

Liverpool John Moores University

Title: Inclusion, Vulnerability and Risk
Status: Definitive
Code: **4203PSDA** (125632)
Version Start Date: 01-08-2021

Owning School/Faculty: Justice Studies
Teaching School/Faculty: Justice Studies

Team	Leader
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Academic Level: FHEQ4
Credit Value: 20
Total Delivered Hours: 81.5
Total Learning Hours: 200
Private Study: 118.5

Delivery Options

Course typically offered: S1 & S2 & Summer

Component	Contact Hours
Lecture	48
Seminar	22
Workshop	10

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	Essay	2000 word essay on vulnerability, risk and public protection	50	
Exam	Exam	1.5 hr seen exam	50	1.5

Aims

To familiarise the student with the complex nature of vulnerability, whilst providing an understanding of how situational and environmental factors, combined with personal vulnerabilities may result in a person becoming a victim and or perpetrator. Exploring

how the effective use of training, knowledge and skills, can assist in supporting those who are vulnerable and why it is necessary to use a safeguarding approach to those who are vulnerable.

Students will investigate the need for first responders to identify their own vulnerabilities when dealing with sensitive or violent incidents. Identifying the effects of stress and so understand how to develop personal resilience and coping strategies. The value and efficacy of professional help in various circumstances will also be assessed.

Learning Outcomes

After completing the module the student should be able to:

- 1 Outline and articulate the issues around Vulnerability in a policing context. How vulnerability might manifest itself in victims and witnesses, examining risk factors and issues that may arise when dealing with the vulnerable members of society as victims, witnesses and offenders. Identify considerations and risks when dealing with a vulnerable victim, witness or suspect. (Please note this is an over-arching learning objective which covers the College of Policing objectives 1 and 2)
- 2 Consider and compare the sociological and situational causes of overt and covert vulnerability as they relate to safeguarding members of the community who are at risk of victimisation, bullying and harm, including extremism. Discuss and recount cultural and societal factors relating to all forms of abuse. Articulate the key issues surrounding the delivery and development of community policing in all its forms and within a range of differing frames of reference (Please note this is an over-arching learning objective which covers the College of Policing objectives 3, 10 and 11)
- 3 Summarise the associated potential risk to individuals and communities, and identifying key initial actions. Relate community issues to counter terrorism concepts and legislation within the current policing climate. (Please note this is an over-arching learning objective which covers the College of Policing objectives 4 and 12)
- 4 Relate the principles of ethical and professional behaviour, respect for rights, equality of opportunity and the strands of diversity to the paradigm of operational policing. Differentiate the expectations outlined in the 'Code of Ethics', the CSPL and other groups in society and describe the challenges presented to the modern police service by those views. (Please note this is an over-arching learning objective which covers the College of Policing objectives 5 and 6)
- 5 Debate the issues associated with abuse in the home or relationships, the risks to children and the vulnerable. Define legislation and potential forms of abuse and why elements of abuse are under reported. (Please note this is an over-arching learning objective which covers the College of Policing objectives 7 and 8).
- 6 Explain the breadth of issues that might be faced by police and other first responders. Explore the range of policing contexts and how types of engagement vary in terms of success, efficacy and appropriateness, relating exchange of ideas, information and intelligence to functional policing, including key counter terrorism strategies. (Please note this is an over-arching learning objective which covers the College of Policing objectives 9 and 13)

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

2000 word Essay	1	2	4	6	
Seen Exam	2	3	4	5	6

Outline Syllabus

Valuing difference and inclusion.

The importance of Identifying and dealing with vulnerability and risk.

Public Protection.

Safeguarding.

Policing Communities.

Community engagement and problem solving.

Learning Activities

Lectures, Seminars, Workshops, Directed learning

Notes

Lectures and other activities will provide the students with information, which they will then be able to apply practically, within the tasks and experiences incorporated into the workshops. Discussions and activities such as recognising the complex nature of vulnerability. Students will also be identifying the effects of stress and developing personal coping strategies.

