

# **POLICE NOW:** *The Case for Change*

# 2014

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*Police Now's mission is to transform communities, reduce crime and increase the public's confidence in policing, by recruiting and developing outstanding and diverse individuals to be leaders in society and on the policing frontline.*

David Spencer  
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## Peel's Nine Principles

In 1829 Sir Robert Peel proposed the nine principles upon which policing should be built - they remain the bedrock of British policing.

1. The basic mission for which the police exist is to prevent crime and disorder.
2. The ability of the police to perform their duties is dependent upon public approval of police actions.
3. Police must secure the willing co-operation of the public in voluntary observance of the law to be able to secure and maintain the respect of the public.
4. The degree of co-operation of the public that can be secured diminishes proportionately to the necessity of the use of physical force.
5. Police seek and preserve public favour not by catering to public opinion but by constantly demonstrating absolute impartial service to the law.
6. Police use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice and warning is found to be insufficient.
7. Police, at all times, should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interests of community welfare and existence.
8. Police should always direct their action strictly towards their functions and never appear to usurp the powers of the judiciary.
9. The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with it.

## Foreword

We believe that Britain's most challenged and disadvantaged communities need the very best police officers. The impact a well-trained, well-supported, enthusiastic and bright cohort of individuals can make is immense, transforming both communities and policing.

The transformation of communities can have an intergenerational impact – serving as a platform for future generations to have better lifetime outcomes. Great police officers can contribute to changing lives. There should be no compromise or delay in boosting the numbers of exceptional individuals entering policing.

The challenges in policing are not new, but they are complex. This web of challenges prevents the police service from serving the public as effectively as it could. Police Now aims to contribute to solving some of those challenges. We should not, however, forget the thousands of men and women already serving the public as police officers – they are dedicated men and women doing truly extraordinary things on the policing frontline every single day. The lessons from Police Now will support other police officers to deliver a better service to the public.

The design of Police Now represents innovation in the recruitment and development of police officers. A highly attractive career proposition for potential applicants has been created and we are in the process of redesigning police training to deliver what will be seen as the gold standard. We also propose that following the initial incubation, Police Now should become an independent social enterprise that can continue to innovate, attract private sector support, and develop professional leadership for the future.

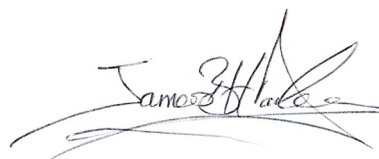
We have been bold in our design with the intention of recruiting and preparing the very best for one of Britain's toughest jobs. Through our approach, we hope to create catalytic change in policing and our communities.



**David Spencer**  
Co-founder



**Tor Garnett**  
Commissioner's 100



**James Darley**  
Advisory Board Chair

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## Chapter 1

### Police Now – A Vision for Social Change

Police Now has the potential to transform communities and to transform policing. By bringing outstanding graduates into policing and working in the heart of a community Police Now will pursue a highly ambitious vision for social change, which incorporates, but extends beyond, the basic mission of the police to prevent crime and disorder.

Police Now takes the model applied by Teach First to the issue of educational disadvantage, and by Frontline to the challenges facing children in care, and focuses it on the entrenched link between crime and deprivation. As such, there are valuable lessons to be learnt from the experiences of Teach First, with its 12 years of experience, and Frontline, whose first cohort begins in September 2014.

Teach First and Frontline attract exceptional graduates into the teaching and social work professions. Police Now will add policing to the rostrum of choices presented to graduates seeking both high levels of personal challenge and immediate social impact. However, whilst each centres on a traditional public sector profession, the ultimate purpose of these charities is not only to recruit good teachers and social workers. Nor is their purpose – in a straightforward way – simply to improve the quality of work in those professions, although that will be an important side effect.

The extra dimension that makes Teach First about more than teaching, and Frontline about more than social work, is each charity's vision for rapid, far-reaching social change. Both initiatives exist to address entrenched inequalities and, fundamentally, to change the lives of those growing up in the most disadvantaged communities. Each charity has a clear understanding of the problem it exists to address and a belief that the leadership of the country's highest performing graduates can catalyse the required change. Teach First and Frontline focus, first and foremost, on a clearly articulated societal injustice, rather than on deficiencies or technical challenges within their respective sectors. They then attract the brightest, most well-rounded graduates to commit to addressing that injustice, at ground level initially, and then through a range of avenues longer term.

Three principles unite Teach First and Frontline:

1. Clarity on the social inequality that they're addressing;
2. A compelling vision for enduring social change; and
3. A belief that leadership and innovation will be the key drivers of change.

They operate on the principle that, by stating a bold ambition for society and focusing on their beneficiaries, other important sector-specific outcomes will be met en route. In this way they distinguish themselves from the basic remit of their respective sectors: they exist to address inequality by developing leaders, not simply to produce better teachers and social workers. Both charities understand that the best graduates in the country, who haven't traditionally entered teaching or social work in large numbers, will be attracted to an urgent social mission and to high levels of challenge and responsibility.

These three principles will also be prerequisites for the success and impact of Police Now. They are also the reason that Police Now needs, in due course, to be an independent social enterprise: Police Now has a compelling social vision, which extends beyond improving policing to catalysing powerful societal change.

## 1. Clarity on the Problem: Crime, Policing and Deprivation – A Picture of Social Inequality

The link between crime, deprivation, quality of life, and life chances is widely acknowledged and well documented. Police Now exists to break that link. The fact that you live in a poor area shouldn't increase the likelihood of you fearing, being a victim of, or getting involved in, crime. Unfortunately, all of these hold true. Fear of crime lowers the quality of life in a community, and involvement in, or exposure to, crime when young increases the likelihood of criminal behaviour in later life.

**Crime in the Poorest Areas** - The poorest neighbourhoods are more likely to have high rates of crime<sup>1</sup> and the quality of life of local residents is more likely to be negatively affected by fear of crime<sup>2</sup>. The most deprived locations experience 'twice the rate of property crime and four times the rate of personal crime, compared to those areas in the next worst decile for crime'<sup>3</sup>. These situations are often complex and entrenched, with the causes and consequences of crime in the poorest areas knitted together. This can lead to 'concentration effects', where different social problems amplify and reinforce each other. Factors such as drug misuse, domestic violence, teenage pregnancy, children being taken into care, and school failure are related to, and compound, existing challenges. And as criminal behaviours and networks become more tightly woven into the life of an area, not only does it become harder for local communities to respond and to protect themselves, but levels of disorder and localised victimisation rise<sup>4</sup>.

