

# OPUS2

Fishmongers' Hall Inquests

Day 18

May 7, 2021

Opus 2 - Official Court Reporters

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1 Friday, 7 May 2021  
 2 (10.11 am)  
 3 (In the absence of the jury)  
 4 JUDGE LUCRAFT: Mr Hough, I'm very sorry for the slight  
 5 delay but we're now ready to start.  
 6 (In the presence of the jury)  
 7 Now is the moment of truth, Mr Hough. We find out  
 8 who was right.  
 9 MR HOUGH: Sir, the next witness is Ieva Cechaviciute.  
 10 MS IEVA CECHAVICIUTE (affirmed)  
 11 JUDGE LUCRAFT: Good morning, Ms Cechaviciute. If you are  
 12 happy to, please do feel free to remove your mask and  
 13 take a seat.  
 14 There is a microphone on that desk, but if you can  
 15 speak into it with a nice, loud, clear voice, that will  
 16 help us all. Thank you.  
 17 A. Okay.  
 18 Questions by MR HOUGH QC  
 19 MR HOUGH: Will you please give your full name for the court  
 20 record?  
 21 A. Ieva Cechaviciute.  
 22 Q. You appreciate that I'm asking you questions first on  
 23 behalf of the Coroner and you may then receive some  
 24 questions from other lawyers?  
 25 A. Yes.

1

1 Q. By background, are you a registered forensic and  
 2 chartered psychologist?  
 3 A. Yes.  
 4 Q. And have you been so since 2008?  
 5 A. Yes.  
 6 Q. Is it right that you have been working with prisoners  
 7 for around 15 years?  
 8 A. Yes.  
 9 Q. Have you been employed by Her Majesty's Prison and  
 10 Probation Service at Whitemoor since 2014?  
 11 A. Yes.  
 12 Q. And before then, had you worked at an NHS unit in the  
 13 same prison since 2009?  
 14 A. That's correct.  
 15 Q. Have you been a senior prison psychologist since 2018?  
 16 A. Yes.  
 17 Q. For how long have you worked with offenders convicted of  
 18 terrorist offences?  
 19 A. 2014.  
 20 Q. Have you been trained to prepare ERG assessments?  
 21 A. Yes.  
 22 Q. When did you first meet Usman Khan?  
 23 A. So that would have been for the purposes of the ERG  
 24 assessment in January 2018.  
 25 Q. You therefore hadn't been previously involved with him,

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1 for example, in the context of the Thinking Skills  
 2 Programme, or Managing Challenging Behaviour Strategy?  
 3 A. No, not at all.  
 4 Q. Now, we have heard from Mr Machin and others about  
 5 a counter-terrorist case management system called  
 6 Pathfinder, which involves monthly meetings at Whitemoor  
 7 attended by staff from various departments in which  
 8 terrorist offenders are discussed. Did you attend a  
 9 number of such meetings as a member of the psychology  
 10 department?  
 11 A. Yes, I regularly attend these meetings.  
 12 Q. If we look, please, at {DC6632/1}, and you will see  
 13 a document come up on screen, these are records for  
 14 meetings in the -- or a meeting of 15 June 2017. If we  
 15 go, please, to {DC6632/24}, towards the bottom of the  
 16 page, right at the bottom, do we see a record that  
 17 in May 2017 you gave a brief report to the Pathfinder  
 18 meeting that Zainab -- I think that is Dr Al-Attar, a  
 19 fellow psychologist --  
 20 A. Yes.  
 21 Q. -- had compiled on Mr Khan:  
 22 "... she thought he was superficial and full of hot  
 23 air, she thought that he would benefit from possibly  
 24 having more contact with his family as they are  
 25 non-extremist."

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1 Was that you simply passing on findings from your  
 2 colleague?  
 3 A. Yes, so that was just based on a phone conversation.  
 4 Yes.  
 5 Q. Had Dr Al-Attar told you anything else about this inmate  
 6 as far as you can recall?  
 7 A. I think this was probably just the summary of what she  
 8 said, so that was the kind of -- probably the  
 9 conversation would have been a bit longer, but I think  
 10 that my kind of take-away message from that  
 11 conversation.  
 12 Q. We can take that off screen now.  
 13 Before you met Usman Khan, were you responsible for  
 14 preparing a section of the dossier for his category A  
 15 review towards the end of 2017?  
 16 A. Yes.  
 17 Q. In order to prepare that section, what preparation did  
 18 you do?  
 19 A. So I would have looked through the file information, any  
 20 kind of previous reports or suggestions for  
 21 recommendations in those reports, I would look at  
 22 C-NOMIS case notes, what kind of behaviours he's been  
 23 doing and what he's been up to in the last year or so,  
 24 and I probably would have spoken to his offender  
 25 supervisor and I would have spoken to the security

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1 department as well.  
 2 Q. If we put on screen the report, {DC5351/5}, this is the  
 3 part of the report which -- to which you contributed in  
 4 the dossier?  
 5 A. Yes.  
 6 Q. And do we see at paragraph 5.1 you refer to various  
 7 previous programmes, including the fact that Mr Khan had  
 8 declined to participate in an ERG assessment because he  
 9 had been in the process of appealing his sentence --  
 10 A. Yes.  
 11 Q. -- initially. That he had then undergone  
 12 the Thinking Skills Programme, that there had been  
 13 an updated ERG assessment with his participation in  
 14 2014?  
 15 A. So he was referred for TSP but he was deemed unsuitable  
 16 back in 2013, so he did TSP much later on.  
 17 Q. Thank you.  
 18 A. Yes.  
 19 Q. Then he attended the HII, the Healthy Identity  
 20 initiative --  
 21 A. Yes.  
 22 Q. -- in 2014 to 2015, and you record that the extent to  
 23 which he had developed any additional insight into risk  
 24 factors driving his offending was questioned?  
 25 A. Yes.

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1 Q. Then a further updated ERG assessment in 2016 in which  
 2 Mr Khan declined to engage with the assessment but  
 3 provided written comments?  
 4 A. Yes.  
 5 Q. Then paragraph 5.2, you describe previous  
 6 recommendations of the Category A Team, that although he  
 7 had engaged in intervention work and assessments  
 8 in February 2017, he didn't appear to have achieved any  
 9 significant progress?  
 10 A. Yes.  
 11 Q. And then page 6, please, at the top {DC5351/6}, we see  
 12 you note there, as you've just told us, that he had been  
 13 found suitable for the Thinking Skills Programme later  
 14 in 2017, and was currently awaiting a place on the next  
 15 group.  
 16 Then you refer to him showing some progress whilst  
 17 on the Managing Challenging Behaviour Strategy, but you  
 18 refer to instances of disruptive behaviour in March  
 19 and August 2017, about which the jury have heard.  
 20 A. Mm.  
 21 Q. Then if we go to the bottom of {DC5351/6}, please, do we  
 22 see that under "Recommendations for [progress]" you  
 23 recommended both that he go ahead and undertake the TSP  
 24 programme and also that he collaboratively engage in  
 25 an updated ERG?

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1 A. Yes.  
 2 Q. So that was the background to the ERG that followed in  
 3 early 2018?  
 4 A. Yes.  
 5 Q. You can take that off screen now.  
 6 Next some general questions about the ERG tool. Is  
 7 it right, as the jury have heard, that the ERG is  
 8 an assessment tool for determining and managing the  
 9 risks of extremists offending?  
 10 A. Yes, it's what we call like a structural professional  
 11 judgment, so it's helping us assess to look at certain  
 12 factors to help manage prisoners' risk and their  
 13 sentence.  
 14 Q. If we bring up {DC6607/1} I think we'll see a summary  
 15 document prepared by the National Offender Management  
 16 Service giving an overview of the procedure.  
 17 {DC6607/4}, please. The top of the page, as you've  
 18 said, the document stresses that this is an approach  
 19 based on structured professional judgment towards risk  
 20 assessment?  
 21 A. Yes.  
 22 Q. And that it's in keeping with other contemporary forms  
 23 of risk assessment?  
 24 A. Yes.  
 25 Q. And do we see at the top of the second paragraph that

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1 the document explains that 22 factors are identified  
 2 within the guidelines for consideration, and then the  
 3 plus suffix allowing for further factors relevant to the  
 4 individual?  
 5 A. Yes.  
 6 Q. Does it go on to say that the ERG recognised that it's  
 7 important to understand not only what factors may be  
 8 relevant to risk, but how they may contribute to it?  
 9 A. Yes.  
 10 Q. Then if we look at the factors, we can see, if we go  
 11 down the page, are they grouped into engagement factors,  
 12 intent factors, and capability factors?  
 13 A. Yes.  
 14 Q. And by way of example, can we see that factor 1 concerns  
 15 grievance and injustice?  
 16 A. Yes.  
 17 Q. Factor 3 concerns identity, and factor 4 concerns  
 18 status?  
 19 A. Yes.  
 20 Q. Then over the page {DC6607/5}, factor 8, for example,  
 21 political and moral motivation?  
 22 A. Yes.  
 23 Q. Factor 12, group influence?  
 24 A. Yes.  
 25 Q. So a wide range of factors, both internal to the

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1 individual , and based on their dealings with others?  
 2 A. Yes, and their circumstances, yes.  
 3 Q. And then under "Intent factors" can we see factors such  
 4 as identifying overly with an extremist group, cause or  
 5 ideology?  
 6 A. Yes.  
 7 Q. Factor 14. "Them and us" thinking?  
 8 A. Yes.  
 9 Q. And attitudes that justify offending?  
 10 A. Yes.  
 11 Q. Then the three capability factors , knowledge and skills,  
 12 networks, and criminal history?  
 13 A. Yes.  
 14 Q. There is a more detailed paper produced by the National  
 15 Offender Management Service. We can look at that at  
 16 {DC6604/1}, and if we go, please, to {DC6604/77}, can we  
 17 see that this document records an evidence base for the  
 18 various factors; that there are a series of papers,  
 19 research papers, for the proposition that a particular  
 20 factor is relevant?  
 21 A. Yes, so the whole ERG was compiled based on relevant  
 22 literature that was available at that time, and as well  
 23 as interviewing some extremist offenders for their  
 24 input.  
 25 Q. So, for example, we can see specific papers cited for

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1 the proposition that a key motivation for joining  
 2 a terrorist organisation can be a sense of grievance and  
 3 a desire for revenge?  
 4 A. Yes.  
 5 Q. So that's why you're looking at this factor?  
 6 A. Yes.  
 7 Q. Then if we go to {DC6604/79} and look under 3, we can  
 8 see, similarly , a series of papers cited for the fact  
 9 that needing to identify with and belong to a group or  
 10 cause has been cited as a primary motivation for  
 11 engaging with extremism?  
 12 A. Yes.  
 13 Q. And then I'll just do this once more. {DC6604/80} under  
 14 factor 4, at the bottom of the page, we can see once  
 15 again a series of research articles identifying a desire  
 16 for status, prestige, and notoriety as differentiating  
 17 or discriminating terrorists from radicals?  
 18 A. Yes.  
 19 Q. That would suggest differentiating those who merely  
 20 speak from those who act?  
 21 A. Yes.  
 22 Q. Thank you very much. We can take that document off  
 23 screen.  
 24 Were you asked, in keeping with the recommendations  
 25 in that category A document we saw, to update Khan's ERG

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1 assessment in the latter part of 2017?  
 2 A. Yes, I was.  
 3 Q. And did you book an assessment for Khan  
 4 for January 2018?  
 5 A. Yes.  
 6 Q. I would like now to look at the material you reviewed in  
 7 preparing for your work, and I'm going to look at the  
 8 appendix to your report to identify this. It's  
 9 {DC5322/47}. Can we see that you reviewed a wide range  
 10 of material, including prison and probation reports?  
 11 A. Yes.  
 12 Q. And, for example, at item 9, the Court of Appeal's  
 13 judgment?  
 14 A. Yes.  
 15 Q. And item 10, the opening note of the prosecution in the  
 16 Crown Court trial of Mr Khan?  
 17 A. Yes.  
 18 Q. Previous ERG assessments, category A reviews, HII and  
 19 TSP reports and the like.  
 20 A. Yes.  
 21 Q. Did you also receive a report from the Islamic Guidance  
 22 course which Mr Khan had been undertaking at Whitemoor?  
 23 A. Yes.  
 24 Q. We can put that on screen, {DC6507/1}. This has been  
 25 mentioned by some others. This is a course he had

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1 undertaken between January 2017 and February 2018, as we  
 2 see, and that was intended, as we see, as  
 3 a rehabilitative course?  
 4 A. Yes.  
 5 Q. Then on {DC6507/2}, can we see from the report that the  
 6 imams who prepared this report assessed Mr Khan as  
 7 having made, four lines up from the bottom:  
 8 " ... more progress than we could have hoped for."  
 9 So a very positive report?  
 10 A. Yes, I can see.  
 11 Q. We can take that off screen now.  
 12 Apart from the voluminous reading you did, were  
 13 there people you spoke to in preparation for this work?  
 14 A. Yes, so there would have been his offender supervisor,  
 15 Jo Boulton; I probably spoke to imams in person on the  
 16 phone; the TSP facilitator, Tayla Field, and  
 17 Steve Machin from security as well.  
 18 Q. Did you then proceed to interview Usman Khan on three  
 19 occasions between 9 and 23 January 2018?  
 20 A. Yes.  
 21 Q. I'm taking that from your report, and I think it was six  
 22 and a half hours in total?  
 23 A. Yes.  
 24 Q. If we go to your report at {DC5322/2}, we will see  
 25 a summary of the interview, paragraph 2.1. We see you

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1 there record the timings and length of your sessions and  
 2 you record that:  
 3 "Mr Khan engaged well in the sessions, trying to  
 4 answer the questions posed. He also frequently  
 5 elaborated on his answers, provided details and gave  
 6 examples."  
 7 A. Yes.  
 8 Q. How do you recall he came across in his presentation  
 9 during the interviews?  
 10 A. So it appeared that there was kind of underlying anger  
 11 and bitterness in his approach towards me, but I think  
 12 he was trying to be very polite in the interview.  
 13 Q. You say that there was an underlying bitterness or  
 14 anger; what was provoking that anger, in your view?  
 15 A. Maybe what I represented; that I am assessing his risk  
 16 and I'm questioning and asking hard questions. So it is  
 17 not necessarily the most pleasant experience, so I think  
 18 also he may not have had positive experiences with other  
 19 assessments previously. So it's quite likely he assumed  
 20 it's going to be a similar experience.  
 21 Q. Did the impression of bitterness or anger rise when you  
 22 asked more difficult questions?  
 23 A. Yes.  
 24 Q. Now you gave, I think, a progress report on your work to  
 25 a Pathfinder meeting while you were doing it. If we

1 look, please {DC6642/33} we see an entry for March 2018,  
 2 the second line:  
 3 "IC [that's you] informed the committee that her  
 4 report will show that Mr Khan has made little progress  
 5 whilst in prison, he doesn't understand his own risk and  
 6 being in prison has made him a greater risk than before  
 7 by elevating his profile, he still refuses to accept  
 8 responsibility for his crime."  
 9 Does that fairly reflect the summary you gave to the  
 10 Pathfinder meeting in March?  
 11 A. Yes.  
 12 Q. Is there anything else that you recall saying that isn't  
 13 captured in that summary?  
 14 A. I think it would probably have been more sentences than  
 15 that, I think it's probably just a summary, but I was  
 16 quite, kind of very clearly worried about his progress  
 17 and him being released.  
 18 Q. Now, of course, his release was by then nine months  
 19 away?  
 20 A. Yes.  
 21 Q. And was not a matter of discretion: it was going to  
 22 happen automatically, you were aware of that?  
 23 A. Yes.  
 24 Q. What did you think of that prospect?  
 25 A. I was very worried. It was just the thought of him

1 being released, knowing kind of the conclusions of my  
 2 assessment, I was very worried.  
 3 Q. Was it because of that worry that you reported in these  
 4 terms to the Pathfinder meeting which is, of course,  
 5 attended by security and so on?  
 6 A. Yes. So this is the discussion, it was about risk, so  
 7 I summarised quite bluntly, I guess, in one sentence, my  
 8 understanding of his risk.  
 9 Q. May we look next at the evidence sheet you prepared as  
 10 part of your report, {DC6506/2}. Now, is it right that  
 11 in this document we see for each factor a series of  
 12 documents identified which may be relevant to the  
 13 presence of a factor?  
 14 A. Yes. So any evidence that might be for or against that  
 15 particular factor, so I would record it, as I say, just  
 16 to help me remember.  
 17 Q. So, for example, we see on this page 2, in relation to  
 18 factor 1, the need to redress injustice, you note Khan's  
 19 disruptive behaviour in November 2016, being part of  
 20 a stand-off with guards, and March 2017, jumping on the  
 21 spur netting in protest?  
 22 A. Yes.  
 23 Q. And then page 8, please, at the bottom of the page  
 24 {DC6506/8}. If we can just bring it up so that we can  
 25 see factor 4, please. Under "Need for status", you

1 identify a series of intelligence reports identifying  
 2 Khan as a senior figure in the extremist group within  
 3 the prison --  
 4 A. Yes.  
 5 Q. -- and an emir.  
 6 A. Yes.  
 7 Q. Then page 12, please {DC6506/12} in relation to factor  
 8 6, "Need to dominate others", you note a series of  
 9 pieces of intelligence about Khan radicalising others  
 10 and his involvement in extremist gangs?  
 11 A. Yes.  
 12 Q. We have looked at quite a number of those pieces of  
 13 intelligence already, but is this right: this is  
 14 a document which would not have gone to Khan as part of  
 15 the report that he would see?  
 16 A. No, this is non-disclosable, so it's raw data for the  
 17 assessment.  
 18 Q. But in this document you set out the raw data which you  
 19 draw upon for each of the factors, apart from what he  
 20 tells you?  
 21 A. Yes.  
 22 Q. We can take that off screen now.  
 23 Having read those intelligence reports and compiled  
 24 them into that document, what was your view of Khan and  
 25 his progress?

1 A. So it was very difficult to see whether he made any  
 2 genuine progress, so my understanding was that maybe to  
 3 some extent he was trying to do something for himself by  
 4 attending interventions, but it doesn't look like  
 5 whatever interventions he completed had a meaningful  
 6 impact in terms of internal impact, so he was still  
 7 behaving in a way that showed that what he had learned  
 8 was not being put in practice.  
 9 Q. The jury have seen, and you will appreciate, that  
 10 a number of the documents that you read showed Khan  
 11 saying that he had changed or was changing or was a very  
 12 different person. Do you recall that from your reading?  
 13 A. Yes.  
 14 Q. In your witness statement you said that from the adverse  
 15 intelligence, there was:  
 16 "... considerable doubt about the extent that he'd  
 17 really changed internally beyond his own self-report."  
 18 A. Yes.  
 19 Q. Having read all that material, did you start with  
 20 a degree of scepticism about his self-reporting?  
 21 A. From the very beginning, yes, yes. So also knowing how  
 22 he didn't particularly engage well in other previous  
 23 assessments.  
 24 Q. May we now look at the scoring sheet which you compiled  
 25 as part of your report, {DC6506/1}. Now, we've looked

1 at a similar sheet before. It is it right that we can  
 2 identify how you rated a factor by looking for where the  
 3 bold figure 4 appears on the table?  
 4 A. Yes.  
 5 Q. So if we look at the first row "need to redress  
 6 injustice", we follow it across to where the 4 is, we  
 7 see that you have identified that factor as partly  
 8 present?  
 9 A. Yes.  
 10 Q. And does the asterisk mean, following it up to the key,  
 11 that that's a risk you've said could increase on  
 12 release?  
 13 A. Yes.  
 14 Q. And so is this right: that you've found several  
 15 engagement and intent factors to be strongly present:  
 16 need for status, that's factor 4; excitement,  
 17 comradeship and adventure, factor 5; family and/or  
 18 friends support extremism, that's factor 10. That  
 19 wasn't the family in his case, was it?  
 20 A. His friends, yes.  
 21 Q. And down the page, please, attitudes that justify  
 22 offending, factor 17; harmful means to an end,  
 23 factor 18. Those were the factors you found to be  
 24 strongly present?  
 25 A. Yes.

1 Q. And several more were found to be partly present, if we  
 2 go back up the page: factor 1, need to redress  
 3 injustice; factor 3, identity, meaning and belonging;  
 4 factor 6, need to dominate others; factor 8, political  
 5 and moral motivation; and then down, factor 15, "us and  
 6 them" thinking.  
 7 A. Yes.  
 8 Q. Then under all the factors listed for engagement, you  
 9 have made an entry indicating that engagement factors  
 10 were present at a medium level, with an arrow to high.  
 11 A. Yes. So --  
 12 Q. In your own words, what does that mean?  
 13 A. So that means that whilst he is -- well, whilst being  
 14 assessed he's in prison, and it's quite likely that his  
 15 risk is being reduced merely by being in that  
 16 environment, but it is still quite significant, and the  
 17 arrow means that on release this is where I predicted it  
 18 was going to go.  
 19 Q. So the structured process leads you to a conclusion that  
 20 there is a medium risk that Khan will engage in  
 21 extremist activity, and that has the prospect of  
 22 increasing to a high risk once he is no longer within  
 23 the controlled environment of a prison?  
 24 A. Yes.  
 25 Q. And then "Intent", if we go to the bottom of that, we

1 see once again you gave an overall rating of intent  
 2 as medium with an arrow to high. Again, can you explain  
 3 that in your own words?  
 4 A. So it would be a kind of similar logic in that his  
 5 ability to -- his intent to commit a terrorist offence  
 6 is quite likely to be reduced to some extent by the  
 7 level of supervision monitoring that is available, and  
 8 it's probably his understanding that he may not get away  
 9 with it, so on release it's quite likely that this would  
 10 increase, given that that structure and supervision is  
 11 no longer there.  
 12 Q. And this is intent to engage in extremist activity?  
 13 A. Yes.  
 14 Q. Just to be clear, that might be distributing extremist  
 15 literature?  
 16 A. Yes. It could be a wide range of behaviours under the  
 17 Terrorism Act.  
 18 Q. Or acts preparing for terrorism, funding terrorism?  
 19 A. Yes.  
 20 Q. Or, indeed, committing terrorist outrages?  
 21 A. Yes.  
 22 Q. Is it any part of your job to try to work out what sort  
 23 of terrorist offending somebody might engage in as part  
 24 of their risk?  
 25 A. So that's something that's quite difficult to predict,

1 but most likely you would be thinking if he has done  
 2 something once, he is more likely to do something  
 3 similar again, so here I would be thinking similar to  
 4 an offence that he already had committed.  
 5 However, whilst he was in prison, so looking at the  
 6 capability, I saw that he was himself becoming quite  
 7 aggressive. He had -- he didn't have any convictions  
 8 for violence, but he was becoming quite aggressive, and  
 9 there was, I think, assaults committed by him, or him  
 10 perpetrate -- kind of organising them. So I saw that  
 11 kind of in addition to the offence he committed before,  
 12 he could commit violence himself.  
 13 Q. Were you aware that he had been involved with the police  
 14 on two occasions before he entered prison because of  
 15 assaults, one of which he had accepted a caution for?  
 16 A. I think if -- it would have been written probably in his  
 17 earlier ERG reports, I would have read about that, yes.  
 18 Q. But you were nevertheless concerned, you say, as  
 19 a result of the capability assessment you performed,  
 20 that that violence might continue after he was released?  
 21 A. Yes.  
 22 Q. Once again, to what extent did these conclusions which  
 23 you have put in tabular form reflect a real cause for  
 24 worry about somebody who was going to be released in  
 25 eight months' time?

