


BROKEN TRUST EVIDENCE PACK



REDACTED VERSION
FOR PUBLIC
RELEASE

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A note from the author

Any suggestion that these concerns amount to irrationality, pettiness, obsession, or nit-picking is a mischaracterisation of both the situation and the work that has gone into understanding it. This is the result of two years of sustained effort, carried out alongside a senior professional role, while managing a permanent injury and caring for a severely autistic child. It was not driven by impulse, but by necessity. This was never about isolated details taken out of context, but about a pattern that only became visible through time, persistence, and careful attention. In isolation, individual discrepancies can be dismissed as coincidence or oversight, but when they repeat, align, and reinforce one another, they demand to be taken seriously. To reduce that process to something trivial is not only inaccurate, but risks crossing into gaslighting, where valid concerns are reframed as personal flaws rather than addressed on their merits.

DETAILS MATTER

It must also be recognised that the incident examined in detail within these pages is not an outlier, but one of many recorded in the year preceding the investigation which, in the school's own words, "required physical support" for our son, described as a "friendly elbow" or "light touch." That context is critical. The realisation that my child may have spent such a prolonged period in need of support, without the ability to communicate that need in a meaningful way, is deeply distressing. As his father, that is a failure I will carry for the rest of my life while others would rather forget.

The purpose of this work is not to fixate on a single moment, but to question the reliability of the explanations given for it, particularly where they originate from the same individuals responsible for reporting those earlier events. It may be exactly as described, or it may point to something more concerning. Either way, asking those questions is not obsession. It is responsibility and the purpose of a system is what it does.

"Be Careful who you hurt in this life, some tears carry terrible curses"



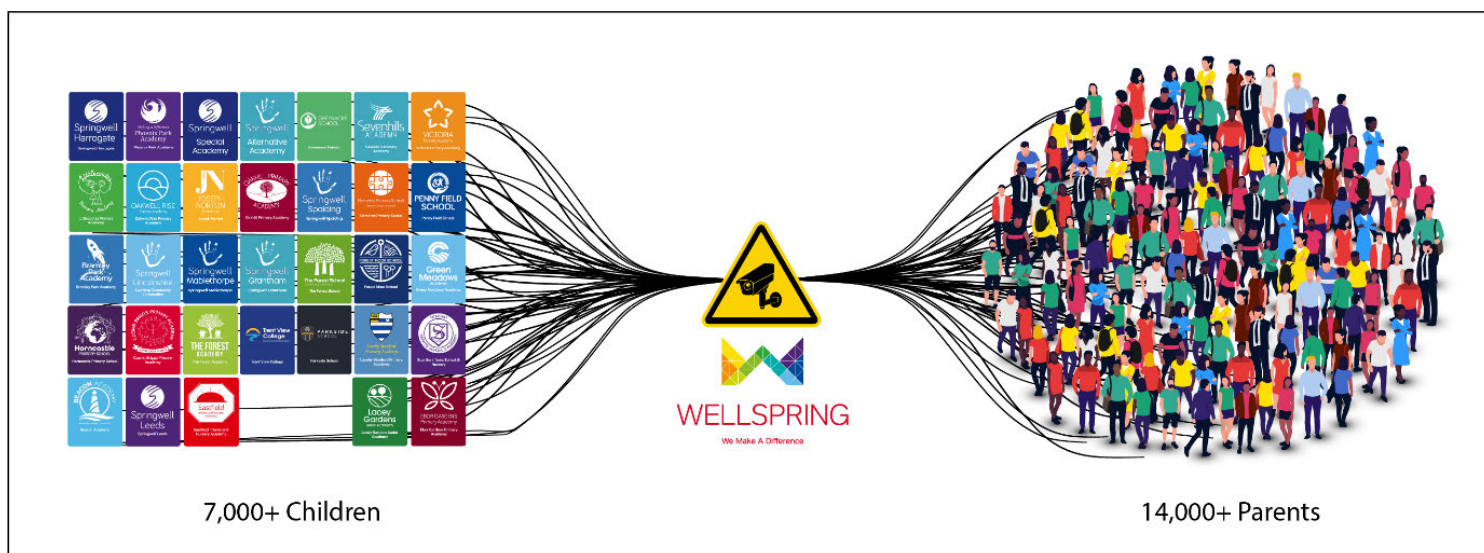
Legal Disclaimer

The statements and conclusions contained in this section represent my honest opinion, formed from evidence made available to me through Freedom of Information and Subject Access Requests, correspondence, and other documented records.

This content is provided in the public interest, with the intention of promoting transparency and accountability in safeguarding matters. It is not intended to defame, harass, or unfairly criticise any individual or organisation. All reasonable efforts have been made to ensure accuracy, fairness, and compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

All photos have been taken from publicly available sources under the fair use act.

Wellspring Trust look after thousands of children all over the North of England, Any one of the 7,689 Children, attending a school under Wellspring Trust could face a similar situation as our son, and the false accusation I faced could happen to any one of the one of the potential 15,378 parents. If any of the 15,378 parents requests CCTV it comes through a single point of contact, Wellspring Trust Information governance.



Due to Greenacre School, Wellspring Trust, Barnsley Council LADO, South Yorkshire Police, South Yorkshire Police professional Standards, South Yorkshire Combined Mayoral Authority, Information Commissioners Office, Department of Education, and MP Stephanie Peacock all refusing to address what was recovered in the CCTV or the policy violations, among other serious incidents we have no alternative but to expose this to the public.

This is not one single incident, it is a growing pattern clearly established **that continues to this day.**

When organisations ignore the rules to protect themselves, they dismantle public trust. If formal systems of accountability fail, the only peaceful and accessible safeguard left is exposure to the wider public.

Document Summary of Allegations and Evidential Findings

1. Safeguarding Failure

- A vulnerable, non-verbal autistic child sustained a significant injury (6–7 cm bruise) with no credible explanation.
- CCTV evidence shows the child being physically handled in a manner consistent with potential abuse (neck, chest, and arm restraint).
- No evidence supports staff claims of violent behaviour used to justify restraint.
- Isolation was used inappropriately and exceeded reported durations.

2. Fabrication of Incident Accounts

- Staff reports allege multiple acts of aggression that are not supported by CCTV.
- At least two key allegations are demonstrably false.
- These accounts were relied upon in formal investigation outcomes without challenge.

3. Defective and Biased Investigation

- The investigating officer failed to:
 - I. Identify safeguarding risks
 - II. Address contradictory evidence
 - III. Challenge false staff testimony
- Conclusions were reached despite incomplete and inconsistent evidence.

4. Withholding and Omission of Evidence

- Critical portions of CCTV footage (start and end of incident) were not disclosed.
- Claims that no CCTV covered the playground are contradicted by:
 - I. planning documentation
 - II. physical verification
- Only partial footage (~30%) was provided despite evidence that more existed.

5. CCTV Evidence Manipulation

- Classroom footage was:
 - I. Reduced from 25fps to 12fps (loss of motion data)
 - II. Re-encoded with duplicated frames to simulate 25fps
 - III. Heavily compressed, degrading visual clarity
- Three separate versions of the same footage were produced, each with:
 - I. differing technical properties
 - II. missing or inconsistent segments

- Footage was altered beyond lawful redaction requirements.

6. Breach of Evidential Integrity

- Use of non-forensic editing software (Shotcut) without audit trail.
- Removal and duplication of frames breaks continuity of evidence.
- Chain of custody compromised.
- Footage may be inadmissible under the Forensic Science Regulator Code.

7. Data Protection Violations

- Identities of at least three children were exposed on two occasions.
- Failure to properly redact sensitive data.
- Initial denial of breach despite evidence.

8. False and Contradictory Explanations

- Claims of “default settings” causing degradation are demonstrably false.
- Internal accounts conflict regarding:
 - I. footage preservation
 - II. availability of CCTV
- Assertions that only redaction occurred are contradicted by technical evidence.

9. Prevention of Disclosure

- Original, unaltered footage was not provided.
- Instead, multiple altered versions were supplied.
- Alteration of data constitutes effective withholding under data protection law.

10. Malicious and Intimidatory Conduct

- A formal warning was issued alleging suspicion of photographing children:
 - I. without evidence
 - II. without investigation
 - III. within 12 hours of raising complaints
- Evidence used to justify this was itself altered (cropped CCTV stills).

11. Misuse of Personal Data

- Personal identification data was used to locate and view social media profiles.
- This action was unnecessary and unrelated to the SAR process.

12. Failure to Provide Reasonable Adjustments

- Requests for email communication (disability-related) were ignored.
- Alternative communication methods were imposed despite known needs.

13. Systemic Failure of Oversight

- Multiple authorities failed to engage with or act upon the evidence presented.
- Complaints processes demonstrated:
 - misrepresentation of arguments
 - selective interpretation of evidence
 - procedural bias

Evidence Based Conclusion

- The combined evidence demonstrates a consistent pattern of:
 - I. Evidence alteration
 - II. Procedural failure
 - III. Misrepresentation of facts
 - IV. Potential obstruction of safeguarding accountability

What am I ?

I possess substantial expertise of over 10 years in the field of digital manipulation alone, underpinned by over ten years' experience as a professional photographer. My academic credentials include a Diploma in Art and Design, a Bachelor of Arts with Honours in Fine Art, and a master's degree in computer Animation. I currently am contracted by one of the largest companies in the world in a senior position. This comprehensive background enables me to approach complex issues of image and video integrity with both technical and artistic insight finding disruptions in surface pixels.

Throughout my career, I have been actively involved in identifying and exposing scams centred around manipulated video media without the insight from file data as the battleground is usually on social media where metadata is stripped upon uploading and compressed adding further layers of uncertainty. This work has included conversing with the Church of England's online safety team, specifically addressing scams targeting individuals experiencing grief by exploiting their emotional vulnerability. My ongoing study of manipulation techniques, particularly as they relate to artificial intelligence since its early public adoption, has kept me well informed on emerging threats and malicious uses of these technologies and I spend hours per week testing myself against AI videos that are evolving at an alarming rate.

There is a growing gap in the expert witness industry where the digital forensics does not address the overuse of digital manipulation, everyday people do not have access to expert witnesses yet as proven in this example the manipulation and defacement of CCTV. Out of all the people in this country I am probably one of the worst people they could encounter.

In addition to my investigative and forensic skills, I have accumulated wide-ranging experience in professional photography, covering numerous weddings and events. The intersection of these disciplines (digital manipulation, forensic investigation, and creative photography) provides a broad and practical perspective, which I draw upon when assessing possible tampering or misuse of digital media. My familiarity with investigatory processes and foundational digital forensics further supports my ability to scrutinise and validate digital evidence across a variety of contexts.

Drawing upon my professional expertise, I have provided expert witness testimony in a single court proceeding regarding the defacement of (BWC) footage. In addition to my basic courtroom experience and I intend to enter the professional witness space.

In support of my integrity and professional conduct, I am able to present testimony from a substantial number of individuals, including both current serving and former officers of the armed forces as well as professionals from the NHS. These individuals can speak to my reliability, honesty, and ethical standards.



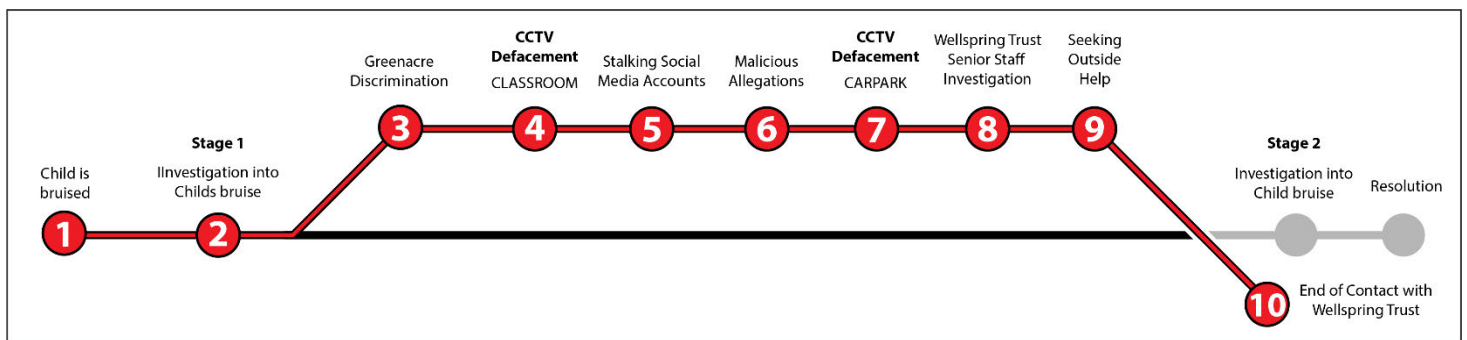
Structure of any complaint to a school

Anytime a complaint is brought against a school it should follow the usual procedure of:

An Incident followed by a complaint. The school then reacting with an investigation, (followed by a stage 2 investigation if parents don't agree) finally followed by resolution.

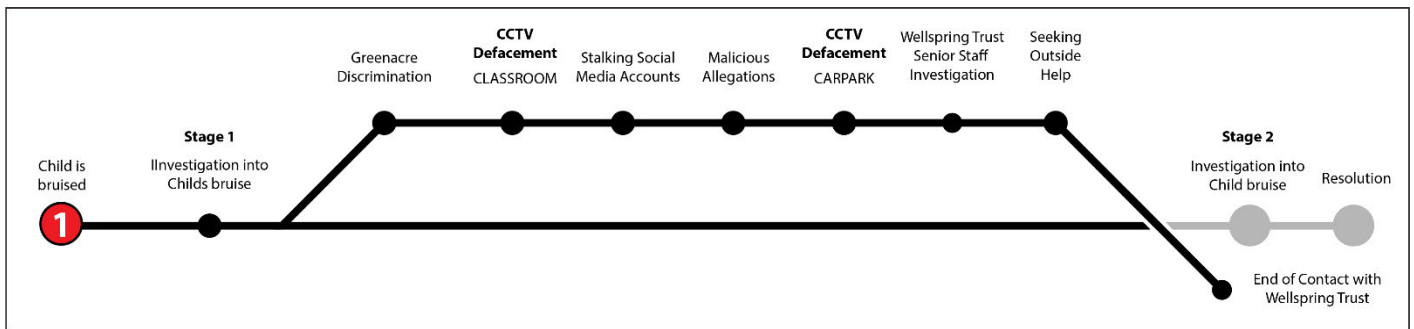


Our complaint went off the rails the minute we spotted huge errors in timelines and basic logic and from there it escalated until we were forced to end all contact with Wellspring Trust as we were given veiled threats for further challenging, threatening to publicly exposing them or keeping our child out of an unsafe environment, never let it be said I am not a man of my word.



We ended the Stage 2 complaint because Wellspring's process proved incapable of fairness or accountability. Evidence was ignored, reports were fabricated, safeguarding protocols were breached, and CCTV was tampered with (multiple times). Senior leaders misrepresented our concerns, made false and disturbing allegations against me, and despite warning them and providing them spoon fed evidence, external bodies deferred back to a process that was already broken. Continuing would only legitimise a template policy system only put in place to allow authentication of the trust and not protection of those named.

Part 1 - Bruising of an autistic and barely verbal child



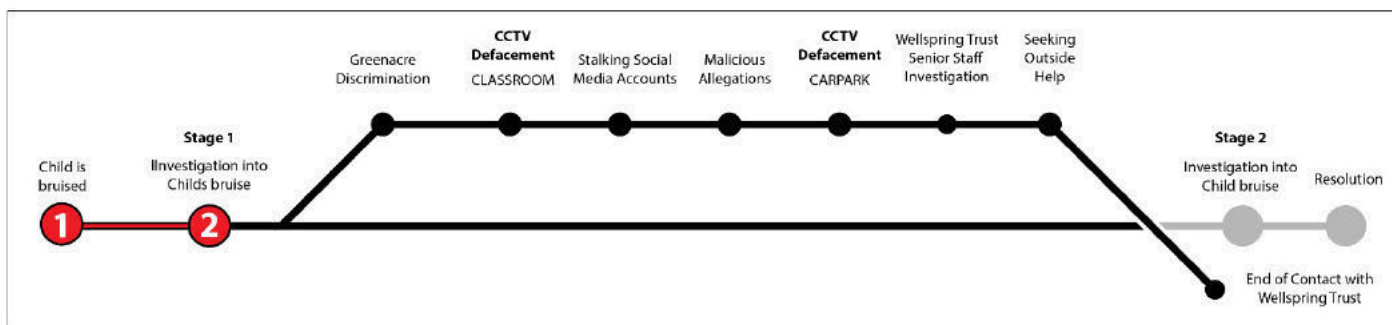
Greenacre School Barnsley, South Yorkshire

Our severely autistic son who attends Greenacre School Barnsley came home with a 6cm-7cm bruise and cannot communicate beyond basic needs, so we filed an official complaint and kept him off school until the full incident had been properly investigated. It was explained by support staff he had a very small bruise from being supported. The school initiated an official investigation at our request. My Ex-wife is qualified in the care of children and became suspicious about the appearance of a bruise in typical places where children are restrained by adults.



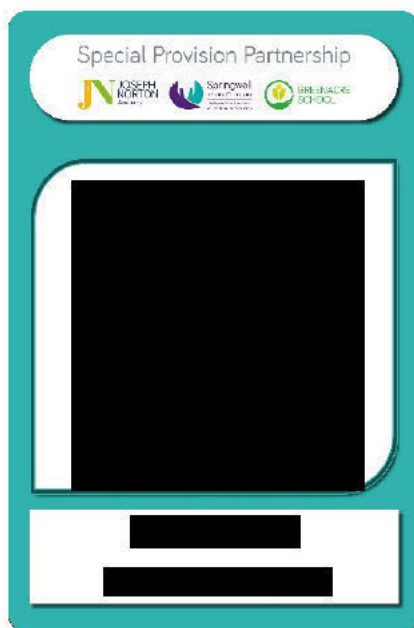
The school repeatedly attempted telephone contact with us in order to visit our son despite us making it clear that nobody was to have contact with our son until we could figure out who did this and why it happened as no details were made aware to us yet. They claimed it was policy but we felt like something was off about this persistent contact.

Part 2 - The Investigation into bruising by Wellspring Trust



WELLSPRING

We Make A Difference



Mr [REDACTED] - [REDACTED] of the Special Provisions Partnership for Wellspring Trust (at the time of incident) was assigned as the investigating officer.

In our initial telephone call he asked if there had been previous issues, he was told about previous bruises being claimed was caused in the process of supporting him and despite the school openly admitting to this we were reported to the Social Services, as well as another incident where our son managed to poison himself with playground grit/salt and the Teaching assistants/ Teachers at the time refused to admit he had done this maintaining he had a stomach bug despite half a dozen telephone calls from my exwife asking them if they were sure he had not got access to anything. It was only admitted after the A&E doctor threatened police involvement did they finally come clean and admit he had ingested it.

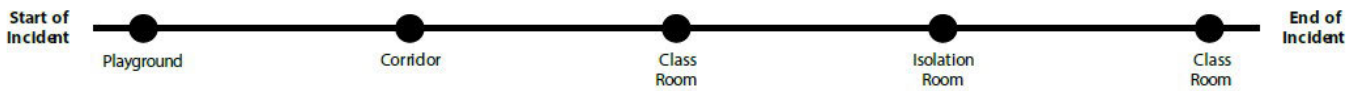
I want you to remember when reading the rest of this document that there have been multiple incidents throughout the year, where the school have phoned us to say our son has been “supported” because he was punching, kicking, spitting, flipping tables, performing backheels on staff, and we have always asked them “are you sure this is was our son?” as he has never shown any sort of violence towards his parents or his siblings.

After the realisation of what we discovered this renders any one of those incidents a terrifying thought for any parent, but more so for a child without the verbal skills to articulate what is happening to him.

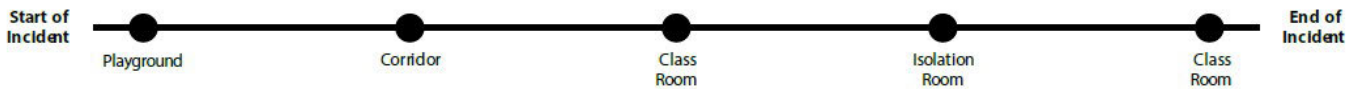
Mr [redacted] established that **there were two almost identical incidents over two days** that started and ended at roughly the same time with our son, that began in the playground and ended in the classroom and required staff to “support” him. He stated that from viewing the footage the incident involving the bruise happened on Thursday 5th September 2026.

Because of the previous incidents I decided to pay close attention to everything as I refused to let another incident slide without doing everything in my power to ensure my son was safe, so using basic investigation techniques I started by creating a timeline based on locations.

Wednesday the 4th of September 2024 - Incident 1



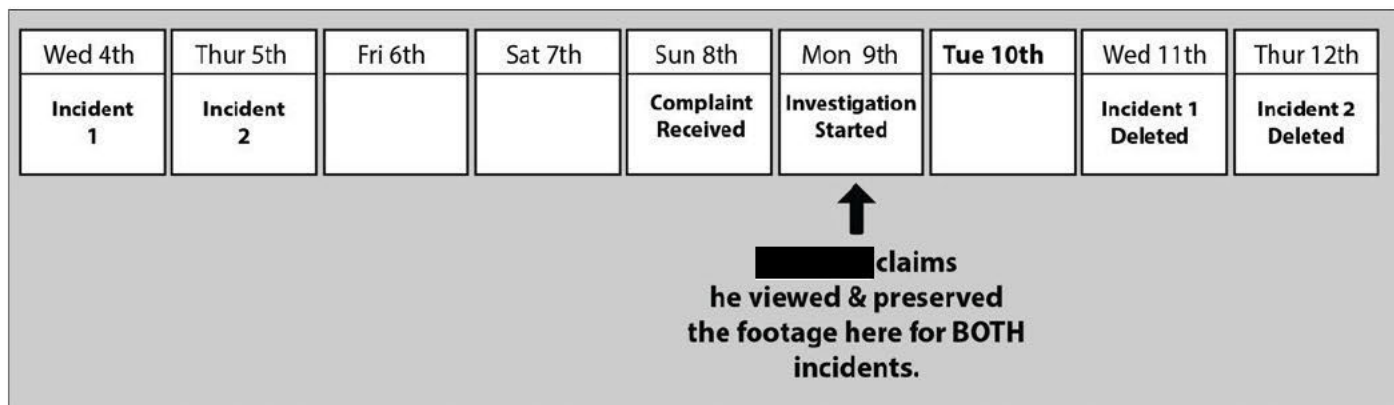
Thursday 5th September 2024 - Incident 2



Wellspring Trust have a 7-day CCTV retention policy. This is highly unusual as the recommended period is 30 days, however I want to stress that during our first meeting with the investigating officer and school leadership [redacted]. Mr [redacted] claimed to have downloaded and preserved ALL CCTV for both incidents the day the investigation started giving him at least 24hours before the first incident footage was deleted.

[redacted] maintained that he had personally witnessed our son being violent towards people which we would never outright refuse to believe but it seemed very odd this behaviour has only ever been witnessed at this school by these teachers and teaching assistants.

Mr [REDACTED] also claimed in this meeting that he conversed with the Wellspring Trust Information Governance [REDACTED] regarding which CCTV footage to secure.



Mr [REDACTED] stated that he had requested the footage, this would have allowed almost a full 48 hours before the automatic deletion of the incident footage from the first incident on Wednesday 4th September 2026.

Special Provision Partnership



CONFIDENTIAL INVESTIGATION REPORT: STAGE ONE	
Name of complainant	Mother
Name of investigating officer	

Background

The complainant emailed the Greenacre school email address on Sunday 8th September 2024. The email was shared with the Head of School, Laura Flynn, and the Designated Safeguarding Leads, Debbie Tinker and Laura Oxley on Monday 9th September 2024. Mrs Flynn appointed David Fallis, Special Provision Partnership Assistant Principal, as investigating officer.

A letter of acknowledgement was sent to Mother on Monday 9th September 2024.

Complaints / Allegations

Mother raised concerns that Child has ‘a very large bruise’ on his left forearm and that Victim has stated that the bruises occurred at school. Mother also raised concerns about the amount of pressure that was being used during any physical interventions. Mother attached photos of the bruising to the email; these photos showed a bruise near the top of Child’s forearm.

Investigation Process

The investigation was conducted in line with the Trust’s Complaints Policy. In order to investigate the areas of complaint I undertook the following:

- Telephone calls with Mother and Father on 9th September 2024
- Interviews with relevant members of staff
- Viewing school CCTV footage
- Review of Schoolpod records: Incident logs and communication logs
- Review of Arbor records: SEND information
- Review of school documents relating to Child’s Personalised Learning Map and Positive Intervention Plan
- Review of relevant policies: Allegations Adults in School (Version 24/01), Safeguarding Children and Vulnerable Adults Policy (Version V1/2023) and Social Conduct (Behaviour) Policy (Version 23/05)

In line with the safeguarding policies, the school referred the incident to the LADO on Monday 9th September 2024. The LADO is awaiting the outcome of the school investigation.

Findings and Outcome

Complaint: Mother raised concerns that Child had a ‘very large bruise’ on his forearm and that this bruise occurred in school.

Findings:

- An incident log, time-stamped Wed 04 Sep 2024 1.47pm, states that Child was refusing to get off the bikes to go back to class at the end of lunch. Staff guided Child to class using a non-restrictive ‘friendly hold’ guide.

- An incident log the following day, time-stamped Thu 05 Sep 2024 1:47pm, refers to a similar incident where Child is reluctant to come off the bikes and return to class. The full description reads:

Child was outside for dinner time play, where he was riding around on the bike. Whilst on the bike Child needed reminders about being safe, going the correct way and sharing with his friends. At the end of playtime Child refused to come off [sic] the bike, and instead chose to continue riding the bike around. spoke to Child to explain routines, what was happening next etc. Child got off [sic] the bike and walked towards , when he began to hit and kick out at her, came to support the situation and again try to reassure Child Child continued to hit and kick both and , arrived and we used reasonable restraint to transition Child back to class. Whilst walking to class, used key words and simple instructions to let Child know what was happening [sic] next e.g. Now Listening to Leigh in class, then DOJO island (something Child enjoys). Once at the lockers staff did a planned release and encourage [sic] Child to walk into class on his own and sit at his table, Child instead turned back towards staff and again hit out and kicked out. Staff then used reasonable restraint again to transition him towards his desk and chair, where his now and next was present. Here staff again tried a planned release, but Child attempted to hit and kick, and posed a significantly [sic] risk to other pupils around him. Staff then physically supported Child to another bay, where they instructed him to sit on a chair until he was ready. Staff sat with Child until he was calm (this took approx. 30 seconds) and then moved away. Staff then explained to Child what was happening, and where he needed to be. After 5 minutes of directed time out, Child returned to his desk to join in with the lesson. The team teach hold occurred on three separate occasions and all lasted approx. 1 minute'.
- An analysis of this incident log includes the following:
 - Child's behaviour towards adults including hitting, kicking and pushing.
 - The 95% de-escalation strategies used: 'step away, time out directed, verbal advice and support, calm talking, choices/limits/consequences, help protocol, non threatening body language'.
 - The reasons for physical intervention: 'to minimise disruption to other pupils, immediate dangery [sic] of injury to self, immediate danger of injury to other'.
 - The techniques used as a 'single elbow' and 'figure of four'.
- The incident log also discusses the post incident debrief, stating, 'Staff spoke with Child about key safety messages and important rules to follow in school. Staff involved in the incident made sure to check in with Child throughout the course of the afternoon'.
- The incident log states that the pupil was injured within the comments, 'Pupil sustained a slight bruise on his left forearm. Bruise is approx. 1cm diameter'.
- This is also noted on a body map image.
- Having interviewed staff, several members of staff report a small mark/bruise in the centre of Noah's forearm.
- One member of staff reported the mark a little lower towards the wrist. The mark was covered by a plaster at Child's request.
- The photo of Child's bruising attached to Mother's email shows a bruise on Child's forearm, near the elbow joint as observed by Mother on Sunday 8th September 2024.
- There is a Contact Log time-stamped Thu 05 Sep 2024 3:10pm. The log states the following: 'Phoned Child's mum to inform her of today's incident. I discussed Child's behaviour prior to the incident, potential triggers and the justification as to why he needed to be physically restrained, despite staff's best efforts not to do so. Mum was fine with this, and we talked about how his first two days at school had been. I also explained that Child had a small bruise on his forearm following the incident, and we have put a plaster on

it, just to reassure Child as he was asking for one. Mum thanked me for calling'

- As part of the investigation I interviewed staff directly involved in the incident. They shared with me that Noah did reluctantly get off his bike but then moved into the bush area, refusing to come into school. Staff used various strategies to encourage Noah to return to class but Noah became aggressive towards staff, lashing out with his arms and kicking (including backheels). He also dropped to the floor and staff report that they were concerned he would hurt his head on the concrete as he was still lashing out whilst on the floor.
- There is no CCTV that covers the playground area in question. However, there is CCTV from school corridors and Noah's classroom. The CCTV captures the latter stages of the incident. The CCTV has been reviewed and is consistent with the incident log time-stamped Thu 05 Sep 2024 1:47pm.
- CCTV footage Info Zone 1 shows Noah being guided into the school building by two staff using a single elbow technique. There is a planned release outside of the classroom but the staff move back into a single elbow technique; the CCTV shows Child moving his arms around and towards the staff. This is also captured on CCTV footage Info Zone 2.
- CCTV footage Cool Learning Base 1 shows Child being guided into the classroom and to his desk where a planned release again takes place. A member of staff attempts to use Child's now and next board. Child stands up and then drops to the floor. Child is guided into one of the learning bays, a quiet space to regulate in (in line with Child's Positive Intervention Plan). The learning bay does not have CCTV but the CCTV from the classroom shows that a staff member leaves the room approximately 20 seconds later and Child does not appear to be physically supported at this time.
- All three staff involved in the incident have had Team Teach Level 2 training.
- Child has a Positive Intervention Plan (PIP). This was last reviewed in February 2024. This document highlights known triggers including not being allowed to continue with a preferred activity. Proactive support strategies include clear, short instructions and reactive support strategies include reasonable restraint including single elbow and figure of four technique.
- Child was in school on Friday 6th September 2024. Staff implemented a new strategy to encourage Child to transition from outdoor bikes to indoor activities by presenting Child with an indoor activity choosing board. This strategy was successful.

The evidence from this investigation shows that the bruising may have been caused by the use of positive handling on Thursday 5th September 2024. Whilst a 'single elbow' or friendly hold technique are unlikely to have caused the bruising, it is possible that the 'figure of four' and support that was required to move Child from the floor to a standing position may have caused or contributed to bruising. However, it is not possible to definitively identify the cause of the bruising, particularly given that the extent of the bruising was noticed on Sunday 8th September 2024.

The evidence shows that the use of positive handling was in line with the school's Social Conduct (Behaviour) Policy (Version 23/05). The evidence shows that staff used a range of proactive strategies though these were unsuccessful. The staff used reactive strategies and positive handling techniques after Child displayed aggression towards them including kicking staff legs; these reactive strategies were reasonable and proportionate. Staff were also worried about Child hurting himself when on the floor and the safety of other students due to the behaviours Child had displayed outside. Staff actions were in line with the strategies outlined in Child's Positive Intervention Plan choosing to utilise a learning bay as a quieter space. Noah was able to regulate in this quieter space.

The incident log time-stamped Thu 05 Sep 2024 1:47pm is detailed and thorough. A member of the class team informed [redacted] of the incident and mark/bruise via telephone on the same day. There is no evidence that positive handling techniques were used inappropriately. There is no evidence that staff applied too much force.

The Social Conduct Policy (Version 23/05) states that *'Team Teach techniques seek to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally, and that these are not to be seen necessarily as a failure of professional technique but a regrettable and infrequent side effect of attempts to keep people safe'* (page6).

The complaint is not upheld.

Recommendations / Next Steps

During my discussions with **Mother** and **Father** they raised a number of historic incidents and that communication with school has been poor, for example they were unaware of their current pastoral link in school.

I recommend the following:

1. **Child's** Positive Intervention Plan (PIP) is reviewed by the class team in consultation with **Mother** and Mr **Father**. Consideration should be given to strategies relating to the use of bikes as transitioning from these preferred activities may continue to be a trigger for **Child**. The PIP should also consider responses to **Child** dropping to the floor.
2. I have asked **Pastoral Welfare Lead** for the Cool department, to make contact with **Mother** and **Father** and to agree a communications plan and strategy moving forward. Both parents have expressed a desire to be equally informed.
3. That **Mother** and **Father** have the option to meet with a Team Teacher tutor to understand the type of positive handling techniques commonly used with **Child** and under what circumstances these may be used.

The report leans heavily on internal accounts and documentation provided by school staff, with limited independent scrutiny or critical analysis of inconsistencies (particularly regarding the differing descriptions and locations of the bruise). While the conclusion claims that staff actions were appropriate and proportionate, this conclusion feels somewhat biased given the uncertainty acknowledged about the cause of the bruising.

Until we saw the CCTV footage

No acts of violence from our son, he wasn't posing a danger to himself or anyone else but we did find footage of him being dragged around a table of the isolation room by the chest/neck area whilst his bruised arm was being grabbed by a teaching assistant.



I want to be very clear that the footage of our son being grabbed by the neck wasn't immediately noticed. It took me days of looking through the CCTV frame by frame and closely inspecting via a 50 inch UHD monitor I use to edit photos professionally so we could originally appreciate it initially being missed by the investigating officer. Both me and his mother were at first reluctant to call this child abuse because false allegations can destroy a persons life regardless if they are true or false, and despite pointing out what we found to Mr [REDACTED] Barnsley council LADO (as well as her boss), [REDACTED], South Yorkshire Police, South Yorkshire Police victims right to review, South Yorkshire Police Professional Standards department, South Yorkshire Combined Mayoral Authority, Stephanie Peacock MP for Barnsley, Department for Education, and Wellspring Trust Senior Leadership. Not one person looked at that footage and responded even condemning it.

Why do we call this abuse?

We understand this is a strong claim and potentially damaging to anybody involved but we really have no other alternative.



The reason we call it child abuse is because of the law which states that Child abuse is:

Any action (or lack of action) that causes harm to a child's health, development, or welfare. It covers physical, emotional, sexual abuse, and neglect, and can occur in homes, schools, or institutions.

the main types we recognised in this incident:

1. **Physical abuse** – Hitting, shaking, burning, poisoning, suffocating, or causing any physical harm to a child. It also includes fabricating or inducing illness.
2. **Emotional abuse** – Persistent emotional maltreatment that causes severe and adverse effects on emotional development. This includes belittling, threatening, isolating, or exposing a child to domestic abuse.
3. **Neglect** – Persistent failure to meet a child's basic physical or psychological needs, likely to cause serious harm. This includes lack of food, shelter, medical care, or supervision.
4. **Institutional or organisational abuse** – Occurs within settings like schools, hospitals, or care homes, often involving neglect, poor practice, or misuse of authority.

In summary

A restraint becomes child abuse when it:

- Is unnecessary or disproportionate,
- Results in injury or trauma,
- Is carried out without following policy or training, or
- Reflects neglect, poor supervision, or a pattern of harm.

