

The Sheku Bayoh Public Inquiry

Witness Statement

Sergeant Liam Dickson

Taken by [REDACTED], by Teams, on Monday 18th September 2023

Witness Details and Professional Background

1. My name is Liam Dickson, and I was born on [REDACTED] 1976. My details are known to the Inquiry.
2. My current rank is Police Sergeant. I have completed 20 years' police service in Police Scotland.
3. My current role is the Response Group Sergeant on Group 4, Ayr Police Office. I have been in this current role since February 2023.
4. I commenced service with Strathclyde Police on 6 January 2003. I started off on a response shift at Cumnock Police Office. Thereafter, I moved to [REDACTED] Police Office with around four years-service. I was there for approximately a year before I took up a role in Community Policing at Drongan, still within UC subdivision. I was the community officer there for around two years.

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5. Around 2009, I took up post in the role of a School Campus Police Officer at Loudoun Academy in Galston, still within the same Sub-Division. I did that for about four and a half years, and thereafter I was given a temporary Sergeant rank in 2014 which I did until 2015, when my acting rank fell.
6. I had another role in planning training for a new computer system which didn't go ahead for Police Scotland. I was in that role for approximately six/seven months. Thereafter I worked in service delivery for a short period before I was eventually promoted to Sergeant in 2016.
7. I was posted to Irvine Police Office in Uniform Alpha Sub-Division, I was there for approximately three years. Thereafter, I applied for a job in Operational Training in 2019.
8. I was in Operational Training with probationers. For the avoidance of doubt, it was not Operational Safety Training, just Operational Training. I was in that role for approximately a year and a half, albeit I was seconded to the Force Reserve for a large chunk of that prior to Brexit. I think it was August 2020 I took up the post in OST, and I held that post as the OST Sergeant until February 2023, until my current role here at Ayr.
9. To clarify, I was the OST Sergeant for two and a half years.
10. I am now asked how I became an OST instructor. It was a requirement of for some members of the Operational Training Team to be OST instructors to cover for backfill for the OST department. That's why I did the course initially. Following the first Covid-19 lockdown, the then OST Sergeant, [REDACTED], was moving back to Operational Policing, and a replacement was required who was, preferably, an OST Instructor, PI [REDACTED] identified me to Senior Management to take the post.

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11. I am asked what training I went through to become an instructor. In May 2019, I attended the three-week National Instructor Course which you have to complete, which is run by National Lead Instructors. Those officers are experienced instructors who have spent a great deal of time in the department and the standard of their teaching has reached what we called "National Lead Status", which made them lead instructors within the department. One lead instructor would take the course, or lead on the course, supported by another lead instructor. Thereafter, other lead instructors would then come in to carry out both formative and summative assessments.

12. Basically every technique in the manual, you are taught how to teach it, and a detailed breakdown of each technique was given to you to cover including health and safety points to make students aware of. Amongst fellow students on the course, you would practise those techniques, and deliver those techniques, and teach those techniques under guidance of lead instructors until we were formatively assessed and to conclude we sat a summative assessment to pass the course .where you were given a random five techniques to teach, all of different levels and different lengths of teaches, so that you were deemed to be competent across the syllabus. In the past few weeks I have requested to withdraw my specialism of being an OST Instructor as it is unlikely I will complete the required teaching hours for this year.

OST Sergeant Role and Frequency of Instructing OST Probationer & Recertification

13. I have been asked if I have instructed probationer training. I delivered one initial OST course for probationer training, which was in March 2020. That was the only one that I delivered. I assisted two other lead instructors along with another divisional OST instructor in the delivery of the course. There were quite a lot of students on that course. I think the ratio was 1:8, so, maybe in excess of 30 students.

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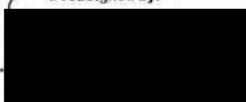
14. I have now been asked what experience I have instructing OST Recertification.

I have had a little bit more experience with delivery of two day refresher courses. However, I really only have done the bare minimum to keep my ticket. This is because, as the Sergeant, you don't get a lot of time to get away from daily supervisory duties to actively deliver training. A lot of the Sergeant's role is administrative as opposed to practical teaching. I had a team of instructors for the delivery of training. If I attended to deliver training, it was generally when we needed extra cover for instructor absence or I required to make up minimum teaching hours. My delivery experience, if I'm being honest, is limited compared to the full time instructor team.

15. I have been asked against that background provided, for the avoidance of doubt, whether it is the case that my undertaking the OST Instructors' course was a mandatory requirement for the purposes of backfilling, as and when required. Yes, in the first instance of attending the course when I worked in Operational Training.

16. I have now been asked to describe my role and responsibilities in relation the ranking of OST Sergeant. Basically, I had a team of 16 instructors and I had line management responsibility for those instructors, the supervision of their workload and their welfare, and all the other things that those things bring.

17. I was responsible for managing resources and provision of OST courses across the West. The resourcing of all the courses was a big challenge and ensuring that we were trying to get as many people on courses as possible. Due to COVID, we had a backlog of officers who had to do refresher OST. The big challenge there was to try and ensure we have enough courses, enough instructors, enough venues to ensure that the training was completed for as many officers/staff as possible as quickly as soon as possible. I would also review training and matters arising in training, and dealing with them as they came up.

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18. There were other things involved in the role such as attending governance meetings such as the Use of Force Monitoring Group and Clinical Governance on a quarterly basis as well as other group meetings such as clothing and equipment working group and short term working groups such as Review of Custody Procedures with Criminal Justice Services Division. Essentially there was a lot of elements to the role. I found it a stressful role if I'm being honest. You are spinning plates on a regular basis, and you're not out there delivering training on a daily basis. That is the role of the full time instructors, and the Sergeant's role is the line management of that team and taking on a series of other tasks and roles to run the department.

19. There were two other Sergeants within the OST Department, PS [REDACTED], had responsibility for the North and East Command areas, and PS [REDACTED], who's role was the Compliance Sergeant. In summary, there were a number of queries and issues that were raised with OST to deal with on a daily basis. Lots of different issues, lots of different problems.

OST Sergeants – Regional Divisions & Professional Support

20. I am asked about the division of responsibilities between myself and [REDACTED], insofar as overseeing OST delivery. I had responsibility for the West, and J [REDACTED] has responsibility for the North and East. Supervisor-wise for our teams, he had a team of officers delivering training in North Command and East Command. I had a similar amount of officers just for West Command, Johnathan shared that role nationally with me.

21. I am asked who supported me in my role as OST Sergeant. The OST Inspector. They have overall overview of the OST programme and the department. They basically oversee the department.

22. I am asked what was expected of me as OST Sergeant in overseeing the welfare of OST Instructors. In general I had line management responsibility for

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16 instructors, from dealing with their workload, to managing their time off, absences or any HR issues. With 16 instructors this was a challenge. Normally on a shift I would have eight. On my OST team I had 16, so essentially that workload was doubled.


