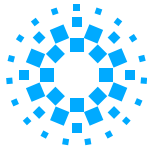




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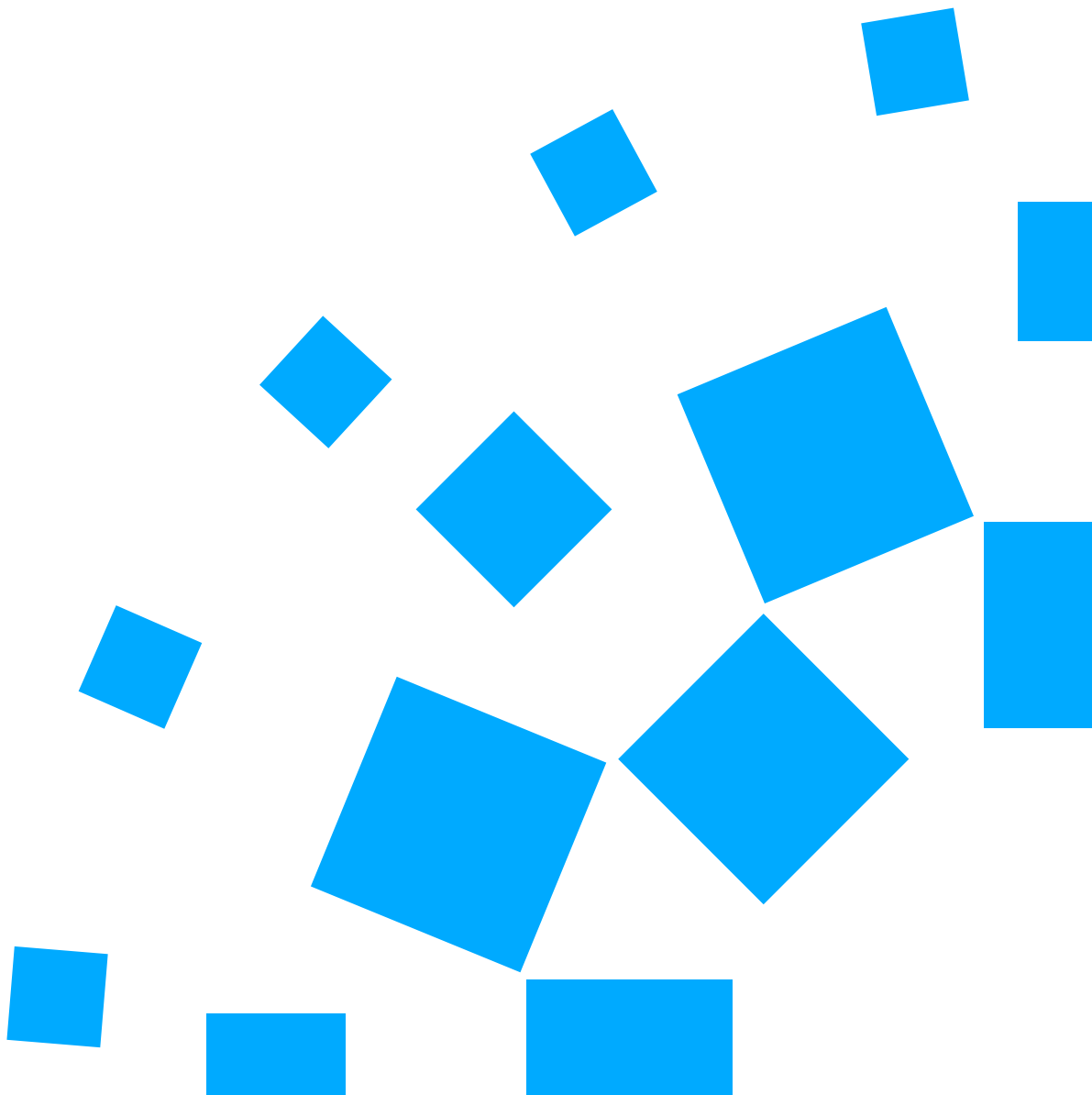
College of
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NPCC
National Police Chiefs' Council

Diversity, equality and inclusion peer support summary report

2021



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Executive summary

Working in partnership with the National Police Chiefs' Council (NPCC) on the Police Uplift Programme (PUP), the College of Policing offered forces in England and Wales an opportunity for peer support that would assist them with their diversity, equality and inclusion (DEI) strategy and processes. This report outlines the key findings and provides advice for forces to consider and act on to improve their DEI strategies and approaches.

Peer support is the provision of bespoke and confidential support to forces to enable improvement, enhance understanding and develop their business in relation to DEI. Sharing knowledge, experience and practical help can enable forces to manage challenges, develop change and support improvement effectively and efficiently. Fourteen forces requested this peer support¹.

Findings

The following key themes emerged following the analysis of individual force reports. Each theme is explained further below, together with a list of advice² for forces to consider:

- DEI governance
- People engagement
- Internal communication
- Learning and development
- Community engagement
- Review and evaluation

1 The peer support was provided from late 2020 to mid-2021. Due to the pandemic, most of this peer support was provided online, including focus groups. One workshop was provided in person. See the [methodology section](#) and the [appendices](#) for more information on which forces were involved and what was provided during this peer support.

2 Forces are asked to consider this advice and take advantage of the range of information and advice that is available to them via [PUP](#) and the [College of Policing](#). Please refer to the range of sources listed in [Appendix B](#).

Diversity, equality and inclusion (DEI) governance

The team found forces had established governance structures to manage and implement their DEI agenda, policies and training. These included a strategic board, often chaired by a senior leader and supported by key stakeholders across the force. They also included DEI strategies and policies in place, scrutiny meetings with the public and other non-police personnel, and established and active staff networks. There were examples of strong and committed leadership from the top to drive the force's DEI vision and objectives. Focus group participants often cited the passion for DEI from across their senior leadership team and could identify the force's champion for DEI.

Despite local governance structures being in place to drive DEI, focus group participants highlighted that greater integration between these structures and processes was required. They said better join-up between forces, colleagues and teams would help ensure information and learning was collated and shared. This includes benchmarking or recruitment and retention practices, as well as addressing budgets and the financial challenges forces face. This collaborative working would also help raise awareness of, and action around, intersectionality.

There was a tendency to work in silo or within teams. Participants felt these practices were hindering the implementation of their DEI strategies. In other instances, consultation with staff networks and independent advisory group (IAG) boards, particularly when setting the organisation's DEI strategic direction, was not taking place.

There were numerous examples of individuals driving promising DEI initiatives but not being given the support to sustain this work. Once they moved to another role or left the organisation, the knowledge attained and relationships developed, particularly with the community, were at risk of being lost. Governance structures need to be well funded and resourced to ensure sustainability of diversity and inclusive policies and practices to help change police culture.

