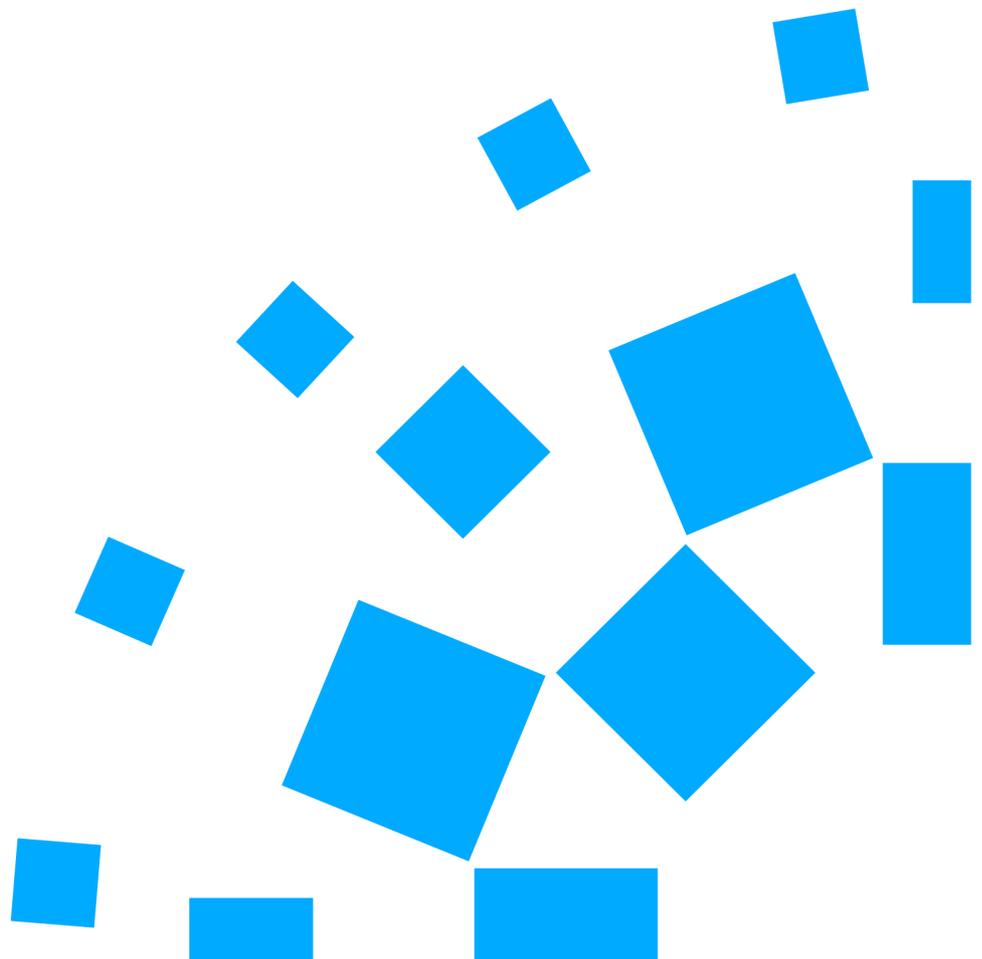


Equality impact analysis

PEQF Special Constable Entry Route National Programme

Version number 4.0



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Table of changes

Version	Modification made	Month/Year
4.0	New and amended paragraphs: 13, 18, 25, 30, 34-35, 37-39, 41, 46, 48, 54, 61-64, 68, 79-81, 83-84, 89-90, 96	October 2021
3.0	New and amended paragraphs: 4, 10, 13, 16, 18-20, 23-27, 32-33, 45, 82, 91	April 2021
<p>For previous versions of this EIA, please contact PolicingEQF@college.pnn.police.uk</p>		

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Introduction

1. The ambition of the National Police Chiefs' Council (NPCC) and the Association of Police and Crime Commissioners (APCC) is that '[B]y 2025 policing will be a profession with a more representative workforce that will align the right skills, powers and experience to meet challenging requirements'.¹ The Policing Vision sets out the policing plan and shapes decisions around workforce development, including how police forces use resources to help keep people safe and provide an effective, accessible and value-for-money service that can meet the challenges of the modern policing landscape. Special constables (SCs) are key enablers of this vision. SCs perform a crucial role, supporting the service and frontline policing. They are trusted members of their communities and they provide valuable connections between the police service and the communities that it serves.
2. The National Citizens in Policing Strategy for 2016-2019² outlines strategic priorities, which have been adopted for the Special Constabulary National Strategy.³ An integral part of these priorities is that the SCs are given the training they need to meet the requirements of modern policing, so that they can fulfil their role alongside their colleagues in the regular constabulary. The SC curriculum has been developed to ensure that SCs have the skills and knowledge required to prevent crime, protect the public and secure public trust. The route serves as an acknowledgement of the expertise and aptitude required to perform the SC role.
3. We are passionate about supporting the service to secure a fair, inclusive and representative police service, and about supporting forces in their work to meet the public sector equality duty (PSED).⁴ This document serves as an

¹ NPCC/APCC. (2016). 'Policing vision 2025' [internet]. Available from npcc.police.uk/documents/Policing%20Vision.pdf [Accessed January 2019]

² NPCC. (2016). 'Citizens in Policing Strategy' [internet]. Available from npcc.police.uk/FOI%202016/CO/18%20Citizens%20in%20Policing%20Strategy%202016%202019%20Redacteddocx.pdf [Accessed January 2020]

³ NPCC/Citizens in Policing. (2018). 'Special Constabulary Strategy 2018-2023' [internet]. Available from north-wales.police.uk/media/655467/national-special-constabulary-strategy-en.pdf [Accessed January 2020]

⁴ For more information on the PSED and the nine protected characteristics, please refer to the 'Legislation' section of this document.

initial review of the SC programme's potential impact on those who share a protected characteristic.⁵

4. The impact of the SC programme on the demographic diversity of the SC workforce will depend on a number of variables. Forces will play a significant part in the successful introduction of the programme and its outcomes – such as the recruitment, retention or attrition of SCs – and in supporting progression for those who wish to become a police officer. It is important that each implementing force also considers how it will identify, monitor and address any possible disadvantage against a protected group or other inequality issues.
5. For a force to understand whether the programme is having any impact on the protected groups, they should monitor protected characteristic data for their existing workforce and new recruits before and throughout implementation. Analysis of this data will direct the force to any disproportionality or under-representation. Findings should be included in the force's equality impact analysis (EIA). We will ask forces to share data⁶ with us so that we can develop a national analysis.

Programme information

6. The SC national programme has been developed in partnership with the Special Constabulary to provide the necessary learning for an SC to continue to provide vital support to frontline policing. As with the regular constabulary, the SC role requires the application of a high degree of professional knowledge. An SC must show understanding and skills across a range of complex and challenging situations and contexts, as well as demonstrating appropriate behaviours congruent with effective and appropriate frontline policing. The role of the SC is invaluable to modern policing.
7. Working with guidance from our stakeholders, we have developed a curriculum that, among other core objectives, enables SCs to:

⁵ 'A group of people who share a protected characteristic may be referenced as a 'protected group' in this document.