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<sup>1</sup> *A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families' Lives*, Department for Work and Pensions, 2011

<sup>2</sup> *Policing and Deprivation: A Review of the Evidence*, JE Stockdale, CME Whitehead and R Rennie, London School of Economics, 2002

<sup>3</sup> *Ibid.*

<sup>4</sup> *Breaking the Cycle: Effective Punishment, Rehabilitation and Sentencing of Offenders*, Ministry of Justice, 2010

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**Breaking an Intergenerational Cycle** - Deprivation, crime, and their correlates, interact in a complex web and limit the opportunities and quality of life of those living in the poorest communities. These issues are intergenerational<sup>5</sup>, and intervening to break the cycle is notoriously challenging. The outlook and actions of the young people growing up in an area affect, and are affected by, patterns of crime and deprivation. We know that ‘a high proportion of the most prolific adult offenders commit their first crimes at a very early age’ and that the more common youth crime becomes, the more likely it is that other young people in the area will follow their peers into a criminal way of life<sup>6</sup>. Young people’s involvement in crime and anti-social behaviour, or their exposure to the criminality of others, are significant factors in both their own future prospects and the future safety and stability of their local area. These factors are so predictive of future problems, that ‘preventing crime by young people is one of the most cost effective ways to provide long term benefit for communities’<sup>7</sup>.

The Prince’s Trust estimates that the ‘cost of youth crime for Great Britain was in excess of £1.2 billion in 2009’ and expressed serious doubts about the effectiveness of approaches at the time given that ‘the rate of re-offending after prison for children and young people is extremely high – about 75 per cent re-offend within two years’<sup>8</sup>. By working with communities to create conditions where the young people growing up in them can thrive, without encountering, or engaging in, criminal behaviour, Police Now participants will seek to break this intergenerational cycle of crime and deprivation as well as providing high quality day-to-day policing.

## 2. A Vision of Enduring Social Change

Police Now is working towards a day when there is no link between crime, deprivation and people’s life chances. The proximity of the police to entrenched social issues means that they are well placed to address them at the root, as well as responding to their consequences. The best policing can change a place, laying the foundations for flourishing neighbourhoods, as well as addressing each area’s immediate concerns.

Police Now sees itself as a force for social change as well as a lever for changing policing. Its overarching aim is to break the intergenerational cycle of crime in the poorest areas by creating safe, confident communities in which people can thrive. However, the relationship between the police and the public in the most deprived, high-crime areas can be challenging, and residents

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<sup>5</sup> *A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families’ Lives*, Department for Work and Pensions, 2011

<sup>6</sup> Ibid.

<sup>7</sup> *A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families’ Lives*, Department for Work and Pensions, 2011

<sup>8</sup> *The Cost of Exclusion: Counting the Cost of Youth Disadvantage in the UK*, The Prince’s Trust, 2010

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of such areas tend to express the most negative views about the police<sup>9</sup>. With an exclusive focus on placing its participants into those communities, Police Now will express a clear commitment to building trust and creating sustainable change in those areas. Recruits will approach communities with a long term, preventative perspective, as well as reducing and responding to crime.

### 3. Police Now - A Mission Focused on Leadership and Innovation

**Police Now's Mission:** *To transform the most challenged communities by making them safer, reducing crime and increasing confidence in the police by recruiting and developing outstanding individuals to be leaders in their communities and on the policing frontline.*

The aim of Police Now is to catalyse enduring change in communities, and ultimately to break the link between crime and deprivation. But how can the police intervene to address entrenched, intergenerational social issues, particularly when those issues generate substantial quantities of work day-to-day?

Neighbourhood policing – acting responsively and thinking preventatively – is at the heart of the Police Now model. Police Now participants will be placed as Dedicated Ward Police Officers (DWOs) in the most challenged communities for two years, seeking to demonstrate not only a significant reduction in crime and increased trust in the police, but also evidence that residents are on track to experience broader opportunities and a higher quality of life in the future. Working within a clearly defined neighbourhood as Dedicated Ward Police Officers, participants will gain a deep knowledge of their area and select interventions that will make a tangible impact on that community.

Police Now recruits will:

- Work to reduce crime and increase public confidence in the police within their local community;
- Build up trust and strong relationships between the police and public through sustained work with their community;
- Respond to community members concerns and focus on the challenges they face;
- Produce and deliver innovative solutions;
- Work with the community to bring about longer-term changes that broaden the life chances and increase the quality of life for all.

As leaders within their local community, participants will have a clear vision for change – co-created with the community – and take a highly collaborative and strategic approach to

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<sup>9</sup> *Policing and Deprivation: A Review of the Evidence*, JE Stockdale, CME Whitehead and R Rennie, London School of Economics, 2002



pursuing that vision, looking beyond the parameters of their role. Police Now is a leadership development programme, harnessing the passion and talents of its participants to address challenges in the highest crime, most deprived areas.

Their two years as Dedicated Ward Police Officers will give recruits a powerful shared experience of impact on the ground, and then a lifelong commitment to addressing this issue, whether from within or beyond policing.

**Responsive Policing: Reducing Crime, Building Relationships, Increasing Confidence** - Central to the success of the model is offering recruits a daunting level of challenge, which galvanises their belief in the need for urgent action, unleashes their abilities, and develops them as highly effective leaders. DWOs have an immediate role in reducing crime and anti-social behaviour, and building confidence in their community. This will be their focus day-to-day, and Police Now recruits will build an evidence base for approaches that make a demonstrable difference.

**Preventative Policing: Breaking the Intergenerational Cycle of Deprivation and Criminality** - However, Police Now recruits will also act as leaders in their local area, working with other statutory and civil society organisations, with a focus on innovative approaches to breaking the cycle of crime and deprivation. In the face of particularly challenging and deeply entrenched issues, Police Now recruits will trial and evaluate innovative solutions. They will record and share the knowledge that they develop so that successful innovations can be replicated by other police officers and police forces across the country. This will involve working alongside numerous other agencies too, including teaching and social work; indeed, experience suggests that partnership working is central to any effort to intervene successfully in entrenched local problems<sup>10</sup>. Participants will aim to police *with* the community, not simply to take an enforcement role. To support this, the Police Now model will involve key individuals and institutions in each community from the initial training onwards.

