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JAMAICA CONSTABULARY FORCE

**Manual on the Principles and
Practices of Community Policing
in Jamaica**

"Building Safer Communities Through Partnership"

Fourth Edition



First published in Jamaica 2008, Jamaica Constabulary Force

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Published with the kind support of USAID COMET II



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MESSAGE FROM THE COMMISSIONER OF POLICE JAMAICA CONSTABULARY FORCE



Community based policing is known worldwide to yield excellent police-community relations. Where the police and the public work together in identifying the problems, determining the solution, the results are usually phenomenal. The main focus of community based policing is the community's involvement in combating crime. This form of policing is a practical strategy which demands greater skills and larger efforts on the part of the police.

This manual which is a compilation of the Policies and strategies of the Jamaica Constabulary Force supporting community based policing principles, will not only provide anecdotal references in identifying effective policing solutions but will also provide easy reference points for practitioners. Users of this manual will be empowered to identify opportunities and employ strategies for effective policing. It is my hope that over time the competences of the members of the JCF will be enhanced with the use of this manual.

Similar to the first edition of Community Based Policing Manual, the second edition is organized into seven parts; Community Policing Philosophy and Strategy, Police Organization and Management,

Community Policing Methods and Practices, Operationalizing Community Policing, Crime Pattern and Intelligence Analysis, School Safety and Security Program and Monitoring and Evaluation but also includes Proximity Policing and aspects of the Police Public Interaction Policy.

This Community Based Policing has worked well in many police districts but its success is largely due to the initiative of the Divisional Commander and or the station managers. Notwithstanding the limited adaption of Community Based Policing practices, the use of this manual as a training and development tool will ensure full adaptation of Community Based policing as our philosophy.

The production of the second edition of the Community Based Policing Manual was achieved through the meritorious efforts of committed serving and retired members of the Jamaica Constabulary Force as also supportive members from the USAID COMET II. We thank the team for their cooperation in the successful completion of this manual

George Quallo
Commissioner of Police

MESSAGE FROM ASSISTANT COMMISSIONER OF POLICE COMMUNITY SAFETY AND SECURITY BRANCH



The Jamaica Constabulary Force, as the forerunner of our nation's security, has adopted the philosophy of community based policing (CBP) to further the cause of creating domestic tranquility within society. This philosophy and the mandate of *creating safe communities* is that of the Community Safety and Security Branch and we have begun interaction at the community level under the mantra 'creating safer communities'. Partnership is one component of community based policing and we have recognized that policing cannot operate within communities without the consent of the people; hence our mission to have increased dialogue and participation at the community level.

Envisioning Jamaica as a crime free society wherein we see all members actively participating in tackling the causes of crime is the overall objective of community based policing. This overarching concept is expected to lead to community development and strengthening of economic activities for residents. In recent times we have conceptualized a safe community strategy where each of our nineteen police divisions have selected a community that will represent a model of community based policing that will be replicated

island wide. A safe community features low levels of crime, fear of crime and involve members working in partnership with the police to solve problems of crime and disorder. Our strategy is linked on six (6) pillars that incorporates a holistic approach to crime prevention and detection and target all segments of the community using different approaches. These six pillars of focus namely children supervised programme, consultative committee at the district level, mentorship programme, youth club programme, Safe Schools Programme, Neighbourhood Watch and by extension Beach or Farm Watch depending on the economic activities of the community and a Volunteer Citizens Observer Programme are designed to assist the delivery of professional problem solving and intelligence driven policing with support from the community.

With the roll out of this manual and an electronic access version we thank USAID COMET II for their assistance in getting the CBP message to communities. We hope to encourage more Jamaicans to partner with us in embracing the philosophy and to actively participate in reducing crime. Crime is everybody's business and through partnership not only will we solve the issues affecting our communities, but we will also find sustainable solutions that embrace a culture of lawfulness. The manual seeks to empower citizens in understanding the role of the police and the citizenry and how we can form a collaborative approach to maintaining safe communities. Let us then make the journey together as we seek to have timely intervention strategies and maintain a personal relationship with you as we *'serve, protect and reassure the people of Jamaica'*.

Steve McGregor
Acting Assistant Commissioner of Police
Community Safety and Security Branch

INTRODUCTION

The Jamaica Constabulary Force (JCF) is moving from a paramilitary style of policing to a citizen focused service organization based on the philosophy of community policing. Community-based Policing (CBP) is at the heart of the culture shift mandate, and reinforces the need for our members to recognize the centrality of the citizens of Jamaica to police effectiveness. This means each member has to develop an understanding and acceptance of the important and critical difference between “policing the community” and “policing with the community”.

The JCF through the implementation of various Community policing initiatives has been evolving as a proactive and service oriented organization that places partnership at the forefront of its operational strategies. The concept of “policing with the community” is at the core of partnership which in essence is the nucleus of community policing. This approach has seen the JCF forging numerous partnerships with various stakeholders within the communities they serve from both government and non-government organizations as well as international organizations.

These partnerships have resulted in a significant increase in confidence in the police and vast improvement in the relationship between the police and the communities . The Community Safety and Security Branch (CSSB) of the JCF has been instrumental in the development and sustainability of critical partnerships with schools, churches, neighbourhood watch groups, citizens’ associations and youth clubs.

While community policing should not be seen as a panacea, it has proven to be the most effective strategy for the maintenance of law and order while maintaining civil liberty within democratic countries. The flexibility and creativity of this style of policing allows law enforcement officers to constantly adapt to the ever changing dynamic environment in which they practice. Community-based policing also builds confidence and trust which are crucial components in the information flow that assists law enforcement officers to solve and prevent crimes.

Community policing has worked well for the JCF and community members. The organization will continue to train its members in the concept, philosophy and practices of community-based policing. The organization will also continue to adopt a robust analysis of crime and disorder trends and modify its strategies to meet the ever changing environment. To this end police officers will be placed in selected communities on a permanent basis to prevent opportunities for committal of crimes. This method of community policing is referred to as "Proximity Policing". The practice of proximity policing places the police officer within close proximity to the citizens within a specific community where they are most needed. It is hoped that the maintained presence of the police within identified communities will forge meaningful partnerships and allow for an increased use of problem solving approaches which will rebound to the peace, safety and security to all stakeholders.

THE PURPOSE OF THIS MANUAL

This manual sets out the framework of the policy and principles which are to guide the practice of community policing in Jamaica. The manual provides an approach to community safety and security, it explains the concept of community policing and through its implementation of the basic principles and procedures, identifying key stakeholder groups, as well as providing guidelines to initiate the involvement of citizens in partnership and collaborative problem solving with the police.

This manual is to be used by the police and other stakeholders to guide the process of building partnerships to proactively address community problems that lead to crime and disorder.

ORGANIZATION OF THIS MANUAL

The Manual is divided into the following parts:

Part 1	Community Policing Philosophy and Strategy
Part 2	Community Policing Methods and Practices
Part 3	Operationalizing Community Policing
Part 4	Crime Pattern and Intelligence Analysis
Part 5	School Safety and Security Programme
Part 6	Police Organization and Management

ACKNOWLEDGEMENTS

The manual is a product of building on the foundation that existed and sharpening the tool to suit present day policing conditions in Jamaica. The strategies outlined herein are reflective of the many years of experience, research and community dialogue by the Jamaica Constabulary Force and other stakeholders.

Gratitude is extended to individuals and organizations who contributed to previous editions of this manual, namely:

- Alton Spencer, DSP
- Bertrand Laurent, USAID-COMET
- Errol Thompson, DSP
- Iris McCalla Gordon, SSP (Retired)
- Jacqueline Coombs, SP
- James Forbes, SSP
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The current document was revised and updated through the collaborative efforts of the Community Safety and Security Branch, National Police College of Jamaica and USAID sponsored Community Empowerment and Transformation Project Phase II (COMET II).

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AN OVERVIEW OF POLICING IN JAMAICA

The Jamaica Constabulary Force (JCF) is one of the oldest national institutions in Jamaica, and has a rich history. It was established by Law No. 8 1867, with the approval of Governor John Peter Grant. Its formation was greatly influenced by the Morant Bay Rebellion, which was led by Paul Bogle in 1865. This social upheaval evoked fear among the leaders as a shockwave was sent throughout the island resulting in the decision by Britain to establish an organized police force.

The JCF was modeled after the Royal Ulster Constabulary (RUC), which was a paramilitary model used extensively in the British colonies. The primary duties of the police force at its inception, and for most of its history, was to keep watch by day and night, preserve the peace, detect crime, apprehend persons found committing offences and bring them before a Justice of the Peace.

The organization has played a significant role in the maintenance of law and order in Jamaican society since its establishment. The Force was called upon by the colonial authority to restore order and preserve the peace during frequent episodes of civil unrest, which occurred during early post emancipation and up to the mid-twentieth century. The island experienced episodes of serious civil and social unrest as the nation sought to address socioeconomic and political challenges. Significant episodes took place in Montego Bay in 1902; Darling Street in 1926; Falmouth in 1935, and during the 1938 labour disturbances from which Jamaica's modern political parties and trade unions evolved. Other events were in Gordon Town in 1949 and in Coral Garden in 1963. The paramilitary style of policing became institutionalized as the dominant policing culture which saw the constabulary policing the people rather than policing with the people.

Over the years the JCF has experienced numerous changes, but most significantly those resulting from the modernization and reform programme which took place between 2000 and 2007. It was during this period that community policing was formally adopted as the preferred style of policing for the Jamaica Constabulary Force. The JCF embarked on a national training programme where its members and citizens were trained and sensitized in the concept and philosophy of community-based policing.

In 2007, a strategic review was conducted of the JCF and specific recommendations made for a concerted effort by the management of the organization to change the culture and to further implement community policing as the philosophy of the organization. Community policing became a standard feature of all divisional policing plans. The Community Safety and Security Branch had a specific mandate of institutionalizing community-based policing practices, part of which included the introduction of a Safe School Programme where over one hundred and seventy School Resource Officers were placed in one hundred and forty one schools island-wide. Community development programmes were supported and strengthened which have resulted in the Neighbourhood Watch and Citizens Association programmes experiencing overall growth in numbers and membership.

In 2011, the JCF introduced Proximity Policing which is a variant of community policing in several volatile communities. The strategy brought about an immediate decline in violence and crime and vast improvement in the relationship between the police and the community. The JCF has come a far way since its establishment in 1867, it has evolved from a highly reactive, paramilitary, closed and conservative organization; to a proactive, service oriented and transparent one that is more caring and sensitive to the needs of the people they serve. The organization in an effort to improve its image has developed and implemented numerous policies and standard operating procedures aimed at improving and maintaining the

relationship with the communities it serves. Some of these policies include: The Police Public Interaction Policy, the Diversity Policy, the Human Rights and Use of Force Policy and the Missing Person Policy. The organization has improved its standard operating procedures in relation to persons in custody and the care of children taken into custody. The numerous reforms and modernization initiatives have transformed the Jamaica Constabulary Force into a modern police service. The entry level qualification of prospective members is in keeping with generally accepted standard for matriculation into tertiary institutions. The training offered to members is of a very high standard.

The JCF has increased its utilization of technology as an aid in law enforcement and continues to reap rewards in solving high-tech, transnational and other cyber related crimes. As contemporary issues in policing arise especially in keeping with changes that accompany the information age, the strategies employed by the JCF continues to reflect the advances achieved by its international counterparts. It is imperative that the organization continues to transform by investing in its members, improving its image, maintaining high professional standards and forging stronger relationships between its members and the communities it serve.

COMMUNITY-BASED POLICING POLICY AND PROCEDURE

1. INTRODUCTION

Community policing is a philosophy and organizational strategy that promotes partnership between the people and the police. It is based on the premise that both the police and the community must work together to identify, prioritize and solve problems of crime, drugs fear of crime, social and physical disorder, and overall neighborhood decay, with the goal of improving the overall quality of life in the area.

Community-based policing (CBP) is not a specialist function that is reserved for some members of the organization. The model adopted by the Constabulary is one that requires the commitment of all members. Personnel in geographic and non-geographic formations are essential to the operationalization of CBP. Each encounter among internal stakeholders and with citizens and stakeholders should be aimed at strengthening partnership, problem solving and supporting the changes required by the CBP style of policing regardless of where the member is based.

2. PURPOSE

The Jamaica Constabulary Force and its auxiliaries are committed to community-based policing as the philosophy and strategy of the organization. The community-based policing policy outlines the Jamaica Constabulary's commitment to this style and strategy of policing. It mandates that each sworn police officer and civilian employee have a role and responsibility in ensuring the best quality of service is given to every person in every situation and on each occasion.

This policy therefore defines roles, responsibilities and guidelines for **all** members to integrate the principles and practices of community policing in our duties as defined by the Constabulary Force Act

and force policies. It supports the CBP Handbook and The Training Manual

3. STRATEGIC OBJECTIVE

The objective of this policing strategy is to help create 'safe' and 'confident' communities, through the delivery of *professional, problem-solving* and *intelligence driven* policing in partnership with the community.

This objective will be served by police divisions and formations undertaking to:

1. Build and maintain local partnerships within communities;
2. Collaborate with stakeholders to proactively identify problems and find solutions;
3. Implement planned responses to issues, and when required, give reactive cover within their area; and
4. Evaluate and measure outcomes and report to the community and the JCF.

4. DEFINITIONS

Community-based policing

The Jamaica Constabulary and key stakeholders have defined community policing for the Jamaican context as:

"Police and Citizens working together in partnership to tackle problems of crime and disorder for safer communities"

Safe Communities

Safe communities are places where citizens respect and obey the rule of law; there are low levels of crime and disorder and fear of

crime; citizens respect and care for each other regardless of gender, age, class, or any affiliation; business can grow and social services are accessible to all; human rights are respected by all and citizens know their rights carry out their civic duties and responsibilities.

Confident Communities

Confident communities are places where good governance exists; where there is a high level of trust in the justice systems; where residents do not feel isolated; and where the community members are actively involved in tackling the causes of crime and citizens are able to work, worship and participate freely in civic activities.

Professional Policing

Professional Policing means policing that is done in accordance with the laws, rules, values, principles, regulations and guidelines governing the police in Jamaica and, where each officer is committed to respecting, and upholding the rights of citizens, and the provisions of the constitution of Jamaica.

Professional policing also requires standardization of performance that meets international best practices and more importantly meet the reasonable expectations of the Jamaican people.

Problem-solving

Problem-solving as used in this context is best defined as a process in which the police in partnership with the community proactively:

- Identify neighborhood crimes, disorders and fear problems
- Understand the conditions that give rise to these problems
- Develop and implement short and long term solutions tailored to address the problem and
- Determine the solution's impact on the problem.

The **SARA** (Scan, Analyze, Respond and Assess, see page 30) model is a very useful tool to use in the process of problem solving, tasking and accountability.

Intelligence-driven

"Intelligence-driven" means that policing rely on data analysis and crime intelligence which are critical to an objective decision-making framework that facilitates crime and problem reduction, disruption and prevention through both strategic management and effective enforcement strategies that target prolific and serious offenders. Management decisions on operations and patrols are informed by the crime pattern and intelligence analysis and sound risk assessment.

Partnership

For the purpose of this policy, partnership is defined as *"a relationship between the police, individuals, and groups which is characterized by mutual cooperation and responsibility for the achievement of specified goals for the community."*

Partnership is the core of community-based policing and this requires those in the partnership to develop mutual trust, respect, cooperation and open communication.

Effective community-based policing partnership requires the involvement of **"THE BIG SIX"** working together to create safe and confident communities. They are:

1. The police,
2. The public,
3. Elected officials,
4. The business community,

5. All statutory/voluntary agencies and
6. The media

Community-based policing in Jamaica is driven by the theme, "Building Safer Communities through Partnership." The development of sustainable partnership will be one of the main criteria by which divisional and station commanders will be assessed.