⁶ This data will be anonymised and in full compliance with data protection legislation.

- understand the SC role in the wider context of policing and the policing profession
 - exercise SC powers fairly and without bias, maintaining professional standards and applying the core principles of ethics, equality, diversity and human rights in the professional performance of their role
 - engage in effective decision making, employing professional discretion as appropriate
 - provide support to individuals who are, or may be, vulnerable and/or at risk
8. The Policing Education Qualifications Framework (PEQF) SC learning is divided into five key stages.
1. **Phase one learning:** an initial learning phase that will provide theoretical knowledge and understanding of the skills, attitudes and behaviours needed to undertake safe and lawful accompanied patrol.
 2. **Accompanied patrol status (APS):** patrol accompanied by an experienced officer (either a PC with independent patrol status or a qualified SC).
 3. **Directed patrol status (DPS):** the stage of professional development at which the SC has demonstrated sufficient competence in APS against DPS assessment criteria.
 4. **Phase two learning (optional):** the SC can undertake more advanced learning in one or more of the five core areas of policing practice:
 - response policing
 - policing communities
 - policing the roads
 - information and intelligence
 - conducting investigations
 5. **Qualified SC (QSC):** on successful completion of all learning and the work-based assessment, the SC becomes a QSC in their core area(s) of policing. Completing all five core areas is equivalent to Independent Patrol Status in the first year of the Police Constable Degree Apprenticeship (PCDA).

The responsibility of confirming that the SC has achieved an appropriate level of professional development to justify confirmation of APS, DPS and QSC rests with the force.

9. SCs adhering to the Code of Ethics and proactively embedding diversity, equality and human rights considerations are woven into the infrastructure of the new curriculum. The appropriate exercise of police powers and procedures, fairly and without bias, is introduced in the first curriculum area, 'Understanding the police constable role'. Integration of diversity, equality and inclusion issues is taken further in the next course 'Valuing difference and inclusion'. This course invites the SC to explore key topics and asks them to challenge bias, prejudice, discrimination and stereotyping in their role, introducing them to professional strategies to address these issues. The course also provides a comprehensive introduction to key pieces of legislation, including the Equality Act 2010 and the Human Rights Act 1998.

Implementation

10. As of October 2021, two forces have implemented the new programme.

Legislation

11. Section 149 of the Equality Act 2010 requires public bodies who carry out public functions to have due regard to:
 - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act
 - advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it
 - foster good relations between people who share a relevant protected characteristic and people who do not share it

The PSED applies to all nine protected characteristics listed in the Equality Act 2010:

- age
- disability
- gender reassignment

- marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
 - sexual orientation
12. Socioeconomic status is also a factor that can be a basis for inequality. It is provided for under Part 1 of the EqA. Through data collection and analysis, forces will be able to ensure that the impact on this characteristic is also taken into account.
13. We are committed to ensuring that the Welsh and English languages are treated equally where applicable, in accordance with the Welsh Language (Wales) Measure 2011. We have developed a [Welsh Language Scheme](#) to support Welsh forces in complying with their statutory duty to provide bilingual services to the public in Wales. The scheme has now been implemented.
14. SCs may be appointed by a chief officer of police from the authority given under section 27 of the Police Act 1996. Regulations pertaining to the appointment and other governance of SCs is provided for under The Special Constables Regulations 1965, subsequently amended by a number of different statutory instruments, notably The Special Constables (Amendment) Regulations 2002. The legal mandate for the College to shape the qualifications for appointment and promotion of SCs can be found under section 51(2ZB) of the Police Act 1996. The programme has been drafted with due regard to all prevailing legislation.

Updating the equality impact analysis

15. The programme was launched in spring 2020. As forces begin to introduce the curriculum, we will work with them to collate workforce data to allow us to review any impact on the protected groups. Equality impact will be reviewed on an ongoing basis, in accordance with the public sector equality duty. This document will remain a 'living document'. Updates are scheduled for bi-annual publication or upon each key project update. We will include key findings from

stakeholders, recommendations, action plans and emerging practice to reflect progress made, as well as any new challenges identified.

16. To support future updates of the EIA, [we welcome](#) data or further evidence from forces and other key stakeholders.

Data

17. To achieve the NPCC vision of a more representative workforce that aligns the right skills, powers and experience to meet challenging requirements, better consistency in data gathering is required across all protected characteristics.⁷ The NPCC has pledged to cultivate a better understanding of the composition of the workforce by ensuring systems are in place that enable workforce data to be collected, collated and analysed across the nine protected characteristics.⁸ Standardised diversity codes have been developed to support future monitoring. We will continue to work with our stakeholders, including the Home Office, in an effort to develop more comprehensive national workforce data.
18. We understand that there is a national issue with reluctance to share protected characteristic information from much of the workforce. We have worked with the NPCC, forces and other stakeholders to explore this further. Data provides us with the tools we need to identify any disadvantage or inequality, and to instigate initiatives to address this. A robust data collection process needs to be underpinned by a workforce culture that fosters inclusivity and encourages declaration. The workforce should be encouraged to understand the importance of providing protected characteristic information and the significance of this information in supporting the policing community. Guidance exploring the issue will be released soon.
19. College-led data collection exercises for PC and PCSO PEQF entry routes have met with limited success. This is due to a number of reasons that are

⁷ NPCC. (2018). 'Diversity, Equality & Inclusion Strategy 2018 - 2025' [internet]. Available from npcc.police.uk/documents/edhr/2018/NPCC%20Diversity%20Equality%20Inclusion%20Strategy%20May%202018.pdf [Accessed September 2019]

⁸ Ibid

explored in detail in the programmes' respective EIAs. The challenges encountered were mitigated by introducing the entry routes into the Home Office national workforce census. The census represents a long-term solution to data collection for these programmes, providing a robust quality-assured database. The new SC programme is integrated into the census but there is no means of distinguishing entries between old and new programmes. We are aware that at this stage, few forces have chosen to implement the programme. This may be as a result of competing priorities, particularly with the new challenges that COVID-19 has introduced and the work to drive forward the Policing Uplift Programme (PUP). Forces are still too early on in implementation for us to draw conclusions from any available data. However, further to the above, our analysis of the programme's potential equality impacts will be ongoing and we will collate and assess data in future iterations of this EIA.

Force EIAs

20. Securing a high level of programme maintenance and management is key. Implementing forces will be required to complete certain core requirements to ensure that the SC programme is governed by PEQF structures. We will request that forces consider the equality considerations of their intended model of delivery and integrate these considerations into all aspects of implementation. Forces will be asked to include equality, diversity, inclusion and widening participation considerations, in terms of:

- facilities
- where learning takes place
- proximity (for example, reasonable adjustments for students with disabilities)
- duration over which it takes place (for example, varying part-time working)
- assessment arrangements
- educational and pastoral support and resources

These considerations should include other characteristics that may be pertinent to the local demographic, such as socioeconomic status, the

prevalence of SCs with caring responsibilities and the prevalence of English as a second language.

