



„Wychowanie w Rodzinie” t. XXIII (2/2020)

Ernest MAGDA*

The educational function of the police. The polish perspective

Wychowawcza funkcja Policji. Perspektywa polska

Abstract

Introduction. The article is an attempt to show that apart from the regular functions of the police, such as the preventive function and the repressive function, a new function – an educational one - is dynamically developing. Social, and political, changes in Poland after 1989, resulted in a revision of the police formation, the key elements of which were the changes in the image of the police officer in the social perception, and the expectations that the police would redefine its mission in the spirit of *Community Policing*, to be involved in proactive activities in the local environment. The article describes the legal basis for the development of the educational activity of police officers, and it also reveals the organizational and mental obstacles that hinder this activity. Recommendations for practice are presented in the final part of the study, and they may provide guidelines on how to effectively shape the pedagogical culture of police officers.

Aim. The aim of this article is to provide an overview of the new development of the educational function of the police.

Method. As part of the work on the text, an analytical and synthetic method was used. The current legal acts were analysed with regard to the potential of the police to carry out an educational function.

* e-mail: e.magda@wpps.uz.zgora.pl

Instytut Pedagogiki, Wydział Nauk Społecznych, Uniwersytet Zielonogórski, Licealna 9, 65-411 Zielona Góra, Polska

Institute of Pedagogy, Faculty of Social Sciences, University of Zielona Gora, Licealna 9, 65-411 Zielona Gora, Poland

ORCID: 0000-0002-6052-3191

Results. The article shows that the educational and preventive work of police officers requires further education of officers in the field of pedagogical competence. The article points out the deficits in this area, and develops postulates for practice.

Keywords: polish police, pedagogical culture, education, upbringing impact, educational and preventive activities.

Abstrakt

Wprowadzenie. Artykuł stanowi próbę wykazania, że obok klasycznych funkcji Policji takich, jak funkcja prewencyjna i funkcja represyjna dynamicznie rozwija się nowa funkcja – wychowawcza. Zmiany społeczno-polityczne w Polsce po roku 1989 spowodowały odrodzenie się formacji policyjnej, gdzie kluczowe znaczenie miała zmiana wizerunku policjanta w percepcji społecznej i oczekiwania, że Policja na nowo zdefiniuje swoją misję w duchu idei *Community Policing* na rzecz działań proaktywnych w środowisku lokalnym. W artykule wskazano na podstawy prawne umożliwiające rozwój działalności pedagogicznej policjantów demaskując przy tym przeszkody organizacyjne i mentalne, które tę działalność utrudniają. Rekomendacje do praktyki wprowadzone w końcowej części opracowania mogą stanowić wskazówkę jak skutecznie kształtować kulturę pedagogiczną policjantów.

Cel. Artykuł ma przybliżyć rozwój nowej funkcji Policji jaką jest wychowanie.

Metoda. W ramach pracy nad tekstem zastosowano metodę analityczno-syntetyczną. Przeanalizowano obowiązujące akty prawne pod kątem możliwości realizacji przez Policję funkcji wychowawczej.

Wyniki. W artykule wykazano, że praca wychowawcza i profilaktyczna policjantów, wymaga dalszego kształcenia funkcjonariuszy w zakresie kompetencji pedagogicznych. W artykule wskazano na deficyty w tym zakresie oraz wypracowano postulatory do praktyki.

Słowa kluczowe: policja polska, kultura pedagogiczna, wychowanie, środki oddziaływania wychowawczego, działalność edukacyjno-profilaktyczna.

Introduction

The Modern police is an organization that effectively reacts to law violations, but most of all it is an institution engaged in proactive activity based on close cooperation with members of the local community. Increasingly, the activities of police officers go beyond the statutory tasks, which requires a thorough diagnosis of the problem and knowledge, not only legal, but also psychological, sociological, and pedagogical. In this study, an attempt to expose educational episodes in the service of police officers as a specific process of pedagogization of this institution, is made. Actions with educational potential are implemented in the work practice, whereas the questions: Can and should the police re-socialize? Should police officers carry out supportive activities, typical for a street educator, outside the area of social prevention? become the subject of scientific research (Klonowska, Stawnicka, 2021).

Changes in the functioning of the police as a result of public expectations

Security researchers have concluded that, over the last fifty years, there has been a clear increase in interest in the functioning of the police as a result of the emergence of a sophisticated, rights aware, and knowledge-based, society, where democratic processes are accompanied by the development of technology, urbanisation, mobility, and globalisation (Walsh, Conway, 2011). The Polish Police is an institution that has been particularly sensitive to social changes, because although it has formally existed since 1919, the period of World War II, and later the years of the socialist Civic Militia, seriously damaged social trust and the vision of the police as an institution which serves citizens. The idea of *Community Policing*, understood as a socialized or community activity and implemented in Western Europe, and America, since the 1970s, has been adopted in the last two decades and intensively implemented into practice in Poland.