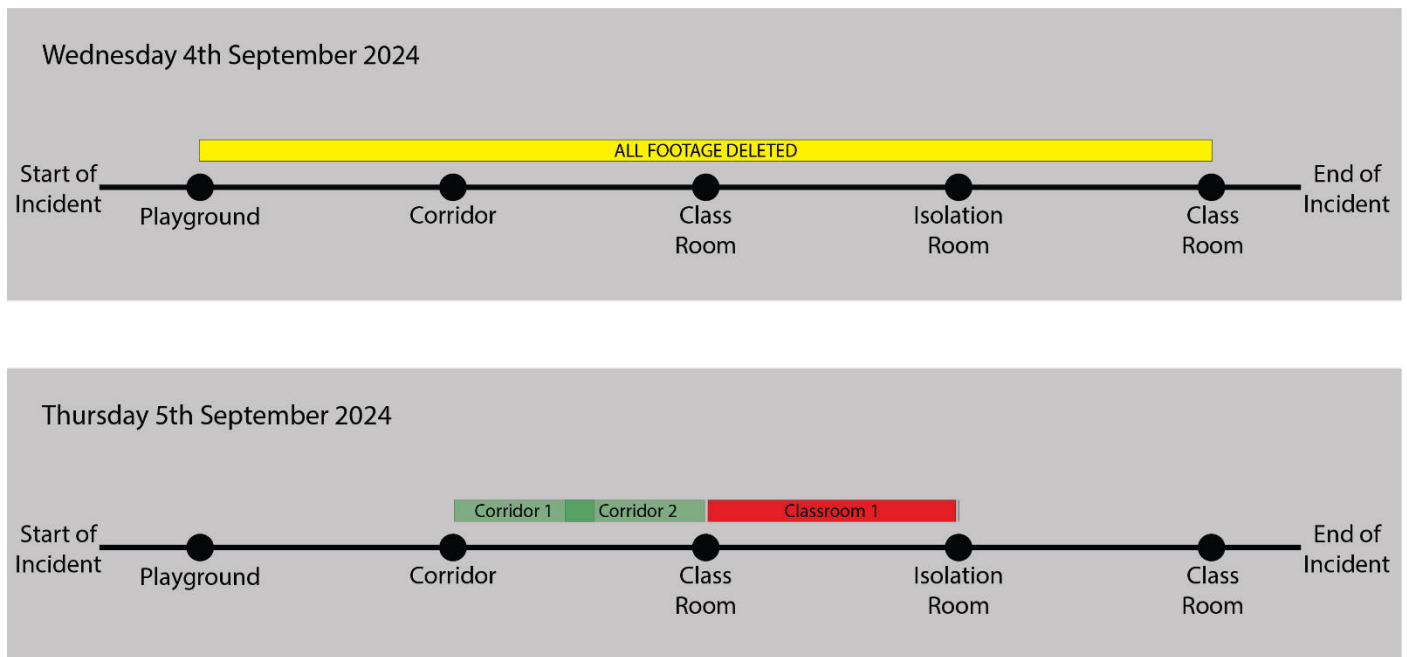
Without any acknowledgment this happened along with no explanation as to why he was grabbed this way with all parties refusing to even comment on this moment when presented with it, coupled with a total lack of the violence that was claimed in the staff testimony

The CCTV was asked for several times verbally before a written request was made after telephone calls and face to face meetings. Nobody actually told us that they would only recognise written applications of CCTV.

The current 7-day CCTV retention period is wholly unreasonable, particularly in a setting like Greenacre School where many children are non-verbal. Parents are often not immediately aware that an incident may have occurred, and even when they are informed, this typically happens at the end of the school day. With weekends further reducing available time, parents are realistically left with around four days to recognise a potential issue, understand the school's process, and submit a formal request for footage.

This creates an unfair and impractical burden on families. In comparison, government guidance recommends a minimum retention period of 30 days. The significant gap between this recommendation and the school's current policy raises serious concerns about transparency, accountability, and a parent's ability to access crucial information regarding their child's wellbeing.

The 3 files that were disclosed fit into the timeline as follows

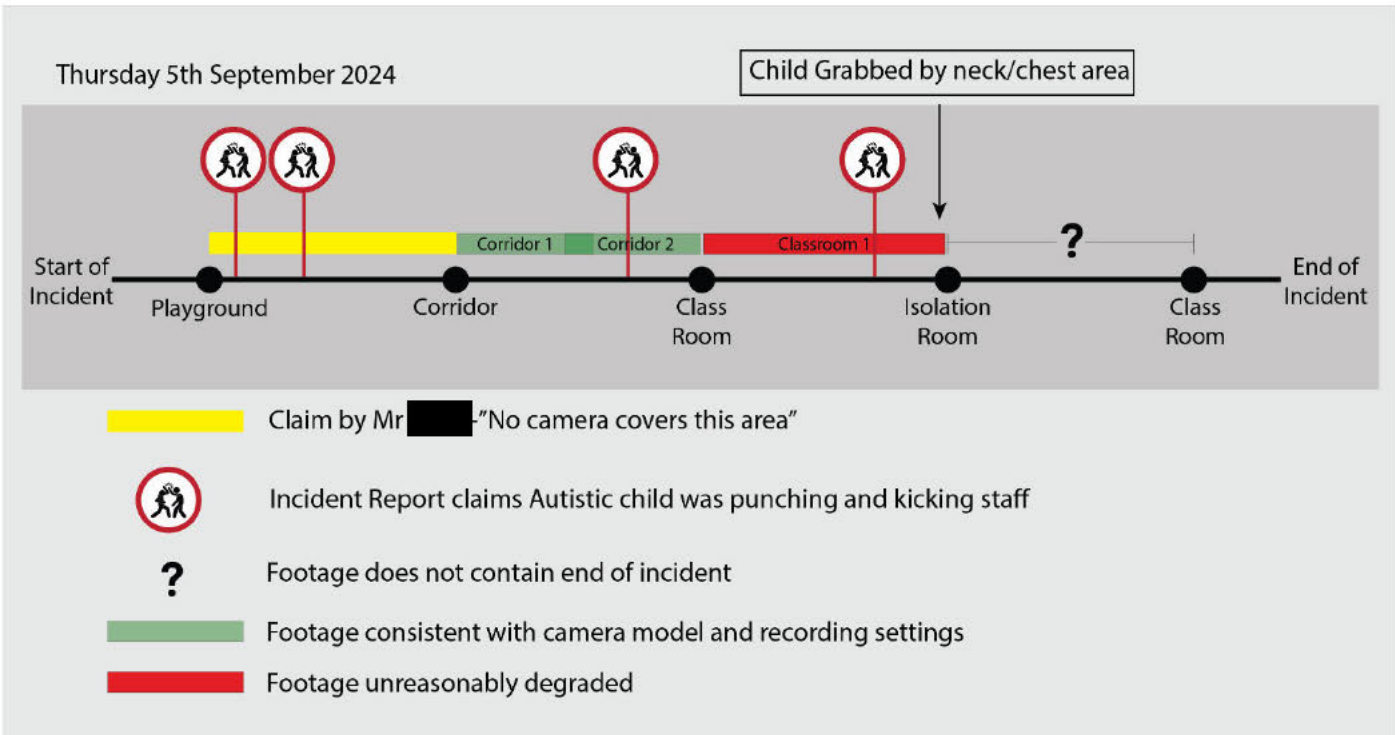


The beginning of the incident was missing from the footage because Mr. [REDACTED] stated that no camera covered that area, (footage which would have provided vital context about what triggered our son's alleged "violence.") The end of the incident was also missing after the Information Governance Officer claimed his interpretation of my CCTV request did not include that portion, even though my original request clearly stated:

"I would also like to request that the footage is raw and unedited except for normal redactions in line with the Data Protection Act, and the footage starts and ends with [REDACTED] entering frame."

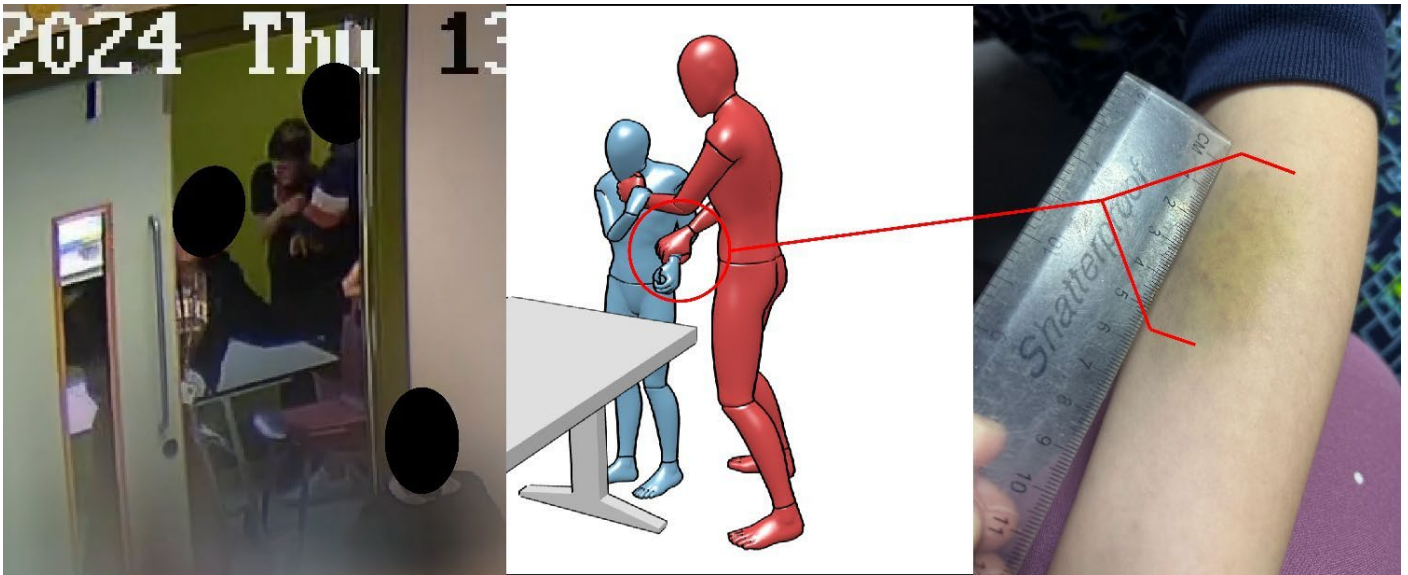
At the time, I had no understanding of where the incident began or ended, or which cameras covered which areas, so I asked for the maximum possible footage showing my son from the moment he entered to when he left each camera's view. This approach worked for corridor footage 1 and 2, which showed the full sequence, but according to their interpretation, it only provided about 30 seconds of footage, stopping just after he was taken to an isolation room.

After thoroughly reviewing the available footage, we found no evidence of our son punching or kicking staff that Mr. ██████ Claimed was consistent with incident reports, despite the teaching assistants' incident reports (highlighted in Mr. ██████ investigation) stating that he did so four times, two of which should have been visible on the CCTV according to their own staff testimony.



The alleged "violence" was used as justification for forcing our son into an isolation room. However, the CCTV footage shows that no such violence occurred at the two points where staff claimed it did. This raises serious questions about the justification for using physical force, and even more so, for using isolation as a form of punishment. This inconsistency should have been identified by the investigating officer.

The justifications put forward by staff are demonstrably false. At no point did our son act violently toward staff or other pupils, a fact clearly supported by the available CCTV footage. Due to inadequate redaction, the reactions of other students are also visible, showing they were responding to the behaviour of the teaching assistants, and the teacher, not the victim. Despite this, incident reports were written that falsely alleged at least two acts of aggression, and these accounts were later upheld in internal investigations. The truth, supported by video evidence, is that the child posed no threat, and the staff's actions cannot be justified under any safeguarding policy, statutory guidance, or lawful standard for reasonable force in schools.



Despite CCTV evidence showing that the child was grabbed by the neck, chest, and forearm (and photographic evidence suggesting a bruise consistent with adult restraint) the investigating officer failed to recognise or act upon the clear safeguarding risks this posed to vulnerable children. This was further highlighted during a face-to-face meeting, where Mr. [REDACTED] confirmed he remained “absolutely certain” of his findings.



Given this, it is reasonable to conclude that:

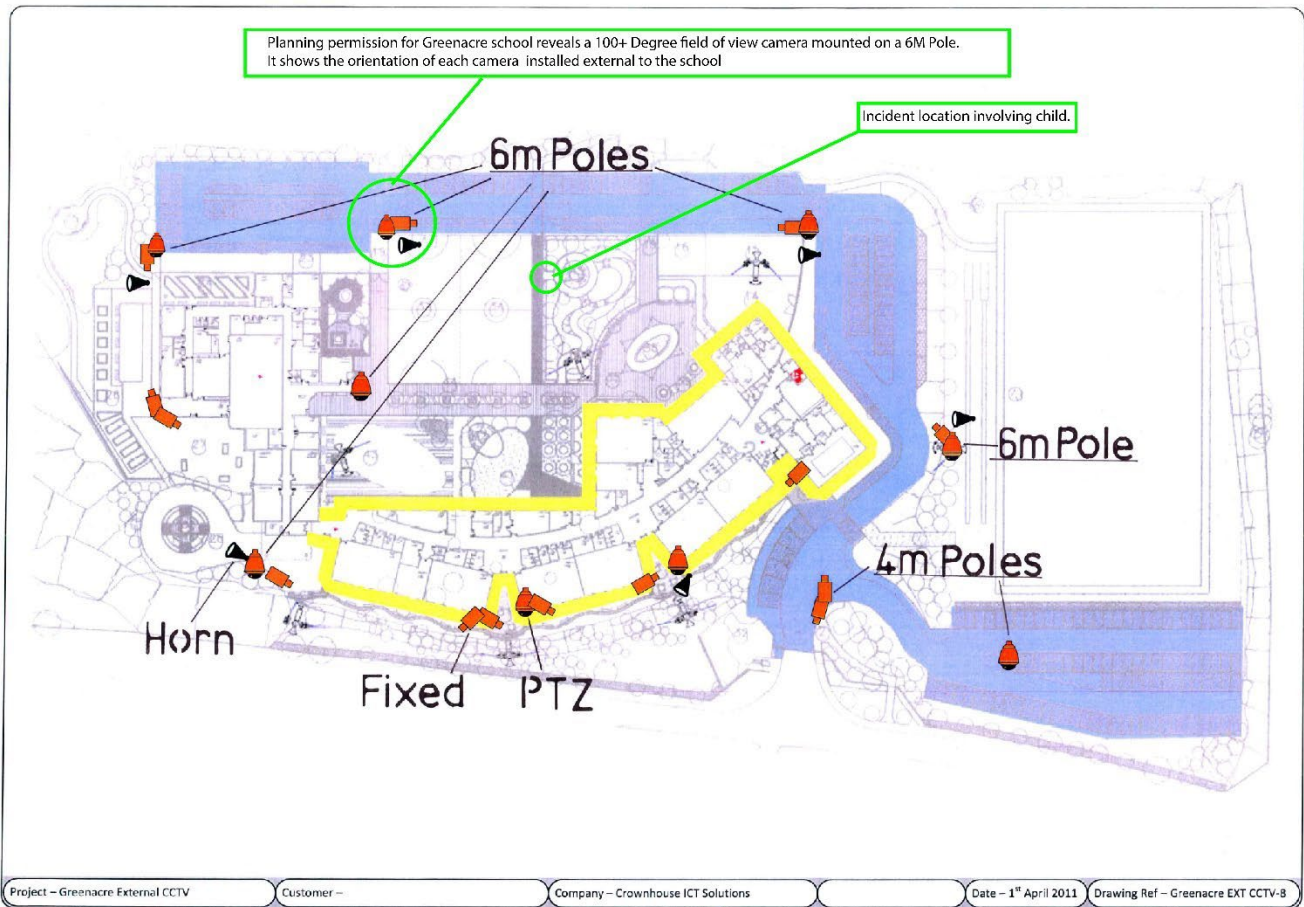
- Mr. [REDACTED] failed to address the clear risks posed to vulnerable children by staff behaviour.
- He did not question the lack of justification for teaching assistants physically grabbing the child.
- He ignored fabricated allegations of at least two acts of violence.
- He failed to identify the use of incorrect “Team Teach” holds.
- He did not investigate inconsistencies in staff testimony.
- He did not address the child’s extended isolation period of over seven minutes.
- He failed to explain why isolation and physical restraint were being used routinely as punishment rather than as a last resort.

Due to the multiple inaccuracies in Mr. [REDACTED] report, we decided to further scrutinise his claims to evidence to the trust, as it was reasonable to assume that further significant errors could exist which might provide vital evidence about the incident. One such point was his claim that “there are no CCTV cameras covering that area of the playground.”

The “area of the playground” he referred to is effectively the entire playground of Greenacre School. Given that playgrounds are among the most common locations for school accidents and safeguarding concerns, it makes little sense that such a key area would be left without CCTV coverage.

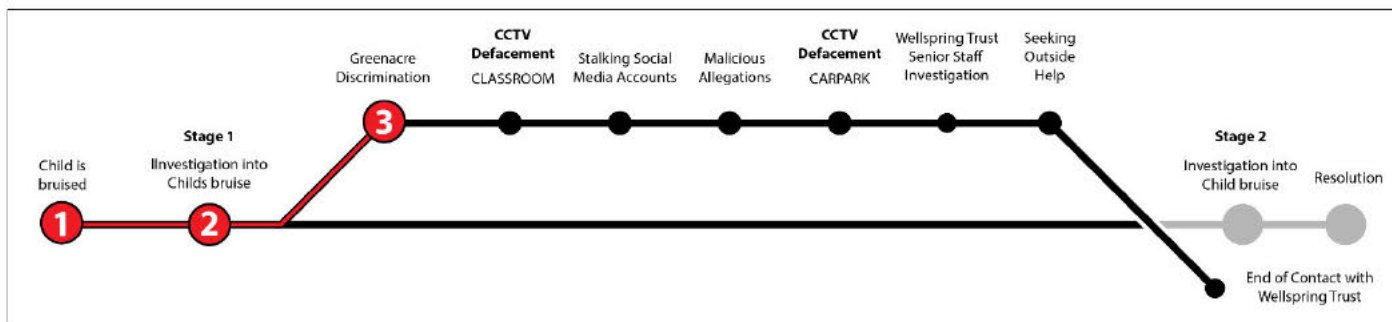
Planning permission documents clearly marked a wide-angle CCTV camera positioned to face directly toward the incident location, contradicting Mr. [REDACTED] assertion that no coverage existed.

This claim is further undermined by the school's CCTV setup. Dome cameras are typically paired with fixed-angle cameras, both positioned to cover a wide area from different perspectives. In addition, both my ex-wife and I have personally attended events such as sports days and have seen these cameras in place around the school grounds.



Greenacre School has 23 exterior cameras covering the entire property. The site is enclosed by a thick treeline on three sides and an open field on the fourth, with only one main entry point to monitor. Of these cameras, nine are PTZ wide-angle units mounted on 6 metre poles, providing extensive coverage. Given this configuration, it is unreasonable and implausible to claim that the school's main playground (one of the most high-risk areas for incidents) is not covered by CCTV.

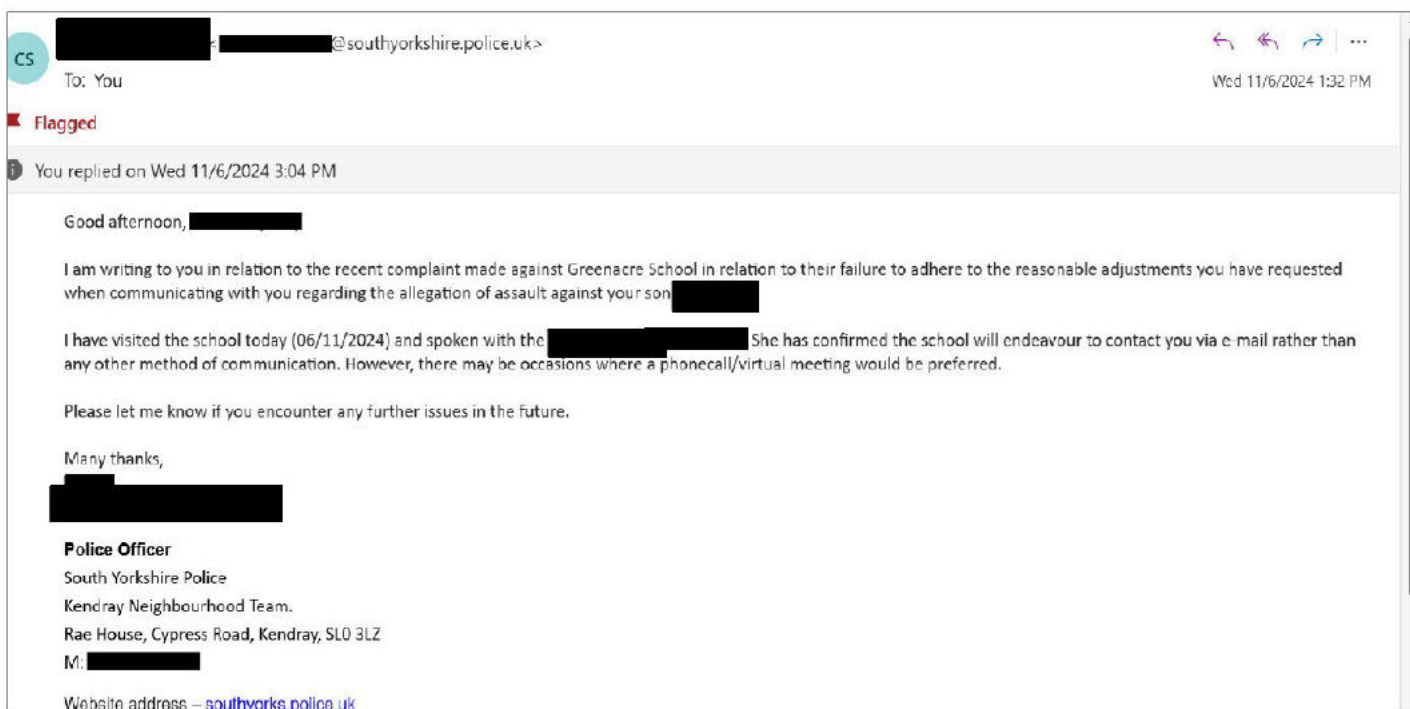
Part 3 – Discrimination By Greenacre School Barnsley



I am a disabled veteran and politely requested email contact as it became dialogue between my ex-wife, myself, the school the investigating officer from Wellspring Trust, Barnsley Council LADO, and South Yorkshire police so what better way to communicate with each other using a method likely used dozens of times by the employees of the school along with the fact I routinely used to communicate with Greenacre Staff members in the past via email without claims it was against policy.

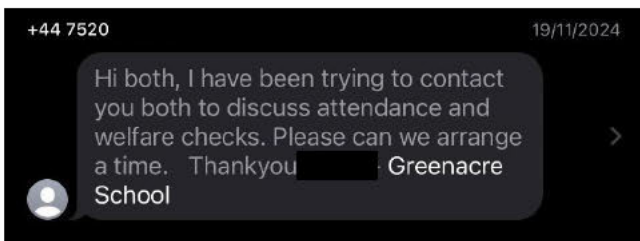
I struggle to remember long form conversations because of the medication I take so I routinely request email contact which gives me an exact record of what was discussed and considering this was a multi agency/organisational incident it was even more vital that I could participate in the complaint by following a recorded narrative.

This was ignored to the point that a police officer (PC [REDACTED]) had to visit a school who specialises in the care of children with additional needs to remind them what reasonable adjustments are.



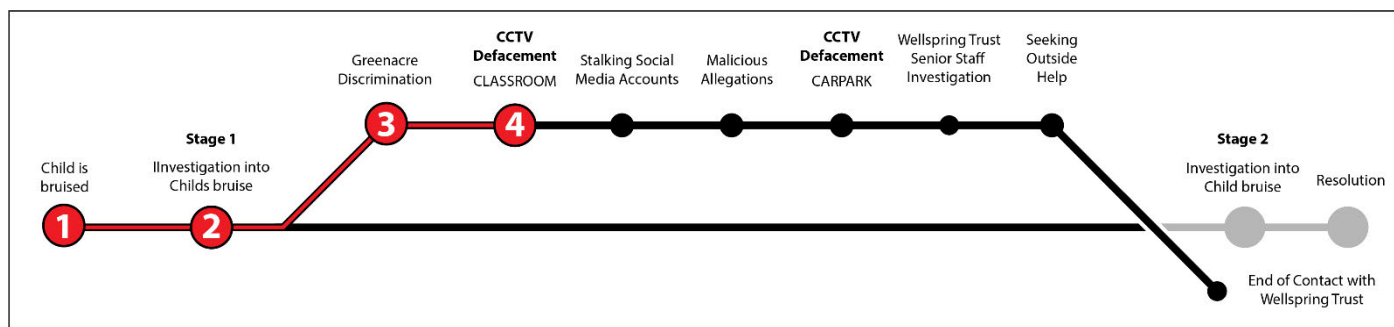
The school resorted to using the parental text service rather than sending an email, in a seemingly petty attempt to circumvent the reasonable adjustments, in their words “to arrange home visits to check on our son”

These seemingly reasonable adjustments will become important later.



The parental text service is sent to one parent. Greenacre knew full well me and my ex-wife aren't together and due to issues of communications between us both I have almost religiously requested to be informed separately to her as we have 50/50 shared custody of our son and daughter. But after PC [redacted] visited the school they still relentlessly attempted to contact us any way other than email whilst the headteacher tried to explain in a video meeting this was necessary sometimes which I cannot accept.

Part 4 - CCTV Defacement – CLASSROOM



CCTV Releases

We asked for all CCTV Footage from the:

- 4th September 2024
- 5th September 2024

Of all the incidents involving our son starting before our son enters frame and ending when he leaves frame (again, at the time the details of the incident went known so I made a generalised request)

Mr [REDACTED] confirmed to me he had acquired all footage regarding these incidents but due to a total lack of contact after numerous verbal requests I made an official email FOI request to Greenacre School on the 18th of September 2024.

Wellspring Trust Privacy responded confirming my request and on the 24th September 2024: Mr [REDACTED] released the Investigation report.

On the 26th September 2024: Wellspring Trust released the CCTV footage of the following;

4th September – ALL CCTV DELETED

5th September – Corridor 1

Corridor 2

Classroom 1

I was informed because of my official request being on the 18th September, all footage from September 4th had been already deleted. But Mr [REDACTED] had already clearly stated that he had watched the footage from all cameras for both days determining that the incident on the second day was the one day the injury may have occurred. He could not possibly make this determination without seeing the previous days CCTV and concluding the second day was the worse, and the school policy clearly states the following.

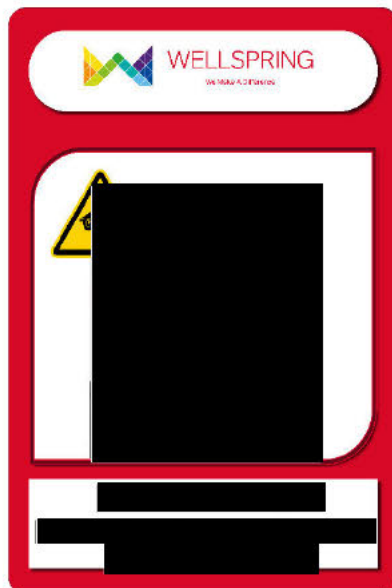
8. Storage & Protection of Images

- 8.1. CCTV recordings will be stored for a maximum of 7 days from the date at which they are recorded.
- 8.2. This period will be extended in the event that a law enforcement body is investigating a crime and asks the Trust to preserve it for the purposes of their investigation. In such an event the CCTV recordings will be preserved until the conclusion of that investigation.
- 8.3. The period referred to at 8.1 will also be extended in the event that the CCTV records an incident that has the capability to result in a civil action being brought against the Trust. In such an event the CCTV recordings will be preserved until the conclusion of that claim.
- 8.4. The period referred to at 8.1 will also be extended in the event that the CCTV records an incident which is subsequently the basis of a complaint. In such an event the CCTV recordings will be preserved until the conclusion of that investigation.
- 8.5. The Trust will ensure that CCTV systems which make use of wireless communication links (e.g., transmitting images between cameras and a receiver) are encrypted to prevent interception.

As for the actual files released:

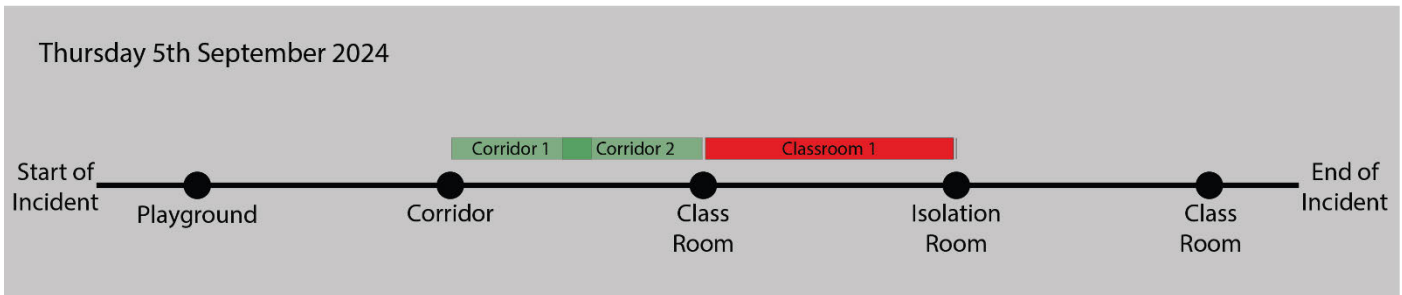
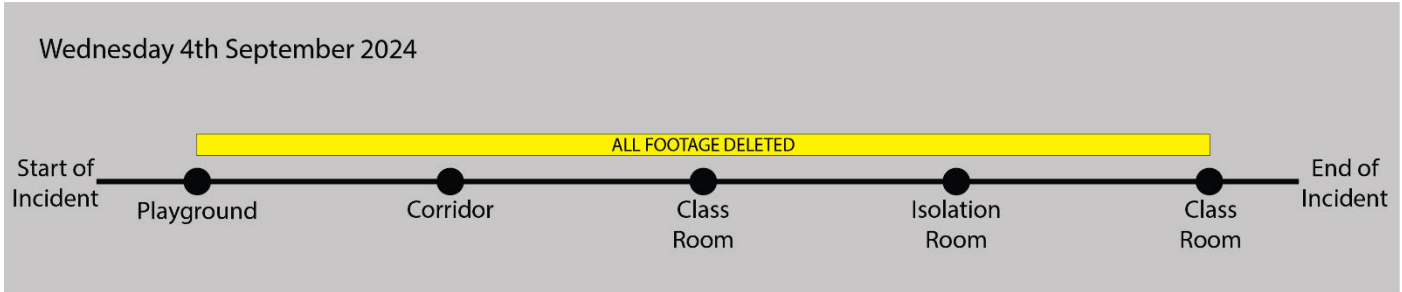
- Corridor 1 – **Was accepted, no major issues.**
- Corridor 2 – **Was accepted, no major issues.**
- Classroom 1 – **Immediately stood out as significantly degraded compared to the others.**

Who handled the requests for CCTV?

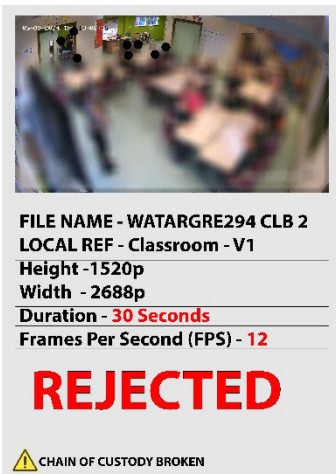


[Redacted] - [Redacted] at another company I cannot name for legal reasons.

Contractors installed CCTV across virtually every corridor and classroom at Greenacre School and fitted 33 external cameras during construction to maximise site coverage; the external cameras were mounted on 6-metre poles prior to the school coming under the stewardship of Wellspring Trust. According to Mr [REDACTED] those external cameras have since been upgraded, not taken offline, damaged, or decommissioned. Despite that professional planning and installation, no outdoor footage of the playground is available because the majority of the playground was not covered by any camera. As a result of deleted footage from 4 September 2024, missing outdoor cameras, and a failure to preserve the full extent of recorded material in accordance with



Issues with CCTV Files – Greenacre School Internal CCTV



Classroom release 1 – Key Problems

1. Frame rate drop – from 25fps (standard) to 12fps, producing a stuttered “stopmotion” effect because that removes natural motion and undermines accurate interpretation.
2. File length – original release only ~30 seconds, despite the incident report narrating events lasting much longer.
3. Leaked identities – at least three children’s identities were exposed, a serious data breach.
4. Severe compression – file was heavily compressed, losing crucial visual details and reducing evidential reliability.

Corridor 1: **16.4 MiB (~1,761 kb/s)**

Corridor 2: **14.1 MiB (~2,470 kb/s)**

Classroom 1: **5.22 MiB (~1,449 kb/s)**

5. Audio anomaly – editing software (Shotcut) created an empty audio track due to Mr [REDACTED] using a profile to export it even though the cameras did not record sound and neither corridor file containing the same anomaly of an audio track.

WHY DOES THIS MATTER?

1. Framerate

Mr [REDACTED] released the footage removing 50% of the frames captured by the CCTV camera. Doing this removes a significant amount of motion from subjects. The study of motion is called kinematics. The physics of the motion doesn’t change, but the ability to capture, measure, or visually interpret the CCTV it is affected by frame rate.

2. File Length

Mr [REDACTED] released only 30 seconds. This is important because the school staff claimed to only isolate the child for 5 minutes through the incident report. Isolation of autistic children is recommended to be used as a last resort and sparingly.

3. Leaked Identities

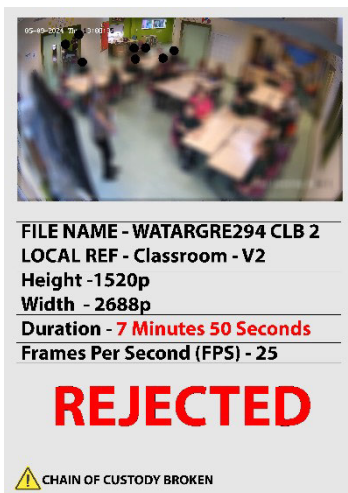
Mr [REDACTED] is a trained legal professional and Information governance officer. The whole point of his job and reason to use Shotcut instead of the software that came with the CCTV System was to redact the identities of other children not pertinent to our SAR request. If he has failed with the one job he is paid to do then Mr [REDACTED] either is misrepresenting his training, highly neglectful or he was concentrating on something other than redacting the identities of the other children. By failing to redact those identities Mr [REDACTED] has leaked private data and violated the data protection act for at least 3 children in the first release of the classroom footage and has a duty to report the leak to the parents responsible where they may be entitled to compensation.

4. Compression

This effects the overall quality of the video and causes glitching artefacts the more it is compressed. This clearly effects the ability to determine what is happening in a complex situation recorded via CCTV.

So the only issues with the CCTV releases happen to be issues that effect the ability to determine what happened in the incident whilst ignoring the actual purpose of processing the CCTV.

After being accused directly of purposefully compressing the footage, lowering the frame rate and providing a very short clip and not the entire event, Mr [REDACTED] then released “the extent of the footage he had preserved” and released a second CCTV file.



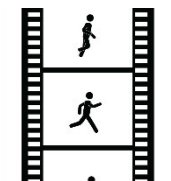
Classroom release 2 – Key Problems

1. Exported at 25fps but achieved by duplicating frames, not restoring the original footage.
2. Extended to 7 minutes 50 seconds, showing longer isolation than reported but still not the entire time the child was isolated for.
3. Leaked at least 3 children’s identities for a second time.
4. Compression remained severe but differed significantly from the first file. This indicates that Mr [REDACTED] chose to export the footage at reduced quality a second time, even after the initial issues were raised. The encoding inconsistencies further suggest deliberate alterations.