**Accountable Policing:** Following completion of the two year programme, Police Now Ambassadors will go on to improve the accountability of policing whether they continue their careers within or beyond policing. Within policing, whether as senior leaders, specialist detectives or experienced uniformed officers, they will have a grounding in accountable, public facing community policing. Those who work outside of policing (perhaps as MPs, journalists or leaders in the corporate, public or voluntary sector) will be able to effectively hold the police service to account and to support policing to continuously improve its service to the public.

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<sup>10</sup> *Policing and Deprivation: A Review of the Evidence*, JE Stockdale, CME Whitehead and R Rennie, London School of Economics, 2002; Karn, J. (2013) *The Police and Crime Reduction: The evidence and its implications for practice*, London: Police Foundation

## Chapter 2

### Policing as a Career – Graduates’ Perceptions

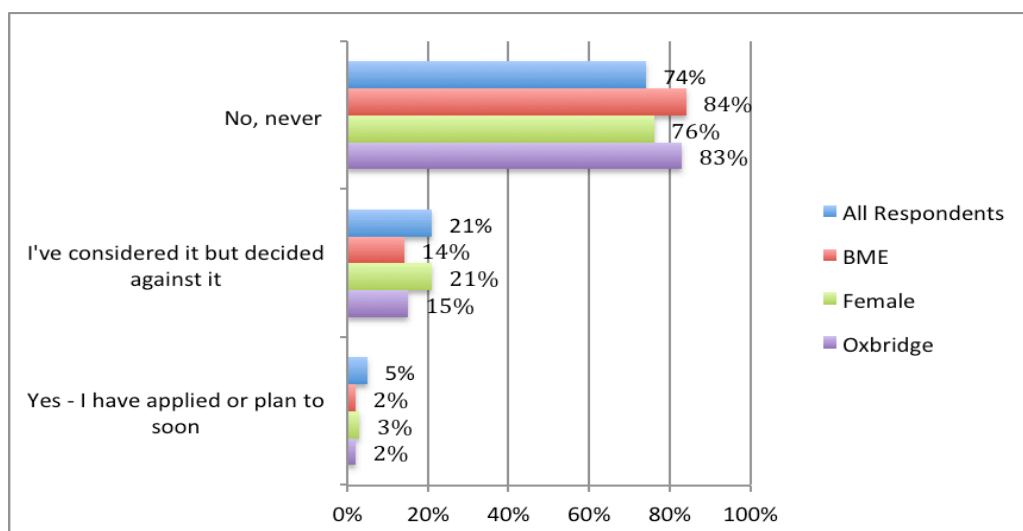
Policing has not traditionally been recognised as a graduate career, and for this there are a number of contributing factors. There is a lack of understanding about career prospects and the opportunities for intellectual challenge and personal development, which feeds into the comparatively low level of prestige associated with policing within graduate circles. Integral to this is the input of influential adults: teachers, careers advisors and parents, which all contribute to the misinformed but deeply ingrained conviction that policing is a blue-collar job, rather than a profession. One of the key benefits of Police Now will be to prompt a shift in graduate perceptions of policing.

#### 1. Policing – the Graduate Perception Problem

Each year, High Fliers Ltd publish *The Times Top 100 Graduate Employers* the results of their survey of final-year students across the UK. In 2014 18,336 students were asked ‘Which employer do you think offers the best opportunities for graduates?’

- PwC ranked number 1
- Teach First ranked number 2
- Policing ranked number 72.

In April 2014 the Metropolitan Police Service commissioned the market leader in graduate careers research and the publisher of the annual *The Times Top 100 Graduate Employers* survey, High Fliers Ltd, to conduct a research study into final-year student perceptions of policing and Police Now. Students were asked whether they had ever considered a career in the police:



As observed above, these results reflect the way graduates perceive policing as a career – not necessarily negatively, but largely irrelevant to their own trajectories. Policing must present itself as a direct competitor to other graduate programmes in order to become the sort of profession that is regarded just as highly as law or medicine, and for that it has to make clear that the qualities of leadership and communication often associated only with higher ranks are required of every officer. Police Now has the potential to communicate this effectively.

As part of the High Fliers research final-year students were respondents were asked what it was about a policing career that would prevent them from applying.

All Respondents	BME Respondents	Female Respondents	Oxbridge Respondents
Did not go to university to join the police <b>(38%)</b>	Did not go to university to join the police <b>(37%)</b>	Too dangerous <b>(38%)</b>	Did not go to university to join the police <b>(47%)</b>
Too dangerous <b>(34%)</b>	Too dangerous <b>(34%)</b>	Did not go to university to join the police <b>(35%)</b>	Poor remuneration <b>(40%)</b>
Poor remuneration <b>(34%)</b>			Not interesting work <b>(36%)</b>

Examples of some of the comments made by students in response to this question included:

- “It would be boring work”*
- “I don’t think it would be intellectually challenging enough”*
- “Low pay, low prestige”*
- “Not a prestigious field”*

However, these comments were balanced by responses to other elements of the survey:

- 72% of respondents believe that a career in the police is a rewarding role
- 74% of respondents believe that a career in the police involves demanding work that has real status and kudos

In the survey the students were asked to rank 14 different careers in terms of prestige – whether they considered the career to be high status. They ranked them as follows – with policing second to last only to social work:

1. Doctor
2. Lawyer
3. Engineer
4. Investment banker
5. Research scientist
6. Management consultant
7. Accountant

8. Journalist
9. Civil Servant
10. Teacher
11. Nurse
12. Software programmer
13. Police Officer
14. Social worker

Although policing is not seen as highly prestigious among graduates, it is worth noting that in recent research by Ipsos MORI into the levels of public trust associated with various professions, 18% of Britons trust politicians to tell the truth, 21% trust journalists and bankers, 24% trust estate agents – compared with 65% who trust the police (more than three times the level of trust afforded politicians). One of Police Now’s objectives will be to communicate that public trust should be a key contributor to prestige in graduate perceptions.

## 2. The Lessons from Previous Police Graduate Programmes

In 2013 the Metropolitan Police Service introduced a Graduate Development Programme appointing 110 graduates as police officers. Since starting with the programme the Mayor’s Office for Policing and Crime - Evidence and Insight Team have conducted a longitudinal research survey with the participants. The cohort’s motivations for joining the police suggested both altruistic (such as helping people and making a difference) and self-interested (such as a desire for job security and a job with variety) reasoning drove applications to the programme.