A Social Service Directory lists a number of community organizations across Jamaica that can be engaged in partnership work. Divisional managers should utilize this resource to assist in mobilizing and developing partnerships. This directory is also an excellent referral tool.

Special attention should be paid to schools as they are of special interest for the effectiveness and sustainability of community-based policing. Positive, creative, meaningful and well-structured programmes should be designed in consultation with the schools' authorities and implemented as ongoing initiatives within the island's schools.

5. TRAINING & ADMINISTRATION

All members of the Jamaica Constabulary Force and its auxiliaries will receive continuous training and education in the philosophy and practices of community-based policing.

The philosophy and principles is incorporated in all levels of institutional training offered at Twickenham Park and will also be delivered as part of the ongoing on-the – job training program that managers are required to implement for staff.

It is the policy of the JCF that all members are trained in the concept, philosophy and principles of community policing and that these are applied in the daily operational and investigative practices. These principles must be enforced in briefing exercises prior to all policing

activities. A part of the assessment of individual members will be based on the extent to which these principles are applied.

6. MANAGEMENT RESPONSIBILITIES

Training

Commanding Officers of Areas, Branches and formations must ensure that the Divisional Training Sub-Officers work in collaboration with the Community Safety and Security Trainers to give support, organize, deliver and evaluate training. Attendance at these training sessions is non-negotiable; it shall be the responsibility of the Divisional Commander to ensure that accurate records and details of training sessions are maintained at the divisional level. Records of all persons who attended training sessions will be recorded and published in the Force Orders and copies sent to CSSB Head Quarters.

Divisional Commanders will be responsible and accountable for training, allocation and deployment of both human and material resources within their divisions. It shall be the responsibility of managers and supervisors to reinforce the lessons from the training sessions at weekly lectures and at briefing sessions.

7. ORGANIZING AND MANAGING THE DELIVERY OF COMMUNITY POLICING

Deputy Superintendent Community Policing

Community policing necessitates a paradigm shift in the way the JCF is organized and managed. In keeping with this recognition, a deputy superintendent of police shall be a member of the management team with specific responsibility for the administration of the community safety and security engagements.

In collaboration with the management team and other divisional stakeholders the DSP Community policing shall be responsible for

the coordination, implementation, monitoring and supervision of activities emanating from the strategies of the Community Safety and Security Branch, or any other required activity determined by the Commissioner and the Management Board to institutionalize the practices and principles of community policing. Special attention must be given to the Safe Schools Programme and the role and performance of the School Resource Officers (SROs).

8. DIVISIONAL MANAGEMENT TEAM

It is the responsibility of Divisional Commanders and the management to have accurate and comprehensive Divisional Profiles developed, to ensure appropriate zoning of mobile and foot patrols, for the efficient deployment of staff consistent with policing demands.

Police managers at all levels are responsible for monitoring and evaluating activities and performance of frontline staff and provide timely feedback to promote continuous improvement. Where necessary, managers should institute swift and appropriate corrective actions to prevent substandard performance or behaviors that are in conflict with the principles and values of CBP.

Frontline officers are the first point of contact with members of the public. Each contact should be consistent with the principles of community policing and professional conduct. These officers should be prepared through weekly lectures, trainings, and briefings so they are focused and empowered to proactively engage with citizens in crime prevention, detection and problem solving.

It is the responsibility of the police managers to provide support and guidance that will enable frontline staff to actively engage in the 9Ps (philosophy, personalized, policing, patrol, permanent, place, proactive, partnership and problem-solving, see page 27) and the attendant values and principles.

Partnership and Communication

Divisional and Station Commanders should ensure that citizens within their areas are involved in the strategic and proactive policing of their communities. Citizen and community engagement should be done through partnership meetings and other forum such as widely publicized meetings. These should be conducted in a manner that fosters open communication, respect and mutual trust. Consultation with communities should form a critical part of the development of the annual policing plans. The implementation and progress of these plans should be communicated periodically to communities. A detailed process of accountability relevant to inputs, outputs, supervision and reward must be a part of all divisional plans.

9. OPERATIONS

Operations within all geographic divisions will move towards being 'intelligence' driven. Maintenance of an effective local intelligence database is essential. Divisional managers should focus on also using intelligence as a '*strategic planning resource*' in order to facilitate sustained detection, reduction and disruption of criminal activities or problems.

Tasking and Coordination

A tasking group comprising of the Divisional Management Team to include: Station Commanders, the Divisional Detective Inspector, the Divisional Intelligence Manager, and relevant members of the division will meet weekly to review the activities of the previous week, and determine the operational policing priorities for the following week.

Use of the **SARA** problem solving form as well as the Tasking Meeting format published in Force Orders are useful guides for conducting tasking meeting.

Divisional Commanders are expected to improve the quality of briefings given to personnel going on each tour of duty and to

introduce an effective process for debriefing at the end of each duty. Briefings should contain relevant information from the Tasking Group meetings and any other current and important information critical to the deployment of resources to include excerpts from the Police Public Interaction Policy, The Diversity Policy and the Human Rights and Use of Force Policy.

Managing Volatile Conflicts

Divisional Commanders must ensure that a process for handling volatile conflicts and threats is adopted and the principles of dispute resolution and mediation applied as appropriate. A wide range of tools are available to assist in managing conflict in order to prevent reprisal and escalation of violence. Among the tools available to frontline officers and Divisional Managers is the Proactive Violence Interruption Strategy (PVIS) is a non-investigative intervention geared at de-escalating tension in response to major crime incidents. This is particularly effective in incidence having a high likelihood of reprisals.

The training of frontline staff to become skilled in these disciplines is necessary so that they can engage more effectively and confidently with the communities and help to develop recognition of the value of 'becoming involved'.

External Support Units

Headquarters units carrying out operations in geographic divisions will liaise with the appropriate divisional commander or his deputy before, or within twelve hours of the operation, to inform a member of the command team of the nature of the operation, number of persons arrested/detained, where they are being held and who have been assigned to investigate. In the event deadly force is used, the scene should be protected by the local police until the specialist team arrives. Divisional Commanders and Headquarters Units should work in collaboration with each other to ensure that the principles of community-based policing are maintained to ensure that community trust and confidence in police action is protected.

10. MONITORING AND EVALUATION

In order to constantly assess the progress being made as we continue to implement various strategies within community policing, a robust monitoring and evaluation process must be done. The Inspectorate of the Constabulary and the Police Civilian Oversight Authority (PCOA) as well as the Research and Planning Branch, Community Safety and Security Headquarters, Area and Divisional Management should also conduct monitoring functions. Feedback and data that indicates performance and other gaps must be acted on by the Divisional Commander who shall be held accountable. It is the duty and responsibility of Divisional Commanders and Station Commanders to ensure that all personnel in their division/station are aware of the reports and feedback on progress.

Community Safety and Security Headquarters will provide technical support and conduct quarterly verification of tasks assigned to CSSB personnel at the Divisional Level. This is to ensure that all targets are met in keeping with the Annual Plan.

Evaluation

Commanders are to make provision for the recording and collating of timely, accurate and reliable information to provide the basis for effective monitoring and evaluation of performance, and also for the purpose of accountability.

Internal accountability will be evaluated through the assessment of a number of core areas of performance. The divisional management teams shall be responsible for educating staff on the evaluation criteria established for community-based policing.

These will include, but are not limited to the following:

Operation & Crime Review

The 9Ps and the aims and outcomes established in the JCF

Model forms the basis for the development of indicators used for measurement and evaluation. Areas include

- Working partnerships and problem solving
- Use of intelligence and crime pattern analysis
- Deployment of resources
- Quality and consistency of briefings and debriefings
- Compliance with Citizens' Charter and other relevant policies
- Traffic Management
- Maintenance of crime and intelligence data base
- Handling of reports, investigations and outcomes
- Crime prevention strategies
- Safe Schools Program and frequency of visits to schools and monitoring of the programme & SROs by divisional managers and supervisors.

Human Resource Management

- Performance and Accountability
- Training and development
- Disciplinary breaches and actions
- Management and supervision

Service Quality

- Response time to calls for service
- Citizens' attitude towards the police
- Fear of crime surveys

- Business community's response
- Complaints against the police
- Commendations for service

Community Activities

- Active Police Youth Clubs, Neighborhood Watches
- Level of police involvement in community activities leading to viability of communities

11. RESEARCH AND DEVELOPMENT

The Research and Legal Services Branch will analyze and report on crime and disorder trends and recommend appropriate measures. The RPSLB will conduct gap analysis in police core competences identified and make recommendation on training and other interventions to The National Police College of Jamaica and the Commissioner's Management Board. Where necessary the Branch should recommend the use of external researcher to the Commissioner of Police so that independent studies can be conducted.

Part 1:

COMMUNITY POLICING PHILOSOPHY AND STRATEGY

Modern societies recognize that the police and the community must work together to address the causes of crime and disorder. There is a need to move from the isolation of station houses and squad cars and into the communities to develop partnerships with stakeholders to solve local problems. Simply put community policing is about doing policing with and for the people. It is a partnership approach that addresses and solves community problems as identified by the community; it also includes raising the awareness of communities about practices that potentially lead to crime and disorder. Community policing focuses on proactive and preventative engagements.

Embedded within the philosophy of community policing is a system of values, beliefs and ethical principles that guide our actions and decisions. These principles and values must be manifested in each police-citizen encounter/interaction and in every task aimed at serving the public.

The philosophy rests on the belief that citizens in the community deserve to participate in the policing process, by identifying new and creative ways to address contemporary community challenges.

Community policing philosophy emphasizes the need for long term solutions and eradication of criminal activities and is dedicated to the overall improvement of the quality of life in the community.

1.1 COMMUNITY POLICING

The definition of community policing depends on the variations in practices of the particular jurisdiction. Community policing follows broad guidelines rather than fixed procedural directives. The Jamaica Constabulary Force has defined community policing as follows:

“Police and citizens working in partnership to tackle the problems of crime and disorder for safer communities”

It is based on the premise that both the police and the community must work together to identify, prioritize, and solve contemporary problems. The overall goal is to improve the quality of life in the area by reducing crime, fear of crime, social disorder, and overall neighbourhood decay. This philosophy requires a force-wide commitment.

In practicing community policing, officers are assigned to designated communities where they are expected to contribute to finding solutions to community-based challenges; making neighborhoods better and safer places in which to live and work.

Key components of community policing include:

- A proactive problem solving approach
- Focus on crime and enforcing the law
- Partnership with community

1.2 THE TEN PRINCIPLES OF COMMUNITY POLICING

Policing formations will be required to embrace these ten principles which are integral in effecting organizational and cultural changes. These principles are:

- Philosophy and Organizational Strategy
- Commitment to Community Empowerment
- Decentralized and Personalized Policing
- Immediate and Long-term Proactive Problem Solving
- Ethics, Legality, Responsibility, and Trust
- Expanding the Police Mandate
- Helping those with Special Needs

- Grass-roots Creativity and Support
- Internal Change
- Building for the Future

1.2.1 Philosophy and Organizational Strategy

Community policing is both a philosophy (a way of thinking) and an organizational strategy (a way to implement the philosophy) that allows the police and the community to work closely together. The philosophy dictates that solutions to emerging community challenges requires both citizens and the police to explore creative ways in addressing identified issues.

1.2.2 Commitment to Community Empowerment

Empowerment refers to greater participation in problem solving and decision making responsibilities between the JCF and citizens. This will allow for greater commitment to the community policing philosophy and practice. Community policing implies a shift within the JCF that grants greater autonomy (freedom to make decisions) to line officers, which also implies respect for their judgment as police professionals. Community policing therefore requires that everyone in the police service, including civilian, sworn, and unsworn personnel, should be exposed to partnership, collaboration and problem solving training.

Within the community, citizens must share in the rights and responsibilities implicit in identifying, prioritizing and solving problems as full-fledged partners with the police. Residents have an important role in community safety, which includes advising the police on crime conditions and tendency toward disorderly behavior. This can be best achieved through structures such as organized community groups e.g. Civic Committee, Community Consultative Committee, Community Development Committees. Each community served

by a police station should have a Community Safety Committee. These committees should consist of residents, community leaders, business owners, and other civilians who work with the police to address the crime and public safety issues in the district.

1.2.3 Decentralized and Personalized Policing

It is necessary for the community members to be confident that the police are easily accessible to them and be responsive to their complaints and problems. For the most part, communication between the police and residents takes place in the community. This means that the police should maintain daily and direct contact with the people they serve through foot and mobile patrols in communities engaging in positive interactions with citizens to build sustainable relationships.

While all members are to be engaged in the practices of community policing some members should be "dedicated" to specific neighbourhoods so that they have enough time to develop trust and collaborative relationships with community members. Assigning police officers and teams on an extended timeframe to defined geographical spaces (beat areas) gives them the opportunity, and continuity to develop and maintain partnerships with their community.

1.2.4 Immediate and Long-term Proactive Problem Solving

Consistent and effective enforcement of the law is integral to community policing which is not "soft policing". The police officers must respond to calls for service, conduct investigations and make arrests. However, this emphasis on enforcement recognizes that the problems of crime and disorder cannot be solved by enforcement alone. The community-based policing philosophy enables the police to focus on proactive problem solving as part of their law enforcement strategy. The Police Officer has a further role in

developing and monitoring long term programmes and strategies to eliminate the issues of crime from the community rather than deal only with individual incidents.

The practice of community policing dictates that the police should employ analytical skills in dealing with the underlying causes of crimes in order to help with the development of innovative and preventative measures. Community policing redefines the mission of the police to focus on community safety, community building and problem solving, so that success or failure depends on qualitative outcomes (problems solved) rather than on quantitative results (arrests made, citations issued – so-called “numbers policing”). Some quantitative measures do however have a role to play in community policing.

1.2.5 Ethics, Legality, Responsibility and Trust

Community policing requires that a new relationship is built between the police and the citizens based on mutual trust, respect, and ethical principles. The citizens should also be made to feel responsible for keeping their community safe. Both the police and the citizens should be equally responsible for solutions and crime prevention initiatives.

Community policing implies a contract between the police and the citizens they serve; one that offers hope of overcoming widespread apathy while restraining any impulse of vigilantism. It provides legitimate mechanisms with which to confront the problems they face on a daily basis. This new relationship, based on mutual trust and respect suggests that the police can serve as a catalyst by challenging people to accept responsibility for the overall quality of life in their community.

Community policing means that citizens will be asked to utilize local problem solving mechanism such as dispute resolution to handle minor concerns.

1.2.6 Expanding The Police Mandate

Community policing adds a vital, proactive element to the traditional reactive role of the police, resulting in full-spectrum police service. The police maintain a twenty-four hour service with the ability to respond immediately to crises and crime incidents, but community involvement broadens the police role so that they can make a greater impact on making changes that hold the promise of making communities safer and more attractive places.

1.2.7 Helping Those Vulnerable

There are persons in the community who are vulnerable to poverty, crime and other social problems. These include the elderly, children, at-risk youth, the disabled, and the homeless.

Community policing stresses the importance of exploring new ways to protect and enhance the lives of those who are most vulnerable by broadening the scope of previous outreach strategies such as crime prevention and police-community relations.

1.2.8 Grass-roots Creativity and Support

Community policing recognizes that a wealth of knowledge exists at the community level that can contribute to support and enable community safety. While community policing promotes the use of technology, it is also recognized that nothing surpasses dedicated human beings working together. It invests trust in those who are on the front lines, relying on their combined judgment, wisdom, and experience to develop creative approaches to contemporary community concerns.

1.2.9 Internal Change

Community Safety and Security must be a fully integrated approach that involves every member and supporting staff of the Constabulary.

This requires continuous change in style of management, training and general attitude.

