

<p>1 Thursday, 29 July 2021</p> <p>2 (10.00 am)</p> <p>3 (The Inquiry began in closed session)</p> <p>4 (11.45 am)</p> <p>5 THE CHAIRMAN: Good afternoon -- no, good morning.</p> <p>6 MS BLACKWELL: We are almost in the afternoon, session, sir.</p> <p>7 THE CHAIRMAN: Yes.</p> <p>8 MS BLACKWELL: May the witness be sworn, please?</p> <p>9 THE CHAIRMAN: He may.</p> <p>10 MR PHILIP TAYLOR (sworn)</p> <p>11 Questions from MS BLACKWELL</p> <p>12 MS BLACKWELL: Please sit down.</p> <p>13 Thank you, is your full name Philip Taylor?</p> <p>14 <b>A. That's correct, yes.</b></p> <p>15 Q. You are the chief firearms instructor for the</p> <p>16 Metropolitan Police Service?</p> <p>17 <b>A. That's correct, yes.</b></p> <p>18 Q. You have been a firearms officer for 13 years?</p> <p>19 <b>A. That is correct, yes.</b></p> <p>20 Q. In that time you have performed the role of</p> <p>21 an operational armed response vehicle officer?</p> <p>22 <b>A. Yes.</b></p> <p>23 Q. And counter-terrorism specialist firearms officer, from</p> <p>24 the rank of sergeant to chief inspector?</p> <p>25 <b>A. That's correct.</b></p> <p style="text-align: center;">Page 1</p>	<p>1 Q. In terms of command and control, you are an operational</p> <p>2 and tactical firearms commander, and you have performed</p> <p>3 the role of firearms tactical adviser at all levels of</p> <p>4 competence for in excess of 12 years?</p> <p>5 <b>A. That is correct, yes.</b></p> <p>6 Q. You have also been a firearms instructor for the past</p> <p>7 11 years, conducting firearms training between</p> <p>8 operational deployments at various ranks prior to taking</p> <p>9 the role of CFI in November 2019?</p> <p>10 <b>A. That's correct, yes.</b></p> <p>11 Q. In addition to being the MPS CFI, you are also the CFI</p> <p>12 responsible for the national explosive method of entry</p> <p>13 and national counter-terrorism specialist firearms</p> <p>14 officer network training being delivered across the UK?</p> <p>15 <b>A. That's correct, yes.</b></p> <p>16 Q. Thank you.</p> <p>17 In your capacity as the MPS CFI, you are responsible</p> <p>18 for the quality assurance and authorisation of all</p> <p>19 firearms and Taser training delivered by accredited</p> <p>20 firearms and Taser instructors within the MPS?</p> <p>21 <b>A. Yes.</b></p> <p>22 Q. That involves confirming that courses are College of</p> <p>23 Policing and National Firearms Training Curriculum</p> <p>24 compliant, and that the training achieves the criteria</p> <p>25 required to fulfil each particular armed role profile,</p> <p style="text-align: center;">Page 2</p>
<p>1 and MPS firearms training is also externally moderated,</p> <p>2 quality assured and licensed through the College of</p> <p>3 Policing?</p> <p>4 <b>A. That's correct, sir.</b></p> <p>5 Q. You have provided a witness statement to the inquiry,</p> <p>6 dated 15 June of this year, and I am going to invite</p> <p>7 you, please, to look at paragraph 6 of that witness</p> <p>8 statement, and I am going to ask that we display pages 2</p> <p>9 and 3, please, Mr Coates, of MPS4497.</p> <p>10 Thank you.</p> <p>11 Before we turn to paragraph 6, at paragraph 5 you</p> <p>12 state:</p> <p>13 "The MPS firearms unit, SCO19, is responsible for</p> <p>14 delivering all initial courses and continuation training</p> <p>15 to approximately 2,850 authorised firearms officers</p> <p>16 across a number of role profiles and operational command</p> <p>17 units."</p> <p>18 <b>A. That's correct, sir, yes.</b></p> <p>19 Q. Then at paragraph 6 you say that as CFI you hold</p> <p>20 responsibility and governance for the delivery of</p> <p>21 training in respect of the following role profiles.</p> <p>22 Can you please take us through the role profiles</p> <p>23 that you set out on the following pages?</p> <p>24 <b>A. Okay.</b></p> <p>25 Q. Thank you.</p> <p style="text-align: center;">Page 3</p>	<p>1 <b>A. Would you just like me to read them out or short</b></p> <p>2 <b>description of what they are as well?</b></p> <p>3 Q. A short description would be very helpful?</p> <p>4 <b>A. AFO protective security is for example those officers</b></p> <p>5 <b>that might be protecting particular premises like law</b></p> <p>6 <b>houses or diplomatic premises.</b></p> <p>7 <b>Aviation security is, as you might imagine, at</b></p> <p>8 <b>Heathrow Airport.</b></p> <p>9 <b>Mounted armed escort is a unique skill in relation</b></p> <p>10 <b>to specialist kind of events where they might need</b></p> <p>11 <b>support.</b></p> <p>12 <b>Special escort group is again another group of armed</b></p> <p>13 <b>officers that provide escort on motorbikes for royals</b></p> <p>14 <b>and diplomatic members.</b></p> <p>15 <b>Then we have close protection officer, which is</b></p> <p>16 <b>effectively many will know them as bodyguards that</b></p> <p>17 <b>protect for example the Prime Minister and the Queen.</b></p> <p>18 <b>I also provide the governance and training for armed</b></p> <p>19 <b>surveillance officers, which obviously there has been</b></p> <p>20 <b>discussion of in the inquiry so far.</b></p> <p>21 Q. Yes.</p> <p>22 <b>A. Armed response vehicle officers, again they are the</b></p> <p>23 <b>uniformed officers that respond to the day-to-day calls.</b></p> <p>24 <b>Standard MASTS officers, which is a covert response</b></p> <p>25 <b>which I think we have discussed.</b></p> <p style="text-align: center;">Page 4</p>

1 Q. Yes.

2 **A. Specialist firearms officer, which is a precursor really**

3 **to counter-terrorist specialist firearms officer, which**

4 **is our kind of highest tier of trained officer.**

5 Q. Yes, and those different role profiles that you have

6 read out, just to confirm that baseline MPS role

7 profiles, is that the basic training?

8 **A. Yes, so there are two things going on, sir, if I may.**

9 **There is a national guidance in terms of the**

10 **absolute minimum that is required.**

11 **Then I think as has been alluded to in previous**

12 **evidence, there is a strategic threat and risk**

13 **assessment for each force and each force then looks at**

14 **that strategic threat and then considers what additional**

15 **skills we might like to give our officers. A good**

16 **example might be that if there was a county devoid of**

17 **water, we might not focus on maritime skills but of**

18 **course in London, where we have the Thames, we do focus**

19 **on that area.**

20 Q. Understood, thank you.

21 You then list three additional skills profiles, what

22 are those?

23 **A. National rifle officer, tactical rifle officer and our**

24 **ability to train instructors to deliver that training.**

25 Q. Thank you.

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1 And the command role profiles?

2 **A. So, a long list here, and I will go through each one,**

3 **but there is one specific one that I need to spend**

4 **a little bit of time perhaps describing, so we are**

5 **responsible for the operational firearms commanders, the**

6 **initial tactical firearms commanders, cadre tactical**

7 **firearms commanders, some people refer to CTSFO**

8 **ground-assigned tactical commanders, firearms tactical**

9 **advisers, post-incident managers.**

10 **The only unique one in that list is I have**

11 **responsibility for all courses, other than strategic**

12 **firearms courses which are delivered directly by the**

13 **College of Policing.**

14 Q. Right, thank you.

15 THE CHAIRMAN: Why are the SFCs and TFCs in italics?

16 **A. I think that was just to remind me, sir, to point that**

17 **out, I think.**

18 THE CHAIRMAN: I see, all right. Well you have done.

19 MS BLACKWELL: Moving on to issuing and armoury role

20 profiles, please.

21 **A. A number of skill sets here, this is police weapons**

22 **issuing officer, which is often police staff rather than**

23 **police officers, police weapons, maintainer and police**

24 **armourer.**

25 Q. Thank you.

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1 Mr Coates, please could we move page 3 across and

2 display it together with page 4 now. Thank you.

3 Taser role profiles?

4 **A. Yes, that's right, so obviously Taser can now not only**

5 **be deployed in a firearms context but also as**

6 **a standalone option. Those officers for example on**

7 **front-line policing have specially trained officers,**

8 **also Taser instructors, Taser lead instructors, Taser**

9 **technicians, Taser downloaders and issuing officers,**

10 **and, again, particular to perhaps significant public**

11 **unrest, is AEP, in relation to what is sometimes**

12 **referred to as the baton gun in perhaps a significant**

13 **public order incident.**

14 Q. What is a Taser downloader?

15 **A. It is effectively the ability to teach our staff to**

16 **connect the Taser to a computer, which effectively tells**

17 **us everything about its usage, how long it was used for,**

18 **for example, how long the laser was on for, pretty much**

19 **everything about it.**

20 Q. A full audit trail of the use?

21 **A. That's right.**

22 Q. Thank you, we can take those down, now, please,

23 Mr Coates.

24 Policies and reference material.

25 You set out in some detail, which is very useful,

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1 the policies and reference materials for firearms

2 training that are currently in use. I would like you to

3 take us through those please. I will indicate, sir,

4 where they appear in our hard copy bundle, if it is of

5 assistance.

6 First of all, APP on armed policing, we can see this

7 behind tabs 3 to 26 in our bundle. This document is

8 actually produced and owned by the College of Policing,

9 isn't it?

10 **A. That's correct, yes.**

11 Q. As you set out in paragraph 8(a)(i) it is a live

12 document and is regularly updated electronically on the

13 College of Policing secure website used to store

14 training materials.

15 Is there any sort of indication provided to officers

16 that there has been an update of the APP?

17 **A. Yes, so there are two parts to that, there is the public**

18 **domain APP, and then there is also this version, which**

19 **we refer to now as the knowledge hub, which has all the**

20 **national training curriculum included within.**

21 **Essentially what happens is I will get, obviously I kind**

22 **of deputise that to a number of staff, updates in**

23 **relation to significant updates or urgent updates or**

24 **perhaps kind of longer-term kind of updates in terms of**

25 **how training is going or what we need to include. It is**

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1 then my job to ensure that we send almost instant  
 2 circulars for example to commanders about things to  
 3 consider or whether we might, bearing in mind the number  
 4 of officers we have to train, include it in continuation  
 5 training cycles throughout the year.  
 6 Q. Thank you.  
 7 In terms of updates since 2015, and specifically  
 8 11 December 2015, you can confirm, as you do in your  
 9 witness statement, that there have been several updates  
 10 and amendments since that time?  
 11 **A. Yes, quite a few, yes.**  
 12 Q. Yes.  
 13 The current iteration of APP on armed policing has  
 14 been provided to the inquiry and is something that we  
 15 have looked at before today.  
 16 **A. Yes.**  
 17 Q. Moving on to the National Police Firearms Training  
 18 Curriculum, again, is that written and owned by the  
 19 College of Policing?  
 20 **A. Yes.**  
 21 Q. We can see, sir, that this appears behind tabs 27 to 37  
 22 in our hard copy bundle. Does this curriculum set out  
 23 the national minimum standard for each armed policing  
 24 role profile?  
 25 **A. Yes, absolutely. It is my job then to deliver on those**

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1 and training compliance unit within SCO19, and it is  
 2 ratified by the MPS CFI?  
 3 **A. That's correct, yes.**  
 4 Q. You there set out, again, version 4.2 was the version in  
 5 place in 2015 and we are now at version 7.  
 6 The SCO19 command training, can you describe,  
 7 please, what this relates to and how it is utilised  
 8 within the MPS?  
 9 **A. Okay, so, sir, I think you have probably heard about**  
 10 **operational and occupational competence throughout the**  
 11 **inquiry. Essentially we know that after a course we**  
 12 **want to ensure that our commanders and advisers are in**  
 13 **a position where they not only understand it from**  
 14 **a theory point of view but also can also immerse**  
 15 **themselves in a practical point of view as well and that**  
 16 **is where they get the kind of occupational competence to**  
 17 **be signed off by someone who is trained and accredited.**  
 18 **In addition to that level of training, in 2015 we**  
 19 **provided a yearly -- or the College of Policing did --**  
 20 **training event with any updates, anything that we felt**  
 21 **was prudent for them to know. Subsequently actually we**  
 22 **have actually moved on where we deliver two days, one**  
 23 **every six months. Included within that training for all**  
 24 **commanders and TAC advisers is within five years of**  
 25 **first accrediting, they then have to go through**

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1 modules, dependent on the role profile that the officer  
 2 is performing within the home force.  
 3 Q. Yes, does the MPS add its own modules to create its own  
 4 specific role profiles?  
 5 **A. Back to your point about the baseline level in relation**  
 6 **to the MPS, so we often -- we never take away, we always**  
 7 **have additional skills that we would like to give them.**  
 8 Q. Thank you.  
 9 The police use of firearms and less-lethal weapons  
 10 standard operating procedures, this is a document  
 11 written and maintained by the firearms policy unit  
 12 within SCO19 and it is ratified by the MPS commander?  
 13 **A. That's correct, yes.**  
 14 Q. Yes.  
 15 We can see that you set out in your witness  
 16 statement that in 2015 the version in place was version  
 17 11 and since 2019 we have been up to version 15.2?  
 18 **A. That's correct, yes.**  
 19 Q. Which provides some indication as to the regularity with  
 20 which it is updated?  
 21 **A. It is organic, very much like the APP.**  
 22 Q. Thank you.  
 23 Police use of firearms, MPS firearms standard  
 24 operating procedure. Again, this is documented, written  
 25 and maintained by the firearms training health, safety

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1 a re-authorisation process, which goes through a number  
 2 of scenarios to be kind of re-authorised again.  
 3 Q. The content of the course F236 in 2015, compared to the  
 4 content of the course in 2020 to 2021, please?  
 5 **A. That very much links to in 2015 it was a one-day event,**  
 6 **which was derived from the College of Policing which**  
 7 **they felt were the most important thing to deliver and**  
 8 **since then we have moved on in 2021 where we deliver**  
 9 **that day's training and additional MPS-derived local**  
 10 **kind of training, just to give them updates.**  
 11 Q. You record at the bottom of page 6 in your statement,  
 12 that this year the F236 content predominantly concerns  
 13 learning from the Anthony Grainger Inquiry?  
 14 **A. That's correct.**  
 15 Q. In what respect?  
 16 **A. It was a complete review of all the recommendations,**  
 17 **effectively what happened, what lessons can we learn and**  
 18 **to ensure that we learn from those mistakes and ensure**  
 19 **that they don't happen again, essentially.**  
 20 Q. Particularly in relation to deploying MASTS?  
 21 **A. Yes.**  
 22 Q. Thank you.  
 23 The current F237 content, you make reference to in  
 24 the lower part of page 7. Is there anything that you  
 25 would like to say about that, to bring to the attention

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1 of the inquiry?  
 2 **A. Not in particular, it is just a kind of additional**  
 3 **refresher training just for the year.**  
 4 Q. Thank you.  
 5 Over the page, SCO19 MASTS initial course manual,  
 6 the manual in place that was in place in 2015 has been  
 7 updated, you confirm here, but the course in 2021  
 8 follows a similar structure and contains broadly the  
 9 same content?  
 10 **A. That's correct, yes.**  
 11 Q. Of relevance are the following, you say, and could you  
 12 take us through any of the subparagraphs that you would  
 13 like to bring to the attention of the inquiry, please?  
 14 **A. Yes, if I may, I will touch on each one just very**  
 15 **quickly.**  
 16 Q. Thank you.  
 17 **A. The first part there is vehicle interception and theory**  
 18 **around that.**  
 19 **Then we go on to dealing with then vehicles in terms**  
 20 **of -- I think it has been discussed before -- why we**  
 21 **might consider smashing windows in order to get vision**  
 22 **into a premises or into a vehicle, should I say, or**  
 23 **vision into -- then there is training around tyre**  
 24 **deflation and how we achieve that with a shotgun.**  
 25 **Then we discuss the principles around extractions**

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1 The first of which is the use of mobile armed  
 2 support to surveillance, or MASTS.  
 3 Before I do so, I just want to reflect upon what you  
 4 set out at paragraph 10, just above this section, where  
 5 you say:  
 6 "It should be noted that all MPS training is based  
 7 on COP material and in particular the NPFTC, where there  
 8 are specific MPS documents, presentations, notes or  
 9 scenarios that relate to a given topic, these are  
 10 itemised at the end of each relevant section."  
 11 You bring those to the attention of the inquiry?  
 12 **A. That's correct, yes.**  
 13 Q. Mr Taylor, are you able to confirm that in relation to  
 14 the officers involved in Operation Ankaa on  
 15 11 December 2015, that those officers were up to date in  
 16 relation to their relevant areas of training?  
 17 **A. Yes, I can confirm that they were all up to date in**  
 18 **their relevant competencies.**  
 19 Q. Thank you.  
 20 Let's now then turn to the first of the specified  
 21 topics, that of MASTS.  
 22 Can you explain to us, please, in accordance with  
 23 that set out in paragraph 13 of your witness statement,  
 24 how standard MASTS officers are selected, trained,  
 25 accredited and authorised?

