TULLIALLAN

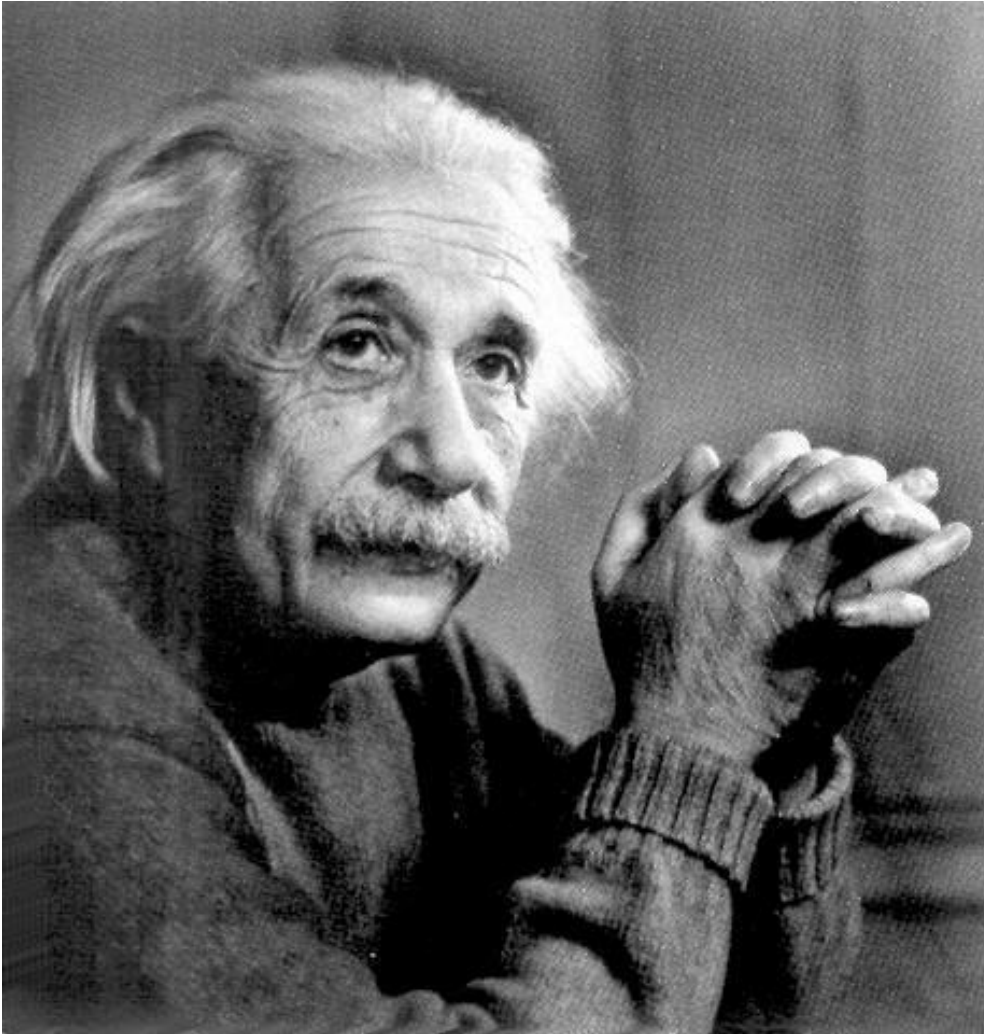**23-24 June 2015**

WELCOME AND INTRODUCTIONS

"The world we have created is a product of our thinking; it cannot be changed without changing our thinking"

Albert Einstein

Activities we tend to like/enjoy + within our competence

Activities we find unfamiliar, challenging & risky

Things we are doing right now (Status Quo)

Things we should be doing (transforming)

"A manager only has two functions: first to get the job done and second to develop people"

Sir John Whitmore

The only place where everyone agrees with everyone else on all vital issues is a cemetery

Dennis Tourish

The lamb and the lion shall lie down together, but the lamb will not be very sleepy