1.2.10 Building for the Future

Community policing requires that the JCF continues to strengthen its institutional capacity, expand external partnerships, and constantly review policies and procedures in order to keep them relevant to the philosophy. It should be noted that it is not a tactic to be applied and then abandoned, but a philosophy and organizational strategy that provides the flexibility to meet local needs and priorities as they change over time.

The practice of community policing is framed by nine fundamental characteristics that are often referred to as “The Nine P’s”.

The principles of community policing are often summarized as follows:

Philosophy	The CBP philosophy asserts that the problems of crime, fear of crime, public disorder and community safety require the police to provide twenty-four hours full service policing, both proactive and reactive, by involving the communities directly as partners in the process of identifying, setting priorities and solving problems.
Personalized	By providing the community with its own community policing officer(s), community-based policing breaks down the anonymity on both sides—police officers and citizens get to know each other as individuals.
Policing	Community-based police officers maintain effective law enforcement focus. They answer

calls and make arrest like any other officer, but they also concentrate on proactive, practical problem-solving in their area.

Patrol

Community police officers work and patrol their communities mainly on foot, thereby having regular personal contact with community members. This removes them from the isolation of the police car. Community police officers have also found the use of bicycles to be highly effective, particularly in open spaces.

Permanent

Community-based policing requires assigning community policing officers over a longer term to a beat or a neighbourhood, in which they develop relationships and build partnerships with community members.

Place

CBP officers work directly from neighbourhood localities, where they carry out, among other things, criminal investigation. CBP officers feel a sense of responsibility for their assigned areas, which gives them a chance to tailor their response to meet the needs of the community. This kind of decentralization allows police officers to make decisions and to deal directly in problem-solving.

Proactive

Community-based policing balances **reactive responses** to crime incidents and emergencies with **proactive initiatives** with residents to preventing problems before they occur or escalate. **This is extremely important for high crime areas:** responding to crime does not reduce the incidence of crime. Addressing problems that cause conflicts to escalate does reduce the incidence crime.

Partnership

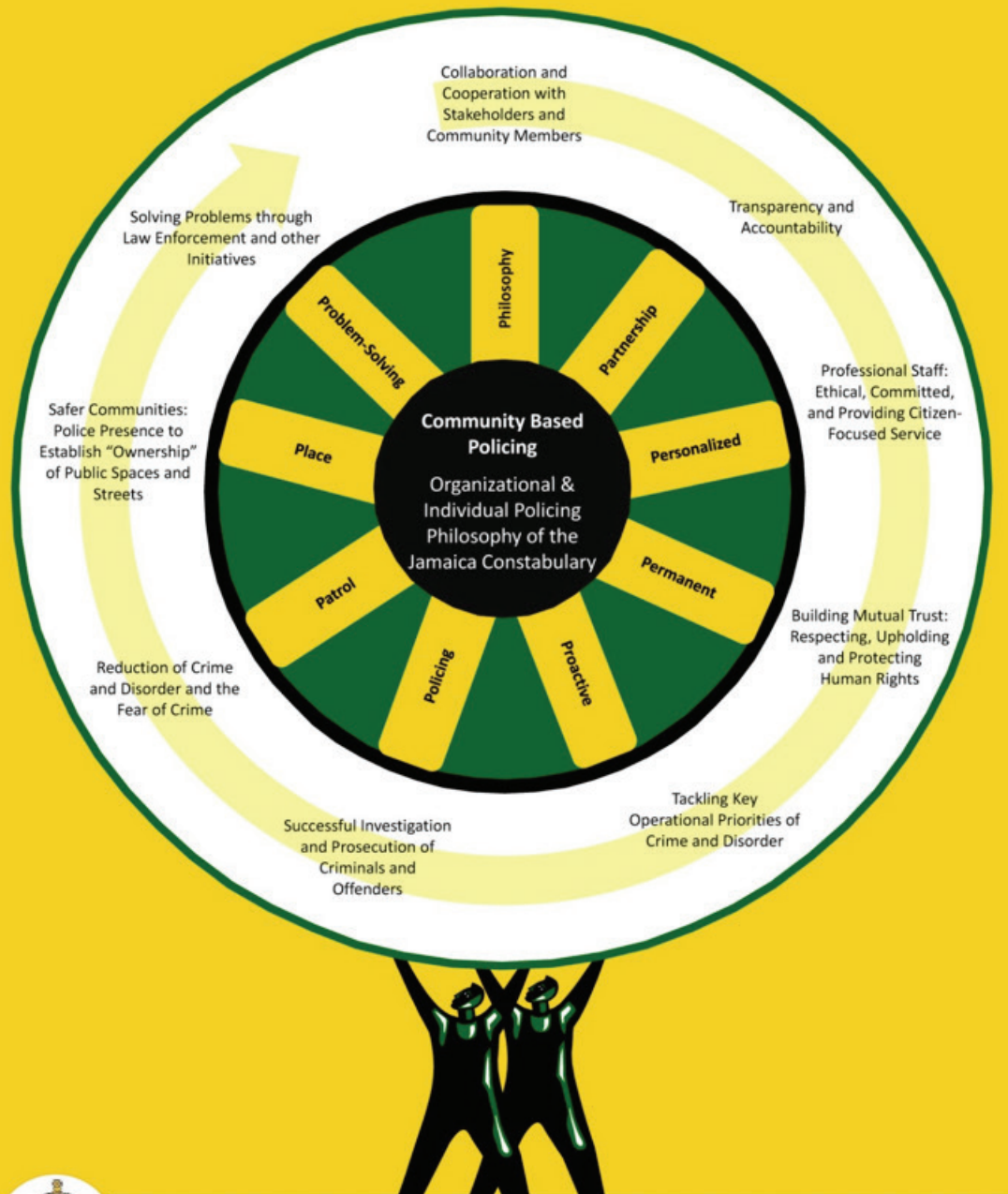
Community policing encourages partnership-building between the citizens and their police based on mutual respect, trust and support. If the citizens trust that their police officer will faithfully and even-handedly execute the law and apprehend individuals who break the law, they will have confidence in the officer's integrity and will work with the officer to create a more secure community.

Problem-solving

Community-based policing redefines the role of the police to focus on helping to solve problems, so that success or failure depends on problems solved (qualitative outcome), rather than just solely on arrests made and summonses served, i.e., "numbers policing" (or quantitative results). However, the police needs to be accountable for their performance on behalf of the public they serve. Therefore, both qualitative and quantitative measures are necessary.

"Police and Citizens working in partnership to tackle problems of crime and disorder for safer communities."

Community Based Policing



The Jamaica Constabulary

1.3 THE KEY STAKEHOLDERS

There are many stakeholders that must be engaged in the community policing process, however, six stakeholders are traditionally recognized as the key stakeholders in community policing and are traditionally referred to as “the Big Six”. Each of these groups individually affects every aspect of community life and when they work together they provide the basis for community safety.

THE BIG SIX



1.3.1 The Police

The role of the police is to enforce law and order and to work in partnership with others to build and maintain safe communities. Community-based policing requires and emphasizes the maintenance of an effective law enforcement focus in that the police officers are expected to engage in proactive policing and practical problem solving initiatives with community members.

1.3.2 The Community

The community and its members are integral to the effective implementation of community-based policing. They should be involved in defining the problems and exploring solutions aimed at addressing local crime and disorder problems.

1.3.3 Government

Elected and appointed government officials discharge important functions on behalf of communities across Jamaica and should be included early in the planning process. They can provide invaluable assistance and support for the projects, strategies and overall community development.

1.3.4 The Business Community

Private sector businesses (large and small) provide services and economic contribution to the society and have the power to be influential lobby groups. It is therefore important to include them in the planning processes as they are able to provide much needed support to community initiatives.

1.3.5 Non-Government Organizations

Nongovernmental organizations, community-based organizations, the voluntary sector and the church play an important role in the community as they provide social services that are complementary to law enforcement initiatives aimed at improving community safety and security.

1.3.6 The Media

The media is a very influential and important entity and can assist in educating and informing the public about the efforts of the problem solving partnerships in the communities. Most importantly, local media can assist in announcing meetings and educating the public about various safety and security issues. Social Media is a very effective tool to engage especially the youth population in crime fighting efforts. This platform is instant and dual; citizen and police.

1.4 THE DIFFERENCES BETWEEN COMMUNITY POLICING AND COMMUNITY RELATIONS

The structure and function of community policing and community relations are distinct, the former being more suited to foster better relationships that lead to confident communities that are safer and more secure.

The differences between the two are presented in the following chart:

COMMUNITY POLICING	COMMUNITY RELATIONS
Goal of Community Policing: creating a safer community through collaborative problem solving.	Goal of Community Relations: to improve the image of the police force and to foster good relations with the citizens.
Community Policing: all Police Officers are expected to maintain good relations with the public while enforcing the law	Community Relations: designated officers are assigned to promote good relations between the police and citizens.
Community Policing: is a policing strategy aimed at reducing fear, crime, and social disorder in communities.	Community Relations is aimed at providing consultation and public relations on crime matters.

COMMUNITY POLICING	COMMUNITY RELATIONS
In Community Policing, citizens identify problems and cooperate with the police to address the problems.	In Community Relations, citizens bring their complaints and other concerns to Community Relations for resolution.
In Community policing there is consistent, long-term contact between community and officers to build trust and enhance exchange of information .	Community Relations is often marked by intermittent contact to deal with specific issues.
Community policing empowers residents: The Police Officers assist citizens to solve crime and disorder problems and encourages volunteerism.	Community Relations usually address the symptoms of crime and disorder.

Part 2:

COMMUNITY POLICING METHODS AND PRACTICES

2.1 POLICE OFFICERS ON THE JOB: EVERYDAY DUTIES AND ACTIVITIES

In community policing the officer has a wide range of resources at his discretion, through the collaboration of community members and organizations to resolve root causes of problems in the community.

Policing the community includes:

- **Law Enforcement** – general duties common to all officers of the law; police officers should also place attention on problems of social and physical disorder and the degradation of the neighbourhood itself.
- **Directed Patrol** – Patrols are specific and intelligence driven, designed to deal with existing and emerging problems in the community. This patrol can be done on foot or in vehicles to facilitate interpersonal contact leading to trusting relationships between the officers and the community members.
- **Community Involvement** – Active engagement with community members and community groups in order to build and sustain partnerships.
- **Identifying and Prioritizing Problems** – the community members provide officers with information about the problems facing them and together they prioritize the issues and problems.
- **Documentation** – Keeping accurate and consistent record of daily activities, meetings, decisions and outcomes helps with accountability as well as measuring progress. This provides the organization with continuity and organizational memory.
- **Information Sharing** – the officer must share information with other police officers as well as the community on specific issues that affect the community and which if not addressed can lead to crime and disorder.

- **Organizing** – coordinating or supporting activities aimed at addressing various problems that impact the quality of life in the communities.
- **Communicating** – Police and partners should have regularly scheduled meetings in addition to day-to-day communication where all relevant information is shared without hesitation. Communication can either be formal or informal and sometimes involves the media.
- **Conflict Resolution** – in policing the communities the officer often mediate, negotiate and assist in the resolution of conflicts before they escalate into major problems.
- **Referrals** – Police Officers should be knowledgeable of all government and non-government agencies, their functions and how they can assist in partnership, problem solving and community development. It is also important that they have knowledge of internal JCF support units.
- **Reassurance** – police officers should make regular follow up visits or telephone calls to victims/witnesses to reassure and provide necessary support and assistance.
- **Supporting Volunteers** – the police officer should work with volunteers to address social problems affecting the community and provide appropriate support.
- **Vulnerable Groups** – Police Officers should pay particular attention to vulnerable groups in the community such as the elderly, youth, disabled and the homeless.
- **Networking with Key Stakeholders** – collaboration with the "big six" to provide a more systematic and comprehensive approach in the promotion and delivery of community safety and security.

2.2 COMMUNITY FACILITATION

Community facilitation is a process through which community members and stakeholders are brought together in a formal or informal setting to address problems affecting the community through collaborative problem solving and action planning.

The Social Development Commission (SDC) is the government agency responsible for developing and coordinating local governance structures through which planning is facilitated. The governance structures organized by the SDC are the National Parish Development Committee (NPDC), the District Area Committees (DAC), the Parish Development Committees (PDC) and the Community Development Committee (CDC). Currently the local police are encouraged to work with their PDCs and CDCs.

A Community Facilitator may be appointed by the community. He/she may be a person who lives or works within the community and is well known and respected in his/her neighbourhood due to their outstanding citizenship, and who facilitates 1) introduction between police officers and residents, 2) liaison with the SDC and other partners to facilitate collaborative problem solving.

2.2.1 Initiating Community Participation and Action to Solve Problems

The community policing partnership is based on collaborative actions and identifying and committing to solving problems together. This makes the citizen share in the responsibility to identify and solve problems of criminality and order maintenance, thereby improving the quality of life in the area. In general, the steps involved are as follows:

Step 1 - Information Gathering

Step 2 - Analysis of the Community/Preparing a Community Profile and Stakeholder Analysis

Step 3 - Relevant Group Identification

Step 4 - The Identification of Leadership

Step 5 - Bringing Leaders of Relevant Groups Together

Step 6 - How to Build Consensus

Step 7 - Quality Control and Continuous Development and Updating

STEP 1: HOW TO GATHER INFORMATION

Crime information can be gathered from several sources other than reported crimes. These include surveying citizens and their experiences and personnel from various centers and hotlines. Citizens often have specific information about a particular area that is not readily observable to police officers and the police officer must find ways to collect this information. Informal conversations about particular crimes are often useful in gathering information. Specific communities also have special characteristics and the Police Officer must gather, document and share this information with the department in an effort to solve the problems on a long-term basis. Apart from crimes, police officers need to gather information about the levels of unemployment for youth and adults as well as other types of information that might explain the prevalence of particular crimes in a particular community.

STEP 2: HOW TO ANALYZE THE COMMUNITY

Community Profile

Police Officers must be knowledgeable of the history of the community, its citizens, past and present problems in order to effectively engage citizens. Police officers should collaborate with SDC and any other appropriate agencies in order to design and develop the community profile. These profiles should contain information on crime, unemployment, youth at risk and other social and economic factors that impact the community.

Information about the community collected by police officers on patrol and those performing other functions should be collated into a community profile. The station's management team is responsible for getting this done, delegating responsibility for different parts of the Community Profile.

The community profile should include a description of the population, an estimate of the community's size, description of the state of roads, lanes and alleys, community assets, social infrastructure, government agencies and buildings, Justices of the Peace (JP), teachers, Parent Teacher Associations (PTA), service clubs, location of residences, health facilities, and places of business.

The community profile should also include a map showing all the out districts for which the station is responsible. The map should show the location of residences, places of business, health facilities, office of JPs, government buildings, as well as vulnerable and hot-spot areas.

One should analyze the economic base, the cultural aspects or ways of life, the social organizations, the official functions and the methods of handling crises in order to get a "feel" of the community life and the practical problems they face on a daily basis. This information should be updated from time to time as the need arises.

Stakeholder Analysis

The stakeholder groups in a community can be divided into special interest groups. For instance, residents can be divided into youths, women, fathers, etc. each with special needs and assets. Businesses can be divided into micro businesses, small businesses, manufacturers, service providers, etc. Identifying the interests that stakeholders have in common, and helping them determine how, as a group, they can contribute to (and benefit from) Community policing is the first step in building organized stakeholder participation in Community Policing. Police officers often play a key role in organizing a community, and

the first step in doing so is to conduct a Stakeholder Analysis. A Stakeholder Analysis is simply the identification of the stakeholders in a community, a review of their relationships with each other, and an assessment of their needs, strengths and abilities.

One of the duties of a police officer is to prepare a profile of the neighbourhood to which he/she is assigned. The information obtained when these profiles are pooled can be extremely valuable for a Stakeholder Analysis.

