

National Vulnerability Action Plan (NVAP)

Action Impact Toolkit

2.6.3 Recruitment and Retention



Action Impact Toolkit Guidance Notes

The National Vulnerability Action Plan (NVAP) has been adopted by all forces across England and Wales and seeks to create a more coordinated, consistent and holistic policing response to vulnerability.

The aim of this toolkit is to help forces measure and track the impact of fully embedding an NVAP action within their force as well as providing suggested steps in the form of evidence-based activities and outputs that can be taken to achieve this. Long term impacts for both the organisation and externally (i.e. victims and the public) have been identified as well as suggested ways in which to measure these.

There are four parts to the toolkit:

1. Impact Statement

This is the **headline information** summarised from the logic model and supporting information. This sheet is provided for those who only require an **overview of the toolkit**.

This sheet provides the reader with the key information of:

- What do we mean? – clarifying the action objectives
- What do we need? – key activities for the force
- How do we know? – a few suggested impact measures

The sheet also sets out the long-term impacts the force could expect to see from embedding the action. There is one organisational impact, i.e. the impact on the workforce and how it operates, and one external impact i.e. the impact on victims, the public and communities.

2. Logic Model

This is the main element of the Action Impact Toolkit.

A logic model is a graphical representation of the relationships between a problem, action or intervention, and measurement of success. For more information see: <https://www.college.police.uk/research/practical-evaluation-tools>

There is one logic model per objective within the NVAP action and has the following elements:

- **Situation** – this provides an overview of the current situation in relation to the objective
- **Activities** – this column contains key activities that forces could put in place to help them achieve the objective
- **Outputs** – this column identifies main outputs from the force putting the activity in place
- **Short to Medium Term Impacts** – this column provides a number of impacts that the force could expect to see in the short to medium term from putting the activities in place. These will all link into the long-term impacts identified at the top of the sheet
- **Impact Assessment** – these are prompt questions for forces to encourage them to consider how they might best want to measure impact
- **Suggested Measures** – this column provides a number of suggested measures forces can use to help them measure impact. **These are not prescriptive.** Where relevant these have been linked to the PEEL Assessment Framework measures
- **Unintended Consequences** – this section identifies a number of consequences that may occur from embedding the action within the force which could be considered as having a negative impact on other areas of policing

It is not expected that a force would put in all activities at once. In fact, some forces may find they are already doing some of the activities or alternatively will identify key gaps they can begin to address.

3. Supporting Information

This part of the toolkit provides **additional information, evidence and key links** to the logic models as well as setting out which of the **policing perennial issues** are linked to the NVAP action.

The toolkits have been developed using a variety of evidence including a review of academic and grey literature, policies, guidance, inspection reports, PCC plans and force NVAP benchmarking reports, as well as conducting scoping chats with relevant departments and organisations. Forces have also been consulted throughout the development of the model with feedback collated and incorporated.

This sheet is intended for those who would like to find out further information on the activities suggested in the logic model.

4. Impact Realisation Plan

This part of the toolkit has been designed to help forces identify and prioritise which elements of the logic model they would like to focus on, what they will do to put the activity in place and to consider how they might want to measure the impact. **It is not expected that forces implement all the suggested activities at once.** This tool is similar to the Benefits Realisation Toolkit used by the VKPP Peer Review Team.

It may be helpful to ask a few questions to be clear about what you are trying to achieve:

- Why are we doing this?
- What do we want to achieve?
- What does success look like?
- Who will benefit and how?
- How will we track and measure the short, medium and long term impacts?

Contacts

For any queries about the toolkit please contact: VKPP@norfolk.police.uk

VKPP IMPACT STATEMENT

Action 2.6.3 Recruitment and Retention

To ensure recruitment processes show/test understanding of vulnerability for potential new employees entering the service and throughout their career

Objective 1: To have a workforce that understands, and is motivated to understand, the importance and complex nature of vulnerability from the moment they join the service and the role they perform within the service to deliver

What do we mean?

Having the right people in policing from the start reflecting the community they serve

What do we need?

- Vulnerability at the heart of recruitment
 Review of recruitment processes such as:
- Adverts
 - Process
 - Induction
 - Accessibility and diversity

Objective 2: To ensure that officers and staff continue to have aligned values in relation to vulnerability

What do we mean?

Ensuring a continued focus on vulnerability throughout their career

What do we need?

- Keeping vulnerability at the heart of the police service's values and culture
 Assessed at all points through:
- CPD training
 - Supervision sessions
 - Regular checking by Anti-Corruption and Vetting departments
 - Shared learning from complaints/incidents

How do we know? Related PEEL Measures

- 2.1 The workforce interacts with the public fairly and respectfully.
- 9.2 The force effectively supports its new recruits, encouraging them to remain.
- 9.3 The force is effectively developing its workforce and first-line leaders.
- 10.2 The force's leaders are visible and effective
- 11.1 Proactive and disruptive action taken by the force and effective vetting management reduce the threat and risk posed by police corruption

ORGANISATIONAL IMPACT

A motivated workforce who have aligned values and integrity and understand their role in relation to vulnerability leading to greater retention and job satisfaction throughout their career.

EXTERNAL IMPACT

Individuals experiencing vulnerability are recognised and responded to with compassion, respect and dignity by motivated officers and staff.