Woody Allen
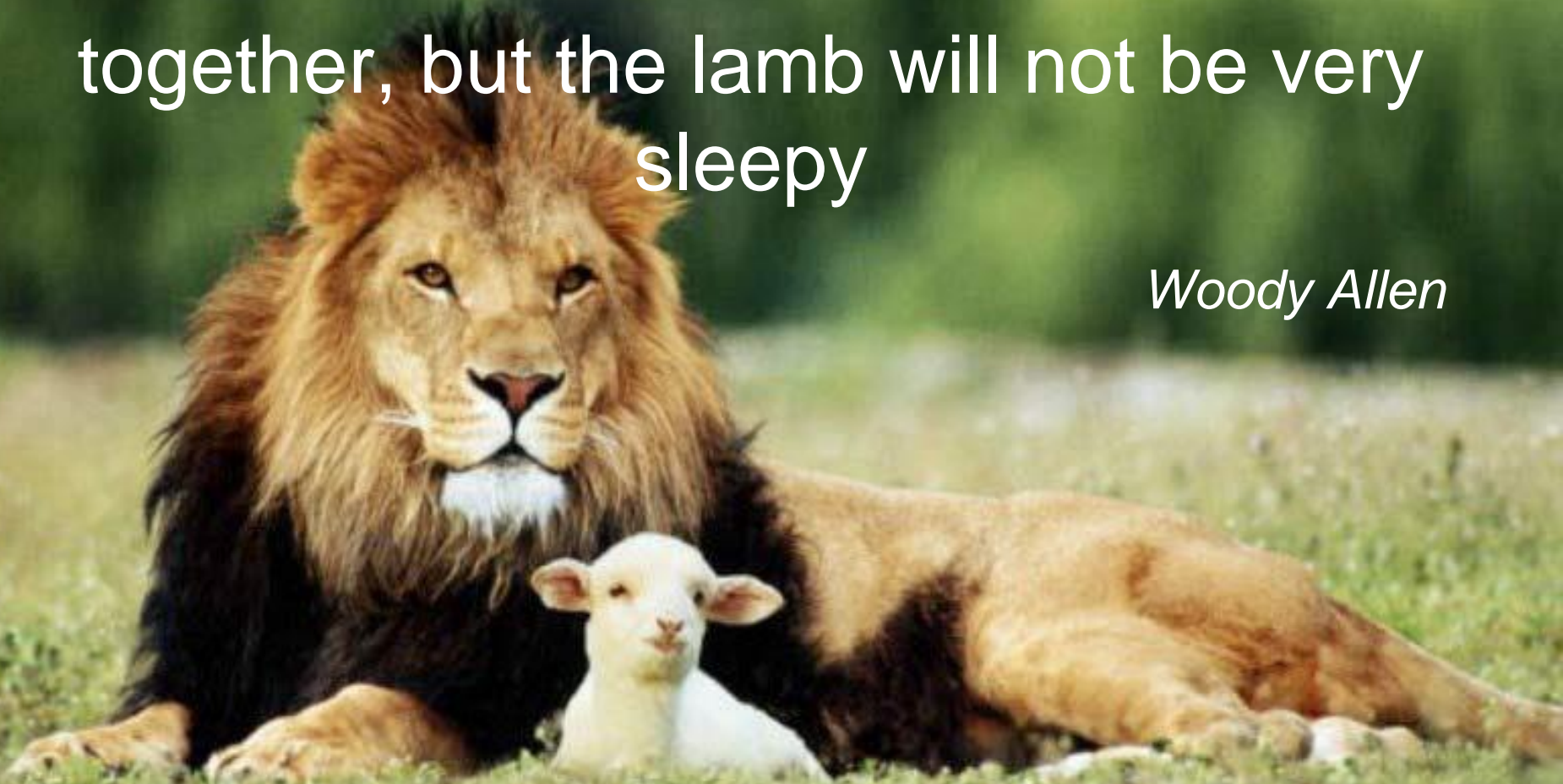
"I'm right there in the room,
and no-one even acknowledges me"

CHATHAM HOUSE

"Everybody's getting together after work to do some more work – you in?"

Team Exercise - The Bridge

The challenge:
Four people must cross the bridge as soon as practicable
Time needed to cross:
Person 1 takes 10 minutes
Person 2 - 5 minutes
Person 3 - 2 minutes
Person 4 - 1 minute

Limitations:
Bridge fragile & only takes two
It's dark – no moon
Only a torch can light the way - so must be returned to other side as it's too far to throw torch across or light to halfway
No other tools available
Carrying of people not feasible

Your task:
Work out the least time for all four to cross safely
5 minutes available

AIM and OUTCOMES of Exercise CIMplexity

To enhance the delegates capability to set effective and appropriate strategy in relation to the management of a Critical Incident, through the following outcomes …

- Accurately identify and risk-assess a Critical Incident

- Examine the effectiveness of early intervention into an incident where there is a likelihood of escalation into a Critical Incident

- Demonstrate why the effectiveness of the police response to a Critical Incident may have a significant impact on the confidence of the victim, their family and/or the community

- Develop strategies to implement a proactive intervention during a Critical Incident to maintain community trust and confidence

- Appreciate and demonstrate the importance of accountability, record-keeping, decision logs and subsequent scrutiny

- Evaluate the professionalism, competence and integrity evident in your response and identify opportunities for organisational learning (lessons learned)

WHY DO WE NEED TO UNDERSTAND THE NATURE OF CRITICAL INCIDENTS?

