

Graduate Diploma in Policing (GDIP)

Operational Policing Practice 3

Module Code: BMP6002D

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Question 1

Understanding the Role of Constable / Maintaining Professional Standards

Critically evaluate the concept of 'the professionalisation of the police service' considering how 'Maintaining Professional Standards' 'ethical and inclusive' and 'Coaching and Mentoring' approaches contribute to this.

This assignment will critically evaluate the concept of the 'professionalisation of the police service', considering how maintaining professional standards, ethics and inclusion, and coaching and mentoring approaches contribute to this.

Firstly, there are several definitions available. Some define a profession as "any honest occupation whose practitioners have high social status, high income, advanced education, important social functions, or some combination of these" (Encyclopedia.com, no date).

Policing today has "long struggled to be recognised as a 'profession' and perhaps this is unsurprising, given the absence of any formal commitment to continuous professional development, accreditation or professional registers" (Her Majesty's Inspectorate of Constabulary (HMIC), 2004, p.176), and it is due to the "lack of widespread ethos of professionalism" (HMIC, 2004, p. 175) that policing requires to be professionalised.

The Policing Vision 2025 highlights that policing is "critically reliant on the quality of its people" (Association of Police and Crime Commissioners and National Police Chiefs' Council, 2016, p.8), and therefore, it is vital that the workforce act to reflect the professional status that policing desires.

The "notion of the police as a profession is not new" (Holdaway, 2017, p.1), as the previous Commissioner of the Metropolitan Police, Robert Mark, attempted to change policing from an artisan role to a professional one (Mark, 1977; Holdaway, 2017). However, given that the police service is still not recognised as a professional organisation, change is required.

Due to this, the Police Education Qualifications Framework (PEQF) was born. This programme forms part of a "new national framework for the professional training and qualifications of police officers by rank from constable to chief officers" (Police Federation, 2019). The framework was created to provide a consistent approach to the learning and development of constables and Police Community Support Officers across all forty-three constabularies (College of Policing (COP) and National Police Chiefs' Council (NPCC), 2018).

However, as the academic aspect of the programme is being delivered by different university establishments, it is becoming increasingly clear that there not a clear and consistent approach in reality (Williams, 2020).

Additionally, concerns have been expressed about how such programmes will benefit the ever-changing world of policing, including the professionalisation of it, as many student officers spend extended time in classrooms, rather than on the streets gaining vital hands-on experience (Thompson, 2019).

As part of the new approach to policing, the continuous professional development of existing officers has been brought to the forefront. Through coaching and mentoring approaches, the police force should now look to peer review and offer peer support to colleagues, as a way of professionalising the service (COP and NPCC, 2018). One of the ways this has been developed is through Cuppa Connections (College of Policing (COP), 2020a). That being

said, informal ways of peer support already exist in policing, so how a formal approach will professionalise the police service is not known.

Another professionalised approach is the direct entry programme. These look to “recruit high-quality professionals from a variety of sectors outside policing” (Hampshire Constabulary, no date), allowing policing to draw on outside knowledge and experience, in order to improve the service. This, however, does not come without its faults, for example the lack of operational credibility and inadequate experience of police tactics (Smith, 2016).

One overarching approach to creating a professional workforce is through the upholding and maintaining of professional standards underpinned by a code of ethics (Hough and Stanko, 2019) and the same can be said for policing (COP, 2014).

The principles and standards set out in the Code of Ethics ensure police constables and police staff act in a professional manner, and include honesty and integrity, as well as equality and diversity (COP, 2014). By doing this, the police are working towards being a professional organisation by upholding such standards of behaviour.

The College of Policing, however, highlight that “simply having a Code of Ethics is not enough to reduce unprofessional behaviour – it needs to be talked about as an everyday business consideration” (COP, no date). Therefore, officers need to ensure that they implement the Code of Ethics as a way of working towards the professional status.

As part of the Policing Vision 2025, policing should allow equal opportunities for all through building a more diverse workforce (National Police Chiefs’ Council, no date).

The Modernising Police Service Report suggested that “the demographics of an ageing population and an increasingly diverse society drive the service towards improving its ability to attract women, people from minority ethnic communities and older people” (HMIC, 2004).

