 98/23 99/17 100/5 101/10 101/12 103/9 103/21 104/23 105/12 106/7 106/22 107/1 107/3 110/9 111/23 112/4 112/7 116/15 118/22 118/25 119/2	129/10 130/6 130/17 132/17 138/23 144/19 145/4 145/8 146/20 159/17 162/4 164/12 164/14 164/23 173/17 184/23 186/21 189/3 189/4 189/12 189/14 190/11 190/16 191/15 193/12 193/18 199/21 199/22 201/3 201/7 work-y [1] 87/15 work/police [1] 87/14 workable [1] 36/18 worked [8] 9/16 11/9 61/14 66/21 87/9 146/7 159/22 160/13 worker [14] 6/6 14/14 29/2 51/1 56/8 89/10 101/19 103/12 103/13 104/1 104/14 106/18 131/9 149/10 worker's [1] 163/10 workers [19] 27/23 29/9 30/4 31/1 31/9 57/9 64/16 65/16 67/10 89/2 104/11 161/4 163/24 164/1 164/7 164/10 164/20 165/5 180/1 workforce [1] 166/17 working [46] 1/13 1/22 10/24 11/13 12/15 12/15 12/17 13/5 15/1 23/22 28/16 29/17 30/6 31/8 31/25 32/5 50/17 67/2 67/14 67/15 67/22 68/25 69/14 78/18 85/3 85/5 88/14 90/4 94/23 98/8 100/24 104/4 104/7 105/1 106/11 107/9 119/23 126/2 131/11 139/18 140/22 144/15 144/23 148/16 150/11 191/6 Working Together 26 [1] 12/17 workings [1] 116/19 works [17] 11/7 19/19 45/22 78/4 83/6 83/8 113/2 128/12 131/23 145/21 146/9 159/5 159/6 176/4 185/5 193/5 196/12 world [14] 37/17 41/15 96/7 109/9 153/1 154/11 155/5 156/7 156/10 157/16 157/25 158/8 168/9 170/16 worlds [1] 96/9 worried [6] 14/11 29/23 32/21 174/15 174/16 197/5 worry [2] 22/25 102/9 worrying [1] 42/13	worse [1] 59/1 worth [1] 19/20 worthy [2] 132/20 132/22 would [238] wouldn't [12] 11/4 23/12 23/13 25/21 45/10 111/12 134/10 164/1 165/4 166/9 181/1 183/22 write [7] 7/5 8/7 8/17 8/19 8/24 53/14 144/18 writing [1] 35/8 written [2] 11/5 184/4 wrong [7] 2/9 9/12 19/14 32/1 64/21 179/19 196/22 wrongs [1] 125/6 wrote [1] 198/13 Y yeah [1] 144/5 year [9] 14/9 68/19 84/1 85/4 92/16 111/13 111/15 177/2 185/6 years [20] 2/10 5/13 8/14 8/24 37/22 45/15 62/20 67/15 72/8 95/4 116/7 142/3 143/25 144/15 145/20 157/11 158/20 162/1 175/3 201/2 years' [1] 199/14 yes [122] 1/9 7/12 12/13 12/14 13/24 17/15 19/18 23/3 25/14 26/15 32/15 33/4 34/19 36/2 36/12 38/20 39/17 40/22 41/15 42/14 45/7 47/25 48/1 48/13 50/19 51/16 52/2 55/14 55/16 55/19 59/17 61/5 64/22 64/25 68/17 69/3 69/9 69/10 70/6 75/18 76/5 76/6 76/18 77/9 79/10 79/12 82/9 82/20 87/13 88/21 89/21 89/25 95/9 96/21 96/23 97/13 97/14 102/15 103/9 104/16 105/22 108/5 109/1 109/16 111/21 117/4 117/5 117/11 117/19 118/7 120/11 123/5 125/10 126/15 126/20 127/3 127/14 127/24 128/8 128/9 128/20 128/24 129/7 131/2 131/12 133/12 134/16 134/17 137/25 148/2 148/19 148/25 149/9 149/13 156/7 156/12	156/22 159/19 159/21 167/17 168/15 169/6 169/14 169/17 170/5 171/22 172/7 172/16 178/1 179/6 180/23 181/25 182/19 184/8 185/7 185/9 186/8 186/22 197/10 200/20 200/23 201/11 yesterday [25] 7/14 9/8 12/16 12/21 21/7 43/11 58/20 60/19 69/15 70/1 71/5 76/2 85/14 89/22 96/13 97/17 97/20 98/1 125/22 126/1 143/13 144/25 180/24 194/10 196/6 yet [6] 34/11 41/10 89/25 164/14 172/21 183/14 you [629] you're [1] 7/23 young [141] 2/3 2/8 2/9 10/17 11/16 12/2 12/4 12/8 12/9 16/7 16/8 17/4 17/7 17/9 17/12 17/13 24/4 24/19 25/1 26/6 27/4 27/11 27/18 28/19 28/22 29/5 32/18 32/21 41/4 49/22 50/1 50/11 52/10 52/13 52/16 52/18 54/24 55/3 56/19 57/11 58/6 58/9 58/11 58/24 64/1 64/7 64/14 64/16 64/20 64/22 65/17 68/11 68/20 69/24 71/2 77/14 77/16 78/24 79/18 80/16 80/19 83/12 83/17 83/21 84/8 84/17 90/7 90/9 91/2 93/13 96/10 97/11 104/12 106/9 106/12 106/19 106/23 106/24 107/5 107/7 107/7 107/11 108/7 108/9 108/10 111/24 118/24 127/10 132/14 136/3 138/7 138/13 138/23 139/12 140/22 141/1 142/2 143/6 143/9 143/20 144/10 145/3 146/16 146/17 147/19 151/6 151/7 151/11 151/12 151/19 151/20 152/1 152/25 153/18 154/15 159/22 160/13 165/6 165/8 165/14 168/2 171/21 178/12 179/20 179/21 180/22 187/7 187/15 189/2 190/12 192/19 192/23 193/18 197/13 197/25 198/7 198/16	198/21 199/4 199/6 200/4 younger [3] 111/11 139/4 158/2 your [79] 2/23 8/2 8/7 8/14 8/14 8/23 15/11 15/11 15/15 15/21 23/25 33/22 33/23 36/18 37/1 41/8 44/13 48/24 54/5 54/7 59/20 59/25 60/7 64/15 68/16 68/18 79/8 79/9 79/25 80/22 84/16 84/18 86/23 87/8 93/15 96/5 99/13 99/15 105/12 107/14 108/8 115/6 115/6 115/7 118/6 120/14 123/6 123/17 125/17 126/1 127/5 131/5 134/21 135/25 141/7 141/13 146/22 150/15 151/3 152/20 153/17 154/18 154/21 157/4 157/10 157/11 162/7 166/7 166/12 166/22 167/2 169/12 170/8 170/18 173/13 173/24 191/1 194/16 194/17 yours [2] 48/8 188/22 youth [28] 11/13 19/7 40/7 54/5 54/11 54/14 54/20 55/1 55/7 55/9 55/12 55/16 55/20 56/3 56/8 56/15 56/24 56/25 57/7 81/12 83/10 83/12 106/7 137/17 138/1 138/24 143/12 143/16 YRO [1] 57/6 Z Zealand [4] 145/18 145/19 146/7 146/24
---	---	--	---	--