

Digital and social media: the panacea of transformative engagement with young people; rhetoric or reality? Qualitative based research exploring police led digital and social media engagement with young people in Nottinghamshire.

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ABSTRACT

The disengagement of young people from community participation is a debate that pervades the literature and is a concern for UK policing whose strategic aim is to secure the efficient and effective engagement of young people in an operational landscape that is shaped by austerity. Digital and Social Media is seen as offering immense potential to deliver enhanced participation at a fraction of the cost of traditional engagement, but there is a distinct lack of empirical research associated with the police use of digital and social media to engage young people. The aim of this research is to allow young people to shape the way Nottinghamshire Police engage with them via digital and social media. To this end, a 40-point engagement framework based on the principles of 'Quid Pro Quo' reciprocal engagement is offered as the product of this youthful insight. The theoretical positioning of the research is within the Interpretivist paradigm and social control theory and procedural justice theory justify why engaging young people is so important to the survival of the British style of policing. A qualitative methodology frames the research design, which includes the use of the semi-structured interview and four focus groups involving young people. The thesis suggests that young people are not disinterested, lackadaisical or apathetic when it comes to police engagement; they are simply disconnected from the police engagement framework, which appears to have failed historically to understand how and why young people wish to participate in policing. Whilst participants felt that Nottinghamshire Police's digital offer is suitable for young people, it is concluded that digital and social media is not the 'Holy Grail' or indeed the panacea for police engagement and therefore young people may not yet be ready to accept such technology and swap physical visibility and accessibility for their virtual counterparts.

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CHAPTER ONE:

INTRODUCTION: Engaging young people via digital and social media

The purpose of this chapter is to introduce the research thesis and in particular its aim and objectives. The theoretical positioning of the research will be explored within the Interpretivist paradigm, which will highlight the academic and operational value of the research topic within the context of social control theory and procedural justice theory. Two further contextual backdrops: austerity and the pluralization of policing; and hidden victimization will serve to highlight the academic importance of this exploratory study. The requirement for empirical research within this particular field is confirmed within chapter two which concludes that there is a distinct lack of empirical research not only associated with the police use of digital and social media to engage young people, but in the general field of digital and social media engagement (see: Banaji & Buckingham 2009; Gerodimos, 2010; Craig, 2011; Ruddell and Jones, 2013; Kilburn, 2014, and Shepherdson, 2014). The final sections of this chapter provide a basic introduction to the evolution of UK policing, featuring the importance placed on face-to-face community contact within police models of community engagement. The chapter will then provide a brief overview of salient terminology, paying particular attention to the terms digital and social media, transformative engagement, and citizen participation. The chapter then concludes by outlining the structure of the thesis through a brief summary of the remaining six chapters.

Research title, aim and objectives:

Digital and social media: the panacea of transformative engagement with young people; rhetoric or reality? Qualitative based research exploring police led digital and social media engagement with young people in Nottinghamshire.

The aim of this research is to understand from a young person's perspective, how Nottinghamshire Police can effectively engage with young people via digital and social media.

Five objectives define this research:

- 1) (A) To explore young people's experience of and inclination toward engaging with Nottinghamshire Police via digital and social media. B) To explore how Nottinghamshire Police can raise the profile of its digital and social media platforms.
- 2) To explore whether young people think it is important to communicate (via digital and/or social media) with Nottinghamshire Police.
- 3) (A) To determine what kind of information young people want to receive from Nottinghamshire Police. (B) To explore how young people want to receive information from the police. (C) To explore how young people are prepared to pass information / report concerns to the police.
- 4) To explore young people's views on the suitability of Nottinghamshire Police's digital and social media content.
- 5) (A) To examine young people's opinions, understanding and experience of the Neighbourhood Priority Survey (NPS). (B) To find out how Nottinghamshire Police can encourage young people to become involved in this process via digital and social media.

Austerity and the pluralization of policing

The operational value of this thesis is highlighted when one considers the 2008 global financial crisis. According to Ben Bernanke, an American economist and chairman of the US Federal Reserve between 2006-2012, this represented the worst

financial crisis in history. In 2010, the UK Comprehensive Spending Review (CSR) detailed how the coalition Government intended to achieve economic stability in the face of global economic uncertainty. The Chancellor George Osborne made clear that the 'economic books' had to be balanced by 2020, and reducing the budget deficit (the difference between how much the Government borrows and how much it raises through tax) was a prerequisite for ensuring economic stability. The Comprehensive Spending Review (2010) directed most government departments to deliver savings of 20% within the spending review period (2011-2015). The impact on policing during this period was significant with £2.1 billion efficiency savings having to be achieved. This resulted in the loss of 37,000 police members, 17,000 of whom were warranted police officers, 15,500 were police staff and 4,500 were PCSO's (Greenhalgh and Gibbs, 2014).

The shock of such large-scale losses can be explained in part by what Kemshall and Maguire (2001, cited by Millie and Bullock, 2012) call the 'Policification' of policing. Since the 1960's policing has benefited from continued and substantial funding support from successive governments, which has seen police numbers triple from 100,000 to approximately 300,000 by 2010 (Greenhalgh and Gibbs, 2014). Due to this significant historical investment in police numbers, policing has experienced 'mission creep' resulting in widespread involvement in areas that traditionally have not been seen as core policing business. One issue that now faces UK policing is how it manages the uncomfortable process of withdrawing from the partnership activity that is no longer sustainable. Austerity has in some respect forced UK policing to re-evaluate its purpose in the 21st Century and re-assert a focus on the areas where it will have maximum impact. The enhanced use of mobile data by front line officers to maximize visibility within neighbourhoods has been one way of addressing this. So too has the requirement to improve the use of the Internet and social media. In Nottinghamshire, the closure of 17 police 'front counters' (receptions) reinforces this requirement as reduced opportunities for members of the public to physically attend their local police station means that the organization must identify more innovative ways in which the public can access its services. This thesis serves to involve young people in identifying innovative ways of encouraging young people to access police services and engage with the police in a changing operational landscape.

The pluralization of policing, or the outsourcing of policing provision to external providers, represents both an opportunity and a risk for Chief Constables and Police and Crime Commissioners (PCC's) in their attempts to innovatively explore different methods of service provision and improve accessibility for the public. Therefore the debate surrounding the outsourcing of policing function remains a credible and relevant, albeit sensitive consideration for UK policing. Loader (2000) suggests that the pluralization of policing can be defined by the increasing fragmentation of 'policing' and the delivery of policing function in four distinct ways:

- 1) 'Through' government, where policing services commissioned by the government are provided by commercial providers, for example the deployment of CCTV.
- 2) 'Above' government, where policing is provided transnationally, for example through Europol.
- 3) 'Beyond' government, where policing services are purchased by community members themselves, for example private security patrolling.
- 4) 'Below' government, where communities come together to undertake policing services in the form of Neighbourhood Watch.

Stenson and Silverstone (2013) provide a word of warning, arguing that whilst outsourcing to commercial providers may provide financial efficiencies in times of austerity, there is an unacceptably high price to pay in terms of police legitimacy. Stenson and Silverstone (2013) argue that alternative service providers are not generally subject to the same scrutiny and regulation as the state police and cannot therefore be held to account for their actions and performance. Historically a police monopolized policing provision has defined the modern sovereign state and therefore accountability has been relatively clear. Pluralization of policing however brings with it questionable lines of accountability which will undoubtedly impact on community perceptions of legitimacy ergo trust and confidence. How do young people have a genuine say on the decision making process within a fragmented and multi-faceted policing framework of provision?

Loader (2000) argues that policing has for centuries been based on the notion of sovereign state and its monopoly of legitimate force manifested in the uniformed presence of the police. Increasingly in the 21st century, the legitimate use of force has and continues to move further away from the restraints of the sovereign state. Rhodes (1997, cited by Loader, 2000), calls this 'differentiated polity' in which policing has transformed into a "dispersed mechanism of governance" (Loader, 2000, p.329) where non-police agencies possess statutory powers to use force, for example in detaining members of the public or searching them. The threat to police legitimacy and public trust and confidence posed by the institutional expansion of the use of force is notable, especially when considering public contact associated with stop and search interventions. Potentially, the unaccountable actions of alternative policing providers could damage the reputation of state policing and affect society's status quo. Successive governments have attempted to address such concerns through legislative interventions such as: the 2001 Private Security Industry Act; the 2003 creation of the Security Industry Authority; and in December 2014, the introduction of the statutory licensing of private investigation activities. Nevertheless, it is felt that UK policing will face increasing pressure to mitigate the unacceptable risk that is posed by pluralization. A further concern is that as communities experience the pluralization of policing with private and community based agencies undertaking crime prevention and detection work (Newburn, 2008) the police are no longer seen as the primary agency for delivering local engagement. Therefore chief officers are questioning the cost and necessity to deliver local engagement in its traditional form. This thesis within the context of young people, will explore whether digital and social media can not only facilitate the withdrawal of traditional engagement intervention in support of pluralization, but also explore how it can potentially mitigate the risk pluralization poses to the British style of policing.

Hidden victimization and the threat of emergent criminality- cyber crime

In 2009, the National Police Improvement Agency (NPIA), now the College of Policing held a social media conference (*Policing 2.0*) and identified four distinct uses for digital and social media within a policing context: crime and Intelligence, media and communications, information technology, and citizen engagement. Crump (2011)

further commented that digital and social media offered a legitimate source of criminal intelligence and real-time information in relation to operational emergencies such as flooding or serious road collisions as well the opportunity to protect people against online criminality. This particular area has recently been identified as a significant emergent threat for policing globally. On 19 January 2017 an ITV report revealed that the crimes figures contained within the 2016 Crime Survey for England and Wales almost doubled due to the inclusion of 3.6 million Fraud and 2 million Computer Misuse type offences (ITV, 2017). It is becoming increasingly acknowledged that traditional criminality is changing, diversifying and transferring online. This has resulted in policing globally being forced to frantically re-evaluate its capacity and capability to deal effectively and efficiently with this emergent crime. Part of the policing response to this new form of criminality is to provide crime prevention information to the public in order for them to take personal responsibility for minimizing the risk they face. This thesis, whilst not specifically focusing on cyber crime, is expected to steer future operational tactics and determine how young people in particular will be most receptive to police initiated crime prevention messaging for this and other types of criminality.

Research Paradigm

A paradigm is a belief system that steers the way we conduct research- a “basic belief system or world view that guides the investigator” (Guba and Lincoln, 1994, p.105). Guba and Lincoln (1994) also suggest that three aspects generally characterize paradigms: epistemology, ontology and methodology. Our theory of knowledge and understanding of reality underpins our methodology, which in turn strategically steers the research method and process of data analysis within the study. This thesis sits comfortably within the Interpretivist paradigm, with a relativist ontology, which emphasizes the importance of personal ideological position when interpreting social reality. Social reality is a multi-layered and complex phenomenon (Cohen *et al*, 2000, cited by Dash, 2005) where meaning is constructed or negotiated through dialogue and not discovered. Qualitative methodology is typically associated with this paradigm and in this study four focus groups and five semi-structured interviews were used to establish the meaning of data secured through interaction

with the participants. Reality is socially constructed, dynamic and subjective, with time, social setting and age often serving to shape our understanding of meaning. It is therefore important that we understand motives, meanings, reasons and other subjective experiences, which are time and context bound (Hudson and Ozanne, 1988). It is to this end that young people have been purposefully involved in the research process. Only by providing opportunity for young people to explain and define their requirements will agencies such as the police be able to sensitively shape their digital and social media engagement strategies in the future. The purpose of this research is to achieve an understanding of the process of engaging young people via digital and social media whilst acknowledging that the process and understanding of it is likely to change as time and context evolve.

The process of police engagement with young people should be seen in the context of contributing to society's functioning as a whole. The police play a key role within the socialization process of citizenship. Young people grow up and become law-abiding citizens who support the state by regulating their own behaviour to maintain the status quo associated with society's norms and conventions. Society is held together by consensus; austerity is a threat to social cohesion and has the potential to disrupt the status quo. Police engagement through digital and social media is seen as a direct response to the threat posed by austerity in an attempt to engender social cohesion. As a serving police officer for 22 years, I have been involved in the engagement of young people in many varied contexts. The purpose of such engagement has served as an opportunity to socialize and integrate young people into the normative framework of law-abiding society. Therefore it is essential that agencies such as the police maximize the effectiveness of their social control interventions. In this respect, the police can be seen as social engineers who have an important role to play in the maintenance of society and in particular social order. In order to understand society it is important to understand the relationship the police have with other elements of society- in this case young people. According to Emile Durkheim, people have two sides to their nature; a selfish side that is driven by biology and a need to satisfy basic selfish human need and a side that believes in morality. In order to shape and discipline the two sides of human nature, social control theory and procedural justice offer an understanding of how the police can

promote normative behaviour through establishing trust, confidence and police legitimacy. Historically, a process of face-to-face communication has underpinned this process of socialization. This thesis serves to provide empirical evidence that will shape the way digital and social media can be used by policing to promote normative behaviour through establishing trust, confidence and legitimacy with young people.

Social Control Theory

Social control theory suggests that socialization and social learning facilitates social control, which in turn promotes normative behaviour (Murphy *et al* 2008, cited by Jackson *et al*, 2012). Communities have a responsibility for their own behaviour. Whilst environmental context may offer reasons for behaviour, people have choices and these choices can be manipulated by society in order to curtail deviance and promote obedience according to what society deems to be normative. Social control theory suggests that deviant or criminal behaviour is simply predictable behaviour that has not been socially controlled and where the offender has relinquished ties to convention, which enables the participation in criminality. The origins of this theory are aligned to classical schools of criminology in the 18th Century during the 'Enlightenment'. This was a 17th to 18th Century period of western history associated with developments in philosophy, reason as well as science. Cesare Beccaria (1764), an Italian philosopher and criminologist of this period offered a philosophical judgement that human beings can control their behaviour. They choose to commit crime and this choice can be influenced or deterred by the threat of punishment (Beccaria 1764, cited by Biography.com Editors, 2016). This theory is based on the principle of rationality and that human beings have free will and choice and that pain and pleasure are the main determinants of these choices. Swift and proportionate punishment can, not only deter an offender from future criminality but also be seen by society as an example, which can serve to secure future obedience to societal convention.

Emile Durkheim, a 19th Century French sociologist and one of the principal founders of modern sociology offered the view that crime serves the function of identifying behavioural boundaries reinforced by society through negative reaction. Social order

(or consent) is maintained through the process of socialization and avoidance of societal disapproval. Individuals require external societal control to limit the insatiability of human biological need. Deviancy occurs when societal control breaks down and the individual disengages, becoming more self-reliant. This normative disconnect allows self-interest to become a dominant force and leads to deviancy or disobedience. This state of normlessness Durkheim calls 'anomie'. One can see Durkheim's position on the importance of societal regulation in maintaining social order, but his study into altruistic suicide, which is characterized by a sense of duty to commit suicide for the benefit of others, offers a poignant reminder that over regulation can also lead to adverse consequence. This reminds us that UK policing through community engagement and the use of digital and social media must strive for a sophisticated and proportionate balance between the societal need to control and maintain consent and the requirements of individual citizens. Both over regulation and de-regulation can result in anomie with adverse consequences.

The purpose of UK police led community engagement is to establish public trust and confidence thereby ensuring the continuance of the British system of policing, which is based on cooperation and consent. Public trust and confidence legitimizes policing in that citizens accept not only the role of the police as an institution, but the role of social policing which is epitomized by self-regulation, social obedience and compliance with societal norms and convention. The use of procedural justice within policing is central to securing public consent and legitimacy and both elements; procedural justice and legitimacy will be explored further in the next section.

The pursuit of legitimacy through Procedural Justice

In 2014, the HMIC (Her Majesty's Inspectorate of Constabulary) introduced PEEL (Police Effectiveness Efficiency and Legitimacy) assessments as a tool by which the public can judge the performance of their local police force in three key areas: effectiveness, efficiency and legitimacy. This now serves as the future blueprint for policing which must prove their effectiveness in preventing, reducing and investigating crime and anti-social behaviour, whilst also protecting the vulnerable. The police must ensure efficiency, provide value for money and display how they are

able to secure legitimacy in the eyes of the public. The inclusion of legitimacy within these assessments can be seen as a strategic return to the fundamentals of policing that are enshrined within Sir Robert Peel's 1829 'Peelian' principles. The nine 'Peelian' principles have the commonality of gaining public approval, securing the respect and co-operation of the public, and preserving public favour. All elements serve to secure and maintain the consent of the public thereby allowing the British style of policing to survive. When one considers that the current population of England and Wales is approximately 65 million and is served by a police force establishment of approximately 207,000 members who are largely unarmed, it becomes apparent why policing is so heavily reliant on the consent of the public. For every one member of police staff within the 43 forces in England and Wales there are 314 members of the public.

Academic research suggests that legitimacy: "...the right to govern and the recognition by the governed of that right" (Beetham 1991, cited by Jackson and Bradford, 2012) is key to the future maintenance of public consent, with procedural justice or fairness being at the very heart of securing legitimacy. Procedural justice theory states that the fair application of law, policy and procedure can enhance legitimacy and that four key components have a central part to play (Tyler 2007, cited by Jackson and Bradford, 2012): 1) Voice: allowing communities to be involved in the decision-making process allows people a voice and promotes self-efficacy; 2) Neutrality: a police service that is honest, neutral (Lind 1997, cited by Jackson and Bradford, 2012) and consistent in the application of service delivery reassures the public that their interests are being protected (Lind and Tyler 1998, cited by Jackson and Bradford, 2012); 3) Respectful treatment: being treated with dignity and respect reassures people that their rights are being protected; and 4) Trustworthiness: threading fairness, benevolence and sincerity throughout the application of procedure and decision making enhances perception of honesty, dependability and integrity. The benefits of procedural justice and legitimacy include: more people accepting decisions, even if the outcomes are not desired, and enhanced public support and cooperation with the police (Tyler 1988, 1990; Tyler and Huo, 2002 cited by Jackson and Bradford, 2012). Where communities do not see fairness, public support decreases and community fracturing or disengagement can take place. This

area of research is extremely important when one specifically considers the considerable number of face-to-face contacts that take place between the police and young people on a daily basis and the lasting impression that negative encounters can have on young people especially as they transition into adulthood. Fagan and Tyler 2005, (cited by Jackson and Bradford, 2012) suggest that police engagement strategies form part of the process of 'legal socialization', which unfolds during the early life of a young person. It is this process or series of experiences and interactions with the police and judiciary that determine perceptions of legitimacy, which in turn determines obedience and compliance with the law and institutions that represent the law. The relevance for policing is clear, police forces must direct sophisticated engagement strategies that promote generic democratic values toward younger adolescents in order to address the changes in perceived legitimacy that are associated with the transition into adulthood. Historically, within the UK and other countries such as the US, Canada (excluding Quebec) and Commonwealth Nations whose laws are rooted in English common law, this has been achieved through close proximity, face-to-face interaction. UK policing must focus on procedural justice as a means to not only shape the context in which the police interact with young people, but also to influence obedience and compliance with police process as well as societal norms in general. Digital and social media is seen as a means by which the four key elements of procedural justice can be delivered, with a view to enhancing police legitimacy and increasing young people's cooperation and support for the police. This thesis aims to provide a bespoke insight into how policing can maximize the impact of procedural justice on young people through the use of digital and social media.

The evolution of UK policing and the importance of face-to-face communication

The following section seeks to provide a basic introduction to the evolution of UK policing. At the core of contemporary policing, police integration into local communities and face-to-face contact and engagement has featured significantly. Chapter seven concludes that young people within this study still require face-to-face traditional communication despite the technological advancements that now offer a variety of digital engagement opportunities. This section will provide

historical context and insight into the value that has and is placed on face-to-face community contact by UK policing. It is important to understand the history behind the current model of policing so that we can better understand the implications of potential future models of policing that are based on virtual integration and communication.

The history of UK policing can be traced back over a thousand years to Anglo Saxon times where much emphasis was placed on citizen self-regulation and community led apprehension and punishment of criminals. This community self-regulation continued as the Normans established Feudalism in England in the eleventh century. The statute of Winchester in 1285 appeared to reinforce this community based crime fighter approach to the prevention of crime and apprehension of suspected offenders (Rawlings 2003, cited by Myhill 2006). However, as Feudalism declined in the fourteenth century and communities grew, communal policing became less effective and a move toward more official forms of policing became apparent.

In 1663, the City of London began employing paid individuals to guard the streets of London at night. These individuals continued the crime fighter role and were deemed very effective until the eighteenth century. In 1748 Henry Fielding became the Chief Magistrate for Westminster in London. Due to the dynamic and increasingly complex nature of local communities, the decision was made that a more professional and organized system of crime control was required. As a result the salaried 'Bow Street Runners' were formed. According to economic historian Tomas Ashton (1899-1968), in approximately 1760, the industrial revolution caused an unprecedented increase in population growth in cities. This in turn created unemployment, poverty and crime, especially in and around the River Thames. Counter invasion scares associated with the French revolution and Napoleonic wars, combined with the Nore Naval mutiny of 1797 (Ridley, 2013) resulted in the creation of the first marine police force in 1798; paid for by local merchants.

At the turn of the nineteenth century, there was a period of extreme political unrest. This culminated in the Peterloo Massacre, on 16th August 1819 in Manchester (BBC, 2007), which resulted in the death of 18 and injury of 700 people. This was deemed

by many to be the catalyst for the formation of a truly professional police force. In 1829, Home Secretary, Sir Robert Peel established the Metropolitan Police Force and this is seen as the birth of modern policing despite organized paid policing having already been established in Scotland, Ireland and France, years before. In reality it signified the formalization of existing practice. However, a noticeable change in policing philosophy can be seen at this time with Sir Robert Peel coordinating a shift in emphasis away from the enforcement led crime fighter role, to one of crime prevention through high visibility and proximity based community contact. Officers were assigned 'beats' conducive to physically meeting and integrating with local communities.

From 1829, all new police officers were given a set of 'General Instructions', containing nine principles of policing known colloquially as 'Robert Peels 9 Principles of Policing' (Home Office, 2012). The purpose of these principles was to secure 'policing by consent'. Direct, face-to-face community contact formed the cornerstone of this new crime prevention role and this can be seen throughout many of the policing principles. For example, principle two highlights the importance of securing and maintaining public respect. Principle three recognizes the importance of securing public co-operation. Principle five notes the importance of providing an independent service and 'friendship' to the public, and principle six reminds us that the police are simply members of the public who are paid. The pursuit of public consent, favour and respect were the initial foundations upon which trust, confidence and legitimacy are now coveted. Securing the consent of local communities also served as a means by which the Government could mitigate the risk of civil and political unrest associated with rising unemployment, poverty, crime and the ever-present conflict with France. Forming bonds with the public through personal street level contact and achieving true 'insider' status (see page 155) where 'the police are the public and the public are the police' (Peel's seventh principle) could be seen to give the impression at least that the police were part of and on the side of the majority. This was important at the time because a public concern was that the newly formed Metropolitan Police would simply mirror the fractured, corrupt and violent police force that was already established in France (Stenson, 2016).

At the turn of the twentieth century, the 'walking and talking' based policing system, which was based on face-to-face interaction with local communities became subject to criticism for its failure to catch criminals. As a result, in 1903, the Metropolitan Police became mobile, purchasing its first motorised vehicles. Technological development continued to grow exponentially into the 1930's when in 1934 the information room in New Scotland Yard became the blueprint for modern day police control rooms. With the implementation of the '999' emergency call system in 1937, complimented by further developing mobile transportation in the 1960's, UK policing attempted to improve police/community relations through swift call handling in order to prevent and detect crime. It is clear however that this attempt to move away from an enforcement model failed. Newburn (2003) reported that technology and mobilization was in fact serving only to alienate local communities. This 'professionalization' of the policing system had in fact served only to loosen physical ties with local communities and perpetuate an enforcement model of policing into the 1980's and 1990's (Fielding, 1996 cited by Myhill 2006). This professional and mobile style of policing provided little opportunity for public face-to-face interaction, and even less opportunity for engagement with Black, Minority and Ethnic (BME) communities.

In the 1960's, US research identified that poor community engagement was resulting in community alienation. In the UK, Alderman identified similar issues in the 1970's, as did Lord Scarman in his report following the Brixton riots of 1981. This provided a catalyst for UK policing to start its journey once again toward improving police / community relations through community engagement, integration and close proximity, face-to-face contact. The importation of community based policing principles from the US served as the foundation for the development of UK Community Policing; a model of policing that saw the police more as social facilitators than crime fighters.

In 1959 Canadian-American sociologist Erving Goffman published 'The Presentation of Self in Everyday Life'. This was a pioneering book that placed face-to-face interaction at the centre of sociological study. The following section provides an

introductory insight into the work of Goffman in the context of the development of Community Policing and Neighbourhood Policing (see below) showing clearly the importance of proximity based community communication. This section also discusses the relevance of Goffman's work to the findings of this thesis

Goffman (1959) defined face-to-face interaction as: "the reciprocal influence of individuals upon one another's actions when in one another's immediate physical presence" (cited by Sternberg, 2012, p.50). Goffman's work was focused purely on the interaction and discourse that takes place when two people are physically co-located. Therefore, physical proximity or 'co-presence' is very important as it: "renders persons uniquely accessible, available and subject to one another" (cited by Sternberg, 2012, p.51). In a policing context, this uniquely accessible position provides opportunity for policing to maximize its impact on the perception of young people. Chapter five reveals that the young people who took part in this research study require re-assurance that their engagement and participation in a policing context will be meaningful and well received by the police. It maybe that young people believe that face-to-face interaction presents the most favourable opportunity for the police to present a positive image and make a good impression thereby developing a rapport or sense of togetherness that can often be associated with close proximity familiarity.

In 1959 Goffman (cited by Barnhart, 1994) introduced the theory of dramaturgy into sociological study, using it to explain social interaction through a theatrical metaphor. Goffman's 'self-presentation' and dramaturgical work suggests that the meaning of social roles are developed through social interaction which he sees as being analogous to an actor giving a performance in front of an audience. Props, non-verbal communication, and 'scene setting' are all used to make the 'performance' more believable. This process Goffman calls 'Impression Management', which involves people attempting to present an acceptable image of themselves to others.

It is clear that the process of impression management is a complex one and so carries with it certain risks. Not delivering a favourable impression is one such risk,

which can cause embarrassment and potentially damage a newly forming relationship. Conversely, the presentation of the perfect performance can also have its risks in terms of assessing the credibility or sincerity of the 'other' actor. In a policing context, this can be seen as the young person making a judgement based on first impressions about the sincerity of the police interaction. It is in this respect that non-verbal leakage of 'expressions given off' (Birnbaum, 2008, p.229) become important in carefully peeling back the mask of performance, gaining a glimpse of what Goffman calls the 'back stage'- the area where there is no 'performance'. Through careful consideration of such leakage, the young person may gain a better and more truthful insight into the intention of the attending police representative.

From a policing perspective, cognisance of Goffman's dramaturgical and self-presentation theory may explain why young people appear and behave in certain ways, especially when in the presence of a police officer during street level interaction. Goffman suggests that people tailor their behaviour to their audience. So, a young person's 'presentation' to a police officer may be different to that presented to a friend, parent or schoolteacher. Such presentation may also be affected by the close proximity of others, including peers. By understanding the theatrical nature of such social interaction, police officers can avoid stereotyping, thereby enhancing the quality of street level interaction and enabling the delivery of procedural justice.

Goffman believes that impression management can only be achieved if others are in sync with the individual's own perception of self. Goffman was also interested in the ways individuals manage their 'persona' by strategically hiding information that is not congruent with their projected image; for example, by not disclosing information during interaction that could be perceived as unreasonable. He implied that technology mediated communication may be limited in richness due to a lack of non-verbal cues. However Bullingham and Vasconcelos (2013) suggest that the development of online technology and the creativity associated with social media platforms has added 'richness' to this form of communication. The technological advancements associated with social media now enable participants to conceal elements of the offline self. This facilitates more effective and creative management

of their projected online persona. Having said this, Bullingham and Vasconcelos (2013) conclude that this projected online persona remains firmly anchored in the persons offline self. Interestingly, in 2008 Birnbaum published a thesis based on an eight-month ethnographic study of how university students made use of Facebook. Birnbaum showed how the work of Goffman could be applied to computer-mediated communication by recording the use of online self-presentation techniques to mould acceptable online personal profiles. Birnbaum concluded that US college students use Facebook to present an image of how they think others would see them as a student, and this invariably differed to how they saw themselves as a person. Birnbaum showed how online profiles were designed to give the impression that students were active, adventurous 'party-goers' and in line with the stereotyped profile of an undergraduate. In order to promote this image, students would carefully stage their online profile accordingly omitting any information that painted a contrary picture. Within the policing context, understanding these online 'performances' is important in shaping the way policing understands and then interacts with young people. To base an engagement process on the online or 'staged' profile of young people would serve to base the engagement process on a stereotyped caricature, which undoubtedly would harm relationships between the police and young people.

In 1963 Goffman published his book 'Stigma' (cited by Crossman, 2016) in which he discusses how personal attributes can adversely affect an individual's identity, preventing their participation in society. Goffman identifies three types of stigma: blemishes of the body; blemishes of character, such as extremist political beliefs; and blemishes of group identity or membership of denigrated social groups. Goffman argues that for some, the personal impact is so great that they withdraw from society. Such stigma presents policing with a complex engagement conundrum and it is apparent that policing must adopt a tailored and sophisticated engagement programme in order to enhance participation from members of such communities. Not only does policing have to overcome physical and emotional withdrawal from society, but also overcome the psychological impact that communities may feel as a result of being labelled, stereotyped and often discriminated against. Earlier in this chapter I discuss the importance of procedural justice and legitimacy in securing

trust and confidence within communities; it may be that the framework of engagement presented within this thesis provides a preliminary foundation upon which future research can explore the sophistication required for engaging young people associated with such stigma.

Tilley (2003, cited by Newburn, 2008) suggests that immediately post millennium, there were three principal models of policing competing for dominance within UK policing: Intelligence led policing, which lent itself to an enforcement style of policing; Problem Orientated Policing (Tilley *et al*, 2006), which was first proposed in 1979 in the US and found popularity within the UK in the mid 1990's; and Community Policing, which was based on a system of foot patrol where officers were allocated geographical beats. Within this model, policing strives to achieve a balance between law enforcement, crime prevention, problem solving, face-to-face community engagement and partnership working. Whilst all three models of policing involve a degree of community engagement, it is generally accepted that Community Policing places greatest focus on community participation or engagement and it was this style of policing that developed in the mid-2000's into what we now term Neighbourhood Policing (Home Office, 2005).

Neighbourhood Policing emerged from the Community Policing principles of the 1980's and early 1990's, culminating in the Home Office 2004-2008 strategic plan and the government White Paper 'Building Communities, Beating Crime' (2005). This formalized the vision for Neighbourhood Policing, which was to be accessible and responsive to citizen's needs. Contemporary policing since 2005 has been defined by an unwavering commitment to improving trust and confidence within communities through close proximity or face-to-face engagement. Digital and social media now offer an alternative approach to the engagement of communities and it is important for policing to understand how this approach can enhance the vision of Neighbourhood Policing in terms of accessibility and responsiveness to community's needs.

Defining the terminology: what is digital and social media?

Digital media is defined by TechNet-Microsoft as being: "...audio, video and photo content that have been encoded (digitally compressed)" (TechNet-Microsoft, 2010, p.1).

Social media is defined as:

"A new set of Internet tools that enable shared community experiences both online and in person. Social media allows people with basic computer skills to tell their stories using publishing tools such as blogs, video logs, photo sharing, podcasting and wikis" (Technology in Translation 2007, cited by Copitch and Fox, 2010, p.44).

Digital media is the digitized media content that is transmitted over computer networks (Technet Microsoft, 2010) and social media relates to the myriad of websites and applications that enable users to create and share content or to participate in social networking (Oxford Dictionaries, 2016).

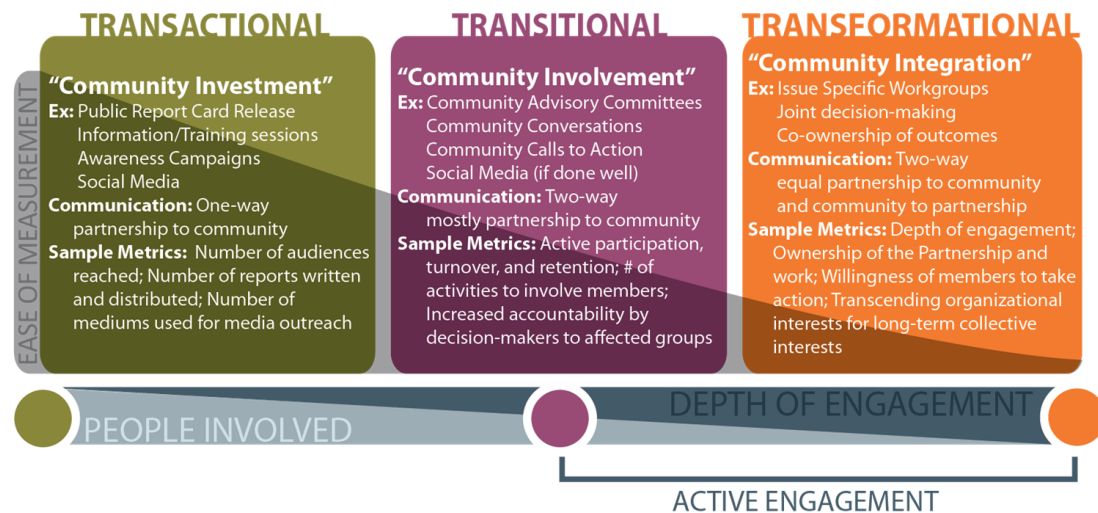
Rutherford (2010) suggests that social media can be aligned to three categories: 1) Content sharing and organizing sites such as Flickr and YouTube; 2) Content creation and editing sites such as Wikipedia; and 3) Social Network Sites such as: Facebook and Twitter (see Appendix Thirteen).

Transformative Community Engagement

Simplistically community engagement is a process by which participation is enabled. Myhill's 2006 definition of community engagement has been adopted as the foundation from which key elements of this research thesis has been developed:

"The process of enabling the participation of citizens and communities in policing at their chosen level, ranging from providing information and reassurance, to empowering them to identify and implement solutions to local problems and influence strategic priorities and decisions" (Myhill, 2006/2012. p.1).

With regard to transformational community engagement, Rospert (2013) refers to the ‘community engagement continuum’, which involves three elementary parts to engagement: transactional, transitional and transformational engagement.



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 Content adapted from Bowen et al, *When Suits Meet Roots*. 2010
 Sample Metrics adapted from Pastor et al, *TRANSACTIONS, TRANSFORMATIONS, TRANSLATIONS: Metrics That Matter for Building, Scaling, and Funding Social Movements*. 2011

Transactional engagement involves a one-way dialogue where information is pushed to audiences in order to disseminate information. Similarities can be drawn to Arnstein’s 1969 ‘Ladder of Participation’ (see page 22) in which the bottom three rungs (manipulation, therapy, and informing) signify minimal actual engagement. Whilst transactional engagement may be useful in certain circumstances, meaningful engagement requires a two-way dialogue, sharing of power and control with the user and a significant progression up Arnstein’s ‘Ladder of Participation’.

Engagement through connection and conversation is the priority for marketers (Evans and McKee, 2010), and this is reinforced by Harfoush (2008, cited by Felesky, 2008), who suggested that transformative engagement was a key factor in the success of Barack Obama’s 2008 Presidential election social media campaign:

“A wrong way (to use Twitter) would be to come online and not really spend the time having conversations with people, just to continually blast one way messages all the time and then not be part of the community” (Harfoush 2008, p1, cited by Felesky 2008).

Despite the apparent significance of transformative engagement within the political world, Brainard and McNutt (2010) found in their analysis of US based police departments that the social media platform Yahoo was still being used simply to push information in a non-transformational attempt to increase visibility and presence online. These findings were also supported by UK research undertaken by: Crump (2011) who found similar findings in relation to the use of Twitter; and Socitm (2010, cited by Ide-Smith, 2010) who found that whilst one third of UK councils had used social media as a community safety communication tool, the majority simply used the platform to inform rather than invite two-way dialogue. Transitional engagement is a move along the engagement continuum, becoming more sophisticated and meaningful in that a two-way dialogue is achieved. This dialogue is however led by the organization rather than the user. Similarities to Arnstein’s ‘Ladder’ can again be seen in terms of the middle rungs ‘consultation’ and ‘placation’. Transformational engagement is seen as the most sophisticated and deepest level of engagement (Rospert, 2013). At this level, communities are empowered, treated as equals in the partnership and fully involved in the decision-making and problem solving process. This is the aspiration for policing and is seen as the way in which public satisfaction, trust and confidence in policing will be improved and legitimacy secured.

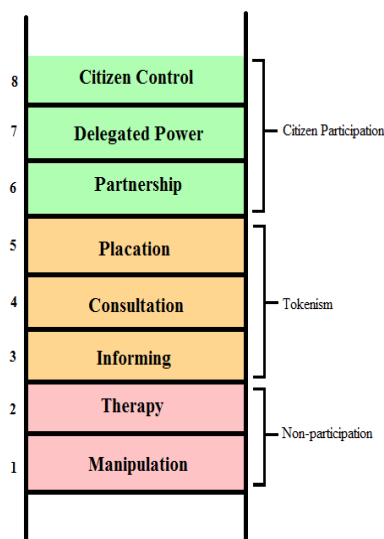
Citizen Participation

There is no single agreed definition for either civic (Adler and Goggin, 2005), or political (Uhlener, 2001, cited by Lamprianou, 2013) participation. At its most simple, participation is defined by the Oxford English Dictionary as being the act of taking part in something. Participation means different things to different people and in the social sciences, participation is achieved when the public express opinion and exert influence, be it politically, economically or civically. A wider interpretation includes

formal and informal activities such as: volunteering, being involved in community groups, lobbying, campaigning, demonstrating, boycotting products, purchasing fair trade products, being 'neighbourly', and donating (Pathways through Participation, 2011).

A two and a half year UK based 'Pathways through Participation' project conducted by the Institute for Volunteering Research in 2009 involved 100 in depth interviews and identified three overlapping categories of participation: social (collective activities), public (interaction with agencies), and individual (individual actions and choices). The study, which focused primarily on public participation and its links to political participation, concluded that participation must not only be meaningful and have a purpose, but the experience must also be positive for the individual. This study also found that people react negatively to agencies imposing themselves and are more likely to participate if they are invited. Structured opportunity to participate at an early age is considered to be a good foundation for future participation. The benefits associated, as well as the diverse opportunities available must be clearly articulated to capture interest, especially of those who are dis-engaged. A lack of trust and confidence in the political system, limited efficacy and how others perceived them were all identified as influencing factors for participation, which must be considered by policing.

Arnstein's Ladder of Participation



Arnstein's 1969 ladder of participation presents a very simplistic and generic insight into the complexities of participation that has since guided many commentaries on participation. There are eight sliding scales or levels of participation within the ladder, distinguishing the 'haves', who have the power and influence and are positioned on the top rungs, and the 'have-nots', who do

not have the power and influence and are positioned on the lower rungs. The aspiration of policing is to provide engagement that reflects the upper rungs of participation thereby enabling citizen control, but the reality is that opportunity historically remains within the lower rungs of the participation ladder only.

Whilst an assessment of Nottinghamshire Police's positioning either along Rospert's (2013) 'Continuum of Engagement' or Arnstein's 'Ladder of Participation' is beyond the scope of this study, it is anticipated that a general understanding of how well Nottinghamshire Police engage with young people will be secured.

Thesis structure

Chapter two starts by briefly introducing and reviewing the literature relating to community engagement and the police. The chapter then offers a comprehensive critical analysis of the literature that relates specifically to the police use of digital and social media to engage young people. The chapter then explores why young people use digital and social media and why it is considered important for policing to use this technology to engage young people. A brief exploration of the influence digital and social media has on civic and political participation is then provided prior to the chapter concluding with an assertion that the academic literature relating to the police use of digital and social media to engage young people is very limited.

Chapter three is the methodology chapter, which examines in detail the qualitative methodology used within the research programme. The chapter provides a critical overview of thematic analysis, which was the preferred method of analysis for examining the emergent data themes, prior to discussing and considering a further seven key components: qualitative methodology, the focus group, the interview schedule, moderating skills, the pilot, transcribing focus group data, and the semi-structured interview. The chapter then concludes by discussing salient research ethical considerations.

Chapter four introduces Nottinghamshire and Nottinghamshire Police as the research backdrop. The demographic profile of Nottinghamshire is presented and key policing challenges are highlighted. These also serve to justify the selection of the research area for this thesis. The chapter introduces some salient local academic research, which provides further justification for undertaking this research prior to then focusing specifically on a review of police led community engagement within Nottinghamshire. The purpose of the review was not only to provide a snapshot of evidence in relation to how Nottinghamshire Police engaged its local communities, but also to identify a legitimate area of academic study that would serve as the focus of this research thesis.

Chapter five reports specifically on the findings that relate to research objectives one (A) and (B), two, and three (A), (B), and (C), presenting the narrative data that has emerged from the qualitative research undertaken. Explanatory text facilitates an in depth interpretation and analysis of the findings and emergent themes are examined and cross referenced to the pertinent research identified within the literature review which is detailed in chapter two. The chapter will show that whilst some young people do have a preference to receive information from the police via digital and social media, there is still a requirement for traditional communication especially when passing information to the police. The chapter also explores nine types of information that that can potentially serve to not only legitimize the role of policing in the eyes of young people but also mitigate the risk of hidden victimization.

Chapter six reports on the findings that relate to research objectives four and five. This chapter practically examines participant (young people's) experience and opinion of Nottinghamshire Police's digital and social media content, as well as the Neighbourhood Priority Survey (NPS). The findings presented will suggest that Nottinghamshire Police's current digital and social media engagement strategy is generally in line with user requirement. It will also introduce three key criteria that may provide an insight into how policing can manage young people's perception of policing within the theoretical contexts of social control, procedural justice and the notion of extending police legitimacy.

Chapter seven provides a reflexive account of the research conclusions paying particular attention to determining whether the original research aim and objectives have been achieved. This chapter presents further discussion of two contextual backdrops: police austerity and the pluralization of policing and hidden victimization and the threat of emergent criminality. These contextual backdrops define how the contribution of this thesis is positioned and should be viewed as the principal justifications for undertaking the research. This chapter will then specifically bring together the empirical findings to answer the study's original research objectives and it is within this section that the 'online engagement framework' will be introduced. This framework represents the collective findings of past and present research that will provide insight into the pre-requisites of what I call 'Quid Pro Quo' engagement with young people. The chapter will then discuss how the research is aligned to the theoretical perspective of the Interpretivist paradigm and will conclude by detailing how digital and social media can be used by policing to promote normative behaviour and compliance through the establishment of trust, confidence and legitimacy in the eyes of young people. The chapter will highlight some relevant research limitations and then provide concluding commentary in terms of the future direction of policing and potential further pertinent academic research that may be applicable.

CHAPTER TWO: LITERATURE REVIEW

Police digital and social media engagement and young people

This chapter provides a comprehensive critical analysis of the literature that relates to the police use of digital and social media to engage young people. The key words used in the literature review search strategy included: police, engagement, participation, participatory media, social media, digital media, young people, children, and youth.

To provide contextual background, chapter one defines transformative engagement and citizen participation, and the initial section of this chapter provides a brief introduction and review of the literature that relates specifically to traditional community engagement and the police. Within this particular section, the importance of face-to-face communication in community engagement is explored in some detail. The chapter then provides a detailed insight into the use of digital and social media by young people, outlining explicitly why it is important for policing to consider the use of this technology as an engagement tool. The chapter then discusses the potential use of digital and social media to enhance policing's online image in the context of the 'demystification' of policing (Reiner, 2000). The chapter concludes that the academic literature relating to the police use of digital and social media to engage young people is very limited. It is worthy of note that in order to gain further insight into the area of digital engagement and young people, the chapter presents a brief exploration of the effect digital and social media has on the civic and political participation of young people.

A brief introduction to community engagement

It is generally accepted that the terms community and engagement are difficult to define, and that both terms can mean different things to different people (Myhill, 2006). The Oxford dictionary defines community as a group of people living in the same place or having a particular characteristic in common. The reference to common characteristics is important because communities manifest in all shapes, sizes and localities. Communities may be virtual and defined through common interest and linked by social media; they may also be transient in nature emerging and reforming through time. Nevertheless, the onus is on the police and their partners to identify with the community and adopt an effective and tailored engagement framework in order to develop the trust and confidence that is required to legitimize the framework of British policing which is based on public consent.

It is clear from a review of the literature that community engagement has been subject to numerous definitions, but for this thesis, the definition offered by Myhill (2006) has been adopted and serves to frame key elements of the thesis:

“The process of enabling the participation of citizens and communities in policing at their chosen level, ranging from providing information and reassurance, to empowering them to identify and implement solutions to local problems and influence strategic priorities and decisions” (Myhill, 2006/2012. p.1).

From this definition, one can see key elements that appear to be threaded throughout many of the definitions associated with engagement: ‘enabling’, ‘participation’ and ‘empowerment’. For Wang (2011, cited by Reitz, 2012), engagement means giving the consumer a voice by providing opportunity to participate. Atherley (2011, cited by Reitz, 2012) sees engagement as being defined by active participation. Online user engagement, which will be discussed in more detail later in this chapter, involves the provision of opportunity to: watch, download, read, listen, and comment on content (Evans and McKee 2010, cited by Reitz, 2012).

Marci (2006, cited by Reitz, 2012) when measuring emotional response to commercials concluded that users are more engaged when commercials are placed in context. This is an important consideration for policing especially when engaging young people, as online content must be seen as being in context. Rappaport (2007, cited by Reitz, 2012) believes that advertising is no longer about interruption and repetition; it is about user relevance. Policing must therefore seek to inform, educate or entertain so that users can develop a sense of ownership (Edelman 2007, cited by Reitz, 2012). To generate loyalty, there must be an emotional connection between user and the brand. Within the arena of online consumer engagement, Mollen and Wilson (2010, cited by Reitz, 2012) used the Stimulus-Organism-Response (S-O-R) model and concluded that users must experience cognitive immersion before truly becoming engaged. Policing it appears must therefore strive to generate a dynamic and pleasurable state in their users in order to facilitate full engagement.

Public trust, confidence and community engagement

In 2014, Lister *et al* conducted a review of the literature in relation to community engagement and reported that there is an evidence base that suggests community engagement can nurture positive collaboration between police and the public. Specifically, community engagement can provide more effective neighbourhood priority identification and better community relations, which ultimately serves to legitimize the role of policing in the eyes of the community (Lister *et al*, 2014). Historically, police engagement within communities has involved traditional methods such as: beat surgeries, attending community group meetings, door knocking, and Safer Neighbourhood Group coordination. Community participation in such events is generally low and lower still for Black, Minority and Ethnic (BME) communities. Research does however suggest that the willingness to participate is somewhat higher than the actual participation itself (Casey, 2008). Open public meetings are a traditional method of engagement used by the police, but are associated with a low participation rate, especially for young people.

Why is community engagement so important in relation to young people?

Nelson *et al* in 2010 provides a reasoned argument for why it is essential to engage effectively with young people. Whilst her survey based research focused on young people in Northern Ireland, one can see how the findings are relevant to mainland Britain. Nelson *et al* (2010) found that the relationship between the police and young people in Northern Ireland was tense, resulting in a reluctance to approach the police either as a victim or witness to a crime. Both police and young people were found to hold negative perceptions of the other. The police were failing to understand the needs of young people and stereotyped based on perception of clothing and behaviour; whilst young people themselves held the view that the police did not understand their problems, constantly targeted them, and did not feel the police to be polite, helpful or fair. It appears from this research that young people do not see procedural justice in their interactions with the police and therefore the perception of legitimacy is absent. The potential for hidden victimization caused by a reluctance to report crimes to the police (see chapter five) is evident and if left unchecked this could lead to a normative disconnect (see chapter one), or what Durkheim refers to as a state of normlessness, which in turn could lead to criminality and disorder.

In 2012, the report of the Young People's Scrutiny Group and Scrutiny Management Board offered a statistical analysis based review of the relationship between police and young people in a West Midlands borough of the UK. The survey based study sought to bridge the gap between the police and young people in order to enhance understanding thereby creating a stronger community. The findings from the study supported those of Nelson *et al* in 2010, concluding that there is an unstable relationship between police and young people based on a mutual misunderstanding, poor communication, and poor interaction. If engagement and in particular online engagement is to succeed, the study recommended that the engagement process must be interesting to young people and should involve young people in its development.