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1 **and why they might be prudent in certain circumstances.**  
 2 **Then we pretty much go on to public domain training,**  
 3 **so something that we do for some of our kind of more**  
 4 **experienced and higher-end training in role profiles is**  
 5 **we actually take them into the real live environment to**  
 6 **practice some of these tactics so they understand how**  
 7 **traffic, pedestrian movement can effect and how that**  
 8 **might impact on their operations.**  
 9 **We then go on to vehicle and in particular foot**  
 10 **interceptions. Again, the rest is just in relation to**  
 11 **tactical planning and what that looks like in terms of**  
 12 **having been given a kind of brief in terms of**  
 13 **circumstances, how we might best support that operation.**  
 14 Q. Thank you.  
 15 Finally, over to page 10, the continuation cycles  
 16 for SCO19 MASTS are refresher sessions delivered by  
 17 SCO19 each year with the aim of refreshing skills  
 18 acquired on specific firearms training courses. You  
 19 confirm that they have similar content year on year?  
 20 **A. Yes, that's correct, yes.**  
 21 Q. Thank you.  
 22 You have provided information specifically in  
 23 relation to the various subparagraph topics that are set  
 24 out at paragraph 9 of your witness statement, and I am  
 25 going to take you through each of those individually.

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1 **A. Yes, so we go through an assessment process to ensure**  
 2 **that the officers have the capability to take on the**  
 3 **extra skills. I suppose it is worth really just**  
 4 **starting with all of these officers are already ARV**  
 5 **trained officers, so they have already gone through**  
 6 **a significant amount of training, a significant amount**  
 7 **of continuation training and have been deployed on**  
 8 **numerous operations before.**  
 9 **We take them through an assessment process, often**  
 10 **choose the best officers then to deliver the course with**  
 11 **a view to deploying them on those more covert operations**  
 12 **rather than what was in the past their overt operations**  
 13 **as ARV officers.**  
 14 Q. Yes, thank you.  
 15 Paragraph 14, please. What were the annual  
 16 requirements in place for standard MASTS officers as at  
 17 11 December 2015?  
 18 **A. Okay, so it was a total of 128 hours of contact time,**  
 19 **within a 12-month period and as listed there, there is:**  
 20 **a number of classification shoots, which is pass or**  
 21 **fail; development shoots, which we hope to encourage**  
 22 **learning from different positions and different kind of**  
 23 **considerations; a number of tactical training days,**  
 24 **inclusive of first aid training, Taser training, and**  
 25 **general officer safety training in terms of how to use**

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<p>1 <b>PACSIs(?), the friction-lock baton, verbal commands and</b>  2 <b>different kinds of techniques around handcuffing.</b>  3 Q. As you have indicated, the officers deployed by the MPS  4 on 11 December 2015 were trained to the higher standard  5 of CTSFO?  6 <b>A. That's right.</b>  7 Q. Which means that they were trained and authorised to  8 conduct additional enhanced tactics?  9 <b>A. Yes, and that is very much the move from interception to</b>  10 <b>intervention and the additional complications and</b>  11 <b>considerations when deploying on operations of that</b>  12 <b>nature.</b>  13 Q. We will come to the difference between those two  14 deployments.  15 Paragraph 17, please. What were the annual  16 requirements in place for CTSFOs as at 11 December 2015?  17 <b>A. As you can imagine, because of their skill set, it was</b>  18 <b>at a much higher level, we require -- well, more contact</b>  19 <b>hours with them, and theirs was 165 inclusive of</b>  20 <b>classification development shoots and first aid and</b>  21 <b>Taser training, as I have described before.</b>  22 Q. Thank you.  23 At paragraph 18 you set out that there are specific  24 MPS training materials that deal specifically with MASTS  25 and you set those out in a series of subparagraphs.</p> <p style="text-align: center;">Page 17</p>	<p>1 <b>A. Yes.</b>  2 Q. That is in addition to the College of Policing material?  3 <b>A. That's correct, yes.</b>  4 Q. Thank you.  5 THE CHAIRMAN: Do you know if these are replicated with  6 other police forces nationally?  7 <b>A. Yes, I do. Because of my national responsibility,</b>  8 <b>I have governance of all training across the UK for</b>  9 <b>CTSFO officers. As a general rule, we always try to add</b>  10 <b>to the training for the minimum standard, and in</b>  11 <b>particular with this level of officer one of my drives</b>  12 <b>has been over a number of years to create</b>  13 <b>standardisation, so when commanders deploy them, they</b>  14 <b>know expectedly what they are trained in --</b>  15 THE CHAIRMAN: Standardisation must be very important,  16 because there will be on occasions calls will be made on  17 force A by force B --  18 <b>A. Yes.</b>  19 THE CHAIRMAN: -- to assist with a particular operation. So  20 everybody has to effectively be singing from the same  21 songbook.  22 <b>A. Yes, indeed.</b>  23 <b>It was particularly important for this group of</b>  24 <b>officers because, forgive me, but as per their title,</b>  25 <b>they often deal with counter-terrorist operations across</b></p> <p style="text-align: center;">Page 18</p>
<p>1 <b>the UK, so it was more important for me to ensure that</b>  2 <b>there was standardisation than ever before in terms of</b>  3 <b>their approach, because there are often and have been in</b>  4 <b>the past some subtleties in terms of how we might</b>  5 <b>deliver certain functions or certain tactics, but very</b>  6 <b>minor subtleties. I suppose my drive has been to ensure</b>  7 <b>that it is very standardised and so --</b>  8 THE CHAIRMAN: Are you satisfied that it is?  9 <b>A. 100 per cent satisfied and it is something I have been</b>  10 <b>working very hard on.</b>  11 <b>So an officer in London could go and work in</b>  12 <b>Birmingham and they would know and do exactly the same</b>  13 <b>thing.</b>  14 THE CHAIRMAN: And vice versa?  15 <b>A. Yes.</b>  16 THE CHAIRMAN: Thank you.  17 MS BLACKWELL: Sir, do you have any more questions on the  18 use of MASTS before I turn to our second specified  19 topic?  20 THE CHAIRMAN: No, thank you.  21 MS BLACKWELL: Thank you.  22 May I take you then, please, Mr Taylor to  23 paragraph 19 of your report, which is the first of  24 several paragraphs dealing with the contain and call out  25 technique.</p> <p style="text-align: center;">Page 19</p>	<p>1 We have at tab 35 in our hard copy bundle the  2 College of Policing guidance in relation to this.  3 Mr Coates, please could we display COP4, page 25.  4 Thank you.  5 You say at paragraph 19, Mr Taylor:  6 "The containment and call out technique is one of  7 a number of tactical options available to firearms  8 officers and commanders."  9 Could you take us through, please, what it involves  10 and what are the relevant environmental factors that  11 need to be considered in relation to this type of  12 deployment?  13 <b>A. Yes.</b>  14 <b>I am more than happy to talk those through. I also</b>  15 <b>hope to show perhaps some footage, if I may.</b>  16 Q. Yes.  17 <b>A. Would it be helpful for me show the footage first and</b>  18 <b>then talk through the considerations as we go along or</b>  19 <b>how would you prefer me to present that?</b>  20 Q. It is entirely a matter for you. If you would like me  21 to arrange for that to be played now, then we can do  22 that.  23 THE CHAIRMAN: Yes.  24 MS BLACKWELL: There doesn't have to be any special  25 arrangements.</p> <p style="text-align: center;">Page 20</p>

1 (12.17 pm)  
 2 (The Inquiry continued in private session)  
 3 (12.38 pm)  
 4 MS BLACKWELL: Thank you.  
 5 Could I invite you to look at paragraph 25 of your  
 6 witness statement, please.  
 7 You can take that down now.  
 8 The mnemonic which you set out there, "WHICH CAR",  
 9 and explain to us how that is used and adapted in  
 10 a containment and call out situation?  
 11 **A. As we know, we expect our officers to learn and**  
 12 **appreciate and understand many tactics and mnemonics are**  
 13 **often a helpful way that I am sure we all kind of**  
 14 **appreciate and understand to help them remember what are**  
 15 **the priorities in terms of how we might deploy in those**  
 16 **given circumstances.**  
 17 **This very much links to effectively the story for**  
 18 **me, the who, the what the where, the when and the why,**  
 19 **in terms of what is it we are hoping to achieve, what is**  
 20 **the information around, why we are doing it, the person**  
 21 **inside and how it might be linked to other kind of**  
 22 **issues or considerations.**  
 23 Q. Yes.  
 24 **A. We then move on to hands.**  
 25 **Generally speaking, and this is generalities,**

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1 **I want them to understand and appreciate the situation,**  
 2 **because I feel that if we are very suggestive of certain**  
 3 **terms, "99.9 per cent of the time we want you to use**  
 4 **this phrase", I think that it becomes a psychomotor**  
 5 **skill or it becomes the default setting and actually**  
 6 **I want them to think about the context and the**  
 7 **situation. That is a suggestion in that particular**  
 8 **given example, because for example they might be in the**  
 9 **driver's seat and we get to see, but there could be so**  
 10 **many examples when that might not be appropriate,**  
 11 **perhaps.**  
 12 Q. Whoever has created this mnemonic has chosen those  
 13 words, haven't they?  
 14 **A. Quite, yes.**  
 15 Q. Is that because they are the most likely to be used?  
 16 **A. In this particular circumstance.**  
 17 Q. In a containment and call out?  
 18 **A. There is a high percentage perhaps chance of them being**  
 19 **used, but I suppose that is my point, if another officer**  
 20 **said, "Put your hands out the window" or whatever it**  
 21 **was, you know, it just is dependent on the officer in**  
 22 **the given circumstances.**  
 23 Q. All right.  
 24 Can you take us through the rest of the mnemonic,  
 25 please?

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1 **because I know this is going to be a topic of**  
 2 **conversation, I wonder, perhaps later on, but we want to**  
 3 **see people's hands, because effectively we know that**  
 4 **they are the things that might hurt us or hurt others if**  
 5 **there was, for example, a firearm in them.**  
 6 **In this particular situation, we often would invite**  
 7 **them to put their hands outside of the window, which**  
 8 **means that if they are in the vehicle by themselves, we**  
 9 **don't know there are people crouching down and such**  
 10 **like, we know that there is a reduced chance for example**  
 11 **of being fired on.**  
 12 **We ask for those hands to be shown and then the next**  
 13 **thing --**  
 14 Q. Just before you move on, Mr Taylor, we can see on the  
 15 mnemonic, there is H, hands, and then in brackets, the  
 16 following words "Armed police, show me your hands"?  
 17 **A. Yes.**  
 18 Q. Is that the expected direction that a police officer  
 19 would give in a situation such as this?  
 20 **A. So it is a suggestion and it is something that we would**  
 21 **discuss, but perhaps something that we will touch on**  
 22 **later is that I am really not keen to teach officers to**  
 23 **use the same words even with kind of, "This is what we**  
 24 **are going to use most of the time".**  
 25 **What I want them to do is think for themselves and**

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1 **A. Quite, so the I represents immobilised car and this**  
 2 **a little bit troubling for us at the moment, because as**  
 3 **you can imagine, go back 20 to 30 years, if we were to**  
 4 **take the keys out the ignition of a car and were to ask**  
 5 **the person to put them on top of the vehicle, then**  
 6 **unless they had a spare set of keys we would be pretty**  
 7 **confident that that vehicle would be immobilised and**  
 8 **given the hierarchy in terms of threat and the things**  
 9 **that are going on in that situation, obviously there is**  
 10 **a firearms threat and a number of other threats, but the**  
 11 **vehicle is key in our mind and that why the officers are**  
 12 **placed where they are initially.**  
 13 **However, the challenge that we face at the moment**  
 14 **with modern vehicles is actually the keys could still be**  
 15 **on the roof of the car and it might not be immobilised,**  
 16 **so that's really a consideration for us going forward**  
 17 **and something we need to work on in terms of whether we**  
 18 **adapt our tactics and consider how we might change that**  
 19 **for the future, but that is meant to be the reason why**  
 20 **that is in there.**  
 21 **Once we know that the vehicle is immobilised, that**  
 22 **is when we have the contain part and you know I was**  
 23 **talking about the officer containment, that is when we**  
 24 **know that the firearms officers can effectively debus**  
 25 **from their respective vehicles and go and put those**

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<p>1 containment positions in, which takes time to provide                  2 firearms cover 360 degrees from their respective                  3 positions.                  4 Q. Right, thank you.                  5 A. Then from there, handle prisoner safely and handcuff.                  6 That was, as you saw, the subject being invited back                  7 behind the police vehicle.                  8 Then car clearance is just a reminder for them to                  9 say, yes, two people for example have come out of the                  10 vehicle, but please do ensure that you check the back                  11 seats and ensure you check the boot, essentially.                  12 Q. Thank you.                  13 In 2017 did the MPS align to the new NPFTC syllabus                  14 in relation to vehicle tactics?                  15 A. Yes, and that is the footage we have just seen.                  16 Q. Thank you.                  17 The containment and call out technique which has                  18 been delivered by SCO19 training since the alignment,                  19 now uses a different mnemonic, which is "PC ICE Car", is                  20 that right?                  21 A. Yes, and it very much draws upon the older mnemonic, but                  22 just from a different point of view. We took this on                  23 board, because this was effectively standardisation                  24 across the UK.                  25 Q. Could you take us through that mnemonic, please?</p> <p style="text-align: center;">Page 25</p>	<p>1 A. Yes, so the considerations here are the P stands for                  2 position, and something we have touched upon in terms of                  3 backdrop and what that looks like. How we might                  4 initially get that firearms containment on.                  5 Control of the subjects and communicate to                  6 immobilise, which actually I think helps articulate my                  7 position with the older tactic, perhaps, in terms of,                  8 "Show me your hands". It is kind of suggested that it                  9 should be down to the officers to decide how they best                  10 do that.                  11 Once the vehicle has been immobilised, call by                  12 officers, so call out the driver first, because                  13 generally speaking we know that's where the biggest                  14 threat is. Everyone else called out one at a time and                  15 then again, as before, car to be cleared of any hidden                  16 people.                  17 Q. Thank you.                  18 I think we can look at a PowerPoint with this                  19 information on it. MPS4421, please, Mr Coates, at                  20 page 25.                  21 Not particularly helpful, is it.                  22 All right, let me over luncheon adjournment seek to                  23 identify that and we can display it this afternoon.                  24 Sir, I am going to turn now to deal with dynamic                  25 intervention, do you have any questions so far on the</p> <p style="text-align: center;">Page 26</p>
<p>1 containment and call out option?                  2 THE CHAIRMAN: No thank you.                  3 MS BLACKWELL: Thank you.                  4 Dynamic intervention is something which you cover                  5 from paragraphs 28 and following in your witness                  6 statement. You have already sought to differentiate                  7 between an intervention and an interception.                  8 A. Yes.                  9 Q. Is an intervention considered a higher-risk tactic?                  10 A. It is an increased risk, but that is balanced against                  11 what we are trying to achieve in terms of the protection                  12 of life and often that is a victim that is in direct                  13 conflict or could be with a person.                  14 Q. Right.                  15 Let's have a look at the College of Policing                  16 document at COP12, page 27, please, Mr Coates.                  17 At the top of the page, we see:                  18 "Prepares for and participates in dynamic entry or                  19 intervention.                  20 "The implications of initiating the tactical options                  21 of dynamic intervention and dynamic entry should not be                  22 underestimated. Full consideration must be taken into                  23 account of the need to plan thoroughly and train                  24 regularly for these methods.                  25 "Of all the tactics likely to be employed by armed</p> <p style="text-align: center;">Page 27</p>	<p>1 police, those of dynamic intervention and dynamic entry                  2 are most likely to be scrutinised under human rights                  3 legislation. Dynamic intervention to rescue hostages                  4 should be distinguished from a dynamic entry to arrest                  5 and secure readily disposable evidence, both of which                  6 are intended to protect live. To be successful, both                  7 dynamic intervention and dynamic entry require a high                  8 degree of teamwork and rehearsed methods. They create                  9 by their nature a situation in which decision making                  10 under stress becomes critical and individual officers                  11 tasked with undertaking such an entry require                  12 a high-level of skill and adaptability."                  13 What is the difference between dynamic intervention                  14 and dynamic entry?                  15 A. So I think the point that is raised here is probably                  16 premises.                  17 Q. Right.                  18 A. Within premises, there is a number of kind of dropdown                  19 menus, so we have dynamic searches, the kind of umbrella                  20 of how we might for example deal with the premise.                  21 Within that, then there is how we deal with                  22 a hostage-type situation, and also how we might deal                  23 with a threat to life, but there is readily disposable                  24 evidence inside.                  25 A good example would be for example a</p> <p style="text-align: center;">Page 28</p>

