

WILTSHIRE POLICE



XXXXXXX
By email

**Force Disclosure Unit
Police Headquarters**
London Road
DEVIZES
Wiltshire
SN10 2DN

Date 27th July 2026

Our Ref FOI 2026-530

Dear XXXXX,

I write in connection with your request for information dated 5th June 2026, concerning DEI expenditure, training and staff positions. Please accept my apologies for the delay in responding to your request.

I am required by the Freedom of Information Act 2000 to handle all requests in a manner that is blind as to the identity and motives of the requestor. Any information released as a response to a request is regarded as being published and therefore in the public domain without caveat.

Following receipt of your request, research was conducted by the Finance and Culture & Inclusion departments at Wiltshire Police. Your request for information has now been considered and I am **not** obliged to supply the information you have requested.

You wrote:

Under the Freedom of Information Act 2000, I request the following information relating to Diversity, Equity and Inclusion (DEI), Equality, Diversity and Inclusion (EDI), or similarly named programmes and activities within your force for the last five financial years.

For each financial year, please provide:

1. DEI/EDI Training Expenditure i.e. how much was spent on external organisations providing DEI training
2. DEI/EDI Training Content i.e. copies of training materials, presentations, course outlines, learning objectives, handbooks, guidance documents, or other materials used for DEI/EDI training.
3. DEI/EDI Staff Positions i.e. list of all roles whose primary responsibility includes DEI, EDI, equality, inclusion, diversity, belonging, positive action, or related functions. Please include an annual salary or salary band.

Our response:

Section 1(1)(a) of the Freedom of Information Act 2000 (FOIA) requires Wiltshire Police to confirm or deny whether the requested information is held. To establish whether the information is held – namely information prior to 2024 - would in itself exceed the time obligations placed upon the
Keeping Wiltshire Safe

authority to comply (18 hours) and therefore engages section 12(2). The Force EDI Trainer role was vacant prior to March 2024 and therefore the Trainer can only provide information since they have been in post. Also, the Head of EDI came into their role in 2025 and can only provide job title / pay grade information since this point. Additionally, there is not a specific training budget for EDI training so the whole Force budget would need to be reviewed to locate any potentially relevant costs.

Please see below for information that can be disclosed.

Under the circumstances I am absolutely confident that to locate, retrieve and extract the information you seek would by far exceed the time obligations upon this authority to comply, and in so doing would exceed the fees limits. This is set at £450 calculated at a flat rate of £25 per hour for those work activities comprising of confirming the information is held, locating it, retrieving it and extracting it. Therefore the whole of the request should fall under the exemption of section 12 of the Freedom of Information Act 2000.

Please note:

If one part of the request engages a Section 12 response, the whole request will engage a Section 12 response. The reason being is due to the fact that locating, retrieving and extracting any further information would only add to the already exceeded time obligations.

Forces may use different recording systems, therefore it may be possible some Forces can provide this information where others cannot.

Ordinarily under our Section 16 obligation to provide advice and assistance we would advise you of a way to refine your request to a more manageable level. Due to the difficulties in obtaining the requested information, as outlined above, I cannot think of a way in which this could be achieved.

Although excess cost removes the Forces' obligations under the Freedom of Information Act, as a gesture of goodwill I have supplied information, relative to your request, retrieved or available before it was realised that the fees limit would be exceeded. I trust this is helpful, but it does not affect our legal right to rely on the fees regulations for the remainder of your request. What I can provide you with is documented below:

Under the Freedom of Information Act 2000, I request the following information relating to Diversity, Equity and Inclusion (DEI), Equality, Diversity and Inclusion (EDI), or similarly named programmes and activities within your force for the last five financial years.

For each financial year, please provide:

1. DEI/EDI Training Expenditure i.e. how much was spent on external organisations providing DEI training

No information held (since March 2024) - see section 12 wording.

2. DEI/EDI Training Content i.e. copies of training materials, presentations, course outlines, learning objectives, handbooks, guidance documents, or other materials used for DEI/EDI training.

Please find training materials at the end of this letter. Note:

- **Redactions have been made in line with Data Protection principles. Additionally, redactions have been made to internal link areas.**

- **The Culture, Equality, Diversity and Inclusion (CED&I) vision statement is currently under review and will be updated following completion of the ongoing review process. Internal training material is reviewed and updated before delivery**

**** We would like to kindly remind you the attachments are the sole property of Wiltshire Police and have been disclosed to you under the FOI legislation. Any reproduction, sharing or use of this information should **not** be carried out without the **express permission** of Wiltshire Police. ****

3. DEI/EDI Staff Positions i.e. list of all roles whose primary responsibility includes DEI, EDI, equality, inclusion, diversity, belonging, positive action, or related functions. Please include an annual salary or salary band.

Please note, one of the Culture & Inclusion Advisor roles is part time and there is currently a vacant post for Culture & Inclusion People Partner for the 2026/27 fiscal year.

FY 25/26

1 x Head of Culture & Inclusion: £63,768 - £68,982

1 x Culture & Inclusion Sgt: £53,568 - £56,208

2 x Culture & Inclusion Advisor: £35,736 - £37,476

1 x Culture & Inclusion: £35,736 - £37,476

1 x PC Positive Action: £31,164 - £50,256

1 x Positive Action: £35,736 - £37,476

Section 17 of the Freedom of Information Act 2000 requires Wiltshire Police, when refusing to provide such information (because the information is exempt) to provide you the applicant with a notice which: (a) states that fact, (b) specifies the exemption in question and (c) states (if that would not otherwise be apparent) why the exemption applies.

The exemption applicable to the information requested is:

Section 12 - Exemption where cost of compliance exceeds appropriate limit

In accordance with section 17 of the Act, this letter represents a Refusal Notice for this particular request.

Please contact me if you would like to discuss the withheld information.

Yours sincerely,

FDU Decision Maker



Inclusivity in Leadership

Culture & Inclusion



Culture & Inclusion

Equality, Equity, Diversity & Inclusion



Equality

Ensuring fair treatment and access to opportunities or resources.



Equity

Providing the resources or support people need to reach the same outcomes, recognising different starting points.



Diversity

Recognising and valuing differences between people.



Inclusion

Creating an environment where everyone feels valued and able to contribute.

Our Strategy





Our Vision

Our Vision is to be the most inclusive police service in the country, fully representative of the communities we serve.

Our people know that they belong and can fully be their authentic selves.

Ethics & Guiding Principles

Equality & Fairness

Eliminate disparities, remove systemic bias, and ensure fairness in every decision.

Representation

Reflect the diversity of communities and embrace perspectives that strengthen policing.

Integrity & Accountability

Uphold the highest ethical standards, root out prejudice, and ensure transparency through independent scrutiny.

Inclusion & Belonging

Challenge behaviours that undermine inclusion and create a culture where everyone belongs.

Collaboration & Community Engagement

Build trust by listening, collaborating, and co-creating solutions with communities.



We will...



Develop **our people** and become an employer of choice for all communities.



Ensure every **policy and process**, old or new, reflects fairness, accountability, and inclusion



Strengthen **public** confidence by listening, engaging, and responding fairly.



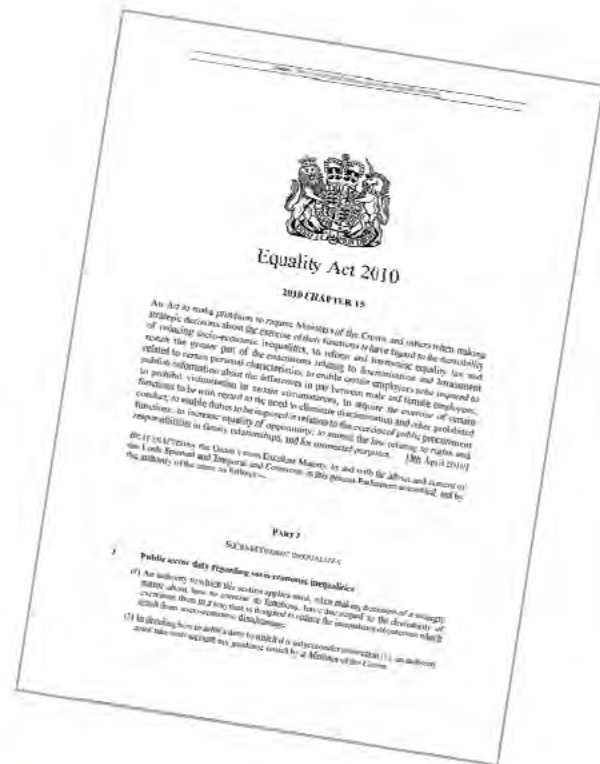
Collaborate with **our partners** to promote equality, diversity and inclusion.



Our Commitments

Create impact by committing to the actions that make our vision real.

Equality Act 2010: Public Sector Equality Duty



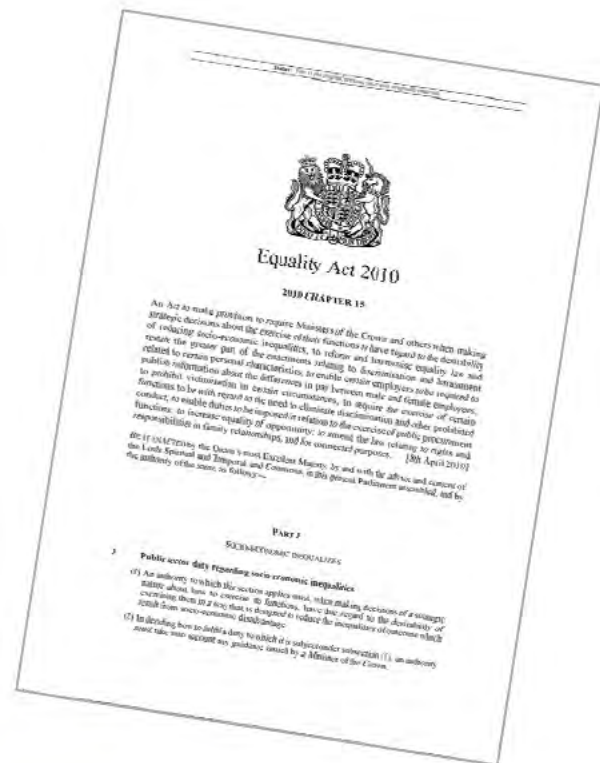
CHAPTER 1

PUBLIC SECTOR EQUALITY DUTY

149 Public sector equality duty

- (1) A public authority must, in the exercise of its functions, have due regard to the need to—
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Equality Act 2010: Protected Characteristics



1	2	3
4	5	6
7	8	9

Defining 'Sex' as a Protected Characteristic



the Equality Act 2010

<https://www.youtube.com/shorts/-E-smml7iSw>

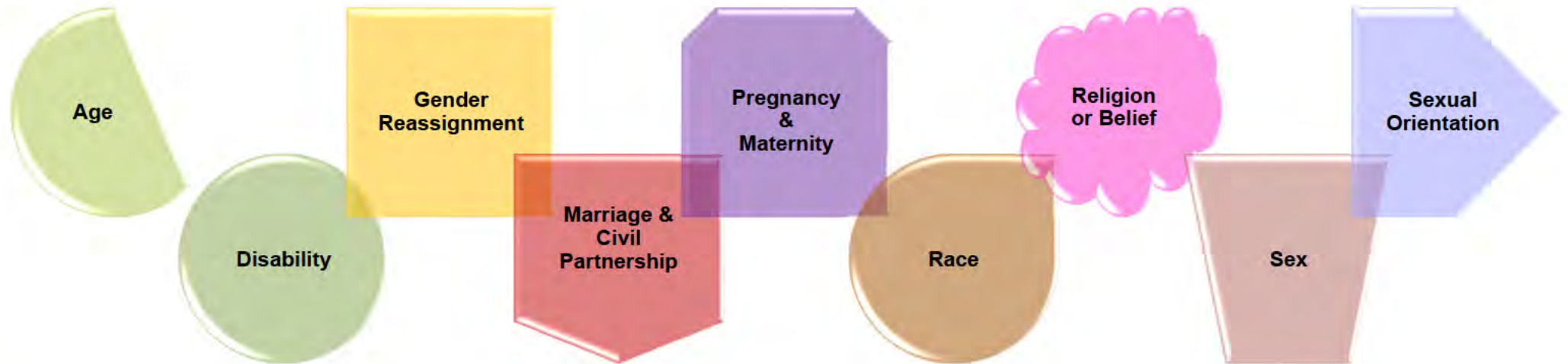
For Women Scotland Ltd v The Scottish Ministers [2025] UKSC 16

- Within the Equality Act 2010, “sex”, “man”, and “woman” refer solely to biological sex at birth.
- Gender recognition via a GRC under the Gender Recognition Act 2004 does not alter this interpretation.
- Sex-based protections apply to biological sex; transgender protections apply under “gender reassignment”.



Intersectionality

Intersectionality is the study of how different social identities intersect, leading to unique experiences of discrimination and privilege.



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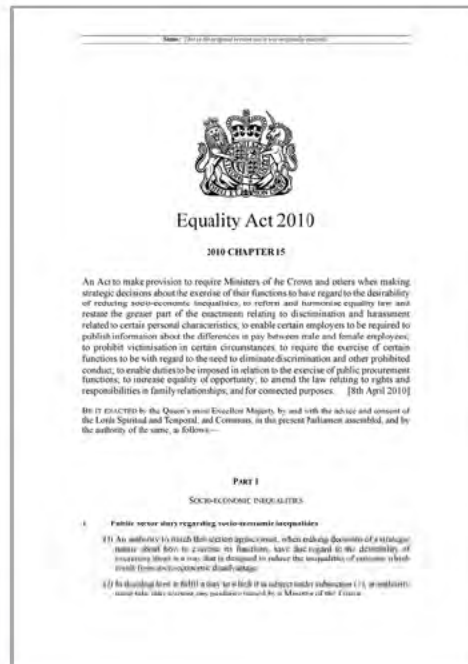
Positive Action vs Positive Discrimination

A **lawful** means of encouraging and supporting people who qualify for the role with a protected characteristic.

Reduces disadvantages and promotes equality of opportunity and equity.

Can be for existing employees (s.158) or potential recruits / promotions (s.159).

Positive Action



It is **unlawful** to recruit a person purely for having a protected characteristic or to meet quotas.

** There are some exceptions, such as a women's refuge hiring only female staff.*

Positive Discrimination



Positive Action at Wiltshire Police

In Wiltshire
we carry out
Positive
Action.

Our Positive Action officers promote vacancies and seek to increase participation in our workforce from protected groups, breakdown community barriers and help under-represented groups during the recruitment process.



Question One:

A UK Police Force has a higher than average proportion of employees working as Facilities Drivers who are over 65. They are equally as qualified as everyone else that works there. They were hired on merit, although some adjustments are made on an individual basis to account for physical abilities if needed.

Is this positive discrimination?



Question One:

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Is this positive discrimination?



NO

The employee was chosen based on their own merits as a worker, and based on personal experience. 'reasonable adjustments' can apply to any worker, regardless of age.





Question Two:

The same UK Police Force are hiring trainers for a new online training software they are adopting. They have two candidates:

Candidate 1: is qualified for the role. They are white, female, able bodied and perform very well in the interview.

Candidate 2: is not as qualified for the role but still an okay candidate. She is also white and female, but has indicated that she is diagnosed with Tourette Syndrome and has non-verbal tics.

Candidate 2 gets the role because the Force wants to be seen as promoting their equality and diversity values.

Is this positive discrimination?



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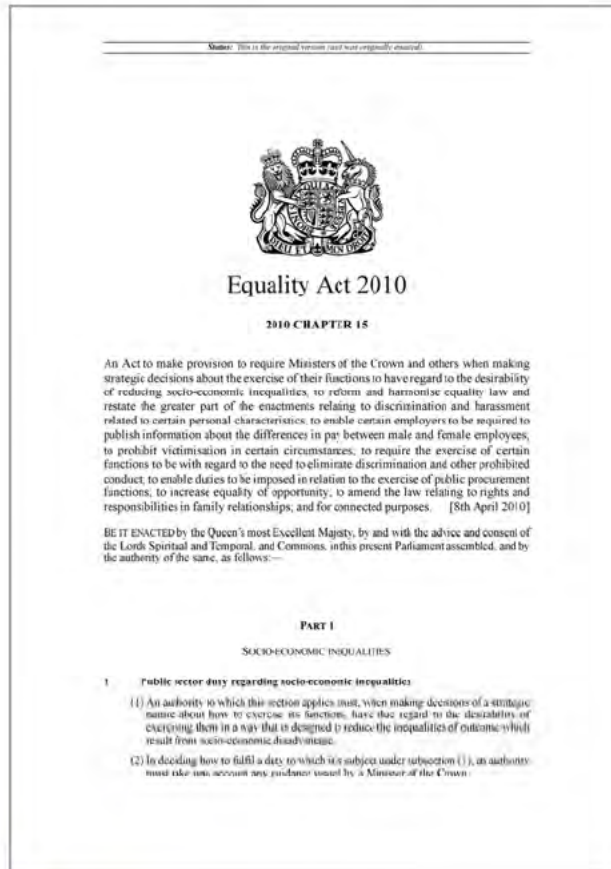
Is this positive discrimination?



YES

They chose the candidate not based on her experience or ability, but on her characteristics

Meeting the Needs of People with Disabilities



6 Disability

- (1) A person (P) has a disability if—
- (a) P has a physical or mental impairment, and
 - (b) the impairment has a **substantial and long-term adverse effect** on P's ability to carry out normal day-to-day activities.

Substantial

More than a minor impact on the persons life or their ability to do things such as; communicate, move around, and follow instructions.

Long-term

Likely to affect the person for 12+ months

Meeting the Needs of People with Disabilities: Reasonable Adjustments & The Role of the First Line Leader

Definition:

Changes to work or the workplace to remove or reduce disadvantage for someone with a disability or health condition.

Legal context:

- Required under the Equality Act 2010
- Applies where someone is at a disadvantage compared to others

Why
this
matters



For individuals:

- Fair access to work
- Improved wellbeing and performance



For teams and organisations:

- Retention of staff
- Inclusive culture
- Reduced legal risk

Meeting the Needs of People with Disabilities: Reasonable Adjustments & The Role of the First Line Leader

Your role is not to decide if someone is “disabled”

- The law is based on impact, not labels
- You are not expected to make legal judgements

Focus on:

- What the barriers are
- What support may help

If in doubt: act, support, and seek advice

When should you consider adjustments?

When someone tells you they are struggling

When you notice a change in behaviour, attendance or performance

When a health condition is mentioned (formal or informal)

During:

- Return to work
- Performance discussions (PDR, 121s)
- Recruitment or onboarding

Meeting the Needs of People with Disabilities:

Reasonable Adjustments & The Role of the First Line Leader

Working arrangements

- Flexible hours
- Hybrid or remote working
- Adjusted workload or deadlines

Environment

- Equipment or workstation changes
- Quiet spaces
- Assistive technology

Communication and support

- Clear written instructions
- Adjusted communication style
- Regular check-ins

Processes

- Adjusted absence triggers
- Alternative assessment methods

What makes an adjustment 'reasonable'?

Consider:

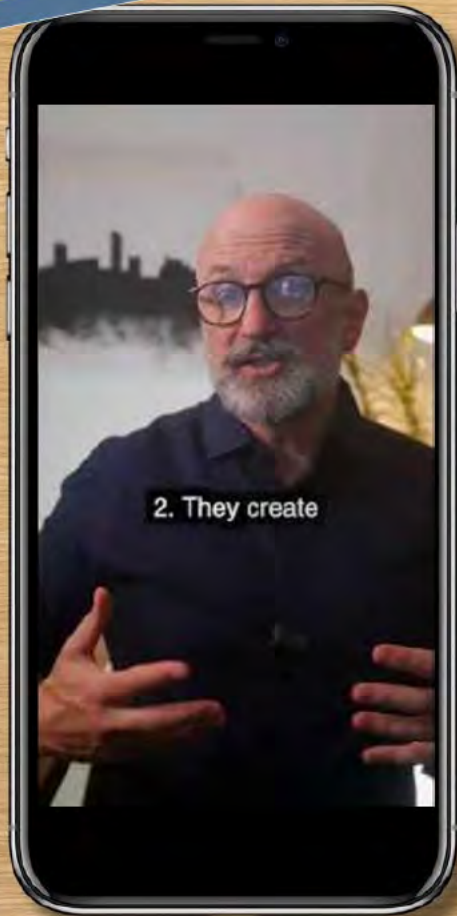
- Will it reduce or remove the disadvantage?
- Is it practical to implement?
- What are the costs and resources available?
- What is the impact on service delivery?

Contact HR / Occupational Health when:

- Adjustments are unclear or complex
- Medical input is needed
- There is impact on role requirements
- You are unsure what is reasonable



Our high-level equality objectives link to the NPCC strategy for Diversity, Equality and Inclusion.

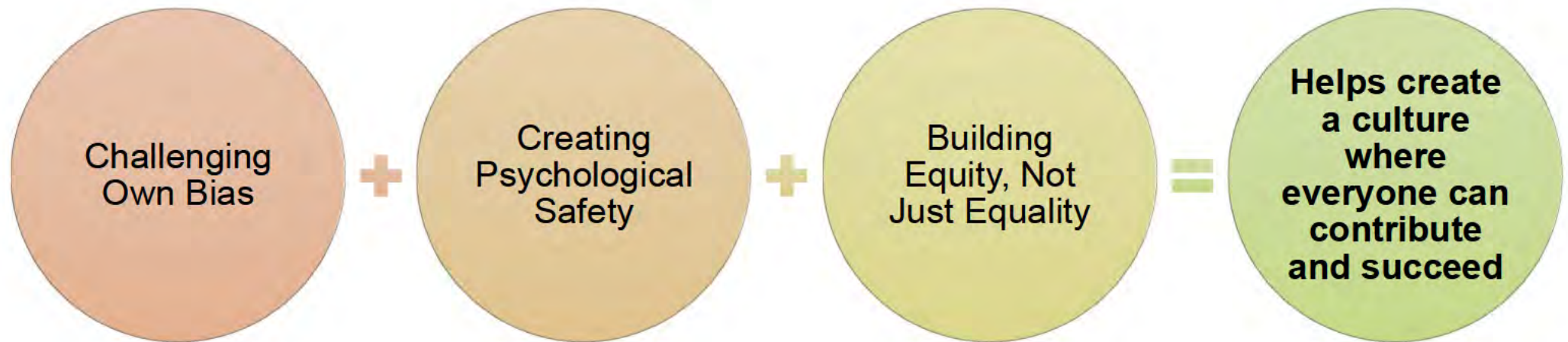


Inclusive Leadership

But why this?



Inclusion in Practice



“ Our people know that they belong and can fully be their authentic selves.

- Wiltshire Police EDI Vision and Commitments

Inclusion in Practice: Activity

Scenario 1: The Same Two Colleagues

A leader needs someone to represent the team at a cross departmental meeting. They instinctively think of the same two confident colleagues they usually select because those colleagues are familiar with the meeting format. A quieter team member later mentions they would have appreciated the chance to take part but felt the leader does not see them as someone suited to such opportunities.

Scenario 2: Spoken Over and Silent

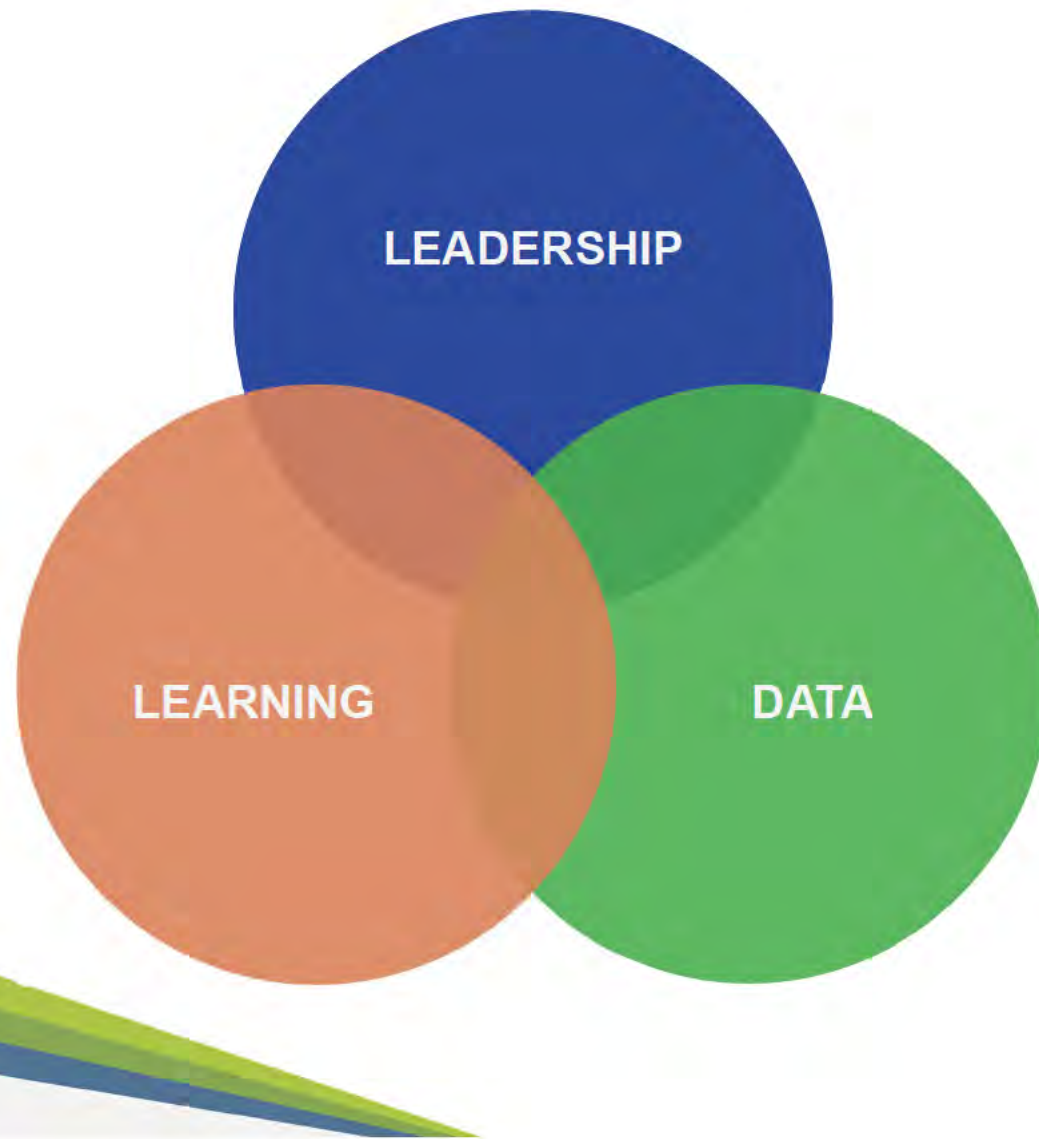
A leader chairs a routine problem solving meeting where two dominant voices steer most of the discussion. Another team member attempts to contribute twice but is spoken over and withdraws from the conversation, becoming disengaged afterwards.

Scenario 3: One Briefing, Many Needs

A leader introduces a new system and briefs everyone in the same way with identical expectations and deadlines. Some colleagues progress rapidly while others struggle quietly. One colleague later says they feel set up to fail because the briefing style does not meet their needs.

Scenario 4: Left Out of the Conversation

A leader shapes a key shift pattern decision through informal office conversations on a day when remote and part time staff are not present. One colleague says decisions always occur when they are absent. Another colleague from a minoritised background says they do not feel comfortable raising concerns.



CEDI Enablers of Success

Realising our strategic objectives depends on these key enablers to underpin and accelerate progress across all areas.





Ethical Policing & Inclusivity

Foundations of Leadership - Sep 2025



Culture & Inclusion Team

Learning Outcomes



The background of the slide is a photograph of a sunset sky with vibrant orange, red, and purple clouds. In the upper left and lower right corners, there are abstract geometric shapes in shades of green and blue. On the right side, a black silhouette of a signpost with several directional arrows pointing in different directions is visible.

Ethical & Inclusive Policing

Our Strategy





Our Vision

Our Vision is to be the most inclusive police service in the country, fully representative of the communities we serve.

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We will...



Develop **our people** and become an employer of choice for all communities.



Ensure every **policy and process**, old or new, reflects fairness, accountability, and inclusion



Strengthen **public** confidence by listening, engaging, and responding fairly.



Collaborate with **our partners** to promote equality, diversity and inclusion.



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Ethics & Guiding Principles

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Reflect the diversity of communities and embrace perspectives that strengthen policing.

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Inclusion & Belonging

Challenge behaviours that undermine inclusion and create a culture where everyone belongs.

Collaboration & Community Engagement

Build trust by listening, collaborating, and co-creating solutions with communities.



EQUALITY DIVERSITY AND INCLUSION: VISION AND COMMITMENTS

OUR VISION: To be the most inclusive police service in the country which is fully representative of the communities we serve. Our people know that they belong and can fully be their authentic selves.



Code of Ethics

Doing the right things, in the
right way, for the right reasons

#CodeofEthics



college.police.uk

As policing professionals, we are bound by the Code of Ethics. We are responsible for doing the right thing, in the right way, for the right reasons, even if circumstances are difficult.

By following the Code of Ethics, everyone working in policing will have a profession to be proud of, uphold the expectations of the public and continually improve policing.

Interactive Activity

Instructions:

1. Each table works on one area.
2. Discuss and note down practical ideas for how every member of staff can support an inclusive workplace.
3. Choose one key idea your table will share with the room.

TABLE 1
Everyday Inclusive Behaviours

What small, everyday actions help everyone feel respected and included?

Think about:

- What behaviours make you feel valued at work?
- How do we show courtesy, fairness and patience in busy or pressured situations?
- What helps new or quieter colleagues feel welcome?
- How do we make sure everyone's voice is heard?

TABLE 2
Creating Psychological Safety

What helps colleagues feel safe, respected and able to be themselves at work?

Think about:

- What makes it easier for people to speak up or ask questions?
- How we respond when someone shares a mistake or concern?
- What behaviours help teams feel supportive rather than judgemental?
- How we show appreciation and encourage open conversation?

TABLE 3
Behaviours That Harm Inclusion

What behaviours or habits should stop because they damage trust, teamwork or dignity?

Think about:

- What behaviours have you seen that make people feel excluded or uncomfortable?
- What small habits do we sometimes overlook (tone of voice, jokes, assumptions)?
- How do these behaviours affect team morale and confidence?
- What would a "no-go" list look like for our workplace?

TABLE 4
Making Inclusion Part of Our Routine Work

How can staff and officers build inclusion into daily tasks, decisions and interactions?

Think about:

- What does inclusion look like in day-to-day work, not special events or meetings?
- How do we spot when someone needs extra support or information?
- How do we check our own assumptions?
- What practical habits could we build into emails, conversations or team tasks?

Code of Ethics

Doing the right things, in the right way, for the right reasons



College of
Policing

Courage

We show courage by:

- ♦ taking responsibility
- ♦ setting an example
- ♦ challenging unprofessional behaviour and practice
- ♦ being honest, open and accountable
- ♦ encouraging feedback and scrutiny



Code of Ethics



Respect and empathy

We show respect and empathy by:

- ♦ acting with respect
- ♦ listening to and understanding different perspectives
- ♦ understanding the impact of emotions and welfare
- ♦ responding to individual needs
- ♦ being fair and impartial



Code of Ethics



Public service

We provide public service by:

- ♦ delivering a service to be proud of
- ♦ acting lawfully
- ♦ understanding and responding to the public's needs
- ♦ reflecting on and applying knowledge and experience
- ♦ improving our self, our peers and our profession



Code of Ethics



?

The Wiltshire Principle

Code of Ethics



Wiltshire Police

Pitch the Missing Principle

If your syndicate could nominate a fourth principle just for Wiltshire Police, what would it be....

How can we do this?

How could it support inclusion for our people already in, and joining the force?

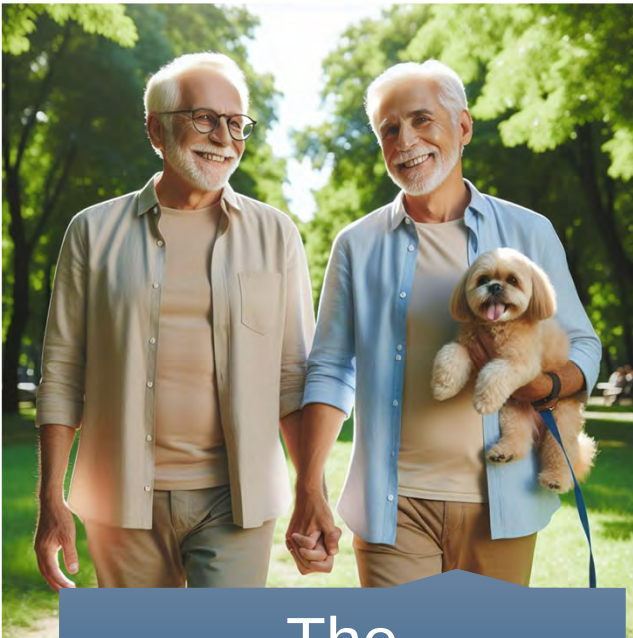
How could it support our communities now and for future demographics?



1 or 2 persons from each syndicate will come to the front and pitch your principle



In your mental image:



The
Elderly Couple



The
New Manager



The
Band

Challenging Your Unconscious Bias



Acknowledge



Educate



Reflect



Seek
Feedback

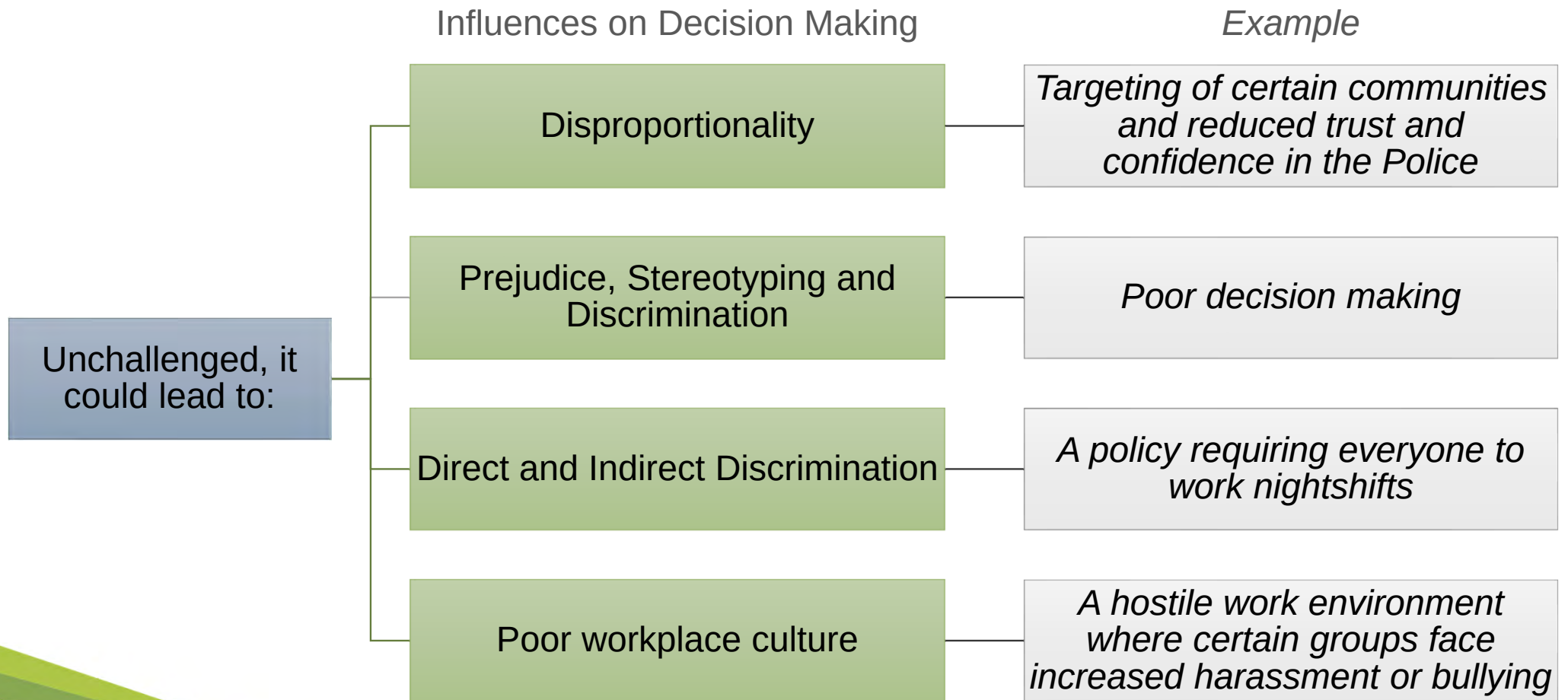


Diversify

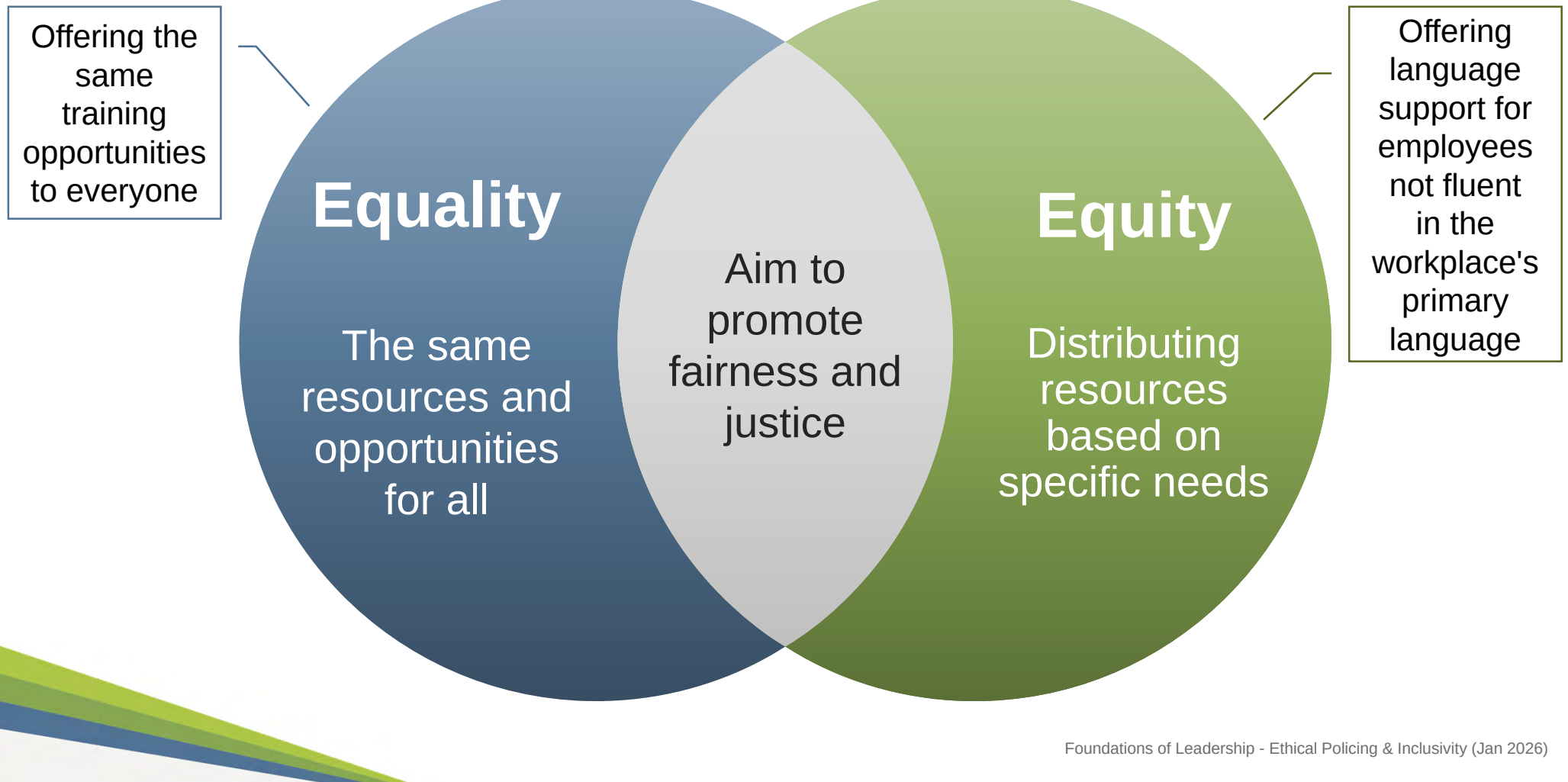


Use Checks

Why Challenge Unconscious Bias?



