

# Neighbourhood policing guidelines

Supporting material for **frontline officers, staff and volunteers**



## Supporting material for frontline officers, staff and volunteers

Select a link for information, practical advice and resources on how to implement each of the guidelines. The advice is not prescriptive and you should think about how it applies to your specific situation and what resources might be available locally. The material is largely based on learning from a review of the research evidence on implementing neighbourhood policing. Frontline officers and staff were also involved in their development.

### Delivering neighbourhood policing

**1. Engaging communities** > 01

**2. Solving problems** > 09

**3. Targeting activity** > 18

### Supporting neighbourhood policing

**4. Promoting the right culture** > 22

**5. Building analytical capability** > 26

**6. Developing officers, staff and volunteers** > 29

### Evidence gaps

**7. Developing and sharing learning** > 31

© College of Policing Limited (2019)

All rights reserved. No part of this publication may be reproduced, modified, amended, stored in any retrieval system or transmitted, in any form or by any means, without the prior written permission of the College or as expressly permitted by law.

Anyone wishing to copy or re-use all or part of this document for purposes other than expressly permitted by law will need a licence. Licence applications can be sent to the College of Policing lead for IPR/licensing.

Where we have identified any third-party copyright material, you will need permission from the copyright holders concerned.

Any other enquiries about the content of the document please email [contactus@college.pnn.police.uk](mailto:contactus@college.pnn.police.uk)

College of Policing Limited  
Leamington Road  
Ryton-on-Dunsmore  
Coventry  
CV8 3EN





# Guideline 1: Engaging communities

Select a link for information, practical advice and resources on engaging communities.

Practical advice	> 02
Visible presence	> 02
Clarifying the purpose of engagement	> 03
Community mapping	> 03
Information provision	> 04
Engagement methods	> 05
Tailoring methods to need	> 06
Local priorities	> 06
Barriers to engagement	> 07
Empowering communities	> 08

## Evidence-base

 Empirical evidence: **good** | moderate | limited

 Practitioner evidence: **available**



## Practical advice: Engaging communities

---

### Visible presence

It is important that you have a targeted visible presence in communities. Targeted foot patrol, when implemented in combination with community engagement and problem-solving, can reduce crime and antisocial behaviour, reassure the public and improve their perceptions of the police. Random patrols and only responding to calls are unlikely to have the same effect.

Ways you can maximise visibility alongside other demands include:

- targeting hot spots of high crime or antisocial behaviour, low public confidence and/or high footfall
- optimising the time spent in hot spots
- using social media



**Foot patrol** should not just be about being visible. It provides an opportunity for you to:

- have informal conversations
- develop networks
- gather community intelligence
- find out about local problems.

Maintaining a targeted visible presence over time is also important. Public confidence is likely to decline if people think foot patrol, community engagement and problem-solving are getting worse.

### Clarifying the purpose of engagement

As **community engagement** can have multiple aims, you need to be clear and open about why you want to engage and are using particular engagement methods. Aims include:

- building trust, such as after a critical incident
- listening to and being more responsive to people's needs
- encouraging communities to take greater ownership of solving local problems.

Community engagement may also have a number of benefits, such as:

- improving public perceptions of the police
- improving feelings of safety
- reducing perceived antisocial behaviour and disorder.

People may belong to multiple communities, only some of which may be geographical. A person can, for instance, be a part of a community because of their lifestyle, online activities or age.

You can find more information in the resources.

### Resources

- ↗ **College – Authorised professional practice on communication and engagement**
- ↗ **College – Community engagement in policing: Lessons from the literature**
- ↗ **College – What works briefing: The effects of hot-spot policing on crime**
- ↗ **College – What works briefing: The effectiveness of visible police patrol**

### Community mapping

To help you tailor community engagement appropriately, it is important to:

- identify the different communities that are in a neighbourhood
- find out which communities are currently engaged with the police locally
- ask people what type of engagement they want with the police
- think about the barriers to engagement
- work with partners to understand what arrangements and opportunities already exist for engagement.



At its most basic, community mapping requires developing local knowledge of an area. This can be particularly valuable – and challenging – in neighbourhoods with transient populations or ‘hidden’ groups and communities.

Things for you to consider when community mapping:

- Do you know the key individuals within communities?
- Do you know each other well enough to act as initial points of contact?
- What scope is there to develop wider networks and build trust through targeted foot patrol, informal contact and local partners?
- Do you know which places are focal points for different communities (for example, shops, places of worship and transport hubs)?

You can take a more systematic approach by analysing a range of data sources, such as from social media, partners and the **census**, to:

- describe the make-up of a local area
- identify networks, groups or individual people with particular interests or needs that would otherwise be invisible to the police.

You may need the support of analytical specialists to carry out this type of mapping or to update and extend previous mapping work.

There may also be value in analytical specialists creating and maintaining profiles for each neighbourhood to support you and your colleagues.

