

OPUS 2

INTERNATIONAL

Inquests arising from the deaths in the Westminster Terror Attack of 22 March
2017

Day 19

October 8, 2018

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1 Monday, 8 October 2018

2 (10.00 am)

3 (Proceedings delayed)

4 (10.11 am)

5 (In the presence of the jury)

6 THE CHIEF CORONER: Good morning, ladies and gentlemen.

7 Nice to see you all.

8 Mr Hough.

9 MR HOUGH: Sir, the first witness today is Sir Craig Mackey.

10 DEPUTY COMMISSIONER SIR CRAIG MACKEY (Sworn)

11 THE CHIEF CORONER: Mr Mackey, as with anyone else, if you

12 wish to sit, that's absolutely fine. Just make yourself

13 comfortable.

14 A. Thank you, sir.

15 Examination by MR HOUGH QC

16 MR HOUGH: Would you please give your full name for the

17 court.

18 A. Craig Thomas Mackey. I'm Deputy Commissioner of the

19 Metropolitan Police Service. My warrant number is

20 223351.

21 Q. Sir Craig, what was your role in March of last year?

22 A. In March of last year, I was Acting Commissioner of the

23 Metropolitan Police Service.

24 Q. You understand, I think, that I act for the Coroner and

25 I ask questions first on his behalf --

1

1 A. Yes, sir.

2 Q. -- and that you may then be asked questions by others.

3 A. Yes, sir.

4 Q. You are here to give evidence about events you witnessed

5 in the grounds of the Palace of Westminster on 22 March

6 last year?

7 A. Yes, sir.

8 Q. You made a witness statement about those events on

9 28 March. As with other witnesses you may refer to that

10 if you wish.

11 A. Thank you.

12 Q. And as with other witnesses describing events in the

13 grounds of the Palace that day, we are addressing

14 distressing matters, so you may have a break if you wish

15 at any time.

16 A. Thank you, sir.

17 Q. On the afternoon of 22 March last year, is it right that

18 you had a meeting scheduled with the police minister,

19 Brandon Lewis, at the Palace of Westminster?

20 A. Yes, sir, that's correct.

21 Q. Was the scheduled time of that meeting from 2.20 to 2.45

22 in the afternoon?

23 A. It was from 2.15, sir, until 2.45 in the afternoon, yes,

24 sir.

25 Q. After the meeting, were you due to return to New

2

1 Scotland Yard?

2 A. Yes, sir, that's correct.

3 Q. Were you driven in an official car by your driver,

4 Alec Shipton?

5 A. Yes, sir.

6 Q. Were you accompanied by the Chief of Staff for the Met,

7 Hannah Morgan?

8 A. Yes, sir.

9 Q. Did you arrive on time, in fact, early for the meeting?

10 A. Yes, sir, we arrived early.

11 Q. After the meeting, did you leave the Palace with your

12 colleagues and one of Mr Lewis' officials?

13 A. Yes, sir, that's correct.

14 Q. Did your route out take you into New Palace Yard?

15 A. Yes, sir.

16 Q. May we bring up a plan on screen, please {DC7989/80}.

17 Sir Craig, you see a plan of New Palace Yard. Using

18 this plan, where did you come out into New Palace Yard

19 that day?

20 A. Sir, we came out in the bottom corner through, I think

21 it's called the colonnades, and the car is usually

22 parked right at the bottom of the yard there, walked

23 across and got in the car.

24 Q. So you're pointing out a car parked at the south-east

25 corner, at the bottom right of the plan?

3

1 A. Sir, it's actually sort of in the middle. Where it says

2 "Hedge" on the map, the car tends to park there. These

3 are usually official cars down here, our car was

4 parked in the middle, so almost walked sort of straight

5 across to it.

6 Q. Close to the grassed area?

7 A. Yes, sir.

8 Q. But over towards the east of the plan?

9 A. Yes.

10 Q. Thank you very much.

11 Did you get into the car?

12 A. Yes, sir.

13 Q. Into which seat?

14 A. I got into the front passenger seat, that's my usual

15 place I sit in the car.

16 Q. We have heard that the traffic route around

17 New Palace Yard was clockwise?

18 A. Yes, sir.

19 Q. Did your car follow that route?

20 A. Yes, sir.

21 Q. So is it right to say that your route would have taken

22 you from right to left along the bottom or south side of

23 New Palace Yard?

24 A. Yes, sir, that's correct.

25 Q. May we please put on screen {DC7989/74}. We should see

4

1 a photograph showing your view --
 2 A. That's it, sir, yes.
 3 Q. -- although this is in twilight.
 4 A. Yes, sir.
 5 Q. So your path would have taken you towards the exit
 6 barriers at the far end of the view that we're looking
 7 at?
 8 A. Yes, sir.
 9 Q. We'll leave that on screen for the moment.
 10 As you approached the exit barrier leaving
 11 New Palace Yard, were you aware of something happening
 12 outside?
 13 A. Yes, sir, I was leaning back to talk to my colleague who
 14 was in the rear of the car and, as you would, we were
 15 talking about the meeting and there was a very, very
 16 loud bang that came from the area of Westminster tube,
 17 is what I thought, and it was an abnormally loud bang,
 18 it wasn't just a normal sort of knocking, it was a very
 19 loud bang and we both went "What on earth was that?" and
 20 at that point I looked towards the gates, I could see
 21 officers looking in that direction, and my recollection
 22 is one officer talking into a radio, but I genuinely
 23 didn't know what had happened at that point.
 24 Q. So first of all you heard a loud bang?
 25 A. Yes.

5

1 Q. Where had your car reached by that point?
 2 A. We were about halfway up this arm of the -- so just
 3 approaching up to the blockers and the barrier, we were
 4 about halfway up and as I say, I was leaning back
 5 talking to my colleague, so over that way there is a --
 6 and it was sort of "What was that?"
 7 Q. So over to your right and slightly behind you, is that
 8 right?
 9 A. Yes.
 10 Q. So you hear this bang. Did you have any idea what the
 11 noise was?
 12 A. No, it was an unnatural sound. I did think it might be
 13 an explosion at that point, it was so loud and it was so
 14 unnatural. I transit that -- I go through that bit of
 15 London most days, so I'm used to what goes on, the sort
 16 of noises; it wasn't natural.
 17 Q. May we put on another view shot, {DC7989/76}. Now, this
 18 is the view a little further beyond the barrier, but
 19 I put it on screen because it gives some indication,
 20 I think, of your view once you had reached those
 21 blockers towards where the unarmed officers were
 22 stationed?
 23 A. Yes.
 24 Q. And you were just telling us that after you'd heard the
 25 bang you looked forward and you could see the unarmed

6

1 officers stationed around these gates, the Carriage
 2 Gates?
 3 A. Yes, sir, that's correct.
 4 Q. What were those officers doing at this time?
 5 A. Well at that time, as I say, I looked up and I could see
 6 one officer talking into a radio, so pressing a radio in
 7 terms of talking, but the officers were in their sort of
 8 usual position. When I say usual position, ie just
 9 inside the gate line there.
 10 Q. We know there were a number of officers on duty at each
 11 of the two sets of gates?
 12 A. Yes.
 13 Q. Focusing on the right-hand, or north set of gates from
 14 your perspective --
 15 A. Yes.
 16 Q. -- could you see those officers moving in any way?
 17 A. They -- when I first saw them, no, they weren't moving.
 18 When I first saw them it was that sort of -- I got the
 19 impression of: what was that? What was going on.
 20 I didn't see movement until I got round to this sort of
 21 position.
 22 Q. After you had heard the bang, seen the officer pressing
 23 his radio, did you see anything happening outside the
 24 grounds of the Palace?
 25 A. Yes, I did, sir. So as we're sitting literally in that