Equality vs Equity



Equality Act 2010: Public Sector Equality Duty

CHAPTER 1

PUBLIC SECTOR EQUALITY DUTY

149 Public sector equality duty

- (1) A public authority must, in the exercise of its functions, have due regard to the need to—
- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.



Equality Act 2010

2010 CHAPTER 15

An Act to make provision to require Ministers of the Crown and others when making strategic decisions about the exercise of their functions to have regard to the desirability of reducing socioeconomic inequalities, to reform and harmonise equality law and secure the greater part of the enactments relating to discrimination and harassment related to certain personal characteristics, to enable certain employers to be required to publish information about the differences in pay between male and female employees, to prohibit victimisation in certain circumstances, to require the exercise of certain functions to be with regard to the need to eliminate discrimination and other prohibited functions, to enable duties to be imposed in relation to the exercise of public procurement functions, to increase equality of opportunity, to amend the law relating to rights and responsibilities in family relationships, and for connected purposes. [8th April 2010]

Enacted by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows—

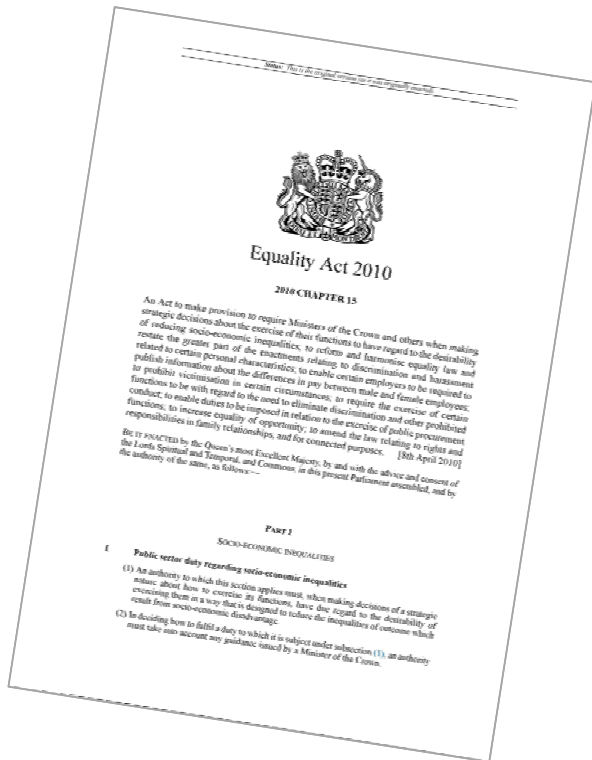
PART 1

SOCIO-ECONOMIC INEQUALITIES

Public sector duty regarding socio-economic inequalities

- (1) An authority to which this section applies must, when making decisions of a strategic nature, about how to exercise its functions, have due regard to the desirability of reducing socioeconomic inequalities.
- (2) In deciding how to fulfil a duty to which it is subject under subsection (1), an authority must take into account any guidance issued by a Minister of the Crown.

Equality Act 2010: Protected Characteristics



1	2	3
4	5	6
7	8	9



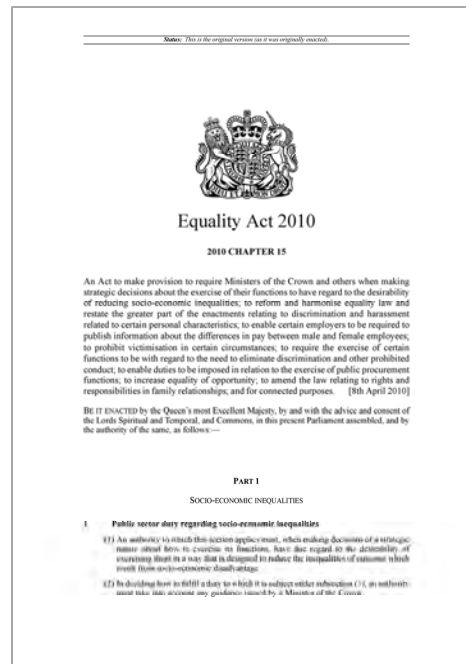
Our high-level equality objectives link to the NPCC strategy for Diversity, Equality and Inclusion.

Positive Action vs Positive Discrimination

A **lawful** means of encouraging and supporting people who qualify for the role with a protected characteristic.

Reduces disadvantages and promotes equality of opportunity and equity.

Positive Action



It is **unlawful** to recruit a person purely for having a protected characteristic or to meet quotas.

** There are some exceptions, such as a women's refuge hiring only female staff.*

Positive Discrimination



Positive Action at Wiltshire Police

In Wiltshire
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Positive
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Our Positive Action Officers promote vacancies and seek to increase participation in our workforce from protected groups, breakdown community barriers and help under-represented groups during the recruitment process.



A close-up photograph of a human hand, palm facing up, holding a vibrant rainbow spectrum of light. The light is projected onto the palm, creating a clear, multi-colored arc. The background is a soft, out-of-focus light. The image is framed by green and blue diagonal stripes in the top-left and bottom-right corners.

**“We naturally assume
people have the
same values as us.
This is the reason that
you can’t understand
some people’s
actions”**

- Andy Cope & Andy Whittaker
The Art of Being Brilliant

Buying Privileges

Each costs £100



Access to Mental Health Services



Access to Nutritious Food



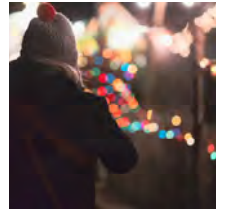
Access to professional development and training opportunities



Access to Public Spaces Without Barriers



Being Able to Express Your Identity Freely



Being Able to Walk Alone at Night Without Fear



Being respected and valued by colleagues and superiors



Financial Stability



Freedom from Discrimination Based on Race



Having a Supportive Family



Having Role Models in Your Community



Stable Housing

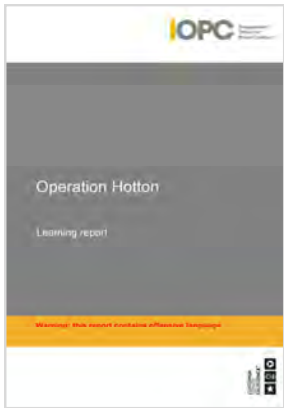
A composite image featuring the Stonehenge monument in a green field under a starry night sky with the Milky Way. The image is framed by green and blue diagonal borders in the top-left and bottom-right corners.

**How would you describe a privilege that
is most overlooked in our communities?**

A composite image featuring the Stonehenge monument in a green field under a night sky filled with stars and the Milky Way. The image is framed by green and blue diagonal stripes in the top-left and bottom-right corners.

How can recognising and valuing the limited privileges of others help create a more inclusive and supportive workplace and community?

Key Reports and Strategies



IOPC Operation Hotton Learning Report (2022)

Misconduct and discriminatory behaviour within the Metropolitan Police Service.

Evidence of discrimination, misogyny, harassment, and bullying



NPCC Diversity and Equality Inclusion Strategy 2018-25

Promoting diversity, equality, and inclusion within police forces.

Leadership, community engagement, and workforce diversity



Tackling Violence Against Women and Girls Strategy (2021)

Reducing violence against women and girls.

Prevention, support for survivors, and pursuing perpetrators



Macpherson Report: Twenty-two years on (2021)

Progress since the original Macpherson Report on institutional racism following the murder of Stephen Lawrence.

Continued issues with racial disproportionality in policing practices.



Police Race Action Plan - Improving Policing for Black People (2023)

Enhancing trust and confidence in policing among Black communities.

Anti-racism, fair treatment, and representation



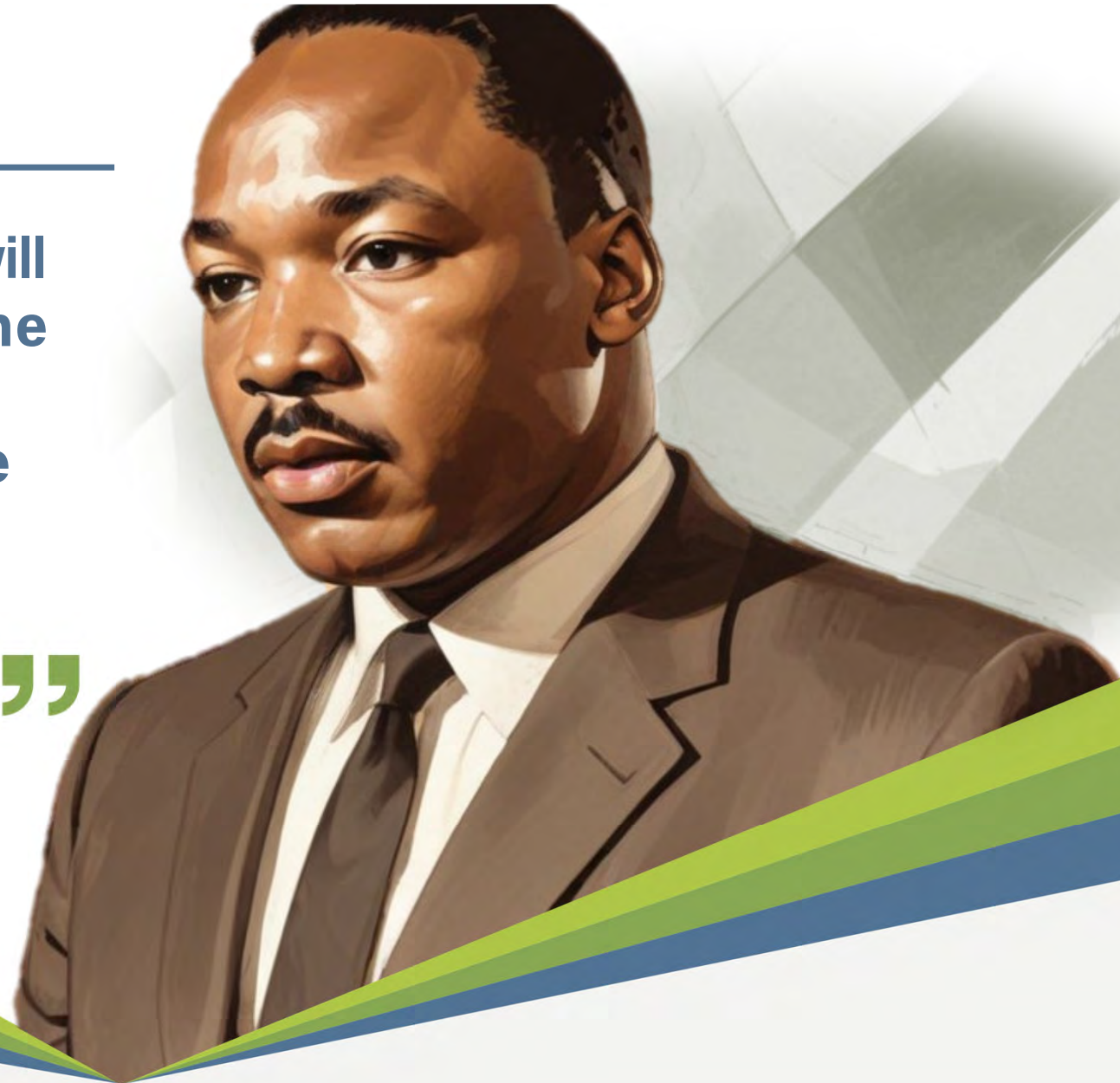
Upstander & Inclusivity

“

In the end, we will
remember not the
words of our
enemies, but the
silence of our
friends.

”

Dr Martin Luther King, Jr



Definitions

What is a bystander?

‘a person who is present at an event or incident but does not take part’

What is an upstander?

‘a person who speaks or acts in support of an individual or cause, particularly someone who intervenes on behalf of a person being attacked or bullied’

What is inappropriate behaviour?

‘conduct that is unwarranted and is reasonably interpreted to be demeaning or offensive’





The Bystander Effect | The Science of Empathy



Have you ever felt like this?

‘That was really wrong!’

‘I heard what they said, and I didn’t do anything.’

‘I wish I had stepped in!’

‘I know it’s wrong, but it will impact my career if I speak up.’

‘I knew they were like that but didn’t say anything.’

‘That message in the WhatsApp chat was inappropriate but I didn’t do anything, I should have.’



Police Conduct

Wayne Couzens: How three police forces botched opportunities to stop Sarah Everard's murderer

29 February



Sarah Everard murder



EVERARD FAMILY

The body of Sarah Everard was found hidden in woodland

By Judith Burns

BBC News home affairs

The three police forces that the officer who murdered Sarah Everard worked for had multiple opportunities to stop him, but none were taken, an inquiry has found.

There were failures in police recruitment, Wayne Couzens' vetting and investigations, and "red flags about his unsuitability for office" went unnoticed, according to **the Angiolini Inquiry**.

Ultimately these failures meant Couzens "could enjoy the powers and privileges" of being a police officer and "he went on to use his knowledge of police powers to falsely arrest Sarah Everard", said Lady Elish Angiolini in her statement at the launch of the report.

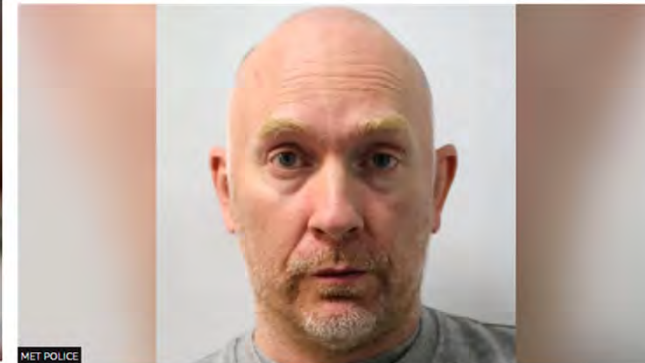
Indecent exposures at McDonald's drive-through

In 2021, days before Ms Everard was murdered, Couzens twice exposed himself at a McDonald's drive-through, but again the investigation failed. He used his own credit card to pay and was driving his own car.

Lady Elish said the police investigations into these indecent exposure allegations in 2020 and 2021 "fell below the standards any victim of crime should expect".

Couzens was only interviewed and charged for these offences after his murder conviction. In the end he was convicted of the crimes at the drive-through and of the offence towards the cyclist.

"Those offences were treated as low-level by the investigating officers. Decisions to close some cases were taken early with minimal investigation," said Lady Elish.



MET POLICE

Wayne Couzens admitted murder, kidnap and rape

Five more incidents of indecent exposure not reported to police

The inquiry received evidence of at least five other incidents of indecent exposure which were not reported to police.

"It has become clear that Couzens' terrible crimes were not committed in isolation but were the culmination of a trajectory of sexually motivated behaviour and offending," says the report.

The report lays much of the blame at police culture, saying Couzens' crimes "sit on the same continuum" as sexist and misogynistic behaviour.

Lady Elish warned that without a significant overhaul in policing "there is nothing to stop another Couzens operating in plain sight".

Police Conduct

'You can trust me, I'm a police officer' couldn't be further from the truth

In October 2021, a woman reported she had been raped by serving Metropolitan Police Officer David Carrick. News of him being charged sparked a significant investigation which revealed Carrick's relentless campaign of sexual and mental abuse of women.

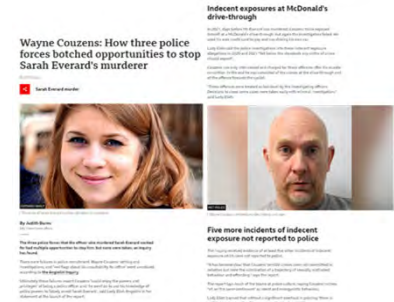
A further 12 women came forward and reported being assaulted by him and it was their strong, authentic and consistent testimonies that formed the CPS case against Carrick.

Despite not knowing each other, the striking similarities in their accounts of how Carrick had manipulated them, and assaulted them physically, sexually and mentally, was the evidence that left him with no option but to admit his crimes.

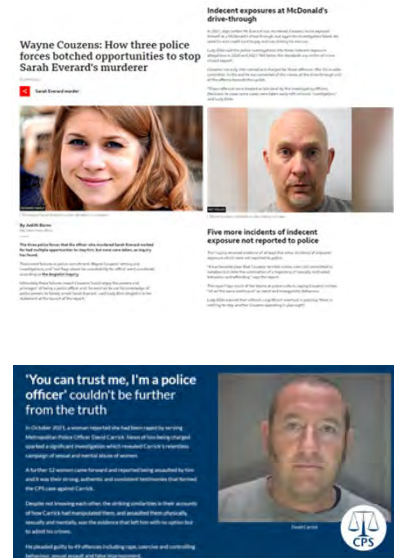
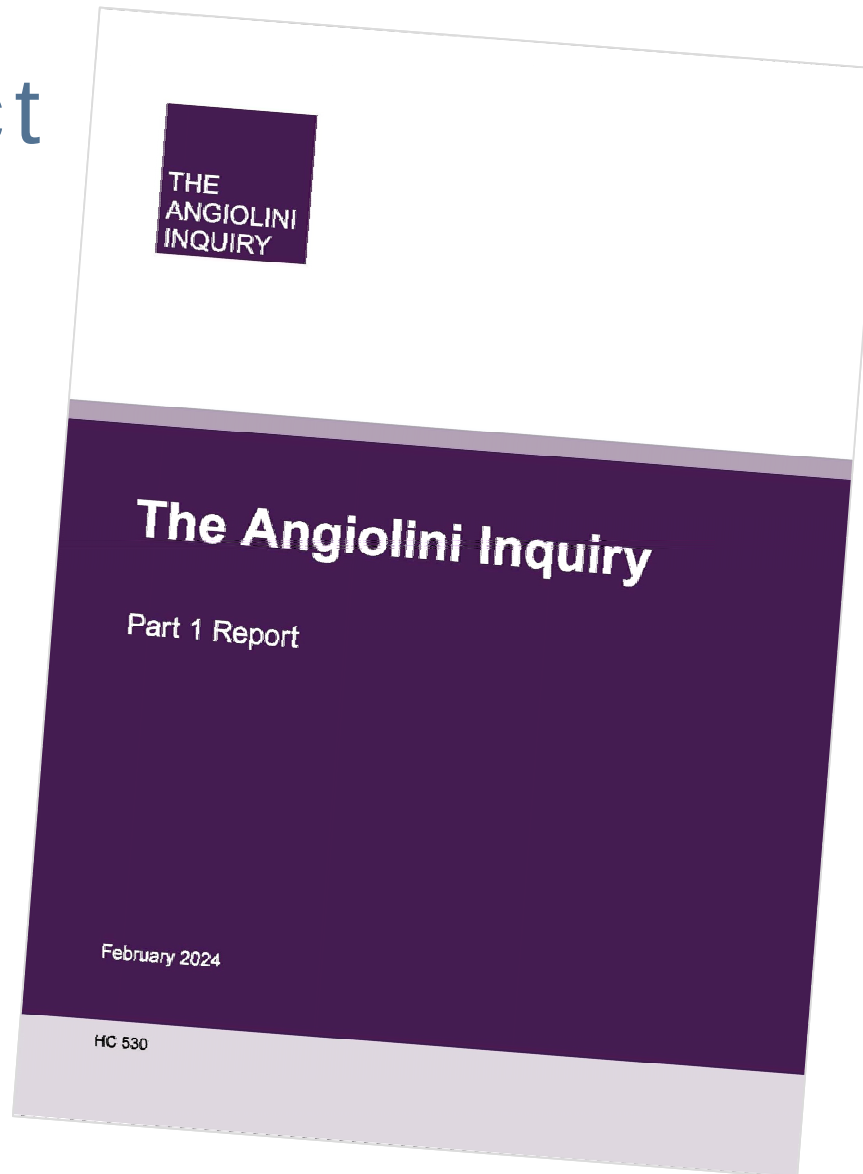
He pleaded guilty to 49 offences including rape, coercive and controlling behaviour, sexual assault and false imprisonment.

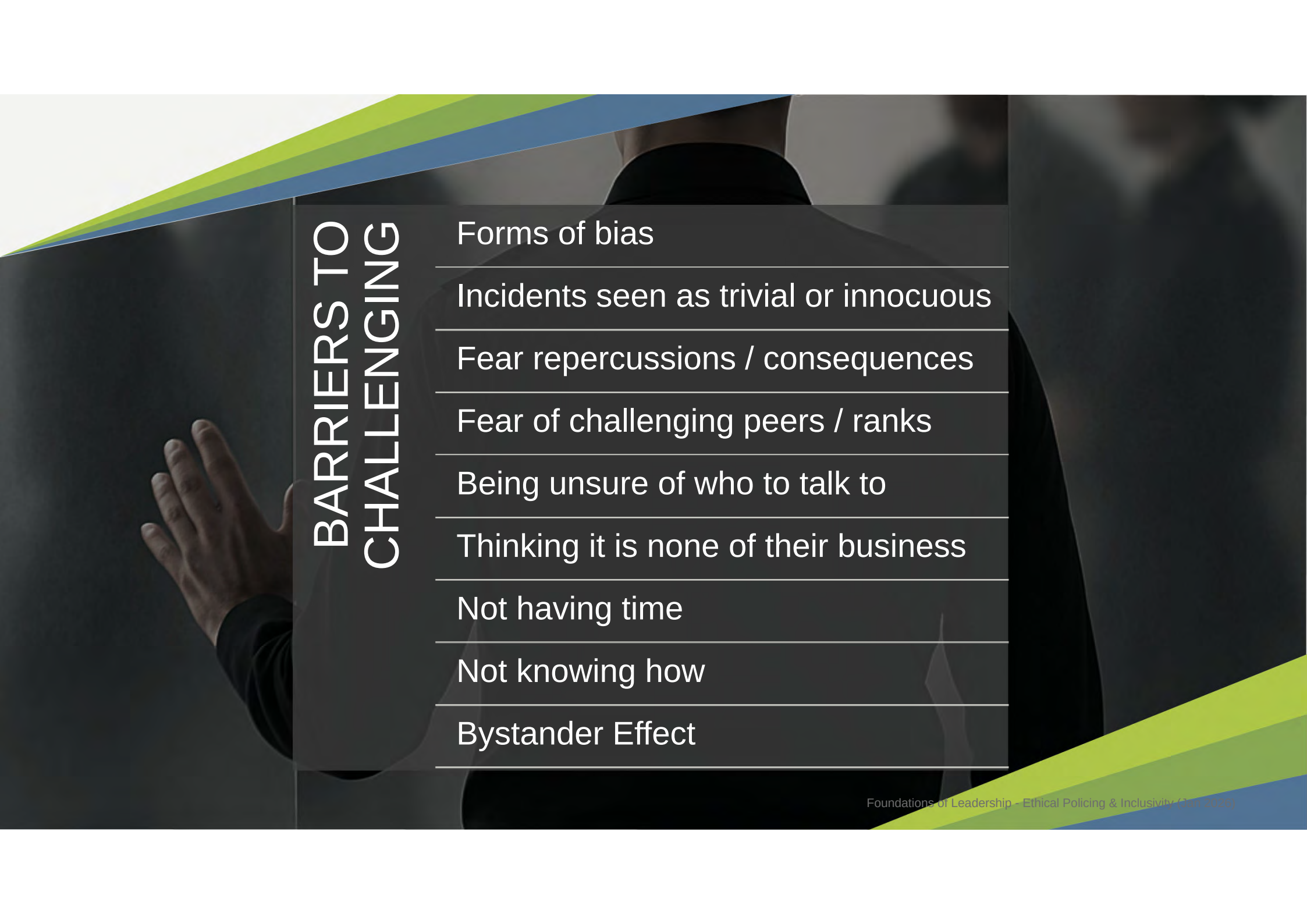


David Carrick



Police Conduct





BARRIERS TO CHALLENGING

Forms of bias

Incidents seen as trivial or innocuous

Fear repercussions / consequences

Fear of challenging peers / ranks

Being unsure of who to talk to

Thinking it is none of their business

Not having time

Not knowing how

Bystander Effect

The 5Ds intervention strategy toolkit



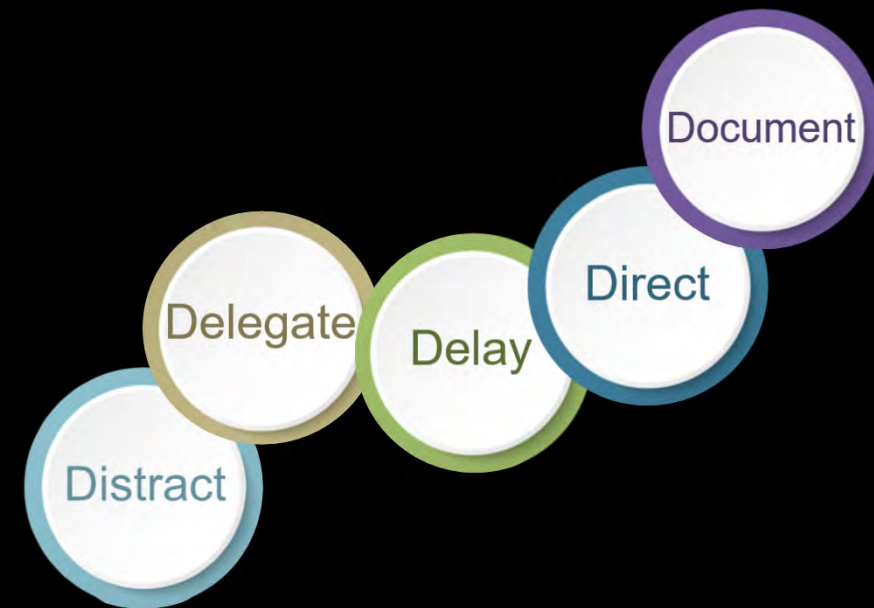


Upstander Scenarios

- Scenarios are provided for group discussion and feedback using the 5Ds.

Remember!

- These scenarios are based on realistic tensions that test inclusive leadership, culture, and standards.
- There's no perfect answer, but there is a responsibility to act.



Scenario 1: The Comment in the Corridor

You and a colleague are walking back from the canteen when two officers ahead of you begin joking loudly about a member of staff who works in a different department. One says, "I can't stand dealing with them... so dramatic, always playing the mental-health card." The other laughs and agrees.

A member of staff walking past hears the comment, looks uncomfortable, and quickly heads the other way. Your colleague whispers, "That wasn't right."

Think about:

What concerns this raises, what safe and realistic options you have in the moment, which of the 5Ds could help you intervene, and what supportive action you might take afterwards.

Scenario 3: The Public Interaction

You are walking through the station foyer when you overhear a frustrated officer speaking sharply to a member of the public who is asking for help. The officer says, "You people always expect us to drop everything. If you bothered to read the signs, you'd know what to do."

The member of the public looks embarrassed and steps back. You notice other visitors glancing over.

Think about:

How you could step in without escalating the situation, which of the 5Ds might be safe and appropriate, and what actions you could take after the moment has passed.

Scenario 2: The Team Chat Message

In a busy moment on shift, someone in your team's informal messaging group shares a joke about a suspect's appearance after an arrest. A few people react with laughing emojis. One member of staff replies privately to you, saying the message made them uneasy because the suspect belongs to a community that often faces negative stereotypes.

The message remains in the chat, and more people join the conversation.

Think about:

Why this situation matters, what options you have to respond safely, which of the 5Ds could apply, and how to support the colleague who raised their concern.

Scenario 4: The Excluded Colleague

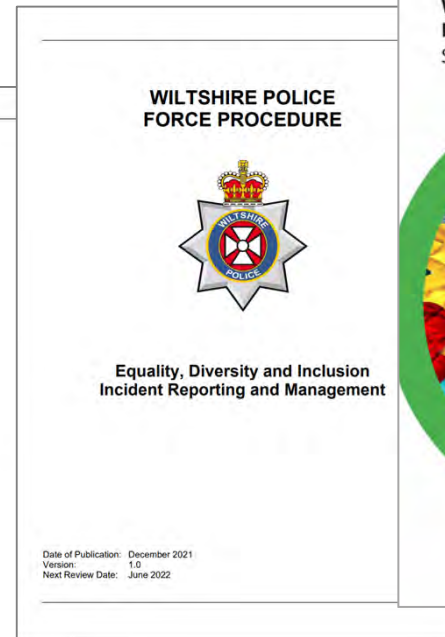
During a team discussion, a staff member suggests a new idea for improving a process. Before they finish, another colleague rolls their eyes and says, "Here we go again... you always make things more complicated than they need to be." A few people laugh. The staff member goes quiet and withdraws from the conversation.

Later, they seem distracted and avoid joining group discussions.

Think about:

What the impact of this behaviour might be, how you could show support in the moment and afterwards, and which of the 5Ds could help you challenge the behaviour safely.

Support & Resources in Force





Take Action

What can you / we do
to create a positive
and fair working
environment?



Valuing Diversity & Inclusion

We all have a responsibility to bring diversity, equality and inclusion to life in the workplace and in wider society.



Learning & Development

LEARNING OBJECTIVES

to be able to:

1

Adopt core principles of ethics, equality, diversity and human rights in professional policing

2

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

3

Apply professional approaches to policing, demonstrating fairness, openness, honesty and integrity

4

Understand and, where necessary, make use of internal processes within the police service to challenge and report unprofessional conduct

WARNING: Some material provided here refers to or depicts fictional scenarios or real incidents that may cause distress.



Rules

- Be respectful to the views and opinions of others.
- Ask questions.
- Ensure a safe learning environment for ALL.
- Be engaged and professional.
- Keep mobile phones on silent.



Key Terms and Principles

Equality

Ensuring everyone has the same opportunities

Equity

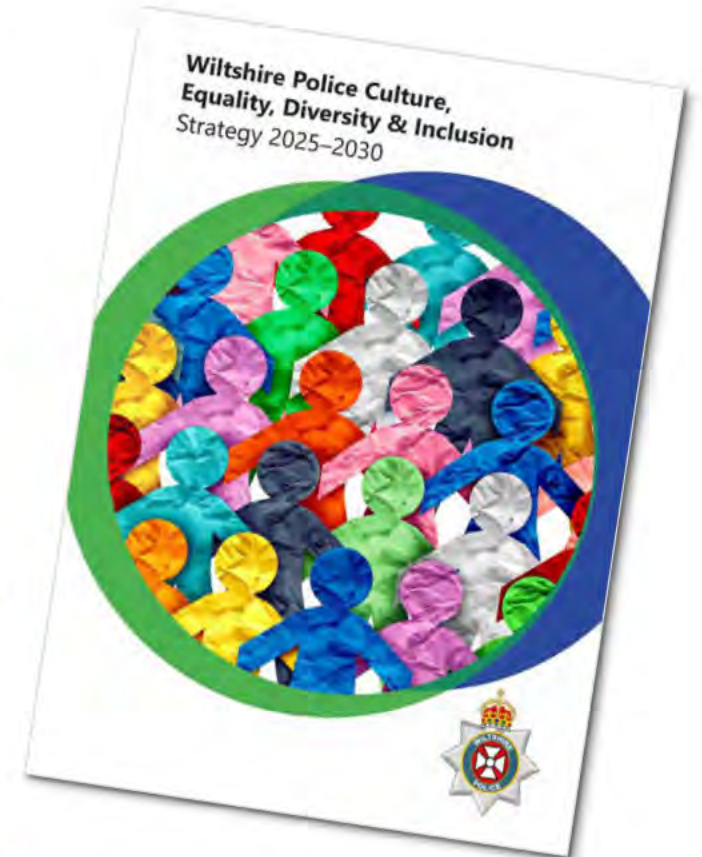
Recognising that we do not all start from the same place and we must provide various levels of support depending on specific needs or abilities

Diversity

Recognising and valuing differences

Inclusion

Creating an environment where everyone feels valued, respected and included



Key Terms and Principles: Group Activity



Prejudice

Stereotyping

Bias

Unconscious
Bias

Discrimination

Task:

- In pairs (or small groups) come up with a definition of the word.
- Think of a Police related example of it in action.

Prejudice

A preconceived opinion that is not based on reason or actual experience

- Mostly developed in the first 7 years of life
- Almost always negative and can lead to discrimination



Challenging Own Prejudice

1. Why do I think this?
2. What evidence is there to support this belief?
3. What do I not know about this person / group?
4. Am I being biased?

Stereotyping

An widely held and oversimplified opinion or belief about a particular group or type of person.
It is a type of prejudice

- Humans have a need to make generalised assumptions about groups.
- Often a negative belief that certain people have less worth or fewer abilities.
- Said to be a way for the brain to group things so we can navigate the world without being overwhelmed by information.



Bias

An inclination or prejudice for or against one person or group, especially in a way considered to be unfair

- Not linked to morality (everyone has them)
- Can be innate or learned
- May be helpful
- May be necessary for safety
- Can be dangerous when based on stereotypes
- Can lead to prejudice



RELIABLE

Hearing a gunshot fire nearby means you are in danger of getting hurt



BENIGN

Someone with dark glasses and a white cane has a sight impairment



STEREOTYPICAL

Women are less committed to career development if they have children



DANGEROUS

Gay men are sexually attracted to minors

Unconscious Bias

Implicit, or unconscious bias is our brain making quick judgements about a person or situation, usually based on previous experience

- It can sometimes go against our natural instincts and beliefs
- It is more likely to happen when working under pressure or multi-tasking

Imagine you are getting on a crowded bus and you have to choose to sit by either:



A person with four children aged between 1 and 6



An oversized passenger



Someone who is coughing and looks ill



A young person playing offensive music loudly on their phone

Challenging Unconscious Bias

Recording and Reviewing your Decisions and Actions through:

Collaboration and Supervision:

- Working together to explore decisions and the actions you take.
- Sense checking decisions with colleagues and supervisors

Regularly using Reflective Practice:

- Using Frameworks such as the Betari Box framework or using the competency and values framework (CVF)



Challenging Unconscious Bias

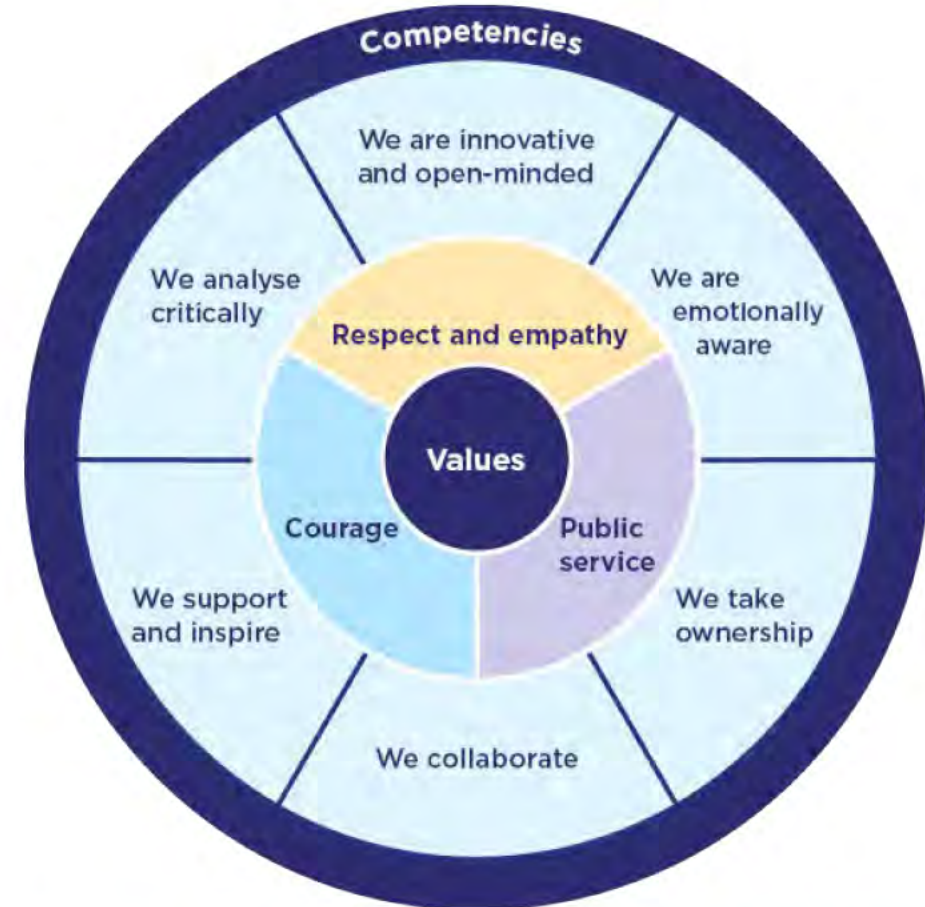
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<https://www.college.police.uk/career-learning/competency-and-values-framework>

Discrimination

The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex

Direct

Section 13 EA 2010

When someone is put at a disadvantage or treated less favourably because of a 'protected characteristic'.
Can occur where the individual:

has a
protected
characteristic

is associated
with a person
with a
protected
characteristic

is perceived to
have a
protected
characteristic

Indirect

Section 19 EA 2010

When a rule or policy has a worse impact on someone with a 'protected characteristic', and:

people who
share a
protected
characteristic
would be
disadvantaged

someone is
personally
disadvantaged

an employer
cannot justify
the
discrimination

Discrimination in 1930s

They Mustn't Marry

HEFTY GIRLS WANTED FOR POLICE FORCE

WOMEN WITH BRAINS PLUS GOOD PHYSIQUE ARE WANTED. THE PAY AND PROSPECTS ARE GOOD, BUT—THEY MUST NEVER MARRY OR THEIR CAREER WILL END!

