



The Sheku Bayoh Public Inquiry

Witness Statement

Simon Jones

Taken by [REDACTED]

By Teams

On 27 June 2024

Witness Details

- 1. My name is Simon Jones. My year of birth is 1974. My contact details are known to the Inquiry.
- 2. I am currently employed by Police Scotland as police staff as the Learning and Development Manager for Contact Command and Control division.

Career Summary

- 3. Overall, I have worked for the police for over 20 years. I was employed by what was Strathclyde Police initially as a quality and training manager for the

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Service Centre in May 2004. Then at some point during that time I was given responsibility for control room training for Strathclyde Police. Then I became an interim training business partner when I assumed the national role on 6 January 2014. I've now gone from the training business partner to my current role as of 7 October 2019.

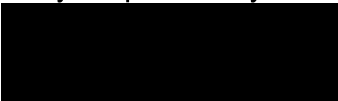
Area Control Room & Service Centre training pre May 2015

4. I have been referred to the statement of Scott Dalglish (SBPI-00205) at paragraphs 8 and 9:

"I have been asked if I received specific training for my role as Overview sergeant. I can't recall any. When I first joined Bilston as a sergeant supervising the Service Centre in May 2012, I did receive IT training. There was also training on specific issues such as kidnap, extortions and firearms. Online training courses were available, and it was the officer's responsibility to keep up to date with these courses."

"I definitely received no training for the role of Overview sergeant. Bilston's east Overview was newly formed when I joined in February 2015. It was a case of creating the guidance and learning as we went along. I have been asked if any lessons and guidance were shared between the other Overview suites, i.e., north and west Overview with east Overview. There was no direct contact between the Overview suites regarding learning. However, any learning points could be shared with the suites throughout management."


5. I have been asked about whether this reflects my understanding of arrangements for training pre-May 2015. In terms of the training for the role as a sergeant supervising the service centre in May 2012, I wouldn't know because that was training provided by Lothian and Borders. That was pre-Police Scotland, so I didn't have any responsibility for that training at that

Signature of witness 

particular time. What I would say is that it is a very system-related job, whether that's Service Centre, Overview or control room, so I would have anticipated that Lothian and Borders would have given them some training at that particular time to be able to transact on the systems.

6. I have been asked to comment based on the training we had for staff coming to work in service centres within Strathclyde Police at that time. There were no sergeants in the Service Centre because it was fully civilianised. It's slightly different now in terms of one chief inspector and a sergeant just as part of the command team, but the Service Centre in Strathclyde was fully police staff. So, that was supervisors, operations managers, and call-takers. Within Strathclyde police, there would be IT training that was delivered to all staff. At the time that would have been delivered by the central learning development functions for the force in the main. The STORM system which manages the incidents was generally done at the college networks. I don't think, from my knowledge, that Lothian and Borders police was any different. I think their IT training suite was at Fettes. From a Strathclyde perspective, we did specific IT training for the system in use within there, so the call handling system and also a number of scenarios that provided training on practices and procedures.

7. I have been referred to paragraph 9 in which the witness states that "*I definitely received no training for the role of Overview sergeant. Bilston's east Overview was newly formed when I joined in February 2015*". I have been asked whether there was any specific training for overview sergeants at that time. I don't know Scott Dalgleish personally or have knowledge of his postings or history, but in terms of sergeants going into the control room or Overview, they would have had to have had some additional STORM training because what you've got are different courses. So, you've got a call-taker level training, so, in terms of from a Service Centre point of view, I would have anticipated him having the call taker training at that stage, but then in order to be able to dispatch resources you would then need to have a follow-up

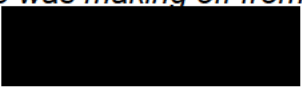
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course, which is a STORM controller/STORM dispatcher course. Certainly, in terms of anybody coming in at that particular time, if they were not moving internally, would have had to have completed both courses to be able to get access to the dispatch functions within the STORM system.

8. I have been asked whether this would show on a person's SCOPE record if they had completed that kind of training. Yes, it would. It does really depend in terms of, if he did have that course, when he had that course would be the critical part. Certainly 2015, in terms of my responsibilities there, everything was on SCOPE because the process for getting people on courses is that you actually SCOPE the course first in the diary and then you add people to it, and then on completion, then goes into his personal record.
9. I have been asked whether equality and diversity training would have fallen within my remit or whether that was dealt with by another training department. **It's not within my remit because the equality and diversity has always been and still remains a force responsibility.**
10. I have been referred to the statement of Steven Bisset (SBPI-00192), a supervising sergeant in the ACR, at paragraphs 9 to 11:

"I don't think I received any training specific to the role of sergeant in the control room. I think the training applied to any officer who was joining the control room.

We received training on each of the four divisions that we would be covering. That was P, which was Fife, C which was Central Scotland, E which was Edinburgh, J which was Lothian and Borders. You were made familiar with the key sites and landmarks within each of the areas. I also received 'vehicle pursuit training'. I can't remember whether I received this at the same time as my other introductory training to the ACR or afterwards. The training concerned how to manage a vehicle pursuit, so where a vehicle was making off from police officers.

Signature of witness 

We got training on the command-and-control (STORM) system, on how to accept and how to manage calls as they came in, how to transfer them, how to update them, close them and regrade them. So there was the IT side, i.e., how to use the systems, and then [th]ere was the process side, i.e., what incidents went where and how to manage, close, regrade and update them.”