STEP 3: HOW TO IDENTIFY RELEVANT/IMPORTANT GROUPS IN THE COMMUNITY

The police officer should act as a catalyst for the incorporation of stakeholders into the Community policing process. These stakeholders include businesses, media and other agencies and actors already mentioned. The values of these groups must be identified based on the services they provide (or could provide) to community safety and security. The police officer can set up meetings to educate the public about the initiatives of the police force and to get a sense of the actors who might play an active role in the community safety process. The police officer in collaboration with a partner agency should identify and secure a meeting site, collect equipment and publicize the agenda.

The SDC has established local governance structures (Parish Development Committees, Community Development Committees, Parish Safety Committees) within in parish and have developed community safety plans. Through these structures the police will work with other partners to address community safety needs. The divisional managers along with their community safety officer in each division are expected to assist these committees to function and achieve their objectives. It is crucial therefore that all police officers in the division are aware of the plans and objectives and work closely with the committees to achieve their common objectives.

STEP 4: HOW TO IDENTIFY COMMUNITY LEADERS

Community leaders are persons who are respected, law abiding and have a good reputation within the community. One can assess good leaders through their reputation, moral standing and their record of service within the community. Many communities already have persons of influence and power who are capable of mobilizing support. However, these persons are not necessarily the best persons to be leading community projects initiated by the police officer who must ultimately be able to aid in the identification of suitable persons to work with.

STEP 5: HOW TO BRING LEADERS FROM DIFFERENT STAKEHOLDER GROUPS TOGETHER

The Police Officer in collaboration with partner agencies should meet with community leaders to discuss problems, to reduce prejudices and misperceptions that may exist about particular groups and to identify how the different groups can contribute to community safety and security.

STEP 6: HOW TO IDENTIFY PROBLEMS AND AGREE ON PRIORITIES

There will be many different views on what the main problems in a community are and how important these are to the different stakeholders. In order to build consensus among different community groups meetings should be held to facilitate the exchange of information and discussion, eventually leading to identification of the main problems and agreement on the priorities of addressing these. In this way the different groups would be united for a common goal.

Problem Solving Tool

A tool commonly used for collaborative problem-solving is a method commonly given the acronym "SARA" (Scan, Analyze,

Respond and Assess). SARA is a structured problem solving tool used by law enforcement officers by: Scanning to identify the problems; Analyzing to understand the root causes of the problems; developing alternative Responses to solve the problems; and following application of the response, carrying out an Assessment to establish that the problems have been solved and to learn from the process. When used collaboratively, this process builds trust and confidence between partners. It can transform a community by empowering residents to partner with the police to eliminate problems and raise their quality of life.

The four stages of SARA are as follows:

- S** = Scan Problem carefully examined to determine its impact and its various components Example security, public health, housing, sanitation, ordnance violations, etc.
- A** = Analyze Problems are analyzed to determine the offender, victim, and their physical location/source
- R** = Response Collaborative action to address root causes
- A** = Assess Evaluate impact of action taken.

STEP 7: HOW TO IMPLEMENT

Once areas of agreement are identified by the community groups an action plan should be developed stating goal to be achieved, roles and responsibilities and resources needed, and timelines for these targets.

SMART

specific, measurable, attainable, realistic and time bound
self-monitoring, analysis, and reporting technology

STEP 8: QUALITY CONTROL AND CONTINUOUS DEVELOPMENT

The community group must constantly be reviewing and evaluating the plan and make changes as necessary in order to achieve the stated objectives.

Order Maintenance

Order maintenance is very important to community safety and security, this means paying attention to physical space and living conditions, rampant public disorder, examples:

- Broken Windows
- Migrant criminals
- Potholes, broken mains, sidewalks, poor/absent lighting
- Abandoned Vehicles
- Open drunkenness
- Prostitution
- Corner drug selling
- Trafficking in person
- Night noise
- Illegal vending (shacks)
- Truancy
- Squatting

Besides having an impact on health and safety, the foregoing problems could lead to major crimes and social disorder if not addressed.

2.2.2 The Officer as a Resource

In the practice of community policing, the police officer's traditional role is enlarged to include serving as an agent of change and a catalyst for improving the quality of life of the residents in the area where s/he is assigned. Additional roles include:

- Referral facilitator
- Mentor
- Role Model
- Mediator

Referral Facilitator

As a referral facilitator the police officer is expected to acquire knowledge of all social services both government and non-government that is useful to the community so that he/she can make appropriate referrals.

Mentor

Mentorship is a voluntary relationship entered into by an (elder) mentor and a (younger) mentee whereby the senior person assist the younger to work through some of the challenges he/she may face. Police officers are often asked to be mentors to young people and in this developmental relationship they offer guidance for character building. Mentorship provides vulnerable youths with guidance and advice to resist peer pressure and negative situational influences and challenges that confront them.

Role Model

It is important that police officers not only have very high standards of conduct but that they display them at all times. Given the position of police officers in public life many members of society particularly young people look upon them as role models and for leadership in any given situation. It is therefore incumbent upon the police officer to demonstrate sound ethical principles and exemplary behaviour at all times.

Mediator

Conflict is an everyday part of life where, often times the police officer is required to intervene. Mediation is one mechanism that can be applied to resolve these conflicts. It must be noted however, that not all conflicts can be mediated, or may be so complex that they cannot be resolved by the process of mediation; to this end the necessary referrals are to be made.

2.3 MEDIATION

DEFINITION

MEDIATION is a voluntary dispute resolving process in which a third party, the mediator, facilitates and coordinates the negotiations of disputing parties. Mediation can be conducted in the court system, in community centers, police stations, in schools or in any setting where the disputants choose to use a third party to help settle their differences.

Many incidents of violent crimes occur between individuals who are known to each other; and are often the result of interpersonal conflicts including revenge and retribution for unresolved issues. While mediation is an alternative solution to conflict management, it is **not a substitute** for enforcing the law.

Conflicts are usually resolved through either arbitration or mediation. In arbitration, an individual (e.g. a judge) imposes a solution, which may not necessarily be to the liking of one or both the disputants. Acrimony may persist, to manifest itself later or in other ways. However, in mediation, the disputants find a mutually acceptable solution. As a solution to disputes, mediation is generally considered "win-win" because acrimonious tensions are reduced or eliminated and disputants have more of a say in the outcome of the process.

2.3.1 The Mediation Process

Mediation is not simply sitting around and talking about a problem. Mediation is **an organized negotiation**. It is a **structured process** in which the mediator guides the disputants through a discussion

of their mutual problems and concerns, organize the parties' suggestions of alternatives for resolving the problem, and aids the parties in arriving at a resolution to their dispute.

The mediator **facilitates** the process in numerous ways. He/she controls the flow of information and encourages behaviour which makes it more likely that the parties will reach an **effective compromise**. At the same time, the mediator discourages non-productive behaviour such as defensiveness, rambling, anger and reluctance to communicate. The mediator attempts to ensure that the disputants "hear" each other by clarifying language, information and proposals.

One key to successful mediation lies in the **neutrality of the mediator**. Neutrality means not favouring either party or indicating a preference for one party's proposals relative to those of the other.

Unlike a judge, the mediator does not have the authority to impose a decision upon the disputants. The parties themselves decide whether and how to settle the dispute.

While the mediator's goal is to have the parties themselves arrive at their mutually acceptable agreement, he/she is more concerned with the result of the mediation process, that is, **the workability of the agreement** and the parties' ability to comply with the terms of the settlement.

The mediator can enhance his ability to help the parties by following a simple **seven stage mediation model**. This process is and should always remain flexible. However, the seven stage model can provide direction, control and order for the parties so that they can examine and resolve the dispute.

Each of the seven stages of mediation is designed for a specific purpose, and they combine to provide a structured process that leads to crisis intervention and dispute resolution. Police Officers should be aware of the services of the Dispute Resolution Foundation.

2.3.2 Summary of the Mediation Model

- a. **Introduction** - This is the first formal contact between the parties and the mediator. The mediator should identify the parties, define mediation, explain the mediation process and establish ground rules. Because first impressions are important, the mediator should pay special attention to this stage.
- b. **Problem Determination** - In this stage of the process, the mediator asks each party to relate his/her side of the story. During problem determination there is a flow of information from the disputing parties to the mediator. The mediator's function is to facilitate the flow of this information.
- c. **Summarization** - After each party has completed his story the mediator should summarize. The words used by the mediator in the summary must be neutral and non-judgmental in nature. It is important, however, that the summary be an accurate statement of the essence of each party's story.
- d. **Issue Identification** - In the issue identification stage, the mediator assists the parties in identifying those issues that need to be mediated if there is going to be a resolution of the dispute.
- e. **Generation and Evaluation of Alternatives** - During this stage, the parties propose alternatives for resolving the dispute. The parties proceed to discuss these alternatives in an effort to affect a resolution of the problem.
- f. **Selection of Appropriate Alternatives** - During this stage the parties agree on which alternatives will resolve the dispute.
- g. **Conclusion** - The mediation should conclude with a final re-statement and clarification of the terms of the resolution by the mediator.

2.4 PROACTIVE VIOLENCE INTERRUPTION STRATEGY

The prevalence of gangs and gang violence in our communities, and their associated link to reprisal attacks on community members, have been key contributors in driving fear into citizens. The activities of gangs in communities have attempted to nullify the investigative efforts of the police. However, through partnership between the Community Safety and Security Branch and the Chaplaincy Services Branch a **Proactive Violence Interruption Strategy** was introduced in communities wracked by violent gang conflicts with strong likelihood of reprisal. The aim of this strategy is to break the cycle of reprisal killings.

2.4.1 Roles and Responsibilities:

Community Safety and Security Branch: will be responsible for managing the programme.

Chaplaincy Services Branch: will enlist support from a cadre of volunteer chaplains who will be responsible for providing grief counseling to persons/communities impacted and affected by acts of violence as also attacks of reprisal.

Family Liaison Officer: to extract data daily on all murders, shootings and provide contact between the police and victim's family/community.

Criminal Investigation Branch: to investigate, provide additional information on background of victim and determine the likelihood of reprisal.

Definition Reprisal Killings: for the purpose of this strategy, reprisal killing is defined as murders committed by person(s) against others in revenge for acts committed against themselves, family members or associates.

2.4.2 Aim of Proactive Violence Interruption Strategy (PVIS)

PVIS provides immediate support for aggrieved families and communities after an act of violence by reassuring the victims of the intended police actions, thereby lessening the need for any act of violence in furtherance of the original conflict.

It is natural for a person who is grieving to feel angry. However, unless this emotion is curtailed or managed in a responsible manner an individual could emit negative and destructive energies. Reprisal is a cycle that starts with the commission of a crime which leads to shootings and murders out of revenge arising from an incident. This causes victim tensions, which results in community tension. Community tensions escalate and can cause retaliation planning which then lead to other incident of crime, and the cycle continues.

The question then is how do we break this cycle? The proactive violence interruption strategy will put victims and their families as also their communities in touch with individuals who will begin the healing process

2.4.3 How does this work

The strategy includes but is not confined to the following steps

- Identification of the crime(s) committed by individuals or gang members
- Establishing contact with Divisional Detective Inspector/ Investigating Officer
- Identifying the family of the victim or close friends
- Assigning a station pastor/volunteer pastor closest to the location of the incident
- Coordinate meeting with family members and or community

2.5 BUILDING AND MAINTAINING RAPPORT

A constructive rapport begins with a positive introduction between the police and the community. Ideally, the police officer needs time to familiarize themselves with the police district and patrol area once assigned.

The officer can find ways to introduce him/herself to the community members so that they know what his/her role is. Methods include arranging with youth groups to give out flyers, and meeting persons at laundries, post offices, markets, and other public gathering places. There is no hard and fast rule about introducing oneself to the community and the officer can immediately begin to use creativity and innovative methods to become acquainted with the community members.

Other strategies to build rapport include:

- Maintain the highest standards of professionalism.
- Develop knowledge of leading citizens and assets in the communities (JPs, Ministers of Religion etc.)
- Develop knowledge of criminals, gangs and crime hot spots.
- Walk a beat and engage individuals in conversation.
- Partner with residents to tend to situations of public disorder.
- Address crime problems in the area of geographic responsibility.
- Inquire into the well-being of vulnerable persons in the community (e.g. children, the elderly, and the infirm).
- Make positive contact with citizens, e.g. daily greetings, providing helpful information.

- Learn about past efforts by the community and find ways to be supportive.
- Avoid disparaging comments about the community's efforts.
- Make an effort to learn people's names and to share yours as well.
- Participate in community activities.
- Extend courtesy and demonstrate respect.
- Be knowledgeable about cultural norms of the community.
- Gain an understanding of the issues in the community e.g. unemployment, and illiteracy.
- Facilitate mediation where appropriate.

2.5.1 Building Community Trust

Establishing a good rapport is a sound foundation for building trust. The police officer should display good interpersonal skills, effective communication and listening skills, and have the ability to balance empathy and law enforcement. The police officer should endeavour to be honest and transparent with his or her dealings with members of the community, especially during the execution of duties. It is particularly important to attend promptly to any issues or complaints brought to his/her attention and to give timely response and feedback.

Mutual respect and trust make crime solving more effective by allowing for the free and confident exchange between police and residents in the community. Trust is also important in developing and maintaining effective partnerships. This requires that all parties are truthful in their communication and demonstrate that all stakeholders have the best interest of the collaborative effort in mind.

2.6 PROFESSIONALISM AND ETHICAL BEHAVIOUR

OFFICER INTEGRITY

The officer should strive to maintain the highest level of personal and professional integrity. This should be exemplified in the conduct of his professional and business life, such as honouring his/her personal debts.

Police officers must adhere to the highest standards of professionalism and ethical behaviour. Every effective officer needs “eyes and ears” in the community. However, the Police Officer must be extremely careful about being seen as a “close friend” of specific individual(s) as this could jeopardize the Police Officer’s standing or cause a perception of partiality.

Fraternizing with criminal elements and unsavory characters, for whatever reasons, is unethical and compromises one’s standing in the community. In addition, relying on a limited number of sources generally does not provide good intelligence. Remember to always respect the confidentiality of sources within the community.

2.5.1 Accountability and Responsibility

The police are responsible for providing twenty-four hour policing service to the community. In the policing context, police officers are responsible for specific areas in the community. This means that they should know what is happening in terms of crime, disorder and other security issues when posted in a particular area. He/she has a responsibility to share information with the appropriate parties and take the necessary actions to address these issues.

Part 3:

OPERATIONALIZING COMMUNITY POLICING

Four of the most pervasive and frequently occurring problems facing communities are domestic violence and abuse, gang violence, missing persons, and child abuse/neglect.

3.1 DOMESTIC VIOLENCE AND ABUSE

Domestic violence and abuse is a crime that takes different forms such as verbal, financial, emotional, physical battering, and psychological harm.

Domestic Violence Act of 2005

Actual or threatened physical, sexual, mental, emotional or financial abuse perpetuated against a person and/or their personal property within the context of a previous or current intimate relationship.

Besides having an immediate impact on the primary victim, domestic violence also impacts children and others in the family and community who should be considered secondary victims. An effective domestic violence intervention strategy has far reaching consequences for community peace and quality of life.

The duty of the police in dealing with domestic violence is to comply with the Offence Against the Person Act, Domestic Violence Act 2005, Child Care and Protection Act, Family Property Right of Spouses Act and any other law that is applicable.

Police officers should be trained to proactively identify the signs of domestic violence and abuse (which is sometimes covert) in their area of assignment, and to intervene assertively. Beyond immediate life-saving short term interventions, the police officer must involve

the relevant services so that the victims are protected and the abuser receives the necessary counseling help. Police officers have an obligation to regularly follow up and monitor the situation to ensure that the social services are engaged.

