



Response Date: 24/12/2025

2025/1278 - PRAP-mandated training

In response to your recent request for information regarding;

FOI Request: PRAP-mandated training for police relating to Black communities

- 1. Copies of all training materials, curricula, guidance documents, and evaluation reports developed or used by your force (or nationally via NPCC / College of Policing) in fulfilment of the responsibilities outlined in the Police Race Action Plan**
 - o The content of the training (slides, handouts, e-learning, written guidance, policies, protocols, etc.).**
 - o The date each version was first introduced and, if updated, the date of each update.**
- 2. Similarly, training relating to recognising, understanding, and responding to mental distress among Black people / Black communities and / or Section 136**
- 3. in response to PRAP**
- 4. Data showing the rate of completion of this training by officers and staff: e.g., number and percentage of officers / staff trained to date; how many remain to be trained. If completion data is held by cohort (e.g. by rank, by division, new recruits vs existing officers) please include that breakdown.**
- 5. Any internal or external evaluations, audits or monitoring reports on the effectiveness or impact of this mental-health training for policing Black communities- especially any findings, outcome measures, or plans for further roll-out / improvement**

I am seeking this information for the period from the year of PRAP launch or 2022 to present

Please find attached;

- * Bias-stereotyping-prejudice-discrimination-neurodiversity training
- * Bias input links
- * PCEP- Bias Prej Stereo Disc and PRAP 1 (1)

Total completions for the package - 1362.

No evaluations/audits have taken place.

THIS INFORMATION HAS BEEN PROVIDED IN RESPONSE TO A REQUEST
UNDER THE FREEDOM OF INFORMATION ACT 2000, AND IS CORRECT AS AT 22/12/2025

Pencadlys yr Heddlu,
Glan-y-Don, Bae Colwyn LL29 8AW
www.heddlugogleddcymru.police.uk

Police Headquarters,
Glan-y-Don, Colwyn Bay LL29 8AW
www.northwales.police.uk

Yn gwneud Gogledd Cymru'r lle mwyaf diogel i fyw, gweithio ac ymweld yn y DU
Making North Wales the safest place to live, work and visit in the UK

All that we share - [Sky Business Broadband](#)

- 1 – discrimination
- 2 – bias and unconscious bias
- 3 – stereotyping
- 4 – victimisation
- 5 – prejudice
- 6 – micro-aggression

You have 4 tasks

As a group...

- 1) Discuss your nominated topic
- 2) Define what your topic means
- 3) Identify some examples of your topic in action
- 4) Nominate a spokesperson to feed back to the main group

You have 10 minutes

I'll give you a 2-minute warning

Slide 6 Neurodiversity [Joining forces to celebrate neurodiversity - Autism full](#)

Slide 10 [Inspiring The Future - Redraw The Balance](#)

Slide 16 Intersectionality <https://youtu.be/O1islM0ytkE>

PRAP link with Elaine - [PRAP 1 Using the gift of hindsight to create a better future \(Elaine Clarke-Williams\) | College Learn](#) access via MLE

The term 'community trauma' and, through lived experiences, understand the impacts on policing relationships

Windrush • Notting Hill race riots (1958) • Mangrove Nine (1970) • Oval Four (1970s) • Brixton, Toxteth and St Pauls riots (1980s) • New Cross house fire (1981) •

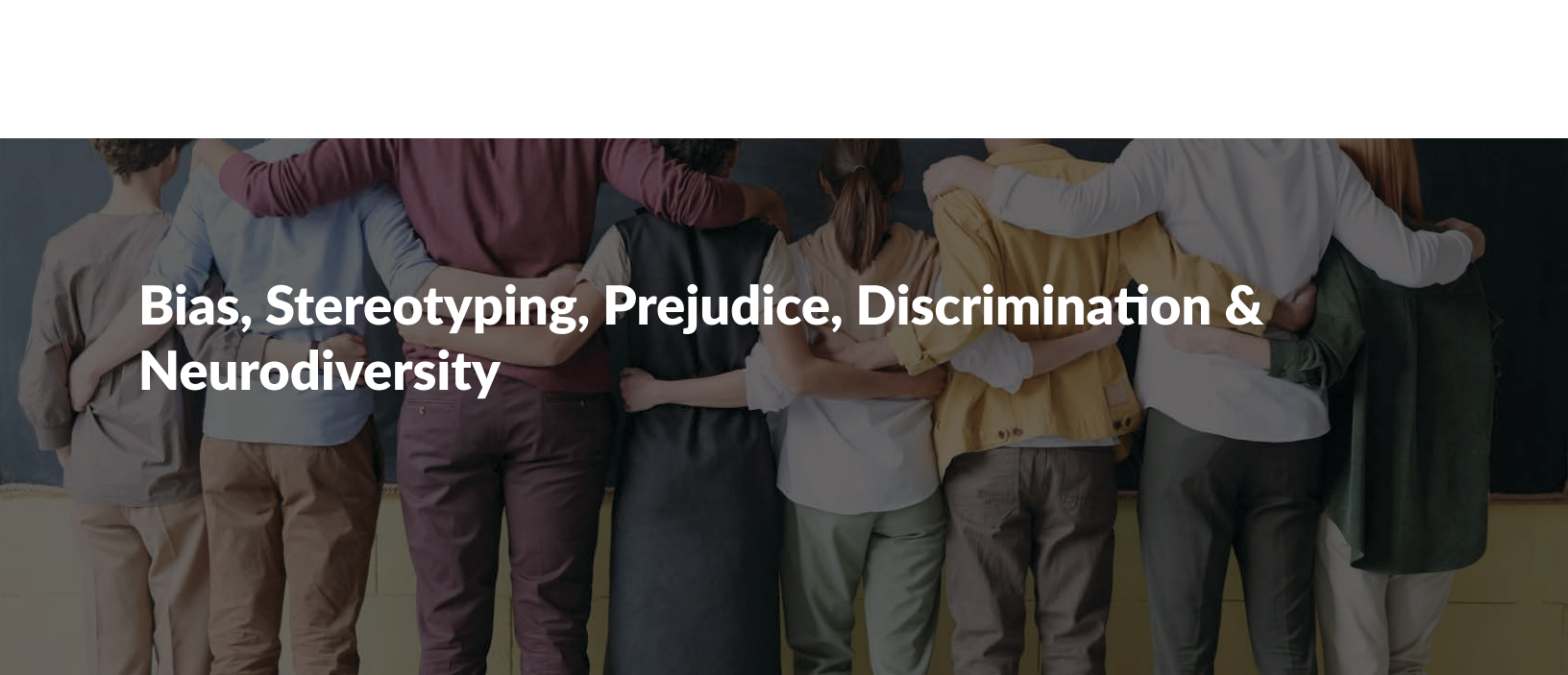
Broadwater Farm, including death of Cynthia Jarrett(1985) • Murder of Stephen Lawrence (1993) Tottenham and wider London riots following Mark Duggan

Shooting (2011) • Black Lives Matter protests in Britain in aftermath of George Floyd murder (2020) • Strip searching of teenagers, including Child Q (2020) - Four police officers are being investigated for gross misconduct as part of an inquiry into a 15-year-old being strip-searched while at school.

Child Q [was taken to the east London school's medical room](#) and searched by two female Met officers, while teachers were outside, in December 2020.

No other adult was present and her parents were not contacted.

2 later sacked for gross misconduct



Bias, Stereotyping, Prejudice, Discrimination & Neurodiversity

TrainingICTHeldesk@northwales.police.uk

INTRODUCTION

≡ Introduction

BIAS, PREJUDICE DISCRIMINATION AND STEREOTYPING

≡ Neurodiversity

≡ Bias

≡ Stereotyping

≡ Prejudice

≡ Discrimination

≡ Micro Aggression

 **Victimisation**

 **How can we challenge?**

POLICE RACE ACTION PLAN

 **Police Race Action Plan (PRAP)**

SUPPORT

Introduction

Learning objectives

Look at the learning objectives below for this course, at the end of this course you will be able to understand:

- What is meant by: Bias, Prejudice, Discrimination and Stereotyping.
- The impact of being a victim of bias, prejudice, discrimination or stereotyping, including adultification bias.
- Challenge bias, prejudice, discrimination and stereotyping.
- Police Race Action Plan.

Now watch the video below

 **YOUTUBE**

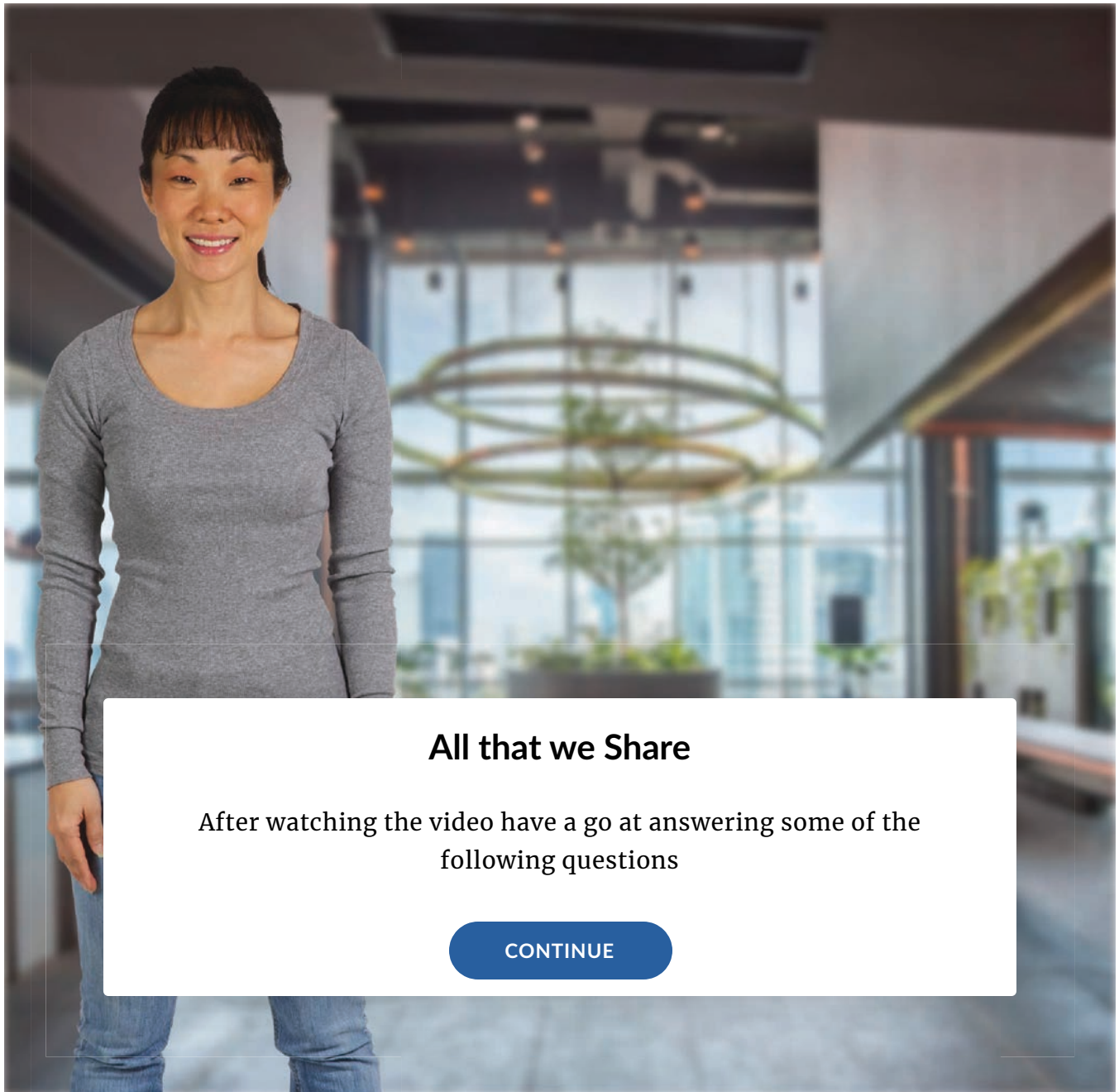
TV 2 | All That We Share



TV 2 | All That We Share

We live in a time where we quickly put people in boxes. Maybe we have more in common than what we think? Introducing All That We Share. The English version. Want to see more? Go to TV 2 Play: <https://link.tv2.dk/TV2PLAY>

VIEW ON YOUTUBE >



All that we Share

After watching the video have a go at answering some of the following questions

CONTINUE

Scene 1 Slide 1

Continue → Next Slide



After watching the video, what words does the commentator use to describe the groups at the start of the video?

1

Us and them, those we trust and those we try to avoid

2

Friends and Neighbours

Scene 1 Slide 2

0 → Next Slide

1 → Next Slide



What did you notice about the groups as they entered the studio at the start of the clip?

1

They were segregated into stereotypical groups

2

They were mixing freely

Scene 1 Slide 3

0 → Next Slide

1 → Next Slide



Scene 1 Slide 4

0 → Next Slide

1 → Next Slide



Scene 1 Slide 5

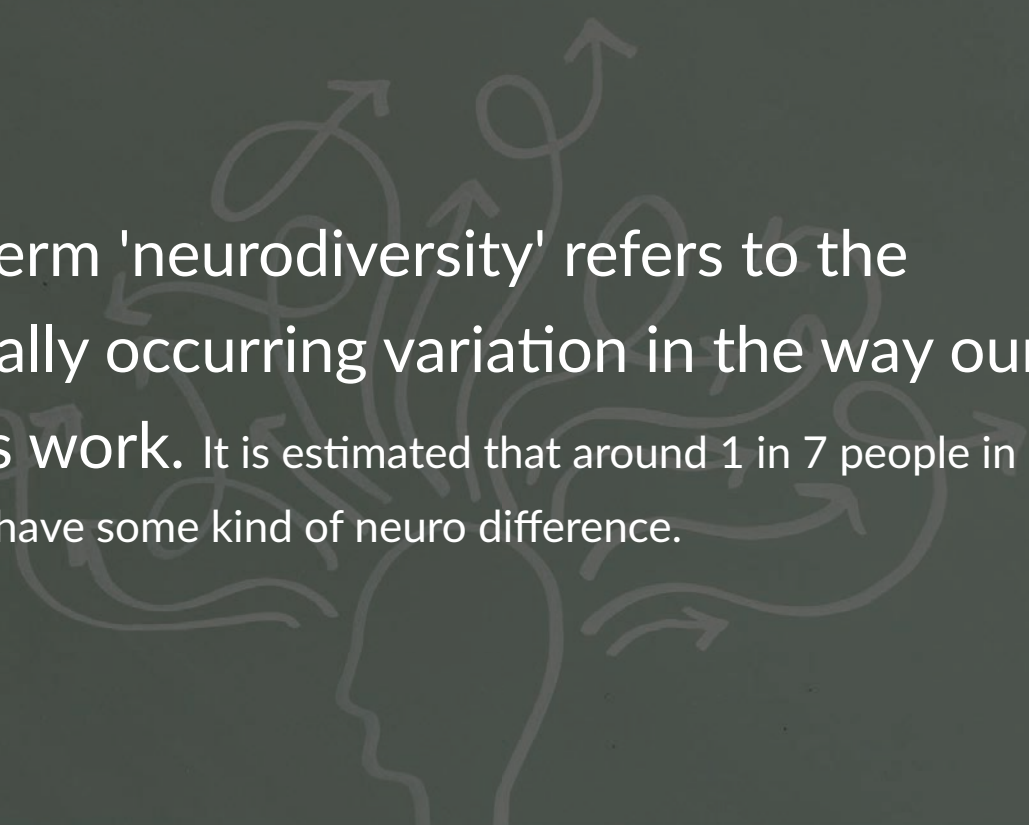
Continue → End of Scenario

[Click here to CONTINUE](#)

Neurodiversity

Very simply, neurodiversity refers to the different ways people's brains process information.

The term 'neurodiversity' refers to the naturally occurring variation in the way our minds work. It is estimated that around 1 in 7 people in the UK have some kind of neuro difference.



The most common types of neurodiversity are:

Autism, or Autism Spectrum Conditions

Being autistic means feeling things and reacting to them differently to non-autistic people. Often socialising can be confusing or tiring, and some individuals can be overwhelmed in loud or busy places. They may have intense interests, prefer order and routine, and use repeated movements or actions to calm themselves or express joy. They might mask discomfort to fit in, which can lead to mental illness.

ADHD: Attention Deficit Hyperactivity Disorder

ADHD (attention deficit hyperactivity disorder) is a neurodevelopmental condition. It can also be known as ADD (attention deficit disorder). The symptoms can be split into 3 categories, difficulties with attention, hyperactivity and impulsivity. ADHD is a form of neurodiversity. This means that children and young people with ADHD think and work differently as their brains work slightly differently. ADHD does not affect intelligence. It cannot be 'cured' and it cannot be 'outgrown'. Children and young people with ADHD will grow up into adults with ADHD.

Dyscalculia

DYSCALCULIA is a specific learning difficulty with mathematics, primarily arithmetic. It was defined in a UK Government document in 2001 as: 'Dyscalculia is a condition that affects the ability to acquire mathematical skills. Dyscalculic learners may have a difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning

number facts and procedures Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.'

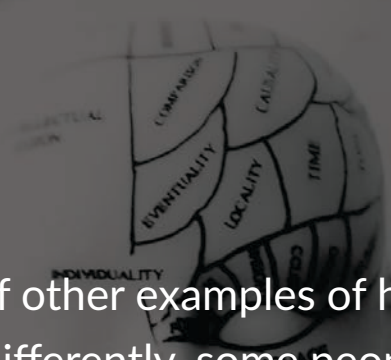
Dyspraxia, or Developmental Coordination Disorder (DCD) —

Developmental Coordination Disorder (DCD), also known as dyspraxia, is a common disorder affecting fine and/or gross motor coordination in children and adults. This condition is formally recognised by international organisations including the World Health Organisation.

Dyslexia —

Dyslexia is a common learning difficulty that mainly causes problems with reading, writing and spelling. It's a specific learning difficulty, which means it causes problems with certain abilities used for learning, such as reading and writing. Unlike a [learning disability](#), intelligence isn't affected. It's estimated up to 1 in every 10 people in the UK has some degree of dyslexia.

Dyslexia is a lifelong problem that can present challenges on a daily basis, but support is available to improve reading and writing skills and help those with the problem be successful at school and work.



There are a number of other examples of how brains can process information differently, some people consider these to be part of the 'neurodiversity' umbrella and others like to keep them separate - there's no right or wrong answer



Here's some other examples:



Cognitive functioning difficulties or executive dysfunction

Executive dysfunction is a symptom that happens with conditions that disrupt your brain's ability to control thoughts, emotions and behavior. It's common with conditions like ADHD, but can also happen due to brain damage or degenerative brain diseases. Depending on why it happens, it may be treatable with medications, psychotherapy or both.

Dysgraphia

Dysgraphia is a neurological condition in which someone has difficulty turning their thoughts into written language for their age and ability to think, despite exposure to adequate instruction and education. Dysgraphia can present with many different symptoms at different ages. It's considered a learning difference.

Mysophobia

Mysophobia is an extreme fear of germs. Mysophobia is a specific phobia, meaning that it's due to a particular situation. People with mysophobia may also suffer from obsessive-compulsive disorder (OCD). People with OCD take comfort in repetitive, irrational thoughts and urges



Slow processing speed —

Slow processing speed occurs when it takes a person longer to take in, interpret and respond to information. The information may be visual, like numbers or letters, or it may be verbal (auditory), like spoken language. Having slow processing speed can create challenges at work, school and in social situations. For example, a child may struggle to understand the basics of reading and writing. However, slow processing speed can affect people of all ages. Anyone may have trouble performing tasks quickly and correctly, or they may have a difficult time remembering new information.

Stammering —

Stammering, also sometimes referred to as stuttering, affects speech and is relatively common in childhood. It can also can persist into adulthood.

Stammering varies in severity from person to person, and from situation to situation. Someone might have periods of stammering followed by times when they speak relatively fluently.

Tourette's syndrome —

Tourette syndrome is a condition that causes you to make sudden, repetitive sounds or movements (tics). There is no cure, but treatment can help manage the tics.

The main symptom of Tourette syndrome is tics. Tics can involve repetitive sounds (vocal tics) or movements (motor tics) you do not choose to make and cannot control.

To view the clip below click on
['Watch on YouTube'](#)

 YOUTUBE



This video is an introduction to what neurodiversity is. The term 'neurodiversity' refers to the naturally occurring variation in the way our minds work. Although the term also includes neurotypical thinkers, it is commonly associated with a range of conditions or neuro differences, such as dyslexia, ADHD, autism, dyspraxia, Tourette's syndrome, dyscalculia, and others.

[VIEW ON YOUTUBE >](#)

[Click here to CONTINUE](#)

Bias

Dictionary definition: ".....inclination or prejudice for or against one person or group, especially in a way considered to be unfair."

-
- Bias is disproportionate weight in favour of or against an idea or thing, usually in a way that is closed-minded, prejudicial, or unfair.
 - Biases can be innate or learned. People may develop biases for or against an individual, a group, or a belief
-

Click on the boxes below to learn
more

Affinity Bias

Preferring people who are similar to us (career, gender, accent, sexual orientation).

Personal identification bias

Stereotypes about certain groups of people that individuals form outside their own conscious awareness.

Confirmation Bias

Seeing and hearing what we expect to and ignoring the evidence to the contrary.

Source Bias

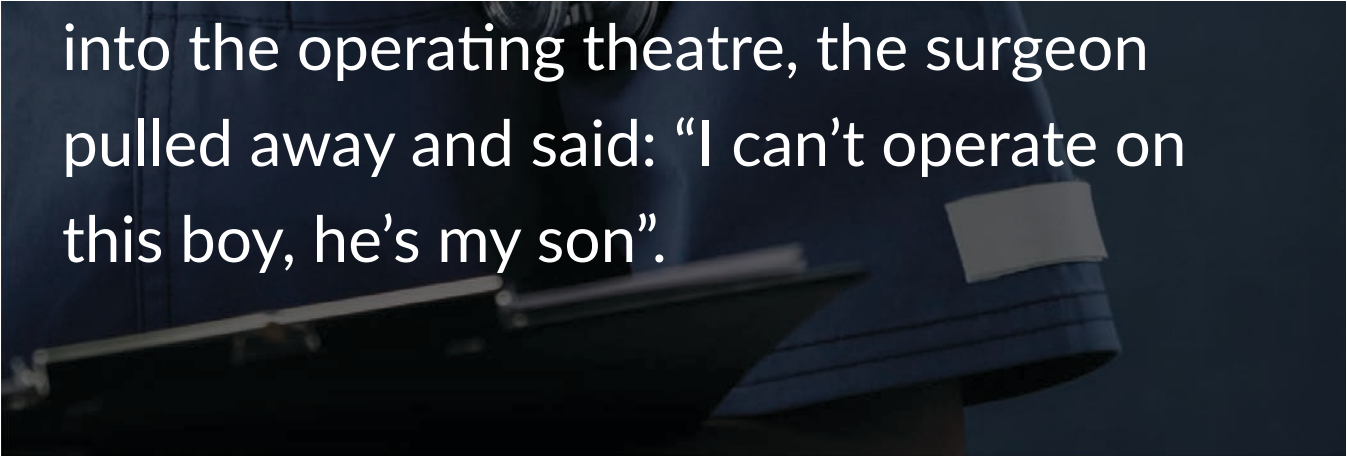
Placing more value on information that has come from a source we trust and not testing information rigorously.

Adultification bias

The concept of adultification is when notions of innocence and vulnerability are not afforded to certain children

Unconscious Bias

The Surgeon's Dilemma: A father and his son are involved in a skiing accident and the father died at the scene. But when the son arrived at the hospital and was rushed



into the operating theatre, the surgeon pulled away and said: “I can’t operate on this boy, he’s my son”.

How can that be?

The Surgeon was the boys mother.

Unconscious bias happens when our brains make incredibly quick judgments and assessments of people and situations without us realising. We may not even be aware of these views and opinions, or be aware of their full impact and implications.

Where does our bias come from?

It can come from upbringing, family, environment, TV, colleagues, culture, school, peers among other things

What triggers our bias?

Many things can affect our unconscious bias such as, reacting rather than responding, being under time pressure, emotional and physical tiredness, previous experiences, being uncomfortable in the environment we are in, or trying to belong to an in group.

Press play to watch the video below

 **YOUTUBE**

Inspiring The Future - Redraw The Balance

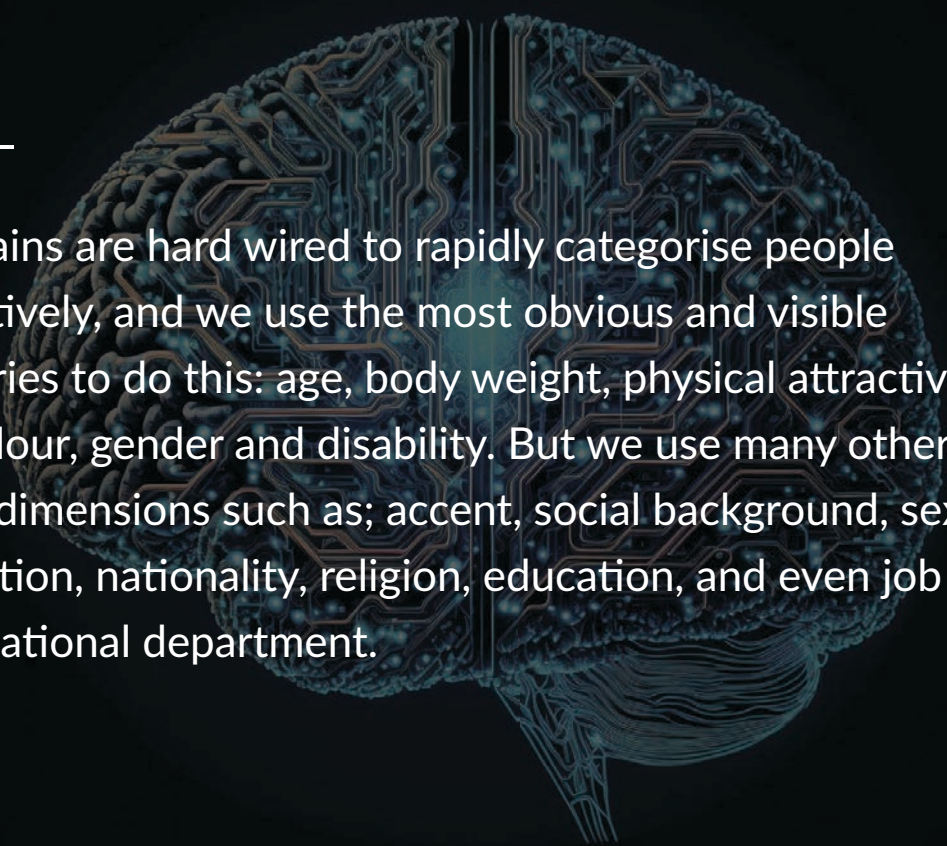


Inspiring The Future - Redraw The Balance

This powerful film from MullenLowe London provocatively captures how, early on in their education, children already define career opportunities as male and female. When asked to draw a firefighter, surgeon and a fighter pilot, 61 pictures were drawn of men and only 5 were female. It's time to #redrawthebalance.

VIEW ON YOUTUBE >

Unconscious Bias -The process by which associations are made without being consciously aware of the process..... “



Our brains are hard wired to rapidly categorise people instinctively, and we use the most obvious and visible categories to do this: age, body weight, physical attractiveness, skin colour, gender and disability. But we use many other less visible dimensions such as; accent, social background, sexual orientation, nationality, religion, education, and even job title or organisational department.

These categories automatically assign a whole suite of unconscious characteristics, good and bad, to anyone categorised as being from that group. They are automatic and unconscious biases over which we have little control, and they influence everyone, no matter how unbiased we think we may be.

Implicit biases develop and are maintained from our upbringing, our experiences and from the media we absorb.



News and literature



Social Media



Family and Friends

Being biased is part of who we are;
We are all biased and have a bias blind spot.

[Click here to CONTINUE](#)

Stereotyping

A stereotype is “...a fixed, over generalised belief about a particular group or class of people.” (Cardwell, 1996)

-
- Stereotypes are generalized because one assumes that the stereotype is true for each individual person in the category. (Simply Psychology, 2011)
 - While such generalizations may be useful when making quick decisions, they may be erroneous when applied to particular individuals. Stereotypes lead to social categorisation, which is one of the reasons for prejudice attitudes, and may arise for a number of reasons. (McLeod, 2011).

Click on the boxes below to learn
more

Explicit stereotype

Explicit stereotype
refers to stereotypes
that one is aware that
one holds, and is aware
that one is using to
judge people

Implicit stereotypes

Implicit stereotypes are those that lay on individuals' sub consciousness, that they have no control or awareness of. (Judd, 1993)

[Click here to CONTINUE](#)

Prejudice

Dictionary definition:

“.....preconceived opinion that is not based on reason or actual experience.”

-
- Prejudice has been defined as a "feeling, favourable or unfavourable, toward a person or thing, prior to, or not based on, actual experience." (Allport, 1979)
 - The word is often used to refer to a preconceived, usually unfavourable, evaluation of another person based on that person's political affiliation, sex, gender, beliefs, values, social class, age, disability, religion, sexuality, race, ethnicity, language, nationality, beauty, occupation, education, criminality, sport team affiliation

or other personal characteristics. (Dovidio & Gaertner, 2010)

[Click here to CONTINUE](#)

Discrimination

Dictionary definition: “.....the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex”

-
- Discrimination is the act of making distinctions between human beings based on the groups, classes, or other categories to which they are perceived to belong.
 - People may discriminate on the basis of age, criminal record, height, weight, physical appearance, disability, family status, gender identity, gender expression, generation, genetic characteristics, marital status, nationality, profession, colour, race and ethnicity, religion, sex and sex characteristics, sexual orientation,

political ideology, social class, personality, as well as other categories

The Equality Act 2010 shows these as protected characteristics:

Age

Gender

Race

Religion or belief

Disability

Sexual orientation

Gender reassignment

Marriage or civil partnerships

Pregnancy and maternity

What is intersectionality?

Press play to watch the video below

 YOUTUBE

What is intersectionality?



What is intersectionality?

Commissioned and Produced: Professor Peter Hopkins, Newcastle University - <http://www.ncl.ac.uk/gps/staff/profile/peterhopkins.html> Design, Animation & Sound Design: Stacy Bias - <http://portfolio.stacybias.net> Music: Courtesy Kai Engel and licensed under Attribution-NonCommercial License http://freemusicarchive.org/music/Kai_Engel/Caeli/Kai_Engel_-_caeli_-_05_machinery_1506 Special Thanks: to Newcastle University's Equality, Diversity and Inclusion Fund for providing funds to support the production of this video and to Kelechi Dibia and Vijaya Kotur for their advice and support.

VIEW ON YOUTUBE >

[Click here to CONTINUE](#)

Micro Aggression

What is Micro Aggression?

A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

In the workplace they may be very brief, verbal, or non-verbal communications, behavioural, or

sometimes even unintentional acts
from one employee towards another.

Take a look at some examples below:

Ethnicity and Race

Asking a black or minority ethnic colleague, "Where are you really from?" after they have already said they are British. This can imply that they are not perceived as authentically British due to their appearance

Gender Stereotyping

Requesting a female colleague to handle refreshments for a meeting or assuming she is the note-taker. These actions reinforce traditional gender roles and can devalue her contributions.

Disability

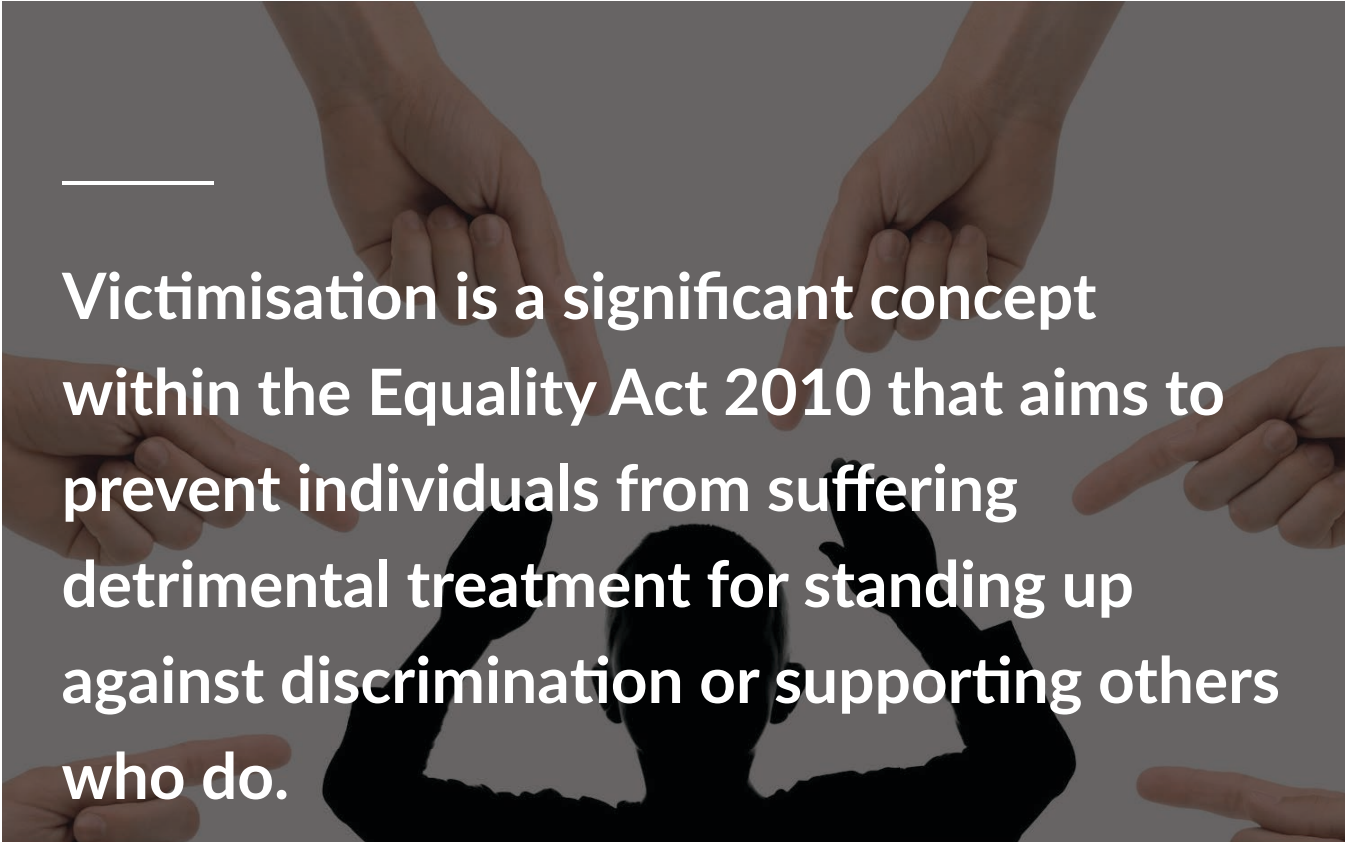
Ignoring a disabled colleague in meetings and directing questions or comments to their assistant instead.

[Click here to CONTINUE](#)

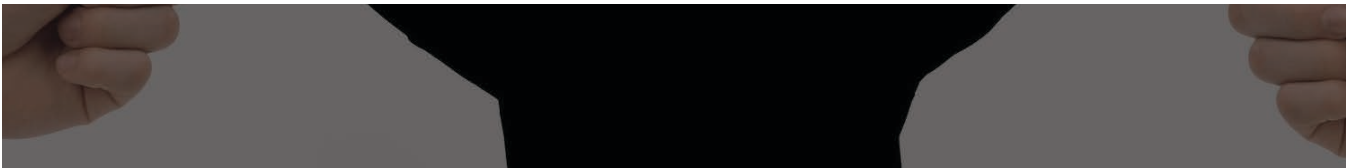
Victimisation

Victimisation: The action of singling someone out for cruel or unjust treatment.

"we should be able to speak up without fear of victimization" Oxford Languages



Victimisation is a significant concept within the Equality Act 2010 that aims to prevent individuals from suffering detrimental treatment for standing up against discrimination or supporting others who do.



Victimisation is when someone is treated less favourably as a result of being involved with a discrimination or harassment complaint.

Ways someone could be victimised include:

- being labelled a troublemaker
- being left out
- not being allowed to do something

Victimisation is a specific type of discrimination under the law (Equality Act 2010)

Victimisation means 'suffering a detriment' because you've done or intend to do a 'protected act'.

A 'protected act' means taking action related to discrimination law. This includes:

- Making a complaint of discrimination or harassment
- Supporting someone else's complaint
- Gathering information that might lead to a complaint
- Acting as a witness in a complaint
- Saying something or giving evidence that does not support someone else's complaint

[Click here to CONTINUE](#)

How can we challenge?

How can we challenge bias, prejudice
and discrimination in North Wales
Police?

How will you address it?

Take a look at the below strategies for
challenging bias, prejudice and
discrimination:

Code of Ethics

The 2024 Code of Ethics is inclusive and supports everyone in policing. It has two parts, both of which are non-statutory.

- [Ethical policing principles.](#)
- [Guidance for ethical and professional behaviour in](#)

PSD

Professional Standards
Department
Click on the link to view the
PSD SharePoint site:
[PSD - Redesign](#)

Police Integrity Line

On the 15th of January 2023
NWP are changing our
Confidential Reporting Line
from SafeCall to the Police
Integrity Line managed by
CrimeStoppers.

Call: 0800 111 444 or Visit:

[The Police Integrity Line |
Crimestoppers](#)

Line Manager

Informing a trusted
supervisor, colleague or
staff representative can be
an effective way to address
matters.

Direct discussion

Often a simple direct challenge to an individual is appropriate.

Doing the right thing: Report concerns

Everyone has a responsibility to challenge corrupt or unethical behaviour. Often a simple direct challenge to an individual, perhaps informing a trusted supervisor, colleague or staff representative can be an effective way to address matters. Alternatively, staff can contact ACU for advice and report more serious matters representing a breach of the standards of professional behaviour.

Confidential Reporting Line

0800 9151571 Where does the information go?

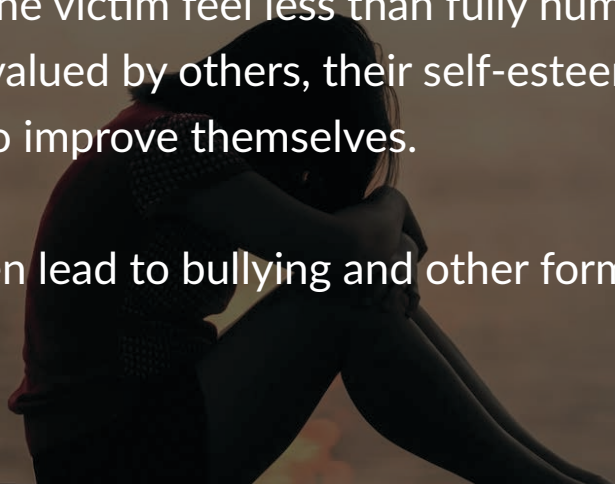
A confidential report goes to the Anti-Corruption Unit. The information is rarely disclosed and only where absolutely necessary. This is to ensure that the source cannot be identified, particularly if they work within a small unit or group.

SafeCall has alternative reporting routes, for example, the PCC office or NPCC, for information relating to a senior officer or PSD staff. Think about it - SafeCall would never survive if anonymity were not guaranteed.

Impact on Individuals

Prejudice makes the victim feel less than fully human. When people are undervalued by others, their self-esteem suffers and they stop trying to improve themselves.

Prejudice can often lead to bullying and other forms of discrimination.



The consequences of prejudice and discrimination can lead to individuals and entire communities feeling vulnerable, frightened and worthless. At worst, the result can be death

National policing culture and inclusion strategy

The College of Policing and the National Police Chiefs' Council (NPCC) have come together to work on a five-year culture and inclusion strategy. This supports the [Policing Vision 2030](#) to make us the most trusted and engaged policing service in the world, working together to make communities safer and stronger.

Click on the link below to learn more:

[National policing culture and inclusion strategy 2025 to 2030 | College of Policing](#)

[Click here to CONTINUE](#)

Police Race Action Plan (PRAP)

What is PRAP?

A comprehensive community strategy and delivery plan.
Ensuring meaningful engagement with stakeholders.
Prioritising activity which will make the biggest difference to Black communities. Ensuring those carrying out this vital work have the necessary resources to do it well.

The Police Race Action Plan is the biggest coordinated effort ever across every police force in England and Wales to improve trust and confidence in policing among Black communities. Every Chief Constable has signed up to support the plan and achieve its objectives, the first time there has been such a coordinated, unified response across policing to making the vital improvements envisaged under the plan. Policing is determined to become an anti-racist organisation that actively roots out bias and discrimination

from our ranks. Delivering the long term, institutional changes we want in things like culture, outcomes and behaviour will take time. But there has never been so much support, focus and determination to ensure policing is representative of and can be trusted by Black communities across the country.

 **YOUTUBE**

Police Race Action Plan - our progress so far



Police Race Action Plan - our progress so far

The Police Race Action Plan is the biggest coordinated effort ever across every police force in England and Wales to improve trust and confidence in policing among Black communities. Every Chief Constable has signed up to support the plan and achieve its objectives, the first time there has been such a coordinated, unified response across policing to making the vital improvements envisaged under the plan.

[VIEW ON YOUTUBE >](#)

The plan is broken down into four key areas, known as workstreams.

- **Culture and Workforce** - a police service that is representative of Black people and supports its Black officers, staff and volunteers.
- **Powers and Procedures** - a police service that is fair, respectful, and equitable in its actions towards Black people.
- **Trust and Reconciliation** - a police service that routinely involves Black people in its governance.
- **Safety and Victimisation** - a police service that protects Black people from crime and seeks justice for Black victims.

Check out the following website for more information:

[The Police Race Action Plan](#)

Click on the link below to view Elaine Clarke-Williams talks about the PRAP and the differences in lived experiences of the windrush generation

[PRAP 1 Using the gift of hindsight to create a better future \(Elaine Clarke-Williams\) | College Learn](#)

Historical aspects can inform the future relationships, behaviour and tone with policing.

Below are historical events that have negatively impacted police and black community relationships, causing community trauma:

Windrush • Notting Hill race riots (1958) • Mangrove Nine (1970) • Oval Four (1970s) • Brixton, Toxteth and St Pauls riots (1980s) • New Cross house fire (1981) • Broadwater Farm, including death of Cynthia Jarrett(1985) • Murder of Stephen Lawrence (1993) Tottenham and wider London riots following Mark Duggan Shooting (2011) • Black Lives Matter protests in Britain in aftermath of George Floyd murder (2020) • Strip searching of teenagers, including Child Q (2020)



Police officers and staff have a role as individuals
and part of the wider policing community to
improve trust and relationships

Thank you for completing this course
in Bias, Stereotyping, Prejudice,
Discrimination & Neurodiversity

END COURSE



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NORTH WALES
POLICE

Double Presentation

- 1) Police Race Action Plan (PRAP)
- 2) Bias, Stereotyping, Prejudice, Discrimination & Neurodiversity

gwneud Gogledd Cymru'r lle **mwyafr ddiogel** yn y DU
making North Wales the **safest** place in the UK



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Today's Aim

To learn more about the PRAP

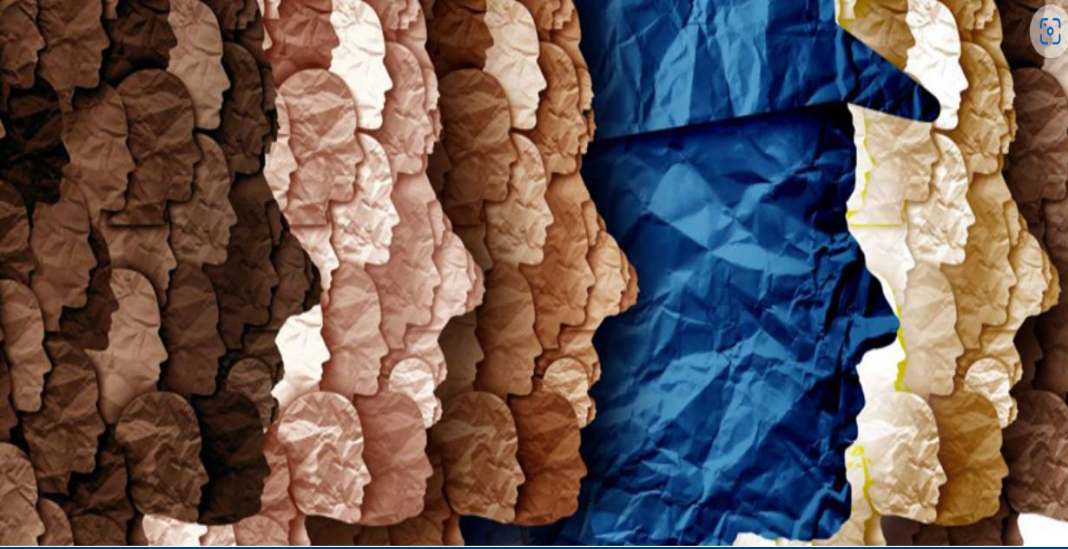
Lesson Objectives - by the end of this session you will:

Be aware of the historical aspects of black communities and policing and how that has led to where we are now.

Be aware of racial disparities in the Criminal Justice System

Have discussed how legislation can be open to abuse.

Be able to state what you can do to support the PRAP.



Police Race Action Plan

A comprehensive community strategy and delivery plan.

Ensuring meaningful engagement with stakeholders.

Prioritising activity which will make the biggest positive difference to Black communities.

Ensuring those carrying out this vital work have the necessary resources to do it well.

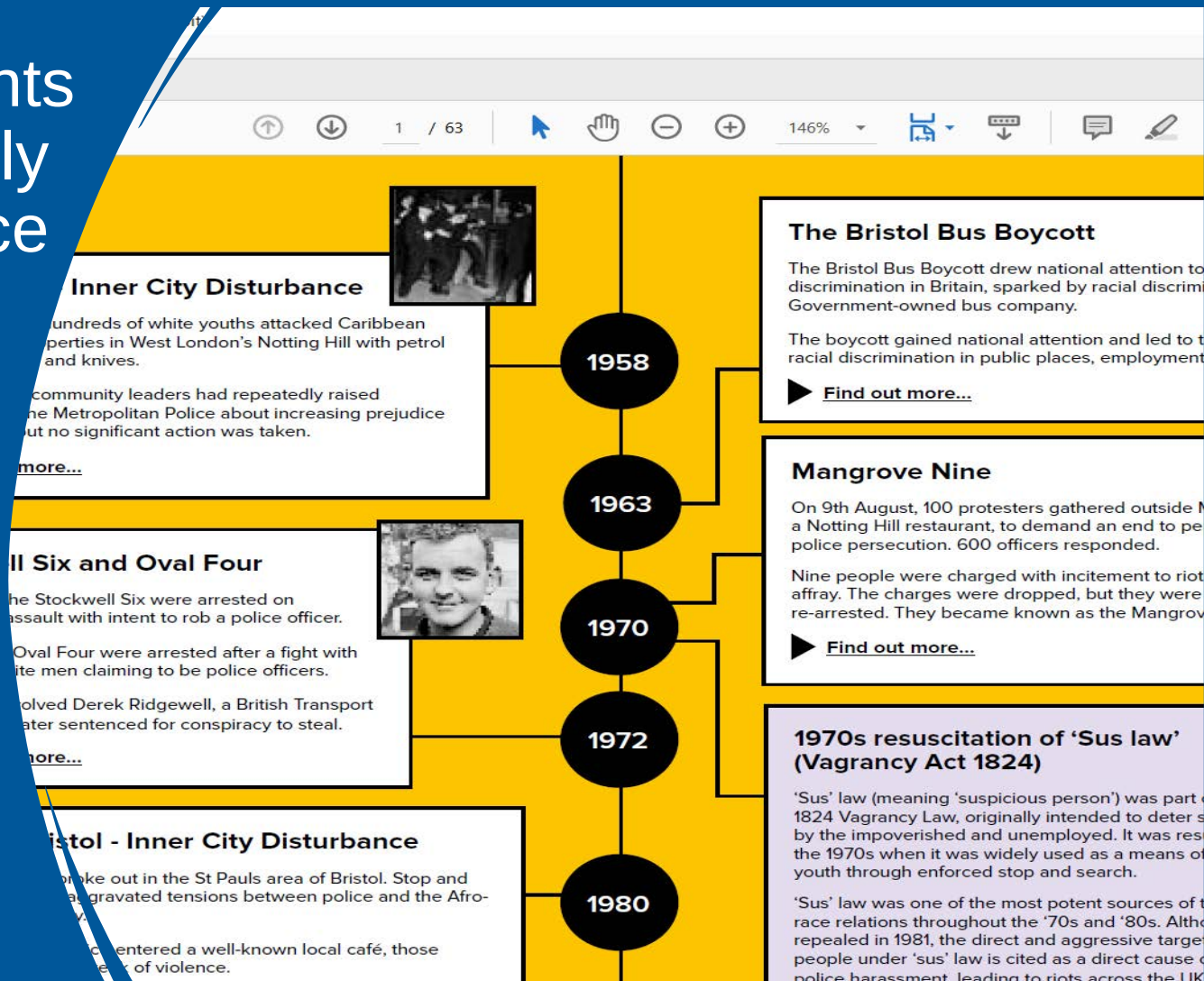
[The Police Race Action Plan \(npcc.police.uk\)](https://npcc.police.uk)

What is the PRAP?

Watch the video by Elaine Clarke-Williams to learn more about the PRAP and the differences in lived experiences of the Windrush generation.



Historical events have negatively impacted police and black community relationships, causing community trauma.





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National Policing Culture and Inclusion Strategy 2025 to 2030

National policing culture and inclusion strategy 2025 to
2030 | College of Policing

Racial Disparities in the CJS

- **Stop and search:** Black people are far more likely to be stopped and searched than White people.
- **Arrests:** In England and Wales, Black people were 2.2 times as likely to be arrested as White people.
- **Prison population:** Black people make up about 4% of the general population, but around 13% of the prison population.
- **Court outcomes:** Black defendants are more likely to receive custodial sentences for certain offences.

The black community are more likely to be Stop Searched in North Wales

Ethnicity Group	Census Pop %	Stops	Stops %	Stops vs Pop (pp)	Rate (1000 pop)
Other	0.4%	40	1.3%	0.9	14.3
Black and Black British	0.3%	29	0.9%	0.6	12.5
Asian and Asian British	1.4%	42	1.4%	0.0	4.5
White and White British	96.8%	2,960	95.5%	-1.3	4.5
Mixed ethnicity	1.1%	29	0.9%	-0.1	4.0
Total	100.0%	3,100	100.0%	0.0	4.5

The black community are more likely have Force used on them in North Wales

Ethnicity Group	Census Pop %	UoF	UoF %	UoF vs Pop (pp)	Rate (1000 pop) ▼
Black and Black British	0.3%	97	1.4%	1.0	41.7
Other	0.4%	76	1.1%	0.7	27.1
Mixed ethnicity	1.1%	86	1.2%	0.2	11.9
White and White British	96.8%	6,680	95.1%	-1.7	10.0
Asian and Asian British	1.4%	82	1.2%	-0.2	8.7
Total	100.0%	7,021	100.0%	0.0	10.2

Q. Why the Disparity?

- **Over-policing**
- **Socioeconomic inequality**
- **Institutional bias**

Q. Why does the PRAP exist?

- Institutional Racism – UK Police repeatedly found to contain elements of this.
- Disproportionate Treatment – Black people are far more likely to be stopped and searched, arrested, and imprisoned compared to White people.
- Representation Gap – Black officers are underrepresented in the police workforce.
- Public Pressure – *Black Lives Matter*

The PRAP exists to:

- Rebuild trust with Black communities.
- Reduce racial disparities in stop and search, arrests, and sentencing.
- Increase diversity in police recruitment and promotion.
- Hold forces accountable through a national framework.

The PRAP is the police service's attempt to move from acknowledging racism to actively dismantling it.

**Police handling of some legislation has
the potential to contribute to
disproportionate policing?**

**What pieces of legislation, if used
inappropriately, may be open to abuse by the
police and why/how?**

- **Road Traffic Act 1988 Sec 163**
- **Sec 1 Stop & Search**

Police officers and staff have a role as individuals and part of the wider policing community to improve trust and relationships.

Q. How can police officers and staff support the PRAP?





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- 1) Participating in training and development programs that focus on anti-racism and diversity in policing.
- 2) Engaging in mentorship and peer learning opportunities to share knowledge and best practices.
- 3) Conducting regular self-reflection of your own biases and the impact of your actions on black communities.



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- 4) Actively seeking feedback from black communities and participating in community engagement activities.
- 5) Promoting a culture of inclusion and diversity within your team and organisation.
- 6) Advocating for policies and practices that support black officers and communities.

National Police Library Resources

- Black Communities: <https://raindrop.io/nplibrary/black-communities-21650539>
- Black History Month: <https://raindrop.io/nplibrary/black-history-month-19357650>
- Police Relations with Ethnic Minority communities: <https://raindrop.io/nplibrary/police-relations-with-ethnic-minorities-31860173>



College of
Policing
National Police Library

National Police Library

Police Officers, Staff and College Employees
Registration Form

SAVE THIS FORM BEFORE SENDING

Fields marked by * are required information

*Title (Mr/Ms/Miss/Dr/etc.):	*Surname:	*First name:
*Rank and collar no. / Job title:	*Full work address:	
*Force / organisation:		
Please select		

nplibrary / Police Relations with Ethnic Minorities

Black Communities

59 bookmarks Custom sorting



Police-community relations in times of crisis: decay and reform in the post-Ferguson era.
eBook - Crichlow, V. et al. 2021. Bristol: Bristol University Press

#Black communities

library.college.police.uk · Aug 4, 2022



Police brutality, racial profiling and discrimination in the criminal justice system.
eBook - Egharevba, S. 2016. Hershey: Information Science Reference.

#Racial Discrimination

search.ebscohost.com · Apr 1, 2022



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Today's Aim

To learn more about the PRAP

Lesson Objectives - by the end of this session you will:

Be aware of the historical aspects of black communities and policing and how that has led to where we are now.

Be aware of racial disparities in the Criminal Justice System

Have discussed how legislation can be open to abuse.

Be able to state what you can do to support the PRAP.



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Any Questions?



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Bias, Stereotyping, Prejudice, Discrimination & Neurodiversity

PCER

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Today's Aim:

Is to remind officers to consider the impact that their attitudes and behaviour can have on both the public and work colleagues.

This all links in with the new Code of Ethics and the 5D Upstander toolkit.



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Lesson Objectives:

- What is meant by: Bias, Prejudice, Discrimination and Stereotyping
- Impact of being a victim of bias, prejudice, discrimination or stereotyping
- Challenge bias, prejudice, discrimination and stereotyping when performing the role of police constable. (PSD lesson).



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All that we share



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Neurodiversity

Very simply, neurodiversity refers to the different ways a person's brain processes information.

Neurodiversity is an umbrella term used to describe a number of conditions.

It is estimated that around 1 in 7 people in the UK have some kind of neuro difference.

Most common types of neurodiversity

- Autism, or Autism Spectrum Conditions
- ADHD: Attention Deficit Hyperactivity Disorder,
- ADD: Attention Deficit Disorder
- Dyscalculia
- Dyslexia
- Dyspraxia, or Developmental Coordination Disorder (DCD)





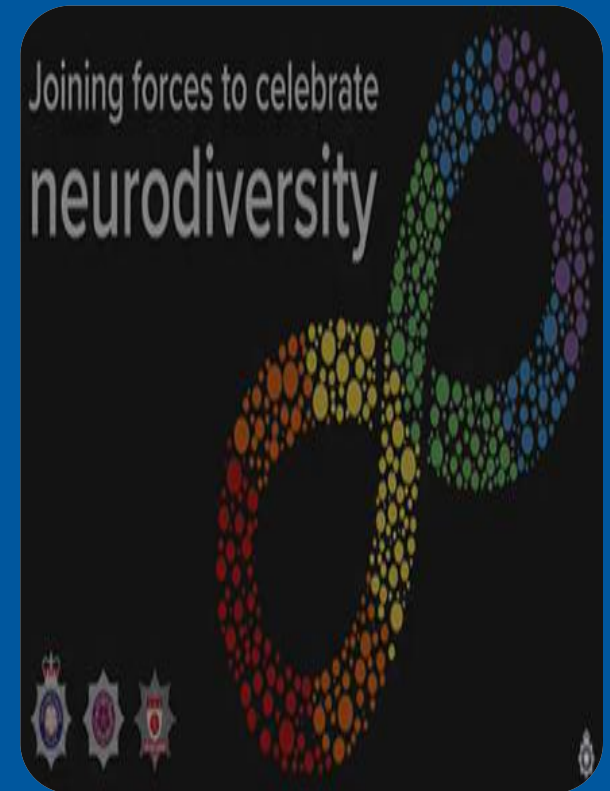
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Neurodiversity

There are a number of other examples of how brains can process information differently.

Some people consider these to be part of the 'neurodiversity' umbrella and others like to keep them separate - there's no right or wrong answer.

- Cognitive functioning difficulties or executive dysfunction
- Dysgraphia
- Misophonia
- Slow processing speed
- Stammering
- Tourette's syndrome





6 groups: Each to research 1 area and present to class

1

Discrimination

2

Stereotyping

3

Prejudice

6

Micro-
aggression

4 Bias &

Types of Bias

5

Victimisation



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Bias

- Dictionary definition: *“.....inclination or prejudice for or against one person or group, especially in a way considered to be unfair.”*
- Bias is disproportionate weight in favor of or against an idea or thing, usually in a way that is closed-minded, prejudicial, or unfair.
- Biases can be innate or learned. People may develop biases for or against an individual, a group, or a belief
- Does this affect the police?

(Steinbock, Cambridge University Press, 2009)



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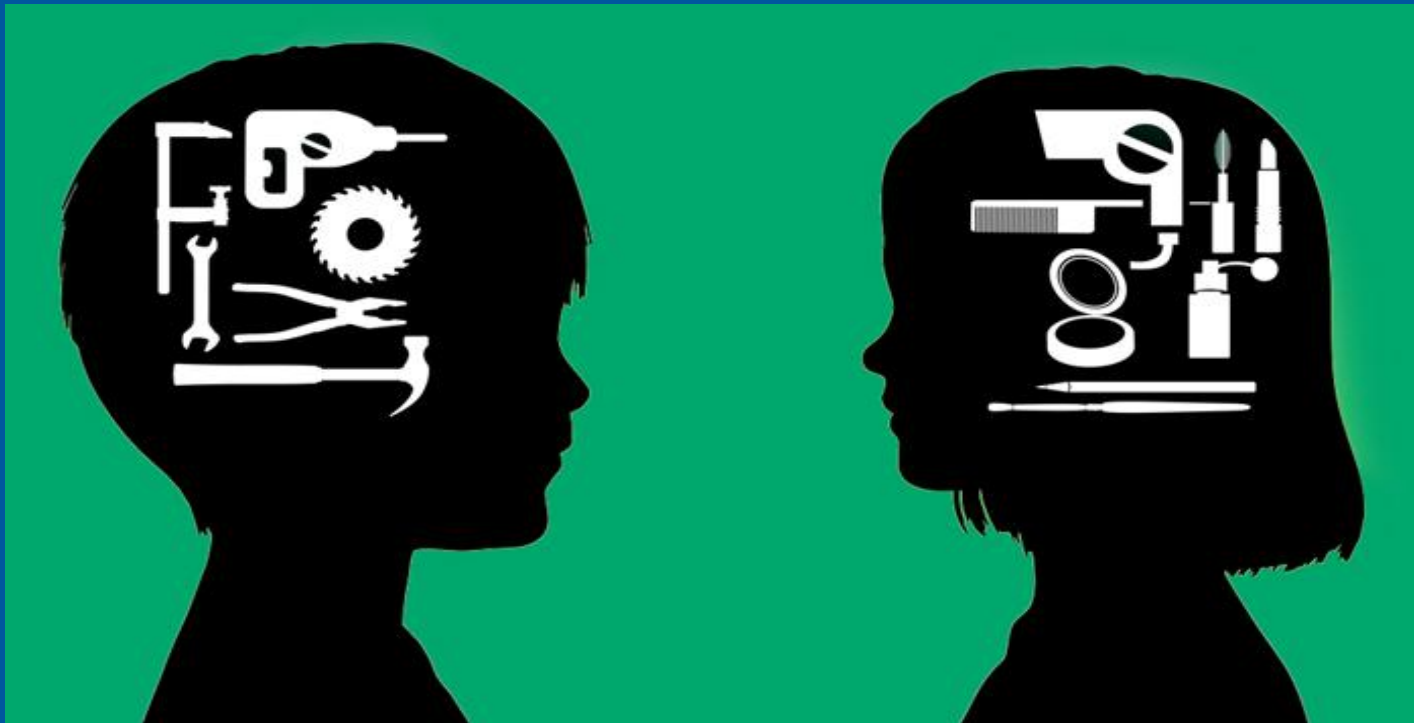
Types of Bias

- Affinity Bias - Preferring people who are similar to us (career, gender, accent, sexual orientation)
- Personal identification bias - Stereotypes about certain groups of people that individuals form outside their own conscious awareness.
- Confirmation Bias - Seeing and hearing what we expect to and ignoring the evidence to the contrary
- Source Bias - Placing more value on information that has come from a source we trust and not testing information rigorously
- Adultification bias- The concept of adultification is when notions of innocence and vulnerability are not afforded to certain children



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Unconscious Bias



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Unconscious Bias

“The process by which associations are made without being consciously aware of the process.....”

Our brains are hard wired to rapidly categorise people instinctively, and we use the most obvious and visible categories to do this: age, body weight, physical attractiveness, skin colour, gender and disability. But we use many other less visible dimensions such as; accent, social background, sexual orientation, nationality, religion, education, and even job title or organisational department.

These categories automatically assign a whole suite of unconscious characteristics, good and bad, to anyone categorised as being from that group. They are automatic and unconscious biases over which we have little control, and they influence everyone, no matter how unbiased we think we may be.

(Shire Professional Chartered Psychologists)



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Unconscious Bias

Implicit biases develop and are maintained from our upbringing, our experiences and from the media we absorb.

Being biased is part of who we are; we are ALL biased and have a bias blind spot.



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Stereotyping

Definition: A stereotype is “...a fixed, over generalized belief about a particular group or class of people.” (Cardwell, 1996)

- Stereotypes are generalized because one assumes that the stereotype is true for each individual person in the category. (Simply Psychology, 2011)
- While such generalizations may be useful when making quick decisions, they may be erroneous when applied to particular individuals. Stereotypes lead to social categorisation, which is one of the reasons for prejudice attitudes,[and may arise for a number of reasons. (McLeod, 2011)
- Explicit stereotype refers to stereotypes that one is aware that one holds, and is aware that one is using to judge people
- Implicit stereotypes are those that lay on individuals' sub consciousness, that they have no control or awareness of. (Judd, 1993)



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Prejudice

- Dictionary definition: “.....*preconceived opinion that is not based on reason or actual experience.*”
- Prejudice has been defined as a "feeling, favorable or unfavorable, toward a person or thing, prior to, or not based on, actual experience." (Allport, 1979)

The word is often used to refer to a preconceived, usually unfavourable, evaluation of another person based on that person's political affiliation, sex, gender, beliefs, values, social class, age, disability, religion, sexuality, race, ethnicity, language, nationality, beauty, occupation, education, criminality, sport team affiliation or other personal characteristics. (Dovidio & Gaertner, 2010)



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Discrimination

- Discrimination definition: “.....*the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex*”
- Discrimination is the act of making distinctions between human beings based on the groups, classes, or other categories to which they are perceived to belong.
- People may discriminate on the basis of age, criminal record, height, weight, physical appearance, disability, family status, gender identity, gender expression, generation, genetic characteristics, marital status, nationality, profession, colour, race and ethnicity, religion, sex and sex characteristics, sexual orientation, political ideology, social class, personality, as well as other categories
- Equality Act 2010-protected characteristics



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Discrimination

Intersectionality



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Micro-aggression

A statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

"the students made signs detailing microaggressions they had heard or experienced."

Indirect, subtle, or unintentional discrimination against members of a marginalized group.

"they are not subject to daily acts of microaggression"

Narketta Sparkman-Key



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Victimisation

The action of singling someone out for cruel or unjust treatment.

"we should be able to speak up without fear of victimization" Oxford Languages

According to the Equality Act 2010

Victimisation is defined in the Act as:

Treating someone badly because they have done a 'protected act' (or because you believe that a person has done or is going to do a protected act).

A 'protected act' is:

- Making a claim or complaint of discrimination (under the Equality Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that you or someone else has breached the Act.
- Doing anything else in connection with the Act.



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Impact on individuals



How can being subject to bias, prejudice, discrimination or stereotyping impact individuals?

If the public experience these behaviours from police officers, how will that affect their confidence and perceptions of police legitimacy?



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Challenging



How can we challenge
bias, prejudice and
discrimination in the
organisation?





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Challenging

- Code of Ethics
- PSD
- Line Managers
- Police Integrity Line (formally Safecall)
- Upstander 5D model





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Impact of being a victim

- Prejudice makes the victim feel less than fully human. When people are undervalued by others, their self-esteem suffers and they stop trying to improve themselves.
- Prejudice can often lead to bullying and other forms of discrimination.
- The consequences of prejudice and discrimination can lead to individuals and entire communities feeling vulnerable, frightened and worthless. At worst, the result can be fatal.



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Lesson Objectives:

By the end of this training students will:

Be able to state some neuro-diverse conditions.

Explain what is meant by Bias, Prejudice, Discrimination and Stereotyping.

Have discussed the impact that such behaviour can have on individuals.

Be better able to challenge bias, prejudice, discrimination and stereotyping when performing the role of constable.



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Any Questions?