While the introduction of a graduate entry programme was innovative for policing, there were elements that are worth noting in the development of further programmes. Key amongst these was that the training was regarded as less than satisfactory by a significant proportion of participants – the primary drivers for dissatisfaction were that the quality of the training was inconsistent, that there was insufficient focus on operational policing, and that the training was insufficiently intensive.

In developing Police Now the programme has and will continue to learn the lessons from those who have gone before.

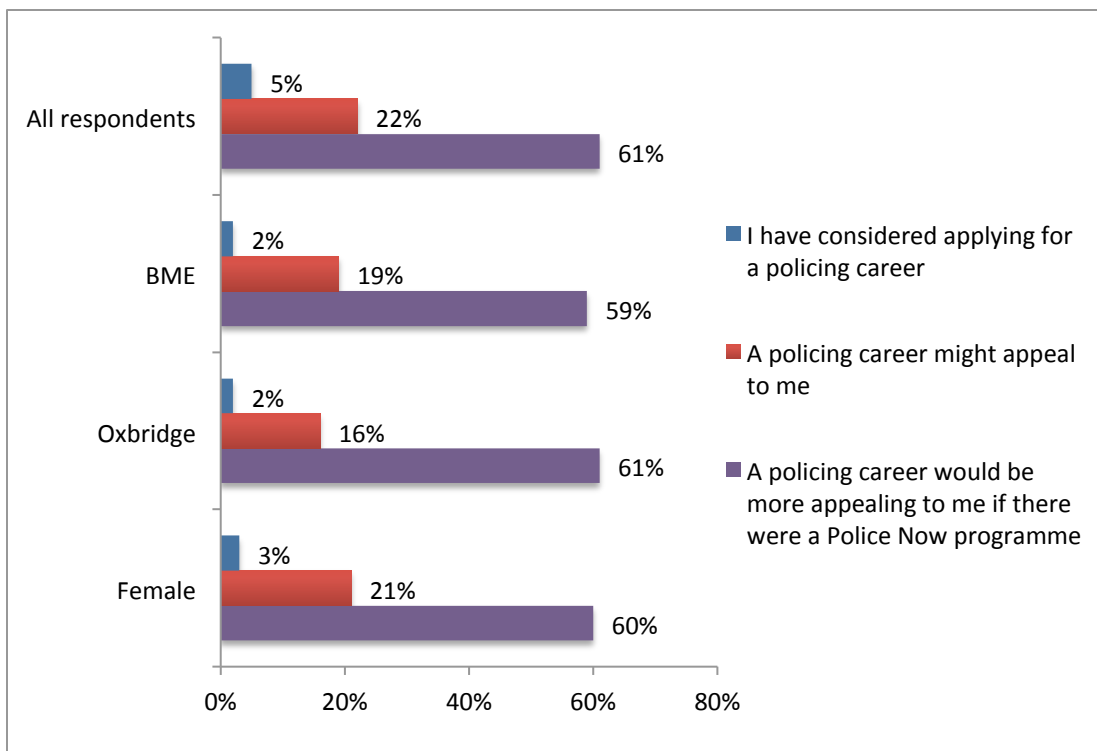
### 3. The Appeal of Police Now to Graduates

A career in policing has the potential to fit well into graduate expectations and meet the highest standards. The most important motivations of leadership opportunity and development, responsibility, challenge, excitement, variation, and altruism are all integral to a policing career. Police Now has the potential to build on the inherent appeal of policing to attract a cohort of elite, diverse graduates and so prompt a significant shift in graduate perceptions of policing, as well as those of influential adults, employers, and society more widely.

The research conducted with High Fliers demonstrates that the elements of Police Now that are most appealing to respondents are consistent across all demographic groups. They are:

- Leadership skills gained from the programme (53%)
- Employability after two years on the programme (50%)
- Desire to be challenged (42%)
- Desire to do intensive training (39%)

Futhermore, an overwhelming majority of respondents across each demographic group stated that Police Now would make a policing career more appealing, with the greatest increase being observed with Oxbridge respondents, but consistently high all-round:



Police Now is being marketed and designed as a career option available only to the very best graduates seeking a highly competitive and challenging start to their career. Police Now will be pitched in competition, not with other routes into policing, but as a two-year alternative to other high profile, highly competitive graduate recruitment programmes. By setting the standards incredibly high we will overcome the historical negative perceptions of the service as not being an appropriate career for high achievers.

**Making a measurable difference** - Participants will work for 2 years as the dedicated police officer in a specific ward, responsible for delivering a measurable reduction in crime and an increase in public confidence within that community through their leadership, innovation, local partnerships and outstanding policing skills. As a fully warranted police officer participants will have all the responsibilities inherent in the role of Police Constable in addition to the challenge of making a transformational difference to the lives of those living in their community.

**Slick, focussed attraction, selection and training** - The attraction campaign will focus on the challenge and critical contribution to be made through policing the most deprived communities. Recruitment processes will go from application to conditional offer (excluding vetting) within 6 weeks on a rolling system, providing graduates with the job security they value early in their final year. A training academy delivered after the end of the academic year will deliver intense, professional police training from the best of the best of the current generation of police officers and external trainers.

**A programme of support and development to achieve** - Participants will receive comprehensive support and leadership development throughout the 2 years of the programme to ensure they fulfil their potential and build universally attractive professional skills. Participants will be placed in the toughest communities in groups of at least six to ensure peer support and learning. They will work under leadership teams who recognise the possibilities that Police Now participants bring and are committed to realising them. By working closely with the established policing profession and learning the lessons from similar programmes, Police Now will work to ensure that participants are not overcome by what can sometimes be a highly challenging culture for those entering policing.

**Just 2 years** - Rather than signing up for a traditional 35-yr policing career, we will ask participants to give their initial commitment for 2 intense years. Following 2 years on the programme, whether participants choose to continue working within policing, or pursue careers with one of Police Now's 'Platinum Partner' organisations (to include such corporations as PwC, PA Consulting, Deloitte, WS Atkins, the Civil Service Fast Stream and the College of Policing Fast Track), they will remain Police Now Ambassadors, charged with championing our mission in their chosen profession.

