

Monday, 9 March 2026

1
2 (10.00 am)
3 **THE CHAIR:** Yes, good morning.
4 **MS LANGDALE:** Morning. Chair, may I call, please,
5 Professor Linehan.
6 **PROFESSOR KATHERINE LINEHAN (affirmed)**
7 **THE CHAIR:** Yes, thank you.
8 **Questioned by MS LANGDALE**
9 **MS LANGDALE:** Professor Linehan, you've prepared a statement
10 dated 19 November 2025 for the Inquiry. Can you confirm
11 that the contents are true and accurate as far as you're
12 concerned?
13 **A.** Yes, they are.
14 **Q.** Can you tell us, please, something about your role as
15 Pro-Vice-Chancellor at the University?
16 **A.** So I'm Pro-Vice-Chancellor for Education and Student
17 Experience, that means I'm responsible for the strategic
18 direction of the University, in terms of offering
19 a high-quality education and experience for our
20 students.
21 **Q.** At paragraph 5 of your statement, you tell us:
22 "Throughout my career, I have always had
23 a particular interest in how universities can foster
24 students' sense of belonging and inclusion. Over the
25 years, I have personally been involved in assisting

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1 **Q.** So one case of that and none of paranoid schizophrenia.
2 **A.** No.
3 **Q.** Standing back from that, are there any thoughts you
4 take, now you've seen all of the evidence relating to VC
5 and before we get into the detail of your statement,
6 about the wisdom of him remaining at the University,
7 given the seriousness of the diagnoses, the number of
8 admissions, let alone the violent episodes the Inquiry
9 has been hearing about?
10 **A.** Yes, so I've obviously spent a lot of time going through
11 all the evidence and all the information. I'm -- feel
12 really confident that the University did everything it
13 should have done, in terms of, one, supporting VC and,
14 two, in ensuring that our students, the rest of our
15 students, were supported well.
16 I think it's a really complicated issue. I think
17 there's often a lack of clarity about what the role of
18 the University is. I think the University understands
19 that but I'm not sure that necessarily everybody else
20 understands that in terms of our statutory duties.
21 **Q.** Shall we put your witness statement on the screen for
22 those purposes. Please, Amanda, it's WITN0066001,
23 page 6. It's paragraphs 19-21. So page 6 of the
24 statement. Do continue, Professor Linehan. So you're
25 talking there about the University's obligations.

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1 hundreds of university students in a range of complex
2 scenarios, including mental health crises."
3 So that's at Sheffield University, and now at
4 Nottingham University.
5 **A.** At Sheffield University, so I was there for 18 years as
6 an academic member of staff and then moved to
7 Nottingham, and so now I do teach but I don't have
8 pastoral responsibilities any more.
9 **Q.** How long have you been at Nottingham?
10 **A.** I've been there four years.
11 **Q.** In terms of mental health crises and dealing with
12 students, how frequently have you dealt with students
13 who have schizophrenia?
14 **A.** I've never dealt with anybody who has schizophrenia in
15 my career. I've dealt with other complex mental health
16 problems, or students with complex mental health
17 problems, but not this.
18 **Q.** So a student with paranoid schizophrenia is extremely
19 rare, then, based on your experience?
20 **A.** It is, yes.
21 **Q.** What about first episode psychosis? Extremely rare too?
22 **A.** It's extremely rare, but I have dealt with another
23 student who had a first episode psychosis who returned
24 to university and went on to complete their degree,
25 somebody who was in my tutorial group.

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1 **A.** Yes, so as it says are obligations are around mental and
2 physical health, serious obligations but they are
3 relatively limited. So we provide advisory support to
4 the students to access, in terms of the NHS, around both
5 physical and mental health ensuring they get that
6 support, so making sure they access support from the NHS
7 and, in terms of safety, accessing the police in order
8 to be kept safe, and I think there's often
9 a misunderstanding about what the role of the University
10 is and what our statutory responsibilities are.
11 We always -- our purpose is to deliver education and
12 to support our students to thrive at university in order
13 to achieve whatever study, whatever qualification they
14 have come to the University to do, and that's what we're
15 always endeavouring to do.
16 **Q.** Do you think there is an obligation not to exacerbate
17 stress or cause harm to students while they are
18 studying?
19 **A.** Yes, I do and I think that's one of the reasons why at
20 Nottingham in particular has set up this very
21 multi-layered support structure to -- which is -- I've
22 worked now at four universities, four universities
23 across the country, and Nottingham has the most
24 significant investment and set-up of supporting
25 students, and was one of the reasons why, after

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1 18 years, I moved from Sheffield to Nottingham to be
 2 there, because of that approach.

3 **Q.** We know from VC's medical records that his early episode
 4 of psychosis was linked to stress, isolation, the nature
 5 of the work that he was undertaking at university. Do
 6 you think there is a responsibility on tutors and
 7 a university to recognise where exacerbation of mental
 8 health symptoms or causing harm is arising?

9 **A.** I think the staff are very useful in a kind of
 10 whole-support situation, so we would expect all those
 11 people to be supporting students, so our tutors, the
 12 Mental Health Support Service at the University, but
 13 also with the NHS and any other relevant support
 14 services.

15 I think the role of the academic -- and I've been an
 16 academic for 20 plus years -- has radically changed over
 17 those 20 years and the expectations of academics. So
 18 the academics come into universities having usually done
 19 a research degree, a PhD. The training that they
 20 received around wellbeing and stress is received as part
 21 of their training at the university once they're in
 22 post. It's not what they've come into the university to
 23 do; they've come in either to conduct research or to
 24 teach students.

25 So I think they play a role, but I think that

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1 confident that we will support them and keep
 2 information, sensitive information, secure, and keep
 3 it --

4 **Q.** Just pausing there, sensitive information. So in this
 5 situation VC's diagnosis or treatment, so you see that
 6 as sensitive to him?

7 **A.** Yes.

8 **Q.** The support he may have required cannot be offered if
 9 you don't know that information, can it?

10 **A.** Mm-hm.

11 **Q.** So where's the balance there?

12 **A.** So we -- I think and I think in this case we always try
 13 and be proactive to find out information, but we are
 14 reliant on students for telling us the information. So
 15 if a student was unwell in a different scenario, if they
 16 had a physical illness, for example, we would anticipate
 17 and expect that student to tell us so that we could
 18 support them.

19 I think in the case of VC, we weren't aware that
 20 there was issues or concerns around academic stress.
 21 The information that had been given to us was that
 22 isolation was the challenge, particularly during the
 23 Covid pandemic. In terms of colleagues and what they
 24 know and what they shouldn't know, we work on a system
 25 where we have number of academic staff supporting

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1 actually it's that whole university approach that's
 2 really, really important. Also, because our students
 3 are adults, they're 18, they're obviously adults in the
 4 eyes of the law, we're not *in loco parentis*, we are
 5 reliant on students telling us information about what's
 6 happening for them, to support them.

7 **Q.** You're not *in loco parentis*, but it's the same with your
 8 employees, isn't it? Your tutors. You have a duty to
 9 take reasonable care and to think about that.

10 In terms of the tutors interacting with your
 11 students, how can they know or provide support if they
 12 don't know a bit more about the whole person? So to
 13 break that down for these facts, you've seen the
 14 statements from various tutors of VC who knew very
 15 little about his mental health episodes and what was
 16 happening, even to the extent of being sectioned, and
 17 you will also have seen, amongst the tutors, a varying
 18 view about how much information they would have liked to
 19 have. But in circumstances where there are mental
 20 health problems, and admissions, surely a tutor needs to
 21 know about those to understand if they're exacerbating
 22 or making matters worse?

23 **A.** So we work on a need-to-know basis and we're very
 24 mindful of the fact that we have to balance up the
 25 confidentiality of our students, students need to feel

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1 a student, so it's not just a personal tutor. What you
 2 often find is in years 3 and 4 that actually those
 3 students are engaging far more with, for example, their
 4 project supervisor than they are with their personal
 5 tutor so more likely to pick something up. I think that
 6 probably speaks to the fact that VC's mum got in contact
 7 with those people rather than his personal tutor when he
 8 wanted to let them know -- she, rather, wanted to let
 9 them know that VC was in hospital.

10 So I think it might be -- and I know the witness
 11 statement that you're referring to -- it might be quite
 12 helpful, if it's okay, for us to bring that witness
 13 statement up from one of our academic colleagues. I've
 14 got the reference if that's --

15 **Q.** Your barrister can take that later.

16 **A.** Okay.

17 **Q.** -- I'm not referring -- there's a whole number that are
 18 on the website and it's the practicalities in this case.
 19 We know that they didn't understand or know about the
 20 background admissions, but you're saying that was
 21 sensitive and appropriate, are you?

22 **A.** Yes, sensitive and appropriate, but also there's only
 23 one of our seven academics who have given witness
 24 statements that is really clear that they would have
 25 wanted more information, and that was his personal

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1 tutor. The other colleagues who were working with that
2 individual closely have the information that they need,
3 and so it's about ensuring that we're not sharing
4 confidential information where it shouldn't be shared.

5 **Q.** Let's have look at the Mental Health Charter about when
6 information is shared, and just to give a backdrop to
7 this, the University Mental Health Charter in 2019 that
8 came into being, it was replaced in 2024 with another
9 version, and I think Nottingham became party to that in
10 2022; is that right?

11 **A.** *(Witness nodded).*

12 **Q.** September 2022. Do you know why it didn't do so earlier
13 in 2019 when it was first rolled out?

14 **A.** The Mental Health Charter, when it was first rolled out,
15 it's run by a charity organisation called Students Minds
16 which is a relatively small organisation. We engaged
17 with them very early on, had conversations with them.
18 We align ourselves to the charter in terms of how we
19 operate, what we do. We appointed a project manager to
20 manage us applying for the charter, but Student Minds
21 was overloaded with the number of universities which
22 were wanting to engage in the process. So we are going
23 to submit an application for the charter, but we weren't
24 able to do so at the time because there wasn't enough
25 resource across universities.

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1 always be shared in cases of risk. Rather, the decision
2 to share or not must be made on a case-by-case basis, as
3 a result of an appropriate clinical assessment
4 underpinned by effective, consistent clinical governance
5 and appropriate support for those staff making the
6 decision."

7 We see on the next page, 53, top left-hand box:

8 "Whether or not to share information, therefore,
9 should be based on assessment of: the level of risk,
10 what else can be done to reduce risk, whether the
11 student has mental capacity and whether sharing
12 information without consent will reduce or has the
13 potential to increase risk."

14 We see at number 4 principles of good practice:

15 "Universities ensure that any decision to override
16 student wishes, or to pass on information without
17 consent, is done as a result of an appropriate,
18 well-governed clinical assessment, is consistent with
19 relevant national guidance, is clearly justifiable and
20 in the best interests of the student."

21 So that clearly envisages sharing information --
22 you'd say sensitive information -- without consent.

23 **A.** *(Witness nodded).*

24 **Q.** Applying that to the case of VC and the facts that
25 you're aware of, do you think information, irrespective

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1 **Q.** But you had by 2022.

2 **A.** Yes.

3 **Q.** So can we turn that up, please, Amanda, WITN0066046.

4 If we can go, please, to page 51 internally of this,
5 and this addresses information sharing, Professor. So
6 if we see at the top why is this important:

7 "There has been significant debate within the sector
8 and beyond about how, when and with whom universities
9 should share information when there are concerns about
10 a student's mental health."

11 This has led to new guidance in the sector, and if
12 we see at the bottom right-hand box:

13 "University Mental Health Charter ... Framework
14 focus groups with staff reveal that this is
15 a complicated and nuanced area, with multiple complex
16 issues that are considered by support services on
17 a regular basis. Participants confirmed that in
18 specific, well evaluated circumstances, on the basis,
19 [if we go overleaf] of clear, clinical assessment, their
20 university does share information with families and does
21 seek to work with families for the benefit of students,
22 usually with the student's consent".

23 Then we see in the box on that page:

24 "It is not useful to say that information should
25 never be shared without consent or to say that it must

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1 of his consent should have been shared in the interests
2 of him as a student at the University and, secondly, for
3 other students or adults around him at the time when he
4 was being violent and had other episodes of violence in
5 the community?

6 **A.** So I think information was shared, and was shared on
7 a need-to-know basis in line with GDPR, and to make sure
8 we were balancing up the rights of VC, and all also --

9 **Q.** Just pausing there, which information was shared? Just
10 tell me the key bits --

11 **A.** Yes.

12 **Q.** -- that you think were shared with other people
13 internally in the University?

14 **A.** So VC's -- the first contact the University ever has in
15 2020 is when VC contacts the University around --
16 because VC's concerned around an exam that he's due to
17 sit. That contact goes to his module convener and to
18 his level 3 academic member of staff, and it's them that
19 starts the cascade of information. So they get in
20 contact with MHAS, and then there's contact then from
21 MHAS to the NHS and the police, et cetera.

22 So they are aware. The school is aware from 2020
23 that he has had -- and in that email VC's mum explains
24 that he's had a period of psychosis.

25 **Q.** We've seen what she's shared. My question was what's

12

1 the University shared? You mentioned the police. What
2 do you think the University shared with the police, gave
3 the police about him, if anything?

4 **A.** So in regard to the Brook Court incidents, we clarified
5 the fact that it was not student accommodation. We also
6 shared our concerns. Ellie repeatedly shared her
7 concerns both with the NHS and with the police around
8 discharge, and the fact that VC was planning to be
9 discharged back to Brook Court. MHAS were advocating
10 very strongly that he should go back to Wales because
11 what we knew, in terms of information sharing, was that
12 isolation was a risk and we were currently in Covid.

13 **Q.** We've seen that and we've heard from Ellie Turner, thank
14 you, and she's told us about how she was worried about
15 discharge and when you first knew about Brook Court.
16 But what did she share with the University internally,
17 with tutors, security, or with the police about VC?

18 **A.** That he'd been in hospital, so he had been detained
19 under the Mental Health Act, that was -- that he'd had
20 a period of psychosis, and it was different levels of
21 information was shared with different people, so done on
22 a need-to-know basis.

23 **Q.** Who do you think shared that about the psychosis to
24 a police officer? We've seen the Jez Shaw communication
25 and the sergeant and the issues around Brook Court and

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1 with MHAS, to make sure that that information is flowing
2 up to MHAS and back down, but also, where it's
3 appropriate, that we are sharing it with the statutory
4 services when we know there is, you know, a reason for
5 us to be sharing that information.

6 **Q.** What statutory services had he shared it with? You say
7 that.

8 **A.** So we were constantly having conversations with the NHS
9 and the police in terms of our concerns after the first
10 incidents at Brook Court and the fact that --

11 **Q.** Well, we've seen the documentation, I've referred you to
12 it, between Stuart Croy, Jez Shaw, and
13 Sergeant Hallsworth.

14 **A.** Yes.

15 **Q.** But if we can look at your statement perhaps,
16 paragraph 67. So it's WITN0066001, page 21,
17 paragraph 67. Here you say there's a good relationship
18 between MHAS and the security team. This is Stuart
19 Croy.

20 "If Security were managing contact with the police
21 ... in relation to an unwell student, [they could get]
22 ... updates ..."

23 We, the Inquiry, considered it's seen the
24 communication between security and the police, and we've
25 read -- and indeed I think it's published now on the

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1 who was living there. But his health information, his
2 psychosis, who do you think communicated that from the
3 University to the police? Just so I'm clear because
4 I can't --

5 **A.** I'm sorry, I don't think we did communicate that to the
6 police.

7 **Q.** No, so there's nothing about the sensitive health
8 information that you have shared with the police.
9 I haven't seen anything directly, but correct me if I'm
10 wrong, sharing it with tutors either, or students,
11 students who have been affected by his behaviour until
12 the time that they're moved out in January of 2022.