The Home Office have highlighted that “forces saw more women joining the ranks to tackle criminals and protect the public from harm between July and September 2021” (Home Office, 2021). The same is for Black, Asian and minority ethnic officers, who now make up for 7.9% of all officers (Home Office, 2021). Therefore, suggesting policing is more representative than it has ever been.

When considering this, the College of Policing (2020b) found that in one force, the PEQF programme along with a strategy to attract applications from diverse backgrounds has provided the promise to improve diversity.

Academic research also suggests that by increasing diversity, policing makes steps towards professionalisation (Lumsden, 2017). But what does diversity really have to do with professionalism? As shouldn’t all workplaces, professional or otherwise be fully representative of our societies, through diversity and otherwise.

When reflecting on this, it is important to draw on Peel’s Principles, which guide the way in which policing works (Home Office, 2012). One major criticisms of the new professionalised approach of the police service is that by ensuring all new recruits are highly educated, policing steps away from the notion that the public are the police and the police are the public (Haynes, 2009). This is as, by encouraging such professional development means that policing may not be as representative of society as it should be.

As mentioned at the beginning of this assignment, there are many definitions of a profession. For example, Cruess et al. refer to a profession as an individual with a “mastery of a complex body of skills and knowledge” (2004, p.74), and when we apply this definition to

policing today, it should already be seen as a profession. Therefore, the lack of clarity surrounding professionalisation needs to be addressed before policing can work fully towards this goal (Green and Gates, 2014).

In conclusion, as stated by the National Police Chiefs Council, “policing is a profession, but it is equally true that the professional infrastructure does not yet exist” (COP & NPCC, 2018, p.7) and more clarity is required surrounding what vision of professionalism the police are striving towards.

Words – 1095

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Question 2

Response Policing

*Critically evaluate the role of the police in **one** of the following areas:*

- *Response policing (public perception and critical/major incidents)*

Response policing is “at the heart of uniformed policing” (College of Policing (COP), no date). They are “teams of police officers that respond to emergency and non-emergency calls from members of the public” (COP, no date). This assignment will look to critically evaluate the role of response policing, considering public perceptions and critical and major incidents.

The views held by the public are paramount to the Peelian Principles, which form the basis for policing in England and Wales (Home Office, 2012), as does response policing.

A critical incident is “any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family and / or the community” (Gloucestershire Constabulary and Office of Police and Crime Commissioner Gloucestershire, 2015 (GC&OPCCG), p.1). Given that critical incidents include anti-social behaviour, hate crimes and pre-planned events (GC&OPCCG, 2015, p.1), the police will deal with them on a daily basis.

It is vital that policing deals with critical incidents effectively, as an incorrectly handled incident can affect the reputation of the handling force for months and even years to come (Her Majesty’s Inspectorate of Constabulary (HMIC), 2009).

The HMIC point out that “the key elements of effective critical incident management are early identification and a professional response, allied with sensitive work in the community to maintain public confidence” (HMIC, 2009, p.2), highlighting the importance of engagement to secure public confidence.

The same is often required at a major incident, which is “an event or situation with a range of serious consequences which requires special arrangements to be implemented by one or more emergency responder agency” (JESIP, no date). Such an incident is “beyond the scope of business-as-usual operations, and is likely to involve serious harm, damage, disruption or risk to human life or welfare, essential services, the environment or national security” (JESIP, no date), and is likely to involve a multi-agency approach (COP, no date).

The coronavirus pandemic could be described as a major incident, given the impact it has had, causing serious harm, disruption to normal life, as well as essential services such as the NHS, which required one of more emergency responder.

Response policing took on a new role during the pandemic, as they were tasked with managing the compliance of restrictions (Farrow, 2020). Despite the flexibility of response policing, this did not come without increased public pressure and scrutiny (Ghaemmaghami et al., 2021).

Policing has had to strike a balance between the fair application of their powers and policing by consent (Ghaemmaghami et al., 2021), using “‘4Es’ – engage, explain, encourage and, in the last resort, enforce” (Her Majesty’s Inspectorate of Constabularies and Fire & Rescue Services (HMICFRS), 2021; Police Foundation, 2020) to manage the pandemic.

