

Transcript of the Sheku Bayoh Inquiry

Wednesday, 26 June 2024

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(10.00 am)

LORD BRACADALE: Good morning, Mr Coventry. Would you say
the words of the affirmation after me.

Evidence of ANDREW COVENTRY (AFFIRMED)

Examination-on-chief MS BARRETT

LORD BRACADALE: Ms Barrett.

MS BARRATT: Thank you. Good morning. You are
Andrew Coventry?

A. Yes.

Q. And you're 33 years of age.

A. Yes.

Q. And your job title is Planning Performance Officer?

A. Correct.

Q. And are you based in the Analysis and Performance Unit
in Police Scotland?

A. Yes, I am.

Q. And do you report to a senior planning officer?

A. Yes.

Q. Who I understand reports to the principal analyst?

A. Yes.

Q. Who heads the unit?

A. Yes.

Q. And you have held your role since 2021?

A. Yes.

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- 1 Q. Before then you were a business intelligence analyst?
- 2 A. Yes.
- 3 Q. Also in the APU?
- 4 A. Yes.
- 5 Q. And you joined Police Scotland on 30 July 2018?
- 6 A. Yes.
- 7 Q. I understand a key aspect of your role is reporting on
8 performance in relation to different aspects of
9 policing?
- 10 A. Yes.
- 11 Q. And I understand from your statement that a principal
12 aspect you work on is performance in relation to use of
13 force metrics?
- 14 A. Yes, that's correct.
- 15 Q. You also carry out other ad hoc analysis in response to
16 queries?
- 17 A. Yes, that's correct.
- 18 Q. And are you also involved in building dashboards for
19 data analysis?
- 20 A. That is correct, yes.
- 21 Q. I'm going to come on a bit more to dashboards later in
22 my questions. Is right that your role doesn't cover
23 decision-making regarding data strategy or policy
24 development?
- 25 A. Yes, that's correct.

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1 Q. In terms of how the work you do feeds into policy
2 decision-making, is it right that your reporting is
3 considered by the Use of Force Monitoring Group?
4 A. For use of force, yes, that's correct, yes.
5 Q. And also by OST?
6 A. Yes, Operation Safety Training, yes.
7 Q. And is it right that overall data strategy is in the
8 remit of the Data Governance Group?
9 A. Yes, that's correct.
10 Q. I also seen that referred to as the Data Governance
11 Board in other statements, are they the same thing, the
12 same body?
13 A. I believe the board is more of a meeting I believe.
14 Q. I see.
15 A. Rather than the actual -- Data Governance is more of an
16 actual unit I think.
17 Q. I understand.
18 If you look in front of you to your left-hand side,
19 you will see a blue folder. It contains your witness
20 statement and some of the other documents we're going to
21 be referring to today. I'm going to ask for your
22 statement also to be put up in screen in front of you.
23 So the statement is SBPI 00550. If as we go through
24 your answers to my questions you want to see something
25 put up on screen, just ask.

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1 A. Okay.

2 Q. And if necessary, we can look for anything that you want
3 over a break.

4 So turning to your statement, it's 15 pages long and
5 can we turn to the final page at the bottom. You will
6 see it's dated 26 April 2024. On screen your signature
7 is blanked out, but you did sign this document?

8 A. Yes, that's correct.

9 Q. And if you look at the final paragraph, paragraph 83, it
10 says:

11 "I believe the facts stated in this witness
12 statement are true. I understand that this statement
13 may form part of the evidence before the Inquiry and be
14 published on the Inquiry's website."

15 And do you understand that this statement will be
16 published on our website and will form part of the
17 evidence available to the Chair to consider?

18 A. Yes, I do.

19 Q. And when giving your witness statement did you do your
20 best to ensure that the content of this statement is
21 true and accurate?

22 A. Yes, I did.

23 Q. Thank you very much. So I'm going to start by asking
24 you some questions about principles and definitions.

25 A. Okay.

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1 Q. Could we have the Government Data Quality Framework up
2 on screen, please, it's SBPI 00636, and what we have
3 here is a web page the Government Data Quality Framework
4 from the gov.uk website. Are you familiar with this
5 guidance?

6 A. Yes, we've used it before in our sort of benchmarking
7 framework for analysis and performance around the Data
8 Management Association or DAMA.

9 Q. And could you explain a little bit more about how you
10 use it as a benchmarking framework?

11 A. Well, essentially it's to do with the principle that
12 there is no such thing as, like, a perfect benchmark or
13 perfect data, it doesn't exist, so it helps give us some
14 guidelines of what is good and usable data in the sense
15 of benchmarking, maybe what can we benchmark, what --
16 you know, how close to the truth with the benchmark can
17 we get or, you know, with the data in general.

18 Q. When you're looking for guidelines of what is good and
19 usable data in the APU, you might go to these Guidelines
20 to help you with that?

21 A. Yes.

22 Q. Can we scroll to page 4, please, the bottom of page 4
23 and the top of page 5 and you'll see there's a
24 subheading "Why do we need a data quality framework?" It
25 says:

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1 "Data is fundamental to effective evidence-based
2 decision-making. It underpins everything from major
3 policy decisions to routine operational process. Often,
4 however, our data is of unknown or questionable quality.
5 This presents huge challenges. Poor or unknown quality
6 data weakens evidence, undermines trust and ultimately
7 leads to poor outcomes. It makes organisations less
8 efficient and impedes effective decision-making. To
9 make better decisions, we need better quality data."

10 Do you agree with that as a statement of the
11 importance of gathering good quality data?

12 A. Yes, I would agree with that, yes.

13 Q. And is part of your role to improve the quality of the
14 data that Police Scotland collects and analyses?

15 A. Not really to be honest, that would more fall within
16 sort of data governance, but we can sort of give
17 suggestions of things we think would need to be improved
18 or how they should be collated.

19 Q. Is it something you bear in mind?

20 A. Yes, it's more something I would bear in mind, but isn't
21 the primary function of the role, yes.

22 Q. I see. We've heard evidence last week from
23 Lady Angiolini who has previously made recommendations
24 on data collection by the police, amongst other matters.
25 Her evidence was that data collection, including on use

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1 of force and ethnicity, allows hotspots to be
2 identified, patterns to be spotted, and allows analysis
3 to take place and then that analysis can then lead into
4 learning which can result in fewer people dying.

5 Considering that illustration, can good quality data
6 make a difference to outcomes?

7 A. Yes, definitely, the more -- the more we know the closer
8 we get to the truth, the more learning that we can put
9 into place to better protect, you know, our officers and
10 staff and the public.

11 Q. Can we go to page 18 of the document, please. And when
12 we get to page 18, you'll see that there's a section of
13 the guidelines called "Data Quality Dimensions". First
14 of all, can you help us with what is "a data quality
15 dimensions"?

16 A. It's basically -- you'll see the headings through it.
17 So they broke them down to I believe it's the six
18 dimensions they call them to help us or people like
19 ourselves determine and come to a decision about the
20 quality of the data.

21 Q. Is the data quality dimension a way of assessing the
22 quality of the data?

23 A. Yes, it's a way of assessing the data, but there is
24 no -- I believe it's sort of mentioned in there as well
25 it's very much for the organisation and people doing

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1 that to make that decision of what good looks like.
2 Because you always have to make compromises on the data,
3 because, like I said earlier, there's no such thing as
4 the perfect data around there so you always have to make
5 some compromises when it comes to it.

6 Q. We're going to go through those six dimensions in order,
7 but just as you mention compromises now, we'll come on
8 to one of the data quality dimensions is "trade off" and
9 is that the same concept that you're talking about
10 there's no such thing as perfect data?

11 A. Essentially, yes.

12 Q. You need to make a compromise between your goals and
13 purposes --

14 A. Hm-hmm.

15 Q. -- in collecting that particular data?

16 A. Yes.

17 Q. So let's go through them. Could we scroll down, please,
18 to the first dimensions, which is still at page 18
19 "Completeness". So it says that:

20 "Completeness is the degree to which records are
21 present. For a dataset to be complete all records are
22 included."

23 And if we go down a little bit more, it gives an
24 example of what this means and it gives the example of a
25 school collecting emergency contact telephone numbers

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1 for the students and there are 300 students, but only
2 294 responses have given their emergency telephone
3 numbers and so that is less than hundred per cent of
4 what would be a complete dataset for that type of data.

5 And I just wanted to ask you for an example where
6 you might expect to get less than hundred per cent. If
7 you were doing a staff survey and the proportion of
8 staff who fill out the survey is less than the total
9 number of staff who could fill out the survey, how does
10 completeness factor into your assessment of how robust
11 the conclusions are you could draw?

12 A. Yes, it's really important for what you're doing and it
13 gives us that confidence. For example, say we were
14 looking at -- for example, just to use of force, we're
15 looking at subject ethnicity. Say that just
16 hypothetically 60 per cent of the ethnicities were null
17 or blank, you know, could we really use that data in a
18 meaningful way if more than half of those records are
19 blank or null. There could be some situations, to give
20 the example, of when we may expect a record to be null.
21 Off the top of my head, like in the crime data if -- if
22 there wasn't -- even if there wasn't a value that fitted
23 in there or there was a specific -- it wasn't like a
24 core field that needed to be completed for whatever
25 reason, for example, you might not always have a victim

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1 in a crime, for example, or you might not always have an
2 accused because we haven't found the person or in that
3 example there. So you would have a crime report but no
4 actual accused because we hadn't detected that crime
5 yet.

6 Q. So you don't always need hundred per cent completeness
7 to be meaningful?

8 A. Yes.

9 Q. But depending on the type of data you're looking at, a
10 low rate of completion might affect the meaningfulness
11 of the conclusions you can draw?

12 A. Yes, exactly, and it is some challenges we face, because
13 sometimes if it is low the challenges is is it better
14 than nothing in essence, better to know a little about
15 something or, you know, or nothing? Is it meaningful or
16 is it misleading? And that is sort of the challenge you
17 find in relation to completeness in analysis of when you
18 get those sort of low completion rates.

19 Q. That's very helpful, thank you. Can we go on to the
20 next dimension, which is "uniqueness". So that is says:
21 "Uniqueness describes the degree to which there's no
22 duplication in records. This means that the data
23 contains only one record for each entity it represents
24 and each value is stored once."

25 And it gives an example again in a school. So if

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1 you have 500 pupils and former pupils, but you have 501
2 student records and that's because you have one student
3 who's recorded as both Fred Smith and Freddie Smith.
4 You have a problem there because he's gone in twice.
5 We're going to come in some detail in relation to use of
6 force and and whether people can be recorded more than
7 once, but could you perhaps very briefly give an example
8 of how uniqueness might affect the data that you work
9 with in your day-to-day job?

10 A. Yes. So first, just to be clear, there's almost sort of
11 two different aspects of sort of uniqueness. Some
12 records you would expect there to be duplicates, because
13 that would make sense in how the data has been recorded,
14 you know, next to -- for example, on crime in the
15 accused sort of data, if I have committed more than one
16 crime then I should be in there multiple times so that
17 makes sense, but there should only be one crime report
18 next to -- per one so I shouldn't have more than one
19 crime report for the same crime essentially.

20 Q. That makes sense.

21 Then the next dimension is "consistency":

22 "Consistency describes the degree to which values in
23 a dataset do not contradict other values representing
24 the same entity, for example, a mother's date of birth
25 should be before her child's."

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1 And the example given for a school is that a
2 student's date of birth have the same value and format
3 in the school register as that stored within the student
4 database. And I wanted to ask you about consistency
5 using ethnicity categories?

6 A. Okay.

7 Q. Because you have spoken in your witness statement about
8 using different ethnicity categories in different
9 databases within Police Scotland. Is that something
10 that throws up an issue of consistency?

11 A. Yes, it can lead to an issue, especially with how -- I
12 believe we're mainly talking about the legacy data and
13 how that was recorded. So Police Scotland have recently
14 just moved to a new recording system, so before then all
15 the different crime systems captured ethnicity maybe
16 slightly differently so it raised challenges on how that
17 was collated and the consistency around that. Moving to
18 National Unify has then provided us with a national list
19 for around ethnicity, around the ethnic appearance,
20 ethnic appearance, the self-identified ethnicity and
21 then the ethnicity you can get in the hate crime which
22 is just slightly different.

23 Q. I see. And just to clarify, National Unify is the
24 current system that came in end of last year beginning
25 of this year?

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1 A. Yes, so it was fully rolled out by end of January,
2 I believe, yes, National Unify.

3 Q. And before then there was various legacy systems,
4 including I think you talk about in your statement the
5 Crime File system; is that right?

6 A. Yes.

7 Q. Can we scroll down, please, to the next dimension which
8 is "timeliness":

9 "Timeliness describes the degree to which data is an
10 accurate reflection of the period they represent and
11 that the data and its values are up to date. Some data
12 such as date of birth may stay the same, whereas some
13 such as income may not and data is timely if the
14 time-lag between collection and availability is
15 appropriate for the intended use."

16 And it gives an example again in a school and that
17 is about how quickly updated emergency contact numbers
18 are entered into their system so that's something that
19 needs to happen fairly promptly, because if there is an
20 emergency in the interim period before the system is
21 updated, the pupil who's in the emergency they won't be
22 able to contact their parents, so you can see how that
23 has to be very timely.

24 Is it also important for the police when they're
25 making decisions to have timely data that shows a

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1 picture of what's going on at the time that they are
2 making the decision?

3 A. Yes, I would say that's really importance for us to
4 understand what's going on. There is some complications
5 around that within crime itself, because you can have
6 non-recent crime so maybe somebody is reporting a
7 domestic abuse or a rape that's maybe like ten years
8 old, for example. So in crime we would generally use
9 the date the crime was raised on the crime system rather
10 than the incident date, for example, just to make sure
11 we're including that within our statistics and analysis.

12 Q. Can we scroll onto the next dimension which is
13 "validity". So:

14 "Validity describes the degree to which the data is
15 in the range and format expected, for example, the date
16 of birth does not exceed the present day, so it's not
17 someone who seems to be born in the future being
18 recorded, and it's within a reasonable range."

19 And they give an example in the school's
20 circumstances where you would expect the age of a child
21 in a primary school or the junior school to be entered
22 into the databases within the ages of the pupils who
23 attend the school.

24 In your witness statement, you give an example of
25 hate crime recording --

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1 A. Hm-hmm.

2 Q. -- needing an aggravator to be recorded. And I'm going
3 to come back and touch on that in a bit more detail in
4 my questions, but I just was wondering whether if that
5 is an example of a validity problem or not? I may have
6 completely understood this so please correct me if I'm
7 wrong.

8 A. I think in essence of what can be record within a hate
9 crime, so essentially our definition currently in
10 Police Scotland is is there an actual crime type of hate
11 crime so stirring up racial hatred or is there one hate
12 aggravator attached to that crime, so you might have
13 common assault and then a racial aggravator so we would
14 count that as a hate crime.

15 You then also have in the data was hate crime
16 present, for example? And the issue we could have in
17 there is no hate aggravator, no hate aggravator, no hate
18 crime type, but hate present equals "yes" so -- but
19 there are meant to have no aggravator or another example
20 could be you have the crime type, but you haven't
21 applied an aggravator to that crime type, for example,
22 and the aggravator essentially tells us the type of hate
23 crime that it is, whether it's age, racial, transgender.

24 Q. And am I right that that would be a validity issue or is
25 it just a problem of --

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1 A. Yes, sorry, that would be validity. Another maybe -- a
2 simple example might be to do with dates where say the
3 incident date is after the date it was reported, for
4 example, so they've reported it maybe --

5 Q. I see. That makes sense.

6 A. Yes.

7 Q. That's what we're looking for when we say "validity".

8 A. Yes, essentially that's what we're looking for, things
9 like that.

10 Q. Thank you. Could we scroll down, the next dimension is
11 "accuracy":

12 "Accuracy describes the degree to which data matches
13 reality. Bias in data may impact accuracy. When data
14 is biased, it means that it is not representative of the
15 entire population. Account for bias in your
16 measurements if possible and make sure data bias is
17 communicated to your users. In a dataset individual
18 records can be measured for accuracy or the whole
19 dataset can be measured. Which you choose to do should
20 depend on the purpose of your data and your business
21 needs."