They are needed as recruits for the Metropolitan Police Force, and Sir Philip Game, Chief Commissioner, and Miss Peto, Chief of the Women's Branch, are making a special appeal to—

Spinsters and widows, girls in universities and public schools, and girls with training in nursing and social work.

Married women need not apply.

THEY MUST BE HEFTY

Good pay is being offered—53s. 3d. a week, with free quarters in special hostels.

But a high standard of intelligence, tact and physique is being demanded.

The recruits must be at least five feet four inches high.

They must be hefty enough to withstand a "rough and tumble," and they must be fairly good looking.



*Beauty from
your bath..*

ebe

SWISS GUARDS:

A corps of Swiss soldiers established in 1506 who safeguard the Pope and serve as personal escorts for the pontiff.

Additionally, they act as watchmen for Vatican City and the pontifical villa of Castel Gandolfo.

There are strict criteria to join!



Swiss Guard Criteria vs Discrimination

DISCRIMINATION

Must be between the ages of
19-30

Must be male

Unmarried or unattached

Must be of a Roman Catholic
faith



Why might they
be discriminating?

If UK Law allowed
this discrimination,
what issues might
this present for
Wiltshire Police?

NOT DISCRIMINATION

Must be at least 5 feet 8
inches tall

Must be Swiss

Must be educated to degree
level

Must have attended a
military school in Switzerland

Must have a good moral
background

The background of the slide features a grey surface with a diagonal stripe in shades of green and blue running from the top-left to the bottom-right. Scattered across this surface are several 3D paper figures. One figure on the left is red, while the others are blue. The figures are stylized, simple human shapes with no facial features.

What are the impacts of being a victim of bias, prejudice, discrimination or stereotyping?

Equality Act 2010: Public Sector Equality Duty

CHAPTER 1

PUBLIC SECTOR EQUALITY DUTY

149 Public sector equality duty

- (1) A public authority must, in the exercise of its functions, have due regard to the need to—
- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.



Equality Act 2010

2010 CHAPTER 16

1. The Act is to secure provision for the purpose of ensuring that the Crown and other public authorities, in the exercise of their functions, have due regard to the need to—
(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

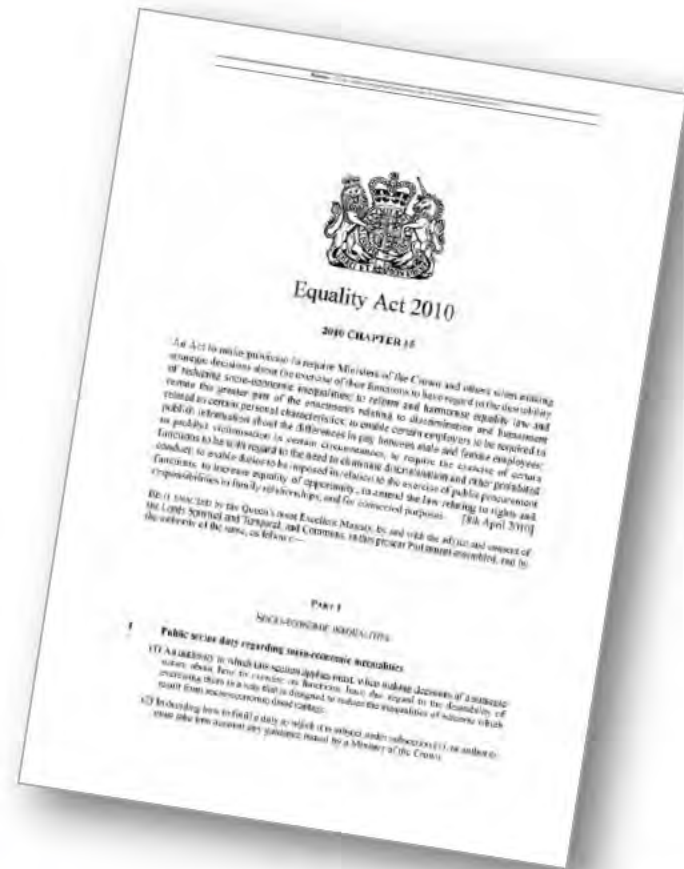
Part 1

Section 1: Public sector equality duty

1. Public sector equality duty

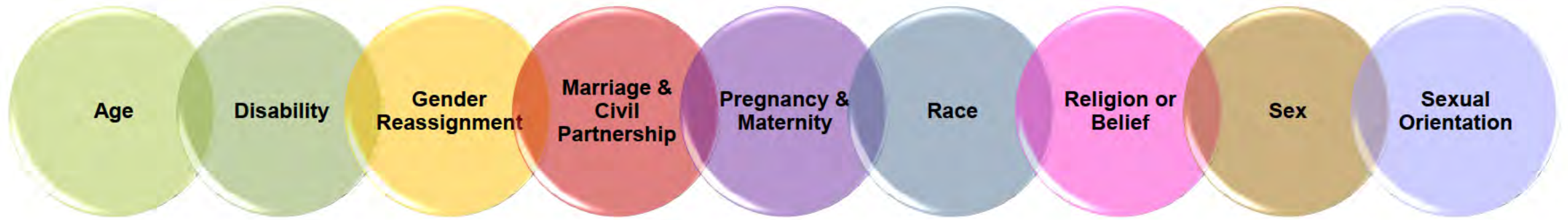
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Equality Act 2010: Protected Characteristics



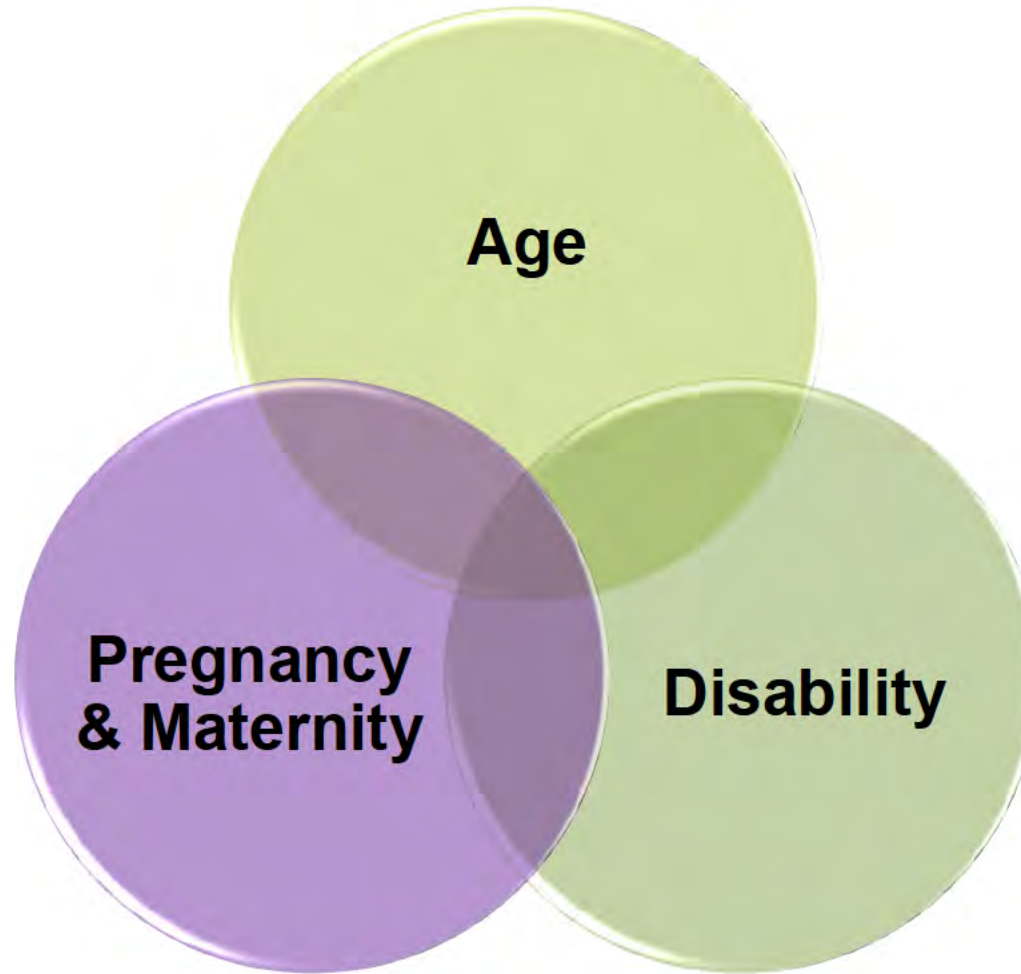
1	2	3
4	5	6
7	8	9

Intersectionality



Intersectionality is the study of how different social identities intersect, leading to unique experiences of discrimination and privilege.

Intersectionality



Question One:

A UK Police Force has a higher than average proportion of employees working as Facilities Drivers who are over 65. They are equally as qualified as everyone else that works there. They were hired on merit, although some adjustments are made on an individual basis to account for physical abilities if needed.

Is this positive discrimination?



NO

The employee was chosen based on their own merits as a worker, and based on personal experience. 'reasonable adjustments' can apply to any worker, regardless of age.





Question Two:

The same UK Police Force are hiring trainers for a new online training software they are adopting. They have two candidates:

Candidate 1: is qualified for the role. They are white, female, able bodied and perform very well in the interview.

Candidate 2: is not as qualified for the role but still an okay candidate. She is also white and female, but has indicated that she is diagnosed with Tourette Syndrome and has non-verbal tics.

Candidate 2 gets the role because the Force wants to be seen as promoting their equality and diversity values.

Is this positive discrimination?



YES

They chose the candidate not based on her experience or ability, but on her characteristics

Positive Action vs Positive Discrimination

A **lawful** means of encouraging and supporting people who qualify for the role with a protected characteristic.

Reduces disadvantages and promotes equality of opportunity and equity.

Can be for existing employees (s.158) or potential recruits / promotions (s.159).

Positive Action



It is **unlawful** to recruit a person purely for having a protected characteristic or to meet quotas.

** There are some exceptions, such as a women's refuge hiring only female staff.*

Positive Discrimination



Positive Action at Wiltshire Police

In Wiltshire
we carry out
Positive
Action.

Our Positive Action
officers promote vacancies
and seek to increase
participation in our workforce
from protected groups,
breakdown community
barriers and help under-
represented groups during
the recruitment process.



Equality at Wiltshire Police

Employee numbers as of 31 March 2023*

		2023	2022	2021	2020	2019
STAFF AND OFFICERS	Male	1,145	1,156	1,151	1,101	1,098
	Female	1,245	1,213	1,212	1,140	1,042
	% ratio	48:52	49:51	49:51	49:51	51:49
TOTAL ALL EMPLOYEES		2,390	2,369	2,363	2,241	2,140
POLICE STAFF	Male	408	427	451	445	444
	Female	785	789	807	760	698
	% ratio	34:66	35:65	36:64	37:63	39:61
POLICE OFFICERS	Male	737	729	700	654	654
	Female	460	424	405	380	344
	% ratio	62:38	63:37	63:37	63:37	66:34

* The table includes 74 civilian staff (57 female and 17 male) directly employed by the Office of the Police and Crime Commissioner (OPCC) to run his office and those working in Headquarters departments funded by the PCC in 2023.

Mean Gender Pay Gap

- The mean gender pay gap in Wiltshire Police was **7.31%** in favour of male staff and officers as of 31 March 2023, a decrease of **1.29%** from our 2022 report.

Meeting the Needs of People with Disabilities



Equality Act 2010

2010 CHAPTER 15

An Act to make provision to require Ministers of the Crown and others when making strategic decisions about the exercise of their functions to have regard to the desirability of reducing socio-economic inequalities; to reform and harmonise equality law and restate the greater part of the enactments relating to discrimination and harassment related to certain personal characteristics; to enable certain employees to be required to publish information about the differences in pay between male and female employees; to prohibit victimisation in certain circumstances; to require the exercise of certain functions to be with regard to the need to eliminate discrimination and other prohibited conduct; to enable duties to be imposed in relation to the exercise of public procurement functions; to increase equality of opportunity; to amend the law relating to rights and responsibilities in family relationships; and for connected purposes. [8th April 2010]

BE IT ENACTED by the Queen's most Excellent Majesty, by and with the advice and consent of the Lords Spiritual and Temporal, and Commons, in this present Parliament assembled, and by the authority of the same, as follows:—

PART 1

SOCIO-ECONOMIC INEQUALITIES

1 Public sector duty regarding socio-economic inequalities

(1) An authority to which this section applies must, when making decisions of a strategic nature about how to exercise its functions, have due regard to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage.

(2) In deciding how to fulfil a duty to which it is subject under subsection (1), an authority must take into account any guidance issued by a Minister of the Crown.

6 Disability

(1) A person (P) has a disability if—

- (a) P has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

Physical or Mental Impairment



DISABILITY or potential disability Equality Act 2010

Disfigurement / Scarring

Hearing loss

Partially sighted

Diabetes

HIV Positive
(without symptoms)

Skin disease

Cancer

Neurodivergent

Addiction to
Prescription Drugs

Lack of Mobility



NOT A DISABILITY

The Equality Act 2010
(Disability) Regulations 2010

Substance addiction

Voyeurism

Exhibitionism

Tendency to steal

Significant tattoos and
piercings

Hayfever

Meeting the Needs of People with Disabilities



Equality Act 2010

2010 CHAPTER 15

An Act to make provision to require Ministers of the Crown and others when making strategic decisions about the exercise of their functions to have regard to the desirability of reducing socio-economic inequalities; to reform and harmonise equality law and restate the greater part of the enactments relating to discrimination and harassment related to certain personal characteristics; to enable certain employees to be required to publish information about the differences in pay between male and female employees; to prohibit victimisation in certain circumstances; to require the exercise of certain functions to be with regard to the need to eliminate discrimination and other prohibited conduct; to enable duties to be imposed in relation to the exercise of public procurement functions; to increase equality of opportunity; to amend the law relating to rights and responsibilities in family relationships; and for connected purposes. [8th April 2010]

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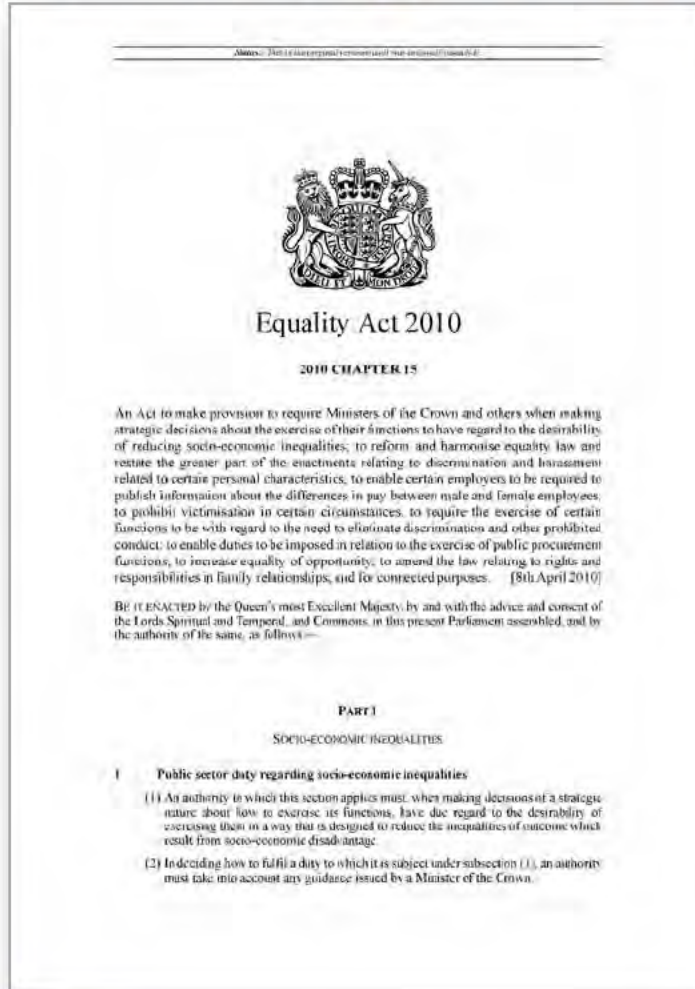
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Meeting the Needs of People with Disabilities



6 Disability

- (1) A person (P) has a disability if—
- (a) P has a physical or mental impairment, and
 - (b) the impairment has a **substantial and long-term adverse effect** on P's ability to carry out normal day-to-day activities.

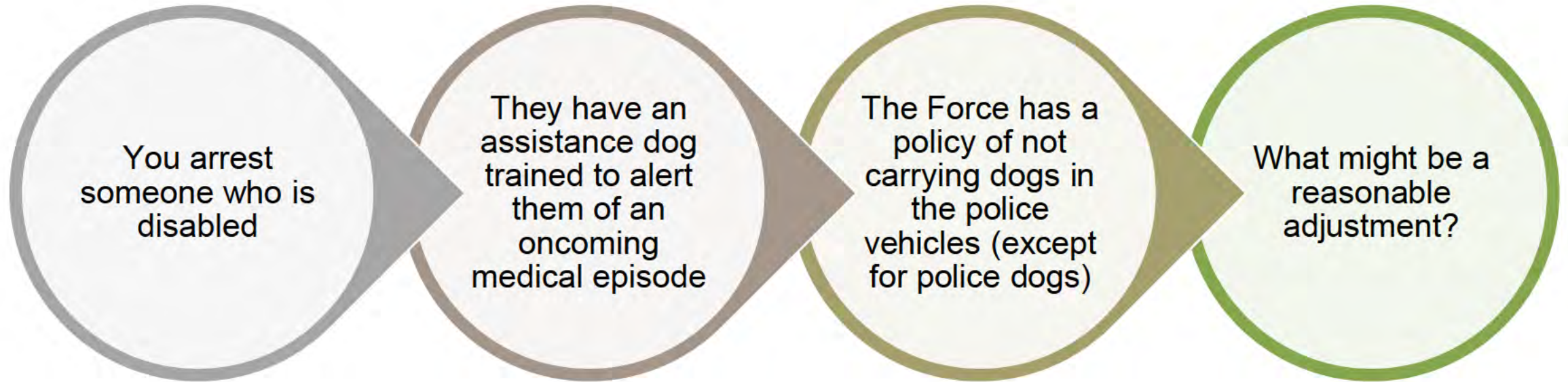
Substantial

More than a minor impact on the persons life or their ability to do things such as; communicate, move around, and follow instructions.

Long-term

Likely to affect the person for 12+ months

Meeting the Needs of People with Disabilities: **Reasonable Adjustments**



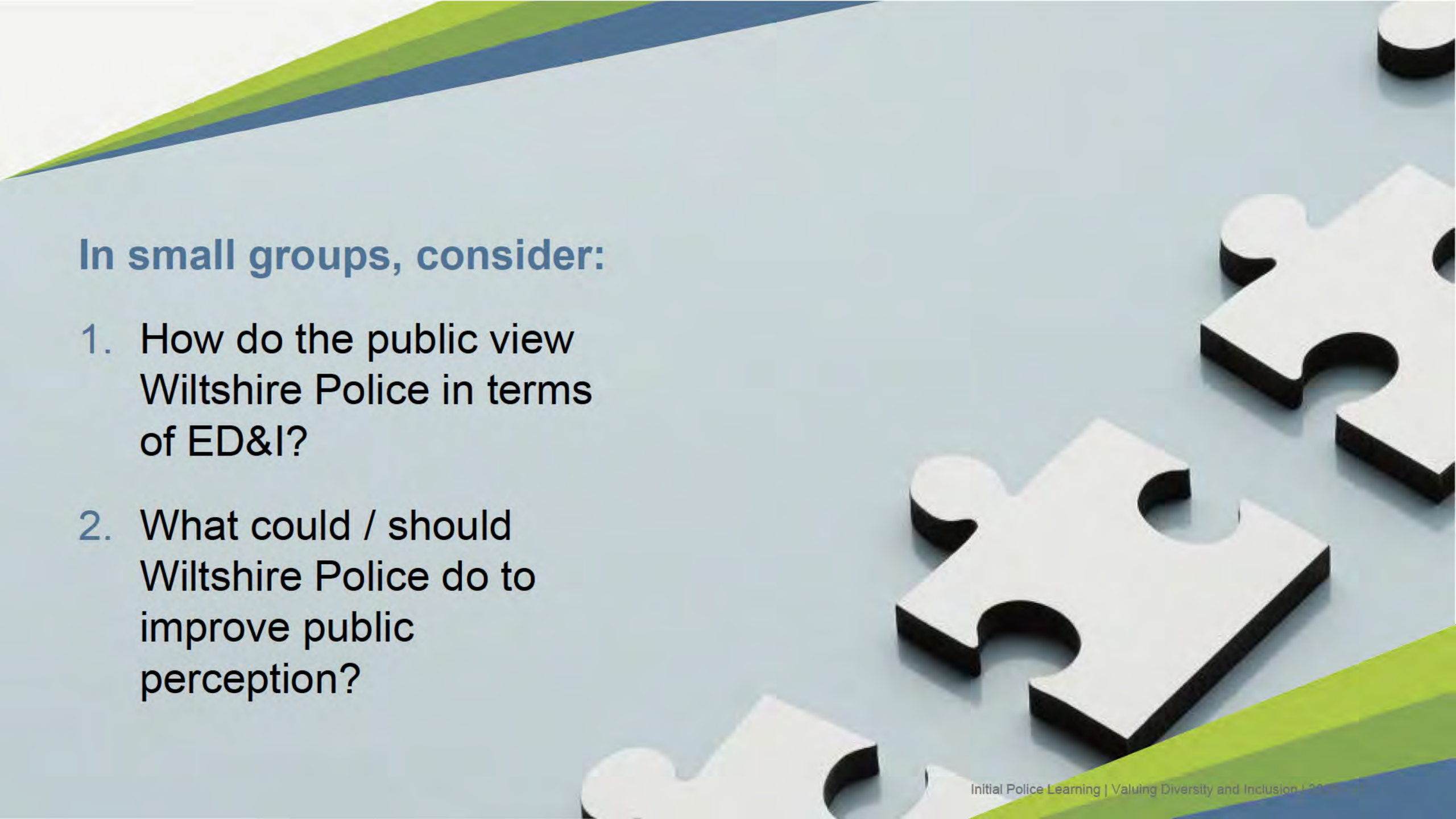
Meeting the Needs of People with Disabilities: **Neurodiversity**



<https://youtu.be/xsfml3yVh1g>

Meeting the Needs of People with Disabilities: **Neurodiversity**





In small groups, consider:

1. How do the public view Wiltshire Police in terms of ED&I?
2. What could / should Wiltshire Police do to improve public perception?



Human Rights

Human Rights

Absolute Rights:

a right that cannot be limited or in-fringed under any circumstances, not even during a declared state of emergency

- Article 2: Right to life *
- Article 3: Freedom from torture and inhuman or degrading treatment
- Article 4: Freedom from slavery and forced labour
- Article 7: No punishment without law

Limited rights:

can only be restricted in specific situations set out in the Human Rights Act.

- Article 5: Right to liberty and security
- Article 6: Right to a fair trial
- Article 14: Protection from discrimination in respect of these rights and freedoms

Qualified Rights:

are those requiring a balance between the rights of the individual and the needs of another, or of the wider community.

- Article 8: Respect for your private and family life, home and correspondence
- Article 9: Freedom of thought, belief and religion
- Article 10: Freedom of expression
- Article 11: Freedom of assembly and association
- Article 12: Right to marry and start a family

** Right to life is often referred to as an absolute right. However, it will not be a breach of a person's right to life if the state uses necessary force, for example:*

- *to protect someone from unlawful violence*
- *to prevent someone escaping from detention*
- *to stop a riot.*

Every Action by a Public Organisation has to be:





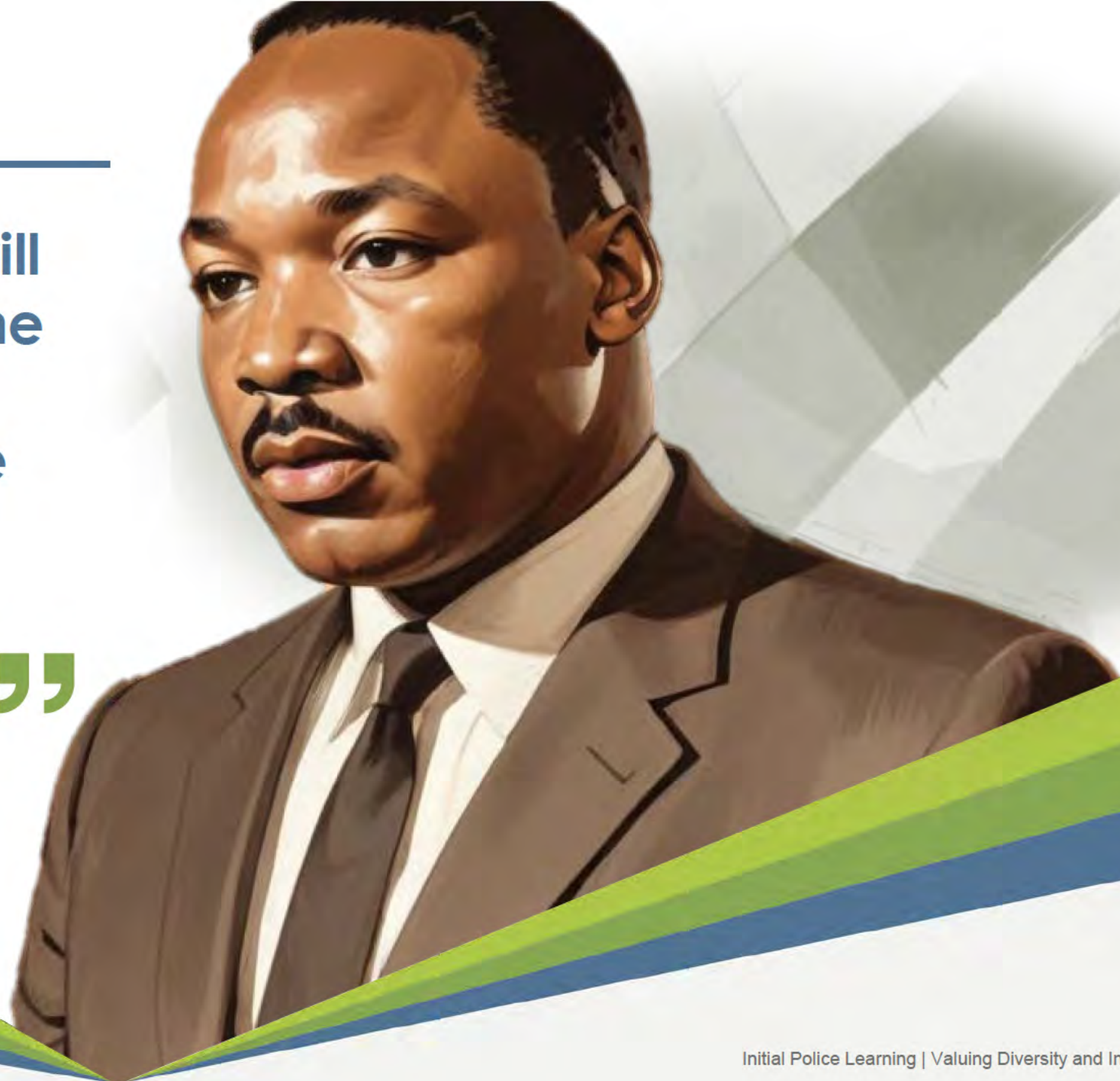
Challenging Unprofessional Conduct Being an Upstander

“

In the end, we will remember not the words of our enemies, but the silence of our friends.

”

Dr Martin Luther King, Jr



Our Black Workforce Survey

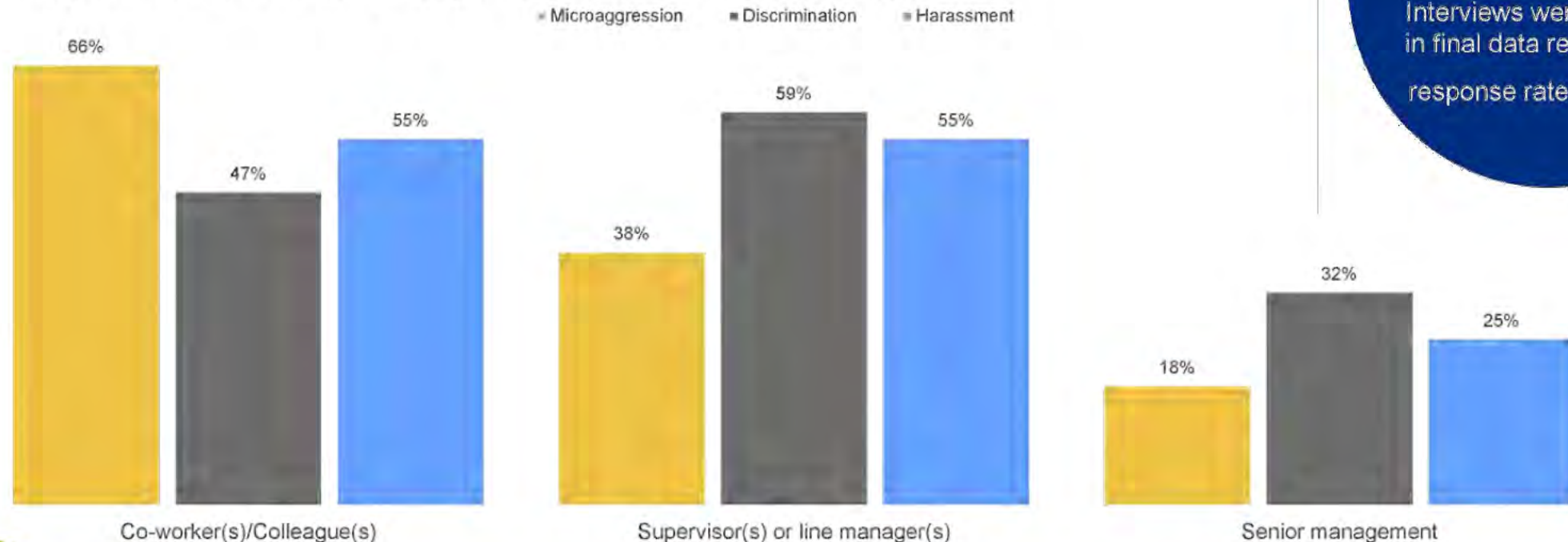
All. Together. Better.



Who contributed to experiences of racially-motivated incidents

Two-thirds of microaggressions involve those from a similar level

Who do you feel contributed to any of the (x) you experienced? Please select all that apply.



After data cleaning and quality control measures applied

1,614

Interviews were included in final data representing response rate of **26%**

Our Black Workforce Survey

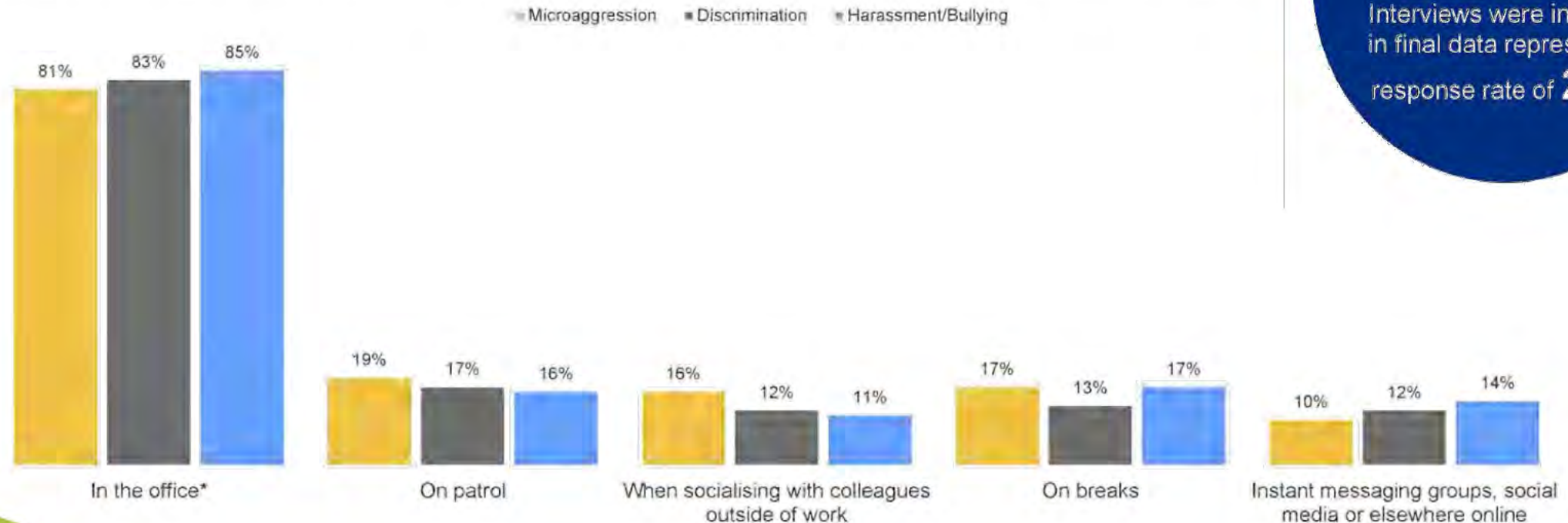
All. Together. Better.



Negative racially-motivated incidents are predominantly office based

But there are issues being experienced in informal settings as well

Please can you select all the areas where you have personally experienced (x) from colleagues. Please choose all that apply.



After data cleaning and quality control measures applied

1,614

Interviews were included in final data representing response rate of **26%**

Code of Ethics

Doing the right things, in the
right way, for the right reasons

#CodeofEthics



college.police.uk

As policing professionals, we are bound by the Code of Ethics. We are responsible for doing the right thing, in the right way, for the right reasons, even if circumstances are difficult.

- **The Code of Ethics supports everyone in policing to work with courage, respect and empathy, and deliver public service.**
- **The Code of Ethics reflects the expectations of the public, supports fairness and respect, and requires everyone in policing to question and challenge any unprofessional behaviour.**

By following the Code of Ethics, everyone working in policing will have a profession to be proud of, uphold the expectations of the public and continually improve policing.



Ethical policing principles

Courage



Respect and empathy



Public service



As policing professionals, we commit to:

making, communicating and being accountable for decisions, and standing against anything that could bring our profession into disrepute.

encouraging, listening to and understanding the views of others, and seeking to recognise and respond to the physical, mental and emotional challenges that we and other people may face.

working in the public interest, fostering public trust and confidence, and taking pride in providing an excellent service to the public.

Doing the right things, in the right way, for the right reasons



College of
Policing

Respect and empathy



We show respect and empathy by:

- ♦ acting with respect
- ♦ listening to and understanding different perspectives
- ♦ understanding the impact of emotions and welfare
- ♦ responding to individual needs
- ♦ being fair and impartial

Code of Ethics



Public service



We provide public service by:

- ♦ delivering a service to be proud of
- ♦ acting lawfully
- ♦ understanding and responding to the public's needs
- ♦ reflecting on and applying knowledge and experience
- ♦ improving our self, our peers and our profession

Code of Ethics



Have you ever felt like this?

That was
really
wrong!

I heard what
they said and
I didn't do
anything.

I wish I had
stepped in!



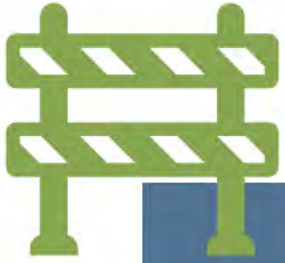
Remember a time when...

You didn't challenge an inappropriate behaviour, but you wish that you had

OR

You wish someone had spoken up on your behalf

What stops people challenging?



BARRIERS TO CHALLENGING

- Fear of consequences
- Not thinking it is serious enough to report
- Being unsure of who to talk to
- Thinking it is none of their business
- Not having time
- Bystander Effect

Police Conduct

Wayne Couzens: How three police forces botched opportunities to stop Sarah Everard's murderer

10 20 February

 Sarah Everard murder



EVERARD FAMILY

The body of Sarah Everard was found hidden in woodland

By Judith Burns

BBC News former aPokes

The three police forces that the officer who murdered Sarah Everard worked for had multiple opportunities to stop him, but none were taken, an inquiry has found.

There were 16 hours in police ex-rolment, Wayne Couzens' setting and investigations, and "red flags about his unsuitability for office" went unnoticed according to the Anglian inquiry.