## Chapter 3

### Lessons from Similar Programmes

While the initial market research into Police Now is positive, the long-term appeal will be contingent on a number of factors, and there is a lot to learn from the experience of other organisations using similar recruitment models. Police Now takes inspiration from such schemes that are transforming graduate recruitment in other parts of the public sector. This is particularly true of the Teach First programme, which was founded in 2002 in response to the low status of teaching as a profession and well-documented recruitment difficulties attracting high-quality applicants for teacher training places.

It is testament to the success of the Teach First model that other schemes have followed. In 2013, the Department for Education announced funding support for Frontline, a similar programme dedicated to improving the child protection social work profession. Similarly, in May 2014, the Institute for Public Policy Research, which had previously championed Frontline, published a scoping study commissioned by the Department for Health proposing the creation of a fast track graduate scheme for mental health social workers.

#### **1. Teach First**

Teach First was established in 2002 as an independent social enterprise, with the vision that “no child’s educational success is limited by their socio-economic background”. Based on the well-documented impact of high-quality of teaching on educational attainment, Teach First proposed a new strategy for teacher recruitment that prioritised attracting the country’s brightest graduates (who in most cases would not have considered teaching as a career choice) and placing them into schools within the most challenging environments.

#### **Keys to Success**

Teach First is highly selective, choosing graduates on the basis of their potential to lead and inspire as well as meeting certain academic criteria. Successful participants attend a ‘short, sharp and tough’ residential training programme of six weeks after graduating, before the school year begins in the autumn. From this point on, participants learn on the job, undertaking a two-year Leadership Development Programme, which includes qualification of the PGCE (after the first year) and wider leadership skills training, while teaching in the same school for two years.

Participants are not committed to remain in teaching beyond the initial two-year period and become Teach First ambassadors on graduation from the programme. This has been deemed as

crucial for the scheme's success, given the stated intention to attract graduates who may not otherwise have contemplated teaching, enabling them to go onto other professions after completing the initial two years. Teach First has developed partnerships with a range of leading employers, including Accenture, PwC, Goldman Sachs, and the Civil Service Fast Stream, who often employ Teach First ambassadors following their placements.

## Impact

**Cohort composition, background and motivations** - The size of the Teach First cohort has grown substantially since its establishment in 2002/03. The first cohort of Teach First participants, starting in schools in 2003/04, was made up of 186 participants and was distributed amongst 43 schools in London. By 2013/14, over 1200 graduates were recruited and 431 schools had signed up to the programme from regions all over England.<sup>11</sup>

In 2002/03, a third of Teach First's intake was from Oxford and Cambridge, with Russell Group graduates accounting for a majority of the remainder. The growth in overall numbers has not resulted in a dilution of the most sought after graduates: around 75% of Teach First graduates are from Russell Group universities and around 150 Oxbridge graduates participate each year. In 2012, over 10% of Oxbridge graduates and 6% of Russell Group finalists applied for the programme.<sup>12</sup>

Teach First has a track record of attracting applicants from a wide range of backgrounds. On average, 16% of participants are from a BME background, compared to 11% of classroom teachers.<sup>13</sup> In addition, Teach First figures suggest that 32% of Teach First participants are the first in their family to go to university.<sup>14</sup> The broader diversity reflected in Teach First cohorts is something that Police Now, by following similar principles, will be able to replicate by attracting a different type of recruit into policing.

Teach First has succeeded in making teaching a desirable career option for high-achieving graduates. Teach First data suggests that a high proportion (90%) of Teach First participants would not otherwise have chosen teaching as a career, and in 2014 Teach First was named 2<sup>nd</sup> on *The Times Top 100 Graduate Employers list*, having risen consistently from 41<sup>st</sup> in 2004. Teach First is now the largest graduate employer in the country. Research suggests that the short two-year commitment and leadership and development aspects of the Teach First

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<sup>1</sup> Allen, R., and Allnut, J. (2013), *Matched panel data estimates of the impact of Teach First on school and departmental performance*, DoQSS Working Paper No. 13-11, Institute of Education.

<sup>12</sup> Hill, R. (2013), *Teach First: Ten Years of Impact*.

<sup>13</sup> Department for Education (2011), *A profile of teachers in England from the 2010 school workforce census*, *Research Report DFE-RR151*, cited in Hill, R. (2012), *Teach First: Ten Years of Impact*.

<sup>4</sup> Freedman, S. (2014), <https://twitter.com/Samfr/status/438435795050196992>. Retrieved May 2014.



programme have been crucial in this trend: in one interview, a participant suggested that Teach First “opened your options rather than closing them down”.<sup>15</sup>

**Development, retention and destination** - A key objection to Teach First was a perceived suggestion that participants would use the programme as a stepping-stone before going on to more illustrious careers – a view likely to be reflected in the policing debate around Police Now<sup>16</sup>. However, empirical figures regarding the retention and destination of participants from Teach First suggest this is not the case.

In 2011, 93% of Teach First participants who started teaching in schools gained Qualified Teacher Status, and the overwhelming majority completed the second induction year. Of all Teach First ambassadors (i.e. those that had completed the two-year training programme), 54% remained in teaching in the UK in 2011, while a further 3% were teaching abroad. In total around 70% of Teach First ambassadors remain in education – including through charities, government and the private sector.<sup>17</sup> The proportion staying in teaching is also rising, rather than falling, and compares well with other routes into teaching.<sup>18</sup>

A key factor in Teach First’s high rates of retention is the quality of initial training and ongoing leadership development support. In 2011, Ofsted rated Teach First’s initial teacher training provision ‘Outstanding’ in all 44 evaluation areas. In particular, inspectors praised the calibre of participants: “the quality of the participants is exceptional, particularly their personal characteristics” and the scheme’s encouragement of “... the participant’s relentless focus on the learning and progress of their students”.<sup>19</sup>

**Overall impact on school and departmental performance** - There have been a number of qualitative and quantitative studies conducted into the impact of Teach First on school attainment and performance. Although it is problematic to disaggregate the impact of one or two teachers within a large secondary school (traditionally where Teach First participants are deployed) a number of positive results have been observed.

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<sup>15</sup> For further information, see: Hutchings, M. et al (2006), *An evaluation of innovative approaches to teacher training on the Teach First programme: Final report to the Training and Development Agency for Schools*.

<sup>16</sup> For example, *The Guardian* (2014), ‘Teach First: Why does it divide opinion?’, <http://www.theguardian.com/education/2014/jan/14/why-is-teach-first-scheme-so-controversial>. Retrieved May 2014.

