

Race and Faith Inquiry

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Chair: Cindy Butts

Panel Members: Bob Purkiss, Margaret Blankson and Anthony Julius

Document has been proofread and names have been inserted where they are practically certain. Where names have not been inserted there is some doubt about who is speaking.

Thank you. I want to start with (inaudible) asking most people (inaudible) characterising (inaudible) organisation is at (inaudible)

BG Well, Chair, as you know, I'm, I'm a bit of a veteran. With forty-two years; I joined in 1967. And you know, they say the past is a different country, they do things differently there and that was, you know, and I, that's probably a different planet in those, using that metaphor. So I, I, I can genuinely, hand on heart, say you know, I've seen the entire progress. I think in terms of these issues you are addressing, Scarman Inquiry was a major step change and I think the Stephen Lawrence Inquiry was the biggest thing I've seen in forty two years and it so happens I'm probably the last person standing, you know, if you, not literally but who can, who can reference his experience of living with that, but also, you know, on the professional front, working with the Lawrence family, working with communities, building all of the responses that came out of that, *vis a vis* a better response to homicide, working alongside John Greave and others on the wider issues so --even last week we were in a strategic management of critical incident exercise, which grew out of January '99.

Right

BG And so it's been a journey, in that sense. So I, I still feel I'm carrying that responsibility to, to take it forward. Where are we now? We're hugely better than we were. Of course we are, because I think the Met is good at changing. It, you know, it really means it; when it changes it gets on with it but of course, you, what you can't rule out is that everybody hasn't bought in. So I would say there's plenty to do, plenty more to do; I look forward to being part of that change and I've looked for lots of advice from this Panel as to how I should take on my new responsibilities which start in a couple of days, combining it with the leadership development. But I think we do have a proper platform upon which to build. You may remember, Chair, that when I went to the Authority in May, I think it was May 2005 and I

talked about re-setting the values and actually using specific behaviours as part of that platform. I said that you won't see an immediate benefit, but at least you'll have the underpinning for everything else you want to do. And I still say that that is the platform upon which we could build. Because the behaviours of the organisation were derived from a very wide ranging consultation. They're very, very carefully crafted and whilst they're aspirational as a set of behaviours, you know, this is how we should be, for leaders it is absolutely how we should be and we should strive to be that good all of the time, every day of our working lives, as professional servants. We've got lots of tools that go round that, now, we've got a staff survey that tells us how we're doing on those behaviours; it's quite high level but we can drill in to the data, we can tell the difference between responses from white staff as against black or minority staff and indeed gender and so on and we have other tools; you know, when we're out, in a, in a borough for example and in any, any other OCU, we can drill in and get greater granularity around what is the culture, what is the temperature, the climate of that particular operation? So I think we should be looking at what we've already done, to utilise the tools that are available including we have 360 tools, you know, so feed back tools that, that we can use, for individuals, teams, strata, I, I mean I can tell you how Chief Superintendents in this organisation are doing, on the behaviours because of the 360 data we have; it's aggregated, anonymised but I can tell you that they score very well on respecting difference, for example. But they don't score very well on developing staff. Well, you know – there's a starting point for my new world, is has the performance culture driven us away from actually caring about our people? I, I think there's been an ele—element of that. So there's, there's a whole agenda we can generate, which is much more bird in hand than you know, some of the ideas I've heard you put to the Commissioner, for example, about multipoi—point entry, which are more bird in bush. You know, they're aspirational and require legislation and so on. There's some real stuff we can do now, to build upon the journey that we've already embarked upon. I need to warn the Panel that I talk too much, so I'll pause for breath!

(inaudible) Okay. I want to pick up on (inaudible) phrase that you used earlier, Bob, which is “..not everyone..”

BG Bill

So—I keep doing this Bill and Bob thing, sorry!

BG (inaudible) I work with someone call Ben. It's (inaudible)

Oh, God! This, this phrase that you used, Bill, which was “..not everyone has bought in”.

BG Correct

What do you mean by that and, I, I, I mean assuming already, before you've even given me the answer what, what I think you mean by that, how do we get people to buy in?

Mm

That's the first one and then I'll come on to your second one in a minute.

BG Okay. I mean, I've got the book with me where John Greave has – and one or two others at Portsmouth have, have you know, asked us to write about the legacy from Stephen Lawrence and my chapter is about the homicide response, broadly speaking. But in there I talk about the competency model, not – not in the terms of competency frame work, but where an organisation is unconsciously incompetent as clearly we were at the time of Stephen Lawrence; it was an incompetent Inquiry. We discover our incompetence through the PCA report and then the Inquiry itself. We do something about it so we start to become consciously competent, if that makes sense and then we, we embed it so far into the way we operate that we become unconsciously competent. You know the easy way of remembering that is the sort of, seat belt model. If you, if you, when they brought in seat belt legislation, you know, it required a lot of policing because a lot of people railed against it, it was seen as a breach of freedom and (inaudible) a sort of cussedness about, Why should I? I would say now that it's largely self policed because people believe in the idea of protecting themselves and their children, primarily, from serious injury so it's almost self policed and very little policing

Mm

BG ..is required. And that takes time and I would say some components of the criticism since Stephen Lawrence so for example my professional domain is homicide; you know, you, you, one doesn't even think about family liaison being properly trained officers and independent involvement in - you know, (inaudible) crime, the use of decision logs for recording key decisions, even the ones not to do something; all of that panoply of behaviour is now unconsciously competent. So I would say, let's use the behaviours and the values of the

organisation to, to and, and press down on those, to enforce behaviour and it, this does derive from the definition, does it not? Where they talk about,

Mm

BG ..processes, attitudes and behaviours. Well I don't think you can change attitude. You can (inaudible) attitudes but the underpinning beliefs that go with attitudes actually come from changing the behaviour. Some folk you'll never change; they'll simply hide their beliefs, their underpinning but if you bear down on the behaviour, they haven't got much choice. Some folk will st—start to think, Well this is actually better this way. I believe in it. And don't forget, you know, many, many people coming in to the organisation since the values were introduced, know nothing different. You know, we get

Mm

BG ..new Sergeants coming to the Leadership Academy sort of tongue in cheek saying, What are you doing to these recruits? They go banging on about the values all the time. So, you know, I think, you know, it, it will happen, over time, but of course that's not a, an absolute or, or neat answer to the challenges you were trying to deal with here. You know, it's a bit like the progression debate; you know, it takes time. But I think there are things we could do now, that could speed things up in that regard, terms of you know, having a changing culture where we could see the evidence of a change.

Okay. It, what, what's become quite apparent to me is that the current Commissioner has a very particular style and approach in relation to the way in which he speaks of and reflects upon equalities and diversities issues. I mean, he, he, he almost said it himself today, when he talked about the former Commissioner having taken a very outward, sort of you know, talking about equalities and diversity as a standalone and blah de blah de blah. Whereas his approach is much more integrated into the operational frame work that he has developed, which relates to his five Ps or four Ps or—I'm, we're not sure

BG It's five; and one, one of them is Professionalism which is

Absolutely, but it's (inaudible)

BG ..where I see values and behaviour's slipped.

Yeah, but, s—so he takes a very different approach and, and I wonder whether you could give us the benefit of your very extensive knowledge and experience around leadership issues, as to whether you think, firstly whether or not in your view that's the right approach and whether or not you think there is any potential negative consequences for the leader of the MPS to not be speaking very plainly and, about equalities and diversity but rather integrated them into his sort of overall operating kind of philosophy?

