

Competency & Values Framework (CVF)

The Competency and Values Framework (CVF) aims to support all policing professionals, now and into the future. It sets out nationally recognised behaviours and values, which will provide a consistent foundation for a range of local and national processes. This framework will ensure that there are clear expectations of everyone working in policing which in turn will lead to standards being raised for the benefit and safety of the public.

Level 1

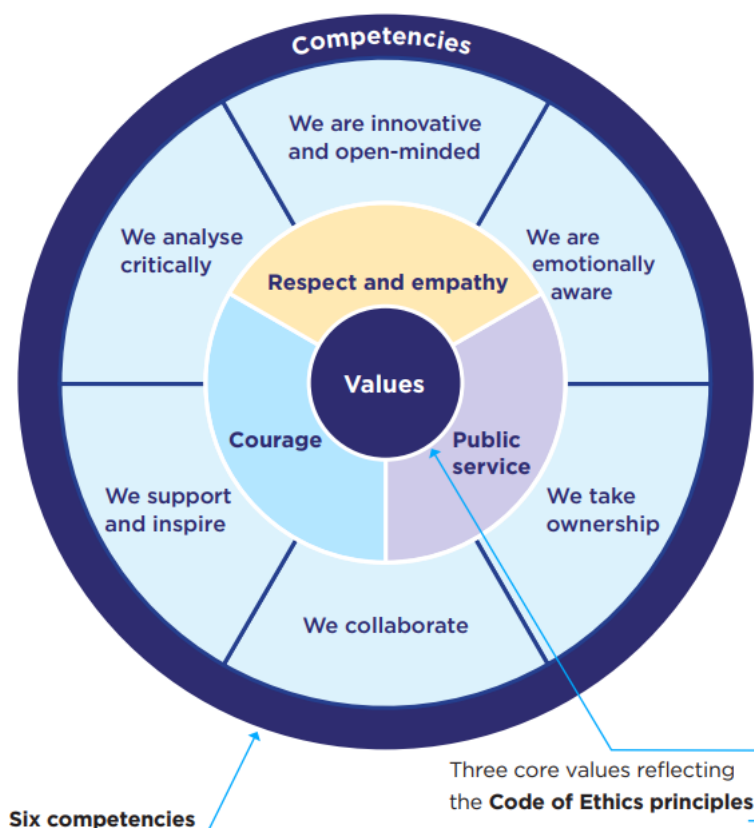
The table below details the indicators and behaviours associated with each of the competencies at **CVF level 1**. Interview questions and/or assessments will be based on the competencies listed minimum of four, plus one Value and maximum of six with three Values.

Competency	Level 1
We are emotionally aware	<ul style="list-style-type: none"> • I communicate effectively and compassionately, tailoring my communication so I can be easily understood by others. • I seek to understand and manage my own emotions to remain effective, even under pressure. • I seek out support to help me perform effectively. • I recognise that some situations might affect my ability to deal with stress and pressure. • I adapt my style and approach by understanding the emotional needs of the people I am working with and the public. • I seek to understand the concerns of others even when they are unable to express themselves clearly.
We take ownership	<ul style="list-style-type: none"> • I approach tasks with enthusiasm and a positive attitude, adapting quickly from one situation to the next. • I take responsibility for my own actions and decisions. • I respond to demanding and tough situations, demonstrating commitment to tackling the issue. • I seek appropriate advice and guidance on tasks and decisions when necessary. • I take responsibility to regularly update people who are relying on me. • I seek feedback to understand the quality of my work and the impact of my actions.
We collaborate	<ul style="list-style-type: none"> • I learn about stakeholders in other teams, organisations, and the community so I can work with them effectively. • I work to get to know others and build rapport so that we can achieve shared goals. • I work flexibly with people across different levels, teams and backgrounds. • I work cooperatively with others to get things done, willingly giving help and support to colleagues. • I actively seek to engage with and learn from a diverse group to improve the work I do.
We support and inspire	<ul style="list-style-type: none"> • I seek to learn from new ideas and experiences, including the diverse experiences of others. • I share suggestions with colleagues, speaking up to help improve existing working methods and practices. • I reflect on my experience of different situations and act on the learning this provides • I show that I am open to new ideas and ways of working. • I adapt flexibly to change as the need arises, encouraging others to do the same.

We analyse critically	<ul style="list-style-type: none"> • I recognise the need to think critically about issues and challenge my assumptions, ensuring I find information and data that can help me make better decisions. • I absorb and interpret information accurately and in an appropriate timeframe, separating what is relevant and not relevant. • I solve problems proactively by understanding the reasons behind them, using learning from evidence and from my experiences to take action. • I apply professional knowledge and decision-making frameworks, in addition to drawing on my personal experience and judgement, to make better decisions. • I recognise where there may be gaps and inconsistencies in data and information and think about the potential implications of this. • I keep clear and accurate records of information and data to support evidence-based decision making.
We are innovative and open-minded	<ul style="list-style-type: none"> • I demonstrate an openness to changing ideas, perceptions and ways of working. • I share suggestions with colleagues, speaking up to help improve existing working methods and practices. • I constantly reflect on my own way of working and periodically review processes and procedures to make continuous improvements. • I adapt to change and am flexible as the need arises while encouraging others to do the same. • I learn from my experiences and do not let myself be unduly influenced by preconceptions.

Value	All levels
Courage	<p>We act with courage when we:</p> <ul style="list-style-type: none"> • do the right thing, even when it feels difficult • act as role models to encourage professional and ethical behaviour in others • challenge behaviours, language and attitudes that undermine our profession and support others to do the same • stand up against discrimination, prejudice and hate in all its forms • engage in difficult conversations when we hear or see unprofessional behaviour • address incidents of unprofessional conduct and take appropriate action • are open and responsive to scrutiny and challenge • are honest and truthful, giving accurate representations of our actions and records.
Respect and empathy	<p>We show respect and empathy when we:</p> <ul style="list-style-type: none"> • treat everyone with dignity and respect, even in challenging circumstances • give people an equal opportunity to share their views and take these into account • recognise and manage our biases to ensure we make fair and objective decisions • take action to understand and appreciate other people's experiences, values and beliefs and how they differ from our own • promote equality and celebrate difference • respond fairly, impartially and with sensitivity to people's needs.
Examples of public service	<p>We provide public service when we:</p> <ul style="list-style-type: none"> • act in the interests of the public, first and foremost • are open and honest about our knowledge and experience with those we serve, even when it can be uncomfortable

- act in ways that give others the confidence to share experiences and ideas that can improve outcomes for the public
- seek to understand and address the needs and concerns of all our different communities
- seek constructive feedback from a wide variety of people, avoiding being defensive
- reflect on and understand our own strengths and areas for development and take responsibility for our own learning to address gaps and improve our service to the public.



Each competency has three levels, with three being the most complex. These levels are not assigned to specific ranks.

Levels apply to competencies only, not values.