1 A. That was very worrying to me, and I really was very kind  
 2 of worried how to communicate this in my report, so  
 3 therefore I kind of went into a lot of detail explaining  
 4 the pattern in his behaviour and trying to communicate  
 5 to whoever is reading the report that he is likely to --  
 6 his risk is likely to increase, when he's released.  
 7 Q. Can we now go to the report, {DC5322/1}. Then if we go  
 8 to {DC5322/3}, at the bottom of the page. Can we see  
 9 that you provided, with your knowledge of the Court of  
 10 Appeal judgment and the prosecution opening note, a very  
 11 detailed account of the offences, which I think runs to  
 12 a couple of pages?  
 13 A. Yes.  
 14 Q. And then {DC5322/6}, please, paragraph 4.2.2, you  
 15 record:  
 16 "During the current assessment Mr Khan stated that  
 17 he did not want to live in the UK and decided to open  
 18 an Islamic school in Pakistan to learn about it and  
 19 eventually become a teacher (Imam) as a way to earn  
 20 a living. He acknowledged that firearms potentially may  
 21 have been located in [the] school for the purpose of  
 22 defending themselves from potential attack from the army  
 23 in Pakistan. He also noted that in his plans there  
 24 would have been firearms training in [the] school to  
 25 learn to use them for that purpose. He acknowledged

1 that these firearms potentially could be used in the  
 2 future for acts of terrorism. Mr Khan stated that at  
 3 the time he did not think he did anything wrong and  
 4 during the assessment his view of the motivation behind  
 5 opening the school differed from his actual conviction  
 6 (ie to open a terrorist training facility)."  
 7 So you were there specifically contrasting his  
 8 account of his offending and what you knew he had  
 9 admitted to by way of his guilty plea?  
 10 A. Yes, so he was clearly denying any criminal intent in  
 11 his actions.  
 12 Q. From your perspective, and we've seen what you said  
 13 about this to the Pathfinder meeting, from your  
 14 perspective, what's the significance of someone still at  
 15 this point in time denying their offending, particularly  
 16 an extremist?  
 17 A. So that is quite significant, because firstly that could  
 18 indicate that he does not have insight into to his  
 19 offence, therefore he would not know what to do in order  
 20 to stop himself or he may not want to, because he does  
 21 not believe he has done anything wrong. So there would  
 22 not necessarily be a motivation there for him to -- kind  
 23 of to participate in anything genuinely or to stop doing  
 24 what he was doing because he's not interested.  
 25 Q. Then page 6, please, towards the bottom, if we go down

1 the page, can we see that you provided from this point  
 2 a very detailed account of his progress in prison,  
 3 including disruptive and violent incidents, and his  
 4 explanation of those incidents?  
 5 A. Yes, so again it was very clear from how he was  
 6 explaining any information that was portraying him in  
 7 a negative light, it's in the same way either  
 8 rationalising it or minimising it or denying it.  
 9 Q. Once again, it may be the same answer, but what's the  
 10 significance of denying his behaviour in prison?  
 11 A. Again, that means he's not -- he will not be able to  
 12 manage his risk because he is not aware of it and he is  
 13 not interested in managing himself.  
 14 Q. And if we go, please, to {DC5322/11}, paragraph 5.1.10,  
 15 and the bottom of the page, or the bottom two-thirds, do  
 16 we see you record that:  
 17 "Based on staff case notes, generally there are  
 18 mixed reports of Mr Khan's behaviour... [that] he [had]  
 19 engaged well in his meetings with the offender  
 20 supervisor [that's Jo Boulton], engaged well with his  
 21 offender manager [that's Mr Skelton], was seen as polite  
 22 and courteous to staff (within ... limited  
 23 interaction ...)."  
 24 A. Yes.  
 25 Q. You also record he was praised for his hard work and

1 positive attitude to his educational courses?  
 2 A. Yes.  
 3 Q. So you're taking that into account, but from your  
 4 perspective, assessing risk, is that enough, being  
 5 polite and positive to these people and working hard at  
 6 the education?  
 7 A. So I would not necessarily see that as any indication of  
 8 reduction in risk. The behaviours that he would need to  
 9 be doing would need to be across a significant period of  
 10 time with different people and in different  
 11 environments, so there was no consistency in his  
 12 behaviour, so he might behave quite positively with some  
 13 people and quite negatively another time, so that shows  
 14 that there's no internal change that he has made.  
 15 And it's also quite possible that the positive  
 16 behaviours are not related to his risk, he's just being  
 17 pleasant, or it's potentially impression-managing, so  
 18 trying to create a positive image of himself, so they  
 19 may not necessarily be genuine as well. So I was taking  
 20 this behaviour into account, obviously that he's trying  
 21 to do something well, but I was not putting a lot of  
 22 emphasis on him given that there was a lot of  
 23 contradictory information.  
 24 Q. And are you taking into account in that respect both the  
 25 prospect of actual dishonesty or deceit but also

1 somebody who is capable of being courteous in one  
 2 environment while also having some very unpleasant  
 3 views?  
 4 A. Yes, I was quite certain that there was little honesty  
 5 in what he was telling me.  
 6 Q. Then {DC5322/12}, please, paragraph 5.1.11 towards the  
 7 top of the page, you record there the instances of  
 8 disruptive behaviour which we saw noted up in your  
 9 evidence sheet, and then paragraph 5.1.13, if we go down  
 10 the page, you record suspicions from the security  
 11 department about Khan's active involvement in a prison  
 12 extremist gang, and possibly organising or being aware  
 13 of assault and encouraging indiscipline.  
 14 A. Yes.  
 15 Q. You drew, again, on the security intelligence reports  
 16 for that?  
 17 A. Yes.  
 18 Q. Then from paragraph 14 -- sorry, page 14, rather  
 19 {DC5322/14}, your report addresses Khan's engagement in  
 20 treatment, and did you go on to summarise his  
 21 involvement with the HII, TSP, and previous ERGs that  
 22 you've already described?  
 23 A. Yes.  
 24 Q. {DC5322/18}, please. From this point you address in  
 25 sequence each of the engagement factors, I think.

1 A. Yes.  
 2 Q. And {DC5322/21} in this section, bottom of the page,  
 3 6.4.2.6, did you summarise this in relation to grievance  
 4 risk factors, that Mr Khan's self-report indicated that  
 5 he had some insight but at the same time there was  
 6 information from the security department indicating  
 7 doubts about significant change and that therefore you  
 8 assessed both the need to redress injustice and the  
 9 political /moral motivation were partially present?  
 10 A. Yes, from what he was saying, he was saying the right  
 11 things, and for me, given that what he was saying did  
 12 not necessarily represent his behaviour, I did not see  
 13 his self-report as honestly reflecting what he was  
 14 really thinking, and here obviously I was also  
 15 contrasting with a lot of different suspicions about  
 16 him, so therefore there's no evidence to indicate that  
 17 either this factor is not present, or it's fully  
 18 present, so it's very hard to decide, so it's at least  
 19 it's partially present.  
 20 Q. We'll see in a moment that when you get to some other  
 21 factors you found much stronger evidence of those which  
 22 caused you to say that they were strongly present?  
 23 A. Strongly present, yes.  
 24 Q. Then 6.4.3 at the bottom of the page, we can see you  
 25 next turn to address identity, status, excitement and

1 comradeship, and the need to dominate others?  
 2 A. Yes.  
 3 Q. And if we go to {DC5322/22}, please, and look, please,  
 4 at 6.4.3.3 towards the bottom of the page, you explained  
 5 that:  
 6 "Mr Khan's need for status has consistently been  
 7 seen as a significant risk factor and during the current  
 8 assessment Mr Khan did not appear to have clear insight  
 9 into this risk area." {DC5322/23}.  
 10 You noted that he denied involvement in any  
 11 extremist group hierarchy, but you referred to security  
 12 information to the contrary.  
 13 A. Yes.  
 14 Q. And we'll just look at what you say about the other  
 15 factors under this heading before I ask you to sum up  
 16 your views. Page 23, paragraph 6.4.3.4, the need to  
 17 dominate others, you noted that that had not previously  
 18 been assessed in the ERG as a significant factor,  
 19 because he wasn't dominating his co-defendants in the  
 20 offending. However, you thought based on the security  
 21 information and observations from staff that that factor  
 22 could be a new risk factor emerging throughout his  
 23 imprisonment?  
 24 A. Yes.  
 25 Q. Then {DC5322/25}, please, 6.4.4.2, did you find that the

1 risk factor of friends supporting extremism was strongly  
 2 present because of security information that he was  
 3 deeply embedded in extremist groups?  
 4 A. Yes.  
 5 Q. And that despite Mr Khan stressing his distance from his  
 6 co-defendants?  
 7 A. Yes, at this point it was not kind of relevant in terms  
 8 of his distance towards his co-defendants, because he  
 9 had a lot of people surrounding him at that moment that  
 10 were of concern to the counter-terrorism department, so  
 11 he was choosing kind of new friends.  
 12 Q. So you found these three factors to be strongly present:  
 13 status, a need to dominate others --  
 14 A. I think the dominating was probably more partial, but  
 15 comradery and being part of the group, that's strongly  
 16 present, and having friends who support extremism.  
 17 Q. And taking those together, because you did take them  
 18 together in your report, what was your view of how the  
 19 picture emerged from both the intelligence reports, the  
 20 discussions with prison staff, and your interviews with  
 21 Mr Khan?  
 22 A. That Mr Khan was not able to reduce his risk whilst in  
 23 prison, and due to the company he was keeping and the  
 24 behaviours he was engaging, it was quite likely that his  
 25 risk was exacerbated even more, and he was, you know,

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1 kind of new factors, new risks probably emerged in  
 2 prison, and it's quite likely that his risk therefore  
 3 continues into the community.  
 4 Q. May we then go back to the report, {DC5322/26}. And if  
 5 we go down the page, please, we can see that you begin  
 6 to address the intent factors. First of all, at the  
 7 bottom of the page:  
 8 "Attitudes that justify offending, harmful means to  
 9 an end and harmful end objectives."  
 10 Then over the page, please {DC5322/27}, you found  
 11 that he endorsed or may endorse some attitudes that  
 12 justify offending. Do we see that you justified that  
 13 conclusion on the basis of him both being disruptive  
 14 and, according to intelligence, being involved in  
 15 attacks motivated by extremism?  
 16 A. Yes, so it is quite likely his attitudes were much more  
 17 evident in his behaviour than in what he was saying. So  
 18 he would not have himself endorsed any of those  
 19 attitudes. It was quite evident from his behaviour that  
 20 he was.  
 21 Q. Then similarly, 6.5.2.2, you noted that he appeared to  
 22 demonstrate good insight into the means justifying ends  
 23 thinking, and disapproving of -- claiming to disapprove  
 24 of terrorism, but that there was suspicion from the  
 25 security department that he was using pressurising means

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1 to radicalise others?  
 2 A. Yes.  
 3 Q. Then from {DC5322/29}, did you address the capability  
 4 factors, skills, network and criminal history, and  
 5 identify evidence of each of those?  
 6 A. Yes.  
 7 Q. Now, in short, in relation to skills that he had been  
 8 capable of radicalising others?  
 9 A. Yes.  
 10 Q. In relation to networks, down the page, and over the  
 11 page to {DC5322/30}, that he was capable of forming and  
 12 taking a lead in networks within the prison?  
 13 A. Yes, seeking out, specifically, prisoners who hold  
 14 extremist and anti-authority views.  
 15 Q. And then under "Criminal history" referring to the  
 16 incidents of violence which you referred to when you  
 17 were talking about the form earlier?  
 18 A. Yes.  
 19 Q. From {DC5322/30}, if we go to page 30 further down the  
 20 page, do we see that you set out a series of potentially  
 21 protective factors that could operate, including some  
 22 comments he had made that suggested a capacity for  
 23 empathy?  
 24 A. Yes.  
 25 Q. Then over the page {DC5322/31} his interest in

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1 employment and finding work --  
 2 A. Yes.  
 3 Q. -- and his positive engagement with education?  
 4 A. Yes.  
 5 Q. Then down the page, linked to that, his positive life  
 6 goals, as he had explained them?  
 7 A. Yes.  
 8 Q. Then if we go to {DC5322/32}, we can see that you  
 9 summarised the assessments that you made in your ERG  
 10 scoring sheet, I won't ask you about those again because  
 11 you have already explained those.  
 12 {DC5322/33}, you addressed the stages of change  
 13 right at the bottom of the page, and on page 34 you set  
 14 out the categories. The jury have looked at those  
 15 already. The pre-contemplation stage is somebody who  
 16 has no awareness of their problems and no intention to  
 17 change. Contemplation stage, someone who recognises  
 18 their problem areas and wants to overcome them, but  
 19 behavioural changes are not yet evident.  
 20 A. Yes.  
 21 Q. Then into the higher stages.  
 22 Then if we go down the page to 8.2.3, you assessed  
 23 Khan either to be in the pre-contemplation stage or  
 24 possibly to be in the preparation stage for change. In  
 25 your own words, why did you form that assessment?

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1 A. So there was a lot of evidence to indicate that he might  
 2 be in pre-contemplation stage, in that he was not  
 3 interested in changing, or doesn't see any -- doesn't  
 4 have awareness of his risk. At the same time, he was  
 5 still engaging in interventions, and in education. So  
 6 it is possible that maybe deep down inside he was trying  
 7 to do something positive with himself, and for his  
 8 future, but he was just not being successful at it long  
 9 term and he would revert back to kind of older risky  
 10 behaviour. So I had to kind of take into consideration  
 11 that even though he didn't have to do any of the  
 12 interventions, he did still do them, he was going to be  
 13 released either way, so it is possible that kind of part  
 14 of it was thinking: maybe there is something genuine  
 15 inside, maybe he does want to change, but he's just not  
 16 been successful at it, so therefore I provided more of  
 17 a continuum, that it was -- you know, I was leaning  
 18 towards to pre-contemplation, contemplation, but maybe  
 19 there is something that he's not telling me or he's not  
 20 able to express, you know, that would make me believe  
 21 that he is actually genuinely trying to change.

22 Q. Now, do you, as well as preparing the reports for  
 23 offenders in custody, ever assist with or prepare  
 24 reports for offenders once they've been released into  
 25 the community?

1 A. No.

2 Q. However, would your training enable you to do so?

3 A. Yes.

4 Q. Based upon the summary that you have given about what  
 5 you would need to see in order to justify a conclusion  
 6 of real commitment to change, what would you need to see  
 7 for an offender in the community in terms of positive  
 8 behaviour before you concluded that someone in Khan's  
 9 position had really changed?

10 A. I think that will be a much more difficult task, because  
 11 in prison obviously you have a lot of third-party  
 12 information from observations. So this is the type of  
 13 information I would be looking for: beyond what  
 14 an individual tells me, what can other people tell me  
 15 about the consistency in their behaviour. Is what he's  
 16 saying and what he's doing the same thing. Is it over  
 17 an extended period of time, so for Usman it would need  
 18 to be years in order for that to be believable, and  
 19 whether in different situations, especially in a higher  
 20 risk situation, is he able to manage himself and respond  
 21 with offence replacement behaviour rather than with  
 22 offence paralleling behaviour.

23 So I would assume in the community this task would  
 24 become much more difficult given there would be less  
 25 information available than in prison.

1 Q. With the lack of information, would you be more cautious  
 2 or less cautious about your assessments as time went by?

3 A. So with ERG, the training is especially if you have lack  
 4 of information versus consistent information, you use  
 5 caution.

6 Q. So if, for example, you have no information about how  
 7 somebody interacts with anyone other than figures of  
 8 authority who are there to assess them, is that a reason  
 9 for caution?

10 A. Yes. I would either not rate that factor or I would say  
 11 that it's hard to tell whether there's any change.

12 Q. And if we go to {DC5322/35}, please, towards the bottom  
 13 of the page, please, we see you begin assessing his risk  
 14 formulation. Then at {DC5322/37} you provide a summary.  
 15 Paragraph 8.3.5 if we focus on that, you give this  
 16 summary:  
 17 "Overall, it appears that Mr Khan's risk of  
 18 extremism became exacerbated whilst in custody and  
 19 through his observed behaviour Mr Khan raised multiple  
 20 concerns to staff about his ongoing risk in the  
 21 community. Focusing on relapse prevention, building on  
 22 protective factors and learning to avoid/resist  
 23 high-risk situations would be very important for his  
 24 risk management in the community."

25 A. Yes.

1 Q. So you thought his risk of extremism had got worse as  
 2 a result of custody even though he had entered custody  
 3 as a terrorist offender who had tried to set up  
 4 a terrorist training camp?

5 A. Yes, so through his own choice of behaviour. There were  
 6 a lot of opportunities for him to learn and to engage  
 7 and to go a different way, but unfortunately through his  
 8 own behaviour he showed how he was not able to reduce  
 9 his risk, no.

10 Q. What protective factors did you have in mind that would  
 11 need to be worked on?

12 A. So the ones that are listed as the potential protective  
 13 factors in the kind of previous section, I didn't see at  
 14 that point that he had any protective factors that were  
 15 working against that negative influence. However, I --  
 16 as a way of providing some assistance for the future and  
 17 for what -- for staff to work on and potentially how to  
 18 try to assist him, so the list of kind of potential  
 19 protective factors in the community, so that would be  
 20 kind of working on his capacity for empathy, maybe kind  
 21 of relating to that, so that's why I recommended victim  
 22 awareness course, so maybe hoping that this might make  
 23 some difference, also suggesting about obviously finding  
 24 employment, because for him being bored and not having  
 25 much to do with his time could potentially lead him into

1 trouble, so just as a way forward for staff -- something  
 2 to focus on to help him with whatever they could.  
 3 But at this point it was quite clear that he -- for  
 4 me, that he did not disengage with the extremist  
 5 ideology, so it was still strong in his head, and the  
 6 best we could hope for is him desisting from offending  
 7 rather than disengaging from ideology.  
 8 Q. You've told us that your particular concern was that he  
 9 should have something to do with his time?  
 10 A. Yes. Yes.  
 11 Q. Could that have been employment or education which  
 12 involved him in regular work?  
 13 A. Yes. So something that is regular, something that  
 14 occupies his time, and also where he's able to kind of  
 15 be in a group of people where he feels he belongs, or he  
 16 feels that he's appreciated, and in a way having less  
 17 time to think about injustices and grievances that he  
 18 had.  
 19 Q. Back to the report, please, the page we were looking at,  
 20 {DC5322/37}, and at the bottom of the page, do we see  
 21 you set out a number of warning signs, including boredom  
 22 and feeling loss about what to do, at the top of the  
 23 list, lack of purpose in life and loss of focus on  
 24 prosocial goals.  
 25 A. Yes.

1 Q. Then over the page, please {DC5322/38}, as we saw  
 2 unemployment and lack of focus, and also desiring  
 3 a sense of status within an "in-group"?  
 4 A. Yes.  
 5 Q. Did those warning signs follow on from the thinking  
 6 you've just described?  
 7 A. Yes, so, you know, it's quite likely -- especially for  
 8 terrorist offenders, it's quite likely to go back in the  
 9 community and kind of involve themselves very positively  
 10 in finding jobs and things like that, so it was, for me,  
 11 thinking about him being released and the problems he  
 12 will be facing, and these kind of warning signs were  
 13 based on his original offence and what kind of led him  
 14 to that. So this is, in a way, kind of providing a list  
 15 of things to look out for that could indicate that he is  
 16 on the wrong path.  
 17 Q. We can take the report off screen now.  
 18 After preparing this report in draft, did you review  
 19 it with him first on 29 March 2018?  
 20 A. Yes, I provided a draft copy of the report to him.  
 21 Q. How did he come across in that meeting?  
 22 A. So he was very, very upset, very angry. He did not see  
 23 the report as valid at all, or as a representation, and  
 24 I could see why, because, you know, the things that he  
 25 told me, it was quite apparent that I did not take them

1 as an honest reflection of what he is thinking, and he  
 2 was very upset about security information being used,  
 3 saying that that was invalid, inappropriate,  
 4 speculative, and there's no truth to the report at all.  
 5 Q. You made an entry in NOMIS -- we don't need it on  
 6 screen, but for the lawyers it's {DC5336/178} -- saying  
 7 that he had conveyed his dissatisfaction in a healthy  
 8 manner, and you said in your report that he had politely  
 9 expressed dissatisfaction. What did you mean by those  
 10 entries?  
 11 A. So I was comparing him with potential outcomes in  
 12 similar assessments that I had where people walk out or  
 13 shout or slam doors and things like that, so in a way,  
 14 he was containing himself, he was very, very angry, but  
 15 he contained himself, so therefore that shows that he's  
 16 able to perform when he needs to.  
 17 Q. Were you, however, reassured by his ability to contain  
 18 his anger?  
 19 A. Reassured in what way, sorry?  
 20 Q. Did you see it as a point in his favour that he had  
 21 contained his anger?  
 22 A. Not necessarily, purely that he contained himself in the  
 23 meeting and in terms of I would consider risk to myself  
 24 in a meeting like that, and he contained himself  
 25 appropriately, so therefore I was reassured for my

1 personal safety more than anything else.  
 2 Q. Were there then further meetings with Usman Khan in  
 3 which the report was discussed in early and  
 4 mid-April 2018?  
 5 A. Yes, with his offender supervisor, yes.  
 6 Q. I think first of all just a meeting with Jo Boulton on  
 7 6 April, then a meeting with Usman Khan and Mr Machin  
 8 and Jo Boulton on 19 April. Then, I think, a further  
 9 meeting later on that day, 19 April?  
 10 A. Yes.  
 11 Q. How did Usman Khan come across in those later meetings?  
 12 A. A very similar way. So, again, it was quite clear he  
 13 was very bitter, very angry, he did not agree with  
 14 anything within his assessment, and especially he was  
 15 upset about security information. And, again, he -- you  
 16 could see he was just containing himself to be able to  
 17 express himself. So he was trying to be polite. So for  
 18 me that's an indication that he is able to contain  
 19 himself when he needs to, so he's able to perform in  
 20 different environments and with different people when he  
 21 needs to impress.  
 22 Q. And I think he made some notes which were included in  
 23 the report, in which he expressed disagreement with the  
 24 contents of the security intelligence, which had been  
 25 summarised in the report?

1 A. Yes, so he agreed(?) with absolutely all the information  
 2 that was negatively portraying him.  
 3 Q. Was that a further concern, that he was denying  
 4 absolutely everything that was negative in quite a long  
 5 list of negative points?  
 6 A. So it was quite clear in terms of --- statistically  
 7 speaking it is possible that some security information  
 8 may be misunderstood or may be inaccurate, but to that  
 9 extent, for this period of time and from different  
 10 people, I would say it is extremely unlikely that that  
 11 information is all incorrect, and with how he was  
 12 denying absolutely everything, that told me that his  
 13 insight is not there, and he's not prepared to take any  
 14 responsibility, and he was presenting himself as if he  
 15 was the victim of the security department.  
 16 Q. Final matter. Can we move on in time to later in 2018  
 17 and a category A review in which you participated  
 18 {DC5566/5}, please. You're going to see the part of the  
 19 dossier for this report which you contributed on behalf  
 20 of the psychology department?  
 21 A. Yes.  
 22 Q. And {DC5566/6}, please. You, I think, quoted a section  
 23 from the ERG report about his offending?  
 24 A. Yes.  
 25 Q. Paragraph 5.4, looking down the page, do you see that

1 you recorded multiple positive NOMIS entries about his  
 2 behaviour, including in relation to the  
 3 Learning Together course?  
 4 A. Yes, so that was whatever happened after I completed the  
 5 report.  
 6 Q. Then page 7, please, at the top of the page {DC5566/7}.  
 7 Did you acknowledge, however, that security department  
 8 information hadn't yet been provided for the report, so  
 9 you couldn't take that into account?  
 10 A. Yes, I was attending Pathfinder meetings at that time  
 11 anyway so I would have been aware if there was any  
 12 security information, but I would need their approval  
 13 for information to be put in, and it was not provided to  
 14 me in time.  
 15 Q. And then from paragraph 5.5 you summarise the  
 16 conclusions of the report, I'm not going to go through  
 17 those. But then {DC5566/10}, please. Paragraph 5.6 do  
 18 you write this:  
 19 "Based on the available information Mr Khan's level  
 20 of true internal change and significant level of risk  
 21 reduction is not yet clear, although in recent months  
 22 there have been positive staff observations and he [has  
 23 been] taken off the MCBS. It is recommended that on  
 24 release Mr Khan works with professionals and on the  
 25 treatment areas identified to work on further reducing

1 his risk of re-offending."  
 2 What were you trying to communicate by those  
 3 recommendations?  
 4 A. So the criteria for a downgrade is to show a significant  
 5 risk reduction, and I was trying to communicate in here  
 6 that there was no --- it was impossible to be clear or  
 7 sure that there is internal change or there was  
 8 a significant level of risk reduction, so it was not  
 9 evident. Therefore, obviously at that meeting it was  
 10 inconsequential because it was at a time that it would  
 11 have no consequence for him, but basically he did not  
 12 meet the criteria for a downgrade.  
 13 Q. Now, we know that the local advisory panel met on the  
 14 22 November 2018 to consider a downgrade and that the  
 15 panel did in fact recommend a downgrade?  
 16 A. Yes.  
 17 Q. Do I take it from what you have said that you didn't  
 18 agree that there should be a downgrade?  
 19 A. No, it would not have been my opinion that he should be  
 20 downgraded, but I do remember the conversation was more  
 21 about that he was being released in three weeks and that  
 22 it was a very odd situation in terms of that he can't be  
 23 released from Whitemoor as a category A, so there was  
 24 sort of other processes and procedures that came into  
 25 play that I was not familiar with. Purely from a risk

1 perspective, there was no indication that he should be  
 2 downgraded.  
 3 MR HOUGH: Thank you very much.  
 4 Sir, those are all my questions. Would that be  
 5 a convenient time for our mid-morning break?  
 6 JUDGE LUCRAFT: I think it probably would be. We're going  
 7 to take our comfort break now, and we will sit again in  
 8 15 minutes. Thank you.  
 9 (In the absence of the jury)  
 10 MR HOUGH: Sir, I think Mr Armstrong would like it recorded  
 11 on the transcript that his modest mispronunciations of  
 12 this witness's name are the fault of Ms Leek's team.  
 13 JUDGE LUCRAFT: I'll rise.  
 14 (11.20 am)  
 15 (A short break)  
 16 (11.40 am)  
 17 (In the presence of the jury)  
 18 JUDGE LUCRAFT: Mr Pitchers.  
 19 Questions by MR PITCHERS QC  
 20 MR PITCHERS: Yes, Dr Cechaviciute, I'm Henry Pitchers,  
 21 I ask questions on behalf of the family of Saskia Jones.  
 22 Just a few questions. Could we have up, please,  
 23 {DC5322/37} and paragraph 8.4.1. I just wanted to pause  
 24 a little more on the warning signs that you identified  
 25 so that we understand them, and before we turn to the

1 particulars , we can see at 8.4.1 the way you prefaced  
 2 them, which was to say:  
 3 "Below is a non-exhaustive list of potential warning  
 4 signs and offence paralleling behaviours that could  
 5 indicate a vulnerability to increased risk of  
 6 re-offending."  
 7 And this is obviously the product of all of the work  
 8 that we've heard that you did in relation to Usman Khan,  
 9 and also drawing on your expertise?  
 10 A. Yes.  
 11 Q. And, if you like , was this intended to be of assistance  
 12 to those involved subsequently in the management of  
 13 Usman Khan?  
 14 A. Yes, that's exactly the reason for it .  
 15 Q. And I just want to run through a few of the bullet  
 16 points specifically . So the first one we have is a:  
 17 "Feeling of lack of purpose in life and loss of  
 18 focus on pro-social goals."  
 19 So would it be right for me to conclude, if you  
 20 like , that bullet point, that warning sign might be  
 21 triggered by Khan being unemployed?  
 22 A. Yes, and just -- just leaving prison.  
 23 Q. Yes. And if you like not just being unemployed, but  
 24 perhaps having had a number of unsuccessful attempts to  
 25 get work over a period of months?