Ultimately these failures meant Couzens "could enjoy the powers and privileges" of being a police officer and "the temptation to use his knowledge of police powers to falsely arrest Sarah Everard", said Lady Elish Angiolini in her statement at the launch of the report.

Indecent exposures at McDonald's drive-through

In 2021, days before Mr Everard was murdered, Couzens twice exposed himself at a McDonald's drive-through, but again the investigation failed. He used his own credit card to pay and was driving his own car.

Lady Elish said the police investigations into these indecent exposure allegations in 2020 and 2021 "fell below the standards any victim of crime should expect".

Couzens was only interviewed and charged for these offences after his murder conviction. In the end he was convicted of the crimes at the drive-through and of the offence towards the cyclist.

"These offences were treated as low-level by the investigating officers. Decisions to close some cases were taken early with minimal investigation," said Lady Elish.



MET POLICE

Wayne Couzens admitted murder, kidnapping and rape

Five more incidents of indecent exposure not reported to police

The inquiry reviewed evidence of at least five other incidents of indecent exposure which were not reported to police.

"It has become clear that Couzens' terrible crimes were not committed in isolation but were the culmination of a trajectory of sexually motivated behaviour and offending," says the report.

The report lays much of the blame at police culture, saying Couzens' crimes "sit on the same continuum" as sexist and misogynistic behaviour.

Lady Elish warned that without a significant overhaul in policing "there is nothing to stop another Couzens operating in plain sight".

Police Conduct

'You can trust me, I'm a police officer' couldn't be further from the truth

In October 2021, a woman reported she had been raped by serving Metropolitan Police Officer David Carrick. News of him being charged sparked a significant investigation which revealed Carrick's relentless campaign of sexual and mental abuse of women.

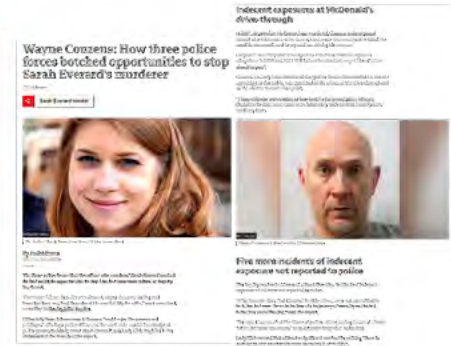
A further 12 women came forward and reported being assaulted by him and it was their strong, authentic and consistent testimonies that formed the CPS case against Carrick.

Despite not knowing each other, the striking similarities in their accounts of how Carrick had manipulated them, and assaulted them physically, sexually and mentally, was the evidence that left him with no option but to admit his crimes.

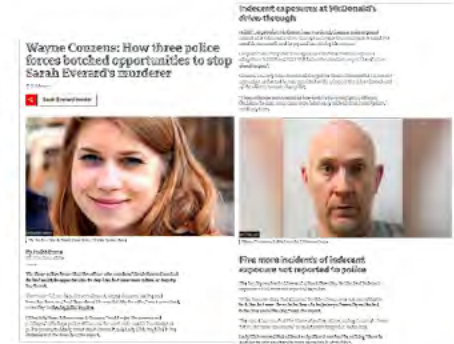
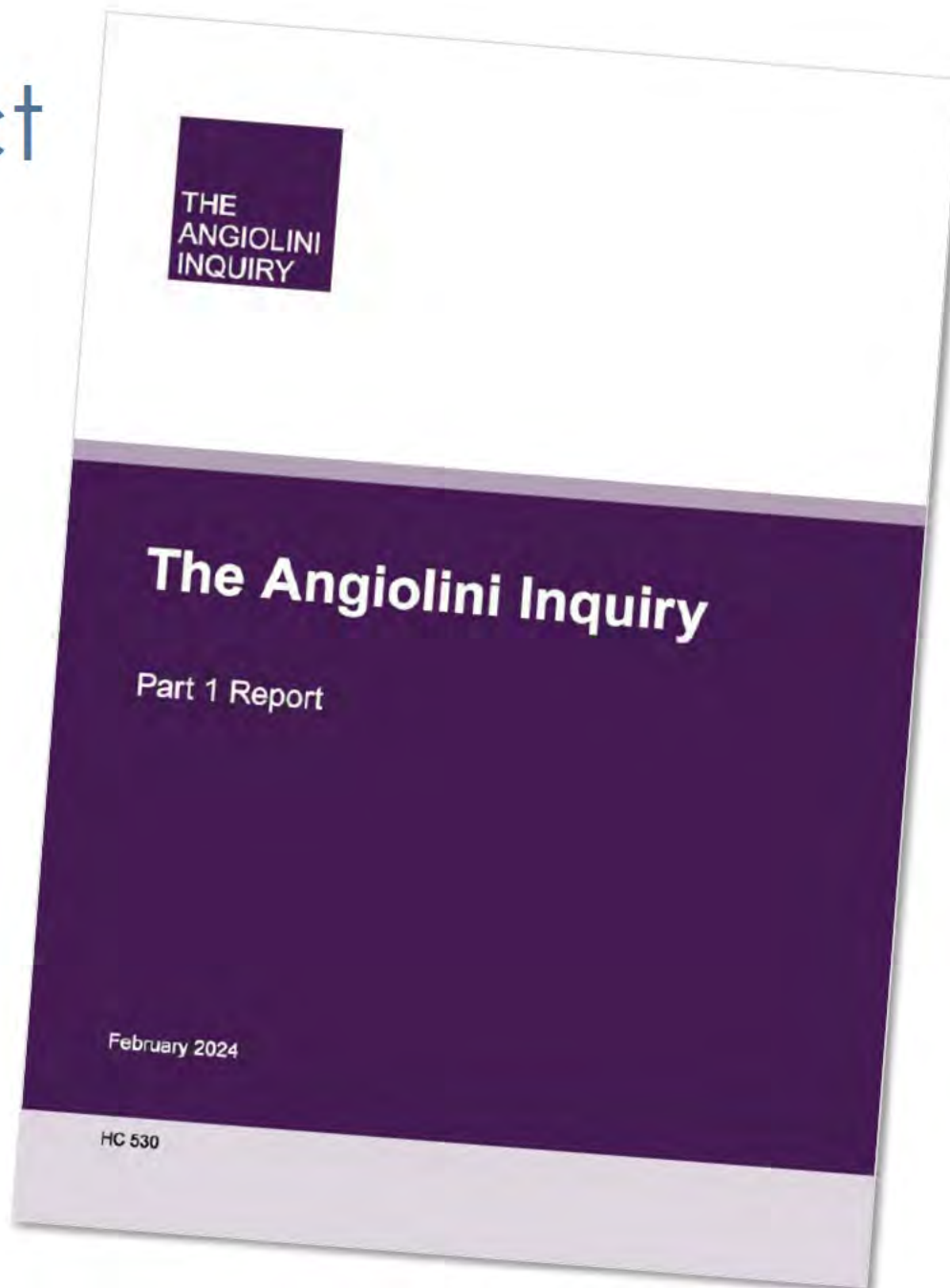
He pleaded guilty to 49 offences including rape, coercive and controlling behaviour, sexual assault and false imprisonment.



David Carrick



Police Conduct



Bystander

A witness, who is not involved in an incident.



Upstander Intervention



Passive Bystander

Someone who witnesses an inappropriate behaviour, and **chooses** not to react or get involved.



Bystander Effect

People are less likely to intervene when others are present than when they are alone.



Upstander

Someone who witnesses an inappropriate behaviour, and **chooses** to intervene.

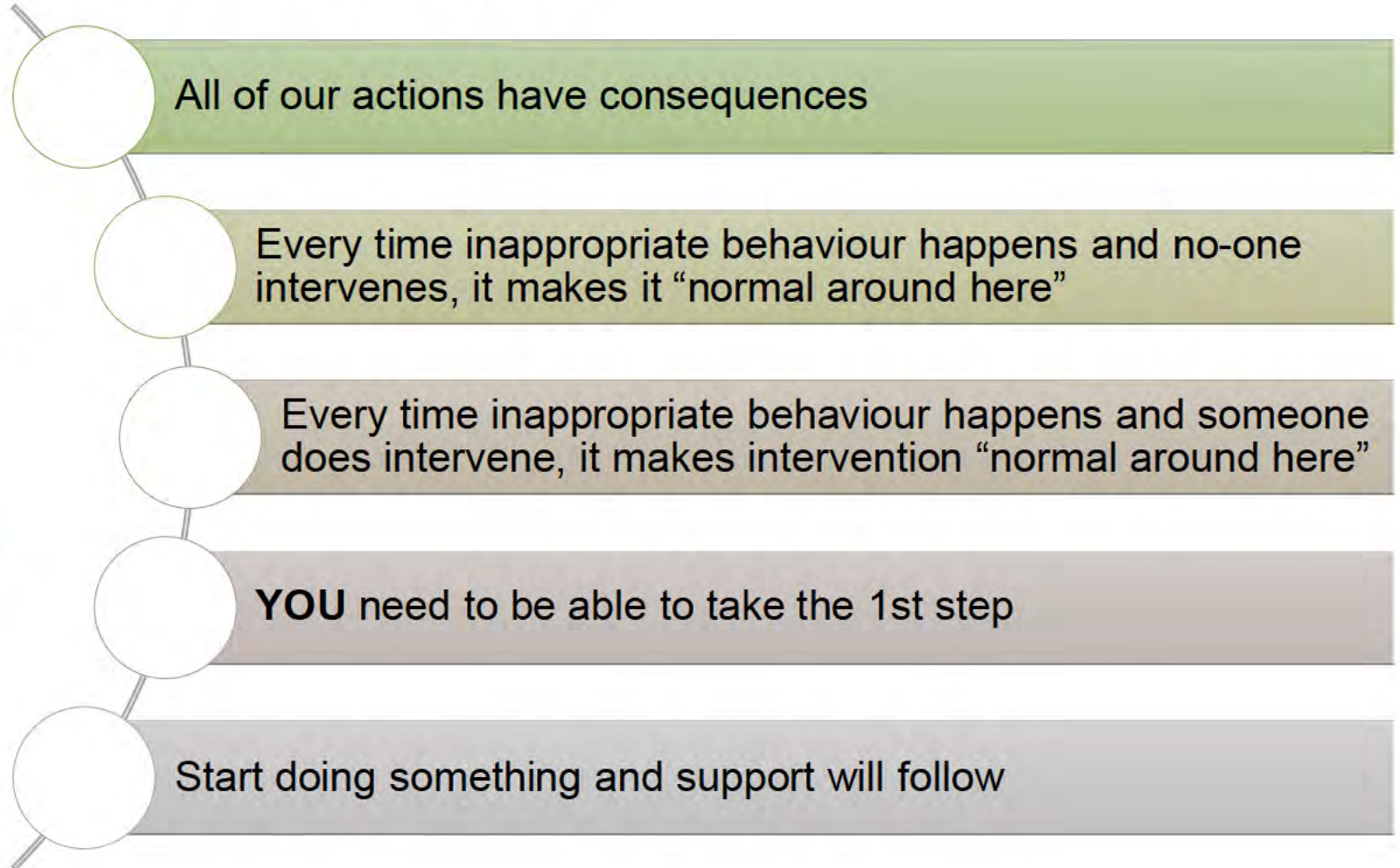
Social Influence

Individuals watch the behaviour of others to determine how to act



...if only about 25 percent of people in a group take a stand, that is enough to create a tipping point that can relatively quickly lead to the establishment of a new norm.

Sanderson, C. (2021) The Bystander Effect: The Psychology of Courage and How to be Brave. London: William Collins.



Steps of Intervention

Notice the incident

Interpret it as a problem

Feel responsible for dealing with it

Have the necessary skills to act

Non-intervention occurs when one or more of these steps are not present

The 5Ds Intervention Strategy Toolkit

DIRECT

Take
action
now

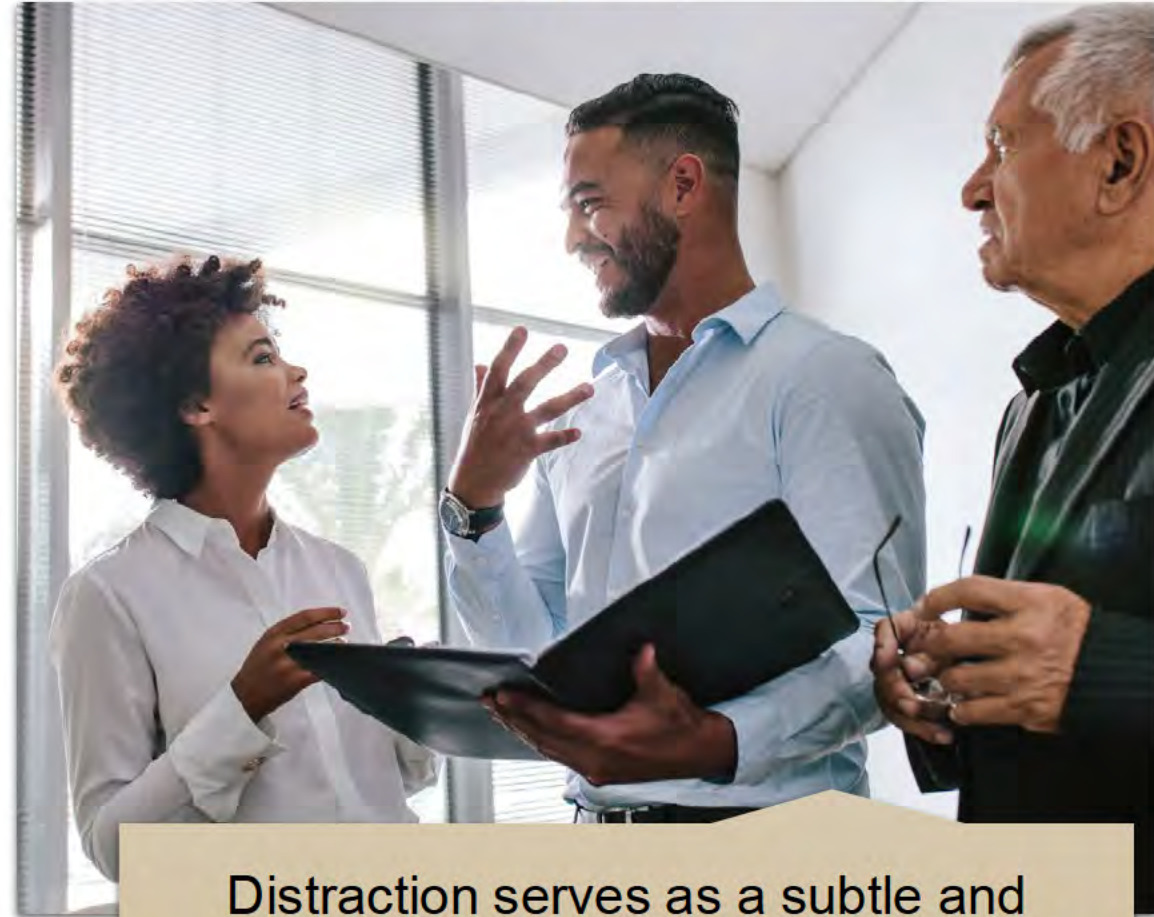


We might choose to address harassment by explicitly identifying the inappropriate conduct and confronting the individual causing harm

The 5Ds Intervention Strategy Toolkit

DISTRACT

Indirectly
Intervene

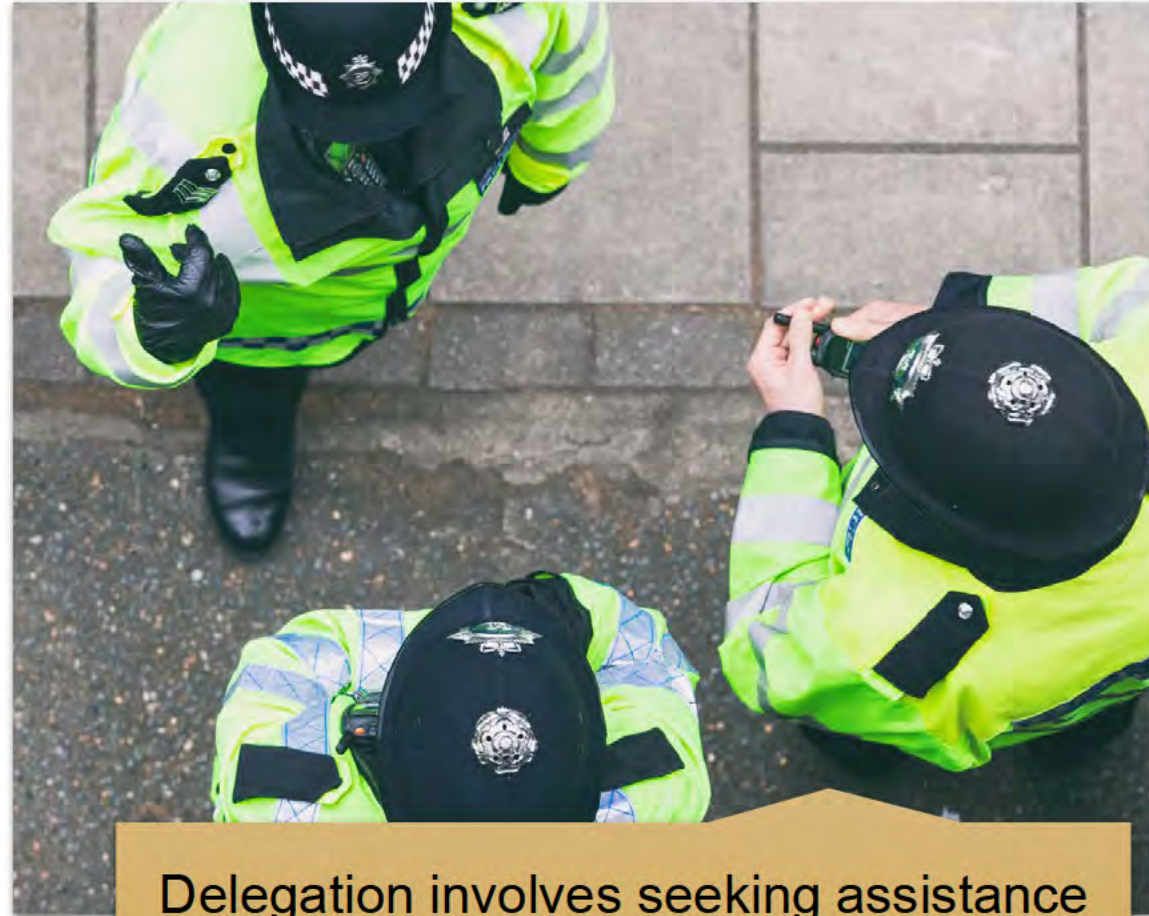


Distraction serves as a subtle and creative intervention strategy, aiming to disrupt incidents of inappropriate behaviour by interrupting them.

The 5Ds Intervention Strategy Toolkit

DELEGATE

Tell
someone



Delegation involves seeking assistance from a third party (such as a colleague, HR or Support Network Leader) to intervene in an incident

The 5Ds Intervention Strategy Toolkit

DELAY

Take
action
later



Even if we're unable to take immediate action, we can still positively impact someone who has experienced mistreatment by reaching out to them later.

The 5Ds Intervention Strategy Toolkit

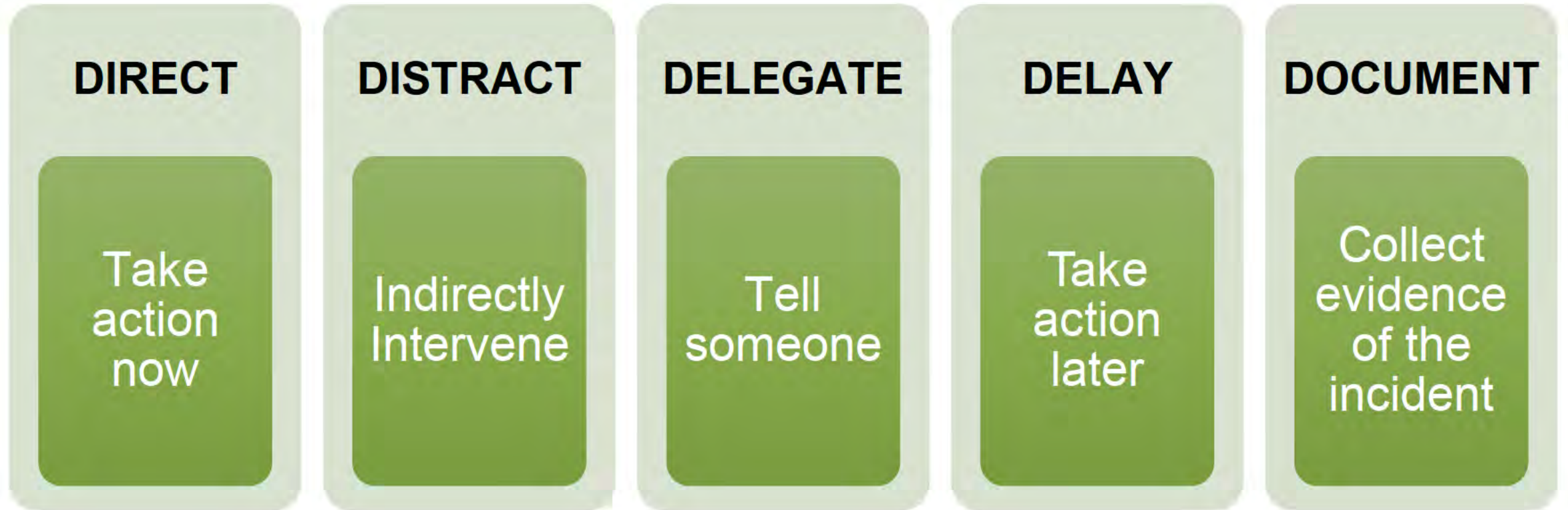
DOCUMENT

Collect
evidence
of the
incident



Documentation entails either recording or jotting down details about an incident.

The 5Ds Intervention Strategy Toolkit



Exercise – What would you do?

Task

- For each Scenario decide which D or Ds you would use to intervene and why.

Remember

- There are no wrong answers – each D works
- Remember to treat the discussion as confidential



You and four members of your team (Gina, Gary, Joey and Angie) are part of a WhatsApp group which you formed last year when you were doing Initial Police Learning together.

Last week, the following messages were posted in the chat:



Gina



Gary



Joey



Angie



YOU



Gary

Hey-yall have you seen the new shift pattern that's being brought in? It's SOOO much better! 🎉🎉🎉



Joey

I'm really not fussed...I just start when GRS tells me to 🤖



Angie

It's a NIGHTMARE! Not suitable for me at all. I had already arranged my childcare for the next six months around the old shifts. I don't know how I'm going to work around this 😱 Hubby had cleared it with his boss so we could manage.



Gina

That's the problem with you married girlies in the Force 🚔, too busy looking after kids to have the dedication it takes to be a proper copper.



Joey

Gina?!?!?!



Gina

You know me, I'm always one of the lads 🤝



Joey

Well you have got more balls than me and Gary put together 🤖

Angie left



Gary

Well it works better for me and if people choose to have kids, 🍑 that's their problem.



Gina

Why's Angie left the group? Is it her time of the month or something – she knows it's only a bit of banter!

DIRECT

Take
action
now

DISTRACT

Indirectly
Intervene

DELEGATE

Tell
someone

DELAY

Take
action
later

DOCUMENT

Collect
evidence
of the
incident

Force Policies & Procedures



PoliceIntegrityLine
0800 111 4444

Powered by
CrimeStoppers.



A composite image featuring a yellow crime scene tape with the words 'CRIME SCENE' in bold black letters. The tape is draped diagonally across the frame. In the background, a black and white photograph of a hand is visible, with the letters 'H', 'A', and 'T' tattooed on the index, middle, and ring fingers respectively. The overall design includes green and blue diagonal stripes at the top and bottom corners.

CRIME SCENE

Hate Crime

What do you understand by the term 'Hate Crime'?

The police don't tolerate hate crime



Why should you?

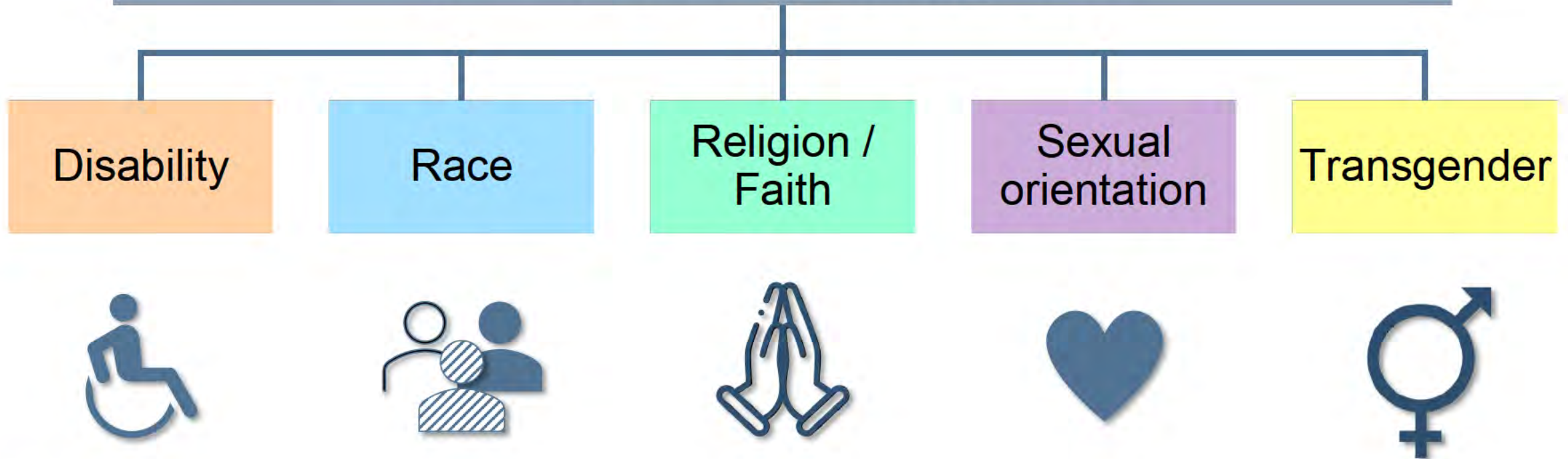
Report it online: www.report-it.org.uk

Report it to your local police: Call **101**

In an emergency, always dial **999**

Five Strands of Hate Crime

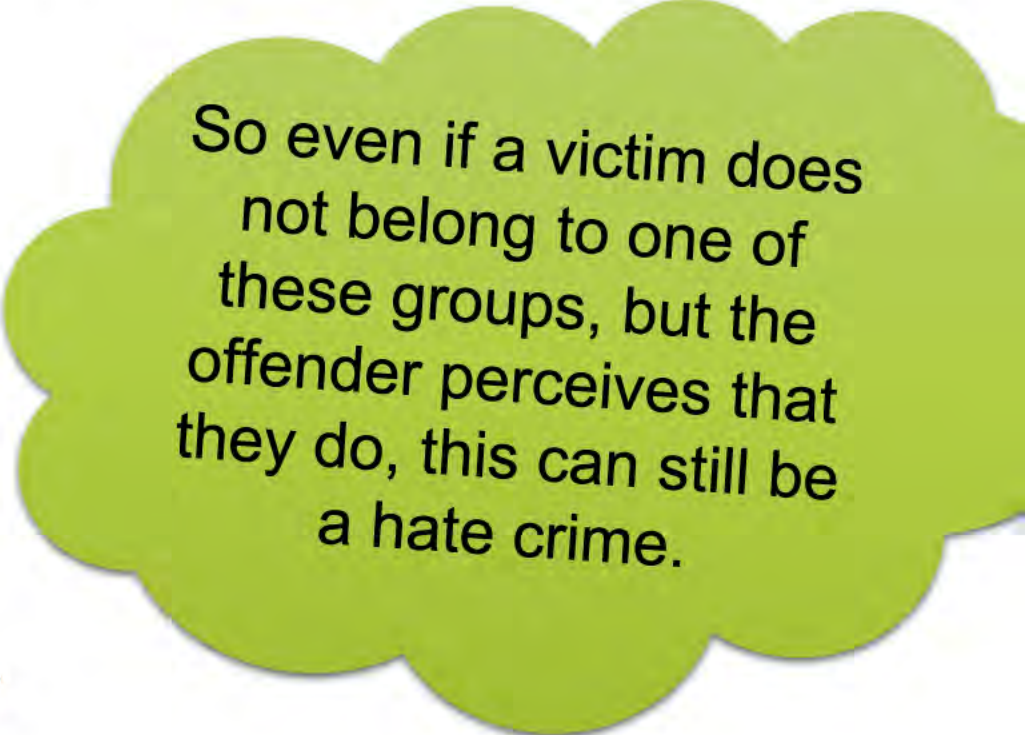
There are five nationally monitored strands of hate crime, which are specifically recorded and reported on



Definition of Hate Crime

A hate crime is any **criminal offence** which is **perceived by the victim or any other person** to be motivated by a hostility or prejudice based on these strands:

- Race or perceived race
- Religion or perceived religion
- Disability or perceived disability
- Sexual orientation or perceived sexual orientation
- Transgender or perceived to be transgender



So even if a victim does not belong to one of these groups, but the offender perceives that they do, this can still be a hate crime.

Examples of Hate Crimes

ASSAULT



Examples of Hate Crimes



DAMAGE TO PROPERTY

Examples of Hate Crimes



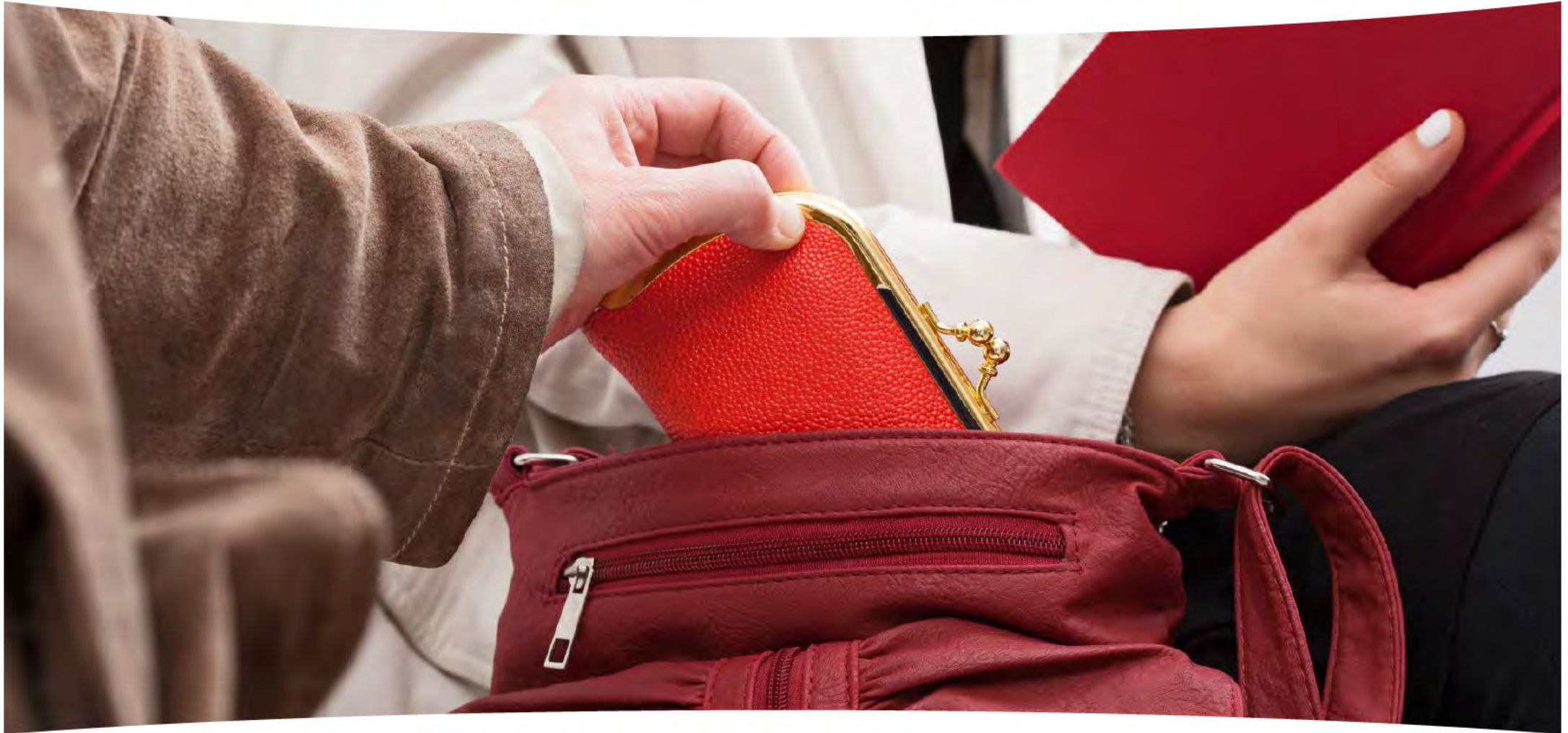
OFFENSIVE GRAFFITI

Examples of Hate Crimes



ARSON

Examples of Hate Crimes



THEFT

Hate crime video by University of Leicester



I CAN'T IGNORE
HATE CRIME

<https://youtu.be/uHKQ5HHEHKO>

Making Hate a Crime

In 1993, Stephen Lawrence, an 18-year-old Black man, was stabbed to death at a bus stop in Eltham, south-east London by a group of White youths in an unprovoked, racist attack.

The actions of the Met at the scene and the force's investigation of Stephen's murder have been heavily criticised.

In 1997, Judge Sir William Macpherson led an inquiry into the Met's handling of the case.

The final [Macpherson report](#) stated the investigation into the murder had been "marred by a combination of professional incompetence, institutional racism and a failure of leadership by senior officers".

This prompted significant changes in legislation and policy to make HATE a crime.



Hate Crime Legislation

Crime and Disorder Act 1998 section 29

The offender demonstrates towards the victim of the offence hostility based on the victim's membership (or presumed membership) of a racial or religious group.

There are only four offence types that can be racially or religiously aggravated under this legislation: Assault, Criminal Damage, Public order, Harassment.

Criminal Justice Act 2003 section 145

Requires the courts to consider racial or religious hostility as an aggravating factor when deciding on the sentence for any offence which has not been identified as a racially or religiously aggravated offence under the Crime and Disorder Act 1998.

Criminal Justice Act 2003 section 146

Provides for increased sentences for aggravation related to sexual orientation, disability or transgender identity

The judge can increase the sentence if it can be proved that the offence was motivated by hatred towards one of the 5 characteristics

Hate Incidents

A non-crime hate incident (NCHI) means:

an incident or alleged incident

which involves or is alleged to involve an act by a person (**‘the subject’**)

which is perceived by a **person other than the subject** to be motivated - wholly or partly - by **hostility or prejudice** towards persons with a **particular characteristic**.

“Particular Characteristic” means:

The protected characteristics within hate crime legislation:

- Race
- Religion
- sexual orientation
- Transgender
- Disability
- or perceived to be a member of those protected groups.

Harry Miller v The College of Policing [2021] EWCA Civ 1926

- Harry Miller was an ex-Police Officer.
- Over a period of a few months between 2018 – 2019 he posted on Twitter various opinions about the reform of the Gender Recognition Act 2004.
- These were reported to Humberside Police as transphobic and they visited Miller at his place of work and warned him of his tweets and that they have been recorded as non crime incidents.
- Miller believed these to be freedom of expression and took Humberside Police to court and won.
- The College of Police needed to change how police forces record hate incidents so in June 2023, new advice was issued.



Recording Hate Incidents since June 2023



Wiltshire Police are a recording authority and so there are some very important changes that we all need to understand:

- 1 We do not automatically record all non-hate crime incidents.
- 2 If recording incidents, key decisions must be made about recording personal data.
- 3 Personal data must be deleted if the “additional threshold test” is not met.
- 4 Subjects must be informed that their personal data is being held in relation to a non-crime hate incident.
- 5 We must not use “criminal” terminology e.g., Victim / Suspect in our incident recording or investigation logs.

999 What's Your Emergency

999: What's Your Emergency?

Broadcast on Channel 4
9pm 24th July 2017

<https://www.dailymotion.com/video/x7x3dtf>

@ 24m 16s

Wiltshire Hate Crime Trends (2024/25)

- 590 race-related hate crimes, up from 550.
- Religion-related incidents rose to 53.
- Race and sexual orientation remain the most reported categories.
- 35 racial and 15 sexual-orientation hate crimes targeted police staff.

Repeat Victimisation

Repeat Victimisation

“being the victim of the same type of crime (for example, hate crime) more than once in the last 12 months.”

[Responding to hate | College of Policing](#)

Matters can escalate where repeat victimisation occurs and it is not properly recorded or acknowledged by the police.



Critical incidents have arisen where the police failed to recognise the repeated nature of crimes and incidents.

A wooden rectangular frame is constructed from light-colored wooden planks on a bright blue surface. Inside the frame stands a single red wooden pin. Outside the frame, several white wooden pins are scattered. The scene is set against a blue background with green and grey diagonal stripes at the top and bottom corners.

Barriers to Reporting Hate Crime

What do you think might
be a barrier to reporting?

Potential Barriers to Reporting

Lack of understanding what Hate Crime is and why it should be reported

Not knowing how to report it

Mistrust in authorities

Belief the police will not take it seriously or do anything about it

Fear of being outed or drawing attention to yourself

Similar to victims of Domestic Violence, it is thought that victims of Hate Crimes will suffer 30 incidents before reporting.

It is **vital** we deal with that report correctly.

Murder of Bijan Ebrahimi – Channel 4



<https://youtu.be/iwDxe4GXj1s>

When it goes wrong....

Avon and Somerset Police

- 85 calls between 2007 and 2013 including racial abuse, criminal damage and threats to kill

PC DUFFY

- convicted of misconduct in a public office, 10 months imprisonment and loss of job

PCSO PASSMORE

- jailed for 4 months and loss of job

The Independent Office for Police Conduct (the then IPCC) found that Bijan received a very poor response in the days leading up to his death:

- He was not effectively identified as a vulnerable or repeat victim.
- He was wrongly treated as a perpetrator and a 'trouble maker', not a victim.
- There was evidence that he was treated with contempt by particular police officers.
- The negative view held by officers who had dealt with him in the past were passed onto officers and police staff who had never met Bijan.
- His family believed that the police response was discriminatory on the grounds of race.
- He had mental health needs that were not sufficiently taken into account.