11. I have been asked to compare this with my understanding of training for this role within the ACR in 2015. In 2015, that wouldn't be the case, because it goes back to what I referenced earlier in that there's different STORM courses which he references in para 11, which gives you different access. So, call takers don't get dispatcher access, so therefore it's then aligned for audit purposes in terms of what they've been trained in is what they get access to. So, in terms of his point, he said, *“We got training on command-and-control system and how to accept and manage calls.”* That is very much a controller's aspect of training because call takers would not be trained in how to accept and manage calls. They're putting them on and then sending them and transferring them to other areas, so in terms of the training that he's referencing in 11, that would be specifically for control room functions.

12. In terms of control, from a sergeant's perspective, they would be accepting incidents the same as a controller would be. However, defined by the business areas, they'll have different responsibilities in terms of managing those incidents. The controllers will be doing the main part in terms of discussing elements over the radio with attending officers, deploying people, and my understanding really is that the sergeants are there to then deal with things that are then escalated by controllers, or they need a sergeant-to-sergeant conversation or de-escalation of conflicts around about where resources are and where they're going, but the system use is the same.

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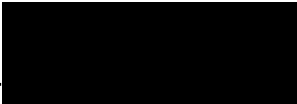
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13. I have been referred to the statement of Scott Masterton (SPBI-00194) at paragraph 3:

"I am asked about the training that I undertook to role of a controller in the Area Control Room (ACR). You do a training course on the different systems, the command-and-control, etc., which is like a classroom environment to teach you how to use the different software and things like that. Then, you're put on a pod, kind of like a probationer in the police, so you're sitting alongside an experienced controller, watching them for a while, seeing what they're doing, and then slowly you start to deal with the jobs. It continues like that with you dealing with more and more until you're dealing with all of the jobs and until they deem that you're at the required level where you can be let out on your own, basically. There was no specific theory-type training course for the role of controller."

14. I have been asked for the role of a controller does that accord with my understanding of how the training was done at that time. Certainly, my responsibility for national training was from January 2014. So, there was a fair chunk of time then to review what training took place in different locations. From a Bilston Glen perspective – this kind of shadowing/buddying system is something that I had in Strathclyde. So there's a transitional period from somebody completing training, and it's not just a case of the next morning they're suddenly live, because any kind of training course is going to get you somewhere in excess of 80 per cent competent, whereas the rest of it is then operational experience that's going to get you to that. Otherwise, the training would be in that vicious circle of 10, 12, 15 weeks, and by the time you get to the end of that, they'd probably forget what was at the beginning.

15. So that's why that is quite an integral part in terms of that shadowing, and very much describes what's still in place as well in terms of that people will go in. They will be supported. The people that come in and pass the course just

Signature of witness 

now are at different levels. People learn differently and at different levels. Some people might only want to shadow for a short space of time. Some might need a little bit more to get their confidence up. Then, they would be shadowed, i.e., they would be in the seat, and somebody would be there on hand to be able to make sure that they're there for support, and then thereafter flying solo; so they're the three phases. So, that's my understanding in terms of what would have been. I don't think he references any particular date necessarily, of his training but that sounds very much like what was done from a national perspective.

16. I have been referred to a statement from Michelle Hutchinson (SBPI-00202) paragraph 14 to 17;

"As a call handler, I completed a 6-week training course which covered everything in terms of crime types, what kind of information we need to be able to help the officers and duty officers assess things, so there is certainly a lot of training there.

When I'm moved into the communications role there was a lot of systems training for the police systems that we use.

We also used to have opportunity days, and these were essentially training days for those not included in the staffing numbers for running the control room that day. Sometimes the Overview team of four people would go to Fettes and meet the dog units or meet the firearms officers. We'd have an informal discussion about, 'What do you need from us?', 'This is what we need from you', 'What service can you provide?'. So that we all knew how each other worked...

The opportunity days are informal training. Aside from the IT systems training, there was no actual formal training. There was however lots of inputs and guidance. It was a new department, so we were sort of

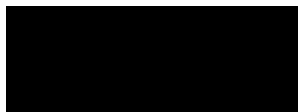
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responsible for building up those guidance documents, moving forward with the things that worked.”

17. I have been asked by comparison with my experience in Strathclyde Police, if a 6 week course sounds like the standard for call handler training in 2010. Yes, I would say so in terms of from a Strathclyde perspective. I think at the time we were probably around about 5 weeks. I obviously can't comment in terms of the content that Lothian and Borders included in their 6 weeks, but it sounds fairly robust in terms of the length of time of the training.
18. In paragraphs 4 and 15, the witness speaks to moving into the communications role within east Overview. I have been asked if the systems training the witness refers would have included STORM training. Yes. There would be STORM and probably some of the other Force UK type systems, so things like PNC, the criminal history system which would again have been done within the college network.
19. I have been asked when I say the “college network”, do I mean the Scottish Police College specifically. Yes. So, Tulliallan, Fettes, Jackton, all the satellite sites depending on where is suitable for individuals. That, again, depends when the witness got that specific training. It could be that from her location of work, she probably went to Fettes for those, but certainly now those courses run all over the country at the satellite sites for Scottish Police College, so LTD: learning, training and development.
20. I have been referred to a statement given by Victoria Anthony (SBPI-00207) paragraph 7 and 8:

“Before joining the ACR as a supervisor, I worked as a call handler in the Service Centre at Stirling. When I first joined the police 16-17 years ago, I received STORM training through what was at the time, Central Scotland Police. STORM is a command-and-control system

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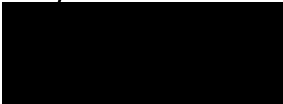
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used to record incidents dealt with within the ACR. I also received integrated communication control systems (ICCS) training which assists in the use of our radios. Since joining the ACR, I received training on the various intelligence databases which can be used to assist with calls such as Police National Computer (PNC), Criminal History System (CHS) and the Vulnerable Persons Database (VPD).