1 A. Yes, it's quite likely that would lead to a feeling of  
 2 lack of purpose, yes.  
 3 Q. And one might expect there to be, if you like ,  
 4 a cumulative effect, negative effect , of those  
 5 set-backs?  
 6 A. Yes, I would expect it would be quite hard for him, yes.  
 7 Q. And, again, in terms of a lack of purpose in life ,  
 8 a loss of focus on prosocial goals, again, could that be  
 9 triggered by Khan spending his days doing very little  
 10 other than playing on an Xbox in his flat?  
 11 A. I think for me that would be exactly it, yes.  
 12 Q. And, again -- and these things are interrelated -- but  
 13 again, if he was not involved in any sort of education,  
 14 he wasn't pursuing his creative writing, again, that  
 15 would feed into this particular warning side, wouldn't  
 16 it?  
 17 A. Yes.  
 18 Q. The second one relates to:  
 19 "Growing feelings of injustice , thinking that he is  
 20 being persecuted or treated unfairly ."  
 21 So that would be concerned with something that may  
 22 have happened to him that caused him to feel a sense of  
 23 grievance?  
 24 A. Yes, and he -- in addition to whatever grievances he  
 25 already had, yes.

1 Q. Yes. So, if you like , he carried with him a fair  
 2 baggage of grievance already?  
 3 A. Yes, yes.  
 4 Q. But if there are additional events that he perceived as  
 5 being unfair, that might add to his sense of grievance?  
 6 A. I would assume so, yes.  
 7 Q. And presumably in this context it doesn't really matter  
 8 whether that grievance was justified or unjustified ,  
 9 it's the fact he sensed it as being unfair?  
 10 A. As long as it's justified for him, it's not anybody  
 11 else's opinion, it's how he experiences it.  
 12 Q. Was your assessment that his sense of grievance was  
 13 quite an important factor in terms of understanding his  
 14 psychological profile but also his offending history?  
 15 A. So very much so. So this was the -- one of the factors  
 16 in the ERG, needing to redress injustice, express  
 17 grievance, and it appeared that this was quite  
 18 significant , based on his offence description that that  
 19 was -- grievance was building inside of him.  
 20 Q. The sixth bullet is :  
 21 "Unemployment, lack of focus and needing to support  
 22 himself financially ."  
 23 And again, that really ties in with what we've  
 24 already touched on?  
 25 A. Yes.

1 Q. And would you agree that the seventh bullet point:  
 2 "Boredom, feeling lost about what to do."  
 3 Again ties in with having his days with nothing much  
 4 else to do than --  
 5 A. Yes, and also one of the factors in the ERG is the  
 6 excitement and camaraderie, so if he is by himself,  
 7 bored, not knowing what to do. So it is quite likely  
 8 whatever grievances he had, he has probably tried to  
 9 ruminate, or ruminated more. So it's just all kind of  
 10 interlinked one with each other.  
 11 Q. So that sense of excitement he might have achieved by  
 12 the planning and the preparations for this horrific  
 13 attack?  
 14 A. Unfortunately that could be a way of him coping with  
 15 those. I didn't get a sense that he was able to talk to  
 16 anybody how he was really feeling, he was quite closed  
 17 off, so he was unlikely to be able to kind of offload on  
 18 anybody, he would be keeping it all inside .  
 19 Q. Yes, and a degree of -- and this may span more than one  
 20 bullet point, but a degree of social isolation on his  
 21 part was, again, a concerning feature if present?  
 22 A. Yes, so he seemed generally a quite social person, and  
 23 it appeared that he was getting his energy from being in  
 24 a group, and obviously it was very important what kind  
 25 of group he was with, but if him being by himself on his

1 own, I would say that that would be quite hard for him  
 2 in terms of how to spend his time with himself.  
 3 Q. And if we could just turn over the page {DC5322/38},  
 4 I think we have a continuation of this section of  
 5 further bullet points, if we just zoom in at the top,  
 6 please. I am just looking for the bullet point  
 7 "Desiring a sense of status within his 'in-group'", yes,  
 8 there it is, the third one.  
 9 Having done so much detailed work with him and  
 10 drawing on your own expertise, do you think, given what  
 11 you now know about what happened subsequently, that he  
 12 may have been adversely affected by his ambitions having  
 13 been raised by his work with Learning Together?  
 14 A. I think it's -- it is possible, but I was more thinking  
 15 in terms of his group in prison, so he had a -- his  
 16 expectation of -- he was very high-ranking, so to speak,  
 17 in the criminal fraternity, so there was no way that he  
 18 was going to achieve anything like that, if anything, he  
 19 was kind of bottom when he leaves, so I thought that  
 20 this sense of status that he had, the importance that he  
 21 placed on it, this would probably be the hardest thing  
 22 for him to cope with, that he did not have a way to  
 23 replace that feeling.  
 24 Q. Yes, so given what we know about what was happening for  
 25 him in autumn 2019, it's likely that he will have felt,

1 subjectively, a significant loss of status?  
 2 A. I would say so, yes. Yes.  
 3 Q. The 13th bullet:  
 4 "Going through a transitional time in his life, for  
 5 example, trying to adjust to new living circumstances,  
 6 coping with setbacks, relationship difficulties."  
 7 It obviously covers a number of matters, but would  
 8 you regard in this context moving from approved premises  
 9 into his own private flat to be a transitional time in  
 10 his life?  
 11 A. I guess it's quite likely that it could be, obviously it  
 12 would depend how he was coping with that transition, but  
 13 from my assessment I didn't see him being able to cope  
 14 well with kind of the different emotions and  
 15 uncertainty, so I would probably be assuming that it's  
 16 quite likely it would be difficult.  
 17 Q. Yes. He had effectively spent his entire adult life in  
 18 very high security custodial settings?  
 19 A. Yes. Yes.  
 20 Q. And then the last one involves:  
 21 "Distancing himself from his own actions, minimising  
 22 or denying that his actions have impacted on or  
 23 supported a particular negative outcome, not thinking  
 24 about the long-term consequences of his behaviour."  
 25 And, in a sense, that warning sign, as you've

1 described, was very present at the time of your  
 2 assessment, wasn't it?  
 3 A. Yes.  
 4 Q. His minimising of his culpability?  
 5 A. Yes.  
 6 Q. There doesn't seem to have been any evidence that would  
 7 reliably suggest that that ever changed after your  
 8 assessment?  
 9 A. No. Kind of the positive behaviours that he was  
 10 involved in were kind of -- I didn't see that in the  
 11 long-term as having kind of -- it did not change my  
 12 mind.  
 13 Q. Yes.  
 14 A. Yes.  
 15 Q. Could we please turn up {DC5322/3} of the same document,  
 16 please, and paragraph 3.1, you set out there the sources  
 17 of your information, and you've touched on this already,  
 18 but I think it may be worthwhile for the jury just to  
 19 get a real sense of where you drew your information.  
 20 So obviously you had a number of interviews, I think  
 21 about six and a half hours in total, something like  
 22 that?  
 23 A. Yes.  
 24 Q. You were also able, as I understand it, to review the  
 25 psychology department files?

1 A. Yes.  
 2 Q. And also the offender management files?  
 3 A. Yes.  
 4 Q. You were able to review the C-NOMIS staff case notes.  
 5 Could you just explain for those who might have lost  
 6 this particular acronym, there being more acronyms in  
 7 this than Line of Duty, perhaps, what does C-NOMIS stand  
 8 for and what are those notes?  
 9 A. Oh, I can't -- I don't know what it stands for --  
 10 Q. Okay, don't worry about what it stands for; what do  
 11 those notes contain?  
 12 A. So it's any member of staff can record their interaction  
 13 with the prisoner, if they think it's in some way  
 14 significant or a prolonged interaction, and it could be  
 15 anything from a positive behaviour, negative behaviour,  
 16 just a general observation, anything, and it is  
 17 disclosable to the individual, so it's different from  
 18 security information.  
 19 Q. Yes. Because, in fact, the next source for you was  
 20 information from the security department?  
 21 A. Yes.  
 22 Q. As we've heard, you were able to discuss matters with  
 23 Jo Boulton?  
 24 A. Yes.  
 25 Q. And I think at least one imam who had had some dealings

1 with Khan as well?  
 2 A. Yes.  
 3 Q. And the facilitator for the TSP?  
 4 A. TSP.  
 5 Q. And did you also have some input from Carly Underwood,  
 6 who was the team psychologist for the Managing  
 7 Challenging Behaviour Strategy?  
 8 A. So she was part of attending MCBS meetings, so it's  
 9 quite likely she just gave me her understanding of how  
 10 he was progressing.  
 11 Q. And, for completeness as well, as you've told us,  
 12 Steve Machin, who was the counter-terrorism custodial  
 13 manager?  
 14 A. Yes.  
 15 Q. So would it be reasonable to conclude that you were able  
 16 to draw on a very wide range of sources of information?  
 17 A. Yes.  
 18 Q. And it's not just a wide range, but there's a real depth  
 19 to those sources as well?  
 20 A. Yes, so trying to complete as thorough an assessment as  
 21 possible, it is important to look at as many source  
 22 information for an extended period of time, different  
 23 environments, different people, just to get an idea of  
 24 a pattern in behaviour.  
 25 Q. And it's clear that the information you received in your

1 analysis went back years?  
 2 A. Yes, I thought -- usually it would be focused on  
 3 updating the previous assessment, back to 2016, I think  
 4 it was the previous ERG, so usually the focus would be  
 5 only on those last two years. But I felt with  
 6 Usman Khan, given that there was a pattern emerging in  
 7 his behaviour, I thought it was quite important to go  
 8 back all the way to the beginning of his imprisonment  
 9 and to kind of clearly set out the pattern in his  
 10 behaviour.  
 11 Q. Thank you. That can come off the screen now, please.  
 12 Now, we've heard in summary about your training and  
 13 your experience and your expertise as a psychologist.  
 14 Can you just outline for us what benefit does that bring  
 15 to this analysis, to an ERG assessment, having that  
 16 psychological training and expertise?  
 17 A. I would say it just allows somebody to kind of consider  
 18 a situation in more depth, and consider different  
 19 options like kind of looking beyond what is presented,  
 20 looking for motivation for certain behaviour and not  
 21 necessarily -- you know, it allows me, for example, to  
 22 look beyond what Usman was saying to me and what kind of  
 23 motivation could be behind that. So knowing -- kind of  
 24 having the psychological experience, I think that  
 25 probably allows me to have a more in-depth

1 understanding.  
 2 Q. And would it also give you a greater understanding and  
 3 knowledge of the evidence base behind this ERG  
 4 methodology?  
 5 A. Yes. There's all those different theories that are --  
 6 as part of the ERG, yes.  
 7 Q. And would you agree that it's particularly important for  
 8 there to be this psychological input in relation to  
 9 prisoners such as Khan, obviously a TACT offender, but  
 10 also one who is being released straight from,  
 11 effectively maximum security into the community?  
 12 A. Yes, I would say so. Obviously depending on their  
 13 behaviour some people are more difficult to understand  
 14 than others, and I would say with psychological input,  
 15 that probably would give you a bit more of  
 16 an understanding of the behaviour.  
 17 Q. Of course, sadly, as we know all too well, the  
 18 consequences of getting it wrong with these sort of  
 19 offenders are perhaps the most catastrophic that one  
 20 could imagine?  
 21 A. Yes.  
 22 Q. Now, as well as your specialism, do you think there was  
 23 also a benefit in that you were able perhaps to be a bit  
 24 more arm's length in your assessment, because you  
 25 weren't having to work with him on a daily basis,

1 supervising him, managing him. I mean, obviously there  
 2 was detail to the work, but do you think that arm's  
 3 length was of benefit in terms of conducting a rigorous  
 4 assessment?  
 5 A. Yes, and it is very much intentional, so it is  
 6 a protocol in psychological services that anybody who  
 7 has worked with an individual on a therapeutic basis or  
 8 had an established kind of working alliance, they would  
 9 not be completing the assessment because they are more  
 10 likely to be biased and might want to kind of see things  
 11 differently or kind of see benefits from their work in  
 12 that way.  
 13 So, therefore, for every psychological assessment  
 14 that we do, it needs to be a person independent of that  
 15 kind of relationship.  
 16 Q. And I'm not asking you to critique anything anyone did  
 17 specifically, but would you agree that it would be  
 18 difficult for somebody who was involved in day-to-day  
 19 offender management in the community to get that  
 20 distance to do the sort of assessment that you were able  
 21 to do?  
 22 A. Yes, and what I'm talking about is the ideal  
 23 circumstances, so that would be absolutely perfect if  
 24 there was distance. Obviously, in some assessments,  
 25 they may not be possible, but it would be ideal because

1 you're not -- you don't have a second thought about: oh,  
 2 this person is going to stop talking to me, they're  
 3 going to be upset with me, how do I phrase this in  
 4 a different way. If you have that distance in a way --  
 5 obviously I didn't want to deliberately hurt Usman, but  
 6 at the same time, I was able to communicate things in  
 7 a much more straightforward way without worrying what he  
 8 would think.  
 9 Q. Because you didn't have to do the work that an offender  
 10 manager would have to do --  
 11 A. Yes.  
 12 Q. -- to try and build the relationship and look for  
 13 constructive things for that --  
 14 A. Yes, so it's a different role, and in a way, it is of  
 15 benefit to have that distance for the purpose of the  
 16 assessment.  
 17 Q. And do you think it helps to avoid optimism bias?  
 18 A. I think I would always think about in a way to kind  
 19 of -- how to encourage somebody to progress or to  
 20 provide hope, but I think if you are more distant it  
 21 allows you to keep the hope and reality both at the same  
 22 time. It is possible maybe for some people they're more  
 23 focused on the hope, but I think with that type of  
 24 assessment and, you know, needing to think about  
 25 protective factors, for example, it allows you to kind

1 of keep both in your mind the reality of risk and hope  
 2 that this would never come true.  
 3 Q. Yes. I just want to ask you about three characteristics  
 4 which I suggest are integral to an effective ERG  
 5 assessment. Before I do, I should be clear that I'm not  
 6 in any way suggesting that you didn't carry out anything  
 7 other than a very rigorous and effective assessment.  
 8 Would you agree with me, firstly, that it's  
 9 absolutely crucial that the assessor doesn't simply  
 10 accept the self-reporting of the offender?  
 11 A. I would say it's important to think about the motivation  
 12 behind, so it's not always very clear, like in Usman's  
 13 case it was very clear, but in other circumstances it  
 14 may not be very clear, but I would say it is important  
 15 to think about the motivation behind certain statements.  
 16 Q. And I'm not suggesting you should ignore what they say,  
 17 but rather that you should be ready to challenge it and  
 18 to look at it critically?  
 19 A. Yes, and take a look at the context, what is the  
 20 context: is the context of assessment and it's quite  
 21 likely that somebody might want to portray a positive  
 22 image of themselves purely because they are in  
 23 an assessment environment, so it is quite likely that  
 24 impression-managing is happening to some extent, more or  
 25 less for everybody. But it's that -- to what extent

1 that person is being deceptive and then actually lying,  
 2 so it is obviously much harder, but that's why all the  
 3 other information comes in where it allows you to  
 4 compare and to question.  
 5 Q. And the second feature, I suggest, I'm not saying this  
 6 is a comprehensive list, but the second feature,  
 7 I suggest, that is integral to an effective ERG is that  
 8 if there are attempts by the offender to minimise or  
 9 excuse offending behaviour, that those attempts should  
 10 be regarded as red flags?  
 11 A. Yes.  
 12 Q. And thirdly, would you agree with this: that  
 13 an effective ERG assessment doesn't fall for the mistake  
 14 of seeing an absence of evidence as evidence of absence?  
 15 A. Yes, so it's the person not only needs to show reduction  
 16 in risk factors, but they need to show increase in the  
 17 protective and offence replacement behaviour, so it's  
 18 not that the absence of behaviour; it's whether that  
 19 behaviour is being replaced with an alternative  
 20 legitimate option.  
 21 MR PITCHERS: Thank you.  
 22 Sir, those are all the questions I have.  
 23 JUDGE LUCRAFT: Thank you very much, Mr Pitchers.  
 24 Mr Armstrong.  
 25 Questions by MR ARMSTRONG

1 MR ARMSTRONG: Thank you, sir.  
 2 Ms Cechaviciute, as I know I should now say.  
 3 A. Good.  
 4 Q. I'm Nick Armstrong, I ask questions on behalf of  
 5 Jack Merritt's family. I'm putting absolutely no  
 6 criticisms at all to any of the assessment that you  
 7 carried out. There are cases that come along that are  
 8 critical of forensic psychology and forensic  
 9 psychologists, things that were missed or were got wrong  
 10 or were overlooked. That is not this case.  
 11 There are cases where there are concerns about  
 12 whether the ERG works properly on the facts of  
 13 individual cases, and I'm suggesting to you that that is  
 14 not this case either. So thank you for the work that  
 15 you put in.  
 16 Just to fill in a few points of detail, if I can.  
 17 The usual risk assessment tool, certainly outside the  
 18 TACT context, would be the OASys?  
 19 A. For OMU, yes.  
 20 Q. Indeed. And we've heard quite a lot about that, and  
 21 I'll just take it from you if I can. The thing about  
 22 the OASys is that it combines both static and dynamic  
 23 factors, and just for the benefit of the jury, what that  
 24 means is the static factors are things that cannot  
 25 change --

1 A. Yes.  
 2 Q. -- and so they engage in things like age at first  
 3 offending and the type of offending, et cetera, and  
 4 there have been studies on those things, actuarial  
 5 studies that suggest that age at first offending is  
 6 relevant to your future risk?  
 7 A. Yes.  
 8 Q. And then on the top of that there are judgment calls  
 9 based on things that change over time?  
 10 A. Yes, dynamic, yes.  
 11 Q. Now, it's right, isn't it, that the difficulty with  
 12 OASys in the TACT context is because there are not many  
 13 extremist or terrorist offenders; yes?  
 14 A. Yes.  
 15 Q. So you can't study them and carry out reliable actuarial  
 16 assessments in the same way.  
 17 A. Yes.  
 18 Q. So the actuarial and static bit of OASys doesn't work as  
 19 well?  
 20 A. No, it wouldn't.  
 21 Q. Indeed. So you are much more reliant in this context on  
 22 the judgment and the dynamic risk assessment?  
 23 A. Yes.  
 24 Q. And what ERG does is try to improve that by funnelling  
 25 through and improving the quality of that dynamic

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1 judgment and assessment?  
 2 A. Yes, so it's very specific to the person, yes.  
 3 Q. And it does that by making you jump through hoops. It  
 4 says: here are 22 factors, these are things that we  
 5 think are relevant, work through them, do an evidence  
 6 base against each one, and then come up with your  
 7 judgment at the end?  
 8 A. So trying to have as thorough an assessment as possible,  
 9 yes.  
 10 Q. And it's designed to make sure in a complex area that  
 11 nothing is overlooked, nothing is missed, and everything  
 12 is thought about?  
 13 A. Yes.  
 14 Q. Yes. Now, there's no issue that that works in custody  
 15 and it also is used in the community?  
 16 A. Yes.  
 17 Q. And the ERG is the same in each?  
 18 A. Yes.  
 19 Q. And there's also no issue -- we can go to guidance if we  
 20 need to -- but it also informs things like shared  
 21 management arrangements like MAPPA?  
 22 A. Yes.  
 23 Q. Which is why they asked for one later in this case?  
 24 A. Yes.  
 25 Q. Just so I understand your approach to this, Mr Hough has

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1 taken you to your evidence sheet, and what that says --  
 2 in fact, let me just put that back on the screen for  
 3 a moment, that's {DC6506/3}, so this is where you start  
 4 to collect material, and this is on the first factor --  
 5 sorry, I might need to go back a page {DC6506/2}.  
 6 JUDGE LUCRAFT: I think we see it at the top -- yes,  
 7 number 1.  
 8 MR ARMSTRONG: Now, I assume what the evidence sheet is  
 9 doing is structuring your reading, first of all?  
 10 A. So it's helping me keep track of all the information  
 11 I'm receiving, so I just don't forget when I ultimately  
 12 write the report.  
 13 Q. Indeed. Now, I assume that when you come to do an ERG  
 14 the first thing you do is collect documents?  
 15 A. Yes.  
 16 Q. And this allows you to structure the documents that you  
 17 are reading, an analysis of the documents?  
 18 A. Yes.  
 19 Q. So is this where you start with the evidence sheet?  
 20 A. So yes, it depends on when that information comes in, so  
 21 I might look at a file before and I find different  
 22 information in the file and I would record it on the  
 23 evidence sheet, so I could remember it later, so it  
 24 happens across -- could have happened any time during  
 25 the assessment.

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1 Q. But if we look at the way your thought process appears  
 2 to be working, if we just stay on this one, we've got  
 3 security information report, security information  
 4 report. If we can then just jump ahead. I'm going to  
 5 scroll slightly if we can. Then the TSP report?  
 6 A. Yes.  
 7 Q. And then {DC6506/3} over the page, TSP report, then  
 8 there's a reference to the Category A Team reports?  
 9 A. Yes.  
 10 Q. Then keep going, please. Meeting with the  
 11 Counter-Terrorism Unit at the bottom there?  
 12 A. Yes.  
 13 Q. OMU reports?  
 14 A. Yes.  
 15 Q. And then keep going please, and then at the end there  
 16 you see you then get into the interview?  
 17 A. Interview.  
 18 Q. So that seems to be how you're doing it, you are going:  
 19 this is what the documents say, now let's look at what  
 20 he says in interview. And that's important, isn't it,  
 21 because what you're doing is this is giving you the  
 22 basis for the exercise that Mr Hough has been talking to  
 23 you about which is challenging what he's saying and  
 24 checking -- and not proceeding simply on the basis of  
 25 self-report?

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1 A. Yes, having all this other information allows me to keep  
 2 what he's saying, look at it in the context of all the  
 3 other information that I know about him.  
 4 Q. Because it should come as no surprise that prisoners and  
 5 particularly prisoners in the high security estate,  
 6 their view of the world may not be the true view of the  
 7 world.  
 8 A. May not be the same as other people's, yes.  
 9 Q. Indeed. And can I just ask you about this as well:  
 10 before you'd got to this, you had had the contact with  
 11 Dr Zainab Al-Mattar?  
 12 A. Al-Attar, yes.  
 13 Q. Sorry, Al-Attar, I do apologise, and we've seen that  
 14 described in a witness statement and you've talked about  
 15 it with Mr Hough as well, and we can go back to that.  
 16 My understanding is that she was the advisor to the  
 17 long-term high security estate at the time?  
 18 A. And she is still, yes, a terrorism advisor and  
 19 interventions advisor.  
 20 Q. Now I just want to understand from you what that means,  
 21 because it sounds like she has an overarching role; is  
 22 that right?  
 23 A. Yes.  
 24 Q. Because you have offenders like Khan who are moving  
 25 around --

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1 A. Yes.  
 2 Q. -- and what they are doing is helping introduce you to  
 3 this high-risk offender, is that --  
 4 A. Yes, so she -- because she oversees the long-term high  
 5 security estate and she is also a psychologist, so she  
 6 kind of -- I don't know how she does that but she is  
 7 much more aware of kind of how people present in  
 8 different environments.  
 9 Q. Indeed.  
 10 A. And therefore when he came to Whitemoor she just gave me  
 11 an update of what to expect.  
 12 Q. It's almost like a watch list, isn't it?  
 13 A. Yes.  
 14 Q. So there are high security, high risk individuals, Khan  
 15 is one of those. They are moving around, they are moved  
 16 around in order to disperse them and in order to disrupt  
 17 them.  
 18 A. Information could be lost.  
 19 Q. Information could be lost?  
 20 A. So if one person oversees this, this allows kind of  
 21 information to be shared.  
 22 Q. And that's why her view is important and that's why you  
 23 seek it?  
 24 A. Yes.  
 25 Q. And she says: he's full of hot air, we don't think any

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1 of this is real.  
 2 A. Yes.  
 3 Q. And she also says -- can I put this back on the screen,  
 4 this is after she sees your ERG, can I put this back on  
 5 the screen {DC7441/272}, please, and I don't know if you  
 6 have seen this before, but we see at the bottom of this  
 7 that she is introducing your ERG to others, and there's  
 8 an email list for the Desistance and Disengagement  
 9 Programme, but if you just go back to the top of this,  
 10 this is an assessment that looks like she agrees with  
 11 yours, and it's a very similar view based on her take on  
 12 Khan, so:  
 13 "[His] offending seemed to be heavily driven by  
 14 social identity drivers ... put himself forward to  
 15 coordinate his terrorist cell out of a strong drive to  
 16 be the 'man for the job' ... goals ... coached in  
 17 Islamist political motives ... strong social need for  
 18 admiration and acceptance seems to be at the heart of  
 19 what drives him ... limited progress [in custody]...  
 20 Largely due to the presence of peers ..."  
 21 These are all the matters -- these all chime with  
 22 you, don't they?  
 23 A. Looks like it, yes.  
 24 Q. And being fairly immature, cognitively rigid  
 25 individuals, et cetera, et cetera?