These profiles could include information about:

- the local population
- land use
- key individuals and locations
- patterns and trends in crime and antisocial behaviour.

## Resources

➤ [Office for National Statistics](#)

➤ [Home Office – Crime statistics](#)

➤ [Office for National Statistics – Census](#)

## Information provision

### Provision for all

Forces are required under **Section 34** of the Police Reform and Social Responsibility Act 2011 to provide people with information about crime and policing in their neighbourhoods. This information should include how the police aim to deal with crime and disorder in the local area.

You can support this statutory requirement by ensuring that the relevant information for your neighbourhood is universally available to communities on your force website and via social media. This information should be kept up to date and could include:

- contact details for the local police, council and support services (such as **Childline**, **Victim Support**, **Crimestoppers** and **domestic abuse charities**)
- information on how to report non-police matters (like **statutory nuisance**) to partners



- details of local priorities and actions taken by the police
- information on how the public can get more involved in policing (for example, attending beat meetings or **joining the cadets**)
- crime prevention advice.

Some of this information may already be accessible to the public via the **police.uk** website.

### Targeted provision

Sending leaflets to local residents about crime and policing can improve perceptions of the police but their widespread use will be prohibitively expensive. You may be able to justify the cost of targeted leafleting in particular circumstances. Using social media – such as neighbourhood alert services – is likely to be cheaper, but its impact on public perceptions is unknown. Social media may, however, be an especially useful way for you to engage particular communities, such as those that are geographically dispersed or tend not to respond to more traditional methods.

You should also consider making information available through other service providers (for example, local authorities).

Any information about neighbourhood policing should be:

- clear and concise
- locally relevant
- easily identifiable as coming from the police.

### Resources

➤ **College – Information provision: Evidence-based top tips**

### Engagement methods

There is a statutory requirement on the police to find out about which crime and disorder issues concern local communities.

**Section 34** of the Police Reform and Social Responsibility Act 2011 requires forces to:

- seek the views of the public about crime and disorder in their neighbourhood
- hold regular public meetings in every neighbourhood.

Beat meetings and neighbourhood surgeries can be effective ways for you to involve communities in the process of identifying local problems, but can suffer from:

- low levels of attendance in some communities (eg, those with few concerns or low trust in the police)
- attendance being unrepresentative of wider communities
- falling attendance levels over time.

By using proactive methods – which involve you going to communities rather than communities coming to you – you are likely to reach a broader cross-section of a community than by using more traditional methods. Examples include:

- street briefings
- door knocking
- surveys
- social media and online discussions
- using outreach workers.

The likely cost of proactive methods means they are better targeted towards:



- challenging neighbourhoods with, for example, high levels of demand and risk or historical police/community tensions
- places where you can be highly visible and reach a wide range of people, such as supermarkets and places of worship after prayers.

There may also be a need for you to reinvigorate your approach to engagement, perhaps by trying different methods, if people start to become disengaged and attendance levels fall.

### Tailoring methods to need

A flexible approach to community engagement is likely to be required because communities vary and your force has limited resources.

The results of community mapping will be particularly helpful when tailoring engagement activities towards different communities. This may involve you changing the following aspects of your engagement activities to suit the needs and preferences of different people:

- purpose
- method
- location
- timing.

Involving communities when you plan engagement activities is also likely to be important. Doing so might help you to:

- gauge and manage their expectations

- ensure they feel ownership of the process
- discuss what is realistic, given current resources.

In some cases, it may be appropriate for communities to have greater responsibilities for engagement, such as chairing meetings.

### Local priorities

#### A two-stage process

Involving communities in problem-solving is the core of neighbourhood policing. Linking engagement activities with problem-solving could help you to:

- identify problems that are most harmful to communities or have the biggest impact on public perceptions in the local area
- agree priorities for police, partner and/or community action.

### Identifying problems

Options for identifying problems include you asking people:

- what locally affects how they think, feel and act in respect of their safety (for example, **neighbourhood security interviews**)
- to rate how much of a problem they think issues in the local area are
- to pinpoint problem locations on maps
- to identify issues for police attention on a guided walk around a neighbourhood (ie, an **environmental visual audit [video]**)
- how much police resource they think should be allocated to different problems (ie, a **participatory budgeting exercise**).





## Agreeing priorities

Options for agreeing local priorities include:

- shortlisting
- ranking
- voting
- referring problems to a neighbourhood panel for prioritisation.

## Requirements

Using the two-stage process may require you to:

- be skilled at chairing meetings and facilitating discussions
- make a record of what was discussed and agreed
- explore with communities how they could take greater responsibility for solving some problems
- take action against priorities that are a police responsibility
- clearly explain why:
  - it is not possible for you to deal with some issues
  - some solutions may not be appropriate or cost effective
- refer non-policing matters to partners for action
- report back on progress against agreed priorities for accountability purposes (for example, ‘you said, we did’).