3.2 GANG VIOLENCE

Gang organization and activity are complex and constantly evolving. Most gang members are male aged 13-35. This age group is characterized by strong social needs that include group solidarity, recognition of the individual by his peers, self-esteem and a sense of accomplishment.

The socio-economic realities including unemployment, youth alienation, absence of a strong positive role model and the breakdown of families propel many persons in this age group into association with peers from whom they receive recognition, rewards and safety.

Each police officer needs to have access to intelligence about gang activity. In addition he/she needs to develop partnerships with the social service organizations that can assist in mitigating gang violence, design and implement prevention strategies, and provide alternatives to persons who would be attracted to gangs. Alternatives such as sports, remedial education, mentoring programmes, skills training and small business opportunities have good track records as diversionary activities.

Each division working in partnership with civic organizations needs to develop a gang violence prevention strategy and each officer needs to know his/her role within that strategy.

3.3 MISSING PERSONS

A missing person is any individual who is absent or reported to be absent from his/her place of abode, employment or frequency, under any unexplained circumstances and for unusual time period, without reasonable communication. It is important that every report

of a missing person is treated seriously and expeditiously. Where the missing person is considered to be vulnerable for whatever reason extra diligence must be given. Police officers must strictly adhere to the JCF Missing Persons Policy and to constantly maintain contact with relatives.

A. POLICY STATEMENTS

1. It shall be the policy of this organization to thoroughly investigate all reports of missing persons. Every person reported as missing will be considered at risk until significant information to the contrary is confirmed.
2. A case of missing person must be dealt with **immediately** by any rank without waiting for **any time period** to elapse and no one making such a report should be sent away.
3. Where the investigation is undertaken by a rank below sergeant, the investigation must be supervised by a named sergeant.
4. **The station where the missing person was reported is responsible for the investigation**, unless it is agreed by the divisional Superintendent and handed over by mutual consent (record to be made in the Station Diary), due to the location or nature of the investigation, to find the missing person (e.g. If the person was reported missing in Kingston, but all the missing person related enquiries are in Manchester, as they lived and went missing from there and as such, Manchester Division would be most appropriate to investigate the case).
5. All investigations will be transparent and conducted with the assistance and support of our valued and accepted partner agencies. (See Annex A)
6. We will ensure that the public is aware of their responsibilities when a case of missing person is being investigated.

7. An activation of the **Ananda Alert** system will be initiated by the officer receiving the report through **Constabulary Communication Network (CCN)** where a child (under 18 years) is reported missing and is classified as **High Risk** using the risk assessment formula (form MP 2).
8. Each geographic division will create a **Divisional Missing Persons Coordination Desk** and submit reports to **CCN** and the **National Intelligence Bureau (NIB)**.

NIB will establish a **Missing Persons Bureau** and this unit will ensure that all reports are recorded, disseminated.

National Intelligence Bureau (NIB), Missing Person Coordination Desk.

The NIB is the agency responsible for criminal intelligence and the Missing Persons Bureau, and as such, they will play a critical role in providing intelligence to aid investigations being conducted.

POINTS TO CONSIDER WHEN RESPONDING TO A CASE OF MISSING PERSON

The following must be considered:

- Well-being of the missing person.
- Respect for the rights of an individual.
- Compassionate treatment of the relatives and friends of the missing person, including providing frequent updates to them on the progress of the investigation.
- Likelihood that the person may have been the victim of a serious crime.
- Preservation and management of evidence in suspicious case.

- Sufficient allocation of resources for each report.
- Likelihood that complainant might have knowledge of disappearance of the person.
- The investigator should consider the lifestyle i.e. religious beliefs, addictions, and sexual orientation etc. of the missing person as this may aid the investigative process. It must be borne in mind that some people may have hidden their lifestyle from close friends and relatives and this area should be treated with sensitivity.

Such information should be noted in the detail of the investigation.

Partners in the investigative process:

Divisional Manager

Station Manager

Investigating Officer

Divisional Missing Person Coordinating Desk

National Intelligence Branch

Constabulary Communication Unit

Police Control

Divisional Intelligence Unit

The Public

Risk Assessment: is a tool consisting of risk factors expressed in numerical value.

If the total Risk Score is 30 or more, the case is classified as High Risk and any total Risk Score under 30 the case is classified as Low Risk. In all cases where the missing person is under twelve years

of age, they should be **immediately** declared as **High Risk** and an **Ananda Alert** made. A local 'Flash Alert' should be declared for all cases declared high risk.

Ranking

Risk – Is the likelihood of the missing person becoming a victim of any crime or harm, as well as the missing person becoming a danger or serious threat to a member of the public.

At Risk – A missing person may be considered at risk when one or more risk factors is/are believed to be associated with the missing person.

Low Risk Case – is determined after careful assessment by the police is conducted and the accumulated total risk score below 30, the missing person is therefore classified as not being vulnerable to neither serious harm nor poses any threat to the public.

High Risk Case – is one that accumulates a total risk score of 30 or above after careful risk assessment is conducted by an officer. The missing person is classified as vulnerable to serious harm or poses a threat to the public

Risk Factors – These are physical, social, mental and economic conditions that are likely to be associated with risk.

Repeat Runaways – these are children between the ages of 14 and 18 years who continually remove and or absent themselves from a place of care that is, family home, government care or school. Special considerations may be required and the Ananda Alert System may not be appropriate in these instances. Every child that goes missing must be treated with utmost urgency and priority to find them is essential. In any case where a child is reported missing for at least two previous occasions within the last twelve months, the Divisional Commander should be consulted and directions given to deviate from the full extent of a flash alert as stated below.

Flash Alert – Is a local warning system to alert stakeholders in the local community about the missing person. The system should include but is not limited to the parish authorities, CBOs, NGOs, community activists, service and information access points within the local community.

Investigative Procedures

Upon notification of an alleged case of missing person, the following investigative procedures should be followed:

Appreciate the report (Form **MP1, MP2 & MP4**) in a professional manner putting all his/her interpersonal skills into action.

Reassure the complainant in order to build confidence in the investigation.

Complete the prescribed Missing Person Report Form (**MP1**) **AND** a Risk Assessment Sheet (**MP2** (see Annex B)). If a high risk child (under 18 years) immediately activate the Ananda Alert system by contacting CCU.

Record a comprehensive statement of the circumstances surrounding the person going missing.

Obtain a most recent photograph of the missing person, **preferably a full length portrait.**

In cases where a photograph cannot be obtained, the investigator should arrange for the complainant, or other person most able to describe the missing person's facial features, to attend the Visual Identification Unit (VIU) and solicit their assistance in producing an electronically generated image using the E-Fit Software.

Obtain details of any communication device (cell phone, laptop etc.) and contact the Communication Forensics & Cybercrime Unit (CFCU) at the Organized Crime Investigation Division (OCID) who will provide all possible assistance.

PART : PROXIMITY POLICING

The most effective strategy to boost citizen confidence while preventing crime is Community policing with a focus on tactics that bring the police closer to citizens in a consistent way. One such tactic is Proximity Policing which has proven effective in reducing crimes and boosting citizen confidence, especially during festive seasons when the police suspend all leave and redirect resources from administrative duties into frontline street activities. These shortened successful periods of operational policing as seen during holiday seasons, and in communities where there is a flare up of violence could be greatly enhanced with increased proximity policing. Proximity policing is a tactic that places the police as close as possible to the citizens who need their support. It acts as deterrence to offenders and signals an irreversible commitment of the police to protect members of the public wherever they are. It involves the placing of police posts in vulnerable communities such as Tredegar Park and Gravel Heights; dedicated foot patrols and static presence such as the permanent police fixtures seen at Grants Pen/Barbican, Greendale, the Bog Walk Round-a- bout, and the deployment of mobile patrols of small community policing teams in defined geographical space which puts the patrol in easy reach of citizens who may call for help. Proximity Policing cuts down response time considerably even as it builds citizen confidence in the State. It is the most visible tactic in Community-based policing.

Community policing is the philosophy of the Jamaica Constabulary Force, It therefore means every member must be conversant with the various tactics and strategies employed through this concept to operationalize this style of policing. This module is aimed at informing and demonstrating to participants the effectiveness of Proximity policing and how to successfully implement it.

This unit is divided into two sections:

Section one seeks to place Proximity Policing in perspective. It defines the concept and provides a range of theoretical perspective aimed at demonstrating its viability.

Section two is largely designed for supervisors and managers of Proximity Policing. It provides tools and evaluation methods aimed at tracking progress and outcomes.

SECTION ONE

Section One Objectives

After completion of this section it is expected that participants shall be able to:

1. Define and explain Proximity Policing;
2. Demonstrate through practical application the various tactics employed by Proximity Policing;
3. Identify and apply the special skills that police officers should have to be effective, and gain respect and cooperation of members of the public;
4. Conduct community profile and risk assessment and develop appropriate crime prevention strategies

DEFINITION AND OPERATIONALIZATION OF PROXIMITY POLICING

Introduction

The situation in Jamaica now demands a more hands on, close-up type of policing which places the police at the heart of the partnership between the police and the community. Statistics has shown that policing in Jamaica is most effective when the police are embedded in the communities. Violence torn communities such as Tredegar Park and Gravel Heights in St. Catherine, Pane Avenue in St Andrew South, Flankers in Montego Bay and Grants pen in St Andrew South showed their lowest crime rate when the police worked in close proximity to those communities. While crime was evidently lower, the relationship between the police and the citizens also showed great improvement. It is against this background that a strategic approach was undertaken to develop and implement proximity policing both as a philosophy and an operational strategy within the JCF.

Definition

Proximity Policing is defined as

"A tactic that places the police as close as possible to the citizens who need their support. It acts as deterrence to offenders and signals an irreversible commitment of the police to protect members of the public wherever they are. It involves the placing of police posts in vulnerable communities. Proximity Policing cuts down response time considerably even as it builds citizen confidence in the State. It is the most visible tactic in Community-based policing."

Operationalizing the Concept

Practical examples of the tactic employed in proximity policing can be seen in communities such as Tredegar Park and Gavel Heights. These communities were ravaged and overrun by marauding gunmen who drove away residents from their homes, literally turning the communities into “ghost towns”. Order was restored when dedicated foot patrols and static presence was maintained overtime within the community. Other examples of the effectiveness of proximity policing can be seen in the permanent police fixtures at Greendale, Bog Walk Round-a-bout and the deployment of mobile patrols of small community policing teams in small defined geographical space in many other vulnerable communities.

Proximity policing places patrols within easy reach of citizens who may call for help. It gives a sense of reassurance and strategically position police officers where they are most needed thereby reducing opportunities for crime, disorder and anti-social behaviour.

LESSON ONE

Critical Discussion point

Foot and mobile patrols are two methods used to patrol public spaces by police officers in all police organizations. Discuss the advantages and disadvantages of both and say which method would be most appropriate for Proximity Policing

Apart from the tactics of high visibility, permanent placement of resources in communities and foot patrol, the police need to actively engage the community with a sense of purpose and specific objectives as dictated by the strategic objectives of the JCF. The two main strategic priorities that the police deployed in these communities will be concentrating on are:

1. **Reduction of crime and**
2. **Restoration of public confidence**

Detailed statistical analysis has shown that over seventy percent of all serious and violent crimes (category one) are gang related. It therefore behoves the police to develop and implement strategies aimed at preventing and reducing all forms of criminal activities. To this end, while managers and frontlines officers performing proximity policing will focus on all nine principles of community policing (**philosophy, personalised, policing, partnership, proactive, permanence, problem-solving, place and patrol**) special emphasis will be placed on three of the nine principles listed above, these are; Permanence, Partnership and Problem –Solving.

- A. **Permanence:** this is where the police establish permanent posts in some of the most volatile communities in order to be close to the people they serve and be able to provide the necessary security to lessen violence and fear of crime. The strategy involves the police installing permanent structures within these communities either in the form of purpose built posts or retrofitted steel containers. In some instances the police will be deployed on foot, or motor cycles on a permanent basis to remain and build relationship with members of the community. Permanence also helps to build trust and confidence between the police and the residents in the various communities they serve. Proximity Policing seek to have permanence and stability as a key part of this initiative in order to ensure that trust and confidence is fully restored and maintain.

- B. **Partnership:** This is where the police and citizens come together formally and informally in an atmosphere of trust, respect, civility and support for initiatives aimed at creating safer communities. Proximity policing is aimed at creating the ideal condition for partnership to develop, flourish and be sustained. The police fully recognized that the police service cannot by itself eliminated crime, but with full participation and commitment from members of the public they will be in a stronger position to positively impact the drive for the reduction of crime and anti-social behaviour.
- C. **Problem-solving:** Within the framework of proximity policing the strategy is not only about making arrests but also to solve problems and therefore prevent their reoccurrence. Generally, community policing attends to the underlying causes of criminal activities in innovative and creative ways, employing analytic and preventative measures to solve problems relative to crime and disorder, aimed at improving the quality of life for all law-abiding residents. Proximity policing to a large extent redefines how policing efforts are measured, in that while quantitative measurement will still be used, a lot more emphasis will be placed on qualitative outcomes.

In order to further justify the shift in policing tactics and strategies, it is important that one consider the unique demographic, geographic and social conditions that exist in various communities throughout Jamaica. These include:

- Major shifts in population size, density and location in relation to where police stations and assets are located. Most police stations are located based on conditions existing between 50-150 years ago and no longer reflect an appropriate response to the needs of surrounding or distant communities they are expected to serve and reassure.

- Concurrent with major population shifts over the last 30-40 years have been a shift in crime patterns and community vulnerability.
- Opportunities for crime have also been shifting away from urban centres and the location of vital infrastructure into rural townships and deep rural communities, as telecommunication and internet penetration deepens into Jamaica's inner territories.
- Criminal mobility has also rendered the concept of a one vehicle per station, inadequate to prevent crimes or catch up with criminals, as most police districts have an average 20 communities to serve.
- The proliferation of squatter settlements with marginal to no infrastructure renders motorized patrols difficult to impossible and is too physically demanding for consistent foot patrols. As a consequence, many citizens do not see and interact with community police officers with the regularity desired to build trust, confidence and a positive working relationship.

To this end the police must employ the following tactics:

1. **Aggressive Policing**- this means the police must be forceful and consistent in their pursuit of criminal elements within the community.

Example of Aggressive Policing

Where the police become aware of crime being committed, anywhere in the community in which they are assigned, they must act with alacrity and persistency to apprehend, and pursue offenders relentlessly. This will place pressure on the offenders to desist or move out of the community. The persistency is what makes this tactics aggressive and not the use of force.

2. **Hot Spot Policing:** Crime hot spots are determined by the frequency and concentration of mostly category one crimes in a geographical space. The concept of Routine Activity Theory (which will be explained later) posits that if crime-prone locations are properly managed by law enforcement actors, the rate and frequency of crime will significantly decline.

Example of Hot Spot Policing

Having analyzed and determined the areas most affected by crime and disorder, deployment must be deliberate and effective. This means police personnel must be effective guardians of crime-prone and vulnerable locations, occupying space through static and proactive foot patrolling; and building partnership with the community to mitigate conditions that give rise to criminal activities.

3. **Directed Patrols:** This is a tactic in which police officers are placed in specific areas based on situational analysis or citizens' demand. Directed patrols are done through mobile or foot patrols; personnel deployed for these patrols must be properly briefed as to the expected outcome and the specific objective(s) to be achieved.

Examples of Directed Patrol

Directed patrols are largely intelligence-driven foot or mobile patrols; these include:

1. Police deployed on foot patrol in a specific community/area to deal with gang rivalry;
2. Deployment in farm community to specifically reduce praedial larceny; and
3. Foot patrols deployed in town centres, bus terminus or business communities to maintain law and order.