Role of the Hate Crime Advisor

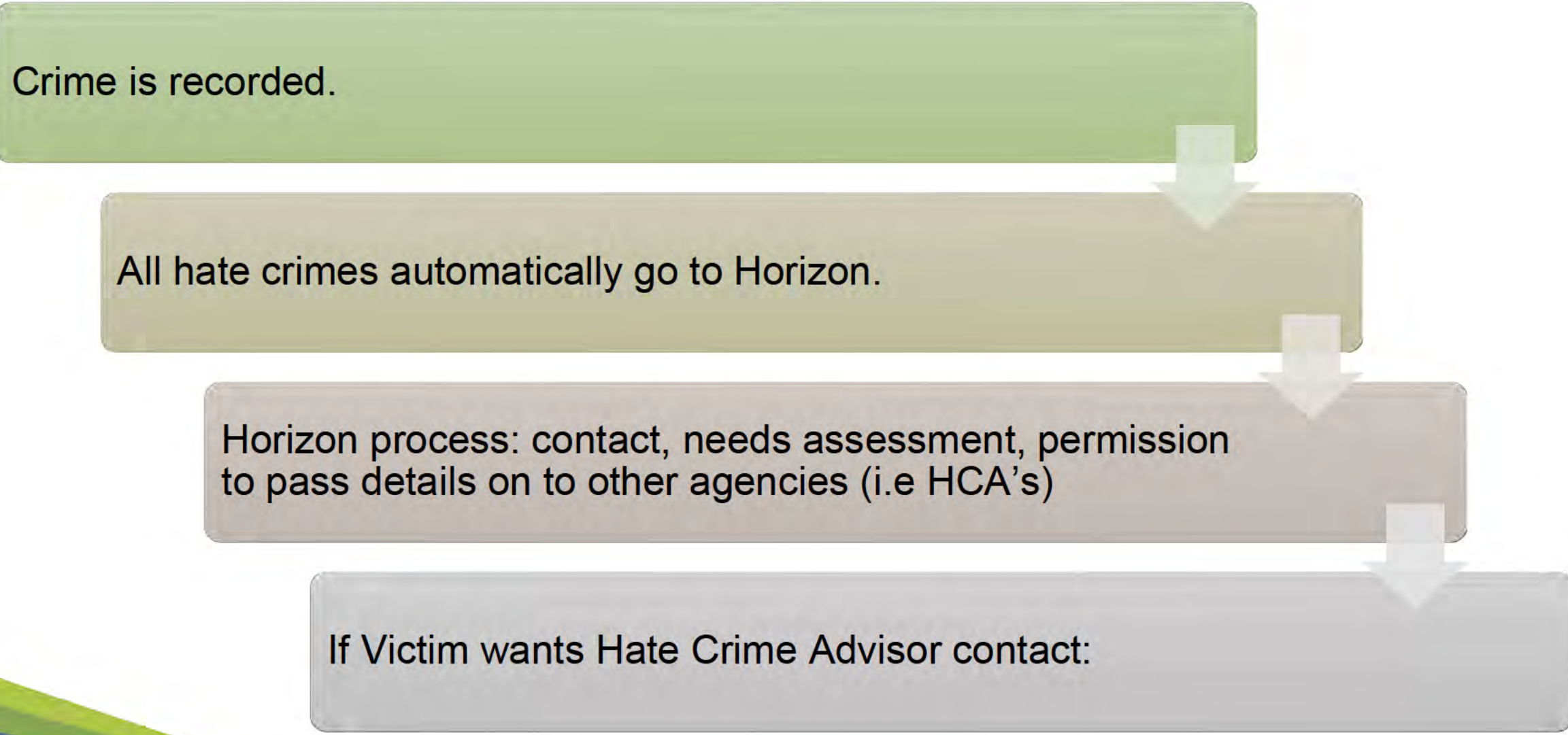
Background to HCA role:

To support victims of hate crimes and identify vulnerable communities

Assist	• Investigating Officers
Encourage	• Victims to speak freely
Reassure	• Victims/confidentiality
Awareness	• Colleagues, victims
Identify	• Vulnerable communities
Aware	• World or local events
Follow Up	• Victims

Allocation of Hate Crimes to a HCA

Crime is recorded.



```
graph TD; A[Crime is recorded.] --> B[All hate crimes automatically go to Horizon.]; B --> C[Horizon process: contact, needs assessment, permission to pass details on to other agencies (i.e HCA's)]; C --> D[If Victim wants Hate Crime Advisor contact:];
```

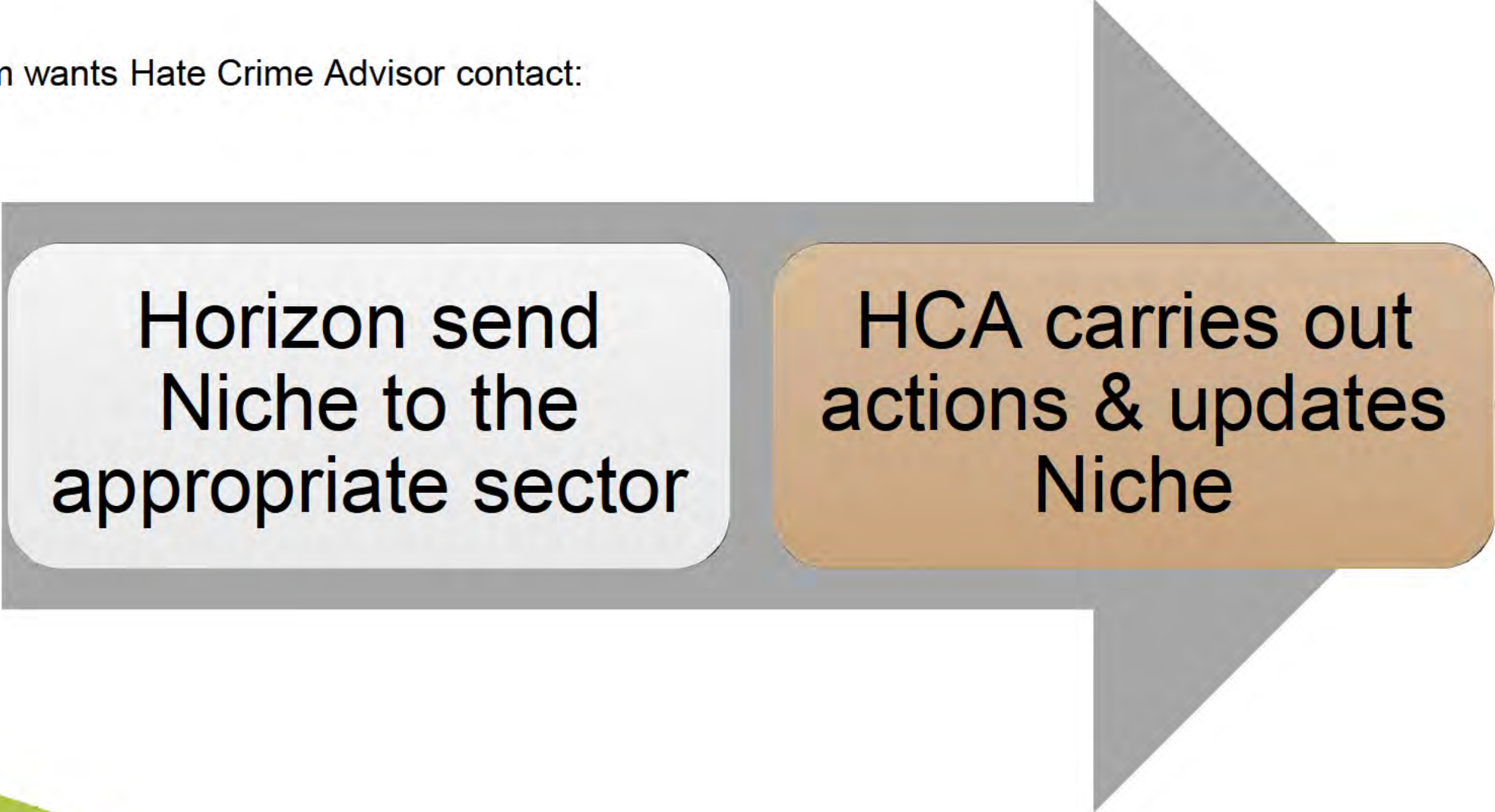
All hate crimes automatically go to Horizon.

Horizon process: contact, needs assessment, permission to pass details on to other agencies (i.e HCA's)

If Victim wants Hate Crime Advisor contact:

Our Process

If Victim wants Hate Crime Advisor contact:



**Horizon send
Niche to the
appropriate sector**

**HCA carries out
actions & updates
Niche**

Supporting Colleagues

Our 9 Point Plan

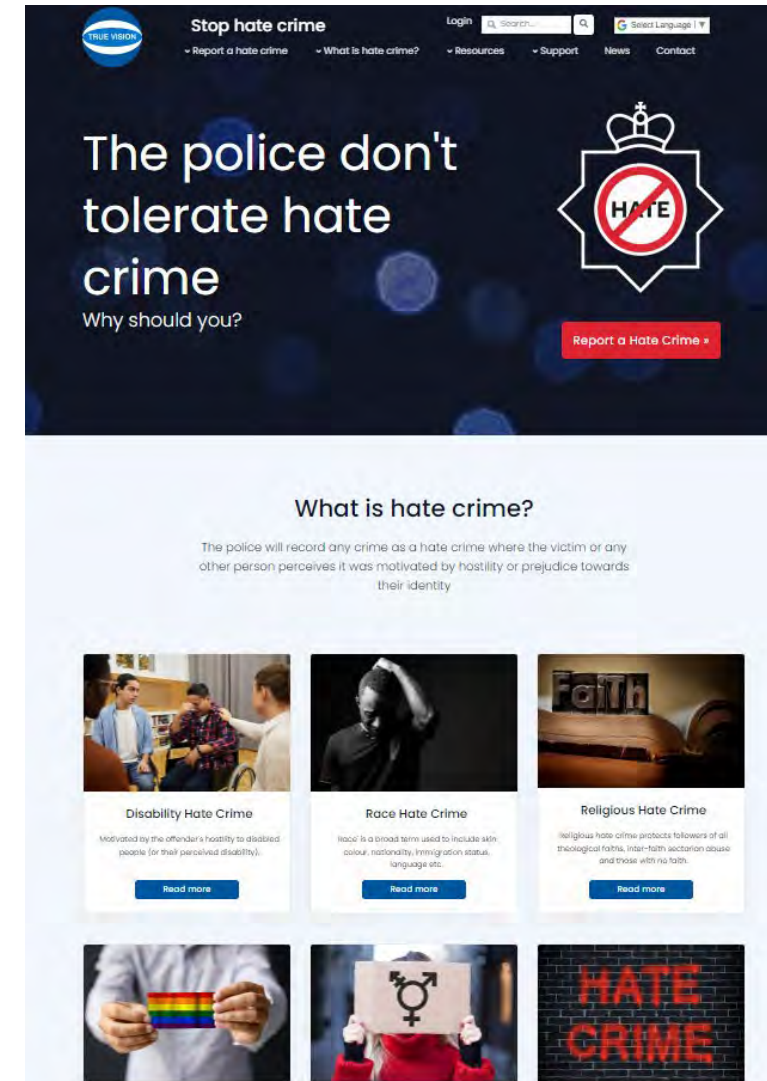
1. Hate crimes should be reported and investigated without delay
2. Victims code applies to all including our staff. A Victims point of view should be taken into account.
3. Investigations should not be undertaken by the victim.
4. Victims should not write own statements, and Victim personal statement completed.
5. Supervision and support: consider Occupational health- victims will play down the impact and cumulative effect.
6. Supervisors must Inform line management to ensure oversight from the chain of command. Staff associations can also provide support.
7. Restorative justice : if victim wishes to engage in RJ then time will be afforded
8. If awarded compensation by criminal court the force will pay the victim directly on receipt of the court result.
9. Chief officers impact statement to be included in all prosecution files

True Vision

Provides information about hate crime and incidents and how to report them.

On the website you can:

- find out what hate crimes or hate incidents are
- find out about the ways you can report them
- report using an online form
- find information about people that can help and support you if you have been a victim



www.report-it.org.uk



Resources

Stock images sourced from College of Policing, Microsoft Office, and licence free from Canva and Unsplash

College of Policing	• Equality and Diversity https://www.college.police.uk/about/equality-and-diversity • Ethics https://www.college.police.uk/ethics • Responding to Hate https://www.college.police.uk/app/major-investigation-and-public-protection/hate-crime/responding-hate • Upstander eLearning [REDACTED]
Gov UK	• Angiolini Inquiry Part 1 Report https://www.gov.uk/government/publications/angiolini-inquiry-part-1-report • The Stephen Lawrence Inquiry https://www.gov.uk/government/publications/the-stephen-lawrence-inquiry
University of Law	• Diversity in the Force Survey: What Does it Mean for Modern Day Policing? https://www.law.ac.uk/resources/blog/diversity-in-policing
Wiltshire Police	• Gender Pay Gap https://www.wiltshire.police.uk/police-forces/wiltshire-police/areas/about-us/about-us/gender-pay-gap • What is Hate Crime? [REDACTED]
True Vision	• Stop Hate Crime https://www.report-it.org.uk



Sergeant's Development Programme

Module 2: Inclusion in Practice for Police Supervisors



Culture & Inclusion



Day One

Surveying the Land

Welcome: Introduction & Housekeeping



Timings

0900-1700
Scheduled Breaks



Facilities

Toilets, Refreshments, Fire
Exits & Assembly Point



Personal Devices

Phones / Laptops

Contracting 3Ps

Procedural

How we are going to approach the training and manage the impact of day-to-day working.

What do we need to agree on to help manage competing demands during the day?

Professional

Expectations and relationships with each other during the course.

What does a respectful learning environment look like to you?

Psychological

Bringing the unsaid into the conscious space, supporting each other emotionally.

What do we need to look out for in ourselves and each other?



Sharing Monumental Learning

Layering and applying knowledge

Module 1 – Reflection Presentations



The key points you learned during Module One.



How you have **implemented this** learning in your daily work as a Sergeant.



The **impact** and **outcomes** of applying this learning, supported **with examples** where possible.



The Stones of Inclusion

Where every stone matters

Equality, Equity, Diversity & Inclusion



Equality

Ensuring fair treatment and access to opportunities or resources.



Equity

Providing the resources or support people need to reach the same outcomes, recognising different starting points.



Diversity

Recognising and valuing differences between people.



Inclusion

Creating an environment where everyone feels valued and able to contribute.



Activity: Every stone matters

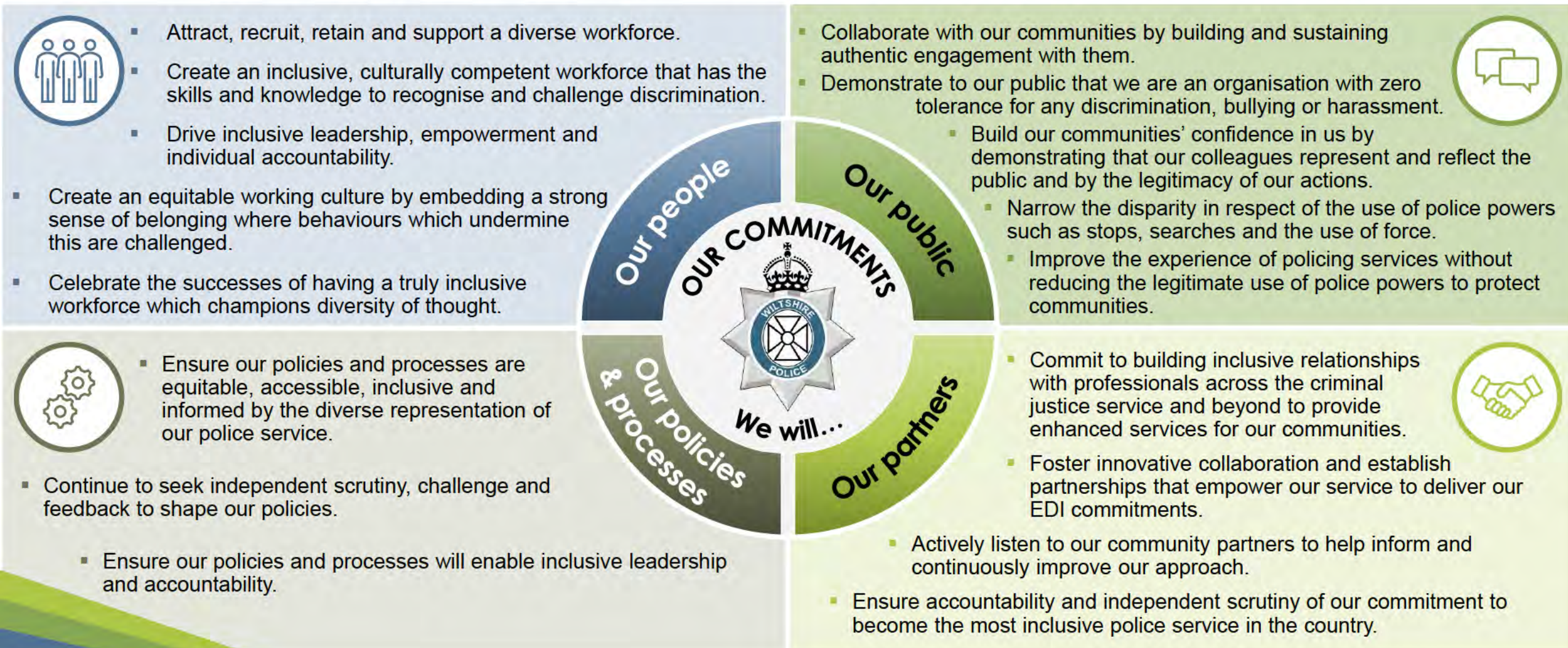
Take a card and write
down your answer to...

***“What is one quality
you bring to an
inclusive team?”***



EQUALITY DIVERSITY AND INCLUSION: VISION AND COMMITMENTS

OUR VISION: To be the most inclusive police service in the country which is fully representative of the communities we serve. Our people know that they belong and can fully be their authentic selves.



Equality Act 2010: Public Sector Equality Duty

CHAPTER 1

PUBLIC SECTOR EQUALITY DUTY

149 Public sector equality duty

- (1) A public authority must, in the exercise of its functions, have due regard to the need to—
- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
 - (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
 - (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.



Equality Act 2010

2010 CHAPTER 15

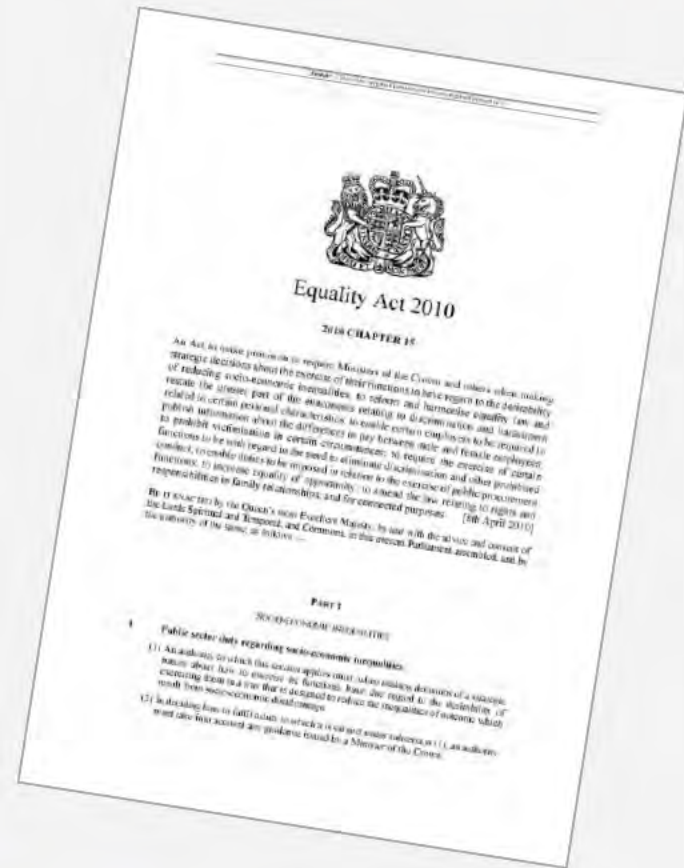
An Act to make provision to require Ministers of the Crown and others when making strategic decisions about the exercise of their functions to have regard to the desirability of reducing inequalities of treatment between groups of people, to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, and to foster good relations between persons who share a relevant protected characteristic and persons who do not share it; to prohibit victimisation in certain circumstances; to require the exercise of certain functions to be with regard to the need to eliminate discrimination and other prohibited conduct; to require the exercise of certain functions to be with regard to the need to advance equality of opportunity and other prohibited conduct; to require the exercise of certain functions to be with regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it; to amend the law relating to rights and responsibilities in family relationships, and for connected purposes. [16 April 2010]

Part 1

Section 1: Public sector equality duty

- Public sector duty regarding inequalities of opportunity.
- (1) A public authority must, in the exercise of its functions, have due regard to the desirability of reducing inequalities of treatment between groups of people, to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, and to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- (2) In discharging this duty, a public authority must also have regard to the desirability of reducing inequalities of treatment between groups of people, to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, and to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Equality Act 2010: Protected Characteristics



1	2	3
4	5	6
7	8	9

Defining 'Sex' as a Protected Characteristic



<https://www.youtube.com/shorts/-E-smmLTiSw>

For Women Scotland Ltd v The Scottish Ministers [2025] UKSC 16

- Within the Equality Act 2010, “sex”, “man”, and “woman” refer solely to biological sex at birth.
- Gender recognition via a GRC under the Gender Recognition Act 2004 does not alter this interpretation.
- Sex-based protections apply to biological sex; transgender protections apply under “gender reassignment”.



Force Policy and Guidance

1. No trans officer should be put in a position where they are **forced** to disclose their transgender identity to anyone.
2. An officer's trans identity should **never** be disclosed to a suspect or other member of the public.
3. An officer's trans identity should never be referred to in written documentation (*unless this information is noted as part of the **Passport exemption** of searching process which is kept as confidential under OHU with the trans officer's consent*) the officer's exemption should be mentioned as the fact they are passported.
4. A detainee's privacy should also be respected as far is reasonably possible, and they should be treated with the same dignity as cisgender detainees.



Force Policy and Guidance: Custody Searches



Interim Guidance – Searching by Transgender officers and employees of the Police and the Searching of Transgender detainees.

As an interim measure and following extensive legal advice and engagement, police will undertake searches exposing intimate parts (SIP) or more thorough searches in accordance with PACE which states that these searches must be conducted with officers of the same biological sex as the person being searched.

Policing remains committed to serving all members of the public with fairness, dignity, and respect, including the trans community. The police have a duty to respect Article 8 rights. Therefore, as far as operationally viable, where an individual whose lived gender is not the same as their biological sex expresses a preference to be searched by an officer of their lived gender, efforts will be made to ensure an appropriate officer is identified to conduct the search. In such circumstances, the search would require the written consent of the authorising officer, the person detained and the particular officer/s conducting the search.

Additional Information

Who will a trans officer search?

A trans officer will search in line with biological sex.

Can a trans officer or member of staff be exempt from searching?

A trans officer can be exempt from searching. There will be no career detriment to the officer or member of staff.

Will a trans officer be given a lawful order to search?

No

Can a transgender officer search a detainee not of the same biological sex if the detainee agrees?

No – The purpose of the proposed consentual regime is to preserve the integrity and dignity of trans detainees who are in custody where the alternative of a PACE search might amount to an interference with their Art 8/Art 3 rights. The same does not apply to an officer.

Can a transgender officer search a trans detainee?

Yes if both the officer and the detainee are of the same sex this complies with the interim guidance. If the officer and the detainee are of different biological sexes, both the officer and the detainee would need to consent with the search.

Can a detainee refuse to be searched by a trans officer?

Yes as is current operational practice officers will be swapped out if a detainee refuses the search by a trans officer.

SD Specialist
London
Series 101
Independent personnel
where appropriate

PROTECTIVE MARKING – OFFICIAL SENSITIVE

PROTECTIVE MARKING – OFFICIAL SENSITIVE



WILTSHIRE POLICE



INTERIM TRANSGENDER EQUALITY GUIDANCE FOR CUSTODY AND SEARCHES

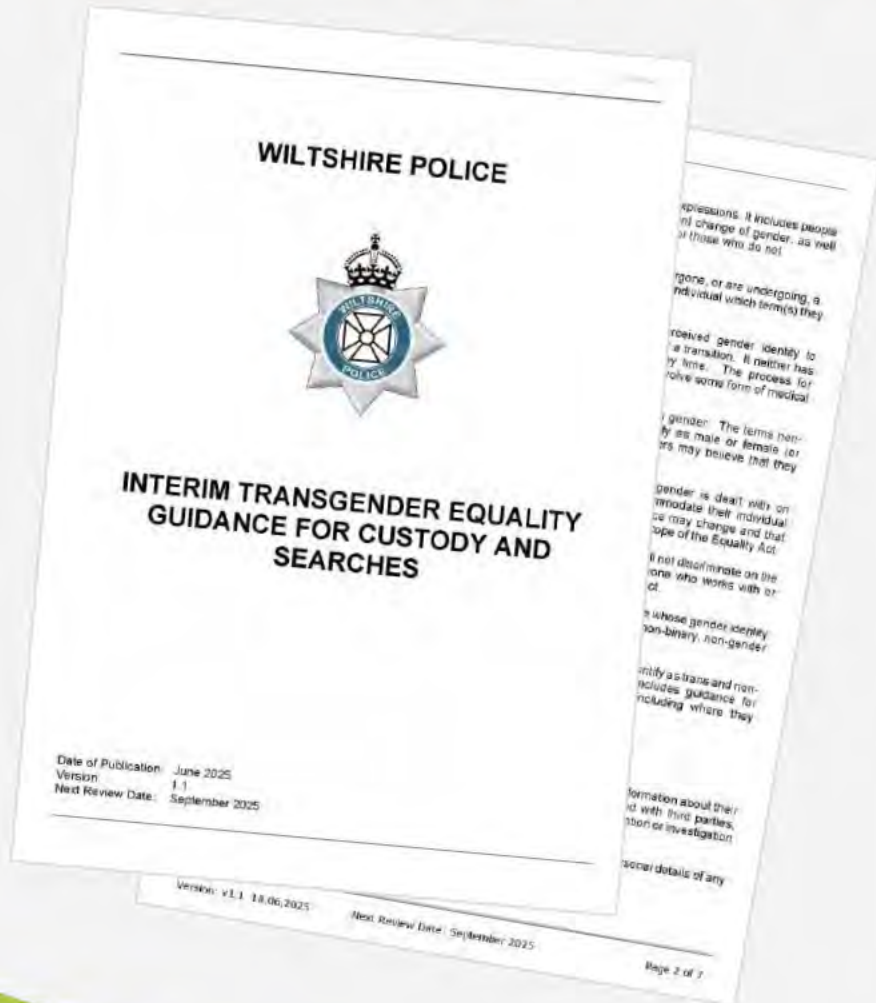
Date of Publication: June 2025
Version: 1.1
Next Review Date: September 2025

Version: v1.1 18.06.2025

Next Review Date: September 2025

Page 2 of 7

Force Policy and Guidance: Custody Searches



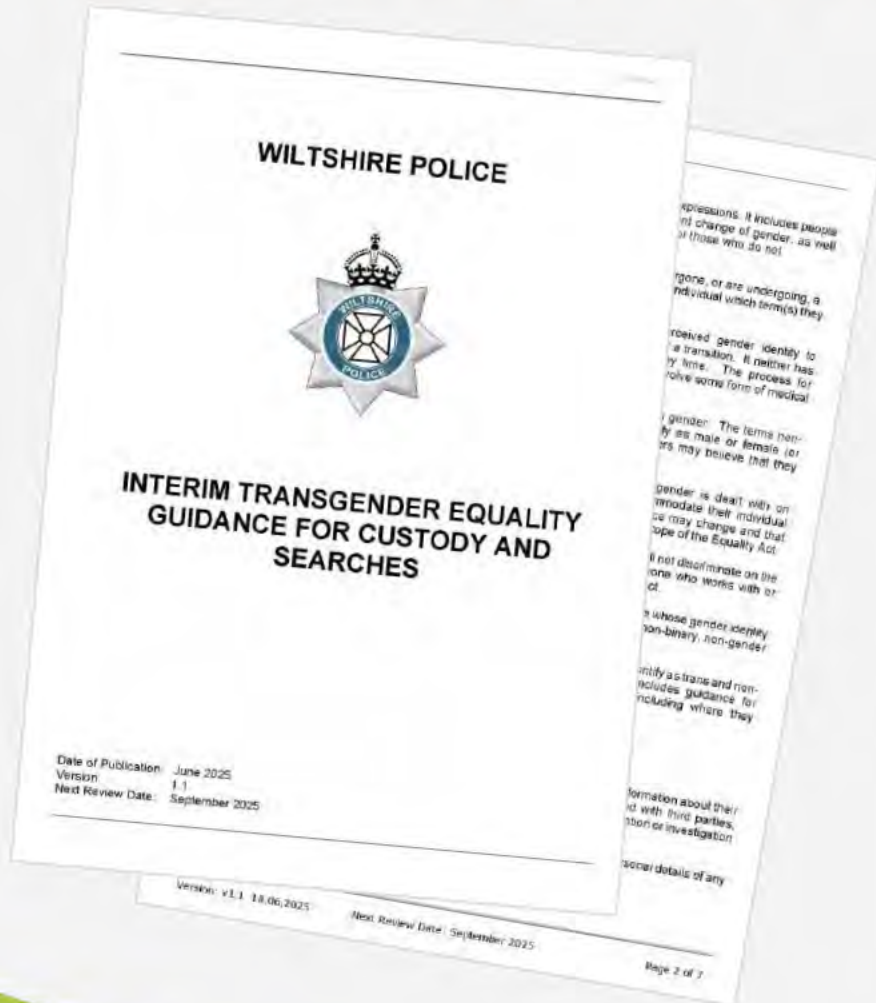
No officer or staff member is forced to conduct a search against their will. Any officer may refuse to carry out a search for any personal or professional reason.

This includes (but is not limited to) situations where an officer feels that conducting a search in line with their biological sex would conflict with their gender identity.

Managers must ensure that this principle is upheld at all times, and no undue pressure is placed on an officer who exercises the right to refuse. Any attempt to penalise an officer for such a refusal will be treated as misconduct.

This is **not** about the officer's capability to perform their role.

Force Policy and Guidance: Custody Searches



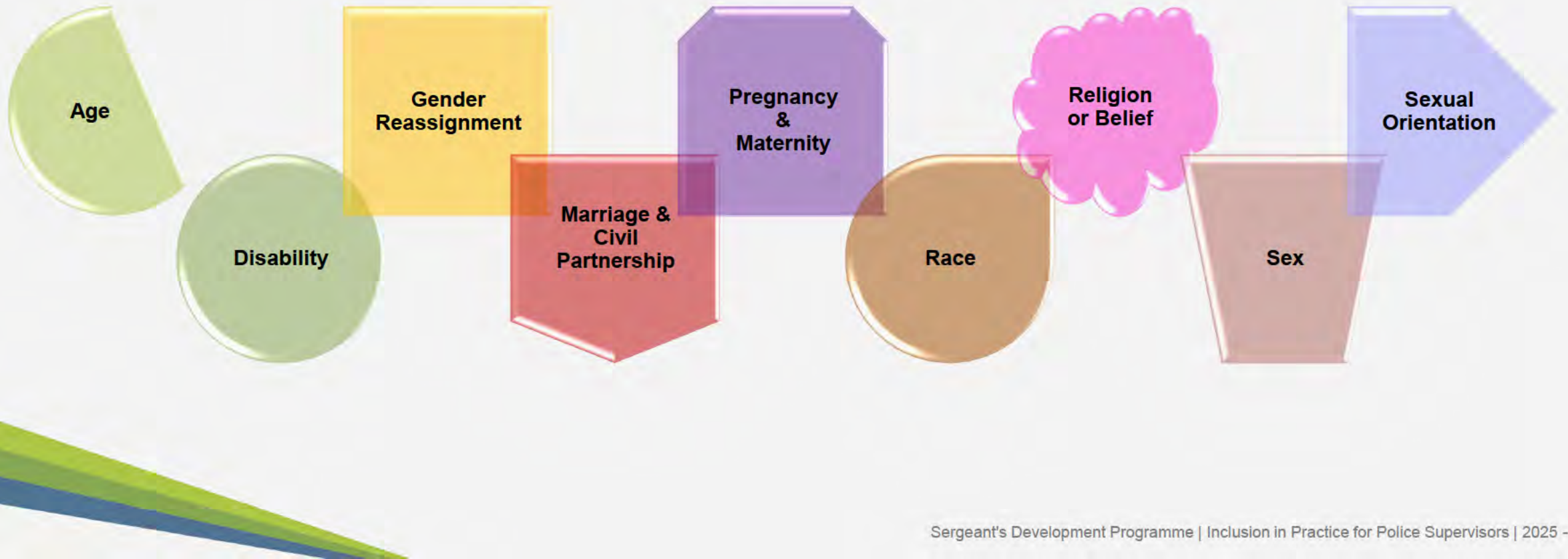
- Use the person's chosen name and pronouns regardless of biological sex.
- Thorough police searches should be carried out by police officers and staff of the same biological sex as the detained person.
- A detainee can request a search based on gender, and we will endeavour to accommodate such requests where this is operationally viable.
- Never ask about a Gender Recognition Certificate, treatment or surgeries.
- Officers/Staff can decline to conduct a search without fear of detriment.
- Record rationale to support decision making and invite involved persons to sign custody record.

Our overriding principle is that we treat everyone with dignity, respect, and sensitivity



Intersectionality

Intersectionality is the study of how different social identities intersect, leading to unique experiences of discrimination and privilege.



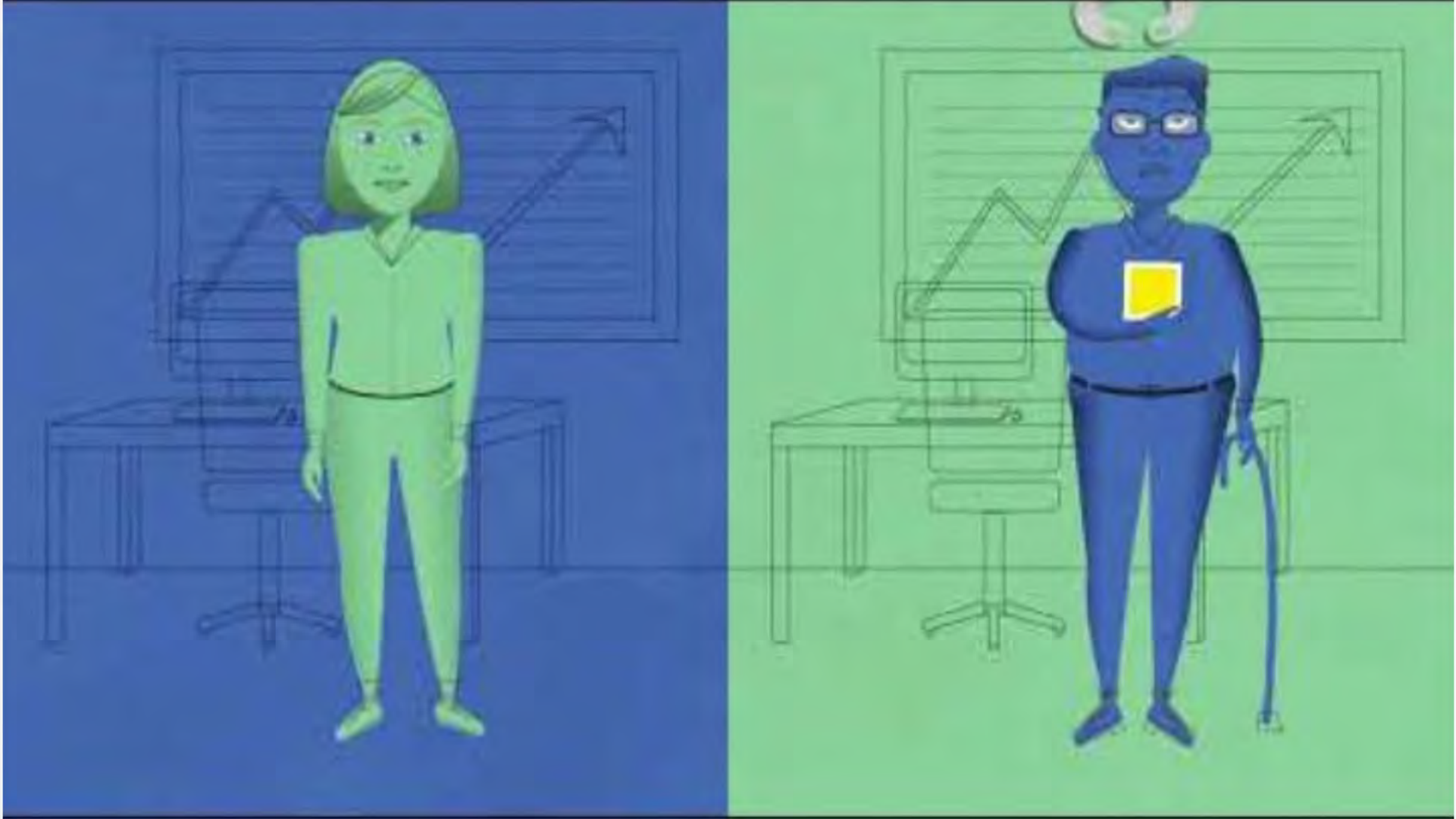
Intersectionality

Intersectionality is the study of how different social identities intersect, leading to unique experiences of discrimination and privilege.





