

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

**(SOUTH WALES POLICE, GWENT POLICE AND
UWTSD)**

**Learner name:
Natasha Cristo**

**Learner's University Registration Number:
2245718**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6009D

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

What is the workbook for?

The purpose of this workbook is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the College of Policing, for the Graduate Diploma in Professional Policing Practice. You are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf

Reflective practice is a core aspect for your workbooks and although there is a variety of useful resources on Moodle, there is one particular book, that is specifically based on reflective practice in policing, here is a link to one chapter from Selina Copley's Reflective Practice for Policing Students:

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the workbook. However, you must:

- adhere to guidance in the Candidate Handbook about confidentiality.
- not identify individuals including witnesses, victims, or offenders by name.
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions.
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

Your workbook will be submitted electronically via Turnitin on Moodle. Guidance on this is in the Candidate Handbook.

Remember that the workbook is YOUR responsibility you must not rely on the assessor or anyone else to pick up any confidentiality breaches as this is your work and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is particularly important.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Candidate Handbook for further guidance. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Component 1 50%	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 2		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

You must choose **a policing incident** in which you played a significant role with a victim of crime or anti-social behaviour and reflect on what happened.

Give a brief description of the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Critically evaluate the appropriateness of different approaches (by professionals and the police) in supporting or managing vulnerable people or people at risk of harm.

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

In this essay, I am going to talk about a policing incident where I played a significant role with safeguarding a victim of crime. I will use the Gibbs (1988) reflective cycle, which is composed of six elements: description, feelings, evaluation, analysis, conclusion and action plan.

I will describe a policing incident I have attended and to reflect on this. Prior to attending calls, we rely on our own knowledge of the area and nominals to assist us with understanding an immediate response and day to day calls.

Policing decisions can be often complex, to contribute to this, the National Decision-Making Model (NDM) is adopted. The policing code of ethics is at the centre of this model as it guides police officers to make decisions whilst underlining the principles of ethics and codes of professional behaviour (College of policing, 2024).

Officers had been called to '***an ongoing disturbance involving a female who sounded in distress***'. The person linked to the address was a female who I was aware of due to previous encounters, this female suffered with her mental health and there were numerous incidents in the past relating to her mental health. As officers, we know we are not medical professionals and only know the basics when dealing with this societal issue. It has been calculated that 20-40% of police time is being utilised with mental health calls (BBC, 2023). This is an immense amount of police time being diverted from dealing with crime.

Upon arrival, it is still unknown whether or not this was mental health related due to the markers linked to the subject. Therefore, I was remaining openminded. There was also a male linked to the female who had warning markers for being a high-risk domestic abuse aggressor. I made sure that I was aware of all the information available to me, and I was continuously conducting a dynamic risk assessment.

Upon arrival, two officers were escorting a handcuffed male out the address. I had received a brief handover from the arresting officer to the effect of the male biting a female and attempted to strangle her after an argument over money. I made myself known to a female who had clear visible injuries to her neck, arms and hands. The injured party was the DV victim linked to the address. It is evident that the legislative context for this would be actual bodily harm, due to the level of injury. There were bite marks which had pierced the skin.

The main factor that differentiates common assault by beating from ABH, is the degree of injury. The injury must be capable of being seen or felt by the victim (Blackstone's, 2021). The other female in the flat was the DV victim. This female did not sustain any injury and had only witnessed the assault.

It was imperative that the victim was safeguarded and provided with medical assistance, as I had been informed that the male subject was a carrier for hepatitis B, it was my duty to save life and limb before anything else. I was mindful of this and added this to my risk assessment. I also considered this to the of threat and risk with the use of the NDM.

The injured female also needed to carry an oxygen tank due to previous medical issues; this added to her vulnerability. The incident had taken place in a very anti police area, and this had been portrayed by the victim. Although the injured female was a victim, she was also very irate and abrupt with me. Because of this, I relayed her options on moving forward with the investigation in a language that she would understand, for example, break things down for her and avoid police jargon. I felt very frustrated with the victim due to her abrupt attitude towards to police, however I remained cool and calm, as I was there to help her. In order to acquire evidence, I had taken pictures and swabs from the bite marks as evidence.

When assessing the risk for the victim, it was high, due to the subject being the domestic perpetrator. I carried out a further risk assessment and allowed me to consider the necessity for a critical marker to be placed on the victims address. There would be a higher chance for repeat victimisation due to their relationship, so I knew it was extremely important for a critical marker to be placed on the address.