Public confidence in policing is often based on the perception of the police providing a service when they require it, how safe they feel in their community and the level of fair treatment provided by the police (Staffordshire Police, 2018).

If we apply these principles to policing during the pandemic, it has been incredibly hard for the police to answer all calls to service over the last eighteen-months, due to increased demand (HMICFRS, 2020a), making it difficult to maintain public confidence (Ghaemmaghmi et al., 2021). However, some have suggested that public confidence in the police had not changed as a result of the coronavirus pandemic (Police Foundation, 2020).

In addition to the pandemic, response policing has faced difficulties in recent years, through officer shortages (Home Office, 2015), the increasing complexity of crime (HMICFRS, 2020b) and the varying types of incident officers are called to attend (Boulton et al., 2017). This has made it difficult to manage the demand on policing overall (Elliott-Davies, 2021).

Despite this, response policing still has a role to attend incidents within time targets (Merseyside Police, 2016). The quick response to incidents has been the key objective of police forces for many years (Yarwood, King and Henshaw, 2020), to keep public perceptions high. When we look at these targets before coronavirus, response times were increasing, not only for emergency graded calls, but non-emergencies also (BBC News, 2019). This in turn affects public perceptions of the police, as faster response times means more detections of crime (Blanes I Vidal and Kirchmaier, 2015). This then increases the fear of crime, which leads to a “decrease collective trust and cohesion” (Jackson and Gray, 2010, pp.2). There is a direct correlation between increased response times and decreased public confidence (Elliott-Davies et al., 2016)

The pandemic has had an impact on police response teams, due to high numbers of absent staff meaning police officers have been unable to respond quickly to calls (Coles, 2021), as fewer police on our streets mean a slower response (Cardwell, 2020). However, West Midlands Police have found the opposite as they have been able to fall within their fifteen-minute response time target for emergency calls (West Midlands Police, 2020). This demonstrates that further clarity is required surrounding response times, as well as constabularies working towards effective response to emergency and non-emergency calls.

Looking at the Peelian Principles, public opinion of policing is vital to ensure that constabularies police by consent, as the cooperation and involvement of the public are critical to the succession of law enforcement (Home Office, 2012). As evidence suggests that when trust and confidence in the police is high, the public are more likely to cooperate, report matters and provide information (Stafford, 2018), ultimately making the role of the police easier.

However, confidence is also linked to the visibility of the police in their local area (Stanko and Bradford, 2009; Jackson et al., 2009). As demand on response policing is increasing, it is impossible for the perceptions of the police to be based on response officers alone. Therefore, it is vital that Neighbourhood Policing Teams actively engage with the public, as to increase trust and confidence.

To conclude, response policing is a vital part of policing in England and Wales today, and part of this is responding to critical and major incidents, as has been demonstrated through the police response to the coronavirus pandemic. Public perception is vital to the Peelian Principles, which form the basis of policing today. Overall, the satisfaction with the local police remained relatively high with the general public, with the public recognising that the job was difficult and highly pressurised (HMICFRS, 2018). Further work needs to be done surrounding response times, and police engagement with local communities, as “the

management of public confidence can be argued to be almost as important as the management of crime itself" (Sindall, Sturgis and Jennings, 2012, p.744).

Words 1099

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Question 3

Information and Intelligence / Communication Skills

Critically evaluate the methods used by police in gathering information and intelligence, how information contributes to the 'tasking and coordinating' process and how information and intelligence is communicated.

Information and intelligence are vital to policing today (Avon and Somerset Police, 2018), and this assignment will look to critically evaluate the methods used in gathering such data. The assignment will critically evaluate how information contributes to the 'tasking and coordinating' process, and how information and intelligence are communicated.

It is vital to understand what information and intelligence are. Bryant and Bryant explain that "information could be obtained for example from a call from the public advising the police of an incident" (2019, p. 523), and information "refers to all information obtained, recorded or processed for a policing purpose" (College of Policing, 2013a). Intelligence differs to this, as "intelligence is information that has been analysed to assess its relevance and reliability" (National Crime Agency, no date), and is then graded and evaluated (Bryant and Bryant, 2019).