23. I am asked where my team of instructors were generally based. Technically their base was Jackton, alongside myself. However, on a daily basis they would be out at our OST venues. Over the West, we had six OST venues (Baird St, Ayr, Greenock, Rutherglen, Jackton and Dumfries), and what I would do is I would allocate instructors between venues to deliver courses on a daily basis. Training was delivered, Monday, Tuesday, Wednesday, Thursday. Friday was a catch-up day for admin, to restock venues, clean venues, assessing Use of Force forms and completing OST statements of opinion. Instructors would generally be kept at the same venue, however on occasions were moved about to cover where absences or staff shortages occurred.

24. I also had responsibility of allocating Statements of Opinion for complaints against the police. This involved liaising with the Procurator Fiscal's department for dealing with Criminal Complaints Against the Police (CAPD) and Police Scotland's Professional Standards Department (PSD) to facilitate requests for statements and advice on complaint involving Use of Force.

25. I think the other challenge is that I was managing the team remotely a lot of the time. I tried to get out to observe their training, to see them as often as you can and be supportive of them.

Impact of Covid-19 on OST in 2020

26. I am asked if the Covid-19 pandemic presented issues in training, given I qualified as an OST Instructor in 2019. There was a number of difficulties in training. OST was paused for almost 12 months, which left us with an issue of getting people back in card. It was agreed by the Chief Constable that we would delay training because of all the restrictions in physical distancing. There was

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a number of challenges in the restart of training. It was March 2021 before training restarted.

27. I am asked what the main challenges were that presented themselves in that time, and how they were overcome. The main issue was obviously the non-contact and the two-metre physical distancing that we had to incorporate into our training. We were obviously implementing a brand-new training programme in that time as well, which went from the one-day course to the two-day course. We had hoped that in that time that, when the new two-day course went live, we would have a lot more scenario-based training but due to restrictions in mixing of officers scenario based training was not initially implemented.

28. Class sizes were also reduced by up to half the normal numbers and in general terms logistics around the teaching of the class, use of teaching equipment and cleaning protocols had to be adjusted. Rather than working in random pairs from different offices or working areas, we put people together normally worked together. For example, if they worked on group 4 Ayr, they would train together so that they were part of that bubble, so that we tried to mitigate the risk of infection to other people and other offices. It was a practice that worked pretty well over the period of time, and, as COVID restrictions relaxed, we got back to a full way of training over the last sort of 6 to 12 months of my tenure.

29. I am asked if I had observed any ongoing issues with OST delivery caused by the pandemic up until I left the role of OST Sergeant in February 2023. I think the biggest issue with the pandemic was the backlog in getting as many people through training as we possibly could. Approximate numbers were calculated that we had to get through training by a certain time. I think it was 1 June this year that it was decided to have everyone getting back in card with OST. Certainly coming into the start of the year, that was looking extremely tight to get all those people back in card. We were looking at alternative measures of increasing the amount of instructors, increasing the size of courses that we could use to try and increase the volume of students getting through their OST prior to the 1 June 2023 deadline.

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30. I left the role of OST Sergeant in February 2023 so I'm not entirely sure how that concluded. There was other work into securing larger venues, utilising probationer training staff as instructors and seconding them to the full-time team to assist in the delivery to give greater instructor numbers. It was very difficult, and it was a challenge to get everybody through.

31. I have been asked what the main challenges were to overcome the issues described. I think the initial problem that was handed to us was that we had such restricted numbers because we had to cut class sizes in half right from the very start and with running the course over 2 days as opposed to one day the pace at which we were training people in refresher training was reduced from the outset. Also ensuring shift groups and locations of where people worked having to train together initially had an effect on numbers being released from front line duties

32. Once course numbers increased and restrictions were getting eased, there was some other issues in filling courses, albeit we were back up at maximum numbers available on courses, releasing officers from their duties to attend OST was becoming an issue. Resourced deployment units in the East and North in particular, and our divisional training reps in the West were tasked with releasing officers for courses and were encouraged to make sure that courses were full and maximise training spaces.

33. We also had challenges in with further pauses in training as well because we had another spike of COVID in January 2021. This caused another pause in training where we were redeployed into operational roles. We also had a pause in training for the COP26 summit. All those weeks that you're not training two to three hundred officers/staff you're getting further and further behind in the numbers that require to be trained.

34. I have been asked how long an officer may have been 'out of card' for in the face of the issues presented by the pandemic. Certainly people were out of card

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for up to maybe in excess of a year. We prioritised front line officers/staff in the first instance and once course sizes and restrictions gradually returned to normal, this opened up the course spaces to those yet to complete the 2 day course.

35. I am asked if it would be a fair summary that part of the difficulty to get officers into training and 'back in card' was due to conflicting demands in resourcing to excuse officers from their operational duties and have them attend training. Yes, I think obviously since we went from a one-day course to a two-day course, so that abstraction from officer/staff duties was doubled. Resource Deployment Units work with minimum resource levels and sometimes maximising course attendances was challenging to achieve due to lack of numbers of officers/staff that could be abstracted.

COVID-19 & First Aid Training

36. I am asked, in the face of the pandemic, how quickly were we able to review first aid training practices given the obvious health and safety risks for both members of the public and police officers facing the public. I think we were quite lucky in that any changes we had to make to our training programme, we didn't have to do it quick time because there was a pause in training. We had that gap in training.

37. For the pandemic, how do you teach CPR? For teaching CPR there is a requirement to touch the mannequin, we could teach chest compressions by wearing disposable gloves and then cleaning the mannequin with disinfectant spray. We did not teach rescue breaths with a mannequin. That was one thing that was taken out completely. That's one example, but that didn't have to be communicated too quickly because there was a pause in training at that time. Operationally there was communication on the Intranet that we should still continue to carry out chest compressions for CPR but reminded of the use of

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PPE such as disposable gloves. I do not recall exactly what the guidance was on rescue breaths.

38. In training for catastrophic bleeding, there were bandages used between 3 or 4 people in a bubble. Those bandages, because they were solid object objects they were taken away and they were left for 72 hours before they got used again, so that then reduced the risk of infection. This guidance circulated was in line with Government and NHS guidance at the time. When it came to implementing relaxed guidelines in relation to training, this was done with a projected lead in date so that we would implement whatever change from a certain date so it gave time to circulate the appropriate guidance to instructors.

Reviewing OST Material

39. I am asked to clarify whether part of the OST Sergeant role involved reviewing the OST content. Yes, any reviewing of the content was done very much in hand with the Lead Instructors who were very well versed and very knowledgeable about OST.