The community-oriented model of the police prefers the organization of activities in which policies are developed and implemented according to local needs. One needs to have insight into what people think and expect from the police (Ponsears, 2001). Referring to American criminologists and researchers of police issues, Janina Czapska and Józef Wójcickiewicz (1999, p. 18) claim that “police officers are expected not only to ensure respect for the law, but also to function as psychiatrists, marriage counsellors, social workers, and even doctors or priests”. They also function as negotiators, teachers, and educators (Hryszkiewicz, 2012). Police officers should be open to the problems of citizens, show patience, understanding, and willingness to help, in the assumption that a police officer should be more like a friend than a representative of the state institution (Świerczewski, Kacprowicz, 2021).

A modern police organization defines its own mission and objectives within the framework of applicable law, taking into account social expectations. The postulates of the local community determine the pro-active educational activities of police officers.

Officers are required to be able to deal with a wide range of social problems, not just law violations (Sučić, Karlović, 2017). Nowadays, in addition to the traditional functions of the police: preventive, repressive, and service-oriented (*cf.* Czapska, Wójcickiewicz, 1999), an image of a new educational/upbringing function emerges in the social perception, and in the scientific discourse. Scientists believe that apart from statutory, and traditionally assigned, tasks, the police often provide a number of social services available to the local community 24 hours a day. This involves taking care of the homeless, helping addicts, or neutralizing family disputes before they escalate and turn into a criminal deed (Brogden, Nijhar, 2005).

The increased social expectations towards the police also refer to the quality of upbringing activities conducted as part of crime prevention. Traditionally, the main addressees of educational influences are children and adolescents, but the demogra-

phic changes of society, due to the aging of the Polish population, require reorienting educational activities and aiming them at adults, especially the elderly. The officers have become more aware that they constitute an avant-garde professional group in the face of social rehabilitation processes, because skilful communication and exerting influence on a person at the threshold of a “criminal career” may contribute to inhibiting destructive tendencies of criminogenic potential.

The inclusive model of including communities in the issues of local security determines the development of police officers’ competencies, which used to be reserved for social workers, educators, psychologists, and sociologists. After the political changes in Poland in 1989, the awareness of police officers, and some of the public opinion, was dominated by the conviction that the so-called “hard prevention” has a functional advantage over “soft prevention”, an example of which was the abandonment of a five-year project called “Local Police”. The aftermath of socialism was the mentally grounded image of a police officer equipped with coercive measures as a symbol of power over the citizen. Nowadays, the Polish Police can diagnose what J. Czapska and J. Wójcikiewicz (1999) define as unconscious and usually unarticulated needs of local communities in the context of security. A high position of the Polish Police in the rankings of prestigious professions proves that the socialization of this professional formation in Poland is a fact, and requires further refinement by raising the pedagogical culture of police officers and the awareness of the members of local communities. Nowadays, the educational activity of police officers is so important that the educational competencies of officers should constitute an immanent element of their professional training. Moreover, legal acts that define the scope of police activities contain provisions which directly, or indirectly, emphasize the need to equip officers with pedagogical knowledge and competencies.

Legal conditions for the implementation of the police educational function

Educational/upbringing activity has not been explicitly included in the *Police Act*. However, the provisions of Article 1.1. paragraph 2 point 3, list among the tasks of the Police, the initiation and organization of activities aimed at crime prevention and reduction of criminogenic phenomena, as well as cooperation in this respect with state and local authorities and social organizations (Act on Police of 6 April 1990, Journal of Laws of 1990 no. 30, item 179, as amended). A practical development of the statutory provisions can be found in the *Priorities of the Police Commander in Chief for 2016-2018* (with effect until 2020). The list of seven priorities is preceded by the directive on increasing the effectiveness of police activities to strengthen cooperation with the community, the implementation of which, in the form of precisely defined ta-

sks, was entrusted to individual police structures (KGP, KSP, KWP)¹. The first priority of the Police Commander in Chief is in line with Władysław Stasiak's programme for reducing crime and antisocial behaviour - "Together Safer" - for the years 2018-2020. The main goal of the programme is to support activities for the safety of local communities by counteracting pathological phenomena, the protection of children and youth (specific objective no. 3), and education for safety (specific objective no. 4)².

