

# Appendix – detailed COM-B diagnoses

Appendix for the sexism and misogyny within policing report.

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## Behaviour one:

### Officers and staff do not exhibit everyday sexism or misogyny in the workplace (including online)

#### Psychological capability

- Knows what sexism, misogyny and intersectionality mean, and how they can manifest as subtle as well as explicit behaviours.
- Understands common myths and stereotypes, for example, women being better at soft duties and managing particular cases.
- Understands the impact sexism has on women and policing as a whole.
- Can take on board feedback about inappropriate and unwanted behaviour, without a counterattack.
- Has the interpersonal skills to talk respectfully to female colleagues (and if a superior can talk confidently about their work needs to make policing work for them).

### Reflective motivation

- In-group identity and social bonding is associated with being a police officer or staff (regardless of gender)
- Banter which is discriminatory is no longer justified by the belief that 'it's needed to manage stress'.
- Believes everyone can contribute fully to policing if their needs are understood and supported (and having a family does not negate this).
- Believes women in senior roles have achieved their success through competence (not their gender).
- Believes women can command control and have operational credibility, and that there is value to different leadership styles.
- Believes that they will be held to account and face consequences for inappropriate actions.

### Automatic motivation

- Does not feel threatened by women and feels comfortable taking orders from senior staff, regardless of gender.
- Pays attention to colleagues' contributions and commands regardless of gender.
- Feels worried that inappropriate behaviour might be offensive.
- If a supervisor – feels proud to have help meet work needs for female colleagues.

<p><b>Physical opportunity</b></p>	<ul style="list-style-type: none"> <li>• Women in senior roles are visible.</li> <li>• Work in mixed gender teams.</li> <li>• Works in close proximity to senior staff.</li> </ul>
<p><b>Social opportunity</b></p>	<ul style="list-style-type: none"> <li>• Clear organisational commitment to tackling sexism and misogyny.</li> <li>• The cultural norm is to protect and support victims in line with policing duties (and move away from internal solidarity which protects perpetrators).</li> <li>• The social norm is that sexism goes against what policing stands for and that everyone takes responsibility for challenging it.</li> <li>• Role-modelling from senior staff, who demonstrate the expected behavioural standards in relation to sexism and misogyny (including calling it out in others).</li> </ul>

## Behaviour two:

**Supervisors have conversations with direct reports when they witness any behaviour that is sexist or misogynistic, or when they become aware of indicators which may suggest sexism and misogyny is occurring within their own teams**

## Psychological capability

- Can draw on information objectively to decide how to manage the situation (rather than making decisions based on existing relationship with instigator)
- Has skills to regulate difficult feelings to the extent that it does not prevent them taking action.
- Knows what sexism, misogyny and intersectionality mean, and how they can manifest as subtle as well as explicit behaviours.
- Understands common myths and stereotypes, for example, women being better at soft duties and managing particular cases.
- Understands the impact sexism has on women and policing as a whole.
- Knows isolated and everyday sexism can escalate to more severe behaviours if not managed, and that informal conversations can help to prevent this.
- Knows what processes to follow, for example, whether behaviour requires a reflective conversation or needs to be formally recorded.
- Has interpersonal skills and language to have proportionate and constructive conversations with instigator.
- Has management skills to identify red flags and problematic team dynamics associated with discrimination and explore these in a collaborative way

<p><b>Reflective motivation</b></p>	<ul style="list-style-type: none"> <li>• Believes justice for victim (colleague) is a priority, despite consequences, such as disrupting team dynamics and the time needed to commit to an investigation.</li> <li>• In-group identity and social bonding is associated with being a police officer or staff (regardless of gender).</li> <li>• See it as their duty and responsibility to protect their colleagues, prevent escalation of poor behaviour and create inclusive and cohesive team cultures.</li> <li>• Believes that challenging inappropriate behaviour is worthwhile (not political correctness) and will improve policing as a whole.</li> </ul>
<p><b>Automatic motivation</b></p>	<ul style="list-style-type: none"> <li>• Reduced feelings of fear and embarrassment associated with having conversations and sexism and misogyny.</li> <li>• Feelings of empowerment and pride in being a supervisor who is actively tackling sexism and misogyny.</li> </ul>
<p><b>Physical opportunity</b></p>	<ul style="list-style-type: none"> <li>• Is regularly present with teams or is co-located.</li> <li>• Makes time for conversations.</li> </ul>

### Social opportunity

- Clear organisational commitment to tackling sexism and misogyny.
- The cultural norm is to protect and support victims in line with policing duties (and move away from internal solidarity which protects perpetrators).
- The social norm is that sexism goes against what policing stands for and that everyone takes responsibility for challenging it.
- Other supervisors and senior staff are visibly calling out everyday sexism – the norm is not to let things go.
- It is socially acceptable for a male supervisor to discuss women's health and associated issues of sexism and misogyny.