7

1 position, I describe it as the street outside, everybody
 2 starts moving, and what I mean by that is we're looking
 3 towards Whitehall in that way, so literally the
 4 pavement, everybody is running towards the House of
 5 Lords end. So they're running past the gate, some are
 6 star-bursting into the gate, it's open at that point.
 7 Q. So do we take it that you are describing crowds running
 8 from right to left from your viewpoint?
 9 A. Yes, sir. Yes, sir.
 10 Q. Did a time come when you became aware of a particular
 11 person outside?
 12 A. Yes, sir. So the gates were open, people were coming
 13 in, and all of a sudden I became aware of a large male
 14 and I remember -- I think I said it in the transcript
 15 "Oh my God, he's got a knife", and at that point
 16 I thought he was about 8 to 12 feet into -- and I see
 17 a person coming forward with a knife, a large male.
 18 Q. Do you remember anything else about his appearance
 19 beyond the fact that he was large and holding a knife?
 20 A. So he was -- so my description of him, sir, would be he
 21 was slightly taller than me, I would have said probably
 22 closer to 6 foot, I'm about 5-10, 5-11. Very thick set,
 23 shaved head, and at that point I put his age anywhere
 24 between sort of 20 and 40 and slightly older, it's very
 25 hard to gauge age with a shaved head. He was a sort of

8

1 black or olive-skinned, light black male, wearing quite
 2 dark clothing. As I say, my focus was very much on what
 3 I saw in this right hand, which was a butcher's knife,
 4 looked like one of those ones out of a carving block
 5 with sort of large, about 4 inch in depth there rolling
 6 out to a pointed blade.
 7 Q. Can you recall how he was holding the knife?
 8 A. Well, at that point I thought he was holding it up like
 9 that (indicates) but at some point during watching him,
 10 it moved to, like with the blade downwards.
 11 Q. What did you think was happening?
 12 A. An honest answer: I didn't really know at that point.
 13 I couldn't work out initially whether that was connected
 14 with the bang or not because there were people still
 15 moving. I think it's fair to say there was still a lot
 16 of confusion, would be my definition about what was
 17 going on in that sort of space, but clearly the way that
 18 male came in and the purposeful way he came in, that was
 19 a clear threat.
 20 Q. What did you do in response?
 21 A. So in response I continued -- I have an officer in front
 22 of the car, I was sitting in the car with two other
 23 people, a colleague in the car had clearly seen what had
 24 gone on as well, and I locked the door. I've got no
 25 protective equipment, no radio.

9

1 Q. So you and your colleagues locked the central locking of
 2 your car?
 3 A. Yes, sir.
 4 Q. Because none of you had any protective equipment at all?
 5 A. No equipment at all. We were in a ministerial meeting
 6 and literally came out to that.
 7 Q. Sitting there in the front passenger seat, what could
 8 you see happening next between the man entering and the
 9 officers at the gates?
 10 A. I could see the man moving towards one of the officers,
 11 who I now know to be PC Palmer, and I could see
 12 PC Palmer appear to be moving backwards and then go
 13 down, and the next thing I remember is the male -- the
 14 attacker who had come in over PC Palmer and I saw two
 15 stab wounds to -- or two stab attempts, and they
 16 appeared to me to be in this side of the torso of
 17 PC Palmer. I couldn't tell from where I was, because
 18 it's slightly below my eye-line, whether they connected
 19 or whatever, but it was two absolutely determined stab
 20 wounds.
 21 Q. And you were pointing out to the upper right-hand side?
 22 A. My apologies, the upper right-hand side of the body.
 23 Q. Were you aware of the attack coming to an end?
 24 A. Yes, sir. So literally -- and I don't know what
 25 distracted the attacker -- literally as quickly as he

10

1 attacked PC Palmer he was up and moving again.
 2 PC Palmer got up behind him and they went down the
 3 offside of the vehicle I was in and there were also
 4 officers coming down the nearside of the vehicle I was
 5 in. So they passed me, a bit like the jury, as soon as
 6 I got to sort of 90 degrees to me, and I didn't see them
 7 again. I then heard, within seconds, two shots.
 8 Q. Let's take that in stages, if we may. First of all, how
 9 clearly could you see the attack coming to an end?
 10 A. In terms of -- it seemed to happen very quickly in terms
 11 of PC Palmer. Up, as I say, moving off again and
 12 literally, the best way of describing it is the attacker
 13 had one of those looks where if they get you in the
 14 look, they're coming after you. He seemed absolutely
 15 focused on getting further down and attacking anyone who
 16 got in his way.
 17 Q. As far as you can recall, how long had the attack lasted
 18 from the time the attacker, in your view, set on
 19 PC Palmer to the time that they disengaged?
 20 A. Literally seconds. I think at the time I thought, in my
 21 transcripts, I'd seen an awful lot more than I did.
 22 I think the thing that still shakes me about the attack
 23 is it was however many seconds, 80-plus in total; it
 24 didn't feel like that, it felt like an awful long time.
 25 Q. You describe after the engagement came to an end the

11

1 officers and the intruder coming past your car. May we
 2 look at a couple of stills from the CCTV which help show
 3 how that happened, {AV0072/4}. Now, Sir Craig, I don't
 4 think you have seen the CCTV before?
 5 A. No, sir.
 6 Q. The saloon car we see at the top right-hand corner of
 7 the image is, I think, your car?
 8 A. Yes, sir.
 9 Q. And the officers in high visibility jackets are the
 10 officers who had been stationed at the gates moving past
 11 on either side of your vehicle?
 12 A. Yes, sir.
 13 Q. And then if we look at the absolute top right corner, we
 14 see a man following them, and that is the intruder you
 15 have described?
 16 A. Yes, sir.
 17 Q. You have described your view of him as somebody who
 18 looked intently as though he was going to attack
 19 somebody?
 20 A. Yes, sir.
 21 Q. Do you recall anything else about him as he was coming
 22 along that channel beside your car?
 23 A. No, I don't, sir. Other than this feeling that he
 24 wasn't after the car, it wasn't the car, it wasn't us,
 25 he was absolutely determined to get on down in there and

12

1 attack anyone who was out. I was worried and concerned
 2 for the safety of anyone who was out there who met this
 3 individual.
 4 Q. Could you see whether he was still holding one or more
 5 knives?
 6 A. I could see one knife. So I -- all the time I only ever
 7 saw a right hand of the individual. I don't recall
 8 seeing his left hand as he went down the side of the
 9 car.
 10 Q. And then {AV0072/5}, please, the next image in the
 11 sequence, that shows him running down the offside, so
 12 the driver's side of your car --
 13 A. Yes.
 14 Q. -- as you were seated on the passenger's side?
 15 A. Yes.
 16 Q. We can take that off the screen.
 17 You then say you heard some shots fired?
 18 A. Yes, sir.
 19 Q. From which direction?
 20 A. They were behind me, and I heard two shots.
 21 Q. What did you think had happened?
 22 A. I thought that the individual had been shot by police
 23 officers.
 24 Q. How long passed, in your recollection, between the man
 25 running past the side of your car and the shots ringing