22 And the example it gives there in a school is if you
23 enter a date of birth in the American date format rather
24 than the British date format then it might be that
25 someone who was born on 8 September looks like they were

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1 born on 9 August so it doesn't quite match the reality
2 of the situation.

3 A. Hm-hmm.

4 Q. In relation to use of force data, which I am going to
5 ask you more questions about, is there a way you go
6 about measuring accuracy? So it talks about measuring
7 individual records which I understand is a sort of
8 sampling approach or checking the whole dataset; is
9 there an approach you take there?

10 A. Well, I suppose I approach it when you're looking at
11 sort of almost each outcome, so how the dates entered,
12 are they okay, is there anything missing from the
13 columns. Accuracy is almost an accumulation of the rest
14 of the dimensions almost put into one. It can be hard
15 to essentially -- accuracy mainly comes down to almost
16 sort of data entry error, do you know, so it can be very
17 manual to review that how, you know, that someone is
18 under 18, for example, from their clicking that button,
19 you know. That would have to be manually reviewed. We
20 would have to trust that data that whoever entered that
21 and see has put that in correctly essentially, but, yes,
22 we do measure and look for things that are maybe out of
23 the ordinary that we wouldn't expect to see. If
24 something had changed, then we would maybe flag that.

25 Q. And then the last in the list which I referred to

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1 earlier is "user needs and trade-offs":

2 "Understanding user needs is important when
3 measuring the quality of your data. Perfect data
4 quality may not always be achievable and therefore focus
5 should be given to ensuring the data is as fit for
6 purpose as it can be. This may result in trade-offs
7 between the different dimensions of data quality
8 depending on the needs and priorities of your users.
9 You should prioritise the data quality dimensions that
10 align with your user and business needs. For example,
11 if the timeliness of the dataset is the most important
12 dimension for the user, this may come at the expense of
13 the datasets completeness and vice versa. It's
14 important to communicate these trade-offs to the users
15 of your data to avoid ambiguity and the misuse of the
16 data."

17 And I was trying to think of an example to ask you
18 about in the police and I wondered if there is
19 a trade-off between thinking about the pressure under
20 which officers are sometimes inputting the data and what
21 they can be expected to record in the time available to
22 them. Is that something that factors into the way that
23 data is collected?

24 A. I can't really say because I haven't really been too
25 much involved in that. What I can say is that having a

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1 simpler and easier form, considering all the forms an
2 officer might have to submit for -- you know, for one
3 crime there could be, you know, their crime report,
4 vulnerable person database form, health and safety form,
5 use of force form, you know, additional forms, that they
6 might have to fill in so having something that's simple
7 and easy to complete in my opinion really does help the
8 reporting of incidents like use of force.

9 Q. When you're thinking about how much detail it might be
10 ideal or interesting to capture in a perfect world is
11 there a trade-off between that and making sure that it's
12 an accessible form that people will fill out?

13 A. Yes, exactly, because if you're going to have that
14 trade-off, you know, how does that affect the accuracy
15 of it, like we are saying there? How does that the
16 affect the completeness of it? Certainly you might end
17 up with just people just not completing a whole list of
18 section because the form is just too long and too
19 cumbersome to complete.

20 Q. So you might prioritize accuracy and completeness and
21 ask for a little bit less in terms of different fields
22 of data to be filled in?

23 A. Yes, I think so, yes, but each case is on its own merit
24 depending on the needs.

25 Q. You have to weigh up --

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1 A. Yes.

2 Q. -- case by case. So those are the guidelines that I
3 wanted us to bear in mind at the start. There were two
4 more terms that I have seen in witness statements
5 referring to data that aren't in the guidelines but I
6 wanted to ask you about. The first is "disaggregation
7 of data". What does "disaggregation of data" mean?

8 A. Essentially, it's just breaking it up from its whole.
9 So for example, we may report on like Police Scotland as
10 a whole and then we will maybe break it down into the
11 West of Scotland policing divisions and then we'll maybe
12 break it down into Glasgow division and then we can
13 break it down further into that into, you know, like the
14 subdivision or the beat or the data it is on or things
15 like that.

16 Q. And why is it important that data should be in a form
17 that you're able to disaggregate in the way that you've
18 described?

19 A. Because what you're saying at force level or in one
20 region might be different from other. They all have
21 different -- it's a way of sort of seeing is this -- do
22 we have an issue over here? Do we have an issue over
23 there? Some of that data could be heading up within the
24 whole picture, if that makes sense. You might not be
25 able to see that, I don't know, theft is really high in

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1 A division in Aberdeen, because it's really low
2 elsewhere in Scotland so it just looks like theft may be
3 fine, but even though Aberdeen have a real issue with
4 theft. Just as an example.

5 Q. In order to identify where might have problems of
6 hotspots you need to be able to disaggregate data?

7 A. Yes, exactly.

8 Q. And the second term that I wanted to ask you about is
9 "transparency". You have mentioned it a couple of times
10 in your statement. It's come up elsewhere. What does
11 "transparency" mean in relation to data?

12 A. Well, for me, I would maybe argue it's one of the most
13 important things and one of the things I think we're
14 really trying to do recently, especially through things
15 like dashboards, is if you can't see the data and you
16 don't know it's there, then you can you ask questions of
17 the data? And if you don't ask questions of the data,
18 how do we ever get closer to the truth and understanding
19 of the data if you can't that.

20 So for me transparency is really key of making
21 people aware of here is the data, here are some of the
22 limitations surrounding the data, so here's what we can
23 expect from it, which is basically what the long
24 technical notes are, and then hopefully being able to
25 ask questions of those data. So the more transparent we

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1 can make the data, hopefully the more questions we can
2 and then hopefully get us closer to understanding what
3 is going on.

4 Q. You mentioned in your answer there getting closer to the
5 truth.

6 A. Hm-hmm.

7 Q. And you used that phrase in response to an earlier
8 question as well and I can see it's in your witness
9 statement too. You say in your witness statement:

10 "The more data we have the closer we get to the
11 truth."

12 And it just struck me as a phrase. Could you
13 perhaps expand a little bit on what you mean by that?

14 A. I just mean it's sort of comes almost from -- you know,
15 we'll never get to the truth but we can keep on trying
16 to get closer and closer to the truth and understanding,
17 especially when that truth might change, especially in
18 the sort social world and in police in particular things
19 can change so quick and it's always a way of guarding
20 against complacency. Because you're always there trying
21 to get you know -- okay, so we have done this product
22 and we now understand it, so what? What's next? How do
23 we understand this more?

24 It's almost like peeling back. Okay, you've got the
25 first bit, now you've got the second bit and then you

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1 just keep on going deeper and deeper and deeper. And
2 maybe comes back to that quote for it's like the more
3 you know, then the more you realise how little you know,
4 that type of thing. And that's really what it comes
5 down to of trying to get to the truth. You realise how
6 far away sometimes you actually are from it. We keep on
7 trying to get closer and closer.

8 Q. That's really helpful. Thank you. Those were all the
9 questions I had in relation to principles.

10 A. Okay.

11 Q. And definition and I'm now going to ask you some
12 questions about the use of force data that you work with
13 and I'm going to spend most of my time with you, my
14 opportunity to ask you questions, talking about use of
15 force data, because that is I understand what you spend
16 not all of your time but most of your time on.

17 So I'm going to start by just establishing the
18 basics. Is it right that the use of force data
19 collected by Police Scotland is held on a database
20 called SCOPE?

21 A. Yes, that's correct.

22 Q. And does SCOPE stand for system to coordinate people and
23 establishment?

24 A. Yes, that's correct.

25 Q. Does SCOPE also hold health and safety data?

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- 1 A. Yes, that's correct.
- 2 Q. And does it also hold what's referred to as people data?
- 3 A. Yes, that's correct.
- 4 Q. And just for people who aren't familiar with
5 Police Scotland terminology, is people data what we
6 might traditionally think of as personnel data or HR
7 data?
- 8 A. Yes, essentially, that's it. So I'll be on there, for
9 example, you know, Andrew Coventry and then my details
10 of my start date and end date and things like that.
- 11 Q. And is it right that there is an entirely separate
12 system from SCOPE for recording crimes which is now
13 National Unify that you've referred to?
- 14 A. Yes, that's correct, that's separate.
- 15 Q. So it's nothing to do with SCOPE?
- 16 A. Yes, correct.
- 17 Q. And is it right that there is a further separate system
18 for recording complaints?
- 19 A. Yes.
- 20 Q. Which we've heard from Fiona Taylor, former DCC
21 Fiona Taylor, is called Centurian?
- 22 A. Yes, that's correct.
- 23 Q. And there are other systems recording other types of
24 data as well?
- 25 A. Yes, that's correct.

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1 Q. I'm not going to go through the entire list, you might
2 be relieved to know.

3 So we're going to look next at the use of force
4 form.

5 A. Okay.

6 Q. So could we have PS11217 on screen, please. So I hope
7 you'll agree with me that what we have here is what an
8 officer would see if they were completing a use of force
9 form.

10 A. Yes, essentially, yes.

11 Q. And is it right that they would fill this in online?

12 A. Yes, they fill this in online. A lot of it at the top
13 at the beginning is auto-populated for them so they
14 don't fill that in, for example, like a lot of their
15 rank, age, sex, last OST data I believe is
16 auto-populated in for them at the beginning.

17 Q. When they put in who they are, the system will know when
18 they last did their OST training?

19 A. Yes, basically, how it would work is you click on the
20 form and then it would pop up. I don't know about the
21 training actually. I would maybe just need to
22 double-check that, because it says there "date of last
23 course". I maybe need to doublecheck that if it's
24 auto-populated or not.

25 Q. Don't worry. If we need to find out, we can follow up

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1 on that.

2 Is it right that an officer filling out this form
3 would do it after an incident has occurred?

4 A. Yes, they would do it after an incident, yes.

5 Q. And then other than the auto-populated fields they would
6 manually fill it out themselves?

7 A. Yes, they would manually fill in each part, yes.

8 Q. And can they do that while they're out and about on a
9 handheld device or does this happen when they're next to
10 a computer terminal usually?

11 A. I believe it has to be when they're at their computer,
12 yes.

13 Q. Can we then scroll a little bit down and we'll have a
14 look at fields for completion. That's wonderful. Thank
15 you. So they will fill in the date of the incident and
16 the time of the incident.

17 A. Yes.

18 Q. And then there are drop-down lists for division and
19 subdivision, so is that the division and subdivision of
20 the officer who's filling in the form?

21 A. Yes, not of the incident. The officer could technically
22 be in Glasgow but the incident might be in Lanarkshire
23 or something so.

24 Q. You will see if you scroll down just a tiny bit further
25 there's "locus", but that is locus type as in did it

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1 happen in a public place or a dwelling or so forth.

2 A. Yes, that's like a list of different locus types.

3 Q. And is it right that there's no field for geographically

4 where the incident took place?

5 A. Yes, there's no sort of coordinates data held within

6 there, yes.

7 Q. So you can't look at the use of force data and say

8 there's a hotspot in this location?

9 A. No, what we would have to do is look at it by -- go down

10 to the subdivision for that granular detail, yes, so

11 there's no sort of coordinates like there would be in

12 the crime data.

13 Q. So, you can do that with crime data?

14 A. Yes.

15 Q. Get hotspots for different kinds of crime?

16 A. Yes, we can do that for the crime data, yes.

17 Q. But not use of force?

18 A. Yes.

19 Q. Where it says "officer presence", so this isn't -- what

20 we have here is a screenshot of a view. I can't

21 interact with the screen or drop-down the drop-down

22 lists. What would drop-down by "officers presence"?

23 What's being filled in there?

24 A. I believe it's two options. It like "assisted" or

25 "solo" or something similar to that. It's basically a

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1 way of letting us know and then underneath that it would
2 be, you know, say it was assisted and I was assisted by
3 two officers, then you would put like "two" so you would
4 know the number of officers who were in there. What you
5 wouldn't know is who those officers are, because we
6 wouldn't have access to their unique reference number to
7 identify who they were.

8 Q. So you know the identity of the officer filling out the
9 form?

10 A. Yes, that's correct.

11 Q. You know the number of officers who are present at the
12 incident?

13 A. Yes.

14 Q. But you don't know the identity of the other officers
15 who were present but don't fill out the form?

16 A. Yes, from this form from the data that we have we
17 wouldn't be able to identify all the officers, just the
18 number.

19 Q. Could we scroll a little bit further down, please, and
20 have a look at subject. So in relation to the subject
21 or subjects of the use of force, there are three fields,
22 "under 18", "sex" and "ethnicity"?

23 A. Yes.

24 Q. And they're all drop-downs; is that right?

25 A. Yes, that's correct, yes.

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- 1 Q. So you fill out "under 18", yes, no, "sex" drop-down
2 options and "ethnicity" drop-down options?
- 3 A. Yes.
- 4 Q. But not the subject's name or any identification code
5 for the subject?
- 6 A. No, there's no unique identifier for which we would call
7 so there is no way to identify who the actual use of
8 force was used on within the dataset.
- 9 Q. And are you able to identify the number of subjects in
10 the same way as you can identify the number of officers?
- 11 A. Because there's no nominal ID, there's no way for me to
12 actually hundred per cent guarantee that the same
13 subject hasn't been entered twice onto the form. That's
14 always part of our count methodology. What we do is we
15 count the number of reports, rather than the subjects.
16 Again, it sort of comes down to almost like the
17 validity. Are we measuring what we're saying we're
18 measuring? But yes, there's no nominal ID which means
19 we can't sort of 100 per cent know who that person was
20 and then we can't link it to potentially other datasets,
21 like crime or incident or things like that.
- 22 Q. If you enter in -- say there are two subjects and ones a
23 man and ones a woman and you enter in male and female --
- 24 A. Hm-hmm.
- 25 Q. -- you would know that there's more than one subject; is

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- 1 that right?
- 2 A. Yes, if there was different sort of -- if it was male or
3 female or two different ethnicities or one was under 18,
4 one said yes and one said no, we could know there's more
5 than one of the same, but if it's both, for example,
6 Andrew Coventry or I was subject in, under 18, no; sex,
7 male and ethnicity, white and there were two of them
8 then on, there's nothing saying "Andrew Coventry, Andrew
9 Coventry" so I don't know if that's the same person or a
10 different person within the data.
- 11 Q. I see. Yes, understood. So then can we scroll down and
12 we will see "impact factors."
- 13 A. Yes.
- 14 Q. We'll come on later to what the report looks like at the
15 end and impact factors I can see on the report are
16 things like "alcohol use". Are they equivalent to risk
17 factors or as if something slightly different from risk
18 factor?
- 19 A. Yes, I believe so. It more just like what impacted and
20 why that use of force was used essentially.
- 21 Q. And then "tactics". Again, it's a drop-down list and is
22 that things like whether a baton was used or empty hand
23 or spray?
- 24 A. Yes.
- 25 Q. And is it right that taser use is recorded separately?

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1 A. Taser use is an option that they can select in here, but
2 it's also manually recorded by the taser unit and that's
3 where we get our official sort of statistics for taser,
4 so all taser stats come from the taser unit.

5 Q. And then if you go down, you can see there are various
6 other fields whether if spray was used, whether PPE was
7 worn. If the officer was assaulted, if the officer was
8 injured, and then if the subject was injured.