BG Well, not (inaudible) sure about the

And if, if there are negative consequences, the question then is what are the control mechanisms around that?

BG Right. That sounded a bit like an invitation to critique my Commissioner

No! No, I, I, I don't mean, I don't mean it like that.

BG No. Okay, (inaudible) clear!

What, what, what I (inaudible) what I'm, what I'm trying to get at is whether or not in recognising what you've already said,

BG Yep

..which is, There are (inaudible) there are those within the organisation who have not bought in to this, to the idea of equality and diversity, not signed up to it, whether or not his approach is the right approach.

BG I, I certainly think it has the potential to, because when I've heard him speak and, and then I, I've witnessed what he's said here, I'm talking about when he's spoken to groups of staff, he's made it absolutely clear that what his stance is on behaviour, selfless leadership and on, on the professionalism heading, you know, how – and, and indeed on performance, how diversity is absolutely central to that

Mm

BG ..and I, I've heard him

Mm

BG ..and I've got notes that, that are very clear about that. Now he and I are talking about, how do we get buy-in, you know, how do we get a top down view of leadership and I think, you know, the subject, the matter you're attending to today could not be more central to leadership. You know, it's absolutely about

Yeah

BG ..doing the right thing. And it, when, when that's seen to be done then the response we get from all our staff is positive. And it's, it's breakdowns in the behaviours, you know the things that are seen and talked about over the, over the, the coffee cups is breakdown in behaviour by senior people. There's a, there's an amplification effect. Now I'm not fingering anybody here; I'm just saying, as senior people, we have to be, we have to be very clear with our own behaviour is exemplary

Mm

BG ..and we, we have to strive to be as good as these behaviours of the organisation and it's not easy. Everyone accepts leadership is simple, doing the right thing, but it's not easy because we're human beings and we fail and we stumble and they all say, we've got to be able to detect when we do and put it right. You know, when we do fail and I, and I've failed, many, many times in my daily life, you put it right. You do something about it. That's the culture we want. And then you're going to have the confidence that these processes, the systems

that, that go with all these things where the concerns are, we are actually seeing, you know, something that is right for the, for the

Mm

BG ..people it's meant to support.

Mm

BG And I'm, I'm talking to him about, What are we going to do about the top leadership? You know, we need to have a proper conversation, where everyone is in the room and everyone agrees a way forward – you know, we've not had that opportunity yet.

Mm. What, what ideas would you have, in terms of being able to fulfil what the Commissioner says that he wants which is not just to have somebody at Senior Management level, leading

Yes

..on equality and diversity, but the whole of the Senior Management team

BG Yes.

What ideas would you have in terms of being able to fulfil that?

BG I, I would be listening to what Doreen Lawrence said is this, the Foreword to this book; that's why I've brought it with me, 'cause she talks about, Is diversity and the other Government expression, "community cohesion", are these phrases helpful? Because we haven't actually dealt with race as, as she would expect it to be dealt with and I think, you know, race does have a position where people, colleagues are fearful, they're fearful of being criticised, they behave in a slightly different way; instead of dealing with

Mm

BG All people that, you know, as fellow human beings, they, they

Mm

BG ..kind of start getting into defensive positions, all of the issues that came up in Morris and we, that we are trying to train out of the organisation through the Leadership Academy to give the confidence to everyone to, to do their job well, as a leader. You know, all of those things I think and I'd rather see it labelled in that way. I, I think diversity dilutes it,

Right

BG I think mainstreaming suggests dilution, watering down. You know, I much prefer my underpinning model; I much prefer this is what we stand for, you know, stronger statements. Now, whether that's a structural issue or it's a top management issue, you know, (inaudible) it's a matter for the top of the organisation and your recommendations, I guess, but I want something strong, that, that is clear, unequivocal, th--this sort of behaviour is unacceptable and we will be robust in dealing with it. And so, you know, I think if, if I, if I look at the beginning, the racial and violent crime task force

Mm

BG It had a lot more going for it

Mm

BG In terms of resonating. You know, let's lick some racists. All the things that John Greave did in the beginning. All of those things, you know, had much more power to them. There was more momentum. Now w—one accepts we were in Crisis mode. We, the Met was on its knees and we've done a lot of the things. We've put a lot of the things right but as I say in

my chapter heading, you know, we must be really mindful to keep checking our competence, not accepting everything's fine, 'cause it never is. Never can be. Can only be a journey, can't it? Towards, you know, what we call working together for excellence in leadership. And excellence in leadership would embrace all of these issues for me.

CB Okay. Well, we might return to that a bit later. For now, I, I'll pass over to Margaret.
Thanks Bill.

MB Hi. I just (inaudible) pick up on a couple of things you said. I hope I haven't missed them and then I'm going to ask you a few questions. You said as, you said there's some things that we can do now.

BG Yup

What are the things you think we can do, now?

BG I think, well, my detective training says I will take an evidence based approach with everything I do, because I, I think anecdote and, and story telling is all very well and helpful in its own way, but it's not evidence, because it doesn't represent the whole picture so we should tr—strive to get as much evidence as we can, of what's really going on. So when we did the, generated the values and behaviours we, we debriefed something like five hundred people – all in different groups, including members of this Authority. We consulted widely, more than six thousand people were involved in the end, so what we knew, we felt confident this is what you wanted to see, okay? So, so that is the, the basis for what happens next. A staff survey, based on some of those questions, where you can drill down and compare, business groups, operational command units, you can cut the data by origin of respondent, people aren't compelled to give their origin and some don't, but you get enough data, enough numbers to track over time, you compare yourselves with the IPSOS MORI Public Sector Comparators, so you say well, how, how well are we doing against the rest of the public sector?

Mm

BG ..and you use other tools, like ten thousand volts debriefing, a 360 tool that we've developed, based on the behaviours themselves, I mean, police have to be customers for change here, you know, you can't, you – you can't really impose 360.

Mm

BG I mean, if you were a hire and fire organisation, you'd probably be (inaudible). You were KPMG or somebody, you could probably do that but in the public sector you can't really impose it, so you encourage it, you say, Well, you want promotion; come with a 360. So that we're not talking about your performance in a, in a process that lasts only a day or so, we might be talking about it's one of the things that we'll take into account is what you're actually like out there, as a leader.

Mm

BG And there's risk with that; people might, you know, see that as an opportunity to put people down in some way but I think it's the kind of approach we should take,

Mm

BG ..the kind of direction of travel. To use those sort of tools.

Yes.

Tossing the tools slightly aside -!

BG Yeah

What were the findings, out of – what are the things that we, that we can do now that are sort of implementable outputs or outcomes?

BG In relation to –

Progression, recruitment and retention

BG Progression, okay. Bear in mind, I've not had responsibility and unfortunately

Yup

BG ..I've been, been away myself through an operation so I've, I've lost a bit of impetus;

Mm

BG I was hoping to come here with a whole, you know, plan but (inaudible) I've also heard that you, you know, we should await your recommendations. Quite properly, (inaudible)

Well, I don't know – the Commissioner says you shouldn't. Commissioner says you should go ahead.