I have been asked whether I received specific training on how to supervise incidents. I would have at the time, but I can't specifically remember when this training took place. In terms of training I received for risk assessing incidents, I have received training on this, but I cannot remember when I was initially trained on this subject. Incident risk assessment skills is something that supervisors are routinely assessed on."

21. I have been asked if I have any knowledge of what training there would have been for supervisors from the point that I came into my role in 2014 up to 2015. In terms of the STORM system and the dispatcher element, in order to actually do that course, it's practical stuff that you would need to do. There's not a theoretical part, i.e., you're learning the system, you're transacting on the training database, you're doing everything, so I can't specifically recall as to whether there would be incidents already programmed into a master training database or not. But if there wasn't, then you'd create an incident which everybody could do anyway, or you'd been trained to do. Even if you did this as a follow-up course, you've still got to do the call taker training first. So, you'd then be creating your incident. You could then transfer it to yourself. You could then manage and just do that process all the way through.

22. In terms of the supervisory part, you would go through things like creating, say, four or five incidents and then transferring them. Then, they would sit in a filter, so that's what the supervisory elements would be, not just in terms of

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that you sat there, you do a scenario, you put it on, and you then deal with it. Clearly, you can't replicate live and the volume of calls that we would get in a live environment, but if you did four, five, six incidents and then transferred them, it would actually then start to show you queues. It would show you the priorities of those particular incidents, and that's the bit that then they would be looking to say, right. Well, what is it in terms of priorities? Is that a high priority? Is that a lower priority? And that's the bit that then, as a controller and the supervisor then more managing the filters, in my understanding, would be to almost be looking at that to say, "Right. If we've got those incidents, why is that one not being processed if that's a high priority?" So, that's the supervisory element coming out in terms of being able to look at that system and manage the queues/the incidents that are in there.

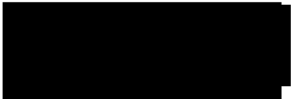
23. I have been referred to the statement of Steven Stewart (SBPI-00197) at paragraph 5:

"I have been asked about training I have received specifically for my role as inspector in an Area Control Room, including any training in relation to the management of critical incidents. I have had sight of my Police Scotland training records (PS18497). As part of my role I attended mandatory firearms command training days on an annual basis which were organised by Armed Policing Division. I also took the opportunity where possible to attend firearms training sessions, to observe first-hand the various skills and tactics the Armed Response officer would use in a live incident under my command. In addition to firearms training I took part in a variety of other training including vehicle pursuit command, emergency planning exercises with various partner agencies, initial response to potential Kidnap and Extortion incidents from a control room perspective and training in relation to dealing with bomb calls and terrorist incidents."

Signature of witness 

24. I have been asked if any of the training that Mr Stewart describes is training supplied by C3 division that I have overall responsibility for or if that is outwith my department. Any training that's connected to armed policing or firearms is not connected to C3. That's done by firearms training. In terms of vehicle pursuit training, that is training that's been, as far as I'm aware, certainly in Strathclyde and then into Police Scotland under my responsibility, something that we deliver. The difference between them is that, vehicle pursuit training for officers on the ground/in the car is done by road policing because that's specific to the vehicle and tactics and everything that's required with regards to that, whereas the vehicle pursuit training for us is how we actually manage that incident from within C3, albeit in terms of my relatively small experience in terms of that, but understanding is a lot in terms of just getting the updates as to what's happening, looking at the risks involved, making sure that the drivers are suitably trained.

25. For example, your proper road police are trained in the pursuit tactics compared to, say, a local police officer that's driving a normal divisional car with no advanced driving qualifications. So, they will go through all the safety checks, health and safety risk assessment, etc and then for us in terms of not only on the STORM system but the communication system, the touchscreen communication, I think it's fairly frequent that vehicle pursuits will go from one area to another. Certainly, back in the day, that might be one division to another division or subdivision. Certainly from a Lothian and Borders perspective, you've also got the bit in terms of leaving the borders and going into the north of England, similar to what we had from a Strathclyde perspective. So, then how do you liaise with another force? How does the communications then continue because you're clearly going into different areas and who then retains control? So, that's part of the vehicle pursuit course that's very much an active part of our portfolio within C3 learning and development.

Signature of witness 

26. I would expect him to have some training, depending on the date he received the training, either within Lothian and Borders, and certainly in terms of from a Police Scotland perspective as well. Everything else, I think, in terms of kidnap and extortion and bomb calls, terrorists, probably just going through processes and procedures and PIO training is a college course as is the joint incident command training with other emergency services.

27. I have been referred to paragraph 33 where Steven Stewart states:

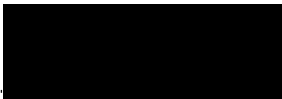
“Depending on the type of weapon that the suspect has in their possession and what their perceived threat is, it could be declared a firearms incident. Firearms officers could be deployed to try and control the suspect. However, firearms are not routinely deployed to every knife call.”