9 For "injury", I can see there's a drop-down list.
10 Does that include sort of degree of injury or severity
11 of injury?

12 A. No, I believe it's just like, yes or, no.

13 Q. If in the sad event somebody dies as a result of use of
14 force, is that recorded within the use of force system
15 or is there some other recording mechanism for that?

16 A. I'm actually not aware of where that would be recorded,
17 sorry. I know if they use use of force on that person
18 then a use of force form would be recorded.

19 Q. That's absolutely fine. Thank you. Can we scroll down
20 a little bit further, please.

21 You'll see there's a box for whether a third party
22 was injured, whether a weapon was used, whether the
23 officer wants to request a debrief and if there's any
24 other comments. And that's the end of the form; is that
25 right?

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1 A. Yes, that's correct.

2 Q. So we've looked at all the fields that can be filled in.
3 So that as I understand it is the form as it currently
4 is in use; is that right?

5 A. Yes, that's correct.

6 Q. In relation to how things were in the past --

7 A. Hm-hmm.

8 Q. -- you say in your witness statement and perhaps we
9 could have it on screen again, it's 00550, and it's at
10 page 5 of your witness statement, paragraph 26. You
11 were asked about what was in place in 2015 and you say
12 in relation to the system we've just been looking at:

13 "I don't know if it was in place in 2015. I believe
14 it was because there was a big change in the use of
15 force data. That was in late 2018, early 2019."

16 And the first thing I wanted to ask is whether in
17 producing your statement we've put in a typo, did you
18 mean to say you believe it wasn't in place in 2015,
19 because there was a change?

20 A. Yes, wasn't in place, yes.

21 Q. Don't worry at all. I just wanted to clarify that. And
22 then you go on to say:

23 "I don't believe subject data was collated at all
24 prior to that. This change added the subject and their
25 ethnicity. I don't believe it was collated before then.

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1 It's one of the key reasons we look in terms of
2 performance at our data from 2019 for general
3 comparisons relating to use of force."

4 A. Yes.

5 Q. Police Scotland as an organisation has also provided a
6 position statement to this Inquiry and I just wanted to
7 show you what they say about this same thing and it's
8 SBPI 00359. It's Police Scotland's position statement 9
9 and can we go to page 4, please, and paragraph 9 of the
10 position statement. And we are told:

11 "Prior to November 2018, when a new use of force
12 form was completed and launched live on SCOPE, there was
13 no coordinated system in place for collation of data on
14 race/ethnicity together with the use of force by
15 Police Scotland."

16 And I just wanted to check, is this consistent with
17 your understanding working in the APU?

18 A. Yes, I believe so. I wasn't there in 2015 so that's
19 just what my understanding of it is.

20 Q. That's helpful, thank you. So from your understanding
21 and looking at the position statement, we are told that
22 as at 2015, there was no ethnicity field on a use of
23 force form; is that right?

24 A. Yes, from my understanding, yes.

25 Q. Is it right that now if you wanted to go back and track

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1 whether there was a disproportionate use of force in
2 relation to any ethnic group before November '18, you
3 wouldn't be able to do that, you wouldn't have the means
4 of doing that?

5 A. Yes, no, it wouldn't be recorded in the use of force so
6 we couldn't provide that data.

7 Q. And that information wasn't being gathered or looked at
8 before November 2018?

9 A. I don't believe so. I don't -- not in regards to use of
10 force, because it wasn't being collected.

11 Q. And so after November 2018, is it right that ethnicity
12 was looked at, you tell us in your statement, as part of
13 a quarterly review of use of force data that goes to the
14 Use of Force Monitoring Group?

15 A. Yes.

16 Q. And we're also told in this position statement that
17 since September 2021 those quarterly reports on use of
18 force data have also been published and put on the
19 Police Scotland website?

20 A. Yes, that's correct.

21 Q. That's correct. So I wanted to look at the last
22 available published one of those quarterly reports.
23 Could we have SBPI 00635 on the screen, please.

24 So Mr Coventry, do you recognise this document as a
25 published quarterly report on use of force?

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1 A. Yes, I do.

2 Q. I had one which might be quite a stupid question, but it
3 says "Quarter 3 Performance Report" and it covers data,
4 as we can see, from April 2023 to December 2023. The
5 thing that slightly confused me is that that's more than
6 quarter of a year?

7 A. Yes, so it's up to quarter of each year to date I would
8 say, so April to December or sort of fiscal year,
9 reporting year, runs from April to March.

10 Q. I see. So it's what you have got from the year so far,
11 rather than just the three months of data --

12 A. Yes, rather than just the three months, yes, April to
13 December.

14 Q. That was probably obvious to everybody else. It just
15 confused me so thank you more clearing that up.

16 Can we go to page 3, please. So in page 3 there's
17 the introductory section. It sets out what the report
18 covers, and if we can scroll down a little bit, it says
19 what the purpose of the report is:

20 "To provide answers about when Police Scotland
21 officers and staff have deemed it proportionate, legal
22 and absolutely necessary to use force."

23 And then it goes on to say about use of force forms.
24 It should say -- maybe I should be on page 4. Hold on
25 one second. Just bear with me while I find part I

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1 wanted to refer to. I apologise. It's page 4, third
2 paragraph on page 4, it says:

3 "A single use of force form can be used to record
4 more than one use of force during an incident. For
5 example, an officer may utilise an empty hand restraint
6 before applying handcuffs to a subject. This would show
7 as two instances of use of force on one form and a
8 single use of force form can be used to record details
9 of multiple subjects."

10 So it gives that explanation in the introduction and
11 can we, as a member of the public accessing this report,
12 take from that that the numbers in the report relate to
13 the number of use of force forms, rather than the
14 numbers of uses of force or numbers of people subject to
15 the use of force?

16 A. Yes, I believe most things covered in the report are
17 count of reports. I believe tactics is a count. There
18 is also the count of tactics, so, for example, if it was
19 fastraps and empty hand restraint, in the count of
20 tactics they would show as one for each. That would be
21 a count of tactics, rather than a count of the use of
22 force, I believe.

23 Q. I see. So the total number of tactics used will be
24 greater than the total number of forms, because some
25 forms have multiple uses?

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- 1 A. Correct.
- 2 Q. Thank you. It also says at the bottom of what's showing
3 on the screen:
- 4 "Subjects are asked to provide their ethnicity.
5 Where this information is not provided at the time of
6 completion, officers have the option to record 'not
7 known'."
- 8 A. Correct.
- 9 Q. We looked at the form. It didn't show the drop-down
10 list, but if it had shown the drop-down list there would
11 have been a "not known" option on the drop-down; is that
12 right?
- 13 A. Correct.
- 14 Q. Can we go then to page 9, please. So at page 9 what the
15 document shows is an ethnicity breakdown from use of
16 force forms for subject. So this, if I have understood
17 correctly, shows the number of use of force forms that
18 feature at least one subject of the given ethnic
19 categories?
- 20 A. Yes, that's correct. So for example, if you look at the
21 top two there, so African and Arab, so if one report
22 reported one African and one Arab, that report would be
23 counted in both of those categories.
- 24 Q. So some use of forms are counted twice?
- 25 A. Yes, if there's a different ethnicity on it.

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- 1 Q. Understood. What we don't see in this table, I don't
2 think and correct me if I'm wrong, is whether a number
3 of forms featuring a particular category is above or
4 below what would be proportionate in the population of
5 Scotland?
- 6 A. No, I believe that's below. I believe we did publish
7 that. It's in the dashboard anyway I think.
- 8 Q. So if we go down to page 10, please, and just the little
9 box. Yes, that's it.
- 10 A. Yes.
- 11 Q. What we have at page 10 is that information the
12 comparison to the census data for white and black and
13 minority ethnic communities?
- 14 A. Yes, that's correct, from 2011. We now have the 2022
15 census data, which is something we'll be discussing and
16 I'll bring up at the next monitoring group. I have
17 supplied that data to them anyway so they can see the
18 new breakdown. One of the issues is -- I don't know
19 whether it would be better to talk about the dashboard
20 but -- so we have a total number, but we haven't
21 currently -- because it's just recently been released in
22 the last months, the statisticians team haven't broke it
23 down by local divisions yet, so we don't know for
24 example, you know, the boundaries for Aberdeen or
25 Glasgow or Lanarkshire and those yet.

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1 Q. In relation to the 2022 census data?

2 A. Yes, in relation to the 2022 census. We have it for the
3 2011 data. We just don't have it for the 2022 data,
4 yes.

5 Q. I see. I will come on to ask you some more questions
6 about the dashboard, which is the internal system. But
7 just to check I've understood what you to say about the
8 census data is you can update the overall census data to
9 2002 for Scotland?

10 A. Yes.

11 Q. But when you're disaggregating the data by area, you
12 haven't yet got the census data broken down into those
13 areas that you could compare for use of force area by
14 area?

15 A. Yes, I believe that works in progress when I talked to
16 at the statisticians about it a couple of weeks ago
17 that's what they said. They're currently working
18 towards us and that will mean we'll be able to get the
19 newest up-to-date data for each individual policing
20 division.

21 Q. Understood. But focusing for the moment on the
22 published report, the published quarterly reports, what
23 they show is two categories compared to the census data,
24 well, three if you count unknown, but really two
25 categories, white ethnic groups and black and minority

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1 ethnic categories.

2 I wanted to show you what another witness has said
3 about this reporting system. So that witness is
4 Inspector Young, he's another Police Scotland witness,
5 and he provided a witness statement, which is at
6 SBPI 00362. And could can we go do page 22 of Inspector
7 Young's witness statement, please, and look at paragraph
8 53. So he's talking about, you can see on the third
9 line of the paragraph, the external use of force report.
10 So that is I think what we have just been looking at.
11 Do you see that?

12 A. Yes, sorry, yes.

13 Q. He says:

14 "The ethnicity classifications provided in the
15 external use of force report do not wholly represent the
16 ethnicity categories that officers can choose from in
17 the use of force form. As explained, there are 24
18 different ethnicity categories that officers can choose
19 from in the form."

20 He has explained that earlier in his witness
21 statement.

22 A. Okay.

23 Q. "These categories were provided to me by equality and
24 diversity advisors. I have no knowledge of why
25 ethnicity comparisons in the external report are

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1 reported in this manner. I have not been involved in
2 the publishing of the data. I have not had an input on
3 the format or how it would be published or presented
4 externally, but I definitely broke it down internally.
5 In my view we can't just broad-stroke and say you're not
6 disproportionate because we don't use a disproportionate
7 force against black and minority ethnic groups. We have
8 to be specific in what groups we're referring to."

9 So what I would like to ask you, Mr Coventry, is you
10 gave an example earlier on in your answers about theft.

11 A. Yes.

12 Q. And you said if you have overall theft data and it looks
13 okay, what that might be disguising or obscuring is that
14 there is high theft in one area and low theft in another
15 area.

16 A. Hm-hmm.

17 Q. Does the same apply to ethnicity data? So by having the
18 BME category together, does that mean you can't know
19 whether one ethnicity might have a disproportionate use
20 of force and one might have a much lower use of force
21 and they've averaged out?

22 A. Yes, essentially that could happen in the report as
23 well. It's important to be -- I can remember the use of
24 force data and the issues that we would have with the
25 number of reports that are being submitted, because it's

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1 number of -- we're basing it off the number of reports
2 that were submitted so we don't double count the
3 nominals as well so. But even in that instance, first
4 of all basing it on the census data, I could still be
5 counted more than once, so how that's affecting the data
6 we don't know. And what I mean by that is there could
7 be ten Andrew Coventrys in there and I'm being counted
8 ten times against the one time I'm counted in the
9 census.

10 Now, how that -- we don't know because of the
11 nominal ID how much that is affecting either way. So
12 when you go down to a population, an ethnicity
13 population with a really small number, that could be one
14 person who's maybe accounting for the majority of that
15 or it could be the other way. It could be the white
16 category, because a couple of people in that are having
17 use of force against them so much, that it is actually
18 affecting the other way and it's hiding it up.

19 The issue is that we wouldn't really be able to give
20 you a concrete definite answer until we would have that
21 nominal ID to make sure that we were looking at the
22 individual nominals to be able to say is that just
23 Andrew Coventry who -- or is it, you know, the general
24 population?

25 Q. There's a lot of information in your answer that we're

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1 going to come back to and think about in the course of
2 my questions. But would I be fair to summaries what
3 you're saying is because there are other problems with
4 use of force data, you would have some issues with
5 disaggregating it to smaller categories and knowing that
6 those answers were meaningful and, therefore, it's
7 presented in a broadbrush way in the external report?

8 A. Well, this was the way it was reported when I first
9 started, but that was my general understanding of it.
10 I think we should generally be able to provide that for
11 the ethnicities that are there. If it's ever sort of
12 required and needed to be looked at, it's probably
13 something we could look at.

14 But it just becomes then, again, when you start
15 talking about the trade-offs, well, what does that mean
16 for accuracy and things like that? Is it actually
17 telling us what we want to know? It could be a red
18 herring and also from looking at proportion, that should
19 be one aspect of what we're doing. There needs to be
20 also other things in place to look at that because what
21 do those percentages mean. We're only ever going to
22 look at it as a problem if it is 5 per cent points over,
23 is it ten per cent points over. How out from the
24 population number does it need to be before it becomes
25 an actual issue is one of the things you can maybe look

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1 at in terms of if you are looking at statistical process
2 control charts. You could put it along that side to see
3 if you have an actual spike in the population, but,
4 again, each one of those things it's really hard for us
5 to do unless we have a nominal ID.

6 Q. We will come on to the nominal ID issue, I promise, but
7 I am just interested in what you are saying. Have you
8 or are you aware of whether anyone has had those
9 conversations internally about how many percentage
10 points over the proportion in a population would
11 something have to be before it was regarded as a
12 problem?

13 A. It's something that's sort of -- each time we have the
14 sort of Use of Force Monitoring Group and we are going
15 there and I'm going through the dashboard, which is the
16 same data that we publish in the external report, so
17 we're all looking at the same data, using the same
18 source, it's then look through that and look through
19 divisions to see do we think this is a problem. It's
20 more a sort of professional judgment call, I would say,
21 than setting a hard limit. You could set those maybe
22 hard limits, like I was saying, in terms of control
23 limits and things like that potentially to look at that
24 as a potential exception.

25 Q. At the moment, as things stand, it would be a

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1 professional judgment to think that looks
2 disproportionate compared to census data, but there's no
3 specified limits or --

4 A. Yes.

5 Q. -- gaps that would flag an alarm bell for you?

6 A. Yes, essentially, especially since the data is 2011, so
7 it's more than a decade out of date as well. For the
8 new census data, it says diversity has increased within
9 Scotland as well so it's about taking that. Hopefully
10 we'll be able to move more towards -- to use the word --
11 "truth" again when we start using the new census data
12 and we have more up-to-date proportion data.

13 Q. Could we go back to SBPI 00635 at page 9 so that was the
14 table of ethnicity and use of force data in the most
15 recent externally published report. We know that the
16 total number of forms in the year to date when this
17 report was published was 5,622. It's at page 6 of the
18 report. We don't need to go back there.

19 One thing you can do as a member of the public and I
20 did this and I am in no way a statistician, so this is
21 very much just me and a calculator, but I just wanted to
22 ask if it's an approach that is appropriate for a member
23 of the public to take. So as a member of the public you
24 can add up the numbers in these boxes. So for example,
25 if you're interested in the black population in

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1 Scotland, you can add up the numbers of the African,
2 African Scottish, African British box and the black,
3 black Scottish, black British box and go through,
4 I think there's four relevant boxes, and I get that as a
5 total of ninety -- ninety references to a person from
6 those ethnic categories in the use of force forms in the
7 year to date when this report was published. So that's
8 ninety out of 5,622, which is 1.6 per cent, and I can
9 look at the 2022 census and say that black minority
10 ethnicity backgrounds represented 1.2 per cent -- sorry,
11 it was 1.6 per cent of the -- 90 is 1.6 per cent of the
12 total number of forms. I can look at the census and say
13 those groups make up 1.2 per cent of the population of
14 Scotland or did as at 2022 when the census was carried
15 out. And I can say 1.2 per cent to 1.6 per cent it
16 looks like there's an overrepresentation of those groups
17 in these forms. Is it possible there may be some
18 disproportionality there? Is that an approach that is
19 valid or meaningful or not?