<p>1 counter-terrorist investigation where there might be                  2 a flash drive or some really important information which                  3 is pivotal to a bomb plot or something else and there is                  4 a linked threat to life and we need to get inside to                  5 secure that readily disposable evidence, so it is not                  6 for example deleted.                  7 In the former it is for example hostage rescue,                  8 where we know that a subject is effectively about to                  9 seriously harm or kill a victim and it is our job                  10 effectively to get in between.                  11 Q. Is there a need to differentiate between                  12 an interception, an intervention and a dynamic                  13 intervention?                  14 A. So the broader terms of dynamic intervention then could                  15 possibly be overlaid on non-structure, for example it                  16 could be we practice for dynamic intervention on                  17 aeroplanes, on buses, on trains, so that, for example,                  18 if there is a hostage situation on a train, we have also                  19 got the right trained officers that can deal with it,                  20 because it is an intervention, there is that third                  21 party, there is that victim there that we need to secure                  22 and ensure is safe.                  23 Q. Would an extraction tactic look the same if it was part                  24 of an interception or part of an intervention?                  25 A. I think they generally are quite different</p> <p style="text-align: center;">Page 29</p>	<p>1 circumstances. I appreciate that we are talking                  2 generalities here rather than a specific kind of                  3 situation, but the big question for me is: is there                  4 a victim we are trying to save? If there is not, it is                  5 an interception, and the considerations around it. If                  6 there is, then the focus of the operation is very much                  7 the saving of the life of that individual, rather than                  8 perhaps the detention, although they go hand in hand, of                  9 any subjects.                  10 Q. Talking specifically about the extraction of those                  11 subjects, in practical terms would the extraction look                  12 any different if it was an intervention or                  13 an interception?                  14 A. Again, I think it would be dependent on so many factors.                  15 For example, I think what you are alluding to there is                  16 the actual physical movement, but there would be so many                  17 other considerations, where is the victim, in for                  18 example the bus, vehicle, whatever? What is our focus,                  19 what are we trying to achieve?                  20 In the circumstances, I feel that we are talking                  21 about for this particular inquiry, in my mind I am                  22 absolutely clear that this was an interception                  23 completely.                  24 Q. Because there wasn't a victim?                  25 A. There wasn't a victim.</p> <p style="text-align: center;">Page 30</p>
<p>1 If there would have been a run on in terms of what                  2 happened with for example, dare I say with some other                  3 conflict, for example the Group 4 or Serco van or                  4 something else, then that would introduce a different                  5 dynamic and if our job was to get in between, for                  6 example a victim in that circumstance, then, yes, we                  7 would have been considering intervention.                  8 Actually, I wonder whether we are looking at this                  9 from a different point of view, because for me this is                  10 all about the officers we deploy in this circumstance,                  11 and there are officers that are interception trained and                  12 there are officers that are interception and                  13 intervention trained. The officers in this circumstance                  14 were trained to do both, but were performing                  15 an interception in this circumstance.                  16 Q. Yes, all right.                  17 Let's move away from the difference between                  18 intervention and interception and those semantics and                  19 look for a moment at the extraction element of what has                  20 been of interest to this inquiry.                  21 The extraction from the vehicle involves officers                  22 removing the occupants by physically taking hold of                  23 them, doesn't it?                  24 A. That's correct, yes.                  25 Q. That can be a comparison or a series of differences can</p> <p style="text-align: center;">Page 31</p>	<p>1 be identified between an extraction by a physical                  2 dragging out of a subject, as opposed to a containment                  3 and call out when the police officers invite the                  4 occupants to get out of the vehicle?                  5 A. Quite.                  6 Q. All right.                  7 Let's have a look at the CTSFO manual that was in                  8 place in 2015, in terms of guidance provided to officers                  9 in performing an extraction.                  10 You refer at paragraph 34 to this, and I think the                  11 relevant part appears behind tab 33 in our hard copy                  12 bundle. Mr Coates, we should be able to display COP14,                  13 please. Page 13. Thank you.                  14 Can you take us through this guidance, please,                  15 Mr Taylor?                  16 A. From 34, so the purpose of an extraction is to minimise                  17 the risk to both the subject and the officers, preserve                  18 evidence and rapidly gain control, thereby neutralising                  19 any threat.                  20 The same principles regarding the line of approach                  21 should be borne in mind as detailed in the curriculum in                  22 terms of approaching on foot. Subjects should be                  23 extracted in a controlled and systematic manner and                  24 priority should be given to the subject who possesses                  25 the greatest threat based upon the available information</p> <p style="text-align: center;">Page 32</p>



1 and intelligence. And/or, as I think I have touched  
 2 upon, the driver in order to prevent the vehicle being  
 3 driven off.  
 4 For example, working clockwise, all the officers  
 5 present can follow the intended order, where possible  
 6 sufficient numbers of officers should be deployed on the  
 7 extraction, so as to gain control of all the subjects in  
 8 the shortest possible timeframe.  
 9 Officers approaching the subjects' vehicle should  
 10 visually and verbally identify themselves as armed  
 11 officers and having approached a door, it should be  
 12 opened by the officer and if the seat is occupied, the  
 13 subject should then be assisted from the vehicle, placed  
 14 on the ground and detained. This should be accompanied  
 15 by repeated commands of, for example, "out", "down", and  
 16 if the occupant is wearing a seatbelt they should be  
 17 told to remove it but their hands should be closely  
 18 observed.  
 19 Q. Pausing there, please.  
 20 In fact can we display the part of your witness  
 21 statement from which you are reading, it might be of  
 22 greater assistance, it's MPS4497, please, page 21.  
 23 This is taken from the current CTSFO manual, isn't  
 24 it?  
 25 A. Yes.

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1 "An extraction may be accompanied by the use of  
 2 distraction, such as pyrotechnics, or breaking the  
 3 vehicle side windows on approach."  
 4 Q. Thank you.  
 5 Let's go back then, please, to COP14, page 13, and  
 6 look at the guidance that was in place at the time in  
 7 relation to extraction:  
 8 "An extraction is a tactical option whereby the  
 9 subjects are removed from the vehicle by officers who  
 10 move forward and physically take hold of them. The  
 11 purpose of an extraction is to minimise risk to both the  
 12 subject and the officers, preserve evidence and rapidly  
 13 gain control thereby neutralising any threat.  
 14 "As highlighted in contain and call out above, if  
 15 a subject is removed from a motorcycle, there is  
 16 a likelihood that the motorcycle will fall over ..."  
 17 Then moving on to deal with the vehicle, and I am  
 18 looking now at the main paragraph at the bottom of the  
 19 page:  
 20 "Officers approaching the subject's vehicle should  
 21 visually and verbally identify themselves as armed  
 22 officers. Subjects should be extracted in a controlled  
 23 and systematic manner. Priority should be given to the  
 24 subject who poses the greatest threat, based upon the  
 25 available information and intelligence and/or the driver

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1 Q. I was asking you about what was in place in 2015, but we  
 2 will go back to that in a moment.  
 3 Can you read on, please, from where we paused?  
 4 A. Apologies for that, sorry.  
 5 THE CHAIRMAN: That is all right.  
 6 A. "Due to the close proximity of other armed officers  
 7 continual awareness of the potential exposure to fire  
 8 from other officers or exposing them to fire should be  
 9 maintained. Subjects may refuse to open the door of  
 10 a locked vehicle or the vehicle may have darkened or  
 11 mirrored windows. It may be necessary to break the  
 12 glass by striking the corner of the window using  
 13 an appropriate device.  
 14 "A police firearm should not routinely be used for  
 15 this purpose, however it may be that due to the  
 16 perceived level of threat in a spontaneous situation no  
 17 other options are immediately available. It must be  
 18 remembered that the use of a police weapon for these  
 19 purposes may result in muzzle damage, as we can imagine,  
 20 and the alteration or removal of sights and the possible  
 21 discharge of the weapon. Reference should be made to  
 22 the ACPO manual of guidance on personal safety as it  
 23 relates to vehicle skills. Where seatbelts are worn it  
 24 maybe necessary to cut the fabric of the belt in order  
 25 to remove the subject from the vehicle.

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1 in order to prevent the vehicle from being driven off.  
 2 The order of removing the subjects from the vehicle will  
 3 be subject to the same provisions as discussed in  
 4 contain and call out. It is difficult to prescribe  
 5 a sequence for the removal of occupants of the vehicle,  
 6 as there are many influencing factors. Officers would  
 7 need to dynamically assess who and in what order the  
 8 subjects are to be extracted, having due regard to the  
 9 threat, vehicle construction and vehicle position, their  
 10 visual into the vehicle and the resources available.  
 11 "Where possible, sufficient numbers of officers  
 12 should be deployed on the extraction so as to gain  
 13 control of all of the subjects in the shortest possible  
 14 timeframe. All officers deployed in the tactic should  
 15 be aware of their arcs of fire and the close proximity  
 16 of their colleagues."  
 17 There appears to have been an expansion of the  
 18 guidance provided, which includes guidance on the order  
 19 in which the subjects should be extracted?  
 20 A. I mean I felt it was more suggestive in terms of the  
 21 driver is normally first, dependent on the threat and  
 22 risk, but as I think it highlights, it is dependent  
 23 again on the prevailing circumstances, for example we  
 24 know there could be one person in the back and one  
 25 person in the front, so it would kind of impact and

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1 effect on how we prioritise and, of course, the  
 2 information and intelligence. It could be that the  
 3 person in the back we think has the gun for example, or  
 4 it could be a cab or something similar.  
 5 Again, it is just kind of dependent on the  
 6 information that we have been provided at the time.  
 7 Q. Thank you.  
 8 Just to reflect for a moment upon the information  
 9 that you have just read out about the guidance for the  
 10 breaking of glass. It is quite clearly the case that  
 11 the guidance was that a police firearm should not  
 12 routinely be used?  
 13 A. Yes.  
 14 Q. Although the guidance appears to suggest there may be  
 15 circumstances in which that has to be done?  
 16 A. Yes.  
 17 Q. What is the guidance in terms of the correct implement  
 18 to be used for the breaking of glass?  
 19 THE CHAIRMAN: The guidance in 2015.  
 20 MS BLACKWELL: Yes.  
 21 THE CHAIRMAN: Yes.  
 22 A. The guidance in terms of the tactical, how actually we  
 23 delivered that function or -- right, okay.  
 24 In 2015 it was very similar to where we are now, in  
 25 fact --

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1 MPS4448, please, Mr Coates, page 11.  
 2 A. As a general rule, if there was information about  
 3 blacked-out windows or there was information about  
 4 locked doors, or if there was information about for  
 5 example it being steamed up and not being able to see  
 6 inside, then I would imagine the officers to carry we  
 7 call it a life hammer in that position.  
 8 Q. Yes.  
 9 A. However, there are pros and cons to that hanging life  
 10 hammer and many of them associated to can you imagine  
 11 a situation where the doors are normally open, we then  
 12 try to extract the person and it can get caught, it can  
 13 cause all sorts of issues. As much as it is a really  
 14 good bit of kit, it can sometimes cause complications.  
 15 Often what we find if there is no particular information  
 16 or intelligence to suggest it is going to be directly  
 17 required, often they will carry it somewhere else as  
 18 a contingency or leave it, for example, in the vehicle.  
 19 In that circumstance, I wouldn't expect every  
 20 officer to get out with a life hammer in the  
 21 illustration shown there.  
 22 THE CHAIRMAN: Right.  
 23 MS BLACKWELL: But in the event of being informed that the  
 24 windows are steamed up, and there may be a requirement  
 25 to facilitate the quickest visual into the vehicle as

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1 THE CHAIRMAN: Put it another way, if you look at  
 2 paragraph 34, fourth line down:  
 3 "The current CTSFO manual version 3 contains  
 4 identical guidance."  
 5 Does that mean that if one looks at the second  
 6 paragraph on page 21, those words are replicated?  
 7 A. I would imagine so, yes, sir.  
 8 THE CHAIRMAN: I think we probably need to know.  
 9 Does it follow from that, that where it says:  
 10 "A police firearm should not routinely be used for  
 11 this purpose, however it may be that due to the  
 12 perceived level of threat in the spontaneous situation  
 13 no other options are immediately available."  
 14 That presumes, does it not, that the firearms  
 15 officer will take with him from the vehicle, or her, the  
 16 hammer that would normally be used?  
 17 A. Not necessarily, sir, and if I makers, if I can just  
 18 explain.  
 19 THE CHAIRMAN: Yes, please.  
 20 A. What I want you to consider, and I think we may have  
 21 an illustration of how that hammer is sometimes carried,  
 22 in terms of it's on a loop and it's on an officer's  
 23 hand.  
 24 THE CHAIRMAN: Yes.  
 25 MS BLACKWELL: I think we can probably display this at

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1 possible, and as the only alternative to do that being  
 2 the use of the firearm to break the window, would you  
 3 expect in those circumstances officers to have or at  
 4 least one officer per vehicle to have taken the life  
 5 hammer with them?  
 6 A. Again, this is where unfortunately it would -- I would  
 7 love to say yes, but unfortunately the reality is far  
 8 more complex than that, because often depending on what  
 9 the picture they are going to see depends on which  
 10 officer is going to end up where around the vehicle and  
 11 depends on which window might need to be smashed or  
 12 might not. Which, having been in the operational sphere  
 13 myself and having done this job for a number of years,  
 14 you know, you could carry so many bits of equipment, you  
 15 know, I suppose --  
 16 THE CHAIRMAN: You have to be selective, obviously.  
 17 A. Quite. In this point, sir, I think that if there was  
 18 information to suggest that there was a reason why we  
 19 would need it in the positive, I would expect them to  
 20 carry it. But, generally speaking, if there was nothing  
 21 specific to say they needed it, then normally what  
 22 happens is they either have it somewhere else on their  
 23 person, kind of in a pocket or something or very close  
 24 by, for example in the foot of the car or somewhere  
 25 else.

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1 MS BLACKWELL: Thank you.  
 2 Is that a --  
 3 THE CHAIRMAN: Just one matter arising from that.  
 4 I mean the impression I get from the paragraph to  
 5 which we were referring is that really the use of  
 6 a firearm must be your last resort, because of the  
 7 potential damage?  
 8 **A. Quite.**  
 9 THE CHAIRMAN: Really you are saying that the last resort  
 10 may actually be called upon more frequently than one  
 11 would like?  
 12 **A. Well, no, because operationally my experience, sir, is**  
 13 **that the windows are not blacked out or the doors are**  
 14 **open, so the vast majority of time that issue doesn't**  
 15 **present itself.**  
 16 THE CHAIRMAN: So the need to create visibility doesn't  
 17 arise?  
 18 **A. No, sir, perhaps I have explained that inappropriately.**  
 19 THE CHAIRMAN: I am sure it is my fault.  
 20 **A. What I am trying to explain, sir, is that in my**  
 21 **operational experience over a number of years, most**  
 22 **vehicles don't have for example blacked-out windows or**  
 23 **for example we are able to open the doors to get vision**  
 24 **inside very quickly.**  
 25 **If there was specific information/intelligence to**

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1 any more than they knew whether the windows were steamed  
 2 up.  
 3 **A. Quite.**  
 4 THE CHAIRMAN: Put yourself in the position of W80, you know  
 5 the situation.  
 6 **A. Quite.**  
 7 THE CHAIRMAN: He goes to the car, he cannot see in. So he  
 8 smashes the window with the gun.  
 9 **A. Yes.**  
 10 THE CHAIRMAN: No effort is made at that stage to try the  
 11 door.  
 12 MR PENNY: Sir, I'm sorry to interrupt. I think you have  
 13 the wrong officer, because of course --  
 14 THE CHAIRMAN: You are absolutely right.  
 15 The first officer, forgive me, who made the abortive  
 16 efforts to -- was it S105?  
 17 MS BLACKWELL: S111.  
 18 THE CHAIRMAN: S111, he makes an aborted effort, three or  
 19 four times to strike the window with the gun.  
 20 **A. Right.**  
 21 THE CHAIRMAN: He hasn't got the hammer, and he hasn't tried  
 22 the door.  
 23 If he doesn't have the hammer, are you expecting  
 24 him -- in a perfect world maybe -- to have tried the  
 25 door first?

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1 **say blacked-out windows or the doors are habitually**  
 2 **locked, for example, then I would expect those officers**  
 3 **to be carrying that in the form they are in that**  
 4 **illustration.**  
 5 THE CHAIRMAN: Right.  
 6 **A. On a day to day, if there was no information or**  
 7 **intelligence to it, I would expect them to have it on**  
 8 **their person somewhere so it is readily available or**  
 9 **indeed as a collective team or sometimes it is left**  
 10 **nearby in the vehicle, if some of the officers -- many**  
 11 **of the officers will be carrying it, but that is our**  
 12 **kind of approach to it, I suppose.**  
 13 Q. Does it follow from that, that if there is a steamed-up  
 14 vehicle which is not expected and has not been  
 15 forewarned, you would expect the officer who was trying  
 16 to see inside to try the door first rather than smash  
 17 the window with a gun?  
 18 **A. Again in a perfect world, I would hope so, and that is**  
 19 **a consideration, but I sometimes put my practical mind**  
 20 **on in terms of the thoughts and feelings of the officers**  
 21 **and what they are trying to achieve in that particular**  
 22 **circumstance, and -- I don't know, was the door locked,**  
 23 **is that the reason why, was the door not, I don't know.**  
 24 THE CHAIRMAN: Well, if you don't -- nobody knew, of course,  
 25 as they approached the car, whether the door was locked,

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1 **A. Yes, sir.**  
 2 THE CHAIRMAN: Because the use of the gun is the last  
 3 resort?  
 4 **A. Quite, and I suppose once we have opened the door, then**  
 5 **we have instantly have vision inside, which is what we**  
 6 **are trying to achieve.**  
 7 THE CHAIRMAN: Yes.  
 8 I am sorry, Mr Penny.  
 9 Thank you.  
 10 MS BLACKWELL: Thank you, is that a convenient moment?  
 11 THE CHAIRMAN: Yes. 2.00?  
 12 MS BLACKWELL: Thank you.  
 13 (1.08 pm)  
 14 (The Luncheon Adjournment)  
 15 (2.00 pm)  
 16 MS BLACKWELL: Thank you, sir.  
 17 Mr Taylor, before we leave the topics of containment  
 18 and call out and dynamic extraction, I would just like  
 19 to ask you one more question, please, for you to  
 20 consider the following.  
 21 Whether or not the MPS and its officers have  
 22 a cultural and/or operational pre-disposition to the use  
 23 of interception and extraction or dynamic extraction to  
 24 the potential exclusion of the proper consideration of  
 25 containment and call out?