Intelligence can be obtained in several ways, including open source, private sector reporting and through members of the public (National Crime Agency, no date). These ways are relatively simple and do not pose any significant risk. However, there are other ways in which intelligence can be obtained which pose further risk of harm to those involved, and these include Covert Human Intelligence Sources, more commonly referred to as a CHIS; undercover officers and through the technical interception of communications (National Crime Agency, no date).

Legislation such as the Regulation of Investigatory Powers Act 2000 (College of Policing, 2013b) "govern the use of covert surveillance by public bodies" (Justice, no date), which includes the interception of private communications and CHIS's, as well as video surveillance (Home Office, 2018a).

When looking at the use of CHIS's, these individuals are asked to establish and maintain relationships with people for a covert purpose of obtaining information and intelligence, and by doing so, "people who take on the role of a CHIS may place themselves at considerable risk" (Home Office, 2018b, p.43). Although there are procedures in place in order to limit the amount of risk, these cannot be eradicated entirely.

Additionally, many CHIS's used are involved in a certain degree of criminality in order to obtain information and intelligence required (Home Office, 2021). Therefore, raising concerns about the legitimacy and accuracy of information and intelligence obtained. Furthermore, it may only be reasonable for a CHIS to be employed as part of information and intelligence gathering surrounding serious and organised crime, rather than lower level offences (Home Office, 2021).

On evaluation of covert surveillance, it has been suggested that it breaches several articles of the *Human Rights Act 1998* (Kanda, 2020), and officers should be mindful of this.

On the other hand, Information can be provided by members of public through a number of reporting streams, such as online reporting, or telephone reporting, through 101 or 999 (Police.uk, no date), as well as in person.

As technology develops, social media “provides the police with a new way to connect with the public” (The Police Foundation, 2014, p.2). This new way of communicating provides police with the opportunities to gather information and intelligence, allowing constabularies an opportunity to engage with “‘hard to reach’ groups” (The Police Foundation, 2014, p.2), as demonstrated through the work of the London Assembly, who found in 2013 that younger people were keen to engage with the police in this way.

However, some individuals have argued that police use of social media has a ‘Big Brother’ effect, where police are monitoring several social media platforms (Parker, 2018; BBC News, 2010). This is believed to impact on the freedom of speech, which forms part of the *Human Rights Act 1998*.

It is clear to point out that different types of intelligence sources offer different information and intelligence, and therefore, all are vital in order to prevent and detect crime.

Information forms part of the ‘tasking and coordinating’ process within the National Intelligence Model (Bryant and Bryant, 2019), as “intelligence is collected information that has been developed for action” (College of Policing, 2013c). In order to do this, many constabularies have an intelligence collection plan, which is set by the ‘Tasking and Coordinating Group’. This allows forces to outline what information needs to be collected and collated, depending on local crime trends and patterns (Bryant and Bryant, 2019).

The tasking and coordination processes also allow information and intelligence to be used “in order to deploy police officers to best effect” (Flood and Gasper, 2009, p.50), allowing the effective allocation of resources (Her Majesty’s Inspectorate of Constabulary, 2012).

Although this is what happens in an ideal world, “most police forces were too busy investigating committed crime to devote significant resources to the development of intelligence” (Flood and Gasper, 2009, p.50) and the actions of the police are only as effective as the information and intelligence obtained.

When considering the communication of information and intelligence, constabularies have a requirement to ensure that it is disseminated in a proportionate way, in line with principles of the *Human Rights Act 1998* (College of Policing, 2013d).

This can be done in several ways, both with partner agencies and the general public, through internal bulletins, intranets systems, briefings to particular departments, media appeals and press conferences (College of Policing, 2013e).

Both information and intelligence are sometimes shared with partner agencies, such as the Prison and Probation Services. The aim of this is to develop the intelligence further, as well as to allow these agencies to take appropriate actions.

However, some frustrations have been expressed surrounding this, as “different organisations do not work together as it is classed as a hindrance to an effective investigation” (Keningale, 2020). Additionally, constabularies must strike a balance when communicating information and intelligence, being mindful of the effects it may cause (College of Policing, 2013e), as well as the possible impacts such data may have on human rights (Bernal, 2016).