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1 A. Yes.  
 2 Q. I'm putting to you, that you and her get this right:  
 3 this is a good day for forensic psychology. This is  
 4 about evidence-based, careful, long-term decision-making  
 5 and it's correct. All of that chimes with your  
 6 assessment?  
 7 A. So it appears, yes, we seem to be thinking along the  
 8 same lines, yes.  
 9 Q. Yes. In accordance with the guidance, in accordance  
 10 with the ERG, in accordance with the evidence.  
 11 A. Yes.  
 12 Q. Now, the reason why I'm just asking you about that is  
 13 because -- I can go to this if I need to, but this may  
 14 come up with others -- is one of the things that  
 15 happened after this case was that there was a serious  
 16 case review by a number of organisations, but one of  
 17 them was by MAPPA, and MAPPA talks in a number of  
 18 respects, talks about the value of forensic psychology  
 19 and whether there ought to be more forensic psychology  
 20 in the MAPPA process, perhaps in response to this case.  
 21 Now, you, I think, never went to a MAPPA in relation  
 22 to Usman Khan?  
 23 A. No, that was not part of my role, no.  
 24 Q. Never invited to one?  
 25 A. No.

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1 Q. Have you ever been to one?  
 2 A. No.  
 3 Q. You have been a forensic psychologist, I think, since  
 4 2014? Never been invited to one?  
 5 A. Yes, I've never been invited, it was not considered part  
 6 of my role at that time.  
 7 Q. Not been in custody, not been to one taking place in the  
 8 community?  
 9 A. No.  
 10 Q. The kind of thing -- now, Mr Pitchers was asking you  
 11 some questions about the kind of things that were coming  
 12 up with Mr Khan in the community; it's right, isn't it,  
 13 that if you are at a MAPPA and you're asked to input  
 14 into risk assessment somebody who is sitting on his own  
 15 playing computer games on his Xbox, not going out,  
 16 curtains drawn, all of that is contrary to the warning  
 17 signs that you are putting up and is triggering all  
 18 sorts of red flags?  
 19 A. Yes, and obviously I provided a report to MAPPA but  
 20 I was not there in person, so I'm not necessarily sure  
 21 how they took it or interpreted it.  
 22 Q. Yes. You just have to hope they read the ERG?  
 23 A. Yes.  
 24 MR ARMSTRONG: Yes, I'm grateful. Thank you very much. No  
 25 further questions.

1 JUDGE LUCRAFT: Thank you very much.  
 2 I think that one is probably clean, you might want  
 3 to use that one.  
 4 MS WHITELAW: Thank you.  
 5 Questions by MS WHITELAW  
 6 MS WHITELAW: You know my name is Francesca Whitelaw and  
 7 like Ms Leek yesterday, I ask questions on behalf of the  
 8 Secretary of State for the Home Department and the  
 9 Secretary of State for Justice.  
 10 I just have five short topics to deal with, please.  
 11 First of all, in terms of training, prior to assessing  
 12 TACT offenders, you received training in ERG and the  
 13 Healthy Identity Intervention; is that correct?  
 14 A. Yes.  
 15 Q. And was that the same training as others, so we've heard  
 16 Jo Boulton, the offender supervisor, and probation  
 17 officers attend?  
 18 A. So the training is all the same for everybody.  
 19 Q. Do you in fact attend at the same time as probation  
 20 officers sometimes?  
 21 A. Yes.  
 22 Q. The second area I wanted to ask you about was in  
 23 relation to the ERG. In high security prison  
 24 environments, offenders are subject to intense  
 25 monitoring and supervision?

1 A. Yes.  
 2 Q. And I won't go through the detail of it, because we've  
 3 been through it with different counsel who have just  
 4 asked questions, but we've heard that you, as  
 5 a psychologist in prison completing an ERG, gathered  
 6 information from multiple sources?  
 7 A. Yes.  
 8 Q. And you looked at information over a period of years?  
 9 A. Yes.  
 10 Q. And you spoke to a number of different people, and we've  
 11 seen the appendix to the report with 35 items of  
 12 different, mainly prison reviews and reports and  
 13 assessments and that sort of thing?  
 14 A. Yes.  
 15 Q. Would you expect there to be comparatively less  
 16 documentary information available in the community for  
 17 an offender on release over the first year?  
 18 A. Although I don't have a personal experience of working  
 19 in the community in that sense, but I would assume that  
 20 there would be much less information available.  
 21 Q. But are ERGs also a cumulative progress, so when you  
 22 carry one out, you read and take into account previous  
 23 ERGs?  
 24 A. Yes, you build on the previous assessment and try to  
 25 rate somebody's progress or lack of progress compared to

1 the previous assessment.  
 2 Q. The third area, please. When Usman Khan was released  
 3 into the community, that would have represented a change  
 4 in environment for him?  
 5 A. Yes.  
 6 Q. And also when he was released from the approved  
 7 premises, another change in environment?  
 8 A. Yes.  
 9 Q. And during the months on release, he would have  
 10 encountered lots of different people, so professionals  
 11 such as police and probation, also professionals who  
 12 weren't assessing him but were assisting him in  
 13 employment, housing, that sort of thing, and also  
 14 members of the public, when he attended cafés, gyms,  
 15 grocery stores, that sort of thing.  
 16 So you say in your witness statement that:  
 17 "When an offender shows consistency over an extended  
 18 period of time, in different environments, when faced  
 19 with difficult or risky situations and with different  
 20 people, then you can be more confident they have made  
 21 internal change."  
 22 So my question is, would you have expected  
 23 probation, completing the next ERG in the community, to  
 24 be looking for consistency of compliance and behaviour  
 25 over the year since release?

1 A. Yes, as well as any offence parallelling behaviours, and  
 2 any offence replacement behaviours.  
 3 Q. Well, that takes me onto the fourth factor. Sorry, the  
 4 fourth area I wanted to ask you about, which was  
 5 potential protective factors in the community. Again,  
 6 I won't bring it up, it's in your witness statement and  
 7 Mr Hough referred to it, but you mentioned a number of  
 8 potentially protective factors, one being education;  
 9 two, religious mentoring.  
 10 A. Yes.  
 11 Q. Three, prosocial relationships.  
 12 A. Yes.  
 13 Q. And four, working productively with professionals in the  
 14 community. So in relation to those, we've heard that  
 15 the Learning Together primary purpose was education, and  
 16 we know that Usman Khan saw a theological mentor, and  
 17 Learning Together was also a way of interacting with  
 18 people in a more social context, as well as with  
 19 professionals —  
 20 A. Yes.  
 21 Q. — so that would cover prosocial relationships and  
 22 professionals. And we know he would be engaging with  
 23 professionals on release, especially police and  
 24 probation.  
 25 So would you expect persons completing future ERGs

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1 to take into account these factors and looking for them  
 2 to be replacing negative behaviour that we'd seen  
 3 previously in the prison?  
 4 A. So it would depend on obviously trying to understand  
 5 what is the motive for engagement with that particular  
 6 group, or factors, but you can see if somebody's  
 7 genuinely engaging in a meaningful way, and it's  
 8 affecting the risk in that sense that they are managing  
 9 a higher risk situation in a more positive way, then  
 10 I would say that's potentially protective in reducing  
 11 the risk.  
 12 Some protective factors may not have a protective  
 13 element, maybe it's — ideally they would have  
 14 a protective outcome, but sometimes it may not provide  
 15 that protection, but it needs to be judged on  
 16 an individual basis, so not kind of assumed that just  
 17 because somebody is doing a positive activity it means  
 18 it's protective, it would probably need to be assessed  
 19 more carefully, and is it actually protective or not.  
 20 Q. And looking at the protective factors along with things  
 21 like compliance and positive behaviour, and over  
 22 a consistent period of time?  
 23 A. Yes, but also at the same time, you know, compliance  
 24 could be — have a different motive, so I think with  
 25 Usman that probably was kind of one of the issues, so

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1 I would say looking beyond compliance, so all other  
 2 behaviours, any kind of offence parallelling behaviours,  
 3 if that evidence is available.  
 4 Q. And how he was presenting —  
 5 A. Yes.  
 6 Q. — because you described in the interviews it was very  
 7 clear to you there was bitterness and anger there?  
 8 A. Yes.  
 9 Q. So you would be looking for a very different  
 10 presentation?  
 11 A. Yes.  
 12 Q. And just finally, is it right that you weren't involved  
 13 with Usman Khan at all in the year preceding the attack?  
 14 A. No.  
 15 MS WHITE LAW: Thank you very much.  
 16 JUDGE LUCRAFT: Thank you very much indeed.  
 17 Further questions by MR HOUGH QC  
 18 MR HOUGH: Just a few questions arising out of what you've  
 19 been asked by others. First of all, you were asked  
 20 about training, and you confirmed that you had had the  
 21 same ERG training as others, such as probation officers.  
 22 Just to be clear, when you came to write your  
 23 report, did you bring to bear not only your training,  
 24 but also your professional skills and your experience as  
 25 a forensic psychologist?

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1 A. Yes, I have training in a number of other assessments,  
 2 so I already have that basis of how to do an assessment.  
 3 So — and also obviously knowledge of all the theories  
 4 and my experience of working with prisoners.  
 5 Q. And not meaning to criticise probation officers for  
 6 a moment, but do you consider that having that  
 7 background in forensic psychology, practice and theory,  
 8 helped you in making the assessments that you made in  
 9 respect of Usman Khan?  
 10 A. I think we — yes, I think with Usman Khan it was  
 11 helpful to have that background knowledge.  
 12 Q. Next, prosocial factors. You pointed out that religious  
 13 mentoring could be a prosocial factor. How prosocial  
 14 would you regard religious mentoring sessions if you  
 15 formed the view, based on the reports of those sessions,  
 16 that the offender, Usman Khan, was lying to the  
 17 religious mentor, for example, about offending or  
 18 behaviour in prison?  
 19 A. So there's always the chance that he was going to  
 20 continue with the same behaviour that he has been doing.  
 21 However, my job is not only just to comment on his risk  
 22 but to provide options for what could potentially help.  
 23 So if he was not being honest with me, I can't  
 24 assume that he will always be like that, so it's trying  
 25 to maybe provide some hope that, you know, these

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1 activities could potentially help him progress, but it  
 2 would be completely up to him whether he does it in  
 3 a meaningful way or he continues to be dishonest.  
 4 Q. And if he engages not in a meaningful way, would you  
 5 regard the activity as less protective or prosocial?  
 6 A. Yes, so that would need to be assessed individually, if  
 7 he is being honest or not.  
 8 Q. Now, another prosocial factor you identified was  
 9 education. I think you told me that you regarded that  
 10 as particularly prosocial if it involved active work  
 11 taking the offender's time, taking here Usman Khan's  
 12 time?  
 13 A. Yes, so it was -- yes.  
 14 Q. If the educational activity involved attending a few  
 15 social events over the course of a year, and little or  
 16 no actual educational work in between, would that be,  
 17 therefore, commensurately less helpful?  
 18 A. So the idea behind that suggestion is more about him  
 19 being able to occupy his time consistently, so he would  
 20 have less time to ruminate on the injustices. So just  
 21 using that logic, obviously attending a few events over  
 22 the year would probably not provide him with structured  
 23 time during the day.  
 24 Q. Then finally this: Mr Armstrong asked you questions  
 25 about whether you reported directly into the MAPP

1 panel, and you explained that you weren't invited to do  
 2 that. If you had been invited to attend, for example,  
 3 the first MAPP meeting and explain your report, would  
 4 you have been prepared to do so, subject to your other  
 5 commitments?  
 6 A. Yes.  
 7 Q. Do you think that it would be, in principle, helpful to  
 8 a MAPP panel to hear from somebody like you, who  
 9 prepared the last ERG report?  
 10 A. Yes, I would say so, to summarise my findings, yes.  
 11 MR HOUGH: Thank you very much, those are all my questions.  
 12 JUDGE LUCRAFT: Thank you very much indeed for coming and  
 13 being very clear, not only in your answers today but in  
 14 the report, the detailed report you prepared. Thank you  
 15 very much indeed.  
 16 A. Thank you.  
 17 MR HOUGH: Sir, the next witness is Sharron Ford.  
 18 JUDGE LUCRAFT: Thank you.  
 19 MS SHARRON FORD (sworn)  
 20 JUDGE LUCRAFT: Good afternoon. If you would prefer to take  
 21 a seat, please do so, and if you are happy to do so,  
 22 please do feel free to remove your mask whilst giving  
 23 evidence.  
 24 There's a microphone at that desk.  
 25 A. Thank you.

1 JUDGE LUCRAFT: So the microphone at that desk will help to  
 2 amplify your voice too, and it may be that some  
 3 documents will be shown to you. They'll appear on the  
 4 screen in front of you and on the larger screen in  
 5 court. All right.  
 6 A. Thank you.  
 7 Questions by MR HOUGH QC  
 8 MR HOUGH: Could you give your full name for the court  
 9 record.  
 10 A. Yes, Sharron Ford.  
 11 Q. Ms Ford, you appreciate I'm asking you questions first  
 12 on behalf of the Coroner and then you may have some  
 13 questions from other lawyers.  
 14 What was your occupation in 2019?  
 15 A. I was a Probation Service officer.  
 16 Q. Did you work at approved premises known as Staithford  
 17 House in Stafford?  
 18 A. Yes.  
 19 Q. Had you worked for the Probation Service for 22 years  
 20 before the time of the attack we're concerned with?  
 21 A. Yes.  
 22 Q. And I think as a Probation Service officer for  
 23 three years before the attack?  
 24 A. Yes.  
 25 Q. I think you'd also worked at the approved premises for

1 about two and a half years before the attack?  
 2 A. Yes.  
 3 Q. A little about Staithford House, please. How large is  
 4 it? How many residents can it accommodate?  
 5 A. Gosh, I think it's 13, because they're shared rooms.  
 6 Q. But that sort of size?  
 7 A. Yes.  
 8 Q. Would they include people who had committed a range of  
 9 offences?  
 10 A. Yes.  
 11 Q. Would each have either their own room or a shared room?  
 12 A. Shared rooms.  
 13 Q. Shared rooms. Were there also common parts of the  
 14 approved premises where people could socialise or relax?  
 15 A. Yes.  
 16 Q. What was your role at the approved premises at the time  
 17 we're concerned with? What did you do?  
 18 A. I was one of the keyworkers at the approved premises.  
 19 Q. What was a keyworker's job in a few sentences?  
 20 A. As a keyworker, we worked with residents on a one-to-one  
 21 basis as well as in group work.  
 22 Q. Working with them for what purposes?  
 23 A. To work with them on any key issues that they may have.  
 24 Q. Would that include helping to provide practical help  
 25 with finding work or finding accommodation after they

1 left the approved premises?  
 2 A. Yes.  
 3 Q. Typically how long would an offender stay at approved  
 4 premises like Staithford House?  
 5 A. Typically it would be minimum three months, and it could  
 6 be up to, normally, six months.  
 7 Q. Would you, if an offender was allocated to you, work  
 8 with them consistently over the period while they were  
 9 at the approved premises?  
 10 A. Myself or the other keyworker -- there's two keyworkers.  
 11 Q. So did you, in fact, work with every resident at the  
 12 premises?  
 13 A. Yes.  
 14 Q. Would you have allocated appointments with them where  
 15 you would see them one-to-one on a regular basis?  
 16 A. Yes.  
 17 Q. Were you allocated as a keyworker for Usman Khan and  
 18 told about that before he arrived at the approved  
 19 premises?  
 20 A. Yes.  
 21 Q. And did you prepare for that including by preparing a  
 22 document called an Approved Premises Risks and Needs  
 23 Management Plan?  
 24 A. Yes.  
 25 Q. May we have that on the screen, please. It's {DC5641}.

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1 We can see that this is based upon an assessment dated  
 2 6 December 2018, and it's prepared by you and your  
 3 colleague, Sarah Whitaker?  
 4 A. Yes.  
 5 Q. She's the other keyworker, is she?  
 6 A. Yes.  
 7 Q. Now, we know that the assessment took place before  
 8 Usman Khan was released. What information did you rely  
 9 upon to prepare that document?  
 10 A. We used the referral document that had been completed,  
 11 his previous convictions, and the OASys that had been  
 12 prepared by the offender manager.  
 13 Q. So you read through the most recent OASys?  
 14 A. Yes.  
 15 Q. You looked at a referral form, you looked at details of  
 16 Usman Khan's previous convictions, and do we see here  
 17 from the entry towards the bottom of the page, you also  
 18 looked at entries on the Probation Service Delius  
 19 system?  
 20 A. Yes.  
 21 Q. Then if we go to {DC5641/2}, please, and look at the  
 22 main box at the bottom, do we see that you recorded  
 23 details of Usman Khan's offending, both the charge to  
 24 which he pleaded guilty, and also the details of the  
 25 offending, including that he'd been looking to establish

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1 and recruit for a terrorist military training facility  
 2 in Kashmir?  
 3 A. Yes.  
 4 Q. And then over the page, please, to {DC5641/3} at the  
 5 top, we see you also recorded the risk levels as set out  
 6 in the OASys, including the risk level of very high to  
 7 the general public.  
 8 A. Yes.  
 9 Q. Was it unusual to have somebody at the approved premises  
 10 who presented as such a high risk to the general public?  
 11 A. Yes.  
 12 Q. And was that something that stuck in your mind when you  
 13 began working with Usman Khan?  
 14 A. No.  
 15 Q. And then if we go towards the bottom of the page, can we  
 16 see that you have set out in this document a series of  
 17 factors which might increase risk and means,  
 18 effectively, of decreasing or controlling risk?  
 19 A. Yes.  
 20 Q. And so in the first column we see, for example, that you  
 21 have set out the details of the offence, and you set out  
 22 on the next column how risk might be decreased by  
 23 ensuring compliance with licence requirements and so on?  
 24 A. Yes.  
 25 Q. And then over the page {DC5641/4}, do we see that

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1 comparing the first and second columns, you were  
 2 recording that Usman Khan being in Stafford and staying  
 3 for a stable period at the approved premises would keep  
 4 him away from negative influences?  
 5 A. Yes.  
 6 Q. Then under "Financial management", you recorded as  
 7 factors that might decrease risk the arrangement of  
 8 benefits, arranging key work sessions with Ixion, who  
 9 helped with employment and so on?  
 10 A. Yes.  
 11 Q. Then if we go to {DC5641/5}, please, at the bottom,  
 12 "Thinking and Behaviour", do we see that you recorded  
 13 that:  
 14 "Usman's behaviour whilst in custody demonstrates  
 15 his lack of consideration of the potential wide reaching  
 16 and consequences of his behaviour."  
 17 And were you therefore recording from the various  
 18 documents that you had provided that Usman Khan's  
 19 behaviour in custody had been seriously problematic?  
 20 A. Yes.  
 21 Q. And, again, on the opposite column, did you record that  
 22 the way to reduce risk in relation to thinking and  
 23 behaviour was to ensure compliance, to have regular key  
 24 work and engagement in the approved premises, and to  
 25 ensure purposeful activity?

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1 A. Yes.  
 2 Q. And then over the page, please {DC5641/6}, we can see  
 3 also you referred to employment, building Usman Khan's  
 4 own business, and for that means -- for that purpose,  
 5 a referral to the Ixion organisation?  
 6 A. Yes.  
 7 Q. We can take that off screen now.  
 8 Did you meet Usman Khan when he first moved into the  
 9 approved premises right at the end of December 2018?  
 10 A. I didn't meet him on the first day because I believe  
 11 that I wasn't on duty on that day.  
 12 Q. But shortly afterwards?  
 13 A. But shortly afterwards, yes.  
 14 Q. After a first session with him, did you then have  
 15 a session with him each week or rather, should I say,  
 16 either you or your colleague Ms Whitaker had a session  
 17 with him each week?  
 18 A. Yes.  
 19 Q. We know that he was at the approved premises from the  
 20 end of December to 24 September 2019. Can we take it,  
 21 therefore, that you would have seen him about once  
 22 a fortnight over that entire period?  
 23 A. Yes.  
 24 Q. In those sessions with him, first of all, how did he  
 25 come across as a person? How did he present to you?

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1 A. Really positive. He was really engaged with the  
 2 sessions.  
 3 Q. In the course of those sessions, what sorts of subject  
 4 matter did you discuss? What did you spend the sessions  
 5 speaking about?  
 6 A. It varied, because we did -- we were working towards  
 7 an enabling environment certificate whilst Usman was  
 8 there, so we were developing all different kinds of  
 9 group work programmes. So the focus was on a lot of  
 10 different things, because he was there for quite a long  
 11 time, so I just think, you know, education, we spoke  
 12 about, we'd speak about accommodation, employments,  
 13 things like that.  
 14 Q. In your witness statement you say that he was always  
 15 engaging in his sessions and also in the premises in  
 16 general?  
 17 A. Yes.  
 18 Q. What did you mean by "engaging"?  
 19 A. Everything that we -- because we set up a mindfulness  
 20 session, run over a period of time, we asked Usman if he  
 21 wanted to be involved in that, and he did, and he  
 22 engaged in every session of that.  
 23 Q. And you also say in terms of personal engagement, he was  
 24 always very polite, although never revealed very much  
 25 about himself?

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1 A. He was always very polite and, yes, I guess he didn't  
 2 reveal a lot about himself. I think what Usman revealed  
 3 a lot about was his passion for writing, you know,  
 4 things he wanted to do. He spoke a little about his  
 5 family, and I guess he was building bridges with his  
 6 family as -- building bridges, I say building bridges,  
 7 he was seeing his family once a week, so yes.  
 8 Q. That was, I think, on a Sunday?  
 9 A. Yes.  
 10 Q. You say in your statement that you never brought up his  
 11 offending, because he was a terrorist offender, and that  
 12 he never raised it either; is that right?  
 13 A. Yes, that's right.  
 14 Q. Did he ever speak about his time in prison and his  
 15 behaviour or experiences there?  
 16 A. No.  
 17 Q. How much did you know about what he was doing in the  
 18 periods between when you were seeing him? So you were  
 19 seeing him every fortnight or so for these discussions;  
 20 what did you know about what was happening in the  
 21 intervening time?  
 22 A. In regards to the approved premises?  
 23 Q. Yes, while he was at the approved premises?  
 24 A. The approved premises is staffed 24 hours a day, so  
 25 whilst he was in the approved premises he was being

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1 monitored by staff continuously.  
 2 Q. Did you hear anything about what they said about his  
 3 behaviour and how he was filling his time?  
 4 A. Yes, they would have -- they would have informed me.  
 5 Q. Do you remember anything about what they did say on  
 6 those subjects?  
 7 A. I just can't recall, but I ...  
 8 Q. Let's have a look at some of the Delius note entries  
 9 that you made?  
 10 A. Okay.  
 11 Q. {DC6062/2}. If we look towards the top of the page, we  
 12 see an entry made by your colleague, Ms Whitaker, on  
 13 2 January 2019, in which she refers to speaking to  
 14 Usman Khan about housing, and towards the bottom or so,  
 15 about his regular contact with his family, as you were  
 16 telling us?  
 17 A. Yes.  
 18 Q. And then under "Thinking and behaviours":  
 19 "We discussed the improvement plan earlier in the  
 20 residents meeting and Usman made some valid points and  
 21 some good contributions along with clarity for some of  
 22 the stages."  
 23 What was being discussed there?  
 24 A. That was -- it was an improvement plan that was being  
 25 developed and brought in to look at residents,

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1 improvements in their behaviour. So I'm just trying to  
 2 think about... so it was like if a resident was well  
 3 behaved — there was an incident with a resident, then  
 4 what would happen, we would work through this  
 5 improvement plan with them, so we would sit down with  
 6 the resident and say: this is how we want you to improve  
 7 your behaviour and we'll put some actions in place. So  
 8 we were discussing how this was going to be put in  
 9 place.  
 10 Q. And you also recorded, or rather your colleague  
 11 recorded, that Usman spoke about how he prided himself  
 12 on his timekeeping skills, and that was something he had  
 13 worked on in prison, and you reinforced that pride and  
 14 how important that skill would be?  
 15 A. Yes.  
 16 Q. Then {DC6062/5}, please, the same document, at the  
 17 bottom, can we see another example of a session the next  
 18 day — sorry, an example of an email you posted the next  
 19 day to Mr Skelton referring to a mentoring session where  
 20 the mentor had helped Usman to set up an email address,  
 21 bank account, and start an application for Universal  
 22 Credit?  
 23 A. Yes.  
 24 Q. So is it right that you were keeping an eye on the  
 25 mentoring sessions and how Usman was being helped by the

1 mentors?  
 2 A. Yes.  
 3 Q. And then {DC6062/9}, at the top, please. Can we see  
 4 that Ms Whitaker made an entry indicating that she too  
 5 had been helping Khan with setting up a bank account?  
 6 A. Yes.  
 7 Q. Then {DC6062/18}, please, the lower part of the page,  
 8 you made an entry for 25 January 2019, describing a walk  
 9 you had with Usman around the Stafford area. Do we see  
 10 that?  
 11 A. Yes.  
 12 Q. Then you record this:  
 13 "Usman was open in talking about himself before  
 14 custody, in that he believed he was an angry young  
 15 man..."  
 16 And then:  
 17 "... he wanted to be in a relationship with  
 18 a [woman] whose family were... against it..."  
 19 And that he'd got married in secret and that part of  
 20 his anger was because of his belief that he was subject  
 21 to racism?  
 22 A. Yes.  
 23 Q. Then he also referred to, according to this note,  
 24 becoming a mentor for young offenders?  
 25 A. Yes.