<sup>17</sup> Freedman, S. (2014), *Ibid*.

<sup>18</sup> Hill, R. (2013), *Teach First: Ten Years of Impact*.

<sup>19</sup> Ofsted (2011), *Teach First: Initial Teacher Education Inspection Report*.

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In 2010, a Maximum Impact Evaluation into “The impact of Teach First teachers in schools” found that quantitative analysis noted positive pupil outcomes in Teach First schools compared to comparator schools; and that having a larger number of Teach First teachers in the school is related to more positive outcomes.<sup>20</sup> This supports a wider evidence base of positive impact: in 2013, a propensity score matching analysis conducted by Dr Rebecca Allen at the Institute of Education concluded that the programme “most likely produced school-wide gains in GCSE results in the order of 5 per cent of a pupil standard deviation or around one grade in one of the pupil’s best eight subjects”.<sup>21</sup>

There is significant evidence that Teach First participants are well-thought of within their school environments and positively impact other members of staff. Ofsted, for example, have found that “schools reported that Teach First teachers had a positive impact, “on the professional development of other staff as well as on their students.”<sup>22</sup> Furthermore, all head teachers interviewed for a 2010 study indicated that they were generally pleased with the teaching skills of Teach First teachers.<sup>23</sup>

## 2. Frontline

In October 2012, the Institute of Public Policy Research (IPPR) published a report by Josh MacAlister, a former Teach First teacher, proposing the creation of a fast track graduate scheme for children’s social work.

### Keys to Success

The programme operates in a similar way to Teach First: a two-year training scheme for graduates - both those who have left university recently and those wanting to switch career later in life, preceded by recruitment against high academic and competency standards and a Summer Institute. Given the different demands of social work recruitment, however, participants complete one year of work-based training delivered in partnership with a university and the employer, and a second year of learning to achieve a Masters in Leadership in Social Work.

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<sup>20</sup> Mujs, D. et al (2010), *Maximum Impact Evaluation: The impact of Teach First teachers in schools*.

<sup>21</sup> Allen, R., and Allnut, J. (2013), *Matched panel data estimates of the impact of Teach First on school and departmental performance*, DoQSS Working Paper No. 13-11, Institute of Education.

<sup>22</sup> Ofsted (2011), *Teach First: Initial Teacher Education Inspection Report*.

<sup>23</sup> Mujs, D. et al (2010), *Maximum Impact Evaluation: The impact of Teach First teachers in schools*.

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### Impact

In 2013 the Department for Education announced funding for 100 graduate places a year, with applications accepted in September 2013/14 for the first cohort starting on 2014/15. Although the programme has only experienced one year of recruitment to date, the results are striking:

In its first year, Frontline received 2,684 applications for 100 places. This included 1,272 from Russell Group universities (47%), and 184 (7%) from Oxbridge graduates. This compares favourably with the fewer than 10% of Russell Group applicants for social work postgraduate study in 2011-12. Of those that were successful, 73% were from Russell Group universities and 20% were from Oxbridge. Interviews with successful applicants demonstrated the motivations of those applying. One applicant said: "The two things I want from a job are to know what I am doing is truly worthwhile and to take on varied, challenging work every day."

## **Chapter 4**

### **The Police Now Model**

Whilst there's much to learn from the example of Teach First and Frontline, policing provides its own unique set of challenges and opportunities. The following Police Now model has been designed both to anticipate potential risks and to maximise Police Now's impact.

The final design represents a series of significant innovations in the recruitment, development and deployment of police officers. By engaging participants in the mission of Police Now from the very outset of their involvement in the programme, we will create a movement of leaders within policing and society who are totally committed to transforming our most challenged communities.

#### **1. The Police Now Programme**

Throughout their two years on the programme, participants will work as Police Constables dedicated to reducing crime and increasing confidence in policing in an allocated ward. They will be led by specifically identified line management teams and will work in cells of at least six Police Now participants.

During their second year, participants will be given opportunities to take time out of their day-to-day work for three weeks to undertake an internship with one of Police Now's 'Platinum Partners'. Police Now will leverage its network of partner organisations to facilitate internships in a range of different professional settings, including the private sector, charities and public sector bodies.

At the conclusion of the two-year programme, there will be a wide range of options open to participants. A significant number, motivated by the Police Now mission and their own experience, will choose to remain in policing. By employing the range of skills they have developed over the course of the programme we would expect many to go on to become leaders of the police service. The very best, who have had a proven measurable impact over the two years, would be encouraged to apply for the College of Policing Fast Track Programme.

Some participants will want to move beyond policing after the completion of the programme. Prospective corporate and charity partners will look favourably on the problem-solving skills and proven track-record that participants will have gained.

Irrespective of participants' career decisions, we will seek their continuing engagement in Police Now's mission as ambassadors, whether through continuing to work as Police Officers as part of the Special Constabulary, joining Safer Neighbourhood Boards, establishing social enterprises of their own, forming a future talent pool for the Direct Entry Superintendent programme, or playing some other part in transforming challenged communities.

## 2. Why is Police Now right for the Dedicated Ward Officer role and why is the Dedicated Ward Officer role right for Police Now?

Within London's Metropolitan Police Service the Dedicated Ward Officer role is the focal point of local policing – introduced in 2013 as a result of the development of the Local Policing Model, the Met's vision of the role is for a single police officer to take responsibility for their geographical patch in each of London's 624 wards. As fully warranted Police Constables working closely with their local community, they are expected to use innovative techniques, established evidence of what works, and specialised knowledge of the area to deliver appropriately nuanced solutions. It is a model used throughout the UK to great effect, and an ideal role for Police Now participants.

**Best-placed to achieve Police Now's mission and vision for social change** - The opportunities the Dedicated Ward Officer role offers will be used to give graduates, the police and the public the greatest benefit, transforming each of them and meeting crucial social goals for individuals and communities. The position allows graduates to be progressive, providing them with the independence and autonomy to innovate for the advantage of their wards. They will have the chance to lead both within their immediate community and among their policing colleagues, arguing their case for resources and encouraging confident decision-making to realize their ideas. Police Now participants will directly focus on improving the quality of life of our most challenged areas.