Action Detail

To ensure recruitment processes show/test understanding of vulnerability for potential new employees entering the service and throughout their career

Objective

1. To have a workforce that understands, and is motivated to understand, the importance and complex nature of vulnerability from the moment they join the service and the role they perform within the service to deliver
2. To ensure officers and staff continue to have aligned values in relation to vulnerability

Long Term Impacts

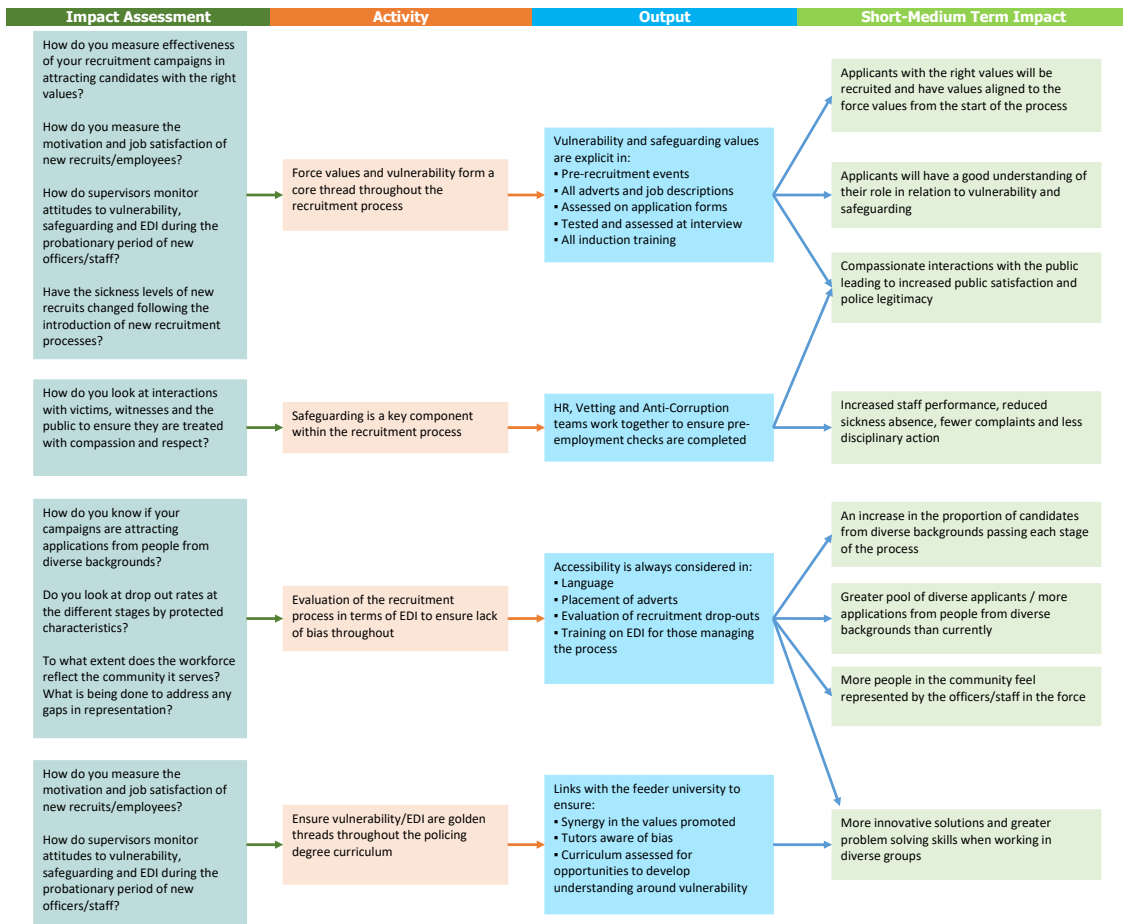
Organisational: A motivated workforce who have aligned values and integrity and understand their role in relation to vulnerability leading to greater retention and job satisfaction throughout their career.

External: Individuals experiencing vulnerability are recognised and responded to with compassion, respect and dignity by motivated officers and staff.

Objective 1 - Motivation & Understanding

Situation

- Not all adverts to join policing mention vulnerability
- The Competency Values Framework (CVF) has a high profile in adverts but is not always assessed in a consistent way for all roles. Within CVF references to vulnerability are vague
- The professional policing degree appears to have a limited focus on vulnerability
- Scenario based situations assessing vulnerability are not common in all recruitment processes
- Challenges to establishing a diverse workforce are focused within recruitment, selection and retention



Suggested Measures

PEEL Measures:

- 2.1 The workforce interacts with the public fairly and respectfully.
- 2.1.1. Officers are effective at communicating and interacting with the public without bias. They consider the needs of their communities.

11.1 Proactive and disruptive action taken by the force and effective vetting management reduce the threat and risk posed by police corruption.

- 11.1.1 The force manages the vetting of its workforce effectively.

Other potential measures:

- Data on applicant drop out at all stages of recruitment, including breakdown by protected characteristic
- Proportion of workforce with protected characteristics in comparison to the community
- Officer and staff sickness levels
- Level of motivation and understanding around vulnerability assessed in job satisfaction survey
- Complaints against officers/staff regarding abuse of power and associated disciplinary action
- Victim/Public satisfaction survey which includes questions around interactions with police officers/staff

9.2 The force effectively supports its new recruits, encouraging them to remain.

- 9.2.2 The force promotes equality, diversity and inclusion. It makes new recruits feel welcome and included and helps supervisors to foster an ethical and inclusive working environment.
- 9.2.3 The force is making good efforts to retain new recruits, with specific consideration given to understanding and overcoming the challenges faced by those from diverse backgrounds.