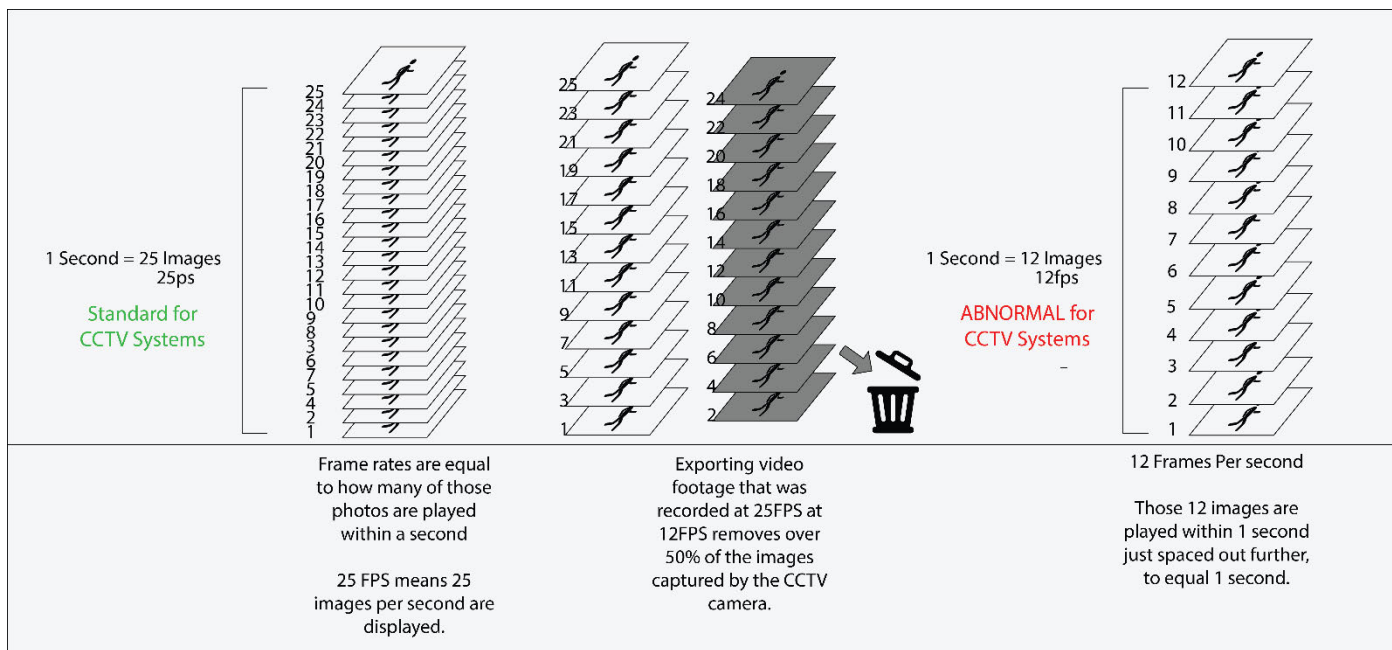
WHY DOES THIS MATTER?

Mr [REDACTED] claimed to have returned the file to 25 frames per second but all he did was convert the 12 fps to 25fps. THIS IS VERY IMPORTANT

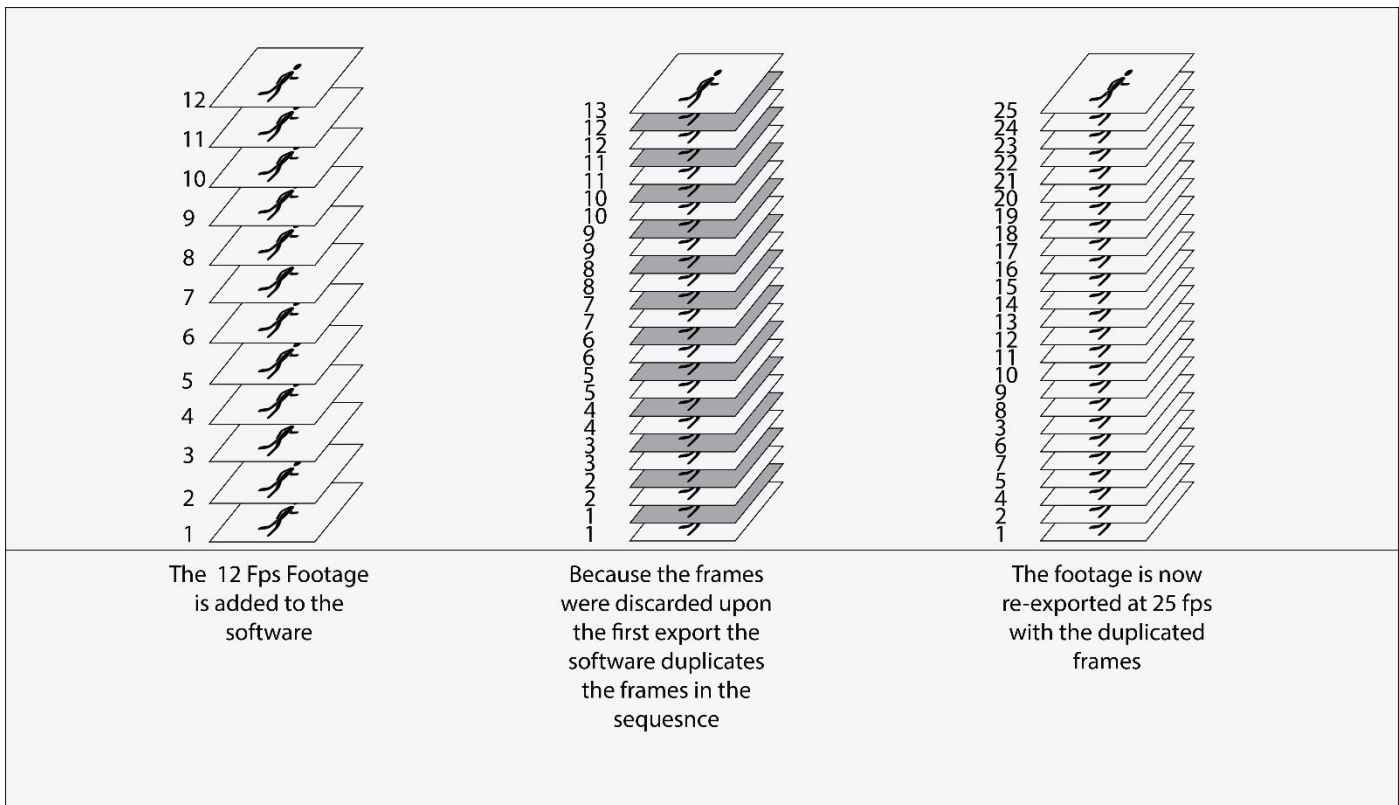
Think of any video as a flip-book.



All videos are a collection of photos that are changed rapidly to give the illusion of motion

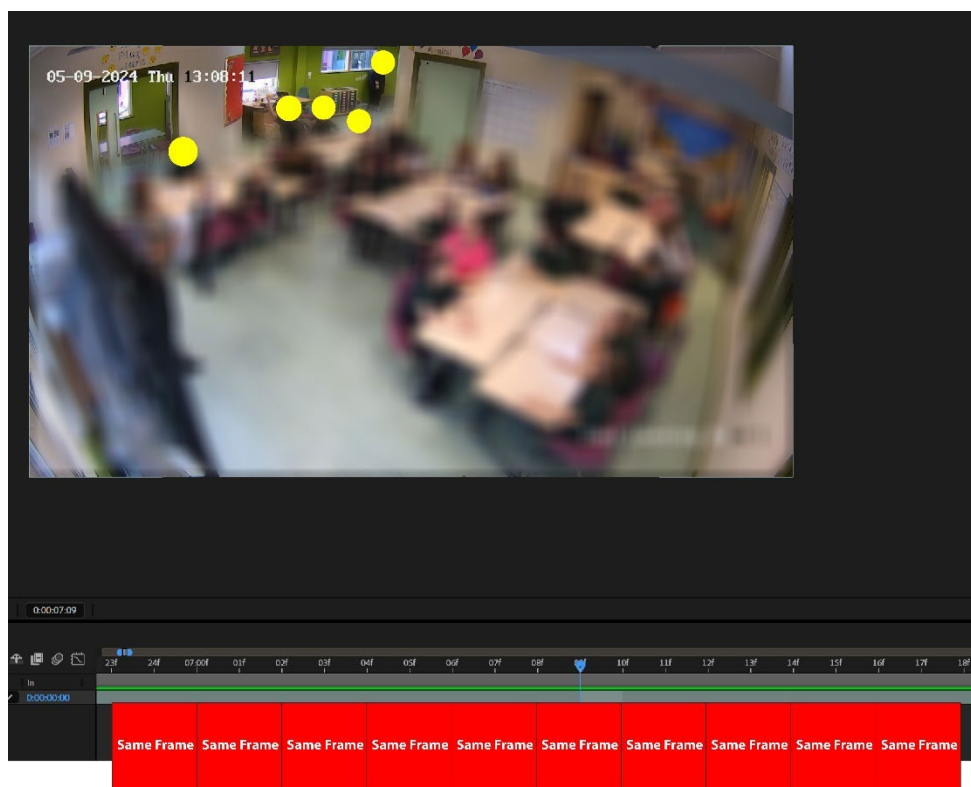


So, when the second release of the classroom file was released the following happened



This is referred to as “Frame Padding”

In the second release of the classroom footage, Mr [REDACTED] again exported the CCTV file in 12 frames per second but then converted it into the same format as the other cameras at 25 frames per second. This can be demonstrated by slowing down the Classroom Version 2 footage to watch how often the motion changes when the timeline is scrubbed, this where duplicate frames become visible as the motion only changes when two frames are scrubbed through.



If Mr [REDACTED] exported it as the camera recorded it the motion would change every one frame and the red boxes in the image should be half the size.

This is not an accidental step and requires an active choice to pad the frames instead of exporting the original footage with the original footage settings so.

Because the each frame is recorded data of a subject Wellspring Trust removed 50% of the frames.

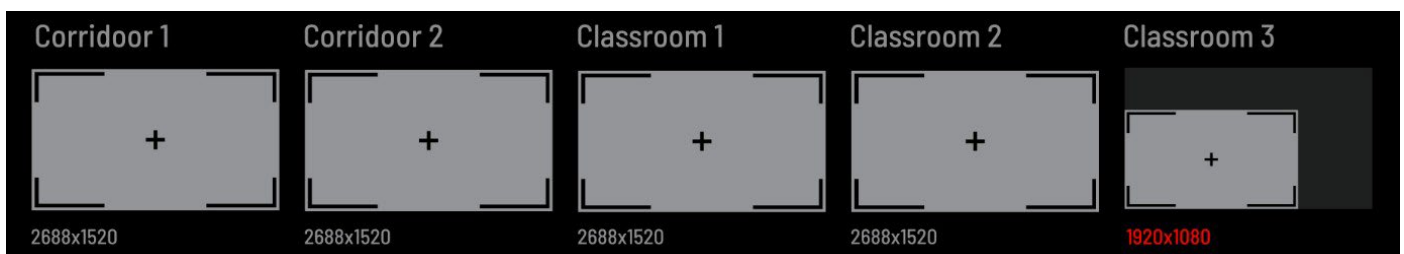
This confirms that Wellspring Trust HAVE STILL not provided the full extent of this footage and provided a summary of the data by removing detail and context regardless of how seemingly insignificant.

So after this was pointed out I made a brand new SAR request for the footage for the avoidance of doubt as it was recorded mentioning that I did not care if the raw recorded file was HD, I wanted the entire RAW file with legal redactions in place.



Classroom release 3 – Key Problems

- Exported from [redacted] computer.
- Artificially padded into a HD format (1920x1080, 25fps) despite originating as degraded 12fps footage and originally recorded in a 1520 X 2688 format.



- File size ballooned (696 MiB @ 12.3 Mb/s), inconsistent with earlier versions or camera recording settings, or even camera limitations.
- Privacy masks were poorly applied, in places even concealing parts of the incident and was the worst redaction work by far appearing to have been magnified.
- Different start and end times compared to Classroom File 2, proving footage was withheld and IS NOT THE FULL EXTENT OF WHAT WAS CAPTURED as now 2 separate versions start and end at different times when synced up.
- Synchronisation shows all three files share identical doubling of frames, confirming the footage was re-exported from degraded 12fps footage, not exported from the source as claimed by Mr [REDACTED] and now Mr [REDACTED]

Legal & Regulatory Context

CCTV in UK law is treated as digital documentary evidence. Removing frames breaks the continuous record, undermining authenticity unless fully documented.

- Forensic Science Regulator Act 2021 & Statutory Code of Practice (2023) require:
 - I. Secure storage.
 - II. Documented chain of custody.
 - III. Audit trails of access.
 - IV. Preservation of original material.

Using Shotcut, (an open-source editing software), to redact CCTV footage without preserving the original video and without following proper evidential procedures by only using Shotcut to adjust the file as legally necessary constitutes a break in the chain of custody. This may render the footage inadmissible in court rendering the footage useless for either party as a defence or as a prosecution.

CCTV Conclusions

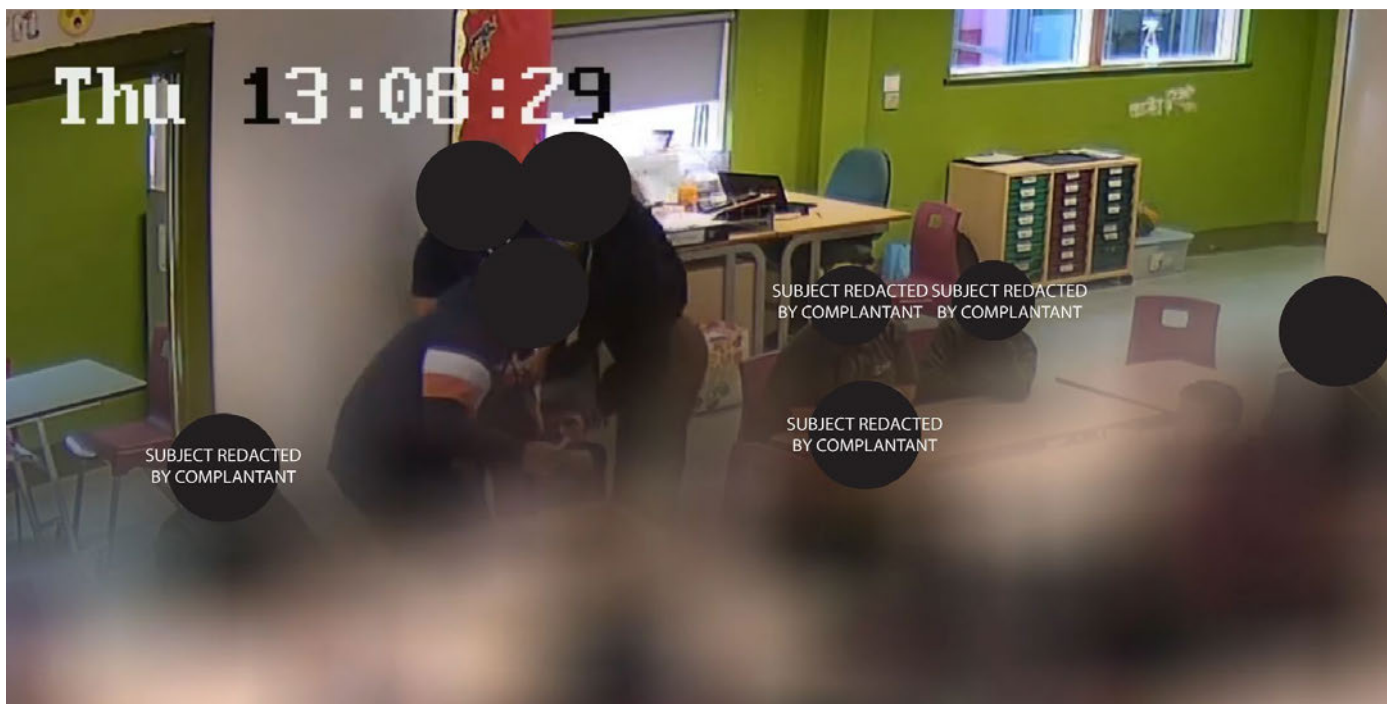
- Corridor 1 and 2 serve as baselines of unaltered or standardly redacted footage.
- Classroom 1, 2, and 3 were repeatedly re-exported, compressed, or manipulated in ways inconsistent with professional evidential handling despite multiple challenges and clear requests for footage this was misinterpreted into exotic export profile requests despite maintaining that the only difference in the file should be the legal redactions in accordance with Mr [REDACTED] job.

Wellspring Trust broke the chain of custody by misrepresenting their use of Shotcut, by defacing it, summarising it then claimed they had not done anything to the file beyond legal redactions would make it inadmissible in court.

They claimed twice to have released THE FULL classroom footage in versions 2 and 3 despite evidence indicating it was not the full extent of the file.

Source Name	🔒	✂	🔍	📄	🔊	🎧	🔄	Parent & Link	In	Out
Classroom 3.mp4	🔒	✂	🔍	📄	🔊	🎧	🔄	None	0:00:00:00	0:07:55:08
Classroom 2.MP4	🔒	✂	🔍	📄	🔊	🎧	🔄	None	0:00:04:04	0:07:54:10
Classroom 1.mp4	🔒	✂	🔍	📄	🔊	🎧	🔄	None	0:00:12:06	0:00:42:07

For for the leaking of other children's identities which is a violation of the data protection act, Mr [REDACTED] first states, (despite me sending him a screenshot of the children's identities from the CCTV):



“The Trust respectfully disagrees with your view on this and do not believe that other pupils are identifiable from the disclosed video footage. The Trust has balanced the rights of those individuals with your request.”

But after I told him that I would publicly disclose the information of our son being allegedly abused he responded with:

“Based on the legislation around subject access requests I am of the opinion that your comments are misguided around "serious leak of personal data" and as explained you are welcome to complain to the ICO. I am however not required to explain to you around this as the pupils in question are not those for which you have parental responsibility. I would however suggest that you consider from your personal perspective the impact on the pupils of you choosing to release your SAR response to the wider public but that is your decision to make.”

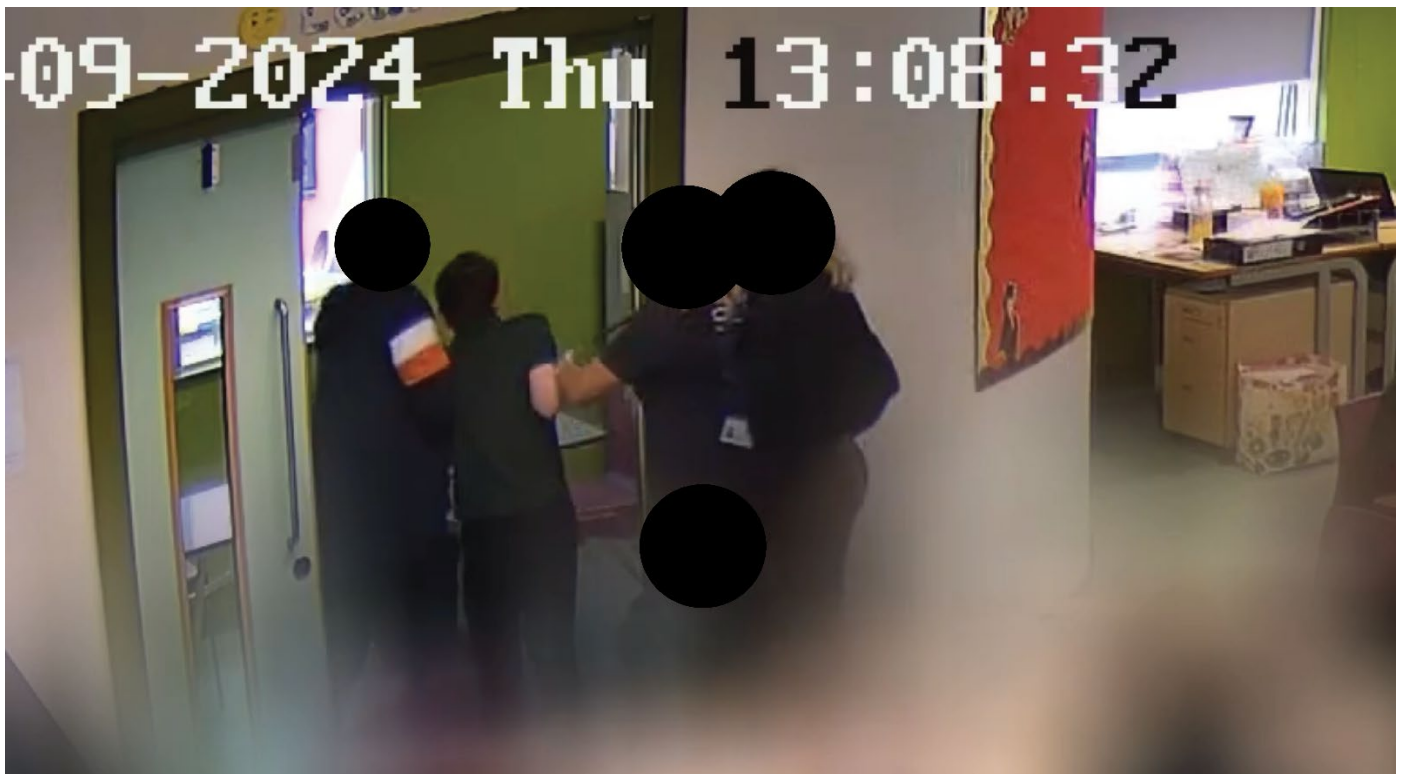
Clearly attempting to dissuade me from disclosing it by referencing the impact on students that should not even be recognisable.

Mr [REDACTED] is a qualified legal professional and Information governance officer, in his own words he has worked on CCTV files in a legal capacity for cases previously, he released the classroom file at 12 frames per second. The frame rate he released the CCTV footage is the same quality as stop motion video, similar to the LEGO movies because it gives motion a chunky, handmade feel that matches the look of LEGO bricks.

Despite the cameras at the schools recording over 50% more frames than this, doing this removes a lot of motion from subjects.

The study of motion is called kinematics. physics of the motion doesn't change, but the ability to capture, measure, or visually interpret information it is affected by frame rate.

This becomes more concerning when moments like this shoulder bump are discovered as our son was pulled with enough force to bounce off the person with an orange and white stripe on his arm as he is being pulled into the isolation room.



When CCTV footage is heavily compressed, fine details like facial expressions, subtle gestures, or eye contact can be lost, and fast movements may appear blurred or blocky. This makes it harder to accurately interpret complex interactions between students and teachers, such as determining intent, context, or emotional cues. Overall, excessive compression can compromise the reliability of footage as evidence, limiting its usefulness in sensitive investigations or disciplinary reviews.

This is evident not only through the container data but also through the glitching within the file that this has caused.

Both the bit rate and size of the file along with visual glitching prove that the footage was highly compressed even without the +100 fields of container data (file structure).



The Grey pixelation is a result of the software trying to average the pixel colour in order to save file space (compressing the footage), it interprets the blur masking this way because most blurs replace each pixel with an average (weighted or unweighted) of nearby pixels, so the colour becomes the neighborhood average so the compression ends up averaging this colour to extremes when it undergoes heavy compression.

It just so happens that out of the footage released to us the only file with significant issues happens to be the one where evidence of the teaching assistant grabbing a disabled child by the scruff of the neck .

Mr [REDACTED] responded by claiming:

The frame rate drop was due to “his default settings” on his system. It was later discovered that both Mr [REDACTED] and Mr [REDACTED] are using “Shotcut” to redact CCTV files. This software is industry standard open source and unsecure video EDITING software. It holds no record of handling at all so any edits or deletions can be made without accountability.

Also the software Shotcut has never once had “default” settings of stop motion video. “12 frames per second and highly compressed” Such a claim is demonstrably false due to and easily tested on Shotcuts release versions and notes for the version Mr [REDACTED] is using.

It can be easily verified by senior personnel by checking Mr [REDACTED] historical exports of redacted CCTV files for the settings used or contacting Shotcut for clarification by anyone unfamiliar with software.

For the length of the file He claimed:

“Within your email dated 18 September 2024 you requested “footage of incidents” and stipulated that “the footage starts and ends with Noah entering frame”. The shortened video was provided as the footage you received depicted the RPI and so based on the wording of your request we believed that this was the entirety of what you were seeking to obtain. Within your recent email you have amended this to “Please provide the ENTIRE footage of that incident from 3 seconds before my son enters frame and ending when he comes out of the room and is settled back down”. The Trust is more than happy to provide the extended footage however we aver that our original response complied with your original wording.”

Mr [REDACTED] was aware I had no idea at the time of my request of what the official narrative on the incident was as the incident report had not been disclosed to either parent. As a general request this SHOULD have been interpreted as the entire footage until our son left the classroom if he was interpreting it logically, even as ridiculous as that sounds it was the only way I could ensure the entire length of the footage involving my son was included.

If my request was interpreted through logic he would have questioned the length as that request could have been hours of footage, at a bare minimum as a professional he should have provided the ENTIRE footage as per the incident log and his interactions with Mr [REDACTED] [REDACTED] however as a parent I am entitled to request whatever footage of my son has been recorded within reason, it is a simple task to set-up a basic group of privacy masks and track that across any number of hours worth of footage.

He then Claimed:

“When the complaint was originally made the footage which was removed from the CCTV system for preservation did not extend to when Noah exited the room. The Trust is unable to provide any more than the 7 minute and 50 seconds video footage that is now available to you.”

This is false as Mr [REDACTED] confirmed and made determinations on where the injury was probably suffered by watching both days of footage. Both Mr [REDACTED] and Mr [REDACTED] are in complete opposition at this point with Mr [REDACTED] claiming to have called and discussed the file length with Mr [REDACTED] and Mr [REDACTED] denying this fact or any knowledge of the incident, as well as Mr [REDACTED] claiming half the footage was deleted when Mr [REDACTED] claimed to have watched both days of incident footage and made a determination regarding which day the injury may have occurred on.

The next page contains the CCTV footage release file container schema. This can be used to investigate what settings Mr [REDACTED] and Mr [REDACTED] selected for each file which is interesting when you realise I was only pointing out errors in frame rate and compression to them because I wanted two fields that got straight to the point. He sent me a screen shot of his export settings without realising how many actual points of data are recorded in a file container which for me are 100+ depending on the type of file I am monitoring.

Through colour coding I have separated expected file differences like duration, overall bit rate with the sections which should be largely the same because they come from not only the same make and model of camera, but also the same video file.

From the data on the next page the following statements of fact can be established

- Mr [REDACTED] workstation exported Corridor 1
- Mr [REDACTED] Workstation exported Corridor 2
- Mr [REDACTED] Workstation exported Classroom 1
- Mr [REDACTED] Workstation exported Classroom 2
- Mr [REDACTED] Workstation exported Classroom 3
- After complaining about the file length of classroom 1, Mr [REDACTED] selected once again a poor setting of export for classroom 2 compressing the file again.
- Classroom 3 was a poor copy of the footage converted into a HD format that changed the aspect ratio and padded the file to become a large file size.

It could certainly be argued that poor settings were selected accidentally the first time, but it then raises the question if it wasn't an accident and leftover from the previous export he made, what previous footage was he then exporting as 12fps stop motion style footage that is highly compressed? It is a highly strange setting as it degrades the footage and summarises the SAR data.

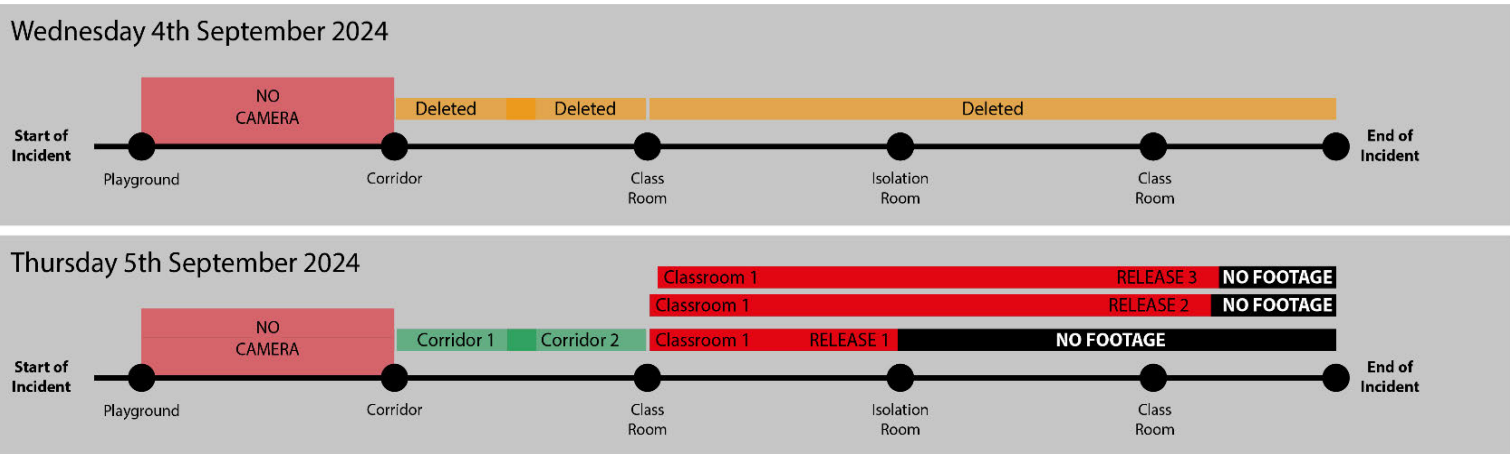
But not 3 different times, 3 different settings for the same file that a child is being grabbed around the neck/chest area and having his arm pinned. Two professionals churned out progressively worse copies of the exact same file.

And in the words of Ian Flemming:

“Once is happenstance. Twice is coincidence. Three times, it's enemy action.”