Simon San

Police admit failure to treat Chinese man's murder as racist
The Guardian 23 August 2011

Scott Simpson

Stephen Lawrence

Murdered 23 April 1993

MacPherson Report published 19 Feb 1999

Two convicted of racist murder

Central Criminal Court

"This result shows that the police can do their job properly, but only when they want to"
The Times 3 Jan 2012

Dewar calls on chief constable to resign in wake of murder investigation inquiry report
The Guardian 20 April 1998

Surjit Singh Chhokar

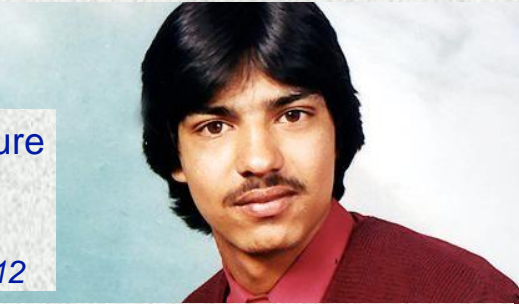Police association calls for homophobic recording of Stuart Walker murder
Pink News 1 November 2011

Stuart Walker

Scotland police under pressure to re-open case of 'racist' murder of Indian man
News Track India 8 January 2012

Stabbing that exposed Scots racism
The Guardian 8 December 2000

Stephen Lawrence Inquiry

'Incompetence' *(Sir Paul Condon's presentation to senior staff on Macpherson Report 24/02/99)*

- First aid
- Initial response
- Family liaison
- Senior Investigating Officers
- Surveillance

- Incident Room
- Identification parades
- Searches
- Informants
- Policy and records
- Murder review

Is this systemic or personal failure?

POLICE SCOTLAND
Keeping people safe

CIMplexity
Leading Critical Incidents

Either way, the Met was judged to be ...

STEPHEN LAWRENCE INQUIRY SUSPECTS
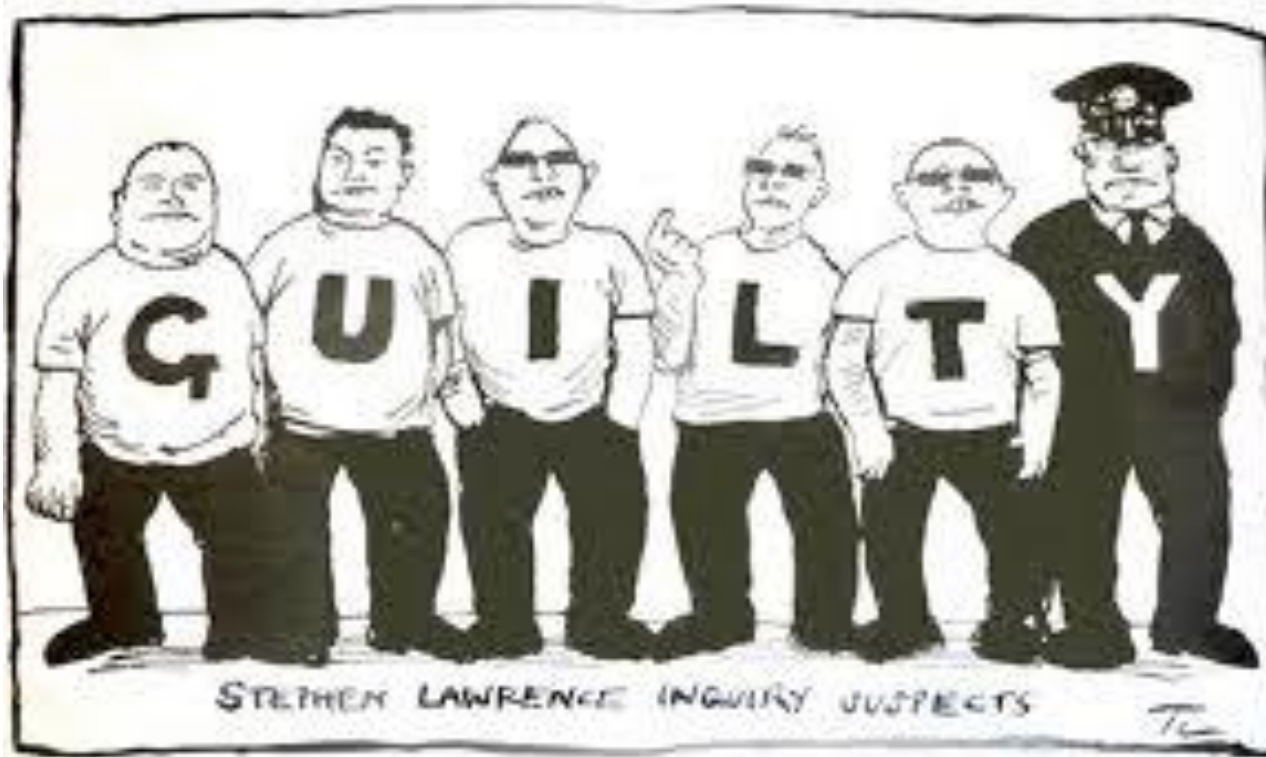
... and had to change both its systems and its people
Looking back, three systemic models were useful ...