13 **A.** So his -- the majority of the academic colleagues that
14 work with him have some level of information. So the
15 two colleagues who worked most closely with him, in
16 level three and level 4, have the information about the
17 fact that he has previously had a period of -- this
18 period of psychosis.

19 The -- Stewart McWilliam is told in 2022, when he
20 goes into hospital, that that's where he is, he is in
21 hospital. So information is shared, along with the
22 senior tutor who takes -- Emma Barney, who takes
23 a pastoral role, and she does the coordination and
24 support to personal tutors. She is aware. So there is
25 a whole team of people who are working together, along

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1 website -- Stuart Croy's statement. There is a dearth
2 of information passing between the police and Stuart
3 Croy, little if anything other than who was living in
4 Brook Court, the documents you've referred to.

5 So do you say in this case "a good working
6 relationship between the security team and us and the
7 police was effective"? Because that doesn't appear to
8 be the case, does it?

9 **A.** I think that there was a good working relationship.
10 I think that has been significantly improved because we
11 now have a police officer on campus, and so part of our
12 big challenge was contacting the same person and making
13 sure we're having the conversation with the same person
14 who's got all the information.

15 I think there was a follow-up from Stuart because
16 Ellie asked him to -- to check in, and finding out what
17 was happening. Because, again, we'd got these concerns
18 about him being discharged back to Brook Court. So
19 I think the University was proactive in, or responded to
20 particular incidences, but we, you know, as is clear
21 from all the evidence, a lot of the time we just did not
22 have information.

23 **Q.** It's clear you're referring to 2020 at Brook Court, in
24 September 2021, one of your students violently attacked
25 a police officer and you didn't know about that.

16

1 A. No, we didn't.

2 Q. So that liaison between police and security team was all
3 but non-existent, wasn't it?

4 A. If we have information we will share it and we will
5 follow up. But we don't know what we don't know, and so
6 if we haven't -- if we're not made aware of information,
7 then we can't use that and inform that in our
8 decision-making.

9 Q. Agencies often say that kind of thing about each other.
10 There's proactivity required in the whole circle to make
11 agency working effective, isn't there?

12 A. *(Witness nodded)*.

13 Q. Shall we look at the agreement that was in place in
14 2015, if we could. So it's UNIN0001829: Information
15 sharing Agreement between Nottinghamshire Police and the
16 University of Nottingham. So this was in, as I've said,
17 2015, but if we look at page 6 of that, look at the
18 information that can be shared:

19 "Nottinghamshire Police [at that time] may share ...
20 "Redacted and de-personalised information relating
21 to crime or anti-social behaviour in the area of UoN
22 campuses ...
23 "Intelligence in relation to an individual, who has
24 been assessed, through their link with the UoN as posing
25 a significant danger or threat to children ...or adults

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1 A. Yes.

2 Q. Do you know if that was used regularly?

3 A. I don't know. I don't know. I couldn't speak to that.

4 Q. Because those things are often cultural, aren't they, as
5 well, whether people recognise the need to report or
6 share with the police or whether they feel that's making
7 it worse for the student? Would that kind of thinking
8 come in?

9 A. So we would always encourage a student, because we are
10 reliant on the statutory services to keep our students
11 safe, we would rely on that happening and the report
12 being made to the police. Our security teams, for
13 example, if they were called to an incident, their
14 escalation is to call the police, so they will deal with
15 the immediate issue. This information sharing document,
16 as you say, focuses very much on the kinds of things
17 that we would be working with the police on around
18 anti-social behaviour, students playing loud music,
19 et cetera.

20 So I think there's a strong relationship in that
21 space, but I'm not sure that the same couldn't -- is,
22 you know, is evidenced around what information would be
23 shared around things that are of this nature.

24 Q. We do see, in relation to the January 2022 complaint
25 from the students, ResX and Christopher Hoskins, we have

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1 ..."

2 Thirdly:
3 "When the University is connected to a caution or
4 conviction they will be informed ..."
5 So it was pretty limited, wasn't it, the
6 information. We know he didn't have a caution or
7 conviction --

8 A. *(Witness nodded)*.

9 Q. -- and I'm not sure what the redaction refers to, but if
10 it's redacting key details, it's not very helpful, is
11 it?

12 A. *(Witness nodded)*.

13 Q. In terms of what you can share, look at 4.2:
14 "UoN may share the following information:
15 "Information, including complaints from neighbours
16 or the public relating to criminal or anti-social
17 behaviour at, or in the vicinity of a UoN Campus or in
18 an off-campus student area ..."
19 You could share information, we know -- please don't
20 use surnames -- of the episode relating to Christopher
21 in January 2022, under this agreement you would be
22 permitted to contact them with your concerns about
23 a student experiencing bullying or intimidating,
24 threatening behaviour from another student, wouldn't
25 you?

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1 his statement, we have heard evidence about his
2 involvement in supporting them at the time. So very
3 much your own internal residential teams assisting in
4 that circumstance?

5 A. Yes. Yes.

6 Q. If we can take that down, please, and go to the 2024
7 police sharing version, which is UNIN0001807. This is
8 a more recent agreement. If we go to page 17, please,
9 we can see there the nature and scope of the sharing and
10 what's covered by the agreement, if we look there,
11 including offences of violence, including use of knives
12 and other edged weapons, anti-social behaviour. Where
13 it's violent offences, it doesn't seem to limit who is
14 the victim of the offences before the sharing can be
15 implemented, and Nottinghamshire Police will share
16 information where a student is under investigation for
17 one of these offences. It will:
18 "Share the outcome of an investigation into one of
19 these offences, including charge, and, where relevant,
20 court outcome.
21 "Any other investigations where the safety or
22 welfare of students might be currently at risk or likely
23 to be put at future risk." *(As read)*
24 And:
25 "Will share personal details, where appropriate,

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1 include name, date of birth, address, and next of kin
2 details." (As read)

3 This is much wider, isn't it, and if we go over the
4 page, it continues:

5 "Concerns raised by students or staff, complaints
6 and intelligence." (As read)

7 It is a very different level of information sharing,
8 2024. Was that arising from the attacks and
9 consideration of what had happened?

10 **A.** I think it arises from a number of things, one of those
11 will be the attacks. So part of the challenge -- and,
12 you know, we saw that in the previous document -- is the
13 limitations, or the cultural understanding about what
14 information could or couldn't be shared, and this
15 document seeks to clarify, you know, the range of
16 different scenarios in which we would be expecting to
17 receive information so that we can make holistic
18 decisions with all the information that we require. So,
19 yes.

20 **Q.** It would have been better to have had in place in terms
21 of in 2015, wouldn't it?

22 **A.** I think so, in terms of clarity, and particularly for
23 clarity around understanding what information can be
24 shared. There was a huge nervousness across the HE
25 sector when, in 2018, when GDPR came in. So prior to

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1 with things like GDPR. So there was extensive -- across
2 all universities, there was extensive focus put in,
3 training, and because we are subject to other regulatory
4 bodies like the OFS and there are risks around penalties
5 around OFS and regulation, then I think people did get
6 very, very nervous about what they could and couldn't
7 share, so I think any clarity that can happen for the HE
8 sector being explicit what can be shared and when would
9 be warmly welcomed.

10 **Q.** Considering the agreement that we have just gone to,
11 which is very wide in its capacity to enable sharing, do
12 you think, although you have that sharing agreement, in
13 truth, in HE and for individuals, there would still be
14 concerns about whether they could do that or should be
15 doing it that?

16 **A.** Yes, I think so, and universities are obviously really
17 large organisations, you know, we've got in excess of
18 30,000 students, we've got thousands of staff. I think
19 having that clarity -- and that clarity being the same
20 across the whole of the sector so you don't end up with
21 a scenario where if you move university, somebody is
22 conducting things differently. I think that would be
23 really, really helpful.

24 **Q.** Can that document come down. Can we have your witness
25 statement, WITN0066001, page 47. On the topic of

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1 that, myself as an academic, if a parent had contacted
2 me and said they hadn't seen their daughter or son for
3 a few days, I could say to them "Oh, I saw them this
4 morning in a tutorial." Post-2018, we're not allowed to
5 do that any more.

6 So what that did -- and there was lots and lots of
7 training around GDPR in HE as a result of that, and so
8 I think it has created a culture of nervousness in HE,
9 and as much clarity as we can get around information
10 sharing, what information we can expect to receive as
11 a university is really, really welcomed.

12 **Q.** We see indeed when VC's mother contacts the University
13 using his email, that generates a data protection
14 breach, of all the things going on right then. It's
15 interesting what you say, then, about the introduction
16 of GDPR. Do you think that was misunderstood on the
17 ground, that you could still -- in effect it didn't
18 prevent sharing of information in the public interest or
19 whether there was risk, or risk of threats to other
20 individuals. Was that just not appreciated and it
21 became a bit of a -- a rigid interpretation?

22 **A.** I think it had been such a shift from how universities
23 operated and, as I said earlier, you know, academics
24 have come into the role with a research background,
25 teaching background. They're not necessarily au fait

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1 information sharing. You make the point at
2 paragraph 158:

3 "In relation to external mental health (and physical
4 health) services there were no written information
5 sharing agreements ... there was (and is) no national
6 framework in place and it would have been difficult to
7 have such agreements with all the different services.
8 The University's expectation is that when information
9 about a student's mental health is shared with the
10 University, that sharing takes place from the external
11 service with our MHAS which holds the information on
12 behalf of the University and may share with others
13 within the underfloor where appropriate and lawful
14 (applying our confidentiality policy ...)"

15 Do you think, in line with what you were saying
16 previously, that having national sharing agreements
17 where it's understood, would be beneficial?

18 **A.** I think it would be hugely beneficial. Much is built on
19 the relationships that universities have with the local
20 statutory services. One of the big challenges we have
21 is obviously a lot of students move back from university
22 to home, can be anywhere else in the country, and if we
23 only have local sharing agreements, if a student is
24 taken unwell whilst they're at home, we won't
25 necessarily be made aware of that, or if there is

24

1 criminal activity, that again, that we won't be made
2 aware of that. So I think having a national framework
3 and that level of consistency is really, really
4 important.

5 **Q.** In terms of criminal activity and investigation, that
6 impacts on other students, doesn't it? Knowing about
7 that is how you keep other students safe.

8 **A.** Yes, it is.

9 **Q.** What we know from the evidence we've heard is other
10 students, at the time he was at the University, were not
11 safe from him, were they? Neighbours and other
12 students.

13 **A.** No, and I think that information sharing is the critical
14 bit that we need in that. We can only make decisions
15 based on the information that we've got. We don't hold
16 the risks because we're not a statutory service, and so
17 I think having that clarity would be really, really
18 helpful. Just, you know, UCAS, so the way you apply
19 through university, a number of years ago took out the
20 requirement for students to make a declaration around
21 criminal convictions. So we have students coming in to
22 university and we are not aware of what their potential
23 background is in that area, and there is nothing that
24 requires people to tell us that information, so we are
25 making the best judgements we possibly can with the

25

1 a requirement that actions are -- that the student if
2 they're in breach, that they're not aware of the fact
3 that their behaviour is reckless or intentional, and it
4 explicitly says that in the Code of Discipline. Because
5 the incidents in Brook Court aligned with a period of
6 psychosis and mental health -- being detained under the
7 Mental Health Act, it gets really difficult for
8 a university to be able to make a decision that somebody
9 should be excluded when they've had a period of
10 psychosis and therefore are unlikely to be able to have
11 known whether or not their actions were intentional or
12 reckless.

13 **Q.** Well, the consequences for those around them, it
14 probably doesn't matter which, does it? It's just not
15 safe?

16 **A.** No, and I think that's why we need real clarity about
17 who makes those decisions, who is holding the risk and
18 who's passing that information on. When VC returns to
19 university, he has recovered from his period of
20 ill health. He goes on to sit his exam, passes his
21 exam, and comes back into the University. So there is
22 nothing at that point to indicate to us and nothing --
23 no information being shared to us that that student is
24 unsafe or a risk to anybody.

25 **Q.** You don't get the September 2021 assault information, I

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1 information that we have.

2 **Q.** Understood.

3 Paragraph 197 of your statement, you refer to -- and
4 that's at page 62, Amanda -- you refer to the Withdrawal
5 on the Grounds of Health and Safety policy. And, then
6 it was replaced by Fitness to Study.

7 Can we just go and have a look, please, at the
8 Withdrawal on the Grounds of Health and Safety policy,
9 which is WITN0066007. So this is a policy relevant in
10 June 2020, and we see at the top, second paragraph:

11 "Concerns surrounding the health and safety of other
12 students and staff are also central to the
13 decision-making process.

14 "It is expected that a decision is to require
15 a student to withdraw will be exceptional."

16 We know of course, May/July 2020, about at the
17 incidents at Brook Court, one where a student was so
18 terrified she jumped out of a window and required back
19 surgery and was traumatised by that.

20 Looking at this policy, that could have been
21 implemented at that time in relation to those events,
22 couldn't it?

23 **A.** So the big challenge that exists, both with this and
24 with other -- the other policy that this document
25 referred to, the Code of Discipline, is that there's

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1 think, until January 2022, but then you do get that in
2 the combination of Christopher. So you know a lot,
3 then, about his risk to others, at January 2022.

4 **A.** Yes, we do.

5 **Q.** Can we look at the Fitness to Study policy in that
6 context, please. So that can come down, and it's
7 UNIN0001825, at page 1, please. We see the scope of
8 that policy. So this was the one in place in June 2021,
9 and we see "Policy scope":

10 "where a student's behaviours give cause for
11 significant concern;

12 "where it is believed either that there is an
13 underlying physical or mental health condition that is
14 actively impairing their ability to in engage
15 productively in their academic studies and/or university
16 life in general, and where reasonable adjustments have
17 been made as far as is possible."

18 This could -- should have been implemented in
19 January 2022, shouldn't it?

20 **A.** I think the challenge in January 2022 was that VC was
21 being assessed for detainment under the Mental Health
22 Act. It would be inappropriate for the University to
23 try to engage in establishing whether a student is fit
24 to study, when they are unwell and when they are
25 awaiting an assessment from the NHS. So we didn't apply

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1 it in those circumstances.

2 What we did do was we were making sure that we
3 didn't do anything that was going to escalate risk, so
4 the information that came to us from the NHS was that VC
5 needed to remain as stable as possible and that we
6 should not do anything that might escalate that, and so
7 taking him through a Fitness to Study policy in the
8 middle of that would potentially not have been helpful,
9 and so we were making judgements about reducing the risk
10 as much as possible, which is why we also made the
11 decision to move the students once we triangulated
12 actually that the student involved in the incident was
13 VC, and obviously also spoke to the police and the NHS
14 in that regard.

15 **Q.** Keeping him at the University, as you've described it,
16 was potentially because you thought reducing risk for
17 him because you say -- I'll have to look at the records
18 for that but the NHS was suggesting that would be
19 stability for him. That's only one part of the
20 equation, isn't it? The effect is the other half:
21 "where a student's behaviour gives cause for significant
22 concern", in other words his impact on others.

23 You were in no doubt, with the emails that
24 Christopher sent through his department, they ended up
25 on your Report + Support system -- the distress that he
29

1 because he had assaulted one of them, held them in
2 a neck lock, been bullying, targeted two flatmates who
3 weren't permitted to leave the flat, another one was.

4 So to keep them safe from him wasn't just
5 a short-term fix, was it? We know he went back to those
6 premises in April. You may or may not know that in the
7 rucksack where weapons were found on the night of the
8 fatal attacks, he had a piece of paper with their names
9 on them in the bag. The assessment of what risk he
10 posed to them and other students at the time was not
11 really considered, was it?