4. **Disarming Criminals:** Crime statistics has shown that approximately 70 per cent of all murders committed in Jamaica are done with the use of the gun, knives, machete and other sharp and blunt instruments account for the other 30 per cent. Proximity policing will be one of the main strategy employed to disarm criminal elements within the community. Officers will be required to conduct searches, raids and vehicle check point (VCP) operations in order to seize guns and other offensive weapons with the aim of making the community safer.
5. **Effective Policing:** For the police to win the trust, respect and confidence of the community, they must not only be present, they must also be effective. Effective policing means that the police will respond rapidly to distress calls, will act professionally at all time and while not all offenders will be arrested or prosecuted; no offence committed in view will go unnoticed.

Example of Effective Policing

The Police taking action to prevent unlawful gaming, illegal vending, stealing of electricity, loud noise etc. committed within proximity of the police station/post and within view while on patrol; If police officers pass these glaring offence without taking action, the community will lose confidence and see these officers as ineffective.

Rationale and Benefits of Proximity Policing

In keeping the two strategic objectives for the implementation of proximity policing, it is important that officers fully understand the rationale and benefits to be gained by effectively executing all the tasks required while performing their duties.

To this end due care and consideration must be done while performing the following community patrols as this is the nucleus of proximity policing:

6. Community Patrols: Proximity Policing is best done on foot as it places the police within close proximity to members of the community. Main benefits to be derived from community patrols:
 - a) Citizens notice increased police presences reducing their fear of crime and victimization;
 - b) Order is preserved by the consistent presence of uniformed police in public spaces;
 - c) Response time to citizens' call for help is reduced because cops are deployed nearer to citizens;
 - d) Increased opportunity for proactive policing as cops get intelligence, identify community problems and move quickly to solve them;
 - e) A positive impression of the state and its governance is created by the consistent presence of uniformed public professionals in the community;
 - f) Police more accessible than when in cars, stations or behind the 119 curtain.

END OF SESSION ACTIVITY

Lecturer should divide the class into two groups or select two groups from the class. An area will be designated as the patrol zone. Persons within the class will be given roles such as; JP, business owner, informant, vendor. One group will be given specific instruction to interact with the community in a bid to get to know the designation of each person that they come in contact with while doing foot patrol.

The other group will only try to detect offences without interacting with the community members.

At the end of both group patrol a debriefing session should be held.

Find out

- which patrol was more rewarding
- which group got most out of the patrol
- which group got to know the residents better and
- which group was most successful in detecting and preventing crime

LESSON TWO

Basic tasks perform while doing Proximity Policing

Policing is most effectively done when frontline officers ensure that each interaction with members of the public is done in a professional, courteous and dignified manner. Each contact or engagement is an opportunity to display a positive attitude so as to garner respect, trust and confidence of the community. Listed below are some of the basic duties and responsibilities of persons deployed to conduct proximity policing:

- Protect all citizens in the community
- Ensure the rights of all persons are protected and their freedom is safeguarded.
- Protect their property and investments.
- Ensure they enjoy public spaces and facilities.
- Organize community meetings.
- Look out for signs of crimes.
- Prevent crimes and disorder.
- Provide advice and safety tips.
- Gather intelligence.
- Build relationship with citizens.

Law enforcement agents must always remember that offences are committed against the state and not against the individual. Therefore perpetrators of crime must be treated humanely and with respect, irrespective of the heinous nature of the crime they might have committed.

SECTION TWO

Managing and Evaluating Proximity Policing

Learning Objectives

At the end of this session participants should:

- I. Fully understand the role, duty and responsibility of each actor within the proximity policing initiatives
- II. Explain the role and function of ;
 - a) The Commanding officer
 - b) The supporting officers
 - c) Shift commanders and
 - d) Frontline officers
- III. Be able to explain the evaluation process and do a comparative analysis with the traditional policing assessment model

LESSON ONE

Role, Duty and Responsibility of Divisional Managers

The divisional management team headed by the Divisional Commander must champion this initiative in order to maximize its full potential. It is expected that proximity policing will be a main agenda item during the Divisional Tasking and Coordinating meetings (DTCM). The specific duties and responsibilities are listed below:

- I. Conduct profile of area to which permanent assets will be assigned
- II. Develop specific outcome driven activities and incorporate them in the divisional planning process
- III. Infuse Proximity Policing as a permanent fixtures of the tasking and coordinating meeting
- IV. Ensure that all personnel within the division are exposed to training and sensitization.
- V. Empower and support Station Managers
- VI. Ensure compliance with JCF Policies and Standard operating procedures
- VII. Manage and equitable distribute resources allotted to initiative
- VIII. Assist in the mobilization of stakeholders with the communities
- IX. Part take in collaborative problem-solving
- X. Make personal visits to areas of deployment and attend community meetings
- XI. Motivate and support frontline staff
- XII. Provide “hands on” supervision for especially young and inexperienced frontline officers

- XIII. Familiarize self with zone profile and deploy resources appropriately
- XIV. Mobilization of community and interaction with stakeholders
- XV. Ensure that discipline, integrity and professionalism is maintained by all personnel attached to the station
- XVI. Part take in collaborative problem-solving
- XVII. Assessment and evaluation of strategies and tactics employed
- XVIII. Maintain close contact with Divisional Intelligence Unit (DIU) and deploy proactively
- XIX. Stay informed and be vigilant about drug, gun and human trafficking
- XX. Exercise proper management over all zones in police area

LESSON TWO

General Tasks Perform by Frontline Officers

- I. Familiarize self with profile of area assigned
- II. Work with residents of assigned geographical area to resolve issues re maintenance of law and order
- III. Work with residents to significantly reduce crime, fear of crime and community decay
- IV. Facilitate the organisation of community groups
- V. Be informed about resources and programmes available to communities
- VI. Report to relevant authorities situations if left unresolved could result in serious public order problems
- VII. Build trust and respect through personal character, reliability, sincerity, assistance, and professionalism

- VIII. Take the initiative to determine the causes behind call for service, dealing with the root of the problem
- IX. Arrest offenders, enforce the law
- X. Reassure residents, respond promptly to calls, reduce fear and disorder
- XI. Officially record and deal with all reports no matter how trivial
- XII. Be proactive in problem-solving
- XIII. Detect potential problems and be alert for intervention opportunities and minor situations that could develop into major incidents or problems
- XIV. Pay special attention to signs of domestic violence and child abuse
- XV. Utilize conflict management and mediation skills where appropriate

LESSON THREE

Proximity Policing Divisional Management Structure

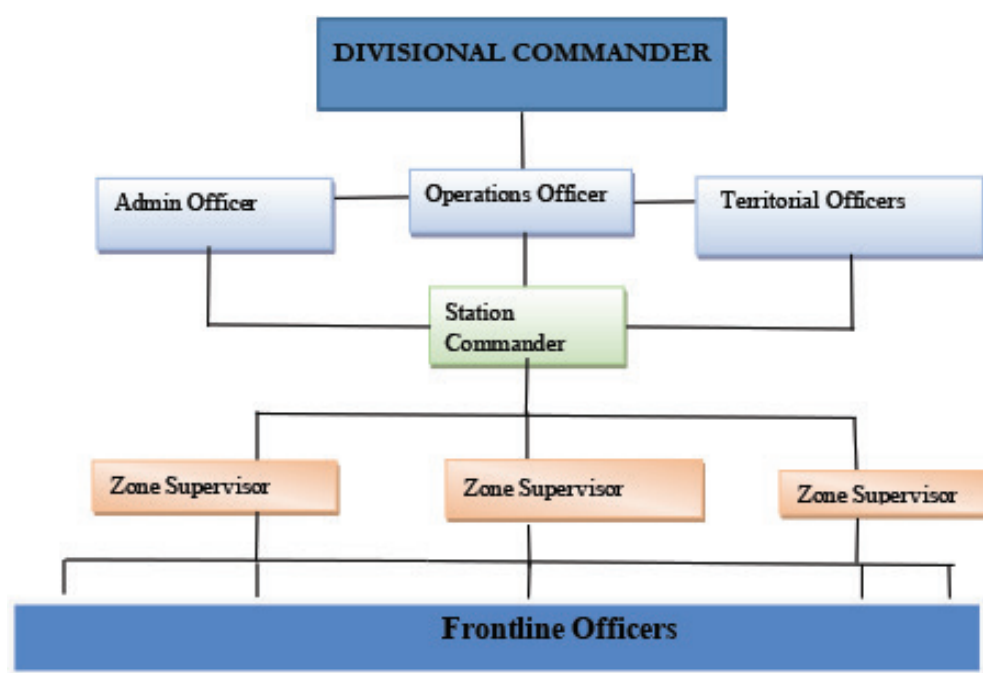


Diagram illustrates the command and control structure at the divisional level

The divisional tasking and coordinating group meeting will be nucleus of the monitoring and evaluation process at the divisional level. The overall implementation and evaluation is the responsibility of the Divisional Commander. Station Commanders are expected to monitor and supervise both zone supervisors and frontline officers (as indicated in diagram). Shift commanders must assume the overall supervisory responsibility for proximity policing activities during their shift. This includes briefing, debriefing, tasking and coordinating of activities for the duration of their shift.

LESSON FOUR

Evaluating Proximity Policing

As was indicated earlier, proximity policing is a subset of community policing. Community policing differs from traditional policing in that it focuses less on quantification and more on making qualitative long-term changes. While quantitative performance measurement won't be abandon, a new set of measurement will be used to determine effectiveness. It is hopes that these qualitative performance measurements will change culture and cause more personnel to willingly accept change and adopt the overall concept and philosophy of community policing.

The Evaluation Process

The performance Management Assessment System (PMAS) will be the main evaluation instrument used to measure the performance of individual police officers. The process is as follows:

1. All geographic divisions will develop divisional plans annually. These plans will have specific activities and performance indicators relative to proximity policing.

2. The Station Commanders will develop station plans to support the objectives of the divisional plan.
3. First line supervisors will assist proximity policing officers to develop their individual work plan based on their job description.
4. While the individual assessment will be largely based on the extent to which they had accomplished the targets and tasks set out on the work plan, the overall assessment of the proximity policing strategy will be based on:
 - I. The extent to which gangs activities has diminished, reduction of drugs bases and street sale of drugs, reduction of gun violence and general reduction of fear of crime
 - II. Positive citizen police interaction (daily communication with residents during patrol; number of street meetings, formal community meetings)
 - III. Extent to which the police was instrumental in eliminating unsafe conditions (e.g. abandon buildings, overgrown lots, abandon vehicles)
 - IV. Facilitation of diversionary activities (foster alternative to any conditions that are associated with anti-social behaviour e.g. encouraging youths to join youth clubs and other civic groups; working with schools and social service agencies to address special needs issues)
5. General outcomes directly related to Proximity initiatives will include:
 - I. Change in number and types of crimes
 - II. Level of disorder in neighbourhood (Social disorder such as open drug sales, illegal gambling, prostitution,

exposing goods for sale, youth gangs, truants, loud noise, abandon vehicles etc.)

- III. Quantifiable activities- number of community meetings, newsletters, organizing of events, response to calls, media contacts and outreach programmes.
- IV. Special groups- proactive initiatives aimed at helping special and disadvantage groups.
- V. Networking- number and type of contacts with citizens and other agencies including businesses.
- VI. Intelligence gathering and information sharing – number and quality of information received from the community, number of crimes solved with the use of intelligence.
- VII. Innovation and creativity used in problem- solving
- VIII. Teamwork-outcome of projects and programmes conducted jointly.

END OF LESSON QUIZ

- 1) In your own words define proximity policing
- 2) Are there any differences between community policing and proximity policing? If any, explain.
- 3) Explain with appropriate examples the following tactics in relation to proximity policing;
 - Aggressive policing
 - Effective policing
 - Directed patrol
 - Hotspot policing
- 4) What is the rationale for the development and implementation of proximity policing?
- 5) List six benefits to be derived from this policing initiative
- 6) List six duties performed by proximity policing officers
- 7) What are the duties and responsibility of the Commanding officer
- 8) Explain six areas in the evaluation process of proximity policing

Part 4:

CRIME PATTERN & INTELLIGENCE ANALYSIS

Crime Pattern and Intelligence Analysis are of great value to all members of the JCF including managers and strategic planners. Therefore all members should see themselves as part of the information/intelligence gathering mechanism within their division and carry out their functions accordingly. Police officers in their daily activities and interactions with community members gather information on crime trends and potential safety issues. All information should be treated as valuable and must be directed to Divisional Intelligence Unit (DIU), supervisors and managers.

Crime Pattern Analysis may be defined as; a set of systematic, analytical processes directed at providing timely and pertinent information relative to crime patterns and trends. Crime analysis is the identification of and the provision of insight into the relationship between crime data and other potentially relevant data with a view to police and judicial practices.

It is used to assist;

- Operations
- Administration
- Planning
- Deployment of resources for the prevention and suppression of criminal activities
- The investigative process

There are two main types of analysis, Strategic and Operational. The strategic analysis is of value to police managers as they make longer term plans including the deployment of community policing.

4.1 STRATEGIC ANALYSIS

The basic purpose of strategic analysis is to create knowledge to be used by decision-makers for long term planning and the allocation of resources. As the name suggest it is future orientated, dealing with long term issues and goals such as:

- The nature and type of crime and criminal.
- The scope and projections of growth in types of criminal activity.
- The establishment of future enforcement priorities, including community policing.

4.2 OPERATIONAL ANALYSIS

Operational analysis is of great value to community police officers on a daily basis. It is directed towards short term law enforcement activities with an immediate impact in mind; such as arrest, seizure or forfeiture.

The Crime Analysis Unit of the JCF can assist the force and community police officers to prevent and detect crime by:

- Identifying evolving or existing crime patterns.
- Forecasting future crime occurrences.
- Target profiling to assist in crime prevention.
- Providing investigative leads (suspects, vehicles criminal history)
- Providing supporting data to community policing and crime prevention programmes.
- Providing form and substance to what might otherwise be seen as random events.
- Linking suspects to crimes and crimes to suspects.

Part 5:

SCHOOLS SAFETY AND SECURITY PROGRAMME

The vision for the Safe Schools Programme is to:

Foster safe schools where the physical, psychological and emotional environments are conducive to positive interactions and the teaching-learning experiences contribute sustainably to the development of socially adjusted students, performing at their academic best in classrooms that are student-centered; and where relationships are based on mutual respect.

5.1 SCHOOL SAFETY

The school is a critical institution in the community, and must provide a safe space where children can learn socialization skills and receive a good education.

School safety is about the wellbeing of the school community and encompasses more than simply the physical setting. It includes the integrity of the school grounds, access routes to and from the schools and the students' social relationships.

It is important for the police and education authorities to work in partnership to create a safe learning environment. The application of the principles of the Safe Schools Programme and deployment of Schools Resource Officers where appropriate will help to ensure the creation and maintenance of safe schools.

The school also offers an opportunity to the officer to convey messages to the students about the role of the police, responsibility of citizens, and public safety issues. Guidance counselors, Schools Safety and Security Administrators, coaches, and police should work collaboratively on intervention opportunities such as gang prevention, domestic abuse, child abuse, bullying, etc. The officer must also be exposed to conflict resolution methods and must work to build trust with the students. School Resource Officers should be

aware of the Ministry of Education Schools Safety and Security Policy guidelines and work in partnership with the school administrators to implement these.

If each school in a community does not have an SRO, the Commander of the local police station may assign a police officer to a geographic area that includes the school. The SRO or police officer must develop a relationship with the school community (parents, teachers, school administrators) to ensure that s/he is seen as a partner in the success of the school. These officers must work with the school administration to develop a School Safety Plan³. When the School Safety Plan is in draft form it should be shared with the officer's supervisor as well as parents and teachers for their feedback. Once finalized, the School Safety Plan should be used as a guide and reference by the officer and school administration, and should be reviewed and updated on a regular basis. In addition, the SRO or police officer should prepare a Monthly Report⁴, which should be filed with his/her supervisor (with a copy for the School Principal).