20 A. No, because you can have more than one report linked to
21 within each one of the ethnicity categories, like I was
22 saying before, so you would need to take the
23 cumulative -- everything that was in this table, rather
24 than the total reports, because, like I was saying, you
25 could have African/Arab on one report, so you would be

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1 essentially double-counting ethnicities against a single
2 report.

3 Q. And if you did it against the cumulative totals in this
4 table rather than the overall number of forms --

5 A. Hm-hmm.

6 Q. -- which is the mistake I made, is it possible for a
7 member of the public then to reach some meaningful
8 understanding of proportionately?

9 A. Yes, they would be able to get an understanding of that
10 proportionately, yes.

11 Q. I have just done it wrong, but you could do it.

12 A. It's easily done, in fairness.

13 Q. I understand and as I said, I'm absolutely not a
14 statistician. So it is possible to do a comparison to
15 census data on a category by category basis?

16 A. Yes.

17 Q. It's just not shown on the face of the form?

18 A. Yes, it's just not shown on the face and it comes down
19 to what I said at the very beginning, you know, is it --
20 how meaningful is it? Are we misleading people? Is it
21 better than not providing anything? So it's part of
22 those discussions that we would have.

23 Q. Is that comparison to census data on a category by
24 category basis contained in the internal reporting to
25 the Use of Force Monitoring Group?

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- 1 A. No, because it would have been in the dashed if it was.
- 2 Q. It's not at the moment.
- 3 A. No. What we have done previously is it has looked maybe
4 at a couple of percentage points like above -- a
5 division has looked above the census data. I have then
6 went in and looked at proportionately it by ethnic
7 group.
- 8 Q. Tell me about that. When has that happened and what did
9 you do?
- 10 A. I think that was right if the beginning. I think I was
11 working with -- exploring the data when I was first
12 making the dashboard. It was essentially just -- I
13 can't remember what division it was, but it was
14 essentially looking in within the category and then
15 looking in the reports to try and see where the reports
16 were coming from. It was essentially from a few reports
17 so quite low numbers at the time due to quite poor
18 reporting it looked like.
- 19 Q. So you were looking -- you were putting together the
20 dashboard?
- 21 A. Yes.
- 22 Q. Which I'm going to come on to momentarily. And you were
23 looking at the use of force data on a division by
24 division basis?
- 25 A. Yes, it was part of the quality assurance part of it, to

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1 be honest with you. I was just sort of going through
2 making sure everything was working as it should be.

3 Q. And you noticed that one division had an unexpectedly
4 high result for a particular ethnicity?

5 A. Within the category groups of the table.

6 Q. And do you remember which category groups were high?

7 A. I can't remember, sorry, it was about -- it was about
8 two years ago when I was making the dashboard.

9 Q. Don't worry. It's completely understandable. But you
10 did notice some ethnicity category groups were high in a
11 particular division, so what did you do about that?

12 A. I just looked a bit more into the data, I looked at some
13 of the reports, read what they were saying. When we are
14 saying high, it didn't look -- it wasn't like, you know,
15 double. It was maybe, you know, a couple of per cent
16 points above, but I thought it was still worth to look
17 in. So then I looked at it, you know, if what we're
18 saying there of the proportion which has then -- which
19 has then helped me identify more of the limitations
20 within want data of, you know, I may be misled here. Is
21 this a bit of red herring?

22 Again, it was really hard to make a sort of
23 analytical, I suppose, decision based off that on when
24 I didn't know who the nominals were.

25 Q. Your conclusion was that the problems with the data were

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1 such that you couldn't draw a meaningful conclusion that
2 there was a disproportionate use of force against those
3 ethnicity categories in that division?

4 A. Yes, essentially, because I didn't know whether it was
5 one person or ten different people.

6 Q. And is it right that as things currently operate, that
7 kind of checking is done if a curious analyst, such as
8 yourself, spots a problem, rather than on a routine
9 basis?

10 A. Well, it would be if I spotted the problem or if it was
11 brought up in use of force we are saying where the
12 transparency of the data and anybody who has access to
13 that folder can then look at that data and ask a
14 question of the data, which then hopefully again drives
15 us closer to and improves our understanding.

16 Q. Does it require someone to ask the question rather than
17 it be part of a routine reporting function at the
18 moment?

19 A. Yes, the only thing that would be part of the routine is
20 that box underneath the subjects there that's come up on
21 screen.

22 Q. For all of BME data?

23 A. Yes, for use of force, yes.

24 Q. So I have promised to talk about dashboards, and I will
25 now. Can we go to PS18972, please. So you explain in

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1 your witness statement that the internal reporting is
2 now done by Power BI dashboard; is that right?

3 A. Yes, that's correct, yes.

4 Q. Is it Power BI or Power B?

5 A. Power BI.

6 Q. Can you explain what a Power BI dashboard is?

7 A. It's essentially like a business intelligence toolkit so
8 it's described. It is a dashboard creating tool that
9 allows for interactive use of the data, so although this
10 is a PDF, when you're actually going through the report,
11 you can click to fill the data on different things to
12 get that disaggregation of data. If you wanted to look
13 at Aberdeen or Glasgow, for example, there's the options
14 to do that or click on a specific tactic.

15 Q. So what we're looking at is a screenshot --

16 A. Yes.

17 Q. -- of a web page that for internal users looking at the
18 web page is interactive?

19 A. Yes, exactly.

20 Q. This isn't interactive?

21 A. No.

22 Q. But the real thing is interactive?

23 A. Yes, correct.

24 Q. On the first page of this web page you have brief
25 technical notes and separately it says "Full technical

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1 notes have been provided to OST" and I know they have
2 also been provided to the Inquiry.

3 A. Yes.

4 Q. It says that the data source is SCOPE, as you have
5 explained. It says it's effective from November 2018
6 when Police Scotland transitioned to a new data
7 collection process, as you have explained and it says:

8 "The comprehensive and consistent data is only
9 available from 1 April 2019 onwards."

10 It goes on to say:

11 "Data is extracted using date of incident."

12 It shows at the fiscal year from 1 April and "data
13 will be refreshed once per month" and I just wanted to
14 ask about that once per month refreshing the data. In
15 your view, is that timely in the sense that we discussed
16 in relation to principles earlier on?

17 A. For me it's really important to give us time to actually
18 react and give meaning to the data. One of the things,
19 and this is a personal thing, I don't like things when
20 the data refreshes on a daily basis so that number is
21 constantly changing so you don't have time to sort of
22 fully understand that issue. You may be go to a
23 meeting, for example, to discuss it, I say it's 21 and
24 somebody else says it's 22, and then you discuss the
25 time and think why have you got 22, why have I got 21,

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1 rather than actually focusing on the data. So having a
2 month in between it gives us time to actually react and
3 think about the data.

4 Q. So monthly is about right in your view for it to be
5 up-to-date and give you time to analyse it?

6 A. Yes, exactly, yes.

7 Q. Can we scroll to page 2, please. So as a user of
8 dashboard is this the content page that you're faced
9 with as you click through?

10 A. Yes, so we would just click the page or use the arrows
11 to navigate through the dashboard.

12 Q. So you go choose to look at the part you're interested
13 in.

14 A. Yes.

15 Q. The part we're interested in is subject's ethnicity, so
16 that's on the subjects page and it's page 11 of the PDF.
17 And so we can see that there are tabs about a quarter of
18 the way down the page going across the screen: subjects
19 under 18, subject's ethnicity, subject and officer
20 gender, subject gender, subject injury and subject's
21 ethnicity is blue rather than grey. Does that mean that
22 what we're seeing is a screen shot of what it looks like
23 if you click on the subject's ethnicity tab in the
24 dashboard?

25 A. Yes, so essentially if you were first going through the

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1 dashboard on your own, you would probably start off on
2 the "subject under 18" page, but for the PDF so we could
3 view this page I have selected this and then exported it
4 to a PDF, so essentially blue means it's selected.

5 Q. And what it shows is the number of times -- so within
6 the years that the data is shown in the columns, it
7 shows the number of times that that ethnicity has
8 featured in a use of force form?

9 A. Yes.

10 Q. Is that right?

11 A. Correct.

12 Q. And it shows the numbers and as you have just explained,
13 it doesn't show a comparison with census data as part of
14 the dashboard?

15 A. Yes, correct. The table that you have seen in the
16 report is under on the right-hand side if you see
17 "population table". So if you click that tab, it would
18 take you through to that table and, like I was saying
19 before, you could select individual divisions or whether
20 it was an assault report or not.

21 Q. So you could do a manual check if you wanted to against
22 the population?

23 A. Yes, so you would go into the population table there and
24 it would show you almost exactly the same table that's
25 in the external report, but it just allows us the

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1 flexibility to disaggregate it more and look at it by
2 fiscal quarter or if the report was an assault or by
3 division.

4 Q. But not by census ethnicity category?

5 A. Not by these categories here, by the ethnic origin, no.

6 Q. There's a tab -- so next to the tab in blue the one to
7 the right is "subject and officer gender", what would
8 that show if that was clicked?

9 A. Basically it would just show the number of submitting
10 officers, their gender against the subject's gender.

11 Q. So you would know whether more men or women officers had
12 filled out a use of force form?

13 A. Yes, against the subjects gender, yes.

14 Q. Can you look at subject and officer ethnicity?

15 A. Currently at the time from when I was creating this, no,
16 because it was a more protected characteristic
17 I believe, so I wasn't given access to people at that
18 time. We've since been given data recently that would
19 allow us to incorporate that in the dashboard and
20 I think at the time from when I was displaying the
21 dashboard and taking back feedback that was a request
22 from -- I can't remember -- one of the ACCs. I believe
23 it was a request to look at it by that, but, again, it
24 would come with the limitation that it would only be the
25 reporting officer's ethnicity that we would bring back,

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- 1 the same as the subject and officer gender.
- 2 Q. So that's a plan for a future change to the dashboard?
- 3 A. Yes, it will probably be implemented in probably in the
- 4 next few months, to be honest.
- 5 Q. In your witness statement you say, regarding dashboards
- 6 generally, that the use of dashboards making it more
- 7 transparent?
- 8 A. Yes.
- 9 Q. Why is that?
- 10 A. I just think for me it puts it in a clear place, so it's
- 11 not a hidden report away saved somewhere on the intranet
- 12 page somewhere of Police Scotland's website. It's
- 13 not -- it's almost front and centre for everybody to
- 14 view and look and question the data. Everybody is
- 15 working from the same field. It's not a request from --
- 16 not somebody randomly sending me an email saying, can I
- 17 get the number of use of force data, for example, or
- 18 things like that. So for me it really increases the
- 19 transparency of people who have access to it to then go
- 20 in and ask questions of the data.
- 21 Q. It makes it open for anyone to look at rather than
- 22 having to come through you as the guardian of the data
- 23 and ask you a question that you can go to the dashboard?
- 24 A. Yes, essentially, so it cuts out that sort of middle
- 25 part I suppose and they could still maybe come back with

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1 a question. I would say with the dashboard they have
2 different access requirements just depending on how
3 sensitive sometime of the data held within the
4 dashboards are, so not everybody in Police Scotland
5 would have access to this dashboard or some the other
6 ones it would depend on the user group.

7 Q. Those are my questions about the dashboard so we can
8 take that off the screen. Thank you.

9 I wanted to come back to ask a little bit more about
10 the concept of completeness, thinking now particularly
11 about use of force data. For use of force data, as I
12 understand it, a completed dataset would be if every
13 time there was an incident use of force a use of force
14 form was submitted and completed via SCOPE?

15 A. I suppose the completeness would more to be that all the
16 categories within that report were completed. That
17 would be more to do with sort of reporting I believe as
18 your -- completeness would be more to do with the fact
19 that I've put in a report and the categories within that
20 report are completed.

21 Q. So it's not just about making sure you do it when
22 there's a use of force. It is also about you fill out a
23 form, you fill out every --

24 A. You fill out the appropriate data fields, yes.

25 Q. How do you ensure that officers do that? Are there any

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1 strategies to try and improve completion rates and
2 completeness of the way that people fill out the form?
3 A. I can't speak for the sort of strategies working in
4 analysis and performance, because we just really see the
5 end data when it's put into the system. What I can say
6 is through your Safety Matters Diamond Group we did put
7 a big emphasis on improving reporting in SCOPE, which
8 initially started with increasing the reporting of
9 health and safety forms. Because you can record an
10 assault on a health and safety form, but it is also
11 recorded on a crime system, so there are massive
12 disparities between the two which is actually really
13 unhelpful for our analysis and trying to understand or
14 better understand assaults on officers and staff. So we
15 made a big contribution to try and improve the reporting
16 rate for assaults and from when we were doing that it
17 also had the effect of, I would argue, of also improving
18 the reporting of our use of force incidents as well,
19 because I think it was something we identified that it
20 did seem to be underreporting.

21 For use of force it's a bit more difficult to
22 establish whether something has been underreported,
23 because you don't have -- like you would have in the
24 crime data, for example, to say we have this many
25 assaults, but health and safety have this many. So you

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1 don't really know if or it's hard to say. All that we
2 can see is, you know, from 2019 to 2020 the numbers did
3 look really low, especially if you're going down to some
4 divisions where you're maybe getting 10 or 20 incidents.
5 Back three or four, five years ago you were getting
6 maybe ten, 20 reports in some divisions per month,
7 whereas now we are getting maybe 50, 60 for that
8 division. So something we are try to do reporting, but
9 it's, like you're saying, really difficult to establish
10 the level of potential and the reporting in use of
11 force.

12 Q. If I have understood it correctly, both health and
13 safety assault reporting and use of force reporting is
14 SCOPE reporting, they're both filling out a form that we
15 looked at earlier?

16 A. Yes.

17 Q. A form like that via the SCOPE system?

18 A. Yes, they are separate forms.

19 Q. Separate forms, but it looks similar and it's the same?

20 A. Essentially, yes.

21 Q. It's a SCOPE report and you have a way of tracking
22 whether the health and safety forms are filled out,
23 because assaults on officers are also reported in crime
24 data?

25 A. Yes, exactly, it would be a crime, yes.

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1 Q. So you can say there's hundred assaults reported on the
2 crime system, but only 20 assaults reports on the SCOPE
3 system, there's underreporting via SCOPE?

4 A. Yes, exactly.

5 Q. And you -- have I understood right you have inferred
6 that underreporting of health and safety data tends to
7 suggest underreporting on other kinds of SCOPE
8 reporting, including use of force?

9 A. Yes, for me for my personal opinion it looked like there
10 was under-recording in the use of force forms compared
11 to what is now. I mean, if you look back at some of the
12 data there with the line charts you can see the massive
13 increases of the levels of reporting that we're facing
14 and some of the challenges with almost unintended
15 consequence of improving your report and I was arguing
16 that we have done through sharing things like best
17 practice, through the YSM group, is that it makes trying
18 to spot genuine trends in the data more difficult,
19 because everything is almost increasing.

20 So when everything -- you're improving reporting,
21 everything is increasing, so how do we then define or
22 look at what is an actual genuine trend or what is just
23 increased reporting? So that is a current challenge for
24 us within specifically use of force and health and
25 safety.

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1 Q. You have preempted my next question, which was going to
2 be how can you tell whether more forms are being filled
3 in or whether force is being used more frequently and is
4 the answer that you can't really?