12 **A.** I think it was considered. I think we were always
13 considering both aspects to it. I think the key bit was
14 that we -- the police had attended the event and we knew
15 the incident and we knew that and we had sought advice
16 and guidance from the police about what their assessment
17 was, and they had reported that it was very, very low
18 level. We obviously know a lot of information now in
19 hindsight, and I think we were trying to be proactive
20 and were proactive. We reached out to all the students,
21 we contacted them, we asked them what support they would
22 need. We made it really clear that if they were at all
23 concerned, they should ring the police. Raleigh Park
24 has its own independent security team that were
25 downstairs, that they should get in contact with them if

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1 had caused his flat mates, a number of them, at a time
2 when they were doing their exams and they were under
3 pressure?

4 **A.** Yes, very much so and we're always looking to support
5 all of our students equally, and that is part of the
6 challenge of it. But that was the reason why we took
7 the decision to move them to make sure that they were
8 safe. So, as you know, it's not our accommodation, it's
9 private accommodation. We have limits of where our
10 policies can apply. They don't apply to private
11 accommodation. So we were trying to do everything
12 proactively that we could to support those students
13 while negotiating with a private accommodation provider.

14 **Q.** Sorry --

15 **A.** In terms of the Fitness to Study policy, we -- the first
16 part of Fitness to Study is to collate all the
17 information and to do that engagement with the student.
18 It's designed to support a student in their --
19 continuing in their studies, and we weren't able to do
20 any of that, at that particular point, because he was
21 being assessed under the Mental Health Act and then
22 subsequently was detained.

23 **Q.** The support about moving them on to other accommodation
24 was short-term support. The medium and long-term
25 support required being kept safe from him, wasn't it,

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1 at all they felt unsafe.

2 Part of our challenge is that even if we had
3 excluded VC from university, that actually he was living
4 in private accommodation, he still would have posed the
5 risk to those students in -- potential risk to those
6 students in that private accommodation. So we were
7 very, very reliant, one, on the NHS in terms of telling
8 us how unwell or well VC was, and providing the support
9 he needed in that space, but also in terms of the police
10 keeping us, our students, all of our students, safe.

11 **Q.** He took, didn't he, a voluntary interruption of study.
12 If we can have this policy up, please, WITN0066029.
13 This policy was the one in place in 2020 when he took
14 his interruption of study. So he went in November 2020,
15 and if we could please go to page 4 of the policy, in
16 the bottom box "Return to study", the last paragraph:
17 "A school may require a student to provide medical
18 evidence that they are fit enough to engage with
19 academic study prior to the next period of proposed
20 relation. Students will be informed if this is
21 a condition of return following a period of voluntary
22 interruption."

23 We know that you had no -- you tell us in your
24 statement, there was no contact with him at all during
25 the voluntary period of interruption. This was

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1 precisely a case, and indeed a policy when he took it or
2 when he first went on that interruption of studies,
3 permitted you to require such a report or feedback.
4 That was essential, really, in these circumstances,
5 wasn't it?

6 **A.** So he'd taken voluntary interruption of study, and it's
7 quite helpful on his actual form to see what the wording
8 is, and the school has the option of ticking two boxes.
9 I don't know whether we're able to have a look at that.
10 That might help me.

11 **Q.** I'm sure your barrister will be able to do that with
12 you, but tell me. So you have a choice?

13 **A.** Yes, you have a choice, but you only have that choice if
14 the Fitness to Study policy has been invoked. So we
15 have students who take voluntary interruptions of
16 studies for many, many reasons. Some of them are
17 medical, some of them are financial. You know, some of
18 them are due to family circumstances. So, on that form,
19 if somebody has at that time taken voluntary
20 interruption of study, then unless they've done it
21 through the Fitness to Study policy, that's been
22 invoked, then you wouldn't tick the box. That has now
23 been changed, so we've made a number of changes
24 including a completely new policy, support to study,
25 which gives us an incremental way of taking --

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1 problems? Are you going to cause us problems?" All of
2 those questions can only be answered by knowing what's
3 happened in the intervening period?

4 **A.** Yes, I think that's true and our expectation would be,
5 obviously as we know VC was in hospital when he returned
6 back to the university, our expectation would be that
7 that information would have been shared with us.

8 So I think we have reviewed the policies and we've
9 made improvements in the policies in order to gain,
10 again, that clarity about how they all worked together
11 and the fact that we just have one overriding policy
12 that then allows our staff to navigate their way through
13 it. I think that's quite right.

14 I think they did exactly the right thing in line
15 with the policies at the time, but I think we are also
16 very mindful of continuously improving things and making
17 things much clearer, and so that's what we wanted to do.

18 **Q.** Well, you say they did the right thing. I'm suggesting
19 that maybe his personal tutor or someone who was
20 teaching him would sit him down and say, "What's been
21 going on in the last few months? How are you?"

22 **A.** So that happened. So it wasn't necessarily his personal
23 tutor, but there were a number of staff who had
24 conversations. Actually his personal tutor, he did get
25 in contact with them, and said that he was concerned

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1 supporting students, but then moving to excluding
2 a student if we need to.

3 **Q.** It looks as though, if you could just go to WITN0066030,
4 this is the second version of this Voluntary
5 Interruption of Study Policy that was in force in
6 September 2021 when VC returned. If we go again to
7 page 4 at the back of it "Return to study", that also
8 says at the bottom:

9 "In circumstances where the Voluntary Interruption
10 of Study comes as the result of the informal or formal
11 stages of the Fitness to Study policy, the University
12 reserves the right to request ... forms of evidence ..."

13 Yes?

14 **A.** Yes.

15 **Q.** It doesn't look as though that's what the previous one
16 that I took you to said in 2020, so when he took it, the
17 previous one applied?

18 **A.** *(Witness nodded).*

19 **Q.** When he came back the 2021 was in force?

20 **A.** *(Witness nodded).*

21 **Q.** Leaving aside which one technically was in place at the
22 time he came back, the first policy is very sensible in
23 suggesting you just want to know if somebody's had
24 a voluntary interruption, "What's gone on? How are you?
25 How are you doing? Are we going to exacerbate your

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1 about his -- he's got a serious concern within -- it was
2 a Sunday night, within 30 minutes his personal tutor was
3 on Teams having a Teams call with him to make sure he
4 was okay and then supporting him to make them write an
5 appropriate decision. So I think the staff were
6 incredibly proactive in supporting and trying to
7 evaluate what was happening.

8 **Q.** They didn't have a chance of that information sharing,
9 did they, because that is an astonishing point in this
10 chronology?

11 **A.** Yes --

12 **Q.** You've not had any contact with him, he's violently
13 assaulted a police officer, we know that he goes on in
14 January 2022 to commit offences against one of your
15 students and a number of them in the flat?

16 **A.** *(Witness nodded).*

17 **Q.** Somehow, there's no discussion about his tenure at the
18 University or whether he should be permitted to
19 continue?

20 **A.** A key part of that is the amount of information that
21 we're just not made aware of. You know, the -- it's
22 obviously clear to everybody with this Inquiry just the
23 number of different incidences, but the majority of
24 those -- and particularly the most serious ones -- we,
25 as a university, were not aware of. We were not aware

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1 that he was in hospital and continuing his studies. So
 2 he was engaging with our academic staff.
 3 Obviously, one of the barometers we use, or our
 4 primary one, is our engagement with academic studies and
 5 whether people are moving forward and progressing, and
 6 we had absolutely no idea that he was currently detained
 7 in hospital when he returned in the academic year in
 8 2021.

9 **Q.** If I can have your witness statement, please,
 10 WITN0066001, page 103, it's your observations,
 11 paragraph 330. You say at the top of the paragraph:
 12 "The University had not had contact with VC since
 13 early June 2022 (save for an email in August ...) In
 14 the last interactions which the University had with VC,
 15 he did not present as unwell or violent and he was able
 16 to complete his degree."
 17 When you say, "he didn't present as unwell or
 18 violent", what period are you speaking about? I mean,
 19 you knew about the Brook Court events later than you
 20 would have wanted to, but you knew about them. You knew
 21 about Christopher and the flatmates.

22 **A.** *(Witness nodded).*

23 **Q.** You were to come to know about Sebastian, but much later
 24 about the stalking offences.

25 **A.** *(Witness nodded).*

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1 to develop an information sharing agreement, but there
 2 is, as yet, no agreed document in place, nor is there
 3 anticipated date when the University and the Trust
 4 expect to have this in place."

5 Tell us about that. Why is that proving difficult?

6 **A.** So we're really keen to have that agreement to address
 7 some of the things we've just talked about. The reason
 8 it provides -- it's proving challenging, is the level of
 9 security that we as a university need to have, and we
 10 need to be compliant with the Data Security and
 11 Protection Toolkit.

12 We're not set up as an organisation for holding
 13 large quantities of health information or information
 14 with regard to, you know, things that the police would
 15 be privy to, and it's because we do not have those
 16 systems currently that we -- and also, we wouldn't want
 17 to be in a situation of holding, you know, we've got
 18 30,000 students -- extensive sensitive information about
 19 our students, given the risks around data breach,
 20 et cetera.

21 **Q.** Shall we put that the other way round: but you do want
 22 to know when some of your students are causing harm to
 23 other people and potentially putting others at risk,
 24 don't you?

25 **A.** Yes, we do.

39

1 **Q.** So what do you mean when you say "he didn't present as
 2 unwell or violent." What did you understand his risk of
 3 violence to be through Ellie Turner's interactions with
 4 the NHS or generally?

5 **A.** So I think there's a difference between the risk and how
 6 he -- and the presenting. So he presented -- he didn't
 7 present as unwell or violent and was able to complete
 8 his degree, so he'd been in hospital, he was discharged,
 9 and so if a student is discharged in those
 10 circumstances, it's the NHS who were doing the risk
 11 assessment about whether that person is well, and safe,
 12 and, equally, the risk assessment being done by the
 13 police in terms of all of our students being kept safe.
 14 That's statutory information -- that's information
 15 that's shared with us with their statutory duty that we
 16 use. So in this case, I'm referring to the fact that he
 17 is now recovered, he's now been discharged. And
 18 therefore, he is engaging with his studies, is able to
 19 complete that one final project that he needs to in
 20 order to exit the University.

21 **Q.** That can go down, please, and can we have page 117 of
 22 your statement, WITN0066001. At paragraph 373 you tell
 23 us:
 24 "The University has been working with
 25 Nottinghamshire Healthcare NHS Foundation Trust to try

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1 **Q.** So you're actively looking to do that?

2 **A.** Yes, we do, so --

3 **Q.** So however many that involves you need that information.

4 **A.** We do, we do need that information and we want that
 5 information, and whatever mechanisms need to be in place
 6 to allow us to do that we would really, really welcome.
 7 I think it is that complexity of where we hold sensitive
 8 data that means that that agreement isn't in place yet,
 9 but any support we could have with that would be, you
 10 know, very much appreciated.

11 **Q.** NHS University Partnerships. Can we look at this
 12 document, please: WITN0066053. You can see there it's
 13 NHS-university partnerships: Working together for
 14 student mental health", and it's a briefing document,
 15 isn't it, about universities which are developing new
 16 mental health service models for students --

17 **A.** Yes.

18 **Q.** -- and if we go to page 13, they've obviously looked at
 19 some case studies across universities, and in looking at
 20 multi-agency sharing:
 21 "What did you learn?
 22 "Identifying senior staff to champion the
 23 partnership in each organisation is critical".
 24 You need people to, in your case at the University,
 25 want the information, see its relevance --

40

1 A. Mm-hm.

2 Q. -- and we're hearing, both in your evidence and others,
3 barriers, about sensitive, "We don't need too much, we
4 don't want a lot." What you actual want from it is
5 critical, isn't it? You want to know how to keep
6 students safe from those amongst their number who are
7 not going to contribute to the University in the way
8 that you would want for the University?

9 A. Yes, very much. We want that information.

10 Q. You see at paragraph 2:
11 "Investing time in understanding the cultures of the
12 partners and systems ensures effective delivery."
13 Do you agree, when you speak about Head of Security
14 and the police and relationships, the people at the end
15 of each agency really matter? They have to get on and
16 share information actively --

17 A. *(Witness nodded)*.

18 Q. -- rather than just have a policy.

19 A. Very much so, and I think certainly with the police,
20 Stuart does a lot to culture that relationship so that
21 we do try and get as much information as we possibly
22 can. Obviously the NHS, we work with the NHS, we
23 training medical students, et cetera, we work with the
24 NHS in other scenarios and have strong partnerships with
25 them but we need that information. We can't make those

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1 there, the NHS report?

2 A. Yes.

3 Q. That Nottingham University contributed written
4 submissions to that, didn't they or written -- Was there
5 a reason no one was interviewed? Were you prepared to
6 be interviewed, anyone from the University or not?

7 A. Yes. We want to be as open about all of this. We want
8 to -- you know, we've made significant improvements,
9 just as part of our continuous improvement, because we
10 want our students to have the best experience they
11 possibly can. We would warmly welcome those
12 conversations and we would be happy to be interviewed
13 and share whatever we have in order to create
14 improvements.

15 I think one of the challenges with the Theemis
16 Report was there was some misinformation in it, in that
17 it was attributed that we owned the GP surgery that sits
18 on campus. We don't. It happens to be an NHS surgery
19 that sits on our campus for the convenience of our
20 students so they can access it.

21 So I think some clarity around where those
22 boundaries are would also be helpful, and so we would
23 warmly welcome being interviewed or having further
24 conversations around that.

25 Q. Would you accept that your students, the ones we've

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1 decisions without that information.

2 Q. "Regular communication about the aims of the
3 partnership, as well as operational activities and
4 challenges, is important ...
5 "... additional time to setting [them] up ..."
6 These are all prerequisites.
7 In terms of your attempts, are you looking at this,
8 communicating with NHS about what you want and why you
9 need it?

10 A. Yes, we are, and that was part of the reason why we now
11 have a police officer on campus so that we have that one
12 person, that one touchpoint, because that's part of the
13 other challenge is you speak to multiple different
14 people when you get in contact with either the NHS or
15 the police, and they may not know how all the
16 information joins up together. So having one point of
17 contact would be really, really valuable, and we do
18 spend a lot of time and, you know, culturing those
19 relationships so we can get access information to. But
20 I think it's inconsistent and we need that clarity about
21 what is the information that should be shared with us,
22 when it should be shared, and how we can expect to
23 access that.

24 Q. Finally from me, Professor Linehan, I understand looking
25 at the Theemis Report, you know what I'm talking about

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1 heard from, Christopher, Sebastian, did not have
2 a positive experience around being at the University?
3 You speak in your written evidence about the need for
4 student wellbeing, being looked after, but in the end,
5 they didn't get that experience, far from it, did they,
6 in relation to these events?

7 A. I couldn't speak on their behalf. I suspect they, and
8 from the information I've read, they had a positive
9 academic experience, but we would always want our
10 students to be really safe and well supported, and we
11 are very reliant on the statutory services in order to
12 help us do that; and so I'm really sorry for experiences
13 that those students might have had. It's not what any
14 of us would have wanted, and so anything that the
15 University can do to improve things for our students to
16 build those relationships with the NHS and the police,
17 we would really, really welcome.

18 Q. Immediately following the attacks on the 13 June, did
19 the University consider itself constrained in any way to
20 say that he had been a student? Or how quickly did the
21 University make that clear to everyone?