Unintended Consequences

- By adding more information about vulnerability and values this will increase the amount of text in an advert which could lead to more disinterest in the position/people reading less of the advert
- Potential increased applicant drop-off rate if they believe their personal values do not align with the force
- Creating extra requirements in job adverts could slow down the recruitment process, costing more time and resources
- Pre-recruitment events may already have packed agendas and content and therefore struggle to find room/time for more information. Including more information about vulnerability / personal values may push other topics out.
- Value based recruitment can potentially increase recruitment costs (but only minor, and considered to be outweighed by the benefits)
- More time and higher costs associated with each applicant being recruited
- More thorough pre-employment checks may lead to longer recruitment times which may also lead to more applicants dropping out of the process as they need more security in knowing when and if they might be hired

Consequences of not embedding this action are described in the College of Policing's Perennial Issues listed in the Supporting Information

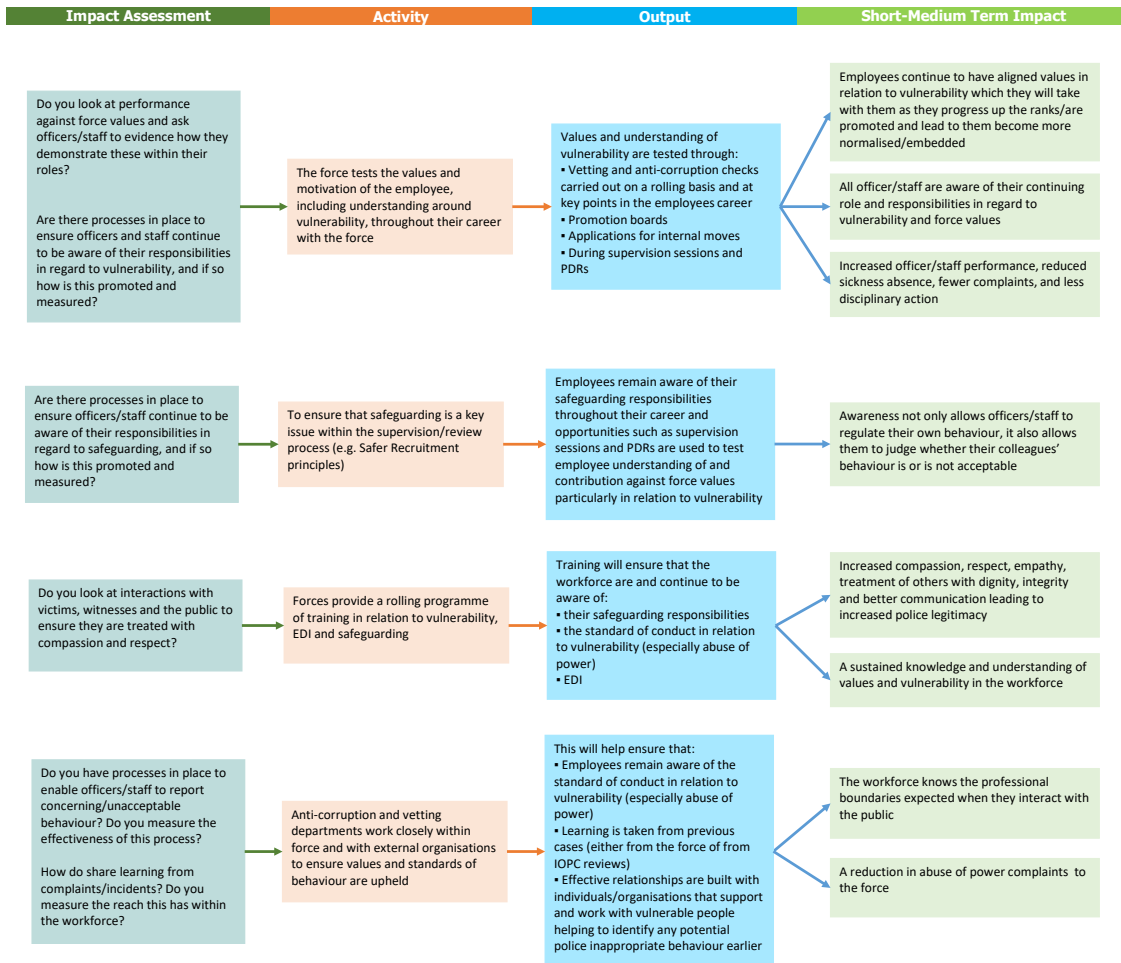
Objective 2 - Aligned Values Throughout Career

Situation

Individual values should remain aligned with force values with the Code of Ethics setting out the standards of behaviour expected. However, issues relating to vulnerability and abuse of power are a common cause of dismissal within forces

Vetting is not always reviewed routinely and there is a significant proportion of people working in forces without the correct vetting level

Having a diverse workforce can lead to improved legitimacy with communities. Positive action initiatives such as EDI training for selection panel members can help achieve this



Suggested Measures

PEEL Measures:

- 2.1 The workforce interacts with the public fairly and respectfully.
- 2.1.1 Officers are effective at communicating and interacting with the public without bias. They consider the needs of their communities.

- 9.2 The force effectively supports its new recruits, encouraging them to remain.
- 9.2.1 The force understands the specific challenges faced by new recruits. It makes sure that their well-being and development needs are prioritised and monitored by effective and supportive supervisors and tutors.
- 9.2.2 The force promotes equality, diversity and inclusion. It makes new recruits feel welcome and included and helps supervisors to foster an ethical and inclusive working environment.
- 9.2.3 The force is making good efforts to retain new recruits, with specific consideration given to understanding and overcoming the challenges faced by those from diverse backgrounds.