**A 2-year guarantee** - The role of the Dedicated Ward Officer is absolutely essential to public opinion, and the cumulative responses of Police Now participants to anti-social behaviour and community friction have the potential to prompt a dramatic shift in public confidence. A community's perception of the police draws heavily on the officers they see regularly who deal with their day-to-day problems. The 2-year guarantee will provide communities with a high level of consistency (currently it has been observed that it is most likely for DWOs to hold their position for far less than 2 years). Police Now Dedicated Ward Officers will work towards attaining a level of trust between the police and the public. This will be a key potential contributor to community respect and cooperation, and subsequently to police efficiency. The focus on community leadership will realise the original vision that one officer, through their leadership, knowledge, innovation and partnerships can deliver significant and tangible results in terms of crime reduction and public confidence.

**Transforming this vital role** - This transformational potential will challenge the oft observed perception of the DWO role as being un-prestigious and sometimes sedentary, elevating opinion of the position (and of Neighbourhood Policing generally). Police Now will increase understanding of the potential the DWO role has to deliver transformative change within communities and communicate the possibilities for long-term problem-solving and community leadership that preventative policing offers.

**Producing well-rounded officers and future leaders** - The position of Dedicated Ward Officer has been identified as one of the most challenging and well-rounded roles available to MPS officers, with extensive opportunities to develop leadership and to effect significant change in the lives of community members. It allows participants to go beyond baseline policing, gaining familiarity with a wide variety of legislative and procedural processes (from warrants to courts) as well as with as broad a set of operational duties as possible. It will provide participants with the necessary foundation to build their career, either within or beyond policing, and become confident and efficient leaders in their chosen profession. Drive and intellectual rigour combined with the space to innovate translate into a graduate DWO whose contribution will be not a threat, but an enhancement to community policing and to other types of officer.

**Attracting the best and brightest graduates** - Police Now will meet the key graduate expectations of delivering leadership skills and presenting an exciting and ethically-motivating challenge. The accountability and responsibility that comes from having one's own assigned area to get to know and take ownership of will attract and develop the brightest graduates. The DWO role offers participants accessible success indicators: they will set the ward priorities and design the tactics to meet them, contributing to the drive towards evidence-based policing. The chance to locally lead and represent the Met, with creativity in a communications plan involving extensive partnership work, will be both highly enticing and highly rewarding, to participants and communities alike. It will be seen and function as a flagship opportunity to solve complex, multi-faceted problems on a daily basis that can have a tangible impact on people's lives and facilitate real social change.

**Making the Peelian Principle of 'the police are the public and the public are the police' a reality** – The leadership challenge inherent in the Dedicated Ward Officer role will attract a new audience of potential police officers that are different from those that that we have seen before. Not only will policing itself become more representative of the graduate community, by attracting people who would never previously have considered policing as a viable career option but through the Police Now ambassador programme, many more leaders of the future in business, third sector and government would have direct experience of frontline policing. They will champion the case for continuous improvement within policing and lead to a pipeline of talent that could return as direct entry superintendents. New exit routes as well as entry

routes to policing will reinforce the attractiveness of policing as a graduate career - an opportunity to serve society before pursuing other goals. By opening this options to graduates Police Now has the potential to attract a more diverse audience of high-calibre graduates who may not have previously considered policing as a career.

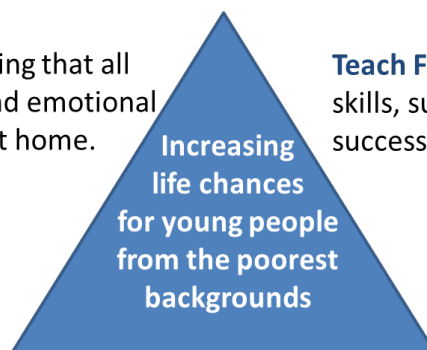
**Innovation in policing** - The independence of Police Now linked to having its participants on the frontline will allow the programme to trail-blaze new methods and prove the art of the possible around recruitment, training and performance delivery. An influx of highly progressive graduates with the determination to explore and implement fresh ideas will drive the movement to revitalise community policing. Using the brightest graduates will support British policing's move towards more evidence-based policing and boost the number of innovative interventions being trialled and measured.

**Alignment with Teach First and Frontline** - Through alignment with the aims and approaches of Teach First and Frontline, Police Now will play a significant role in changing society as well as improving policing. The role of the three organisations can be thought of as follows:

### Breaking the Intergenerational Cycle of Deprivation

**Frontline:** Ensuring that all basic physical and emotional needs are met at home.

**Teach First:** Building personal skills, supporting academic success, broadening access.



**Police Now:** Creating safe, confident communities where young people can thrive

## Chapter 5

### An Independent Social Enterprise

Key amongst the reasons for the success of Teach First has been their independence from government, schools, and local authorities. This independence has enabled an uncompromising focus on standards also ensuring the ability to act as a critical friend to schools or local authorities. This same uncompromising focus will be essential in the development of Police Now. Furthermore, in relation to policing, independence will enable Police Now to develop the trust of graduates who may not be wholly trusting of the policing establishment.

Frontline states,

*“When policy ideas get taken up by government departments, there is a danger that they get weakened by having to make compromises...Frontline’s success is partly down to the fact that it was set up as an independent social enterprise that is separate from government. This meant it could pursue its own mission and was less likely to get ‘blown off course’ while being set up.”*

There are a series of key benefits for policing and communities to Police Now being independent of the policing establishment.

**Ability to win over historically untrusting groups** - Independence from forces will enable Police Now to build trust within those groups who have historically been doubtful of the policing establishment. Any programme or organisation that does not have that independence will always run the risk of being seen as a continuation of the problem rather than part of the solution.

**Prevents any compromise on standards** - Independence ensures that Police Now can maintain the very highest standards. The best graduates expect to achieve these and any compromise will reduce the pool of excellent graduates considering the programme - the best will always gravitate towards the most challenging opportunities.

**Greater flexibility to innovate and more responsive decision-making** - The drive to innovate in policing is clear but within the policing establishment this is much more challenging to deliver than within a small and energetic enterprise. As an independent organisation Police Now will act as a critical friend to policing and to government - always providing support but also honest critique when required. By existing outside of the policing establishment, Police Now will have to opportunity to be exceedingly nimble - able to respond to the demands of both policing and the market, in particular by delivering swift and comprehensive application and selection processes which will attract and develop the brightest graduates.



**Access to alternative sources of funding** - The model proposed has been demonstrated as being the best way of delivering outstanding graduates into the public sector; however, it is not a programme that can be delivered through traditional internal funding streams alone. It is essential that the programme has access to diversified streams of funding (such as grants, charitable giving, funding by forces and government) in order to deliver the broad range of activities and opportunities required. No single funding source would alone be sufficient to provide for the programme.