28. I have been asked whether there’s anything in the training in 2015 that would cover that kind of situation in terms of how he manages sergeants, controllers. No, there would have been awareness training around incidents that would involve a knife, but in terms of, how that that’s then managed from a duty officer perspective, it’s not something that’s covered then or covered now within C3 training.

HMICS Independent Assurance Review Report

29. I have been referred to the final report of HMICS Independent Assurance Review Police Scotland – Call Handling Final Report dated November 2015 (SBPI-00650) from paragraph 192 to 194:

“At the time of our review, HMICS found that there was no national standard induction course for either new service advisors or controllers. In the West, service advisor induction course was of three weeks’ duration. Courses in the East set out a four-week timetable for newly recruited service advisors. New recruits then joined teams and were

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mentored, but not for any consistent period of time. HMICS did not find evidence of any formal evaluation of these courses.

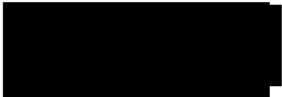
Interviews with members of staff established that the induction courses had limited practical or scenario-based input, and the focus was on ICT systems and the inputting of data. There was a concern expressed that training did not cover the range of procedures which were in place across Scotland and the processes and practices which should be adopted in response to incidents. This was perceived as resulting in delays in managing calls and ensuring the most appropriate action was taken.

New staff were routinely allocated a mentor or buddy for support when they completed induction training and were released into the Service Centre environment to take one-on-one calls. However, staff noted that this process was variable with most mentors not being allocated dedicated time to work with new recruits and having a limited availability to support them."

30. I've also been referred to paragraph 205:

"Interviews with staff revealed that currently there was no specific Area Control Room course for sergeants which covers all the key areas of responsibility and related roles, expectations and standard operating procedures which are required to be adhered to. Although current ACR training includes a session on expectations of sergeants, provision of a dedicated course is viewed as a potential development opportunity."

31. I have been asked if I agree with the statements, specifically that there wasn't sufficient training in terms of what people's roles actually were and the responsibilities that they had out with their use of the ICT systems. I think it's a difficult one to answer for anything outside of Strathclyde, because as we've

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experienced today there are a number of people that were in roles in legacy Lothian and Borders, Central Fife that obviously migrated into Bilston in particular. Probably, a few that came into Strathclyde area or certainly Glasgow West area, depending on where they live but, in terms of a Strathclyde perspective, there's always obviously been that course that's been set aside for control room staff that sergeants were required to attend. I don't know if that specifically was the case in legacy forces because I didn't have the responsibility.

32. Certainly, around about 2015, having been in post for over a year, certainly the review of the materials that Lothian and Borders used and the materials that I brought from Strathclyde perspective. That was part of a huge piece of work to review to then come up with what would be then the best way forward. I think it's fair to say that certainly in terms of both the control room and Service Centre training from a Lothian and Borders side of things was very theoretical. Really heavy on a PowerPoint, and less practical, whereas from Strathclyde we were really practical. Not really a PowerPoint or associated documents, and therefore, the decision I made was to have a hybrid version of both of those.

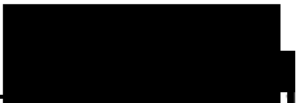
33. Processes and procedures are given to us, we don't determine them. So, whatever they are that come from the ops world is what we would build the training around, and basically what you then have resulted in is a course where people have a lot of practical elements. In terms of preparing them for the job, the best way to do that is for them to actually do the job in a training environment. So, they're sat in a seat, they're practically doing all of the things that they will then do in the live environment, but we then had that hybrid approach where there is a PowerPoint. There was always a PowerPoint from the time that it changed for different learning styles and people to refer to break up the learning so that it's not you just sat there in isolation at a PC just keying in incidents without much interaction with your training staff. So, the fact that some inputs would go on there.

Signature of witness ... 

34. For example, some of the things we've had to do around about terrorist incidents, there's an input rather than you're doing a scenario, so that obviously we're going into a more traditional learning path with regards to that. In terms of paragraph 205, absolutely in terms of sergeant-specific, just that extra bit in terms of that they get the systems training. I've been asked this before in terms of why do sergeants go on the same course as the controllers? Well, actually, it's so that they know the role of the controller.
35. They can actually then support those individuals fully in terms of that role whether they're new, existing, long-standing. If they've got an issue, at least they know the role. They're doing the quality assurance of those particular individuals. Well, you can't do that if you don't know the role, but what we've had for some time now – and it continues to evolve– is a specific course which is logged on SCOPE. They're all prefixed for our business area. It's CCC-Area Control Room (ACR Supervisor Course). The way that that now runs is that a sergeant, if they came in, they would do the full course of the ACR, and on the very last day, which is the Friday because it, of course, concludes on the Thursday for controllers, the sergeants remain for that extra day and then they get trained by one of my learning and development sergeants who have got an ACR background. So, their credibility, experience and still work in the control room and events. They are the specific resources that deliver those courses to new sergeants coming into the control room.

Standardisation of ACR and Service Centre training

36. I have been asked when I came into my national role in 2012 whether I had any role in standardizing the training Area Control Room staff. Well, yes. As a learning and development professional, it was a natural thing that I would have needed to do this merger of different legacy force areas into one national force and with each legacy force having numerous training courses and numerous inputs.