21. We will ask forces to identify engagement activities with the aim of enabling equality of opportunity for all. It is our intention that the PEQF SC programme is designed to be flexible, optimise opportunities, reduce attrition, and support progression and destination of SCs from all protected groups.
22. We will also support forces in meeting their equality duty by reminding forces that the EIA is a living document to be reviewed and updated on an ongoing basis. We will encourage forces to collect protected characteristic data as part of the ongoing management of the programme. The information shared with us via this process will be included in this EIA.

Stakeholder engagement

23. In support of the development of the updated curriculum, we have received invaluable input from a project development working group comprised of diverse representation from key stakeholders. Diversity considerations have been integrated into product development throughout the design phase. Feedback is also gathered through ongoing engagement with the PEQF Implementation Reference Group (IRG), the Initial Policing Education Board (IPEB) and the PEQF Board. These groups are also made up of a cross-section of representatives from policing and other key stakeholders.
24. Stakeholders receive 'headline' emails detailing programme updates and implementation concerns. Forces receive ongoing support from our implementation officers and from the College's diversity and inclusion team. We produce guidance and run a variety of workshops, seminars and other events to support implementation. A dedicated knowledge hub⁹ has been created for forces to learn more about the EIA process and to share learning with other forces. There is also a dedicated knowledge hub for diversity, equality and inclusion. Forces can use this hub to share resources and examples of effective practice.

⁹ An information-sharing and collaboration platform.

Other considerations

25. The government pledged to increase police recruitment targets by 20,000 with the launch of the PUP. This recruitment drive may have an impact on the number of people applying to become SCs. The 2020 attrition rate is 29.8%. This is likely to be indicative of the high proportion of people volunteering who have an interest in joining the regular service and have shorter careers as SCs. This may be compounded by the possible redirection of resourcing for training and recruitment towards recruitment for the regular constabulary. The wastage rate as at March 2021 was 25.2%.¹⁰ It should be noted that attrition data has not indicated a surge in attrition¹¹ because of the PUP, but longitudinal analysis of data may show evidence of an impact.
26. COVID-19 has imposed an unprecedented challenge on the police service. As implementation is not compulsory, it is unknown to what extent the pandemic has affected forces' capacity to introduce the new programme. Many forces have thought dynamically about promoting recruitment in a time of social distancing. Social media and other online platforms are being used extensively and in engaging ways.

¹⁰ Home Office. (2021). 'Police workforce, England and Wales: 31 March 2021' [internet]. Available from [gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#headline-workforce-figures](https://www.gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#headline-workforce-figures) [Accessed August 2021]

¹¹ ASCO. (2020). 'Analysis of national Special Constable statistics for England and Wales' [internet]. Available from asco.police.uk/wp-content/uploads/2020/11/ASCO-Briefing-Special-Constabulary-National-Trends-and-Statistics-March-2020.pdf [Accessed March 2021]

Impact analysis

27. The Policing Vision 2025 states: 'Policing is built on our people. There is a need to add critical new skills to the service, get the right mix between officers and staff and be more representative of the communities we serve to achieve our vision'.¹² It is imperative that any new workforce development initiative serves to support policing to reach this objective.
28. The new SC programme brings many benefits to policing, such as:
- supporting educational equality within policing
 - proactively embedding equality, diversity and human rights considerations as a core function of policing practice
 - having the potential to attract a more diverse range of candidates by building a pathway to PCDA
 - paying due regard to all protected groups, with this regard contributing directly to development, implementation and delivery
29. The College and the police service are committed to meeting the equality duty and to ensuring that all protected characteristics are given due consideration. We are firm on the point that there is no hierarchy to the protected characteristics.
30. It is also important to consider the impact of intersectionality on equality and inclusion. Intersectionality means recognising that people's identities are shaped by multiple factors (the many personal characteristics that make up an individual). Protected characteristics cannot be treated as discrete identities, as they can quite often overlap when discrimination occurs. An awareness of intersectionality allows us to better understand diversity and how discrimination can compound to create unique experiences of discrimination.
31. It helps to posit equality impact analysis in a national recruitment context. Recruitment into the Special Constabulary is at a historic low. Only a small

¹² NPCC/APCC. (2016). 'Policing vision 2025' [internet]. Available from npcc.police.uk/documents/Policing%20Vision.pdf [Accessed February 2019]

number of forces chose to undertake further SC recruitment in 2020. The SC headcount varies greatly between forces, but a total of 14 forces saw over 20% reductions in SC numbers.¹³

32.

Year	Number of SCs joining
2016	4,606
2017	3,041
2018	2,723
2019	2,843
2020	2,435

33. In 2020, there were 9,571 special constables. In 2021, this figure fell to 9,174 representing a decrease of 4.1% (calculated on a headcount and not an FTE basis).¹⁴

Age

34. **Consideration:** Home Office workforce data¹⁵ provides the following age breakdown for the Special Constabulary:

Age range	Proportion of SCs as at 1 March 2021 (%)
25 or under	29

¹³ ASCO. (2020). 'Analysis of national Special Constable statistics for England and Wales' [internet]. Available from asco.police.uk/wp-content/uploads/2020/11/ASCO-Briefing-Special-Constabulary-National-Trends-and-Statistics-March-2020.pdf [Accessed March 2021]

¹⁴ Flatley J. (2021). 'Police workforce, England and Wales: 31 March 2021' [internet]. Available from gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#headline-workforce-figures [Accessed August 2021]

¹⁵ Ibid

Age range	Proportion of SCs as at 1 March 2021 (%)
26 to 40	44
41 to 55	22
Over 55	5

35. The greatest proportion of SCs identify as 25 or under at 29%. This represents a 2% drop since March 2020.¹⁶ The Special Constabulary has a younger age profile than the regular constabulary, for which the majority of officers are in the 26 to 40 and the 41 to 55 age groups. This is also true when compared to PCSOs, where only 14% identified as being 25 and under.
36. The high proportion of SCs who are aged 25 or under is contrary to the national demographic for the voluntary sector. A 2017/18 survey conducted by Civil Society Almanac reported that only 24% of people aged 16 to 24 volunteered regularly. Their research found that the highest rates of volunteering can be found in the 65 to 74 age category.
37. The high numbers of SCs in the 25 or under age group may be attributable to the Special Constabulary being seen as a means of trying out policing as a career option or as a stepping stone into policing. The 2016 Citizens in Policing Community of Practice survey found that as high as 84% of SCs aged under 25 hoped to join the police in paid employment.¹⁷
38. Many SCs will have no interest in policing as a career. Otherwise known as career specials, these SCs may consider the new programme to be of limited