To conclude, some of the different types of ways to gather information and intelligence are more risk-adverse than others, and intelligence handlers should consider whether the benefits outweigh the risks, especially when we consider the use of CHIS’s in serious and organised crime.

Additionally, although information and intelligence can assist with the tasking and coordinating processes within policing, it is clear to see that the processes cannot always be followed due to officer numbers. Therefore, further consideration should be given to this.

Finally, information and intelligence can be communicated in several ways, again some of which provide risk. Data should only be shared where there is a genuine need to, and those communicating such data need to ensure they are mindful of the effects this may have on our communities.

Words - 1089

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Question 4

Public Protection

Critically evaluate police strategies for dealing with public protection incidents considering the impact of abuse on victims, the impact personal attitudes and values on the investigative process and the association between Serious and Organised Crime groups and public protection issues.

This assignment will critically evaluate police strategies for dealing with public protection incidents, as well as considering the impact of abuse on victims. This section will also look to critically evaluate the impact of personal attitudes and values on the investigative process, as well as the link between Serious and Organised Crime groups and public protection issues.

The Police Superintendents' Association (PSA) set out that "this high-level, sensitive area of work includes work around missing persons, hate crime and domestic abuse, and involves dealing with vulnerable victims and witnesses as well as potentially dangerous people" (PSA, no date). Vulnerable victims and witnesses include children and those with mental health difficulties (Victims Commissioner, 2021).

There is often a significant overlap between public protection issues and serious organised crime, from modern day slavery and human trafficking to the sexual exploitation of children and vulnerable adults (National Audit Office, 2019).

One of the main difficulties with this overlap is that serious organised crime often remains hidden, making it harder for the police to detect and protect victims (CrimeStoppers, no date). It is vital to point out that not all public protection issues have defined links to serious organised crime and vice versa (Crown Prosecution Service, no date).

Public protection incidents have several effects on victims, which vary from short-term and long-term impacts. These not only include the physical impacts, but the mental, emotional, social and financial impacts also (Women's Aid, no date). It is difficult to list a number of impacts on all victims of public protection incidents, as every victim is impacted in a different way (Survivors Trust, no date). However, when considering potential impacts, adverse childhood experiences, which include physical, sexual and emotional abuse, have a significant role to play in the future physical and mental health in victims (Manchester University NHS Foundation Trust, no date).

Policing has brought public protection to the forefront of their processes (Association of Police and Crime Commissioners and National Police Chiefs' Council, 2016), and it is vital that the police consider the impacts on victims and witnesses throughout their investigation. One of the key approaches used is the use of video interviews with vulnerable or intimidated witnesses, as defined by the *Youth Justice and Criminal Evidence Act 1999*. These are more commonly known as Achieving Best Evidence (Bryant and Bryant, 2019).

Many have argued that the guidelines currently available are out of date and they fail to take into account offences such as human trafficking and modern slavery (Hoyano, 2020). It is due to this there are calls for the guidelines to be updated and it is only then, best evidence can be achieved.

Additionally, these interviews can only be undertaken by specialist trained officers (Ministry of Justice, 2011a), a skill in which some police officers lack (Powell and Barnett, 2015). Therefore, creating a barrier to achieving best evidence.

Hanway and Akehurst have found through their own research that the ABE process is a “cognitively, emotionally and socially demanding task” (2018, p.27) and therefore hugely reliant on the personal attitudes and values of the interviewer.

Officers should be aware of unconscious biases they may have throughout the investigation process (Dodd, 2016), as these have the potential to impact on the response provided. This has been demonstrated by victims of domestic abuse reporting that their complaints were properly investigated by officers (Adams and Swann, 2021).

Additionally, the trauma faced by police officers attending public protection incidents has been found to affect the way in which they respond to incidents, impacting on the empathy they provide to victims (Grove and O'Connor, 2020).

Although this cannot be said for all officers, as research has shown that police officers “don’t have more bias than non-police officers do” (Wen, 2020). Officers work in line with the Code of Ethics, which sets out that they should treat people with authority, respect and courtesy (College of Policing, 2014).