The importance of face-to-face communication in community engagement

Within a business context, a 2009 Forbes Insight survey of 760 business executives (cited by Murphy, 2011) revealed that face-to-face communication was the preferred choice of executives for addressing the specific needs of more complex business sales. 82% of participating executives disclosed that face-to-face communication was critical in the key area of 'persuasion'. This survey concluded that face-to-face communication encouraged greater customer engagement and is more effective than online communication for delivering key messages because online communication is often impeded by distraction. Within this thesis (chapter five), young people suggest that personal contact by a uniformed police representative within the school environment is a preferred method of engagement because young people within this context are a 'captive audience'. This suggests that if the police require the effective participation of young people, they must first secure their full attention and the classroom appears to offer this opportunity. Conversely, online remote communication either mobile or within the comfort of the home may not be so effective, due to potential distraction.

Experiential Communication Theory (Satir 1967, cited by Antai-Otong, 2007) may also provide insight into why young people feel so strongly about face-to-face contact. Satir suggests that clear, honest and direct communication, which involves verbal and non-verbal communication, is a pre-requisite for effective communication. Mutual clarification between both sender and receiver and consistency between gesture and behaviour play an important part in effective communication. Non-verbal communication is introduced as a key factor for securing effective communication as tone of voice and bodily expression can often paint a sophisticated image of meaning. Simmel (1908, cited by Soboroff, 2012) expands this argument by suggesting that eye contact can play a key role in effective communication, supporting non-verbal communication. In fact, both Goffman (see page 15) and Simmel (cited by Soboroff, 2012) suggested that successful interaction and communication requires members to share meaningful gestures and this can only be achieved through physical co-location.

In 2006, Mills *et al* (cited by Gapsiso & Wilson, 2015) asserted that face-to-face communication was the most effective form of verbal communication when persuasion or motivation was a required outcome. Similarly, Emmitt and Gorse (2006) concluded that: “face-to-face interaction is still considered the preferred method for resolving problems and contentious issues” (cited by Gapsiso & Wilson, 2015, p.208).

Daft & Lengel (1983) offer Media Richness Theory as a reason why face-to-face communication is seen as the most efficient form of communication. Whilst it should be acknowledged that this theory was developed prior to the cultural explosion of digital and social media, the relevance of the central tenets of the theory to social media platforms can still be seen. Within the context of this theory, media richness is associated with how much understanding communication can generate. If the communication generates greater understanding through the additionality of non-verbal cues, it is considered high in media richness; if not, it is considered low in media richness. Media Richness Theory proposes four criteria for facilitating greater understanding: the availability of immediate feedback, the availability of non-verbal cues, the use of simple, natural language, and the personal touch. Perhaps Media Richness Theory could explain why young people within this study favour face-to-face contact with the police when reporting personal and potentially sensitive information. Research presented within this thesis as well as Wright *et al* (2013) revealed a concern among young people that the police may not take their concerns seriously. Close proximity, media rich communication may be seen to provide an opportunity for young people to directly and quickly assess the sincerity of police response to their reports by offering a personal opportunity to analyse body language in order to determine how seriously the police are taking their complaint or report.

Trust and Confidence

Trust and confidence are important considerations for young people when determining how to engage with policing. Bradford and Jackson (2013) suggest that trust and confidence is essential for securing public cooperation and participation.

Trust is defined as: “To say we trust you means we believe you have the right intentions toward us and that you are competent to do what we trust you to do” (Hardin, 2006, cited by Jackson & Bradford, 2012, p.5).

Lasthuizen *et al* (2012) found that where the perceived benefits of participation (in this case sharing and receiving information) outweighs the perceived cost, participation is more likely to increase. Dwyer *et al*, (2007) noted that Social Networking Sites record all interactions and retain a record for potential future social data mining, whereas face-to-face interaction leaves no such trace. Despite this, their online survey of MySpace and Facebook users concluded that for online interaction, trust is not as necessary in the development of new relationships as it is for face-to-face encounters. This would suggest that online relationships could develop even where there is a perception of weak privacy safeguards. Interestingly, the young people who participated in this study declared a reticence to allow online technology to nurture such a relationship with policing. It is worthy of note that the research conducted by Dwyer *et al* involved 117 adult subjects who were over 18 years of age. It may be that because younger people place such weight on anonymity and confidentiality, the perception of risk associated with the digital footprint left by online police participation is simply too great and this anxiety and distrust of online police engagement manifests in a reluctance to engage with policing online and a need to engage offline in proximity based face-to-face setting.

Police use of digital and social media to engage young people

“The (Obama) campaign gave new media the opportunity to become an integrated part of the communications campaign...It helped to access a lot of people by giving them the tools to organize, to create events, to connect with each other and give them everything that they needed, so that when they went offline they were fully equipped...to pass on talking points to neighbourhoods and families...everything that we did was to connect people, because it was a movement that was fundamentally about people” (Harfoush, 2008).

The significance of this quote is that it reminds us that in order to fully understand the role of digital and social media in policing, we must look further afield than policing itself. It is clear that there is a distinct lack of empirical research not only associated with the police use of digital and social media to engage young people, but in the general field of digital and social media engagement (see: Bennett *et al*, 2008; Banaji and Buckingham, 2009; Gerodimos, 2010; Craig, 2011; Ruddell and Jones, 2013; Kilburn, 2014, and Shepherdson, 2014). This empirical disparity becomes more noticeable when one considers young people. A key theme within the literature however, is 'potential'. 21st Century technology is described as having immense potential to deliver enhanced participation in young people, but few studies appear to have secured the correlation between the salient variables. Ruddell and Jones (2013) provide supporting comment noting that there has been much practitioner and academic commentary regarding the usefulness of police digital and social media, but there has been little empirical research.

The following section provides a laconic introduction to the general area of digital and social media. The concepts of participation and transformational engagement have been discussed within chapter one and this provides a foundation from which this chapter can now explore what is in fact a limited literature base.

Understanding why young people use digital and social media

To understand how to engage effectively with young people using twenty-first century technology, it is important to understand why young people use such technology. Gerodimos (2010) describes this requirement as understanding end user motivations, preferences and attitudes (see also Banaji, and Buckingham, 2009). The Internet has become the first port of call for the acquisition of news and up to date information for young people (Dutton and Helsper, 2007), but Gerodimos (2010) reminds us that there are still gaps in understanding why and how users seek, process and pursue Internet based opportunities. Securing this understanding should serve as a suitable foundation from which the potential of digital and social media can be exploited.

Boyd (2014) provides a good introduction to this understanding in her eight-year exploration of online engagement with young people in the US between 2005 and 2012. Her research involved 166 semi-structured interviews and she found that social media provides a virtual freedom; a means by which young people can stay connected to friends in a 'shrinking landscape' caused by the physical time constraints imposed by such things as homework, part time work, and sport. Threaded throughout Boyd's work is the concept of the 'networked public', a real or imagined online space where young people can socialize informally, connect and makes sense of their worlds. Boyd found that young people fabricate their social media identities through a process sociologist Erving Goffman calls 'impression management' and the way young people present themselves online is important to them. Image or 'digital persona' (Boyd, 2014) should therefore be a factor considered by policing when using such platforms to engage young people, as should peer influence, which can shape the type of social media used by young people. Interestingly, Boyd found that family is also an important factor in social media attraction- if parents are known to use a particular social media platform it becomes increasingly unlikely that young people will be drawn to it.

Rose and Morstyn (2013) reported that 90% of Australian 12-17 year olds and 97% of 16-17 year olds were using social networking sites. Research undertaken by the Australian Communications and Media Authority (ACMA) in the form of an online survey, focus groups and case studies found that social media appears to be embedded into the daily routine of young people. Whilst this research is limited by a survey sample size of 55 young people with a supporting qualitative methodology that lacks diversity in terms of age, ethnicity and gender, it is supported by research undertaken by: Banaji and Buckingham, 2009, and The Pew Internet and American Life Project, 2010. This finding is also supported by Boyd (2014) who remarked that staying connected with their communities or friends is natural, even expected and is considered as normal as watching TV.

Livingstone and Bober (2005) undertook a qualitative study, which included 14 focus groups of young people between 9 and 19 years in 2003. The research concluded that digital and social media is used predominantly for finding out information about

school, communicating with friends and family (see also Ito *et al*, 2010), playing games, and downloading music. This is supported by the more recent research of Reich *et al* in 2012, which found that teenagers used Social Networking Sites (SNS) such as MySpace and Facebook to stay connected with friends and strengthen offline relationships.

A potential dilemma for policing is if young people view digital and social media engagement as an imposition on their online personal spaces. Whist Roblyer *et al* (2010, cited by Junco, 2011) found that only 15% of students in their study reported a feeling of privacy invasion by the faculty use of Facebook, policing must still be cognisant of this risk and take mitigating action by adopting innovative and sensitive communication strategies in order to successfully use this particular media to engage young people.

It appears that the use of digital and social media as a means of communication depends on a multitude of factors and that young people use both online and offline communication to sustain social networks, moving freely among different communication forms (Drotner, 2000; Pew, 2001b cited by Livingston and Bover, 2005). This suggests that police communication strategies must be multi-dimensional and not simply reliant on digital or social media.

Why is digital engagement with young people important?

A primary reason is because young people are seen as being at the forefront of new media uptake (Bennett *et al*, 2008) and more likely to participate in online engagement (Rainie *et al.*, 2012). This provides a foundation for participatory democracy in the form of enhanced civic engagement through their online interaction. The relevance of this becomes apparent when one considers a societal concern that suggests a crisis in democracy, epitomized by declining social capital, civic and political participation. Of particular concern are young people who are considered by some to be lackadaisical and apathetic with regard to civic and political responsibility and too easily distracted by emerging consumer and entertainment culture (Bennett *et al*, 2008). Commentators such as Banaji and

Buckingham (2009) however, suggest that the problem may in fact lie with a society that has and continues to exclude young people. Boyd (2014) provides supporting testimony by submitting that young people's voices rarely shape public discourse as few listen to what they (teenagers) have to say. Buckingham also suggests that another reason for the perceived decline in the civic and political participation of young people is the fallacious interpretation that such participation is in fact in decline. A more reasoned argument is that the traditional view of what constitutes civic and political participation may no longer be relevant to young people. Research indicates that whilst young people may feel alienated by traditional notions of citizenship and politics, they are interested in the day-to-day issues that affect them, and are prepared to engage given the opportunity, but on their own terms (Henn, *et al*, 2002). Once invited to the table of engagement, it appears that young people have a healthy appetite and it is therefore the responsibility of the system to provide young people not only with the food but also the appropriate cutlery.

This opportunity to engage is seen by many as being facilitated by digital and social media, and in particular the Internet. It is suggested that social media may offer a more inclusive participatory platform for achieving 'networked citizenship' (Banaji and Buckingham, 2009) and an alternative to the traditional interpretation of citizenship, which may only serve to alienate the younger generation. The explosion of online involvement by young people could be considered further indication of a desire to participate, albeit there is suggestion that there remains a gap between the willingness to participate in digital media and active civic participation in terms of getting involved in a social cause that has personal meaning (Rheingold, 2008).

The Pew Internet and American life project (2010) provides good reason why the digital engagement of young people is important because their research identified that 95% of US teenagers aged 14 to 17 years engage in online activity and that 73% of them are using Social Networking Sites (Lenhart *et al*, 2010). This project further identified that 70% of 18 to 29 year olds use Social Networking Sites, with Facebook being the most popular (73%), followed by MySpace (48%) and LinkedIn (14%). A study in 2008 by the Australian Communications and Media Authority (ACMA) found that whilst 8-11 year olds spend approximately 30 minutes per day online, 15-17

year olds spend approximately 2.5 hours online per day emailing, messaging, chatting on Social Network Sites, completing homework, playing online games, and viewing audio-visual content (ACMA, 2008). Within the UK, despite a slight declining usage, Facebook remains the default Social Networking Site for adults and is still used by 2.5 million young people aged 13 to 17 years, albeit the popularity of sites such as Snapchat and WhatsApp for 13 to 20 year olds is increasing (Rose, 2015).

A further reason why the digital engagement of young people is important is because for some, young people are regarded as the 'digital generation'; the "pioneers of new media culture" (Drotner, 2000 cited by Livingstone, S. and Bober, M., 2005, p.5), technically expert, but at the same time naïve, vulnerable and in need of support and guidance. Prensky (2001) coined the term 'Digital Natives, Digital Immigrants' where adults (digital immigrants) are deemed not to talk the same language as their children who are considered digital natives, fluently born into the digital world. Boyd (2014) suggests that the term 'digital native' does not necessarily mean digitally effective or competent with technology and this is an important point, serving as a timely reminder for police forces who wish to engage the younger generation effectively in order to mitigate the ever growing threat of online harm exposure to young people (Beckett and Warrington, 2014).

The role of digital and social media in policing

The accelerated development of digital and social media has led to increased accountability within policing. Never has police decision-making been under so much public scrutiny. Policing is becoming increasingly 'de-mystified' (Reiner, 2000) through greater public access to information which in turn means that the public are becoming better informed about policing and more confident to challenge police decision-making. Media communication has been transformed through technology. Communication can be instantaneous and global, through the use of mobile technology such as smart phones and social media. The negative portrayal of policing through new media, exemplified by the death of Ian Tomlinson at the G20 summit in 2009 had a dramatic impact on policing. Such negative publicity can impact so severely that it threatens the very foundation upon which British policing

is based. It is therefore essential that UK policing embrace digital and social media so that it can exert positive control over the way in which the public digitally views them.

Within the UK, Downes (2013) indicates that 98% of British police forces now have a corporate Twitter account, with an average of 18,000 followers; 96% have a Facebook account; and 94% have YouTube accounts. The proliferation of digital and social media technology in policing, especially post August 2011 UK riots are undisputed as most police forces now have a social media presence in some format. Bartlett *et al* (2013), identifies three distinct ways in which British policing uses digital and social media: 1) To engage with communities 2) To gather intelligence, and 3) To enforce the law. Within the community engagement arena, the use of digital and social media is focused on providing reassuring contact, sharing information and dispelling rumours thereby making communities safer (Bartlett *et al*, 2013).

Image, policing and new media

“Policing in Great Britain has always been as much a matter of image as much as of substance” (Reiner, R. 1994 cited by Shepherdson, 2014, p.2).

Image is an important factor within digital and social media engagement. Police forces use social media in part to promote an image or brand. Some argue that positive media images are nurtured to improve trust and confidence through transparency and accountability. Others argue that this process improves trust and confidence through a Machiavellian portrayal of legitimacy by filtering out negative images and stories and nurturing the positive. Lee and McGovern (2012, cited by Shepherdson, 2014) suggest that globally, policing must sell an image and to dismiss social media as public relations spin would be foolhardy. The relationship between policing, public scrutiny, increased visibility through new media, reputation and legitimacy are complex. Policing must be progressive in order maintain the healthy relationship which is conducive to maintaining the foundation on which the British system of policing is based- public consent. Shepherdson (2014), in a post-graduate

Masters dissertation, interviewed five Journalism students at Nottingham Trent University and considered the effect of social media in shaping the perception of the public. Shepherdson suggests that social media has the capacity to enlighten and inform the public with regard to police practice, and this could affect their perception of the police, which in turn could influence feelings of trust and confidence. The darker side to this is that user generated content is often influenced by large media organizations who seek to give meaning to content thereby influencing and shaping the way the information is viewed by consumers (Shepherdson, 2014). The risk to policing is that if large media institutions are able to manipulate information to provide partisan context designed to shape perception, unless policing develops a robust and trusted online voice, it may fall victim to the partisanship that can be embedded in generic media messaging. Shepherdson further remarks that unless policing adopts a proactive position, social media could in fact perpetuate a distorted policing image, which ultimately serves to undermine public confidence. Information passed through social media, which may not have been accessible through traditional media is often condensed into sound bites, which can quickly lose its meaning without the requisite context. This can result in the mass circulation of misinformation, which in turn feeds what Baudrillard (1994, cited by Shepherdson, 2014) calls 'hyper-reality', a blurring between fact and fiction where people may become inclined to believe the fiction. This is why the establishment of a trusted voice and the proactive use of social media to dispel myth and rumour is an essential ingredient of any policing communication strategy.

The 'potential' of digital and social media

The College of Policing publication- 'Engage: Digital and Social Media Engagement for the Police Service', is a good example of how anecdotal evidence badged as case studies are used to highlight the ways in which policing is using new media to engage their communities. This highlights an important issue associated with the literature, in that recommendations are made without obvious reference to empirical provenance. Good, innovative examples are provided regarding the use of Facebook, Twitter, Blogs and Websites, but the term potential in its various guises keep appearing. Bain *et al* (2014) found that many public facing police websites in the UK

and US have easy to navigate website pages that direct communities to new information sources as well as promoting a positive image. Within the context of his work however there appears to be limited narrative discussion regarding the contextual use and non-use of such websites. Who are the people that use such websites? What are the age profiles? Why do they use the websites? Is the detail relevant, interesting and appropriate? Does it really encourage the user to participate and engage more with either the police or their local community? Fazzini (2003, cited by Kilburn, 2014) suggests that police websites should offer crime statistics, video clips, safety tips, as well as opportunity for community feedback, but again he doesn't provide advice regarding what young people require from such online websites.

Flouch and Harris (2011) conducted an 'Online Neighbourhood Networks Study' between December 2010 and March 2011. This study involved a survey of 400 participants; the content analysis of three London based 'citizen run websites' (sites that are created and maintained by local communities), and numerous focus groups and interviews. Whilst the focus of the study related to the relationship between local councils and their communities, the study did provide a useful insight into the relationship between local communities and the Metropolitan Police Service (MPS). Whilst the research findings were not tested using statistical analysis, the study concluded that online engagement via citizen run websites do serve to enhance a sense of belonging, efficacy, 'neighbourliness' and community participation. It also served to enhance positive attitude towards those public agencies that engaged with them online and this includes the police. Flouch and Harris (2011) asked the question whether an online virtual presence can positively affect trust and confidence and their conclusion was positive, but without the use of quantitative based statistical testing, any association or indeed correlation between the variables unfortunately cannot be inferred through this research.

Ruddell and Jones (2013) undertook one of the first studies to explore user perception of social media and its usefulness to policing. The study is based on a random telephone survey sample of 504 community residents and 314 university students in a medium sized Canadian city. Whilst its findings cannot be generalized

due to the sampling limitations, it did present some interesting data, which was supported by statistical analysis. The research identified that younger, better educated community members were the main users of police social media, with little use from the over 65 year category, who coincidentally saw little future for social media. They also found a correlation between social media use and police confidence. Those who were accessing police related digital and social media (websites and Twitter) expressed higher confidence in policing, albeit the relationship between Facebook access and police confidence was not found to be significant. With regard to satisfaction, a positive relationship was established between website access and satisfaction, but not with Facebook and Twitter access. In terms of understanding why this relationship exists, further research is required to determine whether in fact it is the digital and social media that caused the increased confidence and satisfaction or simply that those with higher levels of confidence and satisfaction were more inclined to use police related digital and social media.

In 2012, Lasthuizen *et al* undertook police based social media research on user participation. Using the social psychology expectancy-value model for an online experiment involving the use of Twitter, Lasthuizen *et al* found that the use of social media could stimulate online citizen participation. This was achieved by not only enhancing dialogue between the police and local communities but also encouraging them to: activate their own social networks, visit police websites and contribute information. Lasthuizen *et al* were able to show how people generally participate in action when the perceived benefits are higher than the perceived costs. The study therefore concluded that highlighting group benefits in social media content is more likely to enhance community participation.

The effect of digital and social media on civic and political participation

Based on four focus groups of young people aged between 15 years and 21 years, Brandtzaeg (2012) conducted a qualitative study exploring the characteristics of civic engagement in young people. He found three distinct types of online civic engagement undertaken by young people:

- 1) Supportive practices: or 'micro-participation' (Haller 2011, cited by Brandtzaeg, 2012), which require limited effort, for example: online petitions, joining online groups and sharing information.
- 2) Deliberative practices: or 'discursive practices' (Davies and Chandler 2012, cited by Brandtzaeg, 2012), which involve young people discussing and debating salient issues.
- 3) Collaborative practices: where young people combine to collectively address local, regional or national community issues.

Brandtzaeg's conclusions revealed that information sourcing from young people within his study was predominantly Internet based and therefore traditional mass media was not a relevant media source for young people. Content that was easily available and sharable was important and the formalities of political engagement are a turn off for many young people as the process is seen to be too complex, with insufficient information available to demystify the process. Brandtzaeg identified seven characteristics of effective social media related engagement involving young people:

1. Being informed.
2. The use of pictures and imagery is important.
3. There should be an orientation toward issues that represent the here and now.
4. Engagement must be informal, flexible and bespoke.
5. Issues must be relevant and self-defined.
6. Engagement should be rational, but there is acknowledgement that some engagement can be emotional or intended as a means of 'showing off'.
7. The content must be interesting.

Gibson *et al.* (2009) provide a very positive 256-page handbook comprising multiple shared experiences of digital and social media. This handbook showcases an unwavering belief that digital and social media can be used to revitalize

communities, promote democracy, deliver public services and mobilize communities for collective action. This collection of shared experience is qualitative in nature and in no way seeks to present a correlation between new technology and enhanced participation, but the authors present their argument as an invitation for society to embrace new technology and determine for themselves whether the huge potential can be realized.

Gibson *et al* (2009) do not see technology as a panacea, but more of a method by which engagement can be made cheaper and more accessible. In order for this to happen, barriers to digital engagement such as the social divide that exists between those who have Internet access and those that do not must be addressed. So too must the inherent belief that investment by public services is too risky. Whilst austerity and shrinking budgets may feed such a belief, as technology develops, Gibson *et al* (2009) suggests that the cost of failure becomes less and the opportunity to experiment becomes easier and with more pressure being placed on the need to engage creatively, playing it safe may be seen as presenting a risk in itself.

Banaji and Buckingham (2009) suggest that other than the work undertaken by CivicWeb, a research project funded by the European Union, there is little empirical research, which clearly shows the link between the organizational use of digital and social media and enhanced participation in young people. CivicWeb is a three-year international, mixed method research programme, which looked at the relationship between online activity and the offline civic participation of 15 to 25 year olds. The research is significant in so far as it surveyed 3,300 young people in seven European countries and undertook focus groups with 50 young people. The study found that whilst the potential of the Internet is apparent, policy makers should be guarded against a utopian view that networked technologies are inherently democratic, automatically resulting in democratic outcomes. Social media can be a valuable tool to engage the already engaged, but not necessarily the dis-engaged (see also: Gibson *et al*, 2003, cited by Banaji and Buckingham, 2009). Such digital technology may simply serve to perpetuate the 'digital divide', widening the gap between the 'haves' and the 'have-nots'. This study concluded that traditional offline interventions such

as youth outreach workers are still most suited to engaging the dis-engaged. It also suggested that online engagement must be well publicized, provide easy access and be geared toward topics that are relevant, fun and entertaining to young people. Interaction must also be constructive in so far as it is designed to achieve something.

Backstrom (2013) found that News Feed Algorithms are essential for delivering the right content to the right people at the right time, so users don't miss the stories that are important to them. Effective News Feeds can increase 'likes', 'comments' and 'shares' by up to eight percent (Backstrom, 2013). Having said this, it appears that young people are yet to be persuaded that those who hold the power are ready and willing to listen and be influenced by young people (see Boyd, 2014). This view is further supported by research undertaken by Gerodimos (2010) in the presentation of a postgraduate doctoral thesis focusing on the connection between online media, young people and political engagement. Using qualitative surveys to explore young people's motivations and use of social media, the findings from this study suggest that young people are willing to engage online but subject to 'terms and conditions'. In other words, the engagement has to be meaningful, which signifies a consumerist approach to online engagement. The study identified that young people often felt politically alienated and dis-engaged, not through apathy but due to a feeling of being unable to make a difference. The conclusion was that whilst social media is a tool for access, the key to motivated online engagement is rooted far deeper than innovative apps and websites with longer-term political and civic socialization playing a major role.

UK researchers Couldry, Livingstone, and Markham (2007) firmly believe from their study of one thousand 18 plus year olds, that exploiting digital technology is not in fact the future for encouraging civic involvement in young people. They believe that more emphasis should be placed on improving the offline opportunities for engagement. More importantly they support the research undertaken by Buckingham (2000) and Banaji and Buckingham (2009) by stating that young people are not apathetic, they simply do not have the appropriate opportunity to engage. Furthermore, opportunity to engage is only the start, as self-efficacy is an important factor in the decision to participate. Young people must be persuaded that their

engagement means something and that their voices will be heard and considered appropriately. Having your say is not the same as being heard and this very issue is considered to be a key reason why young people may not participate in the civic or political process. One could suggest that engagement and participation in policing should therefore be influenced by knowledge and self-efficacy.

Zuniga *et al* (2012) found that informal discussion networks produce social capital and civic and political participation, by enhancing awareness and knowledge, sparking collaborative motivation and providing the opportunity to participate. With regard to increasing social capital (the collective value of social networks that bring people together to mutually cooperate and do things for each other) Zuniga *et al* (2012) conducted a US based survey in 2008 and found that seeking information via social media sites is a good predictor of social capital, civic and political participation. Therefore there is a requirement for policing to know what information young people actually want from them and this is partly the empirical gap, this doctoral thesis intends to address.

Concluding reflections

The literature concerning digital and social media impact on participation is littered with rhetoric in the form of statements, recommendations and prophecies about how agencies should exploit the use of digital and social media. In reality there is limited academic evidence that convincingly links digital and social media use with enhanced participation of any kind. Boulianne (2015, cited by Wihbey, 2015) concluded from a meta-analysis of 36 studies on the relationship between Social Networking Site use and offline behaviour, that causality of transformative impact is difficult to achieve simply because few studies employ an experimental design which involves experimental and control groups. Therefore, whilst the effects of digital and social media may indeed run wide and deep, conclusive proof remains elusive when it comes to establishing a definitive connection. Philavanh (2010) further suggests that inconclusive proof is due to the dynamic nature of digital and social media where digital platforms evolve at such rapid pace, presenting difficulties in sustaining and justifying long-term rigorous empirical research.

Nevertheless, there is suggestion that digital and social media can have an impact on civic and political participation, but the evidence base is mixed. Whattam (2009, cited by Copitch and Fox, 2010), Flouch and Harris (2011), and Brandtzaeg (2012), suggest that online engagement can empower communities, provide a voice, and enhance dialogue, perceptions, feelings of efficacy and social cohesion. Whereas Couldry *et al* (2007), Gibson *et al* (2009), and Gerodimos (2010), conclude that digital and social media are not the panacea for engaging young people and that such methods of engagement may not in fact be the future for the younger generation.

This chapter presents an interesting debate concerning the perceived decline in civic and political participation of young people in general which potentially presents a fundamental issue for agencies such as the police who strive to engage young people using digital and social media. Whilst commentators such Bennett *et al* (2008) suggest some young people may be lackadaisical and apathetic, others such as Buckingham (2000) and Banaji and Buckingham (2009) suggest that young people are not disengaged or disinterested, simply disconnected from the mainstream culture that appears to have failed to understand how and why young people wish to participate civically and politically. It is the responsibility of society in general and agencies such as the police in particular to identify what makes young people 'tick' and present relevant opportunities to participate in a meaningful way. Young people resist a top down approach to civic or legal socialization (Youniss *et al*, 2002 cited by Brandzaeg, 2012). Therefore policing must be sophisticated and adopt a bottom up approach which facilitates a sense of ownership and self-expression, thereby reflecting the informal, flexible, convenient and interactive elements often associated with music, gaming, video and dating sites which appeal to young people (Youniss *et al*, 2002, cited by Brandzaeg, 2012). It is the how and why young people wish to participate that has been identified as an empirical gap in the literature and it is the intention of this thesis to further the academic knowledge in this particular area by exploring young people's perceptions of digital and social media engagement by Nottinghamshire Police.

Never has there been a more important time for policing to exploit the opportunities presented by new media technology. Austerity, political influence and the 'de-mystification' of policing present new challenges to policing in the 21st Century and young people's participation in policing can be seen as preparation for good future citizenship. Policing is a complex, multi layered and dynamic entity that requires the energy and innovation of young people. It is therefore essential that police leaders find a way to inspire young people to not only get involved in community participation but also the police itself.

The exponential rise of new media technology coincides with one of the biggest challenges ever to face UK policing- austerity. In 2010, the comprehensive spending review resulted in significantly reduced policing budgets and wide scale reviews of operating models. All aspects of policing including investigations, response and neighbourhood policing are changing to reflect the new operational landscape, which is being forged by the economic climate. It is widely accepted that digital and social media have a role to play in this new landscape, as policing must now consider simple, cost efficient solutions for engaging local communities. The issue it faces is to determine what works; never has it been so important for policing to know 'what works' especially within the communications and engagement arena. Whilst the UK College of Policing has developed a 'what works research map' detailing approximately 200 current police related research projects, and the Society for Evidence Based Policing is forging new collaborations between academic institutions and policing, the police use of digital and social media to engage young people does not currently feature as a research priority. This is an empirical opportunity, which undoubtedly will be grasped as both forums gather pace and become more established and it is in this respect that this exploratory research serves as a first step in realizing this opportunity by involving young people in shaping the way policing should engage with them via digital and social media.

CHAPTER THREE: METHODOLOGY

The purpose of this chapter is to provide a considered understanding of the research methodology and design considerations that pertain to the chosen qualitative method of study. Key methodological topics such as: the use of focus groups in qualitative research, group composition and size considerations, the preparation of the interview schedule, the value of good moderating skills, and the thematic analysis of focus group data provide a focus for discussion.

Research methods are the tactics used to harvest information during the research process, whereas research methodology is the strategic framework for the research (Dawson 2009). Research methodologies include: quantitative research, where numerical data is gathered using questionnaires or structured interviews, coded and then analysed; and qualitative research, where semi or unstructured interviews and focus groups for example are used to explore the attitudes, behaviour and experiences of participants (Porter, 1996, cited by Jangu, 2012).

Principal research framework- qualitative methodology

LeCompte and Goetz (1982) identify four key areas of criticism associated with qualitative methodology: internal and external reliability, and internal and external validity. Whilst they are explicit in recognizing that certain strategies can be employed to guard against such criticism, they do acknowledge that achieving external validity from case studies and small research samples is a legitimate concern. Guba and Lincoln (1994) however, suggest that qualitative methodology should in fact be assessed by different criteria: trustworthiness and authenticity. These criteria are further defined as: credibility, transferability, dependability and confirmability. To achieve credibility, the research must be trustworthy and be seen as a true reflection of the participants involved in the study. Within this research

study, the focus group process was subject to a pilot thereby allowing the interview schedule and questions to be tested. Young people and associated experts were included in the design and delivery of the study, thereby ensuring communication throughout was appropriate. Each focus group was digitally recorded and then carefully transcribed to ensure accuracy, whilst moderator selection and training served to encourage meaningful disclosure from all participants. To aid transparency, at the conclusion of the research the thesis will be made available to all participants who took part in the research.

The use of focus groups within qualitative methodology is a disciplined process, which is systematic and verifiable, and whilst findings cannot be generalized, they do have the potential to be transferred. Transferability is concerned with how far the results of the research can be transferred to other contexts. Guba and Lincoln (1994) suggest that it is down to the researcher to decide how far this can be taken. The context of the research is compared to that of their current situation and if there are sufficient similarities, the results may be inferred. The aim of this study is to provide detailed information regarding a relatively small group of people in order to identify patterns or trends. A 'thick description' (Barnes *et al*, 1994-2012. p.6.) of the research method is therefore provided to aid transferability. Dependability refers to the stability of the research process. For this study, care has been taken throughout to ensure a robust, logical, and transparent progression through the research stages, thereby allowing the results to be viewed with integrity. Confirmability is concerned with objectivity and ensuring the research is not tainted by researcher bias. To this end, Miles and Huberman (1994, cited by Shenton, 2004) suggest a test for confirmability is researcher disclosure of pre-disposition. This study has been undertaken with transparency and accountability with an audit trail of key decision-making being reflected within the body of the research, so that conclusions, interpretations and recommendations can be traced back to their sources. Standardized procedures have also been used to gather data, with specific briefings to moderators serving to mitigate the risk of conscious or unconscious imposition of subjective and personal bias on proceedings.

The Focus Group

The focus group or “carefully planned discussion designed to obtain perceptions on a defined environment” (Krueger, 1988. p.88, cited by Smithson, 2000) is a qualitative technique used in recent years by market researchers (Templeton, 1987, cited by Smithson, 2000) and is considered to be one of the most common data collection methods in qualitative research (Gill *et al*, 2008). It shares features with the less structured interview and contains aspects of the group interview where the group discusses a wide variety of topics. There are also links to the focused interview, where respondents are selected because of their prior involvement in the research field. The focus group simplistically is a group discussion guided by a moderator, and as with most qualitative techniques, it allows the researcher to understand the different points of view that may evolve from the dynamic interactions of individual members. The focus group is also particularly useful as a means of securing initial data, which can then be used to inform the design of larger studies (Vaughan *et al*, 1996, cited by Smithson, 2000), which suits the purpose of this exploratory research study.

An advantage of this method is that a more truthful or qualified response from members can be more forthcoming. In face-to-face individual interviews, respondents are rarely challenged over seemingly inconsistent answers, whereas in the focus group, challenge from other members can often address such issues. A disadvantage however, is the lack of researcher control when compared to the one to one interview. Ironically, this is seen as a positive by feminist researchers who describe the sinister power in-balance that is often associated with quantitative research.

The ability to facilitate such a process also presents difficulty, as it is not a simple task. The moderator must be skilled enough to deal with the extremes of personality, which may be present; for example, those who dominate and those who capitulate and withdraw. It is also important to be able to diplomatically deal with participant conflict as well as topic digression. An enhanced communication style that can be adapted to suit the requirements of the participants is also required and

this was particularly true for this study where the participants were aged between 13 and 16 years.

Demographic profile of research participants and research team

The four focus groups that were completed for this study were undertaken between March and May 2015 and included 27 young people aged between 13 years and 16 years of age. The first focus group, which also served as the pilot study involved two participants aged 15 years and 16 years of age. Within this group, one participant was male and one was female, but both defined their ethnicity as 'white British'. Focus group two comprised seven participants, four male and three female, aged between 14 years and 16 years of age. Five participants defined their ethnicity as 'white British', one as 'any other white background', and one as 'white / Asian'. Focus group three comprised eight participants, five male and three female, aged between 14 years and 16 years of age. Four participants defined their ethnicity as 'white British', one as 'any other Asian background', one as 'any other White British', and one as 'Indian'. Focus group four comprised nine participants, four male and five female, aged between 13 years and 15 years of age. None of the participant's recorded their self-defined ethnicity and one participant recorded a disability. Each of the focus groups took place on school premises and within school time.

The moderating team for this study comprised School and Early Intervention Officers (warranted constables and Police Community Support Officers who work within schools), who work predominantly within the school environment and two police staff members whose careers had been dedicated to working with young people in a preventative and enforcement capacity. Each moderator had expertise in working with young people and was already known to the participants who took part in the focus groups. This was seen as a key advantage because a rapport between moderator and the participants had already been established.

Conducting the focus groups- composition and size

Time and resource will usually dictate the scale of research undertaken by the qualitative researcher and the focus group is good example of how such factors can

potentially limit the credibility of a study. Calder (1997, cited by Bryman, 2012) suggests that as a minimum, more than one focus group should be undertaken. In fact it is recommended that the 'saturation effect', which is achieved when no new relevant data is being revealed, should be reached prior to concluding the use of the technique. Unfortunately, time, resource and participant access precluded this as a planned strategy and therefore four focus groups were chosen as the sample size for this study.

The method by which the participants were chosen was not bound by the requirements of probability sampling, as there was acknowledgement from the beginning that results from this study would not be representative and therefore generalizations could not be made. The purpose of this study is to understand and provide insight and not infer. Therefore purposive sampling, where the researcher selects the participants based on requirement was deemed to be appropriate. The aim was to select a sample of young people who possessed sufficient variation that would allow for contrasting opinion. 'Gate-keepers' at several schools and one 'youth group' were identified, based on prior professional relationship and each organizational representative was asked if they would be prepared to facilitate access to young people. Whilst some declined citing a variety of legitimate reasons, three schools plus one 'youth group' agreed to participate in this study.

A letter of formal introduction (Appendix Two) was given to each representative. This letter detailed the research aim, objectives and requirements of the study. A signature was obtained permitting members of the research team to approach young people and seek provisional support to be part of the focus group process. A briefing letter, together with relevant assent and consent forms (Appendix Three and Four) were given to those young people who expressed an interest and they subsequently returned the paperwork having discussed and agreed participation with their parent or guardian.

In determining the size, composition and duration of the focus groups, careful consideration was given to factors that are relatively unique to young people. For example, each focus group was designed to last no longer than 90 minutes to avoid

participant fatigue and disinterest. Krueger and Casey (2009) recommend that where sensitive information or topics are to be discussed, it is more appropriate not to mix gender within the focus group- this was considered within the planning stages and discounted as an issue. Krueger and Casey (2009) also recommend that age ranges should be kept to within two years simply because developmentally, the interests and experiences of young people will vary greatly. Ironically, this was a primary reason why the age group 13 years to 16 years was chosen as a focus group parameter, so that such variation in experience and perception could be captured. Considering this potential issue, careful planning and sensitive moderation served to mitigate the risk of younger participants capitulating or deferring to older peers, and older participants simply dismissing the comments of their younger associates. The widening of the age profile also guarded against the selection of close friends and cliques, which could have served to stifle conversation. Fortunately, for each of the four focus groups, the participants already knew each other and were already part of an established formal group within their school environment. To maximize the potential effectiveness of the focus groups, participant numbers were limited to between six and nine participants per focus group. This number was selected based on the recommendations and experiences of researchers identified from the literature review (see Gill *et al*, 2008; Krueger and Casey, 2009).

Preparing the interview schedule

A questioning route was chosen instead of a general topic guide as it provides structure for the moderator and aids subsequent analysis. The questions were conversational and therefore designed to stimulate discussion between participants who could then take the discussion to greater depth. The questions within the interview schedule (Appendix Five) were designed to offer the best opportunity to gather the richest data in relation to the five research objectives. This didn't however, detract from the requirement to be sensitive, avoiding questions that could serve to embarrass or incriminate the young person. Basic minimum requirements of question design and delivery were adhered to and these included, ensuring questions were: clear, short, one dimensional and specific (Krueger and Casey, 2009). The question delivery was designed in a manner that was familiar to

the participants, and presented in plain English, without jargon. To facilitate this process, experts within the field of young people, in the form of Schools and Early Intervention Officers and other Police staff members were invited to a workshop where a briefing was provided and feedback received in terms of proposed question design and delivery.

Within the interview schedule, care was taken to identify the key questions- the ones that drive the research and generate the greatest data yield. Key questions take the longest to answer, generate the greatest number of probes and invariably receive the greatest analysis. It was therefore important that each moderator had confidence in the interview schedule and knew exactly which questions were the key questions. In the design of any interview schedule, it is important to maintain the interest of the participants and for this study, the interview schedule included two elements specifically designed to spark interest and generate discussion. Firstly, participants were asked to access and view the corporate Nottinghamshire Police website and associated social media platforms prior to participating in the focus group- no other steer was provided. This was designed to facilitate discussion within the focus group regarding the quality and accessibility of the website and other media platforms. For those participants who did not have had access to the Internet at home, their local school or youth group were encouraged to facilitate access. For those who simply were unable to achieve prior access, a print out of social media information (Appendix Six) from the corporate website was created and this was viewed by the participants within the focus group. A further tactic used within the focus group to stimulate interest and discussion was for the participants to physically complete a Neighbourhood Priority Survey (Appendix Seven). This experience was then used as a key discussion topic with the focus group.

Moderating skills

It is important to get the right moderator for focus groups involving young people, especially within this research study, as there is an acknowledged power imbalance between the research team and the focus group participants. Whilst the topic of the focus group is not personally sensitive, it is about police engagement and the

research team were either police officers or police staff members and as such it was further acknowledged that there could have been a degree of inhibition or nervousness within the focus group. The research (moderating) team have an affinity with young people. It is their vocation and they possess very important communication skills that are essential for such work. They are also known to the research participants and have had prior opportunity to develop a level of trust and confidence with the participants, which served to put the participants at ease. These are the main reasons why these officers / staff members were chosen to lead this stage of the research. To supplement the generic skill set of this team, two workshops were held during which each member of the research team was briefed in terms of moderating requirements and considerations. These considerations included: setting the ground rules early for the group, for example informing the group that they are allowed to talk to each other and that they don't have to raise their hand to talk, but being respectful of others who are talking and to be guided by the moderator. The moderators were reminded to respect each participant at all times, listen carefully and believe that each participant has something valuable to offer. A principal reason for holding the workshops was to ensure that each moderator understood the purpose of the study so that they could guide the discussion carefully to where the most important information may be hidden. The moderators were reminded of the need to communicate clearly, be open and avoid being defensive. This was important because during a focus group, the dynamics of the process means that emotive opinion and sometimes statements, which are factually incorrect, are often imparted and there can be a sub-conscious inclination on the part of the moderator to respond to the information in a defensive manner. If not managed effectively, this can adversely affect the quality and point of the focus group. For each focus group, there were two moderators: the moderator lead who directs the conversation and the assistant who has responsibility for the logistics which include: timings, recording, the venue, note taking, session de-briefing and dealing with unforeseen distractions.

The Pilot

A pilot study, also known as the feasibility study or small scale 'trial run' (Polit *et al*, 2001, cited by Van Teijlingen and Hundley, 2001) was undertaken. The purpose of the pilot was to give advance warning about which elements of the main research study could fail. Specifically, the pilot study can: assess the feasibility of a study, identify logistical problems, and provide training data for moderators. The purpose of this pilot was to test the interview schedule, or more specifically the interview questions to ensure that there were no unforeseen issues in relation to wording or structure. It also provided an opportunity to secure insight into the process, which could then be used to guide future moderating. Whilst it is acknowledged that the pilot should replicate the key features of the main research, access restricted the number of participants within the pilot to two young people. Two members of the research team took the role of moderator and moderator's assistant and the feedback that was generated was distributed to other members of the wider research team. Some interesting points were raised: for example, a cautionary note concerning timing was recorded. The pilot focus group lasted 75 minutes and only involved two participants, which raised concerns that the interview schedule which contained fifteen questions was too long and would either cause the focus group to over-run or result in insufficient time to gather information in the right depth. The pilot also highlighted which questions generated greatest discussion and which questions elicited least discussion, which served to heighten awareness amongst the research team.

Transcribing Focus Group data

Recording, transcribing and coding data for analysis with regard to focus groups can present significant difficulties due to the large amounts of data that is generated. Researchers are encouraged to record and then transcribe the content of each focus group as this allows for accurate recording of data and guards against memory attrition. It also facilitates further examination of what respondents have said as well as providing an open and honest account of the information provided which can be

scrutinized or indeed used by others in the future. The benefits of recording and transcribing are self-evident, but so too are the associated problems, for example the cost and time of transcribing the data. As a result, two Command Team Support Officers (Personal Assistants) were commissioned to transcribe the focus group recordings and the additional capacity this generated was used to conduct the fourth focus group.

The Semi-Structured Interview

For this study, five semi-structured interviews (four telephone based and one face-to-face) were undertaken; all with media officers representing Nottinghamshire, Leicestershire and Lincolnshire Police forces, Childline, and Barnardos children's charity. These interviews were intended to provide organizational context and perspective to the analysis of data secured from the four focus groups. The semi-structured interview can often add additional layers of subtlety and depth to participant's thoughts and feelings. However, they are rarely used as a stand-alone method, simply because time and cost can often make it difficult to achieve a sufficient sample size to achieve external validity. Nevertheless, the rich picture that is achieved through this method leads many qualitative advocates to pose the question of necessity in relation to external validity. The main difference between the semi and unstructured interview is that with the semi-structured interview, the researcher has a pre-defined list of questions to ask. This method does allow flexibility in terms of enabling the respondent to elaborate on their answers. Those who feel that the use of such schedules serves only to restrict access to true respondent reality favour the unstructured interview where the interviewer may have an aide memoir. This type of interview follows a more conversational style and there is greater leeway given to the respondent when answering questions.

Thematic Analysis- an overview

Thematic analysis is considered to be one of the most common forms of qualitative analysis (Guest, 2012), and is used for:

“Identifying, analyzing and reporting patterns (themes) within data; it minimally organizes and describes your data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic.” (Braun and Clarke, 2006, p.79).

Braun and Clarke (2006) believe that thematic analysis should be seen as a foundational method for qualitative analysis, whilst Boyatzis (1998, cited by Braun and Clarke, 2006) sees it as a tool or core skill that should be learnt and used across qualitative methodology. Within thematic analysis, there is an emphasis on examining emergent data themes. Researcher judgement, generally determines what constitutes a theme, as prevalence does not automatically create a theme; nor does prevalence equate with importance or significance.

Thematic analysis is not tied to a particular theoretical framework and can work effectively within the context of different theoretical frameworks. Within this study thematic analysis is being used within the Interpretivist paradigm. The aspiration of the research is to understand the meaning associated with the thinking and behaviour of young people in relation to engagement with the police via digital and social media. As a result, the focus group was selected as the preferred research method to establish the meaning of data presented by the young people involved in the research. The approach taken within this study is an inductive or bottom up approach where themes are linked to the data and not to a particular pre-conceived theory. The data generated is coded without being bound by a pre-existing coding frame and whilst five research objectives have been identified for exploration, the study is not designed to test a hypothesis and has been guided by the data that is gathered. The analysis of data within this study has been subject to thematic analysis at the latent or interpretive level of analysis, which is a more in depth process which

seeks to examine the underlying meaning and ideologies of the data (Braun and Clarke, 2006). Attempts within the analysis phase have been made to move beyond the semantic or surface layer of description, to include interpretation that speculates an ideology for young people in relation to their engagement with the police and the presentation of 'Quid Pro Quo' engagement in chapter five is a salient example of this.

Step-by-step guide: six phases of analysis

In phase one, I developed familiarity, by immersing myself in the data. This was achieved simply through repeated reading of the Focus Group data, which had been transcribed. All four transcripts were actively read and re-read in the first instance and notes were taken regarding ideas for coding and interesting features of the data.

During phase two, the initial coding took place. Codes are basic data elements or sections that are interesting to the analyst. Coding is a process of labelling (in this case with a word), thereby organizing and sorting data, which then become the foundation for developing the analysis (Impact, 2012).

The purpose at this stage was to organize the data into meaningful groups (Tuckett, 2005, cited by Braun and Clarke, 2006). The data at this time did not constitute a theme, as these are much broader and developed in phase three. This phase of coding can be undertaken manually or with the assistance of computer aided software such as NVivo. For the purpose of this study, there was no access to computer-aided software and therefore the data coding was undertaken manually with colour coordinated coded extracts being collated and stored in computer files. All data extracts were coded through a cyclical process that involved reading and re-reading the data set and then collated together with each code.

Example of coding within thematic analysis

Page 60 shows an example of stage two, three, four and five of this study's thematic analysis process.

Coding Framework Partial Example

Interview Schedule Question Seven: What kind of information do you think Nottinghamshire Police should provide or make available to young people?

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB-THEME
Contact information – of people you can talk to if you need to instead of just 999 or specific people. Say you are worried about something in school; you can go to someone who works with young people in school rather than someone generally in the police force who deal with crime. Someone who focuses on young people in schools	Bespoke contact information School	This links into earlier answers around improving knowledge and awareness of access. YP want bespoke contact detail that is relevant to them.	Information that promotes awareness	Police contact information
A specific person who is attached to the police within a school and can still deal with something if necessary. Not like someone who often goes out and does raids. Such as an SLO. Cos we've heard your name but we don't actually know (inaudible). Wouldn't know where to find you.	Bespoke contact information School	See above	Information that promotes awareness	Police contact information
Like what is going on in our community. I know you can't tell us specific information but if a bad crime has happened you can warn us. Like when we see a police car and we wonder what has happened, you could maybe tell us.	Crime Information Safety Reassurance Crime Information	Generic community crime information and INTEL is required-linked to environmental awareness Warn YP in relation to issues that may put their safety at risk Seeing the police raises fear of crime. There is a need to know what is happening or at least that there is nothing for YP to worry about. This suggests that there is a place for SM e.g. 'tweeting' for frontline officers when undertaking enforcement activity. This would have a positive effect on YP within local communities.	Information that promotes awareness	Staying / Keeping informed CRIME

Focus Group Key Chart:

FOCUS GROUP 1) GREEN- PILOT

FOCUS GROUP 2) RED

FOCUS GROUP 3) BLUE

FOCUS GROUP 4) ORANGE

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB-THEME
<p>Maybe tell the school, like if there's a creepy guy in a van. Not to scare us but to make us aware cos I think quite a lot of people are sheltered about what is going on in the outside world. Not to scare them but to wake them up as to what is going on in the outside world. These things do happen in XXX, crime does still happen in XXX and I think quite a lot of people are unaware of that.</p>	<p>Bespoke Crime Information</p> <p>Reassurance</p> <p>Safety</p> <p>Naivety</p> <p>Awareness</p>	<p>Again, YP want to hear about crime related information that is directly related to their own safety, in order to mitigate risk and to provide reassurance. There is clearly a need to reach a balance so that the information provided does not serve to heighten anxiety and there is an acceptance that there will be certain information that the police cannot disclose. The YP involved in one focus group suggested that local YP displayed a degree of naivety with regard to crime and risk in their area and that they needed to be more aware and therefore the police could assist with this. Interestingly this suggestion of naivety was only reported by the YP in one focus group whose participants are associated with a more affluent part of the County. This would seem to indicate a need for bespoke crime messaging dependent upon the demographic make up of different communities. NOTE: look at research that indicates whether fear of crime or awareness differs according to social deprivation.</p>	<p>Information that promotes awareness</p>	<p>Staying / Keeping informed DANGERS</p>

The intention at this stage was to code extensively and include as many potential themes as possible. With regard to the above example (Focus Group Question Seven), 32 separate codes were identified (Appendix Ten). The context of the coded data extracts was recorded contemporaneously within the 'comments' section of the framework, so as to retain meaning (Bryman 2001, cited by Braun and Clarke 2006). Throughout, it was important to not only remember that coded extracts could form part of multiple themes, but also that they were not exclusive to one theme.