¹⁶ Flatley J. (2020). 'Police Workforce, England and Wales, 31 March 2020' [internet]. Home Office Statistical Bulletin, 20/20. London: Home Office. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/905169/police-workforce-mar20-hosb2020.pdf [Accessed September 2020]

¹⁷ Callender A and others. (2018). 'Understanding the Motivations, Morale, and Retention of Special Constables: Findings from a National Survey'. Volume 14 Issue 3. Policing: a Journal of Policy and Practice [internet]. Available from: academic.oup.com/policing/article/14/3/670/5086096 [Accessed September 2021]

benefit to them. Anecdotal information tells us that some forces discourage people from applying to be an SC if their ultimate goal is to join the regular constabulary. Finding ways to make the Special Constabulary more appealing to retired 'regulars' and older professionals has been discussed as a means of increasing the proportion of career specials.¹⁸

39. **Consideration:** The Skills Index 2021 is a national study of the UK's labour market that explores the skills and employment landscape. The report highlights that a third of workers aged over 55 have not received any formal workplace training in the last decade, a much higher proportion than all other age groups.¹⁹ This is consistent with anecdotal evidence indicating that older workers are often overlooked for training in favour of younger colleagues. This is further compounded by ageist stereotypes about older workers being less willing and less able to develop new skills. Only one in seven firms stated that they would recruit or retrain older workers to tackle skills shortages.
40. **Mitigation:** The SC programme has been carefully developed to provide SCs with skills critical to 21st-century policing. The curriculum provides both contemporary and comprehensive coverage of the knowledge, skills and professional approaches that have been identified by the SC National Strategy. The programme will not require formal theoretical assessment and does not culminate in a qualification. It is based on occupational competency and knowledge checks, which will be determined by the force. Forces will have the option not to implement further learning beyond DPS, though this may be beneficial for increasing retention and widening participation to provide the opportunity for SCs who do wish to progress.
41. Forces should ensure that they do not allow ageist stereotypes to influence decision making or to create limitations on older applicants and SCs. Forces are encouraged to monitor the average age of those wishing to pursue phase

¹⁸ Ibid

¹⁹ City and Guilds Group. (2021). 'Skills Index 2021' [internet]. Available from [cityandguildsgroup.com/-/media/cgg-website/documents/cg-skills-index-report-pdf.ashx?la=en&hash=B04AAEA0DBBF4F4A9203BBF024350A7C1B07257A](https://www.cityandguildsgroup.com/-/media/cgg-website/documents/cg-skills-index-report-pdf.ashx?la=en&hash=B04AAEA0DBBF4F4A9203BBF024350A7C1B07257A) [Accessed August 2021]

2 learning. If distinct patterns begin to emerge, a closer review and mitigations may be required.

42. **Key PSED objective(s) considered:**²⁰ Eliminate prohibited behaviours. Advance equality of opportunity. Foster good relations.

Disability

43. Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term effect on their ability to carry out day-to-day activities.
44. **Consideration:** The curriculum and training delivery must not impose any obstacle on those with a disability.
45. **Mitigation:** All organisations, including the police service, have a statutory obligation to provide reasonable adjustments for people with disabilities. Forces are encouraged to review their reasonable adjustment policies to ensure that they are fit for purpose. Forces should be taking action to ensure that the workplace is an inclusive space, and that people can confidently declare a disability and request reasonable adjustment.
46. Forces and education providers should be aware that the reasonable adjustment duty is an anticipatory duty, and that these considerations should be integrated into programme implementation. This includes initiatives such as ensuring that written training content conforms to style guides for neurodiversity, or producing training in different formats. We have worked with the PUP and Purple Space to develop research to further our understanding of how forces are supporting those in the workforce with a disability. The [discovery report](#) shares learning from the experiences of officers and staff in relation to workplace adjustment and disability confidence.
47. As part of the programme's core delivery requirements, forces and education providers are required to provide learning support that is appropriate to

²⁰ Readers should note that inclusion of one part of the equality duty in this section is intended only to draw specific attention to a particularly relevant part of the duty. Due regard should be given to all parts of the duty. It is worth adding that the College and the police service are committed to a continuing regard of all components of the equality duty.

individual need. It is envisaged that SCs are provided with a programme handbook that will detail support options. The handbook will promote equality and diversity, disability services and learning support services. SCs will be given information on how they inform the force of any reasonable adjustments required. SCs will also be informed of how, and to whom, any concerns or complaints should be raised and escalated.

48. The College is a member of policing's national neurodiversity working group. The group aims to develop an informative and concise resource that will equip forces to provide a consistent, effective and professional service for neurodiverse members of the public. It will also support workforce inclusion. The group's work will include consideration of the progression and retention of neurodiverse members of the police workforce. The working group has created a [Neurodiversity glossary of terms](#).
49. The existing workforce may be upskilled by disability awareness training and starting honest conversations about disability and inclusion. The force may also wish to direct SCs to third-party professional development hubs that offer additional support for people with disabilities.
50. **Key PSED objective(s) considered:** Eliminate prohibited behaviours. Advance equality of opportunity. Foster good relations.
51. **Consideration:** Research by the Office for National Statistics indicates that the proportions of people with and without a disability undertaking volunteering were similar, with findings of 37.7% and 41.9% respectively.²¹ The figure for people with a disability falls to 28.5% for those who consider themselves 'limited a lot' by their condition.
52. There are no statistics on the number of SCs with disabilities. We recognise the importance of robust workforce data collection in forces' ability to assess

²¹ Figures refer to the year ending March 2018. Office for National Statistics, 'Disability and social participation' [internet]. Available from ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/disability/bulletins/disabilityandsocialparticipationengland/2018 [Accessed January 2020]

equality impact. We are working with the NPCC and other partners on how we can promote information sharing in the workforce.

53. **Key PSED objective(s) considered:** Advance equality of opportunity.

Gender reassignment

54. **Consideration:** The police service have taken steps to promote trans inclusion. The NPCC have issued guidance for the policing sector²² and a toolkit for managers and staff.²³ A recent survey of 400 trans employees indicated that 65% of respondents didn't reveal their gender identity at work, a 13% increase from the figure in 2016.²⁴ We understand that there is more that can be done to support people undergoing gender reassignment, and that more research is required to build an evidence base.

We do not anticipate that the new SC programme will have any detrimental impact on this protected characteristic. The programme will encourage forces to consider potential implications via their EIAs.