Policing has also made steps towards multi-agency working as a response to public protection incidents, and it is due to this, Multi-Agency Public Protection Arrangements, more commonly referred to as MAPPA; Multi-Agency Risk Assessment Conferences, also known as MARACs and Multi-Agency Safeguarding Hubs, referred to as MASHs, have been created to “protect the public, including victims of crime, from serious harm by sexual or violent and other dangerous offenders” (College of Policing, 2017).

The police also have information-sharing agreements with partner agencies, which look to facilitate multi-agency co-operation (Bryant and Bryant, 2019), and the Policing Vision 2025 highlighted that policing requires to work closely with partners to create a “whole-system approach” (Association of Police and Crime Commissioners and National Police Chiefs’ Council, 2016, p.7). However, this does not come without its tensions (Garrett, 2004).

One of the main criticisms of this is that these groups often provide tailored support to vulnerable or intimidated witnesses. These definitions do not automatically apply to all victims of public protection incidents (Ministry of Justice, 2011b), and as highlighted by the Victims Strategy, “becoming a victim of crime is a deeply traumatic experience for anyone, often leaving scars – physical or mental – that linger for many years after the event” (HM Government, 2018, p.6). This, therefore, highlights that there is often a lack of support for other victims of public protection incidents, who do not fit into these categories.

Constabularies should look to adopt a trauma-informed approach to public protection incidents, in particular when responding to incidents of child sexual exploitation and dealing with individuals who have experienced adverse childhood experiences. Through this, officers can establish safety and trust with victims, offering appropriate support and avoid re-traumatisation (Hickle, 2017; University of Edinburgh, no date).

Evidence has also suggested that victims of public protection incidents may be more vulnerable to being involved in serious organised crime, and it is because of this, a trauma-informed approach could divert such individuals away from a life of crime (Hurley and Boulton, 2021; Ditcham, 2020). This is not taken into consideration in policing today, therefore missing the opportunity to prevent crime and future harm.

In conclusion, policing has adopted practices, both individually and working with partner agencies, in order to support vulnerable victims, particularly those victimised by public protection incidents. However, these measures do not go far enough, and there is a significant lack of measures available for those victims who do not fit into the vulnerable or intimidated categories, as well as a lack of acknowledgment of the impact of such crimes.

Officers should look to adopt a trauma-informed approach to policing, and through this, potential future harm from serious organised crime and public protection incidents could be avoided.

Words – 1095

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Question 5

Evidence Based Policing / Criminology and Crime Prevention / Criminal Justice

Critically analyse the concept of evidence-based policing and 'what works' in policing evaluating crime prevention theories and strategies and considering the options open to reduce re-offending.

Figures provided by the Office for National Statistics (ONS) over the last five-years have shown until June 2020, crime rates remained around the same (ONS, 2016; 2017a; 2018; 2019; 2020). Despite this, "most people perceive that crime across the country as a whole has still been rising" (ONS, 2017b). It is because of this that crime prevention (CP) is vital.

This assignment will critically analyse the concept of evidence-based policing (EBP) and 'what works', considering CP theories and strategies, and how to reduce re-offending.

EBP is where police officers "create, review and use the best available evidence to inform and challenge policies, practices and decisions" (College of Policing (CoP), no date). It is about asking 'what works' in policing to assist with decision making (Sherman, 2013). EBP was introduced by Sherman, who suggested that rigorous scientific evaluations should inform policing decisions (Police Foundation, 1998). In order to implement EBP, the 'What Works' Centre for Crime Reduction was established, to "collate and share research evidence on crime reduction and support its use in practice" (CoP, no date).

In order to understand EBP and 'what works', CP must be defined. CP refers to "the attempts to prevent crime or criminal offending before the actual act has been committed" (Welsh and Farrington, 2012).

The ten key principles to CP are utilised by police forces across England and Wales, focusing on reducing the likelihood of being a victim of crime (Fennelly, 2020). These include, target hardening, target removal, reducing the means, reducing the payoff and access control. Surveillance, environmental change and rule setting are also included within these principles, as well as increase chances of being caught and deflecting offenders (West Yorkshire Police, no date).