5 A. We can talk to officers and staff and see what their
6 opinions are to tell us if they are submitting more. We
7 have improved locally divisions from my understanding
8 the actual process for submitting those forms and shared
9 some best practice from divisions that we highlighted
10 via looking at the divisions' reporting rates of them
11 getting there -- how they do their SCOPE reporting and
12 then sharing that as best practice out amongst other
13 divisions.

14 Q. So if we wanted to compare ethnicity data year on year
15 and say it appears that there were more uses of force
16 against a particular ethnicity category this year than
17 there were three years ago, does that affect the sort of
18 meaningfulness of that comparison?

19 A. Yes, it makes it very, very difficult to say that,
20 because is it a genuine increase of use of force or is
21 it simply reporting for, you know, especially since it's
22 pretty much doubled from almost five years ago
23 essentially month on month. So with that levels of --
24 from those high levels of reporting, yes, it gives us
25 more transparency and more data and gets us closer to

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1 the truth, but there's that middle part of the process
2 when you're waiting on those reports coming in where
3 it's difficult to gain concrete conclusions from that
4 when you're improving your reporting.

5 Q. What would be required is to improve the returning and
6 the reporting and then sustain that improvement over a
7 period?

8 A. Yes.

9 Q. And then that would give you a period of when you could
10 draw meaningful conclusions about trends in the data?

11 A. Yes, exactly, hundred per cent. So what we would
12 normally look for either through AFQM, which is -- so we
13 have sort of organisations sort of grading themselves
14 essentially, which ourselves and Police Scotland have
15 been trained, they would recommend three years, like a
16 three year rate to look at that, which would be the sort
17 of minimum, but we normally would do a five year
18 average, for example, but they would see three.

19 Q. And what's the benefit of a five year average over a
20 three year averages?

21 A. It's just more consistent of taking those -- it's less
22 likely to be skewed and things like by certain maybe
23 outliers of one. So a five year average is what we
24 would use in Police Scotland as the sort of standard
25 metric, but a three year average would also be fine if

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1 you had that.

2 Q. You mentioned in relation to ethnicity data that one of
3 the factors that you were bearing in mind was that some
4 of the numbers and the categories were quite small?

5 A. Yes.

6 Q. Does taking a five year average mitigate against having
7 a small data category?

8 A. It sort of depends on the level of the data. The five
9 year average can still be skewed by one large number in
10 one year, for example. So last year when we had high
11 reporting, it could be that could be skewing the rest of
12 the average or the rest of the average could be lowering
13 the five year average down due to how low the first two
14 years were.

15 Q. So those were the questions I wanted to ask you in
16 relation to completeness and use of force data. I'm
17 next going to ask you some questions about uniqueness
18 and use of force data, but we usually take a break at
19 about 11.30, so I'm just going to ask you to bear with
20 me for the moment.

21 Sir, might that be an appropriate time to take a
22 slightly earlier --

23 LORD BRACADALE: Yes, very well, 20-minute break at this
24 point.

25 (11.26 am)

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1 (A short break)

2 (11.50 am)

3 LORD BRACADALE: Ms Barrett.

4 MS BARRETT: Thank you.

5 Mr Coventry, as I mentioned before the break, I have
6 some questions to ask you about uniqueness and use of
7 force data and I'm going to ask if your witness
8 statement could be put up on screen, it's 00550, and
9 we'll be looking at page 5 of the statement at paragraph
10 27. You say at your paragraph 27:

11 "Currently the subject's name is not recorded on use
12 of force forms. One of big issues with use of force
13 data is that we don't know who that person is. We don't
14 know how to add the ethnicity data back in
15 retrospectively because we don't have the data of the
16 nominal ID."

17 Now, we have seen on the form that there's no box to
18 identify the person who the force is used against and is
19 this what you mean when you say there's no nominal ID on
20 the form?

21 A. Yes, sorry, so nominal ID, I'm just meaning like person,
22 unique personal identifier. So what we would have in
23 the crime system is if I'm an accused, I would have a
24 unique number linked to me, so then I would be able to
25 always find "Andrew Coventry" in the list of crimes that

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1 Andrew Coventry has committed. We can't currently do
2 that with the use of force data. I think one of the
3 things I mentioned here as well and it if it was added
4 in then we wouldn't be able to -- might retrospectively
5 add it back in either because we do not know who that
6 person is, so there's no way to add that in.

7 Q. And thinking back to the data quality dimensions we
8 looked at first thing this morning, when we looked at
9 uniqueness, it talked about having a unique identifier
10 to prevent duplication?

11 A. Yes.

12 Q. So is that a problem that's thrown up by the situation
13 that you have identified at your paragraph 27?

14 A. In terms of analysis and counting people, yes, it's an
15 issue for analysis, because, like I have said, we don't
16 know who they are. I can't one hundred per cent tell
17 you that the people within that report are the same
18 person or not.

19 Q. You go on to say then at your paragraph 28:

20 "With the current use of force data, we don't have
21 names. There's nothing to identify the name of the
22 subject. It's currently a difficulty with data
23 analysis, because we can't see the data of who they are
24 using it on, ie who they're using force on."

25 A. Yes.

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1 Q. "We only have the high level data of subject age and
2 ethnicity."

3 And then you say at your paragraph 29:

4 "I don't know why Police Scotland does not capture
5 this data."

6 Just translating that into layman's language, have I
7 understood it correctly, if multiple incidents involving
8 the same subject occur, each use of force incident will
9 give rise to a separate form and it wont be recorded
10 that it was the same subject on each use?

11 A. Yes, essentially what I think I mean here is that say
12 there were two subjects and three tactics, I wouldn't
13 know which tactic was used on what subject of if the two
14 subjects were different ethnicities is what I think I
15 mean here. So there was one white and one African and
16 say empty hand restraint and fastraps were used,
17 I wouldn't know what tactic was applied to the subject.

18 Q. So you have a problem with multiple incidents involving
19 the same subject, but you also have a problem with one
20 incident involving multiple people and multiple tactics?

21 A. Yes, if you remember from when we were going back to the
22 use of force form the way it's almost done in like
23 separate blocks, so anything you can have multiple of is
24 added to the overall report rather than like against the
25 nominal and it maybe comes down to the question of use

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1 of force, you know. Do we want to record the event? Do
2 we want to record the subject? Do we want to record the
3 officers? So for example, should it be one report per
4 subject? Should it be one report per officer who's used
5 force or should it be event?

6 And there'll be pros and cons of all three
7 approaches that, again, will maybe come down to those
8 dimensions we've been talking about through DAMA of ease
9 of completeness and accuracy in the trade-offs.

10 Q. In terms of the way the current system works and the
11 trade-offs and the problems that it creates to not have
12 a unique identifier, can we scroll down, please, to
13 paragraph 30. You were asked, I think, why this created
14 a difficulty in analysing data and you said:

15 "One of the big things we want to look at is
16 disproportionate use of force among different
17 ethnicities. One of the metrics we look at is census
18 data population. We have to look at whether we have a
19 similar use of force proportionate to these groups. So
20 if it's 80 white and 20 ethnic minorities, the
21 difficulty is if we don't have a nominal ID, we don't
22 know if we're counting people twice. We can't tell if
23 Police Scotland is using force against the whole group
24 or are we using force against one individual who is
25 increasing the numbers."

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1 And you go on to say it can be the same the other
2 way:

3 "The data can be skewed by perceptions of using
4 force against a group, but it's mainly being used
5 against one individual. We only see the high level
6 numbers."

7 So if I have understood it correctly, you are saying
8 there's no way of knowing whether the data shows one
9 person involved in 20 incidents or that the police use
10 force against 20 people of the same ethnicity on those
11 20 incidents?

12 A. Yes, from the use of force reports, yes, that's correct,
13 yes.

14 Q. Can we go to PS18971, please. When we looked at the
15 internal dashboard, the brief technical notes said "Full
16 technical notes were also provided" and we noted that
17 those have been provided to the Inquiry. Are these the
18 full technical notes to the use of force dashboard?

19 A. Yes, they are.

20 Q. Can we go, please, to page 22. And towards the bottom
21 of page 22 there is a table for "Use of force report.
22 Subject's ethnicity population table". So is it correct
23 that this is commenting on the part of the use of force
24 dashboard we looked at where all of the ethnicity
25 groupings are listed?

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1 A. Yes, so that's the list -- the first -- what we're
2 looking at here is the census groupings, so that's what
3 we have in our census data for 2011, and then below that
4 what I should have is --

5 Q. If we could scroll on.

6 A. Then I should have the use of force ones, yes. So
7 that's what we would see within the external report and
8 within the dashboard.

9 Q. And that's not why I'm taking you here, but can we
10 briefly note there is mainly a match between the two
11 lists, but some slight differences; is that right?

12 A. Yes, some slight differences, chose not to disclose and
13 unknown in the census, but I think they're mainly the
14 same, if I remember.

15 Q. I think you breakdown white British to include white
16 Irish, Northern Irish, Welsh --

17 A. Yes.

18 Q. -- in your own list.

19 If we could then scroll further down, please, we
20 have got the data limitations box. So you say:

21 "First of all, the use of date of incident date can
22 result in a lower count of use of force compared to the
23 previous month and/or year due to late reports."

24 Now, as I understand it, that's a trade-off with
25 timeliness?

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1 A. Yes.

2 Q. Because you're taking a snapshot of a picture in time,
3 but you might get some more reports submitted relating
4 to that period after you put the cut-off when you look
5 at the data?

6 A. Yes, correct, yes.

7 Q. The second one is:

8 "No way to determine if the same nominal has been
9 added to the use of force report. To minimise this we
10 count reports where at least one nominal has been marked
11 as a certain ethnicity. This ensures we're not
12 double-counting the same nominal."

13 Could you explain what it means when you say you
14 count reports where at least one nominal has been marked
15 as a certain ethnicity?

16 A. Yes, it was essentially what I was talking about a bit
17 earlier on when we had the --

18 Q. The external report.

19 A. Yes, when we had the external report on the screen where
20 you could have three people who have different
21 ethnicities, they would all be counted by -- if it was
22 two white, they would only be counted as one because we
23 are counting the number of reports where there's at
24 least one ethnicity, unique ethnicity.

25 Q. So when you're looking at the ethnicity data, the total

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1 isn't adding up to the total number of forms. It is
2 adding up to a larger number, which is the total number
3 of times each ethnicity has been reported?

4 A. Yes, it should be higher technically, but we -- I can't
5 remember if -- yes, it should be higher, because we
6 include unknown and chose not to disclose in that
7 external table as well so, yes, that should be higher.

8 Q. And it says:

9 "This ensures we're not double-counting the same
10 nominal."

11 And I wanted to ask you, how does that ensure you're
12 not double-counting the same nominal?

13 A. Because there's something in that data that tells me
14 that they're separate, for example, having a different
15 ethnicity or it could be the same with gender or it
16 could be the same with age. So there is something in
17 there that indicates that person is within that report
18 different from what they were from the other person.

19 Q. I think you told us earlier that if you have two people
20 who are both male white British --

21 A. Hm-hmm.

22 Q. -- over 18?

23 A. Yes.

24 Q. -- they could both be counted as one report; is that
25 right?

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1 A. Yes, that would just be one report yes.

2 Q. It ensures you're not double-counting but you might be
3 undercounting?

4 A. Yes, that's the sort of trade off that we'll make with
5 the data, yes.

6 Q. Then the next point says:

7 "A report will be counted more than once if multiple
8 different ethnicities are stated on the report."

9 I think that's the point you have just explained but
10 is there anything else you wanted to say about that?

11 A. Yes, that's the point, yes.

12 Q. And then could we scroll over the page, please, just to
13 the top of the page. It says:

14 "Lack of nominal ID means data could be counting the
15 same nominal multiple times, potentially skewing the
16 calculation of percentage of grand total compared to the
17 census where an individual is only counted once."

18 Now, this is the problem you've identified in your
19 witness statement, but because it's an important point
20 could you explain a little further what the technical
21 notes are explaining at that point?

22 A. Yes, so what I'm trying to explain here is that, you
23 know, when we all concluded the census data, everybody,
24 if they've got their DAMA done right, they should only
25 be in there once as one nominal, as one person.

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1 However, especially when you start going down to -- from
2 we don't have that nominal ID, sorry, we then could I
3 commit -- could it have use of force used against me
4 hundred times? So therefore I'm being counted hundred
5 times against one time in the census, potentially, then
6 skewing that number and the rest are hidden away, but it
7 could be the same for another -- for an ethnic minority
8 group, for example.

9 It could be one person skewing that and I think the
10 point is, you know, currently we just don't know. Might
11 not be getting skewed at all. We could all put that in
12 and it might just stay exactly where we are. I think my
13 main point is it's difficult for us to say. We just
14 don't know if the data is being skewed and how much it's
15 being skewed to the left and how much it's being skewed
16 to the right.

17 Q. You don't know, you have no way of telling whether and,
18 if so, how much the data is being skewed by this issue?

19 A. Yes, correct.

20 Q. Your witness statement if we could go back to 00550 at
21 page 6 and look at paragraph 31 on page 6, please. You
22 say that:

23 "The way the data is structured it's very blocked
24 out into its own section, for example, a subject section
25 for the subject then the tactics used and then

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1 everything is linked to the tactics."

2 So just pausing there for a moment. We've seen
3 that, haven't we, on the form that there's a section for
4 the subject, then a section for the tactics used?

5 A. Yes.

6 Q. But you go on in your statement to say:

7 "We can't see which tactics were used against which
8 subjects."

9 So again pausing there to understand. Not only is
10 there a problem where you have multiple incidents on the
11 same person?

12 A. Hm-hmm.

13 Q. If you have multiple people in the same incident,
14 multiple tactics in the same incident, there's no way of
15 linking which tactic was used against which subject?

16 A. Yes, correct. We would just know the total number of
17 tactics and then the total number of reports with the
18 subjects.

19 Q. You go on to say:

20 "It's all linked to the overall use of force report.
21 We can't see the number of tactics against each person.
22 We can't look at why one use of force is effective and
23 why another isn't effective. All that we can say is
24 that here are a number of reports where a tactic was
25 used and the ethnicity of the subjects in the report.

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1 It makes analysis more difficult to dive deeper than the
2 high level stuff."

3 And then you go on at paragraph 32 to say:

4 "We can link the use of force to the ethnicity of
5 the subject. The difficulty is when there are multiple
6 subjects on the same report. The link is not to the
7 person, it's to the use of force report. We don't know
8 what tactic was used against which subject, so we can't
9 see how many people were handcuffed who were Asian, for
10 example."

11 And I just wanted to give you an example of what
12 may be this issue showing up in realtime in the data?

13 A. Hm-hmm.

14 Q. Could we look at SBPI 00359, please. So this is a
15 document we've looked at already. It's the
16 Police Scotland position statement 9. Could we go to
17 page 12 of the document and we'll have a look at
18 paragraph 25. So this is talking about Inspector Young
19 whose statement we've looked at. He was involved in
20 setting up the Use of Force Monitoring Group and he
21 carried out a review in 2014/2015. It says:

22 "No disproportionate use compared with the census
23 data at the time was identified by the Use of Force
24 Monitoring Group or from Inspector Young's reviews of
25 the data. Where the data suggested that there may be a

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1 cause for concern, this would be investigated by the OST
2 compliance officer. For example, in April 2021 it was
3 necessary to explore an unexpected significant increase
4 of 600 per cent for one ethnic group in one division in
5 the space of one quarter. Following investigation, it
6 was reported to the Use of Force Monitoring Group in
7 August 2021 that the increase was because of two
8 incidents involving multiple nominals which had skewed
9 the percentage statistics."