Model 1: the Critical Incident Definition

(MPS post Stephen Lawrence Inquiry + Nationally post Soham Inquiry by HMIC)

Any incident where the **effectiveness** of the police response is **likely** to have a **significant impact** on the **confidence** of :

– the victim

– their family

and/or

- the community

Key learning from the Strategic Management of Critical Incident Training (1999-2009):

**"An issue for the family
is an issue for us"**

Model 2: Human error - models and management
(Source: James Reason, Professor of Psychology, Manchester, BMJ March 2000)

1 The Swiss Cheese model

- The cheese represents successive layers of organisational defences, barriers and safeguards against risk
- Some holes arise from active (human) mistakes and procedure violations
- Other holes are due to latent conditions ('resident pathogens')
- Holes momentarily line up to permit a 'trajectory of accident opportunity'
- Nearly all adverse events involve a combination of the two factors
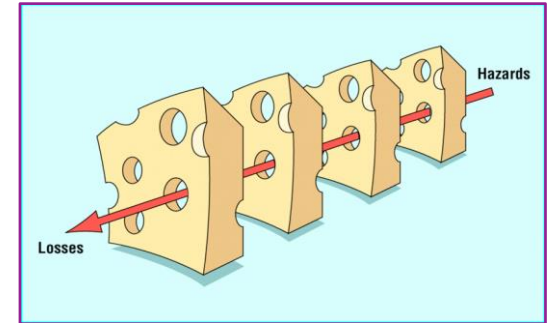
2 The person approach

- Unsafe acts are from aberrant mental processes (eg forgetfulness, poor motivation, negligence)
- Countermeasures aimed at reduction of unwanted variability (eg posters, more procedures, training, disciplinary sanctions, naming and shaming)
- Errors treated as moral issues: 'Bad things happen to bad people'

3 The system approach

- Errors are expected because humans are fallible and are seen as consequences rather than causes
- Countermeasures based on assumption that, though cannot change the human condition, can change the conditions under which humans work
- Errors treated not as: 'Who blundered?', but how and why defences failed

4 Error management

- **Person** - try to make individuals less fallible or wayward
- **System** - comprehensive management system aimed at several different targets: the person, the team, the task, the workplace and the institution(s) as a whole

5 Learning from 'high reliability organisations' (eg air traffic)

- Internally dynamic and, intermittently, intensely interactive (looking for system 'holes')
- Established 'no blame' reporting culture (to encourage identification of the potential 'holes' in human competence and/or the system)
- Collective understanding of where the line is drawn between blameless and blameworthy actions

POLICE SCOTLAND
Keeping people safe

CIMplexity
Leading Critical Incidents

Model 3: Systems Thinking – Bigger Pictures

(Jake Chapman - 'System Failure' (2003 Demos) – a study of the NHS)
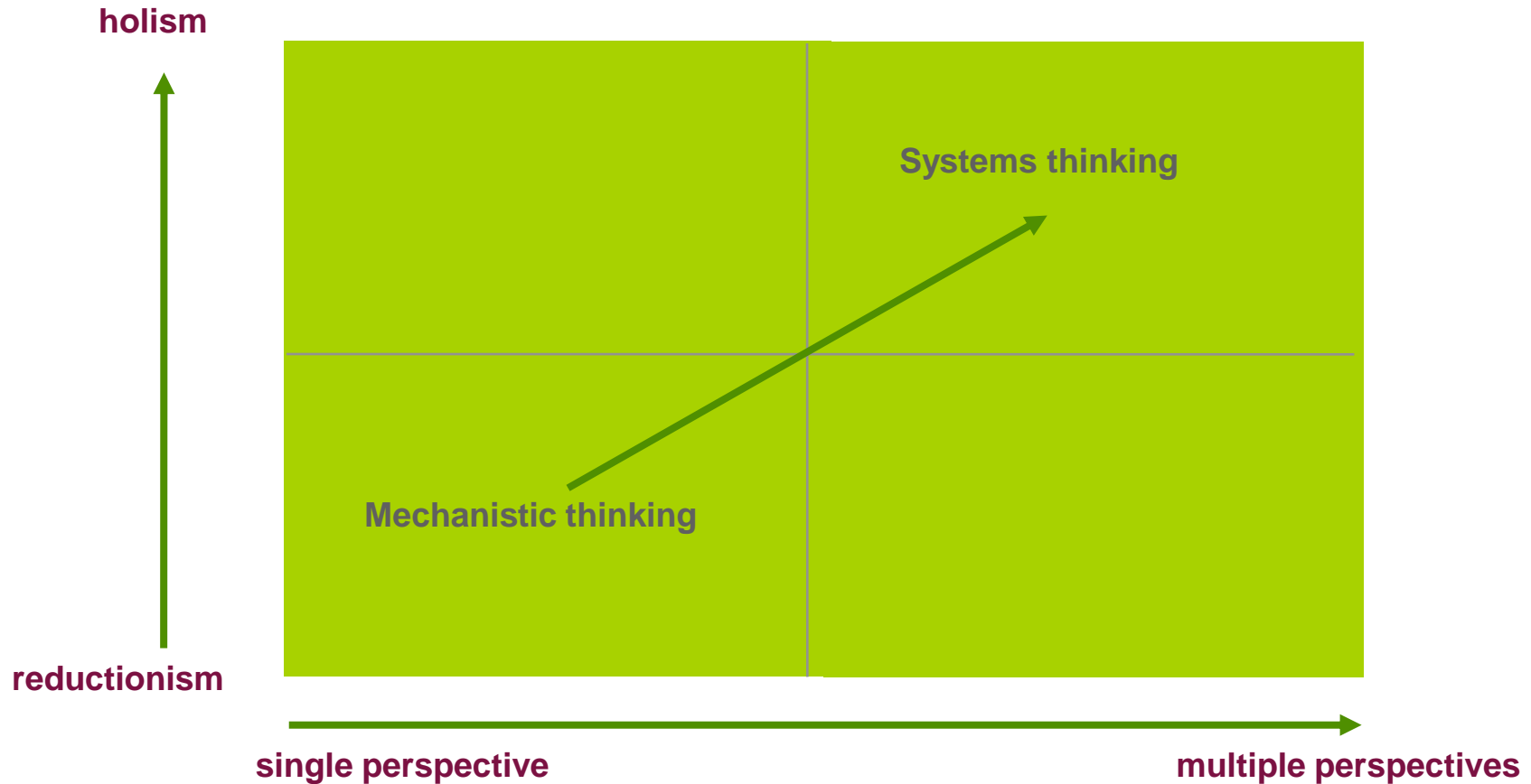
Systems Thinking - Management and Thinking Styles