Advice

- Forces need to ensure they have committed to their DEI strategies, policies and processes with sufficient funding and resources. This will ensure DEI actions are sustainable in the long term, change the organisational culture, and drive and embed inclusivity in every aspect of policing.
- Forces should ensure their DEI strategic objectives are SMART³, monitored for any risks, issues and challenges, including policy compliance, adjusting any programmes and activity where necessary, and capture learning. These actions should be data driven, using accurate data, including local force data and the PUP tracker.
- Senior leaders should review their DEI governance frameworks to ensure these are connected with clear lines of management, communication and engagement. This will help ensure every stakeholder, including Positive Action teams, staff networks and IAG members, are aware of their role and responsibilities in supporting the delivery of the force's DEI programme.
- Forces should support individuals who are carrying out local DEI initiatives, for example by offering additional resources to sustain the activities. This will ensure long-term investment and commitment to positive change, and maintain organisational knowledge, including key community links and contacts.

People engagement

All forces have staff networks in place. They engaged in the process, as did officer and staff associations, such as the Police Federation, and unions. Focus group participants spoke about the family environment in their teams, which helped them feel valued and included. Some forces were having 'challenging conversations' following the aftermath of the killing of George Floyd, allowing officers and staff to have open, frank and confidential discussions on issues and concerns such as racism in policing. It is important forces continue to provide the space and

3 The SMART model stands for specific, measurable, attainable, relevant and time-bound.

time for these safe discussions throughout and not just during critical moments in policing history. Additionally, individuals were sharing personal stories, which helped promote diversity and empathy across forces. The influx of new officers from diverse backgrounds provided forces with new opportunities for learning and development, progression and community engagement⁴.

Staff networks required greater resources, both in terms of funding and time allocated as part of their day job, to better deliver their role in the DEI agenda. They also required support from their line managers to attend and participate. There were examples where staff were not consulted on strategy and policy development, left to deliver their work while managing their paid role, and left feeling unappreciated and excluded. This point links with the DEI governance section findings above.

Staff inductions were limited. Participants felt these should help set the scene of what to expect in the organisation and which teams and departments existed, particularly staff networks that would help them navigate around the force and through their career.

There was inconsistent use of personal development reviews (PDR) and linking these with the organisation's DEI strategic objectives. Participants requested up-to-date and regular learning and development, especially those in supervisory positions who wanted help in better supporting their members of staff.

More needed to be done to address the culture in forces where discriminatory and offensive 'banter' existed and, in some places, thrived. Some worried this existing culture was having a negative impact on new recruits who might feel disillusioned and leave the police service.

⁴ See the material and support provided via the PUP's [**All Together Campaign, which will help inform and facilitate local conversations about diversity and inclusion.**](#)

Advice

- Forces should ensure their staff networks are empowered with the mechanisms in place to systematically enable this and are actively involved in strategy and policy development. They should be adequately resourced to enable them to carry out a range of activities, including working collaboratively on intersectional areas of interest and concern.
- Forces would benefit from involving all their personnel in delivering DEI activities across the organisation, as this will positively influence and change culture and behaviours. This may include involving advocates, ambassadors or allies, which some forces have in place. This will require resource allocation, learning and development to bring everyone on the DEI journey, and collaborative working across the force. This approach enables everyone to play a part, giving them a sense of how they are engaged in driving DEI across the organisation. It provides an opportunity to positively influence the force's culture and share and retain organisational learning and knowledge. We recommend using tools such as a PDR to evidence the part an officer or staff member plays in the force's DEI jigsaw.
- Forces should ensure they are listening to, and acting on, any diversity and inclusion concerns raised by personnel, particularly those that address inequality and discrimination. This enforces a message that abuse and prejudice will not be tolerated and action will be taken.
- Forces should review policies and processes in place to address discrimination and prejudice, and be visible and vocal in taking action against these. Forces should develop processes that give their officers and staff the confidence to challenge and report inappropriate language and behaviours. They should check and challenge assumptions and outcomes at both a local level and using national comparisons, as well as the PUP tracker.

Internal communication

Officers and staff cited numerous examples where they had heard and seen DEI-related messages and activities from the leaders in their forces. These came from numerous sources such as chief constables, staff networks, particularly during history month events, challenging conversation meetings or employees sharing personal stories on the force intranet. These made personnel aware of the force's DEI agenda and objectives. Focus group participants knew their force was aiming to increase the representation of ethnic minorities and females in their workforce and they had seen the statistics and information to support this drive.

While DEI messages were visible, they did little to explain why diversity and inclusion were important for teams and the organisation⁵. This was also true for positive action. The peer support team heard many participants saying they were not aware of the benefits of positive action, particularly in relation to increasing diversity and representation. More information was required to raise awareness about positive action and this would help challenge any negative assumptions about the approach. Often, communication of DEI-related matters featured on the force intranet or was disseminated via emails. Participants found their force's website difficult to navigate for information and some did not have time to read DEI-related emails during the course of their working day⁶.

5 See the PUP website in relation to the [All Together Better](#) campaign and [Advocacy campaign](#) and its research findings.

6 Forces may wish to link their personnel directly to the College of Policing's [Knowledge Hub](#) to browse useful and evidence-based material in their own time, as well as provide links to their own intranet sites, particularly in relation to positive action, and links to their staff networks.

Advice

- Senior police leaders should drive positive cultural changes across their organisation through leadership and behaviours training and practices. Recipients need to understand and acknowledge the importance of these activities in relation to building on diversity and embedding inclusionary practices in the police service.
- Forces should review their means of communication and engagement and make improvements where necessary. Consideration should include intranet sites and how DEI information is visible and accessible, for example the force's positive action policy or information about their staff networks. Forces should use innovative and creative methods to disseminate DEI-related messages, data and information such as posters, campaigns and workshops⁷.

Learning and development

DEI training was available and being delivered across all the forces. In some, forces were educating their staff about neurodiversity, including dyslexia. In one force, DEI training was being developed with the support of its staff networks.

While training was available, participants felt the training needed to be up to date and relevant to current local DEI-related matters. For example, in one force, frontline officers and staff required learning about their local refugee and asylum seeker population and a supervisor needed to know how to better support his non-binary staff. In another force, there was an expectation of operational officers and staff to attend DEI training days and workshops on their rest days, which had an impact on their work/life balance and their mental health. There was a need for training to go beyond explaining the law, policy and procedure and deliver on the 'why' and the 'soft skills' to implement the training, such as interpersonal skills. There was also a need for the training to explain the benefits⁸.

7 See the range of research recommendations and information available to forces on the [PUP website](#) and the College of Policing's [Knowledge Hub](#).

8 See the range of resources and research on the PUP website in relation to the [All Together Better campaign](#).

Advice

- Training developers should link in with their staff networks, positive action teams and other stakeholders to ensure training is up to date and adequately covers any current and future local areas of interest and concern.
- Forces should engage with their staff networks and other stakeholders to explore opportunities for reverse mentoring. This will improve the confidence of supervisors and leaders to better support their staff and handle challenging conversations.
- Trainers should explore innovative ways to deliver learning beyond lecture-style approaches and online learning. For example, holding workshops in which police and non-police personnel share and discuss real-life scenarios and experiences.
- Training should go beyond law and policy to help participants understand the benefits of the learning and how to apply it.
- Forces should ensure they explain the 'why' when driving DEI strategic objectives and activities. This will help make their employees aware and better understand the importance, relevance and necessity of diversity, equality and inclusion when it comes to legitimacy, confidence and satisfaction and an inclusive and representative workforce.
- Where possible, forces should ensure training workshops take place during work time rather than on rest days to provide its personnel with a work/life balance.