22 A. So I was not involved in those events. I wouldn't be
23 able to speak directly to it. I know that there were
24 sensitivities and others will be able to have more
25 detail on it. I don't know. But obviously there was

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1 people trying to be sensitive and making sure that they
 2 did what was needed in line with the police's wishes.
 3 So the police always, in any criminal investigation,
 4 will instruct us what information we should or shouldn't
 5 be sharing, and my understanding is that the same thing
 6 happened on those days. But there'd be other people who
 7 might be able to speak more accurately to that.
 8 **MS LANGDALE:** Chair, that concludes my questioning. I think
 9 there's about 15 minutes between advocates, potentially.
 10 I don't know if the witness would like to take those
 11 questions now or after a break.

12 **THE CHAIR:** Mr Moloney, are you going to ask any questions
 13 or not?

14 **MR MOLONEY:** No.

15 **THE CHAIR:** Ms Cartwright? Right, how long will you have?

16 **MS CARTWRIGHT:** About ten minutes.

17 **THE CHAIR:** Do you want to have a break before we carry on?

18 **THE WITNESS:** I'm happy to carry on, if that's helpful.

19 **THE CHAIR:** All right then, we'll start. Thank you.

20 **Questioned by MS CARTWRIGHT**

21 **MS CARTWRIGHT:** Good morning, Professor Linehan. I ask
 22 questions on behalf of the survivors.

23 Can I just ask you a practical question, first of
 24 all. You should have had in the pack, which was the
 25 incident report from 13 June, and I can display the

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1 students and attempt resolution by agreement between the
 2 parties. It also makes clear that that individual has
 3 authority to warn a student about future conduct and
 4 behaviour.

5 Now, I think we know at the relevant time that
 6 individual, is that right, is Jamie Dickinson?

7 **A.** Yes.

8 **Q.** Thank you. Now, I just want to see if you can help with
 9 that because you've already confirmed that Brook Court
 10 is off campus, that's nothing to do with the University?

11 **A.** No.

12 **Q.** Just looking at Brook Court first of all, you said in
 13 your evidence that there were no students there, but we
 14 know that Feven, the victim of that incident, which is
 15 an incident that the University became aware of was
 16 a student, albeit at another academic institution. So
 17 in that scenario, is there not a need on a need-to-know
 18 basis to share that information that you've arrived at
 19 with another academic institution?

20 **A.** So I don't know that we were aware that there were other
 21 students from other organisations there. We would
 22 always endeavour, across the city, to share information
 23 and support each other. But there is no mechanism for
 24 us to be able to have that information.

25 **Q.** Okay, but can you help me then with this: because

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1 document if needs be, but essentially it identifies that
 2 at 04:43 on 13 June there was a reference to contact the
 3 University as I think identification of Grace and Barney
 4 as students. Do you know if the University were
 5 contacted by the police in the early hours of 13 June?

6 **A.** I'm not sure. That's information we can find out and
 7 obviously submit to the Inquiry.

8 **Q.** Thank you. Can I ask you, then, who practically would
 9 be available about quarter to five in the morning,
 10 whether the route would that be into security in the
 11 University?

12 **A.** I imagine it would be into security, and then the
 13 security would contact the Vice Chancellor and the
 14 appropriate members of the University.

15 **Q.** Thank you. Can I please, then, take you into the
 16 conduct policy, please, which is I think WITN0066011.

17 Thank you. I want to see if you can assist us with
 18 the content of that, please. Can we go to page 9, which
 19 is the role that we see for the Manager of Off-campus
 20 Student Affairs. We can see there that the role of the
 21 University Manager for Off-campus Student Affairs
 22 includes dealing with the complaints from residents and
 23 others about student conduct and behaviour and that that
 24 manager will liaise with public authorities in the area
 25 and will normally mediate between complainants and

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1 certainly Ellie Turner from the Mental Health Advisory
 2 Service knew about this incident --

3 **A.** *(Witness nodded).*

4 **Q.** -- and knew about the -- that there'd been an incident
 5 where an individual had been caused injury?

6 **A.** *(Witness nodded).*

7 **Q.** Can you help as to why, then, the Off-Campus Student
 8 Affairs Manager did not become involved and liaise, as
 9 this policy suggests, with the public authorities?

10 **A.** So this, the Off-Campus Student Affairs Manager, the
 11 predominant role for that is around mediating between
 12 students when they have disagreements, helping them
 13 settle into university, potentially supporting the wider
 14 community around complaints from noise, et cetera.
 15 Because the police were involved, our expectation would
 16 be that the police would contact whoever the relevant
 17 organisation was. For example, the organisation that
 18 Feven was at in order to provide that information rather
 19 us.

20 **Q.** Just so I'm clear as to how this policy reads, are you
 21 saying, therefore, that in the incident in May 2020 and
 22 when the University became aware, that there was no role
 23 for your Off-campus Student Affairs Manager to be
 24 liaising with public authorities as this policy
 25 suggests?

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1 A. No, if our student is directly involved, and we are
 2 aware, then we would get in contact with security and
 3 get in contact with police and try and triage and bring
 4 all that information together. But we wouldn't be doing
 5 that for other organisations.

6 Q. Then, can I ask you, I asked Ellie Turner, she wasn't
 7 aware of the extent of the injuries, but if the
 8 University had been made aware that the police had seen
 9 this incident as an offence of causing grievous bodily
 10 harm, and you knew the extent of the injuries, would you
 11 agree that that would have caused alternative
 12 considerations by the University if you had known the
 13 severity and seriousness of the incident?

14 A. I think we would always want to know the full details in
 15 order to make the right and appropriate judgment.
 16 I think what also comes into play there is the Code of
 17 Discipline in terms of whether somebody knows that their
 18 behaviour is intentional or reckless. Because VC was
 19 ill, we would need help and support in terms of a
 20 clinical judgment about that.

21 Q. Now, you say, you've already given that answer, I think,
 22 broadly to Ms Langdale about intention and recklessness
 23 and what you needed to know, but there's no information
 24 that I've seen from the University that suggested that
 25 at any point, anybody, in the various roles or capacity,

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1 A. I think that the -- there are extensive detailed notes
 2 about what was happening and obviously things were
 3 happening at pace and people were having to make
 4 decisions and get in contact with people, but I do
 5 think -- and that's one of the things that we have
 6 addressed -- is that there needs to be really clear
 7 documentation of the policies being considered, and
 8 therefore what the decisions are as a result of that.

9 Q. Would you agree that, if you go back to the page that's
 10 displayed, WITN0066011 at page 9, the same paragraph,
 11 "The Manager for Off-campus Student Affairs", again you
 12 have stressed today in your evidence that Raleigh Park
 13 is not Nottingham University accommodation, it's private
 14 accommodation?

15 A. It is, yes.

16 Q. Again, in respect of the Christopher incident, we know
 17 that ResX were involved, but was that not a further
 18 occasion when the Off-Campus Student Affairs Manager
 19 should have been directly involved with each of those
 20 students who had lived with VC?

21 A. So the ResX team did support those students, they were
 22 in contact with them regularly and frequently, as were
 23 the MHAS team, to check in on them, reinforced the fact
 24 that if they had any concerns, they should call the
 25 police, but also to have conversations with them about

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1 did undertake that consideration; would you agree?

2 A. So my understanding is that consideration was taken, but
 3 I think you are right: one of the things that we've
 4 worked really hard to improve is the documentation of
 5 that decision making. A key part of us bringing in
 6 Report + Support two or three years ago, and the fact we
 7 have a daily triage team who now run a triage risk when
 8 incidences are reported, was in order to make sure that
 9 that does happen.

10 Q. Can I pick up, then, on an issue that I didn't think was
 11 contentious that was dealt with with Ms Thompson. It's
 12 right, is it, you tell us that those that are part of
 13 the Mental Health Advisory Service are required to have
 14 professional registration. You deal with it in two
 15 places, so there's no ambiguity about that: they're
 16 social workers registered with Social Work England --

17 A. *(Witness nodded)*.

18 Q. -- or nurses registered with the Royal College of
 19 Nursing, NMC; is that correct?

20 A. It is now, yes, it wasn't previously the case.

21 Q. All right. Therefore, would you agree that that then
 22 brings in the requirement of appropriate notes, which I
 23 think you've already identified as an issue that there
 24 isn't the recording that you would have expected to see
 25 regarding review?

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1 their own wellbeing and support. We were very, very
 2 mindful that those students were currently taking exams
 3 and we were being led by them in terms of moving to
 4 alternative accommodation and what was appropriate for
 5 them because we were trying to reduce that disruption.

6 So ResX were involved in supporting our students, as
 7 we would expect them to be, but ResX is designed to
 8 support our students with things like home -- feeling
 9 homesick, there being community events taking place,
 10 et cetera. We are reliant on the statutory services to
 11 support our students with regard to their health and
 12 safety.

13 Q. But that's ResX. I'm asking you now through the lens of
 14 the Off-Campus Student Affairs Manager, with your
 15 evidence that this is private and off campus, why there
 16 wasn't also a role for the Off-Campus Student Affairs
 17 Manager here with their liaison with public authorities
 18 linked to the Christopher incidents?

19 A. So I don't know the answer to that in any more detail.
 20 I do know they all form part of one team. So my
 21 expectation would be that they would be communicating
 22 with each other. I am aware that the email that was
 23 sent from Christopher went to the Off-Campus Student
 24 Affairs Team, which are not there all the time. So it's
 25 not a 24-hour service. When he did pick that up, he

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1 then forwarded that email, Jamie Dickinson forwarded
2 that email to the ResX team and Chris Hoskins from the
3 ResX team then picked it up and did that liaison.

4 **Q.** Now, we can see on the same page here, we've got
5 separate paragraphs that deal with the allegations where
6 there are also criminal offences, and obviously that
7 potentially comes in play both for Feven, but also in
8 the context of what Christopher had reported in terms of
9 his injury. I wonder if you could help me again with
10 the paragraph on temporary suspension and exclusion,
11 which we see in paragraph 26.1, where it also details
12 that:

13 "A decision to suspend or exclude will be taken as
14 a last resort, normally when the risk of harm to others
15 (or the students themselves) outweighs the potential
16 disadvantage to the student."

17 I just want to ask you in terms of what was being
18 shared by Christopher and his flatmates and the concerns
19 they had, but particularly also the context that VC
20 returned to campus and entered the accommodation on two
21 occasions, why we see no evidence anywhere at any point
22 a consideration by the University to suspend or exclude
23 VC in January of 2022 or February or April when he's
24 entered the premises.

25 **A.** So in respect of that, as you say, it's not documented,

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1 **A.** No, I can't, and that's one of the reasons -- that's the
2 key improvements that we've made in relation to that.
3 We now do have a -- when anything is reported, it comes
4 through Report + Support and we have a team that deal
5 with it on a daily basis to ensure that everything is
6 pulled together.

7 **Q.** Now you've identified, in answering this part of my
8 questions, that essentially the code of conduct, the
9 discipline policy is different, then, depending on if
10 it's on campus or off-campus. Now it's right, isn't it,
11 whilst Raleigh Park is in an off-campus provision, it is
12 a provision that is advertised through the Nottingham
13 University portal as one of the preferred providers;
14 would you agree?

15 **A.** It is advertised through the University's portal, yes.

16 **Q.** Is it made clear on the website, so parents and students
17 are aware, that if you go to an off-campus provider,
18 that a completely different approach is taken by the
19 University to discipline.

20 **A.** I don't think we have any alternative, but the approach
21 that we take, because we don't have the ability to
22 determine who should live where. That would apply to
23 all private accommodation for all of our students, just
24 like a standard citizen. I think that we have students
25 who often move out from first year, or often our

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1 so it's hard for me to comment on that. I do know that
2 the Code of Discipline was considered. I do know that
3 Fitness to Study was also considered. Part of the
4 challenge that we had was that this applied to private
5 accommodation and our remit and this policy would only
6 apply to our own campuses. So if we had moved to
7 exclude VC, who was incredibly unwell, was obviously --
8 had had again, another period of time in psychiatric
9 care, that we had to think about what risk we were
10 mitigating and reducing. We also were trying to ensure
11 that we didn't escalate any risks and we were trying to
12 make that balance all the way through.

13 **Q.** Now, you've said that the policies then were considered
14 and also there was consideration to suspend or exclude.
15 Who do you say considered those matters?

16 **A.** My understanding -- and this is secondhand information,
17 because I wasn't at the organisation at the time -- is
18 that there was consideration by MHAS. They were things
19 that they were actively thinking about, but there isn't
20 any documentation to support that or the escalation.

21 **Q.** So you are identifying MHAS as the Mental Health
22 Advisory Service but you can't assist with any
23 consideration about who they raised that with at the
24 University, how it was considered, the factors that were
25 looked at, and the risk information that was considered?

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1 students live in student accommodation. As is similar
2 at other universities, the majority of students then
3 move out into private accommodation across the city in
4 years two and three, and that would mean we would be in
5 a situation where we would be trying to apply these
6 policies to all private accommodation across the city
7 and we couldn't do that.

8 So we are reliant on the police in order to support
9 us with that safety measure for our students, as we are
10 with all private citizens.

11 **Q.** Can I ask you, by reference to VC's return to
12 Raleigh Park, after essentially the Christopher
13 incident, so quite sinister evidence that we've heard
14 about VC's return in February and April, including
15 giving -- not giving his details to security, but also
16 the security themselves warning the students to watch
17 out because of their concerns about VC.

18 Are you able to help us, because I think again,
19 you've identified that it's on-site security at Raleigh
20 Park, so separate to university. Was any of that risk
21 information considered and escalated by the University?

22 **A.** So with regard to the February event, we were -- VC had
23 been detained very recently. We weren't aware that he
24 had leave to leave psychiatric care. That information
25 wasn't shared with us. So we weren't expecting for him

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1 to be able to be present at Raleigh Park in that
2 incident. His licence agreement had ended with Raleigh
3 Park so there was no reason for why he should be present
4 on Raleigh Park, but also we would have no reach to
5 prevent him from being there because it was private
6 accommodation.

7 I think that where we knew information, we shared
8 information. We have a positive relationship with
9 Raleigh Park, with the security staff there, and we
10 would always try and endeavour to share information, but
11 our advice all the way through was always that the
12 students should contact the police and the police should
13 support the students, because we don't have reach and
14 remit to take action.

15 **Q.** Can I just be clear about that, because obviously from
16 a risk perspective the fact that VC had gone back to the
17 accommodation at the time when he was detained, albeit
18 on leave, but I don't think the leave permitted him to
19 go back there, what did the University do to share that
20 information back to health partners, bearing in mind
21 that's fairly significant risk information, for risk to
22 members of the public, that the treating team needed to
23 know also?

24 **A.** My understanding is, and this is just my recollection
25 from looking at the information, is that we did liaise

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1 **A.** Yes, I do.

2 **Q.** Right, and you were taken to particular references to
3 intelligence, redacted material, cautions and
4 convictions. But really the second bullet point:

5 "Intelligence in relation to an individual, who has
6 been assessed, through their link with UoN as posing
7 a significant danger or threat ..."

8 And so on.

9 So what sort of information did the University
10 expect would be shared under that particular bullet
11 point of 4.1?

12 **A.** So we would want to have that relevant information, if
13 a student is, or somebody is posing a threat to our
14 students, for us, in this information sharing agreement,
15 as you can see in the bottom of that paragraph, it "will
16 be proactively dealt with by the Public Protection Unit
17 and will not be party to this agreement".

18 So it sits outside of this agreement.

19 **Q.** All right. So if I can take you through a list of
20 incidents and you tell me whether you think the police
21 ought to have shared information about that incident
22 under this agreement. So the Brook Court incident,
23 there were three incidents, as we know, should the
24 police have shared that information under the police
25 sharing agreement that we have --

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1 with the NHS about it.

2 **Q.** Right, and --

3 **THE CHAIR:** Ms Cartwright, you're well over your time.