BG Well. You, you have a view; no, I, I, I think, I think he's right to say you don't stand still when, when you've got

Mm

BG ..issues. You, you get on, but you, you make sure that the kind of thing

Yeah

BG ..we're doing is, is actually compatible

Yuh

BG It's not going to be too difficult to work out the kinds of things. I would say, do more – I, I would stri—I want to strive to get more understanding of what the issues are, for the people affected by them so I've got a plan where we are going to go back to some of the Positive Action people who are still with us and actually, you know, start again with them; what, what, what were they thinking of at the beginning, what did they learn, what's, what's not been implemented? I tried to debrief all the people who didn't get on Equip to Achieve, last month. Unfortunately we couldn't get enough numbers to do it, but I'm, I'm still going to talk to them

Mm

BG ..as a group. I think what you do is you find out what the issues are, identify those issues and seek to address them. You can't address everyone's issues but you can at least explain. The other thing I would do is look at, how can you reassure those that have a perception that the processes are somehow behind closed doors and I've, I've heard talk of the golden circle and all these kind of descriptions. How do you give reassurance to those views, 'cause those perceptions are, are their reality, aren't they? You know, that, that's what they believe and that's the reality they're operating. Try to find ways to, to break that view. Not break it, but reassure their view, so a parallel would be lay visitors, you know.

Mm

BG When I was Chief Superintendent lay visitors were the bane of my life, because you know, as a Chief Superintendent at a south London station, you know, that was the issue.

Mm

BG It's not an issue now. You, you know, you've got whole range of things around custody that, that doesn't require that Scarman intervention; and there's other reassurance measures and so perhaps think about some independent or lay involvement, some dip sampling arrangement where you can reassure those that have those concerns,

Mm

BG "Look, we're, we're testing this and we can reassure you that, that it's okay." It's, it's similar to, to the world you've been familiar with, in terms of independent advice.

Mm

BG The fact that there's an independent adviser in from the beginning gives reassurance. Yeah? And I think, think that whole idea of independent involvement, which I think pre-dates Morris that actually was Trident, wasn't it

Mm

BG I think we first tried

Mm

BG ..independent involvement. That's what, that's the key, because then it would be believed that, that these processes are you know, as genuine as they can be.

Okay. One other question about something else you said. You said, Where we can change culture and see evidence of that. I mean, that's (inaudible) I think (inaudible) the ongoing debate about culture and the ever moving nature of culture and I'm-- wanted to find out, where, where the evidence points? Wh—how do we, where are the points at which we can identify the evidence around the cultural change that is outside of the things that we can also count? So we can also count that we've got an increase in a black and ethnic minority staff moving up the gap,

BG Yes

..the grades. But where, where is it in the non-tangible one?

BG Non tangible.

'Cause that's where, that's the hardest part to do!

BG (inaudible) it is

The part that (inaudible) to be able to understand how to do.

BG Well, you know, it's, it's a bit of a holy grail isn't it, for all of us?

Mm

BG How, how do you provide reassurance

Mm

BG ..without there being some hard data behind it? I would probably go back to-- I would go back to what is people's experience of being a member of staff? And that's the key thing, isn't it? It's like – you measure public confidence through the public's experience of policing so you -- can't be denied, can it,

Mm

BG ..'cause that's the way they feel. It's, it's about the, how you feel after the experience, not the kind of hard data and so it's one of those things that you've got to be quite careful about, you've got to measure it over time

Mm

BG ..and so on and over quite large numbers, like a, any kind of opinion poll, but that's what we should do, is to seek that opinion, frequently and I think the staff survey does help with that

Mm hm

I'm not going to hold you to that, 'cause I know it's going to be a long and difficult one but I want to just go back, just to res—start to respond to some of the questions I have, specific questions. Is that, much has been said by the BME staff that we've met, that progression is mainly blocked by middle managers and I think also Dor—Doreen Lawrence has referred to that, that point in terms of the

Mm

..senior managers of the Met seem to have got it but it's that middle, those middle managers that are the blocks.

BG I, I, I don't know – I was there for the CRE report on

Mm

BG ..where, where they talked about the permafrost. Now

But, the question!

BG Okay.

The question is, What is the

BG Oh, sorry.

..Leadership Academy, what plans of, does the Leadership Academy have, have around

BG That.

..removing some of those blocks, I mean, (inaudible) give an example. One of the things that (inaudible) a number of staff have mentioned that if you don't have the support of your manager, in terms of support an (inaudible) progression, that's it. You're not going to go anywhere, and -- you know, you, you're stuck.

BG Yes

And so what I, I'm trying to understand is what, h—how would the Leadership Academy respond to that by, in a way that doesn't undermine the management function, of managers to manage their staff but removes some of those blocks that they can potentially and legitimately put in place

BG Yes

..by virtue of managing their staff.

BG Can I just pick up the permafrost bit. I work with these colleagues in our programs because we have, we've got several key impact levels we've identified, so rather than go through eleven ranks, trying to hit every one, we've said, you know, what's the role and what's the, what's the impact we want to make. So, Sergeants, Inspectors, Band D colleagues

Mm

BG We're saying, (inaudible) well they're team leaders. They need a particular program

Mm

BG ..and that program's based on Morris Inquiry, it's based on complete performance needs analysis which has now been in place since June 2006, we've delivered fifty-- a hundred a month, we're on our fiftieth program so we're talking about 2,500 of those; we're almost at half way, in terms of the numbers of people who've been through the Academy at that level. The top level, level Five, is Management Board themselves, they have a responsibility here and I want to work with them in the future; Command Leaders is in the middle, the people who set the tone in the, each of our Boroughs, in each of our Command Units. Portfolio Leaders are the people between Command Leaders, who set the tone

Mm

..and the team leaders. Typically, Chief Inspectors Band C. Well, now, they have a program; and when I talked to them, you know, they absolutely resent the idea that they're the permafrost. They have a very difficult job in making sure the team leaders get it and understand what the Command Leader is setting as the tone. They're even, imagine it in a place like Lambeth, you know, the -- it takes team. Quite a large team, to operate between a single Commander, Chief Superintendent and nearly a thousand people and so they have a huge challenge and we, we train them on leadership; we offer them people module, you know, Leading our People modules which are broadly based around Morris, so there's Fairness at Work, there's Dealing with Absence, there's Deal—there's Managing Safely and there's Driving Performance. Those are the kind of modules we offer. Now, not all of them have been through yet. Again, there's with the net, the numbers are very high, but we are working with them on the nature of leadership and it's all about values based leadership.

Mm

BG So slowly but surely, we are inching our way through that group as well. All Command Leaders have been in a program; all of the ACPO and directors have been on a program with us. You know, as it goes up the, the hierarchy of course there is less time spent, because (a) they haven't got the time, (b) they are

Mm

BG ..experienced already.

Okay, thank you. Just couple of other questions. Just want to talk about – h—how’s concept of managing different, addressed with the Leadership Academy?

BG It’s addressed with the Leading Our People modules. Explicitly, on the first of all, Standards of Fairness module.

Mm

BG That is where you would see a set of learning objectives and I can provide the lesson plans, if you’d like them, where you know, the issues around difference are teased out in the workshop

Mm

BG .. fortnight. And I’m, I work with the MPA officers on this and I remember – forgot the name of the colleague, but he said basically, Morris is about lacking the confidence, the confidence and the courage to do a, a proper job round managing difference. And so that’s been the kind of – touchstone for us. We want to give them confidence and they have to know their job, they have to have confidence to be able to do it and they have to have the courage to do it because leadership, as I said, is simple, it’s not easy. Especially when you’re dealing with difference and the challenges that go with that.