10 Could you explain why two incidents involving
11 multiple nominals could skew the percentage statistics
12 to the extent that it looked like there was a 600 per
13 cent increase for one ethnic group.

14 A. Sorry. I'm just trying to understand.

15 Q. Do take your time, because this isn't something that you
16 have seen before.

17 A. So I'm assuming it's just meaning a 600 per cent
18 increase compared to the previous year or something like
19 that it's not stated in there or from one quarter in the
20 space of one quarter, but I'm not sure if that's
21 compared to a previous year. But essentially it could
22 just be that, you know, one thing that we mentioned
23 before where two nominals have had use of force used
24 against them countless times which has then skewed it
25 for that one ethnicity. But it could also be really low

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1 numbers which I suspect why it's 600 per cent, you're
2 probably dealing with stuff in the low digits.

3 Q. And is this an example of the problem that you've
4 explained where the use of force form doesn't show which
5 subject was linked to which use of force?

6 A. Yes. Well, I would imagine we would have been able
7 to -- obviously, I can't speak because I wasn't here
8 when this was getting done, but if we had the nominal ID
9 you would be able to get that answer and answer that
10 question very quickly, because we could look at the
11 unique number of nominals and then also the count of
12 total nominals, so you could look at both total people
13 and then unique people.

14 Q. So summing up the issues that you've described, the lack
15 of a nominal ID means that one person could be exposed
16 to use of force in multiple incidents and you don't know
17 that's a duplication of the same person. Also and
18 separately, you can have multiple people and multiple
19 use of forces on the same report form and you can't tell
20 which force was used against which person of which
21 ethnicity. We've seen internally and externally what is
22 reported and properly described --

23 A. Hm-hmm.

24 Q. -- as being reported is how many use of force forms
25 mentioned any subject from a minority ethnic group.

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1 Bearing that in mind and the evidence you have so
2 helpfully given, to what extent can you accurately
3 measure whether there is actually a disproportionate use
4 of force against any particular group or not?

5 A. To what extent is a difficult question. I think, like I
6 have said before, just having metric around is it higher
7 or lower than the census data? I think a decent metric
8 on its own anyway you can just ignore that, but I don't
9 think it's enough on its own is my personal view on
10 that. There needs to be more sort of qualitative
11 understanding of that as well, potentially linking that
12 to other datasets.

13 I think, you know, moving away from is it higher or
14 lower is a general approach that we're trying to take in
15 performance reporting and it's more about asking those
16 key questions to increase our understanding. So I think
17 it's semi useful for giving us an indication, but if we
18 had the nominal ID in there and then when we get the new
19 census data issued, make it more -- everything --
20 increased reliability and validity of that measure of
21 what we're doing at, but probably would need to look at
22 other metrics as well or quality of metrics within
23 there.

24 Q. When you say "we also need a qualitative understanding
25 because higher or lower than the census data on the

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- 1 current dataset isn't enough in itself", what kind of
2 qualitative data would you be looking at?
- 3 A. I suppose that's a question of, you know, you could do
4 stuff like focus groups with -- I suppose it's quite
5 hard, because as well if you want to gain information
6 from the people who have had use of force against them,
7 you could also look at complaints there, but that's not
8 equality of as well. But you would want to try and gain
9 quality of understanding. Either if it was from
10 ourselves or external research, it would be good to get
11 that understanding of what the person had use of force
12 against them thought about the proportionately of what
13 was used. Did they feel it was because of this and then
14 why did they feel that? Why did they feel force was
15 used against them? Those sort of questions.
- 16 Q. And you also as well as qualitative understanding
17 mentioned a link to other datasets?
- 18 A. Yes.
- 19 Q. And you've just mentioned complaints data, is that what
20 you mean as by linked to other datasets?
- 21 A. Partially. So on a sidenote, for example, we could
22 potentially link the officer via the unique number to a
23 number of different datasets within Police Scotland. So
24 we could find them in a crime system. I believe you
25 should be able to find them in Centurian. I am not

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1 overly familiar with that dataset, but you should be
2 able to find that officer in multiple different places
3 and the same would go for the nominal or it would be --
4 could be -- depending how the nominals -- the subject
5 nominals put into the dataset, it could be quite maybe a
6 manual task to find them in different systems, because
7 they might not have the same nominal ID in a different
8 system, if that makes sense.

9 So I might be in as a victim of a crime and my
10 unique number is 111, but in use of force, when I had
11 use of force against me, it was 1264, so I couldn't join
12 those two numbers together. I would need to manually
13 search for the names and then find them there.

14 Q. So it would be very helpful you say in your evidence to
15 introduce a nominal ID to use of force data?

16 A. Yes.

17 Q. Would it be even more helpful if that nominal ID related
18 to the nominal ID used in other datasets as well?

19 A. Yes, I think so. I think that's a particular challenge
20 to do that though with the -- with I suppose the
21 structure of the data. It is probably a question to
22 have with data governance, because I know they're doing
23 a lot of work currently around that subject of having a
24 sort of what we would call a golden nominal: here's
25 Andrew Coventry across all these different systems.

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1 Q. And even absent the functionality to do that, there are
2 other things that can be done to improve understanding
3 and you have explained how getting that qualitative
4 understanding could be approached.

5 A. Yes, I think that's really important for us in
6 Police Scotland, you know, not just for use of force in
7 general, but for other aspects of that, getting that
8 sort of quality of understanding, you know, whether it's
9 from academic research or our own internal research
10 within that that uses qualitative, I think that's a
11 really important. You know case studies, things like
12 that are really important metrics for us to help us
13 within our performance and our analysis to improve our
14 understanding.

15 Q. You said not just in relation to use of force. This
16 hearing is considering ethnicity. Are there other ways
17 that that understanding could be improved in relation to
18 things that are related to ethnicity other than use of
19 force?

20 A. I'm sorry. Could you repeat that? I didn't quite
21 understand your question.

22 Q. It was an overly complex question. You said it's
23 important to gain the qualitative understanding not just
24 in relation to use of force. What other things did you
25 have in mind?

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1 A. Well, one of the things that we could do I mentioned
2 before is about the proportionately, so there's in the
3 data there within the dashboard you'll see with the ones
4 that I sent over there is statistical process control.
5 So what you can do is you can set up upper and lower
6 limits essentially, so you could set up a limit for
7 where we would normally expect, I don't know, say 5 per
8 cent just as an example. The normal variation is
9 normally between 5 per cent and 10 per cent and those
10 are your bounds, so everything within them is considered
11 sort of normal distribution and anything above that
12 would be, okay, actually that's not normal. Why was it
13 so high in May, for example?

14 And then that could trigger some analysis data.
15 Either if that was looking at the count of the numbers
16 or whether that was looking at it as the percentage as a
17 rate of the proportion that could be another sort of
18 trigger for us to do that, because it wouldn't just be
19 about then that census number. Are we at that five per
20 cent? It would be more about this is what it normally
21 is and has it differed from the norm?

22 Q. And you have explained that currently a problem might be
23 identified by you or a colleague just noticing that
24 something looks a bit skewed and going in to check it
25 out. If you had those upper and lower limits that

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1 flagged if something was deviating from the norm by a
2 certain amount, would that mean that there was a system
3 in place to ensure that people looked at problems rather
4 than relying on your initiative?

5 A. Yes, it's one of the -- I'll answer the question first
6 and then I will give a potential issue with it. For
7 example, it's one of the methods that we currently
8 always use using in the Your safety Matters Diamond
9 Group and we have been using it for a while with control
10 charts there. So what we'll do is -- I'm not overly
11 involved in it now, but I believe it's maybe done on a
12 monthly or quarterly basis now.

13 We've got our control chart and then we'll go
14 through division by division and we'll say who's above,
15 who's below, who's normal variation and then normally
16 that would trigger some analysis within that division to
17 understand that fluctuation within the data. It's more
18 of a sort of trigger point, rather than the endpoint of
19 the analysis. It does mean there is a potential issue,
20 maybe those could be explained, but it would potentially
21 trigger some analysis on work to be done. The issue
22 with that and use of force is because of the increase in
23 reporting. We would need that sort of consistent
24 dataset. If you're doing it with rates, it could maybe
25 work out a bit better, but it's just, you know, to bear

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1 in mind that we've almost doubled since the previous
2 five years of the number of reports essentially, so it
3 could skew the limits.

4 Q. You gave evidence before the break that you would need a
5 period of consistent reporting in order to reliably
6 identify trends. I think you mentioned just now that
7 with race it could work a bit better. Why would that
8 be?

9 A. No, sort of just race in terms of when you look at
10 things in terms of rates it can maybe be a bit better
11 because you are not looking at the actual --

12 Q. Rates, my misunderstanding.

13 A. So you're not looking at it in the terms of just the
14 count. You're viewing it as a percentage. So if you're
15 looking at the injury rate might be. For example, for
16 health and safety, I always put forward that if you're
17 looking at injuries because of the increase in reporting
18 they've had, it's better to look at the actual injury
19 rate, rather than looking at the number of injuries.
20 Because, okay, reports have gone up so it makes sense
21 that injuries are going to be up, but however is the
22 percentage of reports that result in an injury is that
23 percentage increasingly other decreasing, because you're
24 still sort of dividing the two same numbers against
25 themselves?

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1 Q. So as a way of mitigating the increase in reporting you
2 can look at whether as a proportion of the total forms
3 reported, albeit that in itself is going up, as a
4 proportion has it stayed steady or gone up and down?

5 A. Yes, you can look at the proportion. That would
6 mitigate it to an extent. It would still -- it would
7 have the same limitations for it along with that as
8 well, so to use health and safety as an example, because
9 that's how we use it within there, the effect that
10 people are reporting more, but is it because they
11 weren't reporting injuries before and things like that?
12 So now that's also affecting the injury. Is that also
13 then dragging that down?

14 Just as a side note, we didn't do a manual review of
15 the crime data and previous -- before I got started so
16 I don't think it's affecting the injury data that much,
17 but it's just being aware of things like that and being
18 able to actually distinguish where it might be
19 fluctuating because of just a recording practice.

20 Q. Having a system that flags up to you if there is a
21 change in rate above a certain limit would enable you to
22 know where there may be a potential problem that you
23 could then look into?

24 A. Yes, I think so and that combined with the population
25 data I think should provide a more clear picture,

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1 because it could be showing within -- if I give the
2 example it could just be showing normal within a census
3 data, but then if we can actually you look at it, you
4 know, monthly on a basis it could be showing that May
5 was an outlier for whatever reasons. So for me we
6 should then go away and investigating what happened in
7 May.

8 Q. The Inquiry heard yesterday from Dr Jones who's a former
9 police officer and equalities trainer and he gave the
10 following evidence. He said:

11 "Too often organisations don't know the nature of
12 the problem they have because they haven't got the data
13 and I have given you an example of that. If you look at
14 the dataset that West Yorkshire Police have got around
15 use of force, it's very, very detailed, you know. They
16 know exactly what force was used against which
17 particular people based on gender, based on ethnicity,
18 so they're able to say which groups are more likely, for
19 example, to be the subject of Pava spray or a spit hood
20 or something like that and if you haven't got that data,
21 you really don't know what the problem is."

22 And I wanted to ask you, absent yet putting in place
23 some kind of limitation flagging system that you've just
24 described, at the moment, is the current data collection
25 and monitoring system adequate for Police Scotland to be

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1 confident in knowing if there is a problem?

2 A. It's -- so if there was one -- if one subject was in the
3 report, you know, that's all fine, because there's one
4 subject and we know. However, really to get as much out
5 of the data as we can, we would really need that nominal
6 ID to increase and get closer to the truth is what we're
7 saying, so it's not a "yes" or "no" question, because I
8 still think it's useful to have and it's more useful
9 than it was in 2015, for example, in our 2018 before it
10 was and it's about taking those steps to get closer and
11 closer, you know, to the truth about constantly
12 improving. Because if we make change to the system
13 here, I know, you know, my next thought is, okay, how do
14 they then improve that? How do we then move forward?
15 So it's more about that sort of constant improvement.

16 Q. In your statement could we go back, please, to 00550 and
17 look at page 6, so this is paragraph 34 and it's a
18 continuation of the passage that we were looking at
19 before we turned to the position statement.

20 At paragraph 34 you say:

21 "For example, we know this many use of force reports
22 have this many subjects who are Asian. We will also
23 know if this is the number of times handcuffs have been
24 used. However, it doesn't show how many of the total
25 Asian subjects were handcuffed. It is the way it was

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1 structured."

2 So that's all explained in the problem we discussed.

3 You then go on to say:

4 "We have to manually look at the use of force report
5 and work out what happened if we wanted to delve any
6 deeper."

7 That's the part I wanted to ask you about. How
8 would you go delving deeper if you wanted to know
9 whether Asian subjects were handcuffed at a
10 disproportionate rate in comparison to other ethnic
11 groups?

12 A. I believe there should be summary of the incidents and
13 things like which had happened which would have to be
14 that I would send it back to OST to ask, look, can you
15 look a bit deeper into what's happening with this
16 incident and get back to me in that regard.

17 Q. And would that just tell you about that one incident,
18 rather than a comparison across what's happened in the
19 dataset overall?

20 A. Yes, it would just be that one -- basically, you would
21 have your use of force reference number, so it would
22 essentially just be that I would ask them to go look at.

23 Q. So when we're looking at a manual deep dive analysis of
24 data, it would be limited to look at this particular one
25 or two reports that look anomalous. It wouldn't be to

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1 find out broader conclusions about the dataset; is that
2 right?

3 A. Yes, essentially, because what we've said there about
4 how the data is structured and also -- sorry, just to be
5 clear with how the data structured currently, even if we
6 added a nominal ID, it wouldn't fix the tactic issue
7 because the tactics would still be linked to the report.
8 You would need to link the tactic to the subject, so
9 essentially when you're looking at the use of force
10 report and you have the tactic section that would almost
11 need to be merged into the subject section of the
12 report. So it would be Andrew Coventry, Andrew
13 Coventry, age, gender, ethnicity, tactic, essentially
14 like that, which would be one way to structure it so you
15 could then tell what tactic was used and whether it was
16 effective or not.

17 Q. And if you did that now going forward into the future,
18 that would mean that you could draw conclusions from
19 data collected in the future, but what you're saying is
20 you can't go back and repair the data that's been
21 collected to date, because there's no way of matching up
22 those parts of the form with ethnicity?

23 A. Yes, that's correct, because we don't know who it was
24 used against. And also to complicate things further, if
25 we added in, for example, all the police officers as

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1 well, then it still wouldn't solve that issue as well
2 because we still wouldn't know who the officers have
3 then used the force against and what tactics the
4 officers used.

5 So we solve one problem then two or three others
6 issues relating to the data and that's where it becomes
7 apparent with these trade-offs like we have been talking
8 about of through of. It goes back to what I said
9 earlier, what do we want the use of force report to
10 actually record? Do we want it to be focused primarily
11 based on subject focus or mainly count subjects? Do we
12 want it to be focused on officers, so we are mainly
13 counting officers' use of force, or do we want to do
14 what we are doing currently which is counting the event
15 and each of those will have different trade-offs.

16 Q. Just to break that down, if you added the nominal ID,
17 that would solve the problem you've identified of having
18 one person in multiple incidents and not knowing that
19 that's a duplication of the same person again and again?

20 A. Yes, that would solve that issue.

21 Q. Would it also solve the problem of having multiple
22 subjects in the same incident?

23 A. Yes, because we would be able to count that subject
24 individually or to view them so it would solve that
25 issue.