1 Q. So that's an entry for 25 January.  
 2 If we go to {DC6062/37}, please, and moving on in  
 3 time to the start of April, we can see that you make  
 4 an entry on 2 April, right at the bottom of the page; do  
 5 you see that? Right at the bottom, last row. 2 April,  
 6 Sharron Ford entry, and then over the page we see what  
 7 you say {DC6062/38}. Did Usman Khan refer to being  
 8 annoyed with his mentor, who I think was a new mentor?  
 9 A. Yes.  
 10 Q. Because the mentor was attending the gym with him?  
 11 A. Yes.  
 12 Q. Is that something you remember?  
 13 A. Yes.  
 14 Q. And there's also reference to Usman Khan being annoyed  
 15 about the mentor's apparent insistence that Khan had to  
 16 fit to his schedule?  
 17 A. Yes.  
 18 Q. And then {DC6062/39}, please, towards the top of the  
 19 page, an entry for 10 April 2019, it's the second entry  
 20 on the page, you make an entry that you attended the  
 21 library with Usman because he had been offered  
 22 an assessment day with Screwfix. Why were you going to  
 23 the library with him on that occasion?  
 24 A. I can only think that I went with him on that occasion  
 25 because his mentor wasn't available to go with him at

1 that time.  
 2 Q. So is it right that while he was at the approved  
 3 premises, if his mentor wasn't available, a keyworker  
 4 could help him to the library to have supervised access  
 5 to the internet?  
 6 A. Yes. If we were available.  
 7 Q. After somebody had moved out of the approved premises,  
 8 would they be able to draw upon that kind of assistance  
 9 from keyworkers?  
 10 A. No.  
 11 Q. And then if we go to {DC6062/41}, the bottom entry,  
 12 18 April 2019, do we see you made a note about  
 13 a discussion with him where he was speaking in clearly  
 14 positive terms about searching for a flat from June,  
 15 when he would be allowed to do so?  
 16 A. Yes.  
 17 Q. And did he also indicate, as you note here, that he was  
 18 doubtful he would be offered the Screwfix job because he  
 19 had had to disclose his offence?  
 20 A. Yes.  
 21 Q. You record discussing managing emotions. I think you  
 22 record him saying that he recognises he can sometimes  
 23 get annoyed about things at the same time he can manage  
 24 how he deals with that.  
 25 A. Yes.

1 Q. Then {DC6063/1}, which is the next set of Delius notes.  
 2 At {DC6063/11} towards the top of the page, 31 May 2019,  
 3 can we see here his curfew was going to be lifted from  
 4 early June 2019, and he was happy about that.  
 5 A. Yes.  
 6 Q. Then page 12 towards the bottom of the page {DC6063/12},  
 7 right at the bottom, entry for 18 June — I'm sorry,  
 8 an entry for 16 June. Again, you had had a session  
 9 walking around Stafford with him, and he was looking for  
 10 accommodation in the Stafford area, and he was also  
 11 pleased with a visit he had made to Whitemoor Prison?  
 12 A. Yes.  
 13 Q. Then page 15, please. In the upper part of the page you  
 14 record an entry, again, going to the library with him so  
 15 that he could check his Universal Credit account, again  
 16 assisting him with access to the internet?  
 17 A. Yes.  
 18 Q. And is this right: you record that he was pleased with  
 19 the construction skills course he had done and was  
 20 hoping to progress to a dumper truck course?  
 21 A. Yes.  
 22 Q. Then the next set of Delius notes, {DC5635/7}, do we  
 23 see — sorry, page 7. We see that you posted an email,  
 24 this is dated 13 September from Ken Skelton telling you  
 25 that Usman Khan has found a flat and is getting a copy

1 of the tenancy agreement?  
 2 A. Yes.  
 3 Q. Do you recall him then moving out of the approved  
 4 premises?  
 5 A. Yes.  
 6 Q. Did he ever come back?  
 7 A. He did.  
 8 Q. On how many occasions?  
 9 A. One.  
 10 Q. What was that occasion?  
 11 A. We were hosting a mental health wellbeing day and Usman  
 12 was invited back to take part.  
 13 Q. Did you speak to him on that occasion?  
 14 A. Yes.  
 15 Q. How did he seem on that day?  
 16 A. Really happy.  
 17 Q. Do we have, therefore, a correct impression that you  
 18 were having these sessions with him every couple of  
 19 weeks where you were discussing the kind of subjects  
 20 that we've seen recorded in the Delius notes?  
 21 A. Yes.  
 22 Q. During those sessions, you had a particular focus of  
 23 helping him with various practical matters?  
 24 A. Yes.  
 25 Q. Is it fair to say that you didn't witness any particular

1 behaviour that would give cause for concern?  
 2 A. No.  
 3 Q. But on the other hand, you are not specifically trained  
 4 to assess for risk of harm and that sort of thing?  
 5 A. No.  
 6 MR HOUGH: Thank you very much. Those are all my questions.  
 7 JUDGE LUCRAFT: I don't think anyone else has any questions,  
 8 Mr Hough. So thank you very much indeed for coming to  
 9 assist us. Thank you.  
 10 A. Thank you.  
 11 JUDGE LUCRAFT: Would that be a good point for us to break  
 12 for ...  
 13 MR HOUGH: It would, because the next two witnesses require  
 14 special measures.  
 15 JUDGE LUCRAFT: Very well. Well, it's just before  
 16 1 o'clock, Mr Hough. We'll reward ourselves with  
 17 a slightly longer lunch break than we might do  
 18 otherwise. We'll sit again at 2 o'clock. Only five  
 19 minutes. Thank you.  
 20 (In the absence of the jury)  
 21 MR HOUGH: Sir, given that our remaining two witnesses are  
 22 unlikely to absorb the entire afternoon, we will be  
 23 suggesting reading a number of the statements because  
 24 we're a little behind on our reading of evidence.  
 25 JUDGE LUCRAFT: Thank you. A gold star to Mr Pitchers for

1 getting the first Line of Duty reference in this week,  
 2 I think that's something, but we'll resist the  
 3 temptation of using any of the other Hastings phrases,  
 4 and joining in with Mr Moss, but we'll sit again at  
 5 2 o'clock.  
 6 (12.53 pm)  
 7 (The short adjournment)  
 8 (2.01 pm)  
 9 JUDGE LUCRAFT: Mr Hough, just before we have the jury back  
 10 in, a juror has a commitment on the 18th that I am very  
 11 keen for them to meet, so we won't sit on the 18th, but  
 12 I'm told by the juror that we can start at the normal  
 13 time on the 19th.  
 14 MR HOUGH: Thank you very much, sir, we will circulate  
 15 an amended timetable probably early next week which  
 16 takes account of that and any other developments over  
 17 the last week such as Ms Spilsbury being put off.  
 18 JUDGE LUCRAFT: Thank you very much.  
 19 (In the presence of the jury)  
 20 MR HOUGH: Sir, just before this witness is sworn, let me  
 21 say a few points for the benefit of all those watching  
 22 and listening.  
 23 This witness has been anonymised and is to be  
 24 referred to as "M1". No question should be asked  
 25 intending to seek his name. He has been the subject of

1 special measures so that while he can be seen by the  
 2 jury, interested persons and lawyers in this court, and  
 3 by accredited press in this court and the overflow  
 4 court, he cannot be seen by members of the public in the  
 5 overflow court, who will be behind a screen if they are  
 6 present.  
 7 JUDGE LUCRAFT: Yes.  
 8 MR HOUGH: Sir, you have made an order under section 11 of  
 9 the Contempt of Court Act prohibiting any publication  
 10 tending to identify M1 and postponing that until further  
 11 order, so no publication can be made which identifies  
 12 this gentleman in connection with the subject matter of  
 13 these Inquests. That also means that nobody in the  
 14 press can publish a photograph of him in connection with  
 15 the subject matter, nor can they give a physical  
 16 description of him. I make those points in case any  
 17 members of the press, for example, are watching for the  
 18 first time.  
 19 JUDGE LUCRAFT: Thank you, Mr Hough.  
 20 MR HOUGH: Could the witness perhaps be sworn.  
 21 M1 (affirmed)  
 22 JUDGE LUCRAFT: Good afternoon, sir. If you are happy to do  
 23 so, please feel free to remove your mask in the court.  
 24 If you want to keep it on, that's absolutely fine with  
 25 me, either way.

1 If you are happy to, please stand or sit, whichever?  
 2 A. I would prefer to sit, if I may.  
 3 JUDGE LUCRAFT: Then please do take a seat.  
 4 A. Thank you, sir.  
 5 JUDGE LUCRAFT: The only thing I'm going to say, and I say  
 6 this to everyone when they sit down, is we can have  
 7 a tendency to talk more quietly when we're seated but  
 8 the microphone that's on that desk should help to  
 9 amplify your voice so we can all hear what it is you  
 10 have to say.  
 11 Thank you.  
 12 Questions by MR HOUGH QC  
 13 MR HOUGH: Can you confirm that you're being referred to as  
 14 M1 for the purpose of these proceedings?  
 15 A. Yes, I am.  
 16 Q. You understand that I'm asking you questions first on  
 17 behalf of the Coroner, and that you may then have some  
 18 questions from other lawyers?  
 19 By background, did you work for The Unity Initiative  
 20 as a practical mentor between March 2018 and March 2019?  
 21 A. Yes, I did.  
 22 Q. In that capacity, did you act as a mentor for Usman Khan  
 23 from December 2018 to early March 2019?  
 24 A. Yes, I did.  
 25 Q. Before you became a mentor for The Unity Initiative,

1 what was the career which took up most of your life?  
 2 A. I was a police officer.  
 3 Q. Was that in the Metropolitan Police?  
 4 A. Yes, it was.  
 5 Q. Were you a police officer in fact for around 20 years?  
 6 A. That's correct.  
 7 Q. Covering a wide range of roles, including community  
 8 policing and public order?  
 9 A. That's correct.  
 10 Q. In general terms, can you describe what the role of  
 11 a mentor was for The Unity Initiative; what you would be  
 12 doing?  
 13 A. I would primarily make sure that that person would  
 14 obviously not breach any of their licensing conditions  
 15 and I would also make sure that they would be -- dealt  
 16 with the taskings that were given by the probation. So  
 17 they would be things like looking for jobs and helping  
 18 and assisting with accommodation.  
 19 Q. In practical terms, you would see an offender in the  
 20 community on a regular basis?  
 21 A. That's correct, sir.  
 22 Q. You would be looking to help them with various tasks  
 23 identified by the Probation Service, such as looking for  
 24 work and education and training?  
 25 A. Yes, sir.

1 Q. And would you also be seeking to provide guidance and  
 2 support for them more generally?  
 3 A. Yes, sir.  
 4 Q. At the end of each session would you be expected to  
 5 prepare an intervention session report setting out what  
 6 you had done and your reflections on the offender?  
 7 A. That's correct, sir, yes.  
 8 Q. What information were you given about Usman Khan before  
 9 you began acting as his mentor?  
 10 A. We were given a tasking document. That just detailed  
 11 very briefly the offences that had been convicted, as  
 12 well as the general tasking that was required.  
 13 Q. The jury have seen this document before, but we'll put  
 14 it on screen so that you can identify it as the document  
 15 you saw. {DC5639/1}. Is this the tasking agreement  
 16 that you were referring to?  
 17 A. Yes, sir.  
 18 Q. Do we see that it detailed Usman Khan's offences and  
 19 told you that he'd been convicted of terrorism offences  
 20 to do with making efforts to establish a training  
 21 facility for militants?  
 22 A. Yes, sir.  
 23 Q. Then over the page to {DC5639/2}, do we see that the top  
 24 of the page the document summarised the most recent ERG  
 25 assessment of Mr Khan's risk, telling you that his

1 current risk for engagement in extremism is medium, but  
 2 could increase on release, and identifying various high  
 3 risk situations?  
 4 A. That's correct.  
 5 Q. Then under "Noteworthy Risks", do we see that there's  
 6 reference to a "broadly supportive family", and to the  
 7 kind of support Mr Khan expected to receive from the  
 8 community?  
 9 A. That's correct, sir.  
 10 Q. And then do we see from the bottom of {DC5639/2}  
 11 Mr Khan's licence conditions set out in detail, the  
 12 licence conditions which you told us you were seeking to  
 13 ensure he would not break?  
 14 A. That's correct, sir.  
 15 Q. And then {DC5639/4}, please. Can we see that the  
 16 tasking agreement told you the main areas for  
 17 intervention: employment and training; accommodation;  
 18 and prosocial activities to aid reintegration into the  
 19 community.  
 20 A. That's correct, sir.  
 21 Q. Is it right that you were tasked with, first of all,  
 22 assisting Mr Khan with his job search, including  
 23 accompanying him to the Jobcentre, and accompanying him  
 24 to places where he could use the internet under your  
 25 supervision?

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1 A. That's correct, sir.  
 2 Q. And a second task to help him identify suitable  
 3 accommodation when he came to move on from the approved  
 4 premises?  
 5 A. That's correct, sir.  
 6 Q. And a third task to encourage what are described as  
 7 prosocial networks, ie engaging with hobbies and  
 8 friendship groups which would be supportive rather than  
 9 negative?  
 10 A. That's correct, sir.  
 11 Q. And we see that if we go down the page, that the tasking  
 12 agreement required the meetings to be two hours in  
 13 length, and to be either at the approved premises or in  
 14 the local area?  
 15 A. That's correct, sir.  
 16 Q. We can take that off screen now.  
 17 Did you, in fact, have two sessions with Usman Khan  
 18 while he was still an inmate at HMP Whitemoor?  
 19 A. Yes.  
 20 Q. Those were, I think, on 4 and 11 December 2018?  
 21 A. That's correct, sir.  
 22 Q. After release, how regularly would you see him?  
 23 A. It was twice a week.  
 24 Q. I think that was Mondays and Wednesdays?  
 25 A. Yes.

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1 Q. Between what times of the day would you see him?  
 2 A. I think from memory they may have been, I think, 12.00 –  
 3 2.00 or 11.00 – 1.00.  
 4 Q. I think it was primarily 11.00 until 1.00.  
 5 A. 11.00 – 1.00.  
 6 Q. Where would you meet him?  
 7 A. It would be in the approved premises.  
 8 Q. Would you stay there the whole time?  
 9 A. We would stay there kind of the majority of the time, it  
 10 depends what we would have to do on that particular day,  
 11 so we would either flick between the premises or we  
 12 would go to the library.  
 13 Q. Would you go anywhere else with him other than the  
 14 approved premises and the library, for example, to  
 15 a café or shopping?  
 16 A. Yes, we would go to a café, we would have some tea and  
 17 we would chat and discuss what we were going to do and  
 18 how he was doing in general.  
 19 Q. To see the format of one of your reports, let's see the  
 20 first you prepared, {DC6425/1}. This is a report  
 21 prepared for 4 December 2018, at Whitemoor Prison, if we  
 22 go down the page, so before release, and at the bottom  
 23 you give details of attending the prison.  
 24 Over the page, please {DC6425/2}. You give  
 25 an account of your discussion with Usman Khan,

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1 introducing the mentoring organisation, telling him that  
 2 you were there to ensure that there was a smooth  
 3 transition for him when he was released from prison?  
 4 A. That's correct, sir.  
 5 Q. And then you record he spoke about his personal  
 6 experiences, what he was planning to achieve, and in  
 7 that context, spoke about his creative writing, his  
 8 connections with Cambridge University, and that he was  
 9 looking at pursuing an academic career in combating  
 10 extremism.  
 11 A. That's correct, sir.  
 12 Q. That's what he told you from the start, was it?  
 13 A. Yes, sir.  
 14 Q. Now, you then raised employment, and accommodation, and  
 15 there was a discussion about avenues for looking at  
 16 work, and the time when he would be staying in the  
 17 approved premises.  
 18 A. That's correct, sir.  
 19 Q. Then down the page, please. Under "Ideological  
 20 mindset", you say that this was a topic raised by  
 21 Usman Khan himself, and you say that he spoke to you  
 22 about how he had had some sort of transformation since  
 23 he began writing, saying that he had — this had made  
 24 him open his eyes and that he didn't believe in the  
 25 rhetoric and legal fiction he used to believe in when he

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1 was younger?  
 2 A. That's correct, sir.  
 3 Q. And that he claimed to have challenged people who were  
 4 more extreme in prison.  
 5 A. That's correct, sir.  
 6 Q. And then we can take that down from the screen. If we  
 7 then go to {DC6427/1}, I think here we can see the first  
 8 report you made after his release, a session on  
 9 27 December 2018, just three days after he had been  
 10 released; do you see that?  
 11 A. Yes, sir.  
 12 Q. And then if you look to the bottom, the bottom of  
 13 page 1, we can see that you attended the approved  
 14 premises, and you were there for two hours.  
 15 Then over the page, please {DC6427/2}, in broad  
 16 terms, did you discuss with him, according to this  
 17 report, various logistical matters, arranging benefits  
 18 for him, a national insurance number, banking, that sort  
 19 of thing?  
 20 A. Yes, sir.  
 21 Q. And then down the page, please, under "Building  
 22 rapport", did you describe walking out with him into  
 23 Stafford town centre, around the shops, showing him  
 24 around, getting him used to the experience of going  
 25 round the shops, which would have been unfamiliar after

1 eight years in prison?  
 2 A. That's correct, sir.  
 3 Q. And then {DC6427/4}, is this right, there was a part B  
 4 to the form which — and if we go down the page has  
 5 various entries, under which you are asked to report on  
 6 various topics. The topics have been blacked out, in  
 7 simple terms, so that people can't use them to game the  
 8 system.  
 9 A. Correct, sir.  
 10 Q. Now, in broad terms do you discuss your conversations  
 11 with him, what he shared with you about his time in  
 12 custody, his time outside, and so on?  
 13 A. That's correct, sir.  
 14 Q. And then over the page, please, we see you discuss  
 15 social activities and practical matters such as  
 16 benefits, and down the page, his connection with his  
 17 family and so on?  
 18 A. That's correct, sir.  
 19 Q. So that's the format of your report, and you produced  
 20 one of these for each of your twice—weekly sessions?  
 21 A. That's correct, sir.  
 22 Q. You can take that off the screen.  
 23 Is it right that over the early sessions, so the  
 24 first part of 2019, you were mainly occupied with  
 25 assisting Usman Khan with these various logistical

1 matters?  
 2 A. That's right, sir.  
 3 Q. And did you go to the library with him, as had been  
 4 suggested in the tasking agreement, to supervise his use  
 5 of the internet?  
 6 A. That's correct, sir.  
 7 Q. During that use of the internet, did you detect any  
 8 behaviour of concern, in particular, in his use of the  
 9 internet, going to inappropriate sites or anything like  
 10 that?  
 11 A. No, sir, because I sat with him pretty much any time he  
 12 was there to avoid him going to any sites.  
 13 Q. While you were with him, did you also, as we've seen,  
 14 have general discussions in order to build rapport with  
 15 him?  
 16 A. That's correct, sir, yes.  
 17 Q. To make a connection.  
 18 What did you understand to be his contact and  
 19 connections with his family?  
 20 A. I knew that he was in contact with them and I knew that  
 21 he had arranged a couple of visits with them. I think  
 22 there was one visit which I'm not sure, again, from  
 23 memory that it might have been cancelled, but he used to  
 24 seek permission from probation in order to see his  
 25 family, but he said that he had a good relationship with

1 them.  
 2 Q. Did he also tell you about his connections with  
 3 Cambridge University and the Learning Together  
 4 programme, which we saw referred to in your first  
 5 report?  
 6 A. Yes, sir, he did, yes.  
 7 Q. What did he say about that?  
 8 A. He said that he really enjoyed being a part of it, he  
 9 enjoyed the writing, and he was looking to pursue  
 10 something a bit more long term and he felt empowered by  
 11 it.  
 12 Q. How did he appear in his search for work; what was his  
 13 attitude to that?  
 14 A. His general attitude was, you know, I'm willing to do  
 15 anything and everything, provided I can get some ID. So  
 16 that was the whole purpose of getting the driver's  
 17 licence and the National Insurance, so it would kind of,  
 18 like, give him some documentation, because without any  
 19 documentation he wasn't able to get any jobs. But he  
 20 was open to anything and everything. There wasn't  
 21 anything specific that he was wanting to do.  
 22 Q. As far as you could tell, what did he do to fill his  
 23 time in the few days between each of your sessions?  
 24 A. I think, or I assume, that he probably spent most of it  
 25 probably looking at writing within his journal about

1 what he was doing and stuff, and I think there was  
 2 a couple of times he used to go out, possibly by  
 3 himself.  
 4 Q. Just walking around town?  
 5 A. Yes, probably just walking around, getting used to his  
 6 surroundings.  
 7 Q. Did he also use the gym while you were dealing with him?  
 8 A. I think he might have had access to a gym.  
 9 Q. Were you aware of him actually using it, though?  
 10 A. I think he may have done. I remember going past a gym  
 11 and I think he probably had membership, but I'm not sure  
 12 if it had closed down.  
 13 Q. I think we've heard that one gym that he was using, or  
 14 intending to use from January, closed down.  
 15 A. Ah.  
 16 Q. And that he then joined another gym towards the end of  
 17 your time of working with him; does that ring a bell?  
 18 A. Yes, that does, yes.  
 19 Q. Were you aware of any concerns that he might not be  
 20 complying with any of the licence conditions which were  
 21 on the tasking agreement?  
 22 A. None of them were made to me at that time. I thought he  
 23 was complying with them quite stringently.  
 24 Q. How was your relationship with him? How did you get on  
 25 with him?

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1 A. I thought — I thought we got on well, you know, we had  
 2 a good rapport. There was nothing that suggested  
 3 anything otherwise. We didn't have any debates or  
 4 arguments or anything like that. I was very supportive  
 5 towards him and he, at that stage, was very grateful for  
 6 the help and support.  
 7 Q. I would like to discuss one incident, which arises from  
 8 your reports, this one towards the end of your time with  
 9 him, on 4 March 2019. May we have up {DC6446/1}. We  
 10 can see this is a report for a session on 4 March, and  
 11 then {DC6446/2}, please, under the words "MAPPA  
 12 Meeting", you record this:  
 13 "[Usman Khan] informed me there was a MAPPA meeting  
 14 that was due to take place this month. He was not sure  
 15 of the date, however, he wanted to make some  
 16 representations regarding his licence conditions. He  
 17 was advised that all issues or queries regarding his  
 18 licence conditions should be addressed to his Probation  
 19 Officer."  
 20 And then:  
 21 "He acknowledged this, he then explained what  
 22 conditions he wanted to have changed."  
 23 Then if we go to {DC6446/4}, please, in the middle  
 24 of the page, reporting on him you write this:  
 25 "[Usman Khan] was in a good mood, however he started

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1 to use the term 'Akhi' (Brother) when he was talking  
 2 about his extended family, he was quite angry about the  
 3 licence conditions, but he suddenly realised that he got  
 4 angry and calmed down and stated that today was a good  
 5 session, so as not [to] show his anger to me."  
 6 Is this an episode you remember?  
 7 A. Yes.  
 8 Q. Can you describe it in your own words? I appreciate  
 9 that these are your own words, but your own words from  
 10 your memory?  
 11 A. Yes, it was — I think it was actually in the library,  
 12 we'd gone to the library to use the computer for  
 13 something, and I think he got a negative response from  
 14 the probation, and I think it was something to do with  
 15 his licensing conditions, but what was worrying at that  
 16 time was his reaction towards it, because it was very —  
 17 it was totally out of character, because whenever I used  
 18 to see him, he always used to refer to me as "akhi",  
 19 "bro", he was very calm, he was very relaxed. But when  
 20 he got this negative response, and I can't remember  
 21 which particular condition it was, his whole, whole  
 22 demeanour actually changed, and it was actually quite  
 23 frightening when I saw it at that particular point.  
 24 Q. Can you describe how it changed? How this change  
 25 manifested itself?