The formula and scope of the cited documents suggest that during their professional activity, officers are expected to have a specific set of competencies typical for educators, psychologists, and sociologists. Diagnosis of social problems, preventive activity, creating an educational base, and education for safety aimed at the protection of children and adolescents, require in-depth and professional knowledge in those sciences.

In addition to the legal regulations and directives on the implementation of activities focused on the prevention of crime, and the education of children and adolescents, there are provisions containing strictly educational and upbringing premises implemented in police practice. They are addressed to the perpetrators of certain offences. Chapter III of the *Code of Petty Offences* titled "Application of educational impact measures", contains Article 41 which says: "In relation to the perpetrator, they shall be given the instruction, notice, warning or other measures of educational impact" (*Ustawa z dnia 20 maja 1971 r. Kodeks wykroczeń*, Dz. U. 1971 Nr 12 poz. 114, z mniejszymi zmianami [Act of 20 May 1971, *Code of Petty Offences*, Journal of Law 1971 No 12, item 114, as amended]). An important premise of the offence law is the idea that committing an offence does not have to entail punishing the perpetrator in court or fine proceedings. Punishment is the ultimate response to an offence, and is only used when necessary. Measures of educational impact are an alternative to punishment (Lis-Zalewska, Mańko-Czajka, 2013). According to the principle of criminal opportunism, the representatives of institutions with the powers of a public prosecutor have discretionary power over an identified perpetrator of an offence, which means that the police officer arbitrarily assesses the nature of an offence, determines whether the perpetrator is guilty or innocent, decides whether the penalty should be imposed, or takes action which falls within the broad term of educational impact. Thus, the police officer operates between two colliding principles - legalism and opportunism. The principle of legalism imposes the obligation to prosecute the perpetrator, while the principle of opportunism only means the right to prosecute him. The discretion

¹ Abbreviations in brackets: KGP - Police Headquarters, KSP - Warsaw Police Headquarters, KWP - Provincial Police Headquarters)

² Resolution No. 6 of the Council of Ministers of January 9, 2018, on the Władysław Stasiak's Programme for reducing crime and anti-social behaviour Together safer for the years 2018-2020, Monitor Polski, pos. 167

of the police officer's authority in the discussed scope is similar to the authority of the adjudicating authority (court) codified in Art. 33 of the *Code of Petty Offences*. Although this provision is a directive on judiciary sentencing, with regard to offences where the alternative to fining proceedings is the use of educational impact measures, the police officer's activity should be based on the premises resulting from that provision. Similarly to the court, the police officer influences the perpetrator of the offence at his/her discretion within the law, assesses the degree of social harmfulness of the deed, and should be guided mainly by the preventive and educational goals of this influence. Although the catalogue of penalties and penal measures is precisely defined in the *Code of Petty Offences*, the interpretation of the content and the use of non-repressive measures (educational impact) may cause difficulties in professional practice. Guidelines on how the police officer should act when applying educational impact measures towards offenders are included in *Guidelines No. 3 of the Police Commander in Chief of 13 July 2020 on the performance by the Police of certain activities that regard detecting offences and prosecuting their perpetrators*. According to § 3 of the *Guidelines*: "the police officer may only apply educational impact measures if it is sufficient to make the perpetrator of the offence respect the law and principles of social coexistence" (§4.1). Circumstances justifying the application of educational impact measures, referred to in article 1. 41 of the *Code of Petty Offences*, are specified in Art. 33 § 1-4 of the *Code of Petty Offences*, and in particular, they include:

- restoration of the previous state;
- compensation for the damage caused;
- apologizing to the aggrieved party;
- assurance on the part of the perpetrator of not committing a similar offence in the future;
- performance of a waived obligation.

The provision also indicates that the decision to apply educational measures is taken by the police officer who discloses an offence, and this measure is applied immediately after the offence disclosure, or by the police officer who investigates the offence case.

Another legal regulation referring to the educational function of the police is the *Ordinance no. 5 of the Police Commander in Chief of 20 June 2016 on the methods and forms of performing tasks by the district officer and the district manager*. According to §31.2, in relation to people who have come into conflict with the law, the district officer takes the following actions: "He/she conducts preventive talks, uses educational measures, repressive measures, or requests their application, initiates activities to organise help, including placement in a drug rehabilitation, treatment, or care facility". As for potential victims of crimes and offences, the district officer should contact them "in order

to indicate to them appropriate methods of avoiding the threat” (§31.4). In addition, the district officer ought to take special care of minors at risk of demoralization, and perpetrators of criminal deeds. In the context of educational activity, one should consider §36 of the cited Ordinance, according to which the district officer:

- diagnoses local threats and directs preventive activities;
- inspires and participates in prevention projects, organizes and implements preventive actions;
- informs residents about the occurring dangers and gives instructions on how to protect themselves and behave in specific situations;
- initiates support measures for crime victims and prevents domestic violence.