	Corridor 1	Corridor 2	Classroom 1	Classroom 2	Classroom 3	Notes
General						
Format	MPEG-4	MPEG-4	MPEG-4	MPEG-4	MPEG-4	Consistent
Format profile	Base Media	Base Media	Base Media	Base Media	Base Media	Consistent
CodecID	isom (isom/iso2/avc1/mp41)	isom (isom/iso2/avc1/mp41)	isom (isom/iso2/avc1/mp41)	isom (isom/iso2/avc1/mp41)	isom (isom/iso2/avc1/mp41)	Consistent
File size	16.4 MiB	14.1 MiB	5.22 MiB	87.5 MiB	895 KiB	Consistent
Duration	1 min 18 s	48 s 0 ms	30 s 208 ms	7 min 30 s	7 min 55 s	688MiB for the almost same length as release 2 before 3 different times for 1 footage
Overall bit rate mode	Variable	Variable	Variable	Variable	Variable	Consistent
Overall bit rate	1.761 kb/s	2.470 kb/s	1.449 kb/s	1.560 kb/s	1.580 kb/s	Maintained Same bit rate for the last 2 releases
Frame rate	25.000 FPS	25.000 FPS	12.000 FPS	25.000 FPS	25.000 FPS	Adjusted frame rate after mentioning it
Writing application	Lav61.1.100	Lav61.1.100	Lav61.1.100	Lav61.1.100	Lav61.1.100	Different Writing application
Video						
ID	1	1	1	1	1	Consistent
Format	AVC	AVC	AVC	AVC	AVC	Consistent
Format/Info	Advanced Video Codec	Advanced Video Codec	Advanced Video Codec	Advanced Video Codec	Advanced Video Codec	Consistent
Format profile	High@L5	High@L5	High@L5	High@L5	High 4:4:4 Predictive@L4	ONLY DIFFERENT IN 3rd Release Classroom Footage
Format settings	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames	CABAC / 2 Ref Frames	ONLY DIFFERENT IN 3rd Release Classroom Footage
Format settings, CABAC	Yes	Yes	Yes	Yes	Yes	Consistent
Format settings, Reference frames	4 frames	4 frames	4 frames	4 frames	2 frames	ONLY DIFFERENT IN 3rd Release Classroom Footage
Format settings, GOP	avc1	avc1	avc1	avc1	avc1	Group of Picture only present in 1st Corridor Footage
CodecID/Info	Advanced Video Coding	Advanced Video Coding	Advanced Video Coding	Advanced Video Coding	Advanced Video Coding	Consistent
Duration	1 min 18 s	48 s 0 ms	30 s 208 ms	7 min 30 s	7 min 55 s	DIFFERENT DESPITE ENTIRE FOOTAGE OF INCIDENT
Source duration	MISSING	MISSING	MISSING	MISSING	MISSING	ONLY PRESENT IN 2nd Release Classroom Footage
Bit rate	1.761 kb/s	2.462 kb/s	1.440 kb/s	1.547 kb/s	12.3 Mb/s	SEVERE DIFFERENCE IN 3rd Release Classroom Footage
Width	2 688 pixels	2 688 pixels	2 688 pixels	2 688 pixels	1 920 pixels	Different size screen on 3rd release (70%)
Height	1 520 pixels	1 520 pixels	1 520 pixels	1 520 pixels	1 080 pixels	Different size screen on 3rd release (70%)
Display aspect ratio	16:09	16:09	16:09	16:09	16:09	Consistent
Frame rate mode	Constant	Constant	Constant	Constant	Constant	Consistent
Frame rate	25.000 FPS	25.000 FPS	12.000 FPS	25.000 FPS	25.000 FPS	ONLY DIFFERENT IN 1st Release Classroom Footage
Color space	YUV	YUV	YUV	YUV	YUV	Consistent
Chroma subsampling	04:02:00	04:02:00	04:02:00	04:02:00	04:02:00	Consistent
Bit depth	8 bits	8 bits	8 bits	8 bits	8 bits	Consistent
Scan type	Progressive	Progressive	Progressive	Progressive	Progressive	Consistent
Bits/(Pixel*Frame)	0.017	0.024	0.029	0.015	0.237	Too Heavy for file length/type/recording/equipment
Stream size	16.4 MiB (100%)	14.1 MiB (100%)	5.18 MiB (99%)	86.8 MiB (99%)	895 MiB (100%)	ONLY PRESENT IN 2nd Release Classroom Footage
Source stream size	MISSING	MISSING	MISSING	MISSING	MISSING	
Writing library						
Encoding settings						
cabac=1	cabac=1	cabac=1	cabac=1	cabac=1	cabac=1	Consistent
ref=2	ref=2	ref=2	ref=2	ref=2	ref=2	Consistent
deblock=1:0:0	deblock=1:0:0	deblock=1:0:0	deblock=1:0:0	deblock=1:0:0	deblock=1:0:0	Consistent
analyse=0x3:0x113	analyse=0x3:0x113	analyse=0x3:0x113	analyse=0x3:0x113	analyse=0x3:0x113	analyse=0x3:0x113	Consistent
me=hex	me=hex	me=hex	me=hex	me=hex	me=hex	Consistent
subme=6	subme=6	subme=6	subme=6	subme=6	subme=6	Consistent
psy=1	psy=1	psy=1	psy=1	psy=1	psy=0	ONLY DIFFERENT IN 3rd Release Classroom Footage
psy_rd=1:0:0:0	psy_rd=1:0:0:0	psy_rd=1:0:0:0	psy_rd=1:0:0:0	psy_rd=1:0:0:0	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
mixed_ref=1	mixed_ref=1	mixed_ref=1	mixed_ref=1	mixed_ref=1	mixed_ref=1	Consistent
me_range=16	me_range=16	me_range=16	me_range=16	me_range=16	me_range=16	Consistent
chroma_me=1	chroma_me=1	chroma_me=1	chroma_me=1	chroma_me=1	chroma_me=1	Consistent
trellis=1	trellis=1	trellis=1	trellis=1	trellis=1	trellis=0	ONLY PRESENT IN 3rd Release Classroom Footage
8x8dct=1	8x8dct=1	8x8dct=1	8x8dct=1	8x8dct=1	8x8dct=1	Consistent
cqm=0	cqm=0	cqm=0	cqm=0	cqm=0	cqm=0	Consistent
deadzone=21,11	deadzone=21,11	deadzone=21,11	deadzone=21,11	deadzone=21,11	deadzone=21,11	Consistent
fast_pskip=1	fast_pskip=1	fast_pskip=1	fast_pskip=1	fast_pskip=1	fast_pskip=0	ONLY PRESENT IN 3rd Release Classroom Footage
chroma_qp_offset=-2	chroma_qp_offset=-2	chroma_qp_offset=-2	chroma_qp_offset=-2	chroma_qp_offset=-2	chroma_qp_offset=0	ONLY PRESENT IN 3rd Release Classroom Footage
threads=6	threads=6	threads=6	threads=12	threads=12	threads=12	ONLY DIFFERENT IN ALL Classroom Footage
lookahead_threads=1	lookahead_threads=1	lookahead_threads=1	lookahead_threads=2	lookahead_threads=2	lookahead_threads=2	ONLY DIFFERENT IN ALL Classroom Footage
sliced_threads=0	sliced_threads=0	sliced_threads=0	sliced_threads=0	sliced_threads=0	sliced_threads=0	Consistent
nr=0	nr=0	nr=0	nr=0	nr=0	nr=0	Consistent
decimate=1	decimate=1	decimate=1	decimate=1	decimate=1	decimate=1	Consistent
interlaced=0	interlaced=0	interlaced=0	interlaced=0	interlaced=0	interlaced=0	Consistent
bluray_compat=0	bluray_compat=0	bluray_compat=0	bluray_compat=0	bluray_compat=0	bluray_compat=0	Consistent
constrained_intra=0	constrained_intra=0	constrained_intra=0	constrained_intra=0	constrained_intra=0	constrained_intra=0	Consistent
bframes=3	bframes=3	bframes=3	bframes=3	bframes=3	bframes=0	ONLY PRESENT IN 3rd Release Classroom Footage
b_pyramid=2	b_pyramid=2	b_pyramid=2	b_pyramid=2	b_pyramid=2	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
b_adapt=1	b_adapt=1	b_adapt=1	b_adapt=1	b_adapt=1	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
b_bias=0	b_bias=0	b_bias=0	b_bias=0	b_bias=0	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
direct=1	direct=1	direct=1	direct=1	direct=1	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
weights=1	weights=1	weights=1	weights=1	weights=1	weights=1	Consistent
open_gop=0	open_gop=0	open_gop=0	open_gop=0	open_gop=0	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
weightp=1	weightp=1	weightp=1	weightp=1	weightp=1	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
keyint=125	keyint=125	keyint=125	keyint=60	keyint=60	keyint=125	ONLY DIFFERENT IN 1st & 2nd Release Classroom Footage
keyint_min=12	keyint_min=12	keyint_min=12	keyint_min=6	keyint_min=6	keyint_min=12	ONLY DIFFERENT IN 1st & 2nd Release Classroom Footage
scenecut=40	scenecut=40	scenecut=40	scenecut=40	scenecut=40	scenecut=40	Consistent
intra_refresh=0	intra_refresh=0	intra_refresh=0	intra_refresh=0	intra_refresh=0	intra_refresh=0	Consistent
rc_lookahead=30	rc_lookahead=30	rc_lookahead=30	rc_lookahead=30	rc_lookahead=30	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
rc=crf	rc=crf	rc=crf	rc=crf	rc=crf	rc=cqp	ONLY PRESENT IN 3rd Release Classroom Footage
mbtree=1	mbtree=1	mbtree=1	mbtree=1	mbtree=1	mbtree=0	ONLY MISSING IN 3rd Release Classroom Footage
crf=23.0	crf=23.0	crf=23.0	crf=23.0	crf=23.0	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
qcomp=0.60	qcomp=0.60	qcomp=0.60	qcomp=0.60	qcomp=0.60	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
qpmin=0	qpmin=0	qpmin=0	qpmin=0	qpmin=0	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
qpmax=69	qpmax=69	qpmax=69	qpmax=69	qpmax=69	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
qpstep=4	qpstep=4	qpstep=4	qpstep=4	qpstep=4	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
ip_ratio=1.40	ip_ratio=1.40	ip_ratio=1.40	ip_ratio=1.40	ip_ratio=1.40	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
aq=1:1.00	aq=1:1.00	aq=1:1.00	aq=1:1.00	aq=1:1.00	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
	MISSING	MISSING	MISSING	MISSING	qp=0	ONLY PRESENT IN 3rd Release Classroom Footage
Color range	Limited	Limited	Limited	Limited	Limited	Consistent
Color primaries	BT.709	BT.709	BT.709	BT.709	BT.709	Consistent
Transfer characteristics	BT.709	BT.709	BT.709	BT.709	BT.709	Consistent
Matrix coefficients	BT.709	BT.709	BT.709	BT.709	BT.709	Consistent
Codec configuration box	avcC	avcC	avcC	avcC	avcC	Consistent
Audio						
ID	2	2	2	2	2	Consistent
Format	AAC LC	AAC LC	AAC LC	AAC LC	AAC LC	Consistent
Format/Info	AAC LC	AAC LC	AAC LC	AAC LC	AAC LC	Consistent
CodecID	mp4a-40-2	mp4a-40-2	mp4a-40-2	mp4a-40-2	mp4a-40-2	Consistent
Duration	1 min 18 s	48 s 0 ms	30 s 208 ms	7 min 30 s	7 min 55 s	3 different times for 1 footage
Source duration	MISSING	MISSING	MISSING	MISSING	MISSING	ONLY DIFFERENT IN ALL Classroom Footage
Bit rate mode	Variable	Variable	Variable	Variable	Variable	Consistent
Bit rate	2.272 kb/s	2.272 kb/s	7.152 kb/s	7.150 kb/s	7.147 kb/s	ONLY DIFFERENT IN ALL Classroom Footage
Maximum bit rate	384 kb/s	384 kb/s	384 kb/s	384 kb/s	384 kb/s	Consistent
Channel(s)	2 channels	2 channels	6 channels	6 channels	6 channels	ONLY DIFFERENT IN ALL Classroom Footage
Channel layout	L R	L R	C L R Ls Rs LFE	C L R Ls Rs LFE	C L R Ls Rs LFE	ONLY DIFFERENT IN ALL Classroom Footage
Sampling rate	48.0 kHz	48.0 kHz	48.0 kHz	48.0 kHz	48.0 kHz	Consistent
Frame rate	46.875 FPS (1024 SPF)	46.875 FPS (1024 SPF)	46.875 FPS (1024 SPF)	46.875 FPS (1024 SPF)	46.875 FPS (1024 SPF)	Consistent
Compression mode	Lossy	Lossy	Lossy	Lossy	Lossy	Consistent
Stream size	21.7 KiB (0%)	13.3 KiB (0%)	26.4 KiB	26.4 KiB	415 KiB (0%)	ONLY DIFFERENT IN ALL Classroom Footage
Source stream size	21.7 KiB (0%)	13.3 KiB (0%)	MISSING	MISSING	415 KiB (0%)	ONLY DIFFERENT IN ALL Classroom Footage
Default	Yes	Yes	Yes	Yes	Yes	Consistent
Alternate group	1	1	1	1	1	Consistent

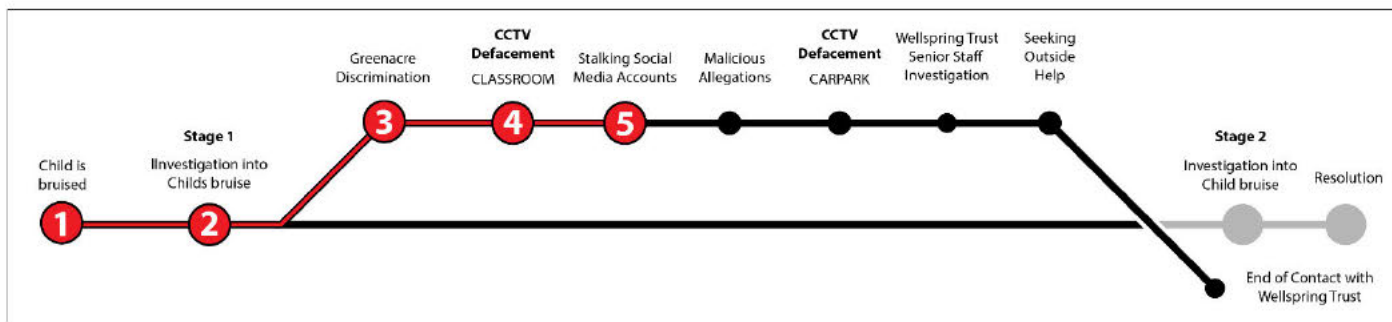
When all information is added together it makes a significant point .



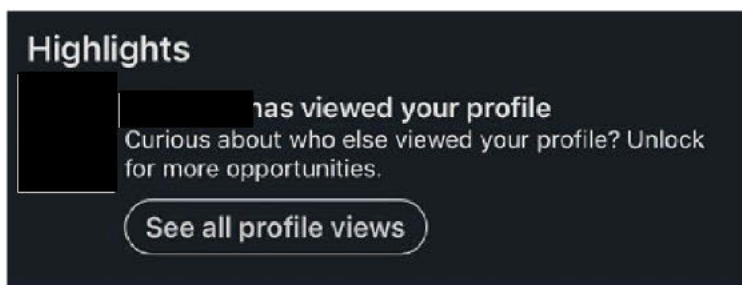
When questioned directly, the school and Trust confirmed that there were no technical faults, storage limitations, or data retention issues affecting the CCTV system at the time of the incident. Mr [REDACTED] boasted about his work on legal cases previously being a trained legal professional, they had the appropriate tools to be doing the job This confirmation removes any legitimate explanation, training gap, misunderstanding or a lack of tools to do the job.

Mr [REDACTED] and Mr [REDACTED] were made fully aware of the issues that I was pointing out per release which could be remedied by exporting the file as it was recorded with legal redactions in place which is their apparent job to follow the law therefore I can only conclude that they made this decision wilfully.

Part 5 –“ Stalking Social Media Accounts”



But it gets worse because after I had submitted my driving license to Wellspring Trust Information Governance in order to receive our sons CCTV data followed by contacting Mr [REDACTED] raising questions on his poor CCTV redaction work pointing out serious violations committed by a trained legal professional and clerk to the board of Wellspring Trust I received a notification from LinkedIn, bearing in mind that LinkedIn is the ONLY social media platform that informs you that someone has been looking at your profile.



Mr [REDACTED] had taken it upon himself to research me.

Why does who I am matter? I am a parent of a child attending Greenacre School. My background information and professional qualifications are of little consequence if someone questions your professional work and it is your duty to answer those questions. Mr [REDACTED] should be able to easily answer or easily access the information to answer those questions.

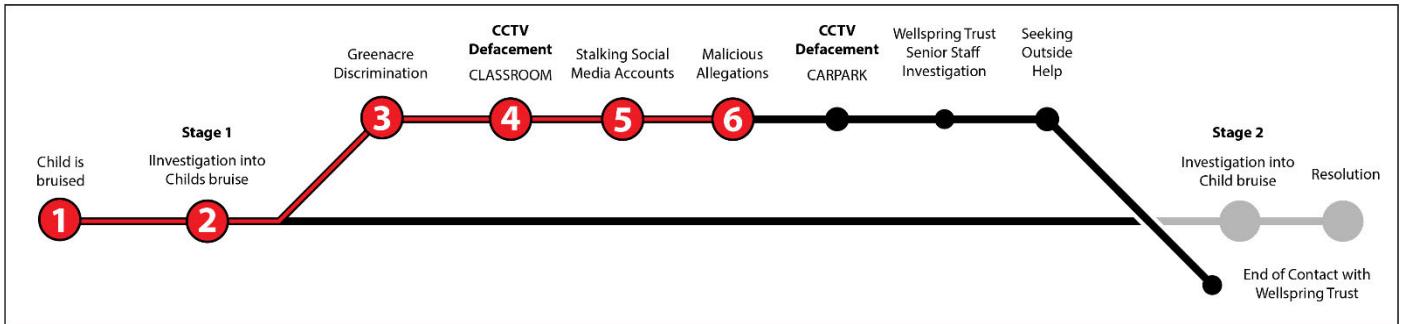
I can only imagine the fear this would cause to a single parent or parents that do not have the experience and confidence I have, in order to be able to criticise Wellspring Trust releases of CCTV.

This was highly unprofessional and not part of Wellspring Trust complaints procedure or Information Governance policy.

Unfortunately for Mr [REDACTED] I am not intimidated easily and like to play with my food so I elected to troll him by responding with laughing emojis regarding his LinkedIn posts about protecting children and sent him a friend request letting him know I had caught him looking through my social media before he ironically blocked me.

“Social media stalking” is a colloquial term used to describe a person hovering around another person’s social media accounts without making contact and I was NOT making an accusation of Stalking in the traditional or legal sense.

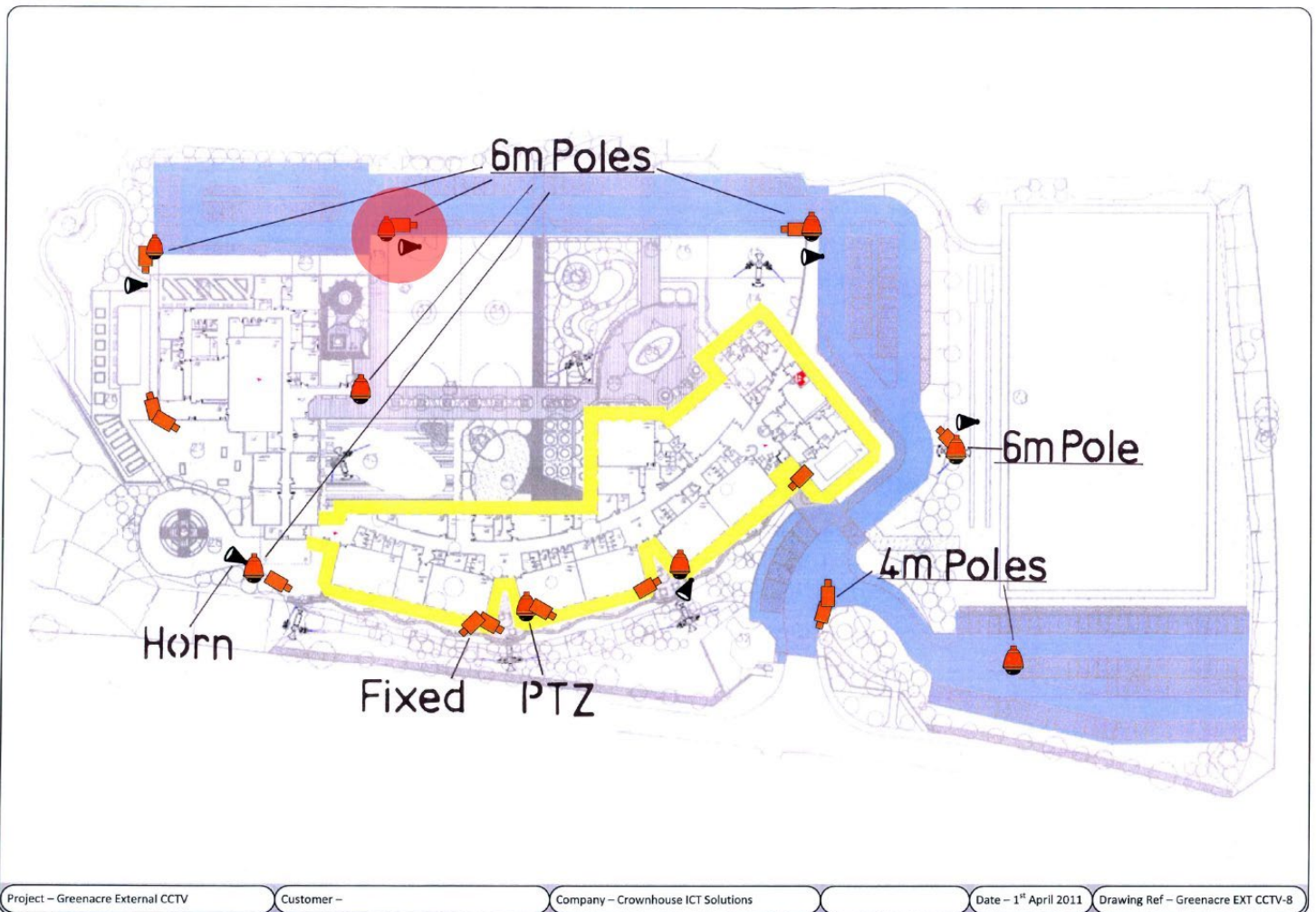
Part 6 – Malicious Allegations



Currently Mr [REDACTED] claimed that the start of the incident could not be determined by himself due to no CCTV cameras being present at that location, this resulted in only a mere 30% of CCTV footage available for both incidents combined and Wellspring Trust did not release the end of the footage ending with our son returning to his desk but repeatedly insisted we had the entire footage captured despite all 3 files having different start and end times. .

This concealed the true time he was isolated for with the incident report claiming it was “5 minutes of directed time out”

Mr [REDACTED] does not challenge this statement despite the CCTV showing that at +7minutes he was still isolated. This is important because this specific kind of isolation to a severely autistic child can have detrimental effects especially when used as a form of punishment.



So if the footage end was not released, the CCTV files have been empirically proven to have been defaced 3 times in different ways but all coming to the same conclusion, the investigating officer refused to address us coming to the conclusion that it was abuse or the footage showing our son being grabbed by the neck/chest area, the reporting staff fabricated at least 2 bouts of violence from our son and they were avoiding recorded contact through emails, even to the point a police officer visited them, then why would we believe that there was no camera covering the playground area? Especially when council planning permission clearly shows that there are cameras covering that area.

The existence of this camera would prove that Mr [REDACTED] and Greenacre school lied so when Mr [REDACTED] called us for a face-to-face meeting to discuss his investigation we asked to be taken to the area where the incident began. This has 3 purposes.

- I. To see the line of sight of any CCTV cameras in the area
- II. To request a copy of our own footage appearing on any cameras we could see the lenses of giving us an understanding of how much of the outside was covered.
- III. To better understand the repeated incident of apparent violence from our son as we could not totally deny all violence from our son without further evidence.

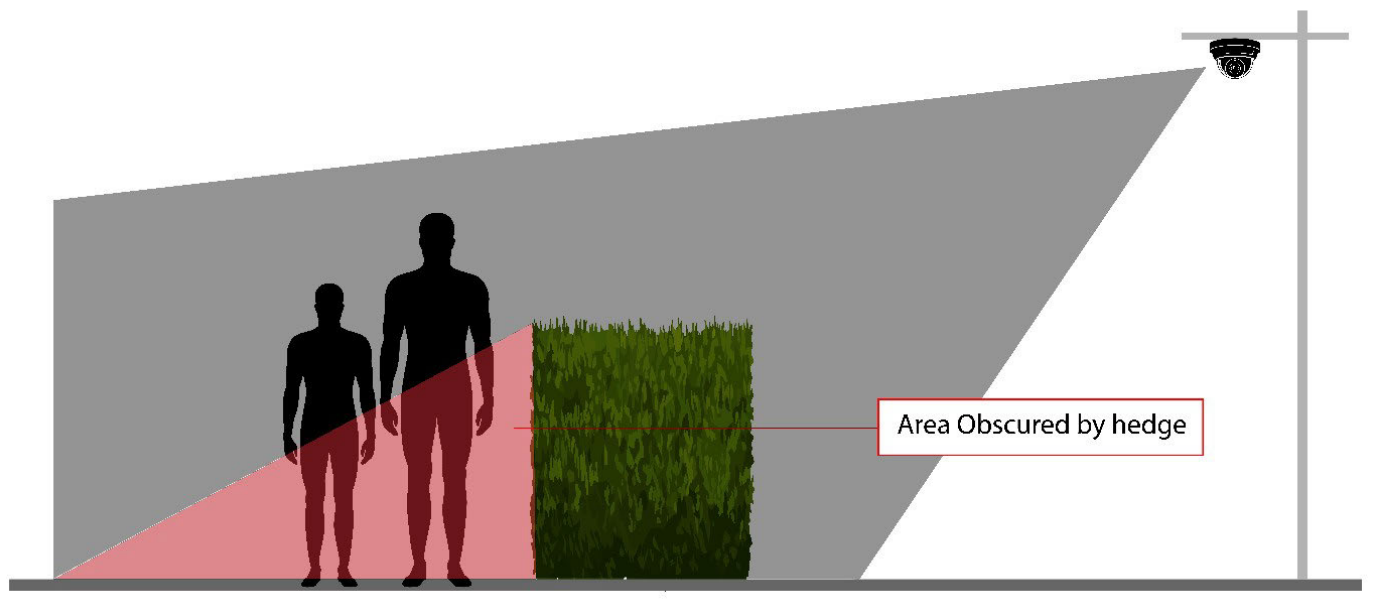
However.. There would be a chance this request would be refused if children were in the area or Mr [REDACTED] understood what we were trying to do and outright refused.

So as a contingency to us being refused access to the area 10 minutes before the meeting started I drove to the rear carpark that was accessible to the public not crossing any security boundaries. I got out of my car in the rear carpark of the school and waved to the CCTV camera circled in red on the council planning permission drawing above, requesting this footage would force the Information Governance officer to release the missing camera if Wellspring Trust were acting in good faith as at the time this happened only 2 versions of the classroom footage had been released.

But when I got there I was taken aback at the blatant fabrication being presented by Wellspring Trust and Greenacre School. Not only was the camera exceptionally positioned to be capturing the school playground, but the dome camera was pointing DIRECTLY at the place the incident began or escalated, actually directly at the place and framed centre.

The only issue was that there was a line of hedges that could have obscured the event partially so I used the measurement function of an app on my iPhone to work out a rough estimate of the side profile of height of the CCTV camera and the area obscured by the hedge.

Concept in principal not to scale



So I faced my camera towards the area to see if it was plausible this hedge may obscure the incident.

There is literally a top down map of the school on google maps and planning permission drawings detailing the position of every CCTV camera external to the property so taking photos of the school serve me in no form.

The only photo I took was of the actual dome CCTV camera because of the polarised surround on the dome I could not visually confirm which way it was pointed and needed confirmation by taking a photo to see if I could zoom in and outline the camera.

As you can clearly see on the photo on the next page the lens is CLEARLY pointing towards the incident site and school playground. The only photo of the area was taken using an iPhone pointing towards the sky and adjacent to the school.

I took the photo on the 30th September 2024 which was pouring down with rain and no children or teachers were outside, I was the only person in the car park.

Once I had taken the photo of the camera to confront Mr [REDACTED] with and check the lens orientation of the dome camera I drove back round to the main reception and went into the meeting between myself, my ex-wife, Mr [REDACTED] and [REDACTED] who is [REDACTED] of Greenacre school Barnsley.

****There was an unnamed 3rd person present and employee of Barnsley council who was horrified with the meeting and the blatant evidence we provided to Mr [REDACTED] [REDACTED] (Investigating Officer) and Mrs [REDACTED] ([REDACTED] of the school)****

During the meeting we showed both [REDACTED] [REDACTED] and [REDACTED] with the CCTV stills of our son being grabbed by the neck and both of them refused to even acknowledge or say what was happening on the CCTV. We had previously attended a meeting with our sons carers (before we had seen the CCTV) and they demonstrated the holds they were legally allowed to use on our son taught by "Team Teach" which were totally different to the reality of the CCTV.

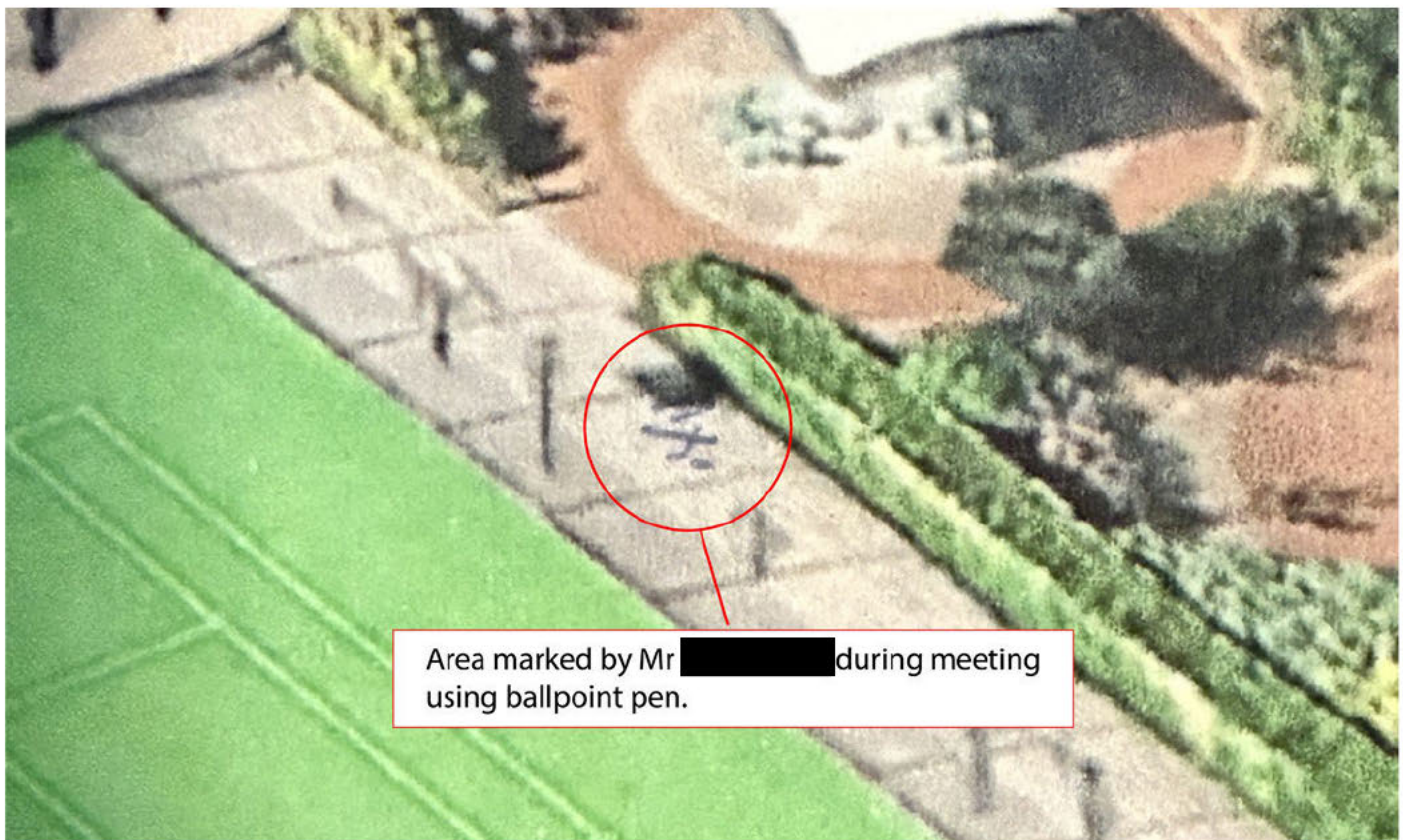
Mr [REDACTED] attended that meeting, with the teaching assistants demonstrating the holds and refused to acknowledge what we could clearly see in the CCTV stills, which matched no demonstration by the teaching assistants who in the previous meetings showed textbook examples of team teach holds. After picking up on this I decided to push Mr [REDACTED] further.

The investigation report states that our son dropped to the floor on two occasions, initially at the point where the incident began and subsequently in the classroom. However, neither location is specifically identified within the report or in any staff testimony, and only one of these incidents is supported by disclosed CCTV footage. While the investigator notes in his summary that staff reported our son dropped to the floor, these recollections do not include any specific location. Crucially, this detail is entirely absent from the staff log, despite the investigator reproducing the contents of that log within his report.

Despite the absence of any recorded or attributed location, the investigator proceeded to mark a precise position for the initial incident in an area said to be outside CCTV coverage. While it is possible this was based on verbal accounts from staff, this is neither qualified nor attributed within the report. No distinction is made between what is documented, what is recalled, and what is inferred.

Further, there is a clear and evidenced basis to question whether all relevant CCTV material has been disclosed. A camera is visibly positioned in the direction of the marked incident location, and attempts were subsequently made by the school to have photographic evidence of this camera deleted. In the absence of any explanation addressing this, it raises a legitimate concern that potentially relevant footage may exist but has not been provided.

In combination, these issues do not simply reflect a lack of clarity but point to a material deficiency in the evidential handling of the investigation. An uncorroborated account has been presented with unwarranted precision, while a credible line of enquiry regarding additional CCTV evidence remains unresolved. This undermines both the reliability of the findings and the completeness of the disclosure



During the Stage 1 meeting, Mr [redacted] [redacted] avoided answering key questions by repeatedly stating that they were matters for a Stage 2 investigation. This does not make sense, as the purpose of Stage 1 should be to establish basic facts and resolve issues where possible, not defer them.

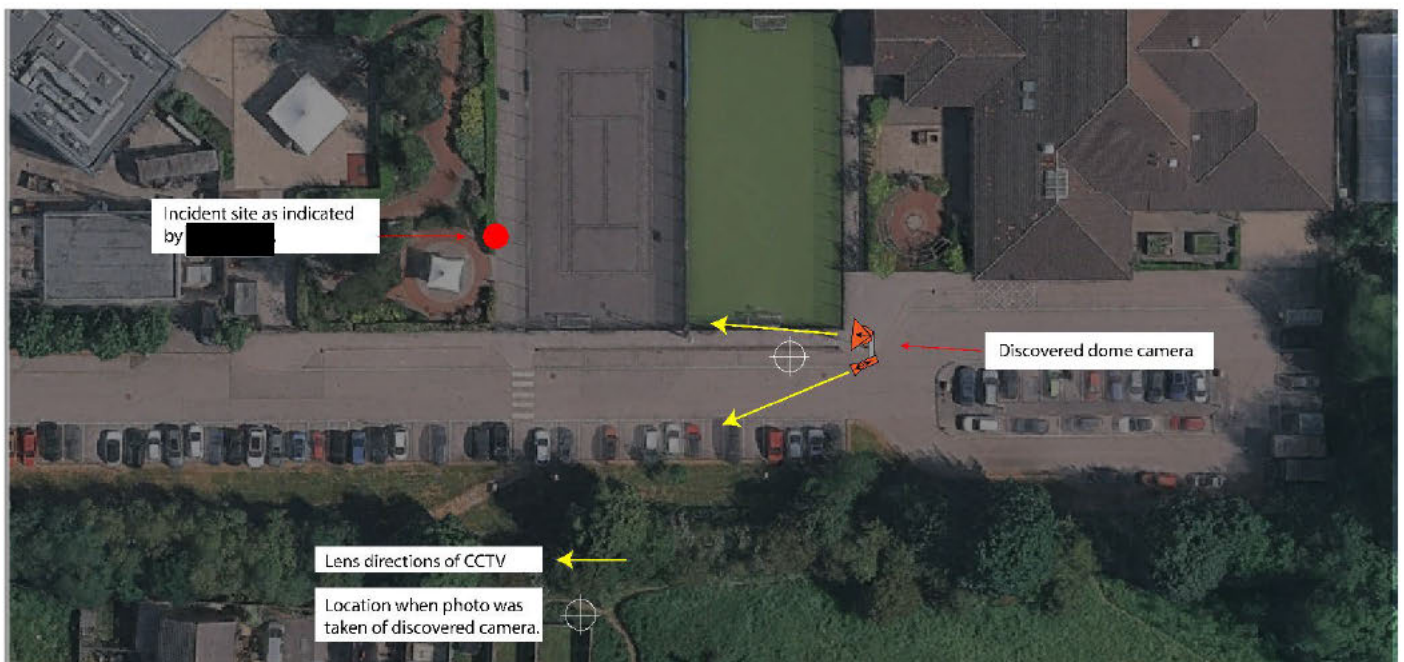
We asked again to be taken to the location of the incident so it could be walked through, but this was refused on the basis that students were due out shortly. This meant we were not given the opportunity to see the area or understand how the investigator had reached his conclusions.

At that point, it was clear that the situation was not being handled openly. I then explained that, before the meeting, I had deliberately positioned myself in the car park next to the playground, only a couple of metres away, in clear view of a CCTV camera. This was done so I could later request my own recorded data. From that position, it was obvious that the camera was facing directly towards the area Mr [REDACTED] had marked on his map.

This directly contradicts the suggestion that the area was not covered by CCTV and indicates that a camera has been omitted from disclosure. Taken together with the refusal to properly engage with questions or verify the location, this raises serious concerns about the completeness of the evidence and the way the investigation has been handled.

Before we left I turned back and asked Mr [REDACTED] if he was absolutely sure of his investigation report giving him one last chance to make a claim that he had not noticed it before

He said he was sure.





Outline can clearly be seen of lens and camera orientation

Cameras pointing in opposite directions

Lens pointing towards playground



In this map the yellow route is the path I took to the rear carpark and the green semi-transparent green triangular shape is what kind of range you would expect to get from a wide angle PVT camera pointing in that direction clearly covering half of the playground. The red route is from the point indicated by Mr [redacted] claiming “that’s where your son dropped to the ground the first time.” Marking it on a printed google map in blue biro which I brought to the meeting in order to trap Mr [redacted] into giving away details.

The next day I requested my CCTV footage from Wellspring Trust but due to the

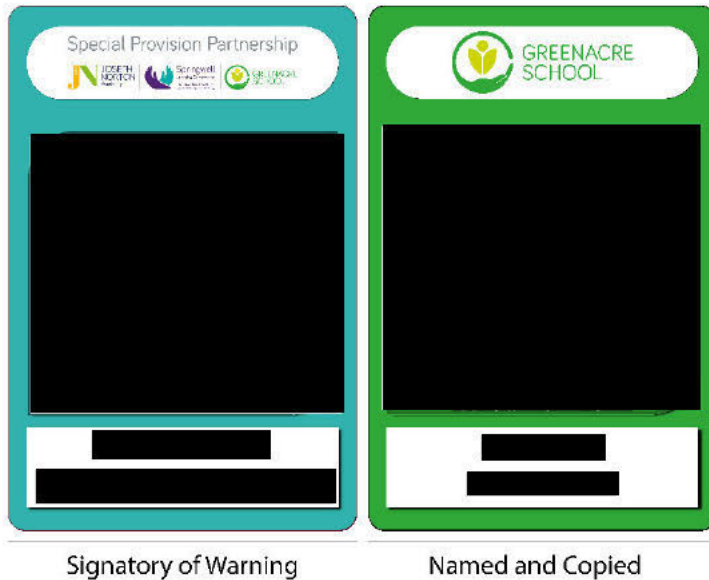
1. CCTV Defacement.
2. The fabrication of the incident reports by teaching assistants
3. The bias investigation by Mr [redacted]
4. The clear refusal to provide reasonable adjustments and being evasive with communication.
5. The invasive searches of my profiles by Mr [redacted] (who is held to a different standard than the public)

I also filed an official complaint with Wellspring Trust.

But it gets even worse...

Less than 12 hours after submitting this complaint to Wellspring Trust and requesting a copy of the carpark footage that if revealed would completely outweigh trust in the investigation report or any staff involved, instead of receiving a response to the complaint, I received an official warning signed by Mr [REDACTED] boss [REDACTED] Principal of the special provision partnership and countersigned by the headteacher of Greenacre School [REDACTED] (Head teacher of Greenacre school) and the person I had just spoken to hours prior in the meeting with Mr [REDACTED] explaining what I had done prior to attending the meeting.

It is important to note that there are 2 people connected to [REDACTED] who issued the warning, both were presented with credible evidence of abuse of a disabled child in a meeting hours before this warning was issued and both were specifically told the nature of me placing myself on camera.