13

1 out?
 2 A. It seemed quite quick, so a matter of seconds.
 3 Q. From the time that the man disengaged from the police
 4 officer, PC Palmer, until he left your view, did he stop
 5 moving?
 6 A. I didn't see him stop moving at all.
 7 Q. What speed was he going at?
 8 A. He wasn't running but he was moving in a -- it was
 9 a very sort of purposeful way of -- as you can see from
 10 those stills, he wasn't running after the individuals,
 11 but it was just moving -- I describe it as moving
 12 forward with a purpose.
 13 Q. If we can put on the screen {AV0072/10}. Now, this
 14 shows, just to complete the sequence, the position of
 15 the officer who fired the shot and the suspect as he was
 16 shot behind your car. So that's the distance between
 17 the rear of your car --
 18 A. Yes.
 19 Q. -- and the shots being fired?
 20 A. Yes.
 21 Q. Is it fair to say, therefore, that the sound of the
 22 shots would have been very clear from your perspective?
 23 A. It was very clear.
 24 Q. We can take that off the screen now.
 25 After you heard those shots fired, what did you then

14

1 do?
 2 A. Well, first and foremost I was a police officer so
 3 I went to open the door to get out, and one of the PCs,
 4 who you can see by the side of the car, quite rightly
 5 said to me "Get out, make safe, go, shut the door",
 6 which he did, and it was the right thing to do, and
 7 that's when I thought: actually we've got to start to
 8 put everything we need in place to respond to this and
 9 do. I've got no personal protective equipment, I've got
 10 no radio, I've got two colleagues with me who were just
 11 quite traumatised in terms of what they had seen and we
 12 moved out and I started the calls then to mount the
 13 response that you saw after that.
 14 Q. So your immediate reaction after hearing the shots was
 15 to get out of the car and help?
 16 A. That's instinct. It wasn't the right call. I was
 17 literally in shirt sleeves with no equipment, no radio.
 18 I don't know whether the attack is ongoing. I now know
 19 that was probably the end, but at the time, it was
 20 a couple of hours later before we knew there weren't
 21 other attackers.
 22 Q. So the officer on duty near the gates told you to close
 23 the door and get yourself to safety outside the
 24 Palace of Westminster?
 25 A. Get out and make safe.

15

1 Q. You then, as you say, were driven out and started your
 2 job of coordinating the police response for what might
 3 have been a much wider scale of attack for all you knew?
 4 A. Absolutely. When I did my transcript later on that
 5 evening, the audio thing, we still didn't know at that
 6 point if there were more attackers, so this is a live
 7 incident that's literal just taken place.
 8 Q. And just to see when you left, if we put on screen
 9 {AV0072/13}, this is the time the suspect went down,
 10 14.41.30. If we go to the next image, we can see we're
 11 now at 14.41.59, your vehicle has left and the barrier
 12 has gone down.
 13 A. Yes.
 14 MR HOUGH: Take that off screen.
 15 Sir Craig, those are all my questions, thank you
 16 very much. As I say, there may be some more.
 17 A. Thank you, sir.
 18 Examination by MR KEITH QC
 19 MR KEITH: Deputy Commissioner, may I ask you a few more
 20 questions on behalf of the Metropolitan Police Service.
 21 It seems to us obvious that had you not locked the
 22 car, which was the right and sensible thing to do, and
 23 got out, you would presented yourself as a further
 24 potential target?
 25 A. Yes, sir. Well either myself or two colleagues. I was

16

1 conscious my two colleagues are not police officers ,
 2 they have no training, they have no background. If
 3 anyone had got out, as I say, the way Mr Masood was
 4 moving down through there, anyone who got in his way
 5 would have been a target .
 6 Q. The Carriage Gates were open --
 7 A. Yes, sir .
 8 Q. -- at that time in March 2017 the gates were generally
 9 left open, and you were aware that a division bell had
 10 been called?
 11 A. Yes, sir .
 12 Q. And so they had to remain open for the purposes of
 13 allowing Parliamentarians to enter the estate?
 14 A. Yes, sir .
 15 Q. But as your car left , do you recall the barrier opening
 16 in the exit lane and the ground ramp lowering to allow
 17 your car to go out?
 18 A. Literally as we come up round to what -- I call it the
 19 blocker, I think, in my transcript. It literally
 20 lowered, came up like that, that's what allowed
 21 individuals to go down each side of the car .
 22 Q. If we could have on screen, please, {DC7960/78}, this
 23 should show a map of New Palace Yard, and we can see the
 24 exit lane as the left -hand side of the roadway towards
 25 the bottom left of the screen.

17

1 A. Yes.
 2 Q. And marked as extending across the left -hand roadway, we
 3 can see vehicle barrier raised?
 4 A. Yes, sir .
 5 Q. So on this map, the vehicle barrier is raised.
 6 Could we now have {AV0073/14}. That is a still
 7 taken from the CCTV, Sir Craig, which shows PC Carlisle
 8 moving away from Masood, and running, in fact, at that
 9 point across the ramp, which is in a lowered position?
 10 A. Yes, sir .
 11 Q. So plainly the ramp is lowered there and the barrier has
 12 been raised.
 13 A. Yes, sir .
 14 Q. If we could have {AV0073/23} we'll see a picture of the
 15 ramp lowered but the barrier lowered as well. So after
 16 your car leaves, the barrier comes down, but the ramp is
 17 still down as well?
 18 A. Yes.
 19 Q. It would seem, therefore, Sir Craig, that had your car
 20 not been there, the barrier would have been down, the
 21 ramp would have been up, and the police officers , one of
 22 whom you see running from left to right, would have been
 23 trapped?
 24 A. Yes, sir . I think anyone who was -- who came up against
 25 that individual would have faced serious, serious

18

1 injury, if not death.
 2 Q. So the fact that your car was there, fortuitously
 3 allowed those officers a line of escape?
 4 A. Potentially, yes, sir .
 5 Q. Finally, in relation to Masood himself, you described
 6 his attack on PC Palmer as "determined". From the fact
 7 that you saw him hacking at PC Palmer and then pursue
 8 the other officers past your car, did you have any
 9 illusions about the nature of his intention?
 10 A. No, none whatsoever.
 11 Q. What was it?
 12 A. To kill people.
 13 MR KEITH: Thank you very much. I have no further
 14 questions.
 15 MR HOUGH: Sir Craig, thank you very much for your evidence.
 16 Those are all the questions we have for you.
 17 A. Thank you, sir .
 18 THE CHIEF CORONER: Thank you very much indeed for coming.
 19 Thank you.
 20 MR HOUGH: Sir, the next witness is Inspector Paul Sheridan.
 21 THE CHIEF CORONER: Thank you.
 22 TEMPORARY CHIEF INSPECTOR PAUL SHERIDAN (Affirmed)
 23 THE CHIEF CORONER: Mr Sheridan, as with others, if you wish
 24 to sit, that's absolutely fine. Just make yourself
 25 comfortable.

19

1 A. Thank you.
 2 Examination by MR HOUGH QC
 3 MR HOUGH: Would you please give your name and rank for the
 4 court?
 5 A. Yes, sir , I'm Temporary Chief Inspector Paul Sheridan,
 6 I'm the chief firearms instructor for the
 7 Metropolitan Police .
 8 Q. Chief Inspector Sheridan, as I think you understand,
 9 I'm asking questions first on behalf of the Coroner and
 10 then there may be some more questions after me.
 11 As chief firearms instructor for the Metropolitan
 12 Police Service, you are giving evidence on how armed
 13 officers, including the close protection officers
 14 involved in the confrontation with Khalid Masood, were
 15 trained to deal with threats; do you understand?
 16 A. Yes, that's correct.
 17 Q. You are also here to give your own assessment of those
 18 officers' response to the apparent threat?
 19 A. That's correct, yes.
 20 Q. And the purpose of your giving evidence at this stage is
 21 to assist the jury in considering the evidence of the
 22 close protection officers when it's given later this
 23 week?
 24 A. Yes.
 25 Q. You made two witness statements to assist us in May

20

1 and August of this year respectively. We'll refer to
2 those as we go.