Other potential measures:

- Effectiveness of confidential reporting systems used by officers/staff to raise concerns about colleague's behaviour
- Officer and staff sickness levels
- The proportion and success of officers/staff with protected characteristic throughout key career points
- Level of motivation and understanding around vulnerability in job satisfaction survey
- Measurement of staff feeling safe working within the organisation and with colleagues broken down by protected characteristic
- Complaints against officers/staff regarding abuse of power and associated disciplinary action
- Measurement of effectiveness of learning from previous disciplinary cases
- Victim/Public satisfaction survey which includes questions around interactions with police officers/staff and legitimacy

9.3 The force is effectively developing its workforce and first-line leaders.

- 9.3.1 The force effectively equips, develops and supports its first-line leaders to meet leadership standards, exemplify the behaviours expected of them and effectively support both teams and individuals.
- 9.3.2 The force uses effective individual performance appraisals and continuing professional development processes to understand, monitor and prioritise the development needs of its workforce.
- 9.3.3 The force creates opportunities for officers and staff from under-represented groups to develop and progress and provides support when appropriate.

11.1 Proactive and disruptive action taken by the force and effective vetting management reduce the threat and risk posed by police corruption.

- 11.1.1 The force manages the vetting of its workforce effectively.
- 11.1.3 The force's counter corruption units understand and act successfully on the threat and risk posed by police corruption.

Unintended Consequences

- Additional employee checks may put added pressure on vetting and anti-corruption departments
- Discussions about values and vulnerability during 1-2-1's and PDRs may become a tick box exercise
- Training programmes may need to be re-prioritised to ensure vulnerability, EDI and Safeguarding training is delivered which may mean less time for other training programmes
- Too many training modules delivered at the same time may dilute the training messages being delivered

Consequences of not embedding this action are described in the College of Policing's Perennial Issues listed in the Supporting Information

Logic Model Supporting Information

Action 2.6.3 Recruitment and Retention

Action 2.6.3 Recruitment

To ensure recruitment processes show/test understanding of vulnerability for potential new employees entering the service and throughout their career

Organisational Impact (Long term):

A motivated workforce who have aligned values and integrity and understand their role in relation to vulnerability leading to greater retention and job satisfaction throughout their career.

External Impact (Long Term):

Individuals experiencing vulnerability are recognised and responded to with compassion, respect and dignity by motivated officers and staff.

Perennial Challenges

The College of Policing have identified ten recurring perennial challenges within policing (College of Policing, 2020a). Action 2.6.3 Recruitment and Retention is linked to the perennial challenges of **Developing the Workforce** and **Professional and Ethical Conduct**.

Issues identified within the perennial challenge of **Developing the Workforce** that link to the NVAP Recruitment and Retention action include:

- Perceived lack of time available for training and development
- Lack of routine 121s/performance management conversations and inadequate routine supervision (e.g. investigation plans, risk assessment and management plans, file prep, use of powers)
- Failure to identify and develop emotional intelligence
- Processes to select future leaders not sufficiently advertised and career pathways opaque and inaccessible or non-existent
- Limited support for women and BAME staff to reach senior positions
- Lack of meaningful skills/capabilities audits – failure to understand workforce development needs

Issue identified within the perennial challenge of **Professional and Ethical Conduct** that link to the NVAP Recruitment and Retention action include:

- Staff operating on their own understanding of what is right and wrong rather than consciously taking decisions with reference to force policies
- Supervisors do not encourage staff to report or challenge unacceptable behaviour
- Lack of integrity/values related training for staff
- Some lack of compliance with elements of national vetting processes
- Disproportionate number of racial discrimination complaints resulting in no action
- Disproportionate number of staff with protected characteristics being referred to Professional Standards Departments
- Lack of formal debriefs of misconduct investigations in order to 'learn the lessons'
- Lack of staff confidence in how they will be treated under complaints and misconduct investigations - both for those reporting issues and those subject of investigation
- Promotion of Code of Ethics alongside other different values statements can lead to confusion

Useful Links

[Competency and Values Framework](#)

[Policing Education Qualifications Framework](#)

[NPCC Workforce Representation Toolkit](#)

[NSPCC Safer Recruitment](#)

Objective 1

To have a workforce that understands, and is motivated to understand, the importance and complex nature of vulnerability from the moment they join the service and the role they perform within the service to deliver