**Access to partnerships beyond policing** - It is the social mission, the potential for transformation and the opportunity to support a social enterprise that attracts organisations and individuals to work with Police Now - as supporters, platinum partners, and advisors. These partnerships are critical to the success of the programme and it is only as a social enterprise that they will be available to it.

The business model established by Teach First and now being replicated and developed by Frontline is critical to the success of their programmes. While there is clearly a key role for the policing establishment to play in the future of Police Now, for the programme to be truly successful in the long term it will be essential to adopt a similar approach to that of Teach First and Frontline – an independent social enterprise with a diversified funding model not reliant on any individual contributor.

## Chapter 6

### Conclusion

Policing is a vital role in any society, and when it is done well, it has the potential to transform communities, protecting and improving the lives of their inhabitants and taking its place as a driver for social change. The job of a Police Now participant will be a highly demanding one, requiring individuals with an extraordinary mix of specialist knowledge, analytical skills, authority, compassion, courage and the ability to communicate with a wide range of audiences. An effective police force relies on a high-quality frontline workforce. The best and brightest joining the profession will contribute significantly to law enforcement and public protection, in conjunction with working towards Police Now's mission of breaking the link between crime and deprivation.

Policing has historically struggled to recruit and train high-quality graduates in significant numbers and then enable them to have a significant impact on the frontline early in their career, with previous graduate schemes failing to address the problem. Amongst the principal challenges are a shortage of high-calibre graduates training for frontline policing, the low level of prestige associated with the profession in the minds of the graduate world and a failure to provide opportunities for the brightest and the best to have a significant impact early in their career.

This paper argues that Police Now, operating as a graduate entry programme, run by a dedicated social enterprise, could help to address these problems. Drawing on the success of Teach First and Frontline, the programme would provide highly intensive work-based training for high-potential new recruits. Police Now would help to attract the best people into one of Britain's toughest professions and, in the long term, create a movement to challenge the link between crime and deprivation by mobilising the leadership of outstanding graduates as Police Officers in the poorest communities.

The anticipated success in achieving a reduction in crime and an increase in public confidence will stem from a new drive for genuinely innovative policing activity. This will be facilitated by a broader range of graduates joining the police service from 'a different audience' - both underrepresented groups and those who do not already have connections to the police. It will transform the communities involved, the individuals working in them, and the current culture of the police service.

## Appendix A – The Commissioner’s 100

Police Now was an idea conceived by frontline officers and progressed through the Commissioner’s 100 programme. The Commissioner’s 100 is an initiative whereby officers and staff with ideas for change within the Met are encouraged to put forward their proposals to senior management board members including the Commissioner.

In August 2013 David Spencer and Tor Garnett presented their vision for a new kind of graduate scheme to the MPS Commissioner, the Deputy Director for HR and over a hundred other colleagues. They were prompted to develop and pursue their idea, and now, only a year later, Police Now is set to launch to begin recruitment in October 2014.

We hope that having been created as a result of the drive for innovation and change the Commissioner’s 100 was designed to harness Police Now will be successful in sparking the transformation to enable the programme to achieve its mission.

## **Appendix B – Support for Police Now**

Police Now is a prime example of innovation from the front line of policing, conceived by Metropolitan Police officers and developed within the force itself. It will open up a career in the force to the brightest and the best and break down the culture which sees many officers spend 30 years in policing without gaining experience in other professional walks of life. Just as Teach First revolutionised teaching in difficult inner-city schools, Police Now will transform community policing in some of London's toughest neighbourhoods.

**Theresa May MP  
Home Secretary**

Despite a burning platform, Sir Bernard has shown the right sort of leadership – open to new ideas like direct entry and schemes like Police [Now] that came directly from his own team of future leaders in the Met – the Commissioner's 100.

**Stephen Greenhalgh  
Deputy Mayor of London**

There should be no compromise or delay in increasing the number of exceptional individuals entering the police service. Police Now has the potential to make a significant contribution to policing and local communities by attracting and developing the very best into the profession.

**Tom Winsor  
Her Majesty's Chief Inspector of Constabulary**

Given the importance of encouraging Britain's brightest young people to work in front-line public services, I am delighted to salute the Police Now graduate scheme. I hope it will appeal to some of Britain's best graduates, and persuade more of them to consider a career in the police force.

**Frances Cairncross  
Rector of Exeter College, University of Oxford**

Police Now is exactly what areas like Tower Hamlets need. Attracting bright, dynamic graduates into dedicated ward officer roles would energise our neighbourhood policing teams and reengage communities with their police.

**Chair of a Tower Hamlets Safer Neighbourhood Board**

Police Now as a graduate scheme is so valuable particularly for people like me who have the motivation to contribute to their community and a varied set of skills but are unsure how to approach it. Police Now sounds like the answer!

**Female BME UCL graduate 2012  
Focus group participant**

Modelled on the highly successful Teach First, which is now the largest graduate employer in the country, Police [Now] will seek to improve the calibre of the cadre of police officers. The truth about teaching applies also to policing — the single most important factor in the quality of the service is the quality of the recruits. Police recruitment has always been too narrow and has long needed to be opened up. Police [Now] will be a welcome addition to that process.

**The Times, 22nd May 2014**

Inspired by innovative schemes in education and social work - in September this year 'Police Now' will be launched at an event in central London. If the scheme works well in London, it will roll out across the UK over time. The scheme will target, attract and identify outstanding university graduates from top universities and challenge them to two years on the frontline of policing. They will undergo a highly intensive training programme which will be the gold standard in police training, and be deployed operationally in autumn next year. Participants will develop their leadership skills in the toughest of environments with the public, and the organisation, benefiting from the energy, ideas and skills from some of the brightest and the best in the country.

**Sir Bernard Hogan-Howe  
Commissioner, Metropolitan Police Service**

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We would like to thank the Commissioner of the Metropolitan Police Service, Sir Bernard Hogan-Howe, who saw the potential of Police Now to transform local communities and policing right from the beginning. We are also grateful for the support provided by colleagues from the College of Policing, the Home Office and the MPS over the past year.

Finally, we would like to pay particular thanks to the members of the Development Advisory Board who have volunteered their time and considerable expertise to the development of Police Now and without whom we would never have reached this point.