Okay. I just want to check something (inaudible) answer your question that you made; can I just move on slightly and I’ll come back to that, in terms of Equip to Achieve program, I sai—I said earlier

Yes

I talked to the Commissioner that lot, I met members of the Equip to Achieve team and we’ve spoken to some of the people who are involved in running the program and talked to

lots of people who have, aren't on the program, but who wanted to participate and heard about the program. And I'm just wondering, listening to them, that, are the issues that address, that are going to be or are, are being addressed within the Equip to Achieve program, are they a reflection of what you've included in the mainstream leadership program, in terms of a structure and organisation of the Equip to Achieve program, while understanding it hasn't been fully externally evaluated?

BG Sure. I, I'm not ducking this question to you, I just simply don't know –

Okay

BG .. but it's not within my personal experience as to how Equip to Achieve came to be how it is. (inaudible) in a meeting this morning, talking about the (inaudible) for talent management,

Mm

BG About how we can improve upon that program, how we can you know, make sure that the next generation maybe offers a bit more, in terms of support 'cause I, what I've picked up

Mm

BG ..anecdotally, talking to colleagues who are on it

Mm

BG ..it's not seen as delivering for everyone. It may be for some, it may not, it's not seen as

(inaudible) Can you elaborate on that?

BG ..providing quite - It's very difficult without sort of single anyone out, but --it, it's seen as an off the shelf, outside delivery whereas we could have done a lot more internally and I think there is, there is still a lot more we can do, internally, to help colleagues prepare for

Mm

BG ..you know, for the, the higher, High Potential scheme

Mm

BG ..which is what Equip to Achieve is going to do; get them on the High Potential scheme and then the fast tracking plan.

(inaudible)if I just but in. I mean, I am just quite, quite confused slightly, slight (inaudible) just to bear with me on this.

Yes.

I (inaudible) the Equip to Achieve program is an access route on to the High Performance program

BG Correct

And the fourth – yeah? And the

BG And they've been through a selection process to get on it.

An, and. Yeah. Waa--- from what I understand ,from people I've spoken to, an extremely tough assessment process

BG Yes

..in terms of our access and they're (inaudible) collided with quite a detailed program of not only modules but also support, so the greater level of s—what appears to be support from what I – comparison, that those people get, there is also a separate program, so part of the course is run internally, correct me if I'm wrong, internally, in terms of

BG Well I don't think any of it's run internally – sorry to cut across you

Well I (inaudible) no, there's, when I say internally there's an element that's run when I say inter—it's run by external people,

BG Sure

..but it's run as a Met course, there's no accreditation part of it.

BG Correct. I understand

Yeah? There is an ILM part in response to a need for an accreditation, that sits alongside it and

BG Yes

So all the people on the Equip to Achieve are also on an ILM course

BG Correct

.. (inaudible) accredited, yeah?

BG That, that's my, my understanding

Okay

BG ..because they didn't accredit the program

..because that wasn't - because this is the pilot scheme, so you wouldn't

BG Yes.

This is a pilot, that's why it's not credited because you wouldn't accredit it (inaudible) money in case you then decide to (inaudible) right, yeah?

BG Yes.

Is that right?

BG I, I don't know if that's a—accurate but I, I'm quite happy to accept that as an analysis.

Okay. 'Cause I'm just wondering then, i—if, if the Equip to Achieve from what I understand, (inaudible) going to be this fairly good beacon of success and, you're supposed to contribute to driving people towards high potential which is their focus, report driving towards and increase, increase in the number of black and ethnic minority people that make the higher grades and yet I'm, I think you were saying that there's some, you think there's some problems with that, that course or that...

BG I, I'm (inaudible)

Or you don't know?

BG I, I don't know,

Okay, right.

BG ..is the answer. I picked up that, that it could be better

Okay

BG ..and there could be more in it. I mean, there, there's coaching

Mm

BG One to one coaching and there are four modules.

Okay

BG (inaudible), what I'm saying is, in the Leadership Academy

Mm

BG ..we have developed modules that may also help, so we, we wouldn't be detracting

Okay

BG ..from what they do; we'd be adding something. You know, to give them eve—even more. And, and, and that would be on the confidence level, you know. We, we all need confidence as a leader and – you know, we, we benefit from

Mm

BG ..bits of training that will help increase that confidence.

But that process, that Equip to Achieve hasn't – has as yet not been evaluated?

BG Correct

Okay.

(inaudible)

I'm next.

AJ Could I ask you a few questions about some of the evidence that's already been given, 'cause I'd like to hear your opinion about, about

(inaudible)

AJ ..these topics. The – the first, the first point is this: it's a very radical proposal, that's made. It's made by Kit Malthouse, this morning. He said, scrap Diversity Directorate. Scrap the concept of champions or spokes people for minority interests. Feed those concerns into a broad, comprehensive career management program so that everybody feels that their careers are being – he used the word "patrician" – I think what he meant was that, that there is a, a genuine positive nurturing of, approach to, to the careers of everyone in the, in, in, in the Met and within that context everyone will flourish, including minority black and so on officers. What do you think of that?

BG It's not for me to, to restructure the Met but I've been through so many restructures of the Met

AJ Yeah

BG ..that I, I've lost count, frankly.

(inaudible)

BG What I do believe is that form should follow function; I think that's the fundamental. What is it you want to do? What, what is it? What is it you're trying to achieve, what function is it that you're trying to carry out? You should then design your structure to fulfil that function and I think there are difficulties with the structure that we have now

Mm

BG ..but it evolved from the Racial and Violent Crime

Mm

BG ..Task Force, probably before that, something called Community Relations you know, you know, it's, it goes right back to Scarman really.

Mm

BG And it's not a golden thread; you know, that, that people try and say it is. It's not there

AJ No

BG And I, you know, what we did, we have to do, is to get it embedded or in the fabric of the organisation so that nobody would notice any difference. Now that's an idea and I, I certainly support the idea of something that's comprehensive. I certainly support the need, you know, this is one of our behaviours, is that we invest time in people; we spend more time in investing. I (inaudible) job (inaudible) a leader. Police team, rest of your time developing others

AJ Mm

BG ..and you should be developing the people that follow you. So that broad idea I, I'm absolutely signed up to.

AJ Mm

BG Whether it will deliver to all of those who may be disadvantaged through, you know, some aspect of the Equality Scheme that

AJ Mm

B G ..applies to them or – and some folk have more than one, of course;

Mm

BG ..is a big question. Know, wh--where's the teeth? No, you'd have to have something that, that leads to (a) the right people getting through, based on merit and I've never met anyone (inaudible) wants to succeed in any (inaudible)

Mm

BG It equally gets rid of those that are actually dullards and you know, are behaving inappropriately. You know, and I mean right across the spectrum.

AJ Yeah. You think it might encourage a kind of common denominator approach where specific minority concerns aren't addressed?

BG The, the, there's always an issue with dumbi-- you know, it will be seen a dumbing down, potentially

Mm

BG But if it's comp, comprehensive, if my understanding

Yes

BG ..of comprehensive, it wouldn't be dumbed down

AJ No

BG It will have answered all these issues, you know

(inaudible)

BG There will be – there will be actions in there

Yeah

BG ..that would pick those up. But a, as a broad approach I have to sign up to form should follow function. Let's be clear about the function and, you know, you have to have checks and balances that ensure there, there cannot be

AJ Right.