Curriculum Related Objectives

1. Outline and articulate the issues around Vulnerability in a policing context. How vulnerability might manifest itself in victims and witnesses, examining risk factors and issues that may arise when dealing with the vulnerable members of society as victims, witnesses and offenders.
2. Identify considerations and risks when dealing with a vulnerable victim, witness or suspect.
3. Consider and compare the sociological and situational causes of overt and covert vulnerability as they relate to safeguarding members of the community who are at risk of victimisation, bullying and harm, including extremism.
4. Summarise the associated potential risk to individuals and communities, and identifying key initial actions.
5. Relate the principles of ethical and professional behaviour, respect for rights, equality of opportunity and the strands of diversity to the paradigm of operational policing.
6. Differentiate the expectations outlined in the 'Code of Ethics', the CSPL and other groups in society and describe the challenges presented to the modern police service by those views.
7. Debate the issues associated with abuse in the home or relationships, the risks to children and the vulnerable.

8. Define legislation and potential forms of abuse and why elements of abuse are under reported.
9. Explain the breadth of issues that might be faced by police and other first issue.
10. Consider and recount cultural and societal factors relating to all forms of abuse.
11. Articulate the key issues surrounding the delivery and development of community policing in all its forms and within a range of differing frames of reference.
12. Relate community issues to counter terrorism concepts and legislation within the current policing climate.
13. Explore the range of policing contexts and how types of engagement vary in terms of success, efficacy and appropriateness, relating exchange of ideas, information and intelligence to functional policing, including key counter terrorism strategies. (See also investigation in 4202PSDA)

Indicative Content:

Valuing Difference and Inclusion

1 Understand and apply core principles of ethics, equality, diversity and human rights in professional policing.

1.1 The terms 'ethics', 'diversity', 'equality' and 'human rights'

1.2 Relevant legislation and guidance in a policing context: • Human Rights Act 1998 • Equality Act 2010 • The Police Reform Act 2002 • The Police (Complaints and Misconduct) Regulations 2012 • The IPCC Statutory Guidance 2015

1.3 Code of Ethics

2 Challenge bias, prejudice, discrimination and stereotyping when performing the role of police constable.

2.1 The terms 'bias', 'prejudice', 'discrimination' and 'stereotyping'

2.2 Impact of being a victim of bias, prejudice, discrimination or stereotyping 2.3

Practical professional strategies to address bias, prejudice, discrimination and stereotyping • Strategies for challenging • Coping strategies

Vulnerability and Risk

3 Define 'vulnerability' in the context of operational policing.

1.1 Definition of 'vulnerability': • 'A person is vulnerable if, as a result of their situation or circumstances, they are unable to take care or protect themselves, or others, from harm or exploitation.'

1.2 How definitions of vulnerability can vary between organisations

1.3 Importance of the police working to one specific definition of vulnerability

1.4 Different thresholds that exist for assessing vulnerability

1.5 Complex nature of vulnerability e.g. presence of some situational/environmental factors can combine with personal vulnerability resulting in a person possibly being both a victim and/or perpetrator and susceptible to a range of harms

4 Explain the national drivers for the police service in providing a professional and ethical service to individuals who are, or may be, vulnerable, have suffered harm or be at risk of harm

2.1 National drivers for dealing professionally and ethically with people who are vulnerable, have suffered harm and/or are at risk of harm: • PEEL: Police Effectiveness 2015 (Vulnerability) - A National Overview • National Policing Crime Prevention Strategy 2015 • Independent Inquiry into Child Sexual Exploitation in

Rotherham (1997-2013) • Cross-governmental approach for managing vulnerability • Increase in reporting of child sex abuse following high-profile cases • Changing demand arising from complexity of some vulnerability cases

2.2 Legislation, policies and 'what works' in relation to vulnerable people or those at risk of harm, including: • Serious Crime Act 2015 • Mental Capacity Act 2005 • Mental Health Act 1983 • Code of Practice Mental Health Act 2015 • Care Act 2014 • Code of Practice for Victims of Crime 2015 • Working Together to Safeguard Children 2015 • Children Act 1989 and 2004 • Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers 2015 • Safeguarding Disabled Children –Practice Guidance 2009 • Achieving Best Evidence 2011