3 First of all, when did you become a police officer?

4 A. I became a police officer in 1995.

5 Q. In a few sentences, can you tell us about your career
6 and, in particular, the firearms posts you've held?

7 A. Yes, absolutely. So I joined the police in 1995.

8 I then specialised into the armed response vehicles in
9 2000. Since spending four years on the armed response
10 vehicles, I then moved to the covert teams, the CTSFOs
11 teams.

12 Q. CTSFO is counter terrorism specialist firearms officer?

13 A. That's correct, yes.

14 Q. Go on, please.

15 A. I continued on those teams for a further four years and
16 then it was 2009 in which I did an instructing course to
17 train and teach firearms instructors. Following
18 a period of instructing then teaching then running the
19 courses, I then did some -- my sergeant's rank. I then
20 went back to operations as a CTSFO running a team, one
21 of the covert firearms teams. This continued for
22 another few years, when I did another rank, which was my
23 inspector's, and following that I ran the team, so
24 instead of running one team, I ran a selection of teams
25 up there, the CTSFO teams, to ensure that -- and

21

1 basically sent them out on all of the jobs they were
2 doing.

3 Following that I was then asked to become the chief
4 firearms instructor, which is the position that I hold
5 now.

6 Q. And you've held that position since August of last year;
7 is that right?

8 A. Yes, that's correct.

9 Q. So, in short, you have been an operational firearms
10 officer both in armed response vehicles and as
11 a specialist firearms officer -- covert -- and you have
12 been a trainer and a firearms commander?

13 A. Yes, that's correct.

14 Q. And I think also a tactical firearms advisor?

15 A. Yes.

16 Q. May we then ask you, first of all, a little about
17 firearms training, and looking at page 4 of your first
18 witness statement, could you please describe to us the
19 process for deciding what training firearms officers
20 receive?

21 A. Yes, absolutely. So the Home Office effectively give
22 the powers to the College of Policing to come up with
23 the training curriculum. So this is done in the form of
24 a strategic threat risk assessment for the country as
25 a whole. By looking at what the country needs, at the

22

1 different elements that are needed, the College of
2 Policing decides and they work out particular role of
3 profiles so, for example, different levels of firearms
4 officer, and what the curriculum should be nationally
5 for these officers to achieve. So the College of
6 Policing set a national standard.

7 What also happens then is each local force will
8 conduct their own strategic threat and risk assessment
9 around the threats that their officers may have to face,
10 and then they will decide whether they need to add any
11 further skills onto these particular role profiles and
12 these particular job descriptions.

13 So, as an example, an ARV officer within
14 a particular home force may just have the standard, but
15 within London we've got the Thames and we put armed
16 response vehicles on the Thames so therefore we give
17 them extra training around going onto a river, just as
18 an example.

19 Q. So is this right: there is a national curriculum broken
20 up into modules and units?

21 A. Yes.

22 Q. And that those course components are put into packages
23 appropriate for particular firearms officers or
24 particular roles?

25 A. Exactly that, yes.

23

1 Q. One of those roles is officers in armed response
2 vehicles. Another, close protection officers, those who
3 are tasked with protecting senior people?

4 A. Yes, that's correct.

5 Q. And another role, the covert firearms officers you
6 mentioned earlier?

7 A. Yes.

8 Q. You've told us also that then individual forces will add
9 on their own course components to reflect the skills
10 that are particularly needed in their area?

11 A. That's right, yes.

12 Q. How, then, taking those curriculum components, do
13 instructors prepare to teach people?

14 A. So once the national curriculum is decided and then the
15 additional curriculum is decided by the force, that then
16 comes down to myself and my staff to turn that
17 curriculum into lesson plans and exercising to then
18 deliver the training to the individuals to ensure that
19 they meet the standard that's required in each
20 particular role profile.

21 Q. Does that comprise a combination of seminar teaching,
22 practical exercises and written materials?

23 A. Yes, exactly that. So there's knowledge-based learning,
24 so we obviously give them the packs with the law,
25 et cetera, and other elements to learn. We do

24

1 classroom-based activities and we do exercising and
 2 role-playing and we can utilise physical role-playing or
 3 indeed video ranges, for example, that's also used to
 4 draw out each element of the process.
 5 Q. Does the practical work therefore include both
 6 scenario-based exercises to test reactions and
 7 decision-making, and also marksmanship?
 8 A. Yes, it does.
 9 Q. Are specified numbers of training hours set for both
 10 initial training and annual refresher training?
 11 A. Yes, there are. So each chief firearms instructor for
 12 each force will set the amount of hours that is required
 13 to achieve each goal and that may change because each
 14 force ... (Pause).
 15 THE CHIEF CORONER: I'm just going to pause there. Are you
 16 finding it difficult to stay awake, sir?
 17 A MEMBER OF THE JURY: No.
 18 THE CHIEF CORONER: That's fine, your head was just nodding
 19 down. That's fine. Thank you.
 20 Sorry.
 21 A. Each force may have different facilities to train their
 22 officers, so therefore it's left for the chief firearms
 23 instructor of each force to depict how long he thinks --
 24 how many hours he should give to reach role profile for
 25 each person to achieve the training.

25

1 MR HOUGH: So far we have been talking about training in
 2 entirely general terms. We are concerned in this
 3 hearing specifically with close protection officers and
 4 the reactions of two close protection officers in the
 5 Palace of Westminster.
 6 So to train as a close protection officer, and to
 7 become a close protection officer, what training must
 8 an officer have completed?
 9 A. So they need to initially learn to shoot, which is
 10 a four-week course that we give them that we give every,
 11 what's called an authorised firearms officer, so it's
 12 the base level of a firearms officer, and that lasts for
 13 four weeks.
 14 We then, for a close protection officer, we then
 15 increase their skills in shooting so we do an additional
 16 one-week course, which is called a close protection
 17 weapons course, and then once they've reached that
 18 standard, we then put them on a five-week close
 19 protection course, which keeps their current existing
 20 skills going and then increases them through everything
 21 that they need to know to be an effective close
 22 protection officer.
 23 Q. And without going into any sensitive details, what sort
 24 of skills are they taught in that add-on course?
 25 A. In the five-week course?

26

1 Q. Yes.
 2 A. So it is drills around how you actually protect someone,
 3 the kinds of things you should be looking for, the kinds
 4 of threats you may be facing, how to deal with
 5 particular issues and things that may crop up in every
 6 day-to-day world of protecting people.
 7 Q. After initial training, how much annual refresher
 8 training is required for the role of close protection
 9 officer?
 10 A. So every year they must achieve 60 hours of training.
 11 Q. Looking at page 5 of your statement, what does that
 12 60 hours comprise?
 13 A. So the minimum that they must achieve within that
 14 60 hours is two national handgun and carbine
 15 classification shoots. They must also do two
 16 development shoots, where we look to bring on their
 17 skills and refresh them. They must attend four tactical
 18 training days, so this won't include shooting as in live
 19 shooting, this will be scenario-based training.
 20 In addition, they must conduct their first aid
 21 training, taser, less lethal weapon training, and also
 22 officer safety training.
 23 Q. From your description that training, that refresher
 24 training, therefore, includes, again, marksmanship and
 25 scenario-based work?

