

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 2 (PCDA)

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

Learner name: James Balchin

**Learner's University Registration Number:
2031212**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

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 BSc programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

- **Wellbeing and Resilience**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Public Protection**
- **Maintaining Professional Standards**
- **Leadership and Team-working**
- **Policing the roads**
- **Information and intelligence**
- **Conducting Investigations**

You may wish to use the same incidents as you've 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/aqh-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 will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

- adhere to guidance in the Student Handbook about unfair practice and plagiarism.
- 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 Student 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 very 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 Student 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.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc 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

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Having achieved Independent Patrol Status, **reflect** on the impact of organisation culture within policing on your wellbeing and resilience (organisation change, retaining personal values in a wider organisational culture).

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

1250 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Organisational culture bonds businesses worldwide, where history and motivations create identity and thought is provoked into how strong this becomes in an emergency environment (Schein and Schein, 2017). Research suggests occupational culture is pivotal towards police officer wellbeing which has formed a frequent consideration for me since achieving independent patrol status (Collins and Gibbs, 2003). Within this essay I will discuss my adoption of organisational culture, where I have experienced both the positives and risks it provides. This will include my understanding of wellbeing and resilience, with a reflection upon the coping strategies I have utilised. Throughout this essay I will include referenced research and my reflection will be completed using Gibbs' Reflective Model (Gibbs, 1988).

Throughout my policing career to date, I have considered how the theory of organisational culture compares with my reality. Organisational culture is long studied by professionals such as Edgar Schein, Geert Hofstede and Charles Handy, where the factors are complex and numerous however widely viewed to be the character, impetus and environment within organisations (Chartered Management

Institute, 2015). Within a policing context, I have found a cultural blend of history, camaraderie, and resilience in line with famous views (Terrill, Paoline and Manning, 2003). I have also found organisational culture to be conspicuous and alluring, particularly the comradeship element which is widely recognised (Charman, 2017).

With added experience, my views of wellbeing and resilience have matured. Regarding wellbeing, I relate with the view this represents a person's quality of life, between occupations, personal life and overall relationships (Seligman and Csikszentmihalyi, 2000). To support wellbeing in emergency service professions, research shows culture and colleague relationships to be pivotal in achieving happiness and contentment (Cimiotti *et al.* 2012). Furthermore, the frequency of police officers encountering traumatic and intense situations creates an increased risk of mental and physical ill health, where resilience is vital in defence (Gershon *et al.* 2009). Conversely, some view the perception of constant danger to be romanticised, with most police interactions being less of a traumatic nature (Rosmith, 2013). Nonetheless, my experience has further embedded me within police culture, which has supported my resilience, wellbeing and overall health.

Within the description element of my reflection, my experience has developed from a civilian past, through the formality of initial training and cultural intensity of tutorship. Following a subsequent mentorship period, I achieved independent patrol status where accountability, immersion and reward increased. Before joining the police, my motivation was similar to many within the Police Constable Degree Apprenticeship entry route, driven through a desire of personal pride and service (Green and Gates, 2014). Through initial training I found the intensity of exams and academic work to

be a challenge however to reduce pressure I viewed the opportunity as a privilege, aware the entry route was considered effective and favourable compared with professions such as nursing, where applicants often self-funded degrees prior to an application stage (Wankhade, McCann and Murphy, 2019).

Subsequently, I found an increased exposure to organisational culture in the tutorship phase of my journey, through joining my response team. Here, I experienced the theory of learning improving with practical application, where my theory knowledge progressed into daily practice (Rief, 2016). Additionally, I discovered the importance of team dynamics within police culture, where my team demonstrated trust, openness, disagreement and a mutual motivation to excel against objectives. In a role where danger and intensity can be unpredictable, I gained resilience from the strong team bond and trust. In contrast with my experience however, research teaches that although individual, high stress instances can have a large impact on officers' wellbeing, poor team relationships and tensions are the most frequent forms of stress reported by police officers (Acquadro Maran *et al.* 2015). Thankfully, I found myself within a team which embodied local levels of the cultural web model, where elements such as routine, storytelling, structure and representation created a close support structure (Johnson, Whittington and Scholes, 2012).