Crime is changing, so policing must adopt new approaches to CP. These combine original CP principles with research, using new tools in order to prevent crime (Home Office, 2016). The Modern Crime Prevention Strategy suggested that there are "six key drivers of crime – opportunity, character, the effectiveness of the Criminal Justice System, profit, drugs and alcohol" (Home Office, 2016, p.2), placing emphasis on a multi-agency approach to preventing crime (Home Office, 2016). To do this, the CoP (no date) have adopted an evidence-based approach to CP, using the 'What Works' Centre to identify how research supports CP principles.

The 'ATLAS' model forms part of the EBP approach to CP (CoP, 2016). Within this, officers should ask challenging questions, test and evaluate new approaches. Officers should then adapt current practices to tackle the issue in hand, and then share the results (CoP, 2016). This model can be evidenced within 'Designing Out Crime' unit based within the Metropolitan Police (Professional Security Magazine, 2019).

This shows that adopting an EBP approach is all about becoming "smarter law enforcement" (Bayley, 1998, p.174), providing greater protection to officers making decisions in line with the National Decision Model (CoP, 2013).

However, figures released by ONS (2021) showed that there has been twelve per-cent increase in crime in 12 months. This suggests that new approaches to CP are not adequate to prevent crime. Therefore, the EBP practice must be evaluated.

EBP is an approach that offers great benefits to policing, by professionalising the police service, as well as the greater accountability and transparency it provides to decision making (Pepper, Rogers and Martin, 2020).

When we consider CP principles, deterrence is suggested to reduce offending and re-offending (Bandyopadhyay, 2012), and this is supported by the ten key principles of CP discussed above. However, on evaluation, the Scottish Government (2015) used EPB to find that deterrence had the opposite effect, and instead these interventions increased offending.

Instead, EBP and 'what works' has shown that CP is more successful when the techniques are focused on location, rather than the individuals and by focusing on a particular problem, rather than taking a generalised approach (Lum, Koper and Telep, 2011). Evidence also suggests that proactive CP is more effective, in comparison to reactive policing (Weisburd & Eck, 2004).

Despite this, policing tends to implement CP tactics based on the individual, in a generalised reactive way (Lum et al., 2012), highlighting the lack of research (Lum et al., 2012).

Instead, EBP is "trumped by the reality that public opinion, political will or consensus-based opinions" form the basis for what drives police action, placing strain on police budgets (Lum et al., 2012, p.64).

EBP would be significantly beneficial to policing, but officers still continuously rely on professional experience rather than research (Miller, 2013). There appears to be a lack of evidence surrounding 'what works' (Pepper, Rogers and Martin, 2020), as EBP is viewed as complex (Lum et al., 2012). EBP has faced challenges from the well-established structures, hierarchies and procedures in policing today (Wall et al., 2017).

Critiques of EBP have argued that it does not go far enough, and the process needs to extend its boundaries to boost effectiveness (Telep, 2016; Lum and Koper, 2017). Brown et al. (2018) suggested that EBP should look to focus on resource levels, the wellbeing of officers and other operational issues.

There needs to be an overhaul in the attitudes of police officers to viewing EBP as a decision-making perspective, rather than a solution to all of the problems policing faces (Lum et al., 2012). Instead, EBP should be "part of the conversation about what to do about reducing crime, increasing legitimacy, and addressing internal problems" (Lum et al., 2012, p 62).

Further effort needs to be employed in order to embed EBP into policing (Lum and Koper, 2017). However, it needs to be adopted by the entirety of the police service moving forward (Pepper, Rogers and Martin, 2020), enabling the service to be "evidence-driven, underpinned by rigor, utilizing the 'best evidence available'" (Pepper, Rogers and Martin, 2020). It is hoped, however, that through the new National Police Curriculum that EBP will become a part of the norm when making decisions (Brown et al., 2018)

Additionally, officers should be made aware of the 'EBP Matrix', providing them with "research-to-practice translation tool" (Lum, Koper and Telep, 2011), making research openly available and making it easier to implement EBP into every-day policing.

In conclusion, current approaches to CP are not adequate, as the latest figures have shown that there has been a twelve per-cent increase in total crime (ONS, 2021). Evidencing that further steps should be taken to implement EBP into policing to reduce crime, as well as tackle other issues within policing. It is important to remember that “EBP is an ongoing, process aiming to increase our understanding by building a body of evidence for the profession” (CoP, 2016), and is there to assist with decision making.

Words 1099

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