The official warning was issued for “being suspected of taking photos of children” and insisted that all photos were deleted immediately.

Special Provision Partnership



Ref:	[REDACTED]
Date:	2nd October 2024

Dear [REDACTED],

Warning Letter

I write in regard to a serious matter that has been brought to my attention.

It has been reported that you have been seen taking photographs around the school premises, and I am concerned that these may contain images of our pupils. Taking photographs of pupils without explicit consent is a breach of our Parent Code of Conduct and impacts on pupil privacy and safety.

I request that you delete any such photographs immediately.

The safety and wellbeing of our pupils and staff is our first priority. If we suspect a further breach, we will not hesitate to take relevant action, which may include banning you from the school site or contacting the appropriate authorities.

I include a copy of the Code of Conduct for your reference.

Thank you for your immediate attention.

Sincerely,

[REDACTED]

[REDACTED]

CC. [REDACTED]

██████████ to the special provision partnership (Mr ██████████) refused to speak to me in any capacity after issuing this warning or even prior to it conducting any form of basic investigation, she didn't call me before the judgment, she didn't respond to any of my 3 emails, one sent to the three places I could reach her:

Greenacre School (the warning originated from their email address)

The special provision partnership (an offshoot of wellspring trust that cares for all SEND schools under Wellspring Trust that the pupils require additional needs and ██████████ specific location of employment

Wellspring Trust, ██████████ employer.

I wanted to make sure she was certain of how I was interpreting this warning in light of little evidence to support the accusations or suspicions and because of why it appeared this was issued to me from my perspective.

Despite the fact I kept all emails professional and cordial even willing to accept her judgment if I could be allowed to present my evidence as it was laid out in the parent/carer policy.

I made it crystal clear to both ██████████ and ██████████ (no relation) in light of her refusal to speak to me or the fact she made the determination before looking at the evidence that I was taking this potentially career damaging warning as a malicious communication.

She even included a copy of the parental/carer policy which she indicated I was violating

Behaviour that will not be tolerated:

- Disruptive, offensive, aggressive or insulting language or actions
- Displaying a temper, shouting at or threatening a member of the school community (it is enough for a member of staff or a pupil to feel threatened)
- Sending abusive or upsetting messages including via text, email or social media
- Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms
- Use of physical punishment against a child or disciplining another person's child
- Smoking, drinking alcohol, or possessing or taking drugs on the school premises
- Taking photos or filming or recording staff or pupils

Breaching the code of conduct

If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and contact the parent about the incident. Depending on the nature of the incident, the school may:

- Send a warning letter to the parent
- Invite the parent into school to meet with a senior member of staff or the headteacher

I am under a contractual and legal obligation to report any matter that may impact my enhanced DBS status and wider vetting requirements, due to the sensitive nature of my current role and my previous professional work as a photographer at weddings and events. An allegation of this nature is inherently serious and, if left unchallenged, would be highly damaging to my reputation and standing within both my profession and the wider community.

In line with these obligations, I reported this matter to both my employer and the relevant security bodies, which was highly distressing given the absence of any credible evidence. To further demonstrate transparency and cooperation, I also offered full access to all of my electronic devices to both my employer and South Yorkshire Police. Despite this, and despite the clear factual issues I had already raised, ██████████ did not respond to my refutation of the allegation within the warning issued. In the context of the available evidence, this lack of engagement can reasonably be interpreted as the continuation of an unfounded and damaging line of communication.

Less than 12 hours after I submitted a formal complaint regarding Mr ██████████ and ██████████ and following a meeting with Mr ██████████ and ██████████ in which I explicitly raised the existence of a CCTV camera directed at the incident location, I was issued with an official warning by Mr ██████████ superior. This warning alluded to me taking photographs of children and demanded that I delete all images immediately. This characterisation is entirely inaccurate. The purpose of my actions was to place myself within view of CCTV in order to exercise my right to request my own data.

At the time, it was raining heavily, and there was no reasonable basis to infer that I was engaged in photographing children. The timing of the warning, its content, and the failure to engage with the explanation provided give rise to serious concern as to its basis. This is further compounded by subsequent actions which appear to depart from the school's own policies, including the avoidance of further contact. But it gets even worse...

I requested a copy of the information provided to [REDACTED] bringing her to the conclusion that she suspected me of taking photos of children. And this is what I received.

Evidence released when the following request was made to Wellspring Trust:

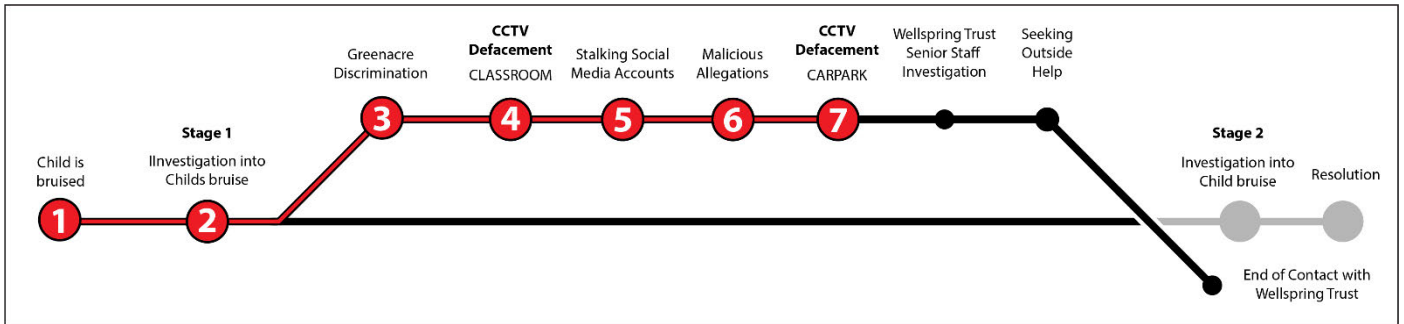
All information, notes, emails, copies of conversations that led [REDACTED] to suspect I was taking photos of children.



The only evidence apparently used to bring [REDACTED] to this conclusion was highly cropped and defaced CCTV Stills provided by [REDACTED] the same person I had just issued a complaint about 12 hours earlier, who defaced CCTV, ignored requests to disclose certain easily available facts about the equipment installed and the software he was using and the same person who had just been sniffing around my social media profiles after receiving my driving license who was also fully aware my intent that day was to expose the lie that a CCTV camera didn't capture the area of playground in question and the start of the incident.

Bare in mind that these stills were taken by 2 CCTV cameras yet not one single aspect ratio of 6 stills match each other. Also the bottom Camera names are missing from 5 out of 6 cameras PROOVING if nothing else that Mr [REDACTED] provided [REDACTED] Cropped CCTV stills as evidence and cropping is a tool he uses. There is no logical purpose to be cropping those stills whatsoever as there was nobody else in the carpark, so why crop the videos? He defaced CCTV he then gave to [REDACTED] at her request, cropping out the blatantly empty school playground that would both prove Mr [REDACTED] Lied about their being no CCTV camera covering that area and that not a single person was present in the carpark that day.

Part 7 – CCTV Defacement - Carpark



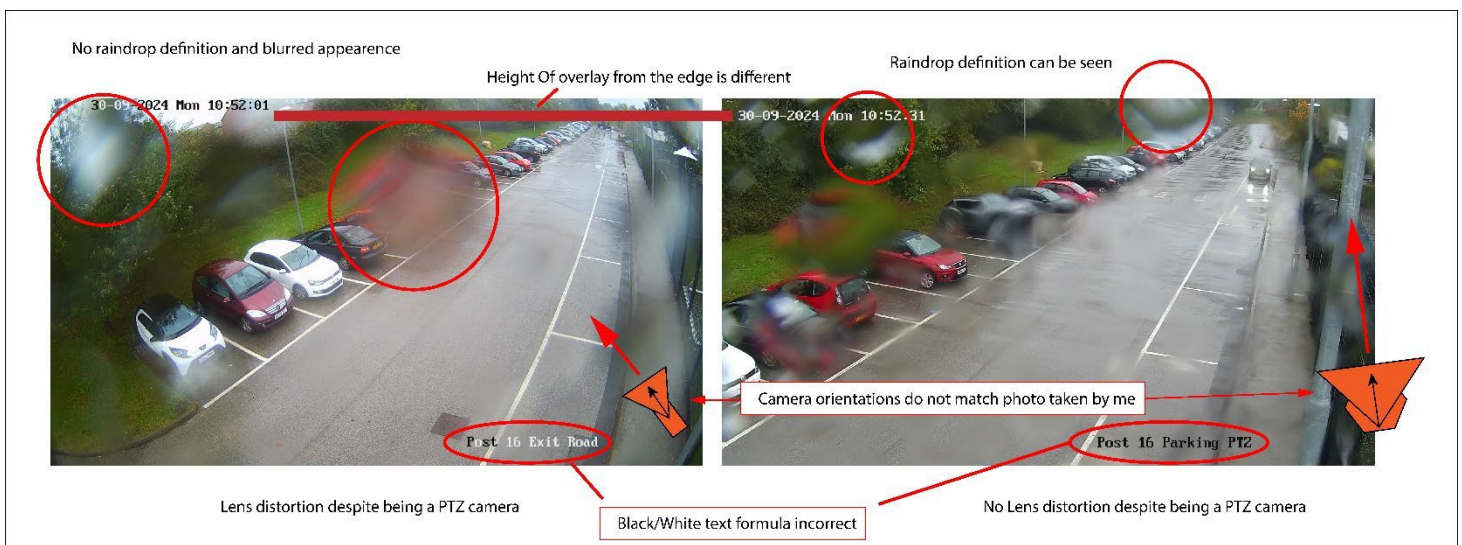
This brings us to my request of the CCTV from the school carpark.

The majority was defaced significantly and by using very poor techniques to counterfeit the actual framing of the cameras.

Mr [REDACTED] released 10 CCTV files from the carpark.



These two camera views that were taken from the SAR request of all CCTV footage I appeared on at the rear carpark. I am focusing on these two in particular because they are from the 6m camera pole I identified in the planning permission.



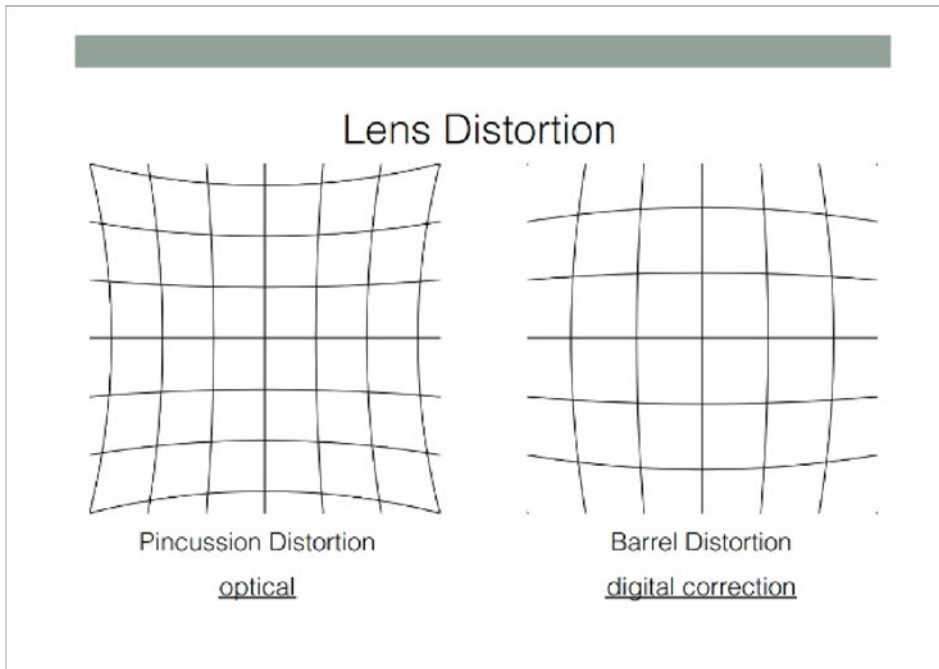
Aside from the fact that these two cameras have practically the same image despite facing wildly different directions and being 2 very different camera types with one being a fixed lens camera and the other being a wide angle domed Pan Tilt and Zoom

camera they are being presented with similar views which makes no logical sense to set up this way but there are a number of errors in these two images which can be seen without the need to check the file data, they are:

1. Raindrops on the lens are significantly larger on one camera and blurred on the other. This means one image has been heavily zoomed as the cars are relatively the same size so the drops would only be zoomed if the scene was zoomed.
2. The text overlaid on both images changes colour based on the average colour value of surrounding pixels. The CCTV data overlay has been placed over areas where the colour of the text would be mathematically different yet the surrounding text responds completely different to the very basic sum being performed by the CCTV system.
3. The overlay at the top of each screen indicating time and date are in significantly different places
4. The photo taken of the CCTV cameras on the same day this CCTV was recorded proves the camera was almost parallel to the black fence and pointing almost directly at the playground whereas the other camera was pointing in an almost mirrored direction, yet both cameras display closely matching framing, this makes zero sense on a technical level to set up two cameras looking at the same place and is the equivalent of standing next to the black fence, facing the same direction of the camera and closing the eye that can see the playground. The black fence should be central to the image.



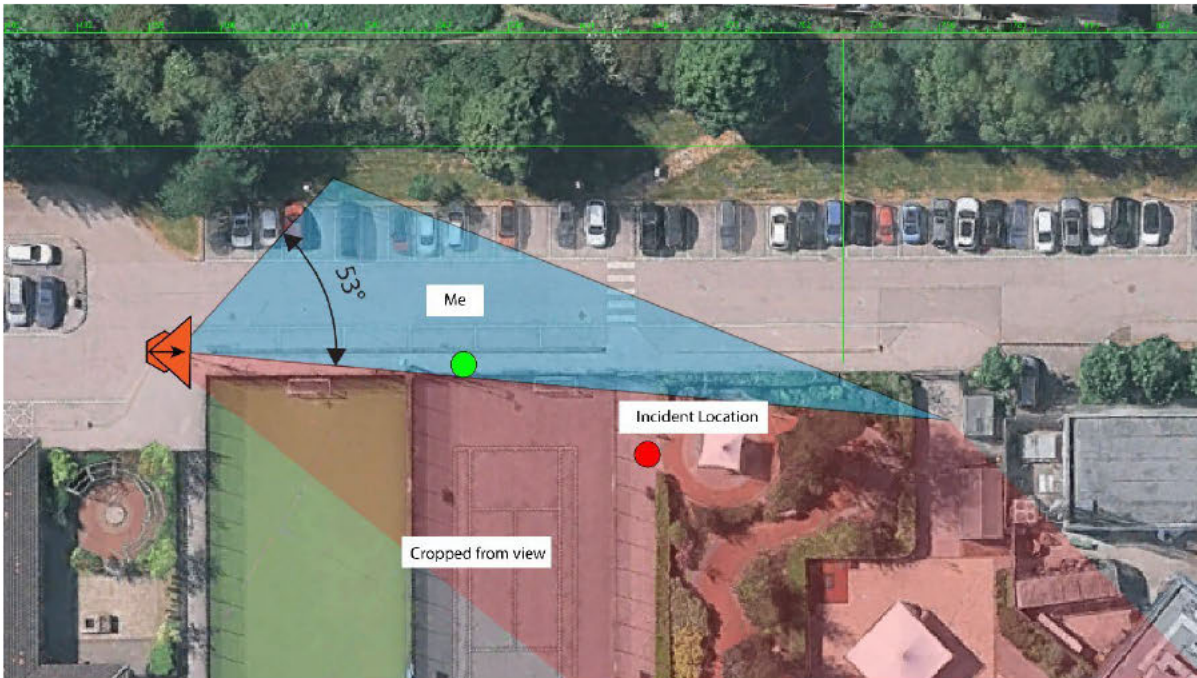
5. PTZ cameras due to their wide angle nature distort the image causing “Pincushion” distortion and Barrel distortion. The pattern of distortion is consistent and CENTRAL on the image whereas it has been reframed to be happening off centre of the camera.



6. The actual wide angle view from that 6m pole would more closely match this image. (but would contain more distortion)



In this photo it practically shows the entire playground and indicated site where the incident took place. The Lens is parallel to the black metal fence being the central line of the image



But Mr [REDACTED] is attempting to crop a forward facing camera similar to standing under the camera, facing the same direction and closing your right eye to not be able to see the playground.

Since pointing out this ill thought out lie the CCTV camera was turned to point in the opposite direction and now records the following area.



Despite the fact that it is now pointing at another PTZ camera in close proximity.

But how does a CCTV controller remove the data overlay, reframe the CCTV camera, and replace the data overlay?

According to Mr [REDACTED] emails he states :

Taking into account the above paragraph this is why I do not accept that this was an "attempted manipulation of the facts". At no point in this process has anything of that nature been considered or imposed. The Trust simply wished to provide you with the data that we hold in line with your requests. **I also do not have the technical capabilities or any reason to manipulate footage.** I also do not work at Greenacre School and so am not privy to other discussions or complaints you may have potentially made to that provision.

This is demonstrably false.

Mr [REDACTED] has previously admitted both himself and Mr [REDACTED] are using "Shotcut" in order to redact and release CCTV data, despite the fact the model of CCTV Network Video Recorder disclosed as DS-9632NI-I8 on page 19 of the user manual specifically indicates that the DVR can apply up to 4 privacy masks

Network Video Recorder User Manual

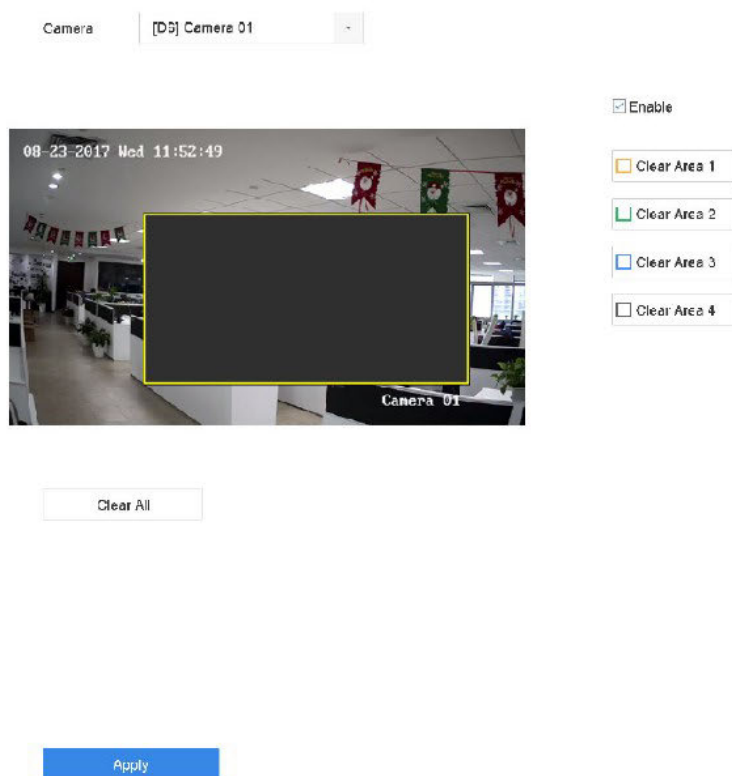


Figure 2-2 Privacy Mask Settings

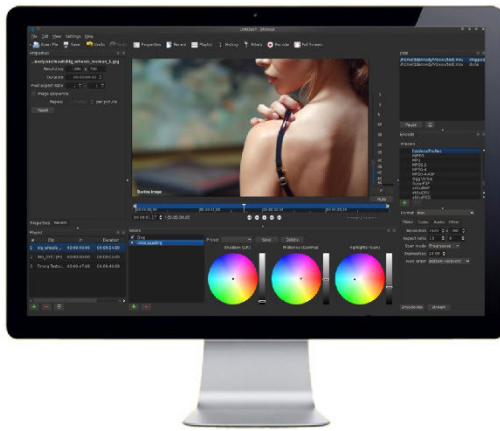
Note

- Up to 4 privacy masks zones can be configured and the size of each area can be adjusted.
- You can clear the configured privacy mask zones on the window by clicking the corresponding clear zone 1 to 4 icons on the right of the window, or click **Clear All** to clear all zones.

5. Click **Apply**.

So what is “Shotcut”?

Shotcut is free open source and unsecure video editing software. It is fully capable of editing CCTV footage in the way I have described.



Video Effects

- Video compositing across video tracks
- 3-way (shadows, mids, highlights) color wheels for color correction and grading
- Eye dropper tool to pick neutral color for white balancing
- Deinterlacing
- Auto-rotate with manual override
- Fade in/out audio and fade video with easy-to-use fader controls on timeline
- Video wipe transitions:
 - bar, barn door, box, clock (radial), diagonal, iris, matrix, and custom gradient image
- Track compositing/blending modes:
 - None, Over, Add, Saturate, Multiply, Screen, Overlay, Darken, Dodge, Burn, Hard Light, Soft Light, Difference, Exclusion, HSL Hue, HSL Saturation, HSL Color, HSL Luminosity.
- Video Filters:
 - Alpha Channel: Adjust, Alpha Channel: View, Alpha Strobe, Audio Dance Visualization, Audio Level Visualization, Audio Light Visualization, Audio Spectrum Visualization, Audio Waveform Visualization, Blend Mode, Blur: Box, Blur: Exponential, Blur: Gaussian, Blur: Low Pass, Blur: Pad, Brightness, Choppy, Chroma Hold, Chroma Key: Advanced, Chroma Key: Simple, Contrast, Color Grading, Corner Pin, Crop: Source, Crop: Circle, Crop: Rectangle, Deband, Distort, Dither, Drop Shadow, Elastic Scale, Flip, Fisheye, Glitch, Glow, GPS Graphic, GPS Text, Gradient, Gradient Map, Grid, Halftone, HSL Primaries, HSL Range, Hue/Lightness/Saturation, Invert Colors, Key Spill: Advanced, Key Spill: Simple, Lens Correction, Levels, 3D LUT, Mask: Apply, Mask: Chroma Key, Mask: From File, Mask: Simple Shape, Mirror, Mosaic, Motion Tracker, Nervous, No Sync, Noise: Fast, Noise: Keyframes, Old Film: Dust, Old Film: Grain, Old Film: Projector, Old Film: Scratches, Old Film: Technicolor, Opacity, Outline, Posterize, Reduce Noise: HQ3DN, Reduce Noise: Quantization, Reduce Noise: Smart Blur, Reduce Noise: Wavelet, Reflect, RGB Shift, Rotate and Scale, Saturation, Scan Lines, Sepia Tone, Sharpen, Size and Position, Sketch, Speed: Forward Only, Speed: Forward & Reverse, Spot Remover, Stabilize, Subtitle Burn In, Text: Rich, Text: Simple, Threshold, Time Remap, Timer, Track Auto Fade Video, Trails, Vertigo, Vibrance, Vignette, Unpremultiply Alpha, Wave, White Balance
- 360° Video Filters:
 - Equirectangular Mask, 360: Equirectangular to Rectilinear, 360: Equirectangular to Stereographic, 360: Hemispherical to Equirectangular, 360: Rectilinear to Equirectangular, 360: Stabilize, 360: Transform
- Speed ramping for audio/video clips
- Reverse a clip
- Freeze frame
- Video scopes: Histogram, RGB Parade, RGB Waveform, Waveform, Vectorscope and Zoom
- Object motion tracking

It is NOT against the law to use for Shotcut to redact CCTV, but it is against the law to use Shotcut in order to do anything other than isolate the CCTV footage and redact it.

There is a large volume of data (per video file) that indicates Shotcut was used for more functions beyond redacting and isolating footage.

For example, here is how MR [REDACTED] can easily manipulate the CCTV to create the desired effect using Shotcut.

1. Select the video to be cropped

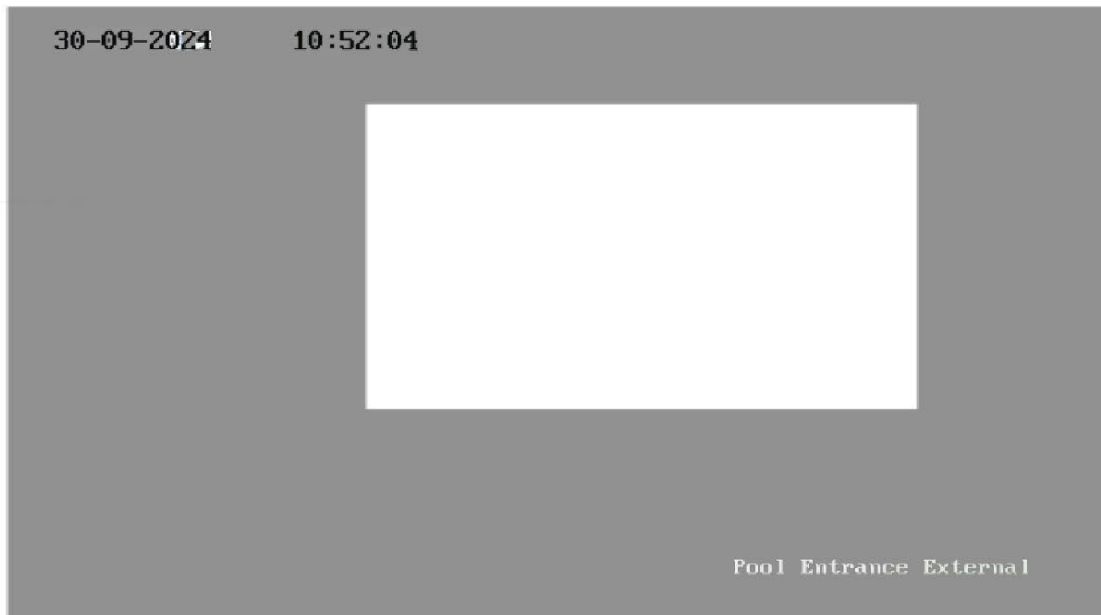


For this example I am using "Pool Entrance External" (which is missing "PVT" at the end)

2. Crop the video to the desired area removing the parts you want hidden.



3. Remove the CCTV Info Overlay to a separate layer using extraction/colour Mat or layer masking



** Grey background included to highlight text**

4. Place the extracted CCTV data back over the cropped view.



Easy as that!

I created that example within 4 easy steps, it isn't a perfect cut as some elements of white appear around the text which is very difficult to get rid of and requires fine tuning to achieve, however those 4 steps took me less than five minutes to achieve, using slightly more care and attention the fine tuning can be easily achieved.

There are easy YouTube tutorials that show someone step by step how to achieve this kind of edit in principal.

As for Mr [REDACTED] reason to deface the CCTV there are many.

School Trusts are more like businesses and have every reason to protect their professional reputation. Unfortunately, there are documented cases where institutions (including schools, councils, religious bodies, etc.) have hidden or withheld evidence. of child abuse and reasons may include:

Reputation management

Financial concerns

Accountability avoidance

Employment/HR protection

Systemic culture of denial

Fear of regulatory intervention

Misguided belief in "handling it internally"

Pressure from insurers or legal advisors

Personal connections / conflicts of interest

Fear of criminal proceedings

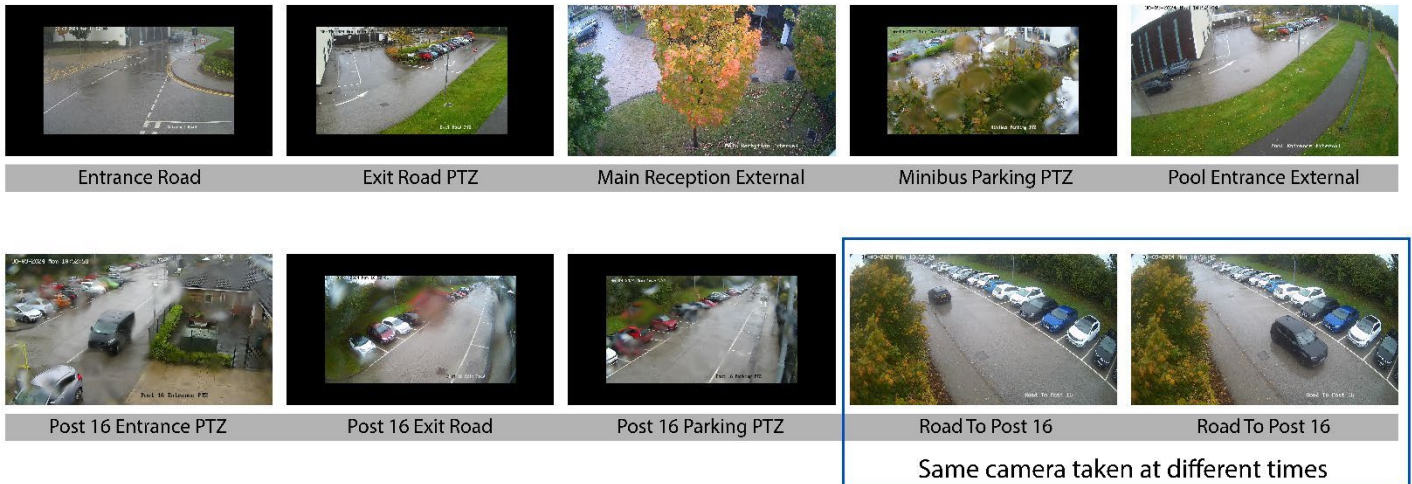
While these are reasons, none of them are legally or ethically valid. Hiding evidence of child abuse is a serious safeguarding failure and can itself be a criminal act (obstruction, perverting the course of justice, neglect of safeguarding duties).

In total for the carpark Mr [REDACTED] released

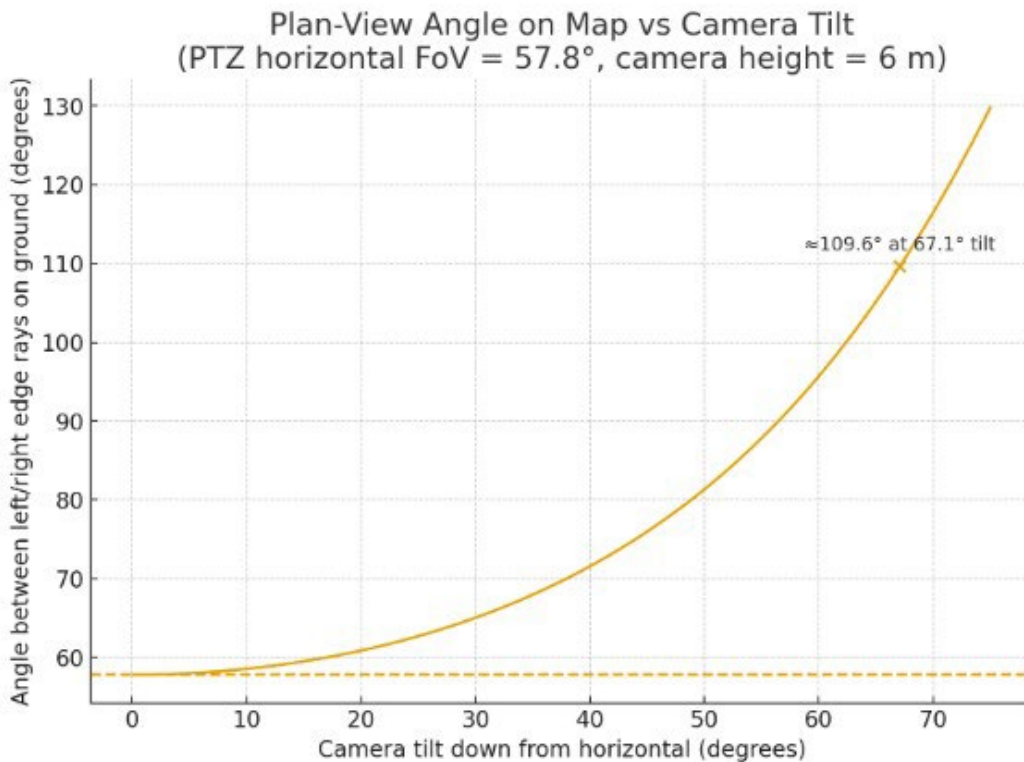
3 Internal Camera views



9 External Camera views



If you look at the frames on their own you can clearly see the aspect ratio of PTZ cameras do not match other PTZ frames with the frame called “Pool entrance External” shows the widest angle with common distortion though lens barrelling but is not labelled as a PTZ camera. However it shows a wider aperture than the fixed lens cameras. On paper, the Bosch PTZ specs say the widest FoV is about 48–58°, depending on which zoom module you’ve got. But when you take an actual frame grab from the PTZ and overlay it on a map, it measures something more like 110° when you mark the photo’s left/right edges on a map it is really measuring the plan-view bearing between where those edge rays hit the ground. With the camera pitched down, those ground hit-points slide closer to the pole, which makes the bearing span grow larger than the optical FoV.



Plotted for a Bosch PTZ at widest (HFOV = 57.8°), mounted 6 m up. As you tilt down, the “map angle” between the edge rays rises and can hit ~110° around a 67° tilt. That’s why the overlay reads ~110° even though the lens is ~58°. (Chart above.)

But every other PTZ has been reduced in aperture size despite having a much wider viewing angle. This makes little logical sense for Amey as an estates company to be maintaining security cameras with much wider views to be framed to such a concentrated area.

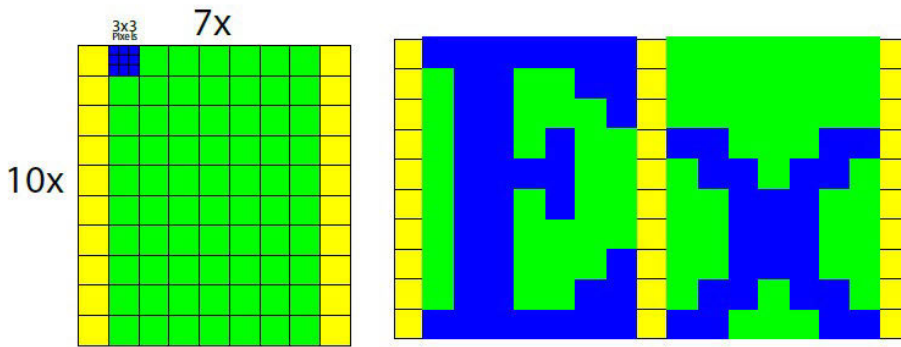
In short it proves that the PTZ’s appear to be zoomed in and not being used to their full potential.

So given that we know the frames aren’t the maximum area and the aspect ratios for the same cameras are mismatched this would indicate data inconsistent with the cameras model and natural aspect ratio without cropping so we can now look at the overlays of text for signs of anomalies.

CCTV Overlays are a FIXED system element overlaid at the central data storage unit and are placed over the recorded image. When they are added to a media file they are all added with the EXACT same rule set regardless of camera recording settings or camera make and model and are the same depending on the system used. The appearance only differs after the export if they are edited a second, or third time. The only difference between camera overlay text would be colour of each character.

The text on screen is either black or white depending on the average colour of the background pixel colour surrounding the character space

Each character on a cctv overlay is not a font or writing as such, it is a collection of coloured squares created from a 3 pixel x 3 pixel square grouped into a 7 square x 10 square grid. Each character is separated by a 1 square space.

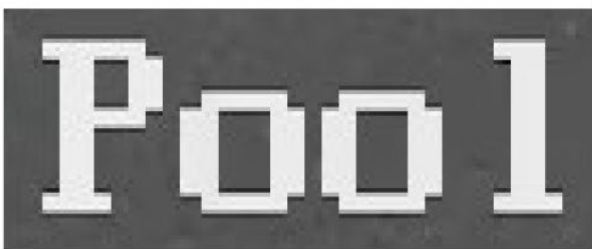


To create the drop shadow effect seen in the example of “Pool” below, 4x copies of each character grid are overlaid and staggered at a 1 pixel height with a transparency level of 50%. 2x White letter grids and 2x Black character grids in this example, but for black text the opposite colour scheme would be true.