55. As part of the College's quality assurance process, forces must complete an EIA. The assessment should include evidence of policies or procedures in place to support trans colleagues. The force should have a clear zero-tolerance policy on transphobic bullying and harassment. External publishing of key points from relevant policies may provide reassurance of a force's commitment to trans inclusion to those considering applying.
56. The SC programme delivery timeline will be governed by the force. Flexibility is required, given the differing operational capacities of local forces, as well as the shift and working patterns of the individual. Forces must consider the

²² Stonewall. (Date unknown). 'Trans guidance for the policing sector' [internet]. Available from npcc.police.uk/2018%20FOI/EDHR/Trans%20Guidance%20for%20the%20Policing%20Sector%20Individual.pdf [Accessed February 2020]

²³ LGBT Police. (2019). 'LGBT Resources' [internet]. Available from lgbtpolice.uk/resources [Accessed September 2019]

²⁴ Total Jobs. (2021). 'Trans employee experiences survey: Understanding the trans community in the workplace' [internet]. Available from: totaljobs.com/advice/trans-employee-experiences-survey-2021-research-conducted-by-totaljobs [Accessed July 2021]

extension to standard delivery timelines, should they be required to support those taking extended absence for gender reassignment purposes.

Key PSED objective(s) considered: Eliminate prohibited behaviours.
Advance equality of opportunity. Foster good relations.

Marriage and civil partnership

57. The impact of the new programme on those who are married or in a civil partnership is unclear at present. We welcome any information or data on this.

Pregnancy and maternity

58. Governance of SC maternity leave is organised by the force. Equality Act 2010 protections will start from the beginning of the pregnancy to at least two weeks after the end of the pregnancy.
59. **Consideration:** The SC programme delivery timeline will be governed by the force. We understand that there needs to be flexibility and acknowledgement of the differing operational capacities of local forces, as well as the shift and working patterns of the individual. Forces must consider the extension to standard delivery timelines, should they be required to support individuals taking extended absences due to pregnancy or maternity.
60. Forces will be required to complete their own EIA as part of the programme implementation core requirements. This may prompt a review of existing policies to ensure that they are fit for purpose.

Key PSED objective(s) considered: Eliminate prohibited behaviours.
Advance equality of opportunity.

Ethnicity

61. **Consideration:** Home Office workforce data tells us that the most ethnically diverse part of the workforce is the Special Constabulary, with 12.7% identifying as Black, Asian and minority ethnic, an increase from the previous year.²⁵ Black, Asian and minority ethnic representation for the regular constabulary stands at 7.6%.²⁶ While ethnic minority representation across the service is growing, the 14% ethnic minority²⁷ population of England and Wales confirms that under-representation is still an issue. This figure is also likely to increase when the outcome of the 2021 census is released. The police service understands that this is not a time to be complacent. Diversity and inclusion and positive action teams in forces are working hard to promote the police service as an employer of choice for all protected groups.
62. Policing's appeal as an organisation to volunteer for is posited in a broad socio-political context. The fundamental errors identified in the Stephen Lawrence Inquiry,²⁸ the disproportional representation in the criminal justice system reported in the Lammy Review,²⁹ and the most recent criticism of disproportionality in stop and search³⁰ are only a few of the many pertinent issues shaping perceptions of police culture and legitimacy. Disproportionality in public confidence was highlighted in 2021's Macpherson report, with only 56% of Black adults believing that they will be treated fairly by police,

²⁵ 'Black, Asian and minority ethnic' in this instance follows the Home Office counting rules and does not include White minorities. As per Home Office rules, White minority groups fall under the 'White' sub-set. However, many of the concerns included in this assessment may impact all minority groups. Flatley J. (2021). 'Police workforce, England and Wales: 31 March 2021' [internet]. Available from gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#headline-workforce-figures [Accessed August 2021]

²⁶ Ibid

²⁷ As per the 2011 census. The 2021 census is likely to confirm a rise to this figure.

²⁸ Macpherson, W. (1999). 'The Stephen Lawrence Inquiry' [internet]. London: Government publishing service. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/277111/4262.pdf [Accessed February 2021]

²⁹ Lammy D. (2017). 'Lammy Review: final report' [internet]. London: Government publishing service. Available from gov.uk/government/publications/lammy-review-final-report [Accessed February 2021]

³⁰ HMICFRS. (2021) 'Disproportionate use of police powers: A spotlight on stop and search and the use of force' [internet]. London: Justice Inspectorates. Available from justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/disproportionate-use-of-police-powers-spotlight-on-stop-search-and-use-of-force.pdf [Accessed March 2021]

compared to 67% of White adults.³¹ All of these factors will compound to have an inevitable impact on the perception of policing's legitimacy. To quote the Macpherson report, '...individuals from BME communities are deterred from joining the police by deeply entrenched and historic negative perceptions of police and policing'.³²

63. Police leaders have committed to a comprehensive review of inclusion in the service. The Police Plan of Action on Inclusion and Race will aim to address longstanding challenges in policing and race. The project will be a collaborative initiative led by the NPCC, with partners from across policing, including the College, staff associations, and police and crime commissioners. A supporting programme will run for at least two years to deliver the plan of action. The action plan will send a positive message to potential candidates of the service's commitment to eliminate inequality and promote inclusion. In August 2021, barrister Abimbola Johnson was appointed as independent chair of the action plan's Independent Scrutiny and Oversight Board. The Board will provide external oversight to help shape, check and challenge the action plan. There will be ongoing collaboration, knowledge sharing and partnership working with the PEQF team.
64. Completing an EIA as a programme implementation core requirement will serve as a prompt for the forces to review their policies, to ensure that they are fit for purpose and do not discriminate against any protected group.
65. **Consideration:** There is no specific research on how many SCs are in employment. A study of the voluntary sector indicates that it is more likely that someone in employment will undertake a volunteer role (22%) but that those who are economically inactive are more likely to volunteer regularly (29%).³³
66. **Mitigation:** Forces will be encouraged to collect and analyse data relating to the demographic of their SC workforce. This data will help to inform an

³¹ House of Commons Home Affairs Committee. (2021). 'The Macpherson Report: Twenty-two years on' [internet]. London: House of Commons. Available from committees.parliament.uk/publications/7012/documents/72927/default/ [Accessed August 2021]

³² Ibid

³³ UK Civil Society Almanac. (2019). 'What are the demographics of volunteers?' [internet]. Available from data.ncvo.org.uk/volunteering/demographics/ [Accessed February 2020]

understanding of participation, identify limitations and support equality. It would be beneficial to have data on how many SCs who identify with an ethnic minority group choose to enter phase 2 learning. Forces are encouraged to foster an inclusive environment that is conducive to candid and confident declaration.

67. Forces may wish to make the SC programme more appealing to ethnic minority individuals via targeted marketing initiatives and by offering specific support opportunities for personal development, such as mentoring and encouraging connections with staff associations.
68. **Key PSED objective(s) considered:** Advance equality of opportunity. Foster good relations.

Consideration: Localised market research commissioned by the Metropolitan Police Service (MPS) in 2018 showed that the percentage of ethnic minority respondents who would consider a career in policing increased by an additional 22% to 27% after they had viewed information about the PCDA entry route. By extension, the SC programme's pathway into PCDA may make becoming an SC an appealing option to people who identify with an ethnic minority group. Forces are encouraged to monitor the demographic of those using the SC to PC pathway.