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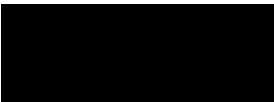
37. If you looked at SCOPE, at the time of the creation of Police Scotland, there were probably 70-80 different inputs from around the country. Clearly, Central Scotland would have run something with pretty much the same title as Lothian and Borders and Strathclyde and Fife and Aberdeen and Inverness. So, it was a whole portfolio review of what is it that we actually have got? How does that tie into the systems? While I did not analyse the training materials personally, I managed a team who reviewed all of the available material with a view to producing standardised training materials. The staff that I had at that time, Service Centre trainers, reviewed the materials and came to me with recommendations which I then considered and approved for publishing as the final materials. Same with the ACR staff, albeit 2015 I didn't have that many staff around, hence the reason why it was probably quite a lengthy process. Additionally, we had the challenge of requiring to train a lot of ACR staff in 2015 to get the numbers up as part of the integration and remodeling project to get things into Bilston and call volumes and the migration of sites and call volumes and incidents into those key sites. So, definitely a key role in terms of standardising that from a national perspective.

Refresher Training

38. I have been referred to the final report of HMICS Independent Assurance Review Police Scotland – Call Handling Final Report dated November 2015 (SBPI-00650) from paragraph 197 to 198:

“HMICS identified that there had been no refresher or continuous professional development training provided to any Service Centre staff for some considerable time other than the provision of e-learning courses.

Interviews with staff identified that there had been a number of corporate e-learning training modules made available to them. However, for the majority of staff, there is no facility for these to be completed in a quiet area and limited validation of understanding. Staff felt there is always pressure to return to their operational role and this

Signature of witness 

was not considered the optimum method of delivering training in this environment.”

39. I have been asked if to my knowledge was there any kind of refresher training for staff, whether it would be in the Service Centre or the ACR as at May 2015. There’s always been additional training, and I suppose it’s in terms of one of the big cultural things that I found – and that’s part of why I became a learning and development manager rather than a training manager – was the fact that culturally a lot of people thought they didn’t get refresher training because they didn’t sit in a classroom. In terms of when we did a lot of the work to then look at standardising and obviously coming up with national content and processes, people would reference that they’ve not had any training for a number of years when actually, in different formats, whether that was from an e-learning perspective or briefings or video screen captures which we used, certainly in Strathclyde, fairly frequently, that offered new training for filling in forms, for example, in terms of Clare’s Law from a domestic abuse perspective, action plans from a STORM perspective. We created videos with voiceovers so that people could then find that time to be able to watch that.

40. Whether you would argue there’s probably not the volume of refresher training, but then what you face or faced – and to a degree still a little bit now – is that ability for the business areas to give me those staff off the floor. So, they have allowed scope for people to attend refresher training. Opportunity days were mentioned in Michelle Hutchison’s statement I considered earlier. That was purely a Lothian and Borders thing. That wasn’t in operation anywhere else. So, just the way that their shift system was put together allowed scope for opportunity days, and then obviously it’s not my remit to do anything with regards to shifts. That was then just standardised, whoever was responsible for doing the standardisation of shifts and that review. It then wasn’t included in terms of moving forward.

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41. I would say that if people are saying that they've not had any refresher training, I would probably disagree with that. I think it's just an understanding of how these things actually come out. We adopt a process, which is not to be taken literally, but a six-minute briefing, i.e., it doesn't need to be six minutes, i.e., the title is that it needs to be short, sharp things that we then put out. Previously, the six-minute briefings could be written by anybody in terms of subject matter experts, but we (L&D) now oversee all of those so it's a standardised format. For example, with a hate crime bill that's just recently gone on through, we still use a six-minute briefing for the call handlers because they don't need to be trained in the legislation part of that, so it's awareness and things like that. They did get briefings back then but probably not to the volume that we've got now, and that's actually now reinforced that, within my structure, I do have a continuous professional development officer that is tasked with looking at continuous professional development across all business areas.

Assessment of Training

42. I have been asked if there was any form of assessment at the end of the initial induction courses in May 2015. So, from a Strathclyde perspective and the course in terms of from a West in that 2013-14 early part, there's always been assessments in terms of the control room and Service Centre courses. This allowed for appropriate sign off of students.
43. If you don't pass, then you don't progress into that particular role. Clearly, there are personnel procedures depending on, obviously, whether they're an internal candidate/external police officer as to what happens to them if they don't pass the course, but obviously that's people and development and the business that deal with that. In terms of the mentoring process, the fact that they would have passed a formal assessment within the course first before getting to the mentoring stage. There then isn't a further assessment at the mentoring stage. It's more the informal formative assessment where a team

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leader or supervisor is considering “Right, when is Simon Jones ready to go live on his own?”.

44. That said, in terms of from a control room perspective, one of the things that I introduced in early 2020 was a supported learning environment where there is a formal checklist to evidence competence in the live environment. So, it covers the areas that they've been trained in, that they've passed an assessment in, a formal assessment within the course, that then what they've got to show is competence in those areas in the live environment. So, the mentor will then complete that with the individual, pass it to the sergeant for sign-off, and then they would, obviously, then allow that person to be flying solo. Now, the time scales that we generally put as a guide is that that should be two weeks to get signed off. However, there is flexibility, because people learn and feel confident at different times, that that can be extended to four weeks. If it's any more than four weeks, then they obviously need to start looking as to whether this person potentially goes down a capability route, but again that's a people and development issue. In terms of for them migrating into that control room, there is a full validation as to when they're ready to fly solo.