The content of the analysed legal regulations clearly indicates that educational competencies of police officers who perform tasks towards the perpetrators of offences and the victims must be developed. The range of professional tasks, which include the diagnosis of environmental problems, shaping the attitudes of perpetrators of crimes and offences, work on education for safety among children and adolescents, and effective provision of information in advance to potential victims, is an interdisciplinary challenge that a modern police officer should address.

Adaptation of pedagogical knowledge to police practice

The inclusion of pedagogical terminology in safety sciences resulted in an attempt to decode the semantic meanings of the terms used in the cited legal regulations. The term “upbringing” is the main point of the discussion on the educational impact and, more broadly, on the pedagogical culture of police officers.

In the opinions of lawyers, there is a view that the term “upbringing impact” is imprecise (Jakubowska-Hara, 2019). The lack of a code definition of upbringing impact makes the concept unclear for those who should apply the provision, which may lead to abandonment of its application or distortion of the idea of this form of reaction to an offence. In order to understand the essence of upbringing impact, one should refer to the achievements of pedagogy, or more precisely to the theory of education. Upbringing is the central object of interest for pedagogy. According to Bogusław Śliwerski (2012, p. 12):

almost every researcher of the essence of upbringing indicates difficulties with its description and explanation. The very understanding of the meaning of upbringing, and the theoretical dispute about its status and significance, determine one of the most important areas of controversy and discussion in pedagogy, penetrating at the same time into practice.

In pedagogy, upbringing “is sometimes perceived as a unilateral influence of the educator on the pupil, at other times as a specific type of mutual interaction, or as a process taking place in the human life environment” (Śliwerski 2007, p. 31). Police officers in social interaction are often in a face-to-face confrontational situation or they influence a group of people, but it is difficult to define the moment when this interaction contains the features of an educational/upbringing impact. Andrzej de Tchorzewski conducted a comparative analysis of the definitions of upbringing used by Polish educators, and came to the conclusion that the language of pedagogical sciences did not have an unambiguous answer to the question of what upbringing was (de Tchorzewski, 2018). Attempts to define the term largely depend on the disciplinary key used by the author of the definition. There are clear pedagogical, psychological, sociological, or philosophical accents in the relationship between “definiendum” and “definiens”, which results from numerous theories and trends functioning within the sciences of education (Śliwerski, 2015). The police officer who affects others educationally should rely on interdisciplinary pedagogical knowledge, and this, however, requires in-depth studies, which professional training does not provide. The multifaceted nature of the definition results from the useful aspects of upbringing, which is important from the point of view of the police officer - practitioner. In lexical terms, upbringing includes conscious and purposeful pedagogical activities aimed at achieving relatively constant development changes in the personality of the student (Okoń, 2001). The purposeful activity of educators is to shape specific concepts, feelings, attitudes, and aspirations in the student (Kunowski, 1993). In pedagogical publications, a distinction is made between the so-called old, and modern, understandings of upbringing. The old definitions emphasize the impact on someone’s personality, shaping and introducing changes that trigger the desired states, development, and increase in self-awareness. The modern understanding of upbringing refers to the entirety of interactions between two people, which in turn leads to mutual openness to each other, recognition of one’s own freedom and dignity, showing authenticity, sense of responsibility, trust, and empathy (Milerski, Śliwerski, 2000).

During any one day on duty the police officer may encounter extremely different situations. Certain circumstances require directive actions supported by repression against the perpetrator of the prohibited deed, other events will require empathy and understanding of the perpetrator’s attitude, the effect of which will be the abandonment of repression for the sake of educational influence. Taking a broad perspective of the definition of upbringing and the problems accompanying its interpretation, it can be assumed that the police officer acting educationally (episodic contact with the subject of educational impact) will focus only on distinct facts with upbringing potential.

Police officers who conduct systematised educational and preventive activities with the support of local social forces, mainly educational institutions, have a greater

chance of achieving the educational goal. Permanent activities allow for the consolidation of specific attitudes and behaviours, and constant contact with the local community allows for the evaluation of educational activities. Police officers who conduct tasks on crime prevention have an upbringing impact on a wide group of recipients, ranging from schoolchildren to elderly people at risk of victimization, though in influencing adults one should refer to the concept of education, which includes upbringing and teaching (Rubacha, 2008). Educational activity is an inherent part of the preventive projects conducted by the police. The components of education are learning and teaching, which include “the elements of the upbringing process” (de Tchorzewski, 2018, p. 72). Educational activities can be systematic, unsystematic, random, planned, etc. (Rubacha, 2008), which corresponds to the specificity of the police officers’ professional activity.