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1 **A. Sir, I can wholeheartedly say I disagree with that**  
 2 **comment and I don't think that is the case. If I may,**  
 3 **I would like to just perhaps explain why I believe that**  
 4 **is so.**  
 5 Q. Thank you.  
 6 THE CHAIRMAN: Which hat are you wearing now?  
 7 **A. I'm wearing my hat as a chief firearms instructor, sir,**  
 8 **if I may.**  
 9 THE CHAIRMAN: Nothing to do with the Met, this is just  
 10 purely in your capacity as a chief firearms instructor?  
 11 **A. I am open with you, how would you like me to answer it?**  
 12 THE CHAIRMAN: I think probably in both capacities.  
 13 Do you agree, Ms Blackwell?  
 14 MS BLACKWELL: Yes, I do.  
 15 THE CHAIRMAN: It seems to me, in trying to interpret the  
 16 question the best I can, that it would assist if you  
 17 could wear two hats, all right?  
 18 MS BLACKWELL: Double hatting, as it were.  
 19 THE CHAIRMAN: Yes.  
 20 **A. It might get more complex, I may actually wear three.**  
 21 **Because, sir, I am perhaps in a unique position**  
 22 **where I have been: one of the operators that has**  
 23 **delivered on many of these operations; I have been**  
 24 **an operational firearms commander; I have been**  
 25 **a tactical firearms commander, responsible for these**

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1 say and what to do in very, you know, draconian terms.  
 2 I want them to have an open mind, I want all the  
 3 commanders to consider the prevailing circumstances,  
 4 given the information and intelligence and act  
 5 appropriately on that.  
 6 Yes, I understand that in the metropolis and in the  
 7 top tier in terms of the top of the triangle, of the  
 8 volume of the incidents being dealt with by this  
 9 particular group of officers might lend itself to  
 10 a particular tactic, but I can guarantee you that  
 11 embedded throughout in terms of all the command  
 12 training, all the refresher training across the board,  
 13 our continual review via the NDM is key and I can  
 14 wholeheartedly say that I have seen that in real life in  
 15 my career.  
 16 THE CHAIRMAN: Does it surprise you, assuming that you are  
 17 aware of it, I don't know, that I don't believe that any  
 18 of the officers from whom we heard had practical  
 19 experience of a containment and call out in the  
 20 metropolis, is that right?  
 21 MS BLACKWELL: Yes, from a vehicle I think.  
 22 THE CHAIRMAN: Mr Butt is not sure.  
 23 MS BLACKWELL: Yes, in the main, yes, very limited.  
 24 THE CHAIRMAN: How is that, Mr Butt, "very limited"?  
 25 **A. Sir, again I think we need to put that into context,**

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1 operations; and I have also been a firearms tactical  
 2 adviser for a number of years.  
 3 I can say, without doubt, that we are constantly  
 4 assessing the need for the most appropriate tactic in  
 5 the circumstances given, and I can wholeheartedly say in  
 6 my career that that has always been a consideration in  
 7 the back of my mind in whichever role I am performing.  
 8 Further to that, in my then hat as perhaps the chief  
 9 firearms instructor, this is a tactic, or these tactics  
 10 are the tactics that we practise all the time, we don't  
 11 focus on one, we practice them all. Because we realise  
 12 that they all might be required.  
 13 There is, for me, lots of evidence of that in terms  
 14 of our approach with the TAC advice document and our  
 15 approach generally in terms of the actions on the day,  
 16 generally on operations that I have been involved in, so  
 17 wholeheartedly, I do not feel there is a cultural issue  
 18 with regards to the tactic that we employ in those given  
 19 circumstances.  
 20 MS BLACKWELL: The second part of the question was, not  
 21 cultural but operational, is there an operational  
 22 predisposition to the use of the more dynamic of the two  
 23 tactics?  
 24 **A. No, I really -- this comes back to, dare I say it, the**  
 25 **whole conversation around telling our officers what to**

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1 because where we are working and what level of  
 2 information and intelligence often we are in possession  
 3 of, in order to deploy a team, in this fashion and in  
 4 this way.  
 5 I have used a whole range, in fact the whole range  
 6 of options in my career, and, yes, some tactics might be  
 7 used more than others but that is because of the  
 8 prevailing circumstances, not because it is a cultural  
 9 operational desire to do a particular tactic versus  
 10 another. It is just simply not true, in my mind.  
 11 THE CHAIRMAN: Thank you.  
 12 MS BLACKWELL: Thank you.  
 13 Can we then move to the next topic, which is the  
 14 role of the TFC?  
 15 **A. Yes.**  
 16 Q. This begins at paragraph 36 in your witness statement.  
 17 In which you say that the MPS applies the principles  
 18 set out in APP, armed policing, to its training on the  
 19 role of the tactical firearms commander and the MPS  
 20 course materials and scenarios are closely modelled on  
 21 College of Policing documents.  
 22 You then go on to say that the College of Policing  
 23 definition of the role of the TFC has been updated since  
 24 2015.  
 25 Can you take us through the difference as to the

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1 March 2021 definition, compared to how it was in 2015?  
 2 **A. Yes, sure.**  
 3 **If I may, can I turn to I think section 38, I think**  
 4 **in my statement I have kind of referred to what was the**  
 5 **version or the change and what is now the situation in**  
 6 **2021.**  
 7 Q. Yes, sorry, what do you want to go to?  
 8 **A. So section 38 on page 23, I seem to remember, when I did**  
 9 **my statement that I kind of outlined what the**  
 10 **differences were.**  
 11 Q. Yes, you did.  
 12 **A. Is that okay for me to talk about that?**  
 13 Q. Yes, absolutely, it is paragraph 38.  
 14 **A. In 2015, "The tactical firearms commander must assess**  
 15 **and develop the available information and intelligence**  
 16 **and complete the threat assessment".**  
 17 **We know that in 2021 now, this has been updated to,**  
 18 **"Must assess and develop the information and**  
 19 **intelligence and develop an appropriate threat**  
 20 **assessment and working strategy for ratification by the**  
 21 **SFC where practicable".**  
 22 Q. Right.  
 23 **A. The next difference, in 2015, there was, "Should consult**  
 24 **a tactical adviser as soon as practicable".**  
 25 **In the 2021 version there was a change to, "Must**

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1 Q. All right, now returning to the bullet points, please?  
 2 **A. Then we touched upon the should versus must on the**  
 3 **tactical advice and then after that was:**  
 4 **"The tactical firearms commander is responsible for**  
 5 **developing and coordinating the tactical plan in order**  
 6 **to achieve the strategic aims within any tactical**  
 7 **parameters set."**  
 8 **The updated version talks about:**  
 9 **"Is responsible for developing and coordinating**  
 10 **a tactical plan in order to achieve the working strategy**  
 11 **within any tactical parameters."**  
 12 Q. That's an alteration from "strategic aims" to "working  
 13 strategy"?  
 14 **A. Yes.**  
 15 Q. Yes.  
 16 **A. Which is obviously the bedrock of the hierarchical kind**  
 17 **of response to the incident.**  
 18 Q. Yes.  
 19 **A. I think the only other amendment I think is bullet point**  
 20 **number 3 on the next page.**  
 21 Q. Yes, page 24.  
 22 **A. Bullet point number 2 and the change to 3 is:**  
 23 **"Should ensure that all decisions are recorded where**  
 24 **practicable in order to provide ..."**  
 25 **I think there was the inclusion of:**

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1 **consult a tactical adviser".**  
 2 Q. Yes, just before you carry on going through the bullet  
 3 points, if we just go back up to the first paragraph in  
 4 paragraph 38, the first part of the quote. It states,  
 5 as of March 2021:  
 6 "In most circumstances, the TFC will develop the  
 7 working strategy, including any appropriate tactical  
 8 parameters. These will be reviewed and ratified by  
 9 a strategic firearms commander as soon as possible."  
 10 That has changed slightly, hasn't it, from how that  
 11 introductory paragraph appeared in 2015?  
 12 **A. It -- you will have to point out --**  
 13 Q. If you look at paragraph 37 of your statement, the  
 14 introductory paragraph reads:  
 15 "Where a strategic firearms commander is not yet in  
 16 place ..."  
 17 **A. Yes, quite.**  
 18 Q. "... the tactical firearms commander will set the  
 19 working strategy ..."  
 20 **A. Yes.**  
 21 Q. "... including any appropriate tactical parameters ..."  
 22 **A. Yes, quite.**  
 23 Q. So there is a slight change in relation to that  
 24 introductory paragraph as well?  
 25 **A. Quite, yes, sorry.**

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1 **"... should ensure that an operational risk**  
 2 **assessment is undertaken prior to the deployment."**  
 3 Q. Right.  
 4 **A. I think that is generally the main changes between the**  
 5 **2015 and the 2021.**  
 6 Q. At paragraph 39 you say this:  
 7 "Whilst there is a clear shift in emphasis in  
 8 relation to the initial development of the working  
 9 strategy, the amendments to the role profile  
 10 predominantly consist in the provision of more detail in  
 11 the 2021 version, and do not in your opinion reflect  
 12 a substantial change in the role of the TFC between 2015  
 13 and now. The MPS training materials on the role of the  
 14 TFC in 2021 are broadly the same as those that were used  
 15 in 2015."  
 16 **A. Yes, broadly speaking, yes.**  
 17 **We have, perhaps it was remiss of me to include**  
 18 **this, but we have really focused on the multidimensional**  
 19 **threat assessment and risk assessment in order to**  
 20 **highlight that to our commanders in most recent years.**  
 21 Q. In relation to the training documents for the TFC?  
 22 **A. Yes.**  
 23 Q. Right.  
 24 Can you expand on that a little, please?  
 25 **A. I suppose we have kind of highlighted the need to**

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<p>1 <b>look -- as I think has been discussed before -- in terms</b></p> <p>2 <b>of timelines, when we need to consider the threat and</b></p> <p>3 <b>risk and when it is the most appropriate time to kind of</b></p> <p>4 <b>highlight when that might change as the course of the</b></p> <p>5 <b>operation unfolds.</b></p> <p>6 Q. Do you agree that even in 2015 there was a requirement</p> <p>7 for the TFC to carry out a multidimensional threat</p> <p>8 assessment?</p> <p>9 <b>A. Yes.</b></p> <p>10 Q. Right.</p> <p>11 <b>A. In terms of timeline, yes.</b></p> <p>12 Q. Yes. By that I think we both mean by multidimensional,</p> <p>13 that it will start at the time that the assessment is</p> <p>14 being made --</p> <p>15 <b>A. Quite.</b></p> <p>16 Q. -- and go through to the conclusion of the operation.</p> <p>17 <b>A. We would refer to a point of contact, potentially.</b></p> <p>18 Q. Yes.</p> <p>19 <b>A. I mean that can be quite challenging in itself, because</b></p> <p>20 <b>we can only assume what might happen --</b></p> <p>21 Q. Yes, of course.</p> <p>22 <b>A. -- and what is perhaps likely to happen given a certain</b></p> <p>23 <b>set of circumstances, and cannot kind of prejudice it,</b></p> <p>24 <b>but that would be a consideration for sure.</b></p> <p>25 Q. Yes, and also for the tactical firearms commander to</p> <p style="text-align: center;">Page 53</p>	<p>1 continue to make those threat and risk assessments</p> <p>2 throughout the course of the operation?</p> <p>3 <b>A. Yes, and I think you have heard many times during the</b></p> <p>4 <b>inquiry about the national decision model and about how</b></p> <p>5 <b>we would talk about going through that process to help</b></p> <p>6 <b>us understand, appreciate and articulate that</b></p> <p>7 <b>appropriately in our records.</b></p> <p>8 Q. If you accept that that was a part of the role of the</p> <p>9 TFC back in 2015, how do you say that your training in</p> <p>10 relation to that multidimensional risk and threat</p> <p>11 assessment has changed as at today's date?</p> <p>12 <b>A. I think that we have really highlighted and emphasised</b></p> <p>13 <b>how, yes, timeline is important but also there is</b></p> <p>14 <b>a number of other factors which we need our commanders</b></p> <p>15 <b>to consider in terms of the bigger picture.</b></p> <p>16 <b>You know, a good example might be community tensions</b></p> <p>17 <b>or it could be other kind of persons involved in the</b></p> <p>18 <b>matrix that perhaps we wouldn't have necessarily put in</b></p> <p>19 <b>before, but just kind of perhaps doing a bit of forward</b></p> <p>20 <b>planning and forecasting in terms of what might be</b></p> <p>21 <b>considerations or at least might be anticipated as</b></p> <p>22 <b>things to consider.</b></p> <p>23 Q. Would you describe that as a shift in emphasis in</p> <p>24 relation to multidimensional planning?</p> <p>25 <b>A. I think it has helped us to strengthen that position.</b></p> <p style="text-align: center;">Page 54</p>
<p>1 Q. Right. Is there any written guidance for the TFC in</p> <p>2 that regard or is this something that you take up during</p> <p>3 the course of training?</p> <p>4 <b>A. I think, generally speaking, it is something that we</b></p> <p>5 <b>would take up in that 236/237 training in terms of</b></p> <p>6 <b>refresher training and also on any kind of subsequent</b></p> <p>7 <b>courses.</b></p> <p>8 <b>The core of the course, I think very much as I have</b></p> <p>9 <b>kind of alluded to in my statement, very much remains</b></p> <p>10 <b>the same but it is just kind of refocusing our minds and</b></p> <p>11 <b>understanding that -- if I am quite frank, instances</b></p> <p>12 <b>have occurred that we have learned from that help us</b></p> <p>13 <b>re-emphasise and understand that that should still be</b></p> <p>14 <b>very much a focus for us.</b></p> <p>15 Q. Thank you.</p> <p>16 May I take you to paragraph 40 of your witness</p> <p>17 statement, please, and set out what appears here in</p> <p>18 terms of the separation of roles:</p> <p>19 "In both the 2015 and 2021 iterations of APP, it is</p> <p>20 made clear that the role of the TFC or the SFC should</p> <p>21 not be played by the senior investigating officer</p> <p>22 responsible for the investigation of the offence for</p> <p>23 which the firearms operation is being conducted.</p> <p>24 "Unlike the 2015 version, the current version goes</p> <p>25 on to add that 'in protracted investigations where</p> <p style="text-align: center;">Page 55</p>	<p>1 an individual has performed a core investigative role</p> <p>2 but is no longer doing so, they may perform the role of</p> <p>3 SFC or TFC. Where this is the case, the transfer of</p> <p>4 those investigative and command responsibilities must be</p> <p>5 recorded in order to demonstrate a clear separation of</p> <p>6 those roles'."</p> <p>7 That is taken directly from the APP armed policing</p> <p>8 March 2021 version.</p> <p>9 <b>A. Yes.</b></p> <p>10 MS BLACKWELL: We can look at those, sir, if you want me to</p> <p>11 display them on the screen.</p> <p>12 My question to you, Mr Taylor, is this: do you</p> <p>13 consider that the alteration in relation to what we have</p> <p>14 just heard demonstrates a dilution of roles?</p> <p>15 <b>A. It is a very difficult question to answer, because</b></p> <p>16 <b>I think we all understand the rationale behind the</b></p> <p>17 <b>decision-making process in terms of the initial ensuring</b></p> <p>18 <b>that there is a differentiation between the two.</b></p> <p>19 Q. Yes.</p> <p>20 <b>A. You know, whether it dilutes it, I can only imagine that</b></p> <p>21 <b>the people or persons that articulated this would have</b></p> <p>22 <b>had a rational and reasonable reason as to do so, and to</b></p> <p>23 <b>articulate it in a certain way.</b></p> <p>24 <b>But in general terms, from a training point of view,</b></p> <p>25 <b>it is something that I would ask my trainers to</b></p> <p style="text-align: center;">Page 56</p>

1 **highlight, but this is more of an operational kind of**  
 2 **context in the decision-making process, rather than**  
 3 **a training one. So it just feels a bit -- not**  
 4 **inappropriate for me to answer, but it's not something**  
 5 **that I am responsible for.**  
 6 Q. No, of course.  
 7 Does it seem to you that there has been a closer  
 8 correlation really made now between the SIO and the TFC  
 9 or the SFC, because what has shifted is there is now  
 10 an acknowledgment that one is capable of morphing into  
 11 the other during the course of an operation, if the role  
 12 has changed somewhat?  
 13 **A. Yes, I suppose that is how, you know, it appears and it**  
 14 **comes across but I would imagine then with the**  
 15 **appropriate control measures in place, that that would**  
 16 **be perfectly appropriate in those circumstances.**  
 17 **I suppose the consideration -- this is me talking**  
 18 **generally now -- is that we don't have a finite number**  
 19 **of SIOs, TFCs, SFC and with the volume of work going on,**  
 20 **I wonder whether that has led to that consideration.**  
 21 **I am not sure.**  
 22 Q. Do you think it creates a risk of double hatting?  
 23 **A. Well, potentially, unless due consideration is given to**  
 24 **the control measures which are being articulated.**  
 25 Q. Right, thank you.