5.2 The Safe School Programme (SSP)

Developing and Maintaining Safety in Schools

A safe school cannot be mandated. It must be planned for and nurtured by those closest to it. Maintaining safety in schools is one of the most challenging tasks facing many of Jamaica's schools today. The preservation of a peaceful, orderly and nurturing environment in schools where students learn and teachers teach at their optimum requires a major commitment from all stakeholders. Developing and implementing strategic plans with goals and objectives that allow stakeholders to participate in the process and to be accountable for the outcome, are critical and essential elements in the building of safer schools in the context of safer communities.

3. See Annex

4. A copy of this form is provided in Annex

5.3 Benefits of Having Safe Schools

Schools that have comprehensive violence prevention and response plans in place, plus teams to design and implement those plans, report the following positive results:

- Improved school climate that is more conducive to learning
- Improved academic performance
- Reduced disciplinary referrals and suspensions
- Improved staff morale
- More efficient use of human and financial resources
- Enhanced safety.

Safe Schools Programme Secretariat – Safe School Criteria
August 2006

Part 6:

POLICE ORGANISATION AND MANAGEMENT

Community policing requires a paradigm shift in the way the JCF is organized and managed. It requires that more autonomy is given to divisional command to plan and organize activities which facilitates collaboration and cooperation between the police and citizens. Community policing demand that managers must be empowered to use discretion and engage in collaborative problem solving.

Recognizing that resolution of problems is generally most effective at the level where they occur, the Jamaica Constabulary Force will often use a TLT ("Tight-Loose-Tight") Management Approach to accomplish selected objectives. In the TLT Management Approach, a decision-making level gives strict ("tight") directives to an operational or middle level along with delegation of responsibility and relative implementation autonomy ("loose"). This relative implementation autonomy can be characterized as giving "primacy" (or latitude) to the operational level for accomplishing the directives. The operational level in turn will require strict ("tight") adherence to the directive.

Policing will always require that officers respond to incidents and reports. However, there is the need to balance this approach with a more proactive problem solving and preventative method that enhances the effectiveness of policing and promote community safety.

Effective delivery of Community policing services emphasizes police and community empowerment, problem-solving, and discretion in decision-making.

6.1 DUTIES AND RESPONSIBILITIES

All officers will maintain the responsibilities of their roles in accordance with JCF rules, regulations and Force Orders which will include but not be limited to the following.

Responsibility by Role

Role	Primary Responsibility	Associated Activities
Divisional Commander	<ul style="list-style-type: none"> • Comply with JCF strategic plans • Comply with divisional strategic plans • Empower and support the Station Commander • Division level crime analysis • Ensure compliance with JCF policies • Manage resources • Mobilization of community and interaction with stakeholders • Prioritization and coordination of divisional activities • Problem-solving • Community organizing • Conflict resolution • Mediation • Order maintenance • Work with other agencies and the community to improve the quality of life of the residents 	<ul style="list-style-type: none"> • Review meetings with Divisional officers • Represent JCF at community meetings • Participate actively in Civic Committee • Inspect unit operations • Liaise with outside units • Supervise, deploy, evaluate • Station Commanders

Role	Primary Responsibility	Associated Activities
DSP Community Policing	<ul style="list-style-type: none"> • Support the development of community safety including Community Safety Committees, Community Policing, Neighbourhood Watch, Youth Programmes, Physical Crime and Social Crime Prevention, Tourism Policing and Safe Schools throughout the Division. • To promote and apply good physical and social crime prevention initiatives. • To ensure that officers outside the Branch are aware of the role of Community Safety. • To pursue a partnership approach to crime prevention, technological advances in crime prevention, hardware in relation to architectural liaison and surveying of premises both private and commercial, with a view to 'design out' crime. • To carry out visits and conduct crime prevention surveys and commercial premises and prepare reports on same. • To monitor current trends, and organize and implement public campaigns and exhibitions to ensure that the public are aware of these trends and anti-crime measures. 	<ul style="list-style-type: none"> • To apprise and assess each officer under his/her command, highlighting strengths and weaknesses in accordance with the Performance Review Process. • To bring to the attention of the responsible officer all training needs of subordinates with a view to developing their full potential. • To mentor Constables and Special Constables on attachment to the Community Safety and Security Branch. • To be aware of the occupational welfare requirements of the officers under his/her command and, where necessary, work to a solution that maintains the operational efficiency of the officer. • To monitor and submit regular returns which monitor the effectiveness and efficiency of the territorial policing function through appropriate channels to headquarters.

Role	Primary Responsibility	Associated Activities
DSP Community Policing (continued)	<ul style="list-style-type: none"> • To organize and implement crime prevention initiatives in conjunction with schools and other groups within the Division/Sub-Division. • To liaise with agencies within the private security industry in conjunction with the Community Safety and Security Branch. • The post holder will have knowledge of, and promote procedures and practices that comply with Equal Opportunities. • To carry out all other duties as instructed by supervisors or as directed by circumstances. 	<ul style="list-style-type: none"> • To be responsible for ensuring all Police Reports, correspondence, enquiries, complaints and other such processes referred to subordinates for attention, meet the requirements of the Law and are dispatched timely having attained the highest possible standard. • To supervise crime prevention surveys and ensure reports on same submitted timely. • To make the responsible officer aware of the unit's requirements (materials, equipment and vehicles) while ensuring that those on strength are properly maintained and serviceable at all times. • To carry out all other duties as instructed by supervisors or as dictated by circumstances.

Role	Primary Responsibility	Associated Activities
Station Commander	<ul style="list-style-type: none"> • Empower and support the Shift supervisors • Zone crime control • Mobilization of community and interaction with stakeholders • Station area control, discipline and integrity • Coordination of specialized units • Problem solving • Assessment of effective strategies and evaluation • Facilitate community organizing • Conflict resolution and mediation • Maintain order • Improve quality of life in the community • Comply with Strategic plans of the divisional commander/JCF 	<ul style="list-style-type: none"> • Hold review meetings with Shift Supervisors and Team Leaders • Represent JCF at community meetings as designated by superior officer • Participate actively in Community Advisory Committee as designated by superior officer • Inspect geographic areas of assignments • Supervise, deploy, evaluate Shift Supervisors • Request additional resources as needed to accomplish goals set by Divisional Commander

Role	Primary Responsibility	Associated Activities
Police Supervisor	<ul style="list-style-type: none"> • Inspect and review the Officers' note books and submit them to the Sergeant. • Be knowledgeable about sources of disorder such as houses of ill repute, as well as known criminals in the area such as child abusers, rapists, professional burglars and auto thieves, retail shop fencing operations. The profiles prepared by the Police Officers are important in developing this knowledge. • Maintain an ongoing dialogue with principals, students, school counselors, social workers, local business leaders. • Stay informed about vice activity and other risky and exploitive behavior • Be vigilant for human trafficking and corrupt practices • Receive and disseminate information between specialized units as needed to accomplish district goals and objectives • Mobilization of community and interaction with stakeholders • Crime analysis for assignment area; • Improve quality of life and reduce disorder 	<ul style="list-style-type: none"> • Attend community meetings; • Represent JCF and station at community meetings as assigned • Review assigned area activities; • Participate in meetings with community residents; • Participate in review of crime MO's and establish patterns / recurring incidents, and convey information to team members; • Interact with outside investigative units; • Communicate with crime analysts for problem-solving leads; • Supervise, manage, develop and evaluate Teams' activities • Meet with community residents

Role	Primary Responsibility	Associated Activities
Police Supervisor	<ul style="list-style-type: none"> • Mobilization of community and interaction with stakeholders • Designated area integrity control and discipline • Problem solving • Management of assigned area patrols 	<ul style="list-style-type: none"> • Review crime MO's and establish patterns / recurring incidents, and convey information to team members and alert citizens as needed • Interact with outside investigative units • Communicate with crime analysts for problem-solving leads; • Supervise, manage, develop and evaluate Teams' activities

Role	Primary Responsibility	Associated Activities
Beat and Patrol Officer	<ul style="list-style-type: none"> • Prepare a profile of the area to which s/he is assigned. • Work with the residents of his/her assigned geographical area to resolve issues re the maintenance of order, fear reduction and crime elimination. • Facilitate the organisation of community groups. • Be informed about resources and programmes available to communities and alert CBOs, public agencies, private sector, and NGOs to situations where they can intervene to resolve issues before they become serious public order problems. • Build trust and respect through personal character, reliability, sincerity, assistance, and police professionalism. • Take the initiative to determine the causes behind calls for service, getting to the root cause of the problems. • Maintain the Officer's Note Book. • Designated area crime prevention and control. • Arrest offenders, enforce laws. • Identify problems (e.g. truancies) and root causes, and make proper referrals. 	<ul style="list-style-type: none"> • Prepare a profile of the area to which s/he is assigned. • Patrol area of responsibility • Familiarize with crime patterns in the area. • Share information and non-confidential crime data with other residents. • Handle all calls in a professional manner. • Initiate and participate in neighborhood meetings. • Continue professional development. • Be proactive in long term projects working with special needs individuals, homeless, youth. • Motivate community to take ownership for their safety. • Patrol the zone. • Respond to calls for service. • Make official reports.

Role	Primary Responsibility	Associated Activities
Beat and Patrol Officer	<ul style="list-style-type: none"> • Improve quality of life. • Reduce fear and disorder. • Answer calls for service and respond to emergencies. • Report all incidents no matter how trivial. • Engage in community mobilization and interaction. • Meet administrative responsibilities. • Be proactive in problem-solving. • Detect potential problems/ be alert for intervention opportunities and minor situations that could develop into major incidents or problems. • Pay special attention to signs of domestic violence and child abuse. • Conflict resolution and mediation. • Intervention and diversion practices where appropriate. • Safely respond to all emergency calls. • Be knowledgeable about crime in the designated area. • Interact with community residents and cultivate sources of information. 	<ul style="list-style-type: none"> • Continue professional development. • Motivate the community to take ownership for their safety. • Be knowledgeable about at-risk youth and special needs Individuals.

Role	Primary Responsibility	Associated Activities
Civic Committee	<ul style="list-style-type: none"> • Work with the Divisional Commander to foster better working relationship between citizens and Police. • Seek resources for improved services delivery. 	<ul style="list-style-type: none"> • Liaise with the Citizens' Advisory Committee at the Station level..
Community Safety Committee	<ul style="list-style-type: none"> • Partner with police station in problem-solving, crime reduction, and improving the quality of life in the community. 	<ul style="list-style-type: none"> • (EMOM) Educate, Motivate, Organize and Mobilize the community around crime reduction and quality of life issues. • Encourage participation through volunteerism and good citizenship.

6.2 MONITORING AND EVALUATION

Monitoring and Evaluation (M&E) is a management tool for decision-making. It allows you to identify best practices so that you can eliminate or discontinue those that are unproductive. It is important to monitor the effectiveness of your actions and strategies and to obtain feedback from the community to ensure that you are accomplishing your objectives and that civilians are satisfied with the delivery of Community policing services.

While the impact of this style of policing on crime is important, there are a range of other issues that require monitoring and evaluation. These issues are qualitative in nature to include the fear of crime and the improvement of relationship between the police and the citizens, which promotes trust and confidence and leads to safer communities.

A performance management framework for the evaluation of organizational team and individual level will be established in keeping with the JCF Strategic Plan. Organization and divisional monitoring and evaluation will be done by the Police Civilian Oversight Authority (PCOA) and the Ministry of National Security. Individual performance evaluation will be done by the JCF through its performance management system. Performance goals, standards and indicators will be based on:

- Divisional plans;
- Collaboration between internal and external stakeholders;
- Persons in charge of stations, teams and units;
- Output in terms of the committees set up in different parishes to see if they are functioning efficiently;
- Neighbourhood Watch;
- Level of training within the division for conformity;

- Response to calls;
- Human right issues;
- Ethics in policing operation and investigation;
- Internal and External communication;
- External and internal customer service;
- Facilities and condition and the availability of resources;
- Impact of service on the community; and
- Measure officers' awareness of policies.

6.2.1 Continuous Assessment and Evaluation

Effective and efficient policing requires continuous assessment and evaluation as part of the effort for continuous improvement. Information for the evaluation may be drawn from many sources both formal and informal and it may either be qualitative and quantitative. Community meetings and street meetings are opportunities to openly gather information and assess the contribution of all stakeholders. It is also an opportunity to determine capacity-building needs.

Every member of the police force makes a contribution to the community policing effort. In this regard each officer's Individual Performance Evaluation measures their contribution. This is generally conducted by his/her immediate supervisor, and covers his general policing functions as also his effort at collaborating with external stakeholders.

This example of a School Safety Plan was prepared from a sample used by the Missouri Center for Safe Schools. Please feel free to adapt it for use in your school. We want your input to improving the example. Send your recommended changes and additions to safe.schools@mns.gov.jm

ANNEX 1

SCHOOLS SAFETY PLAN

SAFETY

1. Emergency Management

We will limit hazards by controlling access to the school. Except for 30 minutes at the beginning of the school day, all doors are secured against access from the outside except the main door by the office. All school personnel (staff and students) are to make sure the doors are properly closed and secure when exiting. Visitors must report to the office when they enter the building. The office staff will screen them and issue them a visitor's badge if they are determined to be safe. All students and staff are expected to wear their identification badges at all times while at school. School personnel (staff and students) are expected to take appropriate action when they see an individual in the school without an appropriate identification or visitor's badge. Students should report the individual to the first staff member they can find. Staff members are expected to approach the individual, introduce themselves, respectfully ask the individual who they are and what their business is, then direct them to the office (escort them if possible). Notify the office to make sure the individual reports.

All school staff members should be familiar with the Emergency Standard Operating Guidelines for Classrooms' (SOG). Those simple instructions, posted next to the door inside each classroom, are all that most staff members need to know with regard to emergency response. The SOG describes the buddy room system that is used in all buildings.

In the SOG are the following simple instructions regarding the use of fire extinguishers. When a fire is detected (visible flames, visible smoke, or the smell of smoke), sound the fire alarm (continuous bell) using one of the pull stations located in each hallway.

Fight the fire with a portable fire extinguisher only if the following are true:

- The evacuation of the building has been initiated and no one is dependent on you to assist in their evacuation.
- The fire department has been called.
- The fire is small and confined to the immediate area where it started.
- You can always keep your back to a safe escape route while fighting the fire.
- The portable fire extinguisher you have available is in good working order and is the proper type for the fire you are fighting.
- You are trained to use the extinguisher and can operate it safely.

In the SOG are the procedures to be followed when receiving a threatening telephone call and how to initiate a *69 call trace.

Some of the staff members in each school will be asked to serve as part of an emergency response team. Each building has the following emergency response teams: first aid, mental health, security, search and rescue/HAZMAT, and family reunification. The Safe Schools Emergency Operations Plan (EOP) provides details about the roles of those teams and how they work within the incident command system. A copy of EOP is located at each building office

2. Hazardous Materials

Hazardous materials on school proper will be clearly labeled and secured when not in use. If you are involved in procuring hazardous materials, you must always consider less hazardous alternatives. When you buy a hazardous material, the vendor must provide the material safety data sheet. Post one copy of the MSDS in a clearly marked, easily located notebook within the area where the material

is stored, provide one copy to the building nurse, and provide one copy to the building principal.

- Schools should develop standard guidelines to be followed for minor incidents; and
- Never bring personally owned hazardous materials to the school, including cleaning products and insect sprays.