The ambiguity of the following terms: upbringing, education, training *etc.* poses difficulties for the theoreticians of upbringing to interpret, which is why the inclusion of pedagogical terminology in legal regulations, and expecting police officers to apply the provisions literally, may turn out to be difficult and troublesome. In police practice, the use of conceptually vague terminology makes it difficult to set tasks and to hold police officers accountable for the performance of these tasks. Moreover, the effects of work become immeasurable and difficult to assess. There is also a concern that the police officer who can arbitrarily choose between upbringing impact on the perpetrator of the offence and the use of classical repression (fine procedure) will choose repression as easy to implement, measurable in the assessment of the superiors, and not requiring evaluation, as opposed to upbringing activities.

The objectives of upbringing impact and the pedagogical culture of police officers

In terms of the upbringing activity of the police, it is necessary to precisely define the purpose of such activity, and in fact the purpose of upbringing, in which the police should be involved. In the classical approach, functioning in the theory of education, the goals of upbringing interactions include “(...) educational standards (norms) indicating socially and morally desirable behaviours and attitudes, as well as other personality traits of pupils” (Łobocki, 2009, p. 120). It involves shaping views, attitudes, and habits (Okoń, 2001). Therefore, for police officers, the objective is not only to enforce the respect for the law, but also to: influence the personality so that the internalization of generally accepted norms takes place (the inner conviction of a person that it is worth obeying the law); change the destructive tendencies of an individual into neutral or pro-social activity; include environmentally marginalized people in the life of local communities.

The upbringing impact of the police officer is sometimes reduced to single facts with educational potential focused on a specific citizen or a small group (e.g., family). Moreover, the environment in which the police officer operates is not homogeneous in the demographic sense; therefore, an upbringing activity of an episodic nature usually takes the form of a deliberate, but, “hidden curriculum”. “Hidden curriculum” is related to common knowledge, which is a consequence of one’s own life and professional experience and conclusions drawn from it, and a result of opinions and judgments adopted from other people. The term is not a new concept. It appeared in the European pedagogical reflection as early as in 1968. In the literature, attention is drawn to the fact that this is not a side effect, as it concerns important matters, indirectly inscribed in the educational model (Wolan, 2001).

In practice, the purpose of the upbringing function is to shape the right attitudes and cooperation based on the potential of individuals involved in activities for security. and to create an atmosphere of social responsibility for security. It also involves socialization, prevention, and education of members of the local community through long-term impact. As a result, police officers can implement preventive, rehabilitation, re-adaptation, and reintegration activities more effectively (Klonowska, 2018). In-depth knowledge of upbringing, social rehabilitation, and education enables officers to understand the regularities and motivation of the behaviour of people with whom they work, and it “facilitates more effective practical activities of police officers (e.g., conducting talks and negotiations, making decisions, educating students, teachers, parents) in various professional situations” (Zellma, Wiszowaty, 2017, p. 27).

In the 1990s attention was paid to the pedagogization of many institutions that had not been traditionally educational (Kunowski, 1993). The army, juvenile judiciary, and criminal law were mentioned, while the police were omitted or marginalized. Nowadays, police activity is often described as a pedagogical culture. It is understood as an attitude which is manifested in the ability to conduct educational and upbringing tasks in various professional situations, combined with a sense of responsibility for the upbringing of the young generation. Its components are pedagogical knowledge, appropriate emotional attitude towards other people, and the ability to act for the benefit of another person (Zellma, Wiszowaty, 2017). The development of pedagogical culture seems to be indispensable in the activities of police officers conducting tasks on crime prevention. The pedagogical culture of police officers is complementary to the definition of pedagogical culture in general, understood as

a type of culture of conduct manifested in being aware of the goals of upbringing (...), in acquiring knowledge about upbringing, sensitivity to matters related to children and adolescents, in the sense of responsibility for the young generation, and finding its fullest expression in the correct educational impact on children, adolescents, and adults (Jundził, 1999, p. 34).

A large part of police activity can be placed in the model of the pedagogical culture of adults who are not directly related to upbringing activities. In practical terms, the educational competencies of the police officer, understood as “specific resources of pedagogical knowledge, a system of values and evaluations in upbringing matters, and practical educational conduct, guided by personal knowledge” (Cudak, 1995, p. 106) are individual determinants of pedagogical culture. The implementation of the upbringing function requires specific social competencies, including pedagogical ones. The importance and need for permanent development of social competencies is reflected in police practice and in scientific publications (Sampson, Blakeman, Carhuff, 2006). Empirical studies confirm that:

a first contact police officer is a negotiator, a mediator, a psychologist, and a therapist. The police officer is an official who fills out the necessary documents, a lawyer who gives advice during the intervention, and finally a friend to whom you can turn to ask for help, when our sense of security is threatened, and therefore he/she must have outstanding communication skills (Stawnicka, 2014, p. 15).