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1 Let's move to the role of SFC. This is covered in  
 2 your statement from paragraph 44 onwards.  
 3 You say:  
 4 "As for training in respect of TFCs, the MPS against  
 5 applies the principle set out in APP to its training on  
 6 the role of the strategic firearms commander. All SFC  
 7 courses are delivered by the College of Policing and the  
 8 MPS deliver refresher training closely modelled on the  
 9 College of Policing documents."  
 10 It is a reflective situation in terms of what we  
 11 have set out for the TFC?  
 12 **A. Yes.**  
 13 Q. You go on to say:  
 14 "The College of Policing definition of the role of  
 15 SFC included in APP is broadly the same as it was in  
 16 2015, albeit with the text updated to reflect the shift  
 17 in roles on the initial development of the working  
 18 strategy."  
 19 And:  
 20 "In December 2015 the command section of the version  
 21 of APP then in place gave the role the scope ..."  
 22 Which you then go on to set out.  
 23 Can you please take us through that and identify any  
 24 changes as they appear now presently?  
 25 **A. Yes, sir, I think the main one is the position where,**

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1 Those are of course set out within the quote which  
 2 I have read out.  
 3 **A. Yes.**  
 4 Q. You then go on in paragraph 41 to talk about the various  
 5 courses.  
 6 In paragraph 42 you say:  
 7 "It should be noted that the commanding officers  
 8 involved in Operation Ankaa would not have undertaken  
 9 the courses which you set out ..."  
 10 Because of course they were dated 2017.  
 11 You do go on to say that you were aware that the  
 12 TFC, Neil Williams, completed the equivalent TFC course  
 13 in 2008 with a re-accreditation in 2011 and Keely Smith,  
 14 the ground TFC, also completed the equivalent TFC course  
 15 with an accreditation in 2013.  
 16 Is there any specific guidance or training given to  
 17 somebody performing the role of a ground TFC as opposed  
 18 to an overarching TFC?  
 19 **A. No, generally speaking it is just something that is**  
 20 **discussed in both courses, initial TFC and cadre**  
 21 **courses. In fact we have a third tier of TFC course,**  
 22 **which is a specialist TFC. It is just really talking**  
 23 **through the pros and cons and when it might be**  
 24 **appropriate.**  
 25 Q. Thank you.

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1 **"... has overall strategic command with responsibility**  
 2 **and accountability for directions given".**  
 3 **Then this point in relation to:**  
 4 **"Must set review, communicate and update strategy**  
 5 **based on the threat assessment and the available**  
 6 **intelligence."**  
 7 Q. Yes.  
 8 **A. As of 2021, this has been amended and split into two,**  
 9 **now reading:**  
 10 **"Must ratify the working strategy having reviewed**  
 11 **and amended, if necessary, the threat and risk**  
 12 **assessment and working strategy developed by TFC, and**  
 13 **must keep the threat and risk assessment working**  
 14 **strategy under review for the duration of the armed**  
 15 **deployment."**  
 16 Q. That's a split between the setting of it and then the  
 17 review of it?  
 18 **A. It is, yes.**  
 19 Q. Thank you.  
 20 I think also, over on page 28, there may be another  
 21 amendment in relation to the final bullet point.  
 22 Could you take us through that, please?  
 23 **A. Sure:**  
 24 **"Should consider the appointment of more than one**  
 25 **tactical firearms commander where there are clear**

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1 demarcations geographically, ie police boundaries or in  
 2 respect of roles where the management of AFOs is only  
 3 one part of operational police response."  
 4 Q. Yes.  
 5 A. Then we know that as of March 2021:  
 6 "Should consider the appointment of more than one  
 7 TFC where there are clear demarcations geographically,  
 8 eg police boundaries or in respect of role."  
 9 Q. What is the effect of that alteration?  
 10 A. I think it is very much the last part, isn't it? It's  
 11 in respect of, you know, we talk about roles but the bit  
 12 where it is management of AFOs is only one part of the  
 13 operational policing response and I think that has been  
 14 kind of removed, hasn't it?  
 15 Q. Yes.  
 16 All right, you don't cover the position of OFC in  
 17 your statement, and that may well be because you were  
 18 not specifically asked to deal with it.  
 19 Just going back to what we discussed before lunch in  
 20 terms of where the role and responsibility splits in  
 21 an operation between the TFC and the OFC, I would just  
 22 like to reflect for a moment on what you said in terms  
 23 of state amber. I think what you told us before lunch  
 24 was that, from your operational experience, there are  
 25 times when you have been held on state amber for some

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1 time, in order to properly assess at that stage when the  
 2 safest time was to either call state red or strike.  
 3 A. Yes.  
 4 Q. Is that the point in your view as to when the role and  
 5 responsibility of making the final decision on the  
 6 specific detail of the tactic that is going to be used  
 7 passes from the TFC to the OFC?  
 8 A. It is, as always, a very dynamic and fluid situation as  
 9 one can imagine and in my mind, perhaps the best way to  
 10 describe it is how it has unfolded for me on so many  
 11 occasions.  
 12 That is one would expect for the OFC and the TFC to  
 13 have discussed the prevailing circumstances, what we  
 14 think is going to happen and hopefully what we are going  
 15 to engineer is going to happen in terms of asking the  
 16 vehicle to stop, or whatever it might well be.  
 17 Q. Yes.  
 18 A. Then, having got a primary kind of direction as to what  
 19 we would like, we then would talk through -- or I would  
 20 as the OFC with the TFC -- a number of contingencies and  
 21 the number of contingencies could be for example the  
 22 vehicle stops and person gets out on foot and then we  
 23 would do A, B, C, or something else happens and then we  
 24 would consider this as not a back-up plan but a kind of  
 25 secondary, third or fourth option.

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1 Q. All right.  
 2 Whilst accepting that in these situations there  
 3 needs to be a level of flexibility, and it needs to be  
 4 accepted that there will be dynamic aspects to  
 5 an operation such as this. What is your view and what  
 6 is the training on the importance nevertheless of  
 7 planning, as far as one can, with perhaps several  
 8 contingencies?  
 9 A. I suppose in many ways this is the benefit of the MASTS  
 10 platform, it is a platform which enables us to review  
 11 and consider a whole rainbow of options and that whole  
 12 rainbow I think has been and will always be articulated  
 13 in the FA5, the TAC advice document. Again, dependent  
 14 on the prevailing circumstances and the conditions, one  
 15 would imagine that there would be a direction for  
 16 a number of considerations and contingencies which have  
 17 been discussed generally.  
 18 Again, sometimes it is not a perfect world and  
 19 something left field can happen that you just were not  
 20 expecting at all. Then perhaps that is where the  
 21 strength of adaptability and understanding and  
 22 appreciating and responding appropriately is what we ask  
 23 our commanders and trained staff to do.  
 24 As a general rule, there will be a position or  
 25 a direction from the TFC having considered all of those

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1 contingencies and that is what has been authorised and  
 2 that's what the officer should then deliver.  
 3 Q. All right.  
 4 I am going to move on now to the next part of your  
 5 statement, which deals with the term "firearms enabled".  
 6 You set out at paragraph 47:  
 7 "The term 'firearms enabled' is colloquially used in  
 8 reference to incidents whereby the subjects commit  
 9 offences whilst in possession of a firearm."  
 10 And that you are aware of the term being widely used  
 11 both pre- and post-2015 within publications or from  
 12 notable sources and you set them out there.  
 13 You do go on to say:  
 14 "The phrase is not, however, a term which has ever  
 15 featured or been defined in the MPS's firearms training  
 16 syllabus."  
 17 A. That's correct, yes.  
 18 Q. Thank you.  
 19 Can we move on to look at the use of strobe  
 20 lighting, please. I am inviting you now to paragraph 49  
 21 of your witness statement.  
 22 Can you take us through the use or the facility to  
 23 use strobe lighting and what, if any, part that plays on  
 24 the training courses.  
 25 A. Yes, so I am happy to read it out but actually happy to

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1 give you a summary as well in terms of the position in  
 2 terms of strobe lighting.  
 3 I think it is worth kind of understanding the  
 4 genesis of why we change torches and why we went with  
 5 this particular torch. That was just an improvement on  
 6 the old torch. It wasn't because it had a strobe  
 7 feature, it wasn't because, you know, any other reason;  
 8 it was because it had a better torch and a better laser  
 9 for assisting in terms of target identification.  
 10 Q. The torch system to which you refer is TLR-2 HLG?  
 11 A. That's correct, yes.  
 12 Q. Right, so is it your evidence that the fact that it  
 13 contained a strobe facility was incidental?  
 14 A. Absolutely.  
 15 Q. Right.  
 16 Given that it does contain a strobe facility, is  
 17 there any part of the training that you can describe to  
 18 the inquiry that provides guidance to officers as to  
 19 when or in what circumstances that strobe facility  
 20 should be utilised?  
 21 A. I think it is worth highlighting that we, when we  
 22 delivered the initial course and the use of the torch,  
 23 we highlighted the feature as a feature, because again  
 24 we were mindful that officers could turn it on  
 25 inadvertently or there could be some kind of other

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1 but I think the person that was tasked with it, kind of  
 2 looked at -- I think there was mention of so many  
 3 megahertz or whatever it is, that it can flash in so  
 4 many times before it can cause an issue and all of the  
 5 guidance was that it was in safe tolerable kind of  
 6 framework.  
 7 Q. Is it your evidence that in terms of the use of the  
 8 strobe facility, there isn't any guidance or training  
 9 given to MPS officers?  
 10 A. There is guidance and training to say it is a facility  
 11 on the torch, and they might consider its use as they  
 12 might, any normal torch but not beyond that, no.  
 13 Q. Given the guidance and the operating instructions, that  
 14 the use of the light in strobe mode may cause seizure,  
 15 do you think that this is something in relation to which  
 16 additional guidance should be given to MPS officers?  
 17 A. You will have to forgive me, I think I have said the  
 18 reverse. I think I am suggesting that as far as I was  
 19 concerned it was within the tolerable ranges, so it  
 20 wouldn't cause any of those issues. As such, I was  
 21 happy for it to be continued to be used in the training  
 22 environment.  
 23 Q. Have you looked at the operating instructions for the  
 24 TLR-2 HLG?  
 25 A. No, I haven't, but, again, I am kind of thinking back

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1 issue.  
 2 Actually, we discussed that you might consider --  
 3 this was in one of the training lesson plans -- using it  
 4 to, for example, gain attention or whatever, but  
 5 actually that is no real change to us using torches in  
 6 the past in terms of flashing torches or highlighting  
 7 an area.  
 8 We highlighted our officers about its use, and if  
 9 I am honest with you, we didn't really touch upon it  
 10 much more than that after then.  
 11 Q. Right, because you will be aware from the operating  
 12 instructions from this particular facility that there  
 13 are instructions that the use of light in strobe mode  
 14 may cause seizure in persons with photo-sensitive  
 15 epilepsy?  
 16 A. Yes, so again I wasn't responsible for the introduction  
 17 or the choice of the torch --  
 18 Q. Yes.  
 19 A. -- but as I understand it, both the laser and the strobe  
 20 effect was within the safe tolerable, you know, frame or  
 21 spectrum in terms of safe use.  
 22 So, as far as I was concerned, that was appropriate  
 23 then to train and use it.  
 24 Q. Where do you get that information from?  
 25 A. I am thinking back now to when it was first introduced,

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1 to, gosh, when it was, 2015, when we kind of introduced  
 2 that torch, and I can remember being satisfied at the  
 3 time that it was within the ranges of being used  
 4 appropriately.  
 5 Q. Right, because if, as I am setting out, and I will be  
 6 corrected if I am wrong, there is guidance in the  
 7 operating instructions that use of the light in strobe  
 8 mode may cause seizure in persons with photo-sensitive  
 9 epilepsy, considering that now, do you think that that  
 10 demands additional guidance and training of MPS officers  
 11 for the use of this facility?  
 12 A. Yes, of course. My understanding is that that wasn't  
 13 the case but if you are presenting that, you know, it  
 14 might cause some sort of issue, then of course we should  
 15 look into that.  
 16 Q. Thank you.  
 17 May we now turn to the penultimate part of your  
 18 statement, which deals with the commands that should be  
 19 given to subjects during an intervention. I am using  
 20 intervention because that is the phrase that was given  
 21 to you, acknowledging as I do that there is a difference  
 22 between that and interception.  
 23 A. Yes.  
 24 Q. We have touched upon this already, and you have provided  
 25 in part at least your opinion on why it is not

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1 appropriate to produce a one-size-fits-all piece of  
 2 guidance for police officers and that there has to be  
 3 a level of flexibility in terms of what officers are  
 4 instructed or guided to shout or to say as they approach  
 5 a vehicle in this case in order to perform  
 6 an interception.  
 7 Is there anything wrong in your opinion with, during  
 8 the course of their training, providing officers with  
 9 what is considered to be appropriate in 90 per cent of  
 10 occasions such as those that I have just set out? In  
 11 other words giving them, with a caveat, guidance as to  
 12 what is likely in the most -- or in the greatest amount  
 13 of situations which they are going to come across, the  
 14 best phrase to use and the most effective phrase to use?  
 15 **A. So I would have real concerns in recommending such**  
 16 **a course of action.**  
 17 Q. Why?  
 18 **A. My experience in my current role and in my policing**  
 19 **career is that we shouldn't be constraining so much in**  
 20 **that context, and we know that we have officers from all**  
 21 **sorts of demographics, all sorts of groups, all sorts of**  
 22 **different backgrounds and the language they use and the**  
 23 **language that is appropriate to them, and the words they**  
 24 **use, I think we need to consider that we ask our**  
 25 **officers to act appropriately dependent on the given**

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1 **with them and he is directing their directions at them.**  
 2 **Again, in my experience, that normally works very**  
 3 **well, in terms of the commands and the directions given.**  
 4 **I wonder to myself that if we were to introduce**  
 5 **a situation where all of the officers were using the**  
 6 **same term, and actually there was something quite**  
 7 **dangerous going on elsewhere, or whatever, that it just,**  
 8 **for me, having watched so many thousands of training**  
 9 **scenarios unfold, it would present more problems than**  
 10 **solve.**  
 11 Q. Do you agree that "show me your hands", in general  
 12 terms, is the most likely command to be used in  
 13 a dynamic situation?  
 14 **A. It is one of those phrases that is and has and can be**  
 15 **used. But, again, I am trying to paint a picture**  
 16 **perhaps for you to kind of illustrate, can you imagine**  
 17 **if one has one's hands in a bag and we think that is**  
 18 **where the firearm is, "show me your hands" and you are**  
 19 **taking your hands out of the bag. There are just so**  
 20 **many permutations of things that can happen and I know**  
 21 **in this kind of environment we are trying to find not**  
 22 **a one solution that fits all, but I just think that we**  
 23 **really need to trust and depend upon the training of the**  
 24 **officers and the officers we have in position to give**  
 25 **the right directions, given what they can see in front**

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1 **circumstances.**  
 2 **I think that I kind of bring you back really to my**  
 3 **point that I don't want, dare I say this, for them to be**  
 4 **robots, I want them to be thinking about the**  
 5 **circumstances that they face and to truly understand**  
 6 **what they are seeing and understand it. I feel that if**  
 7 **we were to even be suggestive about some words, which**  
 8 **links back into the move from WHICH CAR to PC ICE Car,**  
 9 **where we have removed that reference, I personally don't**  
 10 **think that would be helpful and I think that would cause**  
 11 **more risk than you are trying to prevent or we are**  
 12 **potentially trying to prevent.**  
 13 Q. Would you accept that there is a danger of confusion in  
 14 a situation where you have a number of officers  
 15 approaching a vehicle at the same time --  
 16 **A. Yes.**  
 17 Q. -- identifying a different subject to approach and  
 18 shouting different commands?  
 19 **A. I really do appreciate and understand that concern, and**  
 20 **it is something that we train for regularly and we try**  
 21 **to highlight to our officers the complications around it**  
 22 **but, you know, in many ways what we are hoping in this**  
 23 **situation, where it is perhaps multiple people within**  
 24 **a vehicle, that we really want them to focus on the**  
 25 **person closest to them and he is getting eye contact**

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1 **of them.**  
 2 THE CHAIRMAN: How can the words "show me your hands" be  
 3 misconstrued or unclear?  
 4 **A. Sir, it is often a point that gets raised and really for**  
 5 **me this is all again about the prevailing information**  
 6 **and intelligence.**  
 7 **For example, if we know that the individual -- the**  
 8 **example of the bag has got a gun in the bag and that is**  
 9 **where their hands are, we actually wouldn't want them --**  
 10 THE CHAIRMAN: You wouldn't want to say anything about hands  
 11 in those circumstances. But we are not considering, as  
 12 I understand it, a situation in which the firearms  
 13 officer doesn't want to see hands. We are considering  
 14 how best a firearms officer who does want to see hands  
 15 can achieve that aim.  
 16 Is that right, Ms Blackwell?  
 17 MS BLACKWELL: Yes.  
 18 **A. Listen, I really understand the point and I really**  
 19 **understand why that may seem on the face of it as**  
 20 **a reasonable request. But, again, it is so dependent on**  
 21 **the circumstances, whether they are in a vehicle,**  
 22 **whether they are standing, whether -- you know, there is**  
 23 **just so many permutations --**  
 24 THE CHAIRMAN: Even where the object of the exercise is to  
 25 see hands, allowing for the situation that you have

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1 described whereby hands may be in a place where you  
 2 would much rather them stayed than be produced?  
 3 **A. Quite.**  
 4 THE CHAIRMAN: Is that your evidence, is it?  
 5 **A. Hand on heart, sir, I think that that would cause more**  
 6 **issues than presenting this as a default, or potentially**  
 7 **a kind of go-to comment.**  
 8 **I really feel that we should be dependent on the**  
 9 **officers' understanding and appreciation of the**  
 10 **situation, and for them to make a dynamic decision as to**  
 11 **the best wording in those circumstances.**  
 12 THE CHAIRMAN: You agree that there cannot, if there is no  
 13 uniformity of approach, in a real world be any  
 14 discussion between the officers and when they are on  
 15 their way from the car to the scene as to what words  
 16 will be used?  
 17 **A. That is because, sir, they are all going to see**  
 18 **different things.**  
 19 THE CHAIRMAN: Exactly, and you will agree, therefore, that  
 20 by not having a uniformity of approach, there is a risk  
 21 of inconsistency of instruction?  
 22 **A. Yes, sir, I really do see that. And I understand the**  
 23 **dangers associated with that, but I really feel with my**  
 24 **experience that --**  
 25 THE CHAIRMAN: You say it is the lesser of two evils?