40. I am asked about the process of reviewing OST material. I did not take part in any major reviews of the OST programme. The reason for this is that even prior to me leaving my post not all officers had completed the two day refresher course. It was my opinion that no review or major change should be done until all officers/staff had completed the two day course. In respect of minor issues to be reviewed, I think the best example I could give you of how this was done was that we would meet with the instructors relatively regularly. My style as a supervisor is to be open, members of the team are welcome to come and speak to me if they have an issue to discuss, such as if there was something that wasn't working in training

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- 41.. There were minor tweaks to our programme over the period of a year/two years where we looked at doing assessments at different times and how the programme would flow. The flow of the two-day programme worked pretty well, but I think there was a small issue with the process of the assessment. We amended the assessment slightly to ensure students were more engaged and not left unoccupied for any longer than necessary.
- 42.It is little things like that that we would review. We also reviewed one of the newer techniques as it had been highlighted there were a small increase in student injuries. Again, the instructors met and discussed another stage to the breakdown of the technique to minimise the risk of injury which on subsequent review had the appropriate effect with reduced injury. The two-day programme was only really about a year and a half old. Given that we had so many people to get back in training, there was no need, in my opinion as I stated earlier, to review the training programme at that time because we wanted everybody to complete this course, before carrying out a review to make major amendments. Any changes to teaching material would need to be run passed Quality Assurance.
- 43.I am asked about the process of formalising small adjustments to OST material. Essentially, [REDACTED] would draft up the change for the teaching pack, in his role as a lead instructor, and as the coordinator, and someone that had his diploma in training, learn, and assessment Police Scotland course designed to enable officers and staff to prepare and develop training programmes) The draft change would be sent to Quality Assurance and they would either agree the change and sign it off or ask for further work to be done prior to the change being agreed.
- 44.I am asked to clarify whether it is the case that I was not part of a 'big' OST review. No, I wasn't.
- 45.I am asked if this was because of the difficulties I described that were presented by the pandemic, insofar that the necessary focus was on getting officers'

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recertification up to date. Yes. I think I could quite confidently say that had there not been COVID and all the restrictions and all the lost training time that we had around it and we managed to get everybody in card within a calendar year, then we probably would have had a refreshment, or further refinements or reviews of the training, however given a large percentage of officers/staff had yet to complete the new course and some officers had only attended a version with COVID restrictions, I think it was important that all who attend OST should attend this version of the course before developing the training further.

46. I think ideally you would look to refresh the programme annually to look at what's working and what isn't working. You would have to look in detail at Use of Force data to identify trends to carry out a full review. I think Use of Force data was something that the new inspector had some really good, fresh ideas about how to review data and how we could use that to our advantage to see what works, and what doesn't.

47. I think we have to look at what officers are using operationally to shape how we would look to identify gaps as to where officers can't deal with certain situations and how we fill those gaps, with what techniques or strategies. I suppose the one example is, in reference to the Inquiry, we now have a Side Ground Control and a Rear Ground Control, which is a one-officer technique to restrain someone on the ground versus two/three/four/five officers piling on to restrain someone on the ground. That is a significant move and, certainly to my knowledge, the feedback, particularly of the side ground control, has been relatively effective. However, in regards to major review, there was so much going on with changes in restrictions over the first year to 18 months of the pandemic, a major review of the programme was almost impossible.

Use of Force Monitoring Group and Use of Force Forms Data

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48. I am asked how data from Use of Force forms would inform a review of OST.

A Use of Force form is submitted to record what techniques and tactics are used while effecting an arrest or retraining a subject. The data can be drawn from the form to identify trends of when an OST technique has been successful or effective or unsuccessful or ineffective. Over time a picture can be learned as to what techniques work best and if there are some that are taught that actually do not work. I know when they've done reviews of this in the past, not that I was part of those reviews, there's been techniques taken out and removed from the manual and not taught anymore because the techniques were ineffective.

49. I am asked how effectiveness of OST techniques are measured against Use of Force data. That's a very difficult question to answer because what technique works for some officers, might not necessarily work for other officer. This could be due to a variety of factors such as their height, their stature, their strength, their ability, their skill level. There's lots and lots of different permutations in what is effective, and what isn't effective, for officers/staff. We look for what works for the majority of people. That's how we would try and assess it. It's a very difficult thing to quantify. We have to look at what techniques work for operational officers. It is what works for the majority, not what works for the minority. That's how we try to assess it.

50. I am asked what information is relied upon to measure effectiveness given the difficulties described in quantifying effectiveness of OST techniques. It would be looking at the Use of Force Data in the first instance to see if a technique repeatedly doesn't work for the majority of officers, or there is a decrease in its use. For example if there was a reduction in officers using a baton: Why have we got a baton if we're not using it?

51. We would look at the data and then we would have to consider further research, perhaps canvas officers/staff and look to questionnaires and things like that to try and get some sort of feedback as to why certain things are showing up on

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Use of Force data. I think you would have to do a bigger delve into the data to get an explanation. Trying to explain Use of Force data is very, very difficult.

52. If we are talking about baton strikes. Baton strikes are relatively low, but then when we have big incidents of disorder like we had in George Square with Rangers Football Club celebrating winning the league and we had a Public Order situation. Baton strikes were higher in that month because, collectively, there was more.

53. It can simply depend on different events. We have to then analyse what is actually happening in society that's made this happen as well. There has to be that further investigation. I don't think data gives you all the answers. What data can do is flag up a potential issue, and you then have to do a further investigation as to why before you look at making changes.

54. I am asked to clarify, for the avoidance of doubt, if the quantitative data described is coming from the Use of Force forms. Yes. That's essentially what we analyse in the Use of Force Monitoring Group, which is quarterly.

55. Essentially, Use of Force data is a set of numbers, which can paint an initial picture that requires further information to provide explanation as to why these things are happening sometimes.

56. I am asked if there is a mechanism in which to analyse further detail behind the quantitative data i.e. whether there is a way to record and analyse 'qualitative data' to inform OST reviews. The OST data is formulated into a report to identify increases or decreases in trends from quarter to quarter and year on year. The use of force monitoring group review this data frequently. This data can be called upon from use of force forms with relevant dates to perform a review if requested.

Use of Force National Guidance (Doc ID PS18622)

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57. I have now been shown the document 'Use of Force National Guidance' (PS18622), and see that it was published on 21 December 2021. I have been asked if I recognise this document, or if I've seen it. Yes. I think this was when we moved from the Standard Operating Procedure to the Use of Force Guidance. The best person to ask about this is Inspector [REDACTED], because she was the one that reviewed that document.

58. I have now been shown section '6' of PS18622, which refers to Use of Force recording

Police Officers should record details of all use of force in their notebooks or police issue mobile device including the reasons why force was necessary. Additionally, all staff are required to complete the electronic use of force Form on System to Co-Ordinate Personnel and Establishment (SCoPE), prior to the end of their shift.

59. I have been asked if this is a topic that comes up in OST probationer and recertification training. Yes, it's mentioned repeatedly on recertification, and I think, from memory, it certainly should be included in the OST PowerPoint. It's certainly referred to because we are relying heavily on that data from Use of Force forms, and the compliance of submission of those forms would perhaps be the problem.

60. However, there are measures in place at divisions and locally to ensure that these forms are submitted. For example, where a crime report infers that there's been a police assault, and someone's been arrested or resisted arrest, it would imply that there would have been some use of force there to get that person under control. They cannot finalise that report until the Use of Force form has been submitted. That's one of the control measures that is out there.