45. I have been asked what training in relation to risk assessment and whether this was formed part of the IT training that was given. There is a little bit within the IT, because of the incident gradients for prioritisation of the incidents. One of the things that was quite prominent in Lothian and Borders, when we did the review to come up with a national standard was a risk and vulnerability course that was run in Lothian and Borders. So I made the decision to adopt that for the national course, initially. However, the THRIVE model then superseded that and the whole contact assessment model work that's been done, and that is continuing to be trained out. There's been a one-day training course run by the project that's been in place to do THRIVE and mental health pathways.

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46. The risk assessment from Strathclyde was probably more around that incident prioritisation. So, if you had a high priority, then there was a definition, which I can't recall off the top of my head, but it's almost like: a priority one was a threat to life, a priority two was an immediate call but no threat to life, and then you've got three, four and five. So, that became the risk assessment. If you've got a queue of, say, 40/50 incidents on a Friday night in a busy Glasgow city center, then the filter training around about what would go to the top so they'd filter that in priority order. The ones are clearly the ones that they need to try and resource, but then obviously, as I say, we adopted the risk and vulnerability training that then went into the initial THRIVE training that stemmed into the THRIVE and mental health pathways that's in place just now.

47. I have been referred to paragraph 7 of the final HMCIS report;

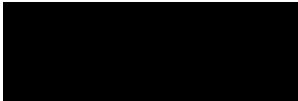
“My fifth assurance is that risk and vulnerability assessment is strong within the Area Control Room with ongoing re-evaluations of levels of risk as incidents are dispatched and managed. I have, however, found that this process could be strengthened by an increased focus in the Service Centre environment. Service advisors rely on their own experience to assess risk and vulnerability, and while supporting ICT systems provide information and guidance, the process lacks a more systematic approach.”

48. I have then been referred to paragraph 340:

“HMICS has examined training materials in current use and has identified that no formal methodology has been introduced for service advisors to assess risk and vulnerability. HMICS benchmarking has revealed that best practice elsewhere includes the adoption of a clear model such as THRIVE, which has now been adopted in many forces in England and Wales.”

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49. I have been asked if I know when Police Scotland went on to adopt this formalized and vulnerability assessment model. I wouldn't know specifically what year that came into play. At the time when that model came in and that project implemented that from an existing staff perspective, clearly we then get that in terms of what they did in terms of to me, to my team, to then filter out into the business as usual courses. For us, that's quite a substantial piece of work, and what I mean by that is that the existing staff that are fully trained, and they go through the theory, and they were then just doing some scenarios to almost just check their learning so to say.
50. What we then had to do was, near enough, change 100 scenarios within our training portfolio for Service Centre in particular. So, each scenario used in our training required to be rewritten in terms of what we're expecting people to do on each one of those scenarios, and then we have to program the training database to be able to give additional context, information, previous incidents. It's not just a simple thing; it's a really huge piece of work which we then adapted for our courses.
51. We then adopted that in the Service Centre and control room courses. So, obviously, as part of that project, they fed into us we changed our materials, and that's been embedded ever since. It's the same with, obviously, the revised stuff that's been happening over the last 12 months where people have had one day's worth of training, mostly at Tulliallan to get the revised THRIVE mental health pathways training. They then obviously share that material and with us. We then go and evolve the training course again. So, it's certainly really well embedded in it all. Specifically, I noted obviously one of the things there about Service Centre. Every scenario has to be THRIVE'd. Whether ultimately it changes anything or not is irrelevant. It's just coming up with that standard process that every call has to be THRIVE'd.
52. I have been asked if the THRIVE training is something that is offered to all members of staff when they come and work in ACR regardless of their role.

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Yes. Anybody that comes on any induction course now has THRIVE and mental health pathways as part of that. So, combined, that's a day's worth of training.

53. I have been asked how that training is offered to staff who have worked in either the service centre or the ACR prior to this training being implemented. So, that's what I referenced in terms of the last 12 months, the project, the contact assessment model. It's under CERP (Contact and Engagement Resolution Project). So, they did the materials, they recruited people to deliver the training and then delivered the training at Tulliallan. So, not my responsibility for the existing staff because it was done as part of a project. They then obviously scheduled the courses – the resource management unit, alongside, the heads of departments and inspectors – and supervisors then allocated people to courses. They attended the one-day course. They then come back and start transacting the way that they're obviously then being trained to do. think it's about 1300/1400 people already been trained with maybe just less than 300 still to get done.

Current Training for Controllers and Sergeants

54. I have been asked if I am able to summarise the current training for controllers and for sergeants. I will go through each of the weeks. So, we recruit externally as well into the control room. I know the majority of people are probably internal transfers, but we do have a small number of people that join. So, if we've got externals, they need to do all the mandatory training in terms of induction, equality and diversity, and our own divisional induction, but in the ACR course they will get the STORM call taker training as the first part.

55. Then, in terms of the schedule, they'll start to get part of what we've just spoken around about there, in terms of the risk and assessment, so the mental health aspects. They will do some shadowing in the control room around about effective communication, i.e., to just give them a wider understanding of the role that they're going to go into, which goes back to

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preparing them for that actual role. Into the second week, they get the controller dispatcher conversion, which is a couple of days. They then get their THRIVE training immediately after that. They then get the touchscreen communication system, which is basically a radio within our network, which is a two-day course. They then get 10 days of scenario training using the STORM system in full and the touchscreen communication system, as in that's what they will be doing in the live environment. It is very realistic and prepares them for the role. That's a progressive 10 days. So, day one, we're not going to give them the most complex of scenarios. We will build it up in terms of what you would expect from any effective learning program. Obviously you start to do it fairly simply and then get harder and harder.