Although I felt welcomed within the policing community, to expand the feelings section of my reflection, I also experienced the risks associated with adopting heavily into an existing organisational culture. I have felt the role shape my personality, away from some societal norms, which I find to be an echoed view of police service

(Conlon, 2011). Consequently, I have occasionally found it difficult to retain some personal values and have avoided social situations to protect the expected standards of the police service. Indeed, research shows this to be common even amongst those aspiring to join the police, where a study across police foundation degree undergraduates found participants perceived themselves to be different to others, where they bonded together however distanced themselves from other students (Cox and Kirby, 2018). Whilst I have built what I perceive to be a strong balance, I am conscious in extreme cases police officers can distance themselves to such scales they dissociate from friends and family which I will heed across my career (Ménard and Arter, 2013).

Finally, I have observed how subcultures pose risk to wellbeing, and the maintenance of wider organisational culture. Chiefly, within neighbouring teams I have witnessed the characteristics of a small portion of members impact an atmosphere which spans beyond their own team, create a cultural separation between frontline policing and senior levels and evince the canteen culture theory (Waddington, 1999). Additionally, I understand team members move roles frequently, where team dynamics quickly change and I respect the goal of strong leadership qualities across all team members to prevent what is regarded as “the five dysfunctions of a team” (Lencioni, 2002, p. 185).

With added police experience, the individual coping strategies I utilised in initial training and tutorship have become embedded, where I now redirect my effort into occupational performance and organisational acceptance. I reflect fondly on my initial training strategies of educational commitment and a strong work-life balance

which have undoubtedly stabilised my approach to the operational and educational demands of the role. Equally, throughout my tutorship period I utilised sleep strategies and physical exercise to support my wellbeing which have also maintained, in a manner where I echo theories of consistency being a key component of habit formation (Karppinen *et al.* 2018).

In evaluation, I feel proud of my personal development and performance to date, where accountability has increased however in return my personal pride and sense of reward has followed. The coping strategies discussed previously have proven successful and sustained, with my effort re-focussed on utilising organisational culture effectively. Conversely however, I feel my increased observation of subculture has increased my tendency to overthink my peers' perceptions, which is an area I am going to focus on moving forward. Here, I have found myself occasionally questioning the quality of my handovers to oncoming shifts for example, in the desire to build a strong reputation. I sense this poses a risk to my future work-life balance, in a profession where studies show stress frequently impacts family members (Jackman *et al.* 2021).

In analysis, I believe my progression is largely attributed to the support of my team, my initial coping strategies and my successful adoption of organisational culture. Furthermore, the leadership and teamwork I find myself within is one of fairness, recognition and openness, where research proves these factors help officers connect with an organisation (Bradford and Quinton, 2014). I have found the culture within policing to be strong, blatant, and increasingly attractive when in an

operational team which has supported me within what is understood to be a particularly stressful occupation (Magnavita and Garbarino, 2013).

In conclusion, my progression into independent patrol status has bridged my initial training period into my future career within the police constable role. I have found my effort and energy has turned from utilising singular coping strategies to maintaining my overall approach whilst leaning on the support of others and the organisation. I reflect on my experience with fondness, pride and perspective. The positives I have found in organisational culture have supported my transition into increased accountability however in response I have identified future opportunities within my self-confidence. Here, I have built into my action plan a bi-weekly informal review with my sergeant, where I can gain constructive feedback, clearly understand my performance and prevent moments of individual self-doubt.

Word Count – 1365

Task 2

Relevant areas of the National Policing Curriculum:

Decision-making and Discretion, Vulnerability and Risk, Public Protection.

You must choose an incident, for example a domestic related incident, and reflect on how you made decisions in complex and unpredictable circumstances using **dynamic risk assessment**.

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

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

ANSWER:

In an environment where social views swiftly evolve, and challenge is expected, legal policing decisions are no longer guaranteed to be considered ethical (Mills, 2003).

Within this essay I will be reflecting on a recent domestic violence incident I attended which included honour-based abuse factors and a hostile encounter. This will include my social and legislative considerations, decision making process, and information recording under a scrutiny of ethical views. Throughout the essay I will reference academic research and Gibbs' Reflective Model will be used to complete my reflection (Gibbs, 1988).