(Source: Professor Jake Chapman)

	Mechanistic	Systemic
Management style	***Scientific management*** Command and control	***Learning organisation*** Autonomy and innovation
Aim	Control the situation	Learn how to manage better
Presumptions	Organisation and agents are both controllable and predictable	Organisations and agents are adaptive and likely to respond non-linearly
Metaphor	*Machine* "levers", "driving change", "stepping up a gear"	*Organism* "adaptability", "evolution through innovation"
Strategy	Centralise control with clear separation between design (policy) and operations	Delegate and grant autonomy so as to maximise local flexibility and ability to handle variation
Thinking style	***Reductionist*** Break the problem down into smaller component parts	***Holistic*** Retain the connections between components; discard details
Aim	Find a solution based on analysis of how the parts work	Make an improvement based on identifying feedback and interaction between issues
Works best with	Complicated and predictable problems for which there are agreed goals and recognisable solutions	Complex issues that involve multiple agencies and which have so far resisted all attempts at improvement
Epistemology	Presumes existence of 'objective facts' to resolve decisions and disputes - even in the social domain	Recognises the existence of different perspectives based on different values, goals and culture **Problem solving is explicitly pluralistic**

Mark Duggan shot dead in police contact August 2011

WHAT IS THE IMPACT OF MODERN MEDIA ON CRITICAL INCIDENTS?

G20 April 2009

"Met issues grovelling apology" August 2013

POLICE SCOTLAND
Keeping people safe

CIMplexity
Leading Critical Incidents

Police investigate far-right 'invasions' of Bradford and Glasgow mosques

The Guardian 13 May 2014

29

November
2013

22

December
2014

Revealed: Two policemen caught on tape mocking gay woman who was helping them solve a crime

30

May
2013

NICOLA REILLY was shocked to hear a police officer singing "She has a lesbian lover", to the tune of the Phil Collins song Easy Lover.

THE SCOTSMAN
SCOTLAND on SUNDAY

Axe to fall on Scots police stop and search tactic
(03/02/15)

Scotland's police chief admits stop-and-search data was lost and huge communication problem in force as he gets grilled by MSPs
(19/02/15 Daily Record)

Girlfriend's tears as family of father-of-two who died in police custody promise they 'will not rest until they have the truth'

Mail Online 14 May 2015

- Sheku Bayoh detained by police after being accused of carrying a knife
- But he lost consciousness while being restrained by officers and later died
- His family say they need answers and have 'grave concerns' over death
- Police say they had to restrain Mr Bayoh due to a 'violent and unprovoked attack'

BREAKING NEWS | MISSING BOY
POLICE SCOTLAND — SUPERINTENDENT LIZ McAINSH
07:31 SERVICES ARE CONTINUING A MAJOR GROUND, AIR AND SEA SEARCH IN EDINBU

Dunvegan Avenue

Kirkcaldy

Edinburgh

Ferry Gait Crescent

15

January
2014

Rosdeep Adekoya   Mikaeel Kular

25 August 2014 - 11 yrs for culpable homicide

And, for the avoidance of doubt, on discrimination ...

To seek and preserve public favour ... by **constantly demonstrating absolutely impartial service to law** ... by ready offering of individual service and friendship to all members of the public without regard to their wealth or social standing

(Robert Peel's fifth, of nine, 'Principles of Policing' 1829)

Prohibition of discrimination based on "sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status"

(Article 14 European Convention on Human Rights 1953 + Human Rights Act 1998)

Unlawful for any public body ... do **any act** which constitutes **discrimination** ... **duty to eliminate** unlawful racial discrimination ... **promote opportunity** and **good relations** between ... different racial groups

(Race Relations (Amendment) Act 2000)

A person (A) **discriminates** against another (B) **if, because of a protected characteristic**, A **treats** B **less favourably** than A treats or would treat **others**

(Equality Act 2010)

I ... do solemnly, sincerely and truly declare and affirm that I will faithfully discharge the duties of the office of constable with **fairness, integrity, diligence and impartiality, and that I will uphold fundamental human rights and accord equal respect to all people,** according to law

(Constable's Declaration s10 Police and Fire Reform (Scotland) Act 2012)

POLICE SCOTLAND
Keeping people safe

CIMplexity
Leading Critical Incidents

Avoiding 'Institutional Racism' - part of getting the job done?

The collective failure of an organisation

to provide an appropriate and professional service to people

because of their colour, culture, or ethnic origin

can be seen or detected in processes, attitudes and behaviour

which amount to discrimination

through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping

which disadvantage minority ethnic people

Stephen Lawrence Inquiry 1999 – Para 6.34
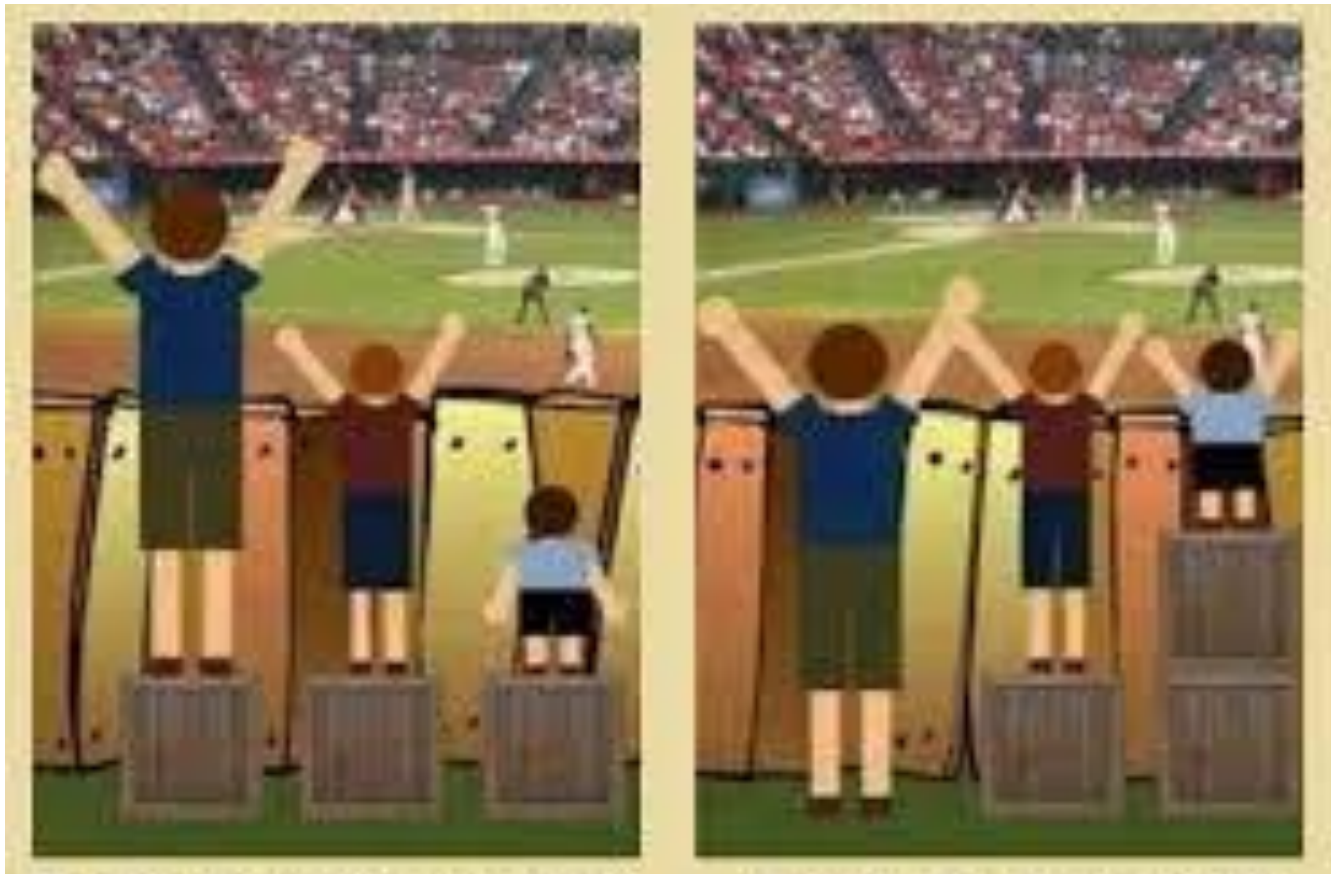
Equal Treatment vs Fair Treatment

The Scottish Approach………….. Model 4?

Flourishing Scotland;

- Equality
- Participation
- Sustainable Economic Growth
- Assets-based approach
- Co-production
- Improvement

- HYDRA simulates the real world for you in a safe learning environment
- During this exercise, you are the Senior Management Team for Brookbank so please join in and act as you/they would 'in the real world'
- Make use of the communicator to gather more information and give direction to your event
- Use your loggist to record your strategy and key tactical decisions together with the underpinning rationale for review and discussion in plenary

DECISION LOGS

- Vital for those key decisions at the Y-junctions of choice

- Record what you know for certain (A1); what are your essential knowledge gaps and your plan for filling them; what are your and others' assumptions and how you are testing them

- Record what was weighing on your mind at the time

- Looking back from the potential Public Inquiry, how consistent were you with the Code of Ethics
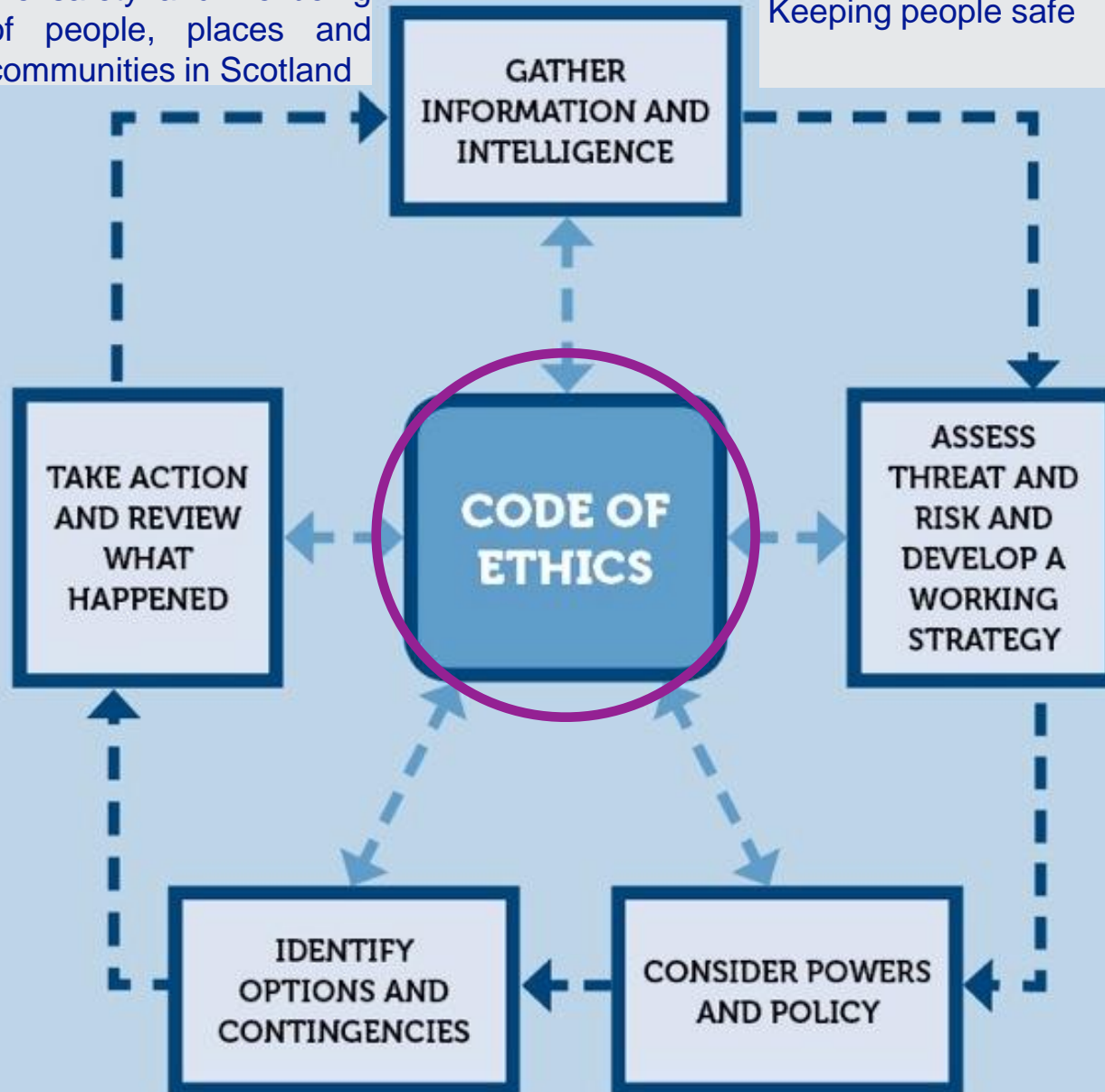
- Challenge the WYSIATI tendency

Remember PLAN B!

