

Journal of Crowd Safety and Security Management

JCSSM

An online journal



**International Centre for
Crowd Management
and Security Studies**

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A Welcome Statement

Welcome to the second issue (December 2009) of the Journal of Crowd Safety and Security Management (JCSSM). Since the appearance of the first issue of the Journal, in its modest form, in February 2009, the Journal's webpage has been receiving, on average, 50 hits a week from readers around the world. In the first issue we focused entirely on publishing abridged and edited versions of students' work-based projects; however, our aspirations as stated in the Editorial Statement were to do much more. In this issue, I am pleased to say that we have taken the first steps on the long road of fulfilling these aspirations. We have invited a number of notable academics and industry practitioners to help us on this journey by becoming the first members of the Journal's advisory Editorial Board, and I am humbled to state that they have all accepted our invitation and readily answered our requests for contributions to the current issue. We aspired to publish, alongside students' edited projects, double blind peer reviewed articles, and in this issue Professor Gil Fried of the University of New Haven and Professor Robin Ammon of Slippery Rock University – USA have become the first contributors to this section. We also have the first contributions to the Journal's Commentaries/Research Note section from Professor Ben Challis, Professor Gil Fried and Philip Wood MBE, which we hope will trigger responses from our readers. We are, further, instigating a Discussion Forum to allow you to enter into debates around issues of concern to the industry and its links to the academic disciplines that underpin its practices. We have our first reviewers, and we have a reflective and insightful introduction by Professor Patrick Smith. So, there are reasons for us to be pleased about what we have achieved in this short period of time. These achievements would not have been possible without the active support of our readers and contributors. To our readers and contributors we say thank you; let us together build this Journal to become a theoretical articulator of the practices of the industry. I look forward to meeting you on the electronic pages of this Journal as authors of articles, commentaries or research notes; reviewers; or participators in the Journal's Discussion Forum. Happy New Year.

Dr. Ali Bakir
Editor-in-Chief
On behalf of the Journal's Editors

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Published Volumes

- Volume 1, No. 1, February 2009
- Volume 1, No. 2, December 2009

Notes for Contributors

- Practitioners' work based projects should be emailed as Word attachments to the Journal's Editors where they will be summarised and edited.
- Articles for a double blind review should be emailed to the Journal's Editors as Word attachments. The first page of the manuscript should include the title of the paper and the author's name, affiliation, address, telephone number and email address.
The second page should contain the title of the paper, an abstract (150 words) and up to five key words.
Correspondence will be only with the first author.
- References and citations should follow the BNU Harvard style
- For the BNU Harvard style go to:
www.bucks.ac.uk/referencing

Subscription

Subscription to the Journal of Crowd Safety and Security Management – *An Online Journal* is currently free.



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Editors' Statement

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The Journal of Crowd Safety and Security Management – *An Online Journal* (JCSSM) is an educational, industry oriented journal which is designed to serve as a forum for practitioners, scholars, and students who are actively engaged in the academically fledgling industry of crowd safety and security.

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The Journal seeks primarily to publish:

- a) Summarised and edited versions of practitioners' work-based projects. The aim is to share and disseminate the findings of these projects to a wider audience. Practitioners' projects are selected, not necessarily because of their methodological rigour or the significance of their findings, rather they are chosen because of the relevance and importance of their work to the current development in the industry.
Although practitioners' projects are summarised and edited, the responsibility for the rigour of the research and the validity and reliability of the findings remains with the authors.
- b) Good quality well developed industry-based research articles after subjecting them to double blind reviews.

In addition, the Journal will publish essays, discussion and research notes, book reviews, and commentaries. The overriding aim of the Journal is to contribute actively to the professionalisation of the crowd safety and security industry by creating a platform which encourages dialogue between the industry and academia, and promotes research and good practice.

The Journal is published twice yearly, and the Editors will strive to include in each issue:

Abridged and edited practitioners' work-based projects
Articles subject to double blind reviews (up to 8000 words)
Research notes and discussions (description of work in progress.
Industry views (perspectives from practitioners)
Book reviews
Commentaries
News, events, education fora, conferences, seminars

Note: We have increased the word limit of the refereed articles and removed it from other contributions to give authors more room to express and discuss their ideas.



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INTRODUCTION

by
Professor Patrick Smith

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Introduction

I read Mick Upton's introduction in the previous edition of this journal with considerable interest since Mick was tracing how, as a representative of the crowd and event management industry, he became involved with higher education. This Introduction will, I hope, trace how as a teacher in a university, I became involved in and fascinated by the crowd and event management industry and in that sense, I hope that it will complement Mick's piece and in so doing provide a reflection of that rich relationship which exists between the industry and higher education.

In my role as a classroom practitioner I have worked in a range of settings and in a fairly diverse number of cultures, attempting to facilitate learning in massive, aircraft hanger sized lecture theatres accommodating over 350 students, to seminars held under a massive Sapodilla tree in the Caribbean, tents planted on the sports grounds of a secondary school in deepest Leicestershire and a temporary classroom which served three times a day as a restaurant in what was then Czechoslovakia at the height of the Cold War (complete with my own designated secret policeman who fed reports amongst other things on my drinking habits through to his colleagues in Brno).

Throughout all of these experiences it has always struck me that developing an appreciation and understanding of the culture of those with whom I was working was a pre-requisite to promoting, supporting and enabling the learning of one's students, be they five or fifty-five. As with exposure to new cultures a couple of the first things one notices are language and behaviours. The vocabulary of egress, ingress, crowd flows, ego ramps, mojo barriers and the like surrounded me – these people were speaking English, but not as I knew it. In my naivety I thought that HE stood for Higher Education, I was to learn that it also meant Hostile Environment - not to mention those initials, acronyms and abbreviations which are the everyday language of the military, the police and event management. A Principal was probably the head of a college, I thought, but not for the close protection girls and boys.

And then there was the behaviour – perhaps most dramatically expressed by the ubiquity of the mobile phones. It became evident very quickly that requesting the turning off of the phones would be a non-starter; some of these people had two and three phones ranged out in front of them competing for desk space with their note pads. Most were prepared to mute their phones, but six or seven simultaneously vibrating phones can provide an original backbeat to a presentation on learning theory. In addition, individuals would grab a flashing and vibrating phone, stand up, perhaps nod at me by way of apology and then walk out!

What this taught me was that I was dealing with people for whom action and responsiveness were priorities – I did not need to be



told that time was money, that lesson was evident. Whilst it would have been easy to dismiss these behaviours as bad manners, such judgements would have created a barrier to creating a working relationship. “Go with the grain” was a mantra which kept repeating itself in my head, because the pay-offs were worth it in terms of what I saw happening before my eyes. Having presented an outline of a concept such as preference in terms of approaches to learning, or motivation, I would set the participants an exercise in which they were required to explore how these concepts related to their professional experiences. Now whether it is the military backgrounds of many of the participants, or the ‘hands on’ nature of the crowd and event management industry, I am not sure, however what I do know is that given a task these individuals will apply themselves to it provided they see that whatever it is has some relevance to them.

In short, as I learned from them, they learned something from what I was presenting to them and they contributed in enthusiastic and occasionally robust terms to what might be called the learning milieu. Experienced, bright and enthusiastic as most of them were, it often felt as if I was lighting the blue touch paper and then standing clear as these individuals hoovered up what previously they might well have condemned as jargon and so much academic claptrap. Perhaps the most rewarding feedback that I received – and by and large these people were not shy of providing feedback whether sought or not – was the following:

“Y’know when I first came on this programme, I thought it was a bit, y’know, tree-hugging – but it’s made me think. It’s made me look at what I do, and how I do it.”

Praise indeed from a former paratrooper and member of UK Special Forces who has since gone on, like many from those early cohorts to complete further programmes and qualifications.

And the lessons? – I mean, even teachers can learn if they try hard enough. Well I would say that the lessons are that experienced and mature adults meeting together and prepared to listen to each other can learn and promote each other’s learning and development in significant ways. No one has the sole rights on knowledge or expertise, but the creation of those conditions which bring people together and encourage them to engage with ideas, to share their insights and contribute to each other’s understandings are what learning is all about. Each of us, from whichever background we come from has a contribution to make, something to give and something to take away in the form of new understandings and insights. Jerome Bruner suggested that learning was a continuing iterative cycle in which we create knowledge and then, subsequently and in the light of experience and fresh insights we refine those understandings and develop as human beings. Long live the spiral of learning.