4 **MS CARTWRIGHT:** I won't go to the last -- I was going to go
5 to the last policy document. I won't go to that. Thank
6 you for answering my questions.

7 **THE CHAIR:** Ms Patry, do you want to ask questions? Do you
8 want a break before then?

9 **A.** Yes, no, it's fine, thank you.

10 **THE CHAIR:** Are you all right to carry on?

11 **A.** I'm okay, yes, thank you. I want to carry on, if it's
12 helpful.

13 Questioned by MS PATRY

14 **MS PATRY:** Thank you. Four areas I want to go back over
15 with you, Professor, if I may. The first is, you were
16 asked a number of questions about information sharing
17 with the police. Do you remember those questions?

18 Could we have up on screen the police sharing
19 agreement from 2015 that you were taken to. It's in two
20 places, but the reference I have most conveniently is
21 UNIN0001829.

22 So if we look down, if we scroll down to sections
23 4.1 and 4.2, please. Let's start with 4.1 because that
24 sets out what the police can share with you. Do you
25 remember you were taken to that?

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1 **A.** So not necessarily under this agreement, but we would
2 expect that they would share that information with us.

3 **Q.** All right. What about the Sebastian incidents?

4 **A.** We would expect, not necessarily under this agreement --
5 I'm not as -- that's information that we learnt about
6 after the event, but that we would expect that the
7 police would share that information. We would always
8 want to know information about our students to help and
9 support them.

10 **Q.** What about the assault on PC Pritchard?

11 **A.** We would want to know that information but I don't think
12 it's covered by this agreement.

13 **Q.** All right. Can we look at 4.2 in the information that
14 you can share, we can see right at the bottom of that
15 page:

16 "information, including complaints from neighbours
17 or the public relating to criminal or anti-social
18 behaviour at, or in the vicinity of a UoN Campus or in
19 an off-campus student area, where there is evidence that
20 these were committed ..."

21 So these words are important. What do you
22 understand that to mean in terms of its applicability to
23 non-university accommodation that is not in the student
24 area?

25 **A.** It's not applicable.

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1 Q. It was -- we can take that down. I'm really grateful to
 2 you. Thank you.
 3 It was suggested to you in questions by Counsel to
 4 the Inquiry that there was a dearth of information
 5 shared by the University with the police. So I'd like
 6 to take you back, if I can, to the two flashpoints where
 7 the University did become aware of information about VC,
 8 please. The first is May/June 2020 when of course we
 9 know VC's mother contacts two academics at the
 10 University to let them know what's been going on.
 11 Now, having in your mind 4.2 of the police sharing
 12 agreement, please, what information did you come by at
 13 that time that you ought to have shared with the police?
 14 A. So we shared all the information that we had with the
 15 police. We were incredibly proactive in trying to join
 16 together information from the NHS and the police as well
 17 so that we could triangulate that, and we were in
 18 contact both with all of the different services, and
 19 MHAS was serving a triage purpose, which is not its
 20 role, it's not what it's supposed to do, but actually
 21 bringing all that together was very much -- the
 22 University was being incredibly proactive to try to seek
 23 as much information as possible.
 24 Q. Can I unpick that. What information was shared under
 25 section 4.2 of the police sharing agreement?

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1 decision-making as well as our own.
 2 Q. Okay so if we look at that:
 3 "Dear Stuart.
 4 "Thanks for seeking a police perspective on the case
 5 we discussed yesterday. I understand there are
 6 limitations to this but feel we should flag up the
 7 potential risks all the same."
 8 Now there's a detailed chronology of what's been
 9 happening, including, as we can see, detailed and
 10 sensitive information about the diagnosis and whether
 11 he's compliant with medication, and so on. Now can
 12 I just ask for your view. Did -- was this information
 13 sharing under the police agreement or did it go over and
 14 above and beyond that?
 15 A. It went over and above our sharing agreement.
 16 Q. Was there anything else that you knew in May/June 2020
 17 that you ought to have shared with the police, whether
 18 under the agreement or otherwise?
 19 A. No.
 20 Q. Thank you. The second flashpoint, again, as the
 21 University became aware of the information, was January
 22 2022. Right? You became aware of the incident, the
 23 Christopher incident, (*unclear*) call it, at Raleigh
 24 Park. Now when you became, as a university, aware of
 25 that incident, were the police already aware of it?

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1 A. So we shared information about the fact that it wasn't
 2 student accommodation. We shared information about the
 3 fact that VC was a -- student.
 4 Q. Does that technically fall within the agreement or not?
 5 A. It doesn't fall within this agreement.
 6 Q. All right. So then let's -- I'm going to take you to a
 7 document, if I may, UNIN0000639, which is a document
 8 that was shared with the police on 10 June 2020. Could
 9 we scroll down in that, apologies. Here we are, the
 10 "Case Summary".
 11 So this is an email -- if we scroll back up again,
 12 sorry, just so we can see the start of that. It's an
 13 email to Stuart Croy from Ellie Turner, but it's the
 14 case summary -- it's agreed by the parties, I'm sure,
 15 it's a case summary that was then sent on to police.
 16 So this email is an email from Ellie Turner dated
 17 10 June 2020. Now you just said in your answer that
 18 proactively you were trying to (*unclear*) the
 19 information. Can you cast your eye down the case
 20 summary and tell us if this is what you were referring
 21 to, or whether you were referring to something else?
 22 A. No, so I'm referring to this but then there was also
 23 other correspondence with all the parties that were
 24 involved to make sure that everybody had the information
 25 that we were holding in order to inform their

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1 A. Yes, they'd attended the incident.
 2 Q. So was there any need to share that information with
 3 them under the police sharing agreement or otherwise?
 4 A. No, they already knew.
 5 Q. Those are the two flashpoints, if I may. Did you come
 6 about any other information about anti-social activities
 7 under the agreement or indeed any other information
 8 about VC that you ought to have shared with the police
 9 at any other time when VC was a student?
 10 A. No.
 11 Q. Thank you. We are going to turn to my second topic,
 12 which is Voluntary Interruption of Studies. Counsel to
 13 the Inquiry very helpfully said that I might be able to
 14 come back to you on the VIS form which you referred to.
 15 So can we look at that. It's UNIN0000054.
 16 Now just to situate you, you were asked some
 17 questions about what the University should have been
 18 doing at the time that VC returned to the University
 19 after his period of interaction, and you've already
 20 given us answers about the lack of information that you
 21 had.
 22 THE CHAIR: Sorry, can you give the number again?
 23 MS PATRY: Sorry, UNIN0000054. Oh okay, all right. I might
 24 have to come back to that. I'll look back at my notes,
 25 but let me just ask you about a different document then

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1 first so I can have a moment to do that.
 2 So you returned to education, and I think you gave
 3 an answer that he -- some people did reach -- at the
 4 University they did reach out to him to find out how he
 5 was. Can we try this reference number: UNIN0001012. It
 6 should be an email. Here we are. Emma Barney, senior
 7 tutor. So if we look at the bottom half of that page,
 8 please. So that's, situating ourselves in time,
 9 8 September 2021. Is that around the time that you
 10 returned?

11 **A.** Yes.

12 **Q.** So you referred to members of the University being in
 13 touch. Who is Emma -- can you just remind us, who Emma
 14 Barney is?

15 **A.** So Emma Barney is the senior tutor, so she's an academic
 16 who looks after and supports all the personal tutors and
 17 makes sure that they're appropriately trained and makes
 18 sure they know how to access things, for example such as
 19 wellbeing support, MHAS, for students.

20 **Q.** She is a single point of contact?

21 **A.** She is.

22 **Q.** So she emailed you. I'm not going to read out every
 23 word but she obviously gets in touch with VC, as we can
 24 see. She asks him a number of questions and then she
 25 says that she's sending an email for two reasons:

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1 to work, save some money and earn a few skills.
 2 Secondly, I am planning on taking up my place this year
 3 although it would be helpful to talk to a member of
 4 staff ... to discuss my situation further. I have
 5 questions regarding how to complete online registration,
 6 [et cetera]."

7 He explains what it is he wants to talk to the
 8 University about.

9 Now, can I just ask you this: so as far as the
 10 University is concerned, are there any red flags? Does
 11 this correspondence suggest any red flags in your
 12 opinion?

13 **A.** No, and we have students who have periods of time being
 14 unwell with mental health, and they decide to take
 15 voluntary interruption of study, and then when we
 16 return, we want to support them to succeed. We've had a
 17 number of students who then go on and do succeed and
 18 graduate and it's one incident and it doesn't occur
 19 again. I think this is evidence of just how proactive
 20 our staff were in making sure and checking in and, as
 21 you say, we were not aware, nobody had told us that VC
 22 was currently in hospital.

23 **Q.** Right. Thank you very much.

24 What do you make of the suggestion, in this context,
 25 that you had a right as university to somehow require

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1 "The first is to see how you are. I hope your year
 2 away from studying has been enjoyable and that you are
 3 doing well. It would be lovely to hear what you have
 4 been up to and how you are feeling about coming to
 5 university now."

6 Then there's a section on knowing your plans
 7 including whether he needs any assistance in preparing
 8 for the new academic year, and whether deciding -- right
 9 at the end, three lines from the bottom:

10 "... in deciding if taking up your place is the
 11 correct course of action for you [and] ... I am happy to
 12 support you."

13 So the question is still being asked about whether
 14 he's well enough; is that fair?

15 **A.** *(No audible answer).*

16 **Q.** Can we see, at the top of the page you replied. Now,
 17 bear in mind the chronology would rather suggest he was
 18 actually in hospital, still, at this time, right?

19 That's not known to the University?

20 **A.** It's not known. We didn't know, no.

21 **Q.** He says:

22 "Hello ...

23 "Thank you for reaching out ... to answer your first
 24 question I'm in good spirits and quite eager to get back
 25 into full-time education. I used my time away from uni

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1 more or should have required more information about his
 2 condition or how he was at that time from the statutory
 3 agencies.

4 **A.** So we have about 1,000 students at any one time being
 5 supported by MHAS around complex mental health problems.

6 The MHAS team is a handful of people, so it's about four
 7 to eight staff, and the expectation that we would be
 8 able to know what has happened to these individuals
 9 during the time that they've been away from the
 10 University is not a reasonable one, it's not something
 11 we can do. But what we can do -- and we always do this
 12 as a matter of course when students are returning from
 13 voluntary interruption of study -- we check in with
 14 them, we have gone back and looked at why it was they
 15 took the Voluntary Interruption of Study and we make
 16 sure they know where the support is and then try and
 17 help them with any of the logistics (*unclear*), as is
 18 documented here.

19 **Q.** It's this document you're referring to?

20 **A.** Yes.

21 **Q.** Thank you very much. I obviously had two wrong
 22 references to the VIS(?) one, so I'm just going to talk
 23 you through it if I can.

24 Can you remind us what the process was in place in
 25 terms of requiring someone to provide medical

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1 information on return from voluntary? As I understand
2 there are two routes --

3 **A.** (*Witness nodded*).

4 **Q.** -- for voluntarily interrupting your studies. Can you
5 just set out first what they were and which one VC
6 chose?

7 **A.** So a student can take a Voluntary Interruption of Study
8 at any time. We do speak to students about it
9 because -- in some detail because it has financial
10 impacts for them, particularly if they've drawn down on
11 their student loans. So it needs to be
12 a well-considered decision.

13 They may take voluntary interruption of study for
14 numerous reasons, and they can take voluntary
15 interruption at any point, so if they decided that
16 they'd potentially weren't well enough to return back to
17 university, they could take voluntary interruption
18 again. We -- and a student can opt to do that. It's
19 only in scenarios where the Fitness to Study policy has
20 been invoked that somebody would require or request
21 potentially medical information when they return to the
22 university.

23 **Q.** Okay, so VC's position was he voluntarily asked to
24 interrupt his studies, so he was not subjected to the
25 Fitness to Study process?

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1 of my areas, please. Very briefly, January 2022. We
2 repeatedly asked you -- and it has been a common
3 theme -- that somehow it would have been more
4 appropriate to remove VC from the accommodation than it
5 would have been to move the students as was done. You
6 have said today -- and Ms Turner and Ms Thompson have
7 also said -- that actually that would have been, and
8 Ms Turner's words were the worst of two bad options.

9 You said in answers today that you would also have
10 been concerned about escalating risk if he'd been moved.
11 Now, what would have been the options for where, if you
12 had simply asked him to or required him to leave
13 accommodation, where he'd have gone? Do you have any
14 sort of understanding of that?

15 **A.** So we would have no rights to ask him to leave the
16 accommodation in the first place because the
17 accommodation is private and his licence agreement is
18 with the private organisation, and as we talked about
19 previously with the other policies, they don't extend
20 into private accommodation. So we would never have been
21 able to move him from that perspective anyway.

22 At the point at which Ellie Turner is made aware
23 that VC is not engaging with his medication and taking
24 his medication and that she's concerned, because she's
25 realised that it is VC, she triages and puts that

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1 **A.** (*Witness shook head*).

2 **Q.** Therefore, there was no requirement. So there's the
3 form, if I'd been able to find it, the form -- the box
4 did not need to be checked for requiring medical
5 information because of the process?

6 **A.** No, it didn't, and also, to put context to that, VC has
7 been in hospital, has left hospital, has taken his
8 online exam and scored a first class mark. There is
9 only a period of a couple of months between him being in
10 hospital and then him opting to take Voluntary
11 Interruption of Study.

12 Ellie has been in contact with VC, and given him
13 some guidance, some email guidance, about making sure he
14 balances up his wellbeing and his academic studies and
15 that, you know, he needs to make sure that he's okay and
16 then when he reports that he wants to have
17 a conversation with his personal tutor in order to take
18 what we then find out is Voluntary Interruption of
19 Study, but that time says there's a serious issue. His
20 personal tutor speaks to him within 30 minutes on
21 a Sunday night. We also backdate his Voluntary
22 Interruption of Study which is something that is done to
23 support students depending when the financial imperative
24 kicks in around fees.

25 **Q.** I understand. All right. Can I take you to the third

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1 information together to triangulate it.

2 At that point, within hours, we worked with Raleigh
3 Park to move the students. We moved the students, one,
4 because they're taking exams and we want to try to be
5 as -- do it as quickly and efficiently as possible, but
6 two, we moved them so that we don't escalate the risk
7 around VC being unwell.

8 Now we do that through navigating and negotiating
9 that agreement with a private provider. The risk was
10 that if VC was unsettled, if VC -- if we escalated the
11 risk that potentially if he left the accommodation,
12 services like the NHS or police wouldn't know where he
13 was. So we thought it was really important that he
14 needed to get the help and the assessment that he needed
15 to have done under the Mental Health Act as fast as
16 possible.

17 **Q.** We're going to take you -- you said in an answer earlier
18 that the NHS were telling the University to keep him as
19 stable as possible too. Can I take you to one document,
20 please, NGPF0003312. It's contemporaneous
21 documentation. It's 003312.

22 **MS LANGDALE:** Chair, I note the time. I wonder if it's
23 a good time to have a short break and then we can get
24 the two documents sorted.

25 **THE CHAIR:** The question is whether you really need the

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1 documents, Ms Patry, because if we get the --
 2 I understand the document you're referring to, and
 3 really you're trying to show it to Professor Linehan,
 4 but do I really need to see that?

5 **MS PATRY:** We don't need to see it. It's a really simple
 6 point. The NHS were telling us, in terms, that he
 7 needed to be kept stable at that time.

8 **THE CHAIR:** Yes, all right.

9 **MS PATRY:** Finally, can I ask you about knowledge of the
 10 academics very briefly, if I may.