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- 1 Q. And you would have to link nominal ID to tactic used?
- 2 A. Yes, because we still wouldn't know what tactic was
3 used, so again the tactic would have to come down
4 against the nominal.
- 5 Q. But you could do that?
- 6 A. If the report was changed, yes. It is definitely
7 possible to do that if everything was linked to the
8 nominal.
- 9 Q. So that would require a second adjustment to the form,
10 not just adding the nominal ID, but a restructure to
11 link the tactic use to the nominal ID?
- 12 A. Yes, essentially, there will be a number of different --
13 your technical actual solutions to it, but you would
14 need some way to actually to link the tactical to the
15 nominal.
- 16 Q. Would there be any trade-offs involved in making those
17 adjustments to the form? Would it make it harder to
18 fill in or worse for some other data quality dimension?
- 19 A. It is hard because it depends on what the technical
20 solution would actually be. I would imagine you're
21 probably increasing potentially the data entry, so
22 you're maybe making the form longer and to complete them
23 for what it would be currently.
- 24 Q. And then what you had just gone on to discuss was that
25 deals with multiple subjects, but you also had the

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- 1 problem you identified of multiple officers?
- 2 A. Yes.
- 3 Q. And we've seen when we looked at how the form is
- 4 completed you know the identity of the officer filling
- 5 out the form and the number of officers present, but you
- 6 don't know the identity of the officers who completed
- 7 the form?
- 8 A. Yes, that's correct.
- 9 Q. As things presently stand, you don't know which officer
- 10 used what method of force?
- 11 A. Yes, that's correct.
- 12 Q. And it's not possible, I infer from that, to check
- 13 whether one officer, one particular officer has
- 14 personally used force in multiple incidents?
- 15 A. Yes, we could only check the submitting officer. We
- 16 could tell how many times the submitting officer has
- 17 submitted the report, we could do that, but you could be
- 18 nine other officers on a report.
- 19 Q. If you wanted to see if any individual officer used more
- 20 force more often than colleagues, is there any way of
- 21 doing that as things currently stand?
- 22 A. Just with the officer who's submitted and, again, it
- 23 would come down to are they using force more or are they
- 24 reporting force more? So is that officer just better at
- 25 reporting than some officer who just doesn't report at

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1 all? And that's one of the challenges we have is trying
2 to establish the actual reporting rate of use of force.

3 You know, I'm saying we're increasing it, but are we
4 close to hundred per cent of use of force or are we only
5 50 per cent nearer. Honestly, we don't know.

6 Q. And if you wanted to find out if one officer used force
7 more often against particular ethnic groups, as things
8 stand that there is no way of isolating that
9 information?

10 A. With use of force, no, because we would just have the --
11 we would just have the submitting officer's details. So
12 we could look at that officer's details against the
13 subjects and see it that way, but we wouldn't know what
14 any of the other officers.

15 Q. And you've explained what the fix would be for the
16 multiple subjects problem, putting in the nominal ID?

17 A. Yes.

18 Q. Is there a fix for the multiple officers problem?

19 A. Well, it comes down to, again, you could just have one
20 officer per report, so you could just say, right now we
21 could go and make that decision and say, okay, each
22 person needs to submit their own report, but then that
23 completely changes our recording practices, so then
24 suddenly we go from 5,000 reports, for example, to
25 20,000 reports.

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1 Q. And it might seem obvious, but what would the trade-offs
2 be?

3 A. It would be longer for each individual officer, because
4 they would have to submit their own. We couldn't
5 then -- we would then basically have to almost draw a
6 line in the sand because of the comparisons would be it
7 would be so different because we would be counting the
8 number of officers, rather than the number of events.

9 Unless you try and put a way that links all those
10 use of forces together, so I can't really comment too
11 much on the technical solution, because there will be
12 people who are better at coming up with those than me,
13 but essentially you would want everything to sort of
14 link together whilst still -- you know, have everything
15 that links together so you would have the officer linked
16 to the tactic, linked to the nominal and then the
17 nominal linked to the location, but then does it come
18 down again to what we're saying?

19 You know, what is the purpose of the report? What
20 do we want to focus on? Is it subject, officer
21 submitting and the officers or the event like we're
22 doing now? So depending on which one we want to focus
23 on or which one we should be focusing on, it will change
24 the way that you create that form essentially.

25 Q. Would it be feasible rather than requiring every officer

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1 involved in an incident to personally submit their own
2 form for the single use of force form to identify all
3 the officers present?

4 A. Yes, so, for example, if we done that now where in it's
5 block where it is, so rather than just saying assisted
6 and the number, if we put the PSIs, we would know all
7 the officers involved, but we wouldn't know which one
8 used which subject and which officer used it against
9 which subject, because they would be still in their own
10 wee block.

11 Q. Could make those links by redesigning the way that
12 they --

13 A. Potentially there would be a technical solution for most
14 things, so I would imagine it is feasible.

15 Q. Can we look at paragraph 37 of your witness statement
16 which just requires scrolling down to the next page. It
17 say:

18 "I am asked if I have raised these issues with the
19 data I have identified above with Police Scotland.
20 Around a year ago, I sent on the technical notes..."

21 Is that the technical notes we have just seen?

22 A. Yes, that will been the ones. I do update these on a
23 regular basis when I update the dashboard, for example.

24 Q. You say:

25 "In the dashboard it documents the calculations,

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1 limitations and difficulties. It is all front and
2 centre. When I'm giving the verbal update, I will tell
3 them the limitation."

4 So in what context would you be verbally updating on
5 the limitations? Who would you be telling and in what
6 circumstances?

7 A. Yes, so normally what would happen now within the Use of
8 Force Monitoring Group -- so the dashboard that we've
9 seen earlier, so we used to produce an internal paper
10 report, whereas now it's more of a presentation where I
11 run through the dashboard. So I'll basically share my
12 screen and we'll run through the dashboard together as a
13 group and I'll point out anything that I have seen and
14 people ask questions of the data, essentially within
15 that.

16 And then when we're going through some of them, for
17 example, to do with census data, I'll raise the
18 limitations again with that just so people who are aware
19 and everybody who is in that group will have access to
20 these technical notes that we went through.

21 Q. And who are you talking to when you are doing that? Is
22 that the use of force monitoring group?

23 A. Yes, sorry, the Use of Force Monitoring Group that I
24 give that presentation to, yes.

25 Q. And you say you had raised it about a year ago. This is

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1 in a same time you made in April. So is it fair to say
2 it's a bit more than a year ago now that you were
3 raising these issues?

4 A. Yes, I think it would be around about two years ago when
5 I first made the dashboard for them, around about then.
6 I don't have the exact date to hand but, yes, over a
7 year ago.

8 Q. And you have been flagging the issues you have told us
9 about in your witness statement as and again today?

10 A. Yes, at the end of the day everyone should be aware of
11 them.

12 Q. And have there been any changes made to the reporting
13 system since you made this statement?

14 A. I don't believe so. There are current talks of changing
15 the ethnicity list to match that of the new census '22,
16 but with that we'll need to go through their governance
17 and things like that.

18 Q. And then I just wanted to ask you before I move away
19 from use of force data about feeding into training. So
20 could we look at paragraph 40 of the witness statement,
21 please, just over the top of the next page. You say:

22 "There are various dashboards. Your Safety Matters
23 is for when an officer is assaulted and the report
24 contains an assault."

25 So Your Safety Matters has a different dashboard

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1 similar to the one we've looked at for the use of force
2 but, a different one?

3 A. Yes, it's essentially just the same dashboard, but just
4 filtered for assault. So on the OST dashboard, if you
5 look back through it, you'll see just a wee box that
6 says "assault", "yes" or "no". Basically YSM one,
7 because their primary focus is on assault on officers
8 and staff, that's just pre-filtered for, "yes", whereas
9 the OST one can filter on and off.

10 Q. And, indeed, you say in your statement:

11 "OST have their own dashboard. This is for all use
12 of force, not just when the officer puts that they have
13 been assaulted on the report."

14 Is the dashboard we looked at the OST dashboard?

15 A. Yes, that's the full OST one, yes.

16 Q. And you give an example of how OST might use data to
17 assess the effectiveness of training in your witness
18 statement at page 14, paragraphs 79 to 80, so if we
19 could just have a look at paragraphs 79 and 80. It's
20 under the subheading "Statistics and Training" and you
21 say:

22 "Training is heavily used with OST based on data
23 conclusions. Our reports have led to quite significant
24 training changes on how OST have approached their new
25 training programme. The Your Safety Matters Group sent

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1 us [ie the APU] a task for how effective OST's new
2 two-day training was. We defined effectiveness as how
3 many officers are injured because we can track that. We
4 notice that officers who had completed the training were
5 less likely to be injured by an assault compared to
6 officers who had not completed the training. We also
7 found that the effectiveness of the training decreased
8 as time increased. The closer an officer had completed
9 the training, the less likely they were to be injured
10 from an assault.

11 "We can also look at where the training is
12 effective. We saw that training is less likely to be
13 effective in police vehicles and in police premises so
14 we looked at data and completed an analysis on police
15 vehicles. We then found that they didn't have specific
16 training to deal with subjects and vehicles. I believe
17 following that analysis we have introduced OST training
18 within vehicles for the first time. That then went into
19 practice to increase officer/subject safety. This also
20 led to a trial running the OST more frequently and see
21 if that continues to reduce the risk of injury. That is
22 the next step depending on how that goes and what the
23 data looks like."

24 So you have given a very detailed example there of
25 how the data you collect and produced through the

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1 dashboards can be used as a concrete way of assessing
2 the effectiveness of training?

3 A. Yes.

4 Q. At paragraph 81 you say you're asked if you have any
5 similar examples where data on race has been used but
6 you weren't aware of anything. Does that remain the
7 case?

8 A. Yes, that remains the case, yes.

9 Q. Could the data you produce on race be used to track the
10 effectiveness of training? So for example, training is
11 given in connection with Policing Together on diversity,
12 is it possible to assess the impact that that has via
13 your use of force data?

14 A. That's a complex difficult question. I suppose it would
15 be, you know, what would -- I suppose what would the
16 question be that came out of that, because we can see
17 who has been trained in that for example so, but I
18 suppose right now then we wouldn't know all the officers
19 who would used force. We had only -- so we would have
20 to link that training to the -- to the submitting
21 officer, so would only -- that would be the limitation
22 of the data.

23 But we could then potentially look at, you know,
24 officers who have completed that training, you know, how
25 likely are they to use of force against X group compared

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1 to people who haven't completed the training or
2 something to that regard, you know, just off the top of
3 my head.

4 Q. Is there any plan to do anything like that that you're
5 aware of?

6 A. Not that I'm aware of, but we're -- currently within
7 Police Scotland where we're building what we've labelled
8 like a sort culture dashboard that will take data from
9 all our different police systems around diversity and
10 put them into one place. So again, that transparency is
11 there of people there, hate crime, things like that,
12 exit survey data. So people who have then stated that,
13 you know, negative experiences within Police Scotland so
14 when they've left, was race, was age an issue, was rank
15 overrides, which is the big one, and things like that
16 all be included in one place.

17 One thing that we could potentially include in that
18 is I believe right now to get that sort of census
19 disproportion data it's almost you would go to all these
20 different places currently to get that. You would need
21 to go to use of force, then you need to go to stop and
22 search, then you need to go to crime, then you need to
23 go somewhere else. You could sort of potentially move
24 all of that into one place, either within a current
25 dashboard or on its own. So it would increase that

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1 transparency of the potential disproportion of I suppose
2 data within Police Scotland systems from one place
3 rather than maybe just a timesaver than going through
4 all these different places to get it.

5 Q. Thank you. That provides a very helpful link, because
6 that was my last question specifically on use of force
7 data and I now want to ask you not so many questions,
8 but a few questions on people data?

9 A. Okay.

10 Q. You mentioned earlier that the people data would
11 include, for example, Andrew Coventry and your dates of
12 service. Would it also include things like rank,
13 promotions?

14 A. Yes.

15 Q. That type of thing. You just mentioned that in the data
16 that's currently being collated you could look at
17 whether race was part of a reason for someone leaving.
18 Is exit interview data included in people data or does
19 that come from somewhere else?

20 A. No, that's separate and, sorry, it wouldn't be the
21 reason for them leaving. It would be they had
22 experienced that during their time at Police Scotland
23 I believe, so it's not -- it's just, have you
24 experienced any of these during your time? So it might
25 not be the actual reason for them leaving.

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1 Q. And where and when is that collected, that information
2 about have you experienced this during your time at
3 Police Scotland?

4 A. To be honest, I'm not hundred per cent sure of where
5 that is. We just get access to the raw data to provide
6 some of those statistics.

7 Q. And does people data include self-defined ethnicity?

8 A. Yes, when you complete that, so if someone has chosen to
9 define their ethnicity, they don't have to, then it will
10 be within the people data.

11 Q. And when we were looking at the use of force dashboard
12 of subject and officer gender, you were saying that a
13 change has happened so you could now look at subject and
14 officer ethnicity?

15 A. Yes.

16 Q. When and if you do that, is the ethnicity of the officer
17 taken from the people data?

18 A. Yes, that would be taken from the people data. I would
19 basically -- you would have your unique identifier. So
20 like I have said before, I would be -- I submit a use of
21 force report on that. Because it's a Police Scotland
22 system, I would be 111 in that system and then in the
23 people data, I would also be 111, so I can say
24 Andrew Coventry 111 and then take ethnicity from over
25 here and bring it in to the use of force data.

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- 1 Q. And do you know when that change happened so you had
2 access to that data against the use of force data?
- 3 A. Just a few months ago, I believe.
- 4 Q. And do you know why the change happened?
- 5 A. I'm not hundred per cent sure, to be honest. I know we
6 have been after it for a while. I believe it was mainly
7 through the Your Policing Together Group has maybe sped
8 that across, but I couldn't be hundred per cent sure,
9 sorry.
- 10 Q. And when you say "we've been after it for a while",
11 who's we and why have you been after it for a while?
- 12 A. Analysis and Performance, sorry. Like I have been
13 saying, we want to answer as many questions as we can
14 and also raise as much questions as we can so it's
15 also -- one of the main challenges for us within
16 Analysis and Performance is mainly just getting access
17 to the data that I think we would need to do. That it's
18 one of the things that takes the longest to do is just
19 getting other areas in Police Scotland to open up that
20 data so we can go in and produce performance reports or
21 analytical work or dashboards or whatever it may be.
- 22 Q. The Analysis and Performance Unit has been saying, we
23 would like to look at officer ethnicity data and who --
24 do you know whose decision it was to allow you to look
25 at it or that's not within your --

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- 1 A. Yes, sorry, I wouldn't know.
- 2 Q. That's absolutely fine. And you mentioned something
3 called a "culture dashboard" in an answer a moment ago.
4 We have also got a statement from Christina MacLucas,
5 who I understand is the head of the APU?
- 6 A. Yes, she's the principal analyst, yes.
- 7 Q. She refers to developing a culture dashboard. Have you
8 been involved in that work?
- 9 A. I have currently just recently been asked to try and
10 mentor a couple of business intelligence analysts who
11 are currently working on that. So I have been working
12 with them and just give some of me experience of how to
13 merge all these different datasets and put them in one
14 place so we can provide something of value.
- 15 Q. And could you explain what is the culture dashboard?
- 16 A. As I say, I have just recently went into it, but it's a
17 way of getting a lot of our -- not just people data, but
18 a lot of the data around sort of diversity and having
19 that in one place rather than having to go separate
20 places. So it should hopefully make a lot of that data
21 more transparent and open to questions.
- 22 Q. Would it, for example, allow you to measure whether the
23 proportion of Police Scotland's workforce who come from
24 a black and minority ethnic background matches the
25 proportion in the census data?

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1 A. Yes. Well, actually, maybe funnily enough, last week or
2 maybe the week before, sorry, it merges together, but
3 we've started looking at some benchmarks around -- with
4 England and Wales around like the diversity gap. So we
5 look at the workforce or the working population, so 18
6 plus, that's white against ethnic minority, not
7 including white and basically you look at the difference
8 between what Scotland is and then what England and
9 Wales. We can track that sort of over time. So are we
10 closing the gap and getting closer to inclusion and then
11 are England and Wales, for example, moving in the same
12 direction?

