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JAMAICA CONSTABULARY FORCE

MANUAL FOR COMMUNITY POLICING SERVICES DELIVERY

FIRST EDITION

January, 2008

Community Safety and Security Branch
Jamaica Constabulary Force

JAMAICA CONSTABULARY FORCE

MANUAL FOR THE DELIVERY OF COMMUNITY POLICING SERVICES

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“Building Safer Communities Through Partnership”

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FOREWORD

The purpose of policing, which has not changed since the inception of the Jamaica Constabulary Force, is to safeguard life, liberty and property. Since its inception, the Force has come to recognize the valuable contribution that can be made by the population, and as a result has shifted its approach to one that includes members of the society as partners.

ACKNOWLEDGEMENT

This Manual for Community Policing Services Delivery is a result of many years of experience, research, and community dialogue by the Jamaica Constabulary Force, the Island Special Constabulary Force, District Constables, and the Ministry of National Security, with technical support from the U.S. Agency for International Development (USAID), the U.K. Department for International Development (DFID), Jamaican and international law enforcement, human rights, education, the University of the West Indies, and development organisations and agencies. The Manual draws from Jamaican and international best practices to provide state-of-the-art guidance in the delivery of community policing services.

AN HISTORICAL PERSPECTIVE ON POLICING IN JAMAICA

The Jamaica Constabulary Force is one of the oldest national institutions in Jamaica, and has a rich history. It is 139 years old, established November 28, 1867 by Law No. 8 1867, which was passed in Council on March 12th, 1867 and was approved by Governor John Peter Grant on March 19, 1867. Its formation was greatly influenced by the Paul Bogle led Morant Bay Rebellion, which occurred 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. (Chaplain, 1967).

In order to be effective the Jamaica Constabulary Force (JCF) was modeled on the Royal Irish Constabulary (RIC). According to Professor Anthony Harriott of the University of the West Indies, “the RIC model was clearly regarded as being preferable for the control of the colonial population as it was militarised, armed and subjectively controlled” (2000, p. 123). This implies that the Force was formed with an authoritarian structure. The primary duties of the Police Force at the time according to Ken Chaplain included, “Keeping watch by day and night, preservation of peace, detection of crime, apprehending or summoning of persons found committing any offence before a Justice of the Peace and seizing of goods...” (1967,p.5). In other words, the police was a type of ‘watch and peace keeping’ institution.

The JCF has had a significant involvement in the development of Jamaican Society. Post emancipation into the mid 20th century saw the island experiencing episodes of serious social unrest in the form of riots and demonstrations. Among them were: The Montego Bay Riot in 1902; the Darling Street Riot in 1926; the Falmouth Riot in 1935, the Labour Disturbances that swept the island in 1938; the Gordon Town Riot in 1949 and the Coral Garden Rampage in 1963. The handling of these social disorders by the JCF has helped shape the Jamaican landscape. The JCF has steadily grown over the years with different sections and units added as the need arose. One such section was the Jamaica Police Federation, which was established by law 47 of 1944, with the historical significance of being the last law to be enacted by the Legislative Council which gave way to the House of Representatives in December of 1944.

The JCF has a hierarchical structure comprising eleven ranks from Constable to Commissioner. These ranks are Constable, Corporal, Sergeant, Inspector, Assistant Superintendent, Deputy Superintendent, Superintendent, Senior Superintendent, Assistant Commissioner, Deputy Commissioner and Commissioner. This has contributed to a high level of bureaucracy within the organisation, and has led to an authoritarian culture. This bureaucratic structure tends to demand high levels of compliance.

Since its establishment, the JCF has been through major reorganisations at various stages in order to improve its efficiency and effectiveness. One such reorganisation is that of the Criminal Investigation Department (CID), which was conducted in 1936 by W.A. Younger. This was to improve the standard of crime investigations in an effort to reduce the number of crimes being committed. This saw the establishment of the Criminal Records Office, the Fingerprint Bureau and the Photographic Branch along with other specialized sections. W.A. Calver, of the London Metropolitan Police, initiated another major reorganisation, which started in 1948 and impacted the entire Force. This saw many changes in the administration and operational aspects of the JCF, among them the historical recruitment of women on January 1, 1949. (The Gleaner, January 3, 1949). Jamaica was the first Caribbean country to make such a decision.

In an effort to improve efficiency, accountability and effectiveness, five geographic areas (Areas One to Five) were created, and a senior police officer was given responsibility and autonomy to manage the resources in each area. Other specialized sections were also created.

Clearly the JCF has grown in size and intellectual capability in response to the growing demands of the society. However, the demands on the service seem to outweigh the rate of growth of the organisation. Evidence to support this claim can be found in the JCF statistics entitled 'Major Crime and Larceny Committed in Jamaica for period January 1, 1970 to December 31, 2002'. Aspects of the statistics revealed that, over the 32 year period, the number of murders reported increased astronomically by 687.5%, from 152 in 1970 to 1,045 in 2002. The cleared-up rate dropped from 83% in 1970 to 47% in 2002. Shootings for the same period increased by 285.4% from 445 in 1970 to 1,270 in 2002. The cleared-up rates declined from 55% to 39%. Rape and carnal abuse also saw an increase of 276.6% for the same period, from 414 reported cases in 1970 to 1,145 reported cases in 2002 with a cleared-up rate of 62% and 50% respectively.

In the quest to be more effective at addressing policing issues in the changing society, the JCF has embarked on another major reorganisation, which commenced in 1998 and is still ongoing. This was initiated by the JCF Corporate Strategy Co-ordination Unit, under the leadership of the then Commissioner of Police, Francis Forbes.

The JCF Corporate Strategy is aimed at creating a paradigm shift in the way the JCF conducts policing, moving to a proactive, community based and service oriented approach. The reform emphasizes high quality customer service as the hallmark, which is being actively pursued through various strategies such as Community Based Policing, which also stresses the importance of partnership between the police and citizens in solving community problems. It is envisaged that upon full implementation the approach to policing in Jamaica will be totally transformed, enhancing the character of a more caring police service characterized by integrity and professionalism. To achieve this, the JCF has embarked on extensive retraining of its members. Emphasis is being placed on Human Rights, Service and Ethics, Human Dignity and Customer Service delivery. Other significant areas are Crime Management, Traffic Management, Financial and Physical Resource Management, Human Resource Management and Restructuring the Organisation.

The JCF Value Statement makes clear that: (1) our members are our most important resource; and that

(2) there should be respect and equitable treatment for all individuals. Overall, the reform programme emphasizes management techniques such as Critical Operation Tasks (COTs) and Strategic Management Task (SMTs) along with Implementation Culture (IC). While the general roles and functions of the police have not changed, they have to extend their outlook in order to better appreciate their roles as not merely the enforcers of the law but also to take into account the need to be multi-functional as they continue to contribute to the socio-economic development of the society. To this end, there is a continuous demand for members to be equipped with the requisite skills, knowledge, attitude and ability to effectively function in the changing society.

Why the emphasis on Community Policing? The traditional style of policing used in Jamaica and many other countries for many years is not suitable to deliver modern policing and community safety services. The demands of our modern age requires that the police act in partnership with the public and with other public, private and voluntary sector organisations to deliver collaborative services that address crime, fear of crime and other safety issues which concern communities. Community policing is central to the concept of community safety. The Corporate Strategy of the Jamaica Constabulary Force specifically mandates the employment of community policing in its efforts to fight crime in Jamaica.

“Our experience suggests that policing is most effectively done in association with an active and cooperative citizenry that is prepared to share with us the responsibility for their security and the maintenance of stable social order. We intend to make a transition from the traditional para-military and reactive style of policing to a more service-oriented and proactive style appropriate to Jamaican conditions. This will better engage communities in finding solutions to the varied local crime-control problems, and in so doing, assist them to improve their quality of life. Such an approach will serve to further improve the relationship between the Jamaican Constabulary Force and the people we serve. This transition will involve a paradigm shift in our organisational culture and may extend beyond the life of this plan but must be consistently pursued. To pursue this we must do the following:

- Facilitate innovative adaptation of community policing to our environment to improve our accessibility and responsiveness to the community.
- Increase high visibility uniform foot-patrols in the communities and build personalised relationships with the people.
- Establish organic linkages to communities via joint determination of local policing priorities and the extension and development of structures of direct accountability to the people at community level such as the Citizen Consultative Committees.
- Place greater focus on crime prevention and problem-solving rather than just incident dealing while retaining and improving our capacity to respond to calls for police services.
- Work with those providing services in conflict management and help to better equip community institutions and individual citizens with the skills and knowledge to better manage and resolve their conflicts.
- Build partnerships and inter-agency co-operation in order to better mobilize local goodwill and resources and facilitate more effective problem-solving.
- Assist in educating people on how to make themselves less vulnerable to criminal victimization.
- Work with other agencies to tackle sources of crime and problems of public disorder, especially in the field of poverty alleviation.
- Ensure that all persons assigned to the territorially based Divisions are properly trained in community policing and are assisted by supervisor and managers to become proficient practitioners of this style of policing.”¹

¹ Excerpted from pgs. 6-7, JCF Corporate Strategy

THE PURPOSE OF THIS MANUAL

This manual is intended to assist police officers in their community policing efforts by providing a discussion of the concept of community policing, its basic principles, the players involved, the steps that a community policing officer may take in initiating community policing projects, how to involve citizenry and other partners, and finally how to evaluate the efforts of the officers. A primary reference for this work is Robert Trojanowicz and Bonnie Bucqueroux's Community Policing: How to Get Started, (1994, Cincinnati: Anderson Publishing Company).

Creating and replicating a “model” approach to delivering community policing services presents a real danger of imposing a template without regard to communities’ unique initiatives and special situations. Efforts must be made to avoid such an approach as it would quell local ownership, which is essential to sustainability and effectiveness. JCF Strategy recognizes the diversity and uniqueness of the population, and requires that community policing be tailored to each of the communities in which it is implemented.

This Manual frames the relevant concepts, standardizes terminology and clearly demonstrates how JCF/MNS Strategies translate to community safety and community-oriented policing at the level of streets and neighbourhoods.

This Manual provides references and guidelines for community policing. Though most sections of the text were written specifically for police officers, many are intended for community residents and other partners. Because of the close partnership required for effective community oriented Policing, the Manual in its entirety will be useful to community, partners and police, and will serve as a point of convergence where consensus can be built and where the quality of collaboration between all stakeholders can be assured.

The need for individualized alterations at the station level will invariably arise from time to time as area conditions and realities evolve. Consequently individual Police Station Commanders are invited to discuss possible alterations with their Divisional Commanders and the community safety and/or crime prevention committees in their areas.

The Manual is divided into the following parts:

- Part I** - The nature and philosophy of community policing.
- Part II** - The methods and practices of community policing.
- Part III** - How community policing services are delivered.
- Part IV** - Frequently asked questions about community policing.
- Part V** – Safe Schools

PART I: THE NATURE AND PHILOSOPHY OF COMMUNITY POLICING

1.1 WHAT IS COMMUNITY POLICING?

Community policing represents an alternative to traditional approaches and practices to policing, indeed a new philosophy.

A short concise definition of the community policing philosophy is as follows:

“The philosophy rests on the belief that citizens in the community deserve input into the police process in exchange for their participation and *support*. It also rests on the belief that solutions to contemporary community problems demand freeing both citizens and the police to explore creative, new ways to address neighbourhood concerns beyond a narrow focus on individual crime incidents.”

In other words, community policing promotes the active participation of citizens in the policing procedure. This procedure goes beyond the traditional reactive role of the officer and incorporates proactive and creative strategies for solving crimes and other social problems. Rather than simply solving individual incidents of crime, the community Policing philosophy emphasizes the need for long term solutions and eradication of criminal activity and is dedicated to the overall improvement of the quality of life in the community.

Yet, any definition of community policing depends on the variations in practices of the particular divisions of the police force. Community policing follows broad guidelines rather than fixed procedural directives.

A broader definition of community policing is as follows²:

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

Community Based Policing is a philosophy and an organisational strategy based on the premise of “partnership” aimed at building consensus in the delivery of police service at the community level.

Community policing requires a force-wide commitment from everyone, civilian and sworn officers to the community Policing philosophy. It also challenges personnel to find ways to express this new philosophy in their jobs, thereby balancing the need to maintain an immediate and effective *police response* to individual crime incidents and emergencies, with the goal of exploring new proactive initiatives and solving problems before they occur or intensify.

² Quoted from JCF Corporate Strategy

Community policing also rests on establishing community Policing officers in designated areas, where they enjoy the freedom and independence to operate as community-based problem solvers who work directly with the community, making their neighborhoods better and safer places in which to live and work.”

Key components of community policing include:

- Goal of improving “overall quality of life” not just address specific problems
- Partnership with community
- Force-wide commitment from all personnel
- Maintain immediate response & proactive problem solving
- Community policing officers serving in established policing areas

What is the level of Police Force investment?

Investing in community policing at the expense of incidental crime solving is a matter to be addressed by the Police Force. A community officer has greater potential for long-term benefits in solving crimes and other community problems, than the traditional officer. The traditional mission of enforcing laws, responding to emergencies and promoting public safety is still very much a part of community policing. However the officer is a full-service worker who goes further to address the source of criminal activities rather than just dealing with isolated incidents.

The ‘us’ versus ‘them’ philosophy is no longer the best approach as entire communities have been branded as unlawful despite the predominance of law-abiding citizenry. The optimum situation is for all officers to be trained as community police officers rather than having an isolated department for community policing. In this way the philosophy will be imbued in all officers and affect the whole Force’s approach to policing.

1.2 THE PRINCIPLES OF COMMUNITY POLICING

The definition and explanation given above about the nature of community policing can be summarized in the form of the ten principles of community policing. These principles clearly state the objectives and guidelines that community policing practices are as follows:

- Philosophy and Organisational Strategy
- Commitment to Community Empowerment
- Decentralized and Personalised 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

PHILOSOPHY AND ORGANISATIONAL STRATEGY

Community policing is a way of thinking, as well as a way of organizing strategies to fight crime that focuses mainly on solving problems on a community-based level, involving maximum participation from the community members, with the overall aim of improving the quality of life of these persons. It also

believes that solutions to crime in communities demand that both the community policing officer and the community members be free to explore creative and innovative ways to solve crimes that go beyond the focus on single incidents of crimes.

Community policing is both a philosophy (a way of thinking) and an organisational strategy (a way to carry out the philosophy) that allows the police and the community to work closely together in new ways to solve the problems of crime, illicit drugs, fear of crime, physical and social disorder (from graffiti to addiction), neighbourhood decay, and the overall quality of life in the community. The philosophy rests on the belief that solutions to today's community problems demand freeing both community residents and the police to explore creative new ways to address neighbourhood concerns beyond a narrow focus on individual crime incidents.

COMMITMENT TO COMMUNITY EMPOWERMENT

Empowerment refers to sharing the power, authority and responsibility held mainly by the senior police officers with the lower ranking police officers, as well as with community members. This is necessary because power sharing permits equal participation of everyone involved. It also allows for greater commitment to the community policing philosophy. Within the community itself, members must share in the rights and responsibilities included in identifying, prioritizing, and solving problems, as full-fledged partners with the police.

Community policing first requires that everyone in the police service, including civilian, sworn, and non-sworn personnel, must investigate ways to translate the philosophy of power-sharing into practice. This demands making a subtle but sophisticated shift so that everyone in the JCF understands the need to focus on solving community problems in creative new ways that can include challenging and enlightening people in the process of policing themselves.

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. Within the community, citizens must share in the rights and responsibilities implicit in identifying, prioritising and solving problems, as full-fledged partners with the police.

The community is the police's primary partner in preventing crime and maintaining public order. In preventing crime and maintaining public order, the police interact with the community through both individuals and organisations to create a safe and secure society. Residents have an important role in community safety, which includes advising the police on crime conditions and tendency toward disorderly behavior. Healthy communities provide safe environments for vulnerable persons to be able to live free of victimization.

Each community serviced by a police station should have a Community Safety Committee. This Committee is known by different names in different communities (e.g. Civic Committee, Community Police Consultative Committee, etc). This committee consists 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.

DECENTRALIZED AND PERSONALISED POLICING

It is necessary for the community members to be confident that the community policing officer is easily accessible to them and that the officer has enough power to act on their complaints and problems. For the most part, communication between the Community Policing Officer and residents takes place in the

community. The officer should make every effort to be accessible to community members, and avoid putting residents at risk of being labeled “informers”.

To implement true community policing, the police must also create and develop a new breed of line officer who acts as a direct link between the police and the people in the community. As community outreach specialists, community policing Officers should, whenever possible, be freed from the isolation of the patrol car and the demands of the police radio so that they can maintain daily, direct, face-to-face contact with the people they serve in a clearly defined area for which they are responsible³, often by having them patrol that area on foot or rely on other modes of transportation, such as bicycles, scooters, or horses. Ultimately, all officers should practice the community policing approach.

Ideally, community policing officers are “permanently” assigned to specific neighborhoods so that they have enough time to develop trust and collaborative relationships with community members. Assigning community policing officers and teams on an extended timeframe to defined geographical areas (beat areas) gives them the time, opportunity, and continuity to develop new partnership with their community. This implies, however, that community policing officers should not be rotated in and out of their beat areas, and they should not be used as “fill-ins” for absences and vacations of other personnel.

The commanding officers should be given total primacy to make decisions and to act on them. All jurisdictions, no matter how large, ultimately break down into distinct neighbourhoods and beat areas. Community policing decentralizes police officers, often including investigators, so that the officers can benefit from “owning” their neighbourhood beats; they can act as a “mini-chief”, tailoring their response to the needs and resources of the beat area. Moreover, community policing decentralizes decision-making, not only by allowing community policing officers the autonomy and freedom to act, but also by empowering all officers to participate in community-based problem solving.

IMMEDIATE AND LONG-TERM PROACTIVE PROBLEM SOLVING

Community policing is not “soft policing.” It maintains a strong enforcement focus. Community policing officers and teams answer calls and make arrests like any other officer, but they also focus on proactive problem solving as the key element in law enforcement. The Community Policing Officer has a further role in developing and monitoring long-term programmes and strategies to eliminate the crime problem from the community rather than deal only with individual incidents. Hence the Community Police Officer often sets up meetings with the community members to discuss the problems they face and possible strategies they would be willing to work together on to eliminate the problem.

The Community Policing Officer’s broad role demands continuous, sustained contact with the law-abiding people in the community, so that together they can explore creative new solutions to local concerns, with private citizens serving as supporters and as volunteers. As law enforcement officers, Community Police Officers respond to calls for service and make arrests, but they also go beyond this narrow focus to develop and monitor broad-based, long-term initiatives that can involve all elements of the community in efforts to improve the overall quality of life. As the community’s ombudsman, the Community Policing Officer also acts as a link to other public and private agencies that can help in a given situation. Thus the community police officer is a central figure in the delivery of community safety.

³ The word “beat” has generally been used to refer to a patrol route. However, for Community Policing purposes, the word “beat” has a more specific, technical meaning, and will hereafter be used to refer to a prescribed patrol area within a police station’s zone. Beats enable station-level comparative analysis of crime statistics, community profiles and disorder patterns, facilitate differential response, and generally increases both the efficiency and effectiveness of Community Policing.

Community policing attends to the underlying causes of much criminal activity in an innovative way, employing analytic and preventative measures as opposed to incident-driven 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.

ETHICS, LEGALITY, RESPONSIBILITY AND TRUST

Community policing requires that a new relationship is built between the police force and the citizens based on mutual trust and respect. The citizens must also be made to feel responsible for and free to participate in eliminating crime. Both the police force and the citizens should be equally accountable for solutions and crime prevention initiatives.

Community policing implies a new 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, also suggests that the police can serve as a catalyst by challenging people to accept their share of the responsibility for the overall quality of life in the community.

Community policing means that citizens will be asked to handle more of their minor concerns themselves, but, in exchange, this will free police to work with people on developing immediate as well as long-term solutions for community concerns in ways that encourage mutual accountability and respect.

EXPANDING THE POLICE MANDATE

Community policing is a full-service job, which shifts from the traditional reactive approach to policing to the proactive problem solving approach. Hence community policing officers are concerned with long-term solutions as well as developing strategies for dealing with the causes of problems and how to eliminate them.

Community policing adds a vital, proactive element to the traditional reactive role of the police, resulting in full-spectrum police service. As the only agency of social control open 24 hours a day, seven days a week, the police must maintain 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 today that hold the promise of making communities safer and more attractive places tomorrow.

HELPING THOSE WITH SPECIAL NEEDS

There are many sets of persons in the community who are especially vulnerable to poverty, crime and other social problems. These include the elderly, youth and juveniles, young unemployed men, single mothers, the disabled, as well as the homeless. Community policing broadens the scope of previous outreach strategies such as crime prevention and police-community relations.

Community safety and community policing stresses exploring new ways to protect and enhance the lives of those who are most vulnerable. It both assimilates and broadens the scope of previous outreach efforts such as crime prevention and police-community relations.

GRASS-ROOTS CREATIVITY AND SUPPORT

Community policing is personalised and officer-intensive. Respect is held for the person on the beat (i.e. patrolling a beat area), and his experiences, as well as community members input in decisions and strategies. Therefore community policing relies heavily on communication and the exchange of information, wisdom and judgment in solving current problems.

Community policing promotes the judicious use of technology, but it also rests on the belief that nothing surpasses what dedicated human beings, talking and working together can achieve. It invests trust in those who are on the front lines together on the street, relying on their combined judgment, wisdom, and experience to fashion creative new approaches to contemporary community concerns.

INTERNAL CHANGE

Community policing must be a fully integrated approach that involves everyone in the JCF, with Community Policing Officers serving as generalists who bridge the gap between the police and the people they serve. The community policing approach plays crucial role internally by providing information about and awareness of the community and its problems, and by enlisting broad-based community support for the organisation's overall objectives.

At this early stage of development some Divisional Commanders may decide to designate that the whole area covered by one police station be a community policing area. In that case all of the officers based at the police station will be trained as community police officers and the ethos and principals will be observed by all officers.

BUILDING FOR THE FUTURE

Community policing provides decentralized, personalised police service to the community. It recognizes that the police cannot impose order on the community from the outside, but that people must be encouraged to think of the police as a resource that they can use in helping to solve contemporary community concerns. It is not a tactic to be applied and then abandoned, but a new philosophy and organisational strategy that provides the flexibility to meet local needs and priorities as they change over time.

The principles of community policing are often summarized into “The Nine P’s”. These are attached in the annex.

1.3 THE KEY STAKEHOLDERS

The key stakeholders (this defines their roles) in community policing are traditionally referred to as “the big six”. They are:

1. The Police
2. The Community
3. Elected Officials
4. The Business Community
5. Other Agencies e.g. Social Work Agencies
6. The Media

THE POLICE

It is the Commissioner who is ultimately responsible for the shift to the philosophy of community policing. However he should include all other groups, especially the unions and the civilian personnel in his decision making process, in the spirit of the community policing philosophy. This participation ensures little resistance to change later on in the implementation process.

THE COMMUNITY

It is vital that the community is involved in defining the problems, exploring solutions in the overall process of community policing. Trusting and respectful relationships must be built between the officer and the community members in order to implement any strategies devised to eradicate criminal activity.

ELECTED OFFICIALS

The political officials at both parish and national government levels have the final say in many decision-making processes and therefore should be included early in the planning process. They can provide invaluable assistance and support for the projects and strategies as well as be a binding force when a popular official participates in the community beat.

THE BUSINESS COMMUNITY

Local businesses form powerful lobby groups and wield a great deal of economic power. It is therefore wise to incorporate them into planning processes. They can also provide much financial support for the community itself in terms of for example, equipment for sports teams, training programmes and social events. Local businesses, -large and small, are an important part of the community and therefore by definition are part of the community policing relationships. Local micro enterprises and small businesses are as important to community policing as the larger businesses in the community.

OTHER AGENCIES

Working with other agencies including government departments, NGOs, the voluntary sector and church organisations is central to the delivery of community safety and is essential if the Community Police Officer is to be successful. For example, the Community Police Officer is not trained specifically to counsel youth with family problems and in such cases he can enlist the assistance of formal agencies with specialists in child care or counseling. Good relations and contact points should be established and the assistance of other agencies and organisations should be enlisted by the Community Police Officer when needed.

THE MEDIA

The media is a very important entity. Media outlets can assist in communication with the nation about things occurring on the community policing front. Most importantly, local media can assist in announcing meetings and educating the public about various issues concerning the community.

1.4 THE DIFFERENCE BETWEEN COMMUNITY POLICING AND COMMUNITY RELATIONS

The differences in structure and function between Community Policing and Community Relations 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.
Line function: regular contact between officers and citizens	Staff function: irregular contact between officers and citizens
Community Policing involves proactive and reactive duties performed by full service officer	Community Relations involves addressing strained relations between police and citizens by a Community Relations Officer
Community Policing Officer is a change agent for reducing fear, crime and social disorder in the community	Community Relations Officer is called upon to provide consultation and public relations on crime matters
In Community Policing, citizens identify problems and cooperate with the police to address the problems.	In Community Relations, citizens bring their complaints to the Community Relations Officer for resolution.
In Community Policing there is consistent, long-term contact between community and officer to build trust and enhance exchange of information	Community Relations is often marked by superficial trust and controlled levels of communication
Community Policing empowers residents: The Community Police Officer assists citizens to solve problems and encourages volunteerism	Community Relations perpetuates dependency: Citizens build expectations and seek external solutions to their needs.

PART II: THE METHODS AND PRACTICES OF COMMUNITY POLICING⁴

2.1 COMMUNITY POLICE OFFICERS ON THE JOB: EVERYDAY DUTIES AND ACTIVITIES

In community policing, the officer uses a wide range of resources and discretion, and is assisted by community members and organisations to resolve root causes of problems in the community. This is in contrast to traditional policing in which the officer receives limited community collaboration and is generally confined to responding to the “manifestations” (e.g. disorder and crime) of community problems.

The Community Police Officers’ duties include:

- Law Enforcement – general duties common to all officers of the law.
- 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 communication and the building of relationships between the officers and the community members.
- Community Involvement – The officer has to build trusting relationships and partnerships with the community members to address their specific problems.
- Identifying and Prioritizing Problems– the community members provide officers with information about the problems facing them and together they prioritize the issues and problems.
- Reporting– the officer must share information with other police officers as well as the JCF generally and with special divisions about the specifics of his/her beat.
- Organizing– organizing activities oriented to specific problems and to enhance the overall quality of life in the community.
- Communicating – there are both formal and informal sessions aimed at educating people about crime prevention and other issues as well as managing communication with the media.
- Conflict Resolution – the Community Police Officer mediates, negotiates and resolves conflicts formally and informally (and challenges people to begin resolving problems on their own).
- Referrals – refers problems to specialized agencies.
- Visiting – community officers make frequent visits to homes and businesses to recruit help, to educate etc.
- Recruiting and Supervising Volunteers – the officer is to work with volunteers to address social problems affecting the community.
- Proactive Projects – the officer works along with the community to solve both long term and short term problems aimed at improving the quality of life.
- Targeting Special Groups – Community Police Officers often tend to focus on special groups in the community such as the elderly, youth, women, disabled and the homeless.
- Targeting Disorder – community officers place specific interest on problems of social and physical disorder and the degradation of the neighbourhood itself.
- Networking with the Private Sector – the officer actively communicates with and solicits the assistance of the business community for services, financial aid, volunteer work etc.

⁴ A set of useful forms (“Community Policing Kit”) is provided in the annex

- Networking with other government agencies and departments to assist in promoting and delivering community safety.
- Networking with the Non-Profit Organisations—officers also communicate with and enroll the assistance of the non profit agencies for assistance.
- Administrative/Professional Duties – the Community Policing officer participates in training, roll call, and office duties (answering mail, phone calls, reports).

2.1A COMMUNITY FACILITATORS

The Community Facilitator is a community member who lives or works on a specific lane or street, who is well known and respected in his/her neighborhood due to their outstanding citizenship, and who facilitates 1) introduction between police officers and residents, 2) collaborative problem solving relationships between residents and police, and 3) Community Group Meetings. Though the Community Facilitator's role is unofficial and carries no authority of law, it is concerned about the rule of law and quality of life. The Community Facilitator should not be used as a buffer between police and residents, but rather a partner. Community Facilitators help to notify residents about meetings or other activities. They also attend collaborative problem solving meetings with their local police, whether these are held in the premises of local community organisations, at the local police station, or at other locations in the community. Community Facilitators receive guidance on their roles and responsibilities from the local police.

2.1B CONSULTATIVE RELATIONSHIP WITH COMMUNITY GROUPS.

Many police stations develop a consultative relationship with Community Based Organisations and stakeholder associations operating in the community. This is a positive and constructive approach to outreach and collaboration, and is a recognition of the importance of customizing the practice of community policing to fit the unique needs of the community and its neighborhoods. These station-level citizens' committees are not to be confused with the Parish level Community Safety Committees, which function at the Division Level.

2.2 GETTING STARTED

HOW A COMMUNITY POLICE OFFICER FIRST ENTERS THE COMMUNITY:

A Community Police Officer's orientation into his/her new police station should be conducted by the Station Commander, the Community Safety Officer and the Crime Analysis Officer.⁵ Because of the importance of the constable's role as "Referral Agent", he/she should be given access to information resources that are of value to the residents.

Supervisors from the Community Police Officer's sector and team should then introduce him/her to the key stakeholders in the district. A Community Police Officer's introduction to his/her designated geographic area can be greatly enhanced if assisted by a church or Community Based Organisation of repute.

When introducing a new Community Police Officer into a community, any opportunity for a non-confrontational first contact should be utilized.

⁵ See Orientation Checklist in Annex.

IDENTIFYING COMMUNITY POLICING AREAS AND DETERMINING BOUNDARIES

A community policing “area” can be a street, a neighbourhood or a community.

An area is not always clearly demarcated by roads, gullies or rivers. The boundaries are therefore mostly defined according to *communities of interest* determined by crime and disorder issues. The patrol zone or **beat** should not be too large and several factors must be taken into account to determine the optimal size. These include the density of the area, the amount of crime and criminals reported from the area, the cohesiveness of the community etc. Whether the officer uses a vehicle depends on the geographical area as well as his sense of security on the beat. Using delineated patrol zones raises the efficiency of shift management, facilitates differential response, increases effectiveness of the patrol, and facilitates crime comparison and analyses.

BUILDING RAPPORT

A constructive rapport begins with a positive introduction to the community.

It is to the police station’s advantage to work with the community’s clubs, citizens’ associations, benevolent societies and other CBOs (Community Based Organisations). These groups can greatly:

- facilitate the introduction of new Community Police Officers into their designated geographical areas (beats),
- facilitate the development of problem-solving partnerships between police and the community, and
- provide the police with useful information about social, economic and other services available to citizens in the area.

Other strategies to build rapport include:

- 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, 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.
- Participate in community activities.
- Extend courtesy and demonstrate respect.
- Be knowledgeable about cultural norms.
- Gain an understanding of the issues in the community e.g. unemployment, and illiteracy.
- Facilitate mediation.
- Maintain the highest standards of professionalism.

WHAT THE OFFICER SHOULD DO ON ARRIVAL INTO THE COMMUNITY

The Community Police Officer needs at least two weeks to familiarize themselves with the patrol area once assigned. Activities fostering familiarization include studying the geography including the roads and landmarks. He/she should also get formally and informally associated with the citizens residing in the patrol area through a personal letter of introduction about himself and his goals. He/she should be informal in the letter, stress friendliness and participation. After this he/she should make contact with

community agencies and businesses such as schools, churches, youth groups and supermarkets. Then he/she can begin meeting the citizens at random while walking or driving through the neighbourhood. He/she should explain that he/she is a full service Community Police Officer assigned on a long-term basis. The Community Police Officer should also explain his/her roles and responsibilities, duties and activities, and his/her relationship to other police officers. He/she should inform them about any formal survey method that would be used to collect information about their problems. Community police officers should keep in contact with patrol officers and also have knowledge of the number of reported crimes before and after their arrival to test if trust is building between the officer and the community.

INTRODUCTION TO THE COMMUNITY

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, 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.

DAILY ROUTINE ACTIVITIES

It is advisable that the officer construct a flexible routine in order to properly organize his/her time. On a daily basis this can begin with returning telephone calls made by residents in the officer's area of responsibility, followed by patrolling the area and meeting with citizens.

SPECIFIC RESPONSIBILITIES

These include:

- a. Organizing the community and assisting residents in building a sense of pride and ownership of the community through clean up campaigns, sports etc.
- b. Planning and initiating community based problem-solving activities;
- c. Assisting youth by, for example: being an exemplary figure, educating them, involving their parents, discussing alternatives to crime;
- d. Working with disadvantaged groups such as the homeless, abused children, drug addicts;
- e. Constantly communicating with other Force members (e.g. tactical officers, supervisors, community relations officers, detectives and police officers from other divisions) to exchange information about the beat, its members and its problems;
- f. Consistently soliciting the assistance of other service providers (e.g. social workers) and building a database and network of agencies.

WHO TO ENGAGE, AND HOW

Every effective officer needs “eyes and ears” in the community. However, the Community Police Officer must be extremely careful about being seen as a “close friend” of any specific individual(s) in the community, because such relationships can cause that individual to come under pressure from certain elements in the community. It can also jeopardize the Community Police Officer's standing or cause a perception of partiality in cases where disputes might arise in the community involving the individual. 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. **Community Police Officers must adhere to the highest standards of professionalism and ethical behaviour.**

2.3 BUILDING COMMUNITY TRUST

Rapport building begins with the very first contact with the community members, when the officer introduces himself, his objectives and expresses a genuine interest in the community's issues. This means that the officer must have good communication skills (both listening skills and the ability to clearly articulate his/her mission).

Once rapport has been established, the officer can begin to build trust and respect. Building respect and trust between citizens and police is a fundamental pillar of Community Policing. Respect and trust make crime solving more effective by allowing for the free and confident exchange between police and residents in the community, which facilitates both crime prevention and investigations. The famous "911 Study", conducted by Stellman and Brown in Chicago in 1986, showed that only 2.9% of arrests could be attributed to fast police response. Most arrests are due to investigation and information from the citizenry, both of which are greatly enhanced when respect and trust exist between citizens and police.

The primary method of building trust in community policing is through foot patrol. This has been shown to reduce the fear of crime and to build mutually trusting relationships between police and citizens by providing them an opportunity to get to know each other. Foot patrol experiments have shown that they in themselves do not have a significant effect on crime reduction. However, they have had a great effect on fear reduction and building of trust relationships, which do have a significant effect on reducing crime. Foot patrol also facilitates the community organizing role of the officer, and the order maintenance role of both citizens and police, both of which improve the quality of life in a neighborhood. This relationship was lost with the "scientific method" of policing where officers were placed in cars to be "more efficient" in patrolling large areas. Officers became prisoners of the cars and became isolated from the communities they served.

Another way to build respect and trust is for the officer to address issues of disorder by being a "referral agent". A referral agent is an individual who refers cases or situations that have public safety consequences to the appropriate governmental agency, social service organisation, or community group. In a community policing context the officer sees potential problems as "intervention opportunities" rather than allow them to fester into public safety or law enforcement situations. Thus, in his/her role as referral agent, the officer on the beat can intervene proactively in crime elimination and at the same time earn the respect and trust of the community residents.

2.4 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 - The Identification of Areas of Agreement And Disagreement Implementation

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 sampling 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 community 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 Community 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, community 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

Community Police Officers must be knowledgeable of the history of the community, its citizens, its past and present problems etc. in order to facilitate enlightenment, empowerment and emancipation of the community members and police officers. One should analyze the economic base, the cultural aspects or ways of life, the social organisations, 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.

Information about the community collected by 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, JPs, teachers, PTAs, service clubs, location of residences, health facilities, and places of business, etc.

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, JPs, Government buildings, as well as vulnerable and hot-spot areas.

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 Community Police Officer is to prepare a profile of the street to which s/he 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 Community Police Officer acts 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 Community Policing 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 Policing process. The officer must choose a site for the meeting, collect equipment and publicize the agenda.

Each Parish in Jamaica will have a Parish Community Safety Committee, established to form a partnership of relevant agencies (including the police) and local people to examine the issues which adversely affect the quality of life of residents. These committees will draw up plans to tackle the problems identified. The Community Safety Officers in each Division are tasked with assisting these committees to function and achieve their objectives. It is crucial therefore that the Community Police Officers are aware of the plans and objectives and work closely with these committees to achieve those objectives. Community Committees and community groups are mutually reinforcing entities which should work together to serve the best interests of the community.

Step 4: How to Identify and Select Leaders in the Community

Leaders normally follow the norms and values of the community and can motivate as well as organize support in communities based on their leadership styles. One can assess leadership style through questioning as well as observing. Leaders may not always exert influence and may possess various types of power. Many communities already have leaders who are capable of mobilizing support. However these persons are not necessarily the best persons to be leading community projects initiated by the community officer and he must ultimately be able to identify and recruit suitable candidates for specific jobs. Leaders can be drawn from the business sector, the community as well as other agencies. Often various groups have their own leaders and the community officer should recruit leaders from each group in order to ensure participation from the entire community.

Step 5: How to Bring Leaders of Relevant Stakeholder Groups Together

The Community Policing Officer must meet with these leaders to discuss problems, to reduce prejudices and misperceptions that may exist about particular groups and to identify how the different groups can benefit from particular projects.

Step 6: How to Identify Areas of Agreement and Disagreement

These meetings facilitate the exchange of information and discussion, eventually leading to common values and goals for the entire community. In this way the different groups would be united for a common goal rather than be fighting for their own individual benefits. Once misconceptions are sorted out, groups can come to agreements about the crime issues facing them. For example, perceptions of the police role can be discussed from both the viewpoint of the community and of the police. Perceived roles can also be compared to actual behaviour and then there can be an evaluation so as to verify the facts rather than to dwell on the perceptions.

Step 7: How to Implement

Once common areas of agreement are identified the Community Police Officer can initiate co-operation and procedural objectives to achieve the agreed goals.

Step 8: Quality Control and Continuous Development

The Community Police Officer must constantly be evaluating his efforts and developing and improving his approaches in order to become more effective. This step is elaborated in Part III.

2.5 ORDER MAINTENANCE

Improving physical space and living conditions results in improved order and a greater feeling of community safety. Also, by focusing responsible adult attention to youth who are at risk facilitates **diversion** from criminal into positive activities.

Besides having an impact on health and safety, rampant public disorder (e.g. broken windows, potholes, abandoned vehicles, open drunkenness, prostitution, corner drug selling, etc) gives the perception that a neighborhood is dangerous and that no one cares. Experiments have shown that items left unattended and in disrepair in even the best of neighborhoods tend to attract disorderly behavior.⁶ This invites more of the same from some residents and itinerants, thus providing an enabling environment for criminal behavior. Order maintenance, an important part of Community Policing, involves improving the quality of life in the neighborhood. (See JCF Mission Statement). Order Maintenance is a public expression of the community's standards.

2.6 ACCOUNTABILITY AND RESPONSIBILITY

In the Community Policing context, police officers are responsible for specific geographical areas in the community, working in partnership with residents for order maintenance and to improve the quality of life. Street accountability increase officer presence in under served areas, but does not affect directed patrol missions. This also facilitates differential response for police services due to the increased use of cell phones by citizens whose calls for service are overwhelming the existing communications system.

Less than one third of an officer's time is spent responding to calls for service. This means that more than two thirds of the officer's time is undirected. Giving an officer a specific location facilitates more effective use of his/her time and therefore more effective policing. It increases the amount of time the officer spends in areas that are otherwise under served. Though underserved areas may be relatively crime free, they have legitimate needs for police service to maintain their quality of life and to involve their citizens in the business of Community Policing and empowerment.

2.7 FORGING AN OPERATIONAL PROBLEM-SOLVING PARTNERSHIP WITH RESIDENTS

The problem-solving relationship between officer and resident is characterized by collaboration, mutual trust, and mutual empowerment. Through this relationship, citizens and officers take responsibility for their respective roles and community residents are brought into the JCF Corporate Strategy.

Community and street meetings are important forums for community members and police to discuss public order issues with each other and to build consensus. Street meetings should occur frequently

⁶ One of the most well known among these experiments was the "Broken Window" experiment done in New York N.Y. and Palo Alto Calif, described by George Kelling and James Q. Wilson in Atlantic Monthly Magazine (March 1982)

between officers on patrol and residents. Larger community meetings should be held monthly, chaired by the Commanding Officer of the police station, after which a summary of the community meetings (not detailed minutes) should be sent to the community's key CBOs. These should also link with the Parish Community Safety or Crime Prevention Committee.

2.8 PROBLEM SOLVING

Community Policing makes use of a collaborative problem solving method commonly given the acronym "SARA" (Scan, Analyze, Respond and Assess). SARA is a structured way of approaching problem-solving 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 e.g. security, public health, housing, sanitation, ordinance 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.

2.9 DOMESTIC VIOLENCE INTERVENTION

The largest single cause of harm in most communities is domestic violence. Domestic violence is a crime. It causes physical and psychological damage to the victim and creates a bad environment for children. Children exposed to domestic violence are traumatized, learn complex predator/victim co-dependencies, tend to develop negative gender relationships, and model violent behavior. 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 is, in effect, nothing less than homicide prevention and has far reaching consequences for community peace and quality of life.

Mediation by the police is not an appropriate response to domestic violence. Often, the abuser in a domestic violence situation has serious psychosocial problems and requires interventions such as psychological counseling and sometimes medication. The causes of domestic violence are usually extremely deep-rooted and complex. Domestic violence incidents are urgent calls for direct and sustained intervention.

Police officers should be trained to proactively identify the signs of domestic violence (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. In regular patrols the officer must regularly follow up on the situation to ensure that the social services are engaged and effective.

Officers should be informed about the Child Care and Protection Act, the Offences Against the Person Act, and the Family Property Right of Spouses Act⁷ and know how to contact the relevant service providers to get help to victims.

2.10 GANG VIOLENCE PREVENTION

Gang organisation and activity are complex and constantly evolving. Most gang members are males 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 economic realities in the inner city propel many persons in this age group, especially those who are unemployed and lack strong positive male role models, into association with peers from whom they receive recognition, rewards and safety.

The need for social acceptance and recognition is exacerbated by poor socialization that is often a result of teenage parenting and a subculture that glorifies and promotes immediate gratification, violence and criminality.

Each station needs to have access to intelligence about gang activity. In addition, each station needs to develop partnerships with the social service organisations in its area that can assist in mitigating gang violence and providing alternatives to persons who would be attracted to join gangs –alternatives such as sports, remedial education, mentoring programmes, skills training and small business opportunities.

In partnership with the civic groups and local Community Based Organisations (CBOs), each station needs to develop a **gang violence prevention strategy** and each officer needs to know his/her role within that strategy.

2.11 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 well being 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.

The school also offers an opportunity to the officer to convey messages to the students' families about the role of the police, responsibility of citizens, and public safety issues. Guidance counselors, 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.

⁷ These are available for review at every police station.

School Resource Officers (SRO) are officers assigned to specific schools by the Ministry of National Security. If the 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 Plan⁸. 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 Report⁹, which should be filed with his/her supervisor (with a copy for the School Principal).

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.

Planning must be at the centre of any safe school design. A caring and supportive staff that is concerned with the growth and success of every student is also of vital importance. A safe school should be designed to facilitate supervision through carefully structured educational, extracurricular and community activities that also encourage a sense of community. A school that models high moral standards sends positive messages to all stakeholders and acts as a catalyst for encouraging ethical behaviour in the wider community.

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

⁸ See Annex

⁹ A copy of this form is provided in Annex

2.12 BEING PROACTIVE RATHER THAN REACTIVE

By working in partnership with community residents, proactive Policing will increase the opportunity to identify situations that could fester into criminal activity before they have the opportunity to take root. (Get to the root of problems before they escalate, and direct the appropriate assistance).

It has been found that 10% of locations are generally responsible for over 60% of calls for service. Also, 10% of offenders are responsible for 55% of crimes. Community Policing calls for problem solving, while the principle of Differential Response allows for alternative ways to solve recurring problems with this information that we now have, through interventions through referral (e.g. health and other services), order maintenance and other actions developed through consultation with community members.

2.13 THE OFFICER AS A RESOURCE

In community oriented problem-solving policing, the police officer's 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. The Community Police Officer's role is to maintain public order as a law enforcement agent. In addition, s/he also serves as:

- referral agent
- community stake holder
- mentor
- mediator and
- role model.

In community policing, citizens partner with the police to eliminate fear of crime, crime, and neighbourhood disorder.

Disorder comes about when incidents, physical conditions and social problems that can eventually become, attract, or cause major crimes are ignored. To address such disorder, Community Police Officers encourage the community to improve conditions, thereby building community cooperation and goodwill between residents. This strengthens communities, improves safety, raises self esteem and facilitates community transformation.

The working relationship that exists between residents and the police is determined by the cooperation, respect, and trust that is developed between the officer and the community. A sound working relationship facilitates Collaborative Problem Solving, which is preferred to making a quick arrest when alternative diversions for addressing disorder can be found. The types of disorder that are particularly suitable for Collaborative Problem Solving are 1) repeat incidents and 2) neighbourhood decay.

The Collaborative Problem Solving approach calls for involving residents in identifying problems and developing solutions. This creates ownership within the community for disorder problems and their solutions, and removes the traditional passive approach of waiting for government to fix all problems.

Therefore, the officer's role requires excellent human relations skills. Such skills become stronger and more effective with use.

The officer is responsible for being aware of safety and security conditions in his/her area of assignment, and for working with residents to address their root causes, in addition to enforcing the law. Many

problems in the officer's area of assignment will require information, technical assistance, and resources from Government agencies, Non-Government Organisations (NGOs), or Community Based Organisations (CBOs). The officer must therefore have access to information about such services and agencies that can be approached to help address problems and improve conditions.

All parties in the Community Policing relationship must never forget that partnership requires mutual trust, respect, and support. Although partnerships with the community are key, the officer must never compromise his/her role as a protector of public safety.

The officer should be guided by the JCF's Community Policing policies and procedures to develop effective solutions with the public to solve problems and improve conditions in the community.

2.14 COMMUNITY POLICING AND THE LOCAL PRIVATE SECTOR

The principles of Community Policing are similar to those of private enterprise in that they are client-driven, require understanding and proactively addressing root causes, are service-oriented and are built on partnership. Officers working in a Community Policing context are driven by organisational and individual value systems of Total Quality Management and see individuals as resources. Community Policing is most effective when officers and residents engage the local private sector in maintaining community standards.

2.15 CRIME ANALYSIS

Crime Analysis is of great value to community police officers as well as to managers in the police service. It 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 in 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.

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.

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.

2.16 CONTINUOUS ASSESSMENT

Assessment is necessary for improvement. Community meetings and street meetings are an opportunity to openly assess the contribution of all stakeholders. It is also an opportunity to determine capacity-building needs.

An officer's Individual Performance Evaluation is generally conducted by his/her immediate supervisor, and covers issues such as daily activities, arrests, attendance, etc. In a Community Policing context the officer's Individual Performance Evaluation will also include his success in accomplishing the station-level goals and objectives of the Police Commander, Sector Manager, and Team Leader, which are based on the JCF's Strategic Plan and Objectives at the station level. Problems identified and solved, evaluation of community contacts as they relate to the police station objectives, referrals made, incidents identified and resolved, quality and reliability of information conveyed to team members, interventions made, etc. Evaluation should be based on quality and relevance to the station's mission. A comprehensive sample evaluation form indicating knowledge, skills and attributes is attached.

Evaluations are also conducted at the Team level. These evaluations cover Team Operations in accomplishment of the station's mission as identified by Teams Leaders, Section Managers and Police Station commanders. A comprehensive Team Evaluation Form is attached.

The Sergeant who is the Team Leader is evaluated by the Sector Manager. The Sector Manager is evaluated by the Station Commander.

2.17 DIFFERENTIAL RESPONSE

Differential Response is the principle of prioritizing responses to calls for service based on urgency. The most serious issues are given immediate response, whilst less serious issues are prioritized accordingly. In Differential Response, the first decisions are made in Communications & Dispatch. All requests for service should be registered with Communications & Dispatch and the response should be logged so that appropriate police attention and follow-up support can be provided, and to facilitate subsequent procedural analysis. The officer on the beat must be able to determine how serious an issue, and to take appropriate action.

2.18 MEDIATION

Most violent crimes occur between individuals who know each other and are the result of interpersonal conflicts including revenge and retribution for unresolved issues.

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.

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 centres, police stations, in schools or in any setting where the disputants choose to use a third party to help them settle their differences.

Mediation is not simply sitting around and talking about a problem. A mediation is **an organised negotiation**. It is a **structured process** in which the mediator guides the disputants through a discussion of their mutual problems and concerns, organises the parties' presentations of alternatives for resolving the problem and aids the parties in arriving at a resolution of their dispute.

The mediator **facilitates** the process in numerous ways. He 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**. He maintains his neutrality by not favouring either party or indicating that he approves of one party's proposals relative to those of the other. The mediator does not take sides in the dispute. He merely facilitates the process of achieving a resolution.

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 is concerned with the result of the mediation process. In particular, he is concerned with the **workability of the agreement**. This involves a consideration of both the psychological and material resources of the disputants. For example, the availability of financial resources may be relevant to the settlement of a monetary dispute. In other cases, the psychological stability of the parties may determine whether they can comply with the terms of the settlement. In any case, the mediator does evaluate the likelihood that the parties can, in fact, adhere to the compromise agreement reached. If that likelihood is small, the mediator may wish to encourage an alternative plan that is more likely to be successful.

An effective mediator, on the other hand, does not attempt to substitute a compromise which suits his set of values for one reached by the disputants. In general, a compromise reached by the parties is more likely to be successful than one imposed by the mediator. The disputants know their situation better than the mediator does. They have a better grasp of their own capabilities and a better understanding of what

is likely to work for them. People tend to resent being told what to do, and they are more likely to follow a course of action that they have suggested.

Mediation provides the parties with a unique opportunity to settle their dispute. The parties can sit down in a controlled, and hopefully calm, setting and attempt to deal with the underlying issues that led to the dispute. However, this calm, controlled environment does not happen by accident. The stage must be properly laid to create a positive setting for the resolution of the dispute.

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. Community Police Officers should be aware of the services of the Dispute Resolution Foundation.

SUMMARY OF THE MEDIATION MODEL

1. 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.

2. 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.

3. Summarisation

After each party has completed his story the mediator should summarise. 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.

4. 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.

5. 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 effect a resolution of the problem.

6. Selection of Appropriate Alternatives

During this stage the parties agree on which alternatives will resolve the dispute.

CONCLUSION OF MEDIATION

The mediation should conclude with a final re-statement and clarification of the terms of the resolution by the mediator.

2.19 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.

MONITORING THE OFFICERS

Community Policing is part of the Government of Jamaica's overall community safety thrust. As such, a number of agencies have collaborated to create a list of M&E criteria that assesses Community Policing activities. All members of the JCF at every level will be evaluated against those criteria, which are presented in the annex.

MONITORING COMMUNITY POLICING SERVICE DELIVERY

Monitoring and evaluating Community Policing services is most effective when the M&E activities are carefully planned and carried out in collaboration with community organisations. There are several methodologies that are particularly useful for monitoring the delivery of Community Policing services and evaluating their impact. The selection of methodology is largely dependent on the kind of information being sought. Following is an overview of frequently used methodologies.

CONDUCTING SURVEYS

Surveys are an important tool for Community Development and understanding the underlying issues in a community. Focus Group Discussions, opinion surveys, time-line surveys and satisfaction surveys, are the four types of surveys most frequently used in Community Policing.

These surveys enable collection of information that police and community members can use to develop sound projects and to measure the impact of interventions. Surveys are generally developed at the Station level, usually with the assistance and involvement of CBOs.

When groups that are to be targeted by surveys are not included in the design of the surveys, they often contest the findings or are unhappy with the decisions that are based on the findings. It is therefore highly advisable that target groups are included in the design of surveys.

FOCUS GROUP DISCUSSIONS

The purpose of a Focus Group Discussion is to obtain in-depth understanding of a limited number of issues. Focus Group Discussions gather opinions and perception in a facilitated environment that provides for triangulation (different people speaking to the same issue from their own points of view). These discussions are usually limited to 6-15 participants, carefully chosen so as to include different segments of the community.

OPINION SURVEYS

The purpose of an Opinion Survey is to identify the opinions and perceptions about a specific issue within a target group, and the dis-aggregation of those opinions across the target group.

TIMELINE SURVEYS

The purpose of a Timeline survey is to look at how something changes over time. In a timeline survey, the surveyor asks the same question(s) to the same target group several times over an extended period.

SATISFACTION SURVEYS

Broadly speaking, the purpose of a Satisfaction survey is to measure receptivity, satisfaction, approval or acceptance of an event, product, approach or relationship.

Often, survey strategies will make use of all of the above, for example, a series of focus groups held with the same target group (e.g. youth) on a specific issue (e.g. satisfaction with teachers) over time.

PART III: HOW COMMUNITY POLICING SERVICES ARE DELIVERED

3.1 DUTIES AND RESPONSIBILITIES

All officers will maintain the responsibilities of their ranks in accordance with JCF rules and regulations and Force Orders. They will assume the additional responsibilities of Community Policing.

RESPONSIBILITY BY ROLE

ROLE	PRIMARY RESPONSIBILITY	ASSOCIATED ACTIVITIES
Divisional Commander	<ul style="list-style-type: none"> • 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 • Comply with divisional strategic plans • Comply with JCF strategic plans • Comply with MNS Strategic Plans 	<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
Station Commander	<ul style="list-style-type: none"> • Empower and support the Shift supervisors • Sector 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, and MNS 	<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
Shift Supervisor	<ul style="list-style-type: none"> • Empower and support and manage the Community Policing Supervisors. The shift Supervisor assumes the Community Policing Supervisor's duties in the latter's absence. • Develop a Management Plan to guide the Community Policing Supervisors in how to achieve the JCF Strategic Plan. • 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 Community Police Officers are important in developing this knowledge. 	<ul style="list-style-type: none"> • Review community meetings with Community Policing Supervisors; • 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
Community Policing Supervisor	<ul style="list-style-type: none"> • Maintain an ongoing dialogue with school • Principles, 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 • 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"> • Meet with community residents • 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
Community Police 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. 	<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-

ROLE	PRIMARY RESPONSIBILITY	ASSOCIATED ACTIVITIES
	<ul style="list-style-type: none"> • 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 (eg truanancies) and root causes, and make proper referrals. • 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. 	<p>confidential crime data with other residents.</p> <ul style="list-style-type: none"> • 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.
Rapid Response Officer	<ul style="list-style-type: none"> • Safely respond to all emergency calls. • Be knowledgeable about crime in the designated area. • Interact with community residents and cultivate sources of information. • Coordinate with COPs and all investigative resources. 	<ul style="list-style-type: none"> • Patrol the zone. • Respond to calls for service. • Make official reports. • Continue professional development. • Motivate the community to take ownership for their safety. • Be knowledgeable about at-risk

ROLE	PRIMARY RESPONSIBILITY	ASSOCIATED ACTIVITIES
		youth and special needs Individuals.
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.

3.2 HOW COMMUNITY POLICING IS MANAGED

Given the JCF's limited manpower and financial resources, this community policing management model allows for customizing each station's organisational structure and community policing activities to its available resources.

CP management fosters power-sharing and empowerment of community residents and police officers, and uses creative approaches that are alternatives to prosecution. This is relevant to minor first-time offenses, where it is in the best interest of society to alter behavior rather than incarcerate an individual.

Sharing power does not imply citizens playing the role of police or vigilantes. However, it does imply a sharing of responsibility for conditions that facilitate crime, disorder, and fear of crime. Unkempt neighborhoods, loiterers, public drunkenness and idleness are issues that community residents and social service agencies can address. Community Policing strategies encourage utilization of interventions and alternatives to arrest, resolve and deter individuals from these lifestyles. In a Community Policing context, community residents partner with the police in these efforts. The power for community transformation is in the hands of its residents.

The Divisional, District, and Station-level missions and operation plans are guided by JCF's Corporate Strategy. These plans are operationalised through partnerships between police and residents.

While the JCF is an hierarchical organisation, community policing requires that front line community police officers are empowered to work with citizens to deliver community policing services. It is the responsibility of those senior in rank to support community police officers in the discharge of their duties. In the JCF, the hierarchical structure is as follows:

- Divisional Commander (Superintendent)
- Station Commander (Inspector or Deputy Superintendent)
- Shift Supervisors (Sergeant or Corporal), also known as the On-Duty Supervisor
- Team Leader (Corporal, Sergeant or Inspector), also known as the Supervisor in Charge of Community Policing at the station

- Community Police Officers

In the Community Policing framework, leadership responsibilities are not confined to the apex of the organisation, but rather are delegated throughout the hierarchy. Indeed, the Community Police Officer is empowered to take initiatives and show leadership within his/her area of responsibility. This is because each member of the team must be responsible for specific areas and accountable for outcomes. The Community Police Officers must be empowered to use discretion and engage in collaborative problem solving. Therefore, the Community Policing approach is better suited for **Management** (i.e. planning, organizing, staffing, directing, controlling, budgeting and reporting) than the traditional preference for **Supervision**, which involves simply monitoring for rule compliance.

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.

Clearly, an officer who is given the level of autonomy and responsibility required for Community Policing must be particularly competent and reliable. Effective delivery of Community Policing services emphasizes police and community empowerment, problem-solving, and discretion in decision-making.

ROLE OF THE COMMUNITY POLICING OFFICER

The Community Policing Officer will follow JCF policies and procedures of the JCF, plus the following:

1. Work in partnership with the residents in the area to which he/she has been assigned, in collaborative problem-solving partnerships;
2. Work with Community Facilitators as a resource that can notify residents about activities and meetings¹⁰;
3. Prepare Street Profiles every six months;
4. Prepare SARA Forms on collaborative problem solving initiatives and submit them to the supervisor in charge of Community Policing at the station;
5. Prepare Requests-For-Services Forms and submit them to the on-duty supervisor at the end of his shift
6. Act as a referral agent for the community. This requires knowledge about the resources and services available to the community.

ROLE OF TEAM LEADER / SUPERVISOR IN CHARGE OF COMMUNITY POLICING

During the Community Policing roll-out, the team leader, Supervisor in Charge of Community Policing at some stations, and who may have the rank of corporal, sergeant, or inspector, may also be responsible for **community safety and crime prevention**.

The Team Leader will perform all of the duties and responsibilities of his/her rank according to JCF procedures and directives from Station Commander, plus the following:

¹⁰ It is preferable that the Community Facilitators reside or work on the street, lane, or block on which the team is focusing.

1. Manage the Community Policing Officers by helping them establish relations with the Community Facilitators and residents in the areas to which they are assigned.
2. Ensure that the Community Policing Officer is working with Community Facilitators and residents to schedule dates, times and locations for collaborative problem solving meetings;
3. Attend collaborative problem solving meetings from time to time to ensure that all participants understand the SARA process;
4. Work with the Community Police Officers and Community Facilitators to identify problems and help develop solutions;
5. Monitor the progress of all activities in the assigned area;
6. Collect Street Profiles, SARA Forms and Request-for-Service Forms submitted by the Community Police Officers and keep them in a Street File;
7. Ensure that Requests-for-Service Forms are routed to the Station Commander and the Community Relations Officer;
8. Monitor and evaluate subordinate officers;
9. Keep the Station Commander and Community Relations Officer informed of all Community Group meetings and activities undertaken by the Community Police Officers in his/her area of responsibility.
10. Act as a referral agent for the community. This requires knowledge about the resources and services available to the community.

ROLE OF SHIFT COMMANDER / ON-DUTY SUPERVISOR

The Shift Commander will perform all of the duties and responsibilities of his/her rank according to JCF procedures and directives from Station Commander, plus the following:

1. Manage the shifts during a specific time period and deployed in a specific part of the Station's patrol areas.
2. Ensure that all officers and supervisors assigned to Community Policing activities are actively working in their areas of responsibility.
3. Attend any scheduled Street Meetings and collaborative problem solving meetings or any other meetings with community residents where possible;
4. Work with Supervisors and Officers assigned to Community Policing to assign police resources to activities or locations that have been identified as hot spots or in need of additional police attention;
5. Receive Request-for-Service Forms from the Community Policing Officers at the end of their shifts, sign (recommend/not recommend) them, and forward them to the Station Commander.
6. Coordinate and monitor activities from any outside units working in the Station's patrol areas to ensure that Community Policing initiatives and relationships are maintained.
7. Act as a referral agent for the community. This requires knowledge about the resources and services available to the community.

ROLE OF STATION COMMANDER

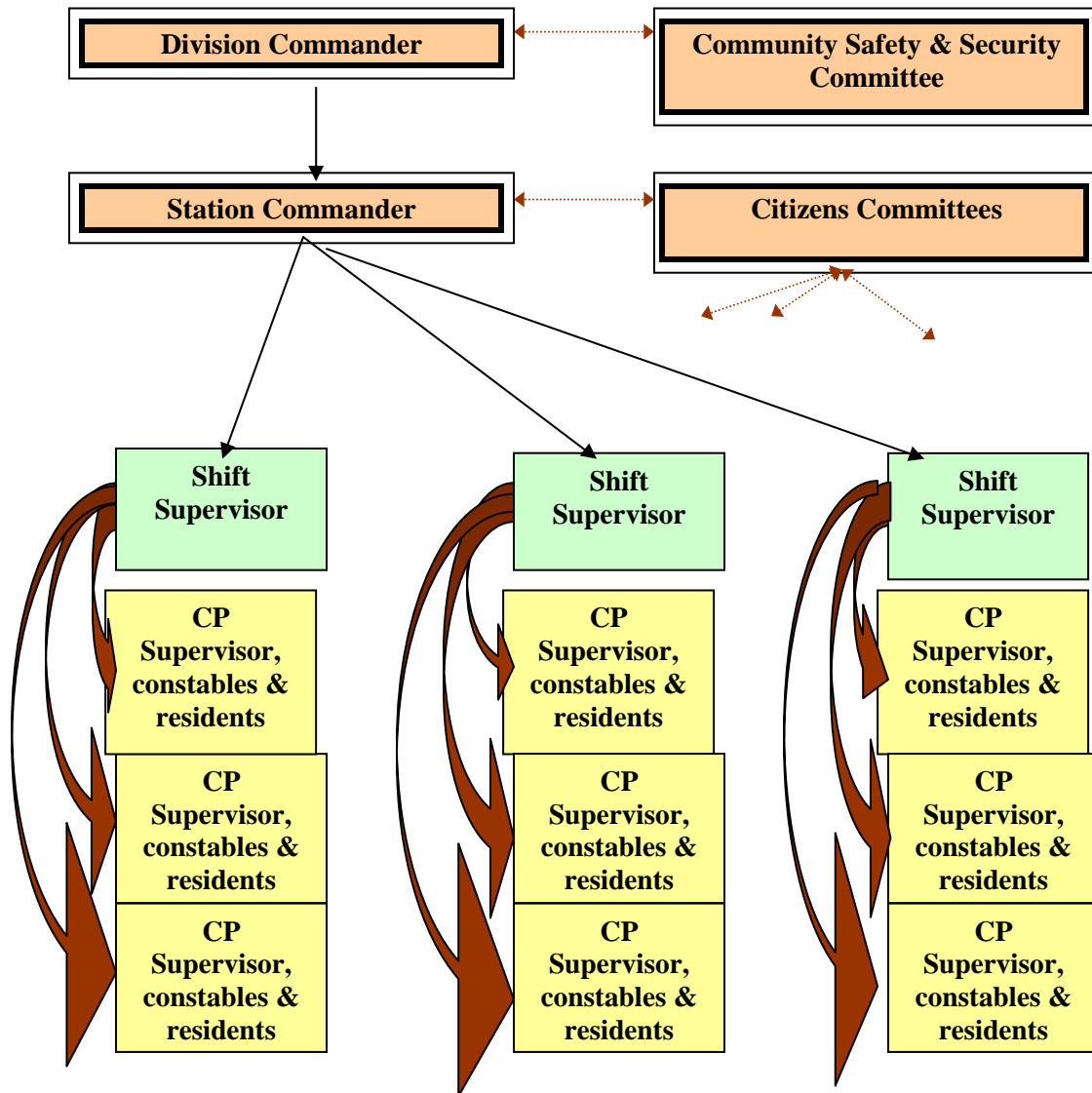
The Station Commander will perform all of the duties and responsibilities of his/her rank according to JCF procedures and directives from the Divisional Commander, plus the following:

1. Provide leadership in Community Policing to subordinate officers;
2. Attend community meetings, street meetings, and collaborative problem solving meetings whenever possible or designate the Shift Commander / On-Duty Supervisor to attend meetings in his absence;
3. Review crime patterns and hot spots for assignment of Community Policing concepts;

4. Coordinate activities with investigative branches of the JCF;
5. Ensure that subordinate officers or managers are complying with JCF directives regarding Community Policing and collaborative problem solving partnerships with residents at the street level.
6. Receive signed Request-for-Service Forms, approve or disapprove them, and ensure that they are delivered to the (Parish level) Community Safety Committee for attention.
7. Follow up Community Safety Committee response to Request-for-Service Forms and monitor actions taken. Engage Divisional Headquarters where required to respond to the requests.
8. Meet with subordinates to develop strategies and to monitor their success.
9. Regularly access the Street Files to review the SARA initiatives, Street Profiles, and Street/Block Plans to ensure that CP methods and practices are being followed and that the initiatives are in keeping with JCF's Strategic Plan. JCFs Strategic Plan or yearly targets should be reflected in the Street Plans.
10. Keep the officers informed about resources and services available for the community so that they can serve as effective referral agents.

The following chart demonstrates a recommended structure for delivery of Community Policing services. The Division Commander (or higher) can modify the structure to suit resources and needs.

Diagram: Community Policing Services Delivery



3.3 HOW ARE COMMUNITY POLICING OFFICERS EVALUATED?

Community Policing differs from traditional policing in that it focuses less on quantification and more on making qualitative long-term changes. In other words, it is less concerned with making increasing numbers of arrests than with *eliminating factors that lead to crimes*. Hence, Community Police Officers and their work must be assessed on a different dimension than that of the traditional police officer (which normally involves counting calls answered and arrests made). Additionally, community policing requires greater creativity, innovation, leadership qualities, and independence than traditional policing. In CP, quantitative data is secondary to building trust and making long term changes.

The first line supervisor can assist the Community Police Officer in determining measures of progress and he can also survey the residents to determine perceptions of changes in the quality of life in the neighbourhood as well as the performance of the officer.

The main function of performance evaluations is to give officers an assessment of how they are performing their jobs. Evaluations have several functions including:

- documenting performance
- setting future goals for the officer's improvement
- comparing officers' work
- gathering and documenting successful strategies to share with others in the department
- warning others of potentially harmful activities informing operational, management and strategic decisions
- contributing to department wide assessments of community Policing.
- informing policy makers.
- assisting the community officer to establish goal directed activities to solving specific problems.
- assessing the officers' problem solving capabilities.

Community Police Officers should not be assessed on their personalities but on their behaviour, and they should also be a part of the evaluation process rather than purely subjects of the process. Evaluations are useful for enhancing strengths and developing the officer and his/her role.

The traditional measures used to assess a police officer include:

- Number of radio calls
- Number of arrests
- Number of traffic violations cited
- Number of suspicious persons or situations investigated
- Property recovered
- Administrative/miscellaneous/desk duties

However, to assess a Community Police Officer we must look at measures such as:

- Positive citizen contact (daily communication with residents during patrol; number of street meetings, community meetings, and impromptu visits;)
- Eliminating unsafe conditions (e.g. abandoned buildings, overgrown lots, abandoned vehicles);
- Proactive policing (e.g. eliminating causes of fear such as loitering gangs, vice activities, street drug sales; addressing truancy, attending to issues of domestic abuse);
- Facilitation of diversionary activities (foster alternatives to any conditions that are associated with anti-social behavior e.g. encouraging youths to join youth clubs and other civic groups; working with schools and social service agencies to address special needs issues).

In general, outcomes directly related to officer performance include:

- Change in number and type of crimes,
- Level of disorder in neighbourhood (Social disorder such as open drug sales, panhandlers, runaways, addicts, homeless, truants, curfew violations, prostitution, homeless, main streamed mental patients, unlicensed peddlers, gambling, loitering, unsupervised youngsters, youth gangs etc.; Physical disorder such as graffiti, abandoned cars and buildings, litter, etc.)
- Number and type of calls for service – number and type, monthly and annual trends. When Community Policing is in effect, calls for service normally increase since people turn more to the police to help solve their problems.
- Quantifiable activities - number of community meetings, newsletters, organizing events, telephone calls made and their type, speeches, home and business visits, personal and media contacts, other outreach.
- Anti drug (Targeted Initiative) – e.g. holding events in spaces where drugs would normally be sold or used, to create disruption.
- Other Targeted Initiatives – e.g. taking steps to address specific problems such as truancy, domestic abuse, noise, loitering, etc)
- Special groups – proactive initiatives aimed at helping special and disadvantaged groups and noting when specific support was given.
- Networking – number and types of contacts with citizens and other agencies including businesses.
- Referrals – number and type of referrals of persons in need of special services, number and type of agency.
- Intelligence gathering and information sharing – number of times information was collected and used to solve crimes, number of times information was shared with department, amount of information gathered about a particular crime or drug problem.
- Innovation – documented accounts of innovative strategies and techniques.
- Teamwork – if jobs were handled in teams the evaluation should reflect the number of contacts, number of hours and the outcomes.
- Solicitation of resources – number and kinds of donations from several sources.

Other parameters:

- Administrative duties – attendance, promptness, courtesy to public and colleagues, cooperation with department.
- Professional improvement – participation in in-service training, attendance at other training sessions.
- Use of technology – computer, radio.

The officer should also have the opportunity to write brief essays about his successes in different projects and be allowed to attach transcripts or tapes of any initiatives undertaken. Letters written by citizens can also be added to the evaluation report.

What are some criteria of a good Community Police Officer?

Good Community Police Officers are:

- Genuinely interested in Community Policing;
- Willing/able to undertake foot patrols in assigned area;
- Willing to work flexible hours as the needs of the community demand;

- Able to communicate effectively with the community as well as the department and the general public on matters relating to the beat;
- Dependable and independent, able to work with limited supervision.

The Community Policing Index

The Community Policing Index (CPI) is an assessment tool that rates police stations into different levels based on how they score on a number of indicators. To do this, the CPI uses specific criteria to assess three “aspects” of the station’s adherence to Community Policing, namely: Human Resources; Adoption of Community Policing Methods and Practices; and Police-Citizen Relations. Criteria for the Human Resources aspect involve the Divisional Commander, Station Commander, Station management, Officers, and SROs. Criteria for the aspect entitled Adoption of Community Policing Methods involve locations, training/capacity building, and operations. Criteria for the Police-Citizen Relations aspect involve citizens’ satisfaction and participation.

The CPI is patterned after the Organisational Capacity Assessment Tool (OCAT), which is widely used internationally to measure the organisational capacity of a wide range of service and development organisations. Presented in an easy-to-use matrix chart, the CPI criteria enable an evaluator to rate police stations on four progressive levels, each one corresponding to an increased level of organisational capability. Level 1 corresponds to an organisation’s “Founding” level, and as such reflects characteristics associated with recent establishment and limited capacity. Level 2 corresponds to an organisation at a “Developing” stage, while Level 3 corresponds to a higher “Expanding/Consolidating” phase. Level 4 corresponds to the highest level of organisational capacity, the “Sustaining” phase.

The Community Policing Index is presented in Annex 7.

PART IV: FREQUENTLY ASKED QUESTIONS

1. What is the objective of Community Policing?

To build trust and confidence between the police and the communities in which they serve. It is an important means of delivering safer communities

2. Why the shift from the paramilitary/reactive style of policing to one that is proactive and service-oriented based policing?

- A growing demand for a more responsive and customer-oriented Policing
- A growing demand for greater police accountability
- Unrealistic expectations by the community about the effectiveness of traditional police responses
- The inability of traditional policing approach as to provide a long term answer to crime and problems of disorder
- An increasing awareness that police cannot shoulder the burden of crime alone
- A requirement that the police provide value for money in the service they provide
- The old style of Policing is unsuited to delivering community safety.

3. Can Community Policing work in violent communities?

Yes. Many conflicts are resolved through violence, which feeds cycles of reprisal and revenge. Interventions such as alternative dispute resolution and social initiatives, woven into the policing process have been shown to be most effective in mitigating violence.

4. What are some of the challenges faced by Community Police Officers?

- Poor infrastructure – roads, water etc.
- Illiteracy
- Unemployment
- Poverty
- Influence of the community dons (community warlords)

5. What is the Safe Schools Programme?¹¹

The Safe Schools Programme is a Ministry of Education / MNS / JCF programme in which police officers provide security and police services to the schools in their localities. This involvement includes:

- Parent Teachers Associations
- Lectures in classroom
- Drama
- Sports
- Counseling
- One to one discussions
- Youth Clubs in schools

6. What are Directed Patrols?

Directed patrols are special short term patrols directed at targeting specific problems within communities.

¹¹ See Part V of this manual on Safe Schools

7. Does the Community Police Officer enforce the law?

Yes. Community Policing is not a soft option. Enforcement is an integral part of all police officers' job. The manner in which this task is carried out makes the difference between CP and Para military style policing.

8. How will the objectives of the Community Safety initiatives be achieved?

They will be achieved through;

- Enforcement – intelligence led police action aimed at preventing crime and detecting offenders for example, directed patrols, raids, cordon and searches etc.
- Community - introduction of programmes in communities aimed at:
 - Promotion of community spirit
 - Improving the environment
 - Social development
 - Strengthening the community networks
- Diversionary (social crime prevention) – these are strategies aimed at addressing the root causes of crime. For example there are broad interventions to reduce idleness, unemployment and poor housing conditions.
- Situational – altering the environment to reduce the opportunities for crime e.g. access control and proper lighting.

9. 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

PART V. SAFE SCHOOLS

OBJECTIVE OF A SAFE SCHOOLS PROGRAMME

The objective of a safe schools programme is to create and maintain a positive and welcoming school climate, free of drugs, violence, intimidation and fear - an environment in which teachers can teach and students can learn in a climate which promotes the success and development of all children.

By developing a safe school plan, administrators can prevent many crises, help reduce violence and promote a positive educational climate.

CHARACTERISTICS OF SAFE SCHOOL

- School policies and rules are clearly communicated and fairly enforced.
- Academic achievement is emphasized.
- Parents are involved in school life in meaningful ways.
- Effective community – school partnerships exist.
- A safe physical environment.
- Extended-day and after-school programmes are offered.
- Patriotism, sound morals and good citizenship are promoted.
- Positive relationships are fostered among students and staff.
- Safe mechanisms are available for students to share their fears and concerns.
- Safety issues are openly discussed
- Referral system exists for children who have been abused or neglected
- Students are supported in making the transition to adult life and work.
- Measures are in place to assess policies, programmes, processes and effects of change.

THE FIVE ‘PS’ OF SCHOOL SAFETY

The goal of creating a safe environment requires addressing the ‘Five Ps’ of community and school safety:

1. Physical Safety

Environments free from the threat of physical harm for all students and the whole school community must be created. This means identifying and correcting dangerous or threatening conditions.

In a safe school:

- Regular safety assessments must be conducted.
- Safe play that prevents unintentional injuries and violence must be promoted.
- There must be adequate adult supervision.
- Structures, equipment and the grounds must be maintained.

Schools should consider conducting an annual school safety assessment, which could be used as an evaluation, and planning tool to determine the extent of school safety problems and the safety plan addressing them.

Security Measures

Safe School security methods are similar to those employed by law enforcement and rely on producing an environment in the school that helps security personnel detect crimes in progress, punish crimes that have been recorded and deter potential crimes.

Security measures have obvious limitations in that no school can be made truly secure, just as a society as a whole cannot be made truly secure through security-based measures and policing resources.

A true solution must address the fundamental causes of disorder. This requires policy changes.

Safe schools plans must be complemented by plans for reducing violence in communities.

2. Psychological Safety

A climate must be created in our schools where all individuals are free to express diverse opinions without fear; individual and cultural differences are accepted, not judged; and students and adults feel protected against unprofessional criticism, intimidation, verbal abuse, bullying, and violence.

The matter of respect must be given priority. The prevalence of disorder --and its offspring, violence-- is directly related to how much respect students have not only for authority figures in the school, but also for their peers.

Students will behave appropriately, and teaching and learning will take place more effectively, in environments that meet the psychological needs of all members of the school community.

Leadership that values relationships and seeks to nurture and educate the whole person must guide the psychosocial environment in the school.

3. Policies

A safe school framework needs to be supported by policy.

At the school, policies must be developed to address:

- Discipline
- School climate
- Maintenance
- Ongoing staff developments as it relates to classroom management and instructional competencies
- Academic help for students who are struggling
- Crisis response

Also, problem-solving processes including peer mediation, student-adult mediation, and adult-adult mediation must be developed at the school to deal with interpersonal disputes,.

Policies must be reasonable so that all stakeholders can support them. Policies must be consistently enforced.

4. Programmes

Safe School programmes need to include a focus on fostering social competencies, not just on reducing aggression, crime and violence.

Safe School programmes must be multi component and multi context, and must include:

- Violence prevention
- Injury prevention
- Interactive teaching methods
- Proactive classroom management.
- Programmes that address creating nurturing climates and creating a single school culture.

School personnel must be trained. Student involvement is to be encouraged and can be channeled through student-led initiatives such as:

- Peer mediation
- Student-led school climate committees
- Peace ambassadors
- Student-assistance teams to identify and support students in distress.

Further components of safe schools programmes could include:

- An intervention room where students are led through insight-building activities aimed at developing more productive behaviours and skills
- After-school forums that focus more intensely on specific areas of need, including conflict resolution, anger management, substance abuse and problem solving.
- In-school suspension programmes.

Effective programmes are systematic, long term and sustainable. Successful programmes are comprehensive and flexible.

Programmes must be measured not only in terms of the reduction of negatives, but the promotion of positive behaviours must also be assessed.

5. Partnerships

Efforts must be made to form partnerships between schools, parents, police and community agencies whose combined energies and expertise will benefit all citizens.

The Principal, SRO, and teachers must continuously encourage families to get involved in school activities; volunteers are also needed. Community outreach should be vigorously pursued. The Principal of the school, SRO, and teachers must also work hard to encourage local businesses to get involved in supporting the school community.

The best safe school plans involve the community. Determining the specific issues and concerns the local community believes are most important begins the process of customising a relevant and meaningful safe school plan.

The safe school plan and policies should stress that the community is a vital part of the school and the school is a vital part of the community, so that the health and safety of one affects the other.

THE STEPS

The first step in a safe school planning is to place school safety on the education agenda, at both the policy and school levels. A personal and collective commitment toward creating a safe and welcoming school climate is required.

THE PLANNING TEAM

- The safe school planning team is the driving force behind the planning process. The team should be a coalition of school and community.
- Students should be at the heart of the process and, if age appropriate, part of the planning team.
- Schools engaged in creating safe school plans will need to articulate what the school wants to accomplish and the processes by which these goals will be achieved.
- There is a compelling need to identify what works and what does not work if progress is to be made.

SAFE SCHOOLS FRAMEWORK

Creating a safe school means creating a framework that addresses:

- **Prevention** – How can we maintain a school community that is enjoying relative calm?
- **Early intervention** - What do we do to help persons who are starting to have problems?
- **Intensive intervention** - How do we help persons with more severe problems?

ROLE OF THE MEDIA

The media can play a positive role in violence prevention.

SERVICES

Another area that needs to be considered is the need for services – guidance counselors, social workers, school psychologists, and nurses – as well as better deployment of existing services to support schools. How can community residents and the business community help the school acquire such services? Community Police Officers, in their role as referral agents, may be helpful in sourcing such services from agencies and NGOs.

LETTING GO OF TURF

Making a planning team work effectively can be difficult. One of the biggest challenges in partnerships is to allay the fears and resentments that may arise when independent agencies are suddenly asked to share the same 'turf.' Those working together need to buy into the following:

- Individualism can take second place when there is a greater goal.
- Partnerships are central in the planning and management of education.
- School safety is not merely a school problem, but a community problem and
- indeed, a problem.

INVESTMENT

- Creating safe schools requires an investment in human as well as financial resources.
- A multifaceted approach to the problem that combines getting tougher with the perpetrator, instilling moral values and addressing the problem at its root provides a strong framework for efforts.

INDICATORS OF A SAFE SCHOOL:

- Has an infrastructure based on partnership and collaboration, governed by a group of teachers, students, technical staff and parents responsible for safety promotion and violence prevention in the school.
- Has Safe School policies approved by the School Board and the Ministry of Education and Youth.
- Has a culture that is welcoming and supportive, enhances communication;
- Fosters productive partnerships amongst school administrators, teachers, students, parents, and the local community.
- Has a long term sustainable operational programme that focuses on high risk groups and environments; promotes safety; and contributes towards continuous improvements in school performance.
- Is prepared to respond effectively to major incidents, crises and keeps proper records of incidents that impact on the safety of the school population.

ANNEX 1:

THE “NINE P’S” OF COMMUNITY POLICING

The “Nine P’s” of Community Policing

- **PHILOSOPHY:** Community Policing is based on the belief that full service from the police must directly involve citizen participation and partnership in identifying, prioritizing and solving problems. It requires departmental change and commitment as well as proactive and reactive procedures in order to prevent and solve crimes. The Community Policing philosophy rests on the belief that contemporary challenges require the police to provide full-service policing, proactive and reactive, by involving the community directly as partners in the process of identifying, prioritizing, and solving problems including crime fear of crime, illicit drugs, social and physical disorder, and neighbourhood decay. A Force-wide commitment implies changes in policies and procedures.
- **PERSONALISED:** Community Police Officers are placed in each community to break down communication barriers between the police and the residents. These officers are often known on a first name basis. By providing the community with its own Community Police Officer, Community Policing breaks down the anonymity on both sides - community police officers and community residents know each other on a first-name basis.
- **POLICING:** Community Policing is still strongly oriented to reactive law enforcement such as making arrests and answering distress calls. The difference is that the Community Police Officer is also involved in solving problems proactively. Community Policing maintains a strong law enforcement focus; Community Police Officers and teams answer calls and make arrests like any other officer, but they also focus on proactive problem solving.
- **PATROLS:** Community Police Officers patrol mostly by means other than the patrol car. Some of the means by which community policing is accomplished include horse patrol, bicycle, motorcycle and on foot. Community Police Officers and teams work and patrol their communities, but the goal is to free them from the isolation of the patrol car, often by having them walk the beat or rely on other modes of transportation, such as bicycles, scooters, or horses.
- **PERMANENT:** Community Police Officers are permanently assigned to the community so that enough time is allowed for fostering strong relationships with community members. Community Policing rests on assigning Community Police Officers and teams permanently to defined beats, so that they have the time, opportunity, and continuity to develop the new partnership. Permanence means that Community Police Officers should not be rotated in and out of their beats, and they should not be used as “fill-ins” for absences and vacations of other personnel.
- **PLACE:** Each jurisdiction’s Community Police Officers are primarily responsible for the law enforcement, order maintenance, referral services, and safety/security of their designated areas. The Commanding Officer should be given total primacy to make decisions and to act on them. All jurisdictions, no matter how large, ultimately break down into distinct neighbourhoods. Community Policing decentralizes the policing activity, police officers, often including investigators, so that Community Police Officers can be responsible their designated areas or beats, tailoring their responses to the needs and resources of the area. Moreover, Community Policing decentralizes

decision-making, not only by allowing Community Police Officers the autonomy and freedom to act, but also by empowering officers to participate in community-based problem solving.

- **PROACTIVE:** Community Police Officers must be very proactive in developing strategies to prevent crimes from occurring or re-occurring. As part of providing full-service policing, Community Policing balances reactive responses to crime incidents and emergencies with a proactive focus on preventing problems.
- **PARTNERSHIP:** A partnership should be formed between the officer and the community based on shared respect, trust, civility and support. The Community Policing philosophy recognizes that the Police Force alone cannot stop crime. Full participation and commitment from the Police Force as well as the community members are vital to eliminating crime. Community Policing is able to create much needed partnerships of trust and cooperation between the Police Force and the citizens and provides legitimate mechanisms with which to confront the problems they face on a daily basis. Community Policing encourages a new partnership between people and their police, which rests on mutual respect, civility, and support.
- **PROBLEM SOLVING:** The mission of Community Police Officers is not only to make arrests but also to solve problems and therefore prevent their reoccurrence. Community Policing attends to the underlying causes of much criminal activity in an innovative way, employing analytic and preventative measures as opposed to incident-driven measures. Community Policing redefines the mission of the police to focus on 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”). Both quantitative and qualitative measures are necessary.

ANNEX 2:

SCHOOL SAFETY PLAN

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

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).¹² 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.

¹² Standard Operating Guidelines for Classrooms (information on document)

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

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 3:

MONTHLY SCHOOL SAFETY REPORT FORM

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	<div style="display: flex; flex-direction: column; align-items: flex-start; padding: 5px;"> <div>➤</div> <div>➤</div> <div>➤</div> <div>➤</div> <div>➤</div> </div>			

SIGNATURES

Principal/Designee_____ Date_____

Officer_____ Date_____

Officer's Supervisor_____ Date_____

ANNEX 4 :

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 5:

COMMUNITY POLICING KIT

INTRODUCTION: PURPOSE OF THE COMMUNITY POLICING KIT

BLOCK PROFILE FORM #1: ABANDONED AND VACANT BUILDINGS
BLOCK PROFILE FORM #2: FINANCIAL FACILITIES
BLOCK PROFILE FORM #3: TRANSPORT AND TRANSFER POINTS
BLOCK PROFILE FORM #4: COMMUNITY/CIVIC ORGANISATIONS AND SOCIAL SERVICE AGENCIES
BLOCK PROFILE FORM #5: CHILD CARE FACILITIES
BLOCK PROFILE FORM #6: BUSINESS ENTERPRISES
BLOCK PROFILE FORM #7: RELIGIOUS INSTITUTIONS
BLOCK PROFILE FORM #8: NARCOTICS ACTIVITY
BLOCK PROFILE FORM #9: GANG ACTIVITY
BLOCK PROFILE FORM #10: SCHOOLS & OTHER EDUCATIONAL FACILITIES
BLOCK PROFILE FORM #11: CHRONIC BLOCK PROBLEMS
BLOCK PROFILE FORM #12: PUBLIC AREAS
BLOCK PROFILE FORM #13: KEY STATION PERSONNEL
BLOCK PROFILE FORM #14: GOVERNMENT OFFICIALS

GUIDELINES FOR PREPARING BLOCK/NEIGHBOURHOOD PLANS
THE S.A.R.A. PROBLEM ANALYSIS FORM
THE CRIME PREVENTION TRIANGLE

THE COMMUNITY POLICING KIT

The Community Policing Kit (CP Kit) is designed **to facilitate and simplify** the Community Policing role.

The CP Kit comprises a standardized set of forms (**Block Profile Forms**) onto which the officer lists the assets and deficits of the neighborhood or block to which s/he has been assigned.

Completed **Block Profile Forms** are kept in **Block Files** held by the station's designated **Community Safety and Crime Prevention Supervisor (CSCPS)**.

For most neighborhoods, only some of the **Block Profile Forms** will be required. Nonetheless, all of the Block Profile Forms are presented here, and the officer can choose which are most relevant and useful to the neighborhood or block of interest. Only those forms deemed relevant to capture the assets and deficits of each particular neighborhood should be used.

The **Block Profile Forms** in the CP Kit do not, by any means, replace the "Community Profiles" prepared by the Social Development Commission (SDC). Rather, these forms complement the information gathered by the SDC as well as other members of the Parish-level Community Safety and Security Committee. In addition, the Parish-level Community Safety and Security Committee also receives the Requests for Service that are generated by individual officers or the collaborative problem solving partnerships (see section 3.2 of the Manual).

Why should these forms be used?

The Block Profile Forms:

1. Make Community Policing work easier: Completing the Block Profiles ensures that the police officer familiarizes himself/herself with his/her assigned area. It enables the officer to be a catalyst and resource for the process of Community Transformation. It also helps the officer in his/her role as "referral agent".
2. Facilitate collaborative problem-solving: The CP Kit forms will help the officer to work with residents in collaborative problem solving teams to address the causes of crime and disorder and to eliminate unsafe conditions.
3. Create and Preserve Institutional Memory: The Block Profiles ensure that information is not lost when officers are assigned to new areas of responsibility and are replaced by new officers. A newly assigned officer can become quickly familiar with a neighborhood by reviewing the Block Profile Forms in the Block File held by the Community Safety and Crime Prevention Supervisor (CSCPS).
4. Reinforce the Partnership Between Patrol Operations and Investigative Operations: The forms provide information that is useful for the entire JCF. For example, personnel conducting investigations can rapidly familiarize themselves with the assets and deficits of an area of interest.
5. Customize Policing to the community level: The forms enable decentralization of police operations to the local level, encouraging strategies that officers and citizens can use to eliminate fear of crime and causes of disorder.

NAME OF FORM: **BLOCK PROFILE #1: ABANDONED AND VACANT BUILDINGS**
NO. OF COPIES: Original and 3 copies
PURPOSE OF FORM: To identify **ABANDONED AND VACANT BUILDINGS** on the block
WHEN TO USE: When conducting Block Profile

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

LOCATION
REGISTERED OWNER
DESCRIPTION
WINDOWS BOARDED UP
CONDITION OF INTERIOR/EXTERIOR
STATUS IN COURT
DEMOLITION STATUS
COMMENTS
LOCATION
REGISTERED OWNER
DESCRIPTION
WINDOWS BOARDED UP
CONDITION OF INTERIOR/EXTERIOR
STATUS IN COURT
DEMOLITION STATUS
COMMENTS

Preparing Officer Name:	Signature:			Date / /
CPS Name:	Approval	Yes:	No:	Date / /
Signature				
CSCPS Name:	Approval	Yes:	No:	Date / /
Signature				

NAME OF FORM: **BLOCK PROFILE FORM #2: FINANCIAL FACILITIES**
NO. OF COPIES: Original and 3 copies
PURPOSE OF FORM: To identify **BANKS, ATM'S, BILL PAYMENT AGENTS, & OTHER FINANCIAL INSTITUTIONS** on the block.
WHEN TO USE: When conducting Block Profile

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

NAME AND TYPE				
ADDRESS				
TELEPHONE NO.				
HOURS				
EMERGENCY NO.				
NAME AND TYPE				
ADDRESS				
TELEPHONE NO.				
HOURS				
EMERGENCY NO.				
NAME AND TYPE				
ADDRESS				
TELEPHONE NO.				
HOURS				
EMERGENCY NO.				
NAME AND TYPE				
ADDRESS				
TELEPHONE NO.				
HOURS				
EMERGENCY NO.				
NAME AND TYPE				
ADDRESS				
TELEPHONE NO.				
HOURS				
EMERGENCY NO.				
Preparing Officer Name:	Signature:			Date / /
CPS Name:	Approval	Yes:	No:	Date / /
Signature				
CSCPS Name:	Approval	Yes:	No:	Date / /
Signature				

NAME OF FORM: **BLOCK PROFILE FORM #3: TRANSPORT & TRANSFER POINTS**
NO. OF COPIES: Original and 3 copies
PURPOSE OF FORM: To identify **PUBLIC TRANSPORTATION AND TRANSFER POINTS** on the block.
WHEN TO USE: When conducting Block Profile

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

Type of Transportation:
Type of Location and Address:
Problems/Concerns:
Type of Transportation:
Type of Location and Address:
Problems/Concerns:
Type of Transportation:
Type of Location and Address:
Problems/Concerns:
Type of Transportation:
Type of Location and Address:
Problems/Concerns:
Type of Transportation:
Type of Location and Address:
Problems/Concerns:

Preparing Officer Name:	Signature:			Date / /
CPS Name:	Approval	Yes:	No:	Date / /
Signature				
CSCPS Name:	Approval	Yes:	No:	Date / /
Signature				

NAME OF FORM: **BLOCK PROFILE FORM #4: CIVIC ORGS & SOCIAL AGENCIES**
NO. OF COPIES: Original and 3 copies
PURPOSE OF FORM: To identify **COMMUNITY/CIVIC ORGANISATIONS AND SOCIAL SERVICE AGENCIES** on the block.
WHEN TO USE: When conducting Block Profile

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

NAME or ORGANISATION:				
ADDRESS:				
CONTACT PERSON:		TEL #:	Home Tel #:	
GEOGRAPHICAL AREA COVERED:				
ACTIVITIES/CONCERNS: shelters, mediation services, counseling, parenting, legal assistance, children's home, homes for elderly, etc.				
NAME or ORGANISATION:				
ADDRESS:				
CONTACT PERSON:		TEL #:	Home Tel #:	
GEOGRAPHICAL AREA COVERED:				
ACTIVITIES/CONCERNS: shelters, mediation services, counseling, parenting, legal assistance, children's home, homes for elderly, etc.				
Preparing Officer Name:		Signature:		Date / /
CPS Name:		Approval	Yes:	No: Date / /
Signature				
CSCPS Name:		Approval	Yes:	No: Date / /
Signature				

NAME OF FORM: **BLOCK PROFILE FORM #5: CHILD CARE FACILITIES**
NO. OF COPIES: Original and 3 copies
PURPOSE OF FORM: To identify **CHILD CARE FACILITIES** on the block.
WHEN TO USE: When conducting Block Profile

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

NOTE: THE CHILD ADVOCACY HOTLINE TELEPHONE NUMBERS ARE:
948-1293; 948-3279; 948-3771.

ADDRESS: 72 Harbour St, Air Jamaica Building, Kingston

NAME of Child Care Facility or Care-giver:				
ADDRESS:				
TELEPHONE:				
CONTACT PERSON:				
HOURS of operation:				
NAME of Child Care Facility or Care-giver:				
ADDRESS:				
TELEPHONE:				
CONTACT PERSON:				
HOURS of operation:				
NAME of Child Care Facility or Care-giver:				
ADDRESS:				
TELEPHONE:				
CONTACT PERSON:				
HOURS of operation:				
NAME of Child Care Facility or Care-giver:				
ADDRESS:				
TELEPHONE:				
CONTACT PERSON:				
HOURS of operation:				
NAME of Child Care Facility or Care-giver:				
ADDRESS:				
TELEPHONE:				
CONTACT PERSON:				
HOURS of operation:				
Preparing Officer Name:	Signature:	Date	/	/
CPS Name:	Approval	Yes:	No:	Date / /
Signature				
CSCPS Name:	Approval	Yes:	No:	Date / /
Signature				

NAME OF FORM:	BLOCK PROFILE FORM #6: BUSINESS ENTERPRISES
NO. OF COPIES:	Original and 3 copies
PURPOSE OF FORM:	To identify BUSINESS ENTERPRISES on the block.
WHEN TO USE:	When conducting Block Profile

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

NAME AND TYPE:				
ADDRESS:				
TELEPHONE NO.:		EMERGENCY TEL #:		
OWNER'S NAME:		HOURS OF OPERATION:		
PROBLEMS:				
NAME AND TYPE:				
ADDRESS:				
TELEPHONE NO.:		EMERGENCY TEL #:		
OWNER'S NAME:		HOURS OF OPERATION:		
PROBLEMS:				
NAME AND TYPE:				
ADDRESS:				
TELEPHONE NO.:		EMERGENCY TEL #:		
OWNER'S NAME:		HOURS OF OPERATION:		
PROBLEMS:				
Preparing Officer Name:		Signature:		Date / /
CPS Name:		Approval	Yes:	No: Date / /
Signature				
CSCPS Name:		Approval	Yes:	No: Date / /
Signature				

NAME OF FORM: **BLOCK PROFILE FORM #7: RELIGIOUS INSTITUTIONS**
NO. OF COPIES: Original and 3 copies
PURPOSE OF FORM: To identify **RELIGIOUS INSTITUTIONS** on the block.
WHEN TO USE: When conducting Block Profile

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

NAME:
ADDRESS:
TELEPHONE NO:
CONTACT PERSON:
ACTIVITY DIRECTOR:
PROGRAMS/ACTIVITIES THAT SERVE AS COMMUNITY RESOURCES:
NAME:
ADDRESS:
TELEPHONE NO:
CONTACT PERSON:
ACTIVITY DIRECTOR:
PROGRAMS/ACTIVITIES THAT SERVE AS COMMUNITY RESOURCES:
NAME:
ADDRESS:
TELEPHONE NO:
CONTACT PERSON:
ACTIVITY DIRECTOR:
PROGRAMS/ACTIVITIES THAT SERVE AS COMMUNITY RESOURCES:

Preparing Officer Name:	Signature:		Date / /
CPS Name:	Approval	Yes:	No: Date / /
Signature			
CSCPS Name:	Approval	Yes:	No: Date / /
Signature			

NAME OF FORM:	BLOCK PROFILE FORM #8: NARCOTICS ACTIVITY
NO. OF COPIES:	Original and 3 copies
PURPOSE OF FORM:	To identify NARCOTICS ACTIVITY on the block.
WHEN TO USE:	When conducting Block Profile

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

LOCATION:				
HOURS OF ACTIVITY:				
TYPE OF DRUGS:				
TYPE OF OPERATION:				
COMMENTS (organized gang activity, sole operation, gender of players, etc):				
LOCATION:				
HOURS OF ACTIVITY:				
TYPE OF DRUGS:				
TYPE OF OPERATION:				
COMMENTS (organized gang activity, sole operation, gender of players, etc):				
Preparing Officer Name:		Signature:		Date / /
CPS Name:		Approval	Yes:	No: Date / /
	Signature			
CSCPS Name:		Approval	Yes:	No: Date / /
	Signature			

NAME OF FORM: **BLOCK PROFILE FORM #9: GANG ACTIVITY**
NO. OF COPIES: Original and 3 copies
PURPOSE OF FORM: To identify **GANG ACTIVITY** on the block.
WHEN TO USE: When conducting Block Profile

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

NAME OF GANG:		FACTION:
CHARACTERISTICS:		
IDENTIFYING COLORS, GRAFFITI, INSIGNIA, DRESS:		
HAND SIGNS:		
ASSOCIATES WHO ARE NOT GANG MEMBERS (e.g. girlfriends, boyfriends, relatives, closest friends, etc:		
NAME	AKA	RELATIONSHIP
NAME OF LEADER:		AKA:
LEADER IDENTIFIERS:		
ANY RELEVANT PROBATION/PAROLE STATUS or CONDITIONS OF RELEASE:		
NAME OF DON:		AKA:
DON IDENTIFIERS:		
ANY RELEVANT PROBATION/PAROLE STATUS or CONDITIONS OF RELEASE:		

BACKGROUND OF GANG:
CRIMINAL ACTIVITIES e.g. NARCOTICS, WEAPONS, ROBBERIES, BURGLARIES, AUTO THEFT, EXTORTION, etc.
LINKS TO OVERSEAS CRIMINALITY OR RESOURCES:
LIST ANY VEHICLES USED BY GANG MEMBERS

ACTIVE MEMBERS:			
NAME	AKA	ROLE IN GANG	CRIMINAL SPECIALTY
ANY RELEVANT PROBATION/PAROLE STATUS or CONDITIONS OF RELEASE			
NAME	AKA	ROLE IN GANG	CRIMINAL SPECIALTY
ANY RELEVANT PROBATION/PAROLE STATUS or CONDITIONS OF RELEASE			
NAME	AKA	ROLE IN GANG	CRIMINAL SPECIALTY
ANY RELEVANT PROBATION/PAROLE STATUS or CONDITIONS OF RELEASE			
NAME	AKA	ROLE IN GANG	CRIMINAL SPECIALTY
ANY RELEVANT PROBATION/PAROLE STATUS or CONDITIONS OF RELEASE			
NAME	AKA	ROLE IN GANG	CRIMINAL SPECIALTY
ANY RELEVANT PROBATION/PAROLE STATUS or CONDITIONS OF RELEASE			
NAME	AKA	ROLE IN GANG	CRIMINAL SPECIALTY
ANY RELEVANT PROBATION/PAROLE STATUS or CONDITIONS OF RELEASE			
NAME	AKA	ROLE IN GANG	CRIMINAL SPECIALTY
ANY RELEVANT PROBATION/PAROLE STATUS or CONDITIONS OF RELEASE			
NAME	AKA	ROLE IN GANG	CRIMINAL SPECIALTY
ANY RELEVANT PROBATION/PAROLE STATUS or CONDITIONS OF RELEASE			

Add more sheets if needed /...

NAME OF FORM:	BLOCK PROFILE FORM #10: SCHOOLS
NO. OF COPIES:	Original and 3 copies
PURPOSE OF FORM:	To identify SCHOOLS & OTHER EDUCATIONAL FACILITIES on the block.
WHEN TO USE:	When conducting Block Profile

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

NAME AND TYPE:				
ADDRESS:				
PRINCIPAL:				
SCHOOL HOURS:				
SRO's ON DUTY:				
SCHOOL PROBLEMS (GANGS, VANDALISM, ETC.)				
NAME AND TYPE:				
ADDRESS:				
PRINCIPAL:				
SCHOOL HOURS:				
SRO's ON DUTY:				
SCHOOL PROBLEMS (GANGS, VANDALISM, ETC.)				

Preparing Officer Name:		Signature:		Date / /
CPS Name:		Approval	Yes:	No: Date / /
Signature				
CSCPS Name:		Approval	Yes:	No: Date / /
Signature				

NAME OF FORM: **BLOCK PROFILE FORM #11: CHRONIC BLOCK PROBLEMS**
NO. OF COPIES: Original and 3 copies
PURPOSE OF FORM: To identify **CHRONIC BLOCK PROBLEMS** on the block.
WHEN TO USE: When conducting Block Profile

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

LOCATION:				
TIME OF OCCURRENCE:				
PROBLEM:				
IDENTIFIED BY: ___JCF ___RESIDENTS ___GOJ ___OTHER SOURCE				
CONFIDENTIAL INFORMANT ___				
DATE IDENTIFIED:		DATE ACTION PLAN INITIATED:		
ACTION PLANNED:				
LOCATION:				
TIME OF OCCURRENCE:				
PROBLEM:				
IDENTIFIED BY: ___JCF ___RESIDENTS ___GOJ ___OTHER SOURCE				
CONFIDENTIAL INFORMANT ___				
DATE IDENTIFIED:		DATE ACTION PLAN INITIATED:		
ACTION PLANNED:				
Preparing Officer Name:		Signature:		Date / /
CPS Name:		Approval	Yes:	No: Date / /
Signature				
CSCPS Name:		Approval	Yes:	No: Date / /
Signature				

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

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WHEN TO USE: Update every six (6) months

JCF PERSONNEL	NAME	TEL #	CELL #
Division Commander			
Station Commander			
Administrative Officer			
Senior Sergeant			
Community Safety And Crime Prevention Sergeant			
Community Policing Supervisor			
Detective Sergeant			
Community Police Officers			
Community Police Officers			
Community Safety And Crime Prevention Officer			
Tactical Sergeant			
Tactical Corporal			
1 st SHIFT SUPERVISOR			
2 nd SHIFT SUPERVISOR			
3 rd SHIFT SUPERVISOR			

Preparing Officer Name:	Signature:			Date / /
CPS Name:	Approval	Yes:	No:	Date / /
Signature				
CSCPS Name:	Approval	Yes:	No:	Date / /
Signature				

NAME OF FORM: **BLOCK PROFILE FORM #14: GOVERNMENT OFFICIALS LIST**

NO. OF COPIES: Original and 3 copies

PURPOSE OF FORM: To identify **GOVERNMENT OFFICIALS** for the area.

WHEN TO USE: When conducting Block Profile

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

NAME	ADDRESS	TEL#	CELL#
MEMBER OF PARLIAMENT Name: _____			
MP CONSTITUENCY OFFICE			
MAYOR Name: _____			
PARISH COUNCILORS Name: _____ Name: _____ Name: _____			
Parish Council Office			
Name Of Police Station			
Name Of Division Headquarters			
National Works Agency			
National Water Commission			
Preparing Officer Name:	Signature:	Date / /	
CPS Name:	Approval	Yes:	No: Date / /
Signature			
CSCPS Name:	Approval	Yes:	No: Date / /
Signature			

NAME OF FORM: **GUIDELINES FOR BLOCK/NEIGHBORHOOD PLANS**
NO. OF COPIES: Original and 3 copies
PURPOSE : To record the strategy that will be utilized to eliminate the chronic problems identified in a neighborhood or block.
WHEN TO PREPARE: After the Block Profiles are prepared and Collaborative Problem-Solving Meetings are held.

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards the form to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

THE BLOCK PLAN

The **Block Plan** is an agreed upon course of action that police and residents develop and execute together to address issues of community disorder. It represents a concerted, long-term plan to improve living conditions and safety in a neighborhood or block. It is a “development plan” at the micro level, focusing on the neighbourhood or block.

The **Block Plan** should be consistent with the goals and objectives of the JCF, and address the interests of the stakeholders in the neighbourhood. **The primary drivers for execution of the Block Plan are the individual residents and other stakeholders** such as businesses, civic associations, police, other local services, and clubs.

The success of a **Block Plan** depends upon the participation and support of all community stakeholders not only in creating it, but also in carrying it out.

The Block Plan is not a formal document, but rather a **written guideline for neighborhood action**. There is no prescribed format for Block Plans, however they should address the Objectives, Designated tasks, and Timeframes for each Identified Problem.

ONCE FILLED OUT: Preparing Officer should sign form and submit it to Community Policing Supervisor (CPS) for signature and approval. Upon signing, the CPS forwards it to the Community Safety and Crime Prevention Supervisor (CSCPS) for signature. Upon signing the CSCPS makes 3 copies: the original is filed in the BLOCK FILE in his office, and the copies are given to the CPS, the Preparing Officer, and the Divisional Intelligence Unit (via the Station Commander).

Page 1 of 2

THE CRIME PREVENTION TRIANGLE

The **Crime Prevention Triangle** is a diagrammatic presentation of the relationships between the three elements of a crime: victim, offender, and location.

Rectifying any one side of the triangle will address the problem temporarily, but sufficiently addressing any two sides of the triangle will eliminate the problem permanently.

According to this concept, one must address at least two parts of the triangle in order to fully address a crime problem.

Each of the three elements of a crime triangle has its own “guardian”. Guardians are Laws/regulations, individuals or institutions that can positively influence any given side of the triangle.

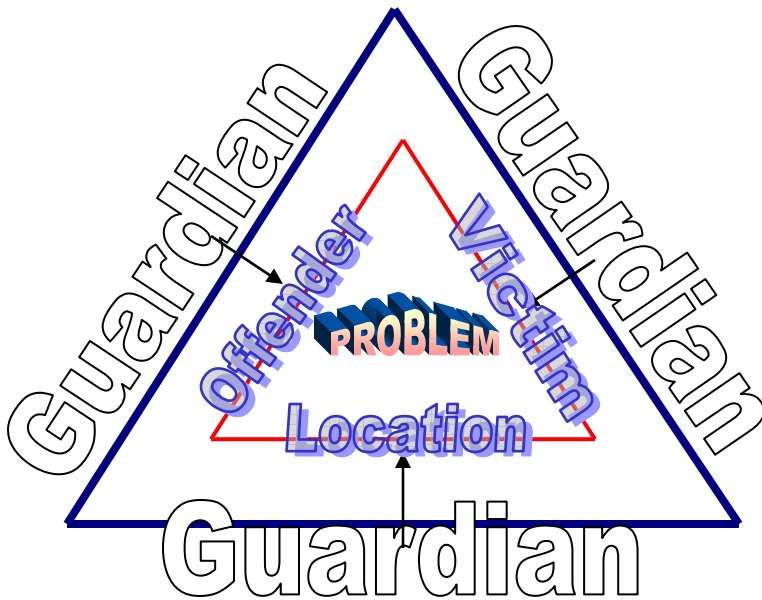


Guardians include:

Laws/regulations, such as housing codes, injunctions, warrants and regulations;

Individuals, such as parents, neighbours, enlightened community members, teachers, police officers;

Institutions such as state agencies, churches, social service agencies, and the Criminal Justice System.



During a collaborative problem solving analysis the officer and citizens should determine which guardians influence the victim, offender, and location sides of the triangle. After determining the relevant guardians, the officer and citizens should develop and implement a strategy to eliminate at least two sides of the Crime Prevention Triangle.

Take the example of an abandoned building being used as a gang hangout, where drugs are sold and young children are victimized. A crime triangle analysis would identify the following operating relationships between elements and the guardians that could contribute to eliminating the problem. The following page presents the crime triangle analysis matrix for the above example.

CRIME TRIANGLE ANALYSIS

PROBLEM: Abandoned building being used as a gang hangout, where drugs are sold and young children are victimized.

TRIANGLE ELEMENT	GUARDIAN(S)	ACTION
Victims (children)	<ul style="list-style-type: none"> ○ Parents; ○ Neighbors; ○ Police; ○ other government agencies. 	<ul style="list-style-type: none"> ○ Increase parental supervision of the children; ○ Raise neighbourhood awareness of the problem; ○ Establish crime watch programs; ○ Conduct police investigations; ○ Increase police and parental presence.
Location (abandoned building)	<ul style="list-style-type: none"> ○ Building code; Landlord; ○ Property manager (if applicable); ○ Parish Council; ○ Judicial sanctions 	<ul style="list-style-type: none"> ○ Contact landlord; ○ Enforce trespassing laws (police); ○ Enforce building codes that insist on landlord responsibility.
Offender (gang members)	<ul style="list-style-type: none"> ○ Parents or other responsible adults; Criminal justice system; ○ Police; ○ Judicial sanctions. 	<ul style="list-style-type: none"> ○ Police formally insist that the respective parents assume responsibility for behaviour of their minor children; ○ Officers make referrals to diversionary programs; ○ Arrest and prosecution; ○ Enforce applicable injunctions and parole requirements (police)

END OF COMMUNITY POLICING KIT

ANNEX 6 :

FURTHER READING

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

1. Jamaica Constabulary Force, Corporate Strategy
2. 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 and Temple University Press, 1990

ANNEX 7: COMMUNITY POLICING INDEX

Resources	CRITERIA FOR EACH PROGRESSIVE STAGE			
	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
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.

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

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