11 Can I just be clear here. You answered a question
 12 earlier by saying, "I'd like to see the document, I'd
 13 like to see Mr McWilliams' statement" and Counsel to the
 14 Inquiry very helpfully said I could take you to that.
 15 Hopefully it's WITN0053001, so it should be in
 16 Mr McWilliam's statement page 27. This is looking
 17 hopeful. So page 27, if we can. Thank you.

18 I think you said you wanted to set in context what
 19 he had said. So --

20 **A.** Yes, so --

21 **Q.** It's paragraph 102 on the page in front of you.

22 **A.** Thank you. So yeah, I think the context to this is
 23 important. So Stewart is asked to comment on whether he
 24 should be told more about [VC's] behaviour while at the
 25 University or his mental illness and interactions with

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1 me and the Department, by one person who had oversight
 2 of the situation."

3 **A.** So I don't agree I think we do share high-level
 4 information, we have to make judgements about that.

5 **THE CHAIR:** I'm talking about any changes that might be
 6 made.

7 **A.** And I think the new process that we've introduced around
 8 Report + Support makes sure that happens. Emma Barney,
 9 who is the senior tutor, because she is the senior tutor
 10 to this individual, is the person who holds that
 11 information and then that's shared on a need-to-know
 12 basis.

13 **THE CHAIR:** Thank you. If we can now move on to your --
 14 (*overspeaking*) -- rather than go back to it.

15 **MS PATRY:** Can I situate us in time? You've already told
 16 the Inquiry that the first people who knew about VC's
 17 mental health problems when they first started in
 18 May/June were academics. Emma Barney knew. This
 19 gentleman becomes aware on 31 January 2022, it's UNIN --
 20 there we are. We can see Paige Smith is sharing
 21 information with a number of people, we can see the
 22 number of people it's shared with, Emma, James,
 23 Antonino, Stewart McWilliam.

24 So at that stage, at the end of January 2022,
 25 a different decision has been made about who to include

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1 the police. He then goes on to talk about the fact that
 2 this is a complex issue as there are concerns about data
 3 protection, privacy and not stigmatising people and the
 4 purposes of sharing this information must be considered.
 5 He talks about the fact that he does not know all of the
 6 details and so part of the challenge in making sure
 7 that -- we need to make sure that our staff have the
 8 information that they need to be able to do their job,
 9 and that's what the need-to-know basis is.

10 So I think it's really important, with this
 11 particular witness statement, that it has to sit in the
 12 context that he himself acknowledges the complexity of
 13 this and he doesn't know what information it is that he
 14 doesn't know.

15 **Q.** Right. He is told information about VC's condition on
 16 31 January following the incident that took place.
 17 That's UNIN0001745.

Questioned by THE CHAIR

19 **THE CHAIR:** I was about to say. Can we just stop at that
 20 last part, that last document we have before we move on,
 21 just a moment because I just wanted to -- rather than go
 22 back to it. Paragraph 103, do you disagree or agree
 23 with what he says there:

24 "... I think high level information about [VC's] ...
 25 mental health difficulties should have been shared with

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1 within the chain of information, including Mr McWilliam.
 2 Was that an appropriate time for him to be made aware or
 3 not?

4 **A.** Yes, it was an appropriate time for him to be made aware.
 5 VC was now coming to the close of his qualification, and
 6 so there needed to be decisions made about whether or
 7 not he could achieve the qualification that he was
 8 engaging with. The personal tutor would then more
 9 likely be involved in supporting VC to be able to access
 10 his studies and so that information is shared.
 11 High-level information is shared previously, but at this
 12 point we then start sharing the detail based on
 13 a need-to-know basis.

14 **Q.** Thank you. Those are my questions, but I'm conscious
 15 that on a number of occasions you maybe hadn't quite
 16 finished an answer, so I just want to make sure there is
 17 nothing else that you wanted to add?

18 **A.** Not really. The only thing, I think, is helpful
 19 probably to make really clear is that there is nearly
 20 a year between when VC leaves the University and when
 21 the really tragic events of the 13 June take place and
 22 I think it would be helpful just to have that
 23 clarification.

24 **MS PATRY:** I'm grateful. Thank you very much. Thank you,
 25 Chair.

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1 Questioned by THE CHAIR
 2 **THE CHAIR:** Yes, thank you.
 3 Just taking up some of the points that have been
 4 raised, it is a fact, isn't it, that when he returned
 5 after his voluntary interruption, he was in fact in
 6 hospital? He wasn't discharged from hospital for
 7 a further month until October.
 8 The incident with the attack on PC Pritchard had
 9 taken place and you didn't know anything about that?
 10 **A.** No, we didn't.
 11 **THE CHAIR:** So any changes that you have made since, would
 12 that stop that situation happening, do you think?
 13 **A.** No, I think it will more robustly enhance our
 14 information sharing internally and make sure that that's
 15 really, really clearly documented and that we're doing
 16 that triage piece and that triangulation and everybody
 17 who needs to know information knows it to support our
 18 students, but it wouldn't change that situation.
 19 **THE CHAIR:** Because what actually happened was that he was
 20 in accommodation with students who were considerably
 21 younger than him, and the incident with Christopher
 22 occurred.
 23 **A.** Yes, and we would want that information because we would
 24 want to be able to make the right decisions. You know,
 25 our student safety is paramount and, you know, it's very

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1 different things at university, and so I think it's
 2 about ensuring that we make sure that data and
 3 information is stored effectively, obviously the greater
 4 the amount of people who know that information, there is
 5 a risk around that. So I think, as speaking to what
 6 I was talking about earlier around GDPR, I think there's
 7 a nervousness in academics around holding information.
 8 **THE CHAIR:** Because what we do also know is that there
 9 was -- perhaps we'll find that out -- there will be
 10 a time when it was suggested that it wasn't safe to
 11 visit him singly, that people had to go together. Do
 12 you think that's something that your staff should or
 13 ought to have known?
 14 **A.** I think that our staff should be privy to the same
 15 information that we would want to have to keep our
 16 students safe. So, you know, our responsibility is to
 17 our staff and our students and so we would need that and
 18 want that information.
 19 **THE CHAIR:** So any national agreement should encourage all
 20 of those pieces of information from your point of view
 21 for universities?
 22 **A.** Yes, very much so and particularly, especially when
 23 students are in year 3 and 4 and doing dissertation
 24 projects, that they might be working one-to-one with
 25 academic staff, we need to make sure that our staff and

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1 disappointing that that's not the case. So you're quite
 2 right. We would want that information.
 3 **THE CHAIR:** So what, if anything, would like to say about
 4 information that you would want to receive from the
 5 health services and/or the police --
 6 **A.** I think we --
 7 **THE CHAIR:** -- which you don't currently have?
 8 **A.** I think we would really welcome a clear national
 9 framework laying out exactly what the expectations are.
 10 We're not the only university that are navigating
 11 challenges around information sharing. That's the case
 12 across the sector and we want to be able to support our
 13 students to the best of our ability and keep them safe
 14 and if we don't have information, then, you know, we're
 15 in a difficult position in order to do that.
 16 **THE CHAIR:** Just in terms of your internal sharing of
 17 information, I think you referred earlier to some of the
 18 tutors and members of staff not really feeling that they
 19 wanted to have that information. Do you think that
 20 that's because they don't want to take any
 21 responsibility, knowing it for what they do, or -- the
 22 person they're concerned with, or any other reason?
 23 **A.** I don't think it's that, I think that we obviously have
 24 large numbers of students, and lots and lots of personal
 25 information and students will be experiencing lots of

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1 our students are safe.
 2 **THE CHAIR:** Yes, thank you.
 3 Right, well we'll take a break. Thank you very
 4 much, and we'll start again at 12 o'clock. Thank you.
 5 **(11.45 am)**
 6 **(A short break)**
 7 **(12.00 pm)**
 8 **PC SIMON ZACHARIA (sworn)**
 9 **Questioned by MS KAUR**
 10 **MS KAUR:** Officer Zacharia, you have given a witness
 11 statement to the Inquiry dated 16 November 2025. Can
 12 you confirm that that statement is true to the best of
 13 your knowledge and belief?
 14 **A.** Yes, I confirm that.
 15 **Q.** Thank you. Officer, I'm going to take you straight to
 16 the events of 15 January 2022. As we understand it, you
 17 were on duty at Central Police Station in Nottingham
 18 with Sergeant Faulkner; is that correct?
 19 **A.** That's correct.
 20 **Q.** Can you assist as to whether you were both physically
 21 working together in the same room when you received
 22 contact from the Force Control Room?
 23 **A.** We were in the same station at the same level. I was in
 24 the main parade room and my sergeant, Sergeant Faulkner,
 25 was in the office.

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1 Q. Can you tell the Inquiry what you recall as to how you
2 were contacted by the Control Room?
3 A. I remember that we were contacted by Control over the
4 radio to say that there'd been a fight but, as I say,
5 I can't remember a lot about it. It's four years ago.
6 Somebody had been assaulted. At this time, it had been
7 a very busy night that night and I'd just come back from
8 doing a prisoner handover and obviously the sergeant was
9 in the office doing other things.
10 Anyway, we then got called out but there were no
11 other available officers. Often what happens is that
12 whilst we are based at Central Police Station we also
13 are linking in with Radford Road Police Station, so if
14 they can't cover a job then we will go and cover it and
15 vice versa.
16 Q. You and Officer Faulkner, you travelled to Raleigh Court
17 together, did you?
18 A. Yes, that's correct.
19 Q. Was that by car?
20 A. Yes.
21 Q. Can you recall how many times you were contacted by the
22 Control Room?
23 A. I can't recall that.
24 Q. Can you recall the Control Room informing you as to
25 difficulties that the suspect had with his mental

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1 conversations between you and Officer Faulkner as to how
2 you were going to manage the situation on arrival at
3 Raleigh Court?
4 A. No, I don't recall that at all.
5 Q. Officer, if I could take you to the following document
6 NGPF0000054. You see there the incident details for the
7 incident that you were called to on that occasion. So
8 call time, 19.12 on 15 January. Does that accord with
9 your recollection?
10 A. Yes.
11 Q. You were given, were you not, a brief summary of the
12 incident that you were attending; is that right?
13 A. Brief be it, but yes, a brief incident over the radio.
14 Q. I think you described this at the beginning of your
15 evidence, as a fight, an assault.
16 A. Yeah, yeah.
17 Q. Presumably the Control Room gave you, as an officer
18 attending an incident, key information, so you know
19 firstly where you are to attend, the address?
20 A. That's correct.
21 Q. Secondly, you would be given a brief summary of the
22 incident you are attending.
23 A. Yes, that would be correct.
24 Q. You would be given, wouldn't you, information in order
25 to help you, as an officer, manage potential risks that

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1 health?
2 A. I don't recall that at all.
3 Q. If the witness, Ms Shadbolt, be taken to the document
4 WITN0402001, page 8 of that document. It will appear on
5 the screen in front of you, Officer.
6 A. Okay.
7 Q. It's WITN0402001. Thank you. If we could go to page 8
8 of that document, please. Officer, specifically if you
9 can look at paragraph 42:
10 "I've been asked to detail my knowledge of any
11 issues concerning VC's mental health. My response is
12 that the Control Room had informed me that VC had been
13 sectioned around five months earlier." *(As read)*
14 Do you think you would have been informed about
15 those mental health difficulties by the Control Room?
16 A. I can't say. It's four years ago. I just don't know.
17 Q. In terms of -- and this in your statement, I will simply
18 read it to you. You say:
19 "We were told that the named suspect, VC, had
20 a warning marker on the PNC for using violence against
21 the police." *(As read)*
22 Do you recall anything further being told to you
23 about the warning marker by the Control Room?
24 A. No. We were not told anything that I can remember.
25 Q. Prior to you attending Raleigh Court, do you recall any

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1 you could face once you arrive at the incident?
2 A. Yes, you would hope so.
3 Q. Yes. Officer, if we go to the Incident Log we can see
4 that the description given is that the caller had
5 reported an assault by his flatmate in his room, and
6 he's in his room now, that he didn't clean the shower;
7 the caller told him to, and he said no. So the caller
8 called him a dirty bastard and he jumped on the caller
9 and had him in a headlock and punched him.
10 Officer, you were aware, were you not, that this was
11 a 999 emergency call you were attending?
12 A. Yes.
13 Q. If we then go down the first page you see where the
14 Incident Log actually begins, and we have 3003711. Is
15 that a reference to information you are receiving from
16 the operator?
17 A. Sorry, can you just -- is it the top one you're talking
18 about?
19 Q. Yes, so 3003711.
20 A. Yes.
21 Q. Your communication with the Control Room when you're at
22 an incident, is that two-way information sharing?
23 A. Normally, yes.
24 Q. So presumably it gives you, as an officer attending
25 an incident, an opportunity to feed back to the Control

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1 Room anything pertinent you think the Control Room need
 2 to know?
 3 **A.** Yes.
 4 **Q.** So operator -- sorry, what we know from the Incident Log
 5 is the caller is on the call, he's -- there comes
 6 a point where he is now in the room with the caller. So
 7 he -- that's a reference to VC -- and do you see at the
 8 bottom of the page, 19.13, "Caller not wanting to say
 9 much now"?
 10 **A.** Yeah.
 11 **Q.** If we go over the page we see, page 2, in the third
 12 column along, 3001749. Is that a reference number to
 13 you or Officer Faulkner?
 14 **A.** It's not a reference to me and I can't comment on
 15 whether that's Sergeant Faulkner's reference.
 16 **Q.** Okay. If we continue along there, it says:
 17 "Can we confirm if this needs to remain red?"
 18 Do you know what that means, if an incident "needs
 19 to remain red"?
 20 **A.** So red is urgent. So ultimately that's when officers
 21 would be going on blue lights to a job because there's
 22 an immediate possible risk of harm or life.
 23 **Q.** So that was to remain red, as in urgent. Then if we go
 24 to the box below, we see there -- and this is the
 25 operator who comments:

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1 19.19 hours, so there's a number there, 3003942. Who is
 2 that?
 3 **A.** Sorry, which one is this?
 4 **Q.** If you go down, we see the reference "No VPI", not the
 5 next row but the row below that?
 6 **A.** I don't know, actually.
 7 **Q.** So what we have information being fed back to you and
 8 your fellow officer is that:
 9 "... caller is back on, flatmate who has assaulted
 10 him, [VC], approx[imately] 30 yrs old, is preventing
 11 caller and his friend from leaving - caller was trying
 12 to get out to wait for officers, but can't."
 13 Again, can we take it that that would have been
 14 information that the Control Room will have been feeding
 15 back to you and Officer Faulkner?
 16 **A.** I don't recall that actually being relayed back to us,
 17 actually.
 18 **Q.** But it would be relevant information --
 19 **A.** It would be very relevant information. Yeah.
 20 **Q.** -- to feed back because what that tells you, doesn't it,
 21 that there has been an escalation in respect to the
 22 incident that you're going to; would you agree with me,
 23 Officer, on that --
 24 **A.** Yes.
 25 **Q.** -- information that you need to know in order to manage

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1 "Still grade 1 as in the same building [things are]
 2 calm at present but just attacked caller and caller went
 3 quiet as he came in the room. Possibility of escalation
 4 quickly."
 5 Am I right to assume that is feedback you and
 6 Officer Faulkner are getting from the Control Room?
 7 **A.** Yes.
 8 **Q.** Yes. Grade 1, can you assist us as to what that means?
 9 **A.** So, as I've said, grade 1 is -- in effect it's a red
 10 job, so that's where there's a risk to injury and
 11 possibly life.
 12 **Q.** Okay. Then we can see the next column, and now we're at
 13 19.17 minutes: "Caller did not wish to continue speaking
 14 to me have advised to call 999 if it escalates again."
 15 Then if -- you're the Officer attending this
 16 incident, so you know or you've been pre-warned that
 17 there is a risk of escalation in respect to this
 18 particular incident. Is that a fair summary, Officer?
 19 **A.** Yes.
 20 **Q.** Then, what does the next like "No VPI", what does that
 21 mean, "at [the] address on SAFE"?
 22 **A.** So that means View Previous Incidences. So officers can
 23 ask if there'd been any previous instances.
 24 **Q.** What you knew, that at this particular address there had
 25 been no previous incidences. Then if we go down to