Community engagement

The peer support team found many examples of encouraging community engagement activities that help improve police and community relations. These include activities organised by the police for young people where the police can engage with them. Positive Action teams were using innovative approaches, such as buddying practices and support with the application process, and working with partners to attract and recruit from marginalised communities.

Although engagement was taking place, the research found some activities tended to engage with the same individuals and communities. There was a homogenous view of the local population and little understanding of how complexities in certain communities, including the impact of socio-economic factors, may affect police-community relations. Certain individuals and teams were perceived to be responsible for engagement activities, rather than everyone across the force including frontline operational officers⁹. Any learning from community engagement activities was not being fed into training and the improvement of policies and processes.

Advice

- Forces should explore and monitor innovative ideas¹⁰ and activities to enhance community engagement activities, particularly with marginalised communities. This will help them to see what works and where more needs to be done, particularly in relation to understanding and addressing intersectionality.
- Forces should ensure learning from community engagement activities translates into training, information, policies and practices to better equip its officers and staff to better engage with their communities¹¹.

Review and evaluation

For any DEI strategy and its objectives to be successful, regular review and monitoring of activities is required. The peer support team found little evidence of reviews and evaluations of DEI strategies and actions. There was some confusion among senior leaders and stakeholders about what success would look and feel like and how to measure this. This may

9 Forces should map out their communities and representatives, as well as their numerous engagement activities, to understand where better engagement can be made and information can be shared. Forces are advised to see the [Advocacy Campaign](#) and its research findings on the PUP website.

10 Forces should use the PUP attraction and recruitment toolkit, which is available on the [Hub](#) to both engage but also monitor and evaluate the impact.

11 Some forces are providing this learning through their mobile app, giving information to frontline officers to help support engagement and recruitment. See the [PUP website](#) for examples of practice.

affect collaborative working and stakeholder engagement. More data collation, including qualitative data and scrutiny of this data, would help forces to set clear objectives, evaluate activity and capture learning. This includes assessing the issues and concerns facing their workforce, community confidence and satisfaction, and sharing good practice.

Forces need to do more to understand why their personnel are not declaring their protected characteristics when completing surveys and investigate reasons for poor engagement from their personnel on strategic direction and change. A review of some DEI self-assessments revealed forces were collating data on only some protected characteristics (race and gender), particularly of their local population, and not capturing others such as disability or sexual orientation. However, there was a commitment by some forces to rectify this since the expectation on all forces to follow national police data standards. There was little information about whether data and learning were being used to drive activity, improve policy and processes, and inform equality impact assessments (EIAs).

Advice

- Forces should assess the quality of their data and how the data is captured and analysed to inform strategic direction and decision-making, as well as improve policies and inform EIAs. Forces are advised to use the [workforce data tracker](#) to help understand their workforce and review benchmarking information.
- Forces should use the Prefer Not to Say research and implement the Safe to Say¹² guidance, which may encourage more of their people to declare their protected characteristics when completing surveys. This will improve their data and support for their workforce, and enable forces to have a fuller understanding of their personnel and their needs.
- While forces are tasked with improving diversity, particularly in relation to the number of ethnic minorities and female officers as part of the PUP, forces must ensure other protected communities

¹² See the [PUP website](#) to access the Prefer Not to Say and Safe to Say materials and information.

are valued and included, such as people with disabilities, people with a neurodiversity and the LGBT+ community. Forces should engage with staff networks to help address this. Approaches include using EIAs and promoting role models from different communities. This will help increase empathy and drive inclusivity. Forces should capture quality data using the national data standards. This includes all protected characteristics and exploring the intersectionality in the data to help make decisions and inform strategic direction.

Methodology

The College of Policing's Organisational Development and Peer Support team led on this peer support. They were supported by their Diversity and Inclusion team colleagues and skilled and experienced peers from other forces, or College Associates who specialised in DEI approaches and learning.

The team assessed forces' DEI-related documentation, for example their strategies, positive action policies and governance frameworks. Additionally, the team conducted a PESTLE¹³ analysis on each force and considered each force's NPCC DEI self-assessment return¹⁴. Lastly, the team carried out a series of focus groups with a range of officers and staff, as well as IAG members to capture and understand the lived experiences of the delivery of DEI approaches in these forces. A bespoke workshop was carried out with DEI representatives from Bedfordshire, Cambridgeshire and Hertfordshire (BCH) police forces¹⁵.

On completion of these tasks, a summary of the key findings and recommendations were provided to the senior leadership team of each force. The team met with the senior leaders to discuss the report's findings and any next steps the forces may take. Most peer support activities ended in March 2021¹⁶. For further insight into the methodology and generic offer to police forces, see [Appendix B](#).

13 PESTLE analysis allows a review of any political, economic, social, technological, legal and environmental impacts and developments that may be affecting the force and its operations.

14 In line with the NPCC DEI strategy, all forces were requested to complete a self-assessment, which collated information in each force in relation to their workforce, policies, governance structures and community engagement. Those forces who had completed their self-assessment provided this to the College for analysis purposes.

15 The one-day workshop explored how these forces were exploring benefits realisation, delivering positive action, exploring joint working and other areas. This provided the forces with the opportunity to openly address any challenges that were impeding effective collaborative working.

16 A list of all forces that took part in this peer support can be found in [Appendix A](#). BCH forces joined the peer support later than other forces and their peer support was completed in July 2021.

Diversity, equality and inclusion (DEI) governance

The peer support team found good leadership and established governance structures that were driving DEI agendas. These aimed to improve the police offer and service delivery to communities, as well as improve the diversity and inclusion of minority officers and staff. These goals and activities were linked to the NPCC DEI Strategy 2018-2025.

We found passionate and committed leaders who had developed the necessary structures, strategies and processes to improve diversity and inclusion in their forces. In some forces, the chief constable had set out a clear vision for DEI, had personally taken on the DEI champion role, and was chairing the force's DEI Board. They were visibly and vocally emphasising the importance of these issues for their force. This leadership was helping to facilitate the cultural and organisational shifts needed to drive diversity and improve inclusivity. As one focus group attendee said:

“The DEI vision is clearly articulated by the chief constable and it is commendable that [they] lead for DEI. This provides strong leadership and direction and has created enthusiasm for the DEI agenda.”

DEI strategies were leading to the creation of DEI Boards, the establishment of DEI champions and the setting up of staff networks, public scrutiny boards, such as stop and search, as well as Positive Action teams. These governance structures provided a sustainable foundation to help drive DEI changes across forces. In some forces, we found these initiatives were being driven by individuals rather than the organisation and its senior leaders. This posed clear risks to the police force. These included lack of investment and resources to prevent the loss of organisational knowledge should the member of staff move on to another role or leave the force; short-term fixes to a challenge that requires a more long-term vision; and causing an impression of inauthenticity from police senior leaders.