This helped mitigate the likelihood of repeat victimisation. I had made aware that the witness had suffered with mental health issues and did not react well to officers commands. This situation was becoming quite irate and heated due to the heightened emotions; therefore, I deemed it necessary for my colleague to convey this female to another address.

Officers need to assess each situation on an individual basis to determine how best to intervene (Wood. et al. ,2021). This shows how much of an impact we have with how we come across to victims. Victims are more likely to liaise and co operate with us if they feel comfortable to do so. Knowing this, I had sat down next to her to reduce tensions and less intimidating. It is crucial for a victim to engage with officers as this can assist prosecution and reduce repeat victimisation. The police liaise with different agencies to ensure that the victim is provided with the best support that applies to their needs. I will now explain an approach adopted by the police to provide support.

As police officers we need to provide vulnerable people with the right support, and we also need to ensure that we are minimising the risk of repeat victimisation. In order to do this, victims need to be safeguarded in the most effective and efficient way. The main form of safeguarding in every domestic abuse, stalking and harassment (DASH) incident a public protection notice. This is a "multi-agency tool used by most agencies with a focus on keeping victims and their children safe and ensuring perpetrators are proactively identified and managed" (dashriskchecklist,2024). In high-risk domestic cases, a multi-agency risk assessment conference (MARAC) is arranged following a PPN to discuss options in increasing the victims safety (Safelives,2024). I had taken the victim through the DASH questionnaire which are questions to help structure the level of risk the victim is exposed to which is then passed to MARAC (Safelives,2024).

Following this, there is also a Multi-Agency Safeguarding Hub (MASH) who focus on joint decisions making with partner agencies, they also consider a dynamic assessment including ethnicity, age and gender. MASH focuses on facilitating the sharing of personal information, identify risks early and provide timely interventions and allows a quicker and more calculated decisions to be made to safeguard the individual (Care Learning, 2024).

I will now explore what works regards to negating repeat victimisation and repeat offending. It is important police officers are aware of the agencies that are currently out there to reduce re offending and repeat victimisation, such as DRIVE. This is a non-profit agency external to South Wales Police that aim to evaluate the behavioural factors of domestic preparators prevent abusive behaviour to protect victim survivors (DRIVE,2023). The female pathfinder (2013) is a useful approach to prevent re offending as according to IOM Cymru," it was concluded more needed to be done to bring about improvements for women in the Criminal Justice System". "This organisation was set up with the aim of improving outcomes relating to women coming into contact with the Criminal Justice System in Wales". This shows the awareness of diversity in offending and the actions being taken to prevent repeat offending with men and women.

It is beneficial to review what is being done to prevent them from committing the offence in the first instance. The police work with numerous agencies to reduce re offending rates such as offending behavioural programmes. Gov.UK (2018) state "that these aim to change the thinking, attitudes, and behaviours to why people re-offend". For example, being impulsive or having bad relationship skills, these are looked into on a deeper level to determine how individuals can find coping mechanisms for these issues.

There is a wide range of support that is made to tackle repeat offending because if there is a strategy or education that stops people from offending then there will be less crimes being committed as stated by the College of policing (2021), the problem analysis triangle (2004) states that "in order for a crime or incident to occur an offender and a suitable target must come together in a specific location without an effective deterrent". This shows that by removing one of these elements, there is a less chance of crime being committed. For example, if a specific location attracted a lot of anti-social behaviour, causing a disruption in that area will likely deter offenders from attending, and therefore mitigate crime. This could be an increase in high visibility police foot patrols. With this model, the scanning, analysis, response and assessment model (SARA,1987) can be used to manage all problems, including crime, disorder and substance misuse. This consists of 4 stages; identifying the problem, identifying the trends and series of crimes, developing the solution and review the success, (College of policing 2013).

During this incident, I used a plethora of communication skills in order to relay information to the people involved in a way that they would understand, as it was imperative they understood the process moving forward due to the severity of the crime. I was able to calm the victim down and convince her to assist me with the investigation. Victims of crime can often put off supporting due to fear or intimidation and reprisals (College of Policing, 2023). This is where I addressed special measures for the victim. Although the male subject did not where she resided, she knew that she only lived approximately five minutes away from her.

During the incident, I remained calm although the tensions were high upon arrival, it is important as an officer to enter any situation level-headed and impartial. With past experiences, I have noticed how I come across at a first instance has an impact on the people you are confronted with. I feel that my behaviours and attitude towards upon speaking with the victim helped reduce emotions and distress.