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61. As a Shift Supervisor now, if I know one of my officers has been involved in an incident where there has been a use of force implemented, I'll ensure the officer submit the Use of Force form. It is incumbent on the officers/staff out there to submit the form. However, I am aware there have been issues of use of force being under reported. Use of Force data historically, in my time in the department, it would increase and it could decrease, and we could explain some changes to increase in reporting or decrease in reporting. That's something that we had worked hard to improve, the compliance of the forms being submitted.

62. I have been asked how compliance is sought regarding the submission of Use of Force forms. It is the reporting officers responsibility to submit the form, however, as a supervisor, I would also remind the officer it requires to be submitted. Shift supervisors should be aware of the requirement for the submission of the form. The message is constantly put out there to remind people to have them submitted. However, as the OST sergeant, there's not a great deal of control that I had over that. The Use of Force Monitoring Group was a platform that we could use to get that message across to local policing as Use of Force data was mentioned at every meeting, and it was something that did crop up at meetings, that something could be explained as an increase in reporting. So, people are aware that they should be putting these forms in, but the compliance of that has improved greatly but there are probably improvements to be made in this area. It does create a picture of how force is being used operationally from officers/staff. The data creates a useful picture for us to help assist in training and fill gaps in training.

63. I am asked, for the avoidance of doubt, whether Use of Force forms and compliance in submitting Use of Force forms directly informs how OST is reviewed, and the development of OST. It's certainly one of the most useful tools which can be used to develop training, yes.

Other Mechanisms to Inform OST Review

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64. I am asked what other tools are used to review and develop training. I think staff review can also be used as well. Survey all officers throughout the country as to what they think are the issues with OST, and what they would like to see in OST. Every month we issued a survey and a report produced. Anybody that was attending training got emailed the link to fill in the questionnaire and provide what they thought was good, bad, or indifferent about the training

65. We constantly reviewed that with the officers and staff that are attended training and, ultimately, we listen to instructor feedback as well. Every so often, we would have "instructor workshops" where we would look at new ideas, look at new techniques, look at various other things that we could possibly change: "What would we take out? What would we like to see involved in training?" As lead, full-time instructors, they are the experts and some of them come up with some fantastic ideas. I think the two-day programme was a good example of that. Instructor feedback is very important as well.

66. I am asked if the completion of post-training surveys are mandatory for the attending officers to complete. No, it's voluntary.

67. I am asked whether it is the case that all attendees to training would be sent a link to complete the survey. Yes, every month, Quality Assurance would send us out a link and we would email that to the participants of training that month and they would fill it in. Quality Assurance would run a report for us and they'd also give us the spreadsheet with the data and the comments, etc., of how people felt about the training that month.

68. Quality Assurance sent us a link for a Survey Monkey that went out to our instructors, at the end of each week. Part of their admin was they would send out to all the students they had, they would send that link out to complete, to review what they thought of the course. There was some specific questions in there specifically around new techniques that had been brought into the

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programme, because we were really keen to see how they were how they were received.

69. I am asked my opinion as to whether it would be useful for the completion of surveys to be mandatory, for the purposes of quality assurance as it relates to training. I can't argue that it wouldn't be useful to have a more accurate picture and get everyone's view. If people don't like certain things or if they like certain things, it gives us a bit more evidence to keep something or evidence to kick something out.


OST Review & Workshops

70. I am asked who is usually present at OST workshops. Essentially, the Inspector, the Sergeants, lead instructors, and all the full-time team, or as many of the full-time team as we can get there, to review content, look at different things. We do it every so often. There's no set time. They just occur as and when we need to review things or certain instructions are to be cascaded to the team.

71. I am asked if attendance is mandatory. Yes. Monday, Tuesday, Wednesday, Thursday or the training days. On a Friday, we would utilise those days for getting people either to Jackton or to Tulliallan to have a workshop on occasions. These days were also used for continuous professional development opportunities.

72. I am asked if there are any attendees from Quality Assurance at these workshops. No.

73. I am asked what a typical workshop would look like when reviewing OST material. It just depends what had arisen at that time. The other thing was, due to COVID, we didn't have that many in my time in the department, because we didn't want to have people from different areas of the country coming to associate with one another and spread COVID everywhere. The workshops

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took a back seat for a while. The workshops could be classroom based, it might be on the gym floor where we would run through different ideas, different techniques. One of the workshops, we ended up doing it through video because it was COVID at the time, was transitions from different techniques to handcuffing. Not all of these workshops resulted in any changes to the programme.

74. There wasn't very many amendments in my time, in that two-and-a-half-year programme, because of the restrictions of COVID, other than the implementation of larger class sizes and taking the COVID teaching pack out of the equation and going to a full teaching pack. There wasn't many other big changes in my time in the role.

75. I am asked whether any agreed adjustments to OST techniques are fed back to Quality Assurance, and whether there is a procedure that must be followed in that context. Yes, it's good practice to let Quality Assurance know of any changes to your teaching pack and get them to sign off on it because, effectively, it is a change. We focused a lot on OST review as that is what is relied upon to inform any changes that should be made to the OST training. That's what should happen.

Quality Assurance & OST

76. I am asked if it was solely my responsibility as OST Sergeant to observe OST Instructors. Not solely mine, no. With Quality Assurance we were required, if memory serves me correctly, to observe officers every so often and critique them. That role fell to my coordinator, [REDACTED], who was a lead instructor. He would assess and look at the training. I would accompany [REDACTED], on occasion, and I would offer my thoughts as a supervisor. This task was delegated to [REDACTED] but could be carried out by me in his absence if necessary.

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77. I am asked what [REDACTED] and I would be looking for in assessing the adequacy of OST trainers. First and foremost, there would be compliance with the programme. Were they teaching what was supposed to have been taught at that time from the teaching pack? Were their timings okay? How was their delivery? Was there anything wrong with their delivery? Why was their delivery not up to standard? Were they picking things up correctly? Were they teaching things correctly? Was there any anomalies in their teaching that they taught something incorrectly? That was important to us, that we picked up those mistakes or those problems at an early stage so that we made sure that the techniques in the programme were being taught correctly to the students.

78. I am asked about the process of feeding back to Quality Assurance. Internal verification and instructor observations were generally carried out by [REDACTED] and he was very proficient at it, and we linked in with our Quality Assurance department as to how many we had to do in set periods of time, and submission of appropriate forms. If we identified any issues or if we identified any problems, what we would then do is we would then take that instructor aside and give them feedback as to how they performed and look for them to implement changes to their instruction or improve their delivery.

79. If their teaching was really that bad, it never happened in my time, but the process would be, for example: You were an instructor and you were teaching handcuffing, and your teaching was poor and your application site for the handcuff was all wrong, what would then happen would be we would then give you that feedback.

80. If it was that bad, we would look to have you back in for some sort of additional support on how to deliver that training, and then when they'd had that additional support, we would then put them back out and it would be a case of we would assess their training and see how they'd improved. If they'd improved, then that would be fine, but we'd probably keep them monitored for a period of time. If there was issues with that person's training down the line, we would probably look to assess them a bit more frequently. I have to say in my time in the

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department that wasn't ever really the case, certainly for the officers in the West. The process was there that if someone did fall short, that we would give them the necessary feedback, necessary support to fix the problems, and we would keep on top of it.