In many forces, DEI strategies were fact-heavy and could fail to engage the wider workforce. It was suggested that these needed to include real-life experiences and narratives from across the force from both internal and external individuals to help the reader to relate to the force's strategic aspirations and inspire empathy.

The peer support team raised concerns that some forces' strategy documents did not lay out clear action plans that demonstrated how strategic objectives would be implemented, monitored and evaluated. Few forces could show how success would be achieved. In other instances, strategic documents were either not dated or were out of date. This demonstrated that these forces were not consistently reviewing their plans, revising them where and when necessary. In one force, its DEI strategy lacked any mention of the police and crime commissioner (PCC), despite PCCs playing a crucial role in holding the police in the region to account. In other instances, there was a sense of disconnection between different plans and policies. In one force, for example, the stated values in the Joint Strategic Equality Plan were different from those set out in the force's Values, Vision and Mission statement, which included no direct reference to DEI.

The support team found little was being done in forces to join up the information, learning and conversations taking place across the organisation in relation to diversity and inclusion. Tools such as EIAs were not being used to help gather data and learning to help drive strategic decisions and policy implementation. Forces were not proactively engaging with staff networks and community representatives when setting DEI strategic directions.

A common theme from the focus groups was that DEI strategies and messages were not getting through to those further down in the force's command structure, such as those on the front line. Police constables, for example, demonstrated a lack of knowledge or awareness of what their force was doing in relation to diversity and inclusion, their force's key DEI objectives and initiatives, including community engagement activities, and were not aware of their staff networks. Beyond training plans, we found little action being taken to engage further with frontline officers and staff to help address diversity, discrimination and unfairness.

Participants mentioned DEI agendas were akin to ‘preaching to the converted’. Often those who knew about their force’s DEI strategy and processes were those whose role was linked to DEI, such as positive action leads. Some felt their force was just paying lip service to DEI and there was not an authentic long-term commitment to deliver diversity and inclusion, such as addressing DEI-related concerns from those in operational roles. They also felt DEI strategies were serving the interests of senior leaders who were seeking promotion.

This also related to the lack of resources and long-term investment in DEI. A common complaint was that specific individuals were being assigned roles and were not given further funds or colleagues to help sustain activities and retain organisational knowledge. DEI strategies and activities were not being properly resourced or provided with long-term funding to help maintain DEI interests and objectives. For example, the peer support team found units were not adequately staffed, affecting strategic goals and outcomes.

In peer meetings with senior leaders, it was acknowledged that staff see the DEI officer as the only person who manages DEI. In another force, the DEI officer was mentioned as the only point of contact on DEI matters:

“ I’m not sure what the other 3,500 members of the force do if they don’t know [DEI-related matters].”

In several forces responsibility for delivering DEI rested with, or was perceived to rest with, HR, DEI officers or Positive Action teams. There was little sense of DEI being an essential part of everyone’s responsibilities.

“ Diversity and inclusion should sit with everyone.”

We found several forces were focusing more on improving the number of, and the retention of, officers and staff who were either female or were from an ethnic minority community. This reductionist approach to the public sector duty and the nine protected characteristics in the Equality Act 2010 raised questions about some forces’ diversity and

inclusion aspirations. Such actions were leading forces to exclusively focus their investment and resources in areas that potentially risked causing long-term discrimination and neglect towards other communities, such as people with a disability. This meant building a police workforce that is not representative of its local people, should these officers and staff choose not to join or choose to leave (see also [community engagement](#) section).

People engagement

This section examines the role our people can and do play in the delivery of their force's DEI strategies. Our people includes all members of the workforce, including HR departments, Positive Action teams, staff associations such as the Police Federation, unions and staff networks.

There were often instances where focus group participants felt their team was like a 'family' in which they could share experiences and learning without a feeling of abuse or discrimination. They were also places where teams could have open, courageous and challenging conversations to help make their daily working environment more inclusive. This meant that people could ask, challenge and query why things were being done without fear of criticism or being labelled as awkward or troublesome. There were some stories of excellent supervisors making their people feel they belonged and were valued. Others provided examples of supervisors treating the workforce with great sensitivity and being totally inclusive, allowing staff to be their 'authentic selves'.

In one force, a senior officer had produced a video explaining why the HeForShe movement initiated by the United Nations to promote gender equality was so important to him. In the film he disclosed personal information about himself, his family and their life experiences. This was seen as genuine and authentic, revealing some of his personal vulnerabilities, which allowed members of the force to relate to him more and made the message more memorable.

A consistent message across many forces was that there were now female role models in senior ranks, although this was patchy in some specialist roles, such as firearms and public order. With fewer ethnic minority colleagues in senior ranks, there was a suggestion of assessing and evaluating the success of gender initiatives. This would help identify whether any aspects of those programmes might be transferable to ethnic minority representation and other protected characteristics.

As mentioned in the previous section, further work was needed to ensure DEI strategies were engaging with the whole of the workforce;

everyone needed to be part of the change. The peer support team suggested that one way to help ensure all personnel were supporting the force's DEI objectives was to link these directly to PDRs. This could be used to help evidence how each member of staff and their work was helping to achieve a diverse and inclusive police force and where further action could be taken. The PDR discussion between the individual and their manager could also provide the opportunity to explore fairness, discrimination and other DEI-related matters. It was therefore very important forces ensured PDRs were given priority and were completed and reviewed systematically, and that issues raised were handled immediately and sensitively.

The new intake of officers from a younger generation provides forces with an opportunity to address diversity and improve inclusivity. Their contemporary perspectives from diverse backgrounds can bring a wealth of knowledge and lived experiences that can change force policies, processes and cultures. It appeared little was being done by forces to tap in to and capture these thoughts and learning previously.

One way this could be done is encouraging new recruits to get involved in staff networks. But the peer support team found further work was necessary at the induction stage to help raise awareness of the support networks that are in place that would be beneficial for the new recruits. While in some forces the Police Federation, unions and other staff networks are involved in induction sessions, this was not universally the case. In several forces new recruits are signposted to their force's intranet to learn more about these groups. The peer support team were told it was either difficult to navigate the intranet to obtain this information, or the sites provided very little that would be of any use to the reader.

Also, the peer support team were told by many focus group participants that they felt excluded from their team and the organisation, and their skills were neither valued nor wanted. There were also stories of less enlightened, inappropriate and even bullying and discriminatory behaviour. A recent intake of diverse recruits in one force were subjected to sexist and homophobic comments by their mainly (but not exclusively) white male colleagues, with some going along with the 'banter' for fear of being ostracised.

“The force wants to be inclusive, but we haven't got there yet. Some don't feel able to call out inappropriate behaviour, which has historically been accepted, nor to be themselves.”

Those in the focus groups who were supervisors requested up-to-date and regular learning and development to help them better support their members of staff, especially in relation to unfairness and discrimination.

In many forces there were disturbing stories about inappropriate language and behaviour that was allowed to go unchallenged. These included comments such as:

“Sorry, I can't hear. Oh, that doesn't matter 'cause you're deaf.”