I believe that I had a substantial impact on this incident as I was the officer communicating with the victim and delegating roles for my colleague. Overall, this incident was dealt with very well and I do believe that my actions and approach to this had followed through especially with having the victim supporting conviction.

During this incident I did remain calm and professional, however it is easy to get frustrated when tensions are high, and the people involved cause disruptions. When I face another incident of this nature, I believe I will need to educate myself a lot more on dealing with victims that suffer with their mental health, as I believe I did struggle trying to engage with the victim initially. I think that understanding how people with mental health require to be treated would have worked in my favour a lot more. When coming into contact with vulnerable people and the risk of harm for individuals, it is imperative that we implement early intervention for those vulnerable people to negate trauma and escalation within their own lives and relationships such as victim referrals. This allows the

circumstances of an incident to be passed onto agencies who cater their support to what they need early on (SouthWalesVictimFocus,2024).

Overall, I have concluded the different approaches used to support victims of crime and elaborated on what is working in relation to reducing repeat victimisation by focussing on the offenders. Focussing on removing the offenders from the equation means there will be no victim to the crime. I believe that victims should not be educated on how not to be a victim of crime, and it is the offenders who are the problem. With regards to the problem analysis triangle, which highlights the removal of either the offender, victim or location. I believe that adopting this model is the best way to prevent both repeat victimisation and re offending. Considering whether a victim would benefit from a critical marker on their home address and considering strict bail conditions play a substantial role when a safeguarding the victim.

Word count- 2066

Task 2

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you MUST choose option 5)

- 1. Response Policing.**
- 2. Policing Communities.**
- 3. Road Policing.**
- 4. Information and Intelligence.**
- 5. Conducting Investigations.**

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

A core part of the policing mission is to prevent crime and disorder. Domestic abuse causes both serious harm and constitutes a considerable proportion of overall crime

You should choose **a domestic abuse incident that was of a complex nature**, in which you played a significant role in providing a response.

Critically assess the challenges associated with a domestic abuse incident that you have attended, and the strategies developed for effective policing in such challenging situations.

2000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

Criminal justice faces ever more challenges from society. While official figures show a drop in police recorded crime in the UK the distribution of crime shows a more complex pattern with violent crime showing a rise.

Regarding community policing chose an incident that you have attended that presented a complex issue for the community, and that you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement that assisted in resolving the issue.

2000 words (+/- 10%: include your actual word count at the end of each section)

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

The police are the lead agency for collision investigation and have the primary duty to investigate and establish the circumstances that have led to road deaths and life changing injuries.

Describe a serious collision that you attended and in which you took a significant role (e.g., initial reporting officer, scene manager, lead investigator).

Critically evaluate the evidence base that you dealt with and strategies that could be implemented to reduce the likelihood of it reoccurring.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically analyse an investigation, that you have led, commenting on the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to your information and intelligence.

Reference how effective information and intelligence was used within your operation, and how you used specialist intelligence roles to support your complex investigation.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and reference the management of your own personal values and attitudes in relation to this.

2000 words (+/- 10%: *include your actual word count at the end of each section*)

Answer:

When faced with incidents, often things aren't always what they seem. The majority of the time, investigations take a turn and become severe and complex. Our job as police officers is to ensure we are aware of the consequences of our decisions and the impact these can have on the main focus of any investigation, the victim.

I am going to discuss an incident where I played significant role and elaborate on the support, I have provided to both victims and offenders. I will also be using The Borton model (1970) to help evaluate why I have chosen a particular strategy for victims and defendants.

South Wales Police had received a call **'female being beaten up as a result of a rape accusation'**. I had located the victim inside her bedroom, and she had been holding her head in pain. When questioned about what had happened, she states that she had been assaulted as a result of being accused of raping a young boy.

Despite making efforts to request ambulance, she decided she was going to attend the hospital voluntarily with her mother. The victim did not wish for anything to be progressed at this time. The following day, the victim wished to make a complaint.

This incident is of a complex nature due to the level of injury sustained, the vulnerability of the victim and the lack of evidential leads. The victim had attended hospital and suffered severe bruising around the body and a perforated ear drum. These injuries had fulfilled the offence of occasioning actual bodily harm contrary to S47 of the Offences of the person act 1861 (Blackstones,2021).

The victim was currently residing at staffed accommodation, due to her extra care and support needs. Despite the victim being over 18, she still required an appropriate adult as she struggled to retain information. It was challenging having to arrange an appropriate adult every time I needed to speak with her and there were times that her appropriate adult was not available. This made it difficult to abide by the victims code of practice (College of policing, 2021).