If it is assumed that social competences are certain complex skills, thanks to which an individual copes effectively in social situations of a certain type, one should indicate those that the police should have when coping with members of the community. In other words, competence is the ability to act within a given profession or position (Nordhaug, Grønhaug, 1994). Marzena Kordaczuk-Wąs (2017) presented a competency model of police officers conducting preventive measures (mainly prevention specialists and district officers), which was divided into the following areas: values, relationships, experiences, knowledge, skills, and strengths. The model was completed by European experts dealing with community policing. The author, adapting the works of K. Keen, M. Brewster Smith, and J. Raven, distinguished as many as 83 features which the police officer should have (Kordaczuk-Wąs, 2017).

Preparing police officers for the educational function. Recommendations for practice

The educational function of the police is a fact inscribed in the broadly understood idea of community policing. The anticipation of negative social events with a criminogenic potential begins to dominate over the repressive function. Modern police build authority through competent officers in proactive activities in the broadly understood field of education for safety. Tasks on crime prevention require a pedagogical culture from the officers. In the education of the police staff after 1990, the issues of crime prevention were underestimated, and the pedagogical topics were marginalized. According to Tadeusz Cielecki (2002, p. 256):

until 2000, in the basic training programmes for police officers, the issues of crime prevention appeared to a small extent. Some elements of this topic were probably discussed together with other topics, but it depended on the creativity of the teacher.

Police schools began to introduce the issues of crime prevention in 1995. Depending on the type of course, crime prevention was taught for 4 to 12 hours in NCO training. The most extended course on crime prevention, covering 25 teaching hours, was introduced at the Police Academy in Szczytno in the academic year 1995/1996 (Ibid, 52).

Currently, the scope of training for police officers as part of the basic course is defined by *Decision No. 168 of the Police Commander in Chief of 22 May 2019 on the basic vocational training programme*. Teaching the content included in the training programme requires 1,123 hours, which gives 144 training days. The training is divided into “modular units” and “school units”. For the purposes of this study, the programme was analysed assuming that police officers starting their professional career are prepared to react correctly to crimes and offences; therefore, in accordance with the provision of Art. 41 of the *Code of Petty Offences* they may have an educational impact on offenders. It was found that in the school unit called *Upbringing impact measures applied to the perpetrator of the offence and the fine procedure - SZP JS02*, a 1-hour lecture was provided to discuss the essence, purpose, and premises of upbringing impact. Eight hours are planned for classes on implementing upbringing impact measures, imposing fines in the proceedings, and documenting these activities. Issues corresponding to upbringing, education, or training appear incidentally. Two hours are spent on interpersonal communication within the school unit: *Identification of individuals - SZP JS02*, and in the two-hour school unit called *Procedure in the event of revealing a person with an undetermined identity*, there is the following methodological instruction for the person conducting the classes: “discuss how people with intellectual disabilities can behave in contact with a police officer. Present the rules of communicating with people with disabilities” (s.113). Summing up, the scope of basic training for police officers seems to be underestimated in terms of pedagogical content. Professional trainings focused on educational and upbringing aspects, should be offered to police officers.

Postulate 1. Development of competencies in rehabilitation pedagogy related to initial diagnosis of people with difficulties in social and emotional development, and behavioural disorders, and the ways of educational impact on these people.

Police officers as the first link in the security protection system of citizens, within their discretionary authority should be able to selectively interpret the behaviour of young people so that only the symptoms of real demoralization undergo rehabilitation procedures in the institutional system. Episodic manifestations of socially unaccep-

table behaviour, suggesting the state of social maladjustment of an individual³, may constitute a natural element of growing up, when it is enough to introduce educational stimulation in cooperation between the police officer, family, and the school counselor to reach a positive effect. Too quick institutional intervention, based on the official police and court procedure, stigmatizes a young person and can be counterproductive in relation to social expectations.

Postulate 2. Development of competencies in special education and methods of educational impact on the elderly. The ability to communicate and affect the deaf, the visually impaired, individuals functioning at the threshold of the intellectual norm, or with motor dysfunctions, requires empathy and knowledge of how to act in direct contact with these people.

Functional deficits may manifest in a way that suggests deliberate socially unacceptable activities. A person with attention deficit hyperactivity disorder - ADHD in contact with the police officer, may interrupt conversation or show excessive impulsiveness, hyperactivity, or talkativeness (Thompson, 2013). Individuals with Kanner's autism may show obsessive, one-sided, bizarre reactions in social contacts, such as inappropriate laughter, screaming, or self-aggression. A person with Asperger's syndrome may show "lack of sense of social expectations, perceived as a lack of respect or distance" (Kruk-Lasocka, 2007, p. 279). A person with hearing impairment may have problems with understanding the statements and orders of the police officer, he or she may not respond when addressed by the officer, may speak loudly, which gives the impression that he/she is shouting at the officer. Individuals with coprolalia, a neurological condition, may use bad language, interpreted as an indecent rude incident. These examples are just some situations where competencies in special education can be evaluated during official police activities.

Elderly people are a category of clients towards whom special pedagogical competencies are needed. One of the effects of the aging of the Polish society is the increase in criminal activity directed towards elderly people. Effective education addressed to the elderly, the purpose of which is to prevent victimization, requires the police officer to know the basics of gerontology and andragogy. Firstly, because one "obligatory" image of old age does not exist, and people of the same age do not constitute a homogeneous group in terms of cognitive abilities, communication skills, health condition, etc. Secondly, old age is the most personal, individual stage of life, which obliges the police to treat this category of people in a special way. Empathy built on the knowledge of the deficits and limitations of old age enables the preparation of educational messages adequate to the age of the recipient.

³ SEBD - *social, emotional, and behavioural difficulties* - this English term is basically equivalent to the term of social maladjustment used in Poland.

Some individuals over 60 have decreased efficiency of cognitive functions, i.e., a reduced ability to process new information, concentrate, divide attention, and remember. With age, difficulties with understanding speech and the loss of the main content of the speech become apparent (Steuden, 2012). When preparing for a conversation with an elderly person, one should take into account that this person may speak slowly, and on many topics at the same time (Kataryńczyk-Mania, Gebreselassie, 2018). This means that the officer spends much more time on the conversation with an elderly person, which may cause frustration.

Conclusion

The suggested postulates for police practice are part of the broad idea of community policing, so they should be considered in the process of professional training for police officers. The development of pedagogical competencies will qualitatively improve the contact between police officers and citizens, which will allow for diagnosing local problems more completely and reaching their essence before they dangerously escalate. As a result of mutual empathy, we should expect a modification of attitudes towards partnership in improving safety. The police are an institution with educational potential that needs to be refined and put into practice.

References

- Brogden, M., Nijhar, P. (2005). *Community Policing: National and international models and approaches*. London: Willan Publishing.
- Cielecki, T. (2002). Dziesięć lat prewencji kryminalnej w Polsce. In: J. Czapska, H. Kury (Eds.), *Mit represyjności albo o znaczeniu prewencji kryminalnej* (pp. 549-579). Kraków: Zakamycze.
- Cudak, H. (1995). *Szkice z badań nad rodziną*. Kielce: Wyższa Szkoła Pedagogiczna im. Jana Kochanowskiego.
- Czapska, J., Wójcikiewicz, J. (1999). *Policja w społeczeństwie obywatelskim*. Kraków: Zakamycze.
- De Tchorzewski, A. (2018). *Wstęp do teorii wychowania*. Kraków: Wydawnictwo Naukowe Akademii Ignatianum.
- Hryszkiewicz, D. (2012). *Społeczna odpowiedzialność Policji: Teoria i praktyka*. Szczytno: Wydawnictwo Wyższej Szkoły Policji w Szczytnie.
- Jakubowska-Hara, J. (2019). Środki oddziaływania wychowawczego. In: P. Daniluk (Ed.) *Reforma prawa wykroczeń* (vol. 1, pp. 309-316). Warszawa: C.H. BECH Instytut Nauk Prawnych PAN.
- Kataryńczyk-Mania, L., Gebreselassie, J. (2018). Kompetencje komunikacyjne seniorów – wybrane wątki. *Dyskursy Młodych Andragogów*, 19, 151-161.
- Klonowska, I. (2018). *Uspoleczniające, profilaktyczne i resocjalizacyjne funkcje Policji w perspektywie współczesnej pedagogiki resocjalizacyjnej*. Kraków: Impuls.

- Klonowska I., Stawnicka J. (2021). Działania wychowawczo-edukacyjne policjantów pierwszego kontaktu – dzielnicowych przez pryzmat wyników badań ogólnopolskich 2019–2020. *Resocjalizacja Polska*, 21, 227-246. DOI: <https://doi.org/10.22432/pjsr.2021.21.14>.
- Kunowski, S. (1993). *Podstawy współczesnej pedagogiki*. Warszawa: Wydawnictwo Salezjańskie.
- Kordaczuk-Wąs, M. (2017). *Spoleczne uwarunkowania policyjnych działań profilaktycznych*. Warszawa: Wydawnictwa Drugie.
- Kruk-Lasocka, J. (2007). Pedagogika dzieci z autyzmem i zespołami psychozo podobnymi. In: W. Dykcik (Ed.), *Pedagogika specjalna* (pp. 275-287). Poznań: Wydawnictwo Naukowe Uniwersytetu im. Adama Mickiewicza.
- Lis-Zalewska, M., Mańko-Czajka A. (2013). *Środki oddziaływania wychowawczego stosowane wobec sprawcy wykroczenia: Materiały dydaktyczne 95*. Legionowo: Centrum Szkolenia Policji.
- Łobocki, M. (2009). *Teoria wychowania w zarysie*. Kraków: Impuls.
- Milerski, B., Śliwerski, B. (Eds.) (2000). *Leksykon PWN: Pedagogika*. Warszawa: PWN.
- Nordhaug, O., Grønhaug, K. (1994). Competences as resources in firms. *The International Journal of Human Resource Management*, 5(1), 89-106. DOI: 10.1080/09585199400000005.
- Okoń, W. (2001). *Nowy słownik pedagogiczny*. Warszawa: Żak.
- Ponsaers, P. (2001). De ontwikkeling van community (oriented) policing en de verhouding tot andere politiemodellen. *Handboek Politiediensten*, 57, 1-42.
- Rubacha, K. (2008). Edukacja jako przedmiot pedagogiki i jej subdyscyplin. In: Z. Kwieciński, B. Śliwerski (Eds.), *Pedagogika 1: Podręcznik akademicki* (pp. 21-33). Warszawa: PWN.
- Sampson, S. J., Blakeman, J. D., Carkhuff, R. R. (2006). *Social Intelligence Skills for Sheriff's Department Supervisors/Managers*. Amherst: HRD Press, Inc.
- Stawnicka, J. (2014). *Strategia marketingu narracyjnego w Policji: Nowoczesny wymiar kreowania wizerunku*. Dąbrowa Górnicza: Wyższa Szkoła Biznesu.
- Sučić, I., Karlović, R. (2017). Community Policing in Support of Social Cohesion. In: P. S Bayerl et.al. (Eds.), *Community Policing – A European Perspective. Strategies, Best Practices and Guidelines* (pp. 7-19). Cham: Springer International Publishing.
- Studen, S. (2012). *Psychologia starzenia się i starości*. Warszawa: PWN.
- Śliwerski, B. (2007). Wychowanie. Pojęcie – znaczenie – dylematy. In: M. Dudzikowa, M. Czeperaniak-Walczak (Eds.), *Wychowanie: Pojęcia procesy konteksty* (pp. 25-66). Gdańsk: GWP.
- Śliwerski, B. (2012). *Pedagogika ogólna: Podstawowe prawidłowości*. Kraków: Impuls.
- Świerczewski, Ł., Kacprowicz Ł. (2021). Programy prewencyjne realizowane przez Policję w obszarze bezpieczeństwa publicznego. *Przegląd Policyjny*, 142(2), 186-206. DOI: 10.5604/01.3001.0015.2502.
- Thompson, J. (2013). *Specjalne potrzeby edukacyjne: Wskazówki dla nauczycieli*. Warszawa: PWN.
- Ustawa z dnia 20 maja 1971 r. Kodeks wykroczeń, Dz. U. 1971 Nr 12 poz. 114, z mniejszymi zmianami [Act of 20 May 1971, *Code of Petty Offences*, Journal of Law 1971 No 12, item 114, as amended].
- Ustawa z dnia 6 kwietnia 1990 roku o Policji, Dz.U. z 1990 r. nr 30, poz. 179, z późniejszymi zmianami [Act on Police of 6 April 1990, Journal of Laws of 1990 no. 30, item 179, as amended].
- Walsh, D. P. J., Conway, V. (2011). Current developments in police governance and accountability in Ireland. Retrieved from <https://hal.archives-ouvertes.fr/hal-00668058>.
- Wolan, T. (2001). Ukryty program w praktyce pedagogicznej placówek edukacyjnych. *Gazeta uniwersytecka UŚ Miesięcznik Uniwersytetu Śląskiego w Katowicach*, 7(86). Retrieved from <https://gazeta.us.edu.pl/node/208611>.
- Zellma, A., Wiszowaty, E. (2017). *O Policję bliższą ludziom: Inspiracje pedagogiczne w służbie funkcjonariuszy*. Szczytno: Wydawnictwo Wyższej Szkoły Policji w Szczytynie.