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1 **A. That is normally the consistent message and of course we**  
 2 **know that is caveated within the APP and the training**  
 3 **modules of time dependent.**  
 4 Q. Yes, thank you.  
 5 "Gain full vision of the subject's hands, scan the  
 6 subject for any sign of weapons, strong robust  
 7 communication with the subject is vital. We are trying  
 8 to mentally stun the subject by force of our voice.  
 9 This stunning when achieved must be maintained by  
 10 a series of short, sharp commands to maintain a momentum  
 11 of natural surprise and compliance. For example,  
 12 phrases like, 'Show me your hands', 'Look at me', 'Do it  
 13 now', can be used to good effect."  
 14 There are three possible suggestions there?  
 15 **A. Yes.**  
 16 Q. "We are trying to totally dominate the subject and get  
 17 them detained before they have time to consider their  
 18 options to escape or injure us. However, control is the  
 19 important factor and so you must be flexible and if  
 20 verbal stunning is not working use another communication  
 21 style to negotiate surrender and be prepared to use  
 22 force if necessary if the circumstances dictate it."  
 23 If we look at the bullet points that precede this  
 24 suggestion of words to be used after that of the  
 25 declaration of armed police, we can see that what is

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1 **A. Yes, sir.**  
 2 THE CHAIRMAN: Thank you.  
 3 MS BLACKWELL: What is, by way of training, provided to  
 4 officers as to the correct approach to take in  
 5 a situation where there are multiple subjects to be  
 6 extracted?  
 7 **A. I think first of all we have a discussion about it and**  
 8 **we talk it through. For example, we might talk it**  
 9 **through in a classroom and then take it out to**  
 10 **an operational sphere in terms of the training site,**  
 11 **talk through what the complications might be, what the**  
 12 **challenges might be and the benefit of having that**  
 13 **flexibility to give the commands of what you will see in**  
 14 **your quarter, or your part of the car, versus perhaps**  
 15 **that uniform approach.**  
 16 Q. All right, can we have a look, please at MPS4426,  
 17 Mr Coates, page 4.  
 18 If we look to the portion at the lower part of this  
 19 page, can we highlight that, please, just under "The  
 20 initial contact":  
 21 "The initial contact with the subject is important,  
 22 a loud declaration of 'armed police' is needed."  
 23 Just pausing there, there is no other suggestion by  
 24 way of initial declaration, is there, other than "armed  
 25 police"?

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1 expected is:  
 2 "To gain full vision of the subject's hands, to scan  
 3 the subject for me any sign of weapons and strong robust  
 4 communication with the subject."  
 5 Is it expected that there will be full vision of the  
 6 subject's hands before the officer decides on which is  
 7 the appropriate command to give?  
 8 **A. I think often it can happen all at once. I think it is**  
 9 **a picture they will see in their minds, immediately make**  
 10 **an assessment and understand the best course of action.**  
 11 Q. Taking this scenario, if we may, if you are one of  
 12 several officers approaching a vehicle, into which there  
 13 is extremely limited if any vision because of the  
 14 windows being steamed up, what would you expect to shout  
 15 and what would you expect the other officers to shout in  
 16 those circumstances?  
 17 **A. I think that would be very dependent on what I saw in**  
 18 **the cabin of vehicle once I got vision in.**  
 19 Q. If you couldn't see in, what would you shout?  
 20 **A. I would be shouting "armed police".**  
 21 Q. Then you wouldn't shout anything else until you had  
 22 vision?  
 23 **A. It is so dependent on the prevailing circumstances, the**  
 24 **information and the intelligence, what is going on and**  
 25 **what is not going on. When you say no vision in, is it**

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<p>1 completely blacked out because there are concerns, there                  2 is someone pointing the gun at me and all those perhaps                  3 considerations?                  4 This is what I am saying, an officer might shout                  5 "show me your hands" if they don't know what is going on                  6 inside.                  7 An officer might shout, "Put your hands ..." There                  8 might be a number of different declarations and we know                  9 again that humans are not robots and that their kind of                  10 threat assessment and perceived threat is often                  11 dependent on their lived experiences and what has gone                  12 on in the past and how they may have been presented by                  13 danger in the past.                  14 I think that all we can do is practice this tactic                  15 and kind of highlight the pros and cons of different                  16 approaches, but I don't think there is a panacea that                  17 this should be the line or phrases we use as a lock                  18 stock.                  19 Q. If that situation was an example that you were giving                  20 during the course of training to officers, your advice                  21 would be that in the event of having very little if any                  22 vision into the vehicle, you would still have to                  23 consider the surrounding circumstances and the level of                  24 knowledge of the subjects in the vehicle, in order to                  25 then identify the most appropriate command to use?</p> <p style="text-align: center;">Page 77</p>	<p>1 A. It is something that, because we trained for it quite                  2 regularly, it doesn't feel it but it comes quite                  3 naturally depending on the circumstances and I think as                  4 soon as you arrive -- regularly we can see in, so that                  5 is obviously very helpful. We know there are                  6 complications around tinted glass and the rest of it,                  7 and that is the reason why we want to smash the window                  8 or get vision in, open the door, in order to give us                  9 that kind of extra stimulus or understanding of what is                  10 going on.                  11 I suppose what I am trying to say is that it is just                  12 so dependent on so many factors. I feel that we would                  13 be doing a disservice to the police service and to                  14 firearms officers if we were to say, "This is generally                  15 what we want you to say in these circumstances", because                  16 I think overall it would be detrimental.                  17 Q. Thank you.                  18 I am now going to turn to the final part of your                  19 witness statement and to paragraph 59, which deals with                  20 the use of profane tactical language, in which you say:                  21 "The use of profane tactical language is not                  22 a trained response per se, but can be used to control                  23 a subject. A more base level of communication may in                  24 some circumstances emphasise the gravity of the command                  25 being made, which may in turn ensure that verbal</p> <p style="text-align: center;">Page 78</p>
<p>1 commands serve as a clear warning to subjects and make                  2 it clear that force and our firearms may be used as per                  3 APP.                  4 "In my view it is not necessarily inappropriate to                  5 use such language at the point of contact, it is                  6 incumbent on the officer to consider using language that                  7 the subject is likely to understand. If such language                  8 achieves the tactical objective, ensuring compliance and                  9 the safe apprehension of offenders, or suspected                  10 offenders, then the language can be justified."                  11 Then in paragraph 61 you go on to deal with the MPS                  12 training materials that deal specifically with the issue                  13 of giving commands to subjects.                  14 They are the ARV manual version 4 in 2012 in                  15 relation to two aspects of that, which remains unchanged                  16 in 2021.                  17 Is the use of profane or tactical language something                  18 that is covered in the course of training, as an option,                  19 even though, as you say in paragraph 60, it is not                  20 trained per se as a response?                  21 A. During any course we would robustly challenge profane                  22 language in the sense of it being used, for example, all                  23 the time, during all the stops in any given situation.                  24 We would challenge an approach which was                  25 inappropriate in its use in terms of being disrespectful</p> <p style="text-align: center;">Page 79</p>	<p>1 to a particular group of people or whatever it might                  2 well be.                  3 I think the key thing here to remember is that                  4 although we don't advocate it, and don't advise it,                  5 I also have to be conscious that at that point of                  6 contact, when it is a high stress, highly difficult                  7 situation to resolve, that if that officer uses a swear                  8 word, and it achieves the objective in that moment and,                  9 for example it means that we don't have to use physical                  10 force or perhaps the other end of the spectrum, I can                  11 understand why that might be appropriate, but it                  12 wouldn't be something we train or endorse as a general                  13 rule.                  14 THE CHAIRMAN: I think we have to get less precious, haven't                  15 we in the 21st century? Words that I would have been                  16 given a hiding for if I had used them when I was                  17 a child, not only could I now not be given a hiding if                  18 I was a child, but a child wouldn't think twice of                  19 using. I am afraid, for better or worse, we have moved                  20 on.                  21 A. It is context, sir, it is what we are trying to achieve,                  22 and potentially the individuals that we are trying to                  23 dominate, control and having said that, it is not                  24 something that is taught I can hand on heart say --                  25 THE CHAIRMAN: You wouldn't teach somebody to say, "Stick</p> <p style="text-align: center;">Page 80</p>

<p>1 your fucking hands up", but equally you wouldn't be</p> <p>2 surprised if they did if they were in that dynamic</p> <p>3 situation.</p> <p>4 <b>A. Yes, sir.</b></p> <p>5 MS BLACKWELL: What I would just like to be clear about is,</p> <p>6 I fully accept what you say about not training the use</p> <p>7 of profane language. But is there anything within the</p> <p>8 training to acknowledge that it sometimes will be used</p> <p>9 and the circumstances in which it might be thought to be</p> <p>10 necessary?</p> <p>11 <b>A. Actually we have a number of conversations and a lot of</b></p> <p>12 <b>it is kind of linked to the judgment training that we</b></p> <p>13 <b>do. Actually you could say words which might not be</b></p> <p>14 <b>offensive to the individual, but might be offensive to</b></p> <p>15 <b>the person next to him, for example, a member of the</b></p> <p>16 <b>public, et cetera. Ultimately what we are trying to do</b></p> <p>17 <b>is bring the situation to a safe resolution and we</b></p> <p>18 <b>highlight to the officers the pros and cons of using</b></p> <p>19 <b>particular language in whatever given circumstances, but</b></p> <p>20 <b>I would be remiss not to appreciate and understand that</b></p> <p>21 <b>at that point of contact, where potentially it might be</b></p> <p>22 <b>a really difficult situation and a word used and that</b></p> <p>23 <b>word might be a swear word that has allowed us to</b></p> <p>24 <b>achieve our objective safely, then surely that's better</b></p> <p>25 <b>than potentially using undue force or whatever.</b></p> <p style="text-align: center;">Page 81</p>	<p>1 MS BLACKWELL: Thank you.</p> <p>2 Sir, that completes my questioning. Do you have any</p> <p>3 questions at this stage?</p> <p>4 Questions from THE CHAIRMAN</p> <p>5 THE CHAIRMAN: Yes, I would just like one matter, please.</p> <p>6 It is really coming back to something that I was</p> <p>7 concerned about before.</p> <p>8 Can you turn to paragraphs 47 and 48 of your</p> <p>9 statement.</p> <p>10 <b>A. Yes, sir.</b></p> <p>11 THE CHAIRMAN: Firearms enabled, and then you say in</p> <p>12 paragraph 48:</p> <p>13 "The phrase is not however a term which has ever</p> <p>14 featured or been defined in the MPS's firearms training</p> <p>15 syllabus."</p> <p>16 <b>A. Yes, sir.</b></p> <p>17 THE CHAIRMAN: Does the MPS have a different firearms</p> <p>18 training syllabus from any other police force in the</p> <p>19 country?</p> <p>20 <b>A. No, sir.</b></p> <p>21 <b>I suppose the point I was trying to illustrate there</b></p> <p>22 <b>is -- no doubt you found with this inquiry -- that words</b></p> <p>23 <b>can often mean so many things to different people.</b></p> <p>24 THE CHAIRMAN: No, no, I am not talking about</p> <p>25 intervention/interception, I am talking about I hope</p> <p style="text-align: center;">Page 82</p>
<p>1 a relatively simple question.</p> <p>2 Is there a separate firearms training syllabus for</p> <p>3 other police forces which differs from that which the</p> <p>4 Met uses?</p> <p>5 <b>A. No, sir.</b></p> <p>6 THE CHAIRMAN: In other words, it is of general application?</p> <p>7 <b>A. Yes, sir.</b></p> <p>8 THE CHAIRMAN: Thank you very much.</p> <p>9 MS BLACKWELL: I am reliably informed that there are no</p> <p>10 questions from anybody else.</p> <p>11 THE CHAIRMAN: That comes as no surprise.</p> <p>12 Thank you very much.</p> <p>13 MS BLACKWELL: May this witness be released?</p> <p>14 THE CHAIRMAN: He may indeed.</p> <p>15 <b>A. Thank you, sir.</b></p> <p>16 THE CHAIRMAN: Thank you for your time and trouble.</p> <p>17 Shall we have our mid-afternoon break?</p> <p>18 MS BLACKWELL: I think that might be sensible, sir.</p> <p>19 THE CHAIRMAN: How long is it thought that the next</p> <p>20 Mr Taylor will take?</p> <p>21 MR MOSS: 30 minutes, perhaps, sir.</p> <p>22 THE CHAIRMAN: Shall we say 3.10?</p> <p>23 MS BLACKWELL: Thank you.</p> <p>24 THE CHAIRMAN: Right. Thank you.</p> <p>25 (2.55 pm)</p> <p style="text-align: center;">Page 83</p>	<p>1 (A short adjournment)</p> <p>2 (3.12 pm)</p> <p>3 MR MOSS: Can the witness please be sworn?</p> <p>4 THE CHAIRMAN: He may.</p> <p>5 MR LAURENCE TAYLOR (sworn)</p> <p>6 Questions from MR MOSS</p> <p>7 THE CHAIRMAN: Thank you for your patience, Mr Taylor, I'm</p> <p>8 sorry you have been kept waiting.</p> <p>9 MR MOSS: I am sure the chairman will not mind if you sit.</p> <p>10 <b>A. Thank you.</b></p> <p>11 Q. Can you please state your name and rank?</p> <p>12 <b>A. Yes, I'm Laurence Taylor, deputy assistant commissioner.</b></p> <p>13 Q. To put your rank into perspective, I think there are</p> <p>14 seven officers of a more senior rank than you in the</p> <p>15 MPS, I think there is the commissioner, the deputy</p> <p>16 commissioner and five assistant commissioners?</p> <p>17 <b>A. That's correct.</b></p> <p>18 Q. I think that you became a police officer in 1996?</p> <p>19 <b>A. That's right.</b></p> <p>20 Q. You served in Sussex Police before you joined the Met in</p> <p>21 July 2018?</p> <p>22 <b>A. Correct.</b></p> <p>23 Q. You left Sussex as the assistant chief constable of that</p> <p>24 force?</p> <p>25 <b>A. Correct.</b></p> <p style="text-align: center;">Page 84</p>

1 Q. During your time in Sussex, I think that you carried out  
2 a number of firearms roles yourself?  
3 **A. That's correct.**  
4 Q. What firearms roles did you carry out?  
5 **A. I became an authorised firearms officer in 1998 and then**  
6 **I became a specialist firearms officer in 2000, where**  
7 **I was part of our special operations unit. Served there**  
8 **as a PC, sergeant and inspector and was an operational**  
9 **firearms commander as well as a tactical adviser.**  
10 **Then I also performed roles as a tactical firearms**  
11 **commander and as a specialist firearms commander.**  
12 Q. I think maybe it was in that list, maybe I missed,  
13 I think you were an SFC and a specialist SFC as well?  
14 **A. That's right, yes.**  
15 Q. When you joined the Met, you joined as deputy assistant  
16 commissioner of Met operations in July 2018 until April  
17 of this year?  
18 **A. That's right.**  
19 Q. You have since moved into a new role in front-line  
20 policing and local policing?  
21 **A. That's right.**  
22 Q. It is now DAC Barbara Gray who is DAC Met operations --  
23 **A. That's right.**  
24 Q. -- but you are giving this evidence in the capacity that  
25 you were in in April 2021?