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1 A. Yes, it manifested itself in terms of his facial  
 2 expression, because he'd got, he'd kind of like — going  
 3 from somebody's face who was very nice, calm, relaxed,  
 4 to when he got it was like, he was, like, really angry  
 5 and you could see his face get really tight and his eyes  
 6 kind of, like, really intent—looking, and he realised  
 7 that I'd seen him and then he just quickly tried to  
 8 downplay it and said: oh, no, no, you know, it's okay,  
 9 these things happen, it's okay.  
 10 Q. Did you explore that with him at all in the discussions  
 11 that day or the next session?  
 12 A. From memory, I can't particularly remember.  
 13 Q. In your witness statement, for the lawyers it's  
 14 {WS0641/2} but we don't, I think, need it on screen, you  
 15 say this: that he got a negative response of some kind  
 16 when using the internet, and then you say:  
 17 "I saw him completely change his demeanour. He went  
 18 from his normal calm self, which was along the lines of  
 19 'Oh hello, all right bro, yeah, yeah, oh no everything's  
 20 fine, everything's cool, it's okay' ... [and so on] ...  
 21 to suddenly change. In my opinion he had hate in his  
 22 eyes and a real evil intent that I saw emerge  
 23 straightaway. He got this negative response and he  
 24 became angry and vocal, which was totally out of  
 25 character from what I'd seen up to this moment. He

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1 spotted me looking at him and then suddenly changed  
 2 back, saying something like 'Oh yeah, yeah, but these  
 3 things are okay...'.  
 4 And so on. Is that an accurate account of what you  
 5 saw?  
 6 A. Yes, sir, yes.  
 7 Q. Can you see that the report you gave, and if we put it  
 8 back on screen, {DC6446/4}, the middle, you wrote:  
 9 "He was quite angry about the licence conditions...  
 10 realised that he got angry and calmed down..."  
 11 That is a much less forceful description than what  
 12 you said in your witness statement, "Hate in his eyes  
 13 and a real evil intent that I saw emerge straightaway";  
 14 can you see the difference?  
 15 A. Yes, and I can explain that.  
 16 Q. Please.  
 17 A. The reason being is that -- this is what we were taught,  
 18 is that in terms of the form there's two parts to it,  
 19 there's a front part and then there's the back part,  
 20 part A and part B. I assume that this part I'm looking  
 21 at now, is this part B, which is at the back?  
 22 Q. It is.  
 23 A. Right, okay. We were told that, basically, this  
 24 information gets seen by all the parties and for us to  
 25 report any particular issues that we have, and obviously

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1 I did report it at that particular time. I was  
 2 probably -- bearing in mind that this is going to go out  
 3 to everybody, I would have thought that I would have at  
 4 least been questioned on that so I wasn't too -- very  
 5 explicit, thinking that, look, this is a complete  
 6 change, somebody's going to speak to me about this.  
 7 Q. But didn't you think, if this is going to go out to lots  
 8 of people who need to know about Usman Khan --  
 9 A. Yes.  
 10 Q. -- that you, a former police officer, needed to set it  
 11 all down in detail and explain this real anger and  
 12 hatred that you had detected rather than toning it down,  
 13 do you see?  
 14 A. Right. So I didn't tone it down, so if there are any  
 15 issues that are particularly raised in the interventions  
 16 then those are referred back to our line manager and the  
 17 particular manager, and I had raised this particular  
 18 issue with them.  
 19 Q. Was that with Mr Greenough?  
 20 A. I can't remember his surname, but whoever was the line  
 21 manager at that time.  
 22 Q. Can you remember his first name?  
 23 A. Was it Shaun?  
 24 Q. Yes, that would be Mr Greenough.  
 25 A. Right, okay, yes.

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1 Q. Now, is it right that when filling out this form you  
 2 have the opportunity to tell the reader if there's any  
 3 threat that you perceive, based upon your training and  
 4 experience?  
 5 A. Yes. Yes.  
 6 Q. You didn't indicate that you felt a specific threat at  
 7 this point, did you?  
 8 A. That's correct, yes. There wasn't a threat to anybody,  
 9 or to myself.  
 10 Q. I think we can take that off screen. Is it right that  
 11 you resigned from The Unity Initiative in March 2019?  
 12 A. That's correct, sir, yes.  
 13 Q. Is it correct that your resignation had nothing to do  
 14 with Usman Khan?  
 15 A. That's correct, yes, absolutely nothing.  
 16 Q. Was your last session on 7 March 2019?  
 17 A. Yes, I believe so.  
 18 Q. In the run-up to that last session was there any falling  
 19 out between you and Usman Khan?  
 20 A. No, not at all.  
 21 Q. So if we hear from anyone else that Khan told others  
 22 that he hadn't been getting on with you, that wouldn't  
 23 be true?  
 24 A. No, sir, not at all.  
 25 MR HOUGH: Thank you very much. Those are all my questions.

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1 A. Okay.  
 2 Questions by MR BOYLE  
 3 MR BOYLE: Good afternoon. You haven't seen me yet, I am  
 4 Richard Boyle, I appear on behalf of the Home Office and  
 5 the Ministry of Justice.  
 6 JUDGE LUCRAFT: Thank you very much, Mr Boyle.  
 7 MR BOYLE: Slightly confusingly, I'm another form of  
 8 Ms Whitelaw and Ms Leek.  
 9 JUDGE LUCRAFT: Yes.  
 10 MR BOYLE: M1, good afternoon.  
 11 A. Good afternoon.  
 12 Q. Can I just take you to your next session report after  
 13 the one we've just been discussing. So could we have  
 14 {DC6447/1} on the screen, please. Thank you. And you  
 15 will see the date there as 7 March 2019, so it's  
 16 three days after the one that we've just been talking  
 17 about where Usman Khan expressed frustration with his  
 18 licence conditions?  
 19 A. Yes.  
 20 Q. And can we just turn to {DC6447/2} of that document, and  
 21 I'm looking at the top half. Do you see there it says:  
 22 "Licence conditions ...  
 23 "[Usman Khan] was excited to see me, and he stated  
 24 that he was waiting to tell me the good news."  
 25 And then he talks about his licence conditions?

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1 A. Yes.  
 2 Q. So do you see there he says that he was happy that his  
 3 licence conditions had been changed?  
 4 A. Yes.  
 5 Q. And can we please look at {DC6447/4} as well. Thank  
 6 you. And I'm just looking it at the top box there.  
 7 Three days later:  
 8 "[Usman Khan] was in a good mood, he was totally  
 9 calm throughout the intervention and was fully engaged."  
 10 Wasn't he?  
 11 A. Yes.  
 12 Q. So does that accord with your impression of the last  
 13 meeting you had with him?  
 14 A. When you say does it accord, meaning ...?  
 15 Q. Yes, is that in line with your memory of the event?  
 16 A. Yes, that is right.  
 17 Q. In the report for the session before --  
 18 A. The one dated the 4th?  
 19 Q. Yes.  
 20 A. Yes.  
 21 Q. You also talked about Usman Khan's involvement with  
 22 Cambridge University.  
 23 A. Yes.  
 24 Q. And you've already told Mr Hough about how he saw that  
 25 as a positive in his life. In your report you said that

1 he referred to Cambridge as his friends and associates.  
 2 A. Yes.  
 3 Q. Do you remember him using that language?  
 4 A. Yes.  
 5 MR BOYLE: Thank you.  
 6 Thank you, I don't have any further questions.  
 7 JUDGE LUCRAFT: Thank you very much, Mr Boyle. I don't  
 8 think there are any others.  
 9 MR HOUGH: Thank you, M1. That is all the questioning we  
 10 have for you. Thank you for coming to give evidence.  
 11 A. Thank you, sir.  
 12 JUDGE LUCRAFT: Thank you very much.  
 13 MR HOUGH: It may take another couple of minutes before our  
 14 next witness can be brought in because he too is  
 15 an anonymous witness.  
 16 JUDGE LUCRAFT: Yes, and I think to be known as M2.  
 17 MR HOUGH: Yes, entirely logical, M2.  
 18 (Pause).  
 19 M2 (affirmed)  
 20 JUDGE LUCRAFT: Good afternoon, M2. If you are happy to  
 21 stand, please stand. If you wish to take a seat, please  
 22 take a seat. It's a matter entirely for you: if you  
 23 wish to remove your mask, that's fine, otherwise leave  
 24 it on, I am happy either way. The microphone in front  
 25 of you will help amplify your voice and before we

1 started this afternoon, Mr Hough, who will be asking you  
 2 some questions in a moment, set out the general special  
 3 measures which apply to you as much as they do to the  
 4 previous witness; all right?  
 5 A. Thank you.  
 6 Questions by MR HOUGH QC  
 7 MR HOUGH: Yes, just to reiterate the main points from those  
 8 in case any journalists have come into the overflow  
 9 court. You are being anonymised and referred to as  
 10 "M2". No question may be asked tending to reveal your  
 11 name. Your name and identifying details about you,  
 12 including your image, may not be published in connection  
 13 with the subject matter of these Inquests, and that is  
 14 subject to an order under section 11 of the Contempt of  
 15 Court Act 1981.  
 16 First of all, can you confirm that you are, indeed,  
 17 being referred to as M2 for these proceedings?  
 18 A. Yes.  
 19 Q. As you know, I'm asking you questions first on behalf of  
 20 the Coroner and you may then have some questions from  
 21 others.  
 22 Did you work for The Unity Initiative as a mentor  
 23 from early 2018?  
 24 A. Correct.  
 25 Q. While you were doing that job, did you act as a mentor

1 for Usman Khan between mid-March 2019 and  
 2 late August 2019?  
 3 A. Correct.  
 4 Q. The jury have heard a little about the role of a mentor,  
 5 what it involved doing. What was your understanding of  
 6 what, in general terms, mentoring involved?  
 7 A. So the process of mentoring was helping the person adapt  
 8 to the outside world after they had been inside, and  
 9 also changing their views to be adaptive to the outside  
 10 world and in a safe manner as well. But at the same  
 11 time of doing that, my job was also to investigate and  
 12 to see what their views are and if they still had  
 13 negative views was to improve those views and to show  
 14 them how they should behave in the outside world.  
 15 Q. Would you have regular intervention sessions where you  
 16 would meet the offender, speak with them, and do various  
 17 things with them?  
 18 A. Correct. So the sessions would be twice a week,  
 19 two hours, and there would be numerous stuff that we  
 20 would follow regarding job searching, career-based, just  
 21 to improve in life and to give them that support.  
 22 Q. Turning to your dealings with Usman Khan, we know that  
 23 you were appointed as his mentor following the  
 24 resignation from The Unity Initiative of his previous  
 25 mentor. Were you aware at the time that that's why you

1 were being brought on board?  
 2 A. Correct.  
 3 Q. How much preparation time did you have before you had to  
 4 do your first session with him?  
 5 A. I can't remember exactly how much, but it would have  
 6 been roughly three days.  
 7 Q. What were you given or what were you told by way of  
 8 background about him before you began doing sessions  
 9 with him?  
 10 A. I didn't know much about him before, but my  
 11 understanding was that he had fell out with his previous  
 12 mentor and I was there to take over and carry on the  
 13 role.  
 14 Q. Were you provided with the tasking agreement in relation  
 15 to him?  
 16 A. I can't remember exactly, but I don't believe it was  
 17 handed over immediately, but I did receive it,  
 18 I believe, after the first session.  
 19 Q. Let me put it on screen in case it refreshes your  
 20 memory. {DC5639/1}. If you look on screen, it was  
 21 a document which described Usman Khan's offences, what  
 22 he'd been imprisoned for, and told you that he had been  
 23 imprisoned for trying to raise funds to establish  
 24 a terrorist training camp in Kashmir.  
 25 And it went on, over the page, {DC5639/2} to give

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1 details of noteworthy risks, an account of Khan's  
 2 relationship with his family and, from the bottom of the  
 3 page, a list of his numerous licence conditions.  
 4 Then page 4, please {DC5639/4}, details of the areas  
 5 for intervention.  
 6 A. That's the only page that I had, was based on what his  
 7 restrictions were, certain locations he had to go, and  
 8 what time he had to be back at the approved premises.  
 9 Q. Were you told about his offending, what he had done to  
 10 get him into prison?  
 11 A. It was very brief.  
 12 Q. What were you told?  
 13 A. If you go back to the first page {DC5639/1}.  
 14 Q. Page 1, please.  
 15 A. Yes. So I was told briefly about the first paragraph.  
 16 Q. So that he had committed an offence of engaging in  
 17 conduct in preparation for acts of terrorism, including  
 18 travelling to and attending operational meetings,  
 19 fundraising for terrorist training, preparing to travel  
 20 abroad or assist others to travel abroad, and engaging  
 21 in training for acts of terrorism?  
 22 A. Correct.  
 23 Q. You had been told that. Are you telling us that you  
 24 hadn't in fact received the full tasking agreement?  
 25 A. No.

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1 Q. Did you later receive a copy of that full agreement?  
 2 A. No.  
 3 Q. Were you supplied with reports from the previous mentor?  
 4 A. No.  
 5 Q. Were you ever supplied with those reports?  
 6 A. No.  
 7 Q. If we go, please, to {DC6448/1} we will see the details  
 8 of your first session. Can we see that your first  
 9 session was on 14 March 2019, going to the approved  
 10 premises in Stafford between 4.20 and 6.20 in the  
 11 afternoon.  
 12 A. Correct.  
 13 Q. Then if we go to the bottom of the page, you record that  
 14 this was your first meeting with him, that you entered  
 15 the approved premises, you were introduced to  
 16 Usman Khan, and that after about an hour of discussing  
 17 issues and progress, you went out to get something to  
 18 eat, and then later agreed to meet on Thursday of that  
 19 week; yes?  
 20 A. Yes.  
 21 Q. And then {DC6448/2}, please. Can we see that you  
 22 discussed Usman Khan's passion for the gym and spoke  
 23 about types of work he could do and what sorts of work  
 24 he might be interested in?  
 25 A. Correct.

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1 Q. In answer to your question about what type of work he  
 2 was allowed to do, you record he replied mainly  
 3 warehouse or industrial jobs?  
 4 A. Yes.  
 5 Q. And then {DC6448/4}, please, we see a more detailed  
 6 account of your discussions, and you record that since  
 7 being released, Usman Khan had been trying to progress  
 8 to get into courses and find work. You told him to be  
 9 patient but that it was great he was enthusiastic.  
 10 Then, further down the page, can we see in the next  
 11 paragraph you record he told you that he had initially  
 12 been closed up and anti-authority while in prison, but  
 13 that after reading positive books in segregation, he  
 14 could connect with himself, see the way he'd been  
 15 behaving, and been able to change his behaviour and  
 16 become a positive person. So he was giving you  
 17 a positive narrative of change?  
 18 A. Correct.  
 19 Q. And then you describe his offending history, and you  
 20 write this:  
 21 "He spoke of his journey, he went to Pakistan to  
 22 study but ran out of funding therefore came back to  
 23 England. Once he arrived in England, he thought of  
 24 an idea which was to open a mosque in Pakistan which  
 25 could bring him an income and at the same time he could

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1 ... study in Pakistan. However, while [Usman Khan] was  
 2 looking for funding, he ended up mixing with the wrong  
 3 people to fund it for the wrong reasons. [He] explained  
 4 some of the people were part of the circle of Anjem  
 5 Choudary and had planned other things. I asked  
 6 [Usman Khan] if he was aware of the illegal activity,  
 7 [Usman Khan] said that he admits everything. I asked  
 8 what he meant. [Usman Khan] replied well I knew they  
 9 were up to something, I needed money so at the time  
 10 I did not care what they were doing as long as it was  
 11 funded, also it would have provided me with money."  
 12 Did it strike you that the account he was giving was  
 13 rather playing down what he had done, given what he had  
 14 been convicted of?  
 15 A. Yes. But, like I said, my role was to investigate what  
 16 his views are and what his side of the story is, and  
 17 then it's for me to put in a report to then hand it  
 18 forward.  
 19 Q. Since you were trying to move him to more positive  
 20 behaviour, was it any part of your role to challenge  
 21 him?  
 22 A. It was, but however, as you saw on -- this is my first  
 23 report, so my main objective is to find out the history  
 24 of the person and then obviously in the future sessions,  
 25 which you'll probably come across in the next following

1 reports, where we were working on that.  
 2 Q. If we look at {DC6448/5}, please, about a third of the  
 3 way down the page, can we see that he spoke in very  
 4 positive terms of his connection with Cambridge  
 5 University, and the course he was doing with them and  
 6 wanted to continue with?  
 7 A. Correct.  
 8 Q. And then over the page, please {DC6448/6}. Do you  
 9 record a series of positive features that Usman Khan had  
 10 explained he had changed the way he thinks and behaves,  
 11 demonstrated willingness to speak openly of personal  
 12 matters, wanted to move on and make progress in his  
 13 life, and so on?  
 14 A. Correct.  
 15 Q. It sounds like this was a positive first session?  
 16 A. Correct.  
 17 Q. During these early sessions, what did Usman Khan say  
 18 about his previous mentor and their relationship?  
 19 A. The way he came across was that the previous mentor was,  
 20 how would I explain it, pressurising him to get  
 21 an answer how he would behave in certain situations. So  
 22 he kept asking him "What if, what if, what if". So  
 23 from -- that kind of ruined their relationship, and from  
 24 then onwards they didn't really get along, hence why  
 25 I came.

1 Q. Can I ask you about some episodes of -- from your  
 2 various sessions with him over the months from March  
 3 to August 2019? So, first of all, {DC6454/4}. This is  
 4 a session from 5 April 2019, and at the bottom of the  
 5 page in about the fourth paragraph up you refer to  
 6 a discussion about a recruitment email exchange, and he  
 7 expressed concern about his ability to travel to the  
 8 location. You asked him if it was a bit too far to  
 9 travel and he replied with an attitude that he was going  
 10 to put this forward to probation. Then you say this:  
 11 "I replied that was fine and not a problem. After  
 12 I had asked this question, I noticed [Usman Khan's]  
 13 attitude becoming very negative and rude. [Usman Khan]  
 14 mentioned I am going to tell probation before you put it  
 15 in your reports, I advised [him] to calm down and told  
 16 him that I appreciated the fact he may have had a bad  
 17 experience with the previous mentor, but I was not the  
 18 same."  
 19 So is it right that when you just questioned whether  
 20 a job might be a bit too far to travel in light of his  
 21 licence conditions and restrictions, he fired back at  
 22 you with an initially angry response?  
 23 A. Correct.  
 24 Q. Then next question, {DC6457/6}. This is your report of  
 25 15 April 2019, the second and third paragraphs you

1 record that you met Usman Khan, he replied coldly that  
 2 he was ok, and that in the library Khan had been getting  
 3 frustrated that you were taking notes of what websites  
 4 he was visiting, and you explained that you had to do  
 5 your job properly and he was content with that  
 6 explanation.  
 7 Down further:  
 8 "Once we left the library [Usman Khan] started to  
 9 complain why he has been behaving negatively and  
 10 distantly. [He] explained that he had put all his trust  
 11 in the previous mentor. [He] felt the previous mentor  
 12 was interrogating him as he would only ask [Usman Khan]  
 13 questions and not answer any of [Usman Khan's]  
 14 questions."  
 15 Once again, the way you describe it suggests him  
 16 becoming suddenly frustrated by something, you doing  
 17 something related to your job, namely taking notes of  
 18 the session?  
 19 A. Correct.  
 20 Q. And then {DC6469/5}, this is an entry from the next  
 21 month, 27 May 2019. If we go to the penultimate  
 22 paragraph, so down the page, you're speaking about  
 23 religion, you write this:  
 24 "[Usman Khan] explained that before he was convicted  
 25 and went to prison, he used to work on a stall trying to

1 convince people to convert to Islam. [Usman Khan]  
 2 explained once he walked past a stall promoting the  
 3 religion Christianity. The person asked if [Usman Khan]  
 4 reads the bible, [Usman Khan] explained at this stage he  
 5 was reading the bible. A crowd gathered as [Usman Khan]  
 6 led a debate with this person. [Usman Khan] started  
 7 asking the person what the surnames of some of the names  
 8 that were mentioned in the Bible which the person could  
 9 not answer. The person ended up packing his stall and  
 10 leaving the area."  
 11 Did Usman Khan seem to derive some sort of pride  
 12 from this account?  
 13 A. At the time he was explaining it?  
 14 Q. Yes.  
 15 A. Correct.  
 16 Q. Pride from this incident when he was on the da'wah  
 17 stalls and confronting somebody running a stall to do  
 18 with Christianity?  
 19 A. Correct.  
 20 Q. {DC6471/5}, a report you made from a session on  
 21 13 June 2019. And on this occasion he refers to a visit  
 22 he had just had to HMP Whitemoor, I think a day or so  
 23 before.  
 24 A. Correct.  
 25 Q. And you write:

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1 "[Usman Khan] explained the main purpose of the  
 2 event was to bring technology to prisons for inmates so  
 3 they can complete educational courses. He summed up the  
 4 event as important and networked with a lot of very  
 5 important people in high places."  
 6 The way you write this, it appears that he was  
 7 deriving some sort of satisfaction or status from this  
 8 description; is that right?  
 9 A. Correct.  
 10 Q. Then the next session but one, {DC6474/6}, this is your  
 11 set of notes from a session on 21 June 2019, we see that  
 12 in the third paragraph there was an incident where, by  
 13 error, Usman Khan's Universal Credit account was going  
 14 to be closed down. He got a message on the computer  
 15 about this.  
 16 A. Correct.  
 17 Q. And you write:  
 18 "[Usman Khan] started panicking how could this be  
 19 possible. I asked... if he wanted to go to Jobcentre to  
 20 speak to them, Usman Khan replied rudely obviously  
 21 I need to get this resolved. I knew [he] was annoyed so  
 22 I just followed him to the Jobcentre."  
 23 So was that another flash of annoyance?  
 24 A. Yes, correct.  
 25 Q. And then {DC6478/6}, this is a report you wrote for

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1 a session on 4 June 2019. If we go to the very last  
 2 paragraph, you write this:  
 3 "At [a restaurant which we don't need to know the  
 4 name of], [Usman Khan] and I were discussing diesel,  
 5 electric and hydrogen vehicles. [Usman Khan] said that  
 6 there is nothing better and stronger than Kalashnikovs  
 7 and diesel cars as they are the most reliable. I asked  
 8 [Usman Khan] why he believes that, [Usman Khan] replied  
 9 diesel vehicles are bulletproof and Kalashnikovs you can  
 10 bury them in the ground and still use them later."  
 11 Of course we all know Kalashnikovs are a form of  
 12 assault rifle.  
 13 Then finally this, {DC6485/3}. This is your last  
 14 session on 20 August 2019, {DC6485/3}, please. If we  
 15 look at the penultimate paragraph, you were trying to  
 16 help Usman Khan in relation to a house-share -- to  
 17 a housing website, and discussing house-sharing. When  
 18 you tried to attract his attention, he replied rudely  
 19 and aggressively.  
 20 Then at {DC6485/4}, please, the final paragraph, do  
 21 we see this:  
 22 "[Usman Khan] explained due to lack of [education]  
 23 opportunities people end up in all sorts of crime for  
 24 money including terrorism. [Usman Khan] explained how  
 25 he fell for a dodgy business plan that caused him to go

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1 inside, which he did not care at the time as he needed  
 2 money."  
 3 Once again, did you think that this was a rather  
 4 implausible explanation for his offending, that he'd  
 5 fallen for a dodgy business plan?  
 6 A. Correct.  
 7 Q. I've shown you those various entries just to set up  
 8 a series of questions that follow.  
 9 First of all, are those all accurate records of  
 10 incidents that happened when you were dealing with him?  
 11 A. Correct.  
 12 Q. It seems that there were a number of occasions where he  
 13 reacted with sudden rudeness or aggression to fairly  
 14 anodyne comments you made?  
 15 A. Correct.  
 16 Q. Was that a theme?  
 17 A. Yes.  
 18 Q. Was that something he tended to do?  
 19 A. Yes.  
 20 Q. If we can take that off screen.  
 21 As far as I can tell from your reports, there's no  
 22 sign that he ever spoke about his previous offending in  
 23 any kind of open and honest way?  
 24 A. No.  
 25 Q. But did give a couple of accounts of it which, as you've

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1 told us were, on the face of it, somewhat implausible.  
 2 A. At the beginning, yes.  
 3 Q. How did you find him emotionally, how he reacted to  
 4 discussions with you?  
 5 A. It would vary numerous times, so as explained before,  
 6 you'd start a session, it would go up, or sometimes it  
 7 would start the opposite way and then you would work on  
 8 it and then it would end up the opposite way by the end  
 9 of the session.  
 10 With him, it was always a bumpy ride, it would never  
 11 be stable, because with all my other cases, you work on  
 12 it, you can see the results, you can see the  
 13 improvements, they are very grateful. With him it was  
 14 an ongoing battle in trying to improve.  
 15 Q. Now, in your witness statement, you described him often  
 16 reacting in an unpredictable or aggressive manner to  
 17 your discussions with him, and you cite a number of the  
 18 examples we've looked at; is that right?  
 19 A. Correct.  
 20 Q. That's the bottom of page 4 of the witness statement for  
 21 the lawyers.  
 22 At the top of page 5 you say that another aspect of  
 23 your dealings with him was you noticed that he would  
 24 apply for inappropriate job roles; is that right?  
 25 A. Correct.