69. **Key PSED objective(s) considered:** Advance equality of opportunity.

Religion or belief

70. **Consideration:** Student loans are not currently compliant with Sharia law. The government has been seeking to develop a compliant loan system, but this has not yet been done. While there are banks that offer compliant loans, the absence of a government student loan offering leads to the possibility that PCDA may be an appealing option for Muslim people, as it provides an opportunity to obtain a degree qualification without the need to take a loan. Consequently, the SC programme may be an appealing option for Muslim people, as it provides a pathway into the PCDA.
71. **Key PSED objective(s) considered:** Advance equality of opportunity.

72. **Consideration:** Applicants who adhere closely to religious rites may fear that the new programme places additional demands on the SC role, therefore affecting their ability to conduct religious observance.
73. **Mitigation:** The programme does not deviate from the existing requirement of 16 hours per month for SCs. Its introduction should not lead to any additional obstacle to religious observance.
74. Forces will own delivery timeframes. Forces must consider the extension to standard delivery timelines, should they be required to support individuals taking extended absences due to pilgrimage or other religious rites.
75. To promote inclusion, forces can issue guidance on important points from relevant policies, such as prayer times and pilgrimage. Positive messages about the force's awareness and ability to accommodate individuals from all religions can be integrated into key marketing messages and reasserted at outreach events. Reassurances could be made to leaders of local faith groups, who could further disseminate positive messaging.
76. **Key PSED objective(s) considered:** Eliminate prohibited behaviours. Advance equality of opportunity. Foster good relations.
77. **Consideration:** There is currently no national data on the religious demographic of the Special Constabulary.
78. **Mitigation:** We will encourage forces to collect and monitor data in respect of this protected characteristic, to establish an understanding of participation and potential disadvantage or inequality. We recognise the importance of robust workforce data collection for forces' ability to assess equality impact. We are working with the NPCC and other partners on how we can promote information sharing in the workforce.
79. Forces may wish to:
- review training to eliminate any possibility of discriminatory practice
 - reaffirm zero tolerance approaches to bullying or prejudice
 - foster an environment where 'calling out' negative behaviours earns respect

- encourage the workforce – voluntary or non-voluntary, and staff and officers of all ranks and levels – to help build a truly inclusive work environment
80. Engagement with staff associations have suggested some useful approaches taken by forces and learning providers. Suggestions include:
- providing prayer room(s)
 - recognition and celebration of religious festivals (this should also be considered when setting timetables and shift patterns)
 - approving articles of faith as part of uniforms
 - providing different learning opportunities to reflect religious diversity (for example, inputs from religious speakers on community cohesion)
 - engagement with local religious and non-belief groups and staff associations
81. The College have worked with the [National Association of Muslim Police](#) and the [National Sikh Police Association](#) to develop [guidance on faith in the workplace](#). The guidance raises awareness and includes information for forces on how they can support inclusion. We hope to work with other staff networks to produce further information. We are currently working with the [Jewish Police Association](#) on guidance on how forces can better support Jewish officers and staff. There are future plans to work with the [Police Pagan Association](#) on guidance around the Pagan faith.
82. **Key PSED objective(s) considered:** Advance equality of opportunity.

Sex

83. **Consideration:** Women are under-represented in the Special Constabulary, accounting for 28%³⁴ of the workforce. Between 2015 and 2018, there has been a year-on-year reduction in the number of female SCs. While there was

³⁴ Flatley J. (2021). 'Police workforce, England and Wales: 31 March 2021' [internet]. Available from [gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#headline-workforce-figures](https://www.gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#headline-workforce-figures) [Accessed September 2021]

some stabilisation between 2018 and 2020, with figures remaining at 29%,³⁵ the trend now continues between 2020 and 2021.

Year	Female SCs (%)
2015	31
2016	31
2017	30
2018	29
2019	29
2020	29
2021	28

84. The reduction in female SC representation does not parallel the trend in the regular constabulary, whose figures rose from 29.2% of officers being female in 2015 to 32% in 2021.³⁶ In 2020, 6% of new female officers (37% of new joiners overall) had transferred from the Special Constabulary, an increase of 1% from 2019. The majority of new female officers were standard direct recruits (94%). The PUP may have an impact on SC recruitment, with women who had previously considered working with the Special Constabulary prior to joining the 'regulars' instead applying directly to the regular constabulary.
85. **Mitigation:** We will monitor the data closely to understand the impact of the new programme on female representation, and to try to understand any potential barriers or inequality. Any analysis will be completed in the context of the PUP and its potential influence on SC recruitment figures.

³⁵ Figures collated from College analysis of Home Office annual data returns.

³⁶ Flatley J. (2021). 'Police workforce, England and Wales: 31 March 2021' [internet]. Available from [gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#headline-workforce-figures](https://www.gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2021/police-workforce-england-and-wales-31-march-2021#headline-workforce-figures) [Accessed September 2021]

86. Forces may wish to make the SC programme more appealing to women via targeted marketing initiatives and by offering specific support opportunities for personal development, such as mentoring and encouraging connections with staff associations.
87. **Key PSED objective(s) considered:** Advance equality of opportunity. Foster good relations.
88. **Consideration:** The higher probability of women having caring responsibilities may impact recruitment, retention and progression. While caring responsibility is an issue relevant to both sexes, women aged between 45 and 54 are more than twice as likely as other carers to have reduced working hours due to caring responsibilities.³⁷ This may not be a significant challenge for the Special Constabulary, as the majority of SCs are in the 26 to 40 age group, but is still an issue worthy of consideration.
89. There is a potential intersection with race, as the highest percentage of lone-parent families of all ethnic groups were Black households, at 18.9%. The lowest percentage was found among Asian households, at 5.7%.³⁸
90. The number of lone-mother families far exceeds the number of lone-father families.³⁹ Childcare disparity has been acknowledged in the courts, with a 2021 tribunal confirming that courts ought to acknowledge the differences in childcare duties between women and men.⁴⁰ Recent research from charity Working Mums indicate that, of the mothers they surveyed, 48% stated that the inaccessibility of wraparound childcare is affecting their career progression. A quarter of mothers said that wraparound childcare was not an

³⁷ Carers UK. (2016). '10 facts about women and caring in the UK on International Women's Day' [internet]. Available from carersuk.org/news-and-campaigns/features/10-facts-about-women-and-caring-in-the-uk-on-international-women-s-day [Accessed October 2019]

³⁸ Office for National Statistics. (2019). 'Families and households' [internet]. Available from ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/demographics/families-and-households/latest [Accessed March 2020]

³⁹ Office for National Statistics. (2019). 'Dataset: Families and households' [internet]. Available from ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/datasets/familiesandhouseholds [Accessed March 2020]

⁴⁰ Dobson v North Cumbria Integrated Care NHS Foundation Trust [2021] UKEAT/0220/19/LA

affordable option.⁴¹ A TUC and Mother Pukka survey found that 63% of mothers surveyed had insufficient childcare for the summer holiday period. Nearly half said they were managing childcare through flexible working and many have had to negotiate reduced work hours or unpaid leave.⁴² There may be concern from those with caring responsibilities that the new SC programme will impose additional challenges and demands on their time.