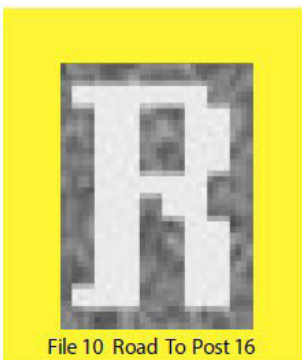
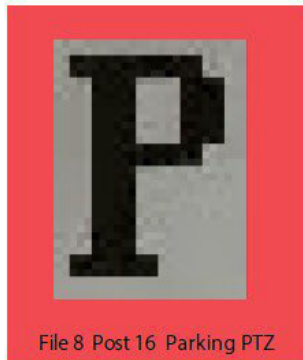
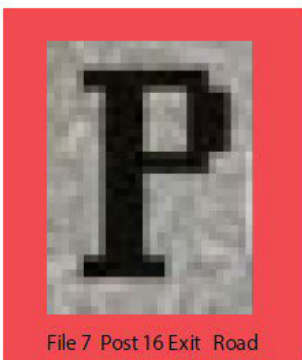
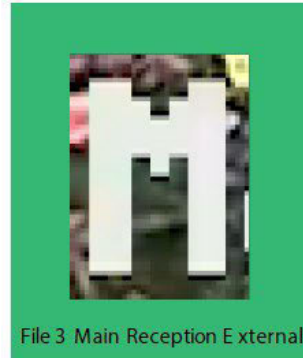


The above example of the word “pool” is an example of an acceptable export as the solid colours only contain a single colour with each lower layer being solid among its own solid layer. There are no breaks in the shadow text beneath it. This is only one of two acceptable files submitted by Wellspring Trust. The two cameras that had solid text were suspiciously enough some of the most benign camera views with no consequences to either narrative.

This is NOT the case for the majority of released files from the Carpark of Greenacre School.



****Note**** the pool entrance external camera failed because it has clearly had the word PVT removed from the end but left behind parts of that extracted word**



Green – not enough anomalous data to reject



Yellow – Anomalies



Red – Severe anomalies



The text/data overlays should align to a simple pixel grid based on the pixel count of each camera, here in the above example we can see the text slipping proving that the overlay does not match the pixel grid of the aspect ratio.

This is repeated often throughout the majority of CCTV data from the carpark but only for any angles that would cover the playground or which had their names swapped around to support the "PTZ" text for the dome cameras moved on to a fixed camera view.

This is not something that can happen without stretching the overlay beyond the alignment of pixels. This is not done by the NVR (network video recorder) as it uses a basic algorithm to apply the overlay.



Each piece of CCTV overlay data has been lined up on their respective grids. The majority do not line up with the squares despite their very simple and very uniform construction.

See if you can spot a particular name in this list that does not line up and belongs to 2 cameras used to accuse me of something you should never throw around without evidence.

The other slipping overlays are because once Mr [REDACTED] and Mr [REDACTED] cropped the ones of me they then had to make all the other cameras fit in a similar way.

Carpark CCTV Container Schema

General	Carpark 1	Carpark 2	Carpark 3	Carpark 4	Carpark 5
Format	MPEG-4	MPEG-4	MPEG-4	MPEG-4	MPEG-4
Format profile	Base Media	Base Media	Base Media	Base Media	Base Media
Codec ID	isom (isom/iso2/avc1/mp41)	isom (isom/iso2/avc1/mp41)	isom (isom/iso2/avc1/mp41)	isom (isom/iso2/avc1/mp41)	isom (isom/iso2/avc1/mp41)
File size	8.82 MiB	19.2 MiB	59.6 MiB	19.4 MiB	18.0 MiB
Duration	32 s 171 ms	44 s 694 ms	47 s 723 ms	31 s 83 ms	42 s 816 ms
Overall bit rate mode	Variable	Variable	Variable	Variable	Variable
Overall bit rate	2 300 kb/s	3 606 kb/s	10.5 Mb/s	5 225 kb/s	3 528 kb/s
Frame rate	25.000 FPS	25.000 FPS	25.000 FPS	25.000 FPS	25.000 FPS
Writing application	Lavf61.1.100	Lavf61.1.100	Lavf61.1.100	Lavf61.1.100	Lavf61.1.100
Video					
ID	1	1	1	1	1
Format	AVC	AVC	AVC	AVC	AVC
Format/Info	Advanced Video Codec	Advanced Video Codec	Advanced Video Codec	Advanced Video Codec	Advanced Video Codec
Format profile	High@L4	High@L4	High@L5	High@L4	High@L5
Format settings	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames
Format settings, CABAC	Yes	Yes	Yes	Yes	Yes
Format settings, Reference frames	4 frames	4 frames	4 frames	4 frames	4 frames
Format settings, GOP					
Codec ID	avc1	avc1	avc1	avc1	avc1
Codec ID/Info	Advanced Video Coding	Advanced Video Coding	Advanced Video Coding	Advanced Video Coding	Advanced Video Coding
Duration	32 s 160 ms	44 s 680 ms	47 s 720 ms	31 s 80 ms	42 s 800 ms
Source duration	32 s 160 ms				
Bit rate	2 287 kb/s	3 594 kb/s	10.5 Mb/s	5 212 kb/s	3 516 kb/s
Width	1 920 pixels	1 920 pixels	2 688 pixels	1 920 pixels	2 688 pixels
Height	1 080 pixels	1 080 pixels	1 520 pixels	1 080 pixels	1 520 pixels
Display aspect ratio	16:09	16:09	16:09	16:09	16:09
Original display aspect ratio			16:09		16:09
Frame rate mode	Constant	Constant	Constant	Constant	Constant
Frame rate	25.000 FPS	25.000 FPS	25.000 FPS	25.000 FPS	25.000 FPS
Color space	YUV	YUV	YUV	YUV	YUV
Chroma subsampling	04:02:00	04:02:00	04:02:00	04:02:00	04:02:00
Bit depth	8 bits	8 bits	8 bits	8 bits	8 bits
Scan type	Progressive	Progressive	Progressive	Progressive	Progressive
Bits/(Pixel*Frame)	0.044	0.069	0.103	0.101	0.034
Stream size	8.77 MiB (99%)	19.1 MiB (100%)	59.6 MiB (100%)	19.3 MiB (100%)	17.9 MiB (100%)
Source stream size					
Writing library	x264 core 164 r3161M a354f11	x264 core 164 r3161M a354f11	x264 core 164 r3161M a354f11	x264 core 164 r3161M a354f11	x264 core 164 r3161M a354f11

General	Carpark 6	Carpark 7	Carpark 8	Carpark 9	Carpark 10
Format	MPEG-4	MPEG-4	MPEG-4	MPEG-4	MPEG-4
Format profile	Base Media	Base Media	Base Media	Base Media	Base Media
Codec ID	isom (isom/iso2/avc1/mp41)	isom (isom/iso2/avc1/mp41)	isom (isom/iso2/avc1/mp41)	isom (isom/iso2/avc1/mp41)	isom (isom/iso2/avc1/mp41)
File size	34.9 MiB	107 MiB	73.0 MiB	29.0 MiB	25.7 MiB
Duration	1 min 21 s	4 min 32 s	4 min 8 s	40 s 448 ms	35 s 200 ms
Overall bit rate mode	Variable	Variable	Variable	Variable	Variable
Overall bit rate	3 591 kb/s	3 300 kb/s	2 462 kb/s	6 010 kb/s	6 124 kb/s
Frame rate	25.000 FPS	25.000 FPS	25.000 FPS	25.000 FPS	25.000 FPS
Writing application	Lavf61.1.100	Lavf61.1.100	Lavf61.1.100	Lavf61.1.100	Lavf61.1.100
Video					
ID	1	1	1	1	1
Format	AVC	AVC	AVC	AVC	AVC
Format/Info	Advanced Video Codec	Advanced Video Codec	Advanced Video Codec	Advanced Video Codec	Advanced Video Codec
Format profile	High@L5	High@L4	High@L4	High@L5	High@L5
Format settings	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames
Format settings, CABAC	Yes	Yes	Yes	Yes	Yes
Format settings, Reference frames	4 frames	4 frames	4 frames	4 frames	4 frames
Format settings, GOP					
Codec ID	avc1	avc1	avc1	avc1	avc1
Codec ID/Info	Advanced Video Coding	Advanced Video Coding	Advanced Video Coding	Advanced Video Coding	Advanced Video Coding
Duration	1 min 21 s	4 min 32 s	4 min 8 s	40 s 440 ms	35 s 200 ms
Source duration					
Bit rate	3 578 kb/s	3 287 kb/s	2 449 kb/s	5 998 kb/s	6 111 kb/s
Width	2 688 pixels	1 920 pixels	1 920 pixels	2 688 pixels	2 688 pixels
Height	1 520 pixels	1 080 pixels	1 080 pixels	1 520 pixels	1 520 pixels
Display aspect ratio	16:09	16:09	16:09	16:09	16:09
Original display aspect ratio	16:09			16:09	16:09
Frame rate mode	Constant	Constant	Constant	Constant	Constant
Frame rate	25.000 FPS	25.000 FPS	25.000 FPS	25.000 FPS	25.000 FPS
Color space	YUV	YUV	YUV	YUV	YUV
Chroma subsampling	04:02:00	04:02:00	04:02:00	04:02:00	04:02:00
Bit depth	8 bits	8 bits	8 bits	8 bits	8 bits
Scan type	Progressive	Progressive	Progressive	Progressive	Progressive
Bits/(Pixel*Frame)	0.035	0.063	0.047	0.059	0.06
Stream size	34.8 MiB (100%)	107 MiB (100%)	72.6 MiB (99%)	28.9 MiB (100%)	25.6 MiB (100%)
Source stream size					
Writing library	x264 core 164 r3161M a354f11	x264 core 164 r3161M a354f11	x264 core 164 r3161M a354f11	x264 core 164 r3161M a354f11	x264 core 164 r3161M a354f11

Full conclusion based on the facts so far

Due to the anomalies of the following:

Stage 1 investigation

- Bruising of child's forearm
- CCTV of child being grabbed by the neck area whilst pinning the injured arm.
- Investigation bias .
- Failure to challenge reporting fabrications.
- Fabricated incident reports by staff members.
- Refusal to follow reasonable adjustments.
- Combing through social media after giving driving license copy.
- Malicious warning of accusation being suspected of taking photos of children.
- [REDACTED] counter signing warning.
- Failure to disclose playground CCTV footage.
- False claims of violence against child.
- Aggressor not being re-assigned or suspended during the investigation.

Classroom CCTV Defacement

- Compressed footage.
- Stop motion frame rates .
- Missing conclusion of incident.
- Padding into HD format of footage.
- Ghost Audio track anomalies.
- Leaked Identities of at least 3 children on 2 occasions

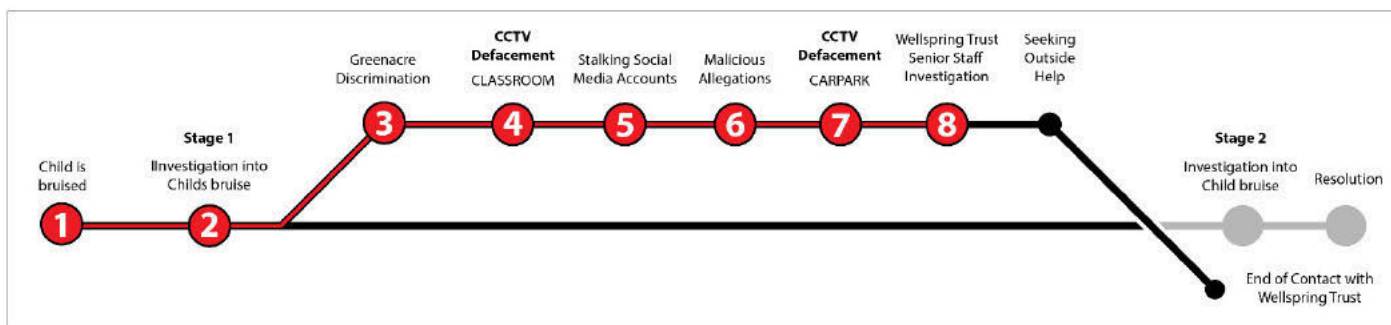
Carpark CCTV Defacement

- Mismatched aspect ratio .
- Misaligned Text overlays.
- Indication of a reduced field of view well under the limitations of the PTZ camera.
- Magnified raindrops.
- Misaligned vanishing point of camera orientation VS CCTV release.

I can only conclude that there was a pattern of procedural failures of a disabled child and attacks against me to hide the fabrication of their being no CCTV camera covering the playground and cause me alarm and distress by alluding to me being suspected of taking photos of children in an attempt to force me to delete the photo evidence of that camera.

“Once is happenstance. Twice is coincidence. 23 times is taking the piss.”

Part 8 – Senior Wellspring Trust Staff Investigation



At this point there were two separate complaints issued to Wellspring Trust.

Complaint 1	Abuse of child	REDACTED
	Fabricated incident report	REDACTED REDACTED REDACTED
	Fabricated investigation report	REDACTED

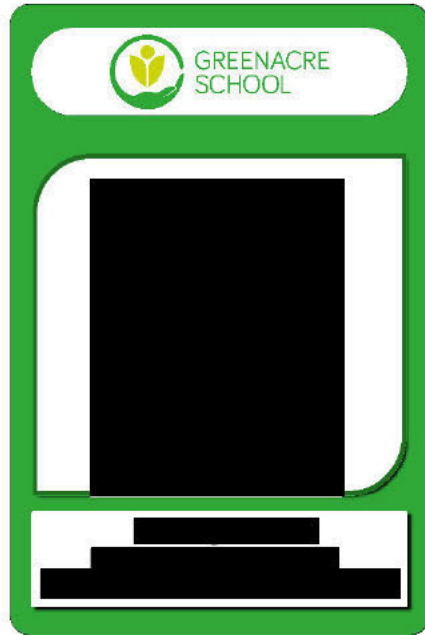
Complaint 2	Discrimination/Failure to meet reasonable adjustments.	Greenacre School
	Defacement of CCTV	REDACTED
	Failure to disclose	REDACTED
	Leaking Private Data	REDACTED
	Unprofessional conduct	REDACTED
	Malicious Communications	REDACTED, REDACTED

Complaint 1, what should have been the focus of all of this we had obviously contested the “stage 1” fabricated investigation by Mr [REDACTED] and had requested it be moved to stage 2.

The complaints I had raised about Wellspring Trust, and Greenacre’s conduct was therefore investigated by senior leadership members. All matters relating to Mr [REDACTED] were made part of the complaint of child’s injury.

Mr [REDACTED] was investigating the malicious communications by [REDACTED] supported by [REDACTED] and [REDACTED] [REDACTED]

Mr [REDACTED] [REDACTED] was appointed to investigate the manipulation of CCTV, unprofessional behaviour and the leaking of identities along with the failure to meet reasonable adjustments.



Mr [REDACTED] acted against the nature of the complaint by re-framing “taking photos of children” to “taking photos on school grounds”

He made the claim that the parents code of conduct is specific, and he is absolutely correct it states the following:

Behaviour that will not be tolerated:

- Disruptive, offensive, aggressive or insulting language or actions
- Displaying a temper, shouting at or threatening a member of the school community (it is enough for a member of staff or a pupil to feel threatened)
- Sending abusive or upsetting messages including via text, email or social media
- Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms
- Use of physical punishment against a child or disciplining another person’s child
- Smoking, drinking alcohol, or possessing or taking drugs on the school premises
- Taking photos or filming or recording staff or pupils

It clearly states and is referring to the taking photos, filming or making audio recordings of staff or pupils. It DOES NOT refer to taking photos on school grounds.

Mr [REDACTED] clearly omits the very prominent detail of my complaint that [REDACTED] Alluded to me taking photos of children.

This is called a “Strawman Tactic” A strawman tactic (or strawman argument) is when someone misrepresents or oversimplifies another person’s argument so it’s easier to defend against it, although not a subtle attempt



WELLSPRING

We Make A Difference

Wellspring Academy Trust
Digital Media Centre
County Way
Barnsley
S70 2JW

Private and Confidential

Mr [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

11 November 2024

Dear Mr [REDACTED]

I am writing to you in response to your complaint dated 3rd October 2024 regarding the misuse, abuse and weaponisation of the Greenacre Parental Code.

I have carefully considered the information you have provided and investigated the matter at the school in line with Stage One of the Trust's Complaints Policy.

Having reviewed the evidence, I have reached the decision not to uphold your complaint.

The parental code is quite specific that the taking of photos on the school site is not permitted and therefore the letter issued by the Executive Principal was appropriately issued in line with the code of conduct. The letter was sent to you via email as I understand you have given specific instructions to the school not to be contacted by phone.

You have the right to appeal this decision in accordance with the Trust's Complaints Policy. If you wish to proceed with an appeal, please submit your appeal in writing to info@wellspringacademies.org.uk, within 28 days of the date of this letter, setting out:

- The reason for progressing to Stage 2.
- A description of how the complaint could be resolved

Yours sincerely,

[REDACTED]
[REDACTED]

Greenacre School

T. 01226 720 742 E. info@wellspringacademies.org.uk

Discover how we make a difference at wellspringacademytrust.co.uk

Registered in England & Wales. Company No. 08120960.

Breaching the code of conduct

If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and contact the parent about the incident. Depending on the nature of the incident, the school may:

- Send a warning letter to the parent
- Invite the parent into school to meet with a senior member of staff or the headteacher

-
- Ban the parent from the school site
 - Contact the appropriate authorities
 - Seek advice from our legal team regarding further action

The school will always respond to an issue or incident in a proportionate way. The final decision for how to respond to breaches of the code of conduct rests with the Head of School or Executive Headteacher and, where appropriate, the Chair of Governors and Trust.

I made it very clear to [REDACTED] [REDACTED] [REDACTED] and [REDACTED] [REDACTED] that my focus was the rear carpark at a time when all staff and children were inside the school. I lodged a complaint exposing [REDACTED] [REDACTED] as seemingly breaking multiple laws, not just policies, but laws of the UK that people are routinely issued suspended sentences by the ICO for violating, and also violating the trust of people's data. He may have used ID data I disclosed to him to unprofessionally look through all my social media. Less than 12 hours later, when Mr [REDACTED] was reviewing the CCTV I requested from the carpark, he made an accusation to [REDACTED] [REDACTED] after, yet again, violating the law and cropping CCTV, removing the empty playground from the footage he submitted to [REDACTED] [REDACTED]

[REDACTED] then flatly refused to respond to any professional, non-threatening communications from me on three occasions (sent to [REDACTED] three different work email addresses/sites for the avoidance of doubt). I made it very clear to [REDACTED] that if she did not respond and deal with this in accordance with policy, I would have no choice but to conclude this amounted to malicious communication. She refused the opportunity to respond in accordance with policy. That is not responding in a reasonable and proportionate way.

But it gets worse. Mr [REDACTED], as he conducted his Stage 2 investigation, after pointing out he had dropped the "taking photos of children" element from the complaint he disclosed the following:

Findings

- The [REDACTED] issued a warning letter to Mr [REDACTED] on 2nd October 2024 which stated Mr [REDACTED] had been seen taking photographs around the school premises, and there were concerns that these may contain images of pupils. The letter requested such photographs be deleted immediately and included a copy of the parental code.
- The School confirmed and produced a copy of an email from Mr [REDACTED] which states all contact should be conducted via email, therefore the [REDACTED] did not call to ascertain why Mr [REDACTED] was taking photos.
- Still photos taken from CCTV show Mr [REDACTED] the school premises with a mobile phone directed towards the school.
- Irrespective of if there may have been no children in the playground, photographs could have captured children.
- The letter issued by the [REDACTED] was clear that photos may contain images of pupils.
- The code of conduct states that taking photos or filming or recording staff or pupils is not permitted.
- The code of conduct also states that if the school suspects, or becomes aware that a parent has breached the code of conduct, the school may send a warning letter to the parent.

Outcome

This complaint is not upheld.

The evidence shows that sending a warning letter is a permitted action where there is a suspected breach of the parental code of conduct. The terminology of the [REDACTED] request to delete photos is acceptable.

The parental code is quite specific that the taking of photos on the school site is not permitted and therefore the letter issued by the [REDACTED] was appropriately issued in line with the code of conduct. The letter was issued via email on the understanding that Mr [REDACTED] had given specific instructions to the school not to be contacted by phone.

The school was prepared to issue a warning to me by email — ensuring I would see it and be caused alarm and distress — but refused to investigate the matter via email under the Parental Code of Conduct. This action appears intended to accuse me while removing my opportunity to defend myself or to allow a proper investigation that would show I was not taking photos of children.

Mr [REDACTED] alleges I was “pointing a phone at the school.” While a phone is commonly used as a camera, modern phones also include lidar (infrared depth sensing) and compass functions that are not photographic. The distance from the fence to most classrooms is approximately 67 metres. I invite Mr Wild to attempt, at a distance of 40–70 metres through a fine-mesh metal fence in heavy rain, to capture a photograph of a child through a classroom window with a wide-angle iPhone camera. As a professional photographer I can state this would be highly unlikely — almost impossible — and that any image captured under those conditions would be heavily pixelated and of poorer redaction quality than Mr [REDACTED] attempt to redact identities in CCTV footage.

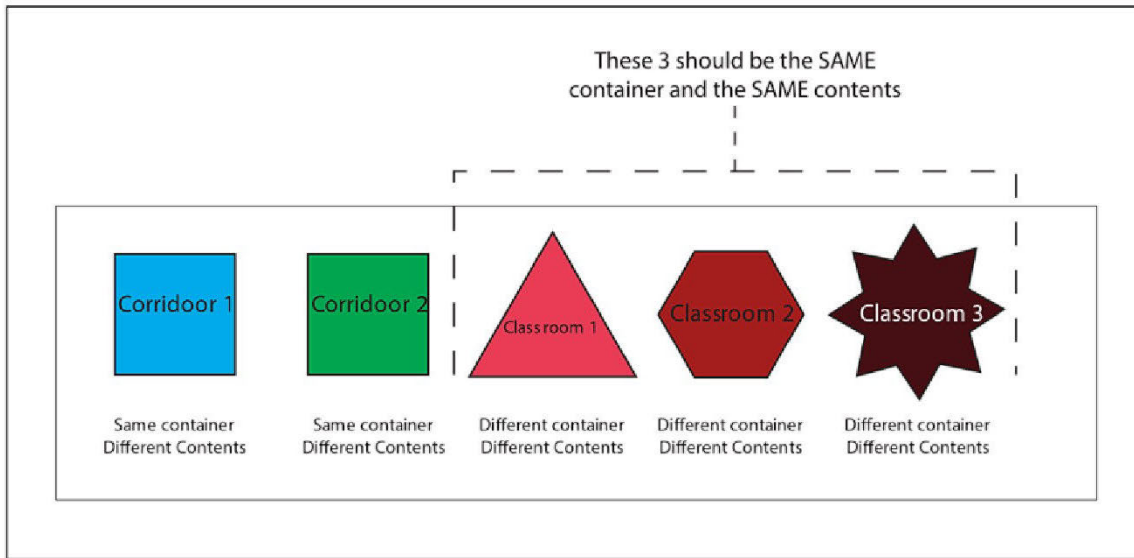
The suggestion that I was taking photos of children appears to be the only mechanism used to silence me and to encourage deletion of a photograph of an obvious CCTV camera that the school repeatedly claimed did not exist and which they later “defaced” in the footage. Accusing me of taking photos of children therefore functioned to intimidate me into deleting evidence of an undisclosed camera and to retaliate against my complaint about Mr [REDACTED] conduct.

Mr [REDACTED] also says I specifically requested all communication by email because of the reasonable adjustments I require. Whilst failing to remember that Wellspring Trust and the school [REDACTED] had already stated sometimes a telephone call would be necessary. He notes that [REDACTED] makes telephone calls to determine alleged breaches of the parental policy; I was not afforded that same telephone opportunity. This differential treatment is an alleged instance of indirect discrimination: a rule or practice that appears neutral but places people who require reasonable adjustments at a disadvantage. This is separate from my complaint that Greenacre School staff refused reasonable adjustments; that refusal was by the executive principal of the special provision partnership under Wellspring Trust and is a distinct matter.

Finally, at the Stage 2 hearing Mr Wild characterised my repeated, polite emails to different addresses for [REDACTED] as a “mass of emails.” Those emails were sent deliberately to ensure [REDACTED] received my professional objections.

Even though I accept he (Mr ██████ might know nothing about CCTV or Software, or even understand what default settings are this is FALSE, demonstrably false by Mr ██████ conducting a basic investigation either:

1. Messaging Shotcut and asking them if Mr ██████ settings are a default export
2. Downloading the same software version as Mr ██████ and attempting to export without manipulating default settings (step-by-step guides are available)
3. Seeking the opinion of a professional from Amey PLC (who manage the CCTV infrastructure)
4. Match any one of the CCTV screen live outputs with any one of the various alleged cropped exports, paying particular attention to the positioning of the on screen text overlay as even if the cameras were zoomed to match the crops it would be difficult to re-create every view live and present too many security cameras zoomed in rendering their usage useless



Mr ██████ then went on to claim that:

“The only manipulation of the data in either case was to pixelate other pupils identities”

FALSE! Mr ██████ released the identities of 3 children twice so he appeared to be using the software for purposes other than redaction as I find it hard to believe Mr ██████ spent 30 days (give or take) redacting a single 30 second clip and failing at his primary role. It is clearly proved that FPS is not the only field of data created through exporting video data by me, in fact little to Mr ██████ understanding or Mr ██████ who apparently is a trained legal professional I can identify roughly 100 different fields of data that are created when a video file has been created. Mr ██████ and seemingly from the data, Mr ██████ have displayed a consistent attempt to manipulate the data by exporting the classroom file in 3 totally different formats using the same originally manipulated file by Mr ██████

Due to the seemingly clear display of wilful ignorance by Mr ██████ I pointed this fact out very clearly using pre-school shapes as an analogy.

All internal cameras at the school are of the same make and model all recording on the same settings so if no manipulation was detected all shapes should be the same shape but different colours, except for the last 3 which are all videos from the same classroom camera and should be the same colour. They aren't because the shapes (or containers for the video file) have been changed even after pointing it out and complaining to Mr ██████ on every occasion with none of them matching the corridor files in settings.

Each release of classroom footage was a progressively worse release than the previous.

Once is happenstance. Twice is coincidence. Three times, it's enemy action!

Mr [REDACTED] continues to deny that Mr [REDACTED] was not using the software for its intended purpose, namely to pixelate the identities of other children. This safeguarding measure was not applied in at least three instances, on two separate occasions.

The graphic on the following page presents an example of the data fields I extracted from the internal CCTV classroom files. It clearly demonstrates that frames per second (FPS) is only one parameter among many, and is highlighted through colour coding to illustrate evident inconsistencies across the files.

FPS was initially raised with Mr [REDACTED] specifically because, given his role, it is a parameter he would readily understand. However, this was not the only issue identified, and it was used as an entry point while broader variations across multiple data fields were being monitored.

Even without any technical understanding of video encoding or editing, it is clear from the comparison that the classroom files show significant inconsistencies in their export settings.

Notably, the first two columns contain files originating from different cameras. One shows a non-redacted view, while the other has been actively redacted by Wellspring Trust. Despite this, both files display near-identical encoding settings on export. This indicates that no profile settings were changed during the export process and demonstrates that consistent output is achievable regardless of source differences. It further shows that consistency is dependent on the individual carrying out the export, rather than the originating camera or whether redaction has been applied.

If the classroom files had been exported consistently, their values would align with those in the first two columns. Instead, the data shows increasing variation over time, clearly illustrated by the colour coding.

This visible divergence indicates that the files were not exported under consistent conditions. Differences in export values mean the files are not identical in their encoding parameters, and therefore cannot represent consistent outputs from the same original source.

This concern is further heightened by the fact that the final three columns relate to files originating from the same camera. In these circumstances, the export settings should be virtually identical, with the only expected variations being frame rate and file length, as previously addressed in email correspondence.

Despite this, the files continue to show markedly different encoding profiles. This pattern occurs repeatedly, with the same file appearing multiple times but exported using materially different settings on each occasion. Even when excluding variables such as file length and frame rate, the exports remain significantly inconsistent.

Taken together, these inconsistencies indicate that different export settings were applied during processing, rather than the files being produced through a consistent and standardised method.

	Corridor 1	Corridor 2	Classroom 1	Classroom 2	Classroom 3	Notes
General						
Format	MPEG-4	MPEG-4	MPEG-4	MPEG-4	MPEG-4	Consistent
Format profile	Base Media	Base Media	Base Media	Base Media	Base Media	Consistent
CodecID	Isom (Isom/ISO2/AVC1/MP41)	Isom (Isom/ISO2/AVC1/MP41)	Isom (Isom/ISO2/AVC1/MP41)	Isom (Isom/ISO2/AVC1/MP41)	Isom (Isom/ISO2/AVC1/MP41)	Consistent
File size	16.4 MiB	14.1 MiB	5.22 MiB	87.3 MiB	895 KiB	698MiB for the almost same length as release 2 before 3 different times for 1 footage
Duration	1 min 18 s	48 s 0 ms	30 s 208 ms	7 min 30 s	7 min 30 s	Consistent
Overall bit rate mode	Variable	Variable	Variable	Variable	Variable	Consistent
Overall bit rate	1.761 kb/s	2.470 kb/s	1.449 kb/s	1.560 kb/s	1.560 kb/s	Maintained Same bit rate for the last 2 releases
Frame rate	25.000 FPS	25.000 FPS	25.000 FPS	25.000 FPS	25.000 FPS	Adjusted Frame rate after mentioning it
Writing application	Lavf61.1.100	Lavf61.1.100	Lavf61.1.100	Lavf61.1.100	Lavf61.1.100	Different Writing application
Video						
ID	1	1	1	1	1	Consistent
Format	AVC	AVC	AVC	AVC	AVC	Consistent
Format/Info	Advanced Video Codec	Advanced Video Codec	Advanced Video Codec	Advanced Video Codec	Advanced Video Codec	Consistent
Format profile	High@L5	High@L5	High@L5	High@L5	High 4:4:4 Predictive@L4	ONLY DIFFERENT IN 3rd Release Classroom Footage
Format settings	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames	CABAC / 4 Ref Frames	CABAC / 2 Ref Frames	ONLY DIFFERENT IN 3rd Release Classroom Footage
Format settings, CABAC	Yes	Yes	Yes	Yes	Yes	Consistent
Format settings, Reference frames	4 frames	4 frames	4 frames	4 frames	2 frames	ONLY DIFFERENT IN 3rd Release Classroom Footage
Format settings, GOP	M4A-N-25	MISSING	MISSING	MISSING	MISSING	Group of Picture only present in 1st Corridor Footage
CodecID/Info	avc1	avc1	avc1	avc1	avc1	Consistent
Duration	1 min 18 s	48 s 0 ms	30 s 208 ms	7 min 30 s	7 min 30 s	DIFFERENT DESPITE ENTIRE FOOTAGE OF INCIDENT
Source duration	MISSING	MISSING	MISSING	MISSING	MISSING	ONLY PRESENT IN 2nd Release Classroom Footage
Bit rate	1.761 kb/s	2.466 kb/s	1.440 kb/s	1.547 kb/s	12.3 Mb/s	SEVERE DIFFERENCE IN 3rd Release Classroom Footage
Width	2 688 pixels	2 688 pixels	2 688 pixels	2 688 pixels	1 920 pixels	Different size screen on 3rd release (70%)
Height	1 520 pixels	1 520 pixels	1 520 pixels	1 520 pixels	1 080 pixels	Different size screen on 3rd release (70%)
Display aspect ratio	16:09	16:09	16:09	16:09	16:09	Consistent
Frame rate mode	Constant	Constant	Constant	Constant	Constant	Consistent
Frame rate	25.000 FPS	25.000 FPS	25.000 FPS	25.000 FPS	25.000 FPS	ONLY DIFFERENT IN 1st Release Classroom Footage
Color space	YUV	YUV	YUV	YUV	YUV	Consistent
Chroma subsampling	04:02:00	04:02:00	04:02:00	04:02:00	04:02:00	Consistent
Bit depth	8 bits	8 bits	8 bits	8 bits	8 bits	Consistent
Scan type	Progressive	Progressive	Progressive	Progressive	Progressive	Consistent
Bits/(Pixel*Frame)	0.017	0.024	0.020	0.015	0.237	Too Heavy for file length/type/recording/equipment
Stream size	16.4 MiB (100%)	14.1 MiB (100%)	5.18 MiB (99%)	86.8 MiB (99%)	895 MiB (100%)	Too Heavy for file length/type/recording/equipment
Source stream size	MISSING	MISSING	MISSING	86.8 MiB (99%)	MISSING	ONLY PRESENT IN 2nd Release Classroom Footage
Writing library	x264 core 164 r3161M.354f1	x264 core 164 r3161M.354f1	x264 core 164 r3161M.354f1	x264 core 164 r3161M.354f1	x264 core 164 r3161M.354f1	Different Computer for 1st and second to third release Employee Name based on Email Chain
Encoding settings						
cabac=1	cabac=1	cabac=1	cabac=1	cabac=1	cabac=1	Consistent
ref=2	ref=2	ref=2	ref=2	ref=2	ref=2	Consistent
deblock=1:0:0	deblock=1:0:0	deblock=1:0:0	deblock=1:0:0	deblock=1:0:0	deblock=1:0:0	Consistent
analyse=0x3:0x113	analyse=0x3:0x113	analyse=0x3:0x113	analyse=0x3:0x113	analyse=0x3:0x113	analyse=0x3:0x113	Consistent
me=hex	me=hex	me=hex	me=hex	me=hex	me=hex	Consistent
subme=6	subme=6	subme=6	subme=6	subme=6	subme=6	Consistent
psy=1	psy=1	psy=1	psy=1	psy=1	psy=0	ONLY DIFFERENT IN 3rd Release Classroom Footage
psy_rd=1:0:0:0	psy_rd=1:0:0:0	psy_rd=1:0:0:0	psy_rd=1:0:0:0	psy_rd=1:0:0:0	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
mixed_ref=1	mixed_ref=1	mixed_ref=1	mixed_ref=1	mixed_ref=1	mixed_ref=1	Consistent
me_range=16	me_range=16	me_range=16	me_range=16	me_range=16	me_range=16	Consistent
chroma_me=1	chroma_me=1	chroma_me=1	chroma_me=1	chroma_me=1	chroma_me=1	Consistent
trellis=1	trellis=1	trellis=1	trellis=1	trellis=1	trellis=0	ONLY PRESENT IN 3rd Release Classroom Footage
8x8dct=1	8x8dct=1	8x8dct=1	8x8dct=1	8x8dct=1	8x8dct=1	Consistent
cqm=0	cqm=0	cqm=0	cqm=0	cqm=0	cqm=0	Consistent
deadzone=21,11	deadzone=21,11	deadzone=21,11	deadzone=21,11	deadzone=21,11	deadzone=21,11	Consistent
fast_pskip=1	fast_pskip=1	fast_pskip=1	fast_pskip=1	fast_pskip=1	fast_pskip=0	ONLY PRESENT IN 3rd Release Classroom Footage
chroma_qp_offset=-2	chroma_qp_offset=-2	chroma_qp_offset=-2	chroma_qp_offset=-2	chroma_qp_offset=-2	chroma_qp_offset=0	ONLY PRESENT IN 3rd Release Classroom Footage
threads=6	threads=6	threads=6	threads=12	threads=12	threads=12	ONLY DIFFERENT IN ALL Classroom Footage
lookahead_threads=1	lookahead_threads=1	lookahead_threads=1	lookahead_threads=2	lookahead_threads=2	lookahead_threads=2	ONLY DIFFERENT IN ALL Classroom Footage
sliced_threads=0	sliced_threads=0	sliced_threads=0	sliced_threads=0	sliced_threads=0	sliced_threads=0	Consistent
nr=0	nr=0	nr=0	nr=0	nr=0	nr=0	Consistent
decimate=1	decimate=1	decimate=1	decimate=1	decimate=1	decimate=1	Consistent
interlaced=0	interlaced=0	interlaced=0	interlaced=0	interlaced=0	interlaced=0	Consistent
bluray_compat=0	bluray_compat=0	bluray_compat=0	bluray_compat=0	bluray_compat=0	bluray_compat=0	Consistent
constrained_intra=0	constrained_intra=0	constrained_intra=0	constrained_intra=0	constrained_intra=0	constrained_intra=0	Consistent
bframes=3	bframes=3	bframes=3	bframes=3	bframes=3	bframes=0	ONLY PRESENT IN 3rd Release Classroom Footage
b_pyramid=2	b_pyramid=2	b_pyramid=2	b_pyramid=2	b_pyramid=2	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
b_adapt=1	b_adapt=1	b_adapt=1	b_adapt=1	b_adapt=1	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
b_bias=0	b_bias=0	b_bias=0	b_bias=0	b_bias=0	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
direct=1	direct=1	direct=1	direct=1	direct=1	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
weights=1	weights=1	weights=1	weights=1	weights=1	weights=1	Consistent
open_gop=0	open_gop=0	open_gop=0	open_gop=0	open_gop=0	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
weightp=1	weightp=1	weightp=1	weightp=1	weightp=1	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
keyint=125	keyint=125	keyint=125	keyint=60	keyint=60	keyint=125	ONLY DIFFERENT IN 1st & 2nd Release Classroom Footage
keyint_min=12	keyint_min=12	keyint_min=12	keyint_min=6	keyint_min=6	keyint_min=12	ONLY DIFFERENT IN 1st & 2nd Release Classroom Footage
scenecut=40	scenecut=40	scenecut=40	scenecut=40	scenecut=40	scenecut=40	Consistent
intra_refresh=0	intra_refresh=0	intra_refresh=0	intra_refresh=0	intra_refresh=0	intra_refresh=0	Consistent
rc_lookahead=30	rc_lookahead=30	rc_lookahead=30	rc_lookahead=30	rc_lookahead=30	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
rc=crf	rc=crf	rc=crf	rc=crf	rc=crf	rc=cqp	ONLY PRESENT IN 3rd Release Classroom Footage
mbtree=1	mbtree=1	mbtree=1	mbtree=1	mbtree=1	mbtree=0	ONLY PRESENT IN 3rd Release Classroom Footage
crf=23.0	crf=23.0	crf=23.0	crf=23.0	crf=23.0	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
qcomp=0.60	qcomp=0.60	qcomp=0.60	qcomp=0.60	qcomp=0.60	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
qpmin=0	qpmin=0	qpmin=0	qpmin=0	qpmin=0	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
qpmax=69	qpmax=69	qpmax=69	qpmax=69	qpmax=69	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
qpstep=4	qpstep=4	qpstep=4	qpstep=4	qpstep=4	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
ip_ratio=1.40	ip_ratio=1.40	ip_ratio=1.40	ip_ratio=1.40	ip_ratio=1.40	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
aq=1:1.00	aq=1:1.00	aq=1:1.00	aq=1:1.00	aq=1:1.00	MISSING	ONLY MISSING IN 3rd Release Classroom Footage
MISSING	MISSING	MISSING	MISSING	MISSING	qp=0	ONLY PRESENT IN 3rd Release Classroom Footage
Color range	Limited	Limited	Limited	Limited	Limited	Consistent
Color primaries	BT.709	BT.709	BT.709	BT.709	BT.709	Consistent
Transfer characteristics	BT.709	BT.709	BT.709	BT.709	BT.709	Consistent
Matrix coefficients	BT.709	BT.709	BT.709	BT.709	BT.709	Consistent
Codec configuration box	avcC	avcC	avcC	avcC	avcC	Consistent
Audio						
ID	2	2	2	2	2	Consistent
Format	AAC LC	AAC LC	AAC LC	AAC LC	AAC LC	Consistent
Format/Info	AAC LC	AAC LC	AAC LC	AAC LC	AAC LC	Consistent
CodecID	mp4a-40-2	mp4a-40-2	mp4a-40-2	mp4a-40-2	mp4a-40-2	Consistent
Duration	2 / 40 / mp4a-40-2	2 / 40 / mp4a-40-2	30 s 208 ms	7 min 30 s	7 min 35 s	3 different times for 1 footage
Source duration	1 min 18 s	48 s 21 ms	MISSING	MISSING	7 min 35 s	ONLY DIFFERENT IN ALL Classroom Footage
Bit rate mode	Variable	Variable	Variable	Variable	Variable	Consistent
Bit rate	2 272 b/s	2 272 b/s	7 152 b/s	7 150 b/s	7 147 b/s	ONLY DIFFERENT IN ALL Classroom Footage
Maximum bit rate	384 kb/s	384 kb/s	384 kb/s	384 kb/s	384 kb/s	Consistent
Channel(s)	2 channels	2 channels	6 channels	6 channels	6 channels	ONLY DIFFERENT IN ALL Classroom Footage
Channel layout	L R	L R	C L R Ls Rs LFE	C L R Ls Rs LFE	C L R Ls Rs LFE	ONLY DIFFERENT IN ALL Classroom Footage
Sampling rate	48.0 kHz	48.0 kHz	48.0 kHz	48.0 kHz	48.0 kHz	Consistent
Frame rate	46.875 FPS (1024 SPF)	46.875 FPS (1024 SPF)	46.875 FPS (1024 SPF)	46.875 FPS (1024 SPF)	46.875 FPS (1024 SPF)	Consistent
Compression mode	Lossy	Lossy	Lossy	Lossy	Lossy	Consistent
Stream size	21.7 KiB (0%)	13.3 KiB (0%)	26.4 KiB	26.4 KiB	415 KiB (0%)	ONLY DIFFERENT IN ALL Classroom Footage
Source stream size	21.7 KiB (0%)	13.3 KiB (0%)	MISSING	MISSING	415 KiB (0%)	ONLY DIFFERENT IN ALL Classroom Footage
Default	Yes	Yes	Yes	Yes	Yes	Consistent
Alternate group	1	1	1	1	1	Consistent