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1 **A. That's right.**  
2 Q. Is it right that the MPS has four business groups?  
3 **A. That's right.**  
4 Q. What are they?  
5 **A. You have front-line policing, which is local policing**  
6 **and specialist crime.**  
7 Q. That is where you are now?  
8 **A. That is where I am now.**  
9 **You have Met operations, which was the portfolio**  
10 **I held up until April of this year, which is quite**  
11 **a diverse business group with a number of commands**  
12 **within it.**  
13 **There is professionalism.**  
14 **And specialist operations, which is our**  
15 **counter-terrorist command.**  
16 Q. When you were in Met operations, what departments were  
17 under your command?  
18 **A. So I had a range of departments, so beginning with MO19,**  
19 **which is the firearms command.**  
20 Q. That is what we are calling SCO19, as it was in 2015?  
21 **A. That's right, yes.**  
22 **Then I also had our task force, which is our marine**  
23 **unit, our dog unit, our territorial support group and**  
24 **mounted branch, our roads policing teams, our Met**  
25 **detention, our Met prosecutions, our command and control**

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1 **centre ... I think that was it.**  
2 Q. Focusing on MO19, or SCO19, you were of course  
3 responsible both for that command operationally and from  
4 its training perspective?  
5 **A. Yes, so within my role within that command, because it**  
6 **is not the only command with firearms assets, so SO also**  
7 **has firearms assets, but I was responsible for policy**  
8 **and training across the MPS for all firearms commands.**  
9 Q. Next, moving on to the role as designated chief officer  
10 for firearms, we are going to start by looking at the  
11 Home Office document on the police use of firearms and  
12 less-lethal weapons.  
13 You have it at tab 2, if we can have it on the  
14 screen, please, COP54.  
15 What is the purpose and what is the status of this  
16 document?  
17 **A. This document sets out nationally a Code of Practice to**  
18 **ensure that there is consistency across the provision of**  
19 **firearms in all 43 forces across the UK, so it brings**  
20 **some standardisation and a -- well, a very simply a code**  
21 **of practice that informs how police forces should**  
22 **operate in terms of their firearms delivery.**  
23 Q. I had a prompt ready in case you needed it, but you  
24 didn't. If we look at page 5 though, we see the heading  
25 "Purpose", the purpose of the code.

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1 **A. Yes.**  
2 Q. If we just highlight a small number of these:  
3 "(a) to set out the basic principles in relation to  
4 selection, testing, acquisition and use of firearms and  
5 less-lethal weapons by police.  
6 "(b) to set out the manner in which those principles  
7 are implemented within the police service.  
8 "(c) to provide a statement on the standards of  
9 competence, accreditation and operational practice  
10 relating to the police use of firearms and less-lethal  
11 weapons."  
12 Then bottom of the list, or nearly:  
13 "(f) to foster the identification and promulgation  
14 of good practice."  
15 **A. Yes.**  
16 Q. If we go, please, to page 9 of this document, we will  
17 see paragraph 5.1, perhaps not.  
18 **A. 3.1.**  
19 Q. 3.1, thank you. Then 3.1.1, within that, we see there:  
20 "For the purpose of maintaining standards within  
21 each force, chief officers should ensure that an officer  
22 of at least the rank of assistant chief constable, or  
23 equivalent, is nominated to take the lead within the  
24 force in relation to operational practice and policy in  
25 respect of weapons requiring special authorisation."

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1 How does that work within the Met?

2 **A. That is the role that I perform, so the deputy assistant**

3 **commissioner in a county force is the equivalent of**

4 **a deputy chief constable, so the rank above ACC, so**

5 **I have the nominated lead in the Met, but I have**

6 **a commander, an ACC equivalent who also works to me,**

7 **which is included in some of the information within my**

8 **statement.**

9 Q. What is the responsibility of the chief officer?

10 **A. It is broadly to ensure that we have the strategic**

11 **capability and capacity to meet the risk and threat that**

12 **exists in London, from a firearms perspective. To**

13 **ensure that we are consistent with national practice, to**

14 **ensure that we are continually improving and learning**

15 **and that we have the appropriate training, skills and**

16 **equipment to meet that risk in the capital.**

17 Q. I am now going to ask to you explain the firearms

18 officer hierarchy within the MPS. You do this at

19 paragraph 2.5 on page 3 of your witness statement, which

20 is MPS4706, if we could have that on screen. It is

21 paragraphs 2.5 to 2.8 where you explain this, so if you

22 could please explain it?

23 **A. Okay, so in terms of training, you have obviously heard**

24 **from our CFI earlier today. They are responsible for**

25 **that day-to-day management, governance, delivery of**

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1 **firearms training across the Met.**

2 **They are supervised by a superintendent within**

3 **SCO19/MO19, and then there is an OCU commander,**

4 **an operational command unit commander, chief**

5 **superintendent, who is responsible for the running of**

6 **that OCU.**

7 **Within MO19, you have the operational deployment, so**

8 **the CTSFOs are our constables, who are supervised by**

9 **a sergeant, often the OFC.**

10 **They in turn are supervised by an inspector and**

11 **a chief inspector to ensure that there is clear**

12 **management responsibility throughout, as you would**

13 **expect in any other operational command within policing.**

14 **Then a superintendent CT, specialist ops, who line**

15 **manages all of them.**

16 **That is kind of your operational front line, so to**

17 **speak, and the command structure involved in the**

18 **delivery of training.**

19 **Then if I go to 2.7 --**

20 Q. Over the page?

21 **A. Yes, over the page, 2.7.**

22 **Within a firearms operation there are three tiers of**

23 **command. I will actually take these in reverse order,**

24 **if I may. The strategic firearms commander is**

25 **ultimately responsible for that operation. They set the**

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1 **strategy, which effectively determines what they would**

2 **like to see in that operation. They authorise the**

3 **deployment of those officers and will set any tactical**

4 **parameters.**

5 **Rather than saying, "This is the tactic you will**

6 **use", it will determine which tactics they would not**

7 **want you to use and under which parameters they might**

8 **exist.**

9 **That strategy from the strategic firearms commander**

10 **then informs the TFC to develop and set their tactical**

11 **plan. They are responsible for the tactical response.**

12 **That tactical response is managed on the ground by**

13 **the OFC, who is the operational firearms commander, who**

14 **ensure that the functional territorial responsibilities**

15 **are fulfilled to meet that tactical plan which meets the**

16 **strategic intentions of the SFC.**

17 Q. Is it right that in any individual operation,

18 responsibility rests with the SFC?

19 **A. Correct.**

20 Q. The SFC isn't required to obtain individual sign off for

21 what they are authorising from the chief officer or from

22 anyone else?

23 **A. No, absolutely not.**

24 Q. You said that it would be normal for the strategic

25 firearms commander to say what it is they are not

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1 authorising. Is it in fact quite common for the SFC to

2 authorise all available tactics?

3 **A. Ultimately you have to authorise the plan, you are**

4 **responsible for the plan, so a tactical parameter will**

5 **limit the TFC to say what they can or cannot do.**

6 **A really good example would be, "I would expect no**

7 **intervention into a building, unless there is**

8 **an imminent threat to life". That would be a tactical**

9 **parameter.**

10 **What would then happen is you would set your**

11 **strategy, the TFC would then develop their tactical plan**

12 **and as an SFC I would expect you to speak through that**

13 **tactical plan and agree the tactical plan for**

14 **deployment.**

15 Q. I am sure this follows as night follows day from the

16 answer you gave just before the one you just did, you

17 wouldn't expect the DAC of the time to have been aware

18 of the authorisation that was granted in this case,

19 presumably?

20 **A. No, and with the volume of firearms operations across**

21 **London, around 4,000 a year, it would be both**

22 **impractical but also you need operationally and**

23 **occupationally accredited commanders to be running the**

24 **operations.**

25 Q. Nonetheless, as you say at paragraph 2.11 of your

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1 witness statement, I think you would accept that the DAC  
 2 is vicariously liable for the actions of the SFC and the  
 3 decisions made?  
 4 **A. Absolutely, yes.**  
 5 Q. We have looked at the command hierarchy and we are now  
 6 going to look at the governance structure for firearms  
 7 within the MPS. To do so could we look at IPC73,  
 8 page 14, which is the MPS police use of firearms  
 9 document, which is tab 3 in the hard copy. It is 14 in  
 10 the digital, 12 in the hard copy.  
 11 **A. Yes, thank you.**  
 12 Q. This I think represents the structure as it was in  
 13 2015 --  
 14 **A. Correct.**  
 15 Q. -- not how it is now?  
 16 **A. Correct.**  
 17 Q. Starting at the top of the page, APSTRA, that is the  
 18 armed policing strategic threat and risk assessment,  
 19 what does that mean?  
 20 **A. Effectively each year we develop a strategic threat and**  
 21 **risk assessment that identifies the current threat posed**  
 22 **by firearms or other issues of that nature across**  
 23 **London. It attempts to predict what the future demand**  
 24 **may look like and then it ensures that we have the**  
 25 **appropriate capability and capacity to meet those**

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1 **firearms activity across London.**  
 2 **It brings in not just the MPS, but the City of**  
 3 **London, British Transport Police and other officers who**  
 4 **may deploy in the capital and it takes that strategic**  
 5 **overview to ensure that we can not only meet our demand,**  
 6 **not only meet the threat, but also ensure that we are**  
 7 **fit for purpose and understand any sort of learning**  
 8 **nationally or anything else to incorporate into our**  
 9 **training.**  
 10 **That is supported by the armed policing delivery**  
 11 **group, that is chaired by the commander armed policing,**  
 12 **who is the ACC equivalent who I described earlier. In**  
 13 **2015 that was broken down into four working groups that**  
 14 **reported into it, the professionalism group, the weapons**  
 15 **equipment group, Taser group and operations tactics and**  
 16 **training.**  
 17 **They are now two working groups, with the weapons**  
 18 **equipment, tactic, Taser and a professionalism working**  
 19 **group.**  
 20 **Those groups effectively do the work on the ground,**  
 21 **reporting in to commander armed policing and then any**  
 22 **issues that are not resolved through the APDG are**  
 23 **escalated into the strategic board, to ensure that**  
 24 **I have oversight of our deployments in the capital.**  
 25 Q. Next, I want to explore how the MPS learns, either from

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1 **threats in the capital, both in terms of the number of**  
 2 **officers who are trained and skilled to deploy to those,**  
 3 **the weapon systems and the training and any gaps that**  
 4 **might exist, so informs our strategic response to**  
 5 **firearms deployment across the capital.**  
 6 Q. You have said it is refreshed annually. The image we  
 7 are looking at now is 2015, I think it is right it was  
 8 not annual in 2015, it was twice a year. That is  
 9 a change that has taken place?  
 10 **A. The requirement is for it to be done annually, but there**  
 11 **is a half yearly review. In 2015 it was done twice**  
 12 **a year.**  
 13 Q. We will come back to this in more detail in a moment,  
 14 but is it right that now the requirement is annual and  
 15 it is annual?  
 16 **A. Yes, that's right.**  
 17 Q. Could you now talk us through the image that we are  
 18 looking at, perhaps starting at the top and working your  
 19 way down?  
 20 **A. Yes, as I say this is as was, so prior to my time in the**  
 21 **Met, not as is now, albeit it is very similar.**  
 22 **The armed policing strategic board is the board that**  
 23 **I now chair, and it is responsible for ensuring that**  
 24 **strategically we are able to meet our demand, that we**  
 25 **are learning from operations and we have an overview of**

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1 its mistakes or its experiences or from external  
 2 recommendations. Let's take an example.  
 3 Yesterday, we heard the evidence of Chief Constable  
 4 Simon Chesterman, I don't know whether it is possible to  
 5 see the transcript from yesterday, and if it is, it is  
 6 PDF, page 7, if we can do, Day 27.  
 7 PDF, page 7 and then internal page 27 on Day 27.  
 8 Looking at line 8 there, thank you very much,  
 9 Mr Coates:  
 10 "In the meantime, if I need to pull levers to make  
 11 sure that forces are starting to think differently about  
 12 a certain tactic or they need to understand the learning  
 13 from an operation or an incident, I issue what are  
 14 called national circulars, which are in effect letters,  
 15 but I would write to every individual Chief Constable or  
 16 force firearms lead or their operational leads to say:  
 17 "You need to know that this is happening in the  
 18 background and therefore you need to be cognisant of it  
 19 when you are planning operations."  
 20 It is a fairly high-level example, nothing specific,  
 21 but let's say such a letter is received by the chief  
 22 constable or by the force firearms lead, how is it then  
 23 put into practice, how is it considered?  
 24 **A. Ordinarily that would come to both me and commander**  
 25 **armed policing, so we would both be sighted. My**

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1 expectation would be that the learning is taken through  
 2 the armed policing delivery group. If it is immediate  
 3 and essential, I would expect it to be enacted there and  
 4 then by the various commands to whom it was pertinent,  
 5 but it would be overseen through that armed policing  
 6 delivery group.  
 7 If the armed policing delivery group were unable to  
 8 enact the learning, there was a barrier or financial  
 9 implication or a strategic challenge, then that would be  
 10 escalated to me. Again, in terms of the immediacy if it  
 11 was required to be done immediately, I would address it  
 12 through normal command structures across the MPS, if not  
 13 we would oversee the implementation and ensure it was  
 14 being done through that strategic board.  
 15 Q. It wouldn't, as a matter of normal course, be considered  
 16 by the strategic board but it would be considered by the  
 17 delivery group.  
 18 A. In the first instance it would be considered by the  
 19 delivery group. I would then see through that strategic  
 20 board organisational learning, with a risk register, and  
 21 other things we would monitor through the strategic  
 22 board any ongoing risks, any ongoing learning that  
 23 hasn't been implemented and then there would be a record  
 24 maintained within 19 as well to ensure that  
 25 organisational learning is picked up and implemented.

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1 A. I am unaware. That was done before my time in the Met.  
 2 I don't know why they were done. I would imagine for  
 3 efficiency, the requirement to have two working groups  
 4 rather than four.  
 5 Q. Are you able to comment on whether it did deliver any  
 6 efficiency, presumably not?  
 7 A. I couldn't, I am afraid.  
 8 Q. The DAC now chairs the strategic board. It used to be  
 9 the assistant commissioner or an assistant commissioner  
 10 chairing the strategic board, it is now somebody of one  
 11 rank lower. What is the reason for that?  
 12 A. No other reason than than the governance, the day to  
 13 day, DACs tend to be closer to the business than an AC,  
 14 we are more aligned to the commands within our business  
 15 groups. The ACs will ensure that consistency across the  
 16 business group, so for example the APSTRA is reported to  
 17 management board, our management board are our ACs, the  
 18 deputy and the commissioner, but it is really because  
 19 the DAC is closer to the business, more able to  
 20 influence and probably understand the business better  
 21 than an AC perhaps would have done.  
 22 Q. Then finally the APSTRA has gone from being completed  
 23 twice a year, even if it were not a requirement, to now  
 24 being completed annually. It seems like there is less  
 25 oversight in terms of the strategic risk assessment.

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1 Q. If we look, please, back at IPC73, page 14, the  
 2 schematic that we were looking at, and let's take  
 3 a slightly different example, we have heard earlier  
 4 today about the introduction of a new torch and laser,  
 5 which also had a strobe light function. When something  
 6 like that is being considered, who on this page, if  
 7 anyone, would consider that?  
 8 A. It would be through the weapons and equipment working  
 9 group. Nobody would have the authority to introduce  
 10 a new weapon without coming through my board ultimately,  
 11 but it would be considered through the working group, it  
 12 would then go to the APDG, who would make  
 13 a recommendation to the strategic board, and we would  
 14 then consider whether to authorise a new weapon. If it  
 15 is a piece of equipment, I don't know a new belt for  
 16 example, that wouldn't be escalated to the strategic  
 17 board.  
 18 Q. Is a torch with a strobe a weapon or a piece of  
 19 equipment?  
 20 A. So it is certainly not a weapon, would be my view.  
 21 Q. You have said there were four working groups, and we can  
 22 see that, in 2015, you have said now there are just two,  
 23 one weapons, equipment, tactics and training and the  
 24 other total professionalism.  
 25 What is the reason for that change?