91. **Mitigation:** The programme does not deviate from the existing requirement of 16 hours per month for SCs. Its introduction should not lead to any additional obstacle for those with care responsibilities. However, forces are encouraged to be proactive in monitoring the situation. Mitigations will need to be considered if evidence indicates that a negative impact on recruitment or retention exists.

Key PSED objective(s) considered: Advance equality of opportunity.

92. Research undertaken by the Association of Special Constabulary Officers indicates that female SCs are more likely to resign than male SCs and that the gender attrition gap has widened in the last three to four years. This has consequences on gender representation in senior roles and specialist areas. Further analysis should include assessment on whether the new programme alters this trend.

Key PSED objective(s) considered: Eliminate prohibited behaviours.
Advance equality of opportunity.

Sexual orientation

93. **Consideration:** The potential impact of the programme on SCs who identify as LGBT+⁴³ is unclear at present. There is unfortunately no workforce data on this protected characteristic with which we will be able to draw comparative

⁴¹ Garner M. (2021). '48% of mums say wraparound childcare is affecting their career progression' [internet]. Available from [workingmums.co.uk/48-of-mums-say-wraparound-childcare-is-affecting-their-career-progression/](https://www.workingmums.co.uk/48-of-mums-say-wraparound-childcare-is-affecting-their-career-progression/) [Accessed August 2021]

⁴² TUC. (2021). 'TUC: Nearly two-thirds of working mums don't have enough childcare for school summer holidays' [internet]. Available from [tuc.org.uk/news/tuc-nearly-two-thirds-working-mums-dont-have-enough-childcare-school-summer-holidays](https://www.tuc.org.uk/news/tuc-nearly-two-thirds-working-mums-dont-have-enough-childcare-school-summer-holidays) [Accessed July 2021]

⁴³ Lesbian, gay, bisexual, transgender and other identifying orientations.

analysis. As with all protected characteristics, the programme has been designed to ensure that there is no adverse impact on this protected group.

94. **Mitigation:** Forces will be encouraged to collect and analyse data relating to the sexual orientation of their SC workforce. This data will help to inform an understanding of participation, identify limitations and support eradication of any inequality. Forces are encouraged to foster an inclusive environment that is conducive to candid and confident declaration.
95. **Key PSED objective(s) considered:** Eliminate prohibited behaviours. Advance equality of opportunity. Foster good relations.

Socioeconomic status

96. The extent to which people from different socioeconomic backgrounds are represented in policing is unclear at present. This is partly due to a lack of robust data collection, both at a local and national level, and also because there is no clear, single definition. Socioeconomic background and/or status requires an understanding of a range of different factors. There is little formal research into the voluntary sector and socioeconomic background. Research from the National Council for Voluntary Organisations (NCVO) indicates that people from higher socioeconomic groups are more likely to have done voluntary work than those from other groups.⁴⁴ Their research also indicates that people with a lower level of academic attainment are less likely to volunteer.
97. In 2018, the Civil Service worked with a range of employers, industry partners and experts to develop four socioeconomic background measures.⁴⁵ These measures are:

⁴⁴ NCVO. (2019). 'Time Well Spent' [internet]. Available from ncvo.org.uk/images/documents/policy_and_research/volunteering/Volunteer-experience_Full-Report.pdf [Accessed September 2020]

⁴⁵ Civil Service. (2018). 'Measuring Socio-economic Background in your Workforce: recommended measures for use by employers' [internet]. Available from assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786937/Measuring_Socio-economic_Background_in_your_Workforce__recommended_measures_for_use_by_employers.pdf [Accessed June 2018]

- parental qualifications
 - parental occupation
 - type of school attended
 - eligibility for free school meals
98. We are working with key stakeholders to identify best practice in collecting socioeconomic information as part of workforce data, including a review of the use of the Civil Service measures.
99. **Mitigation:** Forces are encouraged to develop outreach initiatives that connect with as wide an audience as possible, and to be proactive in seeking out new opportunities. Retention and progression should be monitored, with recruits provided with appropriate support mechanisms to help them achieve their potential. This also applies to the protected characteristics.
- While socioeconomic data is not data that forces routinely collect, we will support any initiatives to facilitate data analysis so that any potential impact may be identified and mitigated for.
100. **Key PSED objective(s) considered:** Advance equality of opportunity.

Conclusion

101. As few forces have introduced the new SC national programme, this document serves as an initial impact assessment. We will provide support to any force wishing to introduce the programme. This will include assistance with quality assurance and developing their EIA, if required. These EIAs will provide a crucial opportunity to explore potential ramifications and apply mitigations where negative impacts are anticipated. Upon implementation, collaboration with forces will continue via data monitoring and analysis. This analysis is now supported with a standardised national diversity codes and national research into sharing information. We will continue to provide the support required to help forces meet the equality duty and secure a fair and inclusive police service.

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Useful links

Welsh Language Commissioner. 'Welsh Language Schemes' [internet]. Available from

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Appendix 1: Initial analysis key points

Protected characteristic	Impact				Evidence of impact and, if applicable, justification where a genuine determining reason seems to exist
	Unknown	Neutral	Negative	Positive	
Age		X			Forces are encouraged to monitor the average age of those wishing to pursue phase 2 learning. If distinct patterns begin to emerge, a closer review and mitigations may be required.
Disability		X			As part of the programme's core delivery requirements, forces and education providers are required to provide learning support that is appropriate to individual need. It is envisaged that SCs are provided with a programme handbook that will detail support options. Reasonable adjustments must be provided as per the Equality Act 2010.
Gender reassignment	X				We welcome any data, research or other evidence of the potential impact of the SC programme on trans people. Forces may wish to review policies to ensure that they accommodate the needs of trans people.

Equality impact analysis: PEQF Special Constable Entry Route National Programme

Protected characteristic	Impact				Evidence of impact and, if applicable, justification where a genuine determining reason seems to exist
	Unknown	Neutral	Negative	Positive	
Marriage and civil partnership	X				We welcome any data, research or other evidence of the potential impact of the SC programme on marriage or civil partnerships.
Pregnancy and maternity	X				We welcome any data, research or other evidence of the potential impact of the new entry routes on pregnancy or maternity. Forces will govern their own delivery timelines and must accommodate any request to pause learning for maternity leave absences.
Race	X			X	Forces will be encouraged to collect and analyse data relating to the race of their SC workforce. Data to evidence how many SCs who identify with an ethnic minority group choose to enter phase 2 learning would be beneficial. This data will help to inform an understanding of participation, identify limitations and support equality. The Special Constabulary has significantly higher ethnic diversity than the regular constabulary. We will support forces in ensuring that this diversity is not compromised.