Observations on Probationer Training – 2003 to Present Day

81. I am asked about my own probationer training when I joined the Police in 2003, and whether I observed any changes to OST over the years. Very much so. We were given an initial five-day course at the college. Then, when I came back to U division as an officer, I was given further divisional training, and we were given another few days OST. There were differences in what we were taught, for example, we were trained in the side handle baton back in 2003. However, we'd implemented the auto-lock baton in U-Division at that time, so that was a change immediately for me coming from initial training back to divisional training.
82. Obviously, we went on our refresher courses, which went from initially two days, it was thereafter cut back to one day, and there was a number of changes that appeared over the years. I suppose the big change was in 2016 that it was a one-day national course and then it was a centralised full-time instructors in 2016. So, the local divisional instructors were no more and we had other officers that were full-time instructors, which led to probably a far more professional way of delivering training in 2016 onwards.
83. I have been asked to provide examples of how training improved in 2016. I think the fact that it was quite clearly a National Standardised Programme that was now being delivered, and it was to eradicate any regional variations of what may or may not have existed from what was taught at the college. I think that was probably the main difference there, that it was quite clear that this was a national

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standard that we were all moving towards, which stood up to a higher level of scrutiny along the line, so definitely that was the standout thing for me.

84. I am now asked if I observed developments, either positive or negative, between 2016 and 2020 when I undertook the OST Instructor course. I was just a sergeant on the shift at that time, and I would just attend my one-day refresher like everybody else. We had our online training for first aid, etc., and that was obviously, again, another move towards a standardisation nationally that we all had to pass the same standard. I think OST training itself was refreshed every year.

85. There was things that were added in. There was things that were taken out, and it actually made the course a bit more palatable, because there was refreshing changes made to the programme on an almost annual or biannual basis. You weren't doing the same thing, and it would appear that they were looking at what was effective in use of force, and what wasn't effective in use of force. They were looking to try and develop the programme that way to utilise techniques which were more appropriate to modern-day policing. I can't actually remember what any specific changes would be as such, but I think it's clear OST is always changing and progressing.

OST Manual 2022 (Doc ID PS18535) ("the Manual")

86. I am now shown Doc ID PS18535 being an OST Manual marked 'Version 3, July 2022'. I am asked if I recognise this Manual. Yes, that would have been that version of the Manual was worked on from, I would say, probably February/March time onwards to July, because when the new two-day course was initially implemented. The new techniques that were implemented in the two-day recertification programme, and the new probationer training programme, they were included in the last copy of the Manual as an appendix. This version of the Manual, it probably took a little bit longer to get there than

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what it should have done. However, that now incorporated the new techniques that were implemented in 2021.

87. I am asked if this is the Manual used for probationer training in 2022. Yes, from July 2022, from memory, we were given a deadline to have that done by because there was a new probationer training cohort starting later on that month, so it had to be done for them to include these new techniques. Everything to do with Operational Safety Training should be contained within the Manual.


88. I am asked if this was the Manual used for OST Recertification in 2022. This manual would have been used from July 2022 onwards.

Operational Safety Training and First Aid Training version 3.0 (Doc ID PS18568)

89. I have now been shown the PowerPoint named Operational Safety Training and First Aid Training version 3.0, dated 16 August 2022. I am asked if I recognise this document. Yes, it's a version of the PowerPoint, the OST PowerPoint, First Aid PowerPoint. This is Phil Briggs' area. He's the first aid lead instructor.

90. I am asked whether Operational Safety and First Aid Training form part of OST recertification. Yes. The full morning of day one, essentially, is first aid training.

91. I am asked whether I was in my role as OST Sergeant when this First Aid programme was introduced. Yes. This was the major change for the OST and Operational First Aid recertification. The old one-day programme relied very much on a very small part of the programme consisting of primary survey, CPR training, and that was about it as far as I can remember, and the rest of it was all online on Moodle. I joined OST in the middle of the cessation in training between March 2020 and March 2021, this was the new programme that came into play in March 2021 whereby there was face-to-face first aid training


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included in the two-day training programme. So, yes, this was during my time, this came in.

92. I am asked whether the First Aid training was also within my remit to review and analyse in my role as OST Sergeant. Yes, but first aid initially came under operational training and transferred over to being under OST training, so the line management of that kind of changed about a bit over the years and certainly in my time in training. From memory the two-day programme essentially had been agreed when I came into the department, and this was the face to face first aid training that was being implemented in the 2 day programme. So, initially, I didn't review this at all, but I would work with Phil. Again, Phil was a lead instructor in first aid, so I would be guided by his expertise in first aid training with this as I am not a fully qualified first aid instructor. I believe Phil's role has now changed to a more enhanced role. His level of police staff is probably alongside that of a supervisor now, so it would be his role to review this, to be included in OST. Phil would only be reviewing first aid training, he wouldn't be reviewing Operational Safety Training.

93. I am asked whether there was any data I would gather to inform the review and Quality Assurance of First Aid training. No. Phil was very much the lead first aid instructor, so I was quite happy to leave that with Phil. Phil was very, very good at keeping me updated, not that there was a great deal to update. Prior to me leaving, they were looking at further changes for later on, which have come into play this year, which I've not been part of. I know Phil was looking at different ways he could restructure his half day to include different elements of first aid training, and he would consult with me with that, and I would give him my ideas. He would also consult with our lead OST instructors as well on how they felt about the delivery of some of this as well. It was very much a team effort in how we went about trying to find the best outcome.

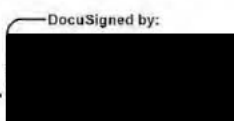
94. Phil, myself, and [REDACTED] worked in the same office, more or less within earshot of one another. These were conversations that did happen, albeit Phil

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took the lead on proposed changes, but they weren't done without consultation. They were certainly done with lots of collaboration and lots of discussion with OST instructors and also the OST inspector, whoever that may have been at the time.

95. I am asked to clarify that, whilst I was not part of first aid review per se, whether it was the case you would communicate with those overseeing first aid reviewing so that OST and First Aid developments would be cohesive. Yes, because essentially my instructors in OST were going to have to deliver this programme. In fact, workshops are a prime example, because we were going back to more face-to-face first aid training, and that required our instructors to have a bit more time in delivering that first aid programme. There was a couple of workshops there which allowed them to deliver that programme and gave them practice time to deliver that programme back in early 2021 when that first came into being. Essentially it was the proficiency of the trainers that we were looking to make sure was all good for the first aid side of things.