With increased experience, my understanding of dynamic risk assessments, discretion, and ethical approaches have developed from theory based ideals to the high speed pressures of reality. My initial training taught dynamic risk assessments to be the continual recognition of risk and hazards in changing circumstances, where

control measures and actions can be decided (College of Policing, 2013). This implied situations would be structured however I now understand the pace at which risk assessments are made, with the need to process decision making models efficiently. Additionally, I have experienced how discretion can contribute to outcomes which are fair and valued by all, a reason why discretion is viewed to be central to the police constable role (Poyser, 2004). Finally, I have found ethical decision making to be an advanced skill, which exceeds what is simply right or wrong, and considers outcomes through knowledge, awareness and empathy (Edwards, 2012).

The incident I am going to reflect upon is my attendance at an ongoing domestic violence report, where a sixteen-year-old child reported being attacked in his home by his father. Here, the child had stated his father had assaulted him due to a disagreement on the adoption of the families' religious beliefs. Given this report, my colleague and I attended immediately, where upon our arrival a disturbance could be heard and we entered the premises using our power of entry under Section 17 of the Police and Criminal Evidence Act 1984 (The National Archives, 1991). The incident subsequently led into one of the most hostile interactions I have experienced and the requirement to use force, where my reflection will consider whether I had any elements of doubt, as studies support to be common amongst officer's younger in service (Chan, Devery and Doran, 2003).

Socially, this incident brought together domestic and honour-based abuse, where violence resulted from the perception of family shame. Whilst domestic abuse has been long studied within the United Kingdom, the impact on children is a relatively

new area of research, which finds children who witness domestic violence have a higher likelihood of mental and physical ill health, criminal involvement and reduced educational performance (Ho, 2022). Additionally, honour-based abuse is viewed to be complex and can include extreme victim risks whilst being highly unreported (Aplin, 2022).

From a legislative perspective, I had many considerations on my initial attendance. Enacted in April 2021, the Domestic Abuse Act 2021 was introduced to increase legal powers and better support the area (Bettinson, 2022). Additionally, South Wales Police is one of many forces across England and Wales who implement a positive action policy with domestic related incidents, a process of early action to reduce victim risk (Rowe, 2007). Furthermore, I was aware the honour-based abuse guidance within the United Kingdom predominantly refers to the NPCC definition of physical or emotional abuse in the desire of preserving community, relative or individual honour (NPCC, 2015).

With these considerations in mind, when entering the premises, I was met with hostility and aggression. Immediately, the parents of the child had approached me, shouting in Arabic. Consistent with domestic violence approaches, my colleague and I separated the concerned parties to gain an account of the situation, where my colleague attended to the child. Following this, in privacy my colleague informed me the child had been severely assaulted by his father, whereby his arrest was necessary under Section 24 of the Police and Criminal Evidence Act 1984 (The National Archives, 1991). Here, I anticipated the situation may escalate, where the

parent's aggression had increased. I now understood the father spoke some English however the mother spoke Arabic only.

Human decision making is found to be shaped through an abundance of factors, which vary based on characteristics such as beliefs, experiences and personalities (Roycroft and Roach, 2019). Consequently, the police service adopted the National Decision Model (NDM) in 2012 to support this area, which created a standardised approach for decision making and subsequent review (Bryant and Bryant, 2020). The first stage within this model centres around policing Code of Ethics, which meant my considerations and actions needed to reflect these principles and expectations (College of Policing, 2013). Next, the model leads into information and intelligence gathering (Bryant and Bryant, 2020). The information available to us reinforced the initial report, however language barriers added complexity. The hostility shown from the parents added a sense of urgency to the situation, where I offered the use of LanguageLine, a telephone-based translation service, however this was refused, with the parents insistent that we left the premises (LanguageLine, n.d.). With limited additional information, my final consideration was towards my own information creation. In this case, consistent with South Wales Police's policy, both my colleague and I had activated our body-worn cameras prior to our arrival, an invaluable audio-visual recording tool which had captured key evidence (Miranda, 2022).