| Activities | Evidence | Impact | Impact Assessment | Suggested Measures - Objective 1 |
|---|---|---|--|---|
| Force values and vulnerability form a core thread throughout the recruitment process | <p>Recruitment processes can vary between forces which can lead to variation in the workforce in terms of their understanding of the role, the values they hold, and also their motivation to understand the complex nature of vulnerability which is an increasing element of an officer's role. Findings from the first NVAP benchmarking exercise found that over half of all forces described that an understanding of vulnerability was a component of new officer and other external recruitment processes. However, a number of forces stated that there was no specific assessment of vulnerability understanding during general recruitment processes, only where it was in line with the requirements of the role.</p> <p>A dip sample of a number of job adverts showed large amounts of variation amongst forces for mentions of vulnerability understanding and motivations. This variation was seen particularly between police officers and police staff, and between officer recruitment and higher-level positions. However more information was often provided on the Force's career websites.</p> <p>A number of forces hold 'familiarisation' or information sessions with potential recruits. These pre-recruitment events provide an opportunity to provide the candidate with a realistic job preview (RJP). This can provide an accurate insight into the job and organisation, particularly around duties, responsibilities and values, HR practices (e.g., shift work), and the working culture and environment (Boag-Munroe, 2019). This can lead to candidates de-selecting themselves from the process but also lead to greater organisational commitment from those who continue the process. Anecdotal evidence from forces who conduct pre-recruitment events is that it is a positive contribution to the overall process and those candidates who continue are more likely to pass the assessment centre.</p> <p>Models of recruitment, such as Values Based Recruitment (VBR) test candidates' values throughout the recruitment process against those of the organisation. VBR helps to ensure the individual's values match with the organisational values which can lead to higher levels of commitment and satisfaction (Kristof, 1996). Other benefits of VBR include increased staff performance, reduced sickness absence, and increased compassion, respect, empathy, treatment of others with dignity, integrity and better communication (Skills for Care, 2016). In turn, increasing performance will have a positive effect on the public's perception of policing (College of Policing, 2018).</p> <p>A form of VBR is currently being used for officer recruitment by the College of Policing with the assessment centre testing the behaviours and values of the applicant against the CVF, with the competency of being emotionally aware linking to motivation to understand vulnerability. Although there does appear to be a strong reliance on the CVF to highlight the attitudes and values required of police officers it is unclear how these are actually assessed when reviewing applications or whether alliance to the CVF/evidence meeting the competencies and values are used within the scoring of candidates. In addition, alignment against the CVF is not always seen in the recruitment of police staff who are often recruited on an individual basis and therefore open to wider variation in recruitment processes.</p> <p>During interviews, candidates can be asked questions linked to vulnerability with some forces using a bank of questions however, the recent NVAP benchmarking suggests this is not commonplace.</p> | <p>Applicants with the right values will be recruited and have values aligned to the force values from the start of the process</p> <p>Applicants will have a good understanding of their role in relation to vulnerability and safeguarding</p> <p>Compassionate interactions with the public leading to increased public satisfaction and police legitimacy</p> | <p>How do you measure effectiveness of your recruitment campaigns in attracting candidates with the right values?</p> <p>How do you measure the motivation and job satisfaction of new recruits/employees?</p> <p>How do supervisors monitor attitudes to vulnerability, safeguarding and EDI during the probationary period of new officers/staff?</p> <p>Have the sickness levels of new recruits changed following the introduction of new recruitment processes?</p> | <p>PEEL Measures:</p> <p>2.1 The workforce interacts with the public fairly and respectfully.</p> <ul style="list-style-type: none"> 2.1.1 Officers are effective at communicating and interacting with the public without bias. They consider the needs of their communities. <p>9.2 The force effectively supports its new recruits, encouraging them to remain.</p> <ul style="list-style-type: none"> 9.2.2 The force promotes equality, diversity and inclusion. It makes new recruits feel welcome and included and helps supervisors to foster an ethical and inclusive working environment. 9.2.3 The force is making good efforts to retain new recruits, with specific consideration given to understanding and overcoming the challenges faced by those from diverse backgrounds. <p>11.1 Proactive and disruptive action taken by the force and effective vetting management reduce the threat and risk posed by police corruption.</p> <ul style="list-style-type: none"> 11.1.1 The force manages the vetting of its workforce effectively. <p>Other potential measures:</p> <ul style="list-style-type: none"> Data on applicant drop out at all stages of recruitment, including breakdown by protected characteristic Proportion of workforce with protected characteristics in comparison to the community Officer and staff sickness levels Level of motivation and understanding around vulnerability assessed in job satisfaction survey |
| Safeguarding is a key component within the recruitment process | <p>Safer Recruitment refers to a set of practices that help to make sure that staff recruited are suitable to work with children, young people, or adults at risk (NSPCC Learning, 2021). It is important to highlight the organisations' commitment to safeguarding at all stages of the recruitment process from the careers website and application process to interviewing and obtaining references. The guidance also states the importance of the induction process in highlighting an individual's role and responsibility for safeguarding.</p> <p>Pre-employment checks and vetting play a key part in this. A recent inspection found that forces find references to be a weak link in this process due to a lack of information requested or provided by a previous employer as well as sometimes being unable to contact or establish the credibility of the referee (HMICFRS, 2022). Although APP provides guidance of vetting practices, the level of vetting can vary between forces. There is acknowledgement that the quality of vetting needs to be consistently high to uncover applicants who have views and values incompatible with policing (HMICFRS, 2021). However, backlogs in intelligence being uploaded to systems and backlogs in vetting increase the risk of unsuitable applicants being recruited. Forces are also advised to monitor vetting applications against protected characteristics in order to understand if there is any disproportionality occurring, and where there is take steps to address it (College of Policing, 2021a)</p> | <p>Compassionate interactions with the public leading to increased public satisfaction and police legitimacy</p> <p>Increased staff performance, reduced sickness absence, fewer complaints and less disciplinary action</p> | <p>How do you look at interactions with victims, witnesses and the public to ensure they are treated with compassion and respect?</p> | <ul style="list-style-type: none"> Complaints against officers/staff regarding abuse of power and associated disciplinary action Victim/Public satisfaction survey which includes questions around interactions with police officers/staff |