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1 the situation --
 2 **A.** Yeah.
 3 **Q.** -- when you get there?
 4 **A.** Yeah.
 5 **Q.** Then, if we go down to, the time is still recorded as
 6 19:19. So we have 3001749. Somebody is saying:
 7 "Just tell him to go to his room and wait for
 8 officers. Please - we won't be long."
 9 Could that have been you or Officer Faulkner?
 10 **A.** No, I don't think so.
 11 **Q.** No?
 12 **A.** No.
 13 **Q.** Then we see:
 14 "Can't find anything on NICHE for the address
 15 relating to [the name that is mentioned there]."
 16 We go over the page to page 3, there's a:
 17 "... possible match on NICHE for name of [VC] ...
 18 No flags/warnings or picture available ..."
 19 What it goes on to say is:
 20 "5 previous, latest being CPS charging decision for
 21 assault whilst being detained under MH Act ..."
 22 What do you take from the information being recorded
 23 there, Officer?
 24 **A.** Really what it says. You know, what it says. You know,
 25 he's got no flags, no warning markers, and obviously

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1 there's currently a pending case of a charging decision.
 2 **Q.** Yes, and "Five previous", that could be a reference
 3 to --
 4 **A.** Five previous incidences --
 5 **Q.** Five previous incidents, five previous convictions?
 6 **A.** It could be five previous anything, really.
 7 **Q.** That was information that was relayed to you, wasn't it,
 8 Officer?
 9 **A.** I can't say. I can't remember. It's four years ago.
 10 **Q.** When Officer -- and I referred you to this at the outset
 11 of your evidence because we know Officer Faulkner
 12 referred to the Control Room:
 13 "Had informed me that VC had been sectioned around
 14 five months earlier." *(As read)*
 15 It is likely, isn't it, Officer, that you would have
 16 been informed that VC had five previous incidents?
 17 **A.** Like I said, I can't say.
 18 **Q.** You're on your way to an incident and you're given
 19 information about detention under the Mental Health Act,
 20 just months earlier. That would be a red flag for you,
 21 wouldn't it, as an officer attending an incident?
 22 **A.** Absolutely.
 23 **Q.** Would you, in those kind of circumstances, make any
 24 checks, for example, on PNC on your way to the incident?
 25 **A.** It's possible, but as I say, I can't remember.

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1 wouldn't it, that this is a potentially dangerous
 2 situation you and your fellow officer are attending?
 3 **A.** Absolutely. We always run towards danger rather than
 4 away from it.
 5 **Q.** What we know is that Officer Faulkner referred in his
 6 statement, and Ms Shadbolt if we could just go to
 7 Officer Faulkner's statement at WITN04 --
 8 **THE CHAIR:** It's already up.
 9 **MS KAUR:** -- 02001.
 10 It's page 7 of that statement, where he says at
 11 paragraph 34, second sentence:
 12 "I was aware of the warning marker for police
 13 assault, and so I kept outside of [VC's] ... fighting
 14 arc by not standing directly in front of him but just to
 15 the side of his reach, but close enough to engage with
 16 him in conversation." *(As read)*
 17 Now, having taken you through part of the Incident
 18 Log, and shown you references in PC Faulkner's
 19 statement, do you recall any discussions between the two
 20 of you as to how you were going to manage the risks at
 21 the location you were going to?
 22 **A.** No, I don't recall that at all.
 23 **Q.** If we continue on the Incident Log. Sorry, Ms Shadbolt,
 24 if I could go back to NGPF0000054, and we're at page 4.
 25 So again, we can see there reference to VC, and if we go

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1 **Q.** Okay. If we just go down, we can see next line:
 2 "Caller negative, PNC and NICHE".
 3 The next entry at 19:23:
 4 "PNC possible (consider year of ... search)".
 5 Then we see the name VC, date of birth, and then we
 6 see:
 7 "Violent extremely violent officer assault without
 8 provocation ..."
 9 What flags does that raise for you as an officer
 10 going to an incident?
 11 **A.** It's going to raise flags but it's not going to stop the
 12 fact that we're going to have to attend that incident to
 13 try to get to the IP as soon as possible. Yeah.
 14 **Q.** But it is going to mean, isn't it, Officer, that for
 15 example when you attend the incident you have to have
 16 your guard up?
 17 **A.** Yes, I mean that's certainly something that myself and
 18 Sergeant Faulkner would have been aware of, is that he's
 19 got this flag for violence towards officers, yes.
 20 **Q.** That the slightest provocation could trigger the
 21 individual at the arrest --
 22 **A.** Yes.
 23 **Q.** -- to go off and be violent?
 24 **A.** Yes, absolutely, and we would have been aware of that.
 25 **Q.** Yeah, and it would also signal a red flag to you,

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1 over the page to page 5 --
 2 **THE CHAIR:** Sorry, can I just raise an issue about the
 3 transcript. Does everybody else have a transcript which
 4 is still setting out what's being said? I'm not. So
 5 I don't know whether it's particular to this system.
 6 I don't think it really matters but I'd like it checked
 7 when we break at lunch, thank you.
 8 *(Pause)*
 9 We'll just carry on. Thank you.
 10 **MS KAUR:** Officer, top of page 5, what we can see is further
 11 information has been obtained in respect of the suspect
 12 we now know to be VC, and:
 13 "Updated violent [3 September] ... "
 14 Again, it is stressed:
 15 "Extremely violent officer assault without
 16 provocation information markers."
 17 If we look 19:25 below:
 18 "Possible for male extremely violent please note."
 19 So a number of references there to "extremely
 20 violent". Can we take it, Officer, that it is more than
 21 likely that that was information that was being fed back
 22 to you and Officer Faulkner?
 23 **A.** It's possible.
 24 **Q.** Well, more than likely, isn't it?
 25 **A.** I would say it's possible, but I would also say that on

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1 that night, communication between the Control Room and
 2 ourselves at times was pretty poor to say the least.
 3 **Q.** Yeah, but Officer, the Control Room is trying to find
 4 out information that is going to keep you safe and
 5 potentially people that you're attending at the scene
 6 safe, so it is likely, isn't it, Officer, that that
 7 information will have been fed back to you?
 8 **A.** Possibly.
 9 **Q.** Officer, on arriving at the address, how many people
 10 were present in the property?
 11 **A.** I believe there was at least three people in the
 12 property.
 13 **Q.** So that's VC, the complainant, Chris, and would you say
 14 at least two other people?
 15 **A.** Yes.
 16 **Q.** Can you recall that it was VC who answered the door to
 17 you?
 18 **A.** I can't recall that.
 19 **Q.** We know from your statement that you say you took the
 20 details of the -- was it Officer Faulkner who took the
 21 details of the witnesses at the scene?
 22 **A.** Correct.
 23 **Q.** We know from your statement that you later entered those
 24 details on the NICHE system.
 25 **A.** I've come to realise that, actually, I've mistakenly not
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1 Officer, we can see there really you give
 2 three paragraphs of the detail you can recall of the
 3 incident, and I believe you've had an opportunity to
 4 refresh your memory from the statement --
 5 **A.** Yes.
 6 **Q.** -- this morning. Officer, one -- if one reads that
 7 statement, it really gives an impression of Chris
 8 perhaps wasting police time at this incident.
 9 **A.** Not at all. You know, as far as I'm concerned, we've
 10 asked somebody who's called us for a reason and I am
 11 always victim-led, without a doubt. That's what
 12 I signed up for, you know, and crime is crime.
 13 So I was trying to get Chris to sort of engage with
 14 me, but he wasn't really wanting to be, like, not sure
 15 whether he was going to make a statement and stuff.
 16 **Q.** So what Chris, in his oral evidence, said to the Inquiry
 17 last week is that he started off by telling you what had
 18 happened: that he had been assaulted by VC, and you had
 19 responded, because you had had some kind of conversation
 20 with Officer Faulkner, and you came back to Chris and
 21 said, "Well, he's got a different story."
 22 Can you remember that?
 23 **A.** I would never say anything like that.
 24 **Q.** No, and that he showed you the video of -- he certainly
 25 showed you the video of him being held in a headlock?
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1 put them on.
 2 **Q.** But you say you took those details?
 3 **A.** Yeah.
 4 **Q.** Where would you have recorded those details?
 5 **A.** So I would have put those details on to our NICHE,
 6 initially as an OEL, which is an Occurrence Evidential
 7 Log, so that would have gone on to there as a bare
 8 minimum, potentially adding them as witnesses under
 9 "persons involved".
 10 **Q.** In terms of -- so you are quite certain you recorded
 11 somewhere on NICHE the witness details?
 12 **A.** As I've said, I've -- I believe I had at the time, but
 13 it may have been that I have not done that.
 14 **Q.** Chris, the victim, gave evidence to the Inquiry last
 15 week, and his recollection was that one officer spoke
 16 with VC and one other officer spoke with him in the
 17 hallway. Now who did you deal with at Raleigh Court?
 18 **A.** I spoke with Chris.
 19 **Q.** Can you remember anything more about your conversation
 20 with Chris other than what is contained in your witness
 21 statement to the Inquiry?
 22 **A.** No, I'm sorry, it's four years ago now. I cannot
 23 remember what he said to me, let alone what I said to
 24 him.
 25 **Q.** Okay. Ms Shadbolt, could we go to WITN0024001.
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1 **A.** No, that's not correct.
 2 **Q.** The video -- you do accept that video was raised at some
 3 point as being in existence?
 4 **A.** Yes, only one, though.
 5 **Q.** Yes. Why didn't you ask to see that video?
 6 **A.** Because at that time, as I've said, Christopher was not
 7 really wanting to talk to me, to engage with me, and he
 8 wasn't really sure if he was wanting to make
 9 a statement, and because of that it was difficult to
 10 really get much out of him, really, from what I can
 11 record remember, anyway.
 12 **Q.** But you were told, even on your case, as I understand
 13 it, at the scene, that there was a video of the
 14 headlock, so why didn't you ask to see that video?
 15 **A.** As I said, Christopher was not wanting to really engage
 16 with me and he was not sure whether he wanted to make
 17 a complaint, and we can't force people to show us or to
 18 give videos, and at that time he was wanting to make a
 19 statement, was unsure whether he was going to make
 20 a statement.
 21 **Q.** So we beg to differ on you weren't shown the video.
 22 What Chris then told the Inquiry was that you, having
 23 viewed the video, you went back across to
 24 Officer Faulkner and VC and you then returned to Chris
 25 and said, "Well, you don't have any injuries, do you?"
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1 Do you recall the issue of injuries being brought up by
2 him?
3 **A.** I don't recall it, but it's certainly not something that
4 I would say. Ultimately, he had no visible injuries
5 that I remember and he didn't say that he had any
6 injuries himself.
7 **Q.** Didn't he show you a finger and refer to the finger as
8 being sore or having got hurt?
9 **A.** No.
10 **Q.** How do you know that, Officer?
11 **A.** I may not be able to remember what he said to me and
12 what I said to him, but had that been the case, I would
13 have been relaying that to Sergeant Faulkner in us
14 making decisions.
15 **Q.** Can you recall, he also mentioned his neck had been
16 hurt?
17 **A.** No, he -- I don't recall him ever saying that.
18 **Q.** Your response was: "Well, we don't have enough for ABH."
19 **A.** No, that's not correct.
20 **Q.** You see Chris's evidence was that basically you were
21 very dismissive of his complaint of assault.
22 **A.** That's absolutely not true. As I say, I'm there for the
23 IP, and I'm -- when I go for a job, I give it
24 a 100 per cent. They've called us for a reason. I would
25 never be dismissive or dismiss anyone in any sense of

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1 I speak for myself personally, that I dealt with loads
2 of jobs where students have been highly intoxicated and
3 have been arguing with each other, falling out,
4 fighting, and -- so we would attend those incidences,
5 both whether they be at venues or even in the street,
6 and so we would obviously ask whether or not -- are you
7 wanting to make a complaint? On the other side of it,
8 if, for example, they were too drunk to be able to sort
9 of say to us then we'd obviously take all their details
10 down then come back to them to see whether or not they
11 wished to make a statement.
12 **Q.** So you would ask whether they wished to make
13 a complaint?
14 **A.** Yes, correct.
15 **Q.** So just dealing with this particular incident and
16 whether it was a typical Friday, Saturday night, there
17 was no suggestion at all that any of the students
18 involved in this incident had consumed alcohol, was
19 there?
20 **A.** No. Not at all.
21 **Q.** So everybody was sober. We had, in terms of your
22 typical Saturday night, this was very early in the
23 evening, wasn't it?
24 **A.** Yes.
25 **Q.** In terms of typical Saturday night, this was a suspect

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1 the word. Crime is crime, and whether he was injured or
2 not, it's still something that if he had been willing
3 to -- to me to make a statement, I would have
4 investigated it to its fullest.
5 **Q.** Chris also spoke about restorative justice being spoken
6 about by the officers who had attended.
7 **A.** We would never, and I would never, offer something like
8 that when we were -- hadn't even gone down the road of,
9 like, the process of arrest, interview, or anything
10 else. It's just not something we would offer.
11 **Q.** Okay. Officer, were there discussions about if VC
12 apologised, shaking -- and Chris and VC shake hands,
13 that would be the end of the matter?
14 **A.** Absolutely not. Absolutely not.
15 **Q.** Officer, if we go to paragraph 28 of your statement, so
16 on WITN0024001. You say there:
17 "In Nottingham City Centre we would deal with very
18 similar reports of assault most days especially from
19 Thursday, Friday, Saturday and Sunday nights, many of
20 which involve students. Typically, the person reporting
21 the incident is not injured and does not wish to engage
22 with the police." *(As read)*
23 What did you mean by that?
24 **A.** So obviously Nottingham is a very student -- student
25 area to come, and we were often dealing with -- and

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1 who had a marker for being extremely violent without
2 provocation. So it wasn't really your typical Saturday
3 night incident, was it?
4 **A.** It was typically a student fight, or a student argument,
5 yeah, and we got quite a few of those over the time
6 that I was at Central. So every situation, though, is
7 different.
8 **Q.** Well, again, typical student Saturday night, what we had
9 here was a disparity in the ages of the students
10 involved, didn't we?
11 **A.** Yes.
12 **Q.** Because how old was Chris; do you remember?
13 **A.** I don't remember that.
14 **Q.** He was 19. How old was VC at the time of the incident?
15 **A.** I don't know that either.
16 **Q.** He was 30. So again, doesn't make it your typical
17 Saturday night, does it?
18 **A.** No.
19 **Q.** Also, Officer, you accept, don't you, that you were
20 aware from Chris that VC had mental health issues?
21 **A.** So on the night, I can't say what he said to me and what
22 I said to him. It's 4 years ago. However, when he came
23 in the following day, he made a backhanded comment
24 "I think he's got mental health issues" or something
25 like that.

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1 Q. What do you mean, "backhanded comment"?

2 A. It was a comment that was just made, just in passing,

3 that he's not -- as far as I can remember, tried to

4 accentuate that he had concerns for VC.

5 Q. Officer, he was absolutely right, Chris was right; he

6 did have mental health issues, didn't he?

7 A. That may well be the case, but he did not display that

8 on the night.