The victims code of practice is a framework that focuses on the victims right and provides a minimum standard that all organisations must provide victims of crime (College of policing, 2021). This victim code embellishes on an enhanced service for those individuals who are vulnerable or intimidated and an initial assessment carried out by police officers. This helps identify those who are vulnerable and allows officers to implement early intervention referrals such as Public Protection Notices and Victim Focus Referrals.

I had submitted a Victim Focus Referral and obtained a victim personal statement which allows the victim to explain to the courts how much the crime has impacted them financially, emotionally, physically and mentally, however I advised her that this does not have a bearing on the sentencing.

A victim focus referral refers the victims circumstances to agencies external to the police who are trained staff and volunteers who can help victims for immediate or long-term support to allow victims recover from crime (SouthWalesVictimFocus,2024). I ensured that I had submitted referrals early on in the investigation process to ensure that I could maintain the victims trust and support as I did not wish for her to withdraw.

As this investigation is still ongoing and likely to be a lengthy process, it was beneficial for both me and the victim that she received support early on in the investigation, thus, the victim was more likely to assist me with the investigation which makes it a stronger case.

Referring the victim to services and support that is tailored to their needs is crucial when maintaining a victims support. Vulnerable victims are also entitled to be assessed to determine whether their evidence in court is likely to be improved with the use of special measures. The Youth Justice and Criminal Evidence Act 1999 (YJCE) had been developed to provide a range of measures that are used to facilitate the gathering and giving of evidence from victims by ultimately alleviating the stress (CPS,2021). Special measures allow the victim to confidently engage with the criminal justice system where otherwise it is likely best quality evidence is lessened from their vulnerabilities. This can include providing evidence via a video link, removal of head gowns or a screen between them and the defendants.

The victim was intimidated by the youths as it came to light that she knew of the suspects. She had identified three suspects after a video of the assault had been circulating social media. This circulation of the victim being assaulted has likely added further stress onto the victim, therefore the importance of early intervention was extremely high.

In 2021, the college of policing had changed their codes of practice. They have made 'subtle' changes for officers awareness including minimising contact points with the victim and solely choose one a single point of contact, more frequent updates for the victim and more discretion when providing a victim personal statement and more emphasis on why a decision has been made (College of Policing, 2021).

The victim was severely upset about who had assaulted her, one of them were residing at her accommodation. Understandably, the victim was intimidated about providing evidence. I had reassured her that safety measures would be implemented such as a request to change the suspects housing. Searches on the named suspects were made, and they had all had a footprint for violence. They were also all under the age of 18. Irrespective of the individuals being the offenders, they still needed to be dealt with according to the Youth Offending Team (YOT). YOT are teams used to deter young person's away from the criminal justice system, this consists of support if/when they are arrested, support with families and liaise with them when they are in custody (Gov.uk,2024).

Due to the age of the defendant, an appropriate adult had to be arranged, as well as the youth offending team. It was very stressful organising this interview due to all the aggravating factors and being a new police officer. When it comes to young offenders, the police try to prevent criminalising youths and instead look to seek support and educate them. It is challenging, as you don't want to criminalise youths, however, they also need to be made aware that they cannot continue with criminal behaviour.

In 2018, the national home office had developed a "national protocol on reducing unnecessary criminalisation of looked after children and care leavers. This is aimed to local authority children's services, local care providers, police forces, Youth Offending Teams (YOTs), the Crown Prosecution Service and HM Courts and Tribunal Service, local Youth Panel (Magistrates), and local health services including mental health. Its key purpose is to encourage and provide the framework for these agencies to co-develop local arrangements to reduce the unnecessary criminalisation of looked-after children and care leavers" (Gov.uk, 2018). This shows how important it is for younger people not to be affected by crime from a young age, as this tends to bring a stigma of those individuals in the future. This could have significant impact upon youths careers, lifestyles and essentially have limited opportunities.

Furthermore, this could be why we see youths committing more crime. As stated by Nuffield Foundation (2022), "People who have suffered extreme difficulties in childhood are more likely to commit crimes as adults than those who have not". This shows the importance of early intervention for children exposed to crime as readdressing to youngsters that support is out there will have a considerable affect upon their futures. According to Tes (2024), Adverse childhood experiences can result in "An increased risk of developing violent behaviour or becoming a victim of violence". This shows the significance ACES has on young people and the higher chance of being exposed to violence and committing these crimes. I agree that youths should be given a chance to redeem themselves after committing crimes as youths are likely to be influenced by the poor societal values that they are brought up in. However, youths can still be reckless and *compos mentis* when it comes to committing crime. I believe there needs to be a new framework surrounding challenging youths stigma of not criminalising them. I will now touch upon the 'So what' part of the Borton model (1970) and explain why I have decided to work around not arresting in this incident due to the implications of criminalising youths.