5 Explain the personal aspect of vulnerability.

3.1 Intrinsic personal characteristics (that may lead to harm/risk of harm)

3.2 Historical factors that can contribute to, or cause current vulnerability: • Adverse childhood experiences • Effect of impact trauma on emotional development • Link between perpetration and victimisation: the cycle of abuse

3.3 Personal vulnerabilities, when combined with situational/environmental factors, that can result in harm or risk of harm, including: • Lack of ability to understand a situation through circumstance e.g. age, mental ill-health, learning disabilities, dementia, substance misuse • Poverty • Disability • Race and/or faith • Gender identity and sexual orientation • Isolation caused by: - lack of support - language/communication barriers - coercive controlling behaviour - dependence/reliance upon abuser(s)

3.4 How the police cannot alter those personal factors that make an individual vulnerable

3.5 Why vulnerable people may be targeted by perpetrators

3.6 How a vulnerable person may become known to the police only after suffering harm, or being at risk of harm

3.7 How a vulnerable person may be at risk of coercive control by others, to commit crimes or become radicalised

6 Understand how extrinsic factors can result in harm, or risk of harm to a vulnerable person.

4.1 Factors that, when combined with personal vulnerability, can lead to harm or a risk of harm: • Environmental influences • Situational influences • Circumstantial influences • Presence of an abuser

4.2 The relationship between the factors (e.g. situational) and the personal characteristics and vulnerabilities that may lead to harm/risk of harm to an individual

4.3 Police role in managing the factors (e.g. environment) to reduce risk

7 Explain the influences of risk factors on vulnerability.

5.1 Limitations of risk factors and risk assessments

5.2 Limitations of protective factors

5.3 Complexity of risk and protective factor relationships (e.g. exposure to violence) may lead to substance abuse, mental ill-health, but also a risk of being a victim of CSE)

5.4 How risk factor weightings vary (e.g. some personal vulnerabilities and

situational risk factors may pose greater risks of harm than others)

5.5 The difference between increased risk and actual vulnerability

8 Outline the importance of vulnerable people being appropriately supported by the police.

6.1 Professional policing drivers for dealing more effectively with vulnerable people, including Early Help strategies

6.2 Potential implications of perceived lack of support from the police

6.3 Recent high-profile cases where a lack of support has resulted in questions being asked of the police

6.4 Consequences of not managing or controlling the environmental/situational factors for the vulnerable person

6.5 Consequences of failure to share key information: • Fiona Pilkington • Baby P • Victoria Climbié • Daniel Pelka (See also under 'Managing Information and Intelligence')

6.6 Recent high profile cases where a positive outcome has resulted from police involvement

9 Explain key considerations when responding to and supporting a person who may be vulnerable.

7.1 How communication skills can assist in supporting a person who may be vulnerable: • Building rapport with the vulnerable person • Reducing tension and conflict between people involved in an incident and the police • Applying an empathetic approach that allows a vulnerable person to be open about their experiences • Active listening and believing • Using appropriate language and behaviour • Engaging with children and young persons (See also under 'Communication Skills')

7.2 Taking an open account from the person: • Applying the investigative mind-set • Using of professional curiosity to build a comprehensive understanding of the situation and the history behind it • Investigating robustly in situations where a person may not be able to explain the situation due to communication difficulties or the impact of an abusive person (e.g. the existence of subtle coercive and controlling behaviour) • Using 'open' and specific 'closed' questions (See also under 'Communication Skills' and 'Conducting Investigations')

7.3 Duty of police to take responsibility and effective action to make a person safe: • Immediate safeguarding considerations in respect of individual and others potentially affected • Multi-agency referrals

7.4 Using professional judgement to identify and assess risks posed to the person: • Recognising when the police are not the most appropriate agency to deal with them • Using a 'hard empathy' approach when appropriate • Support agencies who might provide more appropriate assistance and how these agencies may be accessed (See also under 'Response Policing')

7.5 Safeguarding considerations for adults and how they differ from child safeguarding

7.6 Importance of dealing with a person without judgement, fairly and in a manner appropriate to their needs

10 Understand how a vulnerable person may respond to a police presence at an

incident.