“People would be worried if a woman joined our team. We have a dark humour they may not like.”

“There's no point in going for promotion unless you're a woman.”

There is a clear cultural conflict in many forces between those who are committed to change and those who are resistant.

“Pockets of the force are quite old fashioned and less inclusive in relation to disability. If someone isn't fully fit, they usually get put out of the way and get a menial job.”

Deep concerns were expressed over the 'Life On Mars' culture that still persists in some areas and that inappropriate behaviours could be learned and modelled by new recruits.

Forces have a responsibility not to tolerate inappropriate language and behaviours and to create an environment in which every individual feels

safe and empowered to be themselves and challenge such language and behaviour. When such issues are identified and reported, it is critical that staff know that prompt and appropriate action will be taken and any learning will be captured and used for both individual and organisational learning. Unless forces can tackle and resolve this intolerance and these cultural challenges, they may be unable to retain their new recruits and current workforce from minority backgrounds in the longer term, as well as continue having cultures in which abuse and discrimination remains overt and challenging to address. The peer support team heard numerous accounts from officers who were leaving the police force due to abuse and discrimination. For example, an ethnic minority officer was bullied by his team and a female officer was sexually assaulted by a member of the public. Police services cannot afford to lose talent and numbers in this way, particularly from the very communities it is aiming to recruit from to improve diversity ratios in policing. This slows down efforts to increase diversity and inclusion in police forces and risks damaging community and police relations. Police forces should address their fairness at work policies and processes to root out and remove those who display discriminatory and abusive behaviours, and examine ways to improve culture.

Another approach to address unfairness and tackle discrimination is via empowered staff networks. Yet although staff networks were established and functional in all forces, there was evidence that these groups were not actively engaged with by senior leaders in the force, especially when setting out DEI strategic objectives. There was also not a long-term investment and allocation of resources that would inspire network committee members to deliver more. For example, while in some forces the UNISON and Police Federation representatives were in paid, full-time roles, chairs of staff networks and their colleagues were working voluntarily with no clear facility policy in place that would allow them to deliver these activities during work time. In one force, two days every month were allocated to each network and this had to be divided among all volunteers in the groups. This time was not sufficient and took away from the meaningful work that needed to be completed to achieve successful outcomes. Network members complained they were expected to do the work in their own time despite the fact that they were delivering actions that would benefit the organisation or informed

the peer support team that their supervisors refused to allow them time to attend. Others were 'shamed' by supervisors and/or colleagues for attending meetings because there were other priorities they should be focused on rather than wider DEI-related matters. With a lack of sufficient funds, long-term investment and top-down support, including allocated facility time, networks were left feeling unappreciated, excluded and undervalued.

Internal communication

Forces were using a variety of means to communicate DEI messages to their workforce. These were often on the force's intranet but the peer support team learnt that posters were being posted around stations and offices, emails were being sent out and there were events such as Black History Month and positive action drop-in sessions.

One chief constable had produced a short video, setting out his DEI vision and the importance of having a diverse workforce that reflects the communities it serves. During the video, the chief constable directly challenges those with misconceptions and displaying negativity towards DEI and positive action initiatives. He also challenges assumptions that minority ethnic and female officers are given preferential treatment through positive action, and is clearly aware that a cultural shift is dependent on DEI and positive action being understood and accepted. The video has already been posted on the force intranet and will also be delivered to the entire workforce through briefings. Both the video and the approach to its distribution are examples of good practice that could be readily replicated elsewhere. Another example of good practice from the same force is its 'Positive Action on a Page', which succinctly sets out what positive action is, why it is needed and how positive actions can benefit both the force and the community. Another example was 'The Web', a diversity-based publication launched by a force. Unfortunately, due to restrictions imposed because of the COVID-19 pandemic, planned distribution of hard copies to all stations was not possible. Nevertheless, 'The Web' is seen to have the potential to deliver the force's DEI messages to a wider audience both internally and externally.

Generally, however, participants commented on poor communication within their forces on DEI matters. There was strong criticism across forces about the quality of their intranet sites. Many participants commented that DEI-related news was hidden away in the corner of the intranet site and was difficult to find. In one force, information about staff networks and the support available to staff was often the last item on a long list of hyperlinks on the intranet that didn't help the reader.

Frequent emails were often overloaded with information or diluted the message. Participants informed the peer support team that they would often delete these without opening them because they didn't have time to read what they believed were lengthy messages. Some suggested that less frequent, more concise e-briefings would help to bring more important items into sharper focus. There was a clear pattern across all forces of an increasing reliance on electronic communication, especially since the limitations on personal contact since the COVID-19 pandemic began. However, any form of electronic communication needed to consider the needs of neurodiverse colleagues.

Besides communication, forces needed to do more to engage with their workforce to help them understand why the police service was determined to improve their approach to diversity and inclusion. The peer support team found little attention had been given to explaining to their employees why forces were investing time and resources to improving community relations or developing partnerships that will enhance policing.

Also, the team found senior leaders were not systematically capturing, discussing and understanding the lived experiences of their personnel, which would help build a robust picture of what diversity and inclusion looked and felt like now in their organisation. This can be done by drawing on staff survey results or holding a series of focus groups. The results of these should be shared widely across the organisation, alerting the reader about what actions have been proposed. Instead, strategies were focused on bringing more ethnic minorities and women into the police service and improving the trust, confidence and satisfaction of ethnic minority communities. More needed to be done to improve internal processes for the current workforce, particularly those who come from minority communities. Otherwise forces risk their present employees disengaging completely from the DEI agenda, which may take some time to reverse, if it is not too late already.

In addition, further work was needed to ensure officers and staff from the front line could raise concerns, unfairness and discrimination anonymously, as well as thoughts and suggestions, and that these would be listened to and acted on. Several participants alleged that

messages were often modified and toned down as they went up the chain of command. Ideas and suggestions were often quashed by senior officers, leading to a failure to deliver an accurate picture for the chief constable about sentiments across the force. There were also reports of inappropriate behaviour being diluted as it was passed up the chain of command because of its potential to dent the promotion aspirations of some in the higher ranks. Consequently, the false assumption prevails that, because no-one has voluntarily raised an issue, there can't be one. This reinforces the suggestion that the commitment of senior/chief officers is merely political or career expediency.

As mentioned in the governance section above, many of the DEI documents are fact based, highlighting statistics and revealing targets. Further work was needed to enable these publications to feature real-life experiences of those across the organisation, including those who had intersectional identities, for example an LGBT+ Black female officer. The peer support team believed this would engage with the workforce's hearts and minds. This would help elevate voices from the 'shop floor', encourage empathy, generate discussion and evoke a need to work collaboratively. This would also help with the cultural and organisational changes needed to build and sustain a diverse and inclusive police service.

When explaining the 'why', forces needed to go further in informing their people the reasons for collecting information about their protected characteristics and how the data is used, stored, shared and deleted. The recent Safe to Say campaign will provide a great deal of exercises and tools to assist forces. The peer support team suggest chief constables take advantage of this campaign to improve reporting and, in turn, improve the working lives of its workforce using this data.