## Threat, risk, harm and vulnerability

Given the competing priorities on the police and to help manage expectations, you should consider:

- informing people in a sensitive way about high-risk police demands that:
  - may have a low public profile in the local area

- people are likely to prioritise over their immediate concerns because of the serious nature of this demand (for example, serious youth violence, vulnerable people)

- ensuring these high-risk police demands feature alongside other problems when agreeing priorities.

## Barriers to engagement

### Overcoming barriers

There are many reasons why some communities are unwilling or unable to engage with the police. In the past, the police have found it difficult to listen to some views. You may need to play an active role in overcoming these barriers where they exist, and particularly with those groups that are suspicious of the police or lack community structure.

It is important not to underestimate the effect poor community relations can have on engagement. Sustained efforts may be required to gain community trust. This could involve you:

- using more informal methods of engagement, at least initially
- consistently using **procedural justice**
- being markedly more **visible in a local area** through targeted foot patrol or information provision through social media
- demonstrably tackling longstanding community concerns about crime, antisocial behaviour or policing.

### Assumed barriers

Engagement will not automatically be more challenging in areas of higher crime or deprivation. Some people in those communities may



be highly motivated precisely because they are concerned about problems in the local area. These people wish to see the police and partners take action, but may not be able to take part themselves for other reasons.

## Empowering communities

### Helping communities engage

Where communities struggle to participate – but not due to indifference – you may have to:

- clarify the role of neighbourhood policing
- tell people about the opportunities for them to get involved
- help them develop effective networks
- provide additional support to key individuals who are more engaged with the police.

## Supporting community action

In some cases, people will want to play a more active role in the policing of their local areas. This might include them:

- developing or coproducing solutions to local problems
- participating in problem-solving initiatives (for example, clear-up days)
- taking on greater responsibilities for solving local problems
- setting up a **neighbourhood watch** or citizen patrol scheme
- **volunteering for the police** or partner organisations.

Where appropriate, you should consider providing additional support to enable people to be more active in their communities, as this may help:

- communities to look after themselves without the support of the police
- reduce demand on the police in the longer term.

## Resources

➤ [College – What works briefing: Neighbourhood watch](#)





## Guideline 2: Solving problems

Select a link for information, practical advice and resources on solving problems

Practical advice	>	10
The value of problem-solving	>	10
Scanning	>	11
Analysis	>	12
Response	>	14
Assessment	>	16

### Evidence-base

 Empirical evidence: **good** | moderate | limited

 Practitioner evidence: **available**



## Practical advice: Solving problems

---

### **The value of problem-solving**

**Problem-solving** is one of the best-evidenced policing strategies. It has been shown to reduce crime, antisocial behaviour and demand in a wide range of different contexts when fully implemented.

Each stage of the problem-solving process – which is captured by the **SARA model** – is essential to its success and can be aligned with the established **tasking and coordination processes**.





The SARA model

## Resources

- UCL – Problem-solving for neighbourhood policing
- POP Center
- College – What works briefing: The effects of problem-oriented policing

## Scanning

The purpose of scanning is to look across a range of information sources to **identify problems** and prioritise the most important for action.

There are two broad approaches to scanning:

### Approach 1: Police and partner-led

#### What's involved?

Looking at police and partner data to identify patterns

#### Types of issue highlighted?

- The places where crime and antisocial behaviour are most concentrated – **hot spots** and high-demand locations
- The **people most vulnerable** to harm
- Longstanding problems and emerging trends
- Repeat victims
- The people most likely to cause harm
- High-harm issues that may have low public profile

## Approach 2: Community-led

### What's involved?

Engaging communities to identify local problems

### Types of issue highlighted?

- The **signal crimes** that matter the most to people
- Issues that have a disproportionate effect on the public
- Problems that do not feature in police and partner data because of under-reporting
- Issues that are low-harm and/or may not be a police responsibility, like dog fouling

Both approaches are important, but the community-led approach is particularly relevant to neighbourhood policing. You may need to manage any tensions that exist between the two. This is likely to involve you:

- deciding which of the many problems to prioritise and why
- thinking about which are best resolved by the police, partners and/or communities
- referring non-police matters on to others to action
- being clear and open about your decision-making process.

There are likely to be benefits in terms of demand reduction if you prioritise problems that:

- are longstanding or recurring
- cause the greatest harm to the public
- have the greatest impact on public perceptions.

The importance of scanning to problem-solving means you may also need to:

- ensure community intelligence on local threats, risks and harms – such as incidents and information from the public – is recorded and submitted appropriately
- work with analytical specialists when appropriate.

## Analysis

### Requirements

Analysis aims to develop a thorough understanding of the nature, extent and causes of a problem. With this understanding, you should be better placed to:

- target action towards 'pinch points' – **the right people and places**.
- reduce demand in the long term by addressing the underlying causes of a problem and stopping it reoccurring.