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1 A. I would disagree. We do do the annual formal APSTRA  
 2 report, but we do do a mid-year review, so it is not  
 3 required annually but we do a mid-year review just to  
 4 ensure ourselves that that nothing dramatic has changed  
 5 in that period.  
 6 Q. Even if the norm has changed, that it is only refreshed  
 7 once a year whereas it used to be refreshed twice  
 8 a year, there is still the same level of oversight?  
 9 A. As far as I am concerned, yes.  
 10 Q. Next, I am going to ask you about the MPS's response to  
 11 recommendations at public inquiries, I am not going to  
 12 look at those recommendations in detail, because  
 13 Superintendent Ross McKibbin is going to give that  
 14 evidence on Tuesday of next week.  
 15 The Anthony Grainger Inquiry reported in July 2019,  
 16 you were DAC Met operation at that time?  
 17 A. Yes.  
 18 Q. What was your personal knowledge of that inquiry and its  
 19 report at the time?  
 20 A. My personal knowledge would have been through my  
 21 exposure to firearms, my command of the firearms  
 22 command, it would have been discussed at one of the  
 23 APSBs in terms of the recommendations coming forward  
 24 from Grainger, and I would have sought assurance that  
 25 the recommendations had been implemented or where they

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1 **hadn't been implemented, the reasons for not**  
 2 **implementing them.**  
 3 Q. The inquiry of course made recommendations that were of  
 4 national consequence, some of local effect as well.  
 5 One of national consequence we can see at MPS4689,  
 6 which is one of the statements of  
 7 Superintendent McKibbin.  
 8 MPS4689 -- we don't have that?  
 9 The recommendation is a recommendation,  
 10 recommendation 6 it is referred to as in  
 11 Superintendent McKibbin's evidence, it's  
 12 a recommendation in respect of training for MASTS  
 13 operations. Using that perhaps as an example, it's one  
 14 of which I expect you would have been aware, what was  
 15 your involvement in general terms in considering and/or  
 16 implementing that recommendation?  
 17 **A. So other than ensuring that it was done, so I don't have**  
 18 **Ross's statement in front of me I am afraid, so I can't**  
 19 **say exactly what that said, but in terms of the kind of**  
 20 **day-to-day management of any recommendation, that would**  
 21 **not sit with me. Mine would be a check to ensure that**  
 22 **the recommendation had been completed and to ask some**  
 23 **questions to satisfy myself that it had, which would be**  
 24 **done through the APSB.**  
 25 Q. Obviously recommendations from inquiries don't come that

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1 **same or have the same responsibility within the command**  
 2 **structure.**  
 3 Q. In this inquiry we have been looking at Operation Ankaa,  
 4 but that is part of a bigger operation, Operation Utara.  
 5 If the SIO or an SIO of Utara, who wasn't SIO in Ankaa,  
 6 wanted to be in a command role in Ankaa, would that be  
 7 consistent with policy?  
 8 **A. It would, because it is about the specific roles, so you**  
 9 **cannot be the SIO and the TFC at the same time.**  
 10 Q. Would it be consistent with policy for someone to have  
 11 been the SIO of Ankaa, stop being it and then become the  
 12 TFC of Ankaa?  
 13 **A. Yes, it would.**  
 14 Q. We have heard evidence from various officers that  
 15 although CTSFOs are trained in contain and call out for  
 16 vehicles, it is very unlikely or impossible for this  
 17 tactic to be used within the Metropolitan Police  
 18 district. We have heard evidence that there is nowhere  
 19 that the tactic would be suitable, a number of people  
 20 have said.  
 21 We heard evidence yesterday from Chief Constable  
 22 Simon Chesterman that if an individual force decided  
 23 they were never going to employ the tactic from a MAST  
 24 platform, he would expect them to justify that. He  
 25 said:

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1 frequently. Would all of them cross your desk in the  
 2 strategic board?  
 3 **A. Yes, they should.**  
 4 Q. I am next going to ask you about a small number of  
 5 specific firearms policies in the MPS.  
 6 The chairman has heard a lot of evidence about  
 7 double hatting. An officer being both in  
 8 an investigative role and in a firearms commander role  
 9 at the same time or sequentially in the same operation  
 10 or within the same team.  
 11 If we look at INQ1, this is the Azelle Rodney  
 12 report, page 21, please, paragraph 5.11:  
 13 "From an early stage of Operation Tayport a senior  
 14 tactical adviser provided Silver with tactical options  
 15 and advice, initially it was Chief Inspector John Terry,  
 16 E1 double hatted from 29 April as bronze commander and  
 17 on-the-ground tactical adviser. In April 2005 this form  
 18 of double hatting was not unusual in the MPS.  
 19 Subsequently such roles have been separated."  
 20 In some instances across the MPS we have heard that  
 21 there are TFCs within investigative teams, what is the  
 22 MPS policy in this regard?  
 23 **A. The policy is you cannot be the SIO and the TFC, so that**  
 24 **is compliant with APP. It is not to say you cannot come**  
 25 **from the same command, but the individual cannot be the**

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1 "I don't think you can have that sort of a general  
 2 policy."  
 3 What is the Met's policy in respect of contain and  
 4 call out?  
 5 **A. That is absolutely not the Metropolitan Police policy.**  
 6 **I share Simon's views that you could not have that as**  
 7 **a policy.**  
 8 **We should on deployment of firearms operations**  
 9 **consider all the tactical options available to us and**  
 10 **you should then rationalise why you are selecting some**  
 11 **over others. I can understand why in the operating**  
 12 **context within London it is far less likely that**  
 13 **a containment and call out in this particular sort of**  
 14 **situation would work, but it was absolutely not the**  
 15 **policy that you will not do them.**  
 16 Q. Next, if we please look at IPC385, this is the report of  
 17 Chief Superintendent Hartley, an MPS officer. If we  
 18 look at page 11 within that, in respect of threat and  
 19 risk assessments, in the middle of the page, Chief  
 20 Superintendent Hartley refers to the SFC and TFC's risk  
 21 assessments in this case, saying:  
 22 "Each group that is assessed is ultimately graded as  
 23 low in both SFC and TFC logs as the risk level at the  
 24 time of writing, there is supporting rationale that  
 25 explores some elements of risk due to time and location,

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1 but this is not comprehensive."  
 2 Chief Superintendent Hartley goes on to say that the  
 3 use of multidimensional threat and risk assessments  
 4 should be adopted, so something that addresses the risk  
 5 now, the risk should the subjects arrive at a point of  
 6 contact and the risk at the police point of contact.  
 7 The chairman has also heard evidence that many  
 8 firearms officers individually believed the risk to  
 9 themselves to be high and W80 said the risk to him was  
 10 very high, or so he thought, despite being briefed that  
 11 the general risk to police was low.  
 12 Can you please assist with the MPS policy now in  
 13 respect of written risk assessments which are conducted  
 14 by SFCs and TFCs?  
 15 **A. The policy that exists now is we would expect SFCs and**  
 16 **TFCs to have a multidimensional risk assessment, which**  
 17 **looks at different times of the operation, both from the**  
 18 **risk at the present time to the risk at the point of**  
 19 **interception, and that would be more expansive than the**  
 20 **risk assessments that were in place at the time, but**  
 21 **that is the policy and the expectation that they would**  
 22 **be conducted now.**  
 23 Q. As to the policy that was in place in 2015, are you able  
 24 to comment on what was?  
 25 **A. I'm not aware of the policy that was in place in 2015,**

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1 Q. What is meant by the word "intrusive" --  
 2 THE CHAIRMAN: "Obtrusive".  
 3 **A. No, sorry, objective, intrusive and supportive.**  
 4 THE CHAIRMAN: Thank you.  
 5 **A. Intrusive, is asking questions of the TFC, understanding**  
 6 **how the tactical plan will meet your strategic**  
 7 **intentions and ensuring that you are satisfied with the**  
 8 **tactical plan that is in place.**  
 9 THE CHAIRMAN: Because you cannot be satisfied unless you  
 10 know and ask questions.  
 11 **A. Correct.**  
 12 THE CHAIRMAN: Or ask questions and know, it tends to come  
 13 in the reverse order, yes.  
 14 MR MOSS: Next, there is evidence in this case that  
 15 Mr Williams, the TFC, appeared to have used FA forms  
 16 which were written by another person or other people on  
 17 another operation as the starting point for his forms,  
 18 and some of the sections remained the same and indeed  
 19 the first operation name remained on the front page of  
 20 one at least of the FA forms.  
 21 Would the MPS expect a TFC to start from scratch  
 22 when writing an FA form or is it consistent with MPS  
 23 policy to start with somebody else's document?  
 24 **A. So it -- it is not consistent with policy, but I can**  
 25 **understand in practice that you might start with another**

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1 **but from my experience in firearms, those**  
 2 **multidimensional risk assessments were not as common**  
 3 **practice as they are now.**  
 4 Q. So not unheard of but not as common?  
 5 **A. To be honest, I can't remember --**  
 6 THE CHAIRMAN: Surely if there were multidimensional risk  
 7 assessments, that would only have been as a result of  
 8 some guidance, and if there was guidance then it would  
 9 have been followed.  
 10 **A. Absolutely, and --**  
 11 THE CHAIRMAN: Is it not reasonable to assume that until  
 12 there was guidance about having multidimensional risk  
 13 assessments, they wouldn't have taken place?  
 14 **A. I think that is a reasonable assessment.**  
 15 THE CHAIRMAN: Yes, thank you.  
 16 MR MOSS: The experts in this case, Mr Arundale and  
 17 Mr Burrows, described the role of the SFC in this case  
 18 on the day of the operation as passive and not proactive  
 19 and intrusive. What does the MPS expect of an SFC in  
 20 a control room during an operation such as this?  
 21 **A. Three words I would expect from an SFC, that is that**  
 22 **they should be objective, they should be intrusive and**  
 23 **they should be supportive. They have to be available to**  
 24 **the command team, and they are ultimately responsible,**  
 25 **so they should understand the plan being deployed.**

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1 **document, but my expectation would be that every**  
 2 **operation is bespoke and you should have bespoke**  
 3 **documentation for each operation.**  
 4 THE CHAIRMAN: It is sloppy, isn't it, otherwise?  
 5 **A. I just think it is important that you have**  
 6 **an appropriate trail of documentation that informs from**  
 7 **the outset your rationale, your considerations and the**  
 8 **purpose of the firearms operations --**  
 9 THE CHAIRMAN: It doesn't look very professional, does it,  
 10 if you are creating documents for a forthcoming firearms  
 11 operation and are using a document which was created for  
 12 another operation and are not even changing the name of  
 13 the operation.  
 14 **A. They should be bespoke and absolutely should be and they**  
 15 **shouldn't be cut and pasted, albeit with 4,000**  
 16 **operations a year I do understand why in practice one**  
 17 **might.**  
 18 THE CHAIRMAN: That I understand.  
 19 MR MOSS: Going back to your witness statement at page 19,  
 20 if we can please see it on screen, MPS4706, page 19,  
 21 paragraph 6.1. In line with the bottom hole punch you  
 22 say:  
 23 "In summary, it appears to me it was proportionate  
 24 and appropriate for the operation to go ahead, as  
 25 disrupting the offence would not have achieved sustained

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1 public protection and could well have alerted the  
 2 suspects to the fact that their plans had been  
 3 compromised. A disruption action would not have put the  
 4 interests of the public ahead of the interests of the  
 5 suspects and would likely have resulted in another  
 6 breakout attempt at a future date and time, when the  
 7 authorities would likely not have the same intelligence  
 8 feeds or control of the circumstances."  
 9 I am not going to ask you to comment on whether the  
 10 operation as a whole was appropriate, that's a matter  
 11 for the chairman.  
 12 I am, however, going to ask you to focus on the  
 13 beginning of that second sentence:  
 14 "A disruption action would not have put the  
 15 interests of the public ahead of the interests of the  
 16 suspects."  
 17 The "interests of the public", does that refer to  
 18 sustained public protection?  
 19 **A. It does.**  
 20 Q. What do you mean by the "interests of the suspect" in  
 21 that context?  
 22 **A. When I talk about interests there, this is around the**  
 23 **overall risk assessment to the public and the suspects,**  
 24 **and in a hierarchical strategic set of intentions, the**  
 25 **public at the top, and that sustained public protection**

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1 has heard evidence that the CPS was not asked to give  
 2 early investigative advice. In 2015 was there any  
 3 policy in the Met on when such advice should be sought?  
 4 **A. No.**  
 5 Q. Is there now such a policy?  
 6 **A. There is not.**  
 7 Q. Is there any consideration to there being such a policy?  
 8 **A. So early investigative advice is taken. Not for**  
 9 **firearms operations, but it does tend to be for**  
 10 **investigations that are highly complex, murders,**  
 11 **significant sexual offences, where there is huge amounts**  
 12 **of evidence and the CPS are required to support with**  
 13 **that early investigative advice for the investigators.**  
 14 **It is not something that would necessarily change**  
 15 **the policing approach, but it is certainly something**  
 16 **that we could look at going forward, but I don't believe**  
 17 **it would be appropriate in every situation.**  
 18 MR MOSS: Thank you, Deputy Assistant Commissioner.  
 19 Sir, I don't have any further questions. I don't  
 20 think that there are any questions I am asked to ask.  
 21 Questions from THE CHAIRMAN  
 22 THE CHAIRMAN: I just want to clarify one matter, if I may.  
 23 On the last point in relation to when it is  
 24 appropriate to consult the Crown Prosecution Service, it  
 25 is of course reasonable to assume that the SIO will be

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1 **going forward, it is right and proper that the MPS put**  
 2 **in place tactics and operations to ensure that we can**  
 3 **sustain public safety.**  
 4 **What I meant by that sentence is that, from what**  
 5 **I have read and I haven't done a full review of this**  
 6 **operation, I should say that, but from what I have read,**  
 7 **it is my belief that a disruption would have just**  
 8 **potentially pushed that threat to another day when there**  
 9 **would have been less control, less capability to**  
 10 **intervene and ensure that sustained public protection.**  
 11 Q. Is it correct though that in order to achieve that  
 12 sustained public protection it is important or it is  
 13 essential to balance that with the interests of the  
 14 suspects?  
 15 **A. Of course.**  
 16 Q. It seems that is to say to create some risk or to allow  
 17 there to be some risk to the suspects?  
 18 **A. There is always risk in firearms operations. What we**  
 19 **should seek to do is minimise that risk where**  
 20 **appropriate and able to do so, but with a hierarchical**  
 21 **strategy there will be some people in that list who will**  
 22 **be afforded greater protection than others in order to**  
 23 **meet those strategic intentions.**  
 24 Q. Finally this, at the end of your statement, and we can  
 25 take this off the screen now, in this case the chairman

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1 able to assess when the evidence warrants culmination of  
 2 the operation, in whatever form that culmination takes.  
 3 Is that right?  
 4 **A. Yes, albeit that is often very imprecise in operations**  
 5 **such as this, and it is pre-evidence, if that makes**  
 6 **sense, so often the SIO --**  
 7 THE CHAIRMAN: There comes a stage where, in this operation,  
 8 everybody agrees that there was sufficient evidence.  
 9 The question is when that time came and whether that  
 10 evidence was sufficient for the offences which would  
 11 have secured the longest sentence for the people from  
 12 whom the police were trying to achieve sustained public  
 13 protection. Is that a fair way of putting it?  
 14 **A. Yes, so I would expect SIOs to be capable of making that**  
 15 **assessment, absolutely.**  
 16 THE CHAIRMAN: Thank you.  
 17 MR MOSS: Deputy Assistant Commissioner, I don't think we  
 18 have any further questions.  
 19 **A. I would just like to say, on behalf of the MPS, that we**  
 20 **do offer our sincere condolences to the family and**  
 21 **friends of Mr Baker.**  
 22 MR MOSS: I know there will be people watching on.  
 23 **A. Thank you.**  
 24 THE CHAIRMAN: Thank you very much indeed.  
 25 **A. Thank you.**

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1 MR MOSS: Sir, I think that is the end of the evidence for  
 2 today.  
 3 THE CHAIRMAN: I think we have reached the end of another  
 4 working week. Thanks to the good offices of everybody  
 5 who has been involved, we are once again on schedule.  
 6 MR MOSS: I think so, yes.  
 7 THE CHAIRMAN: We have one more day of evidence.  
 8 MR MOSS: Yes, Tuesday.  
 9 THE CHAIRMAN: On Tuesday, with the fallback options of  
 10 Wednesday and Thursday if for any reason there are loose  
 11 ends which need tying up.  
 12 MR MOSS: We are hopeful the timetable works, but we will do  
 13 our best.  
 14 THE CHAIRMAN: We will all be here.  
 15 What is the plan for Tuesday?  
 16 There is absolutely no need for to you stay, if you  
 17 wish to go.  
 18 Thank you very much indeed.  
 19 **A. Thank you very much.**  
 20 MR MOSS: Sir, I think you will hear evidence from three  
 21 witnesses.  
 22 You will hear evidence from Mr Alexander,  
 23 Superintendent Ross McKibbin and you will hear evidence  
 24 from Kevin Nicholson of the NPCC. We expect  
 25 Mr Alexander's evidence to take half an hour or 40

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1 minutes and the other two to be just short of half a day  
 2 each, roughly.  
 3 THE CHAIRMAN: We have a full day's work, is there any more  
 4 reading to do?  
 5 MR MOSS: There is, but it is a small amount and it's  
 6 gisting.  
 7 THE CHAIRMAN: We don't need to worry about doing any  
 8 reading now to catch up?  
 9 MR MOSS: I am very happy to read now, but we don't think we  
 10 need to.  
 11 THE CHAIRMAN: It was not a loaded question.  
 12 Can I just make contact with Ms Kaufmann or  
 13 Ms Murphy, if they are there and available?  
 14 MS KAUFMANN: Let me just put my jacket on.  
 15 THE CHAIRMAN: It is all right, you don't need to.  
 16 Ms Kaufmann, thank you for your remote participation  
 17 this week. I hope it has worked well for you and for  
 18 the family.  
 19 MS KAUFMANN: It certainly has worked as well as it can. We  
 20 are all very used to it now, so we have all adapted very  
 21 quickly.  
 22 Happily we will be back in next week on Tuesday.  
 23 THE CHAIRMAN: Thank you very much.  
 24 Is that it?  
 25 MR MOSS: Thank you, sir.

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1 (3.54 pm)  
 2 (The Inquiry adjourned until 10.00 am on Tuesday,  
 3 3 August 2021)  
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