Well in terms of

Disadvantage

AJ ..in terms of function or, and, I mean more relevantly in this case dysfunction, the, the, the, the point that, that Kit made, the specific, one of the specific points he made was that the problem with a, a Directorate and with the concept of a champion is that it gives everyone else, so to speak, the day off.

BG Somebody else's job.

AJ Yes.

BG Yeah, they do that over there.

AJ And therefore I don't have to think about it

BG Yes.

AJ It's not my responsibility.

BG And in a performance culture that we've had, you know, we, we've been living through a very strong performance culture which is about crime targets, there've been very few targets about people

AJ Yeah

BG And I, I have a concern about that 'cause I think you know, driving down on performance actually doesn't help you with the people stuff. 'cause (inaudible) so much pressure

Yeah

AJ Yes

BG ..and it's, you know, that's true of all the

Mm

BG ..public sector, I would say

Mm. Mm. Mm

BG I've read a lot about this and, you know, it, it skews what you actually want to do. You know, our people are just as much a community as the people we serve and if we could just see them as a community that we're trying to, you know, engage with, in, you know and, and treat them how we, we want them to treat the public, it's one of our behaviours, the world would be a wonderful place.

(inaudible)

BG And I say that very tongue in cheek.

AJ I don't think you do, actually.

BG Sorry?

AJ I don't think you do. I think you mean it.

BG No, I, I, I believe it's possible, I mean it. Of course I do, but I

AJ Yes

BG But what I accept, you know, these things don't happen over night.

AJ No, no, of course. One of the other, one of the other, things that we've discussed was multiple entry, multiple point entry.

BG Yes, I've heard that debate.

AJ (inaudible) single point. Yes. What, what, what's your view on that (inaudible)

BG Like Sir Paul, I, you --, I don't have a problem with it. I think the problem would be for those who wanted to do it, because y--you know, understanding policing, you know, is, it's very difficult to do unless you've actually done the deep work. Now I know, I'm familiar with one or two systems where they do have officer

Mm

BG .. (inaudible) for in for example, I, I, on one of my courses I visited Holland as a sort of an exchange. Now they have Superintendent level entry, but the program is four years.

Right

BG Including lots of stuff done on the street. You know, they don't allow them to be a Superintendent

Right

BG .. unless they've actually been out there

AJ But that, that's four years rather than – how many years? To get to Superintendent here? Twenty.

BG No. No, you, you, you, five, five.

AJ (inaudible) Sorry?

BG Well I, I didn't go through any Fast Track at any stage in my service

Right

BG And I ended up with DAC for nine years. Okay? I just steadily progressed

AJ Right

BG And I was a Superintendent by the time I'd got seventeen years' service.

Yeah

AJ Seventeen years. Okay, so is--

BG But (inaudible) I, I didn't do special course or any of those things.

AJ No, no. I understand.

BG One, you know, I know colleagues who've got Superintendent after eight, eight years. It's entirely possible. I worry about those colleagues because for me, you need the experience. No matter who you are. Your confidence comes from the experience and you know, the more experience you have – and I haven't even touched on Hydra yet; I want – I do want to promote Hydra as one of the things that we do for people – you know, I want more and more people to get immersive learning; if they can't get the experience,

AJ No, I understand

BG ..put them through a simulation, you know, I, I really want to explore that—

AJ The, the,

BG ..under the Equip to Achieve.

AJ The, the case, the, the, the diversity case that's made for multi point entry is that it breaks with that institutional culture which is, everyone acknowledges, so difficult to change and which itself is a constraint on progression.

BG Yes. I, I understand the feeling of it. I've grown up with nothing else, so I

Yes

BG ..I don't know any different. I did come across, in 1967, some senior people who, who were part of the Trenchard Scheme before the War; they were still around.

AJ That was a, that was a senior level

BG That was senior level entry, yeah. They came in as Inspectors

AJ Right

BG And again, you know

AJ Why was that scrapped? Why was that scheme scrapped?

BG I think the War probably put a stop to that being possible, you know, the numbers –

AJ What, because there was so much demand from the Army, so (inaudible)

BG Well, most, most, a lot of officers joined, joined up

AJ Just went in as--

BG So I think it broke that

AJ Right

BG Trenchard was a, an Airforce officer

AJ Right

BG My, the Commissioner I joined under was the first officer, first police officer Commissioner

AJ Right

BG All other Commissioners have been military,

AJ Right

BG Pretty much, or, or magistrates. And Joseph Simpson was a product of the Trenchard scheme

AJ Right

BG So he was the very first one because it faded away – it's probably to do, I don't think (inaudible) a conscious decision, it's probably the practicality of it and then of course a position is adopted with the Federation and so on, so

AJ Right

BG That, that's prevailed.

AJ Within the existing, I mean I, I completely understand that your interest is more in talking about function than structure, but, but with – acknowledging that, within the structures that exist at the moment, do you find from your own position, your own role, do you find the structures are ideally suited to meet diversity objectives?

BG You know the answer has to be No!

AJ It has to be No.

BG (inaudible) the structure's not

AJ So where do you think, so where do you think, where do you think there could be improvement?

BG Well,

AJ I mean short of this radical re-casting

BG Yeah, I, I, I mean I, the radical for me is

AJ Yeah, put that to one side

BG It's definitely bird in bush, you know, and I think, I think for me

AJ Okay, so where

BG Unequivocally, for me, anything to do with people is an HR responsibility. Or ought to be, responsibility of HR, to develop its people. It's the biggest investment we have; I think the Director of HR should have the lead and I do believe that he's got the lead on professionalism, which is probably where

AJ Right

BG All of my work will, will sit. That said, of course we've got to translate what we, how we want our people to be into how they treat the public – I mean, this is what we're here to do, after all – so I think you know, the idea of TP having something to do with Citizen Focus, something to do with Key Encounters and all those things where we want the experience to be, you know, positive for the member of the public, then there is a nexus there. You know,

we, and we, we can't subdivide the Met on that basis. Our problem, our greatest benefit is scale, we can do anything we want but every, every time we want to do something the scale limits what we can do! It's the paradox. We're not an ideal sized Force, by anyone's stretch of the imagination, are we? You know, if we were Kent or Hampshire or one of these medium sized Forces, you could do it tomorrow. What we're talking about here, you could simply say, Well, you have that responsibility; let's get on with it. We (inaudible)

AJ Too-- too big, just too big.

BG Well, we're magnificently big, I would say! We can do this. It's just about having appropriate leadership

AJ Right

BG ..to make it happen and buy in at the top Board. I mean, I think to be fair to Sir Paul, we are slightly constrained by, you know, the, the, the difficulties that Sir Ian, his predecessor had

Mm

BG ..with his Board. And how you develop buy in, from everyone on the Board. And I don't want to obviously name names with the public here but you know, clearly there was some dysfunctionality

Mm

BG ..which was talked about. You know, let's, let's not deny it. It was not a functioning Board, you know, as, as, as it could have been. And so, you know, you--maybe he's let down, maybe it's him. I don't, I don't want to comment.

(inaudible)

BG That's the reality of it. I think Sir Paul has a golden opportunity and I know he wants to get that right, get the Board right and, you know, that everything can flow from there. And it is the responsibility of every leader to actually exemplify-- you know, you know what we want in terms of the way we treat our people.