27

1 A. Yes, that's correct.
 2 Q. In your first witness statement you deal with some
 3 techniques that are taught to close protection officers
 4 which may be relevant in this case. First of all, you
 5 address the technique of verbally stunning a subject;
 6 can you tell us about that, please?
 7 A. Absolutely. So this is taught to all police officers
 8 but it's obviously highlighted in the close protection
 9 training, and this is effectively your first response to
 10 a threat that may well control a situation is literally
 11 by shouting at the individual and getting verbal control
 12 of them. It's just verbal stunning to the individual
 13 that may just make them stop and think "What am I
 14 doing?" so that's what they're taught to do.
 15 Q. Next, the technique of opening up a reactionary gap.
 16 Why is that significant and why is it taught for
 17 firearms officers?
 18 A. It's incredibly important to give yourself space and
 19 time. So space, because if you're outside of a -- of
 20 reach of a subject then they're unable to -- if
 21 it's -- unless they have a firearm they're unable to be
 22 able to hurt you, so you try and increase the space
 23 between yourselves. It would also give you a chance to
 24 take in more information and give yourself time to react
 25 to what they're doing. So building in a reactionary gap

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1 is an excellent tool for dealing with any threat that
 2 you may face, and that may well be part of including
 3 a barrier between yourselves, so if you can get
 4 a vehicle or street furniture between you and the
 5 threat, that would be useful.
 6 Q. So is this right: to confront a threat, a firearms
 7 officer needs to take in and process a lot of
 8 information, and make an appropriate judgment?
 9 A. Yes, that's correct.
 10 Q. And to do that they need to give themselves, if they
 11 can, a little space and time between them and the source
 12 of the threat?
 13 A. If possible, yes.
 14 Q. Next, open hand techniques. What hand-to-hand
 15 techniques are close protection officers taught that may
 16 be relevant for our purposes?
 17 A. So we clearly introduce the options of when you have no
 18 time to get a reactionary gap and the verbal stunning
 19 hasn't worked, so therefore you are close to the threat
 20 and if you -- again, this is taught to all police
 21 officers but it's highlighted in the training that
 22 firearms officers do as well, and it is effectively
 23 using your hands to gain control of the person and it
 24 could be from something as simple as pushing them away,
 25 as in with open hands, or it could be striking them to

1 make them desist in what they're doing.
 2 Q. Next, the judgment on how to deal with a threat and use
 3 of firearms and other less lethal options in that
 4 context; how are officers taught the right techniques in
 5 that regard?
 6 A. Sorry, can you just repeat the question?
 7 Q. Well, beyond the reactionary gap, and beyond visually
 8 stunning the subject, officers have, as you have said,
 9 to make judgments about how to deal with a threat using
 10 their weapons; yes? How are officers taught to make
 11 those judgments?
 12 A. So we run a series of different ways of teaching them
 13 how to react. So these can be in the form of
 14 scenario-based training so, therefore, we will run them
 15 through various exercises, facing a whole range of
 16 different threats from knives to firearms to no weapons
 17 at all and just people using themselves.
 18 So we will -- once we've been through the
 19 classroom-based elements we will then go through
 20 scenarios, we will put them onto video ranges so they
 21 can see how the reactionary gap that I spoke about
 22 before may actually not exist. It may be extremely
 23 short and they may not have enough time to react and do
 24 what they need to do. So, therefore, that needs to be
 25 a priority and they need to fit that into their mindset

1 around how they are likely to be able to successful in
 2 dealing with a threat.
 3 Q. May we now move to your second witness statement, where
 4 you address a series of questions, or topics, raised by
 5 the Inquest team.
 6 First of all, the rules of engagement against which
 7 firearms officers operate. In your second statement you
 8 set out various pieces of guidance from the Authorised
 9 Professional Practice of the College of Policing. Just
 10 in a sentence or two, what is the Authorised
 11 Professional Practice?
 12 A. Yes, so this is guidance from, really, the Home Office
 13 and formulated by the College of Policing, which lists
 14 all of the legal powers and gives guidance which runs
 15 alongside the curriculum as to what we should follow.
 16 Q. Now, looking at the second page of your second
 17 statement, and paragraph 6, does that guidance specify
 18 criteria for commanders deploying firearms officers,
 19 when firearms officers should be deployed?
 20 A. Yes, it does.
 21 Q. What are those criteria shortly?
 22 A. So reading from here:
 23 "Where the officer authorising the deployment has
 24 reason to suppose that officers may have to protect
 25 themselves or others from a person who:

1 "... is in possession of, or has immediate access
 2 to, a firearm or other potentially lethal weapon, or
 3 "... is otherwise so dangerous that the deployment of
 4 armed officers is considered to be appropriate, or
 5 "... as an operational contingency, in a specific
 6 operation (based on the threat assessment), or
 7 "... for the destruction of animals which are
 8 dangerous or are suffering unnecessarily."
 9 Q. So those are the criteria for commanders to send out
 10 firearms officers to a scene, or to use them at the
 11 scene?
 12 A. That's correct, yes.
 13 Q. They include where the commander considers that there's
 14 reason to suppose that officers may have to protect
 15 themselves or others from a person who is in possession
 16 of a potentially lethal weapon?
 17 A. Yes.
 18 Q. Presumably that could include a bladed weapon?
 19 A. Yes.
 20 Q. How do those criteria affect, if at all, the judgment of
 21 a firearms officer on the scene when deciding whether he
 22 should go to the scene or to a particular threat with
 23 his weapons?
 24 A. So that would come under self-deployment, and so that:
 25 "Should AFOs encounter a situation where they

1 believe that the criteria for the deployment of AFOs has
 2 been met, and delay in seeking authority to deploy would
 3 be detrimental to the public or officer safety, officers
 4 should deploy and take the necessary and proportionate
 5 action in accordance with their training.”

6 Q. So firearms officers are positively expected, when at
 7 the scene, to take action where there is reason to
 8 suppose that they may have to protect themselves or
 9 others from a person with a potentially lethal weapon?

10 A. That’s exactly it, yes.

11 Q. Next, the concept of individual responsibility and
 12 accountability of firearms officers. Could you explain
 13 that to us and why it’s significant?

14 A. Yes, absolutely. Again, if you are happy with me
 15 reading it so I don’t lose —

16 Q. Read whatever you think is appropriate guidance. Yes,
 17 please.

18 A. So:

19 “Each AFO is individually responsible and
 20 accountable for their decisions and actions, nothing can
 21 absolve them from such responsibility and
 22 accountability. This includes decisions to refrain from
 23 using force as well as any decisive action taken,
 24 including the use of force, the use of a firearm and the
 25 use of a less lethal weapon.

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1 “AFOs are answerable, ultimately, to the law in the
 2 courts. They must be in a position to justify their
 3 decisions and actions based on their honestly held
 4 belief as to the circumstances that existed at the time,
 5 and their professional and legal responsibilities.”

6 Q. As that quotation indicates, is it right that officers
 7 are expected to be accountable not only for their use of
 8 firearms but the failure to use their weapons when that
 9 causes others to be at risk?