Protected characteristic	Impact				Evidence of impact and, if applicable, justification where a genuine determining reason seems to exist
	Unknown	Neutral	Negative	Positive	
Religion and belief		X			The programme does not deviate from the existing requirement of 16 hours per month for SCs. Its introduction should not lead to any additional obstacle to religious observance. Forces are encouraged to collect data on this protected characteristic as part of their EIA.
Sex	X				We will monitor the data closely to understand the impact of the new programme on female representation, and to try to understand any potential barriers or inequality.
Sexual orientation	X				We welcome any data, research or other evidence of the potential impact of the new programme on people who identify as LGBT+.
Socioeconomic status	X				We welcome any data and research on the significance of socioeconomic background of the Special Constabulary workforce demographic, and how this may be affected by the introduction of the new programme.

Appendix 2: Examples of emerging practice and further ideas

As part of the quality assurance process, forces are requested to submit force-specific EIAs for PEQF police constable entry route implementation. The service's commitment to developing a representative workforce has led to a strong level of engagement with the EIA process, with all protected characteristics given due consideration and true innovation emerging. Below are examples of emerging practice taken from these EIAs. To support forces, examples have also been included to help forces get creative, which are drawn from broader research surrounding engagement initiatives. Initial findings suggest that in many cases, forces and higher education institutions (HEIs) intend to adopt similar approaches to widen participation and address any issues that may arise. They also show that the methods used can apply across a range of protected groups. While the findings relate to the police constable entry routes, there may be points of interest for the Special Constabulary.

Practice	Examples
Outreach and engagement	
Specific information, advice or guidance tailored for protected groups.	<ul style="list-style-type: none"> ▪ HEIs host events for potential students and give information about the university, courses and support available. ▪ Officers attend HEI and careers fairs, and promote the service as an inclusive employer. ▪ Add key points from workforce policies, such as gender reassignment, annual leave for pilgrimage, accommodations for parenting and caring responsibilities.

Practice	Examples
	<ul style="list-style-type: none"> ▪ 'Meet and greet' sessions where potential recruits come and meet serving officers. ▪ Set up PEQF Q&A areas on the force website. ▪ Set up a dedicated email for queries relating to recruitment via PEQF.
Promotional resources promoting diversity.	<ul style="list-style-type: none"> ▪ Tailored marketing, such as providing materials that provide information on the gender and ethnic balance. ▪ Video blogs about the experience of minority group officers and new officers on YouTube and the force's website. ▪ Research into effective use of social media streams. ▪ Videos featuring individuals from protected groups and the workforce's commitment to diversity.
Engaging local community groups, religious and community leaders, schools and colleges.	<ul style="list-style-type: none"> ▪ Attendance and presentations at community festivals and events. ▪ Use of local radio and other media streams. ▪ Work with schools and 'feeder' colleges. ▪ Get input from independent advisory groups made up of key community members.

Practice	Examples
Applying for equality, diversity and inclusion kite marks, charters, etc.	<ul style="list-style-type: none"> ▪ Membership of specific groups, such as Advance HE's Athena Swan Charter, Stonewall list of organisations.
Engage staff associations/networks	<ul style="list-style-type: none"> ▪ Obtain ideas for outreach and connection.
Recruitment and selection	
Introduce 'blind' recruitment.	<ul style="list-style-type: none"> ▪ During the paper sift, remove information visible to the recruitment panel that may associate a candidate with a protected characteristic.
Flexible entry requirements taking account of individual skills, expertise and experience.	<ul style="list-style-type: none"> ▪ Most HEIs consider experience and skills where candidates do not hold the required academic qualifications for entry.
Sign up to the Disability Confident scheme and ensure recruitment process is inclusive.	<ul style="list-style-type: none"> ▪ Review recruitment processes to ensure fairness. ▪ Ensure that info regarding the reasonable adjustment application for support with the application and recruitment process is available on the force website, or made available very early in the process. ▪ Put mechanisms in place to ensure that reasonable adjustments can be made to support an applicant through the application, and that the recruitment process is fair and consistent.

Practice	Examples
Review application and recruitment processes.	<ul style="list-style-type: none"> ▪ Ensure all parts of the recruitment are inclusive and do not create obstacles for someone with a protected characteristic. For example, reviewing the questions in a written assessment for minority group stereotypes, following neurodiversity style guides. ▪ Ensure all those involved in recruitment have received training in equality and inclusion, and have been given time to reflect on this training. Not giving individuals the time to reflect on unconscious bias training may lead to unconscious bias.
Retention, attrition and progression	
Buddying and mentoring schemes for protected groups and individuals.	<ul style="list-style-type: none"> ▪ Student buddies for students with disabilities. ▪ Reverse mentoring schemes.
Part-time courses and blended learning.	<ul style="list-style-type: none"> ▪ Provision of a part-time offer will give access to those who cannot commit to full-time study or work, such as individuals with caring responsibilities. ▪ Working with HEIs to develop a range of different training delivery methods to accommodate those with care responsibilities, for example, online modular learning.

Practice	Examples
Ensure curriculum design and pedagogy is inclusive.	<ul style="list-style-type: none"> ▪ Working with HEIs to ensure that all learning content is inclusive. This can include adjusting content for learning difference and ensuring content does not stereotype or ostracise minority groups.
Dedicated staff roles offering personal support.	<ul style="list-style-type: none"> ▪ Having lead staff for specific characteristics (such as disability and race), personal tutors, advisers, mentors, coaches and buddies. ▪ Share contact emails with any new recruit from a minority group to a 'support network' comprised of diversity ally and force DEI practitioners.
Engage staff associations.	<ul style="list-style-type: none"> ▪ Establish additional support mechanisms for recruits. ▪ Signpost new recruits to all available networks.
Regular data collection, monitoring and analysis.	<ul style="list-style-type: none"> ▪ Collect student feedback through satisfaction surveys, focus groups and student forums. ▪ Encourage the workforce to understand that full and candid declaration will help their force achieve the objectives of Policing Vision 2025, and will ensure that initiatives can be put in place to secure a fair and inclusive workplace for everyone. ▪ Monitor progress and catch any problems early.

Practice	Examples
Review existing policies and introduce new policies.	<ul style="list-style-type: none">▪ Ensure that existing policies are fit for purpose and introduce the mechanics for ensuring that all prohibited behaviours under the Equality Act are eliminated.▪ Introduce policies that will build an inclusive and fair workplace.
Encourage aspiration.	<ul style="list-style-type: none">▪ One-to-one career support discussions.▪ Encourage specialist teams to offer 'experience days' and lead on talks about their function.

About the College

We're the professional body for the police service in England and Wales.

Working together with everyone in policing, we share the skills and knowledge officers and staff need to prevent crime and keep people safe.

We set the standards in policing to build and preserve public trust and we help those in policing develop the expertise needed to meet the demands of today and prepare for the challenges of the future.

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