Mr [redacted] is the [redacted] and is [redacted] but cannot understand the difference between cells of an excel file that he can easily check online through reputable sources?

Mr [REDACTED] also states through his investigation findings:

“An offer was made to Mr [REDACTED] for engagement with me in an email dated the 11th October 2024. Mr [REDACTED] stated in an email 14th October 2024, that any contact between myself and himself would be futile, instead referencing he would offer myself, along with the Chief Executive an opportunity to review a documentary he had made before he released it to the public.”

This is also an example of a Strawman argument and evidence of misconduct because in that same email if he had quoted me a little further it would state:

“Thank you for your email, however in light of the numerous complaints I am pretty sure that any contact between Mr [REDACTED] and myself would be futile. Please get in touch via email only as I am more than happy to discuss these matters further (even with [REDACTED] if she wishes to not waste police time) but I expect my allegations to be met with respect in light of the facts. Regards”

Selectively highlighting sections of my emails to make a point is acting against the complaint and damages the trust of the public when they are shown what they are up against.

In regard to Mr [REDACTED] using the ID data I disclosed to him in order to receive a copy of our sons CCTV and abusing it to search through my social media profiles he stated the following

“Mr [REDACTED] routinely checks whether he may have personal knowledge of individuals as a necessary safeguard in his role as Information Officer. Mr [REDACTED] looked at Mr Thompson's profile once, using information that was publicly available. Mr [REDACTED] shared a request he received from Mr Thompson to add him to his Linked In network dated 01/10/2024.”

Nowhere in Wellspring Policy does it state that private data will be used to search for people's profiles I accused Mr [REDACTED] of “stalking my social media” because it is a colloquial way of saying someone was hovering around my social media accounts without making contact. I added Mr [REDACTED] to my network after I received the notification from him that he had been checking me out. LinkedIn is also the only platform that informs you and Mr [REDACTED] cannot ultimately state Mr [REDACTED] did not go through other platforms like Facebook or Instagram.

I have concerns that a member of staff who was given a copy of my driving licence may have used that information to search for me on social media.

Mr [REDACTED] then finally assigns the complaint of discrimination levelled against Greenacre school as if it was against Mr [REDACTED] when I have been very clear out of everyone involved this complaint was specifically aimed at greenacre school staff and NOT Mr [REDACTED] as he has been the most chatty out of everyone involved.

This is yet again another Strawman argument poorly constructed to deflect the complaint of poor communications and violations of reasonable adjustments by Greenacre School.

This once again acts AGAINST the spirit of the complaint.

Stage 2 Hearing at Wellspring Trust

After both senior officers investigated and I rejected their initial findings by simply reiterating my initial points a stage 2 hearing panel was set up in accordance with Wellspring Trust complaints policy.

Wellspring Trust first attempted to set up the hearing in short notice.

I rejected that to be present during the hearing as an independent panel member was included in the hearing which gave me the opportunity to present my case to them.

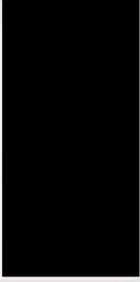
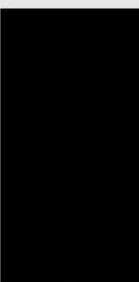

Wellspring Trust gave me access to the evidence pack but restricted my ability to download the documents on a Friday evening until I complained the following Monday and was then given access to download shortly before the deadline for me to produce any further evidence to support my complaint.



During the hearing these are just a selection of some of the statements made by persons present.



Stage 2 In Person Hearing Of Complaint Transcript


Location - Wellspring Trust HQ, Barnsley
Friday 13th December 2024 9:30am - 11:30am


Panel Members

			
Independent Panel Member	Panel Member	Panel Chair	Panel Clerk


Me


Ex Wife/Child's Mother

During the hearing these are just a selection of some of the statements made by persons present.

"I know you say this question isn't pertinent to the investigation but as a concerned parent how come your now claiming that there are no CCTV cameras covering the school playground"



Me

**Interruption by panel to question directed at Mr [REDACTED]



"That's a question for the trust"

Relating to the Malicious Communications by [REDACTED]

"When you said that Amey provided you a response 12 frames per second, is that directly from [REDACTED] or is that directly from [REDACTED] telling you?"



Me



"No, that's from Amey."

"Right, okay. Because how can the cameras, I don't know, I appreciate you may not be able to answer this straight away, but I would like an answer to this, but how can the cameras be recording at 12 frames per second if the corridor footage is recording at 25 frames per second? Because that, two cameras, sorry. In fact, two cameras and all the outside cameras are recording at that because that would be that they've somehow managed to put extra frames in the camera?"



Me

"when it's recording, if it's recording at 12 frames per second, you're asserting that somehow you're managing to add photos to that footage?"



Me



"Yeah, that's not to question what you shared [REDACTED], but I do think, because there does seem to be some inconsistency in the evidence around what's recorded at what rate and where, and we will reach a view as to the significance of that, but I want to clarify that."

"Also, you said you've not seen any sort of evidence of cropping and deletion. What about his default settings claiming that it was... Set to default, set to 12 frames per second specifically for his computer, because his colleague skipped blend, I think it is. He's got totally different settings. Did he mention anything about that?"

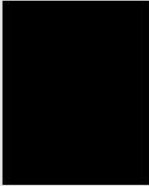




Me

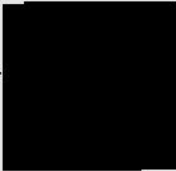
"He did. So they have two different versions of ShotCut. Ordinarily, to be honest, ordinarily, there's never been a, you know, ordinarily we take the footage, it's put into ShotCut, it's redacted, and it's exported. We've never had reason to check the settings on that, that's just as it's set up. But that information's been shared with other bodies, organisations, etc.




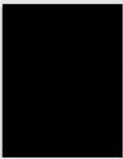


We've never had any questions around that. So I think your questions around outputs has been the first time that anybody's flagged that. Anybody's flagged that for us. So I think, ultimately, my understanding is that [REDACTED] had changed the settings on his version. But essentially, what I wanted to satisfy... myself, so this is getting really technical from my perspective, I haven't got that level."

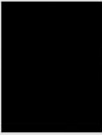


 "My final question, Mark, relates to the specific complaint of Matthew accessing his social media account. I certainly understand that if he was reviewing social media pages it could cause fear, alarm or distress. So in the course of your investigation, did Matthew's accessing his account raise any concerns for you..?"


 "Er, I asked the question during the, er, investigation interview in terms of why Matthew sort of worked to do that. Er, Periodically, er he will do that if he wants to satisfy himself that he isn't aware or knows of the person outside of his normal work arrangements' He only had a look once, er, at his profile..".


 "I'm sorry, why did anybody look at his profile? Just repeat what you said."


 "Yeah, so given the nature of things that Mr Lindsay is dealing with in terms of his role and to make sure that he doesn't have any conflicts of interest, routinely he may look at somebody's profile just to make sure that he doesn't know of them or hasn't come across them previously..".



 "My quick final question. You've covered the fact that you've seen the live CCTV footage. Did you find any evidence,  in your investigation to have defaced the CCTV footage?"


 "No. So the footage, from my understanding, the footage from the classroom, it didn't need to be put through Shotcut because there was no redaction necessary. Ultimately, the down-loaders did the footage, they would put it through Shotcut, but it didn't need to do any redaction. And then it's just now pulled from Shotcut there's no purposeful manipulation other than Matthew and his colleague adding the redaction. But other than that, I've not seen any evidence or anything that there's been any other, manipulation, cropping, deletion of aspects. I think if it helps, we have been waiting at the time for information from Amy around the recording setting. Now Amy has subsequently, said to us that it's recorded in 12 frames per second. Right, okay. Is that, sorry, is that internal, external or both? So the cameras in question, they said, are recorded in 12 frames per second."


 "I spoke to South Yorkshire police and they are claiming that there are no glitches in the CCTV file so your saying there are no differences between the raw copy and the versions given to us?"
 

 Me


 "I cant see anything relative to what I feel is necessary to be seen. I cant see anything you cant see"


 "Does it not seem weird that Mr Lindsay released a 30 second clip, then a 7.5 minute clip?"

 Me


 "He's not dealing with Mr Fallis's investigation, Matthew has taken a judgment call on what he feels is appropriate."

"I have viewed the live footage, and it is exactly what has been shared with you."

"Is there another camera covering that playground?"

"No."

After ██████ investigation was discussed it was then the turn of Mr ██████

"I said to ██████ did you have any further communication, and she said no because the email he sent came in at 1742 the same day it had been sent and he gave an assurance that no such images existed so from ██████ point of view there was no point in pursuing it further"

██████ can I just clarify the statement you made earlier, Were you satisfied that he had no photos of staff or children on his phone"

"Yeah, the time-line of it was that the staff and then the headteacher had come to Sarah Wilson and said someone had been taking images at the back. ██████ asked for evidence of that which the CCTV photographs acted in a key way according to the parental code and he was issued the letter.

Yes the second item says to invite the parent into school to discuss the matter but the priority was to make sure that there were no photographs of children and subsequently later that day it was confirmed by him that there were no photographs of any children"

"So Sarah having written to you, and you then responding to say, "here's my assurance", why didn't Sarah come back to me, is that what you are asking?"

"Yes."



Me

"I think, again... If you look at the email trail, the first response from him was 1742. There were further responses in 1912, 1947, and the 3rd of October, the day after, which then linked it to the other issues."

"And I think [redacted] then sort of realised it was getting into her. And she said, I didn't want to then. You know, the complaint was about the letter that Sarah had sent in the code. And the subsequent emails then moved it into a different area."

"So [redacted] writes to him and he offers her assurances, that he doesn't have any photos of children. Then he sends a number of subsequent emails..."

"Sorry can we just..."



Me

"sorry can we just if you'll allow me now, then I'll come to you..."

"it's very important though."



Me

[redacted] takes the view this is a big thing I'm not responding, is that your..."

"how did [redacted] get hold of all those emails because I had more than one address, One is addressed to Greenacre, One is addressed to the Special provision Trust and one is addressed to Wellspring Trust."



Me



"So the code, you obviously knows it exists as you have referenced it says it isn't acceptable to take pictures of site, staff, and pupils"

"No, it says pictures of staff and pupils, it says nothing about taking pictures on a site."



Me



"I will do the right thing, I will read it out specifically so I'm not misrepresenting it."

"Taking photos, or recording staff or pupils."

****EXTRACT FROM PARENTAL CODE OF CONDUCT BEING READ ALOUD BY PANEL****

Behaviour that will not be tolerated:

- Disruptive, offensive, aggressive or insulting language or actions
- Displaying a temper, shouting at or threatening a member of the school community (it is enough for a member of staff or a pupil to feel threatened)
- Sending abusive or upsetting messages including via text, email or social media
- Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms
- Use of physical punishment against a child or disciplining another person's child
- Smoking, drinking alcohol, or possessing or taking drugs on the school premises
- Taking photos or filming or recording staff or pupils

"There is no comma is there."



Me

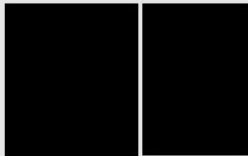


"So the behaviour that will not be tolerated, taking photos or filming, or recording staff or pupils, do you agree with that?"

"I agree with that, yeah, certainly."



Me



"The code and the reason I'm going through this is because the specific complaint you shared was about breaching the code."

"If you were satisfied that I had no photos of children then why did you leave me for months with this kind of accusation hanging over my head? Even after I had contacted Sarah to tell her that I had no choice but to take this as malicious?"



Me

****NO RESPONSE****

"The email address at 1742 was addressed to Dr Wilson"

"mmm hmm."



Me

"The email at 1912 was addressed to [redacted]"

"But where though?"



Me

".. [redacted]"

"Where!"



Me

"And the email at 1947 was addressed to [redacted]"

" But which email address were they sent to?"



Me

"I don't know I don't have that information"

"Well I'll tell you. Wellspring Trust, Greenacre School, and the special provision partnership"



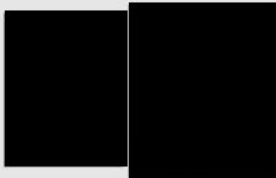
Me

"You had corresponded to [redacted] at various email addresses"

" Because I had no contact"



Me



"I understand that, that is a matter of contention in this issue"



"George's repose is you addressed them to Dr Wilson even though they were going to different email addresses"

"Yeah because..."



Me

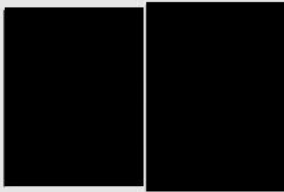


"So I think it is possible in this case for both of you to be making a valid point..."

"No because [redacted] is representing "a significant amount of emails" as a response but they were all fishing for a response from [redacted], it was not an obsessive succession of emails was it, it was ALL initial contact emails to [redacted] but your representing it as a pile of emails sent in anger but that's not the case is it [redacted]."



Me



You've asked [redacted] a question and he has provided you with a response, we as a panel respect your view, we've heard it, you've emphasised in response that it wasn't, we've heard that, we will take that into consideration.

How did [redacted] know it was me taking the photos?



Me

A member of staff reported it to the [redacted]. The [redacted] then went to the [redacted] we've got concerns at that point the staff had identified it as being you, that's my understanding, that's the chain of events.

Just a quick one again, can I just clarify please colleagues. People seeing him taking photos of the school, or staff, or children, did they believe this was strange?

I think it was known and [redacted] didn't trust the word of mouth and asked for proof to show that this had happened, that's my understanding.

Not trying to rush you but the three of us have to have the opportunity to talk...

You've got to bare in mind all this came directly from a meeting pointing out all these errors in [redacted] investigation, where he's basically saying our son was punching and kicking staff and saying its consistent with the CCTV and the incident report with us pointing out a totally different reality playing out on CCTV

Then I explain to both [redacted] and [redacted] that I had just placed myself on CCTV so I can have a copy of that data!



Me

So I think that is a statement, so now we have to ask you all to leave so we can discuss this hearing.

****End of Stage 2 Hearing****

They deliberated on all the evidence I provided as well as the violations of policy and concluded the following:

Complaint regarding investigation findings in respect of Mr Matthew Lindsay:

- **Providing defaced CCTV footage**

Summary of complaint:

You alleged that Mr ██████ purposely defaced and manipulated CCTV footage to cover up wrongdoing and/or to mislead investigations.

In considering this complaint, the panel reviewed evidence including but not limited to the CCTV footage, correspondence between Mr ██████ and yourself, detailed analysis and commentary from you regarding the alleged manipulation of footage and the specifications/capacity of CCTV equipment, and the notes and investigation report from the Investigating Officer (who viewed the original footage as well as the footage that was provided to you).

Having carefully considered your submissions and evidence, alongside those of the Investigating Officer, the panel was satisfied that the CCTV footage allows a viewer to clearly see events taking place and determined that there was no deliberate intent or otherwise to deface the CCTV footage. The panel paid close attention to your requests for files in specific formats, which were provided to you following your requests.

Decision:

The Panel therefore concluded that this part of the complaint was not upheld.

Recommendations:

The Panel did identify learning from the handling of the matter, specifically relating to how the Trust corresponds with individuals during such requests.

Providing Defaced CCTV Footage Response

Panel's position: CCTV "clearly allows a viewer to see events" and there was "no deliberate intent to deface."

- **Evidence Provided:** At least one file exported at 12 fps instead of 25 fps, meaning thousands of frames missing (defacement by omission). Later "corrected" versions simply duplicated frames rather than restoring originals, no version released by Wellspring trust restored the missing 6,000+ images that Mr ██████ removed. The panel dismissed this as harmless, but the evidence shows an *active adjustment* (not passive corruption), which in UK data law equates to the alteration of a record.

- **Preventing disclosure**

Summary of complaint:

You alleged that Mr █████ attempted to prevent the full disclosure of CCTV footage in relation to his son through actions including, but not limited to, compressing footage, shortening video files, pixelation, cropping footage, zooming so as to narrow the field of view and otherwise manipulating files.

In considering this complaint, the panel reviewed your original request, the initial CCTV footage shared, your clarification correspondence, the subsequent footage shared, the CCTV footage in question, your written submission and the evidence from the Investigating Officer.

The panel considered this in conjunction with the allegation of providing defaced CCTV footage. It was clear from your submissions and the findings of the Investigating Officer that, having initially released a short CCTV clip meeting the parameters described in your request, extended versions were then released following your clarification.

Decision:

The Panel concluded that this part of the complaint was therefore not upheld.

Recommendations:

The Panel did identify technical learning from the handling of the CCTV footage in this matter.

Preventing Disclosure Panel's Position:

Mr █████ released a short clip that met my original request. When I clarified, he released extended footage. Therefore, they concluded there was no prevention of disclosure

The panel concluded there was no prevention of disclosure because I eventually received extended clips after clarifying my request. However, my request has always been the entire file as it was recorded with legal redactions in place, this finding ignores the central issue: I was never provided the original recordings as captured. Instead, I was repeatedly provided with altered versions (different frame rates, compression levels, and redaction failures). Each alteration removed data, thousands of frames, changes in overlays, or masking anomalies, meaning I was not given what was lawfully recorded.

Preventing disclosure is not simply about refusing to hand over files; it also applies when data is altered, defaced, or duplicated in place of the original. The fact that South Yorkshire Police received a clean copy without glitches demonstrates that unaltered versions existed, yet I was denied them. That constitutes prevention of disclosure under the DPA 2018.

- **Accessing Social Media Accounts**

Summary of complaint:

You shared evidence of Mr [REDACTED] viewing your LinkedIn Profile, which you alleged was an attempt to intimidate you and cause distress.

In considering this complaint, the panel considered your written and verbal submissions and evidence from the Investigating Officer.

The panel understood that both you and Mr [REDACTED] looked at each other's LinkedIn accounts. There was no evidence that this represented untoward behaviour, on either party's count. The panel considered carefully the emphasis in your submission relating to how an Officer of the Trust accessing an individual's LinkedIn account could feel or be perceived, following a data access request.

Decision:

The Panel determined that this part of the complaint was not upheld, as there was no evidence of intimidation or similar.

Recommendation:

However, this incident did prompt a question around the necessity of reviewing a data requesters' LinkedIn profile, for reasons of identifying perceived or actual conflicts of interest. It was not clear to the panel that such activity is necessary. Hence, the Panel recommends that the Trust reviews this process.

Accessing Social Media Accounts Panel's Position:

The panel determined that Mr [REDACTED] viewing my LinkedIn profile was not intimidation, yet they also recommended the Trust review whether this practice is necessary. This is contradictory: if the action was entirely appropriate, no recommendation for change would be needed.

It is also important to note that my accessing Mr [REDACTED] profile was deliberate and well-established: I did so to signal to him that I had noticed his actions by ironically laughing at his posts around protecting children and sent him a friend request. In contrast, Mr [REDACTED] access to my profile was not incidental, it was facilitated by the fact that I had provided my driving licence and personal details in order to receive CCTV footage. Using those personal details to locate me online constitutes an abuse of my data. There is also a fundamental difference in accountability: I am a parent pursuing a complaint with no restrictions on looking at Mr [REDACTED] public LinkedIn, while he is a Trust officer bound by law (DPA 2018/GDPR) and Trust policy regarding how personal data is handled. The power imbalance means his conduct cannot be measured by the same standard as mine.

No justification has been offered for why Mr [REDACTED] needed to access my profile during an active data dispute. Such an action is unnecessary, intrusive, and inappropriate for someone in a position of trust. In the context of already being falsely accused of photographing children, it was reasonable for me to perceive this as intimidation or an attempt to reduce my complaint by claiming I am not qualified to make technical determinations.

The panel's failure to consider the misuse of my personal data and the safeguarding impact on vulnerable parents undermines their conclusion. Their own recommendation to review this practice tacitly acknowledges the behaviour was inappropriate, even though they declined to uphold the complaint.

- Providing ██████████ with manipulated images to coordinate a malicious communication

Summary of complaint: You alleged that Mr ██████████ provided ██████████ with manipulated CCTV images of you taking photos on site. You alleged that Mr ██████████ co-ordinated with ██████████ in issuing the warning letter to you dated 2nd October 2024.

The panel paid close attention to the timeline of events relating to the letter issued to you by ██████████ dated 2nd October 2024 and the actions taken by Mr ██████████. Panel members understood the feelings of distrust you articulated and your perspective on the chain of events. Importantly, the panel noted that Mr ██████████ does not have access to the CCTV footage at source, this being accessible only at the school. The panel considered the evidence from the Investigating Officer, who having reviewed the live CCTV feed on site confirmed that no manipulation (including cropping or zooming) was apparent. The panel reflected on its consideration of your separate but related complaint regarding alleged defacement of CCTV footage, including the evidence summarised above.

Decision:

The Panel concluded that this part of the complaint was not upheld.

Recommendation:

None.

Providing Manipulated Evidence

Panel's Position

They found *no evidence* he supplied her with images. They stressed Mr ██████████ didn't have access to source CCTV (only the school did).

This is FALSE

This misses the point. My allegation has always been that he manipulated exported copies, not the source feed.

The timing of ██████████ warning letter, coinciding with the handling of these altered files, raises reasonable suspicion that she may have relied on or been influenced by such manipulated material, whether passed to her directly or indirectly.

By reframing my complaint around "source access," the panel avoided addressing the core evidence of file alterations, masking failures, and compression anomalies. These

Evidence released when the following request was made to Wellspring Trust:

All information, notes, emails, copies of conversations that led [REDACTED] to suspect I was taking photos of children.



Figure 0-2 - Full SAR release of evidence used to issue me with an official warning by [REDACTED]

are not speculative, they are demonstrable technical facts. Ignoring them while asserting “no evidence” is inaccurate and fails to deal with the substance of the complaint.

As CLEARLY seen in the “evidence” that was supplied to [REDACTED] every single file has a different height and width of the CCTV still then it is over stamped meaning nobody except Mr [REDACTED] did this.

The only issue is these stills are from 2 cameras with fixed heights and widths but EVERY SINGLE CCTV CELL HAS A DIFFERENT HEIGHT AND WIDTH, that is impossible to achieve, unless MR [REDACTED] cropped the footage before sending to [REDACTED]

Complaint regarding investigation findings in respect of [REDACTED]

- Malicious Communication
- Failure to follow the published policy

Summary of complaint: You alleged that [REDACTED] issued you with a malicious and retaliatory warning letter, in contravention of Code of Conduct: Parents & Carers, in response to your data requests and a separate complaint relating to your child.

[REDACTED] was made aware that you had been seen taking photographs on the school site. She was concerned they may have contained photos of pupils. [REDACTED] issued you with a warning letter and requested you delete any such photos. The Parental Code states; *'The final decision for how to respond to breaches of the code of conduct rests with the Head of School or Executive Headteacher'*.

[REDACTED] did not contact you prior to issuing the letter, which was her prerogative in accordance with the published policy. In light of your complaint, specifically that [REDACTED] could have contacted you via email to clarify what you were doing on site and whether any pictures taken had included pupils, the Panel afforded you the opportunity to provide an explanation. In response, you clearly articulated your interest in the CCTV system, provided the assurance that no photos had captured pupils and stated that you would have apologised for any perception that images on your phone may have incidentally done so.

Decision:

The panel found that [REDACTED] acted in line with the Code of Conduct: Parents & Carers. The panel found no evidence of malicious intent on the part of [REDACTED] in her handling of this matter.

The Panel did, however, in light of the additional information provided by you, decide to rescind the warning letter. This element of your complaint was therefore upheld in part.

Complaint regarding [REDACTED]

Panel's Position

I said [REDACTED] issued me with a malicious/retaliatory warning letter without following policy and within 12 hours of filing an official complaint to Wellspring Trust exposing a defacement of CCTV and evidence of what appears to be the covering up of institutional child abuse.

If [REDACTED] acted fully within policy and without fault, then why rescind the warning? Rescinding acknowledges that the warning was unjustified.

Moreover, [REDACTED] had seven days to contact me before issuing the letter, yet chose not to. Evidence shows she was satisfied the same day that no children were photographed, but I was never informed. This prolonged alarm and distress unnecessarily. In addition, [REDACTED] admitted she did not communicate via email despite my explicit request as a reasonable adjustment. This constitutes indirect discrimination under the Equality Act 2010, but the panel ignored this entirely.

Finally, the Parental Code of Conduct was mischaracterised to justify her letter. It prohibits photographing staff or pupils, not school property (my actions, photographing a CCTV pole) did not fall under this prohibition. The panel failed to address this misrepresentation.

The outcome therefore avoids the central issues: the unjustified nature of the warning, the failure to investigate, the discriminatory treatment blatantly on display adding to further claims of discrimination, and the misapplication of policy.

Please accept this official correspondence as rescinding the warning letter addressed to you from [REDACTED] dated 2nd October 2024 with immediate effect.

The Panel would like to thank you for bringing these matters to their attention and for engaging with the process. It is the Panel's hope that you will feel that your complaint was heard and received fairly.

This concludes the Trust's Complaints Procedure. If you remain dissatisfied, you are entitled to refer your complaint to the Department for Education (DfE) which has limited powers to consider complaints about academies. The DfE cannot change our decision about your complaint but can review whether the complaint was handled properly. Details about the DfE procedure and the DfE academy complaints form are available at [How DfE handles complaints about academies - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/how-dfe-handles-complaints-about-academies).

Yours sincerely,

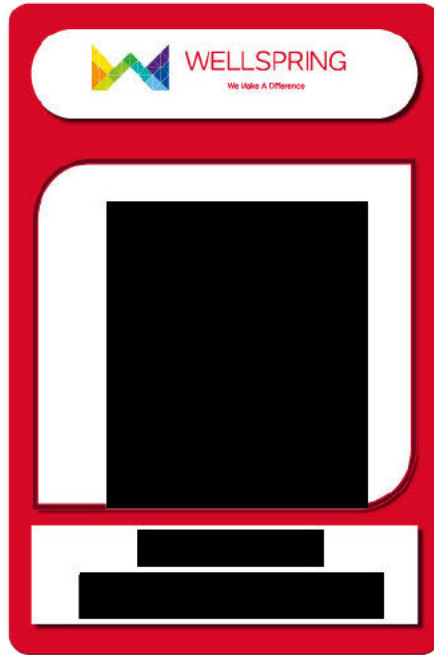
[REDACTED]

[REDACTED]

Chair of Complaint Appeal Panel

The panel dismissed my complaints in principle but failed to address key issues I raised. They made no findings or mentions on the redaction failures that twice released images of other children, nor on the discriminatory refusal of my reasonable adjustment request for email communication (By Greenacre school SPECIFICALLY as clearly outlined by PC Chris Strawson of South Yorkshire Police). They reframed my allegation about manipulated CCTV around "source access" while ignoring evidence of altered exported copies. Their conclusions were also contradictory: they upheld [REDACTED] actions while rescinding her warning letter, and dismissed the LinkedIn issue while recommending the Trust review the practice. These omissions and inconsistencies demonstrate that the panel did not properly address the substance of my complaint. In my view, the refusal to consider material evidence or apply the complaints process with impartiality constitutes misconduct in public office, and I am particularly concerned that Mr Josh Greaves and Mr Karl Gabbittas failed to conduct the process with integrity.

Mr [REDACTED] - [REDACTED]



Mr [REDACTED] of Wellspring Academy Trust [REDACTED] (and of no relation to [REDACTED]) has consistently acted in a manner that reframed or minimised the substance of my complaints rather than addressing them. He was in possession of all relevant facts, including that [REDACTED] herself confirmed the day after issuing me with a formal warning that no images of children existed on my phone, yet he allowed that disputed warning to remain in force for months despite direct pleading through letters sent directly to Mr [REDACTED] as well as the Board of Trust. He was also in possession of frames taken from CCTV evidence showing our autistic son being grabbed by the neck and chest and dragged around an isolation room, together with proof that Assistant Head Mr [REDACTED] had omitted data and failed to challenge incorrect data in his investigation by claiming incident reports matched the CCTV, when in fact the footage clearly showed that our son was not violent on at least two of those occasions.

Despite holding such evidence, Mr [REDACTED] failed to act to protect a vulnerable child or to correct serious misconduct by senior staff. Instead, he made veiled legal threats concerning my “alarming vocabulary” despite the evidence volunteered to him and lack of any better phrasing in the letters, focusing on reputational protection rather than the safeguarding and discrimination failures alleged. He further reframed my claims of indirect disability discrimination by [REDACTED] as matters “already investigated,” constructing a weak strawman argument despite my making it absolutely clear that this complaint was separate from the discrimination by Greenacre School which was the original target of my complaint, and despite my making it clear to Mr [REDACTED] that I had never raised any claims of discrimination against Mr [REDACTED] (who attempted the same tactic). He also reframed my concerns about CCTV concealment as a mere FOI technicality, and our son Noah’s absence from education as a “new issue raised by me” rather than a direct consequence of unresolved safeguarding failings.

While mediation was superficially offered, it was not followed by any substantive action. Mediation in such circumstances is not a substitute for a full investigation or remedy; it carries the implication that the matter is simply a “difference of opinion” between parties rather than a legally significant issue of discrimination, misconduct, or safeguarding (especially in the face of damning evidence). By offering mediation instead of addressing the substance, Mr [REDACTED] attempted to downgrade serious legal and ethical breaches into interpersonal disagreements, thereby shielding the institution from accountability.