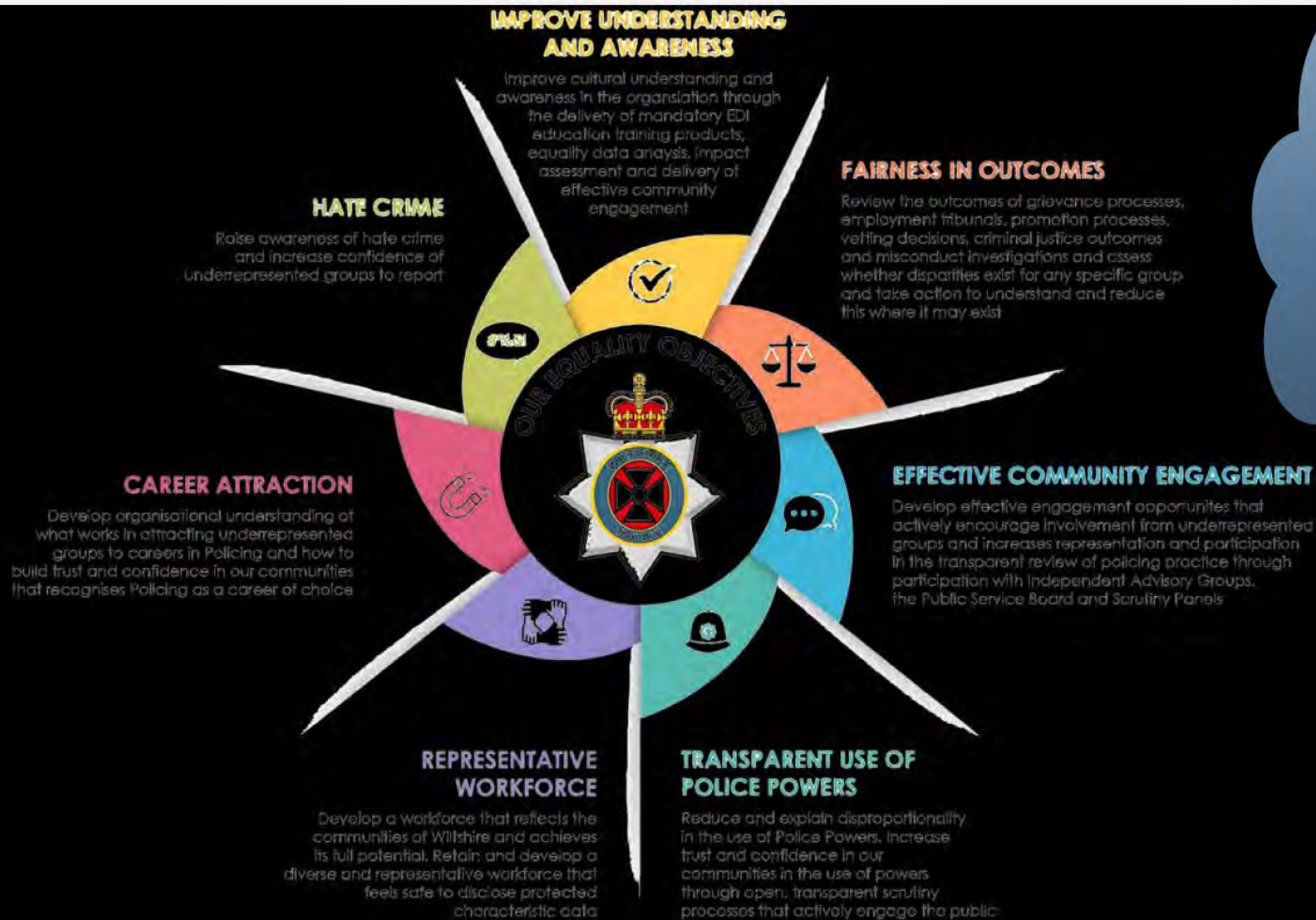
What is intersectionality?



Equality Objectives



The **Equality Act 2010** requires us to regularly publish equality objectives and data.



Our high-level equality objectives link to the NPCC strategy for Diversity, Equality and Inclusion.

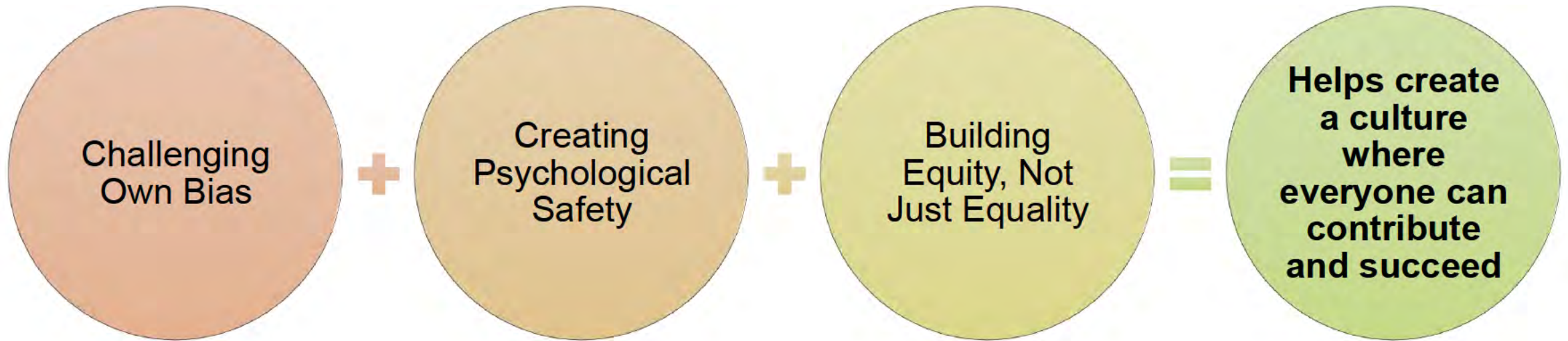


Inclusive Leadership

But why this?



Inclusion in Practice



“ Our people know that they belong and can fully be their authentic selves.

- Wiltshire Police EDI Vision and Commitments



Aligning Decisions & Uncovering Bias

Making fair choices with greater clarity



In your mental image:



The
Elderly Couple



The
New Inspector



The
Band



9 Cognitive Biases You Need to Avoid



Biases

Self-Reflect

Recall a recent decision you made.

What information did you rely on most?

Did you ignore anything that contradicted your view?

Share

In your group, share your reflections.

Discuss

Which might impact policing decisions most?

Unconscious Bias

Automatic, hidden attitudes or stereotypes that affect decisions without awareness.



Anchoring Bias

Relying too heavily on the first piece of information when making decisions.



Halo Effect

Letting one positive trait shape overall perception of a person or thing.



Dunning-Kruger Effect

Overestimating ability when inexperienced; underestimating when skilled.



Negativity Bias

Giving more weight to negative experiences than positive ones.



Confirmation Bias

Favouring information that supports existing beliefs and ignoring contradictions.



Attribution Bias

Blaming others' behaviour on character but our own on circumstances.



Availability Bias

Judging likelihood based on how easily examples come to mind.



Ostrich Effect

Ignoring negative information to avoid discomfort or bad news.

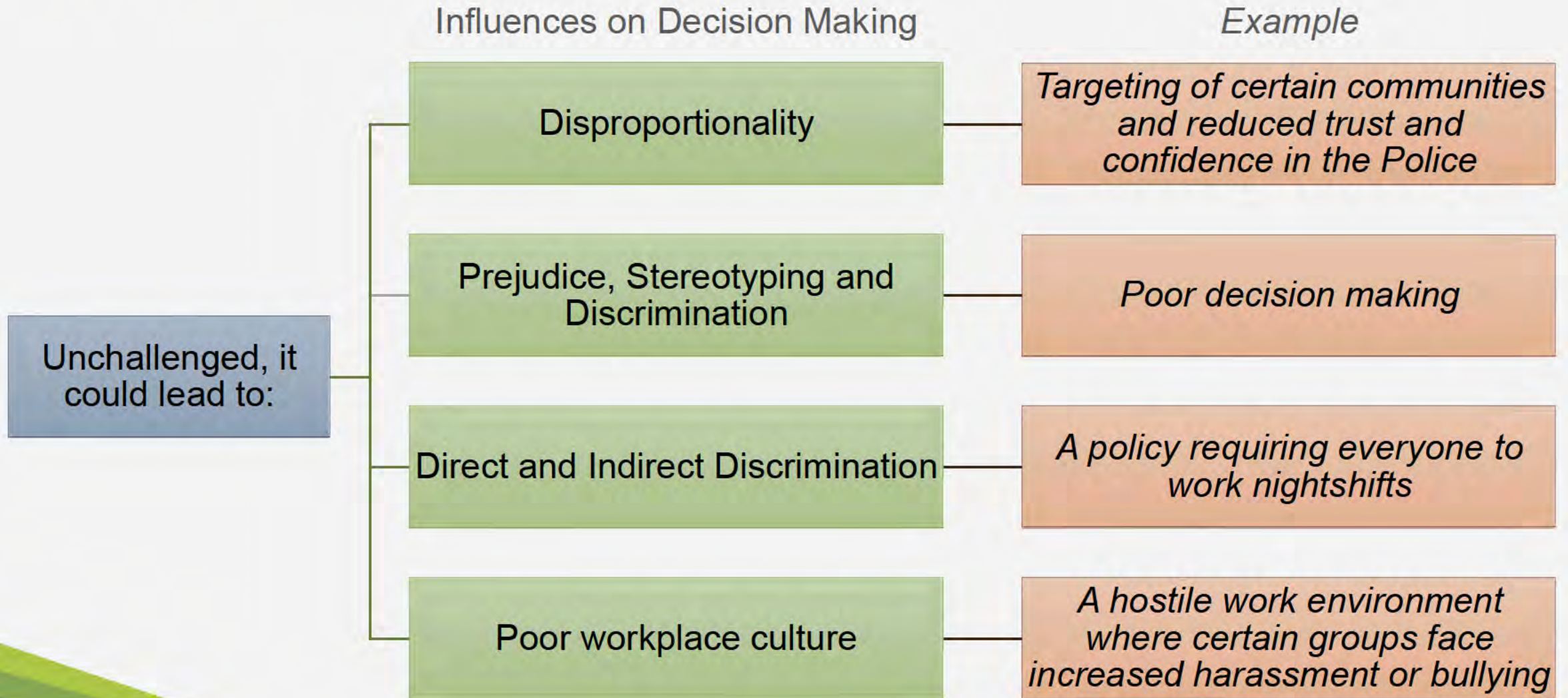


Spotlight Effect

Overestimating how much others notice your actions or appearance.



Why Challenge Biases?



Challenging Your Unconscious Bias



Acknowledge



Educate



Reflect



Seek
Feedback



Diversify



Use Checks



THE SUPER'S SUPER PICNIC

- The Supt. has asked you to plan a team picnic.
- You have **15 mins** to work **as a team** to **create a plan** for this picnic event.
- You **must** do this whilst wearing a card on your head.
- **Do Not look at your own card!**



The Super's Super Biased Picnic

Agree with everything I say

Defer to me as the subject matter expert

Support every idea I give, even if impractical

Assume I am the leader

Repeat and amplify everything I say to the group

Treat my contributions as the most creative and valuable

Assume I have the most experience

what biases / prejudices etc. could lead to someone being treated like this label?

What patterns of inclusion or exclusion did you notice?

Where have you seen similar behaviours in real workplace situations?

How did it feel to be treated according to your label?

How did this affect the group's decision-making?

How can we recognise and challenge these behaviours in policing contexts?

Ignore everything I say, no matter what.

Interrupt me whenever I speak.

Assume I am a junior and ask me to take notes instead of contribute.

Dismiss my ideas as unrealistic or irrelevant.

Do not make eye contact with me.

Over-explain things to me as if I don't understand.

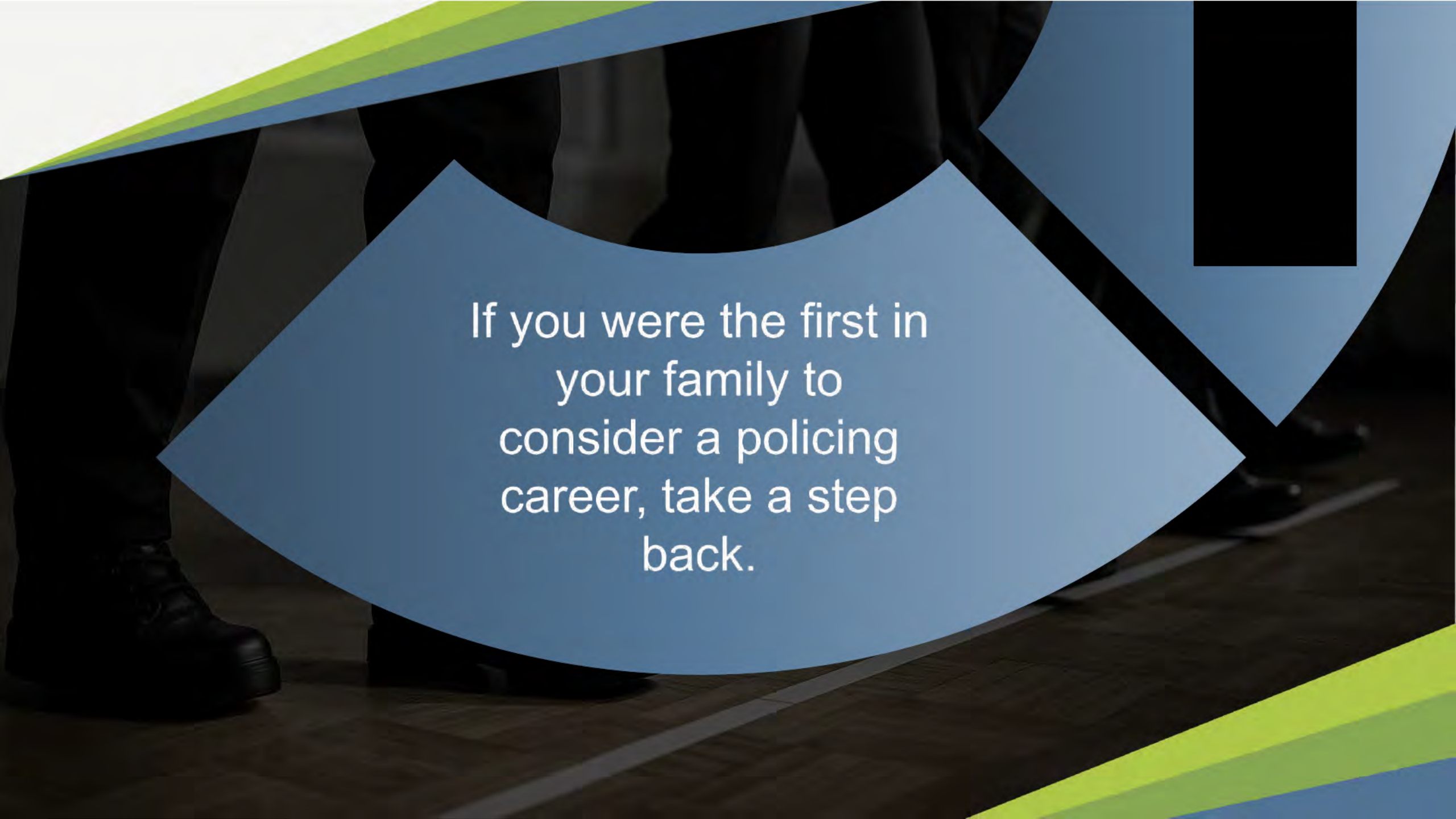
Assume I don't want to take part, despite what I say.

THE WALK OF EXPERIENCE

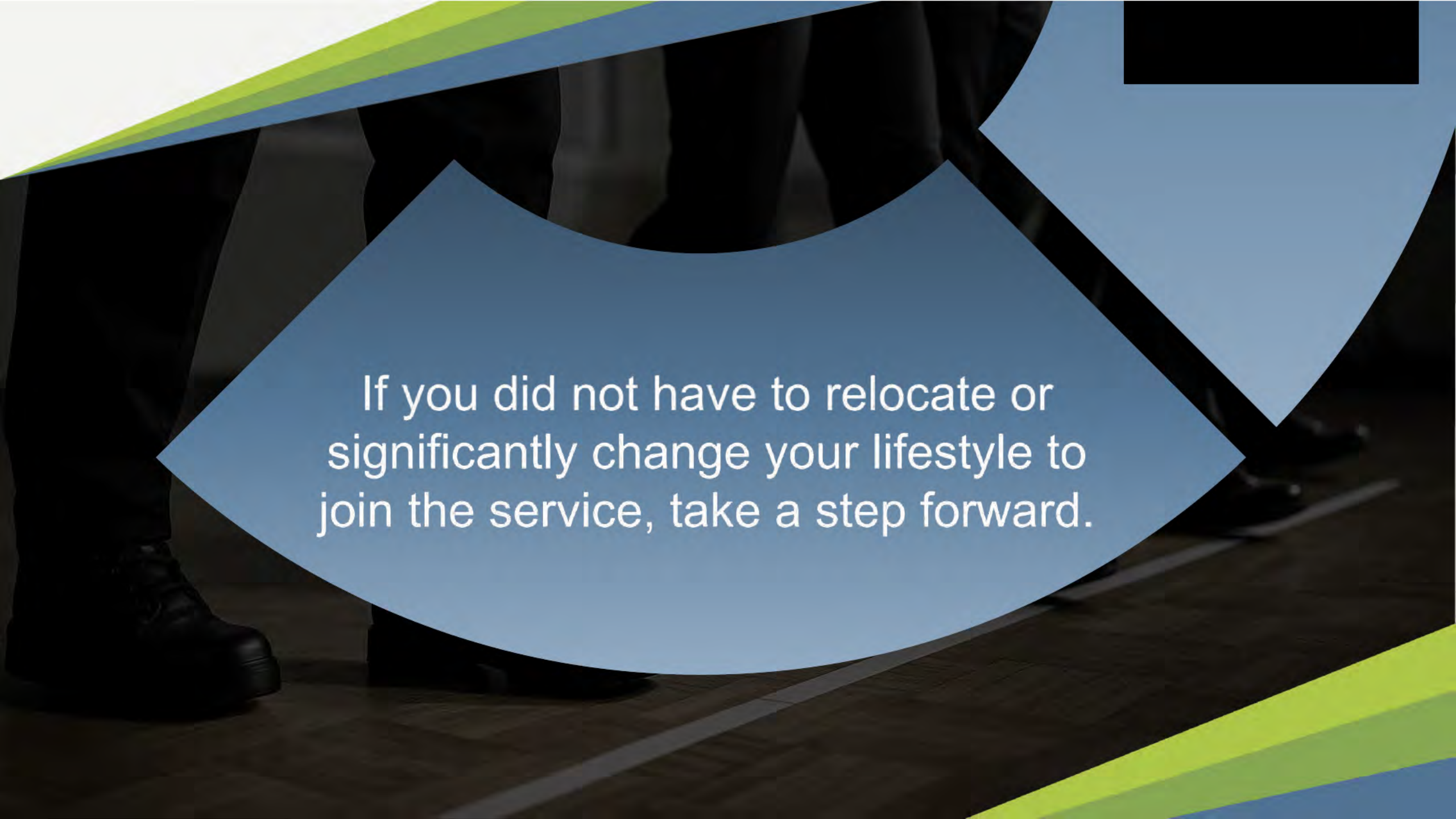
1. Form a **single line** across the centre of the room, shoulder to shoulder, facing the front.
2. This is your **starting point**. Stay in this line until the statements begin.
3. There will be a series of statements on the screen:
 - *If a statement applies to you, **take one step forward**.*
 - *If it does not apply, **remain where you are**.*
 - *For some statements, you may be asked to **step back**.*
4. Keep your eyes facing forward and avoid speaking during the exercise.
5. There are no right or wrong answers. You only step if it feels true to **your own experience**.
6. At the end, we will debrief together to reflect on what the activity shows about **systems, structures, and lived experience** within policing.



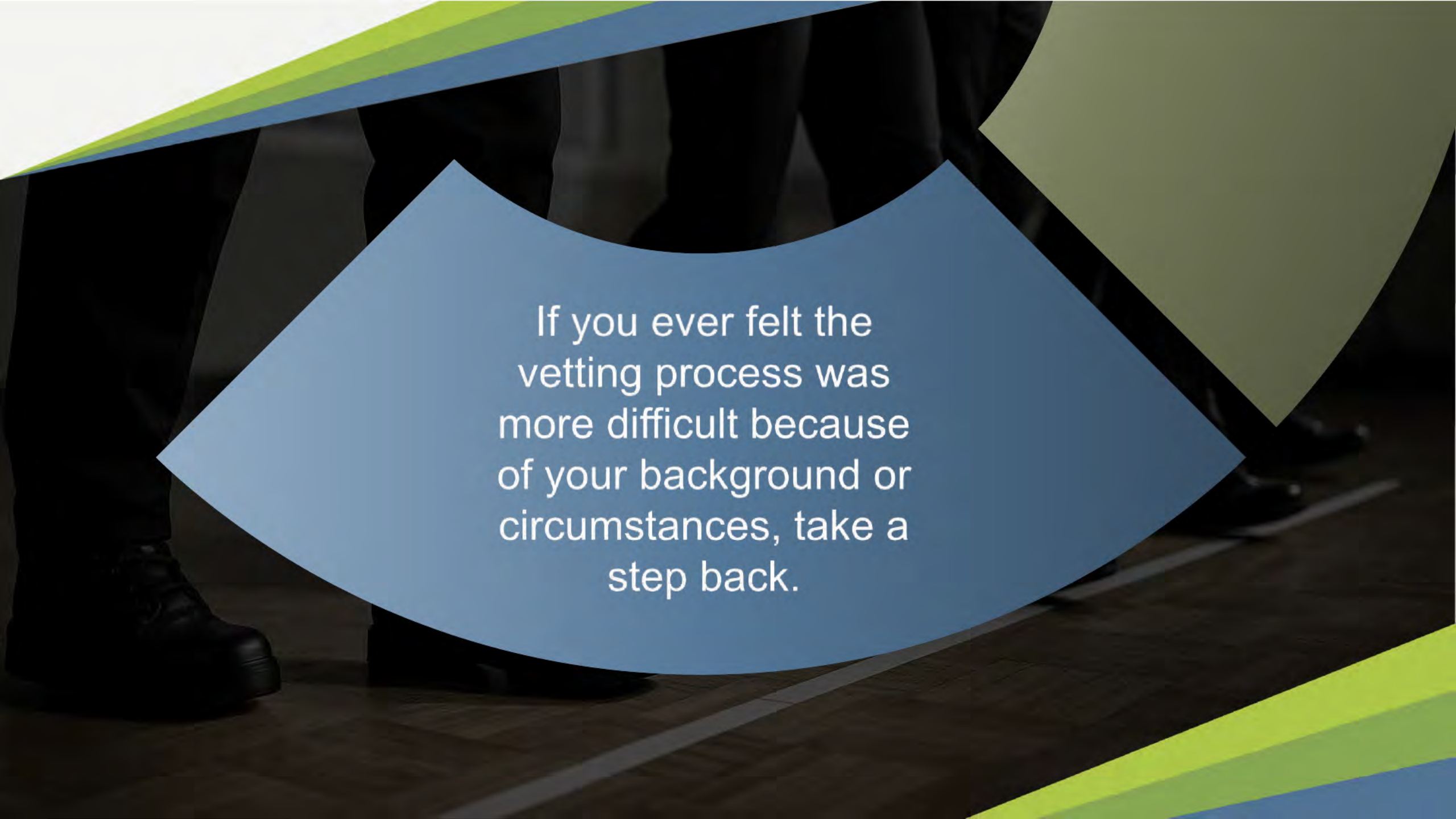
If you had friends or family in
policing before you joined, take
a step forward.



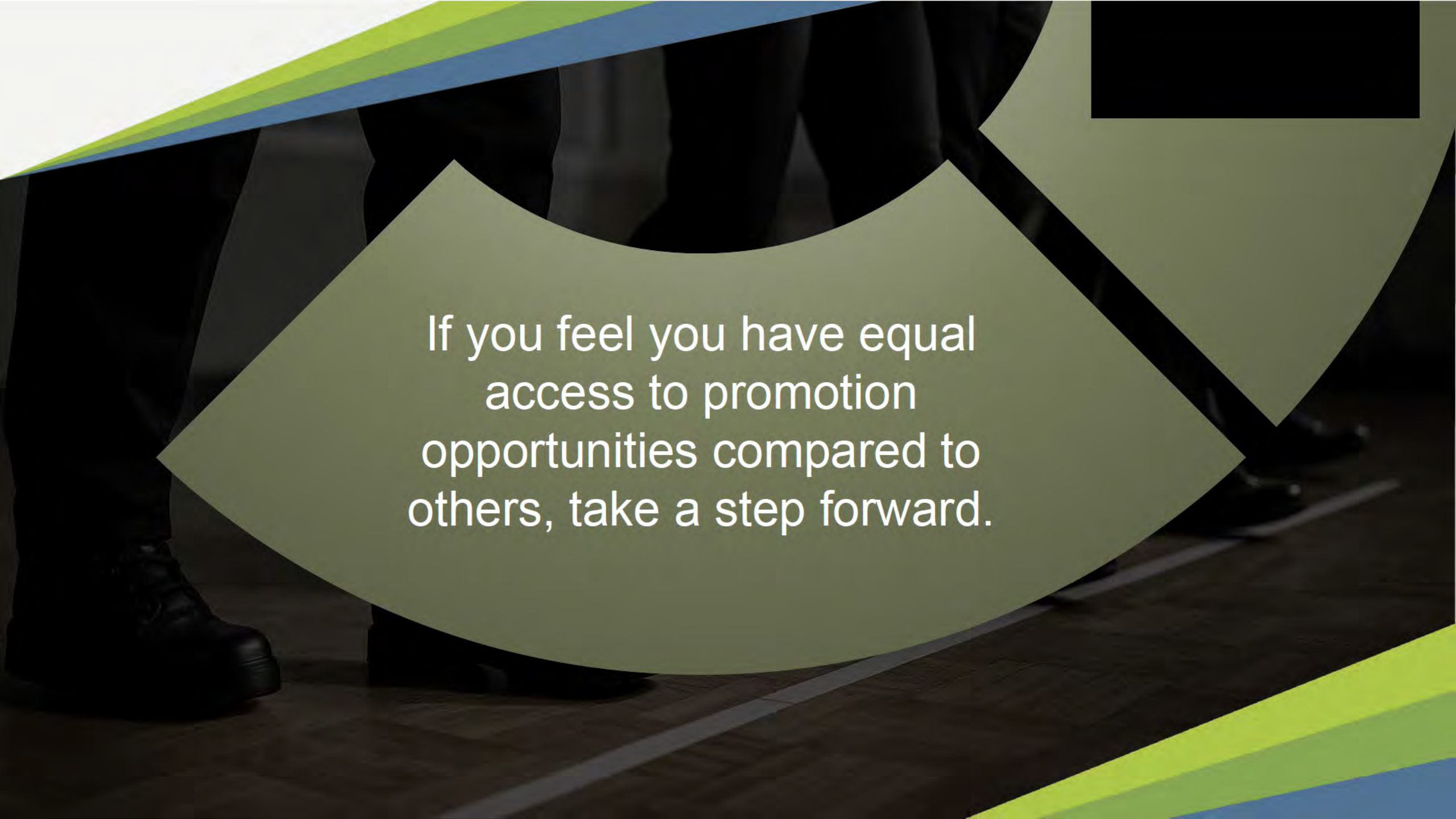
If you were the first in
your family to
consider a policing
career, take a step
back.



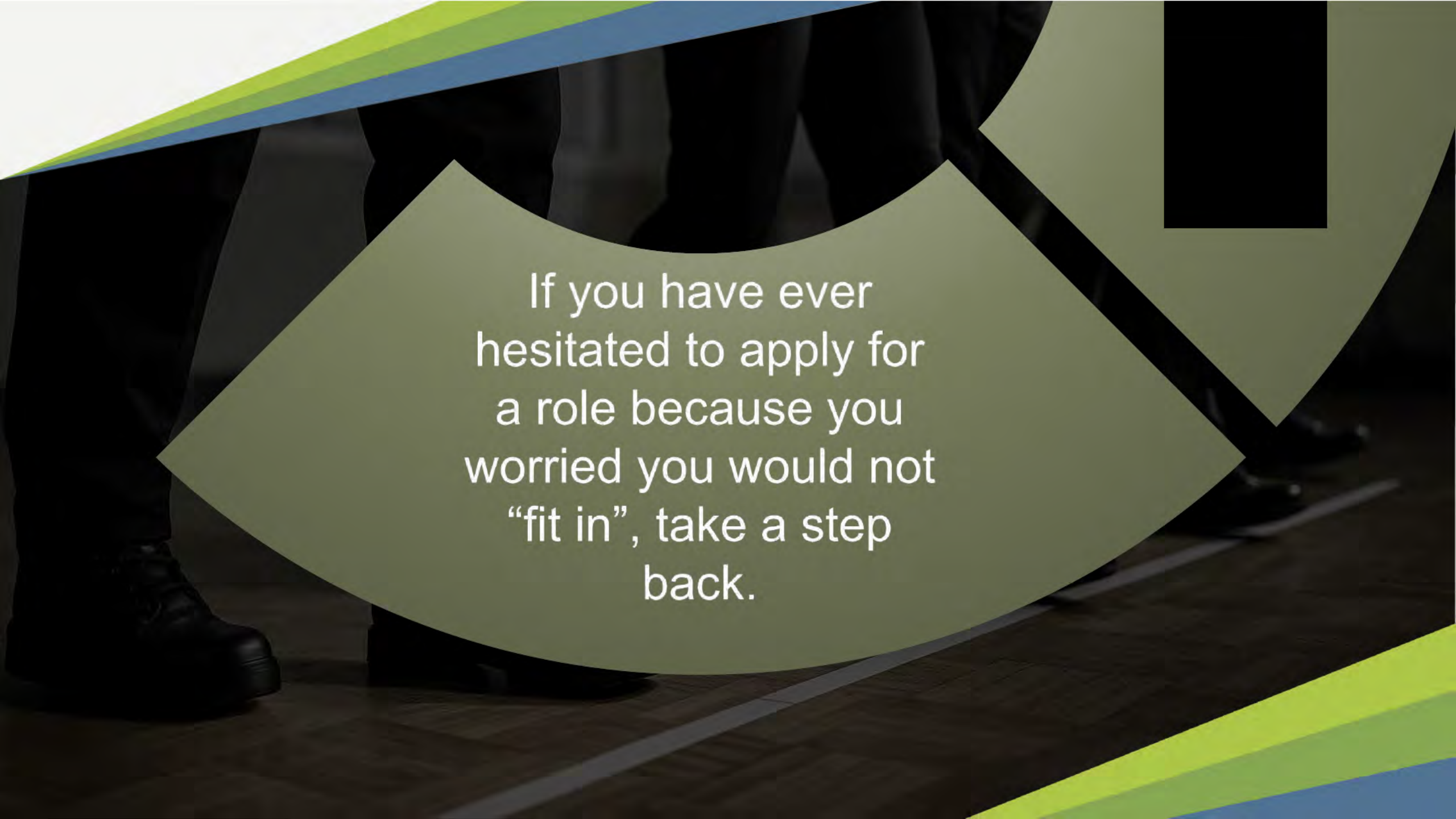
If you did not have to relocate or
significantly change your lifestyle to
join the service, take a step forward.

The background of the slide shows the lower legs and feet of several people standing on a paved sidewalk. The image is dark and somewhat blurred. Overlaid on this are several geometric shapes: a large, light blue, fan-like shape in the center containing the text; a green-to-yellow gradient diagonal band across the top left; a solid olive green shape in the top right; and a yellow-to-green gradient diagonal band in the bottom right.

If you ever felt the
vetting process was
more difficult because
of your background or
circumstances, take a
step back.

The background of the image shows the lower legs and feet of several people standing on a dark, paved surface, possibly a running track. A large, semi-transparent green arrow points from the top right towards the bottom left, passing behind the text. The text is white and centered within the arrow's path. The overall tone is motivational and forward-looking.

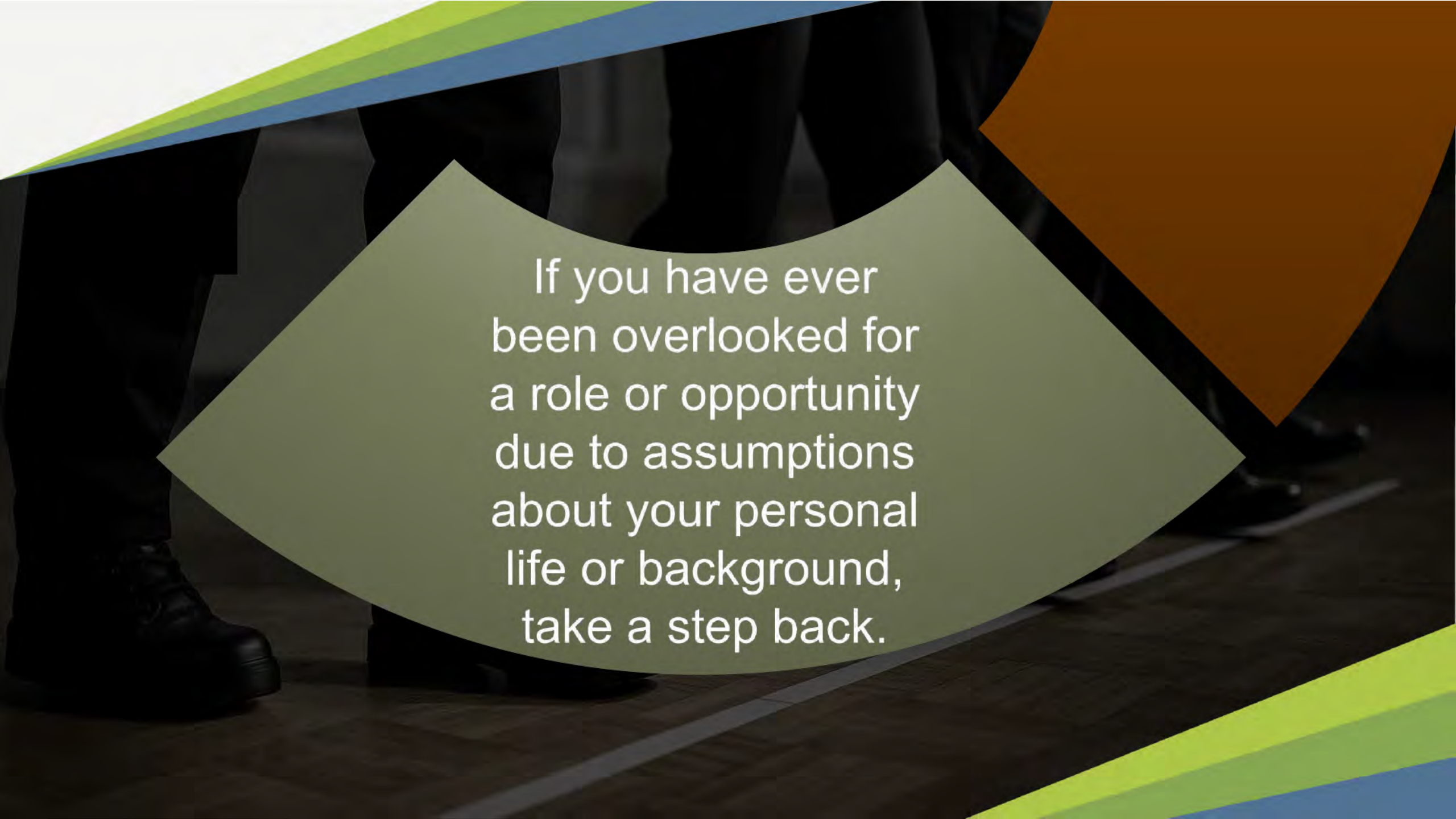
If you feel you have equal
access to promotion
opportunities compared to
others, take a step forward.



If you have ever
hesitated to apply for
a role because you
worried you would not
“fit in”, take a step
back.

The background of the slide features a dark, low-key photograph of a group of people standing in a line, possibly on a runway or stage. The lower half of the image is dominated by a large, semi-transparent green arrow pointing towards the right. Overlaid on the center of this arrow is a large, semi-transparent green diamond shape. Inside the diamond, the text is written in a clean, white, sans-serif font. The overall design is modern and professional, using geometric shapes and a limited color palette of greens, blues, and greys.