56. So, that goes through week three and week four, with the exception of one day at the back end of week three, which we then allow more shadowing, having actually been able to transact all the systems and communication systems themselves. So, they get the final scenario day of the week five. Then they are assessed on the Tuesday of week five, and then if people don't pass on that initial assessment, they are entitled – in line with the personnel policies – to a re-sit, which is done the following day, and then we will then look at their set up and make sure that they've got everything set up that they need to get set up so they're not doing that in the live environment: access, all the kind of things that you need to migrate into the live environment. Then, the supervisory course generally runs on the Friday.

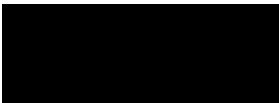
57. We've got a capacity of eight per course but sometimes we get smaller numbers and therefore it shifts a little bit because we don't need to take the full amount out. Everybody still gets the same practice time, if not more, when there's a smaller number, so we have that little bit of flexibility. So, sometimes the supervisor course might be on the Thursday, but it's very much the last day of the course for ACR supervisors.

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58. I have been asked if there was any training as part of that that would cover the responsibilities in terms of making stay safe messages. Yes. That's covered as part of the scenarios. We've got scenarios for all kinds of incidents in terms of what they're going to get from a control room perspective but, in terms of airwave speak, stay safe, all the things that we would absolutely expect them to be doing on a daily basis is all covered in the course.

59. I have been asked if there is guidance given about when to push for more information, whether that's the controller or the sergeant. Yes. So, again, that's part of all the scenario course. So, if I look at the control room course that we've got on just now, I've got three officers – three constables – within my team deployed to run that training course, and in the scenarios what you would have is if you've got a group of eight, the first pair in would go and sit at one particular area in the classroom, and would be responsible for that scenario. That's not just one incident that's being fed through. That's multiple incidents. That's a phone call. That's things like the dog unit saying, "Sorry, we're too far away. We can't go. We'll not get there in time." That pair would have to react to that because obviously they are training the systems. They are making the decisions and making their own risk assessments.

60. It's very true to life. So, there's generally one that's behind them that's there to help my other two officers, and sometimes we've got a development opportunity where people from the control room come and help us, and we've got handheld radios. So, when the student acting as the controller, should be asking for more information, and if they ask for more information, one of mine will role play that information. When that finishes there's a group feedback session where they discuss how it went as well as looking at any learning points. The group are encouraged to interact in terms of what they've seen because they're listening on other PC's. They're watching what's happening so that they can continue their learning as well.

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61. For example, another student and me are in the hot seat and we're doing it and we're learning, the other six are not just sat there idle, and then the trainers would feedback to say, "Right. Well, that situation, didn't perhaps go fully the way that you wanted it to, and the reason is you didn't ask for more information or you need to ask that or you need to get that resource, you need to speak to the sergeant you need to do this." So, every set of scenarios has then got a kind of semi-formal, informal feedback session at the end of it, and then another two would go on after that for the next scenario.

62. I have been asked in terms of the training that's provided about controllers or sergeants requesting feedback from officers, is there specific theoretical training given about that, or is it difficult to do that as it is so situation-specific. No. I don't know specifically in terms of the detail, but obviously all of the training we will – I'm confident, in terms of all our courses – set out what is required. So, people are aware of the standards and things that are required, and then the feedback obviously brings into play if somebody's not followed that, because otherwise it wouldn't really be a fair and effective feedback mechanism for a student in that hot seat and somebody said, "Well, you didn't ask for the information" if they've not been told to ask for that in the first place. So, it just kind of creates that loop, if you wish, from a learning perspective, in that you've actually been taught what to do, you've gone and maybe not done it, and therefore it's reinforced what you need to do to then just bring you back to that learning point.

63. I have been asked if there is training for controllers and sergeants about how to respond when the emergency button is pressed. 100 per cent. We do a load of scenarios regarding emergency activations.

64. I have been asked if there is a theory input in relation to that or is it specific scenarios. Yes. So, what you get is you get the emergency activation in the touchscreen communication system course, which is early on, and then obviously touches upon what happens to obviously the system and, you know, you get audible and visible alarms. Then we do scenarios based

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around somebody – obviously one of my team – pressing the emergency activation button on a training radio, same as what the officers use, but obviously aligned to us from a training point of view. Every one of those pairings, every individual in the course, will be given a scenario where there's an emergency activation.