AJ I'm being prompted to ask a question about the Police Conduct and Performance Regulations, which I haven't read

BG Well, I'm not a legal authority on them, either.

AJ You're not – have you read them? Do you know them?

BG Of course, of course I have

AJ Yeah, so

BG But I've probably forgotten them now.

AJ But the que—the ques, the question, the question is, the question is, is, is how those Regulations mesh with, with a culture which perhaps allows for learning, rather than meeting accusations and, you know, responding to them.

BG Well what we call brainstorming, or the SPOB, the Single Point Of Brain, you know,

AJ Right

BG There's always a single point of brain

AJ Yes.

BG I think Bill Taylor had it right. It is about learning. Nobody comes to work to deliberately, you know, foul up. You know, we have a great mission,

END OF SIDE A

BG (inaudible) the complexity of their work and the, in the challenges they face are huge and the sophistication they have to bring to it. So, I've lost the thread now! Sorry, (inaudible)

AJ (inaudible) The, the Reg—the Regu—

BG Yeah, the Regulations, I actually believe in local discipline action. You know, when, when I was a (inaudible) I was trying to do that, you know, not the sort of military model of caps off, left right, left right, in you come. But I do think Chief Superintendents should – could and should be empowered to deal with issues right there and then, without allowing to go off and be months and months of investigation and you know, argument about who's right and who's wrong. Deal with it, w—as soon as you possibly can, on the basis that it's about learning. So just, you know, nip it in the bud, so to speak. Now, what we need to build in to that is (a), the, the, the confidence that they can do it, and deal with it fairly and (b) have some checking balance that says, you know, across the board, you don't get different treatment here to where you, the treatment you'll get over there. The values, of course, provide a tool, because you could be saying to someone, Look, your behaviour on this doesn't really fit the behaviours of the Metropolitan Police which you've signed up to. Let's get you a development plan around what, what we can train you on, so that you don't make that mistake again. That's the kind of thing I want to see, where these become a tool for people you know, at that you know, more sort of lower level.

(inaudible) your, your view on why you think that local resolution doesn't happen at the moment? Is that a procedural issue or –

BG You, you can ask why we don't use the Inefficiency Procedure. You know, it's, it's, it's a, it's a, less than a handful. You know, we have lots of people we should be walking out

Mm

BG ..of the organisation, who simply don't perform, you know they're not professional and they, and they don't perform to the level we want them to. Right, you know, my vision for the behaviour is, is that there'll come a point, if we use 360 and so on, where you come a point and say Look, you've, you've, you've had your feed back, you've had a Development Plan, you've had some training or whatever it will take, you're still behaving that way! It's time to go. Especially if they have some sort of leadership responsibility. I'm absolutely clear that that is the way, the route we should be travelling and you don't have to do that very often, before people start to get it.

Mm

BG "Oh, right. I can't just please myself, how I treat .."

Mm

BG "...my colleagues. I've actually got to behave decently toward them."

Mm

BG The seat belt model. You start enforcing the behaviour you want.

(inaudible) using that inefficiency kind of route, you're saying the organisation should, should use that more where it's appropriate.

BG Where, where it's minor

But, but

BG ..infringement. You know, we take far too many minor you know, arguments and you know, in the scheme of things minor, up to Misconduct Boards for a, for a sanction that doesn't happen because the Board's sitting there and think, "What am I doing here?" You know, I've sat on Boards

Mm

BG ..when I was in ACPO. What am I doing with this piece of work here? Why didn't they just deal with it way back then, you know. And everyone's adopted their positions, you've got lawyers arguing about Is there a case to answer? You end up thinking, I'm not a judge. You know, what am I hearing this stuff for?

Mm

BG When it's right to have a Board, yeah, fine, but generally they're, they're, it's, it's over --kind of-- it's taken too far and, you know, on a personal level I have examples where I've seen minority colleagues in that position and I've actually knocked it back

Mm

BG And I, I, I, can't go into the details but I have done that.

Mm

BG 'Cause I think, This has got out of hand.

Mm

BG And so, I, I've got great hope for – we use Taylor properly and wisely, alongside the Met's values and behaviours, you know, we can do something different.

Thank you. Bob.

BP Yeah, but I mean there's a huge leadership learning role to ensure that you get the consistency though, Bill, isn't there? Anyone,

BG Well, don't let's under-estimate the size of the challenge

(inaudible)

BG (inaudible) the, the, none of the things I've spoken about are overnight-- you know

Mm

Mm

BG ..silver bullet responses,

Mm

BG .. 'cause that's my experience.

Mm

BG Yeah, when we started on the Stephen Lawrence agenda, you know, you, you couldn't even get people to accept that we'd made any mistakes in the investigation, never mind

BP I wasn't, I wasn't trying to say it's a long term thing. I was just trying to identify it in your leadership role, that, that it is something that's got to be instilled, th—to be handled consistently at that leadership level of Inspector and Chief Inspector

Yes

BP ..and Superintendent so that it, it becomes

(inaudible)

BP .. inculcated (sic: inculcated) into them, to use someone else's term.

BG It's, it's, it's people, the staff's experience of their leaders;

(inaudible)

BG ..you know, they have a right to good leadership and they should experience consistent leadership

Mm

BG They won't always, because as I've said, you know, people are human but if – if we have leaders who are looking for feed back, seeking to-- you know, be the best they can do, adjusting when they find out they've stumbled, or failed and actually saying to people, Look, I've, I fouled up there. Sorry I shouted at you just then. You know, I, I absolutely lost it just then. You know, I won't do that again sort of--

BP I just want to

(inaudible)

BP I just want to, I just want to explore a – a, a couple of things that you've really you know, gelled with me. One, one was the interesting thing that when, in response to a colleague's question about culture, you, you spoke about tone.

BG Yes

BP Which I, I actually found quite sort of interesting in that sense. Is that how you think that – because culture, people go into the defend and blame or, or it means such, such a lot to everybody it becomes meaningless

BG Yes

BP ..in a sense; do you think tone is a better way for us to address this concept of behaviour, values and standards?

BG Tonal climate

Mm

BG You know, I think you can walk – I mean, people say it often, don't they. I walk into a Station

Mm

BG ..and I know

You'd smell it

BG I know the leadership.

Yes

BG I, I know the standards round here,

Yeah

BG .. you know; I, I can tell – it might be a scruffy place, but it's tidy, it's clean and people speak to me in a--, you know, they're alert, they, they, they not, you know they're not shifty; all, all these things are, are signals, you know; and any, any spirits

Yeah

BG Senior leader would, would tell you that.

BP Well, that brings me to a point where you, you, I mean you raised a very interesting thing that's come out of a previous Inquiry and that was about community cohesion and you said you didn't really understand --something about --

BG No, I'm, I'm simply relaying the words that Doreen Lawrence used in the Foreword to (inaudible)

BP Exactly.

BG Yeah.

BP Can I, can I just put, put the, put that into a context because it's important of what you've just said 'cause the, the term "community cohesion" which came out of the (inaudible) Report was actually as an identity of the parallel lives that people were leading in Bradford as to why it went wrong.

Yes.

BP So, when we did the investigation that was what we found. It was the parallel lives. And the important aspect that has not come out, those people have spoke about community cohesion but you've just talked about parallel lives and some of the, the focus groups that were talking to people and to officers, they, they actually are-- seem to be leading parallel lives, which don't interact with, with others' and, Anthony made reference to a particular example of that today. And, and in your sort of forty years? Thirty five, whatever it is?