| | | | |
|---|--|--|---|
| <p>Evaluation of the recruitment process in terms of EDI to ensure lack of bias throughout</p> | <p>Diversity is often referenced in adverts, with forces actively trying to improve diversity within the recruitment stage, but this is not reflected in diversity statistics across forces. There is also less focus on why increased diversity is important and what steps need to be taken internally to support a more diverse workforce.</p> <p>Review of recruitment measures in terms of EDI can help widen the pool of skills, talent and experience of applicants, and ultimately the force. Diversity of the workforce plays a key role in the legitimacy and confidence of the public in the police by providing a passive, active and symbolic representation of the community it serves (Bradbury and Kellough, 2011). HMICFRS (2021) reported that during 2020/21, 42% of recruits were female and 11% were from ethnic minorities, although this is below the general population proportion of 14%.</p> <p>Research shows that the language used in adverts, training and assessment invites can have a large impact on the types of candidates recruited. For example, a job advert that consciously uses unbiased language can increase the proportion of women interested in a job (Begeny, 2021) or by changing the language used in invitations to assessments to one that primes candidates to consider values and motivations can increase the probability of an individual from an ethnic minority background passing the situational judgement test (Linou, 2017). This was also identified by the College of Policing who found that moving the assessment centre online increased the proportion of Black, Asian and minority ethnic candidates who were successful (College of Policing, 2021b).</p> <p>Additional actions promoted in the positive action guidance (College of Policing, 2020d) include using a blind recruitment process which removes information such as name and protected characteristic data for the initial sift of application to reduce conscious/unconscious bias as well as having a diverse interview/assessment panel where possible and monitor protected group progression through the recruitment process to identify if there are any key drop-out points.</p> <p>By training managers and making universities aware of force values to reduce bias, steps can be taken at every stage to reduce adverse effects of unconscious bias and to increase diversity during recruitment. This should be considered particularly in the recruitment of staff where processes can be less consistent than with the recruitment of officers.</p> | <p>An increase in the proportion of candidates from diverse backgrounds passing each stage of the process</p> <p>Greater pool of diverse applicants / more applications from people from diverse backgrounds than currently</p> <p>More people in the community feel represented by the officers/staff in the force</p> <p>More innovative solutions and greater problem solving skills when working in diverse groups</p> | <p>How do you know if your campaigns are attracting applications from people from diverse backgrounds?</p> <p>Do you look at drop out rates at the different stages by protected characteristics?</p> <p>To what extent does the workforce reflect the community it serves? What is being done to address any gaps in representation?</p> |
| <p>Ensure vulnerability/EDI are golden threads throughout the policing degree curriculum</p> | <p>Policing degrees can be seen as an extension of the recruitment process. Making sure that university candidates and courses align with VBR and Safer Recruitment principles, and that candidates are taught how their futures roles may relate to vulnerability will lead to better outcomes. This is already being done as standard within healthcare (Miller, 2015) however, it is acknowledged that there may be tensions between promoting policing values and universities recruiting students who may not want to progress into policing following their degree.</p> <p>The focus on vulnerability and Equality, Diversity and Inclusion (EDI) within the Professional policing degree appear to be limited, with a number of course descriptions only highlighting one module that makes specific reference to these concepts and often not introducing such topics until the second year of teaching. There appears to be significant variation between courses, particularly regarding the focus on vulnerability and EDI.</p> <p>Although there is a core curriculum set out by the College of Policing and includes areas such as supporting vulnerable people (College of Policing, 2020c), universities can add additional aspects to the course. This provides an opportunity for forces to link in around values and understanding of vulnerability.</p> | <p>More innovative solutions and greater problem solving skills when working in diverse groups</p> | <p>How do you measure the motivation and job satisfaction of new recruits/employees?</p> <p>How do supervisors monitor attitudes to vulnerability, safeguarding and EDI during the probationary period of new officers/staff?</p> |

Objective 2

To ensure that officers and staff continue to have aligned values and understanding in relation to vulnerability