96. I am asked whether I am aware of any processes for First Aid Instructors being reviewed and assessed in training, similar to the reviews I conducted with the assistance of [REDACTED]. Phil was the one that would lead the first aid side things with regards to Quality Assurance for observations and Internal Verification on first aid courses. Latterly, before I left the department, there was some issues with the Internal Verification, and the instructor observation regarding first aid in its entirety. There was some issues there that he had to iron out. I was present at a couple of meetings with Quality Assurance to iron some of those things out with regards to first aid training on its own., [REDACTED] [REDACTED] would go out and he would assess the first aid training included in the OST recertification programme because it came under the teaching pack of our two-day refresher. [REDACTED] was also a first aid instructor so he could competently observe first aid training

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97. Anything that we taught in the two-day refresher came under OST. Whereas Phil wrote that programme for us to include in our OST programme, however he also runs first aid in its entirety. He's in charge of that, so he runs the three-day first aid at work course, the emergency first aid at work course, and first aid at work refreshers. So he's got that side of things as well.

98. Phil had written that programme for us. He taught us how to deliver it because every single instructor is first aid at work trained, and it was deemed appropriate by Quality Assurance that they could deliver the Operational First Aid At Work with that qualification, as long as they refreshed it every year, which Phil would refresh them in. Phil would write that programme for us, but we would Quality Assure it, we would Internally Verify it, and observe it, with [REDACTED] and the other lead instructors in the north and east. When it came to first aid stuff, Phil dealt with that. Like first aid at work three-day course, he would deal with that.

99. I am asked to clarify, against that background provided, if it was the case then that it was my responsibility as OST Sergeant to ensure all content regards to OST and First Aid went to Quality Assurance. The teaching pack was sent to Quality Assurance. It was signed off, and we were delivering it as part of the two-day OST recertification programme for Operational Safety Training and Operational First Aid.

Use of Force, Medical Implications (Positional Asphyxia and ABD) & First Aid Training

100. We refer to medical implications in the manual because, when you use force against someone, there is the inherent risk that you may cause injury or harm to somebody. How they came to being included in the OST manual, I can't answer that because that was prior to my time in OST. However as far as I recall medical implications have always been discussed in use of force.


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101. It's essential officers/staff have an awareness of them. We do not cover them in great detail in Operational First Aid other than recognition of signs and symptoms and recommended treatment for medical implications of use of force such as positional asphyxia for example. However, in the OST part of the programme, when we have someone that is lying in a prone position, or we're talking about people who are at the higher point of the Profile Offender Behaviour, these points are always referenced. The signs and symptoms of positional asphyxia and ABD, or if you've had to restrain that person and you put them into the prone position, are always referenced and discussed to varying levels on the course, depending on student participation. Students are always reminded of the risks and recommended treatment for these implications.

102. If there's any updated information regarding ABD, or further guidance to be circulated in relation to positional asphyxia. I am confident this would be communicated to the OST and First Aid Training department, probably through Clinical Governance meetings and the necessary changes would be included to teaching material as soon as necessary.

Medical Implications and UoF Forms

103. I am asked whether a Use of Force form allows for recording of medical emergencies that may follow from use of force such , for example, positional asphyxia. There's nothing specific to positional asphyxia, but it does give the option to note if a subject or officer is injured and an option to add in other information so it can be recorded there. It also has a further box to ask if first aid has been administered. So that can be recorded on a use of force form. There have been different versions of use of force forms, but I don't know when all those boxes came into being, so I couldn't be specific with dates.

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Training – Delivery of Death Messages

104. I am asked whether I am aware of the training officers receive in relation to the delivery of death messages to next of kin. I don't recall. Certainly, in the two-day programme that I had overseen and in the initial OST programme there is no training in the delivery of death messages to students.

Training – Deaths in Custody

105. I am asked if I am aware of the training officers receive in relation to deaths in custody. No, I don't recall any training on the training course at all about deaths in custody. There was no bespoke training on deaths in custody in OST. If it did come up, it would have been certainly talking around the potential risks of violent prisoner removal, or in relation to implications of poor searching of subjects who may conceal weapons or drugs upon their person in custody. Death in custody is referred to because we do violent prisoner removal techniques where positional asphyxia is a potential risk, instructors are constantly reminding officers/staff that positional asphyxia is a risk and could cause death.

106. I am asked if I am aware as to whether [REDACTED] is looking at implementing this programme on his own initiative or following feedback. I think it is following feedback. It was certainly being driven by our previous Superintendent and the current Inspector who was the Chief Inspector in training, David Bradley. They'd been driving that change to my knowledge.

107. I am asked whether I received any EDI training when I undertook the instructors course in 2019. No. However, all OST instructors have been encouraged to go on a four-day diversity course. I can't remember the exact title of the course, but it's run by a former Metropolitan Police officer. We were looking at getting all OST instructors on the course to give them a greater awareness of unconscious bias and diversity and inclusion, so that when it comes to actually delivering this

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material, they have a greater understanding of it. That's certainly my understanding of why the officers were going on these courses. It doesn't form part of the instructors' course. This diversity training was sourced externally. Certainly up until my departure from the department, I think the majority of the officers or instructors in OST had completed the training.


108. I am asked whether, for the avoidance of doubt, attendance was mandatory or 'encouraged'. The aim was to get as many people as we possibly could on the training. Other Leadership, Training and Development departments had places on the course so it may be that not all instructors could attend.

Training - Area Control Room

109. I am asked what awareness I have of the training in relation to the training officers receive on Area Control Room operations, particularly in relation to knife incidents. No, the only input that we had from the Area Control Room was basic information surrounding your airwave device, to ensure that officers let the control room know where they were to mark themselves at scene, clear themselves from scene, and also some guidance around when they were putting out emergency calls by utilising the red button. There was no other official training given to students or instructors regarding that.

110. There's a slide in the PowerPoint which was sent to us by a control room representative, it previously it had an audio clip attached to it which highlighted the risks of not being able to tell you where your location was, and how long that could take help to get to you. There was no specific training around dealing with knife incidents, just around having the general overview of officer safety of, use your airwave.

111. To my knowledge, there is no control room training to probationers or instructors as to how the control room deal with knife incidents. We are aware

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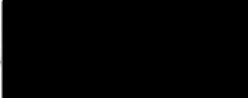
of the assessment process that they go through on incidents but, in OST training, there is no training on that at all.

Opinion – Improvements to Current OST Programme

112. I am asked whether, in the time I was an OST Sergeant, I had any concerns about the OST Programme. No. In regards to the degree of professionalism that the 2016 national programme brought around, my opinion on it is that we moved to a two-day programme which gave face-to-face first aid training, which took us away from an online Moodle package which I didn't think was as good as what we have now. In my opinion, First Aid Training is much better.

113. I think the structure of the two-day programme lends itself to being more operationally relevant to what officers are facing out in the street. The way that it's been structured, from dealing with compliant subjects all the way through to subjects displaying serious and aggravated resistance is operationally relevant and provides context that officers/staff should be aiming to resolve conflict as low down that scale as possible. The amount of time spent on the newer techniques to make people proficient in those techniques, and perhaps reduced time in other things that maybe didn't merit time, has been received quite well. I think all in the programme good given due consideration for the limited training time available, ie. two days per year.