Phase three began once the coding had been completed and a long list of codes had been identified. These codes were then sorted into broader themes, and sub-themes and a thematic framework emerged. A theme therefore can be seen as a 'coding of codes' (Howitt and Cramer, 2014. p.384); or a: "patterned response or meaning within the data set" (Braun and Clarke, 2006, p.10.). According to Braun and Clarke (2006, cited by Othman, 2012), there are no strict guidelines for defining what constitutes a theme and therefore researcher judgment plays a pivotal role.

In Phase four, the themes were reviewed and refined to ensure they were coherent and defined. This was undertaken at two levels: firstly by reviewing the extracted data for each theme to ensure it was coherent; and secondly by re-reading and reviewing the entire data set to ensure the themes were relevant and related back to the data set. The themes had to be recognizable and be able to tell an accurate story about all of the data. Within the partial example cited on page 60 (see also page 253), three 'themes' were identified. The first related to information that promoted awareness, of which there were two further sub-themes associated which included being informed of general and crime related news. The second theme related to 'personal safety'; and the third theme related to 'relevant information' with sub-themes that were linked to timeliness and content.

In phase five, the essence of each theme was defined by identifying what aspect of the data, the theme captured (Braun and Clarke, 2006). This was achieved by reviewing the data again and providing the context regarding what was interesting about it. For each theme, a detailed analysis was then undertaken which not only

linked into the broader story, but also referred back to the literature review. The essence of each theme in terms of its contextual interest was captured initially within the comment section of the analysis framework through the contemporaneous comments that were recorded and subsequently refined and developed.

Phase six represented the final analysis and write up of the report in a: "...concise, coherent, logical, non-repetitive, and interesting account...within and across themes." (Braun and Clarke, 2006, p.23.). The analysis is embedded in the critical narrative that seeks to move beyond description and support the argument that is being made (see chapters five and six).

Ethical considerations and conclusion

Research proposals involving human participants are usually reviewed by a Research Ethics Committee (REC) to ensure that ethical considerations are threaded throughout all research. This research study is considered to be ethically desirable in that not only is the research aim positive, but also all participants were treated with respect and dignity. These principles, together with those associated with the British Sociological Association (BSA), Social Research Association (SRA), and Economic and Social Research Council (ESRC) have been carefully interwoven throughout every stage of this research study thereby striving to ensure unbiased research from this study has integrity, quality and transparency. Whilst this research will not generate concern regarding the invasion of privacy or deception, control measures for two generic areas of ethical concern were implemented to mitigate associated risk: 'harm to participants' and 'informed consent'.

In 1963 Milgram (cited by McLeod, 2007) conducted an experiment on obedience to authority, which resulted in participants experiencing high levels of anxiety and stress as a result of being asked to inflict varying levels of pain on research subjects. Guidelines promulgated by the BSA and the SRA as well as the ESRC are clear in that researchers must always be cognizant of and mitigate the risk of potential harm to

participants in any research study.

Confidentiality also falls within the 'harm to participants' arena and the research conducted by Vidich and Bensman (1971, cited by Crow and Wiles, 2008) serves to highlight this issue. Within this research, uncomplimentary conclusions were promulgated despite the town itself and its residents being easily identifiable. The publication resulted in distress to the residents, animosity toward the research team and refusal to cooperate with future research. Within this research study, confidentiality has been fully respected. Data secured through the focus groups and interviews have been recorded digitally and retained only by the research lead. The participants were offered anonymity and informed about method of storage, use and ultimate disposal of the data. It was made clear that any disclosure that revealed criminality or safeguarding concerns would be referred to the relevant specialist and this was delivered sensitively in order to avoid participant disengagement, and undue researcher influence.

Informed consent was secured through effective briefing and appropriate recording and it was made clear that participation was entirely voluntary and that individuals could withdraw from the research at any time. The briefing given to participants (Appendix Eight) was structured and tailored to suit the different ages and educational requirements of the participant's involved and expert knowledge from local teachers and key workers, complimented by a piloting process ensured that the briefing process was fit for purpose.

This chapter has presented a discussion relating to the study's research methodology whilst incorporating a review of key methodological considerations. The chapter highlights the advantages and limitations of focus groups within research, prior to discussing in detail the selected process of thematic analysis. It is worthy of note that the salient limitations of this research, which include achieving the 'saturation effect' within thematic analysis, representativeness and generalizability, and Merton's 1972 deliberation regarding Insider versus Outsider doctrine, are discussed in detail within chapter seven which is the concluding chapter. Prior to concluding this chapter with

a review of the ethical considerations of the research study the chapter reflects on the theoretical positioning of this research and its influence on the research method selection. In the next chapter (chapter four), the focus moves toward providing some contextual narrative for the research study by introducing Nottinghamshire and Nottinghamshire Police and discussing how Nottinghamshire Police engage with their communities prior to revealing and critically analyzing the research findings that are contained within in chapters five and six.

CHAPTER 4: CONTEXT

Nottinghamshire Police, young people and community engagement

This chapter seeks to provide a contextual overview of Nottinghamshire and Nottinghamshire Police. The chapter presents the demographic profile of Nottinghamshire and highlights some national and local policing challenges that not only impact on Nottinghamshire Police, but also serve to justify the selection of the research area for this thesis. The chapter then briefly presents a Nottinghamshire based mixed method research study conducted in 2013 by Wright *et al* in which the experiences and attitudes of local Black, Minority and Ethnic communities are examined. The results from this research in part, provide further justification for undertaking this exploratory research. The final section of the chapter explores the provenance of this thesis revealing the inspiration behind why an exploratory study to understand, from a young person's perspective how Nottinghamshire Police can most effectively engage with young people via digital and social media was chosen.

Nottinghamshire- an introduction to the County



Nottinghamshire is situated within the East Midlands region of England and Wales and Nottingham City is considered to be the regional capital. Data from the 2011 UK Census (Nottingham Insight, 2011) indicates that Nottinghamshire has a combined population of approximately 1.1 million residents, with 785,802 residents residing in the county locality and 305,680 within the city boundary. The county area is a multi-

layered political authority with seven districts: Ashfield, Bassetlaw, Broxtowe, Gedling, Mansfield, Newark and Sherwood, and Rushcliffe. Within the unitary authority of Nottingham City, 30% of residents are aged between 18 and 29 years and there are 60,000 children and young people aged 18 and under which represents nearly 25% of the city's population (Nottingham City Children & Young People's Plan 2010-2014). One in eight residents are students and 24% of residents are from the Black, Minority or Ethnic (BME) community.

In October 2015 the Office for National Statistics (cited by Pritchard, 2015) revealed that Nottingham City was the eighth most deprived area in the country as social deprivation had increased by 8% in the last five years. The implications for such changing deprivation mean that the building blocks for effective engagement can also change and become problematic. Young people can potentially experience poorer health and cognition, limited vocabulary, reduced educational effort, greater disillusionment, and greater stress (Jensen, 2013), which could lead to dis-engagement.

Within the county area of Nottinghamshire there are 180,700 children and young people aged 0-19 years and this figure is projected to increase by 6.6% over the next 20 years (Joint Strategic Needs Assessment, 2015). 16% of children in Nottinghamshire live in low-income families and 7.2% of the county population are self-defined BME members (Ibid). It is apparent that the Nottinghamshire population is predominantly 'white British' (92.64%) which is considerably higher than the 80% national average (Nottinghamshire Police & Crime Commissioner, 2015). Nevertheless, within the last 10 years, the Black, Minority, Ethnic (BME) population has increased significantly and according to the Nottinghamshire Office of the Police and Crime Commissioner (Nottinghamshire Police & Crime Commissioner, 2015), the East Midlands area is expected to show the greatest expansion of new and emerging communities of any English region and this will serve to further increase the ethnic diversity of the region.

Within the Police and Crime Plan (2015-2018) produced by the Nottinghamshire Office of the Police and Crime Commissioner, it is clear that understanding and engaging with all communities to improve trust and confidence remains a priority. This serves as a good reminder of the strategic and operational significance of this thesis. One area of future academic focus that would build upon the initial findings and understanding presented within this thesis, as well as mirroring the future priorities of Nottinghamshire Police and the Police and Crime Commissioner would be the specific exploration of police led digital and social media engagement with young people from BME communities.

Key challenges

Chapter one provided an introduction to two national policing issues that justified the need to engage effectively with young people: austerity and the pluralization of policing and hidden victimization and the threat of emergent criminality. Locally, within Nottinghamshire these national priorities are reflected within the 2016 Police and Crime Needs Assessment which also makes clear that exploring new ways of working, engaging and providing feedback to younger communities framed by an online landscape is a priority for policing. Each of these areas could and should provide a focus for future academic interest, as engagement and consultation is a theme that is threaded throughout each area of risk.

During 2014-2015, the Nottinghamshire Police and Crime Commissioner engaged with over 4,000 Nottinghamshire residents as part of a consultation exercise. Results from this consultation revealed a need to enhance and promote public confidence to report crimes and issues to the police. Results from this consultation exercise also shaped Nottinghamshire's Strategic Policing Requirement (SPR), which identified the need not only to improve communication and education for those at risk, but also to develop and implement age, risk and community targeted communication and engagement. This thesis specifically contributes to these key areas by providing an insight into how this can be achieved with the young people of Nottinghamshire through 'Quid Pro Quo' engagement, and the implementation of the 'Online

Engagement Framework' (Appendix Fourteen). A further finding from the Police and Crime Commissioners consultation is the acceptance that digital and social media whilst being important tools for policing should not be the only method of communicating with the public. This thesis not only supports this conclusion, but also extends its specific relevance to young people. This thesis will show in chapters five and seven that there is a fundamental requirement from the young people involved in this research study to retain the use of traditional forms of communication, especially within the school environment.

In 2013, Wright *et al* conducted a mixed method research study in Nottinghamshire where a combination of surveys, focus groups and interviews sought to provide a rich picture of BME policing experiences. The purpose of the research was to explore the experiences and attitudes of BME communities in light of a suspicion that such communities often see policing as lacking consent and respect, which challenges the notion of police legitimacy. Some pertinent findings, which are either related, or supported by this thesis, are summarized in the next section.

It was established that 37.8% of participants who claimed to have been a victim of crime did not report the crime to police due to three main reasons: they did not feel it was important enough to report, they lacked faith in the police to deal with the report, or because they feared reprisal. These findings in particular are mirrored within this thesis and chapter five will detail how the young people within this study declared a general reluctance to disclose or report information to the police for exactly the same reasons. Anonymity, confidentiality and traditional engagement within a school setting however were offered as potential opportunities, which could address these issues and concerns. With regard to participation, Wright concluded that 26.4% of 16-24 year olds would not consider working for Nottinghamshire Police due in part to a perceived 'them and us' community divide. In 2000, the Home Office (cited by Wright *et al*, 2013) conducted research into BME attitudes toward a career in the police and found that there was limited awareness of the policing organization and the awareness that did exist was based on a perception that white males dominated the organization and that racism was not challenged. In

chapter two Shepherdson (2014) suggested that social media has the capacity to enlighten and inform the public with regard to police practice, and this could affect their perception of the police, which in turn could influence feelings of trust and confidence. In chapter seven, 'Quid Pro Quo' engagement using the 'Online Engagement Framework' is presented as a potential opportunity for policing to engage with young people from BME communities in order to address and change the negative perception that some community members hold. This also presents an opportunity for future academic research that could specifically involve young people from BME communities in providing insight into how policing should or could use digital and social media to enhance engagement opportunities.

Wright's findings also indicated that 76.5% of participants acknowledged that it was important for Nottinghamshire Police to have a knowledge and understanding of their community. Wright's research identified five key requirements from BME communities, two of which have direct relevance to this thesis: better communication, public relations and engagement with BME communities and better consultation, specifically with young people. This thesis provides a potential framework from which these two community requirements could be achieved. Although this thesis has a specific focus on the use of digital and social media, the principals upon which these findings are based could be extended to shape the way traditional engagement is also delivered.

Whilst Wright's 2013 research did not serve as the inspiration for this thesis, it does serve as justification for undertaking the research. There are some key findings within Wright's research that are clearly mirrored within this research study and there are also other areas of identified concern which potentially can be addressed through the initial findings presented within this thesis. In order to understand the provenance of this thesis, the next section of the chapter briefly describes a 2011 review of community engagement within Nottinghamshire that was undertaken by Chief Inspector Stapleford and Pc McKenzie. The findings from this review ultimately served as the inspiration for undertaking this exploratory research, which has been

designed to understand from a young person's perspective, how Nottinghamshire Police can most effectively engage with young people via digital and social media.

Nottinghamshire police review of community engagement

In December 2011, the Equalities Diversity and Human Rights (EDHR) Chief Officer Team (COT) lead for Nottinghamshire Police commissioned a basic, unsophisticated review of community engagement within Nottinghamshire using a descriptive analysis of participant perception. The aim of this review was to explore how the organization engaged local communities, paying specific regard to nine Home Office defined principles on which effective engagement could be achieved, namely:

1. A demographic understanding of the community.
2. A regular and detailed understanding of local needs and priorities.
3. Good dialogue with all community members.
4. Tailored engagement strategies.
5. Good innovative partnership working.
6. Community concern dictating local priorities.
7. Providing feedback.
8. Delivering policing services in partnership with the public.
9. Mainstreaming community engagement.

The engagement review commenced in December 2011 and was concluded in March 2012. The methodology adopted was qualitative in nature, using 65 semi structured interviews and three focus groups with key practitioner stakeholders including: Schools and Early Intervention Officers; Police Community Support Officers (non-warranted officers); Neighbourhood Policing Constables (constables that undertake problem solving within local communities rather than responding to emergency incidents within 'response departments'); Neighbourhood Policing Sergeants; Neighbourhood Policing Inspectors (NPI's); Neighbourhood Policing Chief Inspectors; internal stakeholders including lead representatives from: Market Research; Equalities, Diversity and Human Rights (EDHR); and Corporate Communications; as well as external stakeholders in the form of Community Safety Officers (local

authority personnel who coordinate multi agency responses to neighbourhood issues).

Summary of pertinent findings

A key area of focus within this review related to the exploration of organizational engagement with young people, specifically in terms of eight key areas:

1. The skill and experience mix of the workforce who had primary contact with children and young people.
2. The organizational value placed on engagement with children and young people.
3. The integration of the organization into local schools at both secondary and primary level, the residential care sector and other children and young people based settings.
4. The involvement of young people in local decision-making and whether their views were taken into account when determining policing policy.
5. The use of media sources to inform and connect with young people and present positive images.
6. The involvement of young people in identifying the solutions to the neighbourhood problems that most affected them.
7. The use of proactive bespoke engagement with seldom heard young people to gain trust and confidence.
8. Organizational involvement in young people focused diversionary schemes.

Key areas four and five became significant focal points for the development of the research framework that supports this thesis and the following section explores the review findings of these areas in the context of the research aim and objectives which are clearly defined in chapter one.

The involvement of young people in local decision-making and whether their views were taken into account when determining policing policy

The 2011 engagement review sought to explore how the organization engaged young people and in particular those from visible minorities and those with particular vulnerabilities. The intent was to find out how young people were allowed to participate in the engagement process, which appeared to be disproportionately represented by adult members of local communities. Participants were asked how they encouraged young people to become actively involved in identifying and resolving local neighbourhood priorities. Findings revealed that whilst some officers tried to engage young people through ad-hoc street interaction or by hand delivering the Neighbourhood Priority Survey into schools and youth clubs, many officers acknowledged that they did not proactively engage young people specifically to enable them to influence decision-making. This was because it was not deemed to be a worthwhile activity. It was felt that despite extensive promotion of engagement activity, there was generally little uptake from this section of the community. Participants also revealed an unwillingness to use the survey because they believed that it was not child friendly and needed updating. There was a general acceptance from participants that the Neighbourhood Priority Survey was not embedded within the formal police engagement process and therefore clear opportunities to engage young people thereby allowing them to influence local decision making were being missed. It was clear that whilst Nottinghamshire Police as an organization saw the Neighbourhood Priority Survey as the principal tool for allowing all sections of the community to influence police related decision-making, front line practitioners did not know how best to use the survey for engaging young people.

The use of media sources to inform and connect with young people and present positive images

The use of media sources to inform and connect with young people was seen as being intrinsically linked to the organizations aim to recognize and value the work undertaken by young people within communities. Representatives from the

organizations media team reported that when they were informed of good work involving young people, they sought to promote it through a variety of channels including print and broadcast media, social media and internal communication. The department also worked with partner agencies to publicise joint initiatives that involved the positive work of young people. It was however acknowledged that the department did not proactively seek to publicise such work because their role was to promote 'all' aspects of policing and not just those aspects that related to young people.

Most participants who worked within neighbourhood policing claimed an awareness of the existence of the organizations media department and the services they offered, but specific knowledge with regard to the departments digital and social media capability was not as thorough. In 2011 Nottinghamshire Police had its own website which according to the media team attracted 75,000 visits each month. The main social networking channels used by the organization to communicate with communities were: Facebook, Twitter, You Tube, and Audio-Boo. The organization had over 20,000 people who followed its 'Twitter feeds' and it used these sites as a two-way communication with the public, answering questions, providing information and signposting individuals to contacts or other information as required. So successful was the organizations use of digital and social media that it was commended for its effective use in passing information to communities during the August 2011 period of civil unrest.

One criticism made by participants was that there did not appear to be a targeted approach by the organization in engaging or connecting specifically with young people via digital and social media. Participants stated that they personally did not make full use of social media such as Twitter or Facebook, albeit they were aware of the increasing focus being placed on such use. Interestingly, information provided by the organizations media team suggested that interest from young people in their social media platforms was minimal and the reasons for this were unknown simply because no formal evaluation of the use of such media with young people had been completed or was planned.

Evidence from a 2012 survey based report: 'Young People and the Police; Positive Engagement' by the Young Peoples Scrutiny Group and the Scrutiny Management Board concluded that police websites are rarely used by young people simply due to a lack of awareness. It is clear therefore that organizations must be innovative in terms of publicizing their digital and social media. The review concluded that whether the suspected minimal uptake of social media by young people in Nottinghamshire was the result of poor awareness or because of its irrelevant and uninteresting content remained to be seen. It was however noted that this particular issue could provide legitimate academic opportunity for future research, especially when framed by Myhill's conclusion that future engagement with young people must be attractive, interesting, familiar and relevant to them.

Review conclusions

This review concluded that young people are frequently overlooked in the local participation process, which is ironic because it is this very group whose perceived lack of community involvement is of so much concern to society (Bennett *et al*, 2008). Morrow (2001) remarked that not effectively involving young people in the engagement process can actually lead to a perverse implementation of neighbourhood policing as the behaviour of young people is often seen to impact negatively on how adults experience their environment. This perceived behaviour becomes the focus of adult priority setting, which in turn results in police and partner problem solving interventions being directed specifically at young people. This can then result in street level conflict between police and young people, which negatively affects their perception of police legitimacy. If young people are allowed to fully participate in the process of engagement, such negative encounters could be avoided. The research conducted by Morrow in 2001 also concluded that young people do have views about their neighbourhoods and do have the skills to clearly articulate them, but the process of engagement is often designed so that they cannot fully participate. Lord Ian Blair, (cited by Metropolitan Police Authority, 2008), former Metropolitan Police Commissioner, in November 2008 supported this assertion by claiming that young people do in fact want to be involved in projects

that support their community and that adults must recognize the value of including young people in the local decision making process. It is important therefore that young people have a sense of belonging to a community and that there is a fair and effective process for involving young people so that local decision making can be influenced by them.

This review made 22 recommendations and each recommendation was intended to enhance the way the organization engaged with its communities. It was clear that local officers displayed professionalism, commitment and innovation in their attempts to engage their communities. It was also found that in many places exceptional engagement was taking place, but it was also found that consistency across the organization was not being achieved and this resulted in engagement gaps, especially in relation to young people. There were inconsistencies found in basic engagement techniques such as the creation and maintenance of neighbourhood engagement plans (plans which detail how local neighbourhood policing teams plan to engage their communities over a 12-week cycle), the use of Key Individual Networks (list of contact numbers for key community representatives), the use of demographic profiling (identifying the community make-up in terms of age, race, gender, religion and sexual orientation), and the use of the Neighbourhood Priority Survey, particularly with young people. It was concluded that the lack of a bespoke formal performance management framework was to some degree responsible for many of these issues.

Within the review, concluding remarks suggested that the development of the College of Policing's Society of Evidence Based Policing (SEBP) which aims to: increase the use of best available research evidence to solve policing problems, produce new research evidence by police practitioners and researchers, and communicate such research evidence to police practitioners and the public, was enabling Nottinghamshire Police to begin a journey which would undoubtedly address the lack of research into police engagement with young people. This thesis is evidence of Nottinghamshire Police continuing its journey toward establishing a firm academic repository of evidence that relates to the effective engagement of local

young people and within the next two chapters (five and six), the research data will be critically analysed and presented.

CHAPTER 5: An exploration of Nottinghamshire Police digital and social media contact with young people

Research findings- setting the scene

The purpose of this chapter is to present the key findings in relation to research objectives one to three, in the form of narrative data, using 'thick description' which is complemented by verbatim quotes. The findings will be interpreted and critically evaluated within the context and structural framework of the original research objectives and existing literature base and then presented in line with the stated research objectives.

The organizational relevance of the research findings presented within this chapter should be seen in the context of the 2011 evaluation of police led community engagement in Nottinghamshire (see chapter four). Conclusions from this review revealed a weakness in the organizational engagement strategy for young people and specifically the limited targeted use of digital and social media. The reason for such limited targeting was because end user (young people) requirement was, at the time unknown.

Within chapter two, it was suggested that contemporary policing can be seen as supporting a process of social engineering, where procedural justice (Tyler, 2006) serves to improve trust and confidence so that the fundamental principal of policing by consent can be maintained. The perpetuation of this fundamental policing principle specifically among younger generations is essential to the survival of the British style of policing. Digital and social media is seen as an opportunity for UK policing to engage young people and increase their support, but limited academic

research in relation to the digital requirements of young people means that the potential is not fully appreciated. The research findings presented within this and the subsequent chapter goes some way to address this academic void, as the findings offer a preliminary insight into young people's engagement requirements with Nottinghamshire Police via social and digital media.

Findings within this chapter will highlight how young people not only feel about the importance of communicating with Nottinghamshire Police, but whether it is actually necessary for the police to know about the concerns of young people. Interestingly, young people within this study revealed a reluctance to report their concerns to the police and this is discussed in some detail within the context of hidden victimization. The chapter then suggests possible reasons for this reluctance prior to then providing insight into three important engagement conundrums: identifying young people's preferred methods of reporting concerns to the police, understanding the requirements for encouraging the reporting of concerns to the police, and understanding the type of information young people want to receive from the police.

Research findings- theoretical context

Prior to presenting the research findings in full, it is important to understand how the findings should be considered within the theoretical context that frames the research study. In chapter one, social control theory was introduced. This theory sees socialization, or the process of learning society's norms, values and customs, as a facilitator for social control because it promotes normative behaviour (Murphy *et al*, 2008). The UK system of policing is based on public consent ergo social control and without it the democratic model of policing cannot be sustained. There is great reliance on the fact that most citizens, through education and upbringing regulate their own behaviour and live within the boundaries stipulated by society's laws and social norms. Public agencies such as the police play a key part in educating citizens by continually reinforcing laws and social conventions so that people obediently live their lives within the prescribed acceptable limits defined by the state. This allows

the police to focus enforcement attention on the minority who for whatever reason do not 'abide by the rules'. Social control theory provides the theoretical backdrop for this study's research findings, as the choices people make can and are manipulated to curtail deviance and promote obedience. It is within this context that the findings reveal how Nottinghamshire Police can enhance trust and confidence among young people, thereby not only encouraging compliance with the rules and conventions defined by the state, but also legitimizing the role of the police within the process of socialization.

Procedural justice theory is also at the heart of this research study. Donner *et al* (2015) concluded that public perception of procedural justice enhances the notion of police legitimacy, confidence and satisfaction. It therefore forms an essential part within social control theory in maintaining the 'status quo' of democratic societies. Findings from this thesis indicate an opportunity as well as a requirement for the police to proactively communicate information to young people. This information facilitates the process of self-governance as well as managing the corporate image by highlighting and promoting examples of procedural justice or process fairness. There is also a requirement to communicate legitimate opportunities for young people to influence tactical and strategic decision-making. It can be seen that this is a complex process that requires a sophisticated communication strategy. It is also acknowledged that a fundamental requirement for building a communication strategy is the actual presence of an infrastructure that allows empowerment, the development of self-efficacy and the realization of transformative engagement. How Nottinghamshire Police would fair in such an assessment is beyond the scope of this thesis, but this topic would certainly benefit from future academic insight.

This study initially sought to crudely gauge the exposure of police digital and social media among young people within Nottinghamshire by asking whether participants had previously had any experience of Nottinghamshire Police digital and social media content via the Website, Facebook, Twitter, You Tube or Audio Boo. It is acknowledged that a more appropriate quantitative methodology, using a structured survey would have produced more robust results. The rationale however for asking

the question within this qualitative context was simply to provide a preliminary insight into whether and just as importantly why, the participants had or had not been exposed to these communication channels.

Young people within each of the four focus groups were asked whether they had been aware of the digital and social media platforms associated with Nottinghamshire Police. The findings from this question revealed an almost equal split in terms of awareness and access, albeit there were slightly more participants who claimed to be aware than not. For those participants who were aware, Facebook and Twitter were the two platforms that were mentioned. Interestingly, having an awareness of one platform did not automatically mean an awareness of others: "I was aware that they (Nottinghamshire Police) had their Facebook page....I weren't aware about the Twitter one."

For one participant who had prior knowledge, peer influence featured as a reason for access. This links to Boyd's (2014) conclusion that peer influence encourages digital access through a process of: hearing about a site, connecting to it, observing it and then assimilating it. One participant stated that they became aware of police social media because a 'post' about a high risk missing person was shared with them via social media. Another participant stated that they were verbally told about the same high risk missing person and as a result, then decided to gather more information online:

"After my friend told me, I did look on social media...missing persons website and it wasn't there which I found very strange indeed but then I did look on 'Nott's' Police and I did find it was thereyeah I did see it on social media."

This suggests that a potential barrier to the use of police digital and social media may be the convenience of traditional face-to-face peer contact, which for some remains the primary method of passing and sharing information. Livingstone and Bober (2005) concluded in part that digital and social media is used by young people for finding out information about their school environment. Findings from this study

suggest that a further reason may be to collect background data in relation to content that has already been discussed in person. This is more in line with Dutton and Helsper's assertion that: "the Internet (for young people) has become the first port of call when it comes to acquiring information of any kind" (Dutton and Helsper, 2007 cited by Gerodimos, 2010, p.46).

Research Objective One (A): To explore young people's experience of and inclination toward engaging with Nottinghamshire Police via digital and social media.

Personal awareness as a reason for engagement

Reich *et al* (2012) found that teenagers, in order to stay connected with friends and strengthen offline relationships, mainly used Social Networking Sites (SNS) such as Facebook. Within this study, enhancing personal awareness of the local community is overwhelmingly the main reason why participants accessed Nottinghamshire Police's Facebook and Twitter pages. It seems that young people not only have a need to stay connected to friends in a 'shrinking landscape' (Boyd, 2014) but also to know about things that are happening within their local communities for the purpose of assessing risk, both personal and community based:

"Just to see what was going off around....to see if there was any dangers and stuff.....because it's keeping everyone around the area safe and aware if there's any danger."

For some however, access is simply part of getting to know a new area: "It was good to have a look around and see what is going on in your town." For others, it was the draw of local crime information that was the attraction: "I went on....and it showed you pictures of people who were wanted and it had lots of information on it". For one participant, personal interest served as the only reason for accessing Nottinghamshire Police's digital and social media information: "I wanted to join the

cadets so every now and then I looked and went on to the website to apply and check if the recruitment was open”; “I was just searching”.

For those participants who had no prior knowledge; education and the school environment were offered as reasons for not being aware. Participants in one focus group stated that their school actively encouraged young people to use traditional communication methods rather than social media:

“In school we’re not really taught about how we can contact people. We are told we can just go and speak to them if necessary instead of going on websites or social media.”

Maybe this is an example of schools not fully embracing or embedding the use of digital and social media within their curriculum? How true this is however, would require further exploration. Another participant suggested that they had: “Not really been taught about the police and the law” and saw this as a reason for not accessing police social media. It appears that there is an expectation for some participants that if the police want young people to view their digital and social media content, they (the police) need to be explicit in explaining why, and this explanation for some should be given by police officers in person: “We don’t have any other interaction with police officers; it is helpful to have a police officer here to talk to”. Traditional face-to-face contact is still considered important to some participants and a pre-requisite for enhancing young people’s awareness of digital and social media content. Priority, motivation and in particular, lack of time (a key theme presented as a barrier to engagement by the Audit commission in 1999-cited by Lister *et al*, 2014) was considered relevant in understanding why some participants were not aware of digital and social media related to Nottinghamshire Police: “Because we have never really had the need to access it (digital and social media) in some cases”; “Circumstances really - haven’t really needed to before.”

Young people are busy with competing demands and for some, if there is no specific reason to access a police website- they won’t. Furthermore, they are unlikely to

simply stumble across it. Participants suggested that if Nottinghamshire Police requires the attention of young people, they should be explicit in explaining the reason why and this may serve to grab their attention so that they view the requirement to access as a greater priority than other competing demands.

Whilst one participant saw age as a possible reason for a lack of awareness of police social media, more participants suggested the attraction and need for traditional media channels as an influencing factor impeding interest in police digital and social media. In one focus group, a participant stated that she was aware of a missing girl that had been reported by the police, but the information she received came from personal contact with a friend rather than social media sources linked to the police. Another participant stated that the detail of the missing girl had initially been heard on the local radio and acknowledged how good the timing was because the detail was reported very shortly after the girl had gone missing. This suggests a requirement for timely information: “I heard it on xxxx radio – that was quite good because they told us the day it had happened – within 24 hours.”

Evidence from a 2012 survey based report: ‘Young People and the Police: Positive Engagement’ by the Young People’s Scrutiny Group and the Scrutiny Management Board, concluded that police websites are rarely used by young people simply due to a lack of awareness. It has been established within this study that whilst the slight majority of participants within the four focus groups were aware of police digital and social media, a significant proportion were not. This indicates a real requirement for Nottinghamshire Police to improve awareness of their digital and social media channels among young people. This finding reflects a similar issue identified by the Nottinghamshire Police review of community engagement in 2011, which revealed an organizational gap in fully understanding Nottinghamshire Police’s digital and social media engagement profile for young people:

“Whether the suspected minimal uptake of social media by young people in Nottinghamshire is the result of poor awareness or irrelevant and uninteresting content remains to be seen” (Stapleford and McKenzie, 2011).

This study suggests that a need to source information to raise awareness for the purposes of enhancing local knowledge and assessing risk is a key indicator for some young people accessing police related digital and social media information. The findings also touch upon some apparent barriers such as: personal upbringing and education, as well as a continuing desire for what are considered traditional means of communication such as face-to-face contact and the radio. The lifestyle of young people in general appears to be a factor that policing needs to consider. Young people are busy, with competing demands. If policing is to be successful in attracting new digital 'users', they need to find ways to secure the attention of young people in a world that is overloaded with competing interests. The next section explores how participants think Nottinghamshire Police can achieve this.

Research Objective One (B): To explore how Nottinghamshire Police can raise the profile of its digital and social media platforms.

Raising awareness: traditional media

Ironically participants in all four focus groups indicated that the use of traditional media in the form of TV advertising, banners, posters, 'flyers' and face to face contact was the way in which Nottinghamshire Police could and should raise awareness of social media among it's younger population. A parameter relating to interest was also stipulated: "Banners, posters, leaflets, make the page more interesting"; "Adverts (TV) – most efficient way forward"; "They could display it more around town. They could have a poster saying pop onto our website, advertising or something".

When it came to the use of letters however, some participants suggested that young people would simply throw them away without reading them. This suggests that whilst traditional communication is still favoured by young people in this study, traditional formats may not be. Using traditional methods of communication to advertise within the school environment is also seen as a positive option for

Nottinghamshire Police. Whether this theme emerged due to the context of the sample population and the setting in which the focus groups were moderated (school environment) is not known, but tactics such as distributing flyers in school, face to face input directly or through teachers at assemblies were advocated:

“Come into schools and make them awareit might give more awareness to people so people know.... the general thing of leaflets or little business card type of things I’d say.”

“Or advertising it to parents or teachers who can talk to young people about it rather than leave it for them to find out on their own.”

Interestingly, fewer young people suggested the use of digital and social media as a primary means of enhancing digital and social media awareness among younger people. But for those participants who did, the use of YouTube due to its interactive and impactive format and the creation of web based gaming ‘APPS’ that make access easier and more interesting were recommended:

“On YouTube they have advertising so they could put it on there because the majority of people in school go on YouTube. I watch quite a lot of police stuff on there to see what is going on and what kind of dangers are out there.”

“YouTube though is more interactive and eye-catching.”

“There are a lot of people out there that have Apple products and I think maybe an APP kind of think may go down well with people...especially young people as they have those kind of products.”

Connecting to other social media platforms was also identified as a legitimate means of enhancing awareness. Nottinghamshire Police should not simply rely on having a social media presence, there must be a proactive use of social media that links in with other platforms, established or emerging (‘trending’) that are considered

relevant and interesting to young people: “By providing or promoting other information or advertising something that is viral, it could attract more people to the page or redirect and they may decide to follow it.”

This supports Banaji and Buckingham’s (2009) recommendation that content should be aligned to topics that young people are already interested in. It also reinforces the findings of Rappaport (2007, cited by Reitz, 2012), who concluded that advertising is all about user relevance; and Edelman (2007, cited by Reitz, 2012), who recommended that the police should ‘inform, educate or entertain’ its users.

There is also a suggestion that some participants simply don’t understand the police and its departmental diversity and this presents a barrier to accessing police digital and social media. It is thought that if young people have a better understanding of the police, the police profile would be raised and more young people would become interested in accessing the digital and social media content: “People in xxxx think the police are just officers and PCSO’s they don’t realize there are other departments and what can be done”.

Whilst digital and social media was mentioned, findings from this study indicate a clear preference for the use of traditional methods of communication that is relevant, timely and eye-catching in order to maximize exposure to young people.

The provision of crime related information that can be used to mitigate risk is seen as a good opportunity to grab the attention of young people, but there is still a requirement to educate young people about the organization in terms of its structure and what it does or can offer young people. Interestingly, the school environment was mentioned as an appropriate means of engaging young people. A potential issue that may face Nottinghamshire Police in the future is how it can continue to deliver this requirement. A 2016 decision to remove dedicated police representatives from the school environment as an operational necessity to achieve austerity targets could leave an engagement gap. The organization should consider how it can use alternative methods of school liaison in the future to assist in

enhancing the use of both traditional and new media communication with young people. This area would present an ideal opportunity for future research in order to explore appropriate methods of school-based engagement that complement and support new operational policing structures in an environment that is shaped by austerity. In the meantime, consideration could be given to exploring the value of consumer classification systems such as Experian Mosaic which purports to offer a relevant and effective method of engaging populations of all ages, including young people by understanding demographics, lifestyles, preferences and behaviours.

Research Objective Two: To explore the importance of communicating with Nottinghamshire police

If participants thought there was no point in communicating with the police, one could assume the significant presence of disengagement, not just with the police, but potentially with the normative values and conventions that are associated with society. This in turn could be seen as a predictor for future non-compliance. It would also represent a requirement for the police to re-evaluate its current engagement strategy for young people. Encouragingly, findings from this study overwhelmingly found that participants in all four focus groups believed that it is important for Nottinghamshire Police to communicate with young people.

Awareness

Awareness was overwhelmingly the main theme that emerged from the analysis of this data. The young people within this study suggested that it was important for Nottinghamshire Police to communicate information to young people that enhanced awareness in relation to: personal safety, knowledge of the law, consequences of behaviour and police contact information. These results appear to be inextricably linked to the themes that emerged within research objective three (A) 'determining what kind of information young people want to receive from Nottinghamshire Police'.

Knowing the concerns of young people

A fundamental part of exploring the importance of communicating with the police is determining whether young people think that the police should know and understand their concerns. This has been a primary objective for policing since Neighbourhood Policing was rolled out in England and Wales in 2005. Understanding the concerns of local communities enable the police and partners to put in place problem solving initiatives to reduce concerns, thereby raising trust and confidence and securing future consent.

Whilst findings indicated a slight division in opinion, most participants agreed that it is important for the police to know what concerns young people. For those that did agree, one reason offered was a perceived 'generation gap' between young people and adults. It was suggested by one participant that adults should understand how young people are influenced by new, different and unique pressures:

“.....sometimes like adults they lived in a totally different generation to what it is now and in a way like teenagers for us now we see a totally different area to what they once saw; there's more violence; its more rough and there's a lot more verbal abuse than what there was back when our parents were quite younger coz its obviously got a lot more rougher and things have changed quite a lot...”

This study tentatively suggests that providing opportunity for young people to discuss their feelings with the police may positively influence their opinion in relation to the importance of the police knowing what concerns them. For some participants who did not appear to care whether the police were interested in matters that concerned them, they seemed to become more positive about the importance following opportunity to speak face-to-face with the moderator about youth issues within the focus group. In this case the contact was face-to-face, but how effective virtual or online contact would have been remains unknown. It would seem that police contact may be important to some young people if only to show them that they (the police) do care. If this contact is positive, some young people

may be more inclined to see the value in their local police understanding what matters most to them.

Stenson and Silverstone (2014) identified a serious problem in police-public image management that related to re-building the notion of legitimacy for young people, especially those from Black, Minority and Ethnic (BME) communities who may have been adversely affected by the police use of stop-search. Findings from this study suggest that positive, personal face-to-face contact could be a good starting point from which to address these issues. Support for this can also be seen from a recent US National Study of Online Charter Schools (Mathematica Policy Research, 2015). This study indicates that virtual contact between teachers and students is not as effective as traditional contact in delivering effective education. This provides a cautionary note regarding the impact or influence of a virtual presence on the behaviour of young people when compared to traditional face-to-face communication.

Reluctance to report concerns to the police

Findings showed that participants generally thought it important for the police to know what concerns young people. Ironically there was an overwhelming indication from participants that young people in general do not want to tell the police about the issues that concern them. The presence of significant tension between young people and local police was not offered as a reason. However, it does appear that failing to understand the needs of young people (Nelson *et al*, 2010) was identified by some participants as a possible reason why this may be the case. The significance of this can be seen when one considers the hidden victimization of children and young people, especially when it comes to the reporting of violent and acquisitive crime. According to research undertaken by Beckett and Warrington (2014) on behalf of the All Party Parliamentary Group (APPG) for Victims and Witnesses of Crime, less than one-fifth of young people who are subject to such crime actually report it to the police. Reasons for under-reporting were found to be that many young people not only do not know how to engage with the police in terms of

reporting concerns or crimes, but they do not always understand what should be reported to the police. Within this study, it is suggested that because victimization can take place within the school environment and the victim knows the perpetrator there is reluctance to report due to a fear of repercussion and a genuine lack of confidence that the police will resolve their concerns.

Rheingold (2008) advocates the importance of harnessing the enthusiasm of young people by encouraging them to communicate their 'public voices' thereby enabling them to report the issues that matter most to them. It is therefore essential that the police not only identify but implement ways in which young people feel able to communicate their 'public voices'. The following section highlights the possible reasons for this lack of engagement, whilst also exploring ways in which these issues can be resolved.

A lack of understanding

"For some people.....they are scared and they might think they will get into trouble. They might not want to make it a big deal. They might not see it as a crime."

Bennett *et al* (2008) depicted young people as lackadaisical and apathetic when considering social, civil and political participation and major contributors to what is seen as a 'crisis in democracy' (Bennett *et al*, 2008). Findings from this study suggest that any notion of apathy could in fact be seen in terms of a deliberate and considered decision not to participate rather than not being bothered to report. Engagement with policing for some young people at least may be motivated by personal consequence. If a young person feels that contact with the police could lead to personally adverse consequence, either criminally or through social disruption with peers, the likelihood of them reporting their concerns or issues to the police diminishes. A further issue identified by participants relates to the detail of police communication. Some participants suggested that young people might not view what they see or experience as something worthy of reporting to the police:

“I was scared at one point and I told school a couple of weeks ago. It has happened to me a couple of times. I was scared just in case the person.....he got in contact on Facebook and asked me questions and asked me to send things and I was scared just in case because he has done it to this other girl. So I came into school but I am not sure about the police...might not do anything with something like that?”¹

Wright *et al* (2013) in her five month mixed method research involving Black, Minority and Ethnic (BME) young people in Nottinghamshire, found that 71.4% of under 16's and 61.1% of 16-24 year olds who had been a victim of crime, did not report the crime to the police. This in part was due to a perceived lack of importance and a fear of reprisal. There appears to be a need for the police to be absolutely clear about the type of information that is required from young people. Clearly defined confidential methods of reporting, possibly supported by an online 'tool' or APP that can provide confidential advice in circumstances where the young person isn't quite sure whether to report or not is recommended.

Further reasons cited by participants for not wanting to disclose personal concerns to the police relate to apathy, not from young people, but from the police themselves. For some participants the police are seen as apathetic and unsympathetic about the issues of young people. This could represent a lack of self-efficacy, which Boyd (2014) identified as a possible reason for poor police engagement. Furthermore, some participants simply didn't view the police in a positive light and this in itself could deter them from reporting: “I used to think they didn't really care....some people think that police officers are not nice.” Wright *et al* (2013) similarly identified such depth of feeling when focus group participants revealed that the police showed indifference in their response to reported BME hate crime victimization. In order to address the issue of young people not wanting to report concerns to the police, some participants suggested traditional face-to-face contact could be the key to raising confidence: Moderator: “Now we have had this discussion would you feel happier to go and report anything to the police?” Participant: “Yes”.

¹ This incident was reported to the police and subject to an investigation by the local Schools and Early Intervention Officer.

Research Objective Three (A): To determine what kind of information young people want to receive from Nottinghamshire Police.

Fazzini (2003, cited by Kilburn, 2014) suggests that police websites should offer crime statistics, video clips, safety tips, as well as opportunity for community feedback. One criticism however, was that this research did not comment on the requirements of young people. It is in this respect that this study is able to build upon the work undertaken by Fazzini by allowing participants from all four focus groups to share their thoughts on the type of information that should be provided by Nottinghamshire Police. Three dominant themes emerged relating to: 'personal safety; 'information that promotes awareness'; and 'information that is relevant'.

Personal safety

"So that everyone is aware of what is happening in their environment, if there are any hazards or any risks, especially if everyone uses social media these days they need to see that kind of stuff."

"Bullying."

Information that promotes awareness

General knowledge

Awareness of the law was identified as a requirement, for example a signposting service that directs users to experts and specialists who may be able to answer their questions or help resolve their issues.

Police contact information

“Maybe some information about how the police works, how they help people, what kind of jobs there are.”

“Contact information, of people you can talk to if you need to instead of just 999 or specific people. Say you are worried about something in school; you can go to someone who works with young people in school rather than someone generally in the police force who deal with crime- someone who focuses on young people in schools.”

Some participants view the provision of information by the police as important for enhancing feelings of personal safety. This appears to be linked to a reassuring knowledge or awareness of how to contact the police. Nottinghamshire Police see digital and social media as a way to enhance engagement with young people and break down apparent invisible barriers that may exist between the police and some young people. It may be that some young people do not engage effectively with the police simply because they do not know how to engage rather than an underlying resentment that causes them to avoid engaging with the police. Enhancing contact awareness among young people and facilitating easier access, again through the school environment could provide valuable opportunity to increase trust and confidence among young people. The importance of this has also been identified by Shepherdson (2014) who concluded that enlightening the public with regard to police practice could positively enhance personal perception of the police, which in turn could nurture trust and confidence and guard against what Baudrillard (1994, cited by Shepherdson, 2014) calls ‘hyper-reality’ where fact and fiction become blurred and the public become influenced by fiction.

Empowerment and self-efficacy among young people

One participant stated: “A lot of young people assume that if they have a problem they should just put up with it or think that it’s their fault.” This presents a significant barrier to effective communication and engagement with young people. It also represents an opportunity for the police to actively encourage young people to stand up for themselves, move from a position of victimization to one of empowerment and hold others to account for their actions. This process could encourage self-efficacy and promote future participation by young people.

Crime information

“Like what is going on in our community. I know you can’t tell us specific information, but if a bad crime has happened you can warn us. Like when we see a police car and we wonder what has happened, you could maybe tell us.”

Later in the chapter, participants’ report that certain information provided by the police can possibly raise their fear of crime. Young people also state that seeing the police without being provided with any information can also raise their fear of crime. Participants state that they need to know what is happening or at least understand that there is nothing for them to worry about. This suggests that there is a place for social media and in particular Twitter for frontline officers when undertaking preventative or enforcement activity. This could have a positive effect on local young people by letting them know what is happening within their community, raising their awareness but not alarming them.

Participants across all focus groups expressed a desire to hear about crime related information through a variety of different methods such as alerts or YouTube. They also suggested that the information needed to be directly related to their own safety, mitigate personal risk, and provide reassurance without raising anxiety. There is a complex balance that must be achieved by the police for them to be truly effective in engaging young people. In order to achieve this balance, there is an

acceptance by young people that there will be certain information that the police simply cannot disclose, but the actual need for information appears to be a necessity:

“I think there is a fine line..... I mean confidentiality again there’s only certain things the public should know...but I think the general feeling in a person is- is this town safe? I think if they trusted the police they’d know they had it in hand...”.

General information

Within two focus groups, participants indicated a requirement for information that simply enabled them to be kept informed of general issues and events that take place within their communities. Participants also suggested that they would like information that relates specifically to their school environment but using school based Information Technology (IT) platforms that already exist. ‘Moodle’ (Modular Object-Oriented Dynamic Learning Environment) which is an open source learning management system that supports blended or distance learning (a private website that is used within the school environment and is accessible by young people who can upload learning resources), is a good example of this. Participants also recommended that there should be key individuals within school who can be approached to discuss police related issues and these individuals would be able to signpost to police experts via the police website should there be a need. This particular finding is important when considered within the context of the changing operational landscape within Nottinghamshire Police and the recent decision to re-deploy School and Early Intervention Officers away from the school environment. The implications of this could mean an acceptance by young people for a virtual police presence within the school environment.

Bespoke messaging

A participant in one focus group suggested that local young people in their area were naïve with regard to crime and risk and therefore needed to be more aware:

“Maybe tell the school, like if there’s a creepy guy in a van; not to scare us but to make us aware coz I think quite a lot of people are sheltered about what is going on in the outside world....these things do happen in.....; crime does still happen in and I think quite a lot of people are unaware of that..”

Interestingly, this suggestion of naivety derived from a focus group whose participants reside in a more affluent part of the County area. Research undertaken by Pantazis and Gordon (1994) found a definitive link between social deprivation and fear of crime regardless of actual victimization, so this finding is understandable within this context. It would also suggest that there is a need for bespoke crime messaging that is tailored to the demographic profile of the communities that make up the County population.

Relevant information (content and timeliness)

Participants within one focus group suggested that engagement with young people could be affected by the relevance of the information that is presented by Nottinghamshire Police. It seems that information is more likely to be shared if it affects the young person personally. If it doesn’t, the likelihood of the information being shared diminishes:

“If it was in the town and wasn’t really going to affect me, I don’t think I would share it. However if it was in my area and it affected me, or my friends, then I probably would share it.”