I deemed it necessary to invite the defendants in for a voluntary based interview, as I was aware that arresting them may not be the most appropriate option given their age. When informing the victim and her mother of this, the mother was not happy with the decision and was adamant that the youths needed to be arrested. This made me feel empathetic towards the victim and her mother as I know understood how it must feel sustaining injuries like the victim did and not having those in question arrested.

Despite informing the appropriate adult with the reasoning behind this decision, she did make a complaint. This made me feel disheartened; however, I understood the frustration she must have been feeling. I spoke with the victim, who was the main priority, and discussed this decision. Ultimately, we are a victim led organisation, and the victims concerns and opinions have to been taken into consideration throughout, regardless of the mothers input. I have had to manage the mothers expectations which I found quite challenging, I did not want to come across unhelpful or overbearing. This complaint had made me feel flustered due to all the hard work I was putting in and the steps I had put forward to safeguard the victim.

It is important that we are not biased as police officers and ensure that the offenders welfare is also a consideration. I needed to ensure that the subjects were also adequately supported, as this could also prevent re offending. It is difficult to do this knowing what crimes these individuals have committed, thus I need to remember that the Police service is impartial and have to ensure the welfare of both suspects/witnesses and victims when dealing with all investigations. I had submitted a PPN (public protection notice) to allow support agencies to intervene and offer early intervention if required, as this could reduce the risk of reoffending.

During the interview, one of the defendants had gotten very agitated and laughed throughout the interview. This was challenging as I was aware of the severity of the incident. I had to ensure that I maintained a professional attitude towards this and challenge her behaviour in a professional manor.

Moreover, the defendants had to be reviewed by the youth offending team before the file of evidence could be sent off. I liaised with the team and waited for them to review the individuals eligibility for out of court disposals. These out of court disposals are considered to be an efficient and effective response to criminal behaviour in the case surrounding low level crimes and first-time offenders, some of these consist of, conditional cautions, community resolutions, fixed penalty notices and simple cautions (Sentencing academy, 2021). According to Justice data (2024), in 2023 there had been 194,848 out of court disposals in the United Kingdom opposed to 377,934 out of court disposals in 2012.

With regards to support, although these youths were not exposed to domestic incidents, a public protection notice had still been submitted for them utilising the 'child at risk' forms which consist of questions of the child's wellbeing. In this case, these were deemed the best choice for further support of the defendants. I did this because although they were suspects, they still required support of why they offend.

To finalise, I have undertaken a scope of responsibilities and management roles; interviewing and arranging YOT reviews on all defendants, managing victims expectations, ensuring the victims code of practice is being met and progressing the investigation. I have maintained a positive and professional rapport with the victim despite the strain of the investigation. I am the officer in case for this investigation, but I also played the role of being a victim advocate. I have evaluated the support that I provided for the victim and the defendants such as victim focus referrals, and re offending schemes such as behavioural programmes, which focus on understanding why individuals commit crime. In conclusion, touching upon the 'now what' part of the Bortons model (1970). If I needed to be faced with an investigation of this nature again, I would have adopted a forensic strategy in the first instance. I would have conducted a section 18 search of the alleged suspects houses and obtained clothing forensics off the victim. This would have allowed me to have more evidence on the suspects opposed to only the victims account. This would have reduced the time of the investigation which would have kept my victim satisfied and hopeful. Moreover, I would also work on my confidence in speaking with the appropriate adult. I found it difficult to manage the mothers expectations as I was a new police officer, I was still learning on how to be more assertive and authoritative.

