



<b>Meeting</b>	<b>SPA Complaints and Conduct Committee</b>
<b>Date</b>	<b>14 November 2023</b>
<b>Location</b>	<b>Video Conference</b>
<b>Title of Paper</b>	<b>Police Scotland – Organisational Learning - Update</b>
<b>Presented By</b>	<b>CS Catriona Henderson</b>
<b>Recommendation to Members</b>	<b>For Discussion</b>
<b>Appendix Attached</b>	<b>No</b>

**PURPOSE**

To provide the SPA Complaints & Conduct Committee with an update regarding ongoing activity.

Members are invited to discuss the content of this report.

## **1. Background**

1.1 Within the previous organisational learning submission to the June Committee, PSD reported on the successful implementation of 4Action and additional meeting structures with key partners to capture, track and record learning as a result of independent investigations i.e. formal learning. The next stage of the formal learning process is to introduce an element of review. The review will test and assess the effectiveness of the measures taken by Police Scotland since the implementation of the learning recommendation. This additional element completes the learning cycle, provides organisational reflection and scrutiny which, in time, will be reported back to the Committee with the OL section of the main report.

### 1.2 Informal Learning

The main purpose of this paper is to update members on plans to take forward the actions identified under 20232208-CCC-006 and 20230106-CCC-012.

The next stage of the OL journey is to clearly identify and implement learning opportunities arising from Complaints About the Police. This form of learning will be referred to as informal learning.

On a quarterly basis analysis of upheld complaint allegations will be carried out to identify key themes. Discussion of identified themes will take place at practitioner level via the Preventions and Professionalism Operational Group to obtain context and agree actions to implement learning and mitigate against repeat allegations.

### 1.3 Example under progression

An upheld quality of service allegation has been identified with complaints of custodies not receiving water. Initial assessment of these allegations indicates that this may be a lacuna in recording processes.

Work will now be undertaken with the Criminal Justice Services Division to review current systems and practice, identify and implement learning from upheld allegations and aim to reduce, or stop, future complaints of this allegation type.

## **2. NEXT STEPS**

2.1 As reviews of formal learning recommendations take place and the identification of informal learning themes develop, the inclusion of

outputs from this work and evidence of operational improvements as a result of learning from complaints will be included within the main report.

### **3. FINANCIAL IMPLICATIONS**

3.1 There are no financial implications in this report.

### **4. PERSONNEL IMPLICATIONS**

4.1 There are no financial implications in this report.

### **5. LEGAL IMPLICATIONS**

5.1 There are no legal implications in this report.

### **6. REPUTATIONAL IMPLICATIONS**

6.1 There are no reputational implications in this report.

### **7. SOCIAL IMPLICATIONS**

7.1 There are no social implications in this report.

### **8. COMMUNITY IMPACT**

8.1 There are 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 are no equality implications in this report.

### **10. ENVIRONMENT IMPLICATIONS**

10.1 There are no environmental implications in this report.

## **RECOMMENDATIONS**

Members are invited to discuss the content of this report.