| Activities | Evidence | Impact | Impact Assessment | Suggested Measures - Objective 2 |
|---|---|---|---|--|
| <p>The force tests the values and motivation of the employee, including understanding around vulnerability, throughout their career with the force</p> | <p>Once police officers and staff have been recruited, it is important that their values continue to stay aligned with force values and that their knowledge and understanding of vulnerability stays up to date. It is also important to identify when values may start to drift from force values or there is a lack of understanding around vulnerability.</p> <p>Vetting and anti-corruption checks should be carried out on a rolling basis and at key points in the employees' career, although this is not always to the same level as the initial vetting. HMICFRS (2022) argue that the standard intervals between vetting checks are too long. Additionally, the recent report into abuse of power (HMICFRS, 2019) found that there was a significant proportion of people working in forces without the correct level of vetting. The report also identified the importance of preventative and proactive work of anti-corruption teams, for example monitoring of ICT, awareness raising around conduct and ethic committees.</p> <p>As introduced in Objective 1, Values-Based Recruitment (VBR) is an approach that aims to attract potential employees on the basis that their individual values and behaviours align with the organisation's values. This should apply throughout employment with integrated values observed in training, development and the organisational culture. Values can change over time, particularly in regard to empathy (Groothuizen et al., 2017) as repeated exposure to traumatic incidents and vulnerable individuals can result in compassion fatigue (See Action 2.6.2. Officer Norms). Therefore, ensuring a values-based approach is taken beyond recruitment will help to keep individual and organisational values aligned.</p> <p>Promotion boards and internal job moves are key areas beyond recruitment that provide opportunities to test values in relation to vulnerability and also demonstrate force values. Understanding the connectivity and interdependencies of a diverse workforce can lead to improved legitimacy with communities (NPCC, 2018).</p> <p>In addition, supervision sessions such as monthly 1-2-1's or performance development reviews provide an opportunity to reflect on and review individual performance against the force's values as well as their motivation and understanding around vulnerability (College of Policing, 2017). The national standards for a PDR for both officers and staff are set by the College of Policing and should be aligned to the CVF which could therefore include values linked with vulnerability. Introducing the CVF to PDRs can provide insight into whether an individual's behaviour is consistently underpinned by core values. (College of Policing, 2018). However, managers should note that unconscious bias can play a major part in whether a PDR is successful or otherwise, especially when dealing with individuals from protected groups. (College of Policing, 2021c).</p> | <p>Employees continue to have aligned values in relation to vulnerability which they will take with them as they progress up the ranks/are promoted and lead to them become more normalised/embedded</p> <p>All officers/staff are aware of their continuing role and responsibilities in regard to vulnerability and force values</p> <p>Increased officer/staff performance, reduced sickness absence, fewer complaints, and less disciplinary action</p> | <p>Do you look at performance against force values and ask officers/staff to evidence how they demonstrate these within their roles?</p> <p>Are there processes in place to ensure officers and staff continue to be aware of their responsibilities in regard to vulnerability, and if so how is this promoted and measured?</p> | <p>PEEL Measures:</p> <p>2.1 The workforce interacts with the public fairly and respectfully.</p> <ul style="list-style-type: none"> 2.1.1. Officers are effective at communicating and interacting with the public without bias. They consider the needs of their communities. <p>9.2 The force effectively supports its new recruits, encouraging them to remain.</p> <ul style="list-style-type: none"> 9.2.1 The force understands the specific challenges faced by new recruits. It makes sure that their well-being and development needs are prioritised and monitored by effective and supportive supervisors and tutors. 9.2.2 The force promotes equality, diversity and inclusion. It makes new recruits feel welcome and included and helps supervisors to foster an ethical and inclusive working environment. 9.2.3 The force is making good efforts to retain new recruits, with specific consideration given to understanding and overcoming the challenges faced by those from diverse backgrounds. <p>9.3 The force is effectively developing its workforce and first-line leaders.</p> <ul style="list-style-type: none"> 9.3.1 The force effectively equips, develops and supports its first-line leaders to meet leadership standards, exemplify the behaviours expected of them and effectively support both teams and individuals. 9.3.2 The force uses effective individual performance appraisals and continuing professional development processes to understand, monitor and prioritise the development needs of its workforce. 9.3.3 The force creates opportunities for officers and staff from under-represented groups to develop and progress and provides support when appropriate. |
| <p>To ensure that safeguarding is a key issue within the supervision/review process (e.g. Safer Recruitment principles)</p> | <p>Guidance on Safer Recruitment acknowledges the importance of integrating safeguarding not only throughout the recruitment process but also beyond. Ensuring the process is fair and non-discriminatory is paramount, along with the consideration that safer recruitment is everyone's responsibility. As such, guidance on Safer Recruitment also emphasises the importance of supervision and training to identify areas of development and to address concerns about employee's behaviours and attitudes (NSPCC Learning, 2021). Supervision sessions such as monthly 1-2-1's or performance development reviews provide an opportunity to conduct an integrity health-check, review any safeguarding issues as well as test an individual's understanding of their role and responsibilities within safeguarding.</p> | <p>Awareness not only allows officers/staff to regulate their own behaviour, it also allows them to judge whether their colleagues' behaviour is or is not acceptable</p> | <p>Are there processes in place to ensure officers/staff continue to be aware of their responsibilities in regard to safeguarding, and if so how is this promoted and measured?</p> | <p>9.3 The force is effectively developing its workforce and first-line leaders.</p> <ul style="list-style-type: none"> 9.3.1 The force effectively equips, develops and supports its first-line leaders to meet leadership standards, exemplify the behaviours expected of them and effectively support both teams and individuals. 9.3.2 The force uses effective individual performance appraisals and continuing professional development processes to understand, monitor and prioritise the development needs of its workforce. 9.3.3 The force creates opportunities for officers and staff from under-represented groups to develop and progress and provides support when appropriate. |

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| <p>Forces provide a rolling programme of training in relation to vulnerability, EDI and safeguarding</p> | <p>As discussed in the previous activity, safer recruitment is everyone’s responsibility and therefore employees should remain aware of their safeguarding responsibilities throughout their career. Supervision and training are key areas where employee’s behaviours and attitudes can be addressed (NSPCC Learning, 2021).</p> <p>Employees should remain aware of the standard of conduct in relation to vulnerability (especially abuse of power) and EDI throughout their career with the force. In general, forces are getting better at training officers and staff around preventing unfair behaviour by addressing unconscious bias (HMICFRS, 2021). Forces are also getting better at applying this training when interacting with the public although there are still areas for improvement, such as having a better understanding of how actions and words may affect people from minority ethnicities. However, research shows that training will only bring about lasting improvement if the culture in the force is one of diversity, inclusion and equality. This can be done by embedding values from the start and throughout the career journey.</p> <p>Within policing, Positive Action guidance stresses that ‘the message that discrimination, harassment or victimisation will not be tolerated in the service should be impressed on all from day one’ (College of Policing, 2020d). In addition, ongoing recruitment processes such as promotion boards should consider EDI and have selection panellists who have had training around equality and diversity, include a diverse range of people in the process and monitor the progression of protected groups (College of Policing, 2020d).</p> <p>This highlights how important it is that officers and staff are continually trained to ensure that their values align to the force values, CVF and Code of Ethics. Although, it is also important to consider how that training is delivered as a recent study found that police officers tended to be dissatisfied and demotivated by purely online mandatory training (Hones, 2020).</p> | <p>Increased compassion, respect, empathy, treatment of others with dignity, integrity and better communication leading to increased police legitimacy</p> <p>A sustained knowledge and understanding of values and vulnerability in the workforce</p> | <p>Do you look at interactions with victims, witnesses and the public to ensure they are treated with compassion and respect?</p> | <p>11.1 Proactive and disruptive action taken by the force and effective vetting management reduce the threat and risk posed by police corruption.</p> <ul style="list-style-type: none"> • 11.1.1 The force manages the vetting of its workforce effectively. • 11.1.3 The force’s counter corruption units understand and act successfully on the threat and risk posed by police corruption. <p>Other potential measures:</p> <ul style="list-style-type: none"> • Effectiveness of confidential reporting systems used by officers/staff to raise concerns about colleague’s behaviour • Officer and staff sickness levels • The proportion and success of officers/staff with protected characteristic throughout key career points • Level of motivation and understanding around vulnerability in job satisfaction survey |
| <p>Anti-corruption and vetting departments work closely within force and with external organisations to ensure values and standards of behaviour are upheld</p> | <p>Currently, police officers and staff are governed by the Code of Ethics (College of Policing, 2014) throughout their career which sets out the standards of behaviour expected for everyone working within policing. The Equality and Diversity standard of professional behaviour links in with vulnerability as does Authority, Respect and Courtesy, particularly in relation to abuse of power. Although progress has been made with forces reinforcing the Code of Ethics through webchats, blogs and staff training (HMICFRS, 2019), a review of police officer dismissals showed that issues relating to vulnerability are a common cause of dismissal within forces. Therefore, the preventative and proactive work of anti-corruption teams, for example monitoring of ICT, awareness raising around conduct and ethic committees, is essential in identifying issues (HMICFRS, 2019) as is more consistent vetting.</p> <p>One element of proactive work that could be undertaken by anti-corruption units and forces is to build effective relationships with individuals/organisations that support and work with vulnerable people (to help identify any potential police inappropriate behaviour earlier). Without these links forces might miss “vital information that could prevent officers and staff sexually abusing vulnerable people” (HMICFRS, 2019, p. 4). Staff, both in external organisations and internally, need to know what to look out for and to know how to report their concerns, and confidence that it will be dealt with appropriately.</p> <p>Learning from previous incidents is key to understanding gaps in the system as well as disseminating this throughout the force. Review of the Barred List (College of Policing, 2020b) showed that several of the most common reasons for dismissal relate to vulnerability. For example, ‘integrity and honesty’ was the most common reason for dismissal, ‘abuse of position for sexual purpose’ the fourth most common, ‘equality and diversity’ the ninth most common, and ‘child sex offence’ and ‘indecent images’ joint eleventh most common. However, some forces have issues with not recording abuse of position for a sexual purpose correctly (HMICFRS, 2022). HMICFRS is clear that “forces must learn from these cases to stop it happening again” (HMICFRS, 2019, p. 13).</p> | <p>The workforce knows the professional boundaries expected when they interact with the public</p> <p>A reduction in abuse of power complaints to the force</p> | <p>Do you have processes in place to enable officers/staff to report concerning/unacceptable behaviour? Do you measure the effectiveness of this process?</p> <p>How do share learning from complaints/incidents? Do you measure the reach this has within the workforce?</p> | <ul style="list-style-type: none"> • Measurement of staff feeling safe working within the organisation and with colleagues broken down by protected characteristic • Complaints against officers/staff regarding abuse of power and associated disciplinary action • Measurement of effectiveness of learning from previous disciplinary cases • Victim/Public satisfaction survey which includes questions around interactions with police officers/staff and legitimacy |