The NDM subsequently leads into the assessment of risks and threats, where the largest threat present would have been to have taken no action at all (Bryant and Bryant, 2020). Attention therefore turned toward the successful management of the father's arrest. In reflection, my considerations feel slow, however in reality these

were merely split seconds, during which time the male's aggression grew to the point he began spitting in our direction. The act, thankfully, did not contact my colleague or I however the threat existed, where in year ending March 2022, there were over 41,000 recorded assaults on police officers in England and Wales (Home Office, 2022). Specific to police officers being spat at, Leicestershire Police concerningly found approximately 25 percent of officers had experienced this in the year ending March 2017 (Turner, 2017). In addition to the act being distressing, medical risks exist. Studies show the risk of Blood Borne Virus transmission to be low, however a significant number of officers each year require intrusive protection treatment following spitting incidents (NPCC, 2017).

The next stage of the NDM came very naturally into mind, through the consideration of policing powers and policies (Bryant and Bryant, 2020). My immediate thoughts were towards the authority to use justifiable force if required, which some view to be crucial to the police constable role (Noppe, 2020). Here, I recall experiencing my first debate of using a spit guard, which is a breathable material placed over a person's head to prevent them spitting or biting (NPCC, 2017). Conversely, I am aware views of police brutality have increased over recent years, where the use of spit guards requires careful ethical consideration (Corpuz, 2021).

Within the feelings section of my reflection, I felt nervous, with circumstances developing quickly. I found the language barrier and shouting to be a continual distraction, where it was difficult to de-escalate the situation. Regarding use of force, I recall feeling anxious for the use of a spit guard even being a consideration. I believe this reflects studies where officers young in service report a lack of

confidence in using high levels of force (Noppe, 2020). Overall, I was concerned for the victim, and I realised that regardless of any potential criticism, failure to safeguard a child can incur disastrous outcomes, as evidenced through cases such as Baby P (Elsley, 2010).

These feelings led into my identification of options and contingencies within the NDM (Bryant and Bryant, 2020). Although the use of spit guards remains under ethical review, in search of proof as opposed to perception, statistics of assaults on police officers meant this option remained within my consideration (Joyce and Laverick, 2018). An additional factor was the wife's behaviour, which bordered the obstructing police offence under Section 89(2) of the Police Act 1996 (The National Archives, 1996). In this area however, my colleague and I believed discretion was appropriate, where emotion was understandable, and the public interest did not fully exist.

The final stage of the NDM is taking action and a subsequent review, where the father's arrest was completed (Bryant and Bryant, 2020). Here, given South Wales Police's positive action policy, there was little opportunity for discretion, a view which has been echoed across England and Wales (Rowe, 2007). As expected, the father did not comply with our requests, where use of force was required, and a spit guard was utilised due to continued assault attempts.

Key to the justification of this was our body worn camera recording which had captured the father's behaviour. Notwithstanding, the recording of events does not come without criticism, with concerns raised in the sensitive and private information this can capture, particularly when children are involved (Coudert, Butin and Le

Métayer, 2015). Conversely, there is little doubt in the transparency body worn cameras provide, which is proven to enhance evidence and support the police complaint process (Gaub *et al.* 2016).

The recoding of private scenarios links with my ethical considerations during the incident. My thoughts here focussed on the image my actions reflected on wider policing, where campaign groups describe the use of spit guards to be “a cruel and dangerous form of restraint” (Amnesty International UK, 2016). Furthermore, the use of spit guards question the human rights impact, with comparisons drawn to torture and humiliation (Joyce and Laverick, 2018). Conversely, those in favour of spit guards reference examples where officers have improvised in the equipment’s absence, with clothing or helmets instead used in a manner which is deemed more dangerous than the specifically designed item (Joyce and Laverick, 2018).