This stage of the problem-solving process is likely to require you to have a detailed problem specification. This should:

- be based on multiple sources of information, such as from partners
- seek to explain why the problem might exist by drawing out theories from the data (ie, **hypothesis testing**)



- involve communities in describing and defining the problem
- cover at least two points of the **problem analysis triangle**.



You may need to use analytical tools and/or seek the support of analytical specialists, either in-force or externally from partners, to develop such a problem specification.

Using predictive analysis might also be appropriate in some cases, such as with near-repeat burglaries, where analysis can identify properties vulnerable to burglary in the future.

## Real examples

It is crucial to have a **well-defined problem** if the response is to be effective. This is clearly illustrated in the two real examples of problem analysis below.



### Successful example

Youths causing damage and throwing stones or eggs are the most commonly reported problems. During the week, most incidents occur between 3pm and 10pm, with a large number between 7pm and 9pm. At the weekends, problems are more spread but the majority of incidents still occur between 4pm and 10pm, with peaks between 5pm and 8pm. The main victim of the problem is known, as are the offenders. A hard core of eight persistent offenders (aged 15-22) are known to be responsible for most incidents. Individuals from this group are named in 15 of the 27 reported incidents. Five of the eight youths already have several previous convictions for a range of offences, including criminal damage, violent crime, public order offences, theft, robbery, burglary and assault.



### Unsuccessful example

Youths gathering or loitering in groups that are seen as threatening, abusive and noisy. Youths riding cycles or skateboarding on the pavement. Youths being rude and antisocial in and around schools and on the bus system when leaving school. Youths perceived as potential street crime offenders. A perceived lack of local facilities for the local youth and diversionary opportunities. The main area on the ward where groups of youths gather is A square, B gardens, and C court. The victims are described as being from the young to the elderly, both male and female and from a range of ethnic backgrounds. The offenders are described as being 'male and female youth from a range of ethnic backgrounds'.

Source: Tuffin, R., Morris, J. and Poole, A. (2006) An evaluation of the impact of the national reassurance policing programme. London: Home Office.



- The problem in the **successful example** was tightly defined with:
  - multiple sources of information
  - very specific about the ‘who, what, why, where and when’.
- The problem in the **unsuccessful example** was less well-defined:
  - only used police data
  - included very general descriptions.

## Resources

- ↗ [College – Authorised professional practice on problem profiles](#)
- ↗ [College – Authorised professional practice on analysis](#)
- ↗ [UCL – Analysis briefs](#)
- ↗ [POP Center – Crime analysis for problem-solvers in 60 small steps](#)
- ↗ [POP Center – Identifying and defining problems](#)
- ↗ [POP Center – Problem guides](#)
- ↗ [POP Center – Researching a problem](#)
- ↗ [College – A summary of models and software for prospective crime mapping](#)
- ↗ [Home Office – Effective practice for community safety practitioners \[archived site\]](#)

## Response

### Linking responses to problems

Problem-solving has previously suffered from responses not being:

- targeted
- well-tailored
- focused on the causes of the problem.

Your decision on what actions to take to deal with a problem should be informed by the **problem specification**. This is more likely to result in a successful outcome.

### Ownership of responses

The police do not own all of the possible solutions to local problems, so you may need to work with communities and other partners to identify who is best to respond and how. Some of these partners will have a statutory duty to prevent crime and antisocial behaviour under **section 17** of the Crime and Disorder Act 1998.

Some problems will require a police response, but examples where they might not include:

adverse childhood experiences	➔	health and school partners
children missing from care	➔	local authorities
youths hanging around	➔	local communities





## Prevention

You have a range of powers to address crime and antisocial behaviours, including those in the **Anti-Social Behaviour, Crime and Policing Act 2014**. Using such powers can:

- offer a pragmatic and quick response in some cases (for example, **disrupting organised crime groups**)
- send a message to local communities that you are 'getting a grip' of a problem, which may motivate them to get involved
- be effective when targeted along with support to high-risk offenders.

Police powers are unlikely to provide a long term solution on their own because they:

- seldom get to the root cause of a problem
- can lead to concerns being raised about the fairness of police action.

Where possible, you should consider other, more preventative responses. These might include:

- **situational crime prevention**
- **early interventions** with young people and families at risk (for example, the **Troubled Families Programme**)
- providing targeted support, at a right moment, when someone is in contact with you and open to influence (such as a public health intervention).

These approaches may require multiple activities, each focusing on different points of the **problem analysis triangle**.

Some **police responses** will also need the direct involvement and support of communities to be effective (for example, tackling serious youth violence). Responses – particularly those focused on prevention – can take time to work, so be patient and give yourself a reasonable follow-up period before assessing what the effect has been.

## Innovation

By using the problem definition to inform your response to a problem, you will be taking an evidence-based approach. There may also be value in seeing how others have **responded to similar problems** in the past. Doing so could help you identify promising practice or activities that have caused more harm than good.