8.1 How the combination of personal vulnerabilities and situational/environmental factors may affect a person's reaction to, and communication with authority figures e.g. people with diagnosed conditions

8.2 How situational factors and perceptions may cause a problem to proliferate and escalate: • Power imbalance • Coercive and controlling behaviour • Multiple vulnerabilities • Change in seriousness of incidents • Multiple victims and polyvictimisation

11 Take appropriate initial action when dealing with a person who is, or may be, vulnerable.

9.1 Using the THRIVE definition to underpin approach to dealing with vulnerable people (Threat, Harm, Risk, Investigation, Vulnerable and Engagement)

9.2 Managing and reducing risks at the scene

9.3 Assessing the situation e.g. indicators of vulnerability, situational/environmental factors

9.4 Ensuring that safeguards are put into place to meet the individual's needs

9.5 Importance of ascertaining the full history of an incident

9.6 Consideration that previous incidents may have taken place that did not reach a criminal threshold or involve a police presence

9.7 Immediate actions/advice that can be given to an individual who is vulnerable to internet-facilitated crime (See also under 'Digital Policing')

9.8 Assessing resilience and capability of the person to deal with the situation without further assistance from the police or support agencies, or with support that augments their resilience and capability

9.9 Influences upon the vulnerable person's ability and willingness to receive support e.g. substance abuse/unwillingness/inability to leave a domestic abuse situation

9.10 Agencies that may already be involved with the vulnerable person and are providing support

9.11 Procedures for referral of a vulnerable person

9.12 Procedures associated with taking children into police protection, including advantages and risks of such a course of action

9.13 Consideration of when to intervene under the Mental Capacity Act

9.14 Agreeing an exit strategy, including how and when to follow up

12 Explore ways to foster personal resilience when dealing with cases of vulnerability.

10.1 Impact that dealing with vulnerability cases may have on professionals, including first responders (See also under 'Well-being and Resilience')

10.2 Strategies for recognising the effects of stress and developing personal resilience, including: • Regular welfare checks • Healthy coping strategies • Defining the positives • Post-incident debriefs • Defining the positives • Reflective learning (See also under 'Well-being and Resilience')

10.3 Support networks available to professionals, including first responders

13 Understand the importance of appropriate professional conduct when dealing with individuals who are or may be, vulnerable

11.1 Impact of developing inappropriate emotional attachments to, or relationships with, individuals who are, or may be vulnerable

- 14 Identify when Early Help is appropriate when dealing with vulnerable individuals
- 12.1 Supporting the community through Early Help
 - 12.2 Appropriate Early Help partners (where the expertise lies)
 - 12.3 Early Help referral processes: • Local authority hubs • Prevent hubs • Early Help Directory • Prevent Case Management

Public Protection

15 Explain key definitions, legislation and guidance associated with 'public protection' policing.

- 1.1 Legislation and guidance associated with public protection policing, including: • Protection from Harassment Act 1997 • Racial and Religious Hatred Act 2006 • Sexual Offences Act 2003
- 1.2 Terms and offences associated with public protection policing, including: • Child abuse, including neglect, child sexual abuse/exploitation (CSE) • Adults at risk • Domestic abuse • Families with complex needs • Missing persons • Forced marriage • Honour-based abuse • Female genital mutilation (FGM) • Modern slavery and human trafficking • Sex work and prostitution • Coercive control • Stalking and harassment • Sexual offences • Managing offenders • Hate crime • County Lines
- 1.3 Potential overlaps between one type of public protection offence and other offences (e.g. human trafficking and prostitution)