BG Forty two

BP The forty two years, yeah. You must have come through, because we've heard this time, time scale thing. You must have come through with people-- BME, people of colour, people of difference, who had ability and didn't get on. Why? What barriers, physically or culturally, tone wise, prevented them?

BG Well, my history is that I was actually in training school when (inaudible) Roberts was in training school

BP Yes

BG He was the first black officer in living memory.

BP Yeah

BG So he was one in the (inaudible) you know, twenty or thirty thousands. Women police were a separate department

BP Mm

BG With their own, you know, working arrangements and so on. So culturally I, I've come from, you know, quite a (inaudible) you know, deep (inaudible)

BP Sure.

BG And I, and I watched his progress, he made DS, he got the QPA. I don't know what the glass ceiling might have been for him, I, I was never that close to him apart from being a fellow Constable. I have seen a lot of black colleagues who feel disadvantaged, spoken to me directly about that, I've seen others who have done very well. And I've been involved in that. You know, I, I don't think it, you, you know, the, the problem with all these generalisations is they're dangerous.

Mm

BG Even that one is.

BP That's why I wanted some specifics.

BG Okay. The fundamental has to be, they made their progress on merit

Yeah

BG As I've said, I've never had anyone say different and they, you know, even Equip to Achieve has been criticised in its title, because well, that suggests I, I need help then, you know.

Mm

BG For, for some it, it's caused you know, some difficulties.

Mm

BG And I, I get that. I, I can see why that-- you know, your best intentions and all of that. So it must be on merit, but I think what one can do is give them experiences and exposures and

simulations that, that can help build their confidence, their platform of, of knowledge and so on. A lot can be done

Mm

BG ..to help that. I think a lot can be done by role models who are making progress, you know, talent spotting, canvassing, themselves

Okay

BG You know, that, that kind of virtuous circle, you know, they, they took-- some people talk about you know, Well he or she has pulled up the ladder

Yes

BG You know, they got there and then said, they said that about Margaret Thatcher, didn't they?

Yeah, (inaudible)

BG ... I, I've caused offence somewhere now. But-- you know what I mean? Y--, the people that make it have to then work at role modelling, helping, mentoring. And we want to (inaudible) mentoring in quite a big way. We've got – it is 110 on all the High Potential schemes, the various schemes. We've got London First, involved in mentoring and we've got you know, equivalent number of Superintendents, Chief Superintendents who are, or mon—mentoring those colleagues on the (inaudible). Now I don't think you, you need a match; I, I think I'm perfectly capable of mentoring

Mm

BG ..somebody, a person of colour, in the organisation 'cause I, you know, I think I could do a lot

(inaudible)

BG I could do it for anybody.

Right

BG And I don't think, you know, it should be – it's like, a bit like Family Liaison, it doesn't follow that you, you know, you have to have the same (inaudible) that it works

Sure

BG It's about

(inaudible)

BG Use it first. You know, and, and (inaudible). So the potential is there, I think, to build quite a good you know, through mentoring, through coaching, through you know, hard focus on equipping them to do the best they possibly can. No, not all of them will make it.

BP Okay - Now just, un—under the, the sort of culture base barriers, that's what I'm trying to explore at the moment, I want to come back on something that was said earlier on – under the sort of current work force modernisation and certainly in many other areas where people are looking at the so-called or civilianisation of, of roles, yup

BG I, I, I've got to challenge that because we're a civilian (inaudible)---

BP Well now, that's what I'm saying. I said, some people are looking at it. I, I, that w--word's always challenged but I think a,

BG Yeah

BP ..a lot of people actually understand and I want to go on to the identification of that thing.

Yup

BP Because in terms of, as Anthony was saying, Open Access and people coming in at different levels, I mean is there not a role for people to examine-- you know, positions where you have to say, Does this person need to have a warrant card? Which if the different identification for people

Yes. Policing powers

Yeah

Do they need policing powers to do this job?

Yeah, that's right.

BG I mean on occasions I think they, they do; it, that, that's where policing experience comes in useful.

Mm

BG But I would say every role where you don't actually exercise your powers of office, if it's an office you occupy

Mm

BG ..should be challenged and it should be capable of change and I think a lot's been done on that

Mm

BG ..actually. Some just required as policing experience to, to be of benefit.

Mm

BG To what, what the function is

Mm

BG ..because that's where you draw the line.

BP Mm. Just wondering whether that can be explored in terms of – leading others, who may need a warrant, need the policing but you can get experience but not necessarily whether it's four years as opposed to seventeen years

BG Yeah. I, I think there's a lot of, there 's a lot of experience now of police staff managing police officers

Mm

BG I mean, it's quite, it's quite extensive across the

Mm

Mm, mm

BG ..Board

Yep

BG You know, some rail against it; you know, you, you're bound to get these cultural push-backs and so on. But it, but I've seen it happen very successfully.

Mm

BG Equally I've seen some pretty – negative behaviours, that, that needed challenging

Mm

BP Mm. Okay, thank you.

Is there any other... Not, no other questions? Bill, is there anything that you thought we'd just ask you, that we haven't. I know you said you want to touch --

BG How long have you got?

Five minutes or so?

BG Okay. I, I've brought several props with me, as you can see and I've made (inaudible) -- haven't looked at one of them yet but apart from the (inaudible) but what we did do, in the beginning, with – well, it, it was DCFD, Citizen Focus as they were. Maps for behaviours across all of the issues you'd like to see solved - so Citizen Focus, Diversity and Equality, Leadership and so on. I mean, I think it's a useful aid, visual aid and a, and a – you know, a—

a reassurance that the behaviours do, which should actually improve – I'm, I'm quite happy to--

(inaudible)

BG Happy to have that as a – as a, an exhibit so to speak. I've also got, I also heard the question to the Commissioner about PDRs. Well, the PDR for this forthcoming financial year will have the very things you were asking about; it's probably below his radar of knowledge.

Okay.

BG But be assured that, for example, in the PDR for – and this is for everybody, there'll be three things, you will have to show – there's three things. One is Acting in accordance with relevant legislation, act in ways that acknowledge background your beliefs, respects diversities and so on, take account of how personal behaviour affects individuals and so on, second one is, how you assist others. I think this is really important.

Mmmm.

BG Show what information you've provided.

Yeah

BG Challenge people that are not promoting equality and so on.

Okay.

BG Actively help others to promote equality.

Sure

BG But I think the third one is the interesting one for me. How you develop yourself. And it's Seek feed back on behaviour and use this to improve what you do in the future. And that's where I think, that's my (inaudible) if you like, around not, not a full 360, I think-- show evidence in Year 1, Year 2, start to introduce processes that

Sure

BG .. actually show and demonstrate the evidence

Yes, okay.

BG ..of what you've done.

Okay. That, that's really comforting to know and of course the backdrop to that of course is the issue around compliance with PDRs and whether or not they are a useful tool

BG Yes

..and whether they're done in a comprehensive way which gives us the information that we're looking for.

Yeah

Which is something that we'll explore, I'm sure, with

Yeah, okay

..Mr Tiplady.

BG I've also got-- you know, the range of Hydra interventions

Mm hm

BG You know, you – you are being immersed, the decision making and the foot holds, the foothills of decisions as a probationary Constable, you know, student Constable, you will do three weeks of Hydra and there we, this is where we introduce difficult decisions, challenges that you will face and it, it's replicated right through to ACPO officers having to make a decision on, on, you know, an intervention.