Within the evaluation and analysis sections of my reflection, and review element of the NDM, the outcome of the incident is that the father was arrested, and long-term safeguarding was implemented for the victim (Bryant and Bryant, 2020). The situation required quick and effective decision making to allow my role to be lawfully completed, and for the protection of everyone involved. Here, I found the NDM drove my thought process, where in a high paced, intense setting it provided structure and support. The negative outcome of the situation however is the perception of extreme force, and my own nervousness in utilising the spit guard for the first time in my career. Used fairly and proportionately however, there is an argument spit guards can support ethical policing which subsequently protects wider human rights and policing principles (Villiers, 2009). Finally, utilisation of body worn cameras meant

vital evidence was gained alongside displaying openness and honesty (Gaub *et al.* 2016).

In conclusion, these outcomes meant the situation was approached and executed effectively, with a balance between discretion and policy. The situation provided me invaluable experience and a confidence increase for the future, where I reflect positively on my actions and performance. Nonetheless, I recall feeling nervous during this incident, and I understand I have development opportunity in hostile public order styled situations. To support progress here, within the action plan section of my reflection I have completed a self-review with my sergeant where I have requested additional time across the coming three months within night-time economy roles. Here, I feel public order and high emotion settings are more likely and added exposure will build both my experience and confidence under these conditions.

Word Count – 1923

Task 3

Relevant areas of the National Policing Curriculum: Maintaining Professional Standards, Leadership and Team-working

Evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion).

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements (Code of Ethics, policies, procedures, protocols or legislation).

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In a profession of public service, life impacting decisions and danger, teamwork within policing is essential. Wider than this, team working across many private sector industries is frequently viewed with priority, where numerous theories promote natural team cycles, and constructive conflict to achieve long term cohesion (Gersick, 1988). Likewise, effective leadership is crucial, through guiding groups together towards shared objectives (Northouse, 2021). Consequently, the Policing Vision of 2025 prioritises police leadership, with the belief talented leaders are pivotal to modern policing (NPCC, n.d.). Within this essay I will explore team dynamic theories and their impact on team cohesion. I will discuss the value of strong leadership however contrast this with a view that team dynamics are influenced by team members themselves, through characteristics, bond and motivation (Salas, Vessey and Landon, 2017). Furthermore, this essay will explore leadership challenges within policing, from fast track and direct entry schemes to

leaders who are considered too distanced from their frontline experience (Hoggett *et al*, 2019). Following this I will investigate the role of conflict within team cycles, and question whether this should be feared or welcomed in the goal of achieving strong performance. Finally, I will consider how these factors can form dynamics which threaten professional standards and detail the processes in place to protect against this. My reflection will include referenced research throughout and utilise the structure of Gibbs' Reflective Model (Gibbs, 1988).

The study of group dynamics dates back to 1939, where Kurt Lewin first described the area to be both the good and bad drivers within a collection of people (Dion, 2000). More recently, the outcome of strong team dynamics is found to be good team performance, engagement and staff retention (Hernandez, 2022). Within my experience, I have witnessed how this connects teams, through healthy openness and shared motivations. This view links into team cohesion research, which is found to bond team members, create a sense of unity, and build support (Carron and Brawley, 2000). Combined with team dynamics, a sense of cohesion is viewed to support team performance and happiness (Tekleab, Quigley and Tesluk, 2009). Finally, many team dynamic models include the presence of inter-personal conflict, which is described to be the disagreement between several people (Raypole, 2020). Within this however, conflict can range from task specific debates to more personal divisions, both of which will be explored within this essay (Jehn, 1995).

Within the description element of my reflection, my experience within the police service has taught me how team dynamics in emergency services vary to private sector industries. This observation supports research of policing teams being more

team orientated than public sector environments, with less competition to progress individually at the expense of other team members (Silvestri, Tong and Brown, 2013).

A prominent team dynamic theory which I have witnessed in operational policing is Tuckman's theory, which delves into the team development journey (Tuckman, 1965). Here, Tuckman's theory teaches how teams progress through development stages of forming, storming, norming and performing which later expanded to include a final, adjourning phase (Tuckman and Jensen, 1977). I have found this model particularly visible through team members moving often, where new recruits join the team quarterly, sergeants move teams frequently and experienced officers progress into specialised roles. I have found this means frontline policing teams sometimes operate in the earlier stages of the model for prolonged periods, acting individually as opposed to fully team focussed. In these earlier stages, particularly the forming and storming areas, cohesion feels distant, and conflict can occur (Tuckman, 1965).