Another area in which forces needed to improve communication and information was positive action. The peer support team found many officers and staff were unaware or misunderstood the purpose of positive action and its benefits. The team learnt that those in public-facing roles or first-line supervisors did not understand the concept and there was a shared perceived idea that this legislative tool was some form of inverted discrimination. They equally believed those

who were benefiting from positive action were doing so purely based on where they are from, their background or what they look like. Positive action was seen as divisive, unfair and tokenistic in policing. This was also preventing the very officers and staff who would benefit from positive action from applying for this support in case their team treated them negatively.

The point was made many times in relation to various aspects of diversity that people wanted selection and promotion on merit, not because of any particular protected characteristic – ‘everybody should have positive action – surely that’s the point’. There were also several examples of underlying resentment towards positive action and perceptions that female and minority ethnic candidates receive favourable treatment in recruitment and selection processes, because of positive action initiatives:

“...both officers and the public perceive the force to be selecting candidates based on their ethnic background. This is counterproductive and creates difficulty for ethnic minority officers joining and creates increased hostility amongst some white community groups.”

“There is still a feeling out there, what is the point applying [as] they are looking for ethnic minority candidates, I am way down the list.”

These misconceptions also have a detrimental impact on those who have been involved in positive action programmes: ‘It is frustrating for ethnic minorities because of the perception out there that you have a better chance for promotion when you are part of a protected characteristic.’ There was evidence in some forces of a reluctance to take up positive action opportunities because of these negative perceptions.

Consistently across most forces, documents convey the same single narrative – of a force seeking to increase the number of women and people from an ethnic minority community to create ‘a workforce that

is representative of the communities it serves'. This misses the vitally important, and widely acknowledged, point that diverse, inclusive teams make better decisions and innovate more. This latter, more nuanced narrative would help to dispel the myth that positive action is about giving favourable treatment to female and minority ethnic candidates for recruitment and promotion, and that it is more about making best use of the diverse skills they offer.

Another issue that came up in more than one force was the general negativity about DEI issues from politicians and in the press. In one force, serious concerns were expressed about the extreme views voiced by politicians (and reported in the press) alleging that Traveller and Eastern European communities were committing crimes across the county. Forces need to address these false and misleading stories. There is a real opportunity to engage the press in a longer-term and more productive role in communicating the force's DEI message. This will help to build trust and confidence in the police among disadvantaged communities, while also reinforcing the force's commitment to DEI.

Learning and development

There was evidence that forces had developed, and were providing, DEI training to their whole workforce. In one force, this training had been developed in collaboration with its staff networks. By doing so, its cultural awareness programme will be using correct and appropriate terminology. The training aims to encourage open, honest and safe conversations about DEI. In another force there was a clear corporate appetite to learn and develop practice that supports the DEI agenda. The 'Let's Talk About Race and Inclusion' toolkit that the force's Race Equality Network has developed in conjunction with the force and the 'Creating an Inclusive Culture' online training were good examples of this. One force had trained 12 assessors (with a further cohort planned) to conduct dyslexia assessments, which are available for all staff. Another force had focused attention on neurodiversity. These examples demonstrate the various ways in which police organisations are developing their DEI training to ensure their people gain the understanding and the tools necessary to help drive DEI across their forces.

Despite these pockets of good practice, the peer support team learnt focus group attendees raised concerns about the poor quality of training and development in relation to DEI. These appeared to be standard packages that skimmed over the surface of DEI and did little to keep officers and staff up to date on current issues that may affect them when engaging with their local communities or supporting a member of staff. For example, a supervisor wanted to be provided with the training and learning necessary to better support a non-binary member of staff. An operational team wanted to know more about the local refugee and asylum seeker population to enable them to know the communities they may be engaging with and be aware of any issues they may be facing, particularly in relation to crime and victimisation. In some forces, younger focus group participants suggested they could provide 'inverted mentoring' to their colleagues on DEI-related matters due to their lived experiences prior to joining the police service.

Some focus group participants complained that their diversity training was reactive. When something critical or negative happened in their

force, they would receive a package of training to improve their knowledge in that area. While this training was appreciated, there was a sense that it created a culture of fear and blame.

Others mentioned their training provided them with an overview of the law, local policies and procedures but it did little to equip them with the 'soft skills' needed, such as interpersonal and communicative skills that will enable better community engagement.

The peer support team learnt in one force their operational personnel were required to come in on rest days to complete mandatory DEI training. This was having a negative impact on the health and wellbeing of these officers and staff members, as well as their work/life balance. Focus group participants relayed their frustration and resentment towards this approach in which they felt 'talked at' by the trainers and not engaged with. They would be provided with training that was selected by the training department, who didn't provide them with learning on the current issues affecting their local communities, which some felt would be more beneficial to learn.

Community engagement

There were many examples of community engagement activities across all peer support forces, reaching out to different sections of the local population. In one force, there was a range of initiatives in place to engage with young people. Another force was undertaking community surveys and engaging local communities around improving CCTV and safety. One force had carried out a number of engagement exercises with the local Ahmadiyya Muslim Community, which had led to a recruitment fair that attracted 27 expressions of interest in joining the police force. Those officers and staff who were from specific ethnic minority communities were using their cultural experience and language skills to help improve engagement between police and communities. They actively connected with community representatives and approached people who may not have been comfortable speaking openly with the police.

While these activities were encouraging, the peer support team believe an urgent review should be carried out by forces in how these engagement events are organised and managed. It should also look at how any learning from these initiatives is helping to improve policy, training and raise cultural awareness across the organisation.

Firstly, the peer support team found these actions were dependent on the time, energy and commitment given by specific individuals. They were provided with little support to help sustain their activities should they move on to another role or leave the force. This was a risk for forces that was not given the attention it needs. For example, should the individual leave, the working relationships and the links within communities could be broken and may take some time to rebuild. This can also send a message to these groups that the local police is not genuine when it wants to work collaboratively to address community concerns, in turn affecting trust and confidence.

Secondly, forces should map out who they are engaging with and who they are not engaging with, and review where improvements can and should be made. For the latter, it is important police forces have difficult

conversations and build relationships with those who may have lower trust and confidence in their local police. In one force the local community was seen as a single homogenous group, undermining its ability to have the right conversations and fully understand the diversity of views and intersectionality within these communities. In another force, there was a tendency to engage with 'the usual suspects... all the parish councils and rural communities; and they have a voice already'. Little effort was made to understand who the local communities were and what ways the police can engage with them as well as capture and address any crime-related concerns. Forces would benefit from this approach by driving trust and confidence in these marginalised communities but also attract and recruit future officers and staff from these groups.

Positive Action teams were doing a range of activities to engage widely to attract and recruit diversity into their forces. The team in one force has liaised with local ethnic minority communities and delivered pre-application workshops, as well as producing school leaflets highlighting the pathways into policing via volunteering as police cadets and the Special Constabulary. They also carried out focus groups with local university and college students to understand why policing may or may not be a chosen career path for them. In one force, the team provided a range of support and assistance for people from ethnic minority communities to prepare and navigate the force's application and selection processes.