Word count - 2200

Authentication signature:

Please sign to confirm that the work submitted is your own and has not been copied from another:

Signed: Natasha Cristo

Date:

28/10/2024

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

- College of Policing (2023). *Right Care Right Person (RCRP) National Guidance Launched*. [online] College of Policing. Available at: <https://www.college.police.uk/article/rcrp-national-guidance-launched>. Accessed on 15/06/2024
- Gibbs' reflective cycle (1970) *The University of Edinburgh*. Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> (Accessed: 10 November 2024).
- Increase in mental health callouts received by police over past five years. (2023). *BBC News*. 9 Mar. Available at: <https://www.bbc.com/news/uk-64891572>.
- Anon, (n.d.). *Actual Bodily Harm & The Law: A Comprehensive Guide* / OBLaw. [online] Available at: <https://www.oblaw.co.uk/actual-bodily-harm/>.
- Bryant, R. and Bryant, S. (2021). *Blackstone's Handbook For Policing Students 2021*. S.L.: Oxford Univ Press. Location United states of America
- Care Learning. (2024). *What Are Multi-Agency Safeguarding Hubs (MASH)? - Care Learning*. [online] Available at: https://carelearning.org.uk/blog/safeguarding/what-are-multi-agency-safeguarding-hubs-mash/?utm_content=cmp-true [Accessed 10 Oct. 2024].
- College of Policing (2021). *Victims' Code for policing*. [online] college of policing. Available at: <https://www.college.police.uk/guidance/victims-code/victims-rights-policing>.
- Crown Prosecution Service (2023). *Special Measures* / the Crown Prosecution Service. [online] Cps.gov.uk. Available at: <https://www.cps.gov.uk/legal-guidance/special-measures>.
- gov.uk (2011). *Youth offending teams*. [online] GOV.UK. Available at: <https://www.gov.uk/youth-offending-team>.
- The national protocol on reducing unnecessary criminalisation of looked-after children and care leavers. (2018). Available at:

https://assets.publishing.service.gov.uk/media/5c13de84ed915d0b9211b98c/The_national_protocol_on_reducing_unnecessary_criminalisation_of_looked-after_children_and_care_.pdf.

- South Wales Victim Focus. (n.d.). *What We Do*. [online] Available at: <https://www.southwalesvictimfocus.org.uk/what-we-do/>.
- Gibson, C. (2021). *Out of court disposals. A review of policy, operation and research evidence*. [online] Available at: <https://www.sentencingacademy.org.uk/wp-content/uploads/2023/09/Out-of-Court-Disposals.pdf>.
- Justice.gov.uk. (2014). *Individuals entering the criminal justice system - Criminal justice system statistics - Justice Data*. [online] Available at: <https://data.justice.gov.uk/cjs-statistics/cjs-entrants#chart-tab-cjs-out-of-court-disposals> [Accessed 10 Oct. 2024].
- *The drive project* (no date) *The Drive Project – The Drive Partnership*. Available at: <https://drivepartnership.org.uk/about-us/the-drive-project/> (Accessed: 1 October 2024).
- Sewell, C. (2022) *Children exposed to poverty and trauma more likely to offend as adults*, Nuffield Foundation. Available at: <https://www.nuffieldfoundation.org/news/children-exposed-to-poverty-and-trauma-more-likely-to-offend-as-adults> (Accessed: 1 October 2024).
- *Adverse childhood experiences: What are aces and how do they affect children, young people and adults?* (2024) *Tes*. Available at: <https://www.tes.com/en-gb/for-schools/blog/article/adverse-childhood-experiences-what-are-aces> (Accessed: 15 October 2024).
- *Offending behaviour programmes and interventions* (no date) *GOV.UK*. Available at: <https://www.gov.uk/guidance/offending-behaviour-programmes-and-interventions> (Accessed: 28 October 2024).
- (No date) *The Problem Analysis Triangle*, source: McPherson, I. and Kirby, S. (2004) | *download scientific diagram*. Available at: https://www.researchgate.net/figure/The-Problem-Analysis-Triangle-Source-McPherson-I-and-Kirby-S-2004_fig1_307764510 (Accessed: 17 October 2024).
- *Analysis* (no date) *College of Policing*. Available at: <https://www.college.police.uk/app/intelligence-management/analysis/analysis> (Accessed: 17 October 2024).
- *Learn more about the marac* (no date) *SafeLives*. Available at: <https://safelives.org.uk/about-domestic-abuse/domestic-abuse-response-in-the-uk/what-is-a-marac/> (Accessed: 16 October 2024).
- *Dash risk checklist and faqs* (2024) *SafeLives*. Available at: <https://safelives.org.uk/resources-library/dash-risk-checklist/> (Accessed: 21 October 2024).

- *Women's Pathfinder* (no date) *IOM Cymru*. Available at: <https://www.iomcymru.org.uk/Women%E2%80%99s-Pathfinder/> (Accessed: 28 October 2024).
- Janse, B. (2024) *Borton's model of reflection (1970) explained*, *Toolshero*. Available at: <https://www.toolshero.com/personal-development/borton-model-of-reflection/> (Accessed: 18 October 2024).