1 Q. In what way were they inappropriate?  
 2 A. So in terms of his briefing, it was he could only do  
 3 warehouse sort of jobs where he had no personal dealings  
 4 or no phone call dealings with other people. So he  
 5 would also always try his luck, because I would always  
 6 be there monitoring what sort of jobs he can apply, and  
 7 he would apply for construction jobs or customer service  
 8 role jobs, where he's on the phone to a numerous amount  
 9 of people, which would always have been against his  
 10 licence, but that was his way of pushing it, and when  
 11 I would challenge it and tell him: you can't apply for  
 12 it, he would say: that's for probation to decide, and  
 13 that's what he used to do.  
 14 Q. You say this in your statement, again, this is at the  
 15 top of page 5 of your statement for the lawyers:  
 16 "He was very manipulative, if he wanted to get  
 17 something he would tell people different things and  
 18 create stories to get what he wants."  
 19 A. Correct.  
 20 Q. What did you mean by that? What examples did you have  
 21 in mind?  
 22 A. So one prime example was after -- so at the beginning,  
 23 as you saw in this statement, he liked -- he enjoyed  
 24 going to the gym, so to break the ice with the previous  
 25 mentor and to build a better relationship at the

1 beginning and to work on the future, I decided to work  
 2 the sessions around going to the gym to build  
 3 a relationship to then improve.  
 4 After him telling me that he was enjoying the  
 5 sessions, going to the sessions, he then went and told  
 6 probation officers that I was forcing him to go to the  
 7 gym sessions, and when we eventually did have the  
 8 meeting at the police station with numerous other  
 9 authorities, we all sat down and we spoke about the gym  
 10 session issue, and it's only then as we sat down, we all  
 11 gathered that he was doing the same thing between all of  
 12 us. So he would complain about the probation officer to  
 13 someone else, then again he was complaining about the  
 14 gym sessions to someone else, and then again he'll come  
 15 to me complaining about the probation officer. It was  
 16 just a circle of complaints.  
 17 Q. In your witness statement, you also speak about what he  
 18 said of his youth, and in particular, you referred to  
 19 the fact that he'd described being subject to racist  
 20 bullying in his youth, obviously a very serious matter.  
 21 Did you believe his accounts of that?  
 22 A. In this sort of job role, I wasn't there for him when he  
 23 was growing up, so I can only go by what someone tells  
 24 me, but it's not always a true fact. It's something  
 25 I can only work with, but you also have to think outside

1 the box.  
 2 Q. And you say in the context of your sessions with him at  
 3 the gym, that when you spoke with him about what you  
 4 were doing there, about weights and so on, if you didn't  
 5 agree with him and be the yes man for him, that would  
 6 trigger a response; what sort of response?  
 7 A. So in the gym he wanted to do his own sessions, but what  
 8 I felt with him was, he always tried to be manipulative  
 9 and play the alpha role. So before I met him, he used  
 10 to brag that he could lift 200 kilos in the gym, and  
 11 when we did end up going to the gym he wasn't able to  
 12 lift more than 20, 30, so it was just -- and even after  
 13 the statement that you had up, he couldn't manipulate me  
 14 in that way, he then tried to manipulate in the martial  
 15 arts sort of term, but I'm also very experienced in  
 16 martial arts so he had no luck in that. But he was just  
 17 trying to move around and find something that he could  
 18 show he was the alpha role.  
 19 The same with, for example, the job searching. He  
 20 was told he could only apply for certain jobs but he  
 21 wanted to push for the alpha role to show that he could  
 22 apply for those certain jobs, but they weren't granted.  
 23 Q. What caused your role as a mentor to come to an end  
 24 in August 2019, as far as you knew?  
 25 A. Well, at the beginning I had some health issues,

1 I wasn't able to carry out two of the sessions, and then  
 2 in the meantime while I was unwell, I believe something  
 3 happened between TUI and the Home Office as well.  
 4 Q. So a contract problem, I think?  
 5 A. Problem, yes.  
 6 Q. Between The Unity Initiative and the Home Office?  
 7 A. Correct.  
 8 Q. Did you, in the event, have any sort of handover session  
 9 or any session with Usman Khan where you explained the  
 10 end of the mentoring arrangement?  
 11 A. No.  
 12 MR HOUGH: Thank you very much. Those are my questions.  
 13 JUDGE LUCRAFT: Mr Boyle, do you want to come forward?  
 14 Questions by MR BOYLE  
 15 MR BOYLE: M2, good afternoon. Just a handful of questions  
 16 for you, if I may.  
 17 You say in your witness statement, I don't think we  
 18 need to look at it, that you spoke to Usman Khan about  
 19 committing crimes and going back to his previous  
 20 behaviour, and he always denied that, didn't he?  
 21 A. Yes.  
 22 Q. And you also say that when you spoke to him about his  
 23 old associates, his co-defendants, if he saw them again  
 24 he would ignore them; is that right?  
 25 A. Correct.

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1 Q. We also saw that you reported about him going to  
 2 an event at HMP Whitemoor?  
 3 A. Correct.  
 4 Q. And that was part of his involvement with Cambridge  
 5 University, wasn't it?  
 6 A. Correct.  
 7 Q. He spoke very highly to you, didn't he, of his role with  
 8 Cambridge University?  
 9 A. Yes, he did.  
 10 Q. Is that right?  
 11 A. Yes.  
 12 Q. And of the benefits that he was getting from that  
 13 course?  
 14 A. Correct.  
 15 MR BOYLE: Thank you. I don't have anything further.  
 16 JUDGE LUCRAFT: Thank you.  
 17 MR HOUGH: M2, those are all the questions we have for you,  
 18 thank you very much.  
 19 A. Thank you.  
 20 JUDGE LUCRAFT: Thank you very much for coming.  
 21 A. Thank you.  
 22 MR HOUGH: Sir, we do have a number of witness statements to  
 23 be read to the jury.  
 24 JUDGE LUCRAFT: Yes.  
 25 MR HOUGH: I know that it won't make me popular for

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1 suggesting this on a Friday afternoon, but we are  
 2 a little behind in our reading of statements and some of  
 3 them are significant.  
 4 JUDGE LUCRAFT: What I'm going to suggest we do, Mr Hough,  
 5 is if we have our mid-afternoon break now, then we'll  
 6 come back and listen to Mr Moss read a number of  
 7 statements.  
 8 MR HOUGH: Indeed, thank you, sir.  
 9 JUDGE LUCRAFT: Thank you.  
 10 (In the absence of the jury)  
 11 What I would suggest, Mr Hough, I know there are  
 12 a number of statements which were on the schedule to be  
 13 read, and I suspect Mr Moss will introduce the jury to  
 14 them on the various topics. Knowing from sitting and  
 15 listening to statements being read, there is a threshold  
 16 beyond which one does tend to forget the detail, and if  
 17 these are significant we won't, as it were, read  
 18 forever, but we will catch up where we can.  
 19 MR HOUGH: They are not individually very long.  
 20 JUDGE LUCRAFT: No.  
 21 MR HOUGH: So with luck, the change of subject matter may  
 22 maintain concentration.  
 23 JUDGE LUCRAFT: I'll rise.  
 24 (3.09 pm)  
 25 (A short break)

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1 (3.25 pm)  
 2 (In the presence of the jury)  
 3 JUDGE LUCRAFT: Welcome back, everyone.  
 4 Mr Moss, I know you are going to read a number of  
 5 statements, and as well as your normal introduction,  
 6 also just to put the statements you're going to read  
 7 into context for the jury, you will give a little  
 8 summary of where they fit into the overall picture.  
 9 MR MOSS: Sir, yes, I will do so. It is six statements from  
 10 five witnesses which I shall read and which you are  
 11 admitting under Rule 23 of the Coroners (Inquest) Rules  
 12 2013. Of course, I'm sure if you feel that the jury's  
 13 tolerance for hearing statements is fading before I get  
 14 to statement number 6, you will tell me, and we will  
 15 continue another day.  
 16 In each case, IPs have had the copies of the  
 17 statements, they're aware of the nature of the evidence,  
 18 and they have been given the opportunity to object to  
 19 the evidence being read, but there have been no such  
 20 objections.  
 21 Sir, as you invite, I will give the names of the  
 22 makers of the statements as we go, and introduce them as  
 23 we go.  
 24 The first two that I will read are Jenny Fogarty  
 25 followed by Eleanor, or Ellie, Brown. Sir, the jury and

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1 you will remember that they are both involved in  
 2 Learning Together, Jenny Fogarty as a part-time senior  
 3 research associate, who did attend the event at  
 4 Fishmongers' Hall, and Ellie Brown as a guest lecturer,  
 5 also who was at the event.  
 6 Sir, I'll start with Jenny Fogarty, for reference  
 7 for you, sir {WS5030}. For context, sir, I should say  
 8 that this is a second witness statement made by  
 9 Ms Fogarty and I shan't be reading the first. This is  
 10 dated 4 January 2021.  
 11 MS JENNY FOGARTY (read)  
 12 MR MOSS: "I am a teacher by training and have over 15 years  
 13 of classroom experience. I was a deputy headteacher  
 14 before I became a university lecturer in 2012. I am  
 15 a senior fellow of the Higher Education Academy (now  
 16 part of Advance HE), which is an accreditation awarded  
 17 for a sustained record of effectiveness in relation to  
 18 teaching and learning, including organisation,  
 19 leadership and/or management. In recent years I have  
 20 been a Senior Lecturer in education at London South Bank  
 21 University, and later an Assistant Professor in Learning  
 22 and Teaching at the LSHTM, where I led and taught on  
 23 their master's level postgraduate certificate in  
 24 Learning and Teaching.  
 25 "I first met the co-founders and directors of

1 Learning Together, Dr Amy Ludlow and Dr Ruth Armstrong,  
 2 back in around 2014 when I was a senior lecturer at the  
 3 LSBU. Amy and Ruth attended an event we were hosting  
 4 about education for young people in prison. They  
 5 invited me to attend a graduation event for a mixed  
 6 class of Learning Together students, and I agreed. Some  
 7 of the graduating students were from the university,  
 8 others were from HMP Grendon. I have been a proud  
 9 member of the Learning Together community ever since.  
 10 "My first role in Learning Together was as a course  
 11 convener, setting up and running a new partnership,  
 12 whereby LSBU and HMP Pentonville agreed to cooperate to  
 13 put on a Learning Together course from 2016. This was  
 14 unpaid voluntary work, taking the Learning Together idea  
 15 and applying it in a new context.  
 16 "I was later invited by HMP Brixton to set up and  
 17 run a similar partnership with LSBU, which I did.  
 18 I remained involved with both partnerships after my move  
 19 to LSHTM."  
 20 Then under the heading "The Learning Together  
 21 network":  
 22 "Over time, an informal network has developed  
 23 between Learning Together participants like me. Through  
 24 applying the Learning Together idea locally in our  
 25 various higher educational institutions and nearby

1 prisons, we've become a mutually supportive community.  
 2 We call it the Learning Together network. The centre,  
 3 or hub of our network, has always been Amy and Ruth's  
 4 team at the Institute of Criminology in the university.  
 5 Most members of in the wider network are in a position  
 6 closer to mine at LSBU in 2016. They are academics who  
 7 volunteer (generally unpaid) as course convenors to put  
 8 on a single course annually at a single local prison.  
 9 Most network members have taken part on top of their  
 10 main academic teaching commitments. While not everyone  
 11 manages to run a course every year, most of us at least  
 12 try to come along to an event or two.  
 13 "As the Learning Together network began to grow, we  
 14 started to hold an annual conference. Since I had  
 15 become an active member of the network, I spoke at our  
 16 conference every year. The intention has never been to  
 17 create a one-size-fits-all franchise model. The  
 18 Learning Together idea is about localism, and always has  
 19 to be applied differently, according to your context.  
 20 The only unifying principle is that Learning Together is  
 21 about teaching students from a university alongside  
 22 students from a prison. Beyond that, each educational  
 23 partnership between a particular university and  
 24 a particular prison operates on its own agreed basis.  
 25 "The concept of Learning Together therefore has to

1 be adapted and tailored to fit each partnership's need.  
 2 Most of the Learning Together network are peers, and  
 3 none of us are interested in telling others around the  
 4 network how to do their jobs. Whoever is running  
 5 a particular partnership directs and manages it  
 6 independently from all the other partnerships and from  
 7 the centre in Cambridge."  
 8 Under the heading "My part-time role under the HMPPS  
 9 Innovation Grant":  
 10 "In 2018, Amy and Ruth applied for an Innovation  
 11 Grant from HM Prison and Probation Service. One of the  
 12 aims was to build up more coherent infrastructure and  
 13 better communications and resources for the  
 14 Learning Together network. The grant was awarded in the  
 15 summer of 2018, and Ruth and Amy asked me to become  
 16 a sort of deputy to them, sitting slightly below and to  
 17 the side of them, with responsibility for managing the  
 18 grant of deliverables relating to the Learning Together  
 19 network as the new network director.  
 20 "My role did not involve formal line management  
 21 responsibilities, but I was an elder in the team at the  
 22 IoC, alongside Amy and Ruth, so junior colleagues would  
 23 come to me for advice and guidance."  
 24 Under the heading "Training":  
 25 "The HMPPS Innovation Grant has strengthened the

1 Learning Together Network, but the network is still  
 2 a loose consortium based around shared ideas and  
 3 practices. It is an informal community of people  
 4 committed to applying the Learning Together idea in  
 5 their local contexts, and has no legal status or  
 6 employees. There is no contractual relationship through  
 7 which to impose obligations on members. Network members  
 8 therefore receive any training through the universities  
 9 that employ them rather than through Learning Together."

10 Under the heading "Learning Together students":  
 11 "In my experience, those putting on  
 12 Learning Together courses in collaboration between their  
 13 universities and local prisons are led by the prisons on  
 14 who can apply to participate. Learning Together course  
 15 conveners do not discriminate on the basis of  
 16 offence-type, but particular prisons might wish to focus  
 17 on certain individuals or groups of inmates. When I was  
 18 a course convener I always told university students  
 19 thinking of applying that they needed to be comfortable  
 20 working with people across the full spectrum of  
 21 offences. I would interview everyone from the prisons  
 22 I worked with who applied, from an academic perspective,  
 23 and then give my shortlist to the prison, which would do  
 24 a security sift. No details about the offences  
 25 committed by fellow students were disclosed.

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1 "If the prison staff said for any reason that  
 2 an individual could not take part, that decision was  
 3 final. It was not my business and skill set to get  
 4 involved. I would tell the prison staff that if there  
 5 was anything they needed to tell me about possible risks  
 6 associated with an individual student, then they should  
 7 do so, but also that in those circumstances, the  
 8 individual might not be right for the course. All  
 9 students who finish their course through  
 10 Learning Together can keep in touch and opt in to the  
 11 alumni group to get invitations to events in the  
 12 community.

13 "Students who have been released from prison on  
 14 licence can be invited, assuming their licence  
 15 conditions permit it. It's not my job to manage the  
 16 risk that these former students might conceivably pose  
 17 in the community. That is the role of professionals  
 18 working in the criminal justice system. I have no basis  
 19 on which to make such an assessment.

20 "I stay in touch with former students by inviting  
 21 them to occasional events in the community, and by  
 22 providing them with professional contact details, in  
 23 case they wish to get in touch after they've left  
 24 university or been released from prison. My former  
 25 Learning Together students do occasionally contact me,

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1 using these details, usually to ask for references. My  
 2 approach throughout my career and education has,  
 3 however, always been to keep all of my students at arm's  
 4 length. For that reason, although I get the odd call on  
 5 my professional phone number, which can be found on the  
 6 internet, I do not use my personal phone to communicate  
 7 with my former students, nor do I tend to agree to meet  
 8 them informally for a coffee, or help them with  
 9 organising themselves and sorting out their travel  
 10 arrangements, even though this isn't uncommon in  
 11 universities. I've never met with any of my  
 12 prison-based Learning Together students at all after  
 13 their release, nor is it my skill set or background to  
 14 communicate or form relationships with their probation  
 15 officers.

16 "I've always raised any concerns I had with the  
 17 Learning Together team at the IoC, just as I would with  
 18 a governor if I had any concerns in a prison. We are  
 19 all open and transparent with each other. We met as  
 20 a team every Friday in 2019, and this was an opportunity  
 21 for any of us to raise concerns."

22 Under the heading "The five-year anniversary  
 23 celebration and alumni event on 29 November":

24 "I did not get involved in arranging the detail of  
 25 the alumni event on 29 November. Amy and Izzy Rowbotham

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1 took the lead and I did not go on the recce to  
 2 Fishmongers' Hall or have any contact with  
 3 Fishmongers' Company people ahead of the event. My main  
 4 contribution to the planning, with my role as network  
 5 director in mind, was that I felt strongly that the  
 6 event should not be held in Cambridge, and was  
 7 an advocate for it being held in London so people from  
 8 across the Learning Together network could attend. It  
 9 was always clear that current or former prison-based  
 10 students would be present as part of that. My role at  
 11 the event was to play the host and greet people when  
 12 they arrived, and later to compère things. I would get  
 13 up on the stage and announce the next item and the  
 14 timings. I am known for being very organised and in  
 15 control when running events so I was asked to keep  
 16 everything on track. I was on stage speaking in my  
 17 compèring role as the attack started."

18 Then, sir, finally, under the title "Usman Khan":

19 "I never met Usman Khan before 29 November. I might  
 20 have heard his name mentioned but I cannot remember  
 21 specifics, other than that no concerns were being  
 22 raised. People who have been in prison often act  
 23 strangely at large events like this, but there was no  
 24 indication from Usman Khan that anything was awry before  
 25 the attack. The decision had been made by the

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1 professionals , in the criminal justice system, that  
 2 Usman Khan, and anyone else with convictions who  
 3 attended while on licence, was safe to be in the  
 4 community and be at our event. I did not have any  
 5 concerns about security arrangements. I've been to 35  
 6 conferences in the last two years, and never had my bag  
 7 checked."  
 8 Sir, next I will move on to the witness statements  
 9 of Ellie, Eleanor Brown. The first I will look at is  
 10 {WS0318}, which is a statement that Ms Brown gave to the  
 11 Metropolitan Police Service on 12 December 2019.  
 12 MS ELEANOR BROWN (read)  
 13 MR MOSS: "I've worked with Learning Together over the past  
 14 three years. I have facilitated a criminology course  
 15 for them at HMP Grendon. I have guest-lectured at  
 16 HMP Grendon on Learning Together's law and society  
 17 course. I also implemented, in partnership with  
 18 Learning Together, a photography project at HMP  
 19 Whitemoor. This academic year, I'm leading the Butler  
 20 course at HMP Warren Hill.  
 21 "I was introduced to Usman Khan through Amy Ludlow  
 22 from Learning Together around January 2019. I was told  
 23 he was one of their Writing Together students, who had  
 24 perspective on prison segregation. He had been released  
 25 around October or November 2018. I spoke to Usman over

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1 the phone on 8 February 2019, we discussed prison  
 2 segregation, and the treatment of prisoners in  
 3 segregation units in HMP Whitemoor and other prison  
 4 establishments. He spoke about his experiences and was  
 5 critical of his and others' treatment in segregation  
 6 units, and the potential for abuse there. He also  
 7 mentioned that prisoners may self-segregate due to their  
 8 vulnerabilities, but that this could be exploited by  
 9 staff in the segregation unit.  
 10 "During my conversation with Usman, I found him to  
 11 be open, forthcoming, engaging, and happy to talk to me.  
 12 Usman spoke positively about Learning Together and the  
 13 Writing Together course. He appeared to have enjoyed  
 14 it. My impression of Usman after the call was that he  
 15 was angry towards the prison system and its treatment of  
 16 prisoners. He had a sense of injustice. He saw the  
 17 segregation unit as a punishment inflicted by society.  
 18 He felt that he was targeted for segregation because of  
 19 his religion.  
 20 "My conversation with Usman did not give me any  
 21 cause for concern as his experiences appeared to echo  
 22 those of other prisoners I had interviewed for my  
 23 research and he described common experiences of  
 24 segregation. His treatment was not worse than any other  
 25 accounts I'd heard. I also exchanged follow-up texts

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1 with Usman during April 2019. His texts were supportive  
 2 and kind. He mentioned he was doing well in the  
 3 community.  
 4 "On 29 November, I attended the fifth year  
 5 celebratory event at Fishmongers' Hall. I arrived at  
 6 Bank station around 10.30. I walked to  
 7 Fishmongers' Hall, arriving at 10.40. I saw  
 8 Jenny Fogarty open the door, and then I was met by  
 9 Lisa Ghiggini. I bumped into Izzy Rowbotham on the way  
 10 into the bathroom. I saw Jack Merritt and gave him  
 11 a cuddle and said hello. I went upstairs into the  
 12 Banqueting Hall. I then went to the Court Dining Room,  
 13 got some water, and sent some emails. I went back into  
 14 the Banqueting Hall to find Amy who was behind the  
 15 projector screen. We briefly talked about the event.  
 16 "Amy then introduced me to Usman, who was sat with  
 17 Steve Machin at a table. I spoke to Usman and said that  
 18 it was good to meet him in person. Initially he did not  
 19 remember me, but when I mentioned our ongoing research  
 20 conversation, he remembered it. We talked about how my  
 21 research was going. I asked Usman how he was getting  
 22 on, what he was up to, he said 'this and that'. Usman  
 23 appeared more reserved in his answer than when I had  
 24 spoken to him previously. I asked him where he was  
 25 living. He did not answer the question.

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1 "Steve mentioned a trust had been in touch with him  
 2 about Usman. There was money available to support him  
 3 in the community. I then saw John Samuels, who is  
 4 a friend and supporter of Learning Together, so  
 5 I excused myself and went to speak to John. I had  
 6 noticed Saskia arrive at the Banqueting Hall main door  
 7 and waved to her. While I was talking to John,  
 8 I noticed that the room was clearing and I suggested  
 9 that we went to get some food, so we both went to the  
 10 Court Dining Room. I then met Cathy and spoke to her.  
 11 I saw Steve Gallant come into the room with his escort  
 12 officer and spoke to him briefly. Cathy and I then got  
 13 some food and stood at a table. Jack came over and we  
 14 talked a little while. We also talked to Marc Conway.  
 15 "At around 11.50 hours, Cathy and I went into the  
 16 Banqueting Hall and sat at a table. This was just in  
 17 front of Steve and Usman's table. Amy Ludlow and  
 18 Ruth Armstrong started the event and did introductions.  
 19 At around 12.20 I went into the Court Dining Room for  
 20 the hip-hop poetry workshop. After about 15 minutes  
 21 into the workshop, I left the room briefly to get my  
 22 water bottle from the Banqueting Hall, and I saw Usman  
 23 sitting in my original seat. I then went back to the  
 24 Court Drawing Room to take part in the workshop. The  
 25 workshop concluded. I then walked back into the main

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1 hall around 1.45. I noticed that Usman had left his  
 2 notes in the seat where I saw him sitting earlier .  
 3 I looked around to see if Usman was around to collect  
 4 his notes, but I couldn't see him.  
 5 "Cathy and I sat in our positions and there were  
 6 other people coming back into the Banqueting Hall. The  
 7 group had been asked to feed back from their workshops.  
 8 I think a woman came onto the stage to lead the  
 9 feedback. At this point I heard shouts from a male  
 10 voice and screams of a woman. The scream sounded like  
 11 wailing, and panicked. I also heard what sounded like  
 12 a scuffle , as if a table was being moved. The sound  
 13 appeared to come from downstairs in the hallway. Amy  
 14 left the room. There was a flurry of other people  
 15 leaving the room. The screaming from a female  
 16 continued. Amy came back and said that she needed  
 17 an ambulance and the police. She also asked if anyone  
 18 had medical training. A girl came into the hall from  
 19 the front doors near the projector screen. The girl was  
 20 holding her arm, I'm not sure which side, and I could  
 21 see there was blood on her white blouse. She was pale  
 22 and had brown hair. I did not know who she was as I had  
 23 not met her before. I then heard an alarm, a bit like  
 24 a fire alarm, and a man shouted everyone had to leave  
 25 the building. I picked up my bag and notes and left

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1 with Cathy."  
 2 Sir, that is the end of that statement, I now turn  
 3 to the second statement of Eleanor Brown, this one more  
 4 recent, 26 January 2021.  
 5 MS ELEANOR BROWN (read)  
 6 MR MOSS: "I am a graduate student coming to the end of my  
 7 doctoral research at the university. I began as  
 8 a doctoral student in October 2017 and first heard about  
 9 Learning Together around that time. Members of the  
 10 Learning Together team at the university put on  
 11 an introduction talk for graduate students. The talk  
 12 explained more about Learning Together, encouraged  
 13 students to sign up to various courses, and advertised  
 14 for volunteer facilitators to help run a course at  
 15 HMP Grendon. I applied and was interviewed by the  
 16 co-founders, Dr Ruth Armstrong and Dr Amy Ludlow, and  
 17 soon afterwards became a facilitator on the criminology  
 18 course at HMP Grendon.  
 19 "From the outset, Learning Together appeared to me  
 20 to be an inspirational educational prison initiative at  
 21 the cross-section between academia and practice. My  
 22 experiences at HMP Grendon demonstrated how powerful it  
 23 could be. Early in the courses some students were  
 24 reluctant to engage, but by the end, they were engaging  
 25 vigorously. I saw the value in breaking down barriers

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1 between society and prison, and challenging narratives  
 2 and perceptions about people in prison. I observed in  
 3 both university and prison-based students huge  
 4 developments in confidence, sociability , and academic  
 5 ability .  
 6 "I have never had any concerns about the idea or  
 7 approach of Learning Together, and nor am I aware of  
 8 concerns being raised by others. If I was ever asked  
 9 a question about Learning Together to which I did not  
 10 know the answer, such as about the Chromebooks or what  
 11 courses would be offered the following year, I would  
 12 raise it with Amy or Ruth. Such questions tended to  
 13 come more from prison-based students during teaching  
 14 sessions. Amy and Ruth were generally on hand to advise  
 15 me, answer questions and provide support, which they did  
 16 in both a professional and personal capacity.  
 17 "The range of people attending any given  
 18 Learning Together event would vary. Current or former  
 19 university students who took Learning Together courses  
 20 would generally be there. Sometimes former students,  
 21 who were ex-prisoners in the community, or current or  
 22 former students who were still in prison and had been  
 23 released on temporary licence would also attend.  
 24 Occasionally, prisoners would be accompanied by their  
 25 family members, especially for the end of course

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1 celebrations in the prisons. Sometimes prison  
 2 governors, senior prison managers, and prison staff  
 3 would also attend."  
 4 The next heading is "Training".  
 5 "Just before I was due to start my first facilitator  
 6 role at HMP Grendon (November 2017) I attended  
 7 an afternoon training session with Amy and Ruth and  
 8 other facilitators . The training focused on how to be a  
 9 facilitator , how to prepare for sessions and how to run  
 10 the group discussions. We then had an afternoon session  
 11 with all students, ie prison-based and from the  
 12 university at HMP Grendon, which was called "Security  
 13 and boundary setting". It covered those themes and  
 14 other matters such as expectations of each other during  
 15 the course. I did not receive any specific training on  
 16 the Prevent duty, although I'm generally aware and had  
 17 some, albeit academic rather than practical  
 18 understanding of the Prevent duty through my studies for  
 19 my master's, covering the position as it was in 2015 and  
 20 2016."  
 21 Next under the heading "Usman Khan":  
 22 "My doctoral research is on prison segregation with  
 23 a particular focus on the segregation unit at  
 24 HMP Whitemoor. My memory is that I came to meet  
 25 Usman Khan because I was at the start of my fieldwork