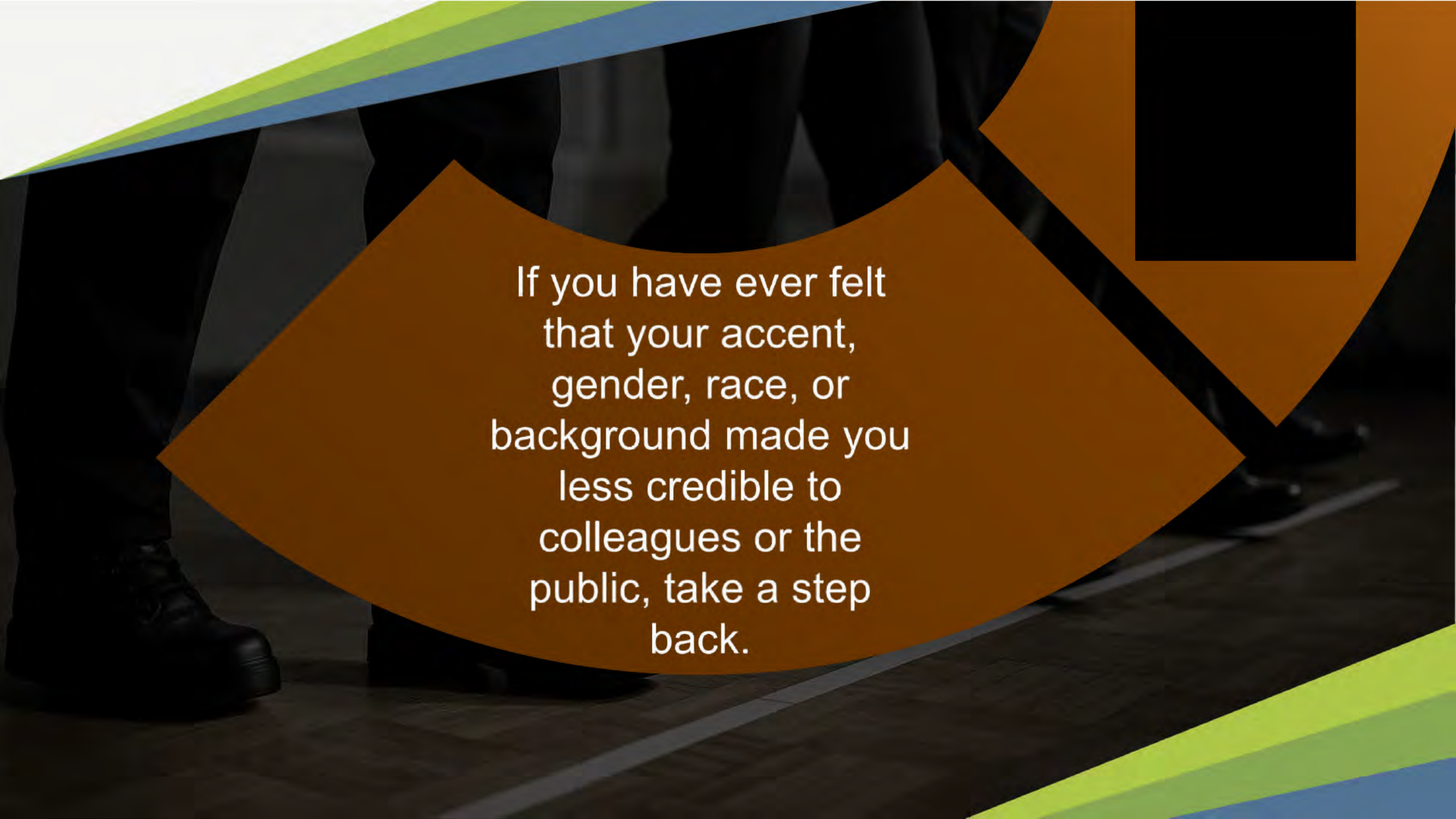
If you have had a mentor or senior officer actively support your career progression, take a step forward.



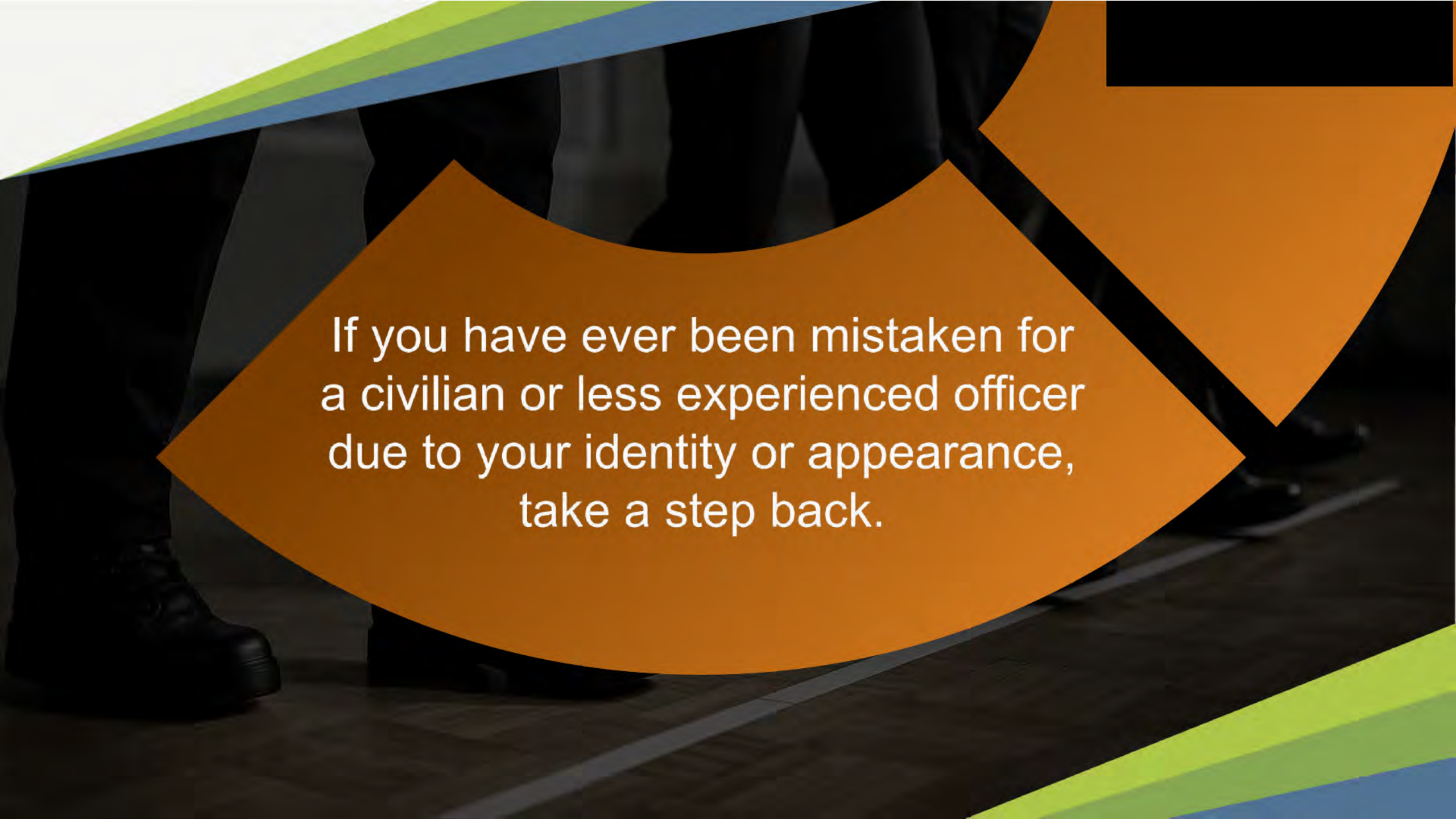
If you have ever
been overlooked for
a role or opportunity
due to assumptions
about your personal
life or background,
take a step back.

The background of the slide shows the lower legs and feet of several people standing in a line on a paved surface. A large, semi-transparent brown arrow points from the left towards the right, framing the central text. The arrow has a slight gradient and is set against a dark background. The overall composition suggests a forward movement or a step taken by a group.

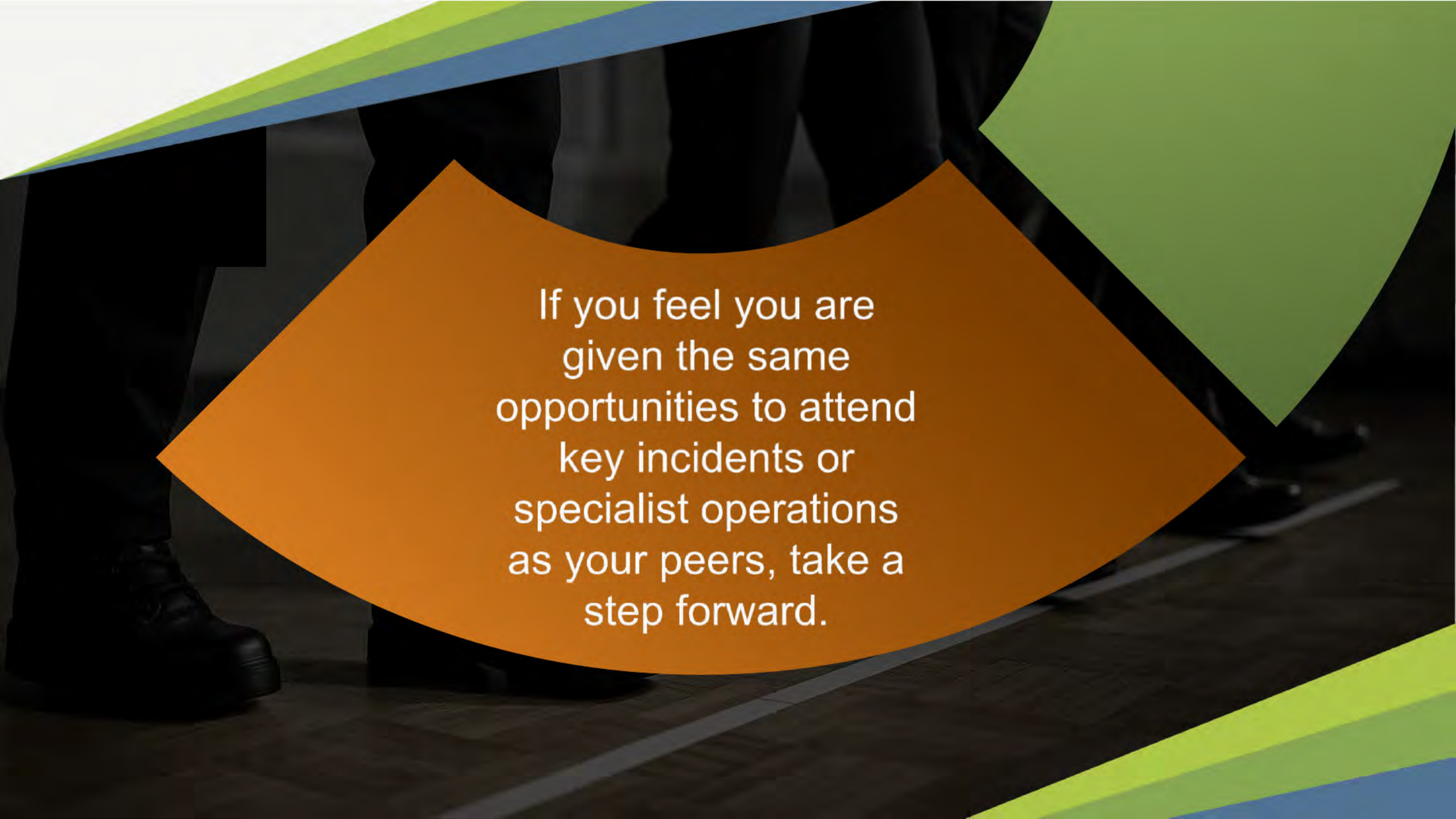
If you feel confident you can
challenge inappropriate
behaviour without fear of
repercussions, take a step
forward.



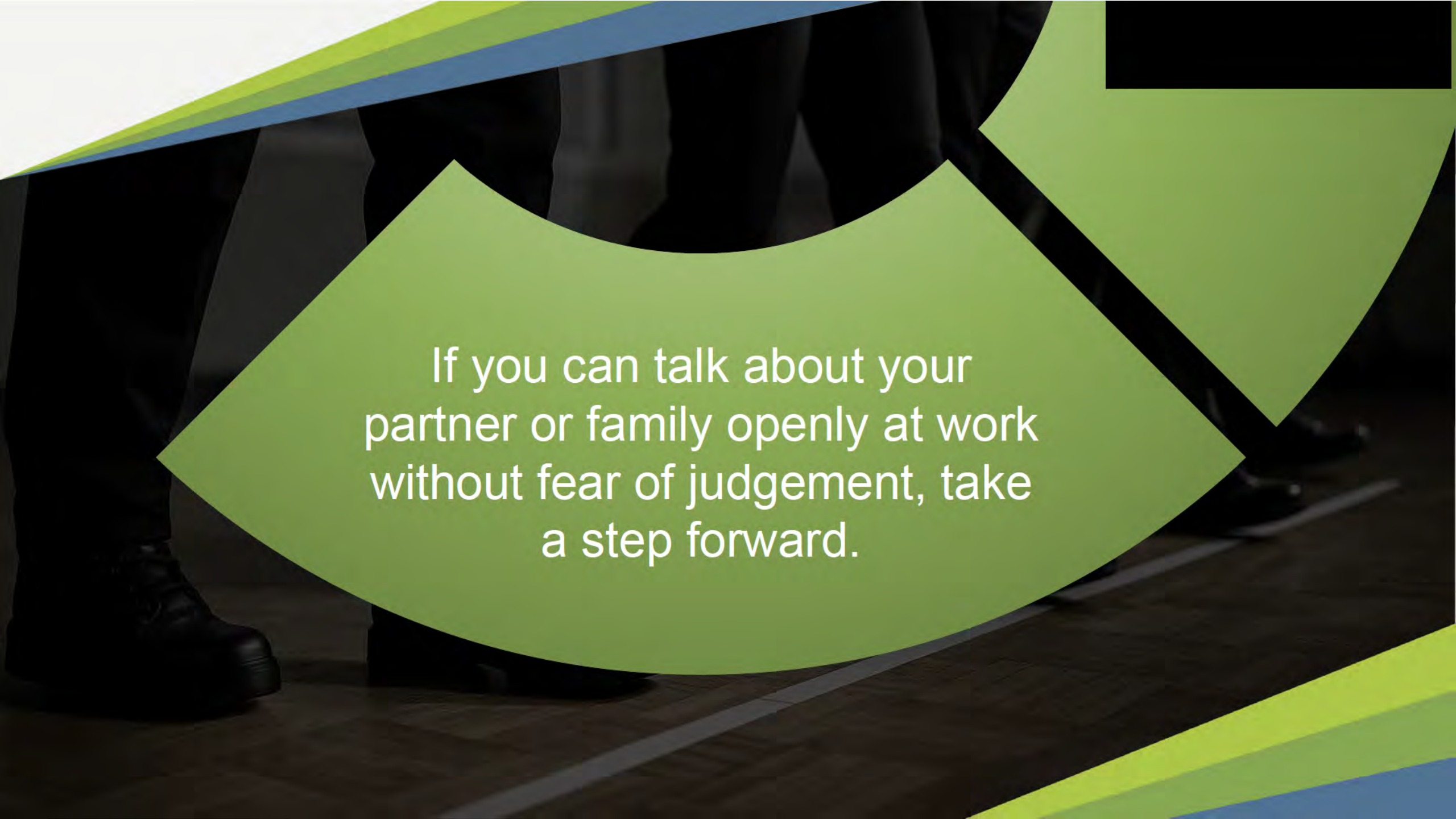
If you have ever felt
that your accent,
gender, race, or
background made you
less credible to
colleagues or the
public, take a step
back.



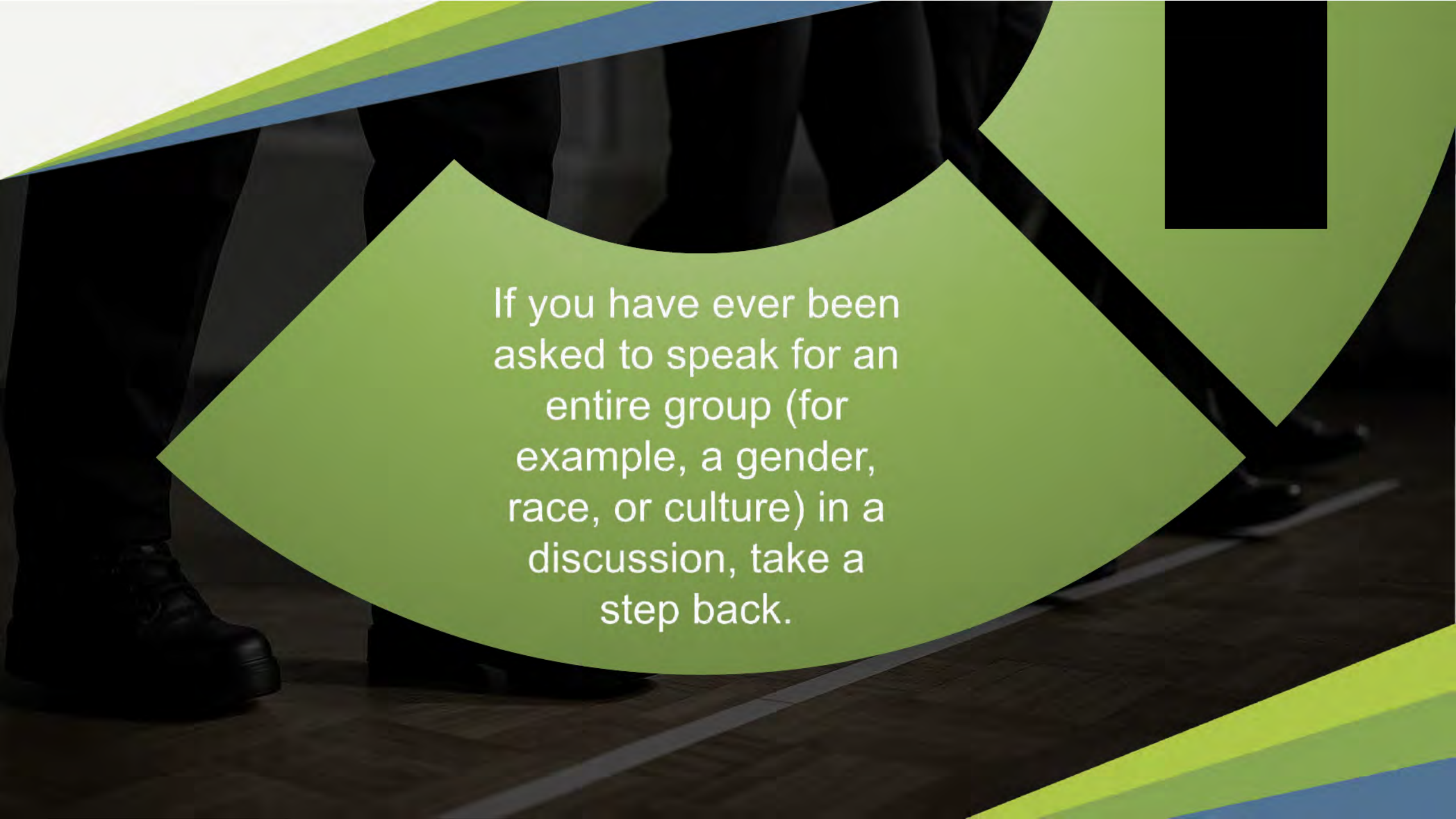
If you have ever been mistaken for
a civilian or less experienced officer
due to your identity or appearance,
take a step back.

The background of the slide features a dark, low-key photograph of the lower legs and feet of several individuals in uniform, likely police or military, standing on a paved surface. Overlaid on this image are several large, semi-transparent geometric shapes: a large orange fan-like shape in the center, a green semi-circle in the upper right, and various green and blue diagonal stripes along the top and bottom edges.

If you feel you are
given the same
opportunities to attend
key incidents or
specialist operations
as your peers, take a
step forward.

The background image shows the lower legs and feet of several people standing in a line on a paved surface. A large, light green speech bubble with a white outline is centered over the image, containing the text. The speech bubble has a tail pointing towards the top right. The overall image has a dark, moody feel with some bright green and blue geometric shapes in the corners.

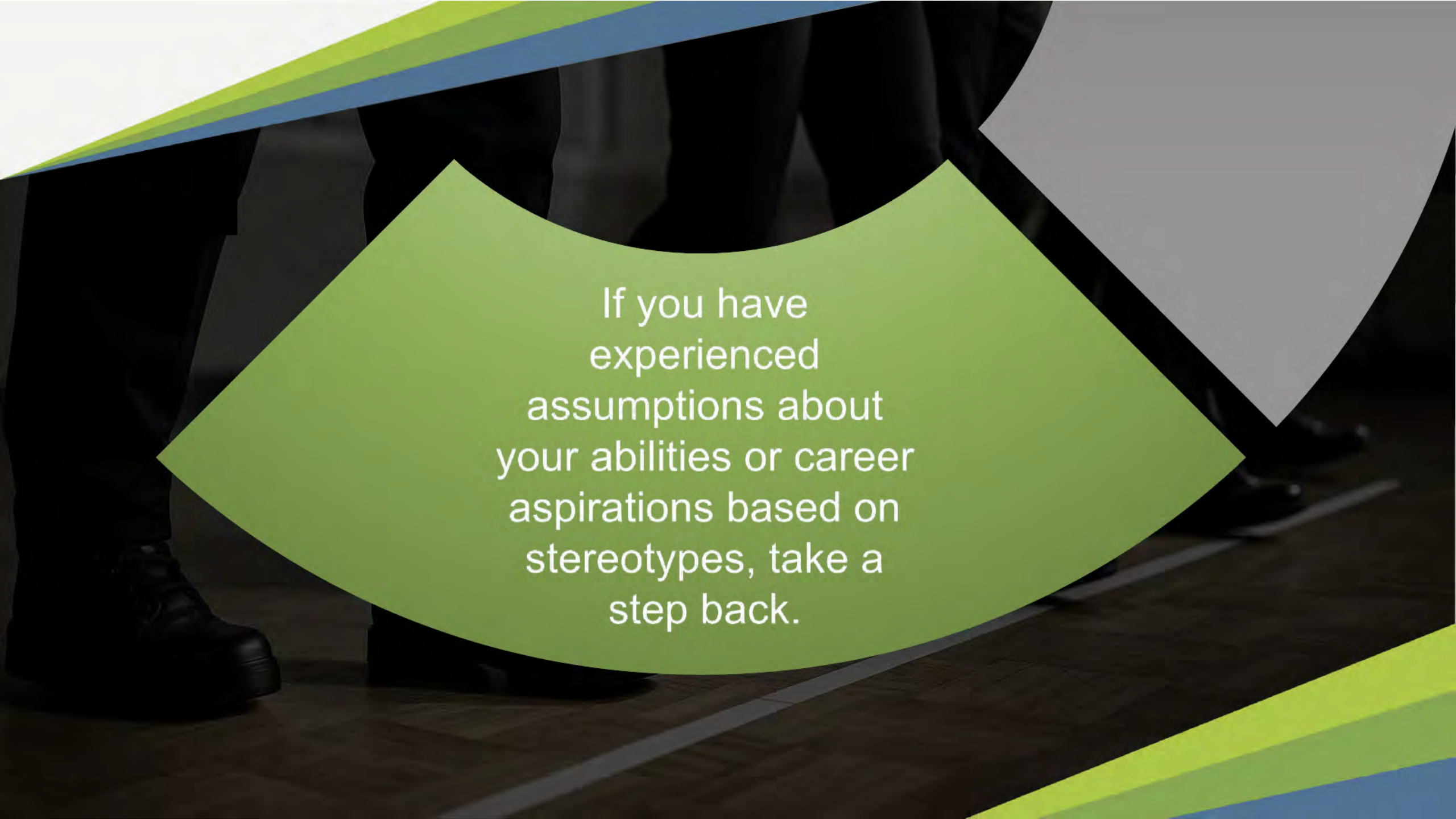
If you can talk about your
partner or family openly at work
without fear of judgement, take
a step forward.



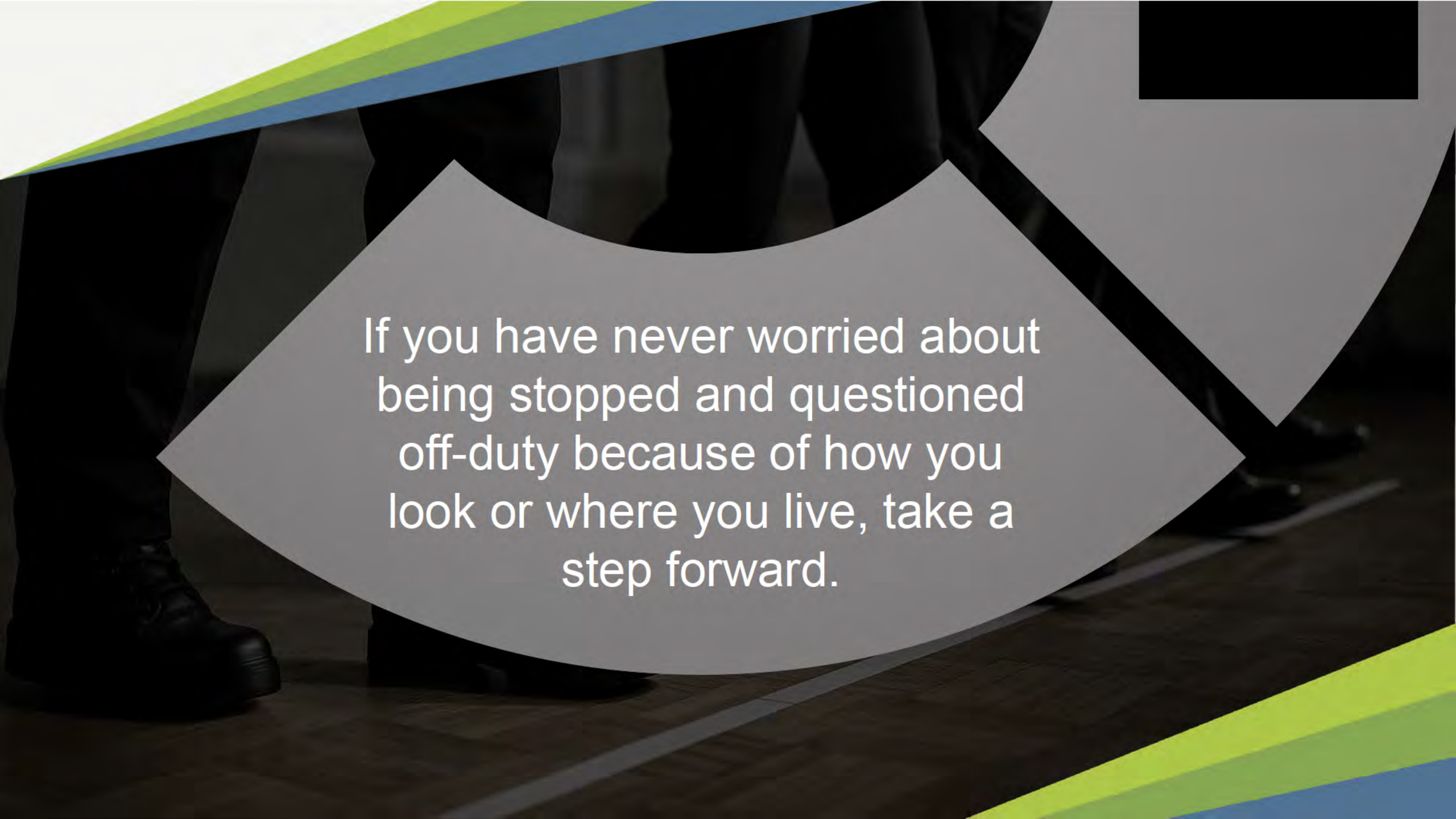
If you have ever been
asked to speak for an
entire group (for
example, a gender,
race, or culture) in a
discussion, take a
step back.

A photograph of a crowd of people, mostly seen from the waist down, standing on a paved surface. A large, semi-transparent green speech bubble is centered over the image, containing white text. The background is dark, and there are some light-colored geometric shapes in the corners.

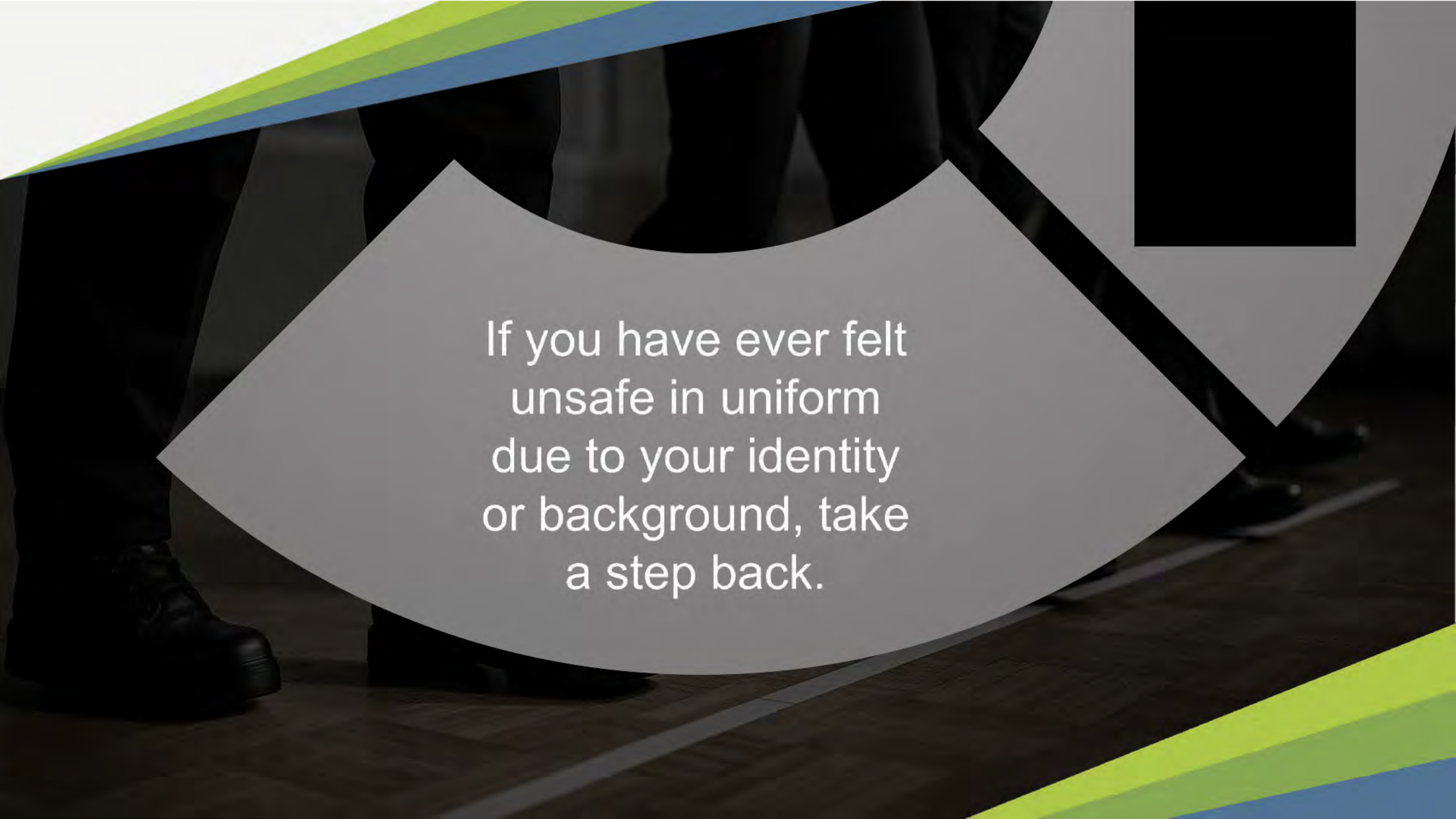
If you have never felt pressure to
hide part of your identity at work,
take a step forward.



If you have
experienced
assumptions about
your abilities or career
aspirations based on
stereotypes, take a
step back.



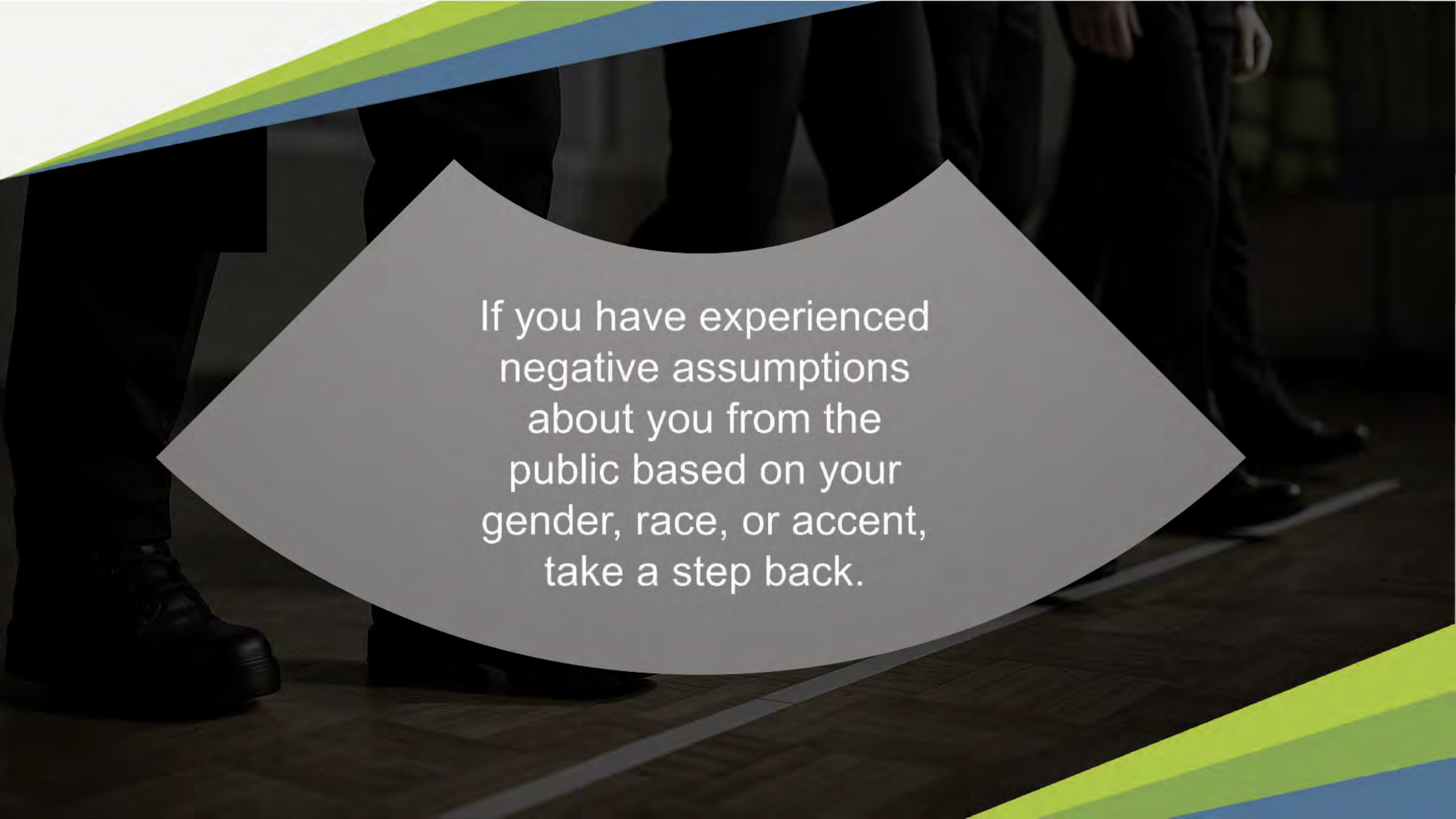
If you have never worried about
being stopped and questioned
off-duty because of how you
look or where you live, take a
step forward.

The background of the image shows the lower legs and feet of several police officers in uniform, standing on a paved surface. A large, semi-transparent grey speech bubble is centered over the image, containing white text. The speech bubble has a curved top and a pointed bottom. The text inside is centered and reads: "If you have ever felt unsafe in uniform due to your identity or background, take a step back." The overall tone is serious and informative.

If you have ever felt
unsafe in uniform
due to your identity
or background, take
a step back.



If you regularly see people in your
community who share your
background represented positively
in policing, take a step forward.



If you have experienced
negative assumptions
about you from the
public based on your
gender, race, or accent,
take a step back.



As a sergeant, what does this show about how privilege or barriers affect you?

Personal
Reflection



As sergeants, what can we do together to reduce barriers and ensure equal opportunities for our teams?

Group
Discussion



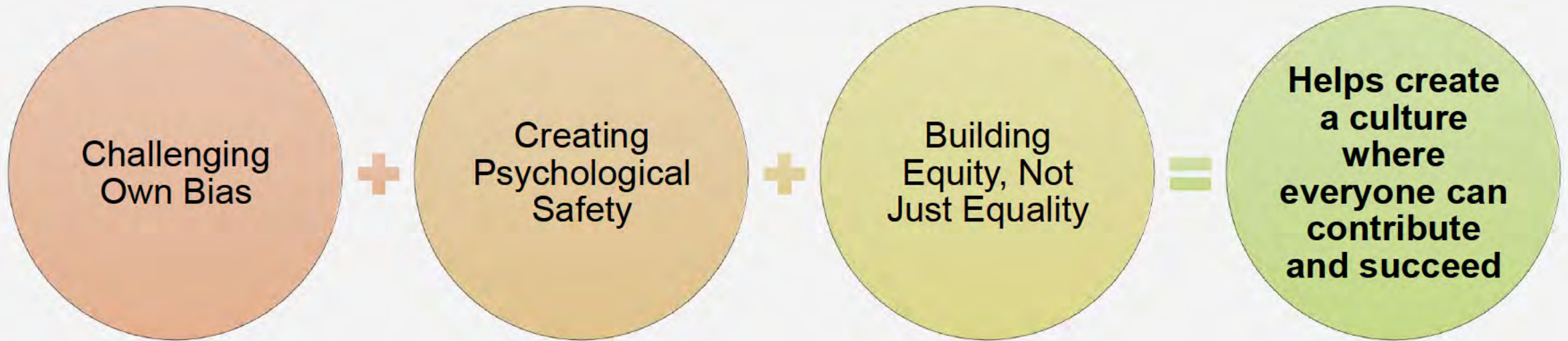


Inclusive Leadership

But why this?



Inclusion in Practice



“ Our people know that they belong and can fully be their authentic selves.

- Wiltshire Police EDI Vision and Commitments

Inclusion in Practice: Activity

Scenario 1: The Same Two Colleagues

A leader needs someone to represent the team at a cross departmental meeting. They instinctively think of the same two confident colleagues they usually select because those colleagues are familiar with the meeting format. A quieter team member later mentions they would have appreciated the chance to take part but felt the leader does not see them as someone suited to such opportunities.

Scenario 2: Spoken Over and Silent

A leader chairs a routine problem solving meeting where two dominant voices steer most of the discussion. Another team member attempts to contribute twice but is spoken over and withdraws from the conversation, becoming disengaged afterwards.

Scenario 3: One Briefing, Many Needs

A leader introduces a new system and briefs everyone in the same way with identical expectations and deadlines. Some colleagues progress rapidly while others struggle quietly. One colleague later says they feel set up to fail because the briefing style does not meet their needs.

Scenario 4: Left Out of the Conversation

A leader shapes a key shift pattern decision through informal office conversations on a day when remote and part time staff are not present. One colleague says decisions always occur when they are absent. Another colleague from a minoritised background says they do not feel comfortable raising concerns.