Later, I requested CCTV relating to superficial damage caused to my vehicle, through me reasonably fearing an act of revenge given the entire school knew the substance of our complaints because no privacy was afforded and all emails were funnelled through the reception of Greenacre School and Wellspring Trust due to the professional cowardice of all involved. Mr [REDACTED] refused that lawful request, despite knowing full well that the editing and re-framing of CCTV carried out under Mr [REDACTED] could

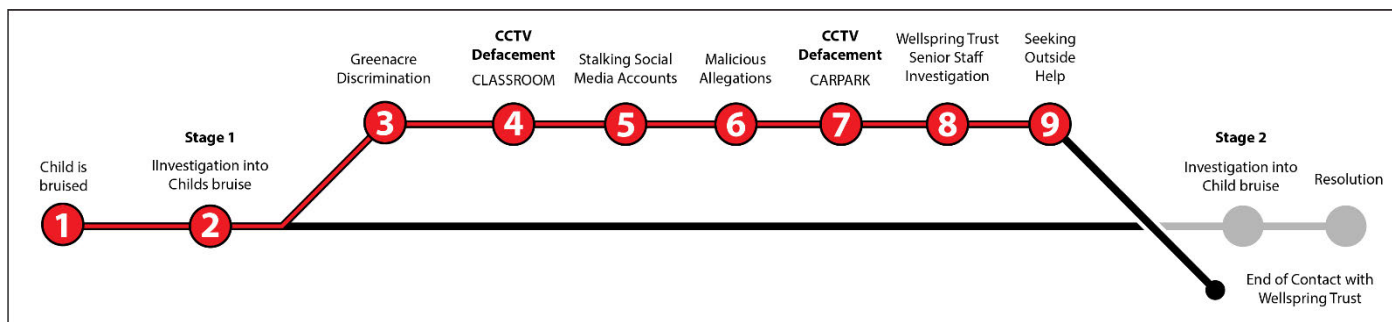
never be recreated after his departure (and noting he was not dismissed and that this issue was not discussed by the board in any published meeting minutes).

By April 2025, both parents were left with no faith in the Trust's complaints process, which had proven to be ethically compromised, evidence-defacing, and structurally incapable of impartial resolution. Such conduct can only erode public trust in his leadership, and I am left with no alternative but to characterise his actions as misconduct in public office. On that basis, I request that Mr [REDACTED] along with other members of staff involved, be considered for the issue of a Section 128 Direction by the Department for Education, to bar them from holding leadership or management positions within any school or academy trust. **Key Failures of Mr [REDACTED]**

- Allowed a malicious warning to remain in force for months despite knowing [REDACTED] herself had confirmed the next day that no images of children existed on my phone and stated that a full investigation was underway.
- Failed to act on safeguarding evidence showing our autistic son being grabbed by the neck and chest and dragged in an isolation room, while also ignoring proof that Assistant [REDACTED] Mr [REDACTED] lied by claiming fabricated reports matched the CCTV when they did not.
- Reframed discrimination complaints as already investigated, using weak strawman arguments to minimise the issues, despite my making it clear that my complaint was distinct from earlier ones against Greenacre School and never targeted Mr [REDACTED]
- Downgraded serious safeguarding and misconduct concerns into administrative matters, FOI technicalities, or “new issues raised,” thereby avoiding accountability.
- Focused on reputational protection by issuing veiled legal threats about my “vocabulary” and documentary plans instead of addressing the substance of safeguarding and discrimination failures.
- Offered mediation without substance, implying the issues were interpersonal disagreements rather than legally significant safeguarding and discrimination breaches.
- Refused a lawful CCTV request relating to damage to my car, despite reasonable fears of reprisal, and knowing that Mr [REDACTED] editing and re-framing of CCTV could not be recreated after his departure.
- Failed to ensure transparency to the Board of Trustees, despite being asked, and allowed key matters (such as CCTV manipulation) to go unrecorded in meeting minutes.
- Presided over a complaints process which, by April 2025, both parents described as “*ethically compromised, evidence-defacing, and structurally incapable of impartial resolution*”

Mr [REDACTED] finally wrote to me to inform me any further contact regarding these matters would be considered vexatious under their policies.

Part 9 – Seeking Outside Help



So what about those institutions that are supposed to be there to prevent the abuse of process by schools and school trusts?

The reason it has taken a year to release this information is because we had to follow all complaints procedures offered to us by various organisations.

Barnsley Council Local Authority Designated Officer (LADO)



Failed to act on the horrific CCTV evidence and determined the cause of the bruise could not be identified, refused to insist on the teaching assistant being re-deployed or suspended whatsoever during the process of their investigation proving they already knew the outcome before we did. They refused to even address the fabrications by the investigating officer proving (Mr [REDACTED]) was attempting to hide something.

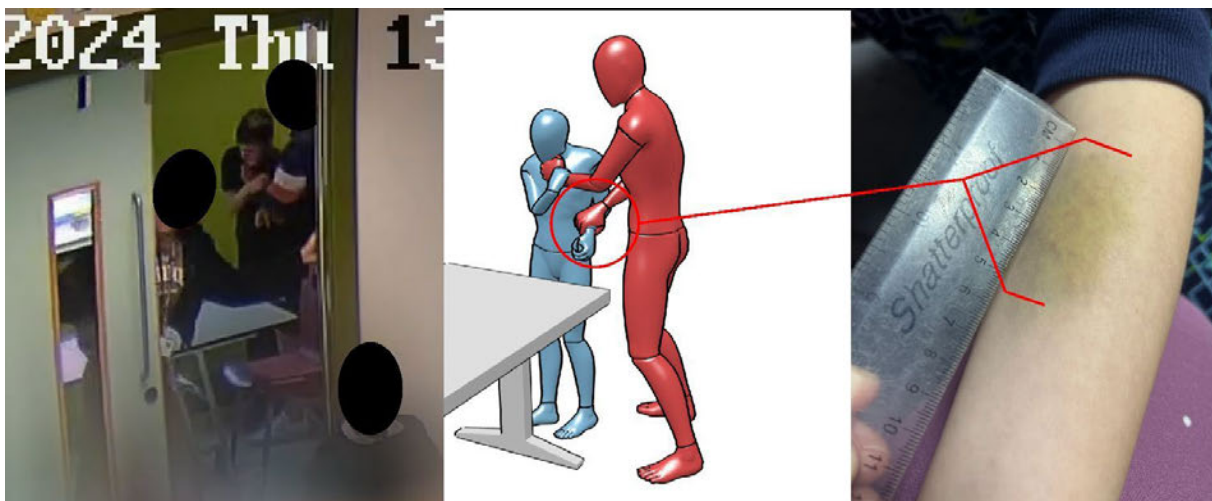
I made a complaint to the assigned officers line manager once again explaining the situation and including the CCTV footage and received no response.

South Yorkshire police



A UK police officer should approach any crime with an investigative mindset gathering all available material lawfully and objectively. They must follow all reasonable lines of enquiry, including those that may undermine the case, while keeping accurate records and supporting victims and witnesses. Evidence is continually assessed for relevance, reliability, admissibility, and overall weight, with clear rationale recorded to avoid bias. When building a case for the Crown Prosecution Service, officers apply the Full Code Test, which asks:

- (1) **Evidential test** – is there sufficient, reliable, and admissible evidence for a realistic prospect of conviction?
- (2) **Public interest test** – is prosecution in the public interest? This structured approach ensures investigations are fair, proportionate, and capable of standing up in court.



██████████ in a telephone call after he did not visit the victim or his mother and ended the investigation via telephone I contacted South Yorkshire Police and requested he contact me, he called the CCTV **“a matter of opinion”** if it constituted child abuse after I described the exact timestamp of the incident on the RAW CCTV file he was in possession of.

I offered him black and white evidence (namely Mr ██████████ report and the incident report along with the other CCTV files that prove that at least 2 incidents of reported violence from our son were fabricated by teaching assistants, which then renders their incident reports unreliable. The School wholeheartedly backed the teaching assistants and the teachers and investigators who were well aware of the glaring error in logic. I offered him precise expert evidence proving that Wellspring Trust had misled SYP regarding the operation of CCTV cameras, and defaced several CCTV files coupled with the Malicious communications, the original refusal to follow reasonable adjustments and the selfreporting indirect discrimination, the constant reframing of complaints I would have hoped that South Yorkshire Police would see that all those elements coupled together would add up to them determining a crime had likely been committed.

██████████ Claimed to me via telephone **“I don’t have to consider any evidence, because I have determined a crime has not been committed”** he also commented on the Malicious Communications accusation and stated that if my attitude had have been better than maybe I would have been treated better by the school and the Trust.

South Yorkshire Police offer a Victims' Right to Review



South Yorkshire Police offer a Victims' Right to Review (VRR) Scheme for decisions not to charge a suspect, allowing victims to request a review of the case. The scheme applies when a suspect has been identified and interviewed under caution, and the request must be made within three months of the initial decision.

We contacted this service hoping another officer might see the likelihood of a crime being committed and hold them accountable.

The police officer who reviewed it could not find any fault with his colleagues determination and said he supported the findings. At the same time as this review we requested a copy of the CCTV evidence disclosed to SYP, they told us that the CCTV file... Had gone missing. A digital file on a secure system had gotten lost as if it was a VCR tape. When we pointed out that the officer conducting the victims right to review had told us he had just watched it and totally agreed with his counterpart SYP then told us it was a misunderstanding and we weren't allowed the footage copy anyway.

South Yorkshire Police – Professional Standards Department



1. Lack of Independent Verification

The PROFESSIONAL STANDARDS DEPARTMENT relied solely on DS [REDACTED] own account and the internal police record.

There's no evidence that they sought corroboration from other officers, the complainant, or third parties (e.g., social services, school staff).

Under the Code of Ethics, investigations must be impartial and evidence based. Relying on the subject officer's word alone breaches the standard of "Objectivity and Accountability."

2. Failure to Review Whether DS [REDACTED] Investigation Met Standards

The PROFESSIONAL STANDARDS DEPARTMENT accepted that “a more detailed investigation was not required” because CCTV and school statements “explained” the bruise.

No evidence that medical evidence, independent witness accounts, or context of restraint were examined.

[REDACTED] under the Authorised Professional Practice (APP) – Child Abuse Investigation is to verify the cause of injury independently, not rely on the alleged party (the school).

The school was potentially a suspect in a safeguarding allegation treating them as a credible investigating body is improper.

3. Misapplication of “Proportionate Enquiry” Standard

The PROFESSIONAL STANDARDS DEPARTMENT repeatedly claims to have conducted “reasonable and proportionate enquiries.”

Proportionality doesn’t justify failing to examine basic investigative actions, such as verifying CCTV coverage, ensuring all relevant footage (including car park/external areas) was obtained, or reviewing notes of interviews.

Under Home Office Guidance (2020), proportionality must be judged against the seriousness of the allegation a child abuse report is never low-level.

4. Ignoring Evidential Inconsistencies

The letter from them states that “DS [REDACTED] was not aware of any glaring inconsistencies.”

That’s an assertion, not an enquiry. The PROFESSIONAL STANDARDS DEPARTMENT did not evaluate whether inconsistencies existed they just repeated DS [REDACTED] position.

A PROFESSIONAL STANDARDS DEPARTMENT investigator must verify inconsistencies objectively; otherwise, it’s a procedural omission under Section 10 of the Police (Complaints and Misconduct) Regulations 2020.

5. Deflection Through “Conflicting Accounts”

Several allegations are dismissed due to “no BWV footage or recording of the conversation.”

The absence of recording doesn’t absolve the officer it triggers the need to weigh credibility and context (for example, patterns of conduct or inconsistencies in his statements).

The PROFESSIONAL STANDARDS DEPARTMENT effectively excuses the officer because of missing evidence that the police themselves failed to collect.

6. Procedural Mischaracterisation of the Complaint

The PROFESSIONAL STANDARDS DEPARTMENT reframed my complaint as “dissatisfaction with service” rather than a potential misconduct issue (failure to investigate child abuse adequately).

This downplays potential neglect of duty, which falls under Schedule 3, Paragraph 28 (Conduct Matter) requiring assessment under the Standards of Professional Behaviour.

This is a misclassification, resulting in no formal misconduct investigation.

7. Lack of Learning or Reflection

Every allegation ends with: “No learning has been identified.”

Even if allegations were unproven, the College of Policing Learning Standards require forces to identify “learning opportunities.”

The PROFESSIONAL STANDARDS DEPARTMENT’s conclusion suggests defensive reasoning, not reflective learning contrary to guidance from the IOPC Statutory Guidance on Complaints (2020).

8. Failure to Address Conflict of Interest

The same department investigated both DS [REDACTED] actions and the departmental response (Information Rights Unit).

This undermines independence, especially when the complaint includes procedural obstruction by another police unit.

Under Section 13 of the Police (Complaints and Misconduct) Regulations 2020, the investigation should be handled by someone unconnected to the matter.

Summary

The PROFESSIONAL STANDARDS DEPARTMENT report ignores whether DS [REDACTED] met policing standards, including:

- Duty of care and safeguarding (Children Act 1989, APP guidance)
- Impartiality and diligence (Code of Ethics, Standards of Professional Behaviour)
- Failure to properly investigate and record key evidence (College of Policing Investigative Doctrine)

In short: the investigation focuses on defending the officer’s narrative instead of objectively testing it.

Why South Yorkshire Police did not Investigate the Malicious

Communications Crime

Despite reporting the crime several times and complaining that the crime was not investigated and practically ignored SYPPSD wrote to me to clarify their position.

The Professional Standards Department’s clarification letter a textbook example of bureaucratic self-justification masquerading as transparency. Rather than clarifying anything, it exposes a police complaints system more focused on defending flawed decisions than applying objective scrutiny or accountability for the following reasons.

1. Circular Logic and Administrative Evasion

The letter proudly explains that no evidential test was applied because “no crime was recorded.” That’s not an explanation, it’s a circular dodge, EXACTLY THE SAME AS DS █████ APPLIED. The central issue is whether a crime should have been recorded, yet the PSD simply repeats its own earlier conclusion as if that closes the matter. This kind of reasoning belongs in an internal memo, not an official clarification to a member of the public.

2. Misuse of Legal Definitions to Justify Inaction

Quoting sections of the Malicious Communications Act 1988 and Communications Act 2003, the PSD claims the school’s letter “was not grossly offensive, indecent, obscene or menacing.” No contextual analysis. No assessment of tone, power imbalance, or emotional impact on the recipient.

They’ve weaponised legal wording to dismiss a safeguarding complaint without even considering motive, pattern, or public interest, the very elements those laws exist to address. I made it crystal clear to █████ that an accusation such as this would be judged in that context and she refused to respond to politely worded letters even when I claimed if she looked at my response/evidence and still maintained her decision I would honour it. She still refused contact and despite admitting that she was satisfied I was not photographing children during a stage 2 panel investigation the day after the warning was sent she failed to contact me and inform me, she kept the warning in place as well as senior Wellspring Trust staff.

3. Hostility and Discrimination Dismissed as “Irrational”

Perhaps the most telling line comes from PS Sorsby, who decided that my perception of prejudice was “not reasonable” and your complaint “irrational.”

That single word “irrational” reveals everything wrong with the culture embedded within SYP. Rather than engaging with the substance of my experience, the department pathologized my perception. It’s a language of dismissal, not professionalism. I hold several enhanced security clearances that could have been effected by this malicious communication. It is disgusting to tell me that I am being irrational. It could have destroyed my life based on a false allegation using falsified evidence.

4. Pretence of Review Without Investigation

The PSD claims to have reviewed both crime reports and consulted the “Audit and Governance Unit.” Yet this “review” consisted solely of reading internal logs and agreeing with themselves. No evidence was gathered, no communication analysed, and no independent reviewer involved.

Calling this an “enquiry” is misleading, it’s clerical recycling dressed up as accountability.

5. Downgrading as Damage Control

Reclassifying my complaint from a Non-Crime Hate Incident to a Miscellaneous Incident wasn’t about accuracy, it was about optics.

By removing the “hate” label, SYP conveniently eliminated any reference to bias or hostility in their records. This is not procedural tidying; it’s data manipulation to sanitise internal statistics and suppress uncomfortable truths. [REDACTED] specifically used my disability as a reason to refuse any contact or conduct any investigation which is a clear violation of the law and indirect discrimination.

6. Misunderstanding of Safeguarding Context

The PSD treats this matter as a sterile question of legal definitions, ignoring that it sits within an ongoing child safeguarding dispute where institutional hostility has already been alleged. **A competent investigator would recognise that communications from a school in that context carry potential for intimidation or victimisation especially when directed at a parent pursuing a complaint.** Instead, the PSD reads the situation as if it occurred in a vacuum.

7. De-Recording Allegations to Avoid Accountability

By “de-recording” the CCTV alteration allegation on the grounds it “relates to the school,” the PSD quietly removed it from police accountability.

That’s an administrative sleight of hand, **NOT CLARIFICATION**. It ensures that a potential breach of evidence integrity simply vanishes from the complaints system.

8. False Transparency

The letter’s tone feigns openness, references to consultations, legislative citations, and even an offer of contact details but the substance is hollow. Every “clarification” leads back to a self-validating conclusion: **we reviewed our own decision and agree with ourselves.** Its procedural theatre designed to appear responsive while avoiding any genuine evaluation of conduct.

9. Absence of Reflection or Learning

Despite repeated procedural failings and public complaints about bias, the letter ends with bureaucratic finality: “Your complaint will now be closed.”

No mention of organisational learning, no acknowledgment of errors, and no curiosity about how a safeguarding-related complaint reached this point.

It’s the language of containment, not accountability.

Conclusion

The PSD’s clarification letter is not an act of transparency, it’s a masterclass in institutional defensiveness.

It reframes legitimate safeguarding concerns as irrational, uses legal technicalities to excuse inaction, and hides behind administrative classifications to avoid scrutiny.

In doing so, **South Yorkshire Police once again demonstrate that their complaints process is built to protect decisions, not examine them.**

This letter doesn't clarify, it confirms the systemic refusal to hold officers or the institution to the professional standards they claim to uphold.

South Yorkshire Mayoral Combined Authority (SYMCA)

Police Crime Commissioner for the local area



The South Yorkshire Mayoral Combined Authority (SYMCA) reviewed the Professional Standards Department (PSD) outcome in relation to the complaint against DS [REDACTED]. Their assessment concluded that South Yorkshire Police (SYP) handled the complaint in a “reasonable and proportionate” manner, and that the PSD’s conclusions were “logical.” However, the review demonstrates several key issues in both reasoning and scope, which ultimately mean that SYMCA failed to address whether DS [REDACTED] actually met required policing and safeguarding standards.

1. Predetermined View of Complaint Severity

SYMCA began the review by classifying the matter as low-level, stating it did not reach the threshold for misconduct, criminality, or breaches of human rights (Articles 2 or 3 ECHR). This early assumption limited the depth of review, effectively pre-determining that the complaint did not merit rigorous scrutiny, despite the underlying issue being a child injury potentially caused by staff at a school.

2. Reliance on Police Accounts and Internal Records

SYMCA filled in “missing” information in the PSD file using police-supplied material only including DS [REDACTED] rationale and the case closure explanation.

No attempt was made to verify these details independently, consult complainant evidence, or test accuracy against the wider context.

This means the review simply echoed the original internal narrative rather than evaluating its quality.

3. Uncritical Acceptance of the School's Role

The review repeated the PSD's position that the school's internal investigation and CCTV footage were sufficient, and that "no more detailed investigation was required."

This completely ignored the fact that the school was a potential subject of the allegation, meaning DS [REDACTED] should have conducted an independent investigation, not deferred to the school's account.

4. Failure to Apply Proper Standards of Investigation

SYMCA's assessment applied an administrative test ("reasonable and proportionate") but did not evaluate [REDACTED] conduct against actual policing standards — such as those in:

- The Code of Ethics (objectivity, integrity, diligence);
- College of Policing APP – Child Abuse Investigations (requirement for independent verification of injuries);
- Police (Complaints and Misconduct) Regulations 2020 (duty to assess potential neglect of duty).

By not applying these standards, SYMCA avoided answering the central question: did DS [REDACTED] properly investigate an allegation of child abuse?

5. Excusing Lack of Evidence as Neutral

SYMCA repeatedly noted the absence of recordings or body-worn video for key allegations (e.g. comments during phone calls, description of CCTV as "crystal clear"), and therefore concluded the service could not be determined.

This approach wrongly treats missing evidence as a stalemate, rather than recognising it as a failure of professional record-keeping and accountability whilst ignoring the fact that the CCTV DS [REDACTED] deemed "a matter of opinion" contained clear unjustifiable abuse of a disabled child.

6. Acceptance of CCTV Coverage Claims Without Verification

The review accepted without challenge the claim that no external cameras covered the playground or car park, despite this being a major point in dispute.

No attempt was made to confirm this independently, undermining the integrity of their conclusion.

7. Focus on Administrative Process, Not Investigative Quality

A significant portion of the SYMCA review discusses process compliance (timing, documentation, VRR outcome) rather than assessing the quality of DS [REDACTED] investigation or PSD's reasoning.

This procedural focus deflects attention from whether standards of safeguarding, diligence, and impartiality were met.

8. No Organisational Learning or Reflection

SYMCA's conclusion that "SYP handled this appropriately" and that "no learning was identified" signals a defensive rather than reflective culture.

Given the subject, a child injury and potential misuse of force, this omission is notable and inconsistent with IOPC statutory guidance, which emphasises learning opportunities even where misconduct isn't found.

9. Surface-Level Review

The overall tone and structure of the SYMCA document suggest a paper-based review rather than an independent reappraisal.

The reasoning is largely derivative of PSD's conclusions, with minimal critical analysis, meaning it amounts to rubber-stamping rather than oversight, a common theme among many people involved with this situation.

Overall Summary

The SYMCA review does not examine whether DS [REDACTED] met policing standards or appropriately investigated a safeguarding concern.

Instead, it focuses on whether the PSD paperwork was internally consistent. This approach:

- Fails to address impartiality concerns;
- Accepts unverified police statements as fact;
- Misuses proportionality to justify minimal scrutiny;
- Ignores missed investigative actions and potential neglect of duty.

Ultimately, the SYMCA response validates process over substance, leaving unresolved the question of whether South Yorkshire Police properly investigated an allegation of harm to a child.



They alluded to us as breaking the law keeping our son off school despite us explaining why we had kept him off school. We were forced to return our child to an unsafe environment; they told us we had to follow school complaints procedure despite Wellspring Trust behaviour evident of abusing their processes in order to silence a whistleblower.

Based on the evidence this is a list of the violations by Wellspring Trust against their own policies that the DFE failed to act on:

Safeguarding Failures - Trust Safeguarding Guidance Trust Safeguarding Guidance

- Ignored evidence of a child being physically abused (grabbed by the neck, bruising) instead of following safeguarding protocols.
- Failed to protect a highly vulnerable, autistic and non-verbal child from harm.
- Misrepresented or concealed safeguarding incidents in reports.
- Did not ensure “the child’s welfare is paramount” as required by *Keeping Children Safe in Education 2023*.
- Refused to acknowledge CCTV evidence showing harm.
- Used prolonged isolation beyond stated policy, with no justification.

2. Equality and Discrimination Breaches (Equality Statement & Objectives SPP - Equality Statement and Objectives.

- Ignored reasonable adjustments requested for disability (e.g. email communication due to veteran disability).
- Engaged in indirect discrimination by denying equal access to communication systems and insisting on methods known to disadvantage you.
- Treated a disabled parent differently than others, contrary to Equality Act 2010 duties.
- Fostered hostility instead of good relations by issuing a malicious warning rather than engaging in dialogue.

3. Data Protection & CCTV Tampering (Data Protection Policy, Data Security Breach Policy, Data Storage/Retention)

- CCTV retention shortened to 7 days (policy and ICO guidance recommend ~30).

- CCTV evidence defaced, degraded, cropped, reframed, and altered using Shotcut software, rather than lawful redaction tools.
- Released multiple contradictory versions of CCTV, removing frames and altering timestamps.
- Unlawful disclosure of children's personal data (failure to redact identities of uninvolved pupils).
- Failure to provide full and accurate data under Subject Access Request, breaching UK GDPR.
- Misrepresentation of system capability (claiming no footage existed when planning permission and physical evidence proved otherwise).

4. Risk Management Failures - Risk Management Policy

- Did not identify or mitigate obvious safeguarding risks.
- Failed to record and escalate risk of abusive practices by staff.
- Attempted cover-up increased reputational and legal risk for the Trust.
- No proper governance response, despite policy requiring escalation through Risk Registers and Trust Board oversight.

5. Whistleblowing & Retaliation - Whistleblowing Policy

- Instead of investigating complaints, senior staff retaliated with malicious allegations (accusing you of taking photos of children).
- Failed to protect whistleblowers from detriment, contrary to *Public Interest Disclosure Act 1998 (PIDA)*.
- Suppressed evidence and discouraged further reporting by creating fear of reputational damage.
- Misused authority to protect colleagues rather than investigate wrongdoing.

6. Breach of Equality, Diversity & Inclusion Policy

- Created a hostile environment instead of fostering positive relations.
- Ignored parental voice and excluded you from decision-making.
- Discriminated in communication practices despite clear EDI commitments.

7. Governance Failures LGB Constitution & Standing Orders; Safeguarding Guidance

- Local Governing Body did not challenge leadership decisions or investigate safeguarding failures.
- Trustees failed to exercise oversight required under WellSpring's Safeguarding and Risk frameworks.
- Misuse of complaint procedures to protect staff instead of children.

8. Other Misconduct

- Issued fabricated or misleading investigation reports.
- Used “strawman tactics” in complaint responses to avoid addressing real allegations.
- Misused personal data (using ID provided for SAR to look up your LinkedIn/social media).
- Repeated breaches of trust and accountability mechanisms.

The evidence suggests that Greenacre School and Wellspring Trust violated safeguarding law, equality law, data protection law, and their own Trust policies across multiple areas (safeguarding, data, risk management, whistleblowing, equality, and governance).



Team Teach

Team Teach “behaviour support training combines award-winning training and development with a comprehensive package of pre- and post-training support.”

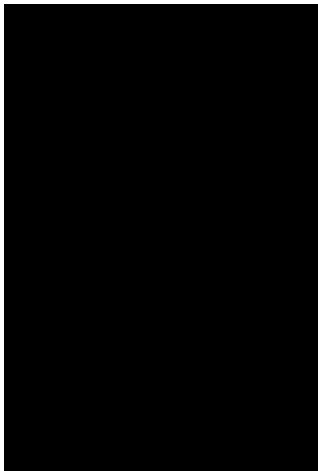
No Response to their handling techniques being clearly misused.

National Autistic Society



“We are the UKs leading charity for autistic people and their families. Since 1962, we have been providing support, guidance and advice.”

No Response.



Offered to contact the professional standards department on our behalf.

Stated she acted upon our behalf attempting to encourage the lawful release of further CCTV, however Wellspring Trust deny any such involvement.

Information Commissioners office – ICO



The response from the ICO was as follows:

“I have considered the information you have provided. I do acknowledge that you have expertise in the area of CCTV footage and your capabilities of extraction and analysis.

The Trust have provided their detailed view in the letters they have provided to you, I consider this sufficient to assess this complaint in accordance with our process.

When you make a subject access request for CCTV footage you are entitled to the personal data of the requestor only not before/after frames. There is no requirement in the legislation for specific quality of images or for them to be exported in a specific frame per second. The onus is on the organisation to provide the data in a form that is available to them and viewable to the requestor to comply with their obligations.”

This is incorrect

The law says you are entitled to a copy of your personal data, not just a summary. For CCTV, that means the organisation must give you the actual footage they hold of you, a copy of the data THEY recorded. They can only withhold parts of it if showing it would unfairly reveal someone else’s personal information, or if a specific legal exemption applies (like crime prevention). In those cases, they should use redaction (such as blurring) rather than refusing outright.

The copy must be provided in a clear, accessible format, for example, as a standard video file, and normally within one month.

By removing frames Wellspring trust essentially removed the pages of a document, 50% of those pages considering the courts treat CCTV as a document as a single frame can be submitted as an exhibit, a video file is a pile of photos being displayed per second, Wellspring Trust decided to remove half the pile of photos from a video file, then when called out instead of replacing them, they simply duplicated images. This constitutes both defacement of CCTV and essentially creating a summary of the CCTV, not providing the actual copy of data. Considering it is a complex set of interactions I would have thought that the detail provided would have been important. Wellspring Trust also severely compressed the footage, this is also providing a poor copy of the data NOT as it was recorded and stored and it therefore again defacement. The ICO at least identified the leak of other children’s data

“I also note that they have answered your concern about third parties with the response that they do not consider third parties are identifiable in the footage. I have looked through the provided images and I can see a number of different children so I do not agree with statement. I can record an infringement on their record and also provide advice on this.”

I acknowledge that the ICO recognised the error Mr. [REDACTED] disputed regarding the identification of children. However, it is concerning that the ICO frequently publicises its enforcement actions as examples of accountability, yet in this case: • Mr. [REDACTED] defaced CCTV equipment – a criminal offence.

- He disclosed the personal data of children unrelated to the subject access request – a criminal offence.
- He refused to provide basic information.
- He failed to disclose requested material.

- He withheld a complete copy of the CCTV footage, removing frames from the recording.

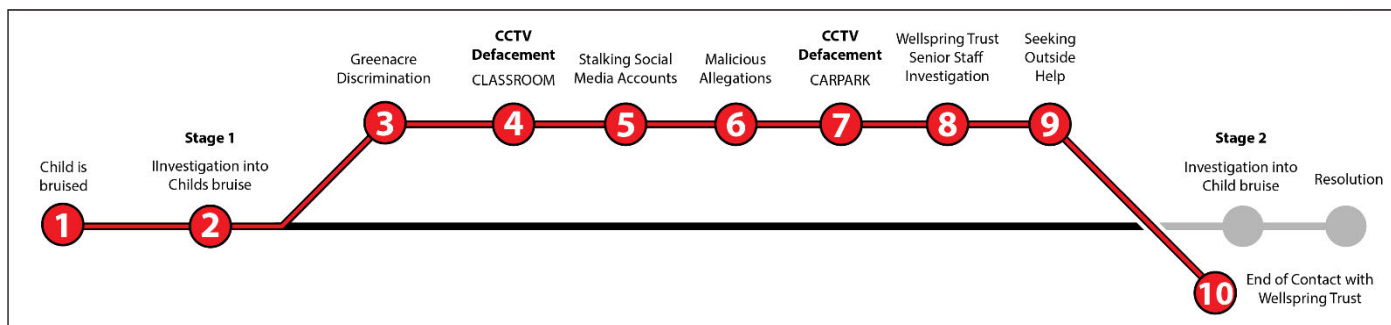
Despite these clear breaches, the ICO has chosen not to hold Mr. [REDACTED] to the same standard it applies to members of the public or private organisations. This inconsistency is troubling. When I challenged the decision, the ICO maintained confidence in the investigating officer's conclusions, even while acknowledging no fault in my evidence. Such a position is internally contradictory and demonstrates a clear institutional bias

We followed every single process offered to us by every institution and organisation claiming to care about the most vulnerable people in our society, but one.....

Continuing our complaint of our sons abuse into a stage 2 investigation by Wellspring Trust.

What is most frustrating is despite my experience and training I had to argue just to get the ICO to look at the evidence.

Part 10 – End of Communications with Wellspring Trust



Why did we end this process around our son?

On 5 April 2025, we, the parents of the child this document highlights, formally closed our request for a Stage 2 investigation into the abuse of our autistic son, at Greenacre School under Wellspring Academy Trust.

After months of engagement, it became clear that Wellspring's internal complaints system was fundamentally in great working shape, the problem was the people responding to its use. Investigators ignored or misrepresented clear evidence, including CCTV showing our son being grabbed by the neck and dragged, while fabricated incident reports by teaching assistants were upheld. Staff responsible were not suspended or redeployed by Barnsley Council LADO, and CCTV was demonstrably tampered with or withheld. South Yorkshire police called it "a matter of opinion" and told me that they did not have to consider any evidence because they had already concluded a crime had not been committed. Senior figures (including Mr [REDACTED] CEO) repeatedly reframed our complaints into lesser issues that could be dismissed.

We found ourselves completely alone as parents facing a multi-million-pound academy trust that had the resources, influence, and incentive to protect its reputation rather than safeguard vulnerable children. Continuing to engage in Wellspring's internal process carried unacceptable risks: further intimidation, retaliation, and the legitimisation of a system that had already proven itself dishonest.

For these reasons, including the abandonment, apathy or basic cowardice of public organisations that deferred to Wellspring instead of intervening despite an abundance of evidence available to choose from, we decided to end the process. Further serious accusations made by Wellspring Trust against either parent might do real and lasting damage, and the Trust has already shown a total lack of respect for the law or external oversight.

If this is dismissed, if the pattern continues to be ignored and the questions continue to be deflected, then the direction of travel is obvious. It is not just this case that is at risk, but the standard being set by it.

The reality is that institutions do not fail all at once. They erode slowly, through small decisions, avoided accountability, and a reluctance to confront uncomfortable truths. The frameworks that are meant to protect people are still there, but they depend entirely on the integrity of those trusted to uphold them. When that integrity gives way to self-preservation, the system does not collapse overnight, it quietly stops working.

Power begins to protect power. Trust begins to fracture. And those who rely on these systems, especially those who cannot speak for themselves, are left exposed.

That is where this path leads.

Epilogue – Present day April 2026

If this report were about the past, it might be easier to set aside. It is not. The pattern described within these pages did not end. It continued.

Despite being presented with evidence, Wellspring Academy Trust did not remove the member of staff involved. With no alternative school available, and under pressure from the Department for Education regarding continued absence, we were left with little choice but to accept a compromise. We were told that, by moving our son to another class, contact with the teaching assistant was unlikely. For a time, he appeared settled, and so we continued.

However, that continuation came with a clear condition. Both myself and my ex-wife informed Deputy [REDACTED] [REDACTED] [REDACTED] that any further incident would result in an immediate request for relevant CCTV.

That position was tested.

Further incidents were reported on 2 February and again on 9 March. Each incident was accompanied by renewed allegations that our son had acted violently towards teaching staff. This pattern of accusation emerged after the initial class move ended. Following the summer term, he was placed into an entirely new class, yet the same type of allegations continued to be reported.

On each occasion, requests for CCTV were made within the stated retention period. Despite this, those requests were not acknowledged in a timely manner. It was only after I copied in the office of Stephanie Peacock that a response was finally received, and even then only on the final day before the footage would have been automatically deleted under the Trust's seven-day retention policy.

This raised a further concern. For any parent unfamiliar with such processes, that narrow window creates a real risk that relevant evidence could be lost before it is even known to exist.

When a response was eventually provided, it stated that a further two months were required to process the footage, a position inconsistent with previous handling. Shortly after, another incident was reported in which our son was said to have backed into a cabinet and struck his head. No injury report was provided. A further request for CCTV was made.

During this period, the Information Commissioner's Office required South Yorkshire Police to release CCTV files previously submitted by the Trust. The footage provided was significantly degraded. South Yorkshire Police subsequently confirmed, following internal review, that their systems had not caused this level of degradation. This leaves only two possibilities: either the footage was degraded prior to submission, or it was altered thereafter.

When this was raised with the Trust, the response was not clarification, but restriction. I was informed that I would no longer be permitted to make further requests, on the basis that they were considered vexatious.

The pattern did not stop. It adapted.

It has taken time for this to reach the public, and for that I apologise. That delay was not by choice, but by necessity. Strict controls imposed by the school and trust, alongside the wider pressures of online safety legislation and the threat of malicious communications laws being used against me, meant that every step forward required care. Even as this work was dismissed as irrational, I was required to proceed cautiously, gathering evidence piece by piece over two years to ensure that what is presented here could not be ignored or easily challenged.

Nothing written here should have been necessary. The only reason it exists is because no one else was willing to do what should have been done.

A system does what it was designed to do.