16 Explain the breadth of abuse incidents.

- 2.1 Potential forms of abuse/harm, including digital-related abuse (e.g. sexting, revenge porn, grooming etc.)
- 2.2 The range of situations and locations in which abuse can take place
- 2.3 Home Office definition of domestic abuse
- 2.4 Demand on policing resources resulting from domestic abuse incidents
- 2.5 How child abuse differs from other forms of abuse
- 2.6 Signs, symptoms and common myths surrounding child abuse and child sexual exploitation
- 2.7 Signs and behaviours that may be displayed by victims and offenders in grooming incidents
- 2.8 Who may perpetrate an act of abuse and why they abuse others (including familial abuse, particularly with regard to sexual offences)
- 2.9 Potential relationships between victim(s) and abuser(s)
- 2.10 Cultural considerations associated with some public protection offences (e.g. female genital mutilation, hate crime and forced marriage)
- 2.11 Why incidents of abuse go under-reported

17 Understand the impact of abuse on a victim.

- 3.1 Impact of abuse on victims: • Visible and invisible impact • Short, medium and long-term impacts of abuse • Cumulative effect of low-level abuse (See also under 'Vulnerability and Risk')
- 3.2 Potential effects of rape and other sexual offences on victims
- 3.3 Poly-victimisation (See also under 'Vulnerability and Risk')
- 3.4 Advice to prevent victimisation

18 Identify a potential public protection incident when acting as a first responder to

an unrelated incident.

4.1 Importance of recognising the signs of abuse, or other offence, especially when attending an unrelated incident

4.2 Identification of risk in a public protection situation (See also under 'Vulnerability and Risk')

19 Take appropriate initial actions when responding to a public protection incident.

5.1 Initial assessment of the victim's needs (See also under 'Vulnerability and Risk')

5.2 Initial actions by first responder (See also under 'Vulnerability and Risk')

5.3 Strategies for managing risk to victims and others

5.4 Powers to safeguard potential victims and move them to a place of safety

5.5 Options available for helping victims of domestic abuse

5.6 Use of protective orders e.g. Domestic Violence Protection Notices (DVPN) and Domestic Violence Protection Orders (DVPO), Sexual Risk Orders, Sexual Harm Prevention Orders etc.

5.7 Providing support to victims and witnesses: • Code of Practice for Victims of Crime (See also under 'Criminal Justice') 5.8 Procedures for responding to an incident of sudden childhood death

5.9 Documentation to be completed in respect of specific public protection incidents e.g. domestic abuse risk assessment

20 Examine the importance of taking a multi-agency approach to public protection incidents.

6.1 Importance of involving other agencies in instances when a public protection incident is being referred

6.2 Implementing a multi-agency approach

6.3 Agencies who may be able to offer support and the support they can provide 6.4 Importance of intervening positively in a person's life to prevent future occurrences of missing episodes or public protection incidents

6.5 Partner agency involvement in reports of domestic abuse

6.6 The Multi-Agency Risk Assessment Conference (MARAC) referral process and Multi-Agency Public Protection Arrangements (MAPPA)

6.7 Multi-Agency Safeguarding Hubs (MASH)

6.8 Key contacts for more information, advice or support

6.9 Prevention strategies involving other agencies

1 Explain the law, policy, and potential complexities associated with the treatment of victims and witnesses

2 Understand the good practice and appropriate behaviours and attitudes required when dealing with victims and witnesses

3 Understand the requirements of an initial assessment as part of first contact and the appropriate ongoing care

4 Explain the various types of justice outcomes and the processes to manage victims through the Criminal Justice System (CJS)

1.1 Key legislation, codes of practice, guidance and policies when dealing with victims and witnesses: • The Youth Justice and Criminal Evidence Act 1999 • Code of Practice for Victims of Crime 2015 (the Victims' Code) • The Witness Charter • Achieving Best Evidence 2011 • Criminal Procedures Rules

1.2 Ensuring victims and witnesses are dealt with fairly, with respect and in an

ethical and non-biased manner: • The Code of Ethics • Procedural justice

1.3 Measures available to protect victims and witnesses: • Criminal disclosures

1.4 Measures applicable to victims of domestic abuse, stalking etc.

1.5 Purpose of protection orders: • Domestic Violence Protection Order (DVPO) • Stalking Protection Order (SPO) etc.

1.6 Impact of proceedings on victims and witnesses (or families) • Coronial processes • Family court proceedings

1.7 Key terms associated with victims and witnesses: • Difference between victim and complainant • Victimisation • Poly-victimisation • Repeat victimisation • Coercion

1.8 Range of psychological effects on victim and witness behaviour: • Denial, detachment, anxiety, panic, irritability, minimisation, avoidance, withdrawal, loss of memory, disorientation, confusion etc.