An aerial photograph of a rural landscape at sunset. The sun is a small, bright orange circle in the sky, casting a warm glow over the scene. The landscape features rolling hills, fields, and a line of trees. In the foreground, a circular stone structure, possibly a prehistoric monument, is visible. The image is framed by a green and blue diagonal band in the top-left and bottom-right corners.

Looking Back Across the Fields



Wiltshire Police

TEAM CULTURE & INCLUSION DIAGNOSTIC TOOL

1. Open the **Team Culture Diagnostic Tool** on your device (Excel file).
2. Work through the tool **individually** – reflect honestly on your current team.
3. You do **not** need to share your scores (unless to want to) – this is for your own reflection.
 - Once you've finished, pair up with someone nearby and discuss:

Which area stood out to you and why?

Where might your team have the most room to grow?



Equality, Diversity and Inclusion: Open your Mind - YouTube





Day Two

Marking Our Ground



1

Choose a card from the postcards that you feel represents **your team right now**.

2

Think about why you chose that image – *what does it say about your team?*

3

When it is your turn, share your card and explain your choice with the group (1–2 minutes each).

4

Listen for common themes as others share their reflections. Ask questions/share ideas



A landscape photograph of a hill with stone ruins and a path, with a person's shadow in the foreground. The hill has several levels of stone walls and openings, suggesting a fort or a series of ruins. The path is a light-colored gravel or dirt road that leads towards the hill. The sky is a clear blue. In the foreground, a long, dark shadow of a person is cast across the path, suggesting the sun is low in the sky. The overall tone is contemplative and historical.

Holding the Fort by Being an Upstander

Defending standards and ethical principles

“

In the end, we will remember not the words of our enemies, but the silence of our friends.

”

Dr Martin Luther King, Jr



Code of Ethics

Doing the right things, in the
right way, for the right reasons

#CodeofEthics



college.police.uk

As policing professionals, we are bound by the Code of Ethics. We are responsible for doing the right thing, in the right way, for the right reasons, even if circumstances are difficult.

- **The Code of Ethics supports everyone in policing to work with courage, respect and empathy, and deliver public service.**
- **The Code of Ethics reflects the expectations of the public, supports fairness and respect, and requires everyone in policing to question and challenge any unprofessional behaviour.**

By following the Code of Ethics, everyone working in policing will have a profession to be proud of, uphold the expectations of the public and continually improve policing.



Definitions

- **What is a bystander?**

‘a bystander is a person who is present when something happens and who sees it but does not take part in it’

- **What is an upstander?**

‘Someone who defends or stands up for a cause or a belief’

- **What is inappropriate behaviour?**

‘Is not useful or suitable for a particular situation or purpose’



The Bystander Effect | The Science of Empathy





Have you ever felt like this?

‘That was really wrong!’

‘I heard what they said, and I didn’t do anything.’

‘I wish I had stepped in!’

‘I know it’s wrong, but it will impact my career if I speak up.’

‘I knew they were like that but didn’t say anything.’

‘That message in the WhatsApp chat was inappropriate but I didn’t do anything, I should have.’



Police Conduct

Wayne Couzens: How three police forces botched opportunities to stop Sarah Everard's murderer

© 29 February



Sarah Everard murder



EVERARD FAMILY

The body of Sarah Everard was found hidden in woodland

By Judith Burns

BBC News home affairs

The three police forces that the officer who murdered Sarah Everard worked for had multiple opportunities to stop him, but none were taken, an inquiry has found.

There were failures in police recruitment, Wayne Couzens' vetting and investigations, and 'red flags about his unsuitability for office' went unnoticed, according to [the Angiolini Inquiry](#).

Ultimately these failures meant Couzens "could enjoy the powers and privileges" of being a police officer and "he went on to use his knowledge of police powers to falsely arrest Sarah Everard", said Lady Elish Angiolini in her statement at the launch of the report.

Indecent exposures at McDonald's drive-through

In 2021, days before Ms Everard was murdered, Couzens twice exposed himself at a McDonald's drive-through, but again the investigation failed. He used his own credit card to pay and was driving his own car.

Lady Elish said the police investigations into these indecent exposure allegations in 2020 and 2021 "fell below the standards any victim of crime should expect".

Couzens was only interviewed and charged for these offences after his murder conviction. In the end he was convicted of the crimes at the drive-through and of the offence towards the cyclist.

"Those offences were treated as low-level by the investigating officers. Decisions to close some cases were taken early with minimal investigation," said Lady Elish.



MET POLICE

Wayne Couzens admitted murder, kidnap and rape

Five more incidents of indecent exposure not reported to police

The inquiry received evidence of at least five other incidents of indecent exposure which were not reported to police.

"It has become clear that Couzens' terrible crimes were not committed in isolation but were the culmination of a trajectory of sexually motivated behaviour and offending," says the report.

The report lays much of the blame at police culture, saying Couzens' crimes "sit on the same continuum" as sexist and misogynistic behaviour.

Lady Elish warned that without a significant overhaul in policing "there is nothing to stop another Couzens operating in plain sight".

Police Conduct

'You can trust me, I'm a police officer' couldn't be further from the truth

In October 2021, a woman reported she had been raped by serving Metropolitan Police Officer David Carrick. News of him being charged sparked a significant investigation which revealed Carrick's relentless campaign of sexual and mental abuse of women.

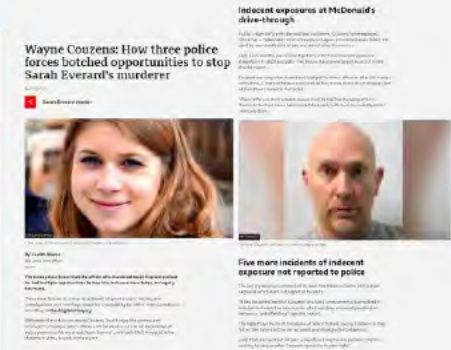
A further 12 women came forward and reported being assaulted by him and it was their strong, authentic and consistent testimonies that formed the CPS case against Carrick.

Despite not knowing each other, the striking similarities in their accounts of how Carrick had manipulated them, and assaulted them physically, sexually and mentally, was the evidence that left him with no option but to admit his crimes.

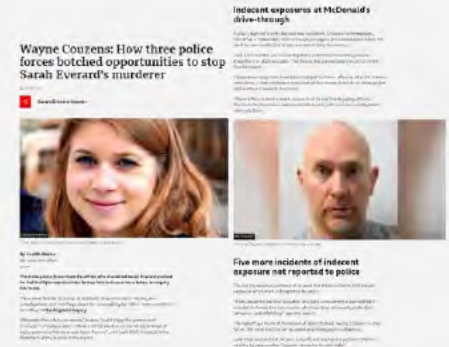
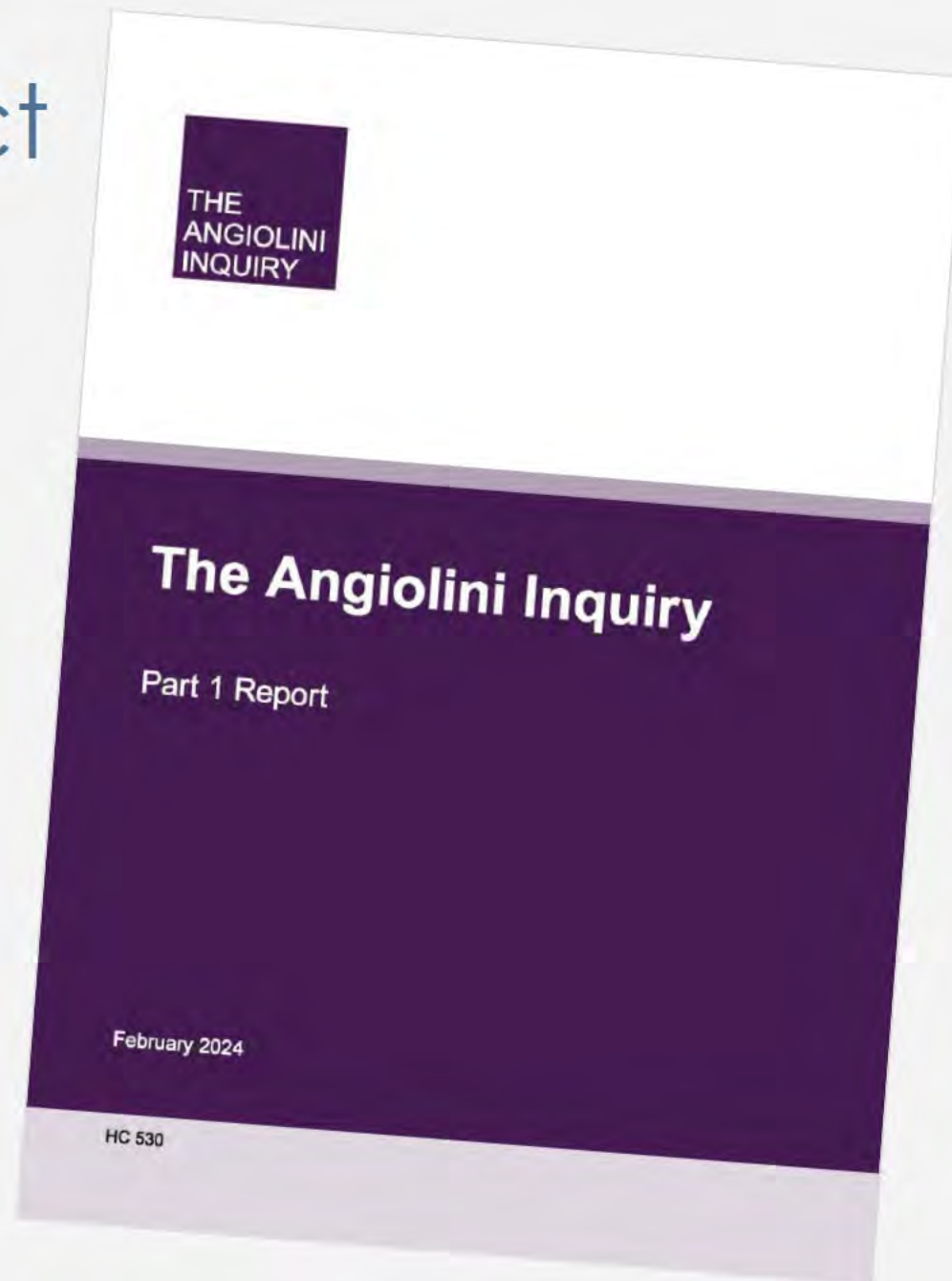
He pleaded guilty to 49 offences including rape, coercive and controlling behaviour, sexual assault and false imprisonment.



David Carrick



Police Conduct



Police Conduct

News story

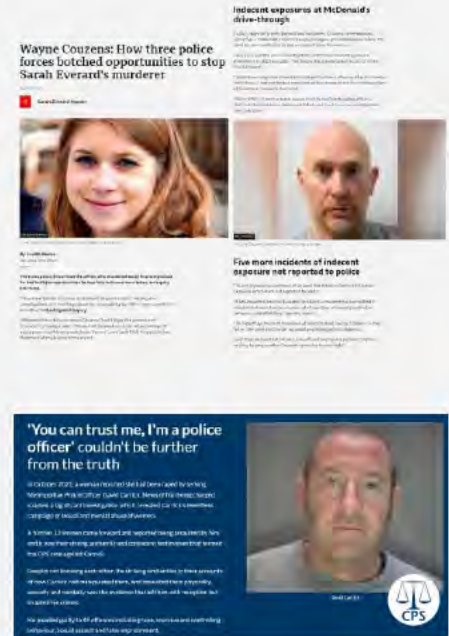
Government accepts all recommendations made by Angiolini Inquiry

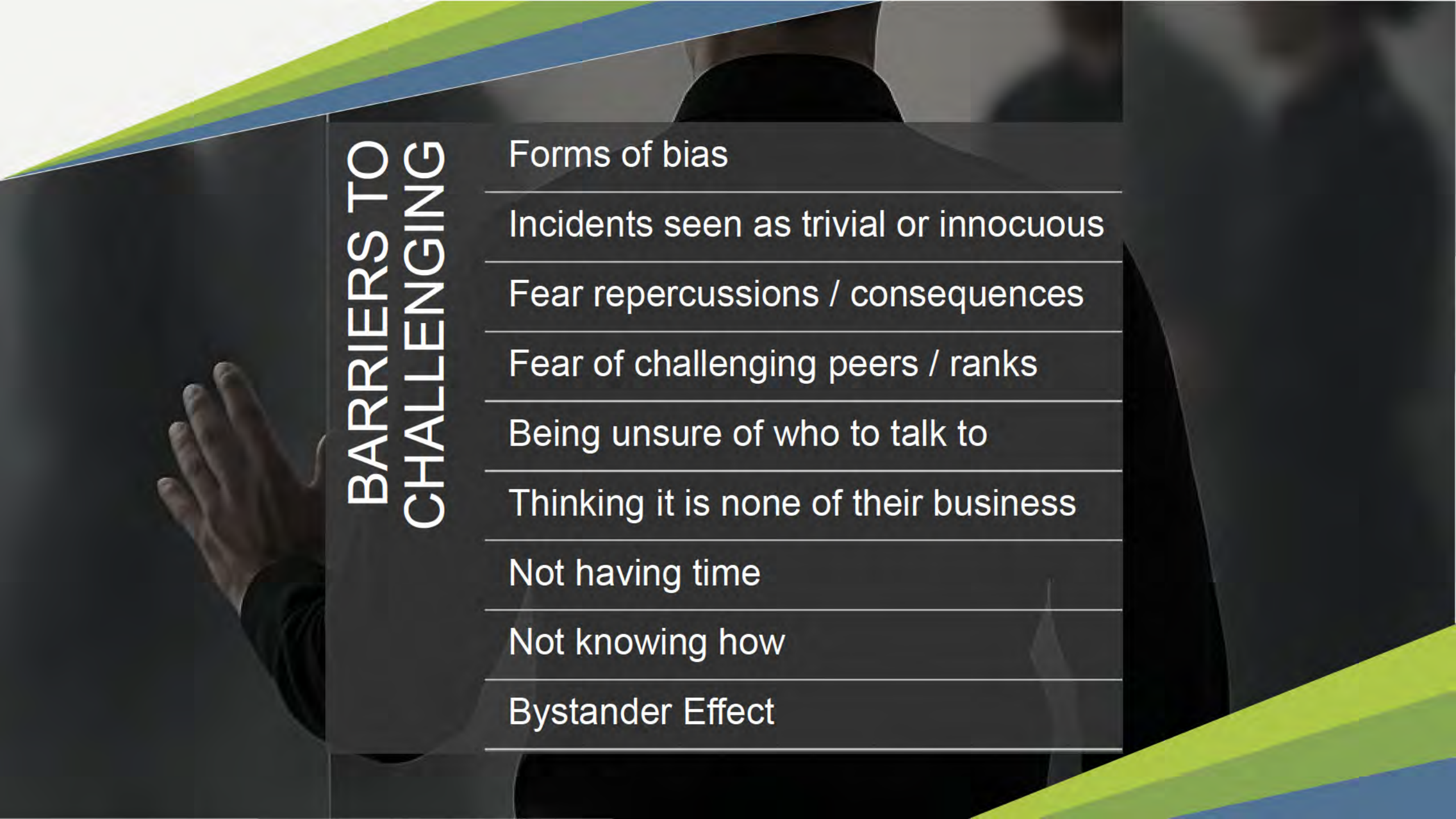
Government led recommendations made by Part 1 of the independent Angiolini Inquiry have been accepted.

From: [Home Office](#), [Laura Farris](#) and [The Rt Hon James Cleverly](#)
Published 25 March 2024

The Angiolini Inquiry was commissioned to uncover the circumstances and failures that led to the abduction, rape and murder of Sarah Everard by a police officer in 2021. We will work with policing to implement them at pace.

The [Angiolini report](#), published last month, highlighted significant opportunities that were missed by multiple police forces that could have stopped Wayne Couzens before his heinous crime, and called for an overhaul of police vetting and recruitment.





BARRIERS TO CHALLENGING

Forms of bias

Incidents seen as trivial or innocuous

Fear repercussions / consequences

Fear of challenging peers / ranks

Being unsure of who to talk to

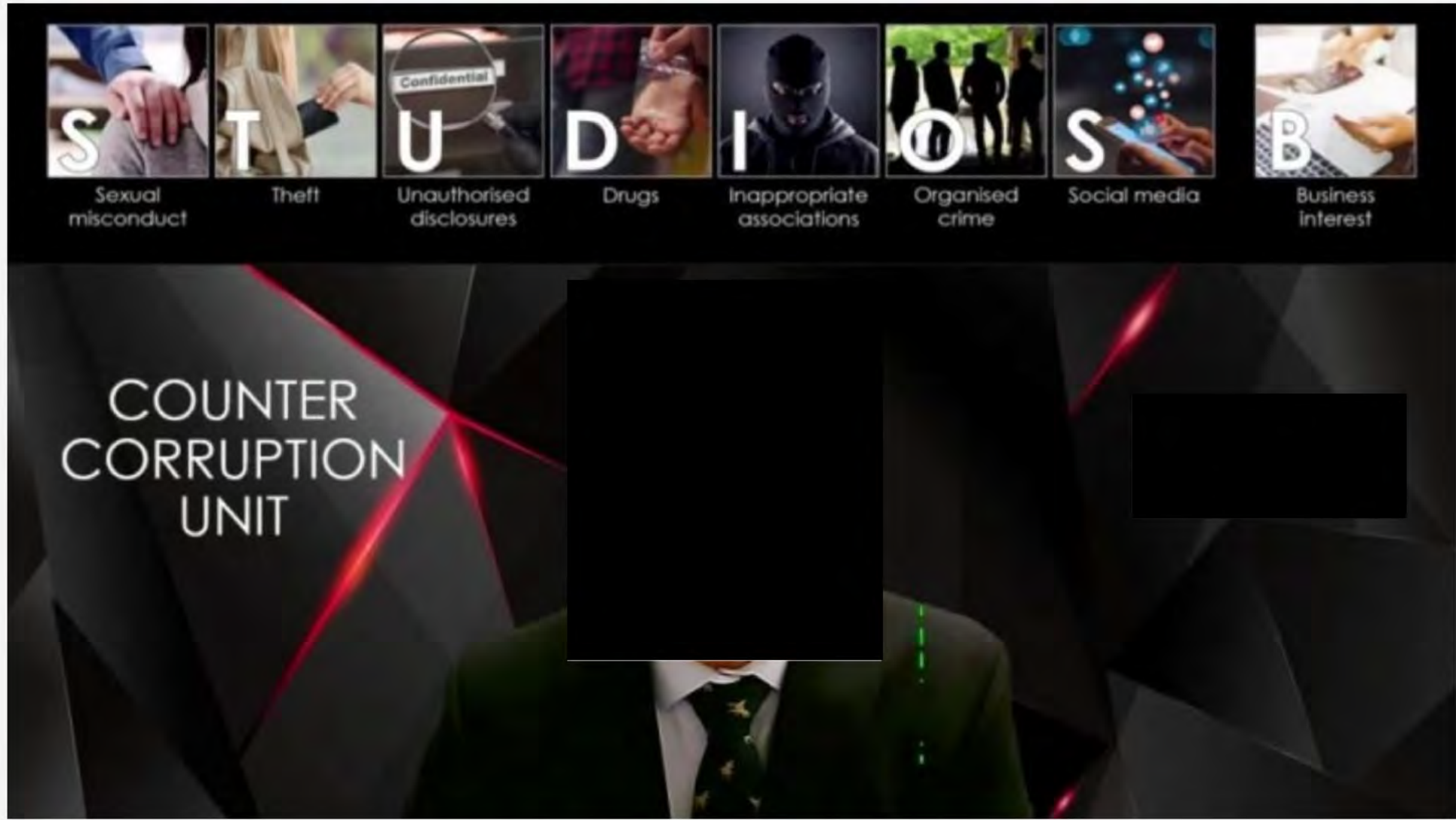
Thinking it is none of their business

Not having time

Not knowing how

Bystander Effect

Don't Be Scared to Scope



The 5Ds intervention strategy toolkit



Indirectly
intervene



Someone



Take action
later



Now



Record
incident

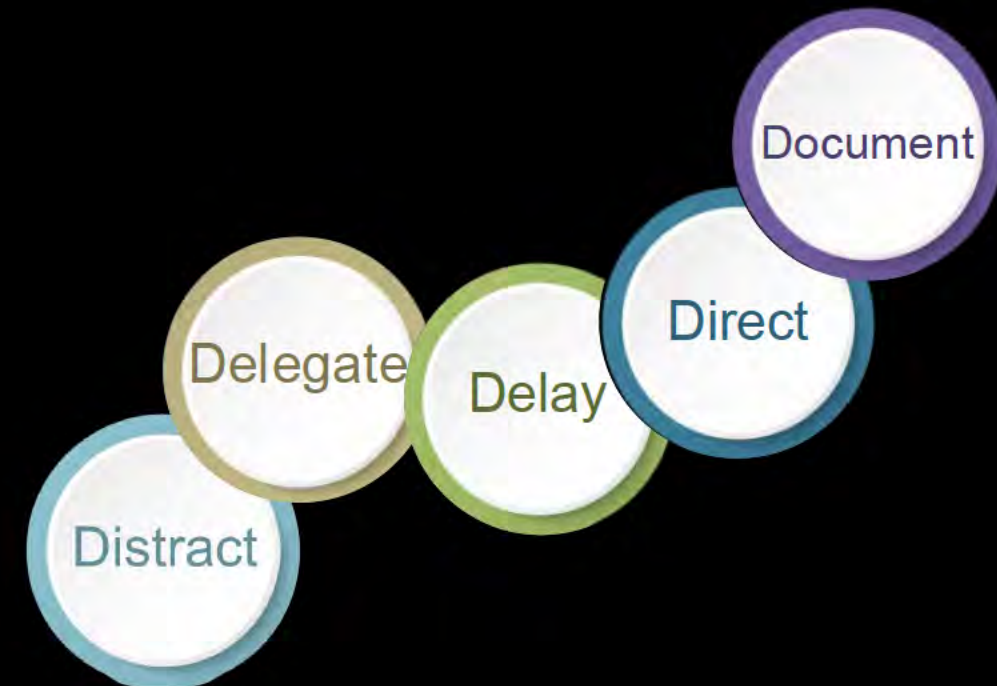


Inside the Fort Decisions That Test Us

- Scenarios are provided for group discussion and feedback using the 5Ds.

Remember!

- These scenarios are based on realistic tensions that test leadership, culture, and standards.
- There's no perfect answer, but there is a responsibility to act.





Scenario A: The Briefing and the Banter

It's a Saturday morning briefing at your station. The shift ahead is expected to be busy. Two newly recruited Special Constables are sat near the front, still finding their feet and clearly keen to impress.

The atmosphere is light but tired. As your colleague, Sergeant BLETCHWYN, recaps overnight incidents, they pause to describe an altercation involving a known Traveller site. With a grin and an exaggerated accent, they say: *"Ah to be sure, another one of them pikey scum kicking off again. Absolute waste of police time."*

There is a ripple of awkward laughter. One of the Specials, who has a soft Irish accent, visibly shifts in their seat and looks away. A few officers glance at each other but no one responds. Sergeant BLETCHWYN continues through the agenda unfazed.

After the briefing, in the corridor, you overhear someone chuckling, *"Classic BLETCHWYN. Says what we're all thinking."* Another replies, *"About time someone said it out loud."*



Scenario A: Part 2

Later that evening, a meme is posted in your team's unofficial WhatsApp group. It features the mugshot of a female suspect from a domestic violence arrest the day before, one led by Constable RASKWITH, who is deeply committed to safeguarding.

The meme reads: *"Another one of our community's finest. Should've locked her up and thrown away the key."* Several officers respond with laughing emojis. One adds: *"Bet her kids are little fkn angels too 😂"*

You notice RASKWITH has seen the messages but hasn't replied. The next day, they request a quiet word and say: *"I want to transfer. I've had enough. First that comment in briefing, now this. It just keeps happening. No one says anything. I can't be the only one who sees how toxic it's become."*

They reference the briefing moment directly and say the WhatsApp post is just more of the same - a culture where it's apparently okay to laugh at victims, marginalised communities, or colleagues who care.



Scenario B: Power and Words

You are on a joint licensing operation in town with another team. The Inspector leading the joint tasking, Inspector VENDRICK, is brisk and confident, with a reputation for being hard to challenge.

During an informal debrief outside a takeaway, the Inspector asks a young constable on your team, Constable BRAYLOCK, for a summary of a recent encounter. BRAYLOCK hesitates, stumbles over a call sign, and fumbles the order of events.

Without hesitation, Inspector VENDRICK snaps: *"If you can't even handle basic comms, maybe you're not cut out for this job."* The group falls silent. BRAYLOCK flushes with embarrassment and looks at the ground. A few colleagues glance around uncomfortably.

The Inspector moves on. BRAYLOCK is usually confident and competent, one the newer officers tend to look up to. But later that day, you overhear him mutter under his breath: *"Ranks and pips, eh? Some people forget what it's like on the ground the second they get them. Honestly, I'm not sure I want to stick around if this is what we're dealing with."*



Scenario B: Part 2

Two days later, you conduct a routine visit during a low-level stop in a crowded shopping area. One of your more experienced officers, Constable MERRAN, is handling the interaction. As you approach, you hear them say: *"If you people showed a bit of respect, we wouldn't have to keep coming back here."*

The young man being spoken to recoils slightly. A small crowd begins to form. One person is recording. The energy shifts. You intervene and de-escalate.

Later that evening, the video is posted online with the caption: *"Same old Wiltshire Police. Still treating us like scum."* The post begins gaining traction in local community groups.

MERRAN comes to see you, clearly shaken. "I lost it. It's been building. I shouldn't have said it, but after what happened the other day... feels like no one has our backs. If even the higher-ups like VENDRICK are calling people out like that in public, what does it matter what we say?"



Scenario C: Keeping it Quiet

Constable GRAVICK has been a solid and likeable member of your team for two years. Recently though, something has shifted. They've been quieter, more withdrawn, and their uniform looks less cared for. Reports have come in with minor but uncharacteristic errors.

During a debrief, you notice they're sat at the back, arms crossed, disengaged. Afterward, you casually check in. They smile faintly and say: *"Yeah, all good, Sarge. Just tired."*

Later that day, one of your more observant PCs discreetly mentions: *"You might want to keep an eye on GRAVICK. Just a feeling. Something's not right."*

You arrange a quiet conversation. GRAVICK eventually opens up: *"I'm struggling. Things are rough at home. I'm not sleeping. But please don't make a thing of it. I just need space, not a big fuss."*



Scenario C: Part 2

The next morning, a pool car is returned with damage - a smashed mirror and scrape along the side. There is no record of any incident.

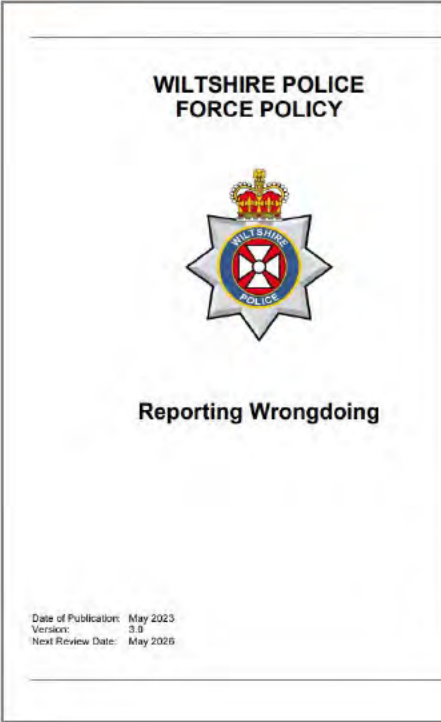
You begin asking around. The officers who used the car all deflect. CCTV shows little. Through persistent questions, a vague picture starts to emerge: GRAVICK was the last to use the vehicle.

When you confront them directly, GRAVICK denies it. Their tone is defensive: *"No idea what you're talking about. It was fine when I left it. Must've happened after."* But their body language is strained. You speak to other team members informally.

Everyone seems evasive. One officer shrugs and says: *"Don't drag us into it. It's been dealt with."*

You get the sense the whole team knows the truth and are protecting GRAVICK out of loyalty or fear of rocking the boat. The damage is minor, but the cover-up is not.

Support & Resources in Force



Shaping Team Culture

Carving a strong, positive culture that stands the test of time





National Trends of an Unhealthy Team Culture

Poor Understanding

Officers / Staff often do not recognise discrimination or harmful behaviour.

High Tolerance

Inappropriate behaviour is accepted or ignored as “just the culture”.

Vulnerability

Transfer and promotion systems do not consider intersectional vulnerability.

Fear of Reporting

Fear of ostracism, inaction or career impact suppresses formal reports.

Silent Bystanders

Colleagues seldom act; lack of confidence and fear of stepping forward contribute to silence.

Unsafe Cultures

Some teams have low psychological safety; creates fear, isolation, and silence instead of trust.

Vulnerability within a Team



'Traditional' vulnerability factors



Significant life changes



Lone working



Turnover



Lack of diversity



Dominant characters

Dominant Characters

Strong Characters

Collaborative

Reflective

Assertive

Engaging

Honest

Respectful

vs

Dominant Characters

Manipulative

Defensive

Aggressive

Controlling

Gaslights

Insubordinate



Where We Draw the Line

- As a supervisory team, discuss each of the behaviours listed. Consider what is **acceptable** within your teams, what is clearly **unacceptable**, and what might be viewed as a **grey area** depending on context or intent.
- Your aim is to surface assumptions, identify inconsistencies, and build a shared understanding of what you collectively stand for as leaders. This is not just about personal comfort levels, but about the example you set, the behaviours you tolerate, and how you influence the wider culture.
- Be honest, challenge each other, and explore the reasoning behind different views.
- At the end of the discussion, consider where greater clarity or consistency may be needed across the teams you supervise.

Behaviour Reflection

Referring to probationers as “kids”

Telling someone to “man up” under pressure

Making jokes about diversity and inclusion training

Referring to PCSOs as “not real police”

Giving someone a shoulder pat in reassurance

Making a comment about someone’s appearance in plain clothes

Sharing a meme in a team WhatsApp group

Referring to a staff member as “a good egg”

Questioning someone’s ability to lead after returning from sick leave

Laughing at bodycam footage of a suspect’s behaviour

Using the phrase “playing the race card”

Saying “that’s just how it is on response”

Using nicknames based on physical features
(e.g. *Shorty*, *Ginger*)

Telling a team member not to escalate something to PSD

Describing a colleague as “overly sensitive”

Referring to someone’s parenting responsibilities during shift planning

Assuming a male officer will handle a violent suspect

Labelling someone as a “diversity hire”

Sharing second-hand gossip about a colleague’s private life

Praising someone for “not making a fuss” when treated unfairly

Banter or Bullying



Joking around



Going too far



This feels wrong

Vindictive

Hurtful

Targets the same person **repeatedly**

Intended to belittle or embarrass

Offensive language

Intended to **exert power**

Targets something a person cannot change

Instant Messaging Risks

Professional
Formal

Professional
Social

Informal
Social

Intimate
Initiating

Intimate
Escalating

Predatory
Escalating

Predatory
Hostile



The Three Know's



- Engage honestly in 1-2-1s
- Be **inquisitive** about colleagues to get to know each other
- Engage in **honest conversations**
- Understand your role and **responsibility**
- Be clear on **expectations** and **personal boundaries**
- Model **behaviours**

Raising the Level

*Embedding Culture &
Inclusion in Practice*



Staff Pulse Survey 2025 Review

Leadership & communication

A need for greater visibility, openness, and consistency from leaders.

Wellbeing & workload

High levels of stress and poor work-life balance were key concerns.

Recognition & value

Staff want more genuine appreciation and recognition for their efforts.

Trust & culture

Some feel unable to speak up and questioned the organisation's culture



PULSE SURVEY KEY THEMES

Leadership & communication

A need for greater visibility, openness, and consistency from leaders.

Wellbeing & workload

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Trust & culture

Some feel unable to speak up and questioned the organisation's culture



BELONGING

Do team members feel accepted, respected, and safe to be themselves?



VOICE

Are different perspectives heard and valued in discussions and decisions?



ALIGNMENT

Are the team's actions and values consistently pulling in the same direction?



COURAGE

Does the team challenge bias, behaviour, and unfairness even when it is uncomfortable?



IMPACT

Do the team's actions lead to fair outcomes and strengthen public confidence?



Wiltshire Police

TEAM CULTURE & INCLUSION DIAGNOSTIC TOOL

1. Open the **Team Culture Diagnostic Tool** on your device (Excel file).
2. Work through the tool **individually** – reflect honestly on your current team.
3. You do **not** need to share your scores (unless to want to) – this is for your own reflection.
 - Once you've finished, pair up with someone nearby and discuss:

Which area stood out to you and why?

Where might your team have the most room to grow?

Group Discussions & Planning

Belonging

Belonging means feeling accepted, valued, and part of the team, without needing to fit a mould.

Voice

Voice is about feeling safe and encouraged to share ideas, challenge constructively, and speak up, knowing it will be heard.

Alignment

Alignment means working towards shared values and goals, with a clear sense of purpose and consistency between what we say and do.

Courage

Courage is the willingness to call things out, take responsibility, try new approaches, and support others to do the same, even when it's difficult.

Impact

Impact is about knowing your work matters, that it's seen, valued, and contributes to something meaningful.

In your pairs / small groups:

- Discuss what it feels like when these are **absent** in a team?
- Discuss what it looks/feels like when they are **strong**?

On the flip chart:

1. List what small things could **the force** do to strengthen these?
2. List what **I/we could do differently** from today to strengthen these for our team?

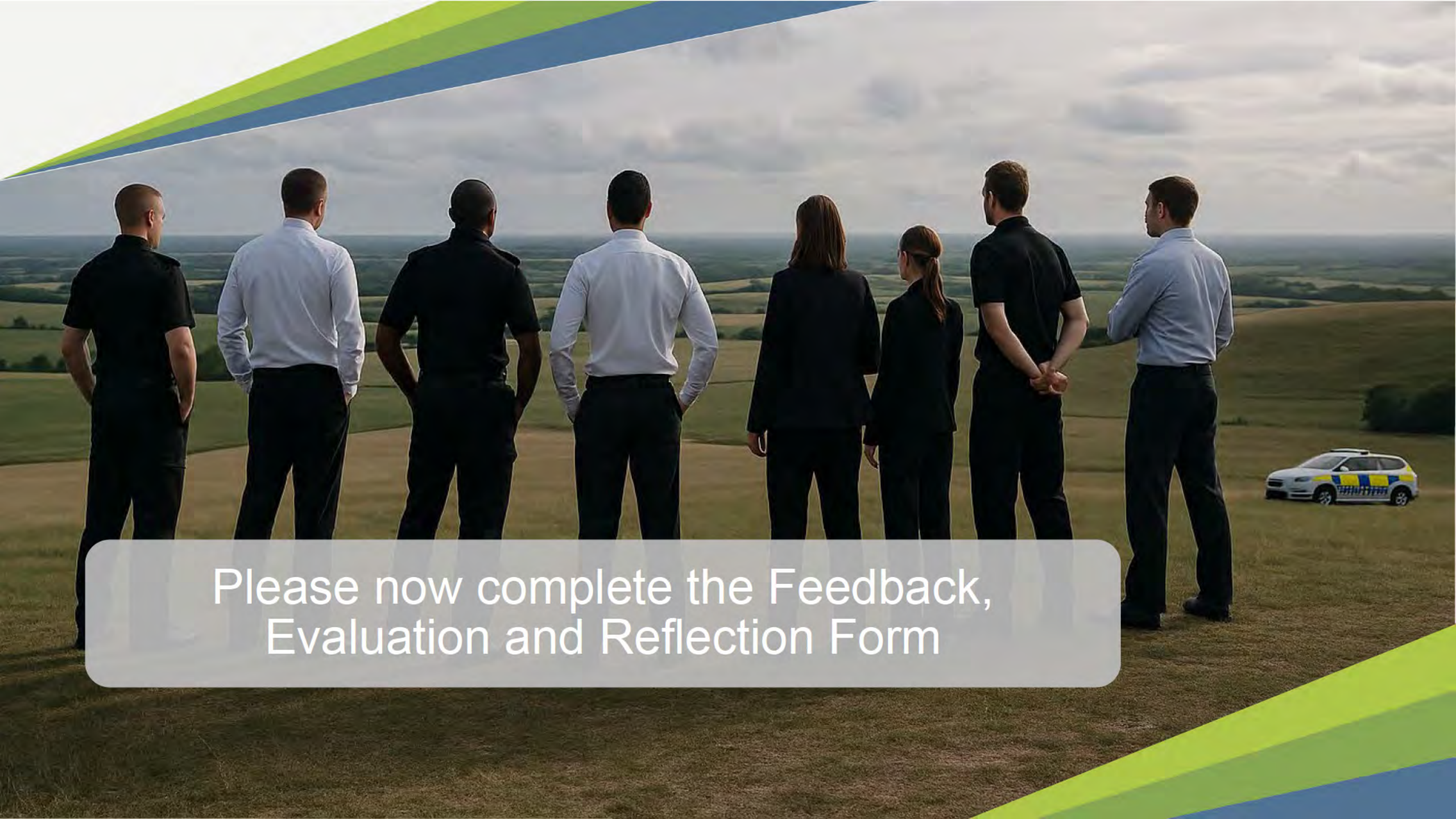


Gallery Walk

1. Take three sticky dots.
2. Walk around and explore what other groups created.
3. Use your dots to mark the most useful or powerful actions.

An aerial photograph of a rural landscape at dusk or dawn. The foreground shows a patchwork of fields separated by hedges. In the distance, a town or village is visible with some lights. The sky is a mix of blue and orange hues. A diagonal graphic element, consisting of a green-to-blue gradient, runs from the top-left corner towards the bottom-right corner, framing the central text.

From Today to Tomorrow



Please now complete the Feedback,
Evaluation and Reflection Form