3. Violence Prevention

The Safe Schools Task Force works at providing a comprehensive violence prevention programme within the school system. A Violence Prevention Curriculum Framework is promoted as follows:

a. Character Education

The Show Me Character Traits are:

- Respect – Respond sensitively to the ideas and needs of others without dismissing or degrading them. Celebrate differences among people. Accept both praise and constructive suggestions from others. Affirm individual freedom while honoring the rights of the group.
- Responsibility – Willingly fulfill the tasks accepted or assigned with a sense of duty. Work conscientiously. Feel comfortable asking for help. Agree to be held accountable for your behavior.
- Honesty – Share ideas openly, in a climate of trust, with confidence that what is written and spoken is truthful.
- Self-discipline – Exercise habits of good living in relationships with others and in relationships with others and in use of time. Agree to live within limits, ones mutually agreed upon and those established personally.

We will model these traits as adults in everything we do. We will integrate these traits at every opportunity in all instruction.

b. Problem Solving

The "Show Me" Problem Solving Process is IDEAL:

- I** – Identify the problem.
- D** – Develop options.
- E** – Evaluate the potential consequences of each option.
- A** – Act on the best option utilizing a comprehensive implementation plan.
- L** – Learn from the experience.

We will model the use of this problem solving process in everything we do. We will integrate this process at every opportunity in all instruction. We will expect that our students use this process to resolve their own problems and will coach them in the process.

c. Conflict Resolution

We consider conflict to be a positive opportunity for growth and change. Whenever possible we take a collaborative approach to resolving conflict utilizing the IDEAL problem solving model. Students will be given the opportunity to resolve their conflicts through negotiation or with the support of peer mediators.

d. Discipline

Discipline in our schools is intended to support the development of self-discipline and responsibility. All allegations of indiscipline will be investigated and dealt with. All staff members are expected to be familiar with all discipline policies and procedures. The consequences associated with infractions are designed to serve the positive purpose of correcting problems with self-discipline while

providing for a safe school. All teachers are required to report to the principal the following conduct occurring on school property, on a school bus, or at a school activity: any type of assault including sexual assault; possession of a controlled substances or weapons. It is misdemeanor to willfully neglect to -or refuse to- report. An assault is committed if a person:

- Attempts to cause or recklessly causes physical injury to another person, or
- With criminal negligence causes physical injury to another person by means of a deadly weapon, or
- Purposely places another person in apprehension of immediate physical injury, or
- Recklessly engages in conduct which creates a grave risk of death or serious physical injury, or
- Knowingly causes physical contact with another person knowing the other person will regard the contact as offensive or provocative, or
- Knowingly causes physical contact with and incapacitated person with a reasonable person who is not incapacitated, would consider offensive or provocative.

e. Harassment

The MOEY policy specifies that there is to be no harassment because of an individual's race, color, sex, national origin, disability, perceived sexual orientation, or age. All employees are to receive a copy of the policy. The complaint and investigation procedures are outlined in the policy. Sexual harassment is a type of harassment involving unwelcome sexual conduct which is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an education programme or activity, or creates an intimidating,

threatening, or abusive education/work environment. Examples of conduct which may constitute harassment include:

- Graffiti containing offensive language
- Notes or cartoons
- Written or graphic material which is posted or circulated and which is aimed at degrading individuals.
- Name-calling, pranks, or rumors
- Threatening or intimidating conduct directed at another
- Other kinds of aggressive conduct such as property damage or theft
- Sexual advances
- Touching, patting, grabbing, or pinching another person's intimate parts
- Coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts
- Coercing forcing, or attempting to coerce or force sexual intercourse or a sexual act.

Any teacher, administrator, or other school official who receives notice that a student has or may have been the victim of harassment based on race, color, sex, national origin, disability or perceived sexual orientation by another student, school employee (or any other person who is participating in, observing, or otherwise engaged in activities, including sporting events and other extra-curricular activities under the auspices of the school district) is required to report the alleged acts to the principal. He/she will in turn report to the relevant authority, including the police.

f. Approved methods for dealing with acts of school violence:

Fights, the most common act of school violence, must be dealt with quickly and effectively. The following procedures will be utilized in breaking up a fight:

- 1. Verbal Intervention.** In a calm but firm voice verbally intervene by identifying yourself and directing the students to stop fighting. Use the students' names, if known. Do not invade the personal space of the combatants. Direct each of them to move to a specific location in order to separate them. If the students stop fighting and separate themselves, escort them to the office. Never send fighting students to the office without being escorted by a supervisor.
- 2. Send for Help.** If the combatants do not follow your directions and continue to fight, send a responsible student on-looker for help in accordance with the school plan (which should identify who the responders will be from within the administrative and teaching staff based on the location of the fight within the building). Direct the other students to move out of the area. Assess the situation while continuing to calmly talk to the fighting students and while moving any dangerous objects out of their way (items that they could bump their heads on or which could be used as a weapon). If this is a situation in which one student is on the attack and the other student seems to be acting in self-defense, focus your remarks on the attacking student. If the attacking student lets up, direct the defending student to go to the office by himself and keep the attacking student with you.
- 3. Physical Intervention where Necessary.** When the intervention team arrives, report to them with the names of the students and how they have responded to your directions. The team leader will take over. The team continues to give verbal direction to the combatants. Additional team members may arrive. It takes a minimum of four, and desirably six adults (three per combatant),

to safely separate two fighting students and physically restrain them until they regain self-control or until law enforcement arrives. The restraint team must be well trained in approved procedures for safeguarding the students and the staff members. They should not be wearing glasses, wrist watches, rings or other jewelry. Members of the team with long hair should have their hair tied back. The intervention team must know where they will take the restrained combatants while awaiting law enforcement. These separate holding areas should be private rooms free of any objects which could be used as weapons. Members of the intervention team must be capable of conducting a post-trauma debriefing with the combatants. Members of the team should have first aid training and know how to obtain any necessary medical assistance for combatants or team members.

- 4. Report the Fight.** The Education Code imposes specific reporting requirements on teachers and administrators. Teachers must report first, second, and third degree assaults to their principals. Principals must report first, second, and third degree assaults to their superintendents and law enforcement.

4. Pay Attention to Bodily Fluids

An exposure occurs whenever bodily fluids (blood, semen, vaginal secretions, respiratory discharge, tears, vomit, urine, feces, saliva, etc.) from one person are contacted by another person in a way that might compromise the skin barrier (needle sticks, human bites, cuts, abrasions, etc.). All possible exposures are to be reported immediately to the school nurse.

Those most at risk of exposure are custodians, school nurses, coaches, bus drivers and bus aides, secretaries, special education teachers, and principals. Hepatitis B vaccinations are recommended for employees in these categories. Any employee who renders first aid or other assistance in any situation involving the presence of bodily fluids, regardless of whether or not a specific exposure

incident occurs, should seek the full Hepatitis B immunization series as soon as possible, but in no event later than 24 hours after the incident occurs.

Universal Precautions is an approach to infection control. According to Universal Precautions, all bodily fluids are treated as if known to be infectious for Human Immunodeficiency Virus (HIV) or Hepatitis B Virus (HBV).

Personal Protective Equipment (PPE), including latex sterile gloves, goggles, and dust mask, are provided to all classroom teachers, coaches, and building administrators. Extra supplies of these items are stored in the nurse's office at each building. All PPE which is penetrated by bodily fluids should be removed as soon as is feasible and placed in the appropriate receptacle at the nurse's office. The school is responsible for the maintenance of appropriate containers for disposal of needles in the nurse's office.

Hand washing facilities are provided for all students and employees within the school system. Washing one's hands with soap and running water is one of the most effective ways to prevent the spread of disease through bodily fluids.

ANNEX 2

MONTHLY SCHOOL SAFETY REPORT FORM

MANUAL ON THE PRINCIPLES AND PRACTICES OF COMMUNITY POLICING IN JAMAICA
"Building Safer Communities Through Partnership"

Month: _____ Year: _____

Name of School: _____

Principal: _____

Reporting Officer: _____

No. of counseling sessions		Parent notified	No. of YES	No. of NO
No. of referrals		Topic / Resolution		
No. of Parent Conferences				
No. of Faculty Meetings				
No. of PTA Meetings				
No. of Weapons Seized				
No. of Narcotics Seized				
No. of Arrests				
No. of Truants				
Presentations Made		Dates and Types		
SIGNATURES				

Principal/Designee: _____ Date: _____

Officer: _____ Date: _____

Officer's Supervisor: _____ Date: _____

ANNEX 3

WEEKLY SCHOOL SAFETY REPORT FORM

Officer Name: _____
Week of: _____
School: _____
Principal: _____
District/Parish: _____
Officer's Supervisor: _____
WRITTEN REPORTS- include report number, detailed narrative, and any outside unit contacts and follow-up to be performed
Recent concerns on and around the school campus
Corrective follow-up actions regarding recent concerns on and around school campus. Include personal contacts made, follow-up to be performed, and an anticipated outcome. also include follow-up from previous week's concerns.

Top ten truants		
Upcoming school events/activities- pta meetings, off-campus events, days when school will be closed, officer's upcoming leave days or other activities that the supervisor may need to be aware of. give dates at least 2 weeks in advance.		
Reporting Officer Signature:	Date	
Supervisor's Signature:	Date	

ANNEX 4

FREQUENTLY ASKED QUESTIONS

1. What is the objective of Community Policing?

Police and the citizens working together to reduce crime, fear of crime and to build trust and confidence for effective law enforcement and safer communities.

2. Why the shift from the paramilitary/reactive style of policing?

The paramilitary style of policing did not seek to engage the citizens' participation in determining the solutions to crime and disorder problem affecting their communities.

3. Can Community policing work in violent communities?

Yes. The principles and values of community policing requires that policing be done everywhere in the island, in a manner that is firm, fair, transparent and accountable.

4. What is the Safe Schools Programme?

The safe schools programme is a collaborative problem solving programme aimed at reducing violence and anti-social behaviour in schools.

5. Is Community policing soft policing?

NO! Community policing places a strong emphasis on law enforcement to stem crime and disorder.

6. What are some of the benefits of Community Policing?

- Positive partnership between the police and communities;

- An increased level of community participation in decision making and crime-solving;
- A proactive and aware citizenry;
- More understanding between young people and the police;
- Trained, motivated and people-oriented police service;
- Effective and efficient Crime Management System based on information;
- An improved public image of the police; and
- Policing by consent.

ANNEX 5

FURTHER READING

For further information, the reader may consult the following documents:

1. Jamaica Constabulary Force, Corporate Strategy
2. Jamaica Constabulary Force, Strategic Review, 2008
3. Anthony Harriott, *Police and Crime Control in Jamaica: Problems of Reforming Ex-colonial Constabularies*. University of the West Indies Press, 2000
2. Robert Trojanowicz and Bonnie Bucqueroux, *Community Policing: How to Get Started*. Cincinnati Anderson Publishing Company, 1994
3. Herman Goldstein, *Problem Oriented Policing*. McGraw Hill, 1990 & Temple University Press, 1990

ANNEX 6

COMMUNITY POLICING INDEX

CRITERIA FOR EACH PROGRESSIVE STAGE				
Resources	Level (1): Founding	Level (2): Developing	Level (3): Expanding/ Consolidating	Level (4): Sustaining
ASPECT: HUMAN RESOURCES				

Divisional Commander	Divisional Commander designates CP Stations and participates in CP orientation.	Divisional Commander tasks the Divisional Training Officer to develop and implement a Divisional CP Training Plan	Divisional Commander reviews, inspects, & monitors the Station Commanders for compliance w/ CP philosophy and practices as designated by JCF policy.	Divisional Commander is actively supporting the expansion of CP in the Division
Station Commanders	Station Commander trained but inexperienced in CP principles & practices.	Station Commander trained in concepts of CP principles and practices but requires coaching in management of CP	Station Commander trained in concepts and principles and is supportive of CP in the community.	Station Commander is actively supporting the expansion of CP in the community

ANNEX 7 - COMMUNITY POLICING INDEX

Station Management	Station Management trained but inexperienced in CP principles and practices.	Participates in planning subordinates' problem solving partnerships to include problem identification, community building, SARA model; Uses CP criteria to staff shifts & evaluate subordinates.	Coordinates with other JCF units and governmental agencies for investigations and services re safety, housing, health, employment, etc	85% of the Manager's subordinates are assigned responsibility for specific areas, beats, blocks, or streets.
Officers	Officers trained but inexperienced in CP. MO is to respond to calls for service & conduct random patrols.	Officer building rapport with community residents, uses foot & bicycle control, proactive non-accusatory citizen contact.	Officer initiates problem-solving meetings with residents at community level, makes referrals to social service agencies and state agencies to address root causes of crime & disorder.	Officers establish & maintain problem solving partnerships; use SARA Model to identify & address root causes of crime & violence.
SRO's	SRO's assigned to a school and works part time in the school. No special SRO training.	SRO trained in CP, conflict resolution, school safety management	SRO works with other stakeholders (eg parents, teachers); uses non traditional approach to resolve school safety issues	SRO prepares School Safety Plan; proactively works to eliminate safety & security threats; assigned full time to school premises.

CRITERIA FOR EACH PROGRESSIVE STAGE				
Resources	Level (1): Founding	Level (2): Developing	Level (3): Expanding/ Consolidating	Level (4): Sustaining
ASPECT: ADOPTION/ROLL OUT BY DIVISION				
Locations	Two stations selected in the Division.	Station level personnel selected and trained. Division supports participating stations' outreach to community to participate in Community policing. Community policing principles and practices being implemented by participating stations.	Division supports training for residents; partnership development between police and community members. Parish Community Safety Committees established. Number of officers in participating stations is increasing;	Activities with other government organisations coordinated within context of community policing. Number of participating stations is increasing
Training & Capacity Building	Divisional Training/ Administrative Officer utilizes resources of Training Academy to develop Specialized CP Training Plans	Specialized CP Training Plan being executed. Officers and CBOs selected and trained in CP	In-service training and technical support being provided to CP officers in participating stations. Citizens being trained in collaborative problem solving.	Specialized CP Training is institutionalized.

CP Operations	<p>Participating stations identified and officers selected for CP.</p> <p>Ratio of major crimes per thousand exceeds national crime rate.</p> <p>Less than 20% clear-up rate.</p>	<p>CP officers building rapport with residents and initiating CP practices.</p> <p>Ratio of major crimes per thousand equal to national crime rate.</p> <p>More than 30% clear-up rate.</p>	<p>CP officers proactively recruiting community residents to participate in collaborative problem solving partnerships. Officers use non traditional approaches to address crime and disorder.</p> <p>Ratio of major crimes per thousand less than national crime rate.</p> <p>More than 40% clear-up rate.</p>	<p>Integration of specialised units in supporting CP officers.</p> <p>Increased community trust and satisfaction with police.</p> <p>Ratio of major crimes per thousand less than national crime rate.</p> <p>More than 50% clear-up rate.</p>
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CRITERIA FOR EACH PROGRESSIVE STAGE

Resources	Level (1): Founding	Level (2): Developing	Level (3): Expanding/ Consolidating	Level (4): Sustaining
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Aspect: Police-Citizen Relations

Citizens' Satisfaction	Very dissatisfied: Less than 25% of population in community feels police are fair, courteous, responsive, engaging and trustworthy. Relatively high fear of crime.	Somewhat dissatisfied: 25%-50% of population in community feels police are fair, courteous, responsive, engaging and trustworthy.	Relatively satisfied: Over 50% of population in community feels police are fair, courteous, responsive, engaging and trustworthy.	Police seen as integral part of the community. Over 70% of population in community feels police are fair, courteous, responsive, engaging and trustworthy. Relatively low fear of crime.
Citizens' Participation	No formal partnerships between police and local residents.	No formal partnerships but some joint activities planned and implemented with local residents.	Formal partnerships established between police and residents. Officers involved in community activities.	Joint planning and implementation of activities on a regular basis. Collaborative problem solving partnerships involving all stakeholder



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