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VKPP NVAP Action Impact Plan

Action 2.6.3 Recruitment and Retention

This form can be used to identify what impact you want to measure and how it will be measured

| Impact Realisation Plan | | |
|--|---|--|
| Reporting Period: | | Project Lead: |
| Prepared By: | | Date Prepared: |
| Objective 1: To have a workforce that understands, and is motivated to understand, the importance and complex nature of vulnerability from the moment they join the service and the role they perform within the service to deliver | | |
| Impact Owner: | | |
| Impact Description: | <i>Organisational Impact: A motivated workforce who have aligned values and integrity and understand their role in relation to vulnerability leading to greater retention and job satisfaction throughout their career.</i> | <i>External Impact: Individuals experiencing vulnerability are recognised and responded to with compassion, respect and dignity by motivated officers and staff.</i> |
| Activity: | <i>What action do you plan to take? (See logic model for suggestions)</i> | <i>What action do you plan to take? (See logic model for suggestions)</i> |
| Output: | <i>What is the anticipated product of that activity? (See logic model for suggestions)</i> | <i>What is the anticipated product of that activity? (See logic model for suggestions)</i> |
| Impact Measurement: | <i>How will you measure the impact? How will you know it has been achieved? (See Supporting Information for suggestions)</i> | <i>How will you measure the impact? How will you know it has been achieved? (See Supporting Information for suggestions)</i> |
| Progress: | <i>Example: Recruitment updates etc</i> | <i>Example: Survey updates etc</i> |
| Next steps: | | |
| Risks: | <i>Enter the risk/unintended consequence associated with the impact</i> | <i>Enter the risk/unintended consequence associated with the impact</i> |
| Risk Mitigation Strategy: | | |
| Additional Comments | | |

| Objective 2: To ensure that officers and staff continue to have aligned values in relation to vulnerability | | |
|--|---|--|
| Impact Owner: | | |
| Impact Description: | <i>Organisational Impact: A motivated workforce who have aligned values and integrity and understand their role in relation to vulnerability leading to greater retention and job satisfaction throughout their career.</i> | <i>External Impact: Individuals experiencing vulnerability are recognised and responded to with compassion, respect and dignity by motivated officers and staff.</i> |
| Activity: | <i>What action do you plan to take? (See logic model for suggestions)</i> | <i>What action do you plan to take? (See logic model for suggestions)</i> |
| Output: | <i>What is the anticipated product of that activity? (See logic model for suggestions)</i> | <i>What is the anticipated product of that activity? (See logic model for suggestions)</i> |
| Impact Measurement: | <i>How will you measure the impact? How will you know it has been achieved? (See Supporting Information for suggestions)</i> | <i>How will you measure the impact? How will you know it has been achieved? (See Supporting Information for suggestions)</i> |
| Progress: | <i>Example: Internal Announcement Drafted</i> | <i>Example: Survey updates etc</i> |
| Next steps: | | |
| Risks: | <i>Enter the risk/unintended consequence associated with the impact</i> | <i>Enter the risk/unintended consequence associated with the impact</i> |
| Risk Mitigation Strategy: | | |
| Additional Comments | | |