114. I am asked whether there were any topics delivered as part of OST that, in my opinion, could be improved. The problem with OST is it's such a huge topic. The manual contained over 90 techniques and it is difficult to have all officers/staff trained to the highest possible standard given the limited training time. I think the two-day refresher programme hits a standard which we will find difficult to improve on going forward, given the limited time. I'm not saying that we can't improve it. If there was one thing that's missing: We talk about de-escalation and we talk about tactical communication. I think certainly probationary constables need to spend more time in how to talk to people and how to de-escalate and how to use tactical communication.

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115. In my experience as a shift sergeant watching probationers coming through and having been a training sergeant and seen training courses, I think that's an element that we could spend more time on. I would rather talk and persuade a subject into the back of the car than actually have to get hands on and restrain them. I think I've only been assaulted once in my 20 years and I think that's down to the fact that I have a capability talk to people and I think I've been able to use my tactical communication, my de-escalation, the way I talk to people. That's just me as an example.

116. I think that's an area we can improve on. I think if we are going to spend more time on something, I think that's probably where we should do, in particular with probationers and younger officers coming through.

117. I am asked what factors have lead me to the observations described regarding tactical communications and de-escalation. I think when you look at the number of officers that are assaulted. For me, tactical communication starts with you just standing there, as a police officer with your uniform. Where you stand is a tactical communication as well. Are you standing too close to that person to get yourself hurt? Are you standing in that person's fighting arc? It stems from that, from the minute that you turn up at an incident.

118. We are now seeing an awful lot of officers assaulted. It might not be down to the confidence of getting hands-on with someone. I've witnessed, operationally, where police officers act as the trigger to that person escalating. It could simply be something said in the wrong place. I think if there is going to be more time spent on the Operational Safety programme it should be teaching officers/staff better ways to communicate with subjects. We already focus on de-escalation in tactical communications, and we do give it some time, but I think in particular in probationer training we could look to make improvements in this area.

119. I'm asked if there is any other way I could have been better supported. Having not been in the role for a while it is difficult to say. In terms of line management

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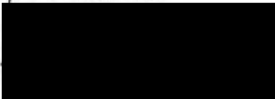

supervision, it was difficult to support the team and it would have been good to have been afforded more time to have contact with instructors, given they worked remotely from Jackton the majority of the time. As far as processes are concerned, there are processes in place to govern any changes to the OST programme, we've got the support of the use of force monitoring group which facilitates appropriate consultation and discussion around proposed changes and agreement on the changes being implemented. Quality Assurance also provide invaluable support to ensure teaching material is correct.

120. I don't have any great ideas on how it could be improved going forward, but I think the governance over OST and first aid is a lot better than what it had been previously prior, certainly, to 2016.

121. I am asked my opinion on whether anything could be done to improve overall delivery of OST training. Again, having not been in the role for a number of months, I have not given this area much thought recently, however on reflection, I would suggest better facilities. We've been training OST in dilapidated gym halls with paint falling off the walls, roofs leaking. We had sought external venues to improve that, particularly down here at Ayr. That's a classic example where we lost the office because the office is closed. We moved to a new office, but we don't have a gym hall, so we now use the function hall at Prestwick Airport for OST. I think a general improvement of facilities across the board would be good.

122. The courses would get better buy-in from students if we had better facilities. The instructors are definitely enthusiastic. They are very, very passionate about what they do, but I think that would then give them a further kick on to provide a better quality of training. I think, if we're working in better facilities and we're not making do, then it makes all better for a better all-round programme.

123. We visited Avon and Somerset Police last year, and we looked at their two-day programme, and they have a bespoke arena. They have invested in

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multi functional matted structures, and you can set them up any way which you can use for search procedures, for room clearances. They can "mock up" any room situation they like to replicate domestic dwellings or cell structures. Having a centralised facilities in each command area would greatly assist in maximising numbers attending courses. I think it would afford greater instructor resilience as well as facilitating increased supervision of the courses by line managers. I realise this has significant cost and geographically for the North this is a challenge but certainly for East and West Command areas, I think investment in bespoke facilities would lend itself better to improving the programme and open up possibilities for increased scenario based training.

Mental Health Crisis & De-escalation

124. I think when you deal with someone in mental health crisis or someone that's going through an episode where they've lost control, people react to that in so many different ways. There is no set one way of dealing with that. I think it becomes a very, very difficult thing to train for because everyone is different.. We all perceive danger differently. We all have a different perception of what a risk might be, and that might be so much less for somebody than what it is for somebody else. I think that's where OST is a very difficult thing to train people specifically for because it's impossible to measure people's physiological responses of how they will react at a given time. We can give people information, training regarding de-escalation. We can give them as much as we possibly can but, how that person then implements that in a situation of stress is something instructors don't have any control over.

125. I don't think we can create a training package which ticks every box to resolve every situation perfectly. I think what we do is we give people as much information as we possibly can to try and prepare them for that incident where they're going to deal with that individual, and hopefully that training and the amount of training that we give them is sufficient to resolve that incident safely and securely.

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OST Manual – Module 4 – Medical Implications (Doc ID PS18539)

126. I am now shown the above named OST Module 4 on 'Medical Implications' forming part of the OST Manual dated July 2022. I am asked if I recognise this module. Yes.

127. I am now referred to section '11' on page 17, named 'The Amygdala Hijack', where it states at the first two paragraphs

The amygdala hijack is an emotional response to stress often thought of as losing control of one's emotions. An example of this is where an officer or staff member is talking to a member of the public and they do not appear to be listening to them, ignore what they say or maybe talk over the top of them. This kind of interaction could make an officer or staff member snap. They may suddenly have an outburst such as shouting at them for not listening. Afterwards, an officer or staff member may realise, have overreacted and that the way they acted was unnecessary and may say to themselves, 'What was I thinking?'

128. I am asked if I recognise this section of the module. Yes. The lead instructors had done some work on this and, it was it was something that they felt should be referenced in the manual. I can't remember the exact reference of where this came from. The lead instructors in particular complete Statements of Opinion. I think this had come about through their review of statements over the years. They had experienced officers/staff not actually remembering what they'd actually done in a certain incident because they hadn't included it in their statement, or maybe having actions portrayed in the wrong order or out of place in their version of events. By including this reference to the amygdala hijack, it provides a possible explanation for consideration as to why officers may have

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experienced this. So it was felt pertinent to put it into the Manual and reference it as it was something they would look to refer to in their statements.


129. I am now shown the section covering symptoms of the amygdala hijack, which states

Rapid heart rate, clammy skin, dilated pupils to improve vision for faster responses, sweating, goosebumps on the skin, increased blood sugar for immediate energy, and contracted blood vessels allow the body to redirect blood to major muscle groups and airways expand to allow in and use more oxygen. The result of the amygdala hijack can cause behaviours which are considered irrational for the situation such as shouting, verbal abuse or crying.