Current training for Duty Officers/ACR Inspectors

65. I have been asked whether there is training for duty officers/inspectors (ITFC responsibilities aside) for their role. A duty inspector will attend the ACR training like everybody else and obviously ITFC. In terms of the Overview role specific, they don't get anything from my team because I don't have an Overview trainer to deliver that training. Then you have the shadowing system in place for the business, i.e., if obviously a new inspector has passed the ACR course, and go in there they're not on their own. You're basically in that hot seat with another duty inspector. There are certain rules and regulations around being signed off as a an ITFC after you've had the training. I think it's a couple of shadows which then needs to be on a briefing paper to the ACC to confirm the signing off, and only after that would they then be allowed to then fly solo as a duty officer.
66. I have been asked is the ACR training a four week course for everybody that's involved. Well, yes. So, in terms of timescales, that just goes back in terms of your numbers, as I have explained. So, generally, you have four weeks if it's a smaller number because we're doing the scenarios. So, essentially, the scenarios, as I said before, are about 50-60 minutes, and we've got loads of different sets of scenarios. If you've only got four or six people on there, then they're still going to get the same number of scenarios, just the rotation doesn't take as long.
67. So, if you're on a smaller number, then it is four weeks, but if we're at the capacity of eight people, we do the training over five weeks to make sure that they get in the same seat time. So it's the same content. If there's only six of

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you, you're only rotating three times, whereas you're rotating four times, which means everybody gets a shot in a day, so to say. Whereas, obviously with three, then the next pair get another shot and it means that that's done quicker.

68. I have been asked if there is an assessment at the end of the training. Yes. There's a separate set of scenarios that are just for assessment purposes. So, we will run the assessment date – so, my team are involved as resources – but the business send people in to do the assessing. So, that can be inspectors or sergeants that come in to do that. So, what that takes away is any kind of preconceived ideas that about individual students, for example that they have not been the best through training; they've struggled a little bit. They have no prior information regarding the students. They come in. The scenario runs. They then go through a marking criteria, and at the end of that they either pass or they don't pass.
69. I have been asked how a decision is made that a member of staff needs some sort of refresher training. So, it depends in terms of what training it is because some of the courses have already got a mandatory refresher date. So that, is put onto the system. So, you generally get an email to remind you. So, whether that's the fire safety or Data Protection Act online training, you'll get your reminder to say you're going out of card at a set date, and you need to complete that training before, otherwise you will be out of card.
70. In terms of the processes within the business areas, everybody is quality assured, and obviously that's done by supervisors. There's a number of mechanisms in terms of a supervisor knowing the team, knowing the problems, looking at the quality assurance side of things, and if somebody is deemed to need a more in-depth refresher, then they will approach the learning and development team to see what is available.

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71. It's probably fair to say that, in terms of refresher training and one-to-ones, we just don't have the time or the capacity to be able to run that because of the diary, but the easiest thing, albeit it's quite lengthy, is that they can attend the ACR course. Again, there's absolutely no real issue with regards to the attendance, and that can be all of it/part of it, but the only challenge we've got is if the course is full. It's all about communication, in terms of if they've got somebody that does need that level of training. It's not letting us know on a Friday that they're needed on a Monday, so to say.

72. So, yes, there are options. I think it's fair to say that I don't recall call a lot of people ever needing to do full courses. If people have been off work for over 12 months, they lose their access to the systems, and they can only get the access back by redoing that training course.

73. I have been asked about continued professional development and how that is provided. We facilitate things as well that are scheduled by the Scottish Police College – whether that's online learning or events, things that come up. So, we facilitate those opportunities. I think it's fair to say a lot of those things are just advertised on the internet, but people don't have time to trawl through that.

74. Within C3, it's on a SharePoint site. We've created a learning zone. SharePoint's general use is document libraries, so you can store documents in there, but we've created a site more akin to a web-based approach. So, we've got what we call campaigns in there. We've done: stuff on CBRN fairly recently, so chemical, biological, radiological, and nuclear incidents; stuff with Scottish Ambulance Service, around about direct contact with Scottish Ambulance; tech safe training, which is a domestic abuse alarm; autism awareness; cybercrime; railway infrastructure and police officers attending incidents on that. So we do a lot of online learning as well, and I mentioned before about the six-minute briefings. So, the CPD officer is the person that signs those off, makes sure they're obviously in a standard format. They're

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passed out to supervisors to brief out so that they can do that in their handovers and shift changes. So there's loads of stuff that's filtered out.

75. Of course, we've obviously got project related stuff, like I mentioned before, with people attending the CERP training. The Service Centre, at the turn of this year coming, will be getting a new system, so we're doing system training. We're getting a new touchscreen communication system for the control rooms, which we've been training for a period of time now. That's not far from going live. So, there's all additional project and change training as well.

Miscellaneous

76. I have been asked if my department have any training in relation to post-incident procedures or debriefs for staff following a critical incidents. No. We don't do anything with regards to that. It's not within my remit.

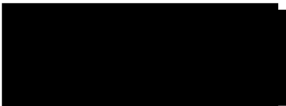
77. I have been asked if there are role profiles for controllers or a sergeant and if that's something that I have any involvement in. There will be role profiles. Every role in Police Scotland's got a role profile but that's not anything that we get involved in. I think that would probably be people and development that have those. Clearly, there's probably a footprint from a divisional perspective in terms of roles, and it's obviously used for advertising roles as well. So, I know certainly in terms of L&D roles, for example, I write those adverts, role profiles, which are fairly standard now. So, if I advertise a job, I attach the role profile. So, all the business areas will have to do the same.

78. I have been asked if the role profiles that I write are generally used for advertising posts rather than for an individual in the post having any understanding of their role. I can only comment in terms of mine. I use them as part of the advert which tells them, obviously, the roles and responsibilities within that profile in terms of what the job's advertising and what they're expected to do if they were successful in that job.

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79. I believe the facts stated in this witness statement are true. I understand that this statement may form part of the evidence before the Inquiry and be published on the Inquiry’s website

September 3, 2024 | 1:49 PM BST
Date

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