In contrast, during periods of team member stability, I have witnessed how teams can move into the norming and performing stages quickly, catalysed through strong leadership. My team frequently welcomes new recruits, where I have witnessed our supervisor adopt an active, leading by example approach which is proven to be most influential on officers' behaviour and confidence, a support welcomed particularly by those younger in service (Engel, 2000). Equally, I have also witnessed how experienced transferees also adjusted their approach to suit that of the supervisor and team in line with research findings (Noppe, 2020). This very present and supportive form of leadership also utilised the GRPI team dynamic model, where

frontline visibility bonded goals, supported processes, set individual roles and promoted team relationships (Tartell, 2016).

There are over four hundred definitions of leadership, which frequently oppose the management term, where focus moves to inspiration instead of control (Mullins, 2007). Furthermore, the leadership I have experienced utilised John Adair's Action-Centred Leadership model, where considerations and focus were applied continually to the needs of team members, the team as a whole and the requirements of the task (Adair, 1973). Here, I have experienced how leadership in this manner accelerated the team towards the performing stage of Tuckman's theory (Tuckman, 1965). Additionally, I feel our sergeant demonstrated strong emotional intelligence, which formed a positive atmosphere, and a team desire to deliver well for each other (Goleman, Boyatzis and McKee, 2013).

Despite my experience, through research I have found leadership is not universally respected across policing. Criticism here focusses on direct entry and fast track routes into leadership roles over recent years, where reduced frontline experience leads to a divide between police officers and these leaders in what is described as a "credibility gap" (Rowe, 2006, p. 757). Similarly, research has also found some officers raise concerns in senior leaders appearing distanced from their frontline past, where decisions made by these persons are less likely to be respected and supported by their followers (Platow and van Knippenberg, 2001).

Ultimately however, within the feelings section of my reflection I have felt support from my teams dynamic and cohesion. I have found that when the discussed

theories are implemented well, as research promotes, leadership exists within team members as well as those in supervisor positions, where teams pull together (Reicher, Haslam and Hopkins, 2005).

Whilst the previously discussed areas demonstrate how team cohesion can be developed, there are also situations where team conflict can occur. Studies show this is particularly present within the forming and storming stages of Tuckman's theory, where relationships are new and differences of opinion are shown (Tuckman, 1965). Within a policing context I have witnessed how this presents itself through officers having different opinions on standards and approaches for example, under an added pressure of fatigue and reduced resources. Whilst conflict may initially seem negative, many team development models view it to be a vital experience, which teams must encounter and solve to reach their full potential (Chang, Bordia and Duck, 2003). I have found however the area of group conflict to be extensively studied, which at a deeper level finds conflict outcomes differ between task related disagreement, and relationship level disputes (Amason, 1996). Here, findings show conflict surrounding a team's goals or processes have a stronger tendency to facilitate discussion and build cohesion, whereas should this conflict lead into relationship level areas, negative impacts can be personal and lasting (Edmondson and Smith, 2006). The challenge therefore becomes how to facilitate goal orientated disagreement, without this growing to a personal point difficult to repair.

Maintaining healthy conflict therefore becomes a priority to enhance both individual and team performance, where understanding the main forms of team conflict is important. A famous view here is Patrick Lencioni's model which shows five of the

most common barriers teams face to be a lack of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results (Lencioni, 2002). Furthermore, Lencioni (2002) argues that to support team performance, each area should be approached in the order noted, where the development of team trust is the most essential starting point. Re-considering the conflict area, Tuckman's model teaches a coaching style is best suited to keep disagreement goal focussed, and prevent relationship level disputes developing (Tuckman, 1965). Should conflict escalate however, proven models may be of benefit. One example within the healthcare environment is the CUDSA model which is a process of honesty, understanding points of view and a mutual agreement to find solutions (Davis, 2007).

When team dynamics form cohesive and bonded groups, alongside strong performance, a risk is sometimes presented to the professional standards and Code of Ethics expected within the police (College of Policing, n.d.). A prominent area here is the formation of loyalty, which in well connected teams creates the risk of corruption through team