130. I have then been shown the five steps of preventing amygdala hijack which are shown as

- (1) Self awareness*
- (2) Self-regulation*
- (3) Motivation*
- (4) Empathy*
- (5) Social Skills*

131. I am asked what emphasis is put on these five competencies in OST for officers to manage their own fear responses, particularly against the background provided regarding the importance of de-escalation and tactical communication. From a training perspective, I believe the programme will need to be adjusted. It is something that was to be referenced in the Manual in July last year. I'm not aware that it is being included in any training material as yet, but the lead instructors were keen to have it in there as an awareness and a point of reference

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for instructors completing statements of opinion. It's basically an awareness section of the Manual.


132. I am asked my opinion as to whether officers undergoing both probationer and recertification training would benefit from developing the five competencies described to manage their own responses. Yes, I think they would. However, given limited time to train people, how effective could you be with that training in the limited time that we have? I'd suggest it is more of an awareness topic but in future whilst reviewing de-escalation and how training informs officers/staff of their responses to stress, this section of the manual should be considered for inclusion in some form.

Opinion – Inspector Young Supplementary Inquiry Statement (SBPI-00362)

133. I am now shown paragraph 69 on 'Observations on Current OST' of Inspector Young's Supplementary Statement

I have been asked whether I have concerns about the current OST training programme. I think that OST training to officers still can be significantly enhanced and improved. In my view, it needs meaningful scenario-based training. Public order, firearms and Taser training have been meaningful, valuable and properly resourced scenario-based training. All the academic research indicates that this is how the training of this kind should be done.

In my opinion, we are still falling well short of putting officers into meaningful scenario-based training which are instructor-led. Having recently completed my annual OST refresher, I noted that, although there is a theory input that covers de-escalation, there was no practical elements or scenario or situational-based training to practice what was delivered in the theory lesson, or no practical training in tactical conflict resolution or de-escalation skills.


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The only practical training received was technical practice of control and restraint techniques. We were provided information around the signs and symptoms of ABD, but no information was provided around the management of someone who was exhibiting signs of ABD. I think this is a risk.

134. I am asked my opinion on what Inspector Young has said on the current OST programme here. With regard to the scenario-based training, scenarios are included in the teaching pack. However, for a long period of my tenure in the department, scenario-based training was not permitted due to the fact that the COVID restrictions were in play. Scenarios and interaction with other people was taken out. However, I do agree with Inspector Young in that regard that meaningful scenario-based training which is instructor-led is probably the best way forward. I'm also a Public Order Officer, and we do instructor-led scenarios as well. I totally agree with him in that regard.

135. I think COVID has certainly played a part insofar as that we weren't doing scenarios. The introduction of scenario-based training was limited in the first 12-18 months of training. Certainly, it was implemented. I don't know when Inspector Young wrote this statement, and I don't know when he went on his OST refresher, but that might well have been through a period of when there was no scenarios being taught.

136. It has been explained to me that Inspector Young's statement SBPI-00362 was taken in 2023. There should have been, at least, three scenarios this year. Whatever Inspector Young has experienced, he appears not to have experienced a scenario-based course, but scenarios have been implemented and are in the teaching pack.

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137. With regard to Inspector Young's comments on ABD; ABD is included in the OST/First Aid PowerPoints and to my knowledge all students should be informed that ABD is to be treated as a medical emergency. Inspector Young is someone I hold the utmost respect for and he holds a great deal of knowledge and experience with OST and I would not disagree with any of his comments he makes in his statement. I cannot comment any further on what was omitted from Inspector Young's course but I would hope his concerns were highlighted to the relevant supervisors.

138. The original plan for the 2 day refresher was to have a scenario-based approach. However, due to COVID restrictions this approach had to be altered and there was a phased return to scenarios being introduced to training when COVID restrictions were gradually relaxed.

139. Scenario-based training is a good way for people to learn, however I am aware that feedback also highlighted some preferred the scenarios being omitted from the training during COVID.

140. I am now shown paragraph 70 of Inspector Young's supplementary statement that says

The way I envisaged the two-day refresher course was that it would be inclusive of all the techniques on day one, and day two would be all the instructor-led scenarios. That way you can train officers in tactical positioning, conflict resolution and de-escalation properly. The operational first aid was to be taught separately. However, when the refresher training was increased to two days, half a day was allocated to first aid, so officers are not getting much more time in refresher training than they were originally prior to this change.

Signature of witness ... 


141. I am asked my opinion on what Inspector Young has said here. Inspector Young, he was part of the review to moving it to two days. At the time when I came into the department, I was instructed that the first aid refresher would be taught in half a day. I had no input on this decision and this is the first I have been made aware of Inspector Young's expectation on the 2 day programme. I agree with him that they are not getting significantly more time in training. I would agree with him that we're not getting significantly more time in OST. However, what I would say is there is a big improvement in the fact that there is improved first aid training. I don't disagree with him at all, but he was obviously aware of discussions and work on the project that I am unaware of.

142. I am now shown paragraph 71 of Inspector Young's statement which says

I think the public would be concerned about the lack of training that officers have in resolving conflict. Under the Peelian principles, police officers should only use force after persuasion has failed. If you look at the ECHR, force should be a last resort. Unfortunately, I still don't think that we have that in practice.

143. I am asked my opinion on what Inspector Young has said here. I refer to when I was asked if there was one thing that I would change, that it was how we talk to people. I think that's probably what I mean by that, about how we should look to de-escalate first. So I'm in total agreement with that.

144. I came into a department where I picked up the baton of a two-day programme which was ongoing, and I think we have an improved OST programme from the one day refresher course. I accept Inspector Young's observations and his critique, and I fully agree there is much work to be done. OST is something that will always evolve, and this Inquiry will bring out recommendations and things to move on. I think we are where we are. It's better than what it was but, again, I can't argue that it will not evolve.

Signature of witness ... 

Contact with Other Witnesses


145. I am asked if I have spoken with or been in contact with any witnesses in this case, and/or whether I have discussed this case with them. The only person that I discussed this with was Inspector O'Hare who had informed me that she was contacted to give a statement, and she had told me that I should probably be expecting to have a statement taken from me as well. Other than that, there was no other contact with any other witnesses. As far as I'm aware, I have spoken to Inspector Young when I worked at Jackton but not really specifically about the Inquiry at all.

Post-Involvement

146. I have been asked whether I have been involve with the Investigation of Sheku Bayoh since 3 May 2015, being the date that Sheku Bayoh died. No, I had no involvement in that whatsoever. My only involvement has been through Operation Tarn requests and obviously speaking to the Inquiry today.

Media

147. I have been asked whether I have been following the Inquiry via social media or the news, or other platform. If so, I am asked what I have seen or heard. I have been following the Inquiry through the news mostly and just getting the general updates from that. I'd seen Inspector Young's evidence online. Other than that, it's just a general overview from the Inquiry that I've been just keeping an eye on it and seeing how it's progressed. I'm well aware that OST features heavily in this, and it's not just the only part of the organisation that's involved. I understand

Signature of witness ...  ..

that I had a small part to play from 2020 onwards, so I can only speak to what happened in my tenure in the department.

Date October 25, 2023 | 5:02 PM BST

Signature of witness ... DocuSigned by:
