SCOTTISH POLICE AUTHORITY
ÙGHDARRAS POILIS NA H-ALBA

Agenda Item 9

Meeting	SPA Complaints and Conduct Committee
Date	01 June 2023
Location	Video Conference
Title of Paper	Police Scotland Organisational Learning
Presented By	ACC Alan Speirs, Professionalism and Assurance
Recommendation to Members	**For Discussion**
Appendix Attached	No

PURPOSE

The purpose of this paper is to provide a report on organisational learning in response to action 1 raised at the last meeting of the SPA Complaint and Conduct Committee.

Members are invited to discuss the contents of this report.

1. Response to Action 001 – Organisational Learning

1.1 The Professional Standards Department is committed to promoting a culture of organisational learning to prevent reoccurrence of concerns that can have a negative impact on public confidence and trust.

Learning opportunities are identified through a variety of sources:

- PIRC Investigations following incidents of Death or Serious injury following Police Contact or whilst in Police Custody, or criminality involving officers or members of police staff.
- Reports shared by COPFS
- PIRC Complaint Handling Reviews (CHR)
- During the complaint handling process.
- During Misconduct process.

Whilst the vast majority of incidents relate to individual learning, there are opportunities to share wider learning relating to policy, practice or process across relevant parts of the organisation. Page 9 of the main report now provides more information relating to this aspect, and pages 10/11 now provide comprehensive information relating to organisational efforts to promote the Standards of Professional Behaviour and promote a culture or learning, prevention and continuous improvement.

1.2 Capturing Organisational Learning

During the 2022/23 year PSD have introduced the 4Action software platform as a means of improving the tracking, recording and action management of independent investigations by the PIRC, to ensure learning and improvement is identified, allocated to appropriate owners to address and is then reviewed to test success.

4Action has improved governance in this area and ensures learning is co-ordinated as effectively and efficiently as possible. However this new method of capturing and tracking learning will take a longer period of time to fully understand and measure impact, and also establish if this platform alone is sufficient in managing the wide range of learning identified during Complaint Handling and Conduct processes.

In addition to the above methods, more formalised meeting structures with key partners have been implemented which aim to improve communication, governance and oversight of external investigations to identify challenges, resolve issues and enrich learning through positive engagement and feedback. Similar to this structure, following any notable incident Police Scotland takes a proactive approach, reviewing our response and progressing any instances of individual or organisational learning.

1.3   Examples of wider learning identified

An emerging theme was identified in the application of the Non-investigation provision following Non-Criminal Complaints about the police report. To address this concern and improve awareness and understanding of this process, PSD will collaborate with PIRC to co-ordinate complaint handling training address these concerns.

In an effort to change the culture from one of negative learning which highlights instances where Police Scotland have under-performed, to one of positive learning identifying good practice. It is hoped that by reinforcing positive learning, this alongside other methods will improve complaint handling standards and practice.

1.4   Organisational Learning through prevention and awareness

Through identifying repeated instances of behaviours/actions which fall below Police Scotland's Standards of Professional Behaviour, PSD have led on developing the Standards campaigns. This is a yearlong campaign with a focus on raising awareness of individual responsibility to act in line with each of the 10 standards. Content has been developed using organisational learning identified from complaint and conduct data. In addition, PSD have also developed a quarterly newsletter, which again raises emerging themes captured during complaint/conduct enquiries. Recent example of this includes prevention and learning addressing repeated cases of Inappropriate Behaviour/Messages shared on social media applications.

2.   **Next Steps**

Recognising the ambitions of Police Scotland and the Committee, during the forthcoming year, PSD are committed to exploring how best to improve how the organisation captures, analyses and implements learning identified internally and not only as a result of formal recommendations from independent investigation or CHR.

This would include learning identified through the 6 stage Complaint Handling process or non-referral assessments, which is currently recorded but no co-ordinated means exist to extract and understand data. This will allow for thematic analysis and post implementation review/exercising, measuring success or the need for further action.

As mentioned previously, further consideration and discussion is ongoing to fully explore and identify appropriate methods to measure impact and outcomes of learning and prevention activity.

3. FINANCIAL IMPLICATIONS

3.1 There <u>are</u> financial implications in this report in terms of the request for additional analytical support to PSD as detailed in the last paragraph.

4. PERSONNEL IMPLICATIONS

4.1 There <u>are</u> personnel implications in this report in terms of the request for additional analytical support to PSD as detailed in the last paragraph.

5. LEGAL IMPLICATIONS

5.1 There <u>are no</u> legal implications in this report.

6. REPUTATIONAL IMPLICATIONS

6.1 There <u>are</u> potential reputational implications in this report in terms of our ensuring our approach to capturing, recording and monitoring organisational nationally and, more specifically, within PSD is robust and withstands scrutiny.

7. SOCIAL IMPLICATIONS

7.1 There <u>are no</u> social implications in this report.

8. COMMUNITY IMPACT

8.1 There <u>are</u> community implications in this report in terms of maintaining and enhancing public trust and confidence in our approach to organisational learning.

9. EQUALITIES IMPLICATIONS

9.1 There <u>are no</u> equality implications in this report.

10. ENVIRONMENT IMPLICATIONS

10.1   There <u>are no</u> environmental implications in this report.

RECOMMENDATIONS

Members are invited to discuss the contents of the report.