1.9 Impact of re-victimisation on victims and witnesses where they are not dealt with appropriately from the outset of an investigation

2.0 Impacts of investigations on the investigator e.g. investigator fatigue • Empathy fatigue, mindlessness, bias and stereotyping

2.1 Relationships between victims and offenders: • The responses and steps to manage these e.g. if victims are BAME, LGBT, female, foreign nationals or migrants, elderly, dependent on the offender etc. • Signs and signals of how relationships between offenders and victims may subsequently develop and change • Learning that can be obtained from reviews into cases such as serious crime reviews, domestic homicide reviews and disaster reviews, regarding offender and victim relationships

2.2 Different categories of victim and witness: • Crime, abuse, trauma and disaster • What to consider when dealing with different categories of victim and witness

2.3 Enabling a victim or witness to give their best evidence: • Tools and techniques that can be used to build rapport and obtain information • Involving the victim and witness in the decision-making process

2.4 The choices and autonomy available to victims in pursuing an outcome and what to do should they not support, or wish to pursue, a formal criminal justice outcome

2.5 Keeping the victims and witnesses updated on the investigatory process

2.6 The police role in triaging (signposting) victims and witnesses to specialist support • Safeguarding services and agencies e.g. MASH

2.7 The legitimacy of the police and policing by consent: • Victim and witness understanding of the role of the police

2.8 Personal and professional communication skills required to support the victim and witness • Active listening • Non-verbal communication (NVC) • Knowing what and what not to say e.g. differentiating between empathy and sympathy

2.9 Behavioural skills that can provide additional support to victims and witnesses e.g. • Acting with compassion, empathy and kindness

3.0 Understanding the victim's account in terms of completeness, coherence and accuracy

3.1 Legal concepts of reliability and credibility and the impact on those of assumptions around vulnerability

3.2 Accurately identifying victims and witnesses and applying early considerations

around key, significant, vulnerable or intimidated victims or witnesses

3.3 How to conduct an early needs assessment and refer victim and/or witness to appropriate support agencies, if necessary e.g. • Women's Aid • Action Fraud

3.4 Take an initial account from victims and witnesses • The details required • Taking victims and witnesses concerns seriously

3.5 Strategies to safeguard, manage risk and refer the victim care to appropriate specialist agencies/service providers: • Victim support • Hate crime support • Independent domestic abuse advisors

3.6 Immediate actions that may be appropriate to help reduce further victimisation

3.7 Continuity in dealing with victims and witnesses • Safety • Protection

3.8 Specific considerations when supporting different categories of victims and witness e.g. those of: • Crime • Abuse • Trauma • Disaster

3.9 How a victim's or witness's vulnerability may change • Ongoing review • Assessment of needs

4.0 Involvement of multi-agency professionals in building comprehensive victim risk assessments e.g. where victims: • Have dependants • Are primary carers • May be the parents of further victims or witnesses

4.1 Impact of investigative activity on victims, including: • Expert witnesses • Managing 'difficult' messages • Managing uncooperative or hostile victims

4.2 Principles of victim consent and their right to privacy: • Adhering to DPP Guidance • The right to withdraw consent at any time

4.3 Legitimacy of victim and witness and defence accounts, to conduct balanced, unbiased investigations in search of the truth

4.4 How family liaison can provide additional information regarding support to officers in providing victim care • Reducing the potential for victims to become dependent on the police • Creating an exit strategy • Managing complaints, sharing good practice and lessons learned

4.5 Views of the victim and witness as to what constitutes justice and why victims and witnesses do not always seek judicial redress • Types of justice outcomes e.g. restorative • Impact on victims and witnesses when offender is either punished or not punished

4.6 Reasons why cases may not go to court • Impact on victims and witnesses

4.7 Dealing with victims who are not eligible for a formal outcome • No further action taken • Threshold not met • No reasonable lines of enquiry