9 Q. Officer, I suggest you knew he had mental health issues

10 because the Control Room had told you?

11 A. No.

12 Q. You don't accept that the Control Room told you that?

13 A. It's 4 years ago, I cannot remember this incident very

14 well.

15 Q. Also, Officer, coming back to your typical Saturday

16 night, you were aware from the Control Room, weren't

17 you, that he had previously assaulted an officer?

18 A. Yes.

19 Q. Yeah. So it wasn't your typical Saturday night student

20 bust up, was it?

21 A. Okay.

22 Q. Do you accept that now, Officer?

23 A. If that's what you're saying, then yes.

24 Q. Officer, whilst you were at Raleigh Court, did you give

25 consideration to looking on the PNC or the NICHE system

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1 necessary or proportionate to be arresting him at that

2 time.

3 Q. Do you think you took things very much at face value

4 without making obvious checks?

5 A. We could only go with what's presented to us when we

6 attend any job. So at that time, as I've said, VC was

7 not displaying any mental health issues. He was calm,

8 he was compliant to my sergeant and Christopher was not

9 being really engaging with me.

10 Q. So you left Chris and fellow students in the property

11 that night with VC, didn't you?

12 A. Correct.

13 Q. You get back to the police station, and if we could look

14 at NGPF0000055, please, this is the Occurrence Log, and

15 what we see, Officer, is specifically page 2, you're

16 described as the Officer in the Case.

17 A. Correct.

18 Q. The investigator, the recording officer.

19 A. Okay.

20 Q. What does that mean, practically?

21 A. Practically, I've actually, as we word, crimed the

22 incident as common assault and also I would be the one

23 that would be potentially, if Christopher decides he

24 wants to provide a statement, I will be the one that

25 will be investigating.

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1 to find out as much information as was available about

2 VC?

3 A. I don't know.

4 Q. Officer, you could have checked, couldn't you, on the

5 NICHE system, having been informed about mental health

6 difficulties, and contacted, for example, the Street

7 Triage Team?

8 A. At that time, when we've attended that incident, VC was

9 not displaying any signs whatsoever of mental health.

10 Q. Apart from the fact that an allegation of assault had

11 been made, quite a serious allegation. That could have

12 been a symptom of his mental health, couldn't it?

13 A. It's possible.

14 Q. Also, Officer, you were informed, weren't you, by Chris

15 that he had been prevented from leaving the flat by VC?

16 A. I don't recall he told me that.

17 Q. Now, an assessment was made not to arrest VC. Can you

18 just assist the Inquiry as to what information fed into

19 that assessment not to arrest VC that night?

20 A. So at that time, the situation was all calmed down. In

21 speaking with Sergeant Faulkner, VC was calm, he was

22 compliant, and I've got Christopher, who is not wanting

23 to make a complaint and not engaging with me very well.

24 So we felt that the -- that the -- you know, that things

25 had calmed down and that we didn't -- it wasn't

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1 Q. Okay. Then we see halfway down on that page,

2 15 January 21:47, so you clearly go back to the police

3 station and start logging on onto the system?

4 A. Yes.

5 Q. Officer, did you, from 21:47 onwards take an opportunity

6 to look at -- look on the PNC or the NICHE system to see

7 what information was available about VC?

8 A. I can't say. I don't know.

9 Q. Well, if you had, that would have been there, wouldn't

10 it --

11 A. Yes.

12 Q. -- that you had made those inquiries?

13 A. Not necessarily, with the OELs, it depends on what

14 you're actually wanting to convey. So I've obviously

15 done the initial criming of the occurrence, of the

16 incident, so I can't say what I'd have done after that.

17 Q. Okay. So you describe the suspect as a resident at the

18 student complex. Why do you describe him as a resident

19 at the student complex?

20 A. So I can't really say why I've put that. It's just how

21 I've ...

22 Q. Well, they were sharing --

23 A. Yeah.

24 Q. -- an apartment, weren't they?

25 A. Yeah.

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1 Q. They were flatmates?
 2 A. Yes.
 3 Q. So was that an attempt by you to downplay the whole
 4 thing?
 5 A. Not at all. I think one of the things that I tended to
 6 do in the past, which may explain this, is that if I am
 7 trying to get something crimed, I will go on to the Safe
 8 Log and I will copy and paste straight into the initial
 9 sort of, like, summary, which you can change once you've
 10 actually created the crime number anyway.
 11 Q. Okay. So if we go over the page, we have 999 call. Why
 12 didn't you record that actually two 999 calls had been
 13 made by the complainant?
 14 A. I can't say. I don't know.
 15 Q. Because the fact that two 999 calls were made would
 16 suggest an escalation in the incident?
 17 A. Correct, only in that the reason this is being crimed is
 18 for a common assault against Christopher, so we're not
 19 going to record two crimes for two 999 calls; we're
 20 going to merely require -- crime it for what the
 21 offences are.
 22 Q. What isn't -- because the second 999 call arguably, on
 23 the face of it, was very important because Chris had
 24 complained that he had been prevented from leaving the
 25 apartment along with Ryan, a fellow flatmate. That was
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1 A. If that were the case, my way of doing things is to put
 2 a description of what I've seen. So absolutely not.
 3 I've not seen that footage.
 4 Q. Then it says, "Witnesses to be added later."
 5 A. Yes. So as I've said, I thought I'd added the witnesses
 6 that Sergeant Faulkner had got, but I was mistaken.
 7 Q. If you'd recorded witness details elsewhere on NICHE,
 8 this was your opportunity to take those details and put
 9 them on the Occurrence Log.
 10 A. Yes.
 11 Q. Yeah, and could it be, Officer, that you didn't take
 12 details of any of the witnesses at the scene?
 13 A. So Sergeant Faulkner took the details of the witnesses
 14 and probably would have written it, it maybe in his
 15 pocket notebook entry, and so, you know, like I said,
 16 I thought I'd added them but I hadn't.
 17 Q. Officer, further down the page, do you see where "Victim
 18 relationship to one another" is "Acquaintance"? Again,
 19 why are they being described as "acquaintance"?
 20 A. So in NICHE, there are limited options to which you can
 21 actually choose, and "acquaintance" was -- is the
 22 nearest one that I could get it to. I don't think we
 23 have one for flatmates, to be fair.
 24 Q. Because you see, to describe them as "acquaintance"
 25 gives an impression of two individuals not in close
 107

1 important, wasn't it?
 2 A. Yes, but I don't remember us ever being told that.
 3 Q. So you say you weren't told that, not by the Control
 4 Room or by Chris?
 5 A. Correct.
 6 Q. If we then go over the page we can see "Victim needs
 7 assessment", and you say, "None".
 8 Why did you put "None"?
 9 A. I think at that stage, because Christopher wasn't
 10 engaging with me and not sure if he was going to make
 11 a statement, I had nothing to go on.
 12 Q. Other than what he had told you and shown you.
 13 A. So "Victim needs assessment" is about actually looking
 14 at the vulnerabilities of a victim and looking about
 15 support and requirements that they may actually need.
 16 On the night with Christopher, he was not wanting to
 17 engage with me, so getting information out of him was
 18 quite difficult.
 19 Q. If we go over the page, so page 5 of the Incident Log,
 20 you were quite clearly aware, Officer, that there is
 21 phone footage of the incident.
 22 A. Correct.
 23 Q. What you don't record there is "There's phone footage,
 24 I haven't viewed it". Your entry could be interpreted
 25 as you had been shown the phone footage.
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1 proximity to one another, and therefore the risks to the
 2 victim are less.
 3 A. It would certainly appear to be that way.
 4 Q. That was an inaccurate description, wasn't it, Officer?
 5 A. Yes.
 6 Q. Again further down, "MO free text"(?), no reference to
 7 being prevented that Chris and Ryan had been prevented
 8 from leaving the scene, is there?
 9 A. No.
 10 Q. What we have, the next part of this incident is that
 11 Chris attends the police station the next day, doesn't
 12 he?
 13 A. Correct.
 14 Q. Why was it that Chris attended the police station and VC
 15 was later spoken to on the phone?
 16 A. So after we'd got back -- and I can't say when --
 17 I would have -- and I did -- try to ring Christopher to
 18 see whether or not he wanted to make a statement. That
 19 went to voicemail, but I left him my Blackberry number
 20 at the time to get back in contact with me, but he
 21 didn't respond to me that night, and I -- the next day
 22 I picked up a message on my phone to say that he wanted
 23 to come in.
 24 Q. Did you ask him to come in?
 25 A. Yes.
 108

1 Q. Yeah. Again, I'm just wondering, why is it, in this
2 particular incident, it's the complainant who has to
3 attend the police station, whereas the -- we know VC was
4 simply spoken to over the telephone? Why is that
5 disparity in treatment?
6 A. Okay, so the complainant, as in Christopher, was not
7 making a complaint. So he'd agreed that he needed --
8 that he wasn't going to make a complaint, and I would
9 have said to him, "Well, I'm going to need a negative
10 pocket notebook entry for you myself. Are you able to
11 come in?"
12 If he hadn't, I would have gone to him, it would
13 have made no difference, but either way Chris agreed and
14 would have agreed to come in to see me.
15 Q. When he attended the police station, did you ask him as
16 to whether VC was still at the apartment?
17 A. I don't know. I wouldn't have -- I mean, as I say, it's
18 four years ago, I can't remember what exactly he said to
19 me or I said to him, to be fair.
20 Q. Did you ask if, for example, Chris had been able to get
21 in touch with a person at the University so that action
22 could be taken about VC?
23 A. When I took a pocket notebook entry from Chris, he
24 actually said to me "I've already complained".
25 Q. Yeah, but did you know whether somebody had actioned

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1 A. So we are not there to feed information about --
2 somebody's personal information to try to persuade them.
3 We were always hopefully say to them "Look, you know,
4 make a complaint," you know, you know, and I would
5 always make sure that they, you know, didn't want --
6 that they wanted to make a complaint as such. So no.
7 But I wouldn't do it that way.
8 Q. Do you recall a conversation -- well, you've alluded to
9 it already in your evidence -- where Chris said there's
10 something not quite right about VC, "he is strange, you
11 need to look into him" and you responded by saying,
12 "I looked into it, I can't say very much, but there's
13 something to it"?
14 A. That's not something I would say and I definitely didn't
15 say that.
16 Q. So you think Chris made that up, did he, along with
17 restorative justice?
18 A. Yes.
19 Q. If we -- just prior to Chris arriving at the police
20 station, again, I just want to be clear because we don't
21 see this recorded anywhere on the Occurrence Log, is
22 there any attempt by you to look into VC's background?
23 A. No.
24 Q. If we can bring up the pocket notebook entry.
25 NGPF0000056, and if we go to page -- the second page of

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1 that complaint?
2 A. No, not at that time.
3 Q. No. Because it was a Sunday, wasn't it, that --
4 A. Yes.
5 Q. -- Christopher had attended the police station?
6 A. Yes.
7 Q. Officer, the chances are that a student was unlikely to
8 have been able to speak to anyone face-to-face or on the
9 telephone, given that it was a Sunday?
10 A. Yes.
11 Q. Did you not think that that was a pertinent question to
12 be asking Chris?
13 A. As I say, it's 4 years ago; I can't remember what was
14 said.
15 Q. Before this pocket notebook was taken, did you consider
16 whether Chris should have been told that VC was someone
17 who had a police marker for serious violence without
18 provocation?
19 A. No. I mean, ultimately, we're releasing information we
20 shouldn't be releasing about a person's personal data,
21 so no.
22 Q. Do you not think that that was perhaps an informed --
23 that was information that Chris needed in order to make
24 an informed decision as to whether to proceed with his
25 complaint or not?

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1 that, please; is that your handwriting?
2 A. Yes.
3 Q. So can we just -- that's 21.30 at Central Police
4 Station, Chris has arrived at 21.30.
5 Can you recall Chris bringing with him the two
6 videos of the incident and there were difficulties
7 downloading the two videos on to the police system?
8 A. That did not happen.
9 Q. How do you know it didn't happen, given at certain
10 stages your evidence is you can't recall, it was
11 four years ago?
12 A. Because ultimately, if Chris had come with the intention
13 to provide me a statement, then I would have taken
14 a statement from him and also if there'd been issues
15 with the NICE -- sorry, with the phone, I would have
16 said to him that "We can send you an email link and we
17 can sort that out in a bit."
18 So no, absolutely not.
19 Q. Officer, if we -- if you can read out the pocket
20 notebook entry.
21 A. Yeah, yeah.
22 Q. So if we start at 21.52.
23 A. Yeah, sure:
24 "Christopher, [date of birth] of flat, Nottingham,
25 reported to police that a resident who I know to be as

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1 [V] ... has grabbed me around the neck after an argument
 2 over the cleaning of the shower. He responded like this
 3 as I had called him a Dirty Bastard. I would like to
 4 state that I have reconsidered my desire to make
 5 a complaint and I ..."
 6 **Q.** Sorry, could we just pause there. So this is your
 7 choice of words, isn't it? You're the one writing this
 8 down, and the wording there really reads as though it's
 9 Chris who has provoked the incident?
 10 **A.** I have put in what Chris wanted me to say.
 11 **Q.** Carry on, please, Officer.
 12 **A.** Okay.
 13 "... and I have decided that I do not wish to make
 14 a statement or make any complaint. I do not support
 15 police prosecution and I'm not willing to attend ..."
 16 **Q.** To attend court?
 17 **A.** Yes.
 18 **Q.** Just pausing there. Again, Chris's evidence was that
 19 you were very dismissive, this is going to amount to
 20 nothing, you'll have to go to court.
 21 **A.** No, absolutely not. As I've said, victim comes first,
 22 and, like I said also, if Christopher had wanted to make
 23 a statement to me there and then, I'd have been taking
 24 the statement and starting to investigate it.
 25 **Q.** Do you think you left Chris feeling embarrassed?
 113

1 **A.** I don't think so. I'm quite a personable person and
 2 I try to meet people where they are. You know, we all
 3 make mistakes, you know, but ultimately he's got no
 4 reason to have felt that way.
 5 **Q.** When -- and so again, did -- do you say Chris said, "I'm
 6 not bothered about getting him done"?
 7 **A.** Yes, that's exactly what he said.
 8 **Q.** Read on.
 9 **A.** "The reason for this is that I'm not bothered about
 10 getting him done but am only wanting him out of the
 11 property to which I have already put in a complaint
 12 regarding this."
 13 **Q.** "I would like to state ..." Sorry, continue.
 14 **A.** Yes, fine.
 15 "I would like to state that I am not in fear of him
 16 and I am happy that he has been warned by the police. I
 17 make this statement of my own free will with no third
 18 party involvement."
 19 **Q.** That "I'm not in fear of him," again, Christopher --
 20 Chris's evidence was it's not words he would have used,
 21 and there was a sense on his part that he was being
 22 coached by you.
 23 **A.** Absolutely not true. So when we do write out these
 24 pocket notebook entries, they have an opportunity to
 25 read it, to amend it, to say they don't like something
 114

1 or anything else, and I would have gotten him also to
 2 have read that as well, so that's absolutely not true.
 3 **Q.** That evening, any opportunity on your part to access
 4 information on NICHE or PNC so that you could reflect
 5 where this incident was going?
 6 **A.** I can't say, I don't know.
 7 **Q.** The fact that there isn't a reference in the
 8 Occurrence Log would suggest you didn't do that.
 9 **A.** More than likely.
 10 **MS KAUR:** Chair, is this a good point?
 11 **THE CHAIR:** Yes, it is. Thank you. Yes, Officer you'll
 12 have to come back after lunch. We'll start again at
 13 2.05. Thank you.

14 (1.05 pm)

(The short adjournment)

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