In other forces there was provision for mentoring, taster sessions for firearms and other support in relation to promotion and progression. These also included buddying systems. Positive action measures have also been put in place to support women and applicants from ethnic minority communities in understanding and navigating the selection process. In one of these forces, this has contributed to increasing the representation of ethnic minority new recruits.

Positive Action teams were dedicated and passionate in what they were trying to achieve despite challenges such as tight budgets or limited resources. Their knowledge, experience and passion was evident from focus group and workshop activities carried out by the peer support team.

Across several forces, concerns were expressed about Positive Action teams focusing solely on increasing the number of women and ethnic minority communities in the force, with little attention being given to other protected characteristics. This was creating tension internally, where officers and staff felt excluded, such as personnel with a disability. Externally, some groups were not being engaged with as they didn't fit the profile that the police were aiming to attract and recruit. Furthermore, the focus on ethnicity and gender to address disproportionality in recruitment and promotion tends to undermine the extensive research into the benefits of introducing wider diversity into the workforce. This includes improved capability, creativity and innovative decision-making.

A common concern raised by Positive Action teams was that most officers and staff did not see what role they played in helping improve diversity and inclusion in their force. Often Positive Action teams would engage with a community to learn other underlying crime-related concerns that the police had not addressed. The teams felt they should have been aware of these issues prior to engaging with the group. They also did not feel capable of addressing these concerns due to their role. They complained that forces were not capturing these issues, sharing them across all officers and staff and addressing them, should any fall under the force's responsibility. Often these teams felt they would go into a community and then leave, creating a vacuum and potentially a sense that the local police do not care. That DEI is perceived to be the responsibility of a small group of people rather than the responsibility of every individual member of the workforce is a barrier to success that all forces need to tackle. Information about local communities and their issues and concerns needs to be joined up and shared across the organisation, raising awareness for everyone in a public-facing role.

Review and evaluation

Every strategy requires a system in place that tracks and monitors progress and outputs to see if the desired outcomes are being achieved, and take further action, if necessary, to move towards success. The peer support team found little evidence across all forces of any form of review and evaluation of policies, strategies and initiatives. Many of the actions recorded as 'complete' in DEI action plans were administrative in nature with no record of what had actually been done or achieved. Although several forces collect substantial volumes of data, this is often 'just filed away and forgotten about', rather than being analysed to assess how effective individual projects and initiatives have been in influencing decision making. In one force, a 'Lessons Learned' log was mentioned in relation to recruitment, but the peer support team saw little evidence of any formal process for capturing, developing, evaluating and sharing any organisational learning. In one force, representatives of the Police Federation, UNISON and internal staff networks had very differing perceptions of DEI success, leading to a lack of cohesion and cooperation between them, which affected the strategic review of DEI outcomes.

There was evidence of forces analysing data. One of these was reviewing COVID-19 fixed penalty notice (FPN) data. While the raw data showed that 70% of FPNs had been issued to White individuals, leading to a perception within the force that White people had been disproportionately affected, a detailed examination of FPNs relative to the population revealed that Black people were six times more likely to be issued with an FPN. Unfortunately, no further work was available for the peer support team to view where this disproportionality was further examined or being considered alongside wider conversations about the disproportional number of Black people in the criminal justice system. In some forces, they were collecting data across the whole spectrum of protected characteristics, as well as those who had applied for flexible working arrangements. This should allow decision makers to understand and explore a range of issues such as intersectionality or disproportionality. However, the peer support team found little evidence of this happening. In other forces, they were only collecting data on

specific protected characteristics that would assist with attraction and recruitment. This reduced the quantity and quality of information at these forces' disposal to gain an understanding of their whole workforce and the wider public, and make effective decisions that would improve diversity and inclusion across the organisation.

There was a tendency for forces to focus on numbers and statistics, often without understanding the story they were telling. For example, senior managers in one force commented that surveys help drive the work and are needed to understand the workforce better. They cited a recent workforce survey regarding protected characteristics, which achieved roughly a 75% completion rate and that the rationale had been fully explained. However, no evidence was presented of any investigation or follow-up regarding the 25% non-completion to find out by whom or why the survey had not been completed. In another force, over 70% of the workforce had not disclosed their sexual orientation and over 40% their religion, but again there had been no investigation to discover the reasons why. Forces would also benefit from uncovering deeper meaning behind the quantitative data sources to gather a fuller understanding of current DEI-related issues in the organisation.

There was little information about whether data and learning were being used to improve policies and processes, as well as inform EIAs. This prevented policies from being based on evidence and potentially put the front line at risk of making mistakes that could cause reputational damage for the force. Poorly completed EIAs risked the organisation facing a judicial review and public scrutiny.

The limited evidence of reviews of DEI strategies, policies and processes links to previous points about the apparent lack of genuine leadership in this field with long-term investment and resources. A couple of forces had all the right governance structures in place, such as staff networks, and were each carrying out a number of activities to drive DEI across the organisation. But there was limited time and resources in place that joined all this activity up with the overarching DEI strategy; analysed what was helping to achieve success and where further work was needed; and using these data sources to drive strategic decision making.

Lack of reviews of activities and a benefits realisation approach can potentially risk the force losing time and money, and affect morale should it not be able to achieve success. This not only depletes previous efforts but can disengage the workforce, who might grow tired of hearing and seeing the same messages deliver little positive change.

“ The force suffers from promotion chasing. New ideas are introduced just to service promotion aspirations. These ideas are never evaluated and as soon as the person is promoted the ‘great’ idea is allowed to wither on the vine. This is repeated time and time again. So we frequently repeat the same mistakes time and again.”

“ The reason we go around in circles is that we never evaluate and capture the good (we should retain and embed) and identify the bad (close down and record why it failed).”

Conclusion

This peer support exercise provided a good understanding of what forces were doing in relation to DEI. The team reviewed governance and strategic documents, and met many passionate people who were driving DEI in their local areas. The team saw and heard that, despite key organisational and cultural issues requiring urgent attention, forces genuinely wanted to do more, and do better, around diversity and inclusion.

This is not a simple task, especially as police forces are having to deliver policing on tighter budgets and with increasing demands. It is easy for funds and resources to be diverted to more pressing and immediate areas. However, for real change to take place in relation to DEI, forces should discuss the advice in this report as well as the individual reports each force received after the peer support concluded, and work with other forces to share learning and good practice. The College of Policing will play its part to support forces improve on DEI.

Appendix A: Forces that participated in the 2020-2021 peer support programme

The following forces took part in the 2020-2021 peer support programme. Each force provided a range of documentation, including their NPCC DEI self-assessment, governance frameworks and strategies. The College of Policing team carried out a series of focus groups with officers and staff, as well as community representatives.

Peer support was offered to each force based on the Terms of Reference and scope. A generic package of peer support was created and supplemented by a bespoke support offer.