4.8 Impact of the criminal justice system on victims and witnesses

4.9 How to enhance victim and witness satisfaction in their dealings with the police and CJS

5.0 Specialist support agencies and their role in supporting victims through the criminal justice system e.g. • Witness services • Witness care units • Implementing special measures

5.1 How to use and employ expert evidence and expert witnesses

5.2 How to manage victims through the court process with other agencies

5.3 The police officer's responsibilities to victims after criminal justice system outcomes e.g. relaying of information regarding the offender (s)

5.4 Roles and responsibilities of the police through prison, parole and probation

processes in relation to keeping victims and witnesses informed of potential developments in a case

Policing Communities

21 Examine the function of community policing, and key issues relevant to community policing.

1.1 Aims of community policing: • Partnership building • Improved public perceptions (e.g. reassurance, confidence) and better future engagement • Reduced crime, antisocial behaviour and demand • Stronger communities (e.g. collective efficacy)

1.2 Development of, and differences between, community policing in the 1980s, 2000s and 2010s

1.3 Impact of politics on community policing

1.4 Role of the police officer and others (e.g. PCSO, analyst, partners) in effective community policing: • Duty of care and support

1.5 Key issues relevant to the community policing role: • Difference between community policing and other policing functions and models • Defining and understanding neighbourhoods and communities • Using data to profile neighbourhoods and communities • Types of community e.g. hard to reach/hear, hidden and open communities, communities of interest • Demand and shared priorities for partner organisations • Risk, vulnerability, harm and public perception

1.6 Key aspects of community policing: • Targeted foot patrol • Community engagement • Problem-solving (including early action and intervention) • Crime prevention

22 Explore a range of community policing contexts in which effective communication can bring particular benefits.

2.1 Engaging with individuals, community stakeholders and communities

2.2 How effective communication can encourage future co-operation from the community (See also under 'Communication Skills')

2.3 How perceptions of, and confidence in, the police service are enhanced by effective communication

2.4 Communication via social/online media

23 Evaluate how crime and anti-social behaviour affects local communities and what constitutes effective and appropriate police action.

3.1 Crime and anti-social behaviour (ASB) in communities: • Defining ASB • Patterns (long-term issues, hotspots and repeat victimisation) • Risk factors and causes

3.2 ASB and vulnerability

3.3 Impact of crime and ASB on victims and communities • Pilkington case • Signal crime

3.4 Preventing and responding to crime and ASB in communities: • Investigative activity • Enforcement activity, including specific legislation • Targeted prevention activity (e.g. offender focus, hotspots, problem solving, repeats) • Partnership activity (e.g. local authorities, communities, schools liaison) • Long-term prevention activity (e.g. early interventions, families with complex needs) • Perceptual activity (e.g. control signals)

24 Foster effective partnerships in community policing.

4.1 Role and importance of partner agencies in effective problem-solving: • Shared problems • Data sharing • Problem identification and analysis • Non-police responses to problems

4.2 Legislative framework

4.3 Support that partners can provide in a community context: • Statutory and voluntary agencies • Blue light partners in community strategies • Formal and informal partnership approaches • Partnership building and networking • Use of police volunteers e.g. speed watch

4.4 Barriers and facilitators to working effectively with partner agencies: • Joint responsibilities, shared costs, shared data/intelligence, shared resources • Different priorities, agendas and performance management focus

25 Understand the purpose and value of community engagement.

5.1 Aims and benefits of community engagement

5.2 Typology of community engagement

5.3 Strengths/weaknesses of different methods of engagement

5.4 Using community engagement to inform police practice (e.g. problem-solving activity)

5.5 Ways of engaging with the community to maximise community cohesion: • Structured and effective community engagement • Protecting the community • Building community trust, cohesion and confidence • Focus groups and community • Team-building for partnership working

5.6 Role/use of social media

5.7 Importance and value of information provision

5.8 Role and importance of the public in effective problem-solving: • Problem identification, specification and prioritisation • Co-production • Collective efficacy and community resilience/recovery