10 A. That’s exactly right, yes.

11 Q. Next, the use of a firearm. We may regard firearms as
 12 used when they’re discharged, but is it right to say
 13 that from a police training perspective, a firearm is
 14 regarded as having been used if pointed or aimed at
 15 a person as well as if fired or otherwise discharged?

16 A. Yes. And a use of force just by the mere pointing of
 17 the firearm, yes.

18 Q. Do training materials then, therefore, deal with the
 19 authority and discretion to use a firearm, whether
 20 pointing it or discharging it?

21 A. Yes, they do.

22 Q. Do they deal with the personal accountability of
 23 officers for protecting life and carrying out their
 24 other duties?

25 A. Yes, that’s correct.

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1 Q. And do they recognise that it ordinarily falls to the
 2 individual firearms officer to assess the immediacy and
 3 proximity of a threat and decide whether it is
 4 absolutely necessary to discharge a firearm?

5 A. Yes, they do.

6 Q. Finally, you’ve referred to officers being trained in
 7 legal matters. Is it right to say that officers are
 8 trained in legal principles governing the use of force
 9 in self – defence and defence of others?

10 A. Yes, they are.

11 Q. Are they told, then, that the law recognises a right for
 12 a person to use reasonable force to protect themselves
 13 or others?

14 A. Yes.

15 Q. And are they taught that the law doesn’t always require
 16 a person to wait passively for an attack, but recognises
 17 the right to make a preemptive strike where appropriate
 18 against an obvious threat?

19 A. Yes, that’s correct.

20 Q. May we now move to the concept of dynamic risk
 21 assessment and decision – making. You’ve confirmed that
 22 it falls to individual officers to assess and respond to
 23 threats. What tool are they given in their training to
 24 assist with that process?

25 A. So nationally the police in general, but certainly

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1 firearms officers, are encouraged to use a national
 2 decision – making model.

3 Q. Can you describe what that is and how it works?

4 A. Yes, absolutely. It’s a scalable model that allows both
 5 the decision – making around any decision to be one
 6 thought through within specific areas, and also, if you
 7 have time, for how you reach those decisions to be
 8 logged for recording purposes, and then regularly
 9 reviewed. So it’s split into five areas. Would you
 10 like me to go through the areas?

11 Q. Yes, please.

12 A. So it works, if you like, in a clock face. So starting
 13 at 12.00 and then moving around clockwise, so initially
 14 you have the intelligence – gathering area, so you would
 15 ask for the individuals — and the idea with this model
 16 is it can be used for a very, very quick process of
 17 decision – making, as in seconds, or it can be used for
 18 more detailed planning over several weeks or months.

19 So you would initially gather all the intelligence
 20 available and you would see what it is you’re dealing
 21 with. You would then look to conduct a threat and risk
 22 assessment and a working strategy. So this is around
 23 about the 3 o’clock area. So once you have seen what
 24 the threat is or you’ve written down a threat,
 25 understood the threat, you would work out a strategy of

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1 what you would like to achieve out of it .
 2 You would then move around to the sort of 6 o'clock
 3 position , whereby you would be looking at powers and
 4 policies , so what have you got to achieve within law to
 5 achieve those strategies . Once you've realised that you
 6 can work within the law, you then continue to move
 7 around, so back towards the 7 o'clock area of the clock
 8 face and you would look to look at what tactical options
 9 and contingencies you've got to deal with what the
 10 threat is , what the issue is .
 11 Once you have looked at all your options and your
 12 contingencies and you've chosen your option contingency,
 13 you then move to the last piece, which is the actions .
 14 So then you would do the action and if you are
 15 a commander that's the bit where you would give the
 16 orders to tell them to go and do something. If you are
 17 an individual dealing with an individual threat, that's
 18 when you would react.
 19 Immediately following the actions, you're straight
 20 back to the top of the clock face and your information
 21 again, your information—gathering, and it continues on
 22 in that cyclic movement around and around until the
 23 incident or operation has been resolved satisfactorily
 24 to whatever the strategy is , and the threat reduced.
 25 Q. Is that model then adaptable for people to use either in

1 a very long—running situation, for example, a siege
 2 involving firearms command?
 3 A. It's exactly the same model across the board, so we keep
 4 it simple, and so that will be for whether you're
 5 a police officer , unarmed, all the way up to the highest
 6 commander in the police services . We look to try and
 7 use the same model. We use it for briefing from, so
 8 a similar layout for briefing , and the whole emphasis
 9 around it is to save life . So that's the whole purpose
 10 of it , is to save life .
 11 Q. Is this right: in your training you recognise that
 12 sometimes that whole process has to take place in
 13 seconds or fractions of seconds?
 14 A. Exactly that , yes, and we look in the scenarios that we
 15 do to instill this , but to get them thinking about this
 16 constantly. So theoretically they get good at spending
 17 an hour over this or spending a split second over this
 18 and moving through.
 19 Q. Next, warning shouts, please. The jury have heard some
 20 evidence about warning shouts being given. What
 21 training is given to firearms officers about the
 22 circumstances and manner in which oral warnings are to
 23 be given?
 24 A. So when circumstances permit, it's said, then:
 25 "... AFOs should identify themselves as armed

1 officers and give a clear direction to the subject,
 2 allowing sufficient time for the directions to be
 3 observed, unless to do so would unduly place any person
 4 at risk , or would be clearly inappropriate or pointless
 5 in the circumstances of the incident ."
 6 Q. So the default position is that an armed officer
 7 identifies themselves as such.
 8 A. Yes. Exactly that .
 9 Q. Maybe a short warning, a shout of "Armed police",
 10 something like that?
 11 A. Yes, if there's time to do so and it's going to bring
 12 benefit , then you would try and do that because that
 13 would almost link back to the first part, the verbal
 14 stunning, let them know that you're armed police there
 15 and with the hope that that will resolve the threat .
 16 Q. But the training recognises that sometimes it's not
 17 possible or counter—productive?
 18 A. Exactly that , yes.
 19 Q. Is the use of the warning shout something that's covered
 20 in training and specifically in scenario exercises?
 21 A. Yes, it is . So in every element of the officers using
 22 force , then they're encouraged to consider this and they
 23 are taught to — as often as possible , whenever they
 24 can, use a warning shout.
 25 Q. May we move, then, to methods of firing and

1 accountability for shots. What are officers — firearms
 2 officers taught about which body areas to target and the
 3 reason for targeting those particular areas?
 4 A. So the purpose of an officer using a firearm is to stop
 5 the threat . So to neutralise that threat . And if
 6 you're going to use a firearm, then the — they're
 7 not — it's not an easy thing to do so therefore they're
 8 taught to fire at the largest part of the body, which is
 9 just generally the torso area, and then — because
 10 that's the best chance that they have of hitting that
 11 target and, more importantly, not missing and hitting
 12 someone else.
 13 Q. What has experience taught you and your colleagues about
 14 accuracy of shots in operational situations as distinct
 15 from on the range?
 16 A. So you can teach someone to shoot on a range when
 17 everything is relaxed and everyone's calm and it's fine
 18 and it can be a really good shot, but the evidence has
 19 shown that in a real life situation then perhaps the
 20 accuracy isn't quite as good, for a number of reasons
 21 that I'm sure everyone understands. So, therefore, by
 22 aiming for the central body mass you allow — you stand
 23 a better chance of being able to hit the target and
 24 neutralise the threat .
 25 Q. What are officers taught about the effects , the physical

1 effects of shots and incapacitation?
 2 A. They're taught that when people are shot they can act in
 3 different ways. It's very different from the films that
 4 people see on the telly where people get shot and, you
 5 know, there's generally something, you know, very visual
 6 that they've been hit. Quite often when people are shot
 7 in real life there can be absolutely no difference in
 8 what's occurred at all. You more than likely won't see
 9 that they've been hit. Quite often you won't see any
 10 blood and quite often the person will continue doing
 11 what they're doing, certainly straight after, because
 12 they haven't realised actually that they've been shot
 13 either, you know, for a second or two after. So all of
 14 these things we teach the students, we explain this to
 15 them. And the methodology is that they need to keep
 16 utilising NDM as quick as they can, and if the threat
 17 still remains, they need to continue to deal with that
 18 threat.
 19 Q. What are officers taught about the use of firearms to
 20 address and avert threats to life, and in particular,
 21 the decisions that they have to take and the necessity
 22 of lethal action?
 23 A. So they clearly understand it's a lethal use of force
 24 and if it's a threat to life, then they need to stop
 25 that threat to life. Quite often the way of doing it --

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1 the only way of doing that is by hitting the central
 2 nervous system in the body, which is clearly the upper
 3 torso area, so where the major organs are, or the sort
 4 of brainstem area. So they're taught that during their
 5 training.
 6 Q. The jury have heard and may hear again about there being
 7 three shots fired on this occasion. First, two shots,
 8 then a gap, then a third. Is there any particular
 9 feature of training or firearms technique that would
 10 explain that sequence of two shots, a gap, and then
 11 a third?
 12 A. No, there isn't. So they're taught to constantly
 13 reassess. So they constantly reassess whether more
 14 force is used, and you can obviously put that into the
 15 mind of the person that's using the force as to how they
 16 are looking at the threat, how close the threat is to
 17 them, the reaction of the person that they're dealing
 18 with.
 19 So these could be very quick shots because the
 20 threat may still be there. The person that's firing the
 21 shots may not know if they've hit the person that's
 22 coming towards them, so that could account for quick
 23 shots or, indeed, a gap between shots.
 24 But the baseline teaching, effectively, is that if
 25 the threat still exists and you need to use -- fire

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1 further shots, then you should do that, but reassess as
 2 you go.
 3 Q. What are officers taught about the risk of unintentional
 4 harm to people in the vicinity who don't pose a threat
 5 and the need to avoid that?
 6 A. Yes, so it's clearly an awareness of whereabouts they
 7 should be aiming at to shoot, which is the central area.
 8 So to minimise the risk of missing the subject, because
 9 clearly that could cause injuries to innocent
 10 bystanders, other people around.
 11 Q. So is this right, in summary: that the training to go
 12 for the central body mass is both because it's likely to
 13 be more effective in stopping the threat?
 14 A. Yes, that's correct.
 15 Q. And because it's less likely to result in a miss which
 16 may harm others?
 17 A. Yes.
 18 Q. May we now turn to your assessment of the actions of the
 19 close protection officers in this case, which you deal
 20 with from page 7 of your second witness statement.
 21 You, I think, have viewed CCTV footage from a number
 22 of cameras showing events in New Palace Yard; is that
 23 right?
 24 A. Yes, that's correct.
 25 Q. You've also, I think, been provided with the witness

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1 statements of the two close protection officers involved
 2 in the engagement?
 3 A. Yes.
 4 Q. And just to illustrate what you've been informed, may we
 5 put a plan on the screen, {DC7960/53}.
 6 Now, the jury have heard that Masood, the attacker,
 7 entered Carriage Gates and, as he came through, attacked
 8 PC Palmer, driving him back against the low wall
 9 following the path we see marked in blue; yes?
 10 A. Yes.
 11 Q. The jury have heard that after Masood was distracted by
 12 another officer, PC Carlisle, PC Palmer managed to
 13 escape, running with other officers along the circular
 14 path marked in blue in the lower half of the screen; do
 15 you see that?
 16 A. Yes.
 17 Q. The jury have heard that Masood pursued the officers
 18 through the vehicle exit channel alongside the car
 19 occupied by Sir Craig Mackey?
 20 A. Yes.
 21 Q. And that he was visibly carrying one or more knives.
 22 Close protection officers, as the jury have heard, came
 23 from the direction of members' entrance at the bottom
 24 right-hand corner of the screen, and were approaching
 25 the area of the vehicle barriers?

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1 A. Yes.
 2 Q. What I'm now going to do is show some footage of the
 3 event so that we have it in mind before we hear your
 4 assessment of the officers' actions. If we can bring up
 5 AV0091 from the start, we will first of all see images
 6 close up of the protection officers in slow motion.
 7 Play on, please.

8 (Video played in court)

9 So this is a ground level view of the close
 10 protection officers confronting Masood.

11 Pause here.

12 We will now see the scene viewed from the overhead
 13 camera from the time the vehicle with Sir Craig in it
 14 starts to leave, through to the firing of the fatal
 15 shot. Play on, please.

16 We can take that off the screen now. So, as we've
 17 seen from the footage, Masood followed the officers past
 18 the car before being confronted and shot, and we saw
 19 that he did not stop moving until the shot was fired.
 20 The jury have also heard, as I have said, three shots
 21 were fired, two in sequence, then one.

22 The jury will hear that it was one officer, SA74,
 23 the officer we saw in the overview images, the one on
 24 the left as we were looking down, was the officer who
 25 fired all the shots; I think you're aware of that?

1 A. Yes.
 2 Q. The jury will also hear that the gunshot wounds were to
 3 the upper chest area of Masood, and if we can bring up
 4 a body map image, that's {AV0090/3}, so the two
 5 principal wounds, and those which had a significant
 6 physical effect, are the two wounds we see marked here
 7 in the upper chest area. So that's also relevant,
 8 I think, to your assessment. Can we take that off the
 9 screen.

10 Having considered that material, looking at page 9
 11 of your second witness statement, can you take us
 12 through your assessment of the actions of the two close
 13 protection officers?

14 A. Yes, absolutely, so in my professional opinion -- I will
 15 go through various elements, but I believe SA74 and SB73
 16 acted at all stages in accordance with their training
 17 and how I would have expected them to act.

18 So to go through that, they correctly ran towards
 19 the threat in order to protect the public and unarmed
 20 colleagues, so as being the armed officers closest to
 21 it. The evidence appears to be that they did shout
 22 a warning to Mr Masood -- you can certainly see their
 23 mouths moving in the videos there.

24 As they approached the threat, they had their
 25 weapons drawn, pointing towards the threat, which is as

1 per their training. In my view, they correctly assessed
 2 there was an imminent threat to life. As SA74 moved
 3 into New Palace Yard, he saw Mr Masood running towards
 4 him carrying two large knives covered in blood.

5 Q. Just pausing there, I think you get the fact that he saw
 6 them covered with blood from his witness statement; is
 7 that right?

8 A. Yes. Yes.

9 Q. Go on, please.

10 A. So given the time and distance between the two and
 11 Mr Masood, there can barely have been, in my view, more
 12 justification for SA74 to open fire in order to protect
 13 his life, SB73's life and members of the public and
 14 other police officers.

15 The shots to the central body mass were entirely
 16 correct and in accordance with training.

17 In my view, given the urgency of the situation faced
 18 by SA74, I don't believe there was any other action he
 19 could properly have taken to protect himself and others
 20 around him. For example, it's highly unlikely that
 21 shouting at Mr Masood to remain where he was would have
 22 achieved anything, because if he hadn't complied then
 23 the chances are that Mr Masood would have been close
 24 enough to stab the officer, or other members of the
 25 public.

1 I don't believe the fact that only one officer shot
 2 and another officer didn't shoot is a particular factor
 3 in this either because the officers were at different
 4 angles: one was further ahead than the other so they
 5 would have had a different view and a different
 6 understanding, really, of their own NDM and
 7 threat-assessment model. So I don't think that that's
 8 of particular relevance, in my mind.

9 So, in short, really, to summarise, SA74's decision
 10 to use lethal force was, in my view, entirely justified
 11 due to the nature of the threat, ie a subject armed with
 12 knives running towards him, and his very minimal time to
 13 react, given the threat to his own life and the threat
 14 to other people around him.

15 Q. How about the number and sequence of the shots? As you
 16 have told us, each firing of a firearm needs to be
 17 considered and justified. Do you consider that the
 18 number and sequence of shots is consistent with the
 19 conclusion that the force used was reasonable?

20 A. Yes, I do. Absolutely. I think, if I could put myself
 21 in that position with a subject closing me down very
 22 quickly with knives, and knowing how that would affect
 23 my mind and wanting to stop that person getting too
 24 close and hurting anyone behind me, then I would
 25 probably fire very rapidly until that person was on the

1 floor. In this instance we heard that three shots were
2 fired. But the justification around firing each of
3 those shots will be for the individual to justify, but
4 it is definitely within the lines of their training and
5 how they're taught to react to and justify each round as
6 they go. That could still be a very quick succession of
7 shots to achieve the aim, which is to neutralise the
8 threat and make sure that person doesn't stab anyone
9 else.

10 MR HOUGH: Thank you very much. Those are all my questions.
11 As I say, there may be some more.

12 A. Thank you.

13 Examination by MR KEITH QC

14 MR KEITH: Chief Inspector, on behalf of the Metropolitan
15 Police Service I intend to ask you just a few more
16 questions, if I may.

17 Could we have a look, please, again at AV0091, which
18 is the CCTV footage, and bring it up at 1 minute and 23.
19 Once we've got that moment, if you could just pause it,
20 and then what I would like the operator to do, please,
21 is to be able to press play then pause in relatively
22 quick succession so we can slow down from 01.23 the
23 actual movements of Masood and SA74. So just by
24 pressing play then pause we'll see how the confrontation
25 exactly develops.

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1 (Video played in court)
2 Could we go back, please, to 01.23 or perhaps 01.22
3 and do that again and see whether we can slow it down
4 a little bit more.

5 (Video played in court)

6 Thank you very much.
7 Chief Inspector, it appears when slowed down from
8 that CCTV that at the moment of firing, or just before,
9 the gap between Masood and SA74 was reduced, the
10 distance between them was reduced, not because SA74
11 continued to move towards Masood, but because Masood
12 carries on running at SA74. Would you agree?

13 A. Yes, that's how it appears, yes.

14 Q. Moreover, just at or prior to the moment of firing, did
15 you not see that SA74 appears to move back slightly, so
16 he's not only not trying to confront Masood, he's
17 actually trying to give himself a little bit more space?

18 A. Yes, that's correct.

19 Q. And is that a further indicator, therefore, that there
20 could barely have been a greater justification for SA74
21 to fire, because Masood neither changes direction nor
22 slows down, but carries on straight at SA74, even though
23 SA74 has paused and slightly withdrawn?

24 A. Yes, that does appear to be the case. Whatever had been
25 said, he was continuing on with the threat and with the

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1 attack.

2 Q. And in terms of immediacy of threat, can you, with your
3 experience, imagine a more immediate threat in terms of
4 the time, ie how little time it would then have taken
5 Masood to attack or to kill, and the closeness of
6 distance, how close Masood was to SA74 and the other
7 unarmed officers?

8 A. No. I mean, the distance and the pace that people were
9 moving at there, Mr Masood was moving, it would have
10 only literally been, I imagine, another second before he
11 would have been in striking distance of either SA74 or,
12 indeed, the other officer that you can see in the yellow
13 jacket, the unarmed officer. So that could have been
14 another victim within -- literally within a fraction of
15 a second.

16 Q. And, finally, to go back to your answer in relation to
17 the number of shots, and putting it frankly, was SA74
18 required, in essence, to keep shooting until Masood had
19 been stopped and was on the ground?

20 A. Yes. So the idea would be that you constantly evaluate
21 the situation. Now, if the only way of stopping this
22 person is by using lethal force until that happens, then
23 you would continue with that level of force, yes.

24 Q. You told us how at the moment of being shot it may not
25 be apparent either to the person being shot or to the

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1 shooter that the person being shot has been shot?

2 A. Yes, that's correct.

3 Q. And a little more time may elapse before it becomes
4 apparent to both that he has been shot?

5 A. Exactly that, yes. So if I could give you an example,
6 if the officer had only fired one shot, he wouldn't --
7 he may not have known that he had hit the person, and
8 before he did know any better, the person could be on
9 top of him and attacking him.

10 Q. Exactly. If SA74 had shot once and waited to see
11 whether Masood stopped, stopped running, or fell to the
12 ground, is it not likely that in that time, Masood would
13 have been on him with his knives?

14 A. Exactly that, yes.

15 MR KEITH: Thank you very much. I have no further
16 questions.

17 MR HOUGH: Those are all the questions we have for you.

18 Thank you very much, Chief Inspector, for your evidence.

19 A. Thank you.

20 THE CHIEF CORONER: Thank you very much for coming.

21 A. Thank you, sir.

22 MR HOUGH: Sir, that's all the evidence we have today.

23 THE CHIEF CORONER: Yes.

24 MR HOUGH: I did indicate on Friday that it was likely to be
25 a short day. We were only ever going to be sitting in

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1 the morning.
2 THE CHIEF CORONER: Absolutely, and as I'm sure the jury
3 will appreciate, the witnesses who have been coming have
4 very busy lives and so we have sort of had to
5 accommodate them around availability.
6 Mr Hough, the next two witnesses follow in sequence,
7 I think, because they are the two close protection
8 officers that we will hear from on Wednesday morning.
9 MR HOUGH: Yes.
10 THE CHIEF CORONER: So members of the jury, a nice, short
11 early day for you, so I will see you, please, on
12 Wednesday. Could you be here, please, for 11.30 on
13 Wednesday morning? I have a meeting I have to attend
14 not in this building, but we will start at 11.30 on
15 Wednesday, so whatever you have planned for tomorrow,
16 have a nice clear day, but see you at 11.30 on
17 Wednesday. Thank you.
18 (In the absence of the jury)
19 THE CHIEF CORONER: Mr Hough, after we have dealt with the
20 two close protection officers on Wednesday, I think,
21 we're then going to have some other evidence to follow?
22 MR HOUGH: Yes, we'll have some evidence on the aftercare
23 provided to Khalid Masood.
24 THE CHIEF CORONER: Yes.
25 MR HOUGH: We'll also have evidence of DCI Brown about

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1 Masood's background, planning and preparation.
2 THE CHIEF CORONER: Yes.
3 MR HOUGH: An abbreviated form of the evidence we had in the
4 Inquests of the victims, so the jury understands
5 a little about the person Masood was and also his
6 preparations for the attack.
7 THE CHIEF CORONER: Thank you. I'll rise .
8 (11.30 am)
9 (The court adjourned until 11.30 am on
10 Wednesday, 10 October 2018)
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