## Behaviour three:

**Colleagues take action when they witness everyday sexism and misogyny in the workplace, by discussing the behaviour directly with the instigator or the person experiencing the behaviour, or seeking advice soon after**

**Psychological capability**

- Knows what sexism, misogyny and intersectionality mean, and how they can manifest as subtle as well as explicit behaviours.
- Understands common myths and stereotypes, for example, women being better at soft duties and managing particular cases.
- Understands the impact sexism has on women and policing as a whole.
- Can draw on information objectively to decide how to manage the situation (rather than making decisions based on existing relationship with instigator).
- Knows when and how to take action and what happens subsequently to reporting.
- Has required interpersonal skills and language to raise issue with instigator, victim or supervisor.

### Reflective motivation

- Believes justice for victim (colleague) is a priority, despite consequences, such as disrupting team dynamics and the time needed to commit to an investigation.
- Believes that reports will be taken seriously, dealt with objectively and independently, and lead to a satisfactory outcome.
- Trusts that confidentiality will be upheld.
- In-group identity and social bonding is associated with being a police officer or staff (regardless of gender).
- Believes that taking action is seen as a form of loyalty (not grassing) and part of their duty to protect victims and raise standards of policing.
- Believes that after taking action they can continue with their duties without repercussions.

### Automatic motivation

- Reduced feelings of fear and embarrassment associated with having conversations and sexism and misogyny.
- Feelings of empowerment and pride in being a colleague who is actively tackling sexism and misogyny.

### Physical opportunity

- Reduced time required to raise inappropriate behaviour.

## Social opportunity

- It is socially acceptable for junior staff to call out behaviour of senior staff and senior staff are open to feedback on their behaviour.
- Clear organisational commitment to tackling sexism and misogyny.
- The cultural norm is to protect and support victims in line with policing duties (and move away from internal solidarity which protects perpetrators).
- The social norm is that sexism goes against what policing stands for and that everyone takes responsibility for challenging it.
- Role-modelling from senior staff who demonstrate the expected behavioural standards in relation to sexism and misogyny (including calling it out in others).
- Supervisors take all reports of sexism and misogyny seriously.
- The cultural norm is that people who demonstrate higher standards of professional behaviour are recognised and rewarded (rather than those who keep heads down).

## Behaviour four:

**Those experiencing inappropriate behaviour in the workplace raise it**

**Psychological capability**

- Knows when and how to take action and what happens subsequently to reporting.
- Understands pros and cons of reporting, in terms of personal impacts, escalation and risk.
- Has the interpersonal skills and confidence to start the conversation with another person about the behaviour experienced.

**Reflective motivation**

- Believes that reports will be taken seriously, dealt with objectively and independently, and lead to a satisfactory outcome.
- Believes that after taking action they can continue with their duties without repercussions
- Concerns confidentiality will not be upheld and they will lose control over the process.
- Believes they will have a choice and control over the process.
- Trusts that confidentiality will be upheld.
- Views reporting as a sign of strength and resilience (not making a fuss or a weakness) and a necessity for protecting self and others, and raising standards.

**Automatic motivation**

- Feels safe and empowered enough to report and in control of the process, in collaboration with their supervisor or whoever they are reporting to.
- Reduced feelings of fear and guilt associated with reporting a colleague.
- Recognising shame is a legitimate emotion to feel after experiencing sexism and misogyny.

**Physical opportunity**

- Reduced time required to raise inappropriate behaviour.
- Access to informal support and advice to help decide whether to make a report.
- Access to expertise and support (legal and emotional) once report has been made.

## Social opportunity

- It is socially acceptable for junior staff to call out behaviour of senior staff and senior staff are open to feedback on their behaviour.
- Clear organisational commitment to tackling sexism and misogyny.
- The cultural norm is to protect and support victims in line with policing duties (and move away from internal solidarity which protects perpetrators).
- The social norm is that sexism goes against what policing stands for and that everyone takes responsibility for challenging it.
- Role-modelling from senior staff who demonstrate the expected behavioural standards in relation to sexism and misogyny (including calling it out in others).
- Women who report sexism are seen as strong for speaking the truth (not weak or unable to cope with 'banter').
- Victim concerns are not minimised by colleagues or supervisors and there is no retaliation from others.
- Supervisors actively encourage teams to report sexism and misogyny of all levels.

## Tags

Violence against women and girls