Recognising force and national demands around COVID-19 in relation to capacity, resources and operational response, as well as the lockdown restrictions, the peer support work was conducted virtually to provide forces with greater flexibility and resilience. The peer team worked closely with a single point of contact (SPOC) in each force to ensure that the offer was managed effectively, with as little disruption to operational activity as possible.

Force	
1	Derbyshire
2	Dyfed-Powys
3	Essex
4	Gwent
5	Staffordshire
6	Sussex

Force	
7	West Mercia
8	Wiltshire
9	Lincolnshire
10	West Yorkshire
11	Surrey
12-14	Bedfordshire, Cambridgeshire and Hertfordshire (BCH)

Appendix B: Generic offer and scoping exercises with forces

College of Policing peer teams undertook the review element of the support (desk- based review, interviews, one to ones and focus groups) virtually due to COVID-19. Each of the peer teams explored the following lines of enquiry with each force prior to interviews and focus groups.

- What does success look like for the force in relation to DEI?
- Who benefits and how?
- How is success measured and how are the benefits measured?
- What is your force's vision for DEI in the force?
- What would good look like if anything was possible?
- What would help you get there?
- What are the challenges internally and externally that may impact on your vision, if any?

Governance and structures

- Who leads?
- Where is accountability managed?
- Is there a long-term sustainable and consistent plan?
- Is there effective resourcing in terms of numbers and skills?
- Is DEI a thread that runs throughout all areas of business?
- Is there a performance management process with executive level reporting to highlight risks and trends?
- Equality monitoring and analysis – does the force effectively analyse and report on DEI issues to senior leaders and decision makers? Do these findings inform or direct policy and/or projects to improve fairness and equality?

- Is DEI captured on your corporate risk register? If yes, how does it feature on this plan? What are the control measures in place and who is responsible for driving the change?
- In your opinion, are sufficient resources and budget allocated to driving DEI in your force?
- How is organisational learning captured, developed, evaluated and shared?

Communication

- What communication means do you use to better understand DEI-related matters affecting your people and your communities? For example, staff surveys, lunch and learns, staff forums, staff networks and IAGs.
- Do you think these communication channels are used to ensure there is two-way conversation about DEI matters in your force – communicating downwards and upwards?
- How effective are these communication channels in ensuring issues are heard and addressed in your force?
- Are the workforce well informed, educated and understand the ‘vision’ and plans for DEI?
- Is positive action communicated, understood and accepted?
- Qualitative information – does the force regularly explore the perceptions of its workforce? Do they feed these findings into the regular DEI monitoring and reporting process?

Diversity, equality and inclusion

- Positive action.
- EIA.

Equality monitoring and analysis

- **NPCC Policing Vision 2025.**
- **NPCC national toolkit** – attraction, recruitment, retention and progression with leadership, wellbeing and exit from service and including **inclusion and race** action plan.
- Does the force understand and manage its disproportionality and underrepresentation?

Culture

- What would an inclusive culture look like to you?
- How inclusive do you think the culture is in your force?
- What are some of the enablers to this inclusivity? What are the challenges to achieving this, if any?
- What more would you need or want to have an inclusive culture in your force?

Engagement

- How well do chief officers and senior managers support DEI?
- Are there clear and visible role models and champions?
- Do all managers at all levels understand, engage with and support DEI?
- What does ideal engagement look like in your force?
- What does engagement look like in your force?
- Who do you engage with and how? Staff networks/IAGs/staff forums/partnership forums?
- Where are the gaps in engagement, if any, and why do these gaps exist?
- Are effective mechanisms in place to engage with your people, your partners and your communities? How do you measure effectiveness?

Procedural justice – fairness, trust and faith

- What do the workforce think and feel about DEI in force?
- Are there staff networks and, if so, how are they engaged/used/ deployed/valued?
- Are the policies and processes seen as fair and inclusive?
- Are opportunities seen as fair and inclusive?
- How is the trust and confidence of your workforce/the public measured?
- Are there any staff surveys/public surveys/workforce data – grievances/resignations and, if so, what are the trends and what does the data tell you?
- Is this data used to inform your DEI agenda? If yes, how is this used? What actions are in place to help improve trust and confidence from your workforce/the public?

Consistent and sustainable

- Are plans for DEI effective, auditable, recording success and failure and targeted at improvement?

Strengths

- What is working well and why?
- What is seen as good practice?
- Is there any evidence-based practice?

Improvements

- Where can improvements be made?
- How are gaps identified and managed?
- Are risks registered and managed?

All forces were provided with the following generic offer:

- Personal contact from the peer support manager to discuss and agree the offer.
- College team to dial into force DEI Gold (or similar) as subject matter expert for DEI from the College and the PUP.
- Knowledge-sharing events where all forces were invited to join online sessions in which the College of Policing and other leads would share learning and awareness on the following: embedding benefits realisation, enhancing inclusion, advancing positive action, understanding disproportionality in operational policing and another on the PUP.
- Force equality data in relation to DEI along with self-assessment and PESTLE analysis.
- National attraction products from the PUP, including a brief about the national PUP.
- Feedback from the [PUP force website review](#).
- Themes from the PUP work on the exit of officers and staff from policing.
- Data monitoring and analysis guidance¹⁷.
- Data collection tool and rationale document¹⁸.
- DEI staff survey template¹⁹.
- Adverse impact ratio calculation tool.
- Desk-based review of pertinent documents/information.

17 This document can be accessed via the College of Policing's [Knowledge Hub](#) site. Please request to join the Diversity and Inclusion Network. Once part of the Network, click and scroll down the library tab to Peer Support resources.

18 This document can be accessed via the College of Policing's [Knowledge Hub](#) site. Please request to join the Diversity and Inclusion Network. Once part of the Network, click and scroll down the library tab to Peer Support resources.

19 This document can be accessed via the College of Policing's [Knowledge Hub](#) site. Please request to join the Diversity and Inclusion Network. Once part of the Network, click and scroll down the library tab to Peer Support resources.

The forces were also provided with the following additional support and information:

- College of Policing's [Knowledge Hub](#) link to share information, discuss ideas and opportunities, and encourage greater collaboration between forces and other public and private sector partners
- [Government guidance regarding terminology](#)
- [APCC Race Disparity in Focus Report](#)
- LGBTQ+ report - The Good Side
- [Workplace neurodiversity, the Power of Difference](#) research by the Institute of Leadership and Management
- North Yorkshire Police - Influencing the acceptance of positive action
- NPCC DEI in policing
- The Global Voices conference link
- Policing education qualifications framework (PEQF) impact on recruitment of ethnic minorities. Widening access market research and force contacts
- policinginsight.com/features/interview/breaking-new-ground-on-diversity-nsw-police-strategy-promises-to-go-beyond-the-traditional-principles/
- policinginsight.com/features/opinion/the-wecops-debate-gender-barriers-in-armed-policing/
- CIPD sources: [flexible working, inclusion](#) and [neurodiversity](#)

The following document links may assist:

- [The Transformation Framework](#)
- [The Continuous Improvement Self-Assessment Matrix \(CISAM\)](#)
- [Guiding Principles for Organisational Leadership](#)

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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