And, and, and

BG ..for a suspected suicide bombing. And each, and each of these has independent advice, independent involvement, race and faith e—e-- embedded in it.

But, but does it only relate to external policing issues so for instance, if you said that Hydra goes up to Commander level you said, is that right?

BG Yes

W—W—Would it include critical incidents that happen internally within the organisation, to how an officer might respond

BG Okay

..if they were involved in

BG Yeah

--a high profile discipline case, for instance

BG Yes

..or, so it's not just external, it's also

BG Yes

..internally focussed around the HR type issues.

BG Where it's appropriate, yes.

Right.

BG Does it, for the example, for the Senior Investigating Officer we do a week on, on a, on a homicide case

Mm hm

BG That's probably a, a little bit of a distraction. You probably might feed some challenges in on the internal side – but it's mainly about meeting

Okay

BG ..the needs of the family

Yeah, yeah

BG ..who , who are people of, of colour. But if I take the portfolio leaders, the middle managers' program, the day they do in Hydra, they, they have four incidents to look at,

serious racial assault on an Afghan man, with community tension, issues of a Turkish officer linked with a local Turkish community conflicting with his duties as an officer, an indecent assault on a, on a, a Sikh female and racist graffiti. They then go in to a P, a PCSO not supported to become a PC and, and the inference that it's due to racism; use of domestic violence internally, and steroid abuse, involving police officers, you know,

Okay.

BG You, you know, the, the, you know, see the kind of challenges

Yeah, yeah, yeah

BG ..that, that are quite gritty and

Mm

BG ..will take them into for quite in-depth discussions, plus decision logs, about the choices they make.

What, what would be really interesting, Bill for us is if we could get an understanding of the Hydra process but more importantly, what kind of reach it has, so how many people get that Hydra

Okay

..experience

Yeah

Is it something that's topped up, you know, to d-- just sort of details around

BG Okay

..the centrality of that in people's sort of development

BG Yeah

..your training opportunities

BG I mean, the student Constable thing is, is pretty new.

Right

BG We would (inaudible) it last year. We, we're delivering at seven sites now.

Right

BG Now I (inaudible) duty officers, we've been doing since 200--3?

Mm

BG There's a whole day for a Duty Officer and a night duty and they've got all sorts of issues.

Okay

BG And so, I, I can throw you the data of it and the numbers

That'd be useful

BG You want the numbers. Okay

Yeah

BG I've one last thing.

Okay

BG And it's this issue of institutional racism definition.

BG I actually use it as a tool and I'm not saying, I'm not gainsaying the Commissioner's perspective at all, but the – because I think Trevor Phillips started the debate, did he not?

And we all know the trouble he's (inaudible)

Do we?

Yes, we do!

Oh, okay.

Don't you read your weekend papers?

BG Ah. Well, I've read, I've read *The Times* but not in depth as...

Okay, well, well – let's not do that here.

Okay

Google it.

All right, yeah. Okay!

(inaudible)

BG I mean, I've, I've used this technique before when I was dealing with a, a gender conference but I, I think the way to deal with the threat that the, the colleagues feel under when you talk about institutional racism

Yes

BG ..is actually to talk about something different called institutional success? So I've, I've, I've, I've done some change, you know; the, it's the collective success of an organisation, to provide an appropriate and professional support to its staff, notwithstanding their colour, culture or ethnic origin. It could be seen or detected in processes, attitudes and behaviour that avoid or dispel discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which ensures equality of opportunity and progression for ethnic people. Now that's just my way of taking the positive out – you know, I've always tried to work, you know, let's change the definition to something else, you know, it's something challenge, you know, we won't be ignorant, we'll be aware and all those sort of things,

Unconscious confidence.

BG Unconscious confidence, yeah. I mean, I, I, I, I bel-- I really believe this model, okay? And so, I offer it, as maybe a way, I'm not saying use that, those words but let, let, let's find a vision that would des—describe what it would be like, what, what in my coaching training, you know, training solutions, focus coaching, what's called the Future Perfect. That's why "Working Together for Excellence in Leadership" is our motto. That's why I get everyone who comes on one of our programs to join the Leadership Academy. It's a job for everyone and we're working to this fantastic vision

Sure

BG ..of success.

But—very briefly, in, in terms of you, you said that's your sort of working definition that you like to use in, when you

BG It's a tool. It's just a

It's a tool.

BG .. a reminder

Okay. But it's not adopted by the re—other parts

BG No, no. This (inaudible) this is my (inaudible)

.. of the organisation. The, the reason I ask is, it's yours, as you say

BG Yes

It's yours. The reason I ask is around kind of whether or not there, there is therefore a consistent message, either about the vision

BG No

..or what, what we're trying to achieve and how. And, and I detect that there isn't. Not just from what you've, from that example but

BG No, I thought, I think, I think we do need to develop the vision.

Mm

BG You know, (inaudible) you know, all, every public Inquiry is a crisis for us - every public Inquiry brings a, you know, another hundred recommendations and I'm not, I'm not being pejorative about your conclusions, but I, but I would like to see some high level stuff. What we, it, it's an opportunity to do

Mm

BG ..something different and sort of shape up and

Mm

BG Because what you're exposing is some unconscious incompetence. You, you, you're showing us, in this area, you're not as competent as you thought you were

Mm

BG ..therefore we can then do something about it

Mm. Mm

BG And I, and I want to take the positive view,

Okay

BG Rather than feel, us feel threatened as we always do, and defensive, as we always do, by criticism. We should be open to criticism. We should – it should be a positive behaviour. We should be looking for it. 'Cause all the time you're getting praise, you, you become complacent, don't you?

Mm

BG And it's all, we all want to hear the good news, don't we? So I--

Great!

BG ..had more than five minutes, didn't I?

No, that's, that's absolutely

BG (inaudible) and thinking, Wish she'd shut her up.

Actually, that, that last five minutes was actually really, really useful!

BG Okay

So, thank-- thank you very much

BG Well, thanks for your time. I appreciate, I enjoyed the, the questions. Thank you very much indeed.

No, thank – we're thanking you for your time!

BG Oh, okay!

Yeah, you are the first person who's thanked us.

BG Ah!

Ah!

BG See, they don't know their basic manners!

(laughter)

We'll, we'll, we'll make sure we get a transcript over to you as soon as we can, Bob.

BG Okay

And you'll, you'll

(inaudible)

..make sure you

BG (inaudible) at all

Sorry, not Bob. Bill. And Bill, you'll make sure that those documents and anything else you feel, obviously you won't, you know that we're inundated with papers, but if there is anything in addition to that you think would be of use to us,

Yeah

Then feel free to forward them to Siobhan.

BG Would you like them electronically as well, so that map, for example, you're-- okay. I'll, I'll see to that.

Fantastic, great.

BG And the Hydra. I think I'll be signing up to that and the Hydra

Okay

BG ..numbers. I think my playing with the definition, I think I, I'll just leave it there, I think.

Okay

BG I don't want to upset anybody!

(laughter)

No! Thanks ever so much, Bill.

BG Thank you.

(inaudible) shorthand!

BG All right. Ah.

Should watch out for people with shorthand!

Thank you.

BG Okay. Thank you.

(inaudible)

We, we're just pretending (inaudible)

END