POLICE SCOTLAND - AN INTEGRATED MODEL (5?)
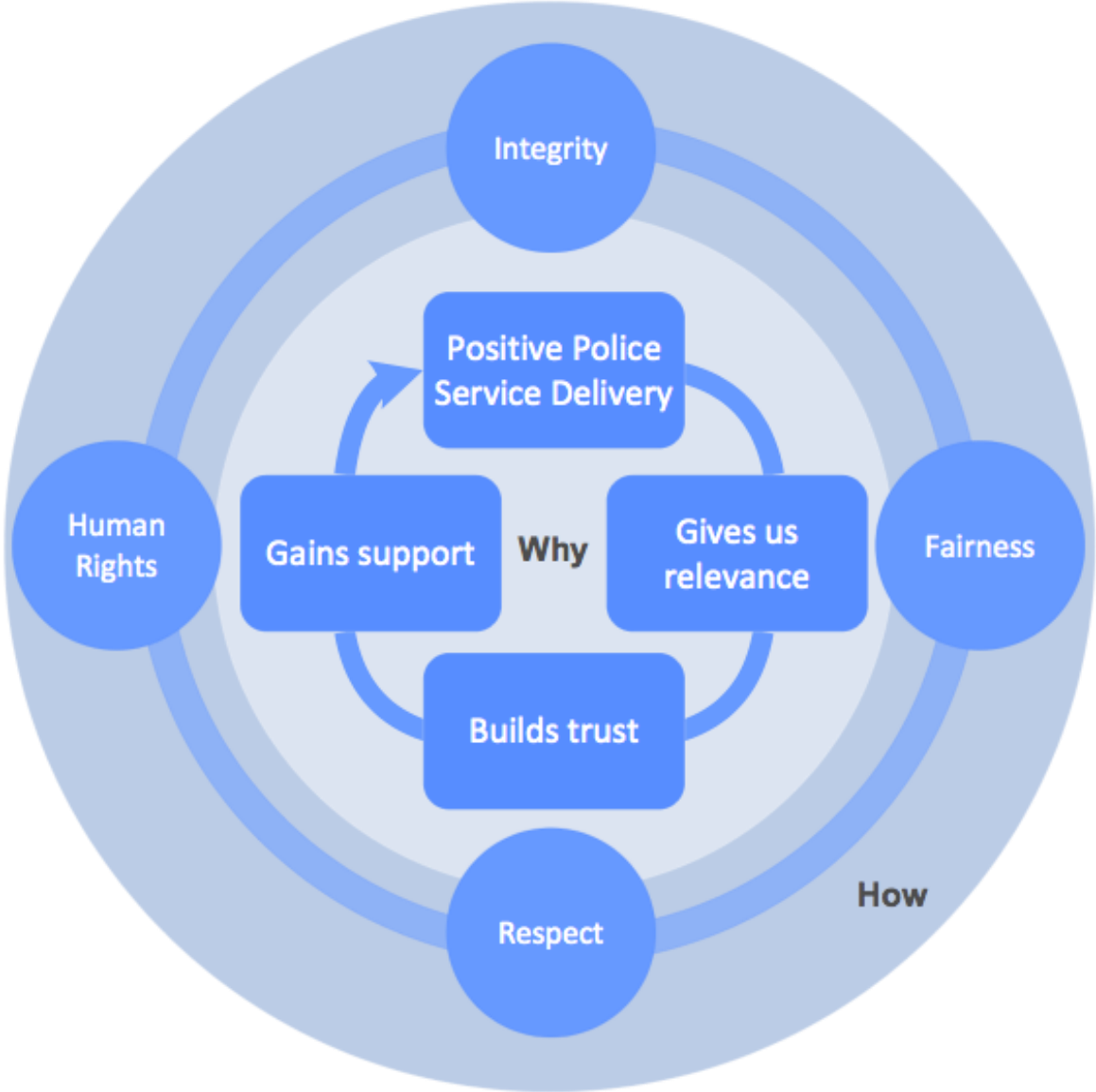
NATIONAL DECISION MAKING MODEL

Our Purpose: To improve the safety and wellbeing of people, places and communities in Scotland

Our Focus:
Keeping people safe

GATHER INFORMATION AND INTELLIGENCE

TAKE ACTION AND REVIEW WHAT HAPPENED

CODE OF ETHICS

ASSESS THREAT AND RISK AND DEVELOP A WORKING STRATEGY

IDENTIFY OPTIONS AND CONTINGENCIES

CONSIDER POWERS AND POLICY

POLICE SCOTLAND
Keeping people safe

Mplexity
cal Incidents

TULLIALLAN

23-24 June 2015

BEFORE WE START THE EXERCISE, ARE THERE ANY QUESTIONS?