13 So that's one of the things we hope to -- hope for
14 that benchmark can provide -- put a bit more context
15 behind the number, because that's always what you want
16 to do. You want to just provide here's 4.2, you know.
17 What does that mean? So hopefully it provides a bit of
18 context around that.

19 Q. And is that a piece of analysis currently being
20 undertaken or have you arrived at an answer yet?

21 A. It's currently being undertaken. So we are currently
22 QAing it I suppose. One of my concerns I have with the
23 diversity gap sort of measure and benchmark is it's
24 maybe not the easiest to understand when you first look
25 at it.

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1 In data visualisation there something known as like
2 the rule of three. You should be able to look at a
3 dashboard, have a visualisation and within three seconds
4 be able to tell, you know, what's this main thing on and
5 then within 30 seconds you should be able to get some
6 insights and in three minutes you should be able to
7 delve in a bit deeper to get further analytics from
8 that. So could you do that within three seconds,
9 because like lower is the better, if that makes sense.
10 Normally you are like if it goes up, but really you want
11 the lower number. Closer to zero is better.

12 We'll see how it lands. It might just be that we
13 need to display it slightly different or put it across
14 in a different way, but it's something we are sort of
15 looking at.

16 Q. Was it possible to conduct an analysis of diversity gaps
17 earlier or is this being done for the first time now you
18 have access to the people data?

19 A. Well, I can't speak for what other departments have
20 done, but I believe it's the first time we are sort of
21 doing it internally within Analysis and Performance now
22 that we have access to the data.

23 Q. That's the people data. And as I mentioned, we've heard
24 evidence from another witness about complaints data
25 being held on the Centurian database?

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1 A. Yes.

2 Q. Former DCC Fiona Taylor gave evidence that she didn't
3 know whether it was possible by now to access data to
4 analyse whether disciplinary matters were dealt with
5 differently for white officers compared to black
6 officers and she suggested that question would be better
7 answered by someone currently in Police Scotland.

8 This may or may not fall within your role and if I'm
9 asking you something you don't know, just say. But do
10 you know whether it is now possible to link complaints
11 to the ethnicity of the officer complained about?

12 A. I don't have access to the Centurian database. What I
13 could say is if the Police Scotland's unique identifier
14 is recorded within Centurian, we should be able to join
15 that to the people data to find ethnicity but I don't
16 know if that's recorded and, you know, like we're saying
17 the completeness of it or the accuracy of that data in
18 there. I believe Centurian is going under a number of
19 upgrades as well to get some data like that but you
20 would be better to maybe speak to somebody from
21 Professional Standards.

22 Q. That's absolutely fine, so you know it's theoretically
23 possible to do that but it's not within your knowledge
24 only whether it is actually being done or not?

25 A. Yes, correct.

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- 1 Q. And then coming on to data about crimes.
- 2 A. Yes.
- 3 Q. Including hate crimes, you've explained that crime data
4 has recently migrated to the National Unify system, and
5 in your witness statement, if we could have it back up
6 please, at paragraphs 14 onwards, you explain some of
7 the problems with the legacy system such as crime file,
8 so for example you say at paragraph 14, you can't see on
9 crime file which crimes attach to which victims 100 per
10 cent of the time.
- 11 A. Yes.
- 12 Q. So it's a similar problem as with the use of force data,
13 as I understand it, things don't match up?
- 14 A. Yes, it's a similar thing, yeah, it's in blocks.
- 15 Q. And you go on to say that at paragraph 15 that that
16 impacts on the analysis of ethnicity of victims and
17 accused relating to crimes so you can't tell necessarily
18 the ethnicity of the victim and the accused of which
19 particular crime on a report?
- 20 A. Yes, essentially we would have -- in the crime data you
21 would still have your unique identifier but essentially
22 if there's -- the way the crime report would work is you
23 could have multiple crimes on one report and then
24 multiple victims so in some cases you might not know the
25 victim to what crime because they would just be linked

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1 to the overall report.

2 Q. And you also say at paragraph 18, if we could scroll
3 down, that the legacy systems didn't have the same
4 description of ethnicity so you might have white
5 Scottish, white Caucasian, so is that a problem with
6 consistency?

7 A. Yes, it was just because I suppose we need to remember
8 before Police Scotland came together it was completely
9 separate crime systems so they all recorded things in
10 slightly different ways which is one of the main reasons
11 for bringing National Unify in so we had that
12 consistency approach whereas before it made it really
13 difficult.

14 Q. And has that now been solved in the National Unify
15 system?

16 A. Yes, it should now be solved. There's -- I believe
17 there's maybe still a bug in there now where people can
18 still select some legacy ethnicity values within there,
19 within the crime system, but we do now have a sort of
20 unified list.

21 Q. You also say in you witness statement that even on
22 National Unify there are three places that race can be
23 recorded differently on one crime report?

24 A. Yes.

25 Q. Can you just briefly explain how that comes about?

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1 A. Yes, so to make sense in my head of you would have the
2 self-defined ethnicity from the subject, from the
3 accused and from the -- or from the victim of the crime;
4 you would then also have the officers -- the officers'
5 perception, so ethnic appearance; and then for hate
6 crime, there's something -- there's another list that's
7 linked to sort of hate reasons that supplies a different
8 list. I can't speak too much about that because
9 I wasn't informed of the change when it was getting put
10 through so I don't really know the reasons or the list
11 behind that but essentially some things you have the
12 issue of, you know, say we're looking at hate crime and
13 we're looking at different ethnicities and you're
14 looking at the different fields within that, you know
15 you could have somebody self-identifies as one
16 ethnicity, the ethnic appearance is another one and then
17 in specific hate crime it's then a different value for
18 race so then it's like which one do we use. For the
19 first two I think it makes sense for hate crime when I'm
20 not essentially sure. I can get to understand why it's
21 in, you know, so there's a hate crime on race but, you
22 know, what's the reason behind that. It's just I can't
23 speak too much on it because APU weren't consulted on
24 its implementation.

25 Q. Specifically regarding hate crimes, could we go back up

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1 to paragraph 9 of the witness statement. When we were
2 talking about the principle of validity, I asked you
3 about the problem where in order to count as a hate
4 crime report you've explained that the report has to
5 either report a crime which is a hate crime --

6 A. Yes.

7 Q. -- like inciting racial hatred, for example.

8 A. Yes.

9 Q. Or it has to be a crime such as assault with a reason
10 for the crime being something that would make it a hate
11 aggravator.

12 A. Yes.

13 Q. Such as race or gender or -- my mind is blank --
14 religion, for example.

15 A. Yes.

16 Q. And if an officer has ticked "yes" to the hate crime box
17 but not filled out either of those other fields in a way
18 that makes sense as a hate crime, it would have been
19 discounted previously.

20 A. Well, currently this methodology is just in place since
21 1 April 2024 so it's a relatively new methodology for us
22 since we moved to National Unify because before --
23 because of the limitations in the legacy systems, our
24 hate crime data came from the vulnerable person's
25 database, not crime.

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1 Q. My apologies, I asked for paragraph 9 and I meant page
2 9. Could we get page 9 up? At paragraph 49 you say in
3 relation to that problem:

4 "One point I've raised is that it's not the
5 officer's fault if they click that it's a hate crime but
6 don't say the aggravator. We've been told not to count
7 that a hate crime had occurred if they don't say the
8 aggravator. We are now monitoring this to alter and fix
9 these records and add [I think it should say
10 'aggravator', not 'aggregator' there] or modify our
11 counting methods to account for this."

12 Why do you say it's not the officer's fault if they
13 don't click it?

14 A. Because it's not part of our sort of methodology and
15 essentially on the report there's basically a button
16 that says yes or no hate crime but it's not part of our
17 accounting methodology essentially so the officer is
18 saying if they see that tick box there and don't have
19 that sort of knowledge around how it should be counted,
20 is it their fault if they're selecting, yes, to that.
21 They should still be applying the aggravator no matter
22 what anyway, in fairness, for that but when I have been
23 looking at it recently, it's maybe not -- what I was
24 worried about is just a bunch of yeses and nobody
25 filling in the aggravator, for example. That doesn't

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1 seem to have been the case too much. There were a few
2 of them that we've had to then send back out to get
3 fixed but it was a small number.

4 Q. So it was a small number. To what extent does this
5 problem you have identified impact on the quality of the
6 data when you're looking at hate crimes?

7 A. Well, if we weren't monitoring it, for example, it could
8 be it would mean that we're missing out a proportion of
9 hate crime. I think at that --

10 Q. So it would result in underreporting?

11 A. Underreporting. I think at that point when we were
12 having discussions around the account methodology and
13 things like that if it got to a state where that was
14 being used, we would just have included that in the
15 accounting methodology to ensure they were being counted
16 and not undercounted. It just -- it comes down to
17 consistency of, you know, what's been used in potential,
18 you know, so, for example, you fill in the crime report
19 and you say it's a transgender hate crime but in the
20 reason they filled in, they can potentially not fill in
21 the transgender reason but fill in the racial reason for
22 example, if that makes sense so there isn't anything in
23 there to stop that from happening and obviously
24 affecting the accuracy and things like that.

25 Q. And you say you're now monitoring this?

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- 1 A. Yes.
- 2 Q. As I understand it, in order to fix that, you would need
3 to look up the crime report and manually correct the
4 hate crime record; is that correct?
- 5 A. If they haven't put in an aggravator and they have just
6 ticked the yes box or if it got to in a state an account
7 methodology, we could also then just include it to do as
8 hate crime perceived equals yes, so we could just
9 include that in.
- 10 Q. And is that done for all misrecorded hate crimes, how
11 feasible is that to fix them all that have that --
- 12 A. Yes, that's what we're currently doing now so update and
13 we'll basically send that on to when it's there. Like
14 I'm saying, it's actually been a small number. I
15 thought it would have been a lot higher but it was
16 relatively a low number that required to be fixed.
- 17 Q. At paragraph 61 of your witness statement you say that
18 every time a performance report you highlight hate
19 crime, you don't think that you ever went into an
20 ethnicity breakdown in the performance report to do with
21 race although you do have the data. Would it be
22 possible to performance report on hate crime not just
23 racial hate crime but broken down into, for example,
24 black ethnic groups, Asian ethnic groups?
- 25 A. Yes, that would be possible if we wanted to do that now

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1 that we have National Unify, we can then identify that.
2 We wouldn't have previous years data but we would start
3 by having a baseline.

4 Q. And at the moment is it right there's no dashboard that
5 does that but you could?

6 A. I don't believe so, not to my knowledge, not a
7 performance one anyway.

8 Q. And then just lastly in relation to your statement,
9 could we go to paragraph 73, please. You say:

10 "I am asked if I think this system of proactively
11 identifying issues is sufficient to pick up on issues of
12 race in the data. I would say no, because of the proper
13 way we are looking at the data. It depends on the
14 system. For use of force we're more on top of that than
15 general crime. Crime is more complicated because of the
16 data split between the race of victim, the perceived
17 race and the hate crime perceived race. There are
18 improvements we can make of how we record the data and
19 there should be some governance on this."

20 And then you go on to say, if we could just look at
21 the next paragraph:

22 "If the race statistics issues were resolved, and
23 speaking for my own areas, I have raised use of force
24 issues with ethnicity and the groups I have given
25 feedback to about the conclusions from the data has been

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1 effective."

2 So firstly in relation to raising use of force
3 issues with ethnicity, was that the example you gave
4 previously when you thought one division had high levels
5 or is this a different example?

6 A. Yes, I think what I mean here is just if when we're
7 going through the dashboard and I'm raising anything
8 about, okay, well what about this particular group and
9 things like that.

10 Q. And what happened when you raised the concerns?

11 A. It's not necessarily -- I suppose maybe issuing maybe
12 isn't the right term, it's just stating of here's where
13 it currently is, do we think this is recording, do we
14 think it needs a deeper dive or things like that and
15 then genuinely there will be some feedback and comments
16 about that.

17 Q. And then just going back up to the bottom of the
18 previous page again, when you say that there are
19 improvements we can make in terms of how we record the
20 data, are those the improvements that you've described
21 already?

22 A. Yes, I think so, in terms of crime it would be good if
23 there was something, you know, are you sure you want to
24 submit this report, you've selected that it's a hate
25 crime but has no aggravator, for example, so I think

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1 small changes like that would be really helpful in terms
2 of that and then it comes down to completeness then
3 again so that's maybe an example there, you could have a
4 hate crime without a hate aggravator telling us what
5 type it is.

6 Q. And lastly when you say there should be some governance
7 on this, what would good governance on this look like in
8 your view?

9 A. I think some things from our point of view in APU were
10 sort of unclear where to take these issues that we
11 identified and find. I know since this there was a
12 small group that was set up to that we can sort of send
13 things on with the crime registers that's been helpful
14 since I've gave this statement, which I think is working
15 out to a fair extent but, yes, I think it's just from us
16 is it our job to fix it analysis performance, is it
17 someone else's, I don't think it is up to the APU on its
18 own for me to identify these issues but it's something
19 we need to maybe resolve to make the most of the data
20 but again perfect data doesn't exist so there's always
21 going to be trade-offs.

22 Q. Thank you. Could you just bear with me for one moment?

23 That was my last prepared question for this witness
24 but may I ask your indulgence for time over lunch to
25 reflect and see if my leader or my senior or junior have

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1 any other questions that I should be asking after the
2 adjournment?

3 LORD BRACADALE: Certainly. We'll stop for lunch and sit at
4 2 o'clock.

5 (1.02 pm)

6 (Luncheon adjournment)

7 (2.04 pm)

8 LORD BRACADALE: Miss Barrett.

9 MS BARRETT: Thank you.

10 Good afternoon, Mr Coventry. Thank you for coming
11 back after the lunch break. I just have two points
12 I want to ask you about. The first is in relation to
13 the National Unify system. Is National Unify a
14 Scotland-wide or a UK-wide system?

15 A. It's a Scotland-wide so it's used for within
16 Police Scotland.

17 Q. Thank you. And then the second point was about the use
18 of force dashboard so I'll just ask for that to be up on
19 screen after you again. It's PS18972. And once we have
20 it up, could we go to page 11 which was the subject's
21 ethnicity tab that we looked at before. Could I ask you
22 to look at the two columns on the right-hand side of the
23 table in the middle of the page? One is "pv change" and
24 one is "pv percentage change". What does "pv" stand
25 for?

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1 A. That would just be previous, so previous year that is.

2 Q. So it's the percentage change from the previous year; is
3 that right?

4 A. Yes, that's correct.

5 Q. Could you just, for example, taking -- what would be a
6 good one to show you this? If you take the fourth line
7 down and look at white Northern Irish.

8 A. Okay.

9 Q. Could you just explain what the pv change shows on that
10 line?

11 A. Pv Northern Irish, that it's increased by 9 or 300 per
12 cent so small numbers so it's went from 3 to 12.

13 Q. And that's in between 23/24 and 24/25?

14 A. Yes, between April/May.

15 Q. Thank you. Those are my questions. I'll just
16 double-check. Yes. Those were all my questions. Thank
17 you very much.

18 LORD BRACADALE: Thank you. Any rule 9 applications?

19 Well, Mr Coventry, thank you very much for coming to
20 give evidence to the Inquiry. I'm very grateful for
21 your time. We're going to adjourn now and you'll be
22 free to go. The Inquiry will adjourn until 10 o'clock
23 tomorrow morning.

24 (2.06 pm)

25 (The hearing was adjourned to 10 am on Thursday 26 June

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Evidence of ANDREW COVENTRY (AFFIRMED)

Examination-on-chief MS1

BARRETT

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