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1 and was due to conduct interviews at HMP Whitemoor  
 2 between February and May 2019. Amy and I discussed my  
 3 research, and she suggested I might speak to Usman,  
 4 because he was someone who knew the prison well and had  
 5 spent a lot of time in segregation there. I think she  
 6 suggested that he might be helpful and willing to talk  
 7 about his experiences, because he had been an engaged  
 8 prison-based Learning Together student. This kind of  
 9 suggestion is normal in academia. I agreed with the  
 10 suggestion, so Amy put me in touch with Usman.  
 11 "We set up a call on 8 February 2019. Usman did not  
 12 meet the criteria to be included as a participant in my  
 13 research, since he had not been in segregation at  
 14 HMP Whitemoor in the previous three months, so I never  
 15 intended this call to be a formal interview. It was  
 16 just for informal background. I wanted to have a chat  
 17 about HMP Whitemoor, hear Usman's perspectives on  
 18 segregation, and his broader prison experience, talk  
 19 through my research and test out questions I planned to  
 20 use during my fieldwork. If I recall correctly, we  
 21 spoke by telephone for about an hour, or an hour and  
 22 a half. When we spoke, Usman was articulate and  
 23 insightful and did not say anything to cause me concern.  
 24 He described anger and frustration, but in line with my  
 25 own and existing research, I was aware that it was

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1 fairly normal for people to leave prison feeling angry,  
 2 frustrated, dehumanised and other similar emotions. He  
 3 was critical of segregation, described it emotively,  
 4 but, again, much of what he said was similar to the  
 5 accounts of others, ie similar to the descriptions  
 6 provided to me by former and current students, as well  
 7 as the accounts detailed in existing research into  
 8 segregation units. My general sense was he was coping  
 9 well in the community and he spoke enthusiastically and  
 10 hopefully about writing and his adjustment to life after  
 11 prison.  
 12 "In terms of whether Usman spoke about any lasting  
 13 effects the segregation had on him, my impression is  
 14 that he had a sadness related to a sense of neglect by  
 15 society, which developed into quite a strong sense of  
 16 injustice about being placed in segregation and how he  
 17 was treated in prison generally.  
 18 "My notes record that he seems to have described  
 19 physical reactions eg problems with speech, eyesight,  
 20 and sensitivity to noise as a consequence of being in  
 21 segregation. My sense is he was looking back on his  
 22 time in segregation as a hard period, and my notes show  
 23 that he used the words "psychological torture" to  
 24 describe it. However, I remember that during our call  
 25 Usman talked enthusiastically about his time as a

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1 prison-based student on the Learning Together creative  
 2 writing course, Writing Together, and about his writing  
 3 more broadly, something which I supported and  
 4 encouraged.  
 5 "His tone of voice throughout the call was calm. He  
 6 was friendly and gave the impression he was speaking  
 7 openly to me. He was supportive and enthusiastic about  
 8 my research. He listened well to my questions, gave  
 9 considered replies. He exhibited compassion, was  
 10 forthcoming and helpful. When he talked about the here  
 11 and now and how he was getting on in the community  
 12 post-release, he spoke optimistically about his  
 13 circumstances, stating he was doing fine and looking  
 14 into getting funding for educational opportunities.  
 15 I remember encouraging him to pursue a creative writing  
 16 course.  
 17 "I've been asked what Usman said about a fellow  
 18 prisoner in a segregation unit setting himself on fire  
 19 and later dying from a blood clot. It was sometimes  
 20 hard when speaking to Usman to disentangle his direct  
 21 experience from what he may have overheard and from what  
 22 he may have been told by others. That is true of  
 23 Usman's remarks about this person, and about another  
 24 prisoner being stamped on by prison staff. My notes do,  
 25 however, contain the words 'I witnessed', which seem to

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1 indicate that he told me he had observed these events  
 2 personally. I'm also aware from conversations with  
 3 prisoners and staff at HMP Whitemoor and from publicly  
 4 available information that two men did set themselves on  
 5 fire in segregation at HMP Whitemoor in December 2017,  
 6 and one did later die. It is, therefore, plausible that  
 7 Usman may have seen, or at least heard this happening if  
 8 he was in segregation at the time.  
 9 "The notes record he was critical of the practice of  
 10 segregation, saying he felt those in that position  
 11 should be protected and safeguarded, but were sometimes  
 12 abused instead.  
 13 "I've been asked about whether Usman was speaking  
 14 about himself when he said that if a Muslim prisoner is  
 15 targeted, it can lead them to have more extreme views.  
 16 I recall that this comment was made in the abstract and  
 17 I cannot say whether Usman was drawing upon a personal  
 18 perspective. My general sense of the conversation was  
 19 he felt discriminated against because of his religion,  
 20 and he felt his Muslim faith contributed to decisions to  
 21 put him in segregation.  
 22 "The day after I had my call with Usman,  
 23 Lisa Ghigini sent me an essay he had written about  
 24 radicalisation in modern Europe, and asked me to share  
 25 some of my academic work with him. I agreed, and also

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1 gave Usman some feedback, setting out my view that his  
 2 essay was insightful and well written and that many of  
 3 his ideas resonated with the academic research  
 4 I previously had done on radicalisation during my  
 5 master's degree, although I'm not an expert on the  
 6 subject.  
 7 "I was under no obligation to provide feedback on  
 8 Usman's essay, but I was happy to let him have my  
 9 supportive, constructive and encouraging thoughts in the  
 10 same way I would have with any student who sent me their  
 11 writing, a poem, or other piece of work.  
 12 "My reading of Usman's essay at the time was it was  
 13 an academic essay written in the abstract. While it  
 14 explored pathways to radicalisation, it also identified  
 15 hopeful opportunities for reform. It explored ways to  
 16 create a culture of dignity and respect in society, and  
 17 focused on ways to mitigate the drivers of extremism.  
 18 "There was some overlap in the themes raised by  
 19 Usman in his essay and those he raised during our  
 20 telephone conversation eg the role that isolation,  
 21 loneliness and frustration can have in society and the  
 22 need for cultures to cultivate integration and  
 23 belonging.  
 24 "I briefly met Usman in person for the first and  
 25 only time at Fishmongers' Hall on 29 November. We did

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1 not have any other conversations between 8 February and  
 2 that first meeting. The only communication between us  
 3 was that in mid-April 2019 Usman sent me a text message,  
 4 asking how my research was going. I replied, saying  
 5 that it was going well and I had done 30 interviews, but  
 6 it had been tricky at times. He replied with  
 7 a supportive message, saying he was glad, and explaining  
 8 he had wanted to check I was fine because he knew how  
 9 stressful segregation could be. He also wrote that he  
 10 had been well and was getting along with things and that  
 11 everything was moving in the right direction. I replied  
 12 to say I thought this sounded really positive, I was  
 13 glad to hear it.  
 14 "From discussions with members of the  
 15 Learning Together team I had a general idea of the types  
 16 of people who would be there [talking about the  
 17 courses]. This was in line with categories I mention  
 18 under the heading 'My attendance at Learning Together  
 19 events' above."  
 20 Sir, that is the end of Ms Brown's evidence.  
 21 JUDGE LUCRAFT: Thank you.  
 22 MR MOSS: Sir, if you think I can, next I will move on to  
 23 the statement of Kim West.  
 24 JUDGE LUCRAFT: I think we're going to change topics, so  
 25 we'll certainly do that, Mr Moss. Kim West?

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1 MR MOSS: Kim West, yes. Kim West is the manager of the  
 2 approved premises where Usman Khan lived after his  
 3 release from prison, before he moved into the privately  
 4 rented flat.  
 5 Sir, before reading the statement though, I'll just  
 6 make one point clear, and it's this, to avoid any  
 7 mystery. At points in this statement, Ms West refers to  
 8 her earlier statement. That is a reference a shorter  
 9 statement which she gave to the police which I'm not  
 10 reading, because all of the information in that shorter  
 11 statement is also in this second, longer statement.  
 12 JUDGE LUCRAFT: Thank you.  
 13 MS KIM WEST (read)  
 14 MR MOSS: She says this:  
 15 "I remain the AP [approved premises] manager at  
 16 Staithford House. I have been a probation officer since  
 17 1990 and a senior probation officer since 2004. I took  
 18 over the role as AP manager of Staithford House  
 19 in August 2013.  
 20 "For the most part I only get involved with  
 21 residents if there is a particular issue, however, first  
 22 and foremost, I'm a qualified probation officer, so  
 23 I can provide cover and step into a role, for example,  
 24 to cover keyworker sessions if needed.  
 25 "The AP takes on different types of offenders,

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1 typically from violent offence backgrounds with complex  
 2 personality disorders, mental health issues and drug  
 3 and/or alcohol problems. Due to our location,  
 4 Staithford House is excluded from accepting referrals  
 5 where the prospective resident is assessed as presenting  
 6 a risk of sexual harm to children. We are also excluded  
 7 from accepting referrals where there is an identified  
 8 gang-related firearms risk. There was discussion  
 9 regarding Usman Khan's suitability for placement at  
 10 Staithford House prior to arrival, given the nature of  
 11 his offending and these exclusions. I cannot recall the  
 12 exact details of the discussions or whether they  
 13 involved the MAPP panel, but it was decided that he did  
 14 not fall within the exclusions, and the risk he  
 15 presented was manageable at Staithford House.  
 16 "Staithford House has accepted residents managed at  
 17 MAPP level 3 previously, but Usman Khan was the first  
 18 person convicted of TACT offences to be accepted. The  
 19 AP has 13 beds, 6 doubles with one single. The single  
 20 room was given to Usman Khan because he was a TACT  
 21 offender. This reduced concerns about radicalisation  
 22 and made him fully accountable for items found within  
 23 his room.  
 24 "I believe there were early discussions about the  
 25 referral of Usman Khan in February 2018. I received

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1 a formal referral in March via the AP referral form.  
 2 This gave details of Usman Khan's offences, noted he was  
 3 assessed as very high risk to the public and noted that  
 4 the MAPPA F would provide prison information.  
 5 "When I received a referral, my usual practice was  
 6 to look at the referral form, antecedents, latest OASys  
 7 documents, and any prison records, and flag up recent  
 8 issues. I have access to Delius records and OASys  
 9 assessments. In some cases these are restricted, in  
 10 which case I'll request access via my line manager or  
 11 area-approved premises manager. I can usually access  
 12 all documents held on an individual's Delius record.  
 13 I can read NOMIS case files if they appear in Delius but  
 14 do not have access to the NOMIS system. I consider any  
 15 issues that might arise on the placement. Usman Khan's  
 16 referral was accepted in principle, pending approval at  
 17 a MAPPA meeting.  
 18 "The suitability of the AP was discussed at a MAPPA  
 19 meeting on 26 June 2018. There were concerns about  
 20 Usman Khan residing in Stoke. He did not want to do so  
 21 because of his old associations, which was seen as  
 22 a positive. The MAPPA panel considered whether Stafford  
 23 was far enough from Stoke, but I do not believe there  
 24 were any negative links in the Stafford area. There was  
 25 discussion about whether the AP was a suitable location

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1 for police liaison, and the exclusion of offenders  
 2 involved in gun-related gang crime. I told the MAPPA  
 3 panel that the AP had a high percentage of drug users  
 4 and I believe that checks were made after the meeting to  
 5 confirm whether Usman Khan had issues in this respect.  
 6 The discussions were about balancing the risk, having  
 7 support in place, police monitoring, and so on.  
 8 I continued to attend Usman Khan's MAPPA meetings until  
 9 he had left the AP.  
 10 "We were well aware of the risks that he presented,  
 11 as shown by the Risk and Needs Management Plan.  
 12 Usman Khan was subject to all the measures we have to  
 13 supervise and assess residents, set out below, for  
 14 example, periodic room searches, drug and alcohol  
 15 testing, regular keywork sessions, participation in  
 16 agreed activities. He was also subject to close  
 17 supervision from his offender manager, the police, and  
 18 MAPPA management.  
 19 "The Risk and Needs Management Plan drew from  
 20 information in the OASys assessment and set out factors  
 21 that might increase and decrease the risk that  
 22 Usman Khan presented. It recorded that while in prison,  
 23 Usman Khan had continued his associations with TACT  
 24 offenders and there was evidence of him influencing  
 25 others. This had to be closely monitored on his

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1 release.  
 2 "The attitudes section described Usman Khan having  
 3 a good attitude to his supervisor, and stating that he  
 4 wished to distance himself from those who may attempt to  
 5 influence him, but it also set out examples of  
 6 disruptive behaviour and evidence of him attempting to  
 7 influence others. Factors that would decrease the risk  
 8 included compliance with licence requirements; full  
 9 engagement in supervision, including AP activities;  
 10 mentoring, regular keywork sessions; links with Ixion,  
 11 an employment provider; creative writing; drugs testing;  
 12 bag and room searches; alcohol testing; motivational  
 13 interviews and prosocial modelling by AP staff.  
 14 "Motivational approaches to work are designed to  
 15 encourage and support individuals to change their  
 16 behaviour, to work through difficulties or ambivalence  
 17 to change and to be able to maintain positive changes in  
 18 behaviour. Prosocial modelling is best described as  
 19 staff behaving towards residents in a way that  
 20 demonstrates attitudes and behaviour that we would want  
 21 residents to adopt in managing day-to-day situations."  
 22 Under the heading "Involvement with Usman Khan":  
 23 "I would not say that I talked to Usman Khan  
 24 regularly, but I had passing conversations with him, no  
 25 more or less than any other resident. If issues had

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1 been raised with Usman Khan, then I would have been more  
 2 involved. There were some issues that I refer to below,  
 3 but none that at the time appeared out of the ordinary,  
 4 insurmountable or unusual compared to other residents.  
 5 For example, he was not involved in any disputes with  
 6 other residents and his engagement with staff was  
 7 positive overall: Ms Ford and Ms Whitaker would have  
 8 communicated regularly with Mr Skelton. I did not have  
 9 formal meetings with Mr Skelton but we spoke when we saw  
 10 each other and contacted each other when necessary. In  
 11 addition, I had contact with Mr Skelton at MAPPA  
 12 meetings. The same was true with Mr Sumeet Johal and  
 13 Ms Lois Gell from the CT probation team.  
 14 "I had regular contact with the police, including  
 15 Police Sergeant Forsyth, the Prevent Team leader.  
 16 I felt that we could have contacted the Prevent Team at  
 17 any time, particularly Police Sergeant Forsyth, if there  
 18 had been any concerns.  
 19 "I mentioned in my previous statement that  
 20 Usman Khan was irritated when he was not allowed to use  
 21 the office telephone, however, he was not aggressive.  
 22 I also mentioned that a member of AP staff questioned  
 23 whether he was attending the gym, because he did not  
 24 appear to have worked out when he returned.  
 25 Mrs Blakemore noted that Usman Khan had been very short

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1 and rude over the previous few days. I reported to the  
 2 MAPPA meeting on 11 July 2019 that Usman Khan's mood had  
 3 changed noticeably during Ramadan. The timing of  
 4 Ramadan in the summer that year meant fasting over very  
 5 long days. These issues appeared to be minor dips in  
 6 mood or off days rather than anything more significant,  
 7 and I did not consider them to be out of the ordinary.

8 "In relation to the gym attendance issue, this  
 9 information was passed on to Mr Skelton. I believe that  
 10 checks on his electronic monitoring tag did not reveal  
 11 any suspicions. I believe that Sergeant Forsyth stated  
 12 that he had followed the matter up, been to the gym and  
 13 spoken to the gym owner.

14 "I did not notice a change in Usman Khan's behaviour  
 15 over his time at the AP. He did spend long periods of  
 16 time in his room, but that did not alter over the period  
 17 of his residence. He was keen to work and received a  
 18 lot of knock-backs on employment. I remember  
 19 a discussion around whether he should train for a dumper  
 20 truck licence at the MAPPA meetings. From memory, the  
 21 panel was not clear on the size of vehicles that came  
 22 within the description of dumper trucks and when this  
 23 was clarified, there was a consensus this would not be  
 24 appropriate. Otherwise I updated the MAPPA meetings on  
 25 Usman Khan's progress and can see from the minutes that

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1 I reported that he engaged well, was compliant, there  
 2 was very little change in his behaviour, there were no  
 3 issues with his behaviour or concerns with his  
 4 management, and at the time he left the AP, he was  
 5 viewed as a very positive resident. I did not need to  
 6 raise any concerns or issues, everything was manageable  
 7 within the day-to-day operation of the AP.

8 "There were regular checks at the AP. Presence  
 9 checks are conducted every two hours to ensure the  
 10 resident is in the AP. Residents also have to sign in  
 11 and out of the AP and need to confirm that they are  
 12 present at their designated sign-on times. Usman Khan  
 13 was diligent in this respect. There are also daily  
 14 health and hygiene checks where staff assess how the  
 15 resident is looking after themselves. There are room  
 16 searches, these are carried out on a scheduled basis,  
 17 although, if a member of staff saw something suspicious,  
 18 for example, during the presence check, then this could  
 19 prompt a room search. Room searches were raised at the  
 20 MAPPA meeting on 23 January 2019, and Usman Khan's room  
 21 was searched on five separate occasions, but nothing was  
 22 found.

23 "As per the AP Risks and Needs Management Plan,  
 24 Usman Khan was subject to drug tests. He was negative  
 25 for all five tests.

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1 "As I've set out above, all residents are assigned  
 2 a keyworker. They provide keywork sessions which are  
 3 intended to support the sentence plan created by the  
 4 offender manager. The work varies depending on the  
 5 nature of the risk, but typically the sessions will  
 6 centre on support work for matters, including  
 7 accommodation, employment, benefit claims,  
 8 relationships, medical appointments, drugs, alcohol.  
 9 When we work on offending behaviour, the offender  
 10 manager will often direct the kind of things that need  
 11 to be discussed, however, in Usman Khan's case, because  
 12 of his offences, the sessions would have concentrated  
 13 more on support work rather than offending. This is  
 14 because TACT offenders receive specialist interventions  
 15 which require training to deliver."

16 And then, sir, finally this, about  
 17 Learning Together:

18 "My impression was that Usman Khan was committed to  
 19 Learning Together and invested in the programme.  
 20 He seemed proud of his involvement and saw education as  
 21 his opportunity to improve himself.

22 "Usman Khan attended a Learning Together event at  
 23 HMP Whitemoor on 12 June 2019. He was worried about how  
 24 he would be treated going back to HMP Whitemoor on  
 25 licence and advocating education. When he came back

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1 from the event, he was really pleased by the reception  
 2 he received, and said that he had enjoyed the day.

3 "I saw Usman Khan on 23 October 2019 at our mental  
 4 health awareness day. He chose to attend the AP for the  
 5 event. I had a brief conversation with him. He seemed  
 6 well, and happy. He said he was still looking for work.  
 7 He offered to assist with the AP's accreditation from  
 8 the Royal College of Psychology. I did not have any  
 9 contact with him after that date."

10 Sir, that is the end of the third witness's  
 11 evidence, and those are the longest statements which  
 12 I had proposed to read.

13 JUDGE LUCRAFT: Absolutely, because I think what we've got  
 14 left is the gym manager for this afternoon, Mr Moss.

15 MR MOSS: Sir, yes, and there's also the statement of  
 16 Richard James, which is longer, who worked for Intensive  
 17 Engagement, but Mark White, the gym manager, is a short  
 18 statement which maybe we could fit in.

19 JUDGE LUCRAFT: I think we'll deal with Mr White's statement  
 20 and then we'll call it a day. Thank you.

21 MR MOSS: Sir, this is the statement of the owner of Elite  
 22 2000 Fitness Centre. That's the gym which Usman Khan  
 23 attended in Stafford and, indeed, the gym about which  
 24 we've just heard through the words of Ms West. The  
 25 statement is dated 2 December 2019.

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1 MR MARK WHITE (read)  
 2 MR MOSS: "I own Elite 2000 Fitness Centre in Stafford and  
 3 have done for several years.  
 4 "The gym operates on a monthly membership at  
 5 approximately £20 per month, which is typically paid by  
 6 either cash or cheque. I do not hold member details,  
 7 nor do I hold any bank or debit details. I have no  
 8 membership database of any kind. I do not operate  
 9 a monthly direct debit payment system, nor do I keep  
 10 digital accounts in regards to payments.  
 11 "The gym has CCTV with cameras located at the front  
 12 entrance, side, back and inside.  
 13 "Approximately six months ago a male, who I now know  
 14 to be Usman Khan, attended the gym. When Usman attended  
 15 the gym, he approached me and explained that he was  
 16 interested in joining. Usman was very open with me and  
 17 explained that he had been arrested and convicted for  
 18 terrorism offences. I appreciated that Usman was open  
 19 about this, and I respected this. Usman explained that  
 20 police would likely attend and speak to me about him  
 21 joining. A couple of days later, two officers attended  
 22 and spoke to me regarding Usman's previous conviction.  
 23 They explained that he had been convicted of terrorism  
 24 offences, which I said I was aware of, as Usman had  
 25 already disclosed this. Usman stated that when he'd

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1 been convicted, he was only a teenager, and implied that  
 2 he had been naïve at the time, due to his age.  
 3 He stated that he now wanted to keep to himself.  
 4 "Usman started to train regularly at the gym, four  
 5 to five times a week. He would pay regularly, every  
 6 month, in cash.  
 7 "I would sometimes train with Usman as I'm also  
 8 a personal trainer, however, the times that I did not  
 9 train with Usman, he would train by himself and not  
 10 engage with anyone else. Nor did I ever see Usman  
 11 attend the gym with anyone else. He appeared to be  
 12 a very solitary character.  
 13 "When Usman would train, he would be in possession  
 14 of a phone which he would listen to music from, normally  
 15 with headphones. Usman would occasionally take a few  
 16 phone calls.  
 17 "I got to know Usman quite well over the period he  
 18 was attending the gym. He would have had his mother  
 19 make food and bring it in for me, but this was only  
 20 occasionally. He asked about my welfare when I told him  
 21 I was having trouble with seeing my daughter, and he had  
 22 also met my wife.  
 23 "Usman had disclosed to me that he was finding it  
 24 hard to find somewhere to live and to find a job. I had  
 25 asked another gym user who works for the council to see

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1 if he could help Usman, but I don't believe he was able  
 2 to.  
 3 "I did notice approximately three weeks ago Usman  
 4 stopped coming to the gym. I did message him to find  
 5 out what was going on. Usman stated he had hurt his  
 6 hand. Then a week later he said he had a cold. I tried  
 7 to encourage Usman to come back to the gym in order to  
 8 train his legs and work around the injury. He stated he  
 9 would do this, but he did not return to the gym.  
 10 "Myself and Usman did not discuss politics or  
 11 religion, with neither myself nor Usman bringing up  
 12 either subject. I once asked Usman if he attended the  
 13 local mosque, as it's located close to the gym, to which  
 14 he replied that he attended only on occasion. As  
 15 I stated previously, Usman always appeared a solitary  
 16 character and would keep to himself. Usman did not show  
 17 any behaviour that made me concerned that he was  
 18 an extremist. He simply seemed focused on getting a job  
 19 and finding a place to live. Usman did tell me at one  
 20 point that he had attended a rehabilitation course with  
 21 either Cambridge or Oxford University."  
 22 And, sir, that is the end of that statement.  
 23 JUDGE LUCRAFT: Thank you very much indeed, Mr Moss.  
 24 MR HOUGH: Sir, just before the jury leave, it may help them  
 25 to know where we are going next.

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1 JUDGE LUCRAFT: Please, yes.  
 2 MR HOUGH: On Monday we shall hear from senior officials  
 3 from the Prison Service and the Probation Service on  
 4 both structures and procedures, and also on changes made  
 5 since the Fishmongers' Hall attack.  
 6 On Tuesday and Wednesday we shall hear from members  
 7 of the Staffordshire Prevent Team, which managed  
 8 Usman Khan within the community, including  
 9 PS Calum Forsyth.  
 10 JUDGE LUCRAFT: Yes. Thank you very much, Mr Hough.  
 11 Ladies and gentlemen, can I thank you very much  
 12 indeed for your care and attention this week. As I said  
 13 last time, that pause button in the mind is the thing to  
 14 do. Please enjoy a restful weekend. As I think I said  
 15 last week, bank holiday weekends bring rain. I wouldn't  
 16 like to say I was right, but I think I was right with  
 17 the rain. This weekend it looks as if it might be  
 18 a little bit warmer for some of us; whatever you are  
 19 doing, please have a restful, enjoyable weekend, and we  
 20 will look forward to seeing you for 10 o'clock on  
 21 Monday. Thank you.  
 22 (In the absence of the jury)  
 23 MR HOUGH: You've told the jury 10 o'clock on Monday.  
 24 I know that you had it in mind on one of the days early  
 25 next week to give a short ruling on the special measures

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1 application in respect of witness A.  
 2 JUDGE LUCRAFT: What I was going to suggest is that we might  
 3 sit at 9.45, just for me to deliver a very short ruling  
 4 in respect of the issues which were dealt with  
 5 yesterday, but we should then be ready for the jury at  
 6 10 o'clock.

7 MR HOUGH: Thank you, sir.

8 JUDGE LUCRAFT: I'll rise.  
 9 (4.21 pm)

10 (The court adjourned until 9.45 am on  
 11 Monday, 10 May 2021)

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