Responses that have been effective before may not have the same outcome in a different situation, however. You will need to innovate by thinking about whether and how they might work for your particular problem:

- Does the response need to be tailored?
- What resources do I need to implement the response properly?
- Might a different response be better?

## Resources

➤ **College – Crime reduction toolkit**

➤ **GMU – Evidence-based policing matrix**



- UCL – Crime briefs
- POP Center – Response guides
- Police Now – Impact library
- POP Center – 25 techniques of situational prevention
- POP Center – Situational crime prevention evaluation database
- POP Center – Tilley problem-solving award winners
- POP Center – Goldstein problem-solving award winners
- POP Center – Implementing responses to problems
- College – Disrupting serious and organised criminals: Menu of tactics
- Home Office – Anti-social behaviour powers: Statutory guidance for frontline professionals
- Home Office – Information note and fact sheets on antisocial behaviour legislation

## Assessment

One of the recognised weaknesses with how problem-solving has been implemented in forces is the lack of any evaluation of impact. Without this assessment:

- you will not know whether your response has had its desired effect
- resources could be wasted in the future on implementing ineffective or harmful responses
- others may not be able to benefit from your experience.

## A proportionate approach

**Assessments** do not need to be expensive or complicated, and should be proportionate to the nature of the problem/response:

- Evaluations may be more appropriate for responses or tactics that:
  - are expensive
  - target high-harm problems
  - are riskier in terms of likely impact
  - have a weak evidence base.

Ideally, and as a minimum, outcomes (for example, crime) should be compared:

- before and after the response was implemented
- in the community/area that received the response and in a similar community/area that did not.

An assessment of **costs and benefits** would be an advantage and help with developing business cases.

The support of analytical specialists to plan and carry out this level of assessment is likely to be required.

- Light-touch assessments may be more appropriate for responses or tactics that:
  - deal with relatively small-scale and low-harm problems
  - low-risk in terms of their likely impact
  - well-evidenced elsewhere.

These may simply involve you checking a problem has been resolved to a community's satisfaction and that there are no ongoing concerns.



You should also ask whether anything else could have made a difference when you used the response or tactic. If the answer is 'no', you can be more confident in your results.

Evaluation example	Light-touch assessment example
<b>Problem</b>	
Increase in burglary dwelling	Public concerns about fly tipping
<b>Response</b>	
Increase in police patrols and cocooning	Referral to local authority and community clear-up day
<b>Assessment</b>	
Comparing crime rates before and after the response, relative to a similar place without the same response	Gathering feedback through community engagement after the response

## Resources

- ↗ [POP Center – Assessing responses to problems: Did it work?](#)
- ↗ [EIF – Evaluating early intervention at the local level](#)
- ↗ [EIF – Evaluating early intervention: Six common pitfalls and how to avoid them](#)
- ↗ [College – Research surgeries](#)
- ↗ [College – Research guidance](#)
- ↗ [College – Cost benefit tool](#)





## Guideline 3: Targeting activity

Select a link for information, practical advice and resources on targeting activity.

<b>Practical advice</b>	> 19
<b>Targeting people and places</b>	> 19
<b>Prevention</b>	> 20

### Evidence-base

 Empirical evidence: **good** | moderate | limited

 Practitioner evidence: **available**



## Practical advice: Targeting activity

---

### Targeting people and places

There is strong evidence that the police can reduce demand by **targeting the people and places** who are most at risk.

Crime, antisocial behaviour and related harms are often highly concentrated. Their distribution could help you to identify those communities, groups and individuals with the greatest needs:

- **Places** – Crime and calls for service – which vary in their harm levels – are generally higher in city centres and other industrial and commercial locations as well as in areas of high social deprivation. Incidents also tend to cluster in geographic hot spots. These tend to be fairly small ‘micro’ places, like individual addresses and street corners, and can suffer from chronic problems over many years.
- **Victims** – Some people are more vulnerable to being victims than others. There is also likely to be a small number of chronic repeat victims because the risk of victimisation increases with every repeat experience. This concentration of risk may be even higher for victims of antisocial behaviour.

- **Offenders** – While most offenders commit only one or two fairly minor offences, estimates suggest 10 per cent of active offenders commit around 50 per cent of all crime. Targeted enforcement may deliver some short term results but is likely to be more effective alongside targeted support that offers prolific offenders a way out of crime. Hot spots policing that targets places and offenders at the same time is less likely to be counterproductive (ie, increase crime) than simply targeting offenders for enforcement.
- **Public perceptions** – These tend to be fairly stable but can respond to changes in the local area and police actions. Some people will feel **much less safe or have lower confidence** in the police than others. Particular crimes also have a disproportionate influence on people’s feelings of safety, though these will vary by area.

You may need the support of analytical specialists to access the latest information on the distribution of crime, antisocial behaviour and harm to ensure your knowledge of the local area is up to date.

## Resources

- ↗ **College – What works briefing: People and place – how resources can be targeted**
- ↗ **College – What works briefing: Targeted approaches to crime and disorder reduction**

## Prevention

### Potential value

By identifying the people and places at risk of harm in the future and **intervening early**, it should be possible for you and your

partners to:

- prevent problems escalating
- reduce demand in the longer term.

There is good evidence about what you can do to prevent chronic problems in particular places, like **hot spots policing** and **tactics designed to reduce repeat victimisation**. Less is known about what police activities are effective at reducing the risks faced by individual people and families in the longer term. The evidence on **how to improve outcomes for children and young people** focuses on schooling and parenting interventions, which underlines the importance of you working with partners and communities.

### Thinking about long-term prevention

When planning activities aimed at long-term prevention, it is important for you to consider:

- what risk factors increase the chances of a person or place coming to harm
- what protective factors have the opposite effect
- the predictive accuracy of risk assessments because of the potential for them to wrongly identify people and places as being at risk (or not)
- how interventions might go about reducing (or inadvertently increasing) the risk
- who is best placed to deliver those interventions (ie, police, partners or communities).

These considerations may provide a clearer justification for targeting interventions and might improve their chances of success.



Example risk factor	Example protective factor
<b>Level</b>	
Individual person	Neighbourhood
<b>Factor</b>	
Multiple <b>ACEs</b> (adverse childhood experiences)	Collective efficacy
<b>Illustration</b>	
Abuse, parental separation and exposure to drug use	People sharing similar values, trusting one another and feeling able to take action against local problems
<b>Outcomes</b>	
Increased risk of social harm (for example, hard drugs, imprisonment, experience and use of violence)	Reduced risk of crime, regardless of levels of social disadvantage

## Monitoring and evaluation

You are strongly encouraged to evaluate your long-term prevention activities to help develop the evidence base and because well-intended interventions can sometimes cause harm.

As a minimum, you should:

- have a clear explanation, for example in the form of a **logic model**, for how an intervention seeks to reduce the risks to a person, family or place as well as what outcomes are expected and why
- monitor these outcomes over time.

## Resources

- ↗ [College – Crime reduction toolkit](#)
- ↗ [College – How do you respond to the needs of vulnerable people?](#)
- ↗ [EIF – Early intervention: A guide for frontline police officers and PCSOs](#)
- ↗ [EIF – The police role in early interventions](#)
- ↗ [Public Health Wales – Adverse childhood experiences](#)
- ↗ [Public Health Wales – Adverse childhood experiences \[video\]](#)
- ↗ [YJB – Youth justice resource hub](#)
- ↗ [Project Oracle – Children and youth evidence hub](#)
- ↗ [College – What works briefing: Mentoring interventions to affect juvenile delinquency and associated problems](#)
- ↗ [Home Office – Victims code of practice](#)



## Guideline 4: Promoting the right culture

Select a link for information, practical advice and resources on promoting the right culture.


Practical advice


> 23

Procedural justice

> 23

### Evidence-base

 Empirical evidence: **good** | moderate | limited

 Practitioner evidence: **available**





## Practical advice: Promoting the right culture

---

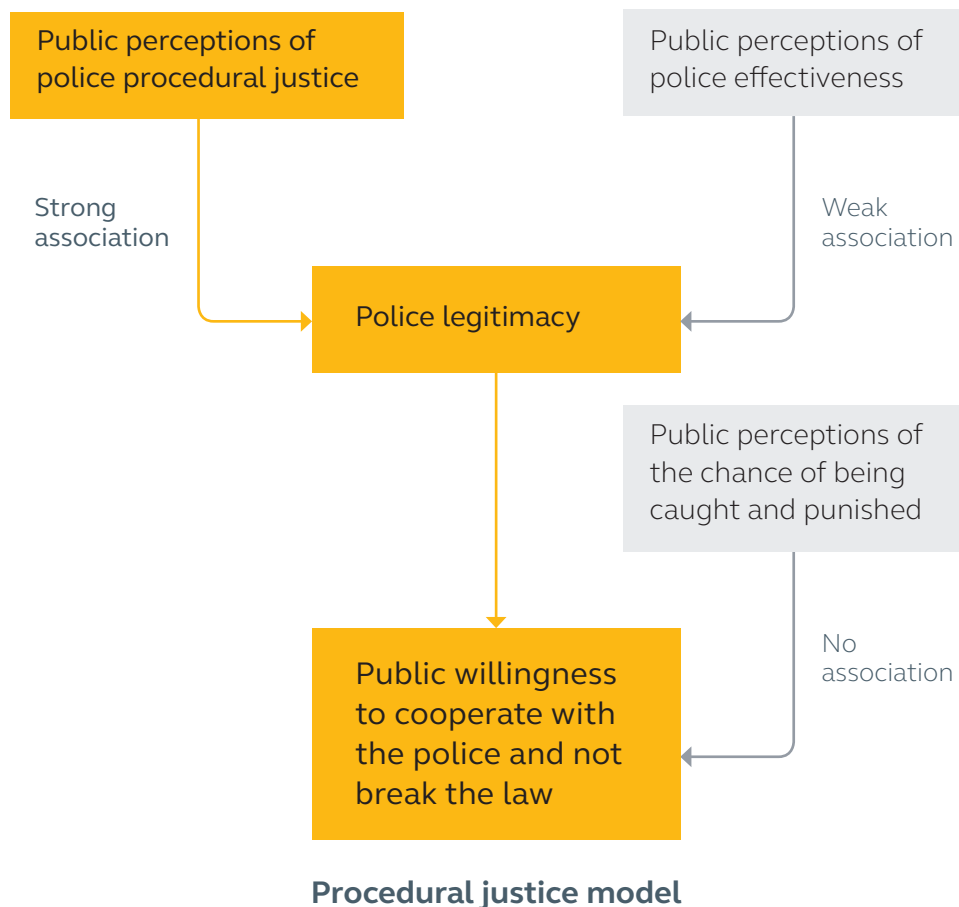
### Procedural justice

#### Policing by consent

When people trust the police and think the **police are legitimate**, they are more likely to cooperate with them and not break the law. They are generally more willing to do things that will make your job easier, like:

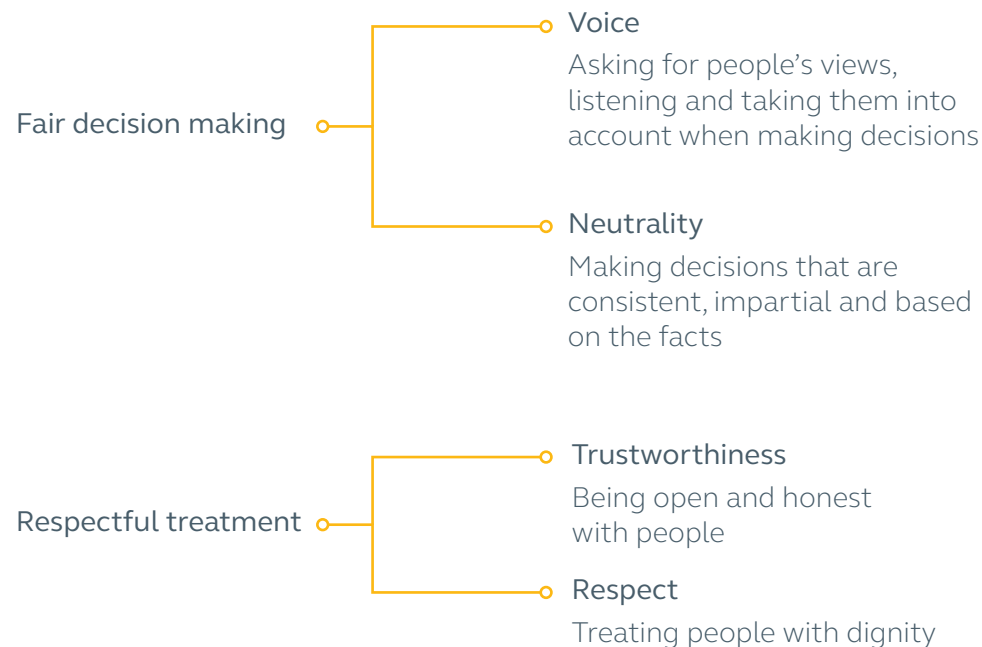
- report crime
- tell the police about suspicious activity
- give information to the police
- take part in problem-solving activities
- follow your instructions.





### Elements

Public perceptions of procedural justice are particularly important when it comes to people seeing the police as legitimate. There are four elements to **procedural justice**, which are consistent with the **Code of Ethics**:



### Every contact leaves a trace

Contact that people perceive as unfair or disrespectful is particularly damaging to police legitimacy. It is more likely to be remembered and talked about than fair and respectful contact because it goes against people's expectations of the police. In the long term, unfair contact could make your work harder if it results in people disengaging from the police.

It follows that you may need to take steps to mitigate the effect of encounters that people feel are unfair, alongside efforts to build legitimacy through positive contact.

## Resources

- ↗ [Center for Court Innovation – What is procedural justice? \[video\]](#)
- ↗ [College – It's a fair cop? Legitimacy, public cooperation and crime](#)
- ↗ [College – Satisfaction and confidence: An overview](#)





## Guideline 5: Building analytical capability

Select a link for information, practical advice and resources on building analytical capability.

Practical advice	>	27
Analytical capacity and capability	>	27
Thinking analytically	>	28

### Evidence-base

 Empirical evidence: **good** | moderate | limited

 Practitioner evidence: **available**



## Practical advice: Building analytical capability

---

### Analytical capacity and capability

Each stage of the problem-solving process requires some form of analysis to be carried out, such as:

- statistical analysis
- hot spot mapping
- network analysis
- analysis of social media and **big data**.

You may feel you have the time and skills to carry out problem-solving analysis yourself. Helpful **step-by-step tools** are available, though some can be quite detailed.

### Resources

- ↗ **POP Center – Crime analysis for problem-solvers in 60 small steps**
- ↗ **POP Center – Problem analysis module**



## Thinking analytically

It may help you get to grips with a problem and understand its root causes simply by thinking in a more analytical way. Example ways of approaching problems with an analytical mind-set include:

- challenging assumptions about:
  - established ways of working
  - the causes of problems
  - where the 'known' hot spots are
  - who the perpetrators are likely to be
- developing and testing theories to explain why problems exist
- finding out about the **evidence base**
- taking the initiative to interrogate force systems and other data sources (for example, briefing tools, problem profiles and partnership data).

## Resources

↗ **College – Authorised professional practice on analysis**



## Guideline 6: Developing officers, staff and volunteers

Select a link for information, practical advice and resources on developing officers, staff and volunteers.


Practical advice


> 30

Learning

> 30

### Evidence-base

 Empirical evidence: good | **moderate** | limited

 Practitioner evidence: **available**



## Practical advice: Developing officers, staff and volunteers

---

### Learning

#### Classroom training

Classroom training can help ensure you have the knowledge and skills you need to do your job and keep up to date with the latest developments

Training with partners may be appropriate, as it may help you to understand local partnership arrangements and develop networks and relationships.

#### Practice-based learning

While traditional classroom training can improve knowledge, **learning that is integrated** into routine practice is more likely to change behaviour. Community engagement and problem-solving may be particularly suited to this style of learning if you are able to apply your knowledge on the job and learn from your experiences.

In addition to formal learning, you will also need to develop your own knowledge of your local area. You should also think about your **learning needs** by assessing your own knowledge and skill levels and the demands of the job.







## Guideline 7: Developing and sharing learning

Select a link for information, practical advice and resources on developing and sharing learning.

Practical advice	>	32
Aim of College research support	>	32
Research surgeries	>	33
Research guidance	>	33
Bursary scheme	>	33
Research map	>	33
Evidence-based policing champions	>	33

### Evidence-base

 Empirical evidence: good | moderate | **limited**

 Practitioner evidence: **available**



## Practical advice: Developing and sharing learning

---

### **Aim of College research support**

As part of its role in building the evidence base in policing, the College provides you with access to specialist hands-on advice and guidance. This support aims to:

- raise awareness of evidence-based policing and enable you to understand and use evidence-based approaches
- build capability and capacity across the police service for evidence-based policing by helping you to understand current practice, review existing evidence, carry out new research and/or evaluate local innovations.

In addition, the College provides a way for you to:

- share knowledge and practice via **POLKA**
- access ‘what works’ evidence via the **crime reduction toolkit**.

### **Resources**

➤ **College – What is evidence-based policing?**

➤ **College – Research support**



## Research surgeries

The College holds regular research surgeries to help increase knowledge of research methods and build analytical capacity and capability across the police service. The surgeries provide an opportunity for you to access hands-on advice and guidance from College researchers on how to:

- clarify research questions
- develop a **logic model**
- design and plan a research project
- sample
- gather data
- analyse data
- present results.

Surgeries are held monthly at College sites around the country. You can attend in person or dial-in.

## Resources

↗ [College – Research surgeries \(including booking details\)](#)

## Research guidance

The College has started to develop a set of guidance materials to support you to carry out your own research. Guidance is currently available on:

- logic models for use when designing an evaluation
- how to carry out a survey
- systematic reviews of the literature.

## Resources

↗ [College – Research guidance](#)

## Bursary scheme

The College's annual bursary scheme can support you to study at undergraduate and postgraduate levels at an academic institution in the UK. Police officers and staff who are members of the College are eligible to apply for grants of up to £3,000 a year towards tuition fees, for up to two years of study, with a maximum award of £6,000 per student. The study programme must include a research component, for example, a module on social research methods.

## Resources

↗ [College – Bursary scheme](#)

↗ [College – Membership](#)

## Research map

The College's research map provides details of ongoing policing-related research. The map aims to increase opportunities for collaboration and help you make contact with researchers working on topics of interest.

## Resources

↗ [College – Research map](#)

## Evidence-based policing champions

The College has developed a network of evidence champions



to promote evidence-based policing and to share ideas and knowledge within and across forces.

## Resources

↗ [College – Evidence champions](#)



---

## About the College

We're the professional body for everyone who works for the police service in England and Wales. Our purpose is to provide those working in policing with the skills and knowledge necessary to prevent crime, protect the public and secure public trust.

[college.police.uk](https://college.police.uk)



Follow us

[@CollegeofPolice](https://twitter.com/CollegeofPolice)