This finding supports that of Sagar (2005, cited by Myhill, 2006) whose research concluded that people are only interested in their immediate locality, so if participation is perceived to take them away from their local neighbourhood, their interest in engagement may diminish.

Timing also appears to be an important factor, which can encourage young people to participate. A conversation within one focus group detailed the plight of a missing girl and participants suggested that because publicity was relevant and timely, it captured the attention of local young people who were concerned enough to participate by sharing information with friends and family. It was reported that young people became more vigilant and more inclined to pass information back to the police. Participants further suggested that information should be circulated widely because the act of passing a police message may not, on its own, result in effective message delivery. There was acknowledgement within one group that the more 'friends' who receive a police message, the more likelihood there is of the message being taken seriously. In this context, wider circulation and receipt of message may mean greater impact and more interest for young people in that the more young people receive the message and disclose receipt of the message, the more interest the message generates.

Participants also identified a need for the police to be explicit in their messaging. If the police require support, they should avoid making assumptions and be explicit in detailing why they require support and specifically what support they require. Encouragingly, the foundation for police support appears to be present, but there is a requirement for messaging to be absolutely clear for participation potential to be realized: "...when things like that (missing people) are on Twitter it says please re-tweet, so definitely the police want that support and they do get that support."

One participant revealed that having been told about a particular missing person, she did search the Nottinghamshire Police social media channels for relevant information. This suggests that this type of information may not only be of interest to young people, but that there is an expectation that it should in fact be on the police website. Again this is further evidence that young people are willing to participate by accessing information from the police that is considered relevant (see research objective one).

Developing a connection with young people through 'Quid Pro Quo' engagement

"If you want to get information- you tell us information."

Young people appear to be prepared to engage with the police, given the opportunity, but on their 'own terms' (Henn *et al*, 2002) or subject to 'terms and conditions' (Gerodimos, 2010). There is an apparent deal to be brokered with young people. If the police require active participation in line with organizational requirement, there has to be a relationship that facilitates and encourages a two-way conversation. Simply pushing information out to young people will not suffice. It appears that young people do not want transactional engagement; they expect 'Quid Pro Quo' engagement, an investment in them before they invest in the police through active participation and information sharing.

Research Objective Three (B): To explore which method(s) of communication are most important to young people. Exploring how young people want to receive information from the police

Having identified the type of police information required by young people, participants were then asked how they thought young people would like to receive such information. Brandtzaeg (2012) conducted a qualitative study involving young people and concluded that because information sourcing for young people is predominantly Internet based, traditional mass media was no longer a relevant media source for young people. This finding is not supported by this thesis. Whilst digital and social media was the preferred method by which participants wanted to receive police information, there is still a requirement for, and reliance on the use of traditional media as a source of police information for young people. One can also see the relevance of conclusions reached by Banaji and Buckingham (2009) who advised caution against the automatic assumption that digital media is the preferred choice of the younger generation, simply because they have been born into a digital age.

Findings within this study revealed two preferred methods by which participants would like to receive information from the police. Social media was the most popular followed by traditional methods of communication. There was also a suggestion that content was potentially more important than the method of delivery itself. Crime information was provided as a good example of information that was likely to capture the interest of young people (as opposed to road safety information): "Everyone knows about wearing a helmet and road safety....people have got the message." This suggests that as long as the information is what young people want, and it is presented in a format they appreciate, they (young people) would be happy to receive it through traditional or technological means. This seems to support the findings of Reitz (2012) who suggested that information quality, enjoyment and interactivity positively influences consumer engagement.

For those participants who deliberated the use of traditional communication methods, opinion was divided. Whilst some participants saw face-to-face contact, the use of the telephone, texting, radio and print as good ways to receive information, others felt that such methods were not conducive to successful engagement with young people. For those participants who felt that face-to-face information delivery was an appropriate method, the use of assemblies within the school environment was seen as a good opportunity to exploit. This is because young people may not have time to access police websites and the school environment provides focus and could offer young people as a 'captive audience'. This would again suggest that young people want ease of access to their information. Radio was also suggested by a participant as a preferred platform for young people as: "...more people our age listen to the radio." Others suggested that traditional methods of communication should be supported by technology, for example: 'PowerPoint' thereby enabling face-to-face inputs to become more dynamic and important; or blue-tooth technology to facilitate greater use of 'texting'. Who delivers the information is also seen as important, as external speakers within the school environment were seen as more exciting and therefore more important than teachers who are well known to them.

For those participants who did not see traditional media as the most effective way to inform young people, TV based news, posters, and leaflets in particular were identified as methods to avoid simply because: “Not many people our age watch the news” and:

“If kids are in shops they wouldn’t be looking at posters, they’d be looking for toys and sweets and stuff instead of looking at information and seeing what’s new and what’s not.”

One participant stated that: “I don’t see the police round my estate. Usually 2 or 3 times a week I am out on the estate and I walk my dog and I don’t usually see any police officers walking around.” This suggests an issue that relates to one of the most fundamental and traditional methods used by the police to engage with communities and pass information- foot patrol. If the physical presence of officers engaging young people at street level is absent, the ability to encourage young people to participate will equally be absent and therefore alternative methods are required. Social media is seen as an option for some participants as long as the platform is matched to the audience. It was suggested that different age groups use different platforms. For example, older people (adults) use Facebook but younger people including pre-teens use Snapchat and Instagram. Others also acknowledged that Facebook and Twitter were the key media channels for young people, more so than email or text. “Facebook and Twitter are big social media sites that probably everyone has got and I think a lot of people pay attention to more than emails”. This would seem to contradict the findings of Jones *et al*, (2010) which indicated a potential reluctance by young people to allow agencies to impose on social arenas as “social software is for fun...not for study” (Jones *et al*, 2009. p. 779). Participants within this study appear to feel no such imposition and may therefore be open to contact from the police via such platforms.

One participant suggested the use of adverts or ‘pop up’s’ that appear on APPs or games as an alternative method of passing information to young people. Potential effectiveness could be achieved through the selection of the right game or APP and

this would provide a new, innovative and direct route into young people. This would support the argument presented by Buckingham (2000) and Jenkins (2007) who suggested that democratic participation for young people had changed and society must take account of young people's participation from a digital perspective, which involves game-play.

Research Objective Three (C): To explore which method(s) of communication are most important to young people. Exploring how young people are prepared to pass information / report concerns to the police

The UK College of Policing suggests that there is an emerging realization that traditional communication methods are having less impact and reaching fewer people (see also Denef, 2012). Participants were therefore asked to consider the best way for young people to pass information to the police. Findings indicated that there is still an important place for traditional communication. Several participants across all four focus groups revealed that traditional forms of communication are the best and most appropriate way for them to make contact with the police. One participant even specified the school environment as being appropriate: "Lessons...coming into school and talking to us.....lesson time, in assemblies.....groups or lunchtimes activities, activities around school".

Whilst a variety of reasons were given; convenience, speed of contact, providing a personal touch, cost and confidentiality were key reasons why traditional communication was favoured. Interestingly a lack of convenience and confidentiality in particular may in fact explain why young people have historically not engaged with traditional police engagements such as beat surgeries and community group meetings (Casey, 2008).

Attending a police station was not seen as an issue for one participant as long as it was convenient and open: "...but if there was an easier way, I'd do it the easiest way." If it wasn't convenient, the telephone was seen as an appropriate reporting tool for several participants, especially when compared with the use of email. This

was because they expected an immediate or at least quicker response using this method: "People usually take longer to respond to emails but if you pick up the phone you get the answer straight away." One issue associated with telephone use however, was the perceived time it takes to make the actual call and amount of information that has to be provided: "...have to wait for a while to get an answer by which time it may be too late, have to give so much info."

Age may also have a part to play, as some participants remarked that younger children could be intimidated by attending a police station: "It's quite scary for the younger people"; "I'd be scared walking into a police station to report something, it would be quite intimidating really." Despite this nervousness, one participant indicated that even though they did not know how to report a suspicious incident to the police, their preferred option would still be to attend a police station and report the matter face-to-face. When asked why they preferred to attend a police station, the participant stated that they lived close by, so convenience again appeared to be a determining factor.

Anonymity and confidentiality

Anonymity and confidentiality are distinct themes reported by participants and are considered by some within this study to be essential components for the reporting of information. Without anonymity and confidentiality, reporting is considered less likely to take place. Therefore, the traditional communication method of using the telephone was high on the list of preferred methods.

Whilst some noted Facebook as a possible option for reporting information to the police, traditional face-to-face or telephone contact was seen as the most effective in terms of achieving anonymity, speed of delivery and ensuring that the information was actually passed accurately and received. There also appears to be a suspicion that Social Media platforms within Nottinghamshire Police are not monitored as effectively as conventional or traditional methods.

Confidentiality was seen by some as essential in protecting young people from the scrutiny of peers. Reputation and a desire not to be seen as a 'police informant' was reported by one participant as an important consideration for young people when deciding whether to disclose information to the police. Boyd (2014) suggested that the way young people present themselves online is important to them and findings from this study would appear to add credence to this. The police should have an appreciation of the 'digital persona' (Boyd, 2014) that is continually being managed by young people online, with care taken to avoid negative impact. For those participants that did suggest the use of digital and social media to encourage young people to make contact with Nottinghamshire Police, speed and ease of use featured heavily in their reasoning. However this recommendation was made with the proviso that anonymity and confidentiality is assured.

For those participants supporting the use of social media, 'Live-chat' through Facebook was seen as a one-stop shop for young people. This facility was seen as having the potential to allow young people to do many things such as the reporting of incidents and accessing police information. Having said this, participants recommended the opportunity for anonymity through the provision of closed sites if required.

One participant suggested that a direct link into the police control room via Skype would be a good platform for young people to use: "A Skype type thing where you can click a button and talk to someone face to face, for instance in the control room." In an addendum to this suggestion, it was suggested that such processes should be informal, relaxed and welcoming, as this could heighten user experience and ensure young people are comfortable and feel safe using the process.

Personal face-to-face contact

Findings revealed that reassuring young people through face-to-face contact is the preferred method for encouraging young people to report information and concerns to the police. Key to this was the reassurance that as long as the young person had

not broken the law, nothing 'bad' would happen. The school environment was again identified as a good forum in which to provide this reassurance: "One-to-ones, assemblies, local youth clubs to go into, officers to visit where young people go".

"I'd introduce sessions into school, give them like talks about the information that's been given towards them, make them more aware that there's ways...you can help.....tell them more about it.....assemblies in school more like inter school things."

One group were asked whether they felt more comfortable with making contact with the police having taken part in the focus group and they replied that they did. This tenuously suggests the positive influence of traditional personal contact with young people. Other participants suggested the provision of reward and recognition to assist with engaging young people: "I think I would give some type of recognition like a reward for information; we have got Crime Stoppers and there are some rewards on there."

The current focus of the Nottinghamshire Police community engagement strategy for young people indicates a preference for traditional communication within the school environment and this is supported by the exploratory findings from this study. This thesis has touched upon the future difficulties faced by Nottinghamshire Police in addressing potential engagement gaps that may be left through the re-deployment of dedicated officers away from the school environment. It should however be noted that three key themes straddled the feedback from participants who supported both traditional and social media communication methods: anonymity, confidentiality and the opportunity to pass information via the school environment. Whilst personal face-to-face contact may not in the future be a viable engagement tool for Nottinghamshire Police, young people may accept an anonymous and confidential virtual reporting process that is provided within the school environment.

Inter-Organizational context

The section that follows provides a brief comparative analysis of how and why three police forces (Nottinghamshire, Lincolnshire and Leicestershire) and two non-police agencies (Childline and Barnardos) engage young people through digital and social media. The purpose is to contextualise the findings from this study and explore whether police and non-police agency approaches to digital engagement are aligned to the requirements presented by the young people within this study.

Childline is a free, private and confidential service for young people aged 18 years and below. In 2006, Childline joined the National Society for the Prevention of Cruelty to Children (NSPCC), but there remains a clear differentiation between the NSPCC and Childline in terms of social media direction. The NSPCC helpline and website is specifically aimed at adults and professionals who have concerns about children, whereas the Childline helpline, website and social media channels are specifically aimed at engaging young people.

Barnardos is a charity for vulnerable children and young people. Its purpose is to transform the lives of the UK's most vulnerable children. Their mission is to reach and help children whose voices remain unheard (Barnardos, 2017). Barnardos aim is to provide various support services for children and young people who are victims of or at risk of Child Sexual Exploitation. The charity works closely with the NSPCC and Childline, and will signpost vulnerable young people who make direct contact with them either to their own local services or where necessary those provided by Childline and the NSPCC. In 2015/16 Barnardos worked with 207,929 young people in England (Ibid).

All five organizations use multiple digital and social media platforms to engage with their communities. It is generally accepted that there is no 'one size fits all' approach to social media engagement and that maximum engagement opportunity will provide greater agency reach. Not all organizations provide the same digital offer however. Barnardos are prolific in their social media provision, having eight platforms, which include their Website, YouTube, LinkedIn, Instagram, Flickr, Vimeo

(video creation, streaming and sharing APP), Sound Cloud (music and audio streaming APP) and Audio Boo. Nottinghamshire Police also has a prolific offering which includes eight platforms: Website, Twitter, Facebook, LinkedIn, AudioBoo, YouTube, Instagram and Nottinghamshire Alert. Leicestershire Police offer five platforms (Website, Twitter, Facebook, Instagram and YouTube). Lincolnshire Police also offer five platforms (Website, Twitter, Facebook, YouTube, and LinkedIn) and for Childline the primary social media platforms used are Facebook, YouTube and most recently Instagram. Leicestershire Police has two platforms that are specifically used to engage young people: Instagram and Snapchat, because they believe that young people in particular are drawn to these mediums due to the dynamism and visual imagery that is associated. Twitter and Facebook, are seen as being more suitable for older communities and locally used analytical software would seem to confirm this. Nottinghamshire Police and Barnardos are the only organizations to offer Audio Boo and LinkedIn, albeit for Nottinghamshire Police at least, neither is considered a primary social media platform in that their impact or reach into communities is limited and particularly so for younger communities.

All organizations with the exception of Barnardos provide specific website space for young people aged between 10 and 18. Within Nottinghamshire, this is the 'Youth Zone' (10 to 16 years) and within Leicestershire this is the 'Kids Zone' (younger teenagers) and 'Beat Safe' (10 years). For Childline, all platforms (website, 1-2-1 chat, Ask Sam, and Childline Locker) are designed with young people in mind (18 years and below). Interestingly Lincolnshire used to provide a dedicated webpage called 'Teen Link', but this was withdrawn due to poor uptake from young people (Horton, 2016). It was felt that this offering was not aligned to user requirement. It is the intention of Barnardos to venture more into the digital engagement of young people in the future and the organization is in the preliminary stages of exploring such opportunities and do appear positively receptive to shaping their online engagement strategy based on current thinking and best practice.

Representatives from each of the three police forces contacted stated that they try to ensure the information they provide is 'interesting' and 'relevant'.

Nottinghamshire Police provide advice and information about mobile phone theft, sexting, and Anti-Social Behaviour. Leicestershire Police give advice and information about police related incidents and 'behind the scene' insights, and Lincolnshire Police provide information about: officer video blogs, appeals, advice and crime prevention, campaigns and community based information. Childline offer an innovative approach by using well known 'YouTubers' or YouTube personalities to front their video campaigns. Childline believe that associating with online celebrities adds relevance to their campaigns and enhances reach among young people. Maybe this is an engagement tactic that could be considered by policing?

It is apparent across all five organizations that whilst young people have not been involved in the design of corporate digital and social media infrastructure, opportunity for young people to influence content does exist. Lincolnshire Police revealed the embryonic development of a Young Persons Advisory Group intended to allow young people to advise the force on how to most effectively engage with younger communities. Within Leicestershire and Nottinghamshire Police, university students have worked within their media departments as volunteers and these students were seen as being influential in shaping the social media content that was being delivered. Barnardos revealed that they receive feedback from young people who are engaged via their outreach work. An example was provided that related to a to the coordination of a Focus Group involving young people in East London that was held to discuss issues relating to 'riots'. Feedback from this group suggested that Facebook was not a favoured option for teenagers and this information will shape their future online strategy. For Childline, their website 'Message Boards' provide significant opportunity for young people to shape the detail of their online engagement by actively inviting feedback. There are currently 3,127 responses to Childline's 'user feedback request' (Childline, 2017). This feedback shapes Childline's online advisory offer to young people which includes topics on: 'bullying, abuse and safety', 'you and your body', 'your feelings', 'friends', 'relationships and sex', 'home and families', 'school, college and work', 'faith and religious bullying', 'how you look', and 'alcohol' (Ibid).

Twitter

All organizations with the exception of Childline use Twitter. Twitter is considered to be a primary social media platform in that it is heavily used and relied upon for community engagement. Twitter, is not used by Childline for two reasons: firstly their analytical software suggests that this platform is more popular with adults, and secondly because of confidentiality and safeguarding concerns. Because children may disclose their confidential problems during online contact, Childline have taken the decision to limit their use of social media to those platforms they feel most confident in managing this risk. Within a policing context, multiple accounts are used. Whilst the number of accounts varies between each force (between 50 and 80 accounts), the way they are organized is similar. Each police force has a single corporate Twitter account and the remaining accounts reflect the distribution of Neighbourhood Policing Teams and individual officers across the organization.

Whilst organizational analytical capability and focus is unable to highlight 'users' within the 13-16 year old category, it is apparent that each organization is sighted on its social media 'reach'. Within Barnardos, the corporate Twitter account has made 17,500 Tweets. They 'follow' 5,460 other Twitter accounts, have 170,000 'followers' and have received 19,800 'Likes' (Barnardos, 2017). Within Leicestershire Police, the corporate Twitter account has made 27,700 'Tweets; they 'follow' 915 other Twitter accounts, have 88,700 'followers' and are liked by 1,361 members of the public (Leicestershire Police, 2017). Within Nottinghamshire Police, the corporate Twitter account has made 19,400 'Tweets; they 'follow' 1,013 other Twitter accounts, have 105,000 'followers' and are liked by 2,045 members of the public (Nottinghamshire Police, 2017). Within Lincolnshire Police, the corporate Twitter account has made 11,796 'Tweets; they 'follow' 378 other Twitter accounts, have 59,400 'followers' and are liked by 673 members of the public (Lincolnshire Police, 2017). Lincolnshire raise an interesting point regarding their changing relationship with local media caused by the exponential growth in the popularity of social media. Lincolnshire Police now have more Twitter 'followers' than their local county newspaper (the Lincolnshire ECHO). Ten years ago, policing was heavily dependent on printed media

to circulate news and information and this reliance has diminished significantly due to the development of technology and the reach achieved by policing through platforms such as Twitter.

YouTube

YouTube is used by each of the three police forces as well as Childline and Barnardos. Within a policing context, YouTube is not considered to be a primary social media platform and this is reflected in the limited number of subscribers it attracts (approximately 400 in each of the three police forces). Barnardos have 1,584 YouTube subscribers and their 'Believe in me' campaign / advert has received 47,351 views in 5 months (Barnardos, 2017). For Childline, there is a greater focus on the use of YouTube. There are currently 12,327 subscribers (Childline, 2017) and a recently posted video called 'Voices' featuring celebrity campaigner 'Cheryl' has received 75,608 views (Ibid).

For Childline, YouTube is used to upload videos that relate to issues that affect young people. The aim is that young people watch the videos for advice and then share the videos with other young people. A good example of how Childline use YouTube to influence the behaviour of young people in order to reduce potential victimization can be seen in the promotion of their 'ZIPIT' APP. This APP is designed to support young people who may feel pressured to send intimate images of themselves to others. The APP provides the young person with a catalogue of tips and pre-written responses that allow them to control their online conversation steering it to safer territory. The YouTube video that was created by Childline to publicise this APP was published in November 2013 and has since attracted 41,449 views, 177 likes and 10 dislikes (Childline, 2017).

Within a policing context, YouTube is used to publicise videos that relate to chief officers, targeted police appeals, CCTV footage, and proactive campaigns. Lincolnshire Police are purposefully moving away from formal extended YouTube broadcasting in favour of shorter 30, 60 or 90 second 'less polished', but more

impactive footage as this is seen as being more dynamic and in line with public requirement. YouTube is also used to educate the public regarding the consequences of breaking the law. This appears to reflect one of the requirements identified by the young people within this study, which suggests that the use of this platform by local police forces is in line with user requirement.

Facebook

Facebook is used extensively by each of the five organizations and is regarded as a primary engagement tool. Within the policing arena, in addition to the corporate Facebook page, each local Neighbourhood Policing Team has its own Facebook page and numbers can vary between 22 and 30 team pages. Childline and Barnardos offer one corporate Facebook page. For Barnardos, this is used to educate key stakeholders letting them know (and inviting feedback) about events, volunteering opportunities and fundraising campaigns. Barnardos have 72,595 total page 'likes' and 68,221 total page 'follows' (Barnardos, 2017).

For Childline, the Facebook page is used as an open space for young people to discuss things that are pertinent to them. It is also designed as a signposting facility to get young people to see and experience their new campaigns (Jackson, 2017). Childline's Facebook page attracts 144,028 'followers' and has been 'liked' by 147,100 people (Childline, 2017). By contrast, within Lincolnshire, there are 37,904 'followers' and the corporate page has been 'liked' by 38,093 members of the public (Lincolnshire, 2017). Within Leicestershire, there are 72,873 'followers' and the corporate page has been 'liked' by 75,273 members of the public. Nottinghamshire Police's corporate Facebook page has received 21,500 'likes', and of the 100,296 'followers', 4% are young people aged between 13 and 17 years. Whilst it seems that there is more work to do in Nottinghamshire to reflect the overall 13% demographic profile of 10-19 years olds in Nottinghamshire, it is reassuring at least that the organization is aware of its specific reach with young people.

The importance of communicating with young people

There is an immediate and noticeable difference in the way each organization use their digital and social media platforms to engage young people. For each of the three police forces, engaging young people is considered no more or less important than engaging other community demographics. The focus at this time for Barnardos is to engage online with stakeholders that include supporters, volunteers, staff, and professionals. Whilst service users (young people) will undoubtedly access online media content provided by Barnardos, this demographic is not their target audience. The emphasis for Childline however is purely on engaging young people:

““Childline is unique because children and young people are not (generally) referred to us for help; they refer themselves. So it is crucial that we are where children want us to be, and these days they need us to be with them on their phones and tablets, so they can reach out to us whenever they need us” (Jackson, 2017).

Research from this study has identified that there is a potential reluctance among young people to report their concerns to the police and two reasons cited for this are fear of repercussion and ‘nervousness to approach’. The fear of repercussion as a specific barrier to engagement is something that has been identified by Childline: “Our children are often terrified that any intervention will make things worse for them; they have often been threatened into silence” (Jackson, 2017). In response, Childline offers an online ‘locker’. This is an online account, which is free and confidential; the young person does not have to provide their email address or real name. Signing up to this account enables access to Childline’s ‘1-2-1 chat’ service which is a secure web-based chat system that allows young people to ‘log-in’ and speak with a trained counsellor. Confidentiality plays an important role for Childline in encouraging communication and engagement with young people. The website, which is the primary portal for engaging young people, makes clear the importance of confidentiality but also explains that if serious harm is suspected they will take positive action in order to control any risk that is identified. Young people are also told what will happen when they get in touch with Childline in terms of the type of

information that is recorded and why it is recorded. These messages are reinforced through the use of YouTube videos. The intention is to enable young people to understand what to expect when contacting Childline so that any feeling of intimidation or nervousness is reduced. The control measures implemented by Childline would prove worthy of consideration in terms of applicability in a policing context.

How do organizations think young people want to receive information?

Within each of the police forces contacted there is a general acknowledgement that policing should be guarded against assuming there is one best way young people would like to receive information. It is believed that varied information should be delivered in a variety of different ways. For all five organizations, there was an acknowledgement that academic research had not defined their online engagement strategy. Nevertheless, it is apparent that Childline invests a great deal of time in soliciting feedback from young people through face-to-face and online interaction and this feedback shapes their engagement strategy and the content that is offered to young people. For the other organizations contacted, one could conclude that considered assumption is the basis by which they align their communication methods to the requirements of young people. The power of considered assumption should not however be underestimated. Each of the organizational representatives contacted displayed a thorough and in depth knowledge of digital and social media engagement which appears to be in line with the parameters defined by the 40-point engagement framework which is discussed in chapter seven (see also Appendix Fourteen). A good example to highlight this was provided by Leicestershire Police who revealed that their media team had recently attended an engagement conference during which a presentation delivered by two young people suggested that face-to-face contact by police officers was potentially a preferred method of contact for young people. The importance Leicestershire Police still place on traditional close proximity communication can be seen by reference to a media campaign designed to warn young people about the dangers associated with online grooming. A video was created describing the online grooming and murder of 15-

year old Kayleigh Haywood. In order to maximise coverage and impact of this awareness campaign, the decision was made to show the video to all school aged children personally at school as it was felt that social media would not have secured full access to this demographic. For such an important or prioritised campaign, close proximity, face-to-face contact was seen by Leicestershire Police as the most effective way of securing maximum coverage and impact. This mirrors the findings from the young people who took part in this study.

Concluding reflections

Whilst assumption appears to be the foundation upon which Nottinghamshire Police, have built their engagement strategy, it is clear that informed decision-making is at the heart of this assumption. It is also encouraging to find that Nottinghamshire Police have not been blinded by Brandtzaeg's (2012) tenuous suggestion that the value of traditional media is all but 'bankrupt'. Importantly, Nottinghamshire Police have adopted a mixed method approach to the passing of information to young people, which appears to be in line with user requirement.

This thesis fully supports the findings of Beckett and Warrington (2014) suggesting that not only do many young people not know how to engage with the police in order to report concerns or crimes; they do not always understand what should be reported to the police. Also, because victimization can take place within the school environment where the victim knows the perpetrator, a reluctance to report is often associated with a fear of repercussion and a genuine lack of confidence that the police will resolve their concerns. The significance of this for the future safety of young people is significant as a recent OFCOM (UK communications regulator) report: 'Children and parents: media use and attitudes' (2015) reveals that the number of children being exposed to online harm is increasing. The report reinforces concerns raised by Palmer (2015) who suggested that whilst young people may be technically savvy, some lack the maturity and insight needed to mitigate their online vulnerabilities to varying forms of online harm such as Internet based child sexual exploitation.

'Sexting' is a pertinent example, which provides policing with a technically difficult and vexed problem in relation to safeguarding engagement with young people. 'Sexting' is defined as: "The exchange of sexual messages or images" (Livingstone *et al.*, 2011, cited by Ringrose *et al.*, 2012, p6.); and: "The creating, sharing and forwarding of sexually suggestive nude or nearly nude images " (Lenhart, 2009, cited by Ringrose *et al.*, 2012, p.6) through the use of technology such as mobile phones and social media. Keeping young people safe from the harm associated with such practice requires a re-defined approach to police related media messaging since the pressure to participate derives more from coercive peer pressure than Internet based stranger pressure (Ringrose *et al.* 2012). Policing must overcome what Ringrose *et al* describe as a culture of (young people's) silence, adult embarrassment and organizational confusion generated by the requirement for a balanced perspective which allows children to legitimately explore and express their sexuality without being unnecessarily criminalized or victimized through coercive online harassment or bullying. Engaging young people effectively, will not only enable law enforcement agencies to gain a true insight into the extent of childhood victimization so that appropriate support and prosecution mechanisms can be put in place, but it could also facilitate the prevention of future victimization.

The strategic policing implications of such hidden crime can also be seen in terms of the current political landscape of UK policing. In May 2015, then Home Secretary Teresa May spoke at the annual police federation conference in Bournemouth and warned UK policing to stop 'crying wolf' about the impact of financial cuts on police budgets. Prime Minister May criticized police leaders of 'scaremongering' over the impact of austerity when crime rates were apparently falling year on year and the country was 'safer than it has ever been' (cited by Sommers, 2015). Sustained crime reduction and falling crime rates have been used by the Government to justify the extent of Comprehensive Spending Review (CSR) cuts for policing across the UK, without fully considering the 'dark figure' of crime (Biderman and Reiss, 1967). This 'dark figure' relates to those crimes that constitute a crime, but for whatever reason (fear of reporting for example) do not find themselves counted within the official statistics. On 19 January 2017 an ITV report revealed that the crime figures

contained within the 2016 Crime Survey for England and Wales almost doubled due to the inclusion of 3.6 million Fraud and 2 million Computer Misuse type offences (ITV, 2017). It is clear that crime in England and Wales is changing and that Internet based criminality in the form of cyber-crime, which includes Internet grooming and 'Sexting' are worrying trends that have to be addressed by policing globally. Young people whether digitally competent or not are vulnerable to these new types of criminality and it is therefore essential that police forces are themselves competent in warning and informing young people digitally or otherwise about the associated dangers. It is also essential that UK policing is well equipped to enable young people to report such crimes in ways that are in line with their requirements so that: a) government ministers can make strategic policing decisions based on a true understanding of criminality; and b) local police forces can offer appropriate welfare and enforcement interventions to those who find themselves victim of such crimes.

The importance of effective digital engagement with young people can also be viewed in the context of maximizing opportunity to extend the notion of police legitimacy in the eyes of young people, especially those that may be disaffected and vulnerable to radicalization. Whilst there is no single driver of radicalization, the Internet and social media sites have become fertile recruiting grounds for individuals and organizations intent on radicalizing young people. Policing as well as the security services must understand the most appropriate ways to effectively engage young people on and off line thereby demonstrating procedural justice at every opportunity so that social control among such disaffected young people can be exerted. With this in mind and despite the significant barriers to engagement that are clearly identified within the research undertaken by Beckett and Warrington in 2014, and re-affirmed within this thesis, there remains an encouraging foundation upon which future engagement strategies for young people can be developed. Whilst participants within this study were not selected to represent disaffected young people vulnerable to radicalization, the findings offered by this research study do indicate a generic user requirement for nine types of police information. This information could serve to enhance trust and confidence, thereby encouraging the

reporting of crimes and concerns among young people. The first six types of information relate to raising personal awareness with regard to:

1. Personal Safety.
2. Knowledge.
3. Behavioural consequences.
4. Police contact information.
5. General information.
6. Crime information.

Further types of information recommended by participants that Nottinghamshire Police should provide include:

- Information that facilitates social control through procedural justice.
- Information that promotes empowerment and self-efficacy among young people.
- Information that promotes transformative engagement.

Interestingly, the young people within this study revealed a preference to receive police information via digital and social media. It is also apparent that those same participants retain a requirement for and reliance on traditional communication as a means of enhancing awareness of digital and social media and encouraging participation or engagement with the police. Comments from some participants indicated that a reason for this was the impact face-to-face contact has on enhancing interest. For those who favoured the school environment, the fact that this environment places young people in a position where they have to pay attention was seen as advantageous.

It may be that participants place greater emphasis on the impact traditional media can have in influencing behaviour, and therefore reserve a preference for traditional communication to deliver the most important information. Whereas for 'everyday' crime related information, digital and social media is deemed to be more appropriate. Whilst providing the definitive answer to this assumption is beyond the

scope of this research, it does provide a foundation upon which future research could be developed.

Findings from this study provide a clear indication that participants retain the value of traditional communication as their primary means of passing information to the police and yet social media is seen as a preferred choice to receive information. This apparent anomaly becomes more understandable when one reveals the importance placed by participants on anonymity, confidentiality and the provision of a 'personal touch', which is associated with traditional methods. Within the context of mitigating physical and reputational risk, participants have previously revealed the importance of anonymity and confidentiality and therefore it maybe that new media technology is not yet seen by young people as offering the same levels anonymity and confidentiality as face-to-face and telephone contact for the purpose of reporting information. Convenience and speed of contact are also cited as possible reasons for using more traditional methods as opposed to using social and digital media. One participant indicated that they felt that the digital and social media infrastructure within the police was not currently sophisticated enough to reassure young people that passing information via digital or social media would be effective. If this feeling is widespread among young people, this could provide insight to why traditional methods of communication retain such support among the young people who took part in this study. This again would be worthy of further academic exploration.

CHAPTER SIX: A review of police digital and social media content

This chapter practically examines participant (young people's) experience and opinion of five key online platforms used by Nottinghamshire Police: the website, which includes a dedicated area for young people called the 'Youth Zone', Facebook, Twitter, You Tube, and the Neighbourhood Priority Survey (NPS). The NPS is a questionnaire that has historically been viewed by Nottinghamshire Police as essential for the effective engagement of young people. The findings presented will reveal whether Nottinghamshire Police's current digital and social media engagement offer is in line with user requirement. The findings will also provide an indication of potential future police influence or control in managing young people's perception of policing within the theoretical contexts of social control, procedural justice and the notion of extending police legitimacy.

Due to the changing political and operational landscape of UK policing, the use of digital and social media is seen by many as providing a fresh approach to the effective engagement of young people who are seen as being at the forefront of new media uptake (Bennett *et al*, 2008; and Jenkins *et al*, 2006, cited by Brandzaeg *et al*, 2012). However, there is a distinct lack of empirical research associated with the police use of digital and social media to engage young people. Furthermore, limited opportunity has been afforded to young people to evaluate, provide feedback and influence the digital and social media strategies that UK policing employ to engage young people. This research study provides an opportunity for young people to voice their opinion on how Nottinghamshire Police digitally engages its younger communities. Policing should not assume young people are digitally competent when using digital or social media platforms. Neither should they assume that their

digital infrastructure is appropriate for the effective engagement of young people. Effective engagement means giving the user a voice (Wang, 2011, cited by Reitz, 2012) and the best way to do this is to provide opportunity to participate (Evans and McKee, 2010, cited by Reitz, 2012), which is exactly what this study seeks to achieve.

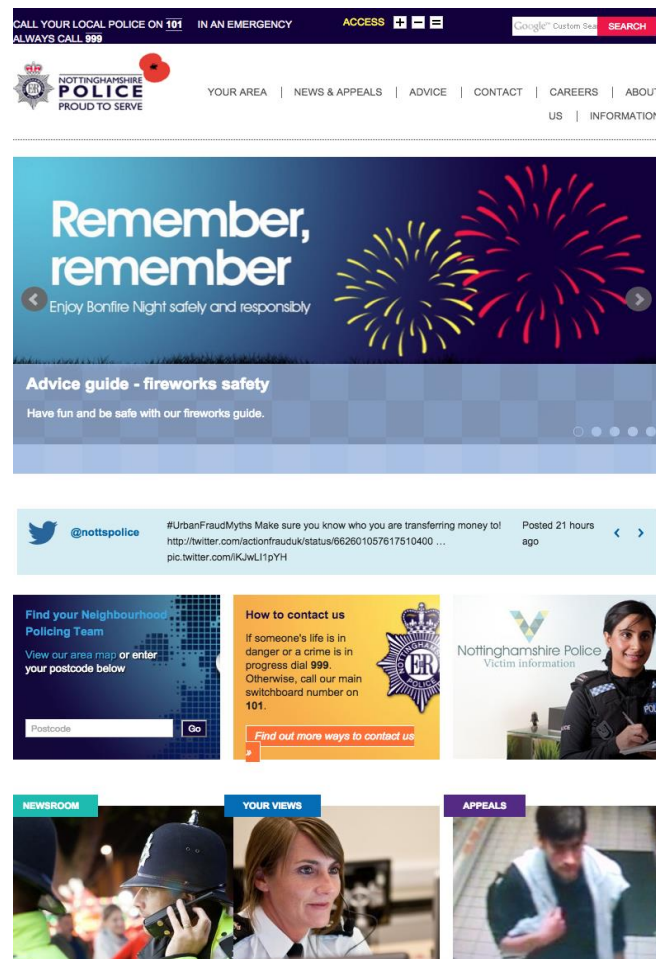
This chapter will show that participants report a generally positive experience of Nottinghamshire Police digital and social media content. Usability, simplicity and ease of access are presented as key themes that reflect both the positive and negative aspects of participant feedback. Crime related information is discussed within the context of maintaining the interest of young people, as long as it does not serve to increase fear of crime. The chapter also presents a general steer from the young people involved in the study that content and platforms should be interesting and provide a personal and local relevance, which is visually attractive and timely. Crime based information can be seen to meet the criteria outlined by participants, thereby serving to 'grab the attention' of young people. The way information is presented is viewed as an important element in attracting the interest of young people. However, policing must not be blinkered by the initial requirement to attract attention as keeping the interest of young people is just as important if policing is to maximize its influence in the context of social control, procedural justice and the notion of extending police legitimacy.

Nottinghamshire Police digital and social media platforms

Nottinghamshire Police has eight digital and social media platforms: the Website, Twitter, Facebook, Instagram, LinkedIn, YouTube, AudioBoo and Nottinghamshire Alert (Brown, 2016).

Website

The Nottinghamshire Police website was created in the early 2000's by an external website creation company. Fundamental changes or developments to the website are coordinated by an external specialist company, albeit the media team within



Nottinghamshire Police do manage the day-to-day running of the website. In September 2016 the website received 73,724 unique visitors. 16.65% (11,172) of these visitors were from young people aged between 18-24 years (Brown, 2017). Interestingly, the capability of the analytical software used to track the profile of under '18 year old' access is not available at this time. Therefore, like other police forces, the organization remains unsighted on how many 11 to 16 year olds access the website for

information. One issue that is associated with the analysis of data from the website platform is that unlike other platforms such as Facebook and Twitter, users do not have to be 'logged in' to this particular platform. Users may simply visit the website, view the content and then leave, relatively unsighted by the organization. Demographic detail is usually recorded by website analytical software which uses cross-site information from 'cookies' (small data files that are stored on computers to record web browsing activity). If a user 'switches off' these 'cookies' via their security settings, this means that the demographic detail may not be recovered by the analytical software and therefore a true and full reflection of visitor website access is difficult to achieve.

Twitter

Nottinghamshire Police began using Twitter in approximately 2009 (Ibid) and is seen by the organization as a 'core' social media channel. This means that it is a primary channel used to engage members of the public. This is one reason why Nottinghamshire Police has more than 60 Twitter accounts. There is one corporate account and then a mix of Neighbourhood Policing Team accounts and individual officer accounts. These individual accounts include front line neighbourhood and response officers (emergency responders), and representatives of specialist operational departments such as football policing and the Nottinghamshire Police Dog Unit. In the future, the organization is looking to increase the number of Twitter accounts that represent the different aspects of Nottinghamshire Police. It is anticipated that this will address one issue raised by some young people within this study who highlighted the need for better insight into what policing has to offer them. It is believed that the more departments that use Twitter, the more choice is offered to members of the public to get to know what Nottinghamshire Police is about. It is believed that the importance associated with this enhanced choice will balance the warning offered by one young person within the study who suggested that so many Twitter accounts could be seen as confusing for young people.

Within Nottinghamshire, the media team have responsibility for the authorization and general coordination of all Twitter accounts (this is true for all social media platforms). This also includes the training of all users. Having said this, there is an expectation that departmental heads retain accountability for the daily management and quality assurance of their departmental accounts. In September 2016, of the 101,000 'corporate' Twitter 'followers' (people who see the messages released from the corporate police Twitter account), 11% (11,110) were young people aged between 13 years and 17 years (Ibid). In Nottingham City, young people aged between 11 years and 19 years represent approximately 14% of the Nottingham City population (Nottingham Insight, 2015). Within Nottinghamshire County, young people aged 10 years to 19 years represent approximately 11.5% of the total County population (Insight Web Family, 2015). This would seem to indicate that the

engagement reach of Nottingham Police for this cohort of young people, through Twitter is reasonable.

Facebook

Facebook was introduced into Nottinghamshire Police in 2011 (Brown, 2017). It is also viewed as a 'core' social media platform. There are 30 plus Facebook pages associated with Nottinghamshire Police, of which, 28 are directly related to Neighbourhood Policing Teams. In September 2016 Nottinghamshire Police Facebook page received 21,500 'likes' and reached 400,000 members of the public. Of the 100,000 registered Facebook users, young people (13-17 years) accounted for 4% of this total (Ibid). It appears that there is more work to be undertaken to raise this percentage in line with the 13% demographic profile of 10-19 year olds within Nottinghamshire (City and County).

The current process of Facebook management within Nottinghamshire Police is similar to that described above in relation to Twitter. In the future, the organization is also looking to increase the number of Facebook pages so that each Neighbourhood Policing Team across the organization has its own dedicated page.

YouTube

YouTube started being used by Nottinghamshire Police in approximately 2010 (Ibid) and is not considered to be a 'core' social media channel for the organization. This means that it is not used as often as other social media channels for example Twitter and Facebook for engaging the public. This would account for there being only 405 current registered users of this platform. Unlike Facebook and Twitter, users do not have to be logged in to view YouTube footage. This does present a difficulty in terms of demographic analysis, similar to those problems associated with the website above. This would explain why user data is not currently monitored for this channel. YouTube is a purely corporate platform, managed solely by the media team.

Individual officers or departments must seek corporate assistance and authorization in order to upload videos to the site.

Audio Boo

Audio Boo became available to Nottinghamshire Police in approximately 2011. Whilst this platform allows the organization to share audio recordings with the public, it is very rarely used by the organization. It is not considered to be a 'core' social media platform and demographic data in terms of public use is not monitored or analysed. One reason offered for the apparent limited use of this platform is the technological development of platforms such as Facebook, which provide AudioBoo type capability within its own platform.

Instagram

Instagram started being used by Nottinghamshire Police in 2015 (Ibid). There are currently 2,100 registered users of Instagram and 4% (84) are from the 13 – 17 year old category.

LinkedIn

LinkedIn is not considered to be a 'core' social media channel for the organization. There are currently 3,720 followers (Ibid) and the site is used simply to advertise recruitment opportunities (paid and voluntary). There is no demographic data available that confirms its reach in relation to young people.

Nottinghamshire Alert

Nottinghamshire Alert is an online messaging system that enables Nottinghamshire Police to swiftly distribute community safety messages (email, text or voicemail) to local communities. The purpose of Nottinghamshire Alert is to keep local communities up to date with crime related information. It also allows users to share information quickly and effectively. The aim of Nottinghamshire Alert is to “....enable

reductions in crime and disorder by facilitating effective communication between people who live and work in Nottinghamshire, Nottinghamshire Police and Neighbourhood Watch” (Nottinghamshire Alert, 2017).

There are currently 32,251 registered Nottinghamshire Alert users and young people aged 16-24 years represent 3% of this total. Currently, Nottinghamshire Alert is managed and overseen by the media team. It does not cater for users below the age of 16 years. It is anticipated that in the near future young people from 13 years of age will be able to sign up to this online platform.

The organizational management of digital and social media platforms

It is acknowledged that having such diversity in social media can present organizational risk in terms of account management and oversight. The current process of account management is paper-based. The manual monitoring, evaluation and intervention associated with this process is considered to be time consuming, disparate and ineffective. The task of managing administrator access to the multiple sites, adding and updating user access rights as staff members change roles, join or leave the organization is also considered to be very challenging. As a result, it is the organizational intention to purchase social media management software. This will provide more effective coordination and accountability whilst reducing the level of manual intervention required across the Force. The benefits of investing in good quality social media software include: enhanced management, governance, information security, auditing and accountability for staff using social media. It is also believed that such software will improve corporate monitoring of social media via: increased knowledge of social media activity; better management of incoming messages; identifying emerging trends and concerns online; and improved information and evaluation of community engagement impact (Brown, 2016). Furthermore, it is anticipated that this software will enhance organizational effectiveness in evaluating social media impact by automating analytical evaluation, ensuring effective targeting analysis to specific campaigns, and providing sentiment

analysis (the emotion behind social media interaction) in relation to public perception of organizational social media messaging.

To assist the media team in overseeing the delivery of its social media strategy, five key documents have been created and are stored on the internal corporate directory. This directory provides access to all members of staff within the organization:

1. Social and Digital media Policy.
2. Using Social and Digital media securely- a guide.
3. Own your own space- a guide to Facebook security.
4. A rough guide to online safety.
5. Red, Amber, Green: A quick reference guide to using social media on behalf of Nottinghamshire Police.

All officers and staff members who use the Nottinghamshire Police social media platforms are directed to these key documents by the media team and each officer is expected to confirm that they are not only aware of the key documents, but that they will adhere to the guidance that is contained within the documents.

Nottinghamshire Police regularly provides information to the public through digital and social media and this includes young people. Part of the digital offering is the inclusion of a dedicated young person's section within the main body of the organizations website called the Youth Zone (see below). There is no other dedicated element of the organizational strategy that focuses social media messaging specifically and directly at young people. Having said this, it is apparent that when emerging young person specific threats or themes are identified the media team will use relevant social media channels to specifically target young people.

Prior to attending the focus group, participants were asked to view the Nottinghamshire Police website and social media channels. The purpose being to encourage young people to provide feedback on the design, format and content of the website and social media channels. No assumption was made regarding private access to the Internet, so provision was made for those who may not have had Internet access at home, to access the Internet at school. As a contingency, for those who could not complete this task either at home or at school, participants were provided with a snap shot of Nottinghamshire Police website and social media content (Appendix Six) in hard copy format within the focus group. This provided every young person the opportunity to participate and provide feedback. Interestingly, this question provided the largest data yield out of all of the questions asked and it is acknowledged that this question alone could have provided a good foundation for this thesis, thereby allowing certain other areas to have been explored in greater depth.

Research Objective Four: To explore young people's views on the suitability of Nottinghamshire Police's digital and social media content.

'Usability' and 'ease of access'

The majority of participant feedback relating to this research objective, both positive and negative related to 'usability' and 'ease of access'. Overall, despite some detailed criticism (see pages 129-130), participants were generally positive in their remarks about the digital and social media platforms related to Nottinghamshire Police: "I just searched 'youth' in the search bar at the top and then there were a few options came up and it (the Youth Zone) was the top one."

Detail, good structure and usability were reported as being important for websites in particular and the information they present: "It was detailed, easy to operate, if you wanted to find anything out like vacancies", "It was easy to navigate around", "Easy on Facebook you can just click on it, scroll down it lets you know.....like if there's been any crashes like tells you where the roads are closed and all the dangers and

stuff its really good”, “It was child friendly; it had nice information set out nicely and easy to read”, I think the website as a whole, it’s structured very well”.

It was suggested that websites, and social media channels need to stand out in order to attract the interest of young people. However, one young person offered a word of caution against making an assumption that all young people need bold and colourful website and APP design:

“I looked around and thought it was pretty good. I think when people think ‘kids’ they need to use really bold colours and stuff like that to get their attention, but it’s not really like that”.

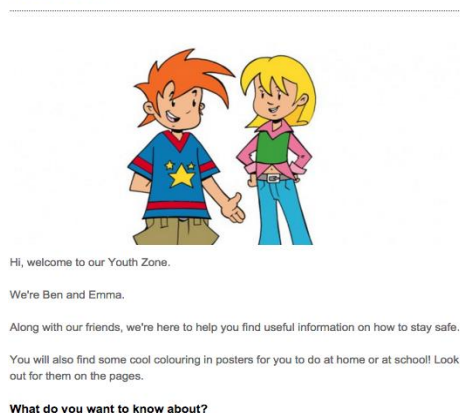
For this participant, ease of access and use was more important than bold colour design. Perhaps a combination of sophisticated colourful design supported by ease of access would be a successful compromise? Coleman and Rowe (2005) identified that accessibility and usability were essential for the effective use of digital and social media with young people. They suggested that if organizations wanted to engage young people effectively through these methods, young people should be involved in its design. Interestingly, whilst evidence of a willingness to be involved in the design of future platforms was identified, at no point did any participant suggest involving young people in the design of digital and social media platforms as a means to improve quality or effectiveness.

The ‘Youth Zone’

The Nottinghamshire Police ‘Youth Zone’ is a web page that is dedicated to young people. It was introduced as an addition to the main webpage in 2012 (Brown, 2017). Whilst there were no young people involved in the site design, the purpose of the site is to provide a more bespoke digital offering to members of the public who are aged between five and sixteen years old. There are two animated characters ‘Ben’ and ‘Emma’ who introduce the web page which at the time of access contained eight advisory sections that related to: anti-social behaviour, fire-work

safety, bullying, staying safe at parties, stranger danger, things to do, online security, and mobile phone theft. Access to the site can be achieved by typing 'youth' or 'youth zone' in the search box, which is situated in the top right section of the

Youth Zone



website front page. Access can also be facilitated by clicking on the 'advice' box' (at the top of the front page) and then scrolling to the bottom of the next page and selecting the 'advice for young people' portal.

Some participants commented that the Youth Zone was: user friendly, enabled quick access, had an appropriate title, and contained information that would appeal to a wide range of young people: "I just searched youth in the search bar at the top and then there were a few options came up and it (the Youth Zone) was the top one."

However, for those participants whose comments were not so positive, poor access with elements being too hidden away were key concerns. There was also some criticism that the digital and social media content appeared to be too adult focused and not pitched appropriately for young people. Lack of design clarity also made it difficult for some young people to navigate around the website and between platforms. For several participants, the Youth Zone in particular was not well advertised and was difficult to find:

"There was a front page and a youth area but it was like really hidden away on the website and I couldn't find how to go on...."

“Until you get onto the youth section it’s quite adult based. Quite a lot of detailed information so children who haven’t had it explained to them might not really get it.

The Youth Section was quite hidden away.”

One participant stated that the Youth Zone was difficult to access for the first time user and having to negotiate adult based content in order to get to the Youth Zone could be a barrier to access for some young people. If the police have to grab the attention of young people in order to get them to use their website, it shouldn’t be hidden away. There needs to be easy and direct access to the relevant site. Nevertheless, it appears that only minor adjustments to the site are required, as once accessed, it appears the original issues concerning navigation are no longer applicable. The feedback provided, seems to suggest an opportunity either for the development of an APP that allows direct access to the Youth Zone, or the simple re-arrangement of portal access by moving it to the top of the front page: “When I said that you had to scroll down to try and find the Youth Zone it might be best to try and make a bar at the top to go straight there.”

Other participants indicated platform usability as a concern: “I found it quite difficult to use, I don’t know whether it’s just me but I did genuinely find it quite difficult to use”, “I went to have a look at it, but I got lost half way ...it got a bit confusing.”

It seems that young people may not appreciate things that are over complicated. Simplicity therefore appears to be the key. Participants made it clear that young people want easy access to the information they require and it is within this theme that one participant mentioned the 60 plus current Nottinghamshire Police Twitter accounts. Whilst some young people felt that this was a proportionate number of sites, which reflected the diversity of the organization, others felt that this number was too many and too complicated and should be slimmed down significantly, but with signposting to the various other accounts.

Site design that generates interest

Several participants focused on how the digital and social media site(s) held the interest of young people. Whilst participants were generally positive, describing the site(s) as interesting, it is important to acknowledge that occasionally the moderator led the participants. For example, within one focus group the moderator asked: "So, looking through that- did you find it interesting?" to which the participant replied: "Yeah it's definitely interesting..." The second point worthy of acknowledgement is the occasional failure on the part of the moderator to fully explore the reasons why the participant felt their experience was interesting: Moderator: "What do you think of that (Facebook)?" Participant: "Interesting.....yeah...definitely." What was it about the site(s) that compelled the participant to seek out more information? What was so gripping or fascinating about the content or structure that led to their conclusion that it was in fact interesting? Despite this occasional oversight, there is evidence of participants being allowed to explain why the content was of personal interest and one reason that was highlighted involved the site providing information and imagery which was personally relevant to them:

"....Facebook you can just click on it, scroll down and it lets you know.....like if there's been any crashes, like tells you where the roads are closed and all the dangers and stuff it's really good".

"It's good (YouTube) because you might put out some CCTV footage of what has happened and people can look and see if they recognize it."

"In the child zone it had a good amount of pictures but in the adult zone it could have had a few more pictures, maybe actors doing drugs to show what it can do to you and the effects- more pictures to demonstrate what the wording is actually telling you."

Whilst one participant suggested that the Youth Zone could make greater use of colours, the main recommendation was that the entire website should make full use

of good quality imagery to enhance impact. Some participants also made it clear that poor imagery especially with regard to CCTV appeal footage could be a barrier to effectively engaging young people:

Moderator: “What wasn’t so good about it?” Participant: “Some of the pictures you couldn’t really see what to look for (caught on camera) – not very clear...you know how its pixelated (grainy)”.

“None of the images are very clear though so you can’t really see much facial detail and you could get the wrong person.”

Having social media platforms that are regularly updated with timely information is also seen as a lure for some participants and an integral element of what makes content interesting. The Youth Zone in particular was seen by some participants as interesting simply because it had variety in content, as well as activities for younger people to be involved in: “On the Youth section there was a bit where you could do the link to print off and then colour in stuff to do with the police.”

The provision of advice and guidance in the form of ‘top tips’ were also seen as being relevant and therefore interesting; this was well received by some participants:

“...it had some golden rules to follow which are quite handy; for the websites it gave some pointers not to tell anyone how old you are and where you live or your phone number and make passwords harder instead of your date of birth. That was for social media and lots of kids are on social media so it is pretty relevant.”

Within one focus group, YouTube specifically generated debate in relation to its relevance and contribution to engaging young people. Whilst one young person stated that they didn’t even know Nottinghamshire Police had a YouTube site, they went further by questioning the relevance of the police using YouTube as an information channel. However, when asked to think about how Nottinghamshire Police could use it, the participant not only accepted its relevance, but also

acknowledged its potential for publicizing missing person information. Another young person within the same focus group also suggested that presenting YouTube footage at assemblies within school would be a good way to engage with young people.

Age as an influencing factor

A further theme that emerged from the findings related to how Nottinghamshire Police caters for the age of its users. Overall, participants were split in terms of how they felt this had been achieved. For some participants, the sites appeared to be varied, child friendly and pitched at the appropriate level. However, one participant offered a cautionary note by suggesting that young people generally do not want to be categorized as one homogenous group. Different age groups have different levels of understanding and different requirements, which need to be considered within police communication to ensure maximum exposure to and uptake by young people.

Crime related information

The varied crime based information contained within the social media sites received favourable comment. It was seen by participants as a positive means to engage young people, especially if it is pitched in a friendly and relaxed manner. Again pitching the information for the right age group is considered important in ensuring the right balance is achieved between presenting information that allows clarity, without it being regarded as patronizing. The general feeling among participants was that this appeared to have been achieved, especially within the Youth Zone section of the website.

Impact of police digital and social media on fear of crime

“Maybe because I see it all the time where it says have you seen this person on the Facebook page and if it is for a certain thing that could be affecting us and if we go

out it could help because we know to stay away but it can also make you be looking for them thinking I hope they are not here and getting nervous.”

Participants suggested that certain information could make young people nervous by raising their fear of crime. Participants in one focus group introduced a gender element to fear of crime and suggested that females in particular may be more receptive to social media messaging due to a personal requirement to reduce perceived fear of crime:

(Female) “...as a lady myself, I do fear a lot coz of the stuff you get told. Like the second I saw the Facebook page I liked it straight away because it alerted me to what dangers were out there so, like not giving away too much information but it’s more appealing to women than it is males I think.”

This particular young female suggested that one reason for this gender imbalance could be because of its (Facebook) effectiveness in alerting young females to environmental dangers. The conversation that took place within the focus group suggested that females were more likely to be affected by fear of crime and therefore more receptive to messaging that is directed specifically at raising awareness to prevent future victimization. Male participants within the focus group also supported this idea suggesting that young females in general are becoming increasingly aware of the potential for victimization and this may make them more receptive to and appreciative of digital and social media content that alerts them to potential dangers. Furthermore, it was suggested that the impact of raising fear of crime is felt wider than just young people themselves, with one participant stating:

“My mum is really protective, she’ll go on the Facebook page regular, she will read up and then she’ll make sure it’s safe for me to go out first and if there’s any danger she’ll tell me about it, but she’ll make me aware.”

Participants raised a concern over the inadvertent impact on fear of crime through police use of social media. Bartlett *et al* (2013) reminds us that social media can and

should be used by police to provide reassuring contact, share information and dispel rumour, thereby reducing fear of crime within communities. A good example of the requirement to delicately balance the need to raise awareness whilst guarding against raising fear of crime can be seen in the posts of two Nottinghamshire female social media users who responded on Facebook to a police appeal for witnesses following a knifepoint robbery at 0730hrs in an area of Nottingham:

“OMG -7.30 am!!! I came back from my swim at at 8am on Wed and there was a police car behind me and another passed in the opposite direction and I wondered if something had happened. Scary. Thanks for sharing”

“... thanks for telling me but u have scared me I walk to work at 6:45 in the morning and no one will see if it happens to me.” (Nottinghamshire Police, 2015)

For one social media user, the information contained within the appeal posted on Facebook served to provide a degree of reassurance by explaining why police were in a particular area at a given time. For a different user, there is clear indication that the same information has raised fear of crime. Police digital and social media teams must remain alert to the inadvertent impact of digital and social media messaging and consider proactive monitoring in order to identify and then resolve such issues prior to escalation.

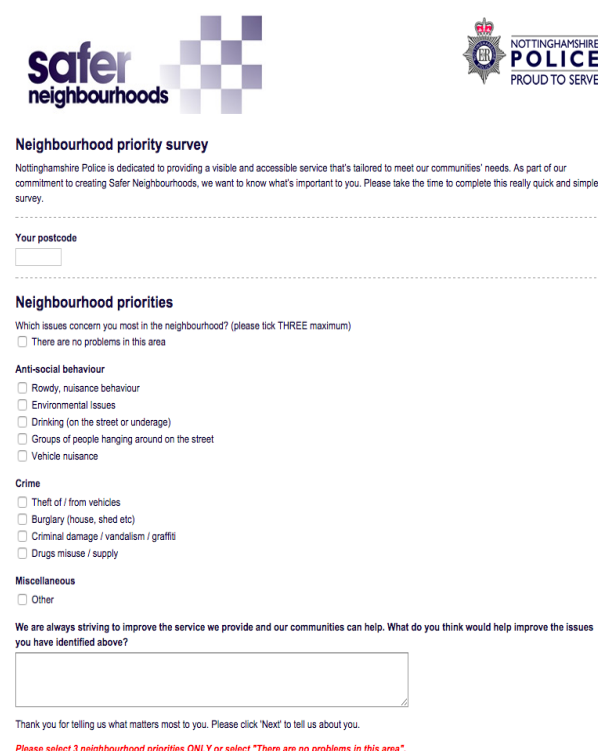
Local information that is relevant to young people in the area

Some participants revealed a need to be kept informed. Whilst being exposed to National and International news broadcasts on the police website wasn't an issue as long as it was relevant and selective, others suggested that police digital and social media content should stay focused on local rather than wider issues: “Well it depends you know if its relevant or not, you know some things that happen in America we don't need to know about- it's not relevant.”

Research Objective Five: (A) To examine young people’s opinions, understanding and experience of the Neighbourhood Priority Survey (NPS). (B) To find out how Nottinghamshire Police can encourage young people to become involved in this process via digital and social media.

Young people’s involvement in Neighbourhood Priority Setting

The Neighbourhood Priority Survey (NPS) (Appendix Seven) is a basic survey used by Nottinghamshire Police to direct neighbourhood focus and activity. The survey



Neighbourhood priority survey

Nottinghamshire Police is dedicated to providing a visible and accessible service that's tailored to meet our communities' needs. As part of our commitment to creating Safer Neighbourhoods, we want to know what's important to you. Please take the time to complete this really quick and simple survey.

Your postcode

Neighbourhood priorities

Which issues concern you most in the neighbourhood? (please tick THREE maximum)

☐ There are no problems in this area

Anti-social behaviour

☐ Rowdy, nuisance behaviour
☐ Environmental issues
☐ Drinking (on the street or underage)
☐ Groups of people hanging around on the street
☐ Vehicle nuisance

Crime

☐ Theft of / from vehicles
☐ Burglary (house, shed etc)
☐ Criminal damage / vandalism / graffiti
☐ Drugs misuse / supply

Miscellaneous

☐ Other

We are always striving to improve the service we provide and our communities can help. What do you think would help improve the issues you have identified above?

Thank you for telling us what matters most to you. Please click 'Next' to tell us about you.

Please select 3 neighbourhood priorities ONLY or select "There are no problems in this area".

historically has been at the heart of neighbourhood priority setting and the problem solving process and it has been seen as a key tool for facilitating community participation. Neighbourhood teams are expected to use the survey proactively and also encourage its online completion. The survey itself allows community members to record personal data and choose up to three local issues, for police and partners to address.

Participants were asked if they had ever completed a Neighbourhood Priority Survey (NPS). Surprisingly participants overwhelmingly stated that they had never completed one. In fact only one participant stated that they had actually heard of it. This suggests that local neighbourhood policing teams have not been using the Neighbourhood Priority Survey effectively. The purpose of asking this question was to evaluate one aspect of police engagement among young people- a willingness to report their concerns via the Neighbourhood Priority Survey. On reflection, the fact that the majority of participants had not completed the survey or indeed heard of it reveals little of their actual or willingness to participate in police engagement. Whilst participants have

previously reported an unwillingness to discuss or report their concerns to the police despite a general acceptance that this is an important thing for them to do, the lack of completion could in fact reflect a lack of opportunity. This is an issue that has been highlighted in the research undertaken by Buckingham (2000) and Banaji and Buckingham (2009) who asserted that young people are not apathetic; they simply do not have the appropriate opportunity to engage.

Participants were then asked to complete a Neighbourhood Priority Survey within the focus group and then provide feedback for the purpose of establishing whether there was any substance to anecdotal assertions that the survey was not 'young person friendly' and therefore a barrier to effective engagement with young people. Some participants revealed that they not only understood the instructions within the survey, but they also felt the survey to be relevant to young people. One participant commented positively on the provision of multiple-choice categories to facilitate completion and the confidential nature of the survey. The majority of participants however were not so positive, criticizing the survey in two key areas: design clarity and age appropriateness for young people.

Design clarity

There appeared to be a clear requirement for clarity from those participants who completed the survey: "What does it mean by area? / What is fly tipping?" were typical questions asked, which raises concern regarding levels of confusion for young people when completing the survey:

"This is quite unclear; I have ticked the box 'litter' and it then says 'when does this problem occur?' Well littering can happen whenever, there is not really a set time".

"I didn't quite understand it...sometimes the occurrences can happen in the morning you might get confused whether to tick one or two but on this one the anti-social behaviour say like if it was in a...particular area they might want to tick quite a lot of them but you are only allowed to tick three...."

“It says chose a maximum of 3 from the sections below but there are 3 sections, do you tick one from each section or 3 altogether? The directions could be better.”

Demographic profiling

Within this section of the survey, respondents are asked to define their demographic characteristics, for example, age, gender and sexual orientation. Some, but not all

participants reported confusion:

About you

It's important for us to reach everyone in the community, so please provide us with the following information about you. This information will be used for monitoring purposes only.

The screenshot shows a survey form titled "About you" with a grey background. It contains four sections, each with a heading and a list of options with radio buttons:

- What is your gender?**
 - Male ☐
 - Female ☐
 - Prefer not to say ☐
- What is your sexual orientation?**
 - Gay ☐
 - Lesbian ☐
 - Bisexual ☐
 - Heterosexual ☐
 - other:
 - Prefer not to say ☐
- What is your age?**
 - under 16 ☐
 - 16-24 ☐
 - 25-34 ☐
 - 35-44 ☐
 - 45-54 ☐
 - 55-64 ☐
 - 65-74 ☐
 - 75+ ☐
 - Prefer not to say ☐
- Do you have a disability?**
 - Yes ☐
 - No ☐
 - Prefer not to say ☐

“The ethnicity bit could be laid out a bit better; it looks like you should tick one from each area- take out the bold headings.”

Participants from two focus groups suggested physical amendments to the survey design:

“Maybe make the boxes a bit bigger”

“You could have just the headings on and when you click the tick box it drops down the next box e.g. white and then drop down British, Irish etc.”

Since the introduction of Neighbourhood Policing in 2005 there has been a requirement to record the demographic detail of people who engage with the police through survey completion so that the data recorded can be compared with official demographic profiles to ensure local teams engage with ‘all’ communities. Asking

survey respondents, especially young people to disclose their sexual orientation has always been a contentious issue that has concerned Neighbourhood Policing Teams throughout Nottinghamshire. The reason being was because it was thought that young people would either, be offended and refuse to complete the survey, or they would not understand the terminology. In many instances this resulted in officers simply not asking the question, or not using the survey.

Interestingly all participants in one focus group claimed to understand the question asking them to define their sexual orientation, albeit some suggested that younger participants may not understand the term sexual orientation or in fact know their own sexual orientation. For other participants in different focus groups there was some confusion and discomfort reported: “What does heterosexual mean?”, “I think it’s a question of it shouldn’t be on the sheet. I don’t think it’s relevant.....It’s a bit personal to yourself”, “I think it’s just a weird question.” One participant offered a solution by suggesting: “There should be an explanation of why such a question is on there.” Another participant suggested a technological solution: “If it is on the computer though you could have one of those little eyes to hover over and it shows you the definition of it. “

Where contentious or potentially uncomfortable questions have to be asked, one participant suggested there should be a full explanation of why the question is being asked, so that respondents can be reassured. Whilst the terminology used within the demographic section of the survey may serve to confuse some young people, it by no means confused everyone.

Prior to the demographic section within the Neighbourhood Priority Survey, there is an introduction, which reads:

‘It’s important for us to reach everyone in the community, so please provide us with the following information about you. This information will be used for monitoring purposes only’.

The recommendation from one participant was that more explanation should be offered. Within the detail of the survey, there is also a 'prefer not to say' box. This provides opportunity for those who may either not understand or simply feel uncomfortable, the chance not to disclose their sexual orientation. One participant recognized this by stating: "....it's alright because it says 'prefer not to say' at the bottom."

Neighbourhood Priority Survey and age appropriateness

One participant, when asked if the survey was young person friendly replied: "No-it's really not." Others suggested that the wording could be more young person friendly. The participants involved in this study indicated that they would be receptive to a survey that was specifically designed for young people. This was because it was felt that the current format appeared too adult focused. When asked what was wrong with the survey in its current format, some participants suggested that the title of the survey needed to be re-designed to maximize impact: "Not a very interesting title", "It needs a better headline like 'help your neighbourhood' or 'raise awareness'."

Chapter conclusion

Gerodimos (2010) reminds us that there are empirical gaps in our understanding of why and how users seek process and pursue Internet based opportunities and it is in this respect that this thesis seeks to contribute to this understanding. Young people must be given the opportunity to shape the way public agencies engage with them in the 21st Century. These opportunities will potentially serve to enhance self-efficacy and promote police engagement thereby increasing trust and confidence in policing. Young people within this research study have been afforded the opportunity to provide direct feedback on the quality of Nottinghamshire Police digital and social media platforms, which include its Website, Twitter, Facebook, YouTube and Neighbourhood Priority Survey.

With specific regard to the Neighbourhood Priority Survey, 437 members of the public completed the Nottinghamshire Police Survey between 1 April 2016 and 27 December 2016. A demographic breakdown of this data shows that only 14 young people (3.2%) defined by the 16-24 year old category completed the survey (Nottinghamshire Police, 2017). Although opportunity is given for under 16 year olds to record their age on the survey, analysis of the survey does not specifically report on this category of respondent. Therefore, the organization is unsighted on its under 16-year-old engagement profile. Whilst this omission is now being reviewed it does suggest a historical lack of focus on young people within the organizational engagement framework. Therefore the revelation that most of the participants within this study had neither completed a survey nor even heard of it should not be considered surprising. We should also remember that this research is not quantitative in nature and the participants within the focus groups are not statistically representative of the general population and therefore the results cannot be generalized. With this in mind it could be argued that asking whether the participants had completed or heard of the survey was unnecessary and added little to the research. Nevertheless, the intention of this part of the research was to explore practitioner concern regarding not only the design and appropriateness of the survey, but also the requirement for young people to define their sexual orientation within the demographic section of the survey. The findings revealed that whilst the majority of feedback indicated the survey lacked design clarity and was not pitched appropriately for young people, this was not the case for all participants as some suggested the survey was in fact young person friendly and did not generate confusion. Surprisingly, it seems that defining sexuality within the demographic section of the survey generates more discomfort for the police than it does for the young people themselves. Participants stated that some younger people might not understand the term 'sexual orientation', whilst others may feel uncomfortable being asked the question. But it seems that as long as there is adequate definition of terminology, an explanation why the data is being collected and an opportunity to 'prefer not to say', the survey did not present any major concern. It appears therefore that the historical and anecdotal criticism of the survey within the organization is not fully warranted. Whilst the survey is not perfect, it seems that

with minor amendments, the survey could indeed be considered 'young person friendly'.

Policing must be sophisticated, guarding against a generic assumption that because someone is young they are automatically connected to the digital world and informed through digital literacy. Policing should acknowledge that some young people, whether 'digitally native' (Prensky, 2001) or not, need to become media literate in order to critically analyse content. Developing technical skills is important for meaningful participation, a point that should not be lost on agencies wishing to use such technology for meaningful engagement. Policing must therefore ensure the path to participation for young people is simple, convenient, and easy to navigate. Overall, participants within this research study feel that Nottinghamshire Police are generally on the right track with regard to its digital and social media structure and content but provide the following guidance for delivering successful engagement with young people in the future:

- Provide varied information that is well structured, clear, interesting, relevant and timely.
- Make full use of colours that maximise visual impact.
- Provide advice in the form of crime based information, guidance and activity based opportunities in a friendly and relaxed or informal way that guards against raising fear of crime.

Despite the provision of this guidance, the practical application of effective digital and social media engagement with young people remains complex. This guidance simplistically identifies the requirement to make content interesting and relevant for young people. The actual process of confirming what is interesting and relevant to young people is more difficult. There is a suggestion from the participants within this study of a requirement for varied content. Some young people see the provision of National and International news as being appropriate, fitting within their tolerances of what is considered interesting and relevant due their personal need to be kept informed. For others, such information is not seen as interesting and relevant as their personal need is for the provision of local information only. Similarly, whilst

some young people advocate the use of visual imagery and colour to make websites stand out, others offer words of caution against assuming that all young people require bold and colourful imagery to secure their interest. One participant was clear stating that some young people do not want to be categorized as one homogenous group and that different age groups have different levels of understanding and different requirements, which must be considered by the police. The police have to be sophisticated, even more so in austere times and create a bespoke communication plan that is tailored to suit the needs of all young people. This plan must also guard against the risk of raising fear of crime- a potential by product that can result from the provision of crime related information. It is with this in mind that community classification systems such as Experian Mosaic could offer a solution.

CHAPTER SEVEN: Conclusions

INTRODUCTION

This chapter seeks to provide a reflexive account of the research conclusions paying particular attention to determining whether the original research aim and objectives have been achieved. The chapter will discuss a variety of contextual backdrops against which the value of the thesis should be considered: austerity and the pluralization of policing, and hidden victimization linked to emergent criminality. The chapter will specifically bring together the empirical findings that were presented in detail in Chapters Five and Six in order to answer the study's principal research objectives. It is within this section that the 'online engagement framework' will be introduced. This framework represents the collective findings of past and present research that provides insight into the pre-requisites of 'Quid Pro Quo' engagement- a specific requirement reported by the young people within this research. The chapter will then discuss briefly how the research is aligned to the theoretical perspective of the Interpretivist paradigm and then show how digital and social media can be used by policing to promote normative behaviour and compliance through the establishment of trust, confidence and legitimacy in the eyes of young people. The chapter will highlight some relevant research limitations prior to then providing a concluding commentary in terms of the future direction of policing and potential further pertinent academic research that may be applicable.

This exploratory study sets out to determine whether digital and social media is the panacea for securing transformative engagement with young people in Nottinghamshire and five objectives were set:

- 1) (A) To explore young people's experience of and inclination toward engaging with Nottinghamshire Police via digital and social media. (B) To explore how Nottinghamshire Police can raise the profile of its digital and social media platforms.
- 2) To explore whether young people think it is important to communicate (via digital and/or social media) with Nottinghamshire Police.
- 3) (A) To determine what kind of information young people want to receive from Nottinghamshire Police. (B) To explore how young people want to receive information from the police. (C) To explore how young people are prepared to pass information / report concerns to the police.
- 4) To explore young people's views on the suitability of Nottinghamshire Police's digital and social media content.
- 5) (A) To examine young people's opinions, understanding and experience of the Neighbourhood Priority Survey (NPS). (B) To find out how Nottinghamshire Police can encourage young people to become involved in this process via digital and social media.

Crump (2011) suggests that police forces have been experimenting with social media since 2008 as it was seen as a potential new channel for engaging with communities. In 2011, an assessment of community engagement by Nottinghamshire Police concluded that whilst substantial investment in digital and social media had been made, there had been little or no consultation with young people in its development or formal evaluation of its effectiveness. The suspicion at this time was that for policing in general, this experimentation was organizational rhetoric where investment represented a superficial acknowledgement of what appeared nationally to be a 'good idea'. The purpose of this thesis, in part is to address these issues by consulting young people and evaluating the suitability of Nottinghamshire Police's digital and social media engagement with regard to young people and to see if there

is real substance to the use of digital and social media in this context. The requirement to consult young people with regard to digital and social media features within Nottinghamshire Police's local Policing Plan (2013-2018). Specifically, it is aligned to the 'spending money wisely' strategic objective, where officers and staff are expected to be given the 'tools, technology and services they need to do their jobs efficiently and effectively' (Nottinghamshire Police, 2013, p.18). Within this plan, Nottinghamshire Police state their intention is to use their website and a range of traditional and social media channels to keep people informed about what they are doing and to make it easier for communities to communicate with them. Success against this objective is measured through the number of recorded visits to the website, Twitter, Facebook, and YouTube pages. Public feedback regarding communication activity is also monitored (Nottinghamshire Police, 2013). This exploratory research thesis contributes to the strategic requirement for community feedback and serves to provide young people with an opportunity to shape the way Nottinghamshire Police engage with them in the future. This becomes even more pertinent when one considers the general lack of academic research that provides insight into the type of information UK policing should be giving young people and in what format. This is further supported by Crump (2011) who specifically concludes that there is a lack of empirical analysis that relates to the use and impact of social media as an engagement tool. Digital and social media is seen as a real opportunity for policing to expand its contact with young people at a fraction of the cost of traditional forms of media. Therefore interest in its application and use has risen exponentially as a result of the 2008 financial crisis and 2010 Comprehensive Spending Review.

In Chapter One, police austerity and hidden victimization were introduced as two reasons why this thesis has inherent value. Police austerity in particular presents a significant threat to police engagement. The 2010 Comprehensive Spending Review required £2.1 billion of efficiency savings from UK policing which resulted in the loss of 17,000 police officers (GOV.UK, 2015), 15,000 police staff (UNISON, 2016) and 4,600 Police Community Support Officers (GOV.UK, 2015). Within Nottinghamshire this equated to £43 million worth of savings and a significant re-organization of the

'police operating model' (the way the organization is set up to achieve its strategic priorities). In 2015 this resulted in the withdrawal of School and Early Intervention Officers (SEIO's) from secondary schools and the provision of a revised offer that reflected the changing and shrinking landscape of operational policing. The withdrawal of the SEIO's from the school environment was seen as an operational necessity caused by the requirement to meet significant financial savings. Despite this, one conclusion from this study suggests that the young people who participated in this study prefer traditional face-to-face police contact. The school environment is offered by some as an appropriate place in which to pass information and concerns to the police. It is apparent that young people may not favour the use of digital and social media in this context at this time, so policing must identify more innovative ways in which young people can access its services. This thesis serves; through the involvement of young people in the research process to advise how best to innovatively encourage young people to access police services in a changing operational landscape.

Theoretical contribution

Within chapter one, the theoretical framework for this thesis is defined as the Interpretivist paradigm, with a relativist ontology, which emphasizes the importance of personal ideological position when interpreting social reality. The use of focus groups involving young people within this study was purposefully chosen so that a true understanding of the motives, meanings, reasons and other subjective experiences of young people's engagement requirements could be explored. The number of qualitative studies that have provided this opportunity within a police digital and social media context is negligible. It is in this respect that this thesis provides a much-needed insight. Theoretical links to functionalism are also discussed within the body of chapter one as the engagement of young people by the police is viewed as contributing to society's functioning as a whole. The police, together with other agencies such as the local authority, education and health play a key role in the socialization and development of people (young and old) into law-abiding citizens. British society is maintained through consensus and social cohesion,

and austerity can be seen as a direct threat to the status quo. This thesis suggests that austerity has forced policing into a new epoch, which is defined by a requirement to achieve more for less. Policing not only has to prove its effectiveness and efficiency, but it now has to show how it secures legitimacy in the eyes of the public. This suggests a return to the very fundamentals of policing associated with the principles of British policing and Sir Robert Peel- policing by consent. Key to maintaining public consent is to secure legitimacy through procedural justice or fairness (see Tyler, 2006 and Hough *et al*, 2010) and community engagement is seen as the vehicle by which procedural justice and legitimacy can be delivered. It is important, especially in times of austerity that agencies such as the police, choose the most effective and efficient vehicle to deliver these key elements to the public and this thesis serves to determine the most appropriate vehicle that should be used with specific regard to young people.

In chapter two I identify an overwhelming lack of empirical evidence that relates to police digital and social media engagement, not just with young people, but with adults as well. There is much rhetoric, assumption and hope that such media will deliver the potential to enhance all forms of participation, but the formal qualitative and quantitative research to prove what actually works is limited. Even a review of literature relating to civic and political participation provided mixed evidence in relation to the impact of digital and social media on young people's participation and engagement. Whattam (2009, cited by Copitch and Fox, 2010), Flouch and Harris (2011), and Brandtzaeg (2012) for example suggest that online engagement can empower communities, provide a voice, enhance dialogue, and improve perception, feelings of efficacy and social cohesion. Whereas Livingstone, Couldry and Markham (2007), Gibson *et al* (2009), and Gerodimos (2010) conclude that digital and social media is not the panacea for engaging young people and that such methods of engagement may not in fact be the future for the younger generation. It is the how and why young people wish to participate that has been identified as an empirical gap in the literature and the intention of this thesis is to further the academic knowledge in this particular area by exploring young people's engagement with Nottinghamshire Police via digital and social media.

This thesis concludes that young people are not disengaged, disinterested, lackadaisical or apathetic (Bennett *et al*, 2008). They have simply been disconnected from a police culture that appears to have historically failed to understand how and why young people wish to participate in policing. It is the responsibility of policing to identify what makes young people 'tick' and present relevant opportunities to participate in a meaningful way. Young people appear to resist a top down approach and effective police engagement with young people is doomed to fail if police leaders think engagement is something that can be forced upon them. Through this thesis, policing can be seen to be adopting a bottom up approach thereby encouraging a sense of ownership and self-expression which is often associated with the informal, flexible, convenient and interactive elements of music, gaming, video and dating sites which appeal to young people (Younis *et al* 2002, cited by Brandzaeg, 2012). Never has there been a more important time for policing to exploit the opportunities presented by new media technology. Austerity, emergent criminality, political influence and the 'de-mystification' of policing present new challenges to policing in the 21st Century. Young people's participation in policing can be seen as preparation not only for good future citizenship, but also for the maintenance of social cohesion and social order, which is key to the perpetuation of the British style of policing. Policing is a complex, multi layered and dynamic entity that requires the energy and innovation of young people. It is essential that police leaders find a way to inspire young people to not only get involved in community participation but also the police itself. The findings presented and discussed in the next section go some way to define the inspirational springboard from which policing may successfully engage with young people in the future.

The main empirical findings were detailed within Chapters Five and Six, so this section will bring together the empirical findings to answer the study's principal research objectives.

Are young people willing to engage with Nottinghamshire Police via digital and social media?

The questions asked within the focus groups were designed to explore participant willingness to access, receive or provide information to Nottinghamshire Police via digital and social media. This thesis supports the findings of Casey (2008) who suggested that the willingness of young people to participate is somewhat higher than the actual participation itself. This thesis presents substantial evidence that indicates a willingness of young people to engage with the police through digital and social media as long as an equitable relationship exists between the police and the young person. This is referred to as 'Quid Pro Quo' engagement where cooperation or engagement on the part of the young person is contingent upon the delivery of an engagement framework by the police that is in line with the requirements of the young person. Where this framework is in place (Appendix Fourteen), this thesis suggests young people are more than willing to participate in a variety of ways. These include: adapting or curtailing behaviour to mitigate personal risk through locality avoidance, taking proactive measures such as closing and locking doors and windows, or sharing crime prevention information when circumstances present a threat to family members and in particular those with vulnerabilities. It is also suggested that an emotional connection for some will be a pre-requisite for engagement and the example of a missing person who presented a high risk of vulnerability was cited by many participants as a good reason to engage with the police through the discussion and sharing of information. This emotional connection could be seen as the catalyst for curiosity, connecting the young person through personal interest, as long as it doesn't represent a personal risk. It is apparent therefore that in order to secure the engagement of young people, online content whether emotive or light-hearted should be of sufficient interest to the young person to ignite curiosity.

Ironically whilst young people within this study declared a preference to receive information from the police through social media, traditional media in the form of the telephone and face-to-face contact were seen as the preferred choice for

passing information to the police. This confirms an important requirement for the police to carefully consider the position they place young people in when encouraging them to provide information. It seems that traditional media is currently associated with greater anonymity and confidentiality which is an important consideration for some young people. Without this, digital and social media is simply not a viable option, as it is not perceived to be a safe method of communication.

This thesis suggests that young people may not in fact be ready for police engagement to be dominated by digital and social media. Traditional media is still seen as a primary method for increasing awareness and for encouraging young people to engage with the police. The individuality or personal touch associated with physically seeing or talking to a police representative seems to provide the confidence that is required to participate or engage with the police. This presents an initial surprise, as the assumption was that young people would see digital and social media as the future conduit for engagement with the police. However, it becomes less surprising when one considers the research undertaken by Lutkin *et al* (2009). Lutkin *et al* found that some older teenagers do still appreciate the value of tradition, albeit in this case the reference was to the use of books. Digital and social media at this moment in time cannot be regarded as the 'Holy Grail' of engagement, but rather a tool that needs to be understood and used appropriately. Only by identifying what 'appropriate' means can the potential in terms of financial efficiency and enhancing accessibility that is so often spoken about in relation to new media and community engagement be delivered.

Is it important for young people to communicate with Nottinghamshire Police?

Whilst there was a general acceptance that it was important for the police to know and understand the concerns of young people, there was a significant reluctance to actually disclose this type of information to the police. Whilst anonymity and confidentiality are considered important criteria for the disclosure of such information to the police, so too is knowledge in terms of what and how to report

such information. If young people do not know what to report or how to report it, juvenile Internet based vulnerability and victimization in relation to fraud, grooming, 'sexting', and radicalization will remain hidden from official statistics. More importantly victimization will remain hidden from the prevention and investigation agendas of local, regional and national policing. This thesis concludes that young people may not yet be ready to fully embrace the opportunities that are presented in the form of digital and social media when it involves the disclosure of personal or sensitive information to the police. Police forces must develop digital and social media platforms that can accommodate the requirements of anonymity and confidentiality. They must also continue to reassure young people, through traditional media channels in the first instance, that digital and social media is a confidential and alternative way of passing information and concerns to the police- if indeed this is the case.

How do young people want to communicate with Nottinghamshire Police and what type of information do they want to receive?

Research conducted by Sussex Police (2010, cited by Craig, 2011) concluded that a virtual policing presence can positively affect public trust and confidence in policing. This thesis concludes that whilst some young people are happy to receive police information virtually through digital and social media, there is still a significant place for traditional communication methods in facilitating effective engagement with young people. It appears that traditional engagement through direct and personal contact may illicit greater feelings of comfort, safety and reassurance within young people than digital and social media. It may also be the case that young people simply do not trust police digital and social media platforms to protect their anonymity and confidentiality whereas direct contact is seen as the safer option. It is clear that relevant and timely information that promotes: an awareness of personal safety, the community, general knowledge, the consequences of behaviour and general police contact is the type of information young people within this study want to receive from their local police. This information is seen as empowering, giving

confidence and improving efficacy. These criteria should form the foundation upon which future engagement with young people is developed.

The suitability of Nottinghamshire Police's digital and social media content

According to the young people within this study, simplicity, convenience, and accessibility are three basic qualities used to define suitability. Encouragingly, whilst there was detailed and specific criticism, many participants still felt that Nottinghamshire Police's digital offer overall, was suitable for young people. The type of information required by the young people within this study includes information that is: varied, well structured, clear, interesting, relevant and timely. Suitability is further defined as the appropriate use of colour that maximizes visual impact without detracting from the content; and the provision of crime related advice, guidance and information that is presented in a relaxed, informal way that also doesn't raise fear of victimization.

It is apparent that the use of multi-dimensional media platforms to remain connected to friends has become embedded in the daily ritual of adolescent life. Academic literature suggests that such platforms must be relevant, interesting, fun and empowering to secure the involvement of young people. The online engagement framework (Appendix Fourteen) details the key elements identified by this thesis that will serve to facilitate the requirements of 'Quid Pro Quo' engagement that have been identified by the young people within this study.

Gerodimos (2010) reminds us that there are empirical gaps in our understanding of why and how users seek, process and pursue Internet based opportunities. Myhill (2006) also reminds us that a fundamental part of effective community engagement is the provision of real opportunity for people to influence strategic priorities and decisions. This study has not only provided an opportunity to understand user requirement, but it has also allowed young people to influence the way Nottinghamshire Police engage with them in the 21st Century, by featuring recommendations within Nottinghamshire Police's latest public engagement strategy (2016). With regard to the suitability of Nottinghamshire Police's

Neighbourhood Priority Survey for young people, whilst feedback indicated that it lacked design clarity and was not perfectly pitched for young people, only minor amendments were required to enable the survey to be considered fully fit for purpose.

Limitations of the research

In any research that involves qualitative methodology, there will be generic criticism levelled at it. In Chapter Three, the issues associated with securing reliability and validity within qualitative research are discussed (LeCompte and Goetz, 1982). Within this chapter Guba and Lincoln (1994) argue that the criteria: credibility, transferability, dependability and confirmability should in fact be used to test the trustworthiness and authenticity of qualitative research. In order to ensure rigour within the research process, care has been taken throughout this study to consider and address the four criteria associated with trustworthiness and authenticity proposed by Guba and Lincoln (1994). The focus group process was piloted and a 'thick description' of the research method is provided to aid transferability. In chapter three I also provide a demographic description of the research participants and the physical environment in which the four focus groups were moderated so that future readers can personally assess the extent to which this study has credibility and transferability of findings.

In chapter three, time and resource is acknowledged as a potential limiting factor in terms of the credibility of a study. Calder (1997, cited by Bryman, 2012) suggests as a minimum, the facilitation of more than one focus group. It is also recommended that the 'saturation effect' or the point at which no new relevant data is being revealed, should be reached prior to concluding the use of the technique. Unfortunately, time, resource and participant access precluded this as a planned strategy and therefore four focus groups were chosen as the sample size for this study. Whilst it was clear from an analysis of the data transcripts that repeated data was emerging between the groups it is accepted that more focus groups would have been required to achieve the desired 'saturation effect'.

Because participant selection was not bound by the requirements of probability sampling, there is acknowledgement that results from this study are not representative and therefore generalizations cannot be made. The purpose of this study is to understand and provide insight and not infer, therefore purposive sampling was deemed to be an appropriate method of selecting which schools would be approached to facilitate access to young people. With regard to participant selection, the intention was to involve a sample of young people who possessed sufficient variation that would allow for contrasting opinion. Access to the young people within this study was facilitated through professional contact with 'gate-keepers' at three schools and one established 'youth group', who gave prior indication that they were prepared to facilitate access to their young people.

Insider versus Outsider status

The impact or influence a researcher may have on the collection and analysis of data and the complex relationship that exists between researcher and participant should be a genuine consideration for all researchers. This is particularly true for research that involves policing. Davies (2016) argues that the motivations that sit behind police based research can adversely affect the research outcome and any perception that the police have manipulated data to serve a hidden agenda could seriously erode public trust and confidence. It is therefore important that police researchers openly address issues that relate to what Guba and Lincoln (1994) call the 'confirmability' of research. Researchers must be open and transparent when reflecting upon potential researcher influence as this openness can serve to strengthen perceived legitimacy.

A key deliberation within this study related to who should be the lead moderator for the study's four focus groups. There has been significant sociological discussion regarding the advantages and disadvantages of researchers being from the population being studied. Merton (1972) differentiated between the Outsider Doctrine and the Insider Doctrine where the Outsider is seen to bring neutrality and

objectivity to the research process, but the Insider is seen to have better access and therefore more insight. According to Breen (2007), 'insiders' tend to study groups they belong to, whilst 'outsiders' do not belong to the group being studied. In 1998 Banks (cited by Kerstetter, 2012) made a further differentiation to include: the 'indigenous-insider', the 'indigenous-outsider', the 'external-insider', and the 'external-outsider'. In 1996, Brown (cited by Pike, 2005) further suggested four distinct types of police researcher: 'Inside Insiders', who are internal police researchers who have very little academic research experience and whose research is generally not peer reviewed; 'Outside Insiders' who generally are former police officers and staff who then become academics and use their prior experience and access to undertake research; 'Inside Outsiders' who are professional researchers who work within policing; and 'Outside Outsiders' who are academics who undertake research on policing for outside agencies such as the government or academia.

Mercer (2007) believes that to confine the relationship between researcher and participant to a simple dichotomy of insider and outsider status fails to acknowledge the dynamic and complex human relationship that exists within this context. Citing authors such as Anderson and Jones (2000), and Hockey (1993), Mercer (2007) suggests the relationship should be seen more in line with a 'continuum' (Mercer, 2007, p.5). Mercer (2007) views a researcher's age, gender, and ethnicity as representing one dimension to the insider/outsider continuum, with the complexities of time, location of research, relationship, and research topic as another dimension.

Recent academic debate has now moved away from the strict dichotomy of insider/outsider status to consider the full continuum that is associated with researcher identity and social positioning and the effect these can have on the research process. Dwyer and Buckle (2009, cited by Kerstetter, 2012) refer to the 'space in between' the insider/outsider continuum as it is believed that all researchers are positioned somewhere along the continuum that has complete insider at one end and complete outsider at the other. Serrant-Green (2002, cited by

Kerstetter, 2012) argues that it is important to identify where researchers are positioned on this continuum and reflect upon how this position can impact on their research process.

Within this study the positioning of the research team not only reflects Brown's 'Inside Insider' classification (Brown, 1996 cited by Pike, 2005) but also occupies 'the space in between' (Dwyer and Buckle, 2009, cited by Kerstetter, 2012). The positioning of the research team within this study generated considerable reflection with regard to potential impact on the research process. The research team comprised four police representatives who reflected the following demographic characteristics: white, male, female and aged between 30 and 55 years. For each focus group, the moderating team comprised a mix of either two police officers or two police staff members. The common thread was that each member was an expert in young people issues with a communication skill set that was enhanced. It was felt that using this small team of organizational representatives would enable better access and secure more insightful and authentic data. A further reason for using this team was because the focus group participants already knew the research team and a comfortable professional and positive relationship had already been established.

The researchers were not however part of the young person's social group and were clearly differentiated by age and occupation. An obvious disadvantage therefore of using this small team of police representatives to lead the data collection phase was the possibility of unintentional researcher influence caused by an obvious power differential that exists between the young participants and the research team. After all, the participants were young people, the research team comprised older police representatives and the research topic related to how the police engaged young people. Whilst the true extent of such unintentional researcher influence could not be scientifically evaluated within this study, significant consideration was given to minimizing potential researcher influence.

Breen (2007) reported on a review conducted by Bonner and Tolhurst (2002) who suggested that 'insider' status can serve to minimize the power in balance that may

exist between the researcher and those being researched. This consideration was key in deciding to use these officers during the data collection phase, as they represented the closest position to insider status that could be achieved for this study. In order to encourage a free flow of open and honest discussion, further control measures were put in place that included, assurances of participant anonymity, confidentiality and a reassurance that participation was entirely voluntary.

A manifestation of adverse researcher influence within this study could have been the intimidation of research participants caused by this apparent power differential, causing a refusal by participants to actively take part in the focus group discussions. This risk was addressed through careful moderator briefing, and the sensitive encouragement and facilitation of all participants to actively take part and express a view or opinion within the process. It could also be argued that adverse researcher influence may have resulted in the young people simply providing favourable comment or assessment in relation to the Nottinghamshire Police digital offer in order to please or placate the researcher. The analysis of the data collected again seems to indicate that this did not happen. The young participant's provided a healthy balance of constructive criticism that related to all areas of research interest and this is reflected within chapters five and six. The control measures that were put in place sought to mitigate the potential risk of unintentional researcher influence thereby minimizing adverse impact on the validity or credibility of the data secured.

Concerns relating to using a research 'team'

Any concern relating to the potential lack of moderator knowledge in terms of research area and requirement was addressed through a series of briefings that were led by the principal researcher. A general criticism that is often levelled at the use of research teams is the potential for inconsistency in focus group moderation in terms of the emphasis that is placed on certain questioning. Whilst the interview schedule briefing and the results from the pilot focus group provided an indication as to where moderators should focus attention and probe, it was accepted that there

would always be a reliance on moderator discretion to determine which answers to probe. From the analysis of the data transcripts it became clear that there were occasional failures to explore in sufficient depth certain responses and therefore context or reasoning was lost. There were also issues associated with moderators occasionally: asking leading questions, failing to allow respondents to unpack their answers, and failing to probe effectively in order to establish the reasons why a comment had been made. These minor issues are all highlighted within chapters five and six where the findings are subject to detailed analysis. The purpose of highlighting these issues is to ensure transparency and provide reassurance that such occurrences were limited in number and potentially mitigated through the quality of data secured in the other focus groups. It is acknowledged that it will be the reader who determines the level of impact such issues ultimately had on the validity and accuracy of the research findings.

Is digital and social media the panacea for securing transformative engagement with young people in Nottinghamshire?

It is apparent that digital and social media is not seen by the young people within this study as the 'Holy Grail' or indeed the panacea for police engagement. For these participants there is clearly an acceptance that digital and social media serves a purpose and demands a legitimate place within organizational public engagement strategies. But there is still a significant requirement for the use of traditional communication channels. This offers a word of warning to agencies that believe digital and social media can replace conventional methods of communication. This is further supported by a US National Study of Online Charter Schools whose results, released on 27th October 2015 concluded that students of online charter schools (online schooling) had significantly weaker academic performance in mathematics and reading than their mainstream conventional student counterparts (Mathematica Policy Research, 2015). This provides a cautionary note regarding the impact or influence of virtual presence on the behaviour of young people when compared to traditional communication methods. Harfoush (2008) makes clear that social media *per se* is not the 'Holy Grail', but rather a tool that needs to be understood and used

appropriately and only then will it deliver the 'potential' that is so often spoken about. Gibson *et al.* (2009) makes a similar conclusion claiming that technology should not be seen as a panacea for effective engagement, but more of a method by which engagement can be made cheaper and more accessible.

Within chapter two, reduced cost, flexibility, convenience and greater anonymity are offered as reasons why digital and social media should be considered as primary methods of engagement for young people. Within this study, young people claim that such elements feature high on their list of pre-requisites for effective online police engagement and yet they still declare a strong and clear predisposition toward traditional, offline proximity based face to face contact with the police. Chapter two explores in some detail the academic literature that provides possible insight into why young people in this study prefer face-to-face contact to virtual online contact with the police.

Experiential Communication Theory (Satir, 1967, cited by Antai-Otong, 2007) and Media Richness Theory (Daft & Lengel, 1983) suggest that face-to-face communication is well regarded because physical proximity, or co-presence allows for the assessment of non-verbal communication, which maximises contextual richness and facilitates greater understanding. Face-to-face proximity based communication is seen as the 'gold standard' of communication (Nardi & Whittaker, 2002) because facial expressions, tone of voice, body language and gestures can reveal the underlying emotional attitudes of the message. The work of Erving Goffman (1959) also provides sociological insight into the importance of proximity-based communication. Co-location and analysis of non-verbal communication or 'expressions given off' (Birnbaum, 2008, p.229) provide unique access to an individual's communication 'performance' thereby allowing for judgements to take place with regard to communication sincerity, a criteria valued by the young people within this study.

Face to face communication for young people within this study is clearly a preferred method when it comes to police engagement, but there is a place for online communication. In order to maximize the impact of online communication it is important to know when young people are ready exploit the opportunity that is presented by such technology. Murphy *et al*, (2007) suggests a plausible relationship between the two types of communication could exist where face-to-face communication is used to establish enduring relationships, and online communication is used to nurture the on-going relationship. Nardy & Whittaker (2002) also conclude that digital and social media is becoming more important in maintaining long distant relationships, where the convenience of face-to-face interaction is not present. Birnbaum (2008) found that students were not using Facebook to develop new relationships, but rather to maintain the relationships that they have already developed through face-to-face interaction. This finding is in line with other research into Computer Mediated Communication (see Carter, 2004 and Lampe, Ellison, & Stenfield, 2006, cited by Birnbaum, 2008). Whilst face-to-face communication can provide a personal connection conducive to building trust and developing more meaningful relationships (Murphy *et al*, 2007), a combination of face-to-face and virtual online communication should feature within the communication strategy of any police related organization.

The future landscape of policing is changing at a pace that has not been experienced in generations. There is an expectation that 'more must be done with less' and policing is frantically searching for practices that will not only deliver efficiency savings but also provide effective community engagement that can maintain and enhance public trust and confidence. Historically, this has been undertaken using traditional communication methods that have relied upon 'feet on the ground'. Eleven years ago the 'feet on the ground' belonged to warranted police officers and more recently by non-warranted Police Community Support Officers. Policing now enters a new epoch defined in its entirety by the need to become super-efficient, super lean, super legitimate and potentially super virtual. Digital and social media undoubtedly has the potential to provide a virtual presence within communities that can serve to maintain effective contact at a fraction of the cost, but the question

remains how far policing can legitimately take this idea. At present, the empirical basis on which such decisions can be made requires further academic study and this research serves to provide a starting point in this academic journey focusing on the police use of digital and social media and its impact on young people. This study concludes that the time is not right to move from a traditional communication strategy to one based purely on digital and social media. There is much work to be undertaken by policing to reassure young people that not only is the infrastructure in place to accommodate a move toward more engagement via new technology, but also that to use such technology will provide young people with the convenience, speed of contact and above all anonymity and confidentiality that is required. This thesis provides a framework upon which further research can build a comprehensive, meaningful and insightful picture of how to maximize the effectiveness of digital and social media engagement with young people. There is evidence from this research that digital and social media is an acceptable means to communicate with young people. But for the time being at least policing must retain a mixed method approach to communicating with young people and invest in local operationally based empirical research that can build upon the work undertaken within this exploratory research and further develop the notion of 'Quid Pro Quo' engagement. By doing so, policing can develop a robust, bottom up framework for school based engagement that not only considers the forty engagement criteria presented in the online engagement framework, but also considers a framework for measuring the impact this engagement has on young people's trust, confidence, and perceptions of legitimacy.

The critical analysis of literature associated with digital and social media engagement considered together with the findings from this research suggest that digital and social media are not the panacea for police led community engagement with young people. This technology certainly presents an obvious route for future development and this thesis has suggested that young people are not yet ready to accept such technology and swap physical visibility and accessibility for their virtual counterparts. This is an issue that police forces must eventually address and will undoubtedly require a sophisticated, longer-term communications strategy designed to change

the culture and perception among younger communities. The police service as an institution must remain at the forefront of new media developments and be fully prepared for the outcomes associated with technological engagement because if the organizational infrastructure is unable to accommodate a rise in public contact through platforms such as Facebook and Twitter, it runs the risk of destroying the very outcomes it seeks to nurture: public trust and confidence.

APPENDICES

APPENDIX ONE: BIBLIOGRAPHY AND WORKS CONSULTED

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APPENDIX TWO: A LETTER OF INTRODUCTION (SCHOOLS)



COUNTY DIVISION

West Bridgford Police Station
Rectory Road
West Bridgford
NOTTINGHAM
NG4 3DZ

DATE:

TEL 101

EXT 810 6920

Dear Sir/Madam

LETTER OF INTRODUCTION: NOTTINGHAMSHIRE POLICE RESEARCH REQUEST

My name is Chief Inspector Richard Stapleford and I work for Nottinghamshire Police and am based at West Bridgford Police Station. I am a member of the Society of Evidenced Based Policing (SEBP) and am currently undertaking a doctoral program of research with London Metropolitan University in the area of Policing, Security and Community Safety.

The principle aims of the Society of Evidence Based Policing include increasing the use of best available research evidence to solve policing problems and producing new research evidence by police practitioners and researchers.

I am hoping that you may be able to help me as part of my research. The purpose of this letter is to seek your permission and assistance in accessing approximately eight young people, aged between 11 years and 16 years to form a focus group during which certain very basic questions can be asked.

The title of my research programme is:

Participatory media: the panacea of transformative engagement with young people; rhetoric or reality? A qualitative based research programme, exploring police led social and digital media engagement with young people in Nottinghamshire.

The aim of my research is to understand from a young person's perspective, how Nottinghamshire Police can most effectively engage with young people via digital and social media.

The key research objectives for this study are:

1. To explore young people's experience of and inclination toward engaging with Nottinghamshire Police via digital and social media.
2. To explore young people's views on the suitability of Nottinghamshire Police's digital and social media content.
3. To explore whether young people think it is important to communicate (via digital and/or social media) with Nottinghamshire Police.
4. To explore which method(s) of communication are most important to young people and what kind of information they want to receive from Nottinghamshire Police.
5. To examine young people's opinions, understanding and experience of the Neighbourhood Priority Survey (NPS) and find out how Nottinghamshire Police can encourage young people to become involved in this process via digital and social media.

The Focus group will last between 60 and 90 minutes and will be led by your local Schools and Early Intervention Officer (SEIO). The Focus Group will be audio recorded so that full transcripts can be made; this in turn will allow subsequent analysis of the data.

There will be full academic rigour associated with the process and the requisite consent will be sought, not only from the young people, but also yourselves as parent or guardian and the school itself. A full briefing process will be in place, so everyone can be kept informed.

I would be more than happy to come in to see you or a school representative to discuss any aspect of this request and explain in more detail what I would like to achieve. If you are happy for this research to take place in your school, I will ask that your local Schools and Early Intervention Officer make the relevant arrangements with a school representative and co-ordinate the process at a time that is convenient to you and your pupils, thereby minimizing any potential disruption to all concerned.

I do thank you for taking the time to consider this request and I look forward to hopefully working with your school as part of this research programme.

Yours sincerely

RICHARD STAPLEFORD
CHIEF INSPECTOR

APPENDIX THREE: LETTER OF INTRODUCTION (PARENTS)



COUNTY DIVISION

West Bridgford Police Station
Rectory Road
West Bridgford
NOTTINGHAM
NG4 3DZ

DATE

TEL 101
EXT 810 6920

Dear Sir/Madam

LETTER OF INTRODUCTION: NOTTINGHAMSHIRE POLICE RESEARCH REQUEST

My name is Chief Inspector Richard Stapleford and I work for Nottinghamshire Police and am based at West Bridgford Police Station. I am a member of the Society of Evidenced Based Policing (SEBP) and am currently undertaking a doctoral program of research with London Metropolitan University in the area of Policing, Security and Community Safety.

The principle aims of the Society of Evidence Based Policing include increasing the use of best available research evidence to solve policing problems and producing new research evidence by police practitioners and researchers.

I am hoping that you may be able to help me as part of my research. The purpose of this letter is to seek your permission and that of your son or daughter to be involved in a Focus Group with seven other young people from your child's school.

The aim of my research is to understand from a young person's perspective, how Nottinghamshire Police can most effectively engage with young people via digital and social media.

The key research objectives for this study are:

1. To explore young people's experience of and inclination toward engaging with Nottinghamshire Police via digital and social media.
2. To explore young people's views on the suitability of Nottinghamshire Police's digital and social media content.

3. To explore whether young people think it is important to communicate (via digital and/or social media) with Nottinghamshire Police.
4. To explore which method(s) of communication are most important to young people and what kind of information they want to receive from Nottinghamshire Police.
5. To examine young people's opinions, understanding and experience of the Neighbourhood Priority Survey (NPS) and find out how Nottinghamshire Police can encourage young people to become involved in this process via digital and social media.

The Focus Group will last between 60 and 90 minutes and will be led by your local School and Early Intervention Officer (SEIO). The Focus Group will be audio recorded so that full transcripts can be made; this in turn will allow subsequent analysis of the data.

There will be full academic rigour associated with the process and the requisite consent will be sought, not only from the young people, but also yourselves as parent or guardian and the school itself. A full briefing process will be in place, so everyone can be kept informed.

I would be more than happy to come in to see you personally or send one of my School and Early Intervention Officers to discuss any aspect of this request and explain in more detail what I would like to achieve. If you are happy for your child to be involved in this research, I would ask that you read and sign the attached 'informed consent' form and then go through the 'informed assent' form with your child and get them to sign that form also (this form will need your counter signature as well) and return both forms via your child to the school. I will then ask your local SEIO to make the relevant arrangements with a school representative and co-ordinate the process at a time that is convenient to your child and the school, thereby minimizing any potential disruption to all concerned.

I do thank you for taking the time to consider this request and I look forward to working with your child and the school as part of this research study.

Yours sincerely

RICHARD STAPLEFORD
CHIEF INSPECTOR

APPENDIX FOUR: ASSENT AND CONSENT FORMS

INFORMED ASSENT: This is for the YOUNG PERSON

Informed consent: can only be given by someone who has reached 16 years the legal age of consent.²

Informed Assent: this is the agreement of the person who cannot legally provide consent (in this case the young person).

This Informed Assent Form has two parts:

- Information Sheet (this gives you information about the study)
- Certificate of Assent (this is where you sign if you agree to participate)

You will be given a copy of the full Informed Assent Form.

RESEARCH INFORMATION SHEET for the YOUNG PERSON

Introduction

My name is Richard Stapleford and I am a Police Officer working for Nottinghamshire Police. I would like to conduct some research on behalf of Nottinghamshire Police and London Metropolitan University.

The aim of my research is to understand from a young person's perspective, how Nottinghamshire Police can most effectively engage with young people via digital and social media.

I would like you to be involved in this research by becoming a member of a FOCUS GROUP. A Focus group simply involves approximately 8 young people sat together discussing a series of simple questions relating to social media posed by a group leader who in this case will be your local Schools and Early Intervention Officer (SEIO). You do not have to be involved in this research if you do not want to be, the choice is entirely yours. Your parent / guardian and school will now be aware of this research, and your involvement is voluntary. If you really do not want to be involved, please just let either your schools officer or your teacher know. If you would like to be involved- great, please continue to read.

² NSPCC factsheet: conducting safe and ethical research with children (2013).

There may be some words within this document you don't understand, if that is the case, I do apologise and please simply either ask your SEIO or get in touch with me on the detail provided below and I will be happy to explain.

In the Focus Group, you will be asked some very basic questions and we would really like it if you could tell us your experiences, thoughts and knowledge in relation to the questions. The questions aren't designed to catch you out, they are quite simple and the good thing is that there are no wrong answers. The focus group will last between 60-90 minutes and will take place at school and with people that you know well.

Your involvement in this research will ultimately shape the way Nottinghamshire Police communicate with young people in the future, so the answers you provide are very important. It also provides an opportunity for you to tell Nottinghamshire Police what you really think about certain things.

Confidentiality:

The information you provide during this process will not be linked to yourself as we will not be recording 'who says what' and therefore you cannot be identified from the information you provide. You will be asked about some basic personal data e.g. how old you are and what gender you are for example and this information will be used to confirm that we are speaking to the right people during the research.

Sharing the Findings:

When the research is finished I will ensure that a copy of the report is sent to your school and you will have opportunity to read the report to find out exactly what has been done with the information you provide.

If you decide that you would like to be part of this research I will give you a copy of this INFORMATION SHEET to keep for yourself, your parents will also be given a copy.

If you do have any questions, then please speak with your SEIO or alternatively contact myself and we will gladly explain answer your query.

If you are happy to be involved, please read and tick the following questions and then sign on the line below. This will give me the formal permission to include you in the research.

I confirm that (please tick box as appropriate):

1.	I have read and understood the information about the research, as provided in the Information Sheet dated _____.	<input type="checkbox"/>
2.	I have been given the opportunity to ask questions about the research and my involvement.	<input type="checkbox"/>
3.	I agree to take part in the focus group.	<input type="checkbox"/>
4.	I understand that I don't have to take part and that I can withdraw at any time without giving a reason and without being questioned about my reasons.	<input type="checkbox"/>
5.	I have been told about confidentiality and that my name will not be included in published research.	<input type="checkbox"/>
6.	I have been told that the information I provide will be used in reports, publications and other research reports.	<input type="checkbox"/>
7.	I understand that other researchers can have access to the information that is created during this research, but only on the condition that they respect and preserve all confidentiality.	<input type="checkbox"/>
8.	I agree to sign and date this informed assent form.	<input type="checkbox"/>

Participant (young persons):

Name of Participant

Signature

Date

Researcher:

Name of Researcher

Signature

Date

Parent/Guardian has signed an informed consent ____Yes ____No ____ (initialed by researcher/assistant)

The following section is specifically for the parent or guardian.

PARENTAL / GUARDIAN INFORMED CONSENT

Your son / daughter has been invited to join a research study to explore Police use of social and digital media with young people. Hopefully you will now have a good idea of what will be involved as a result of the information that has been provided.

The actual decision to be involved will be a joint one for yourself as the parent or guardian, and your child. I hope that I have provided enough information for you to make your informed decision, but if there is anything you would like clarifying then please don't hesitate to make contact with me on the detail provided below.

For your information, your child's school was approached in the first instance to gain permission to approach yourself and your child. If you are comfortable with the information provided I would ask that you sign below please.

Very best regards

Chief Inspector Richard Stapleford.

Citizens in Policing Department (CiPD)

Nottinghamshire Police

West Bridgford Police Station.

(T) 07977283564 or 101 ext 810 6920.

Permission for a Child to Participate in Research

As parent or legal guardian, I authorise _____
(child's name) to become a participant in the research study described in this form.

Child's Date of Birth

Parent or Legal Guardian's Signature

Date

Upon signing, the parent or legal guardian will receive a copy of this form, and the original will be retained as part of the research detail.

APPENDIX FIVE:

INTERVIEW SCHEDULE FOR FOCUS GROUPS

NOTE: all participants will have been asked to access Nottinghamshire police social and digital media prior to attending the Focus Group. Where possible, access will have been facilitated through the school, but access is not pre-requisite to participation. It may be that some do not have access to the Internet. Therefore within the Focus Group all participants will be given an A4 sheet of paper that details the type of information provided by Nottinghamshire Police via social and digital media.

Question 1)

Before being asked to look at the Nottinghamshire Police website, Twitter, YouTube and Facebook page, were you aware that Nottinghamshire Police had these sites?

For those who reply yes, just explore a little further:

- a) Have you ever used it?
- b) If so, what for?
- c) What was good?
- d) What was not so good?

Question 2)

If you weren't aware of these sites, why do you think that is? *Everyone can answer this.*

Question 3)

How do you think Nottinghamshire Police can improve awareness of their Social and Digital Media channels among young people? *This is a KEY QUESTION so spend some additional time on this.*

Question 4)

Do you think that it is important that Nottinghamshire Police provide information for Young People?

- Why / why not?

Question 5)

- a) Do you think that it's important for the police to know what concerns you the most and why?
- b) Some people think that young people just don't want to tell the police about

Question 9)

What is the best way for young people to pass information to the Police e.g. to report a crime or something that has happened to them or simply to let the police know about something? And why?

Prompts:

- a) Via telephone
- b) Via a website
- c) In person at a police station
- d) In person at another venue e.g. at home or school
- e) Via a social media application i.e. twitter
- f) Mixture of methods

Question 10)

Nottinghamshire Police regularly passes information to the public, which includes young people. Hopefully some of you will have managed to look at this information on line prior to this Focus Group, but if not, no problem, as in front of you there is an A4 sheet of paper which contains the messages and information contained on Nottinghamshire Police's Social Media website.

What do you think about the information provided? *This is a KEY QUESTION so again please explore answers in detail.*

Prompts:

- a) (Q) Is it interesting?
- b) (Q) Is it relevant to you?
- c) (Q) Is it the type of information you would like to receive?
- d) (Q) If not, what kind of information would you like to receive?

Question 11)




Have you ever completed online a Neighbourhood Priority Survey? If not- why do you think that is?


At this point provide the group with a hard copy Neighbourhood Priority Survey and ask them to complete it (you will need a collection of pens / pencils for this). Allocate approximately 3 minutes to complete.

Question 12)

With regard to the survey you have just completed, what was good / not good about it? *This is a KEY QUESTION so again please explore answers in detail.*

APPENDIX SIX: PRINT OUT OF WEBSITE CONTENT




Social Media

Many people now get their news remotely through mobile phone applications.


Below are examples of international stories which 'broke' on social media

Post Details



Nottinghamshire Police
13 hrs · 91

MISSING SCHOOLGIRL UPDATE
Here is the most recent picture of missing teen Charlotte Bainbridge. A girl of a similar description to Charlotte has been reported as having been seen this morning at junction 28 of the M1 ... See More



418,432 people reached

Like · Comment · Share · 345 · 679 · 11,223

[Boost Post](#)

Reported stats may be delayed from what appears on posts

418,432 People Reached

14,148 Likes, Comments & Shares

1,220 Likes	345 On Post	875 On Shares
1,421 Comments	794 On Post	627 On Shares
11,507 Shares	11,223 On Post	284 On Shares

49,597 Post Clicks

8,005 Photo Views	66 Link Clicks	41,526 Other Clicks
-------------------	----------------	---------------------

NEGATIVE FEEDBACK:

298 Hide Post	78 Hide All Posts
0 Report as Spam	1 Unlike Page

Caught on Camera

Beeston: Mobile Phone Theft



In this caught on camera appeal a woman commented and tagged her dad.saying she was so ashamed. He turned out to be the offender!



Nottinghamshire Police

Posted by Jack Storey [?] · 10 March · Edited · 🌐 · 🌐



A distraction burglary is where a criminal calls at your home posing as an official or asking for your help with something. They can make up a story to get in to your home.

Always be on your guard when anyone you're not expecting - a man, woman or even a child - knocks on your door.

Follow the advice on this page to help prevent you becoming a victim of distraction burglary.

- LOCK - Keep your front and back doors locked even when you are at home and remove the key from the...

[See More](#)



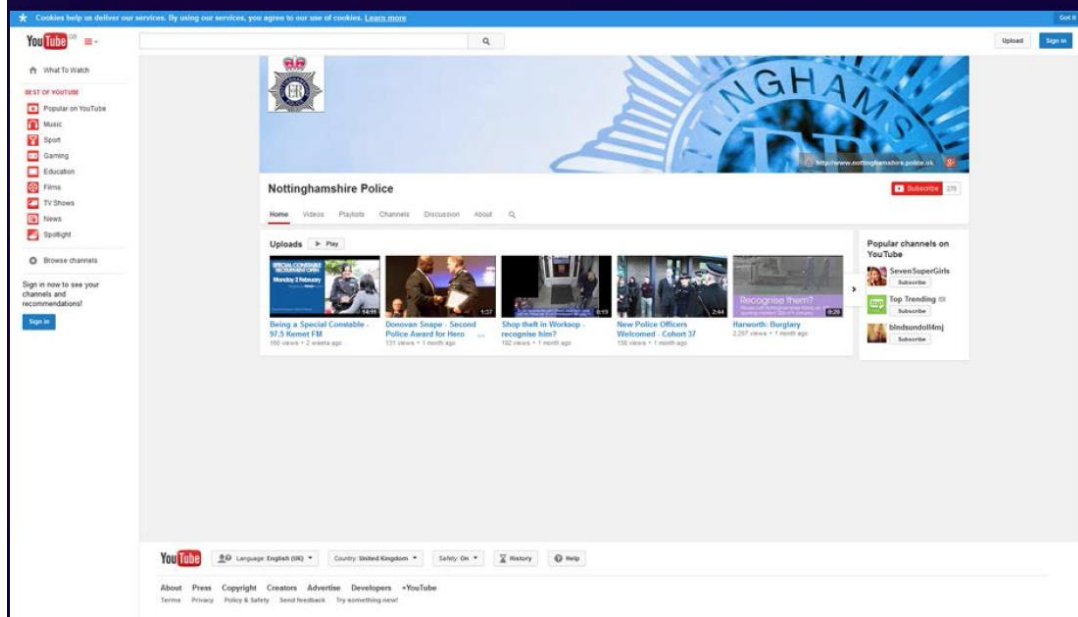
2,244 people reached

Boost Unavailable

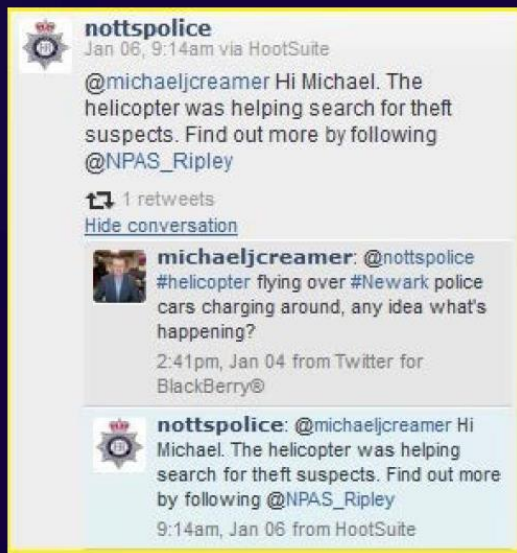
Like · Comment · Share · 👍 48 💬 3 ➦ 50



YouTube



Twitter



Appeals



[YOUR AREA](#) | [NEWS & APPEALS](#) | [ADVICE](#) | [CONTACT](#) | [CAREERS](#) | [ABOUT US](#) | [INFORMATION](#)

[Home](#) » [Witness appeal: Man bitten in city fight](#)

Witness appeal: Man bitten in city fight

March 12, 2015



Officers are appealing for witnesses after a fight resulted in a man's ear being partially bitten off.

The incident occurred as the victim walked home from a night out with friends on Heathcote Street in the Nottingham city centre on 18 February 2015 at approximately 3am.

The victim sustained bruising and a lump above his left eye, a cut to the bridge of his nose and part of his right ear missing after the unprovoked attack.

Police officers would like to speak to these men in connection with the assault.

The first man is described as white with short wavy dark hair, a black waist-length jacket and jeans.

The second man is described as white with fair hair, wearing a green Parker-type jacket, with a cream jumper and black trousers.

If you recognise either of these men or think you can help, please call Nottinghamshire Police on 101 or call Crimestoppers anonymously on 0800 555 111, quoting incident number 90 of 18 February 2015.

Incident Number: 000090-18022015

APPENDIX SEVEN: THE NEIGHBOURHOOD PRIORITY SURVEY



Neighbourhood priority survey

Nottinghamshire Police is dedicated to providing a visible and accessible service that's tailored to meet our communities' needs. As part of our commitment to creating Safer Neighbourhoods, we want to know what's important to you. Please take the time to complete this really quick and simple survey.

Your postcode

Neighbourhood priorities

Which issues concern you most in the neighbourhood? (please tick THREE maximum)

☐ There are no problems in this area

Anti-social behaviour

- ☐ Rowdy, nuisance behaviour
- ☐ Environmental Issues
- ☐ Drinking (on the street or underage)
- ☐ Groups of people hanging around on the street
- ☐ Vehicle nuisance

Crime

- ☐ Theft of / from vehicles
- ☐ Burglary (house, shed etc)
- ☐ Criminal damage / vandalism / graffiti
- ☐ Drugs misuse / supply

Miscellaneous

- ☐ Other

We are always striving to improve the service we provide and our communities can help. What do you think would help improve the issues you have identified above?

Thank you for telling us what matters most to you. Please click 'Next' to tell us about you.

Please select 3 neighbourhood priorities ONLY or select "There are no problems in this area".

About you

It's important for us to reach everyone in the community, so please provide us with the following information about you. This information will be used for monitoring purposes only.

What is your gender?

- Male ☐
- Female ☐
- Prefer not to say ☐

What is your sexual orientation?

- Gay ☐
- Lesbian ☐
- Bisexual ☐
- Heterosexual ☐
- other:
- Prefer not to say ☐

What is your age?

- under 16 ☐
- 16-24 ☐
- 25-34 ☐
- 35-44 ☐
- 45-54 ☐
- 55-64 ☐
- 65-74 ☐
- 75+ ☐
- Prefer not to say ☐

Do you have a disability?

- Yes ☐
- No ☐
- Prefer not to say ☐

What is your ethnicity?

- Prefer not to say ☐

Asian or Asian British

- Indian ☐
- Pakistani ☐
- Bangladeshi ☐
- Any other Asian background ☐

Black or Black Ethnic British

- Caribbean ☐
- African ☐
- Any other Black background ☐

Chinese or Other Ethnic British

- Chinese ☐
- Any other ☐

Mixed

- White and Black Caribbean ☐
- White and Black African ☐
- White and Asian ☐
- Any other Mixed background ☐

White

- British ☐
- Irish ☐
- Any other White background ☐

Thank you for taking the time to complete this questionnaire and helping your community become a safer place to live.

APPENDIX EIGHT:

FOCUS GROUP MODERATOR / PARTICIPANT BRIEFING

TITLE OF RESEARCH

Participatory media: the panacea of transformative engagement with young people; rhetoric or reality? Qualitative based research exploring police led social and digital media engagement with young people in Nottinghamshire.

AIM: To understand from a young person's perspective, how Nottinghamshire Police can most effectively engage with young people via digital and social media.

Andy Myhill's 2006 definition of community engagement will be used to guide key elements of the research:

"The process of enabling the **participation** of citizens and communities in policing at their chosen level, ranging from **providing information** and reassurance, to empowering them to identify and implement solutions to local problems and **influence strategic priorities** and decisions³"

RESEARCH OBJECTIVES

1. To explore young people's experience of and inclination toward engaging with Nottinghamshire Police via digital and social media.
2. To explore young people's views on the suitability of Nottinghamshire Police's digital and social media content.
3. To explore whether young people think it is important to communicate (via digital and/or social media) with Nottinghamshire Police.
4. To explore which method(s) of communication are most important to young people and what kind of information they want to receive from Nottinghamshire Police.
5. To examine young people's opinions, understanding and experience of the Neighbourhood Priority Survey (NPS) and find out how Nottinghamshire

³ Myhill, A. (2006/2012). Community engagement in policing: lessons from the literature. NPIA. Pg.1.

Police can encourage young people to become involved in this process via digital and social media.

This research is more focused on looking at the WHY and HOW elements of young people's thoughts, perceptions and behaviour. This can present difficulties, especially with young people and must be a consideration as some young people may not yet possess the maturity to understand or explain why they like or dislike something or why they do something a particular way. Also, some may see 'why' questions as being confrontational; the group must therefore be briefed accordingly.

RESEARCH METHOD

- 4 Focus groups: Each focus group comprises no more than 8 young people, of mixed ages (11-16yrs) and will last between 60-90 minutes.

FOCUS GROUPS

- **Pre-session strategy:** There is a need to welcome everyone into the room and make them feel at ease. Get each participant to complete a demographic questionnaire and be on hand to assist where required. Introduce yourself and get everyone else to do the same.
- Use this session to identify the introverts and extroverts. Keep the extroverts who may dominate the focus group to your side so you can control them. Use 'name tents' to organise the group and place people where you think will be most effective (introverts directly across from the moderator).
- The questions on the interview schedule should be asked in such a way that will generate discussion- their current format will help this.
- During the introduction, the moderator needs to ensure each participant knows his or her input is valuable. There will be a need to explain to the group that honest replies are required. There are no right or wrong answers as we are looking for people's experiences, so one person's answer or perception may well be different to that of another. We want to generate discussion, so if one person has a different viewpoint to another, try and explore the reasons why in a polite and supportive way.
- Be aware of the power imbalance. The topic being discussed whilst not personally sensitive is about police engagement and therefore participants may be guarded against being open and honest.
- The moderator should be aware of and tuned into participant language. In this case the research group are young people and therefore you are perfectly positioned for this.
- The moderator must respect each participant, listen carefully and believe that each participant has something valuable to offer.
- It is essential that the moderator:
 - a) Understands the purpose of the study so that they can guide the discussion carefully to where the most important information may be hidden.
 - b) Is fluent in the introduction and questioning route.

- c) Knows why the questions are being asked and know how much time needs to be spent on each question.
 - d) Knows when to seek clarity and probe.
- The moderator must communicate clearly and take care not to confuse the participants if a question has to be re-phrased.
 - The moderator should be open and not defensive; they should not impart personal opinion or seek to defend against comments made by the group. Where relevant probe and find out why something was said.
 - There needs to be an opening question that will get the participants speaking- it doesn't have to relate to the research topic

Moderating team

- This includes the moderator who directs the conversation and the assistant who has responsibility for the logistics; things like timings, recording, venue, note taking, session de-briefing, and dealing with distractions such as uninvited guests. If you get such uninvited guests, be flexible and screen them, but be honest and don't let them in if necessary (they can sit in an adjoining room).
- One method of generating discussion within the focus group is to get participants to complete a task prior to attending for the focus group. This helps the group prepare for the discussion. It also links to the requirement to have participants who can actually provide an insight into the topic area of discussion. To this end, all participants will have been asked to go online and look at the Nottinghamshire Police website, read twitter feeds and explore the Facebook site.
- At the end of each series of questions, the assistant or the lead moderator should provide a short summary of the main points to the discussion and invite the participants to confirm accuracy. This in itself is very important when it comes to analysis and validation.
- At the end of the focus group session, participants should be asked if there is anything that has been missed or if there is anything they would like to add.

BRIEFING FOR PARTICIPANTS- you can paraphrase....

SCRIPT

Firstly, I would like to thank each and everyone one of you for taking the time to be part of this Focus Group.

Introduce yourself

Having already received a letter detailing the purpose of the research and having signed an individual consent form to be part of the Focus Group, you will no doubt already have a reasonable understanding of the purpose of the research you are now involved in, but I would just like to provide a brief reminder and also go through the process of what is involved in a Focus Group so you know what to expect.

Today's Focus Group will be looking to explore how Nottinghamshire Police use social and digital media such as Facebook, Twitter and its website to communicate with young people and to see whether such social and digital platforms are in fact the best methods of communication for young people.

In the Focus Group, you will be asked some very basic questions and we would really like it if you could tell us your experiences, thoughts and views in relation to the questions. The questions aren't designed to catch you out, they are quite simple and the good thing is that there are no wrong answers. The focus group will last between 60-90 minutes.

Some pointers:

- Be open and honest
- Try not to talk over one another. The session will be audio recorded and talking over one another makes it really difficult when it comes to writing up the data. The moderator will ensure that you get the opportunity to put your view across, so if you have something to say, just let them know. If it takes a while to get to speak please be patient, but please don't forget to say you're 'bit' as it is really important that we get to find out your point of view.
- If another person has a different view to you please be respectful, but there is absolutely no problem with challenging another's viewpoint, this will generate discussion and this is good.
- Please get involved; we want to hear about your experiences, thoughts and perceptions.
- If the moderator asks you to provide more detail or asks you to explain why you have said something, please don't be surprised as we are really interested in the 'why' and 'how'.
- We would really like it if you could get involved in the discussion as soon as possible as the focus group should really be led by you with the moderator simply guiding where the conversation goes. Don't be offended if the conversation is steered in a specific direction as the moderator has been briefed to explore certain areas in more detail.

- Your involvement in this research by being involved in the focus group will ultimately shape the way Nottinghamshire Police communicate with young people in the future, so the answers you provide are very important. It also provides an opportunity for you to tell Nottinghamshire Police what you really think about certain things.

Confidentiality

The information you provide during this process will not be linked to yourself as we will not be recording 'who says what' and therefore you cannot be identified from the information you provide. You will be asked about some basic personal data e.g. how old you are and what gender you are for example and this information will be used to confirm that we are speaking to the right people during the research.

Sharing the Findings

When the research is finished I will ensure that a copy of the report is sent to your school and you will have opportunity to read the report to find out exactly what has been done with the information you provide.

Let's get started: What I would like to do now is to get everyone to introduce themselves- for my benefit as much as anything. Could you please let me know what your name is...?

APPENDIX NINE:

**INTERVIEW SCHEDULE FOR Nottinghamshire Police MEDIA
OFFICER**

Question 1)

Please describe how your department is structured?

Question 2)

What digital and social media channels are used to engage specifically with young people?

Question 3)

Why do we use digital and social media to engage young people?

Question 4)

How many young people use our digital and social media?

Question 5)

What do you think general awareness is like among young people in relation to our digital and social media?

Question 6)

What tactics could we use to raise awareness?

Question 7)

Do you think it is important that Nottinghamshire Police send out information to young people? Why?

Question 8)

What kind of information do you think Nottinghamshire Police should send out to young people?

Question 9)

How do you think young people would like to receive information from Nottinghamshire Police?

Question 10)

How do we allow young people to pass information to the police using social / digital media?

Question 11)

What are the completion rates of the online Neighbourhood Priority Survey?

Question 12)

What do you think about the NPS in terms of its applicability to young people?

Question 13)

How do you think we can improve awareness/completion rates of the NPS?

Question 14)

Do you think that it is important for the police to know what concerns young people the most? Why?

Question 15)

What do you think is the best way for young people to tell the police about their concerns and issues?

Question 16)

What impact do you think digital and social media has had on young people?

Question 17)

How does Nottinghamshire Police evaluate the use of digital and social media?

Question 18)

What evidence do you have that the use of digital and social media is effective?

APPENDIX TEN:

THEMATIC ANALYSIS OF DATA

RESEARCH OBJECTIVE ONE (A):

To explore young people's experience of and inclination toward engaging with Nottinghamshire Police via digital and social media

INTERVIEW SCHEDULE: QUESTION ONE

Before being asked to look at the Nottinghamshire Police website, Twitter, YouTube and Face-book page, were you aware that Nottinghamshire Police had these sites?

FOCUS GROUP 1) GREEN- PILOT (KF & LM)

FOCUS GROUP 2) RED (KF & LM)

FOCUS GROUP 3) BLUE (PM & DW)

FOCUS GROUP 4) ORANGE (MH & DC)

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
6 yes 1 no	Yes / No	It appears that OVERALL there is a mixed response to prior knowledge of the D&S media content almost an even split of prior awareness- results inconclusive	Aware of NP D&SM	
Yes (1) – but only by others sharing info from it for instance on FB	Peer sharing	Awareness facilitated by peers sharing detail via SM SM had a positive impact on one person at least in terms of raising the profile of NP	Aware of NP D&SM	
I was aware that they had their Facebook page....I weren't aware about the Twitter one	Awareness of singular platforms Facebook	Facebook was the only channel known to this YP	Aware of NP D&SM	Facebook
No one else had looked at the website before attending this focus group? Not at all	No		Not aware of NP D&SM	

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
I wasn't aware whatsoever....	Lack of awareness		Not aware of NP D&SM	
<p>There are 24'650 people signed up to this email - Nottinghamshire Alert system.</p> <p>I actually have never heard of the Alert system</p> <p>Neither have I</p>	<p>Lack of awareness</p> <p>Neighbourhood Alert</p>	<p>Both participants within this FG were not aware of ALERT</p> <p>The majority of YP in another FG had not heard of Neighbourhood Alert. There is an apparent communication gap as this has the potential to be a valuable tool for passing information, but not if YP don't know about it or has access to it. This is a strategic objective within the NottsWatch Strategic plan- to increase accessibility for YP.</p>	Not aware of NP D&SM	
<p>How did you know about the website?</p> <p>I wanted to join the cadets so every now and then I looked and went on to the website to apply and check if the recruitment was open.</p>	<p>Personal interest</p> <p>Awareness</p> <p>Recruitment</p>	Awareness influenced by personal interest / intent on joining the police	Aware of NP D&SM	Personal Awareness
<p>Have you actually used it?</p> <p>Just to see what was going off around XXX to see if there was any dangers and stuff</p>	<p>Awareness</p> <p>Risk</p>	Environmental awareness again seen as a reason for searching NP SM websites with a view to identifying the presence of risk.	<p>Aware of NP D&SM</p> <p>Mitigation of personal risk</p>	Personal Awareness

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
Do you think that's important? Yeah because its keeping everyone around the area safe and aware if there's any danger	Community Awareness Safety	Information derived from SM is important as it plays an important role in keeping the community safe.	Aware of NP D&SM	
I was aware of one of the sites, the Nottinghamshire Police website when I moved down here 4 years ago I looked at the site because I wanted to get to know the area how the police worked and if there was a police station in XXX	Awareness Police working practices Getting to know the area To see if there was a local police station	The reasons for using the site are varied it and include enhancing personal knowledge of the local area and an interest for some in crime related incidents that are happening in their area.	Aware of NP D&SM	Personal Awareness
Anything else about those sites, Twitter or Facebook? I went on XXX cops and it showed you pictures of people who were wanted and it had lots of information on it. It was good to have a look around and see what is going on in your town.	Information What is happening locally Crime based information		Local crime based information is positive	Personal Awareness
Was that Twitter or Facebook? Twitter – XXX Cops	Awareness single platform Twitter		Aware of NP D&SM	Twitter
Anybody else? On Facebook I saw Nottinghamshire Police about the police	Facebook Awareness of single platform	Awareness of Facebook	Aware of NP D&SM Information	Facebook

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
<p>Who has actually has access to the police website and have you actually looked at your local area?</p> <p>I've been on Twitter and looked at the local area. I haven't looked at the local police area on the website</p>	<p>Twitter</p> <p>Awareness</p> <p>General LOCAL area information</p>		<p>Aware of NP D&SM</p> <p>Interest in local information</p>	Twitter
<p>Did anybody see, its two weeks ago now; we had a young person missing from home?</p> <p>Yes</p> <p>How did you hear about that?</p> <p>Nottinghamshire Police Twitter published it when I was scrolling through the Twitter feed.</p> <p>It was a XXX young lady that had gone missing; did you feel that you could share that?</p> <p>Yes, I put the word across and it instantly became a topic of conversation at school as well.</p> <p>So it was possible that you were aware of it and if you did see her that you could take action on that, so we could be looking at things that are going on for Nott's Police.</p>	<p>Ignited conversation at school with peers</p> <p>Twitter</p> <p>Enabled active participation</p>	<p>Awareness via Twitter</p> <p>YP within one FG were clearly aware of Police SM as awareness was indicated in relation to a recent 'twitter feed' that related to a high risk missing person.</p> <p>A good example of active participation and the positive use of police fed SM information. One YP actively shared a tweet from NP relating to the high risk missing person and this became a topic of conversation within the school which suggests firstly that YP are interested in these types of news feeds and secondly that such SM platforms are successful in that YP are actively participating by receiving the information and doing something positive with it such as sharing it and talking about it, thereby raising its profile. There was also positive indication from this group that had they seen the missing person they would have taken positive action and reported the individual to the police. This again suggests that YP are prepared to participate especially in incidents that relates to vulnerable individuals where there are safeguarding concerns.</p>	Aware of NP D&SM	Twitter

RESEARCH OBJECTIVE ONE (A):

To explore young people's experience of and inclination toward engaging with Nottinghamshire Police via digital and social media

INTERVIEW SCHEDULE: QUESTION TWO:

If you were not aware of these sites, why do you think that is?

FOCUS GROUP 1) GREEN- PILOT (KF & LM)

FOCUS GROUP 2) RED (KF & LM)

FOCUS GROUP 3) BLUE (PM & DW)

FOCUS GROUP 4) ORANGE (MH & DC)

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
I never really had time to look at it. I was also busy with different things I never got around to it.	Lack of time Too busy	Life too busy to even think about the police and their use of social media Makes it even more important for the police to make an impact on young people as they are competing for the precious time of young people	Not a priority	
So you never had a reason to actually go on it? No	Lack of reason	Police need to find a reason for young people to use their digital and social media as without a specific reason YP are not likely to seek it out.	Lack of reason / motivation to use NP SM	
How did you become aware of them? I was just searching	General browsing	Without targeted publicity some YP simply stumble across NP website and SM platforms ISSUE- didn't ask why searching or what for?	Curiosity as motivation	
Circumstances really - haven't really needed to before	Lack of reason		Lack of reason motivation to use SM	

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
I don't think I was really notified...I don't think it was really made aware to people...currently I do follow them. However I haven't really seen anything that says that they're on SM websites ..to encourage following them so I think that's why...I wasn't aware.	Awareness Poor publicity	Poor publicity accounts for a general lack of awareness		
Because we have never really had the need to access it in some cases.	No requirement	If there is no specific need to access the site then YP are unlikely to seek it out or stumble across	Lack of reason motivation to use SM	
In school we're not really taught about how we can contact people. We are told we can just go and speak to them if necessary instead of going on websites or social media.	School influence	School encouraging YP to use traditional methods rather than SM Maybe an example of schools not embedding the use of digital and social media. It would be interesting to know the reasons for this?	Education influencing SM use.	

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
Not really been taught about police and the law.	School influence	ISSUE: Using facilitators rather than doing moderating FG yourself- failure to explore certain responses e.g. YP mentioned that not really being taught about police and the law as a reason for not using NP social media- the context and true reason is lost because the answer was not probed.	Education Lack of awareness as a barrier to SM use	
Information within the school does tend to spread quite quickly Is that through Facebook and Twitter or is that through school itself School mainly.....friends telling each other things It's like gossip isn't it	Traditional communication Face-to-face contact	YP confirm that communication between YP within the school environment is very swift, but this is not facilitated by SM as SM access at school is extremely limited. The communication is via face-to-face personal contact or 'gossiping'.	Traditional Communication as a barrier to SM use.	
Because we might not have had an officer to tell us about all the useful things that it can do. Before we had a police school officer.	Not aware Usefulness	Interestingly there is an assumption that if it is important for YP to look at the site, they expect a police officer to tell them about it. If the police 'sell' it to YP and publicise the useful things that are there, YP may show more awareness	Traditional Communication as a barrier to SM use. Lack of awareness as a barrier to SM use	

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
We don't have any other interaction with police officers. It is helpful to have a police officer here to talk to.	Not aware Traditional publicity	Again there is a suggestion that police face to face contact is important to tell YP about the website and SM platform	Traditional Communication to raise profile of SM Lack of awareness as a barrier to SM use	
Would you have known about Twitter and Facebook had I not prompted you last week to have a look? 2 of you were aware of it but 4 of you weren't.	Not aware	The majority of this group were not aware of Police D&SM platforms	Not aware of NP D&SM	
Because we're children maybe?	Age			
So you saying that you were aware of the missing girl last week- how did you find that out was it in the news or was it ... My friend told me because it was in the area.	Traditional communication	Interestingly one YP stated that she was aware of a missing girl that had been reported recently, but the information came from personal contact with a friend rather than SM directly from the police. Didn't establish whether the 'friend' had been informed by SM.	Traditional Communication as a barrier to SM use	
I heard it on XXX radio – that was quite good because they told us the day it had happened – within 24 hours.	Traditional media Timely delivery of information as a positive	Another YP stated that the detail of the missing girl was first heard on the local radio and the timing was good because it was reported very shortly after the girl had gone missing	Traditional Communication as a barrier to SM use	

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
<p>Did you see at all on social media? After my friend told me I did look on social media...missing persons website and it wasn't there which I found very strange indeed but then I did look on Nott's Police and I did find it was thereit was quite shocking to read because....yeah I did see it on SM</p>	Website	Post notification from a friend the YP did search NP SM for further information. Again this is evidence of participation in so far as accessing information from the police in relation to a topic that was personally relevant to the YP.	Traditional Communication as a catalyst for SM use.	
<p>So you saying that you were aware of the missing girl last week- how did you find that out was it in the news or was it ... My friend told me because it was in the area.</p>	<p>Traditional communication</p> <p>Importance of local / relevant information</p>	Interestingly one YP stated that she was aware of a missing girl that had been reported recently, but the information came from personal contact with a friend rather than SM directly from the police. Didn't establish whether the 'friend' had been informed by SM.	Traditional Communication as a catalyst for SM use.	

RESEARCH OBJECTIVE ONE (B):

To explore how Nottinghamshire Police can raise the profile of its digital and social media platforms.

INTERVIEW SCHEDULE: QUESTION THREE

How do you think Nottinghamshire Police can improve awareness of their Social and Digital Media channels among young people?

FOCUS GROUP 1) GREEN- PILOT (KF & LM)

FOCUS GROUP 2) RED (KF & LM)

FOCUS GROUP 3) BLUE (PM & DW)

FOCUS GROUP 4) ORANGE (MH & DC)

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
<p>Banners, posters, leaflets, make the page more interesting.</p> <p>Make it more eye catching, more appealing to a younger age</p>	<p>Traditional advertising</p> <p>Interesting Eye-catching</p>	<p>It is interesting that reference to traditional media and advertising is made.</p> <p>Ensuring the platforms are interesting are a possible theme that is emerging</p>	<p>Traditional communication as a means to promote SM</p> <p>IMPACT to promote SM</p>	
<p>Adverts (TV) – most efficient way forward.</p>	<p>Traditional media</p>	<p>Interesting that traditional media is seen as a good medium from which to advertise social and digital media</p>	<p>Traditional communication as a means to promote SM</p>	
<p>Come into schools and make them aware of any youth group or schools or any other group of people and make them aware it might give more awareness to people so people know.... the general thing of leaflets or little business card type of things I'd say.</p> <p>Door to door giving cards and information out (about the websites) put more flyers...in shops and stuff</p> <p>- more promotion needed (leaflets / youth groups)</p>	<p>Traditional publicity</p> <p>Face-to-Face contact</p> <p>Leaflets / Flyers</p> <p>School</p> <p>More promotion</p>	<p>The use of traditional communication methods to raise the profile of SM platforms is seen as the most effective method for YP.</p> <p>Interestingly, the use of SM platforms was not raised.</p>	<p>Traditional communication as a means to promote SM</p> <p>School environment to promote awareness</p> <p>Increasing promotion</p>	<p>Face to face contact</p>

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
Either television or in person – going to school and being told about it.	Traditional Face-to-face personal contact School		Traditional communication as a means to promote SM School environment to promote awareness	Face to face contact
Or advertising it to parents or teachers who can talk to young people about it rather than leave it for them to find out on their own	Traditional Face-to-face personal contact School	Interesting angle to use parents as a conduit for increasing awareness Reliance on human interaction and face to face contact to raise the profile of SM platforms	Traditional communication as a means to promote SM School environment to promote awareness	Face to face contact
Explain at assembly.	School based Face to Face personal contact		School environment to promote awareness	Face to face contact
...it could be promoted a little bit better because it's not obvious that NP have a SM page or use Twitter-	Increased promotion / awareness		Increasing promotion	

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
They could display it more around town. They could have a poster saying pop onto our website, advertising or something.	Traditional advertisement Community	The use of traditional paper based media to advertise the presence of social media platforms	Traditional communication as a means to promote SM	Promote within the community
TV advertising	Traditional advertisement			
Maybe you could have an open evening where they could say to look at social media.	Traditional Advertisement Face to Face contact	Face-to-Face contact is seen as a way of engaging YP and raising awareness of police related social media.		Face to face contact
They could have flyers in town or school.	Traditional advertisement Community School	Interestingly whilst some YP in one FG identified the use of traditional 'flyers' to raise awareness, others were guarded as they acknowledged that if they were given a letter for example, they would not read it and simply throw it away.	Traditional communication as a means to promote SM School environment to promote awareness	Promote within the community

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
<p>If I was to give you a letter in school what would happen?</p> <p>People may throw it away.</p>	Traditional advertisement LETTER	Not all traditional communication is favoured by young people		
<p>On YouTube they have advertising so they could put it on there because the majority of people in school go on YouTube. I watch quite a lot of police stuff on there to see what is going on and what kind of dangers are out there.</p>	<p>Social media platform</p> <p>You Tube</p> <p>Awareness Dangers</p>	The use of social media to advertise a social media presence. One of the YP was an avid watcher of You Tube and was aware of and specifically made use of the NP You Tube website in order to raise awareness in relation to environmental dangers. (Linked to earlier questions)	<p>Aware of NP D&SM</p> <p>Motivation- wanting to be aware</p> <p>Mitigate personal risk</p>	You Tube
<p>YouTube though is more interactive and eye-catching.</p>	<p>Social media channels</p> <p>You Tube</p> <p>IMPACT</p>	The use of social media in particular You Tube is seen as a positive way to advertise social media presence	IMPACT to promote SM	YouTube
<p>There are a lot of people out there that have Apple products and I think maybe an APP kind of think may go down well with people...especially YP as they have those kind of products</p> <p>Or an iTunes APP</p>	APP	Requirement for a Nott's Police APP that makes access to the website and elements of it easier for YP		

RESEARCH OBJECTIVE TWO:

To explore whether young people think it is important to communicate (via digital and/or social media) with Nottinghamshire Police.

INTERVIEW SCHEDULE: QUESTION FOUR

**Do you think that it is important that Nottinghamshire
Police provide information for Young People?**

FOCUS GROUP 1) GREEN- PILOT (KF & LM)

FOCUS GROUP 2) RED (KF & LM)

FOCUS GROUP 3) BLUE (PM & DW)

FOCUS GROUP 4) ORANGE (MH & DC)

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
So that everyone is aware of what is happening in their environment. If there are any hazards or any risks, especially if everyone uses social media these days they need to see that kind of stuff.	Environmental awareness Risks Need to know Use of social media	Indication that young people in general require an awareness of their environment in order to mitigate risk and police led D and SM is seen as a way of achieving this.	Provide information that raises awareness Mitigation of personal risk The use of SOCIAL MEDIA	
So people can be safe in their community.	Safety	Safety is a potential THEME that is emerging.	Information that promotes SAFETY	
You could make young people aware of what dangers there are. But what is relevant to young people? Social media	Personal danger Social media		Provide information that raises awareness Mitigation of personal risk The use of SOCIAL MEDIA	
If you had access to our Youth zone sites what would you want on there? Bullying	Relevant crime related information- Bullying		Mitigation of personal risk / crime advice	

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
....how to get onto it (social and digital media). The address and to say if necessary there is something that you can get onto to find help if you are really worried about anything and you are too scared to tell anyone.	Awareness Help line Reassurance	Advertising a service that enables YP who have concerns to make contact so that their concerns may be answered.	Provide information that raises awareness	Access information
To show you what happens if you do commit a crime and what are the consequences	Awareness / consequences	Awareness is a possible THEME that is emerging. Police D&SM is seen as a way of raising awareness among young people, especially in relation to the consequences of committing crime as this awareness. It is suggested that YP in general 'need' this awareness.		Awareness with regard to the provision of guidance to enhance knowledge of the law & consequences of behaviour
Maybe something that kids might not know about like how big a knife has to be – so legal requirements and basic laws - yes	Awareness / Guidance of the law			
Make people generally more aware of the law because some people don't understand it.	Awareness of Law Enhanced understanding of the law	See above		

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
Because people need to know the consequences of committing a crime.	Awareness / consequences of committing crime	See above	Provide information that raises awareness	Awareness as to the consequences of behaviour
So it's about being there early and actually making you aware that some of your actions could get you into trouble? Yes	Awareness / consequences Guidance	Linked to above- there is a requirement for the police to act as moral guardians, gently reminding YP of the consequences of their actions. NOTE: Look at research into when YP develop an awareness of their actions and consequences. There is a role here for the police.		
You could use a supportive approach as well for example if somebody does not know they are doing the wrong thing you can be supportive and guide them to do the right think rather than tell them they are doing wrong and breaking the law.	Guidance	The suggestion here is that a supportive approach should be taken rather than a prescriptive position. 'Guide and don't prescribe' would appear to be the favoured ethos of YP.		
If someone doesn't know where to go to, to talk to someone in the police. I wouldn't know where to go, who to talk to, what to do. I wouldn't know...	Awareness Understanding Access to police	This would suggest that there is a gap in engagement between the police and YP in terms of awareness and therefore this extends to understanding and access to police.		Awareness of police information

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
It's almost like not being safe or secure in the community if you don't know what to do.	Feelings of safety	YP see the provision of information by the police as important to increase feelings of personal safety and this appears linked to personal knowledge or awareness in relation to how to contact the police should there be a requirement to do so.	Provide information that raises awareness	Awareness of police information
They don't know how to talk to the police about it so if there was a way for them to know like using emails and things then that would probably make it easier for them.	Access to police	D&SM platforms can be used by the police to enhance engagement by breaking down the invisible barriers that exist between them and YP. Providing contact awareness and making contact easy for YP would provide opportunity for communication ergo opportunity to increase trust and confidence.		Awareness of police information
About what is going on in your local area because we are the future generation and we all need to know these things.	General community information Importance of localism			
Maybe some information about how the police works, how they help people, what kind of jobs there are	Police promotion			Awareness of police information

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
The police in your local area, like the beat manager or PCSO	Police information		Provide information that raises awareness	Awareness of police information
<p>So if you were on Facebook with one of your friends, would you ever think of going onto Nott's Police Facebook?</p> <p>Sometimes, if one of your friends follows that page. Sometimes it just comes up anyway as a recommendation just because your friend is doing it. It keeps promoting it as people like it.</p>	Peer usage	Peer influence appears to be a factor in D&SM access; if a friend is using it, then the likelihood is that this will increase likelihood of usage.		
A lot of young people assume that if they have a problem they should just put up with it or think that it's their fault.	Empowerment	This would suggest there is an opportunity for the police to actively encourage YP to stand up for themselves and move away from feelings of victimisation to one of empowerment where YP can hold others to account. This would encourage efficacy and participation.		

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
I think they should it's probably an important thing to do coz the police are law enforcers and I think people should look up to the police and really stereotypically the police are people that follow the law follow the rules and are what young people should look up to as role models and following the law and I think it is important that people like the police deliver information to young people to emphasisepersuade young people to do what's right.	Important Role models Obedience / Social Control Persuading to do the right thing	Link to social control theory. Police are seen as moral guardians, setting the ethical standards and that the police should not only pass information to YP, but the YP should in fact take notice of the information out of respect, which in some YP is lacking. The police are seen as doing a job that is required by society-encouraging YP to comply with the laws of society.		
I think it's important for young children up to teenagers to have more respect for police officers.....say like the ones that walk around in town they should like.....teenagers should be more respectful because they just want to make people feel more safer around the area and you see quite a lot of YP giving verbal abuse and stuff ..what's the point they're giving you a ban from town for 24hrs because you're not following the rules.	Encourage police support Obedience / Social control Respect Safety Consequences	Passing information to YP is important and YP should receive the information provided by the police as it is done for the good of the YP. It doesn't appear that YP see the police as having hidden agendas and that they should be trusted by YP. Information is passed to YP for their own safety and that of the community. There is no point in dismissing the information as to do so in certain circumstances could lead to punitive action especially if non-compliance leads to the commission of offences.		Awareness as to the consequences of behaviour

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
In town sometimes some people are stereotyped and whether that's by the police or the security people and I think that's definitely a problem that we have within Nottinghamshire that people like myself ...are really stereotyped.....yes there are people that do not set the best example but then there's people that do and get wrongly stereotyped and there is punishment on them it's not really fair so I think not just the police but others should be made aware that were not all bad.	Stereotyping Positively promoting YP	YP appear to accept the role that the police undertake and the requirement for them to pass information to protect individuals and communities but it is essential that the Police treat people individually and don't stereotype YP. The passing of information in these circumstances appears to focus on ensuring the compliance of YP in public spaces and that not all YP require the same level of enforcement as others. YP also see a role for the police in promoting the positive aspects of YP thereby breaking down the barriers imposed by stereotyping		
Is there any reason why you don't think we should give information out? Obviously confidentiality is a factor but I don't see why information to YP...would not be relevantI think it is relevant.	Relevance Confidentiality			

RESEARCH OBJECTIVE TWO:

To explore whether young people think it is important to communicate (via digital and/or social media) with Nottinghamshire Police.

INTERVIEW SCHEDULE: QUESTION FIVE

- a) Do you think that it's important for the police to know what concerns you the most and why?
- b) Some people think that young people just don't want to tell the police about the issues that concern them most in their local community. Is that true and why?

FOCUS GROUP 1) GREEN- PILOT (KF & LM)

FOCUS GROUP 2) RED (KF & LM)

FOCUS GROUP 3) BLUE (PM & DW)

FOCUS GROUP 4) ORANGE (MH & DC)- NOTE This FG were not asked this question

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
Yes Yes definitely.	Yes	ISSUE: The positioning of the microphone resulted in the answers to certain key questions not being recorded e.g. why YP think it is important for the police to know what concerns YP.	Is important for police to know concerns	
Not really	No	There appears a dichotomy in feelings here. Some YP are adamant that it is important for the police to understand the concerns of YP whilst YP from a different FG were more relaxed and untroubled by the question.	Not important for police to know concerns	
By us having this conversation now do you feel different about the police? Yes	Face to Face influence	Opportunity to discuss such things with the police appear anecdotally to positively influence YP opinion in relation to this is so far as those YP who didn't really care whether the police were interested in matters that concerned YP became more positive about the importance following opportunity to speak with representatives about youth issues. In this case the contact was personal, but it wasn't explored further whether the contact or opportunity to converse would have been as effective if undertaken virtually by SM.		
Yes	Yes		Is important for police to know concerns	

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
<p>So do you think it is important that we actually try and get to know what YP concerns are?</p> <p>Yeah</p> <p>Yeah</p>	Yes		Is important for police to know concerns	
<p>Sometimes like adults they lived in a totally different generation to what it is now and in a way like teenagers for us now we see a totally different area to what they once saw there's more violence its more rough and there's a lot more verbal abuse than what there was back when our parents were quite younger coz its obviously got a lot more rougher and things have changed quite a lot. But if maybe like the police force or you could work with us younger children like younger adults they'd find out more about what it's like to be out there in our area because obviously we go out quite a lot and are always out there.</p>	<p>Reason for police needing to know concerns</p> <p>Age gap</p> <p>Lack of adult insight</p>	<p>The suggestion is that there is a generation gap between adults and young people; society has changed and it is important for adults to understand from a YP perspective in relation to the stresses and strains of being a YP in modern society.</p>		

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
For some people yes because they are scared and they might think they will get into trouble. They might not want to make it a big deal. They might not see it as a crime.	Scared to report Personal consequences Lack of knowledge	Any criticism of apathy on behalf of YP should be seen in the context of a considered decision not to report rather than not being bothered to report albeit this considered decision may not be 'informed'. YP appear motivated by personal consequence in so far as minimising personal risk – so if something could get themselves into trouble, this may be a factor or barrier to participation in the form of reporting information. A further issue is around communication on behalf of the police; some YP may not interpret what they see as being something that the police would like them to report on, therefore there appears to be work to be undertaken by the police in order to be absolutely clear about the type of information that is required, how to report it and offer anonymous methods of reporting.	Lack of knowledge as influencing factor Lack of police action as influencing factor Personal consequence as influencing factor	
So it could be their lack of knowledge? I was scared at one point and I told school a couple of weeks ago. It has happened to me a couple of times. I was scared just in case the person..... he got in contact on Facebook and asked me questions and asked me to send things and I was scared just in case because he has done it to this other girl. So I came into school but I am not sure about the police might not do anything with something like that?	Lack of knowledge Scared Didn't think police could do anything	Some YP simply do not understand the type of information the police require or whether things that happen to them are in fact worthy of reporting to the police. This may open the way for APPs such as 'ask Frank' or something similar where YO can go online anonymously and ask a police officer questions.	Lack of knowledge as influencing factor Lack of police action as influencing factor	

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
<p>Does anybody else think it is important that you should report things to the police and that people say young people don't want to? Do you think that is true that young people have a tendency not to report things?</p> <p>Yes</p>	Yes	All YP in one FG agreed that YP have a tendency not to report things to the police	Is important for police to know concerns	
<p>Why do you think that is?</p> <p>If it is your peers you may not be confident enough to tell on your friends, without the confidence or the courage to upset other friends.</p>	<p>Personal consequences</p> <p>Friendship</p> <p>Confidence</p>	A barrier to reporting incidents is again a consideration of personal consequences especially if it involves peers; a reluctance to upset friends is a key consideration / barrier to reporting.	Personal consequence as influencing factor	
<p>Do you think young people suffer in silence sometimes because they are actually not sure what the outcome could be if you report it to the police? How do you feel if you have got Social media to do it?</p> <p>As long as you remain anonymous</p>	Anonymity	SM is seen as an acceptable method of reporting information as long as anonymity is assured.		
<p>Now we have had this discussion would you feel happier to go and report anything to the police?</p> <p>Yes</p>	Personal police contact	It appears that the process of having face-to-face personal contact with the police acts as encouragement to report information to the police.		

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
<p>Can I ask why you feel that now?</p> <p>I feel that they actually, I used to think they didn't really care but not all these things show they actually do care. Some people think that police officers are not nice.</p>	<p>Police don't care</p> <p>Police are not nice</p>	<p>For some YP the apathy is seen as an issue for the police as an organisation in so far as they are viewed as 'not caring' about the issues of YP. Furthermore, some YP simply don't view the police in a positive light and this in itself deters them from reporting.</p>		
<p>So you think if more people were to know the information you have found out today they would be more eager to speak with the police?</p> <p>Yes</p>	<p>Awareness</p>	<p>YP need more awareness to encourage them to report their issues to the police.</p> <p>NOTE: Research states that YP should not be treated the same as adults; do we treat YP differently from adults with regard to engagement and neighbourhood priority setting? Probably not.</p>	<p>Lack of knowledge as an influencing factor</p>	
<p>At the moment young people don't feel safe, comfortable to go and report things to the police.</p> <p>It is good though with Facebook and Twitter but there is an age limit and younger people might need to know about certain things say if there were robbers around, so there is an age limit.</p>	<p>Safe</p> <p>Comfort</p> <p>Facebook and Twitter are good</p>	<p>YP need to feel safe and comfortable in order to report things to the Police. SM is seen as an opportunity, but it is acknowledged that SM is not an appropriate for all YP e.g. younger children whose ages preclude them technically from using SM.</p>		

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
(Female) Yeah if the issue is personal to like a child or a young adult then they might want to keep to them self but in a way they will be keeping it locked away inside and they will beat themselves up about it	Yes Personal / sensitive information	YP are less likely to disclose personal information even if they know it is the right thing to do and this might cause inner turmoil. ISSUE- Didn't allow all YP people to answer the question- simply moved on as soon as one person answered.		

RESEARCH OBJECTIVE TWO:

To explore whether young people think it is important to communicate (via digital and/or social media) with Nottinghamshire Police.

INTERVIEW SCHEDULE: QUESTION SIX

If you were the Chief Constable, how would you encourage young people to tell the police what worries and concerns them the most?

FOCUS GROUP 1) GREEN- PILOT (KF & LM)

FOCUS GROUP 2) RED (KF & LM)

FOCUS GROUP 3) BLUE (PM & DW)

FOCUS GROUP 4) ORANGE (MH & DC)

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
Open day at a Police Station so they can have a look around and talk to people/officers who could explain different areas.	Traditional contact	Evidence to support the importance of Work Experience programme.	Use of traditional communication to encourage reporting	
<p>I would tell them they don't need to worry because there is nothing wrong with what will happen. If you haven't committed something you don't need to worry.</p> <p>Moral support.</p>	<p>Reassurance</p> <p>Consequences</p>			
<p>I think I would give some type of recognition like a reward for information.</p> <p>We have got Crimestoppers and there are some rewards on there.</p>	Reward / Recognition			

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB THEME
To feel more comfortable with the Police, How can we do that? One to ones, assemblies, local youth clubs to go int. Officers to visit where young people go.	Traditional communication Face to face contact		Use of traditional communication to encourage reporting	
Do you think you will all actually now use and look at the website more? Yes.	Personal contact	The very process of having face-to-face, personal contact with the YP as part of a FG has reportedly encouraged some YP to participate in the future and engage with the police.		
I will probably use the Facebook page because it is quicker and easier.	Facebook Easy access	Speed and ease of use are important factors in SM usage.	Use of Social Media to encourage reporting	Facebook
A message back to the Chief Constable then, what do you want? Provide more information on Facebook rather than the Internet.	Facebook	Use Facebook to reach YP and not the Internet	Use of Social Media to encourage reporting	Facebook
If we wanted to do further work with young people or focus groups would you be happy to take part? Yes	Evidence of future participation	More evidence of YOP willing to engage and participate in the future.		

RESEARCH OBJECTIVE: THREE (A)

To determine what kind of information young people want to receive from Nottinghamshire Police.

INTERVIEW SCHEDULE: QUESTION SEVEN

What kind of information do you think Nottinghamshire Police should provide or make available to young people?

FOCUS GROUP 1) GREEN- PILOT (KF & LM)

FOCUS GROUP 2) RED (KF & LM)

FOCUS GROUP 3) BLUE (PM & DW)

FOCUS GROUP 4) ORANGE (MH & DC)

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB-THEME
Contact information – of people you can talk to if you need to instead of just 999 or specific people. Say you are worried about something in school; you can go to someone who works with young people in school rather than someone generally in the police force who deal with crime. Someone who focuses on young people in schools	Bespoke contact information School	This links into earlier answers around improving knowledge and awareness of access. YP want bespoke contact detail that is relevant to them.	Information that promotes awareness	Police contact information
A specific person who is attached to the police within a school and can still deal with something if necessary. Not like someone who often goes out and does raids. Such as an SLO. Cos we've heard your name but we don't actually know (inaudible). Wouldn't know where to find you.	Bespoke contact information School	See above	Information that promotes awareness	Police contact information
Like what is going on in our community. I know you can't tell us specific information but if a bad crime has happened you can warn us. Like when we see a police car and we wonder what has happened, you could maybe tell us.	Crime Information Safety Reassurance Crime Information	Generic community crime information and INTEL is required-linked to environmental awareness Warn YP in relation to issues that may put their safety at risk Seeing the police raises fear of crime. There is a need to know what is happening or at least that there is nothing for YP to worry about. This suggests that there is a place for SM e.g. 'tweeting' for frontline officers when undertaking enforcement activity. This would have a positive effect on YP within local communities.	Information that promotes awareness	Staying / Keeping informed CRIME

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB-THEME
<p>Maybe tell the school, like if there's a creepy guy in a van. Not to scare us but to make us aware cos I think quite a lot of people are sheltered about what is going on in the outside world. Not to scare them but to wake them up as to what is going on in the outside world. These things do happen in XXX, crime does still happen in XXX and I think quite a lot of people are unaware of that.</p>	<p>Bespoke Crime Information</p> <p>Reassurance</p> <p>Safety</p> <p>Naivety</p> <p>Awareness</p>	<p>Again, YP want to hear about crime related information that is directly related to their own safety, in order to mitigate risk and to provide reassurance. There is clearly a need to reach a balance so that the information provided does not serve to heighten anxiety and there is an acceptance that there will be certain information that the police cannot disclose. The YP involved in one focus group suggested that local YP displayed a degree of naivety with regard to crime and risk in their area and that they needed to be more aware and therefore the police could assist with this. Interestingly this suggestion of naivety was only reported by the YP in one focus group whose participants are associated with a more affluent part of the County. This would seem to indicate a need for bespoke crime messaging dependent upon the demographic makeup of different communities. NOTE: look at research that indicates whether fear of crime or awareness differs according to social deprivation.</p>	<p>Information that promotes awareness</p>	<p>Staying / Keeping informed DANGERS</p>

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB-THEME
<p>So if it's a school related incident, involving young people you would really like to know about it?</p> <p>Yes – info from school alerts don't get told until a couple of days down the line? Better to put on the website.</p>	<p>Bespoke crime information</p> <p>Relevance</p> <p>School</p>	<p>YP want fast time, up to date information that is relevant to themselves</p>	<p>Information that promotes awareness</p>	<p>Staying / Keeping informed GENERAL</p>
<p>What about any other things? Do you all go out in the evenings? What do you think you could use it for?</p> <p>To see what is going off, safety issues, if there is any crime</p>	<p>General awareness</p> <p>Safety</p> <p>Crime information</p>	<p>Again, YP seem to want to be kept up to date with crime related information that can aid their general awareness, which serves to provide reassurance that mitigates risks associated with their personal safety.</p>	<p>Information that promotes awareness</p> <p>Information that raises personal safety / mitigates risk</p>	<p>Staying / Keeping informed DANGERS</p> <p>Staying / Keeping informed CRIME</p>
<p>It would help us to keep safe</p>	<p>Safety</p>		<p>Information that raises personal safety / mitigates risk</p>	
<p>I watch quite a lot of police stuff on there (You Tube) to see what is going on and what kind of dangers are out there.</p>	<p>Social media platform</p> <p>You Tube</p> <p>Danger</p> <p>Safety</p>	<p>You Tube website in order to raise awareness in relation to environmental dangers.</p>		<p>Staying / Keeping informed DANGERS</p>
<p>Alerts.....alerting others of the dangers that are around you</p>	<p>Alerts</p> <p>Safety Awareness</p> <p>Danger</p>			

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB-THEME
I think information should be given, whether it's.....there should be things on the news and stuff like thatI think a weakness of it is that I don't think if things and crimes do happen I don't think people are really made aware of it as they should do....yeah we're a town...in cities like London and Manchester people are aware of what would happen.....but that's because it's a city...in this town I don't think people are made aware of what really happens you know if you go to a football match.....and violence occurs or danger is a prospect I don't think people are really made aware properly.	News Safety Awareness Size of town / city Lack of awareness		Information that promotes awareness	Staying / Keeping informed DANGERS
If we put too much information out there do you think that could have a negative effect on the community (people feel unsafe)? I think there is a fine line..... I mean confidentiality again there's only certain things the public should know...but I think the general feeling in a person is- is this town safe? I think if they trusted the police they'd know they had it in hand...	Confidentiality Safety	YP appreciate there is a fine balance between what information is disclosed to the public re- data protection. Safety awareness is a central theme and communities should be told about things that pose a risk to their safety so that they may take action to mitigate the risk.	Information that raises personal safety / mitigates risk	
Sometimes you cannot protect yourself from certain hazards but if you are at least aware of them and what might happen you are going to avoid it.	Environmental awareness Avoid danger	There is benefit from passing information that will raise awareness and enable YP to mitigate potential risk.		Staying / Keeping informed DANGERS

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB-THEME
<p>So a link on that would be useful?</p> <p>Yes or something that is only happening around our school, have a little description on Moodle of what's happening and a couple of contact details for staff in the school that pupils can talk about it to and a link to the police website for more detail as well.</p>	<p>Bespoke information</p> <p>School filter</p> <p>User friendly Access</p>	<p>YP suggest that they would like information that relates to their school environment in particular- <i>what is happening within their school</i>- advertised on school based IT platforms that already exist, such as Moodle with the provision of school based contacts who YP can talk to if required, but with easy access to the Police via links to their website.</p>	<p>Information that promotes awareness</p> <p>Information that raises personal safety / mitigates risk</p>	<p>Staying / Keeping informed GENERAL</p>
<p>You to tell us what is going on (inaudible) more of a two-way thing. If you want to get information you tell us information.</p>	<p>Encouraging Two way dialogue</p>	<p>Supports research by Harfoush re- two -way conversations and not simply pushing information out to YP. Suggests that YP don't want transactional engagement.</p> <p>Suggestion of an informal contract- you scratch my back and ill scratch yours. YP want to see QUID PRO QUO engagement, an investment in them before they invest in the police.</p>		
<p>So if you were to be sent a message from the police just letting you know that there was something going off in the area then would you share that so your friends could see it? Is that something that you would share?</p> <p>If it was relevant within my area as in where I live. If it was in the town and wasn't really going to affect me, I don't think I would share it. However if it was in my area and it affected me or my friends then I probably would share it.</p>	<p>Sharing</p> <p>Relevant in terms of localism.</p>	<p>Evidence of participation in terms of being receptive to police related information and sharing the information via their own personal SM platforms, but only if the information affects themselves personally; if it doesn't the likelihood of the information being shared diminishes.</p>	<p>The provision of relevant Information</p>	

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB-THEME
<p>That incident (missing child) was not (sent via notices / school assembly) it was very.....I mean the school did take that into effect we were all very worried but that's because we were made aware and we were made aware very quickly</p> <p>Do you think you became more vigilant? Yeah</p> <p>Oh yeah</p> <p>Would you report something back if you knew? Mmm (yes)</p>	Timeliness is an important part of relevance	Timing is important to get YP involved and amenable to participation; the example of the missing girl suggested that because publicity was relevant and timely, it captured the attention of YP who were concerned enough to participate by sharing information, becoming more vigilant and more inclined to pass information back to police.	The provision of relevant Information	
<p>And do you think your friends would pay more attention because you'd shared that? They wouldn't pay more attention... obviously if they had it themselves they already know I think definitely if they know I've got it and other friends had got it they'd definitely know it was a real and serious issue</p>	<p>Widespread dissemination</p> <p>Sharing</p> <p>Legitimacy</p>	The simply act of sharing a police message may not on its own make the message more effective. The acknowledgement that peers have received the message provides confirmation that the message is serious and that in itself will make the message more impactful, so it is important for the police to ensure a wide dissemination of their messages and not be solely reliant upon the message being shared by YP.		
<p>I think Nott's Police.....when things like that are on Twitter it says please re-Tweet so definitely the police want that support and they do get that support</p>	<p>Explicit messaging is important to encourage participation</p>	<p>Evidence of a willingness to participate and support the police in distributing their messages via peer-to-peer sharing or 're-Tweets'.</p> <p>The police have to make it clear that they want support; should avoid making assumptions. If the message is explicit it is more likely to encourage participation.</p>		

TRANSCRIPT DATA	CODE	COMMENT	THEME	SUB-THEME
<p>Did you see it at all on social media? After my friend told me I did look on social media...missing persons website and it wasn't there which I found very strange indeed but then I did look on Nott's Police and I did find it was thereit was quite shocking to read because....yeah I did see it on</p>	<p>Website</p> <p>Missing people</p>	<p>NP Website was not the first port of call for information</p> <p>Post notification from a friend; the YP did search NP SM for further information regarding the missing child, so this would suggest an interest in this type of information and an expectation that this type of information should be on the police website. . Again this is evidence of participation in so far as accessing information from the police in relation to a topic that was personally relevant to the YP.</p>		
<p>MODERATOR didn't ask question Who has actually has access to the police website and have you actually looked at your local area?</p> <p>ISSUE- Moderator has not followed the script and has missed out a question and more importantly rich information from the participants.</p>				

RESEARCH OBJECTIVE THREE (B):

To explore how young people want to receive information from the police

INTERVIEW SCHEDULE: QUESTION EIGHT

How do you think young people would like to receive information from Nottinghamshire Police?

FOCUS GROUP 1) GREEN- PILOT (KF & LM)

FOCUS GROUP 2) RED (KF & LM)

FOCUS GROUP 3) BLUE (PM & DW)

FOCUS GROUP 4) ORANGE (MH & DC)

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
Through school for example I applied for college and I get text messages from college about local events so you could also send text messages with a link to the police force.	Texting School Localism	Use of Bluetooth technology to send out messages to YP, or get YP to sign up for such messaging	Through traditional communication methods	The school environment
Letters, notice boards, leaflets. Maybe by email.	Traditional communication	ISSUE- this was a leading question from the moderator specifically directing the YP away from a SM response YP in one FG indicated they had school e-mail addresses.		Traditional contact is preferred for most important contact
<p>So there is a lack of face-to-face contact. We all like to think we like social media but do you still value face to face contact as young people or would you rather it was social media?</p> <p>If it is negative, like a warning about something it is better face-to-face because you might not take it seriously if it is online.</p>	<p>Face-to-Face contact</p> <p>Sliding scale of seriousness dictating preferred contact</p>	For serious issues or where a warning is being delivered, some YP suggest that face-to-face contact with the Police will have more impact as they are more likely to take the message more seriously than if it were given online.		

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB- THEME
<p>So how would you like to get it then?</p> <p>Inaudible... From School. A lot of people don't have time to go on the website. Quite a lot of people are quite lazy too so if it's like at assembly there for you, you don't have to do anything yourself. Everyone gets it that way too.</p>	<p>Time constraints</p> <p>Laziness</p> <p>School based communication</p>	<p>A favoured method of message delivery for some YP from the police is face-to-face communication within the school environment and specifically via assembly, simply because YP haven't got time to go specifically on the police website and at school, their time and focus is structured- they are a captive audience.</p> <p>Reinforces a suggestion that YP want ease of access for their communication</p>	<p>The school environment as the primary method of contact</p>	
<p>..more people our age listen to the radio.</p>	<p>Traditional communication</p> <p>Radio</p>	<p>Suggestion that radio is a preferred platform for young people. Interestingly the radio is spoken about without reference to D & SM.</p>	<p>Through traditional communication methods</p>	
<p>School assemblies.....children pay attention in school assemblies sometimesespecially if it's someone important or it is something important on the screen that you see. If it's just the teacher talking.....it's quite boring.</p>	<p>School</p> <p>Traditional communication</p> <p>Face-to-face</p> <p>Power-point</p>	<p>The traditional methods of communication that involve face-to-face contact, supported by technology in the form of power-point to make the delivery more dynamic are seen as the best methods for disseminating information by the police.</p>	<p>The school environment as the primary method of contact</p>	<p>Traditional contact is preferred for most important contact</p>

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB- THEME
<p>Do you think it would be better if we had more police coming into schools?</p> <p>Yeah very</p> <p>Yeah.</p> <p>When you're in Primary school you do something called DARE which is run by a DARE officer or the Police....that was a great way of teaching YP.</p> <p>I thought they should have carried it on throughout secondary school as well.</p>	<p>Traditional communication</p> <p>Face-to-face contact</p> <p>School</p> <p>DARE programme</p>	<p>ISSUE: where the moderator corrects what a participant says or no other reason that it is factually incorrect. This could serve to inhibit the YP from future participation and disclosure</p> <p>NOTE- both YP felt that face-to-face delivery of DARE is a good thing.</p>	<p>The school environment as the primary method of contact</p>	
<p>Consensus that if a Police Officer came into assembly to talk about something most people would sit up and take notice. More interested especially if you were talking about crime rather than say, road safety.</p> <p>Need to concentrate on other, more important things, safety messages, that people haven't been aware of like for kids especially, like people creeping round. More important than road safety.</p>	<p>Face-to-Face School</p> <p>Seriousness</p>	<p>Crime data is more likely to capture the interest of YP rather than road safety for example as 'everyone knows about wearing a helmet and road safety...safety- people have got the message.'</p>	<p>The school environment as the primary method of contact</p>	<p>Traditional contact is preferred for most important contact</p>

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB- THEME
Not many people our age watch the news.	TV news Age context	TV based news is not the preferred method to receive information and is not likely to be effective in raising awareness in YP	Traditional Communication Not appropriate for younger people	
<p>How do you think young people would like to receive information from NPT and why. If I was to suggest for example, say on a poster on a wall of your local shop?</p> <p>Maybe not in a poster in a shop because most of the time, like in the Post Office, medical stuff it's for adults you wouldn't look at it.</p> <p>If kids are in shops they wouldn't be looking at posters, they'd be looking for toys and sweets and stuff instead of looking at information and seeing what's new and what's not</p> <p>Leaflets to your address. If you saw one, what would you do with it?</p> <p>Hand it to my mum, if not relevant it would go in the bin.</p>	<p>Age context</p> <p>Posters</p> <p>Leaflets</p>	<p>Posters are not a favoured platform for delivering messages to young people, especially in adult centred environments such as the post office. Younger children simply don't look at posters as they are more interested in toys and sweets when they are shopping with parents and not current affairs.</p> <p>Leaflets are not a favoured method of communication.</p>		
<p>Do you think you see enough of the police?</p> <p>Not really, I don't see the police around my estate, usually 2 or 3 times a week I am out on the estate and I walk my dog and I don't usually see any police officers walking around.</p>	Lack of physical police visibility		Traditional Communication Is ineffective	

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
Some slightly younger people, pre-teens use Instagram so it could be on there as well, Snapchat.	Age context Instagram/Snap chat	Important to match the platform to the audience. Different ages use different platforms. Older people (adults) favour Facebook but younger people including pre-teens use Snapchat and Instagram	Social Media as the preferred choice by young people	
<p>Snapchat, how would you advertise on Instagram?</p> <p>You would have to be on follow to do it.</p> <p>Bart Simpson...? There's like passive (?) stories on it and there's a section where there's little bubbles on it with subjects like MTV for example and you can click on them. You could have one for the Police.</p>	Snapchat / Instagram	Opportunity for NP to send messages to YP specifically via this method		
<p>In relation to You Tube do you think it would be good to have little funny things that happen?</p> <p>Yeah..... I was watching something the other day...it was a TV show.....there were robberies that had gone wrong all caught on camera that was quite funny</p> <p>Or the new police puppies that had been born</p> <p>That would be cute.</p>	You Tube Light hearted	If you Tube was to be used, then the content needs to be light hearted, cute or funny.		

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>Do you think we could use Facebook and Twitter a bit more to try and help us with some of the cases that we have got? Is there another way we could do that?</p> <p>Yeah</p>	Use of social Media	It was agreed that there could be better use of social media by the police albeit again a leading question resulted in this answer. ISSUE leading question from the moderator could have served to have influenced agreement regarding greater use of social media.	Social Media as the preferred choice by young people	
<p>As a Twitter user...I think Nottinghamshire police should definitely ...private message or send a notification out to all users of the message...that way they know everyone has got it...yeah Facebook and Twitter are big social media sites that probably everyone has got and I think a lot of people pay attention to more than emails.....even text messages you know if you get a text message from the Police saying there's a prospect of danger or something like that you know. Yeah I think something like that would definitely make people more aware.</p>	Facebook Twitter Safety awareness	Acknowledged that Facebook and Twitter are the key SM channels for YP more so that email or text and that their use to pass messages raising safety awareness would be effective for YP		Facebook and Twitter
<p>Another way to advertise – some games have adverts. Could be on there. Often pops up half way through a game. On phones or iPods, hand held games that connect with the internet.</p>	<p>Social / Digital Media Games advertising</p> <p>Pop ups</p>	NP could make adverts that appear on APPs or games; choose the right game and this would provide a good direct route into YP.		

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>We did touch on the fact that you don't know your beat teams and we are being stretched more and more with resources, so if your beat team did have their own Twitter or Facebook would you like to be having links fed through from your local beat teams more. Do you think that would be more usable; more friendly?</p> <p>Yes</p>	Bespoke contact	YP would like local contact with their local officers and Facebook / Twitter would be OK	Social Media as the preferred choice by young people	
....probably. Yes it would because if our local beat teams had Twitter they would be able to warn the local area of say theft or burglary in the area.	Police providing warning messages TWITTER Enhance community awareness	SM can be used to warn people regarding community issues or crime and this is seen positively as people's awareness would be raised.		The police use of Twitter
<p>There would be a problem too because with more Twitter accounts it is more to keep following and more pages to go through to look at the information which could be kept in one area, on one page or one account.</p> <p>I suppose you could put it on the actual Nottinghamshire Police page for young people and then you could send a link to the Twitter pages for the beat teams.</p>	User Friendly Content Confusing	YP do not appreciate things that are over complicated; simplicity is the key. YP want easy access to the information they require and the officers they want access to. Again mention was made of the 51 current twitter accounts in NP and the suggestion from the same YP FG of only having one page, but with signposting to the various accounts.		

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
You could say if you're interested or need more info, we've got a FB page. Contact details, if you want more information then you can go on a special part of the website page or email someone for more information.	Links to SM Relevance	Communication methods can be supported and complemented by other methods e.g. advertised links to SM platforms for YP to 'find out more' about the information.	Social Media as the preferred choice by young people	

RESEARCH OBJECTIVE THREE (C)

To explore how young people want to pass information / report concerns to the police

INTERVIEW SCHEDULE: QUESTION NINE

What is the best way for young people to pass information to the police e.g. to report a crime or something that has happened to them or simply to let the police know about something?

FOCUS GROUP 1) GREEN- PILOT (KF & LM)

FOCUS GROUP 2) RED (KF & LM)

FOCUS GROUP 3) BLUE (PM & DW)

FOCUS GROUP 4) ORANGE (MH & DC)

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>There is the anonymous approach or different numbers say if you were beaten up I think it is the 101 number.</p> <p>Through the 999 number</p> <p>I would call, I would call too</p>	<p>The importance of anonymity</p> <p>The preferred use of traditional communication</p>	<p>Anonymity is a thread that is reported by YP and when asked what their preferred methods of communication with the police is to report something, traditional communication methods such as using the telephone were high on the list for some</p>	<p>Traditional methods of communication being the preferred choice</p> <p>The importance of anonymity</p>	<p>Preferred use of the telephone</p>
<p>As long as the police did not publish it but you could message them on Facebook.</p>	<p>Anonymity</p> <p>Facebook as appropriate method of reporting</p>	<p>Anonymity is again seen as important, but a personal touch is still favoured by YP. SM for example Facebook is seen as a possible option for reporting information to the police, but the traditional method of face-to-face or telephone contact is still seen as the most effective in terms of ensuring anonymity, speed of delivery and ensuring that the information is actually passed accurately and received. There appears to be a suspicion that Social Media platforms are not monitored as effectively as conventional / traditional methods- and they would be right.</p>	<p>Social Media as appropriate platform for reporting</p> <p>The importance of anonymity</p>	

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
Less likely to report it if you were with a group of friends say.	Anonymity Peer pressure	ISSUE: should have probed further asking why a YP wouldn't report an incident of with friends. The assumption is linked to anonymity and possible embarrassment	The importance of anonymity	
Would you use the website to let them know something has happened? No- it's not confidential enough I don't think, I've not seen on the website that there is a service where you can report a crime or something like that but again I don't really find it confidential.	Confidentiality	Confidentiality is seen as an essential component for reporting information, without it and reporting is less likely. This may represent an opportunity to emphasise the nature of confidentiality specifically for YP.	The importance of confidentiality	
I would ring because you don't always have the guarantee that the message has been read or sent correctly or if your email has been received it is better to ring up and have someone actually listen to you. So it is the checking mechanism that the message you have has actually been received.	Traditional communication Personal Touch Telephone		Traditional methods of communication being the preferred choice	Preferred use of the telephone

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
People usually take longer to respond to emails but if you pick up the phone you get the answer straight away	Traditional communication Speed of contact		Traditional methods of communication being the preferred choice	Speed of contact as an influencing factor
It depends where you live, if you live 3 or 4 miles away from the town centre, the time it may take to get to the police station depending on how serious the situation is where a phone call might take just a couple of seconds and the distance to travel could take 20 minutes so it depends on how serious the situation is.	Traditional communication Convenience Age context	Attending a police station does not appear to be seen as an issue for some young people as long as it is convenient. If it isn't convenient, the telephone is seen as an appropriate reporting tool. Age again plays a part in this, as for some younger children, attending a police station may be an issue and there would be a degree of nervousness involved: 'It is quite scary for the younger people'. Some of this nervousness derives from the unknown; it may be that because YP do not know what to expect when attending a police station, they are fearful of it and this is a barrier to engagement. The Police need to work smarter and paint the picture of what to expect when reporting information to the Police.		

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
I don't think I'd know how to report it, I don't know what I'd do.	Lack of knowledge	One YP indicated they did not know how to report a suspicious incident, which suggests a possible communication gap with YP. It may also encourage an association with more traditional forms of communication. Others suggested a traditional route of reporting by attending the police station, but this was because they lived close by, so convenience appears to be a determining factor	Traditional methods of communication being the preferred choice	Convenience as an influencing factor
I think I'd go to the Police Station. Like when I've found money before, but I live really near it.	Convenience Traditional method			Not knowing how to report as an influencing factor
Why wouldn't you ring? Have to wait for a while to get an answer by which time it may be too late; have to give so much info.	Time delay Too much information required			Speed of contact as an influencing factor
The police station shuts at 8 and then opens at 8 which I find is very difficult because there's a phone on the side but say like it was something urgent you can't just walk to the thing say like you got no phone or nothing on you, like you've just been attacked and the police station was just down the road you can't walk to it and expect it to be open.	Police station Accessibility Insecurity	Cannot rely on the police station for 24/7 reporting as there are defined opening times that may not coincide with user requirement. Police station closures raise fear of crime in some YP and therefore there is a requirement to fill this gap.		Convenience as an influencing factor

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
Through text or email over the computer on the website, like text them on the website	Traditional communication	Traditional communication involving text or email are the preferred communication methods	Traditional methods of communication being the preferred choice	
I'd pass it on as confidential as I could....I'd just go to my local police station. That's the way I have been taught to do it. I think that's the most common sense thing you'd do, but if there was an easier way I'd do it the easiest way.	Confidentiality Easy access Up bringing	Confidentiality and ease of contact are deciding factors		The importance of confidentiality
Text – for reporting suspicious incident.	Traditional communication - texting	Texting is seen as a possible route for passing information with visual anonymity naturally built into the process		
I'd be scared walking into a police station to report something; it would be quite intimidating really	Face to Face contact in Police station Nervousness / Intimidation as an influencing factor			Face to face close proximity communication

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
I would not really know what to do so I would rather speak to somebody	The unknown Face to Face		Traditional methods of communication being the preferred choice	Not knowing how to report as an influencing factor Face to face close proximity communication
<p>What would be the easiest way without having to go out of your way?</p> <p>Ring in</p> <p>Text</p> <p>If you see something whilst you are walking, perhaps take a photo and then text it in as long as it doesn't cost you anything. Wouldn't be right to have to pay to give Police info.</p> <p>Discussion as to whether there is a cost to ringing 101 and whether everyone knew what 101 was. Officer then explained to group.</p>	<p>Traditional / conventional methods of reporting</p> <p>Text</p> <p>Cost</p>	The telephone is still seen as the easiest, most convenient method of passing information to the police for some YP. Some YP indicated the use of text messaging also as a simply method of reporting information, but for either method, cost was an issue, and the facility should be free.		Preferred use of the telephone
...an easy way to communicate that covers everything, not just reporting crime but things you want to know in general would be a live chat on the website. I know it might be difficult to run but then If you want to report something but you don't want anyone else to see, say like if your friend uses it but you don't want them to see it because it involves something near them, you may not want them to see so be a bit more closed to the general public so they can't necessarily see. So have an option where it's open to the general public or closed.	Live chat Anonymity	Live chat through Facebook is seen as a one-stop shop for young people and has potential to allow YP to do many things for example reporting and soliciting information. There needs to be a facility to allow anonymity, an option for an open or closed site.	Social Media as appropriate platform for reporting	The importance of anonymity / confidentiality

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
A Skype type thing where you can click a button and talk to someone face to face, for instance in the control room.	Informal	A direct link into the control room via Skype or something similar would be a good platform to use, but the underlying theme is that it should not be formal, the more relaxed and welcoming the facility is, the more likely YP will feel comfortable using it.	Social Media as appropriate platform for reporting	
Or there's Moodle – online homework, news database/bulletin for the school which pupils often access for their homework and there's all sorts of things on it – attendance, achievements	Piggyback established IT platforms The school environment	INSERT in Q8- how do YP wish to receive INFO A 'Moodle' (modular object-oriented dynamic learning environment) is an open source learning management system that supports blended or distance learning; a private website that is used within the school environment and is accessible by YP who can upload learning resources. https://moodle.org/ . Accessed at 2120hrs, 25/08/2015. This suggests that the Police should seek to piggyback IT platforms that are already established, especially those that are popular with YP.		School environment as appropriate reporting environment

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
I think maybe if it was introduced on the website and there was an area you could go to report a crime I think it would be used.	Crime reporting via a police website	Other YP stated that if the service, was available on the website to report a crime, it would be used by YP.	Social Media	
Do you think it would be something YP would use-feel safe to use? It's a bit like the use of child line there's a website on there where you can tell them how you feel. There's a help line and then there's an email and text how you feel about yourself.	Traditional PLUS Social Media platforms	If the website was run similar to that of child-line and had the relevant safeguards, YP would make use of it.	Social Media as appropriate platform for reporting PLUS Traditional methods of communication being the preferred choice	
Lessons...coming into school and talking to us.....lesson time, in assemblies.....groups or lunchtimes activities, activities around school...	Traditional communication Face-to face communication School based activities		Traditional forms of communication	Face to face close proximity communication School environment as appropriate reporting environment

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
Bringing it into the curriculum type thing? Yeah	School based activities		Traditional methods of communication being the preferred choice	School environment as appropriate reporting environment
Would you not like more personal ways to report thing? I think one to one sessions would definitely impact on people yeah I think that would be a good way	Traditional communication Face-to-face			Face to face close proximity communication
Are you more likely to report something because someone s come in and after talking to you...one to one than you would say if you could text or do it over the phone Yeah Maybe they'd be seen as like 'snitchin'	Traditional communication Face-to-face Confidentiality Impact on reputation (peers)	Traditional communication and face-to-face communication is seen as the best method to pass information to the police albeit there are parameters in terms of ensuring confidentiality and also ensuring others, peers do not see them as informing to the police.		Face to face close proximity communication The importance of confidentiality

RESEARCH OBJECTIVE FOUR:

To explore young people's views on the suitability of Nottinghamshire Police's digital and social media content.

INTERVIEW SCHEDULE: QUESTION TEN

Nottinghamshire Police regularly passes information to the public, which includes young people. Hopefully some of you will have managed to look at this information on line prior to this meeting. If not, no problem as in front of you there is an A4 sheet of paper which contains the messages and information contained on Nottinghamshire Police's Social Media website.

What do you think about the information provided?

FOCUS GROUP 1) GREEN- PILOT (KF & LM)

FOCUS GROUP 2) RED (KF & LM)

FOCUS GROUP 3) BLUE (PM & DW)

FOCUS GROUP 4) ORANGE (MH & DC)

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>It was detailed, easy to operate, if you wanted to find anything out like vacancies</p> <p>It was easy to navigate around</p>	<p>Detailed</p> <p>User friendly</p>	Detail and usability are key factors for websites and the information they present. For those YP in 1 x FG who were able to access the website, no negative aspects were reported, whereas YP in another FG provided more negative feedback in terms of the site being bland and difficult to read.	NP SM is user friendly	Accessibility
<p>Is that because you are used to websites?</p> <p>Yes</p>	Technical competency	Those who were proficient in the use of websites commended the design of the website for its ease of use. Unfortunately there was no probe in relation to finding out how user friendly the website was to those YP who were not proficient in the navigation of websites		
There was a front page and a youth area but it was like really hidden away on the website and I couldn't find how to go on (inaudible)	<p>Difficult to access</p> <p>Youth Zone</p>	Specifically the Youth Zone was not well advertised and difficult to navigate on to.	NP SM is not user friendly	Youth Zone has poor access

TRANSCRIPT DATA		COD E	COMMENT	THEMES	SUB- THEME
I looked around and thought it was pretty good. I think when people think 'kids' they need use really bold colours and stuff like that to get their attention, but it's not really like that. There was some sort of news section and it was right on the front page so it was really easy to get onto and all the missing people and all the crimes and I noticed there was something about dirt bike people <i>and it was easy to see.</i>	Positive experience of NP social media Word of warning- don't assume Colours User friendly		Positive feedback reported on the structure of the website and its content Interestingly the suggestion is that one should not makes assumptions about YP and stereotype for example using bold colours to maintain interest simply because the audience are YP Again the site being user friendly is reported as being an advantage	NP SM is user friendly	
Until you get onto the youth section it's quite adult based. Quite a lot of detailed information so children who haven't had it explained to them might not really get it. <i>The Youth Section was quite hidden away.</i> You could have an area where you can report stuff, like if you see someone's door wide open you can report it - a reporting tool on the website.	Too much adult focused material Hidden Away- Youth Zone Need a reporting tool		The suggestion is that the Youth Zone may be too difficult to navigate to. YP have to wade through the detail that is aimed at adults simply to get to the Youth Zone. If the Police have to grab the attention of YP in order to get them to use their website, it shouldn't be hidden away. There needs to be easy and direct access to the relevant site; this in itself would address concerns around younger people or children being exposed to adult related content. This suggests there may be a requirement for an APP of some sort that allows direct access to the Youth Zone. Having said this, one FG remarked that they would be satisfied simply with: 'Just a general page for younger people'	NP SM is not user friendly	Poor access Too much adult focused material

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>Yes if it's useful information or if it affects you personally then yes.</p> <p><i>In the Youth Section there are quite a lot of different sections and each one of them sort of explains it, so if there is someone that really likes going to parties, they might pick on the party bit which is quite good, which means that they don't have to file through all the other information to get that bit, they can go straight to it.</i></p> <p>And then the same for people who like bright colours and fireworks and stuff, they don't have to scan through every piece of information.</p> <p>Maybe have a page that tells you the law really, what the law is (Do you mean in general or to do with specific?) like specific sections like shoplifting, the different aspects, burglary.</p>	<p>Relevance</p> <p>User friendly</p> <p>Variety</p> <p>Requirement for law /crime knowledge</p> <p>Bold colours make impact a</p>	<p>It was suggested that Youth Zone was user friendly and this was deemed to be positive and contained information that would appeal to a wide range of YP.</p> <p>Suggestion that usefulness of information equates to it being personally relevant- part of definition for 'interesting'?</p>	<p>NP SM is user friendly</p> <p>Making an impact is important</p> <p>Including relevant information is important</p>	
<p>Easy on Facebook you can just click on it, scroll down it lets you know.....like if there's been any crashes like tells you where the roads are closed and all the dangers and stuff its really good</p>	<p>User friendly</p> <p>Easy access</p> <p>Facebook</p> <p>Informative Operational incidents is good</p>	<p>Link to type of information YP want section- re- Op Incident INFO.</p>	<p>NP SM is user friendly</p>	<p>Facebook has good access</p>

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>Do you think it is more interesting?</p> <p>Well you wouldn't really see it on YouTube because YouTube is the most popular stuff and I don't think that would appear. <i>It's harder to find than Twitter, videos only go viral if they are popular and there are so many things much bigger than this.</i></p>	<p>Accessibility- YouTube is not accessible</p> <p>Requirement for YouTube videos to make big impact to be popular among YP</p>	<p>You Tube on NP website is not easily accessible and this could put people off. Police footage on You Tube is unlikely to go viral and therefore unlikely to solicit much interest from people, as there is too much content on You Tube already. It was suggested that having a link to the You Tube footage on Facebook would be more effective.</p>	<p>NP SM is not user friendly</p> <p>Making an impact is important</p>	<p>YouTube</p>
<p>What about the actual website?</p> <p>I found it quite difficult to use I don't know whether it's just me but I did genuinely find it quite difficult to use</p>	<p>Website</p> <p>Difficult to use</p>	<p>ISSUE- no probing here- why was it difficult to use?</p>	<p>NP SM is not user friendly</p>	<p>Website</p> <p>Difficult to use</p>
<p>In February the Force website received 75'000 unique visits from different people....two thirds were via their mobiles...</p> <p>I don't know whether it's possible but make a page where you don't always have to use the Internet to access it...say like families struggle and can't get WIFI or Internet....</p>	<p>Website</p> <p>Accessibility- need for direct access</p> <p>Convenience</p>	<p>Suggestion that access is made available offline for those who do not have access to the Internet.</p>	<p>Accessibility is important for YP</p>	

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
In a school I think it would appear more because we're not allowed on Facebook or Twitter or anything like that because we don't have Internet access in school. The only things we have Internet access to is You Tube and the educational side of it.	Accessibility to SM as an issue School environment doesn't allow SM use YouTube is allowed	Conversely another YP mentioned that access to other SM forms by YP whilst at school is extremely limited and only access to You-Tube and other educational sites are allowed; so if awareness if required whilst at school- you tube may be the only conduit available.	Accessibility is important for YP	
It was child friendly it had nice information set out nicely and easy to read.	Aware Good structure Child friendly		NP SM is user friendly	Youth Zone
Could it be improved? I think it was set to the child friendly standard of how it is supposed to appeal to them and making them want to read on.	Child friendly		Accessibility is important for YP	
How easy was it to actually get onto the police website? Really easy it was the first thing that popped up as soon as you typed it in. Just a few clicks and you are already in.	User friendly Quick	Ease of access is a gain seen as a big draw to social media sites.		

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>The Youth zone, how easy was it to find that one?</p> <p>It wasn't the easiest to find, I had to do a few little clicks but it is easy to find after you know.</p>	<p>Youth Zone</p> <p>Difficult to find</p>		<p>NP SM is not user friendly</p>	<p>Youth Zone is difficult to access</p>
<p>Was it signposted on the main page?</p> <p>No you had to click on this little bar and then it gave you different things you could go on and then you had to go on advice and down to the Youth zone at the bottom.</p>	<p>Youth Zone</p> <p>Difficult to find</p> <p>Lack of signposting</p>			
<p>The youth area is a bit better with pictures but like the main page before you get onto the youth page is quite adult based. If kids want to find information they may not know where to look and for links and stuff. More images on the front page with links there instead of a little link saying 'youth areas'.</p>	<p>Enhanced with pictures</p> <p>Material is too adult focused</p> <p>Not YP user friendly</p>	<p>Imagery enhances interest</p> <p>Content appears to be adult focused and not pitched appropriately for YP. Lack of clarity in design makes it difficult for YP to navigate.</p>	<p>NP SM is not user friendly</p>	<p>Too much adult focused material</p>
<p>I just searched youth in the search bar at the top and then there were a few options came up and it (the Youth Zone) was the top one.</p>	<p>Easy access</p>	<p>This YP felt that access to the Youth Zone was simply and quick.</p>	<p>NP SM is user friendly</p>	<p>Youth Zone</p>

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>What wasn't good?</p> <p>When I said that you had to scroll down to try and find the Youth zone it might be best to try and make a bar at the top to go straight there.</p>	<p>User friendly</p> <p>Need for easy access</p>	<p>There was a suggestion that access to the Youth Zone could be made easier with a simple re-arranging of access portals.</p>	<p>NP SM is not user friendly</p> <p>Accessibility is important for YP</p>	<p>Youth Zone is difficult to access</p>
<p>They should narrow it down to a single page so you can see who you need access to</p> <p>Perhaps have different sections on one account rather than all the different accounts. Combine so you only have to visit one page.</p>	<p>Twitter</p> <p>Too many accounts</p> <p>Need for easy access</p>	<p>NP has 51 different Twitter accounts and this was deemed to be too many. Again, ease of access features as a requirement; YP don't want to have to visit multiple sites to get their relevant information, they want a one stop shop. Conversely, all seven YP from a different FG suggested that multiple sites are seen as a positive simply because it provides opportunity for relevance e.g. I may not be interested in a specific NPT because that is not my area, but I am interested in animals so I can choose to follow NP Dogs for example. It was suggested that officers from local areas and the school environment would be good accounts to 'follow'.</p>	<p>Accessibility is important for YP</p>	<p>Twitter</p>

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I have been on it to check social media and I thought it was a nice child friendly zone with pictures of people and what they think about social media and the good and bad things about it. I found this on advice and it had different sites to go on and one bit said Youth zone.	Aware Child friendly Varied content Youth Zone	It appears overall from this particular FG that there was a general awareness and use of NP D&SM. Generally the site is seen as positive, child friendly and set at the appropriate standard and is varied, well-structured and user friendly containing varied information	NP SM is user friendly	Youth Zone is child friendly with good access
What was mentioned about the list of current crimes that are being investigated, it was quite open but then if young people, like quite early on in secondary school or later on in primary school wanted to go and they found that, they may get a little bit worried because it's happening because they've heard of it but not really understanding what it is that's actually going on.	Age context and impact on fear of crime	Concerns were expressed in terms of website accessibility for younger people (primary and early secondary age) in that access to certain information may in fact raise their fear of crime as they will not necessarily understand the context; this should be considered by the Police.	Information needs to be age appropriate	Guard against increased Fear of Crime
Or like a description of what it actually is and maybe saying if you really want to find out more because you are worried or something, talk to someone in school or someone like yourself (SLO) or your parents.	Age context Fear of crime Signposting to responsible person	There should be signposting within the content that is published for YP to contact relevant individuals / agencies should they be worried by what they have seen / heard or wish to speak further about the information.		

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Or maybe you have assumed (inaudible) children... so if you log into Facebook see more adult things. Age appropriate (inaudible) –	Needs to be age appropriate	Content should be age appropriate.	Information needs to be age appropriate	
<p><i>Summary – maybe information on the website is maybe too all encompassing, trying to cover information pertinent for adults and young people in one environment when actually that information ought to be separated off.</i></p> <p>Maybe have two different websites, one for adults and one for children.</p> <p>They higher key stage, the more detailed information it might have and you won't get patronised about it. But when you're younger you go onto the slightly less detailed, it won't be as patronising but if you had information from higher up in school in the lower section as one big chunk it would be quite patronising.</p>	<p>Age context</p> <p>Need for bespoke provision (age)</p> <p>Multiple websites to cater for ages</p>	There needs to be separation of information between adults and YP, perhaps within separate websites. This suggests that YP want to be treated individually and distinct from adults. It is clear therefore that NP are on the right track with the development of a separate, but connected section of the website – the Youth Zone. Some YP suggested access should be based on age-ranges: 8-10; 10-13		
I don't know whether people of a young age would tend to go on that sort of website. Perhaps they ought to be of a certain age, say 13 you get more privileges at 18. So its fine having that amount of information on there because kids of my age and below don't really go on it so changing it would be affecting them.	Need for bespoke provision (age)	Suggestion that there needs to be filters where more access is gained with age. There is an apparent need to protect younger people from unnecessarily experiencing raised fear of crime.		

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<p>There was a page, where it was, like there was cannabis and all different types and information about, that was pretty good, it was approachable.</p> <p>Yes, in the youth section cos like it had like fireworks safety, safety at parties with notes on how to be safe at them. That was quite good because younger children if they are going on with their parents, they will understand it without having to ask their parents “what does this mean, what does this mean” they could understand it easier.</p> <p>I thought the format wasn’t quite patronising so didn’t put you off.</p>	<p>Varied information is good</p> <p>Approachability</p> <p>Information is age appropriate</p>	<p>Varied crime based information is well received, especially if it is pitched in a friendly, ‘easy’ manner and environment. Again pitching the information at the right age is considered important ensuring a good balance between providing sufficient information to provide clarity without it being patronising and this appeared to have been achieved especially within the Youth Zone element.</p>	<p>Information is age appropriate</p>	
<p>Until you get onto the youth section it’s quite adult based. Quite a lot of detailed information so children who haven’t had it explained to them might not really get it. The Youth Section was quite hidden away.</p> <p>You could have an area where you can report stuff, like if you see someone’s door wide open you can report it - a reporting tool on the website.</p>	<p>Youth Zone difficult to find / access</p> <p>Reporting tool is required</p>	<p>If the Police have to grab the attention of YP in order to get them to use their website, it shouldn’t be hidden away. There needs to be easy and direct access to the relevant site; this in itself would address concerns around younger people or children being exposed to adult related content. This suggests there may be a requirement for an APP of some sort that allows direct access to the Youth Zone. Having said this, one FG remarked that they would be satisfied simply with: ‘Just a general page for younger people’</p>	<p>NP SM is not user friendly</p>	<p>Youth Zone has poor accessibility</p>

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<p>I think I get what he's talking about here. I think he's talking about perspective. He's saying that there could be information about something that you might look at and think that's really bad, but others could look at and think, well actually.</p> <p><i>But then they don't really know.... It's an age thing, when you mature, you've got more knowledge</i></p>	Need for bespoke provision (age)		Information needs to be age appropriate	
<p>I think on the basis of my age group, we don't usually go on the website..inaudible</p>	Younger people don't access police website	ISSUE: failure to explore why certain age groups don't usually go onto NP website.		
<p>So would you say that was easy for a young person? I don't know whether for a younger person but for our age yes.</p>	Youth Zone is age appropriate (13-16yrs)	<p>The website is seen as set at the correct level for early teens.</p> <p>There is clearly a distinction regarding age for YP; they do not wish to be categorised in one group as YP of differing ages have different levels of understanding which should be accommodated in Police communications.</p>	NP SM is user friendly	Youth Zone is child friendly

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I have been on it to check social media and I thought it was a nice child friendly zone with pictures of people and what they think about social media and the good and bad things about it. I found this on advice and it had different sites to go on and one bit said Youth zone.	Awareness of NP SM Varied content on SM pages Social media is child friendly	It appears overall from this particular FG that there was a general awareness and use of NP D&SM. Generally the site is seen as positive, child friendly and set at the appropriate standard and is varied, well-structured and user friendly containing varied information	NP SM is user friendly	Child friendly Varied and relevant activities define interesting
Yes, some of it is quite interesting, other stuff not so.	Interesting	Content must be interesting	Information that is interesting is important NP SM is user friendly	
To be nosey You can especially if it is something that really interests you, it might be a silly story or it might be a really serious story but either way you are going to tell one of your friends about it and they might know the individual or anything like that so as long as the word is spread across somebody will know eventually who the person is.	Curiosity as influencing factor for access Igniting curiosity may facilitate sharing of information	Some YP simply view police related information to be nosey, especially if the information is pertinent or interesting to the YP and it doesn't present a personal risk to them. If the information fits this criteria, whether serious or light hearted, there is greater likelihood of the information being shared among friends and therefore the impact is potentially greater.	Information that is interesting is important	

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>So you found the Facebook site really interesting? I do find it interesting</p>	<p>Interesting Facebook</p>	<p>ISSUE: leading question</p>	<p>Information that is interesting is important</p>	<p>Facebook</p>
<p>They could make games for them (to get them engaged more)...Nottingham Rail they've made games for the APP store...to make more children aware of the dangers out there and stuff that's what Nottingham Rail done. The police could do that as well...it's called 'dumb ways to die'.</p> <p>It's very interesting.....it's a comical way to get kids.....it's very popular with kids</p> <p>The song is popular as well they made a song...and because it's so catchy I still remember it</p> <p>So we could use an APP like that as a way of getting you to stay safe Yeah Yeah</p>	<p>Explore use of gaming APPS</p> <p>Interesting</p> <p>Make content light hearted</p> <p>Take best practice from other agencies</p> <p>Impact ensures YP remember</p>	<p>Gaming APPS to get across key NP messages would be a good way to enhance YP engagement by making the content more interesting: interesting and funny equates to popular.</p>	<p>Information that is interesting is important</p> <p>Making an impact is important</p>	
<p>So looking through that- did you find it interesting? Yeah it's definitely interesting what you've analysed..</p>	<p>SM content is Interesting</p>	<p>Interesting was seen as a positive factor albeit again raised as a result of a leading question from the moderator</p>	<p>Information that is interesting is important</p>	

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<p>Do you think it's relevant to yourselves? Interesting to see what goes on so yeah very interesting</p> <p>Is it the type of information that you would want to receive? Some of it yes, some of it no.</p>	Awareness means interesting	Some of the content was seen as interesting but others not. Unfortunately there was no probing to highlight examples of either.	Information that is interesting is important	Raising personal awareness is important for INFO to be interesting
<p>Finally on the last page is YouTube. What do you think of Nottinghamshire Police having YouTube?</p> <p>It's good because you might put our some CCTV footage of what has happened and people can look and see if they recognise it.</p>	YouTube is good Imagery		Impact on YP participating in community engagement	
<p>What do you think of that (Facebook)? Interesting.....</p> <p>Yeah...definitely</p>	Facebook Interesting	NP Facebook is seen as interesting, but unfortunately the participants were not asked why they felt it was interesting.	NP SM is interesting	Facebook
<p>Easy on Facebook you can just click on it, scroll down it lets you know.....like if there's been any crashes like tells you where the roads are closed and all the dangers and stuff its really good</p>	Facebook – easy access Useful Operational incident reporting is good		NP SM is user friendly	Facebook has good access

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<p>What do you think we should do when we have resolved a problem? Tell them as soon as you have resolved it like straight away</p>	Importance of timely information	Information provided on SM channels by the police should be timely	Requirement for timely delivery of information	
<p>Do you think it was good and informative? Yes, they update quite a lot.</p>	Regular updates are important	SM platforms that are regularly updated are seen as a draw for YP.		
<p>On the Youth section there was a bit where you could do the link to print off and then colour in stuff to do with the police. There were activities for younger people to do.</p>	<p>Relevance</p> <p>Something different and relevant for younger people</p>		NP SM is interesting	Youth Zone Varied and relevant activities define interesting
<p>What do you think about the information provided, the facts that are given? We have already answered a few of them. What was interesting? Is it relevant to you? We need to make sure the information out there hits the right people. What sort of information would you like to see?</p> <p>I found that good pieces of information for Youth it had some golden rules to follow which are quite handy. For the websites it gave some pointers not to tell anyone how old you are and where you live or your phone number and make passwords harder instead of your date of birth. That was for social media and lots of kids are on social media so it is pretty relevant.</p>	<p>Relevant</p> <p>Guidance</p>	The provision of advice and guidance such as 'top tips' are seen as relevant and are well received by young people	NP SM is interesting	

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<p>Did you look at any of them on You Tube?</p> <p>I wasn't aware there was a Nottinghamshire police You Tube ...I would say the word inappropriate however.....not that there is a reason why the police would go on You Tube for such...</p>	<p>YouTube</p> <p>Lack of awareness</p> <p>Inappropriate</p>	<p>One YP stated they were not aware of NP You Tube site going further by querying why NP would be on You-Tube in the first place.</p>	<p>YouTube as an appropriate SM platform</p>	
<p>So what would you expect You-Tube to be showing more of?</p> <p>You Tube ...there's many different departments within You Tube, there's gaming there's music there's sports there's allsorts but it's quite surprising to know that the Police are on You Tube I don't really what they'd put on there to be honest. I mean if I have a look at the site it's very hard to work out what Police are uploadingmaybe things like missing people or something like that</p>	<p>You Tube</p> <p>Questioning relevance to NP</p> <p>Using YouTube for missing people appeals</p>	<p>There was surprise from one YP that NP were using certain elements of Social Media e.g. YouTube as they didn't see it as a relevant information channel. However, when asked to think about how NP could use it, they suggested the possibility of passing our missing person appeals on it.</p>		
<p>I think we have on there an actual ceremony- is that something you would want to see?</p>	<p>You-Tube</p> <p>Ceremony</p>	<p>ISSUE- didn't allow the YP to answer</p>		

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Yeah- I think it's a bit educational like they could show it in assemblies in school or like some of the other stuff if it's appropriate like if the videos on the website are appropriate, say like there was a missing child then they may be a video about it if that was possible but then they could show it in assemblies coz we have an assembly every week...	You Tube appropriateness as educational tool in school	One YP suggested that You Tube could be used by the police for certain appeals e.g. making a video appeal about a missing person and then sending it to schools to be shown in assemblies.	YouTube as an appropriate SM platform	
What was good about the Police website? It had good information, big chunks of information and it had stuff for adults on as well as kids and for kids it had nice child friendly stuff and for adults it was good pieces of information about stuff to do and not to do.	Good information Varied and bespoke INFO provided for age ranges Advice	Varied information that is relevant to the age group is seen as important. Advice and guidance section was seen to be positive and relevant.	Information is age appropriate	
I thought it could have been a little bit more colourful. It is just blue.	Website bland	The Youth Zone needs to be more impactive with a greater use of colours.	Making an impact is important	
In the child zone it had a good amount of pictures but in the adult zone it could have had a few more pictures, maybe actors doing drugs to show what it can do to you and the effects. More pictures to demonstrate what the wording is actually telling you.	Youth Zone-good imagery More imagery required	The youth zones should have more pictures as the use of imagery can make the site more impactive for young people.		

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<p>What wasn't so good about it? Some of the pictures you couldn't really see what to look for (caught on camera) – not very clear...you know how its pixelated (all grainy)</p>	Image quality as barrier	Poor quality imagery on the website is isn't favoured by YP	Making an impact is important	
<p>How many people like Facebook (66% female and 34% male)</p> <p>(Male) I'm actually surprised by the actual percentage male to female ...I'd say more male</p> <p>(Female) I'm on an opposite side to XXX ...as a lady myself I do fear a lot coz of the stuff you get told. Like the second I saw the Facebook page I liked it straight away because it alerted me to what dangers were out there so like not giving away too much information but its more appearing to women than it is males I think</p> <p>So it's making you feel safer? (Female) Yeah</p>	<p>Facebook</p> <p>Gender split</p> <p>Fear of Crime</p> <p>Safety Awareness</p>	<p>Female YP suggested that more females like NP Facebook because it was effective in alerting her to environmental dangers. The suggestion is that females are more likely to be affected by fear of crime and therefore more receptive to messaging that is directed at raising awareness to prevent future victimisation; a male participant within the FG supported this idea.</p>	Gender influence on media messaging and SM usage	
<p>(Male) I definitely agree with that you know not to be stereotypical but these days' lots...normally women being targeted and more women being sexually assaulted or something like that and I think that's why the female generation are being a bit more self-aware.</p>	Gender split Females self-awareness	The suggestion is that females are more aware of potential victimisation through sexual assaults and this may be the reason why more females 'like' NP Facebook site than males		

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<p>It's kind of irrelevant because Nottinghamshire Police is normally things based in Nottingham to maybe focus on stuff that is happening within the area rather than worldwide.</p> <p>Or by providing or promoting other information or advertising something that is viral it could attract more people to the page or redirect and they may decide to follow it.</p>	Localism means relevance	YP suggested that police content should stay focused on local rather than international issues. Local relevance appears to be important to YP. In order to solicit more interest from YP, NP website could piggyback things that are specifically trending with YP people by advertising or featuring it on their website which could attract more attention from YP and draw them into the site.	Local information that is relevant to YP of that area.	
<p>Do you think if we were very selective re national or international news it would be better?</p> <p>Yes</p> <p>It is good to know what is going on.</p>	Localism means relevance	Some YP suggested that they like to be informed and therefore national and international news on the Police website isn't a problem as long as it is relevant and selective		
<p>Do you think it is more interesting?</p> <p>Well you wouldn't really see it on YouTube because YouTube is the most popular stuff and I don't think that would appear. It's harder to find than Twitter, videos only go viral if they are popular and there are so many things much bigger than this.</p> <p>You could put CCTV footage on Facebook or Twitter and a lot more people use Facebook and have an account, not everyone visits YouTube or would subscribe.</p> <p>No because as you said it is only Nottinghamshire Police, anything that would go viral would not be Nottingham. It is what relevant for the people that actually subscribe to the channel to watch something they care about, you subscribe for a reason so it is better to upload something relevant.</p>	<p>YouTube difficult to make impact</p> <p>Relevance means caring about something</p>	You Tube footage has to be relevant to the person uploading the imagery.		

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<p>This is some of the information that was on our Twitter page- is this anything that you'd be interested in? International news stories...</p> <p>Well it depends you know if its relevant or not you know some things that happen in America we don't need to know about it's not relevant</p>	<p>Twitter</p> <p>INFO has to be relevant.</p> <p>Localism means Relevance</p>	<p>Information has to be relevant</p>	<p>Local information that is relevant to YP of that area</p>	
<p>So you'd rather keep it to local rather than International</p> <p>Yeah</p> <p>Yeah</p>	<p>Localism means Relevance</p>	<p>Relevant information is invariable local information</p>		
<p>Appeals- is that something you'd want to know about?</p> <p>Again, if it's in the area, relevant if not – it is kind of relevant if the witnesses are from near usit could apply.....it could help...it could be relevant</p>	<p>Localism means Relevance</p> <p>Appeals are OK</p>	<p>YP are happy to receive appeals from NP as long as the relevance to them personally or their area is clear.</p>		
<p>Maybe because I see it all the time where it says have you seen this person on the Facebook page and if it is for a certain thing that could be affecting us and if we go out it could help because we know to stay away but it can also make you be looking for them thinking I hope they are not here and getting nervous</p>	<p>Facebook message good to mitigate personal risk</p> <p>Be careful not to raise Fear of Crime</p>	<p>Again, where relevant information is published it could make YP nervous by raising fear of crime. Further research is required to establish how organisations such as the police can better achieve the balance between raising awareness, crime prevention and not increasing fear of crime.</p>	<p>Guard against raising Fear of Crime</p>	

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But also like if you give messages out to tell the public there is a danger to be aware not to give too much information so it doesn't scare them as much but it lets them know that their aware.	Fear of crime	Information release should be controlled to guard against raising fear of crime	Guard against raising Fear of Crime	
(Female) My mum is really protective she'll go on the Facebook page regular she will read up and then she'll make sure it's safe for me to go out first and if there's any danger she'll tell me about it but she'll make me aware.	Parent use Safety Awareness Family sharing information	(Female) My mum is really protective she'll go on the Facebook page regular she will read up and then she'll make sure it's safe for me to go out first and if there's any danger she'll tell me about it but she'll make me aware.		
<p>Looking at appeals, this one is about the City however there will be different ones on there. Do you think that would be something you could help the Police with if we give you that information?</p> <p>Yes because if you are out and you spot something you could ring in I suppose.</p> <p>I don't really think if I had been into a shopping centre where there was a shop lifter I don't really think I would recognize that person if they walked past me anyway.</p> <p>None of the images are very clear though so you can't really see much facial detail and you could get the wrong person.</p>	<p>Participation</p> <p>Limited impact of offender imager on SM – poor recognition</p>	Indication that YP would act on information provided by the police if they were able to e.g. reporting a sighting of a missing person, which is good evidence that YP are prepared to participate and that police related information published by SM could be effective. However, others queried the likelihood of being able to assist in such circumstances due to being unlikely to recognize the individual being featured especially in relation to appeals that relate to suspected criminals as the facial detail on the website is often poor quality	Impact on YP participating in community engagement	

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>I wouldn't want to get involved with that for my own safety.</p> <p>If I recognized who he was and there he lived then obviously I would ring and tell you</p> <p>Yes I would. If that was somebody I knew I would try and do the best I can to make sure it was sorted out with that person and if it was local then I would definitely report it.</p> <p>I'd ring the police and say this is such and such, I know who it is so I can help you</p> <p>I'd go for a more anonymous approach so I wouldn't tag them... No I would want to ring anonymously. Or I suppose you could message the police personally through Facebook.</p>	<p>Personal safety is important re-participation</p> <p>Evidence that YP would participate by providing INFO</p> <p>Anonymity required</p> <p>Phone/Facebook would be OK</p>	<p>Increased risk to personal safety is a barrier to participation, but being able to simply report a sighting of a suspected criminal would not be a barrier. The Police need to consider carefully the position it is asking YP to put themselves in when encouraging them to participate by providing information; the provision of anonymous reporting is an important consideration for some YP and this also steers some YP away from certain elements of SM that for example involve the use of 'tagging', preferring either to use Facebook to message the police or ring the police directly.</p> <p>Tagging would not be used if it could cause embarrassment or it could have repercussions for themselves personally, their families or others at school and could lead to bullying or teasing..</p>	<p>Impact on YP participating in community engagement</p>	

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
Well if I went out I would avoid where it says he was	Evidence of participation	This suggests the possible positive impact police use of SM could have on YP in that YP would seriously consider changing their behaviour on the basis of information that NP provide especially if that information can mitigate personal risk to the YP.	Impact on YP participating in community engagement	
<p>So it is useful then that the police are putting this information out there so that the public are seeing it and could act on it in a way that they felt was appropriate?</p> <p>Yes. It could go around school as well and then everybody would pick on that child and there would be a lot of bullying and teasing.</p>	School environment for messaging is important			
<p>So when we look at the advice posts “not sure don’t open the door.” Is this information you think is useful to yourselves?</p> <p>Yes, I suppose, but you could end up ignoring people and that could be a negative. You’d be more cautious I suppose.</p>	<p>Evidence of participation</p> <p>Cautionary note- negative impact.</p>	<p>Again further confirmation of the potential form NP messaging to impact on the behaviour of YP.</p> <p>There is a clear willingness for YP to be receptive to relevant information, but an underlying concern that such information could lead to heightened anxiety or adverse consequences.</p>		

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>What about other members of your family if you saw that on Twitter or Facebook.</p> <p>I'd show them possibly</p>	Sharing with family	Possibility of sharing relevant information with family members thereby extending the sphere of influence.	Impact on YP participating in community engagement	
<p>To help prevent crime...if there's some shed breaks going on and if we put information out about that do you think that would make you more aware of keeping things safe at home?</p> <p>Definitely</p> <p>It'd make me want to like lock my doors straight away and keep my windows locked and check up on the back garden sheds and stuff.</p>	<p>Raising awareness</p> <p>Evidence of potential participation</p>	Evidence of participation in so far as allowing messages from NP to shape future behaviour; specifically increasing awareness and making more aware of crime.		
<p>I don't think it would make people more aware.....I'd still go down the line of Facebook and Twitter I don't think You Tube is a correct path.</p>	Facebook / Twitter more appropriate for police than YouTube	You Tube is not the best conduit for raising awareness in YP- Facebook and Twitter are more effective. LINK to QU on Police passing INFO to YP		

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>Is that something you would do if knew something about your friends? (tagging someone on SM if they you identified them as being wanted)</p> <p>I'd tell my friends first and then maybe speak to.....I wouldn't tag it so the name was just out there and make myself look bad coz I was friends with them. I would go into school and talk to school about it rather than be like a grass on people.</p>	<p>Appeal</p> <p>Tagging</p> <p>Awareness of Consequences</p> <p>'Grassing' Impact / peers</p>	<p>Tagging on SM is not seen as an appropriate thing to do, especially if the personal involved is a friend or known to them. YP show astuteness in relation to the personal consequences of their actions in terms of impact on social friendships and reputation e.g. not wanting to be seen as an informant or 'grass'. Link to Question SEVEN re-passing INFO/Concerns to police</p>	<p>Impact on YP participating in community engagement</p>	
<p>This (next page) is an advice post and this is about staying safe....some grandparents don't have WIFI and Twitter and I know some grandparents do, so if for example do you think that is something you would want to pass on to older members of your family?</p> <p>Yeah</p> <p>I mean yeah I think obviously the elderly are targeted a lot as well in crimes so I think definitely something I would pass on because they don't have WIFI, Twitter or Facebook. I think making them aware is definitely ...</p> <p>If I remember someone saying to me about how more old people like feel like their being more targeted like and they're feeling intimidated when they go into town because of all the teenagers and they class it as gangs</p>	<p>Information sharing due to vulnerability</p> <p>Elderly people as victims</p>	<p>YP show a concern for the older generation especially those tied by family relations. There is a perception of vulnerability for older members of society who are seen as being less likely to be informed and more likely to be targeted and therefore there is a willingness to participate by sharing relevant information with older people in order to raise their personal safety awareness to prevent them from becoming victims of crime.</p> <p>Link to question SEVEN – passing INFO to the police</p>		

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>We have got 51 Twitter accounts – that can be different Neighbourhood Policing Teamsare you surprised at 51?</p> <p>VeryI thought it'd be less</p>	<p>Twitter</p> <p>Number of accounts</p>	<p>Suggestion that 51 Twitter accounts may be too many</p>	Other	
<p>I'm not surprised by that – the amount of departments the police force has</p>	<p>Twitter</p> <p>Number of accounts reflects diversity of organisation</p>	<p>51 accounts were seen as proportionate bearing in mind the number of police departments there are</p>		
<p>There would be a problem too because with more Twitter accounts it is more to keep following and more pages to go through to look at the information which could be kept in one area, on one page or one account.</p> <p>I suppose you could put it on the actual Nottinghamshire Police page for young people and then you could send a link to the Twitter pages for the beat teams.</p>	<p>Twitter – more accounts means more effort to follow- negative</p>	<p>YP do not appreciate things that are over complicated; simplicity is the key. YP want easy access to the information they require and the officers they want access to. Again mention was made of the 51 current twitter accounts in NP and the suggestion from the same YP FG of only having one page, but with signposting to the various accounts.</p>		

RESEARCH OBJECTIVE FIVE

(A) To examine young people's opinions, understanding and experience of the Neighbourhood Priority Survey (NPS); and (B) To find out how Nottinghamshire Police can encourage young people to become involved in this process via digital and social media.

INTERVIEW SCHEDULE: QUESTION ELEVEN

Have you ever completed online a Neighbourhood Priority Survey? If not- why do you think that is?

FOCUS GROUP 1) GREEN- PILOT (KF & LM)

FOCUS GROUP 2) RED (KF & LM)

FOCUS GROUP 3) BLUE (PM & DW)

FOCUS GROUP 4) ORANGE (MH & DC)

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
Most responded 'no' but one admitted to having completed one.	Majority NO		NO awareness or knowledge of the NPS	
There was a police officer who came to my door when I moved in explaining about an email system that you could sign up for, and if there was anything happening it would come through automatically on an email (Neighbourhood Alert)				
Guy called at the house and spoke to me and my brother randomly picked me to answer the questions about the Police like whether I'd tried alcohol.				
7 Nos	NO			
What is your understanding of a neighbourhood priority survey Nothing	No awareness / knowledge			
Are you aware that you can complete such a survey on line? No No	No awareness/ knowledge			

RESEARCH OBJECTIVE FIVE

To examine young people's opinions, understanding and experience of the Neighbourhood Priority Survey (NPS) and find out how Nottinghamshire Police can encourage young people to become involved in this process via digital and social media.

INTERVIEW SCHEDULE: QUESTION TWELVE

With regard to the survey you have just completed, what was good / not good about it?

FOCUS GROUP 1) GREEN- PILOT (KF & LM)

FOCUS GROUP 2) RED (KF & LM)

FOCUS GROUP 3) BLUE (PM & DW)

FOCUS GROUP 4) ORANGE (MH & DC)

NOTE: Bold signifies a question that has been asked.

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
Did you know you can fill one of these in on line? No	Not aware of the NPS			
What do you think about the form – good or bad? Should be able to put other things on the form if you don't agree with the suggestions on there.	Limited options Should be more options	There should be greater opportunity to select issues, which are limited.	Greater selection of answering 'options'	
Do you think asking for a person's sexuality on the form is an uncomfortable question? No think it's just a weird question.	Weird question Lack of understanding	Indicative of YP not understanding why the question is being asked		
Think it's related because a certain group of people say a gay person may be more concerned about certain items	Bespoke Analysis	Belief that subsequent analysis will inform the police what concerns are most related to the gay community.		
Yes, I agree, very relevant (sexual orientation question)	Agree	Indication that asking the question is appropriate	No concern re- sexual orientation question	

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
Explanation of why such a question is on there.	Requirement for context	Suggestion that the reasons why people are being asked to define certain aspects of themselves on the survey.	No concern re-sexual orientation question	
What does it mean by area?	Confusion		NPS not user friendly	NPS - lack of clarity
What is fly tipping?				
Yes it is not very clear.	Lack of clarity			
This is quite unclear. I have ticked the box litter and it then says when does this problem occur, well littering can happen whenever there is not really a set time.	Lack of clarity			
Where it says 'Where is it happening to do we give our street name or the street name where it happens'?	Lack of clarity			
If it is on the computer though you could have one of those little eyes to hover over and it shows you the definition of it.	Aide to avoid confusion	Suggestion that technology could provide definitions for terminology to aide completion and serve against confusion and lack of clarity.		

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>We established that none of you knew about this survey and you could complete it on line. How would you find completing it on line?</p> <p>It is easier and harder, you can add more detail but if you are unclear about something you can't ask. For example it says chose a maximum of 3 from the sections below but there are 3 sections, do you tick one from each section or 3 altogether? The directions could be better.</p>	<p>Not aware of the NPS</p> <p>Lack of clarity</p> <p>Limited assistance online</p> <p>Face to face completion may reduce confusion</p>	<p>Face-to-face completion provides opportunity to ask questions if there is uncertainty or lack of clarity whereas on line this personal assistance is not available.</p>	<p>NPS not user friendly</p>	<p>NPS - lack of clarity</p>
<p>How do you think it is for young people to use?</p> <p>The wording could be more young people friendly</p>	<p>NOT YP friendly</p> <p>Wording</p>		<p>NPS not user friendly</p>	<p>Young People</p>
<p>Would it be worth as having a separate one for young people? Would you be more inclined to fill it in if you knew it was aimed at young people?</p> <p>Yes</p>	<p>Requirement for age specific NPS</p>	<p>Some YP would be receptive to a separate survey designed just for YP</p>		
<p>Do you think if this was on the website, as a young person you would chose to fill this in?</p> <p>1 Yes.</p>	<p>Online completion</p>	<p>If the survey was online one YP would certainly complete it.</p>		
<p>Not a very interesting title.</p> <p>It depends because if you had just seen the top bit you might not bother. It needs a better headline like "help your neighbourhood" or "raise awareness</p>	<p>NPS NOT interesting</p>	<p>Title of the survey is not interesting and may be a barrier to completion by YP who may simply dismiss it as being boring.</p>		

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
The ethnicity bit could be laid out a bit better, it looks like you should tick one from each area, take out the bold headings.	Lack of clarity		NPS not user friendly	NPS - lack of clarity
You could have just the headings on and when you click the tick box it drops down the next box e.g. white and then drop down British, Irish etc.	Aide to assist completion	Drop down menus to assist completion		
I am going to draw your attention to one particular area and that is 'What is your sexual orientation?' Did you understand that? All Yes	Good understanding of term 'sexual orientation'	All YP in one FG understood the term sexual orientation; however it was acknowledged that younger people may not know what heterosexual means or in fact may not know their own sexuality at that age.		
Maybe if you were a younger person you wouldn't know what heterosexual or bisexual means. Some people are not aware of their sexuality at a certain age so may not be aware.	Knowledge / understanding of sexual orientation is age dependent			

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
<p>Do you think a younger person would want to disclose that? It's fine on here because it does not actually ask for a name so it is anonymous</p> <p>But do you think some young people would still be uncomfortable? Yes, but I suppose it is all right because it says prefer not to say at the bottom</p>	<p>Importance of confidentiality / anonymity</p> <p>Option not to disclose - important</p>	<p>Emphasis placed on confidentiality and anonymity; this is a facilitator for the completion of such surveys. The provision of the 'prefer not to say' option also guards against putting the YP in an awkward position.</p>	<p>Importance of confidentiality / anonymity</p>	
<p>It was categorised / gives you multiple choice</p>	<p>Importance of having options</p>		<p>Greater selection of answering 'options'</p>	
<p>Confidential</p>	<p>Confidentiality</p>	<p>Again seen as a positive</p>	<p>Importance of confidentiality / anonymity</p>	
<p>Did you understand it as a YP? Yeah</p>	<p>NPS has Clarity</p>			
<p>Was it YP friendly? I didn't quite understand it...sometimes the occurrences can happen in the morning you might get confused whether to tick one or two but on this one the anti-social behaviour say like if it was in a...particular area they might want to tick quite a lot of them but you are only allowed to tick three....</p>	<p>Lack of clarity</p>		<p>NPS not user friendly</p>	<p>Lack of clarity</p>

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
Do you think we could improve this survey? Maybe make the boxes a bit bigger	Bigger selection boxes			
So for YP do you think this should be re-done in a better format? Yeah this is kind of more toward adult.....this is not (YP friendly- yeah)		ISSUE: Moderator putting words in the mouth if the participant and completing sentences for them.	NPS not user friendly	Young People
Do you think we could get more information out of the survey if we made it more YP friendly? Yeah So maybe if we had something like this for parents but a separate one for the problems that a YP might come across Yeah		ISSUE: Leading question.		
Do you think that is something that you could help us with if we decided to go down that route? Yeah Yeah- gladly	Evidence of future participation	Some YP were very positive about the prospect of assisting the Police in redesigning the Neighbourhood Priority Survey to ensure it was appropriate for YP. This provides evidence of a willingness to engage and participate.		

TRANSCRIPT DATA	CODE	COMMENT	THEMES	SUB-THEME
What does heterosexual mean?	Lack of understanding			Lack of clarity
This is not YP friendly is it? No No-it's really not		ISSUE leading question		
Do you feel uncomfortable filling it in because you don't know what it means? (Sexual Orientation QU) Sort of I think it's a question of it shouldn't be on the sheet. I don't think its relevant It's a bit personal to yourself	Uncomfortable Irrelevant question Too personal / sensitive	ISSUE- could have probed more- why is it not relevant? Does it put you being involved in the process or disclosing other information?		

APPENDIX ELEVEN: TELEPHONE INTERVIEW RESEARCH INFORMATION SHEET

RESEARCH INFORMATION SHEET

Introduction

My name is Richard Stapleford and I am a Police Officer working for Nottinghamshire Police. I would like to conduct some research on behalf of Nottinghamshire Police and London Metropolitan University.

The aim of my research is to understand from a young person's perspective, how Nottinghamshire Police can most effectively engage with young people via digital and social media.

The purpose of this interview is to gather information in relation to how police and non-police agencies use digital and social media to engage with young people.

Approximately 25 young people have already been involved in a series of Focus Groups across Nottinghamshire and have provided a steer in relation to how they think the police should engage with them. As a result, a 40 point 'online engagement framework' has been created to provide a foundation upon which policing can possibly engage with young people in the future. Part of my research is to provide organisational context to the information provided by young people. Therefore eleven questions have been devised to collate this information.

The first question is subdivided (considerably) and simply asks for facts and figures. For example, what social media platforms are used by your organisation? (Website/Facebook//Twitter/YouTube). The objective is to determine the reach of your platforms in terms of how many people use the platforms (likes / shares / Tweets / visits etc.). The remaining ten questions are all related to why you use digital and social media. For example, how you raise awareness, what type of information you think young people want from your organisation etc.

Confidentiality:

The information you provide during this process does not have to be linked to yourself or to your organisation- anonymity can be confirmed if required. Having said this, I do not believe the questions will solicit any sensitive information, so if you are happy to be acknowledged within my work, I would be very happy to do so.

Sharing the Findings:

When the research is finished (July 2017), I will ensure that a copy of the thesis is sent to you. You will therefore have opportunity to read the thesis to find out exactly what has been done with the information you provide.

If you are happy to be involved, please read and tick the following questions and then sign on the line below. This will give me the formal permission to include you in the research.

I confirm that (please tick box as appropriate):

1.	I have read and understood the information about the research, as provided in the Information Sheet dated _____.	<input type="checkbox"/>
2.	I have been given the opportunity to ask questions about the research and my involvement.	<input type="checkbox"/>
3.	I agree to take part in the telephone interview.	<input type="checkbox"/>
4.	I understand that I don't have to take part and that I can withdraw at any time without giving a reason and without being questioned about my reasons.	<input type="checkbox"/>
5.	I have been told about confidentiality and that my / organisational name will not be included in published research if so requested.	<input type="checkbox"/>
6.	I have been told that the information I provide will potentially be used in reports, publications and other research reports.	<input type="checkbox"/>
7.	I understand that other researchers can have access to the information that is created during this research, but only on the condition that they respect and preserve all confidentiality.	<input type="checkbox"/>
8.	I agree to sign and date this informed consent form.	<input type="checkbox"/>

Participant:

Name of Participant	Signature	Date
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SLD.

Researcher: Richard Stapleford

Name of Researcher

Signature

Date

Chief Inspector Stapleford.

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'PROUD TO SERVE'

**APPENDIX TWELVE: INTERVIEW SCHEDULE FOR POLICE / NON POLICE MEDIA OFFICERS -
TELEPHONE INTERVIEW**

INTERVIEW SCHEDULE FOR MEDIA OFFICERS

Question 1) What digital and social media channels are used to engage specifically with young people?	
a) When were they created?	
b) Do you have anything that is specifically designed for young people?	
c) How and why was this designed?	
d) What age range is it designed for?	
e) Were young people involved in their creation / design / development?	
f) What analytical tool do you use to performance manage your social media platforms?	
g) Twitter: <ul style="list-style-type: none"> ▪ How many accounts does your organization have? Why this number? ▪ PERFORMANCE: how many: 'likes' / 're-tweets' etc.) PROVIDE CURRENT STATS ...(2016 would be good) ▪ How many YP use this platform? 	
h) You-Tube:	

<ul style="list-style-type: none"> What is this platform used for? Performance: how many likes / dislikes / number of subscribers (growth) How many YP use this platform? 	
<p>i) Facebook:</p> <ul style="list-style-type: none"> How many accounts? Performance measures (STATS) How many YP use this platform? 	
<p>a) Website:</p> <ul style="list-style-type: none"> How many clicks? How many YP use this platform? 	
<p>Question 2) Why do you use digital and social media to engage young people?</p>	
<p>Question 3) How aware do you think young people are of your organizations digital and social media platforms?</p>	
<p>Question 4) How do / would you raise awareness of your social media platforms among young people?</p>	
<p>Question 5) Do you think it is important that your organization communicates through digital and social media with young people? Why?</p>	
<p>Question 6) What kind / type of information do you think young people want to receive?</p>	
<p>Question 7) How do you think young people would like to receive information from your organization?</p>	
<p>Question 8) How do young people pass information to your organization using social / digital media?</p>	
<p>Question 9) Do you think that it is important for you to know / understand the concerns of young people? Why?</p>	
<p>Question 10) What do you think is the best way for young people to tell your organization about their concerns and issues?</p>	

Question 11)

How do you measure the impact the impact social media has on young people in your area in terms of increasing trust / confidence / participation / engagement?

APPENDIX THIRTEEN: DEFINING THE TERMINOLOGY: WHAT IS DIGITAL AND SOCIAL MEDIA?

1. **Content sharing and organizing sites such as:** Flickr, which is an online photo sharing service; and YouTube, which is a video forum which enables original content to be created and shared with other users.
2. **Content creation and editing sites such as:** Blogger, which is a discussion or information website or web page (personal diary / journal) that consists of regularly updated posts or entries; Wikipedia, which is a free encyclopaedia that is written and maintained by the people that use it; and Wordpress, which is another example of a blogging website.
3. **Social Network Sites such as:**
 - **Facebook:** this platform is arguably the most popular of all Social Networking Sites with approximately 1.4 billion registered accounts worldwide (Statistica.com, 2015). The platform allows users to create profiles and connect with other users thereby allowing them to share content. This is a platform used by people to primarily stay in touch with friends, chat, discuss issues, and plan and promote events (Rose and Morstyn, 2013). It is also a platform that appears to be favoured by young people (Boyd, 2014), with approximately 2.5 million 13 to 17 year olds in the UK using Facebook. The largest demographic in 2015 has become the 25-34 year old age group (Rose, 2015). Facebook continues to be the favoured site by users with 71% of Internet users in 2013 being on Facebook (Rose and Morstyn, 2013). In 2015, Facebook remains the default Social Networking Site for adults in the UK with 96% of Internet using adults being on it (Rose, 2015). Facebook is becoming increasingly popular with older users (65 years plus) with 48% of them being active on the site (The Pew Research Centre, 2015). Within the UK however, Facebook use has declined- in December 2013 there were 31 million users, 1.5 million less than 2012 (Rose, 2014).

- MySpace: this platform is similar to Facebook in that users can create webpages, blogs, upload videos and photos as well as designing profiles that can showcase the interests or skills of the user. Between 2005 and 2008 MySpace was a major competitor to Facebook being sold for \$580 million in 2005 (BBC News, 2011), with a predicted revenue forecast for 2008 being \$800 million (Arrington, 2008). Its popularity however has since waned, being sold again in 2011 for just \$35 million (Rushe, 2011).
- Twitter: this is a social networking site that allows users to publish messages or 'tweets' up to 140 characters long. Users can 'follow' conversations by others and 'hashtags' are used to mark keywords or topics. The site allows the sharing of information with like-minded people, and is also regarded as a useful news source. In 2014, there were 38 million adults using Twitter in the UK (Rose, 2015). The use by 12 to 17 year olds declined by 0.2% from 12.3% of Internet users and is predicted to decline further in 2016 (Rose, 2015).
- Tumblr: this is a micro blogging platform that allows users to create short blogs and 'post' content such as photos and music. Boyd (2014) suggests that this site is often used by those connected by interest. In 2013, Tumblr was purchased for approximately \$1.1 Billion (Liedtke, 2013).
- LinkedIn: this is a business orientated Social Networking Site with 19 million UK users in 2016 (McGrory, 2016). This site tends to be used for professional networking rather than staying connected with friends and sharing media content. The largest growth area is within the student segment, as LinkedIn is seen as an important resource in securing the first step on the employment ladder (Eckstein, 2014). Interestingly, policing does not feature on the most represented industries category or the most followed companies by UK students and this could represent a missed opportunity for engaging this section of young people, albeit austerity and limited recruitment opportunity may explain this.
- Pinterest: this is a personalized media platform that can manage images known as 'pins' via a virtual 'pin board'. Users can create their own pin boards, which tend to be themed and share 'pins'. According to the Pew Research Centre, women dominate Pinterest with

42% of online women using the site; this could provide a direction to agencies wishing to target this particular group.

- Instagram: this is an online photo and video sharing facility, which allows images to be shared with other platforms such as Facebook and Twitter. It overtook Twitter in terms of global users with 300 million being recorded of which 95% of users are below 35 years old, with a high-proportion being female (Rose, 2014). Rose (2014) poses the question: should organizations consider moving away from Twitter to Instagram? With specific regard to policing, this may not be sensible simply because for Twitter, users are able to read what is new in the world, whereas for Instagram, they see what is new in the world. Instagram success is based on a constant stream of imaginative imagery and policing, with its restrictions on the type of imagery that can be published may not therefore benefit as much from this media platform.
- Snapchat (a simple photo messaging mobile application), and WhatsApp, which is a mobile advert free messaging application which doesn't require payment for SMS messaging, are becoming favoured by the youngest demographic (13 to 25 years) (Teensafe, 2015). Snapchat's Unique Selling Point (USP) is that users can set a time limit for the retention of content after which the data is deleted from the servers, whereas WhatsApp's USP could be that it was purchased in 2014 by Facebook for \$19 billion (Hearn, 2014).
- AudioBoo: this is a free social podcasting application, which allows users to create and share digital audio files.

APPENDIX FOURTEEN: ONLINE ENGAGEMENT FRAMEWORK

Agencies must be open and honest	There must be a two-way professional dialogue	Feedback should be encouraged	Communication should be relevant and interesting	Feedback comments should be answered swiftly	Do not assume equality of digital access; traditional methods of engagement should be retained
Common sense & professional judgement should be used by agencies	Citizen run websites can enhance 'neighbourliness', efficacy, cohesion, participation and positive attitude toward policing	Young people like to be informed	The use of pictures and imagery is important	Content should be timely and focused on the 'here & now' and on local relevant issues	Engagement should not be formal, it should be flexible and bespoke
Content must be interesting	Accredited community Reporting should be used to promote Police related information	Social media is a good way to engage the engaged but traditional methods should be retained for the dis-engaged	Engagement must be well publicized	Engagement must be easily accessible	Engagement must be entertaining
News feed algorithms are a good way to ensure young people get the right information at the right time	Policing must strive to generate a 'dynamic and pleasurable state' in their users in order to facilitate full engagement	Engagement must be meaningful – the Police must do something positive with young people's participation	Policing must seek to 'inform, educate and / or entertain'	Online perceptions of information quality, enjoyment and interactivity can influence user engagement	There must be a long-term commitment to providing quality user content
Information should promote personal safety	Information should be linked to the local community	The provision of crime related information is a good way to secure curiosity / interest	Information should explain the consequences of behaviour	Information should promote Police contact information-how/why/ where to report	Information should facilitate social control through procedural justice
Usability and ease of access are important considerations for young people when accessing digital and social media	Messaging must be bespoke and age relevant- try to avoid treating young people as one homogenous group	Ensure messages do not raise fear of crime	Make full use of colours that maximize impact but don't detract from the message	Convenience and speed of contact are important engagement criteria	Quid Pro Quo engagement is key to encouraging participation in young people
Face to face direct contact is best for passing information to the Police	Highlight group benefits to enhance community participation.	The school environment is a good place to engage young people	Digital and social media is an acceptable way to pass less important information to young people	Anonymity and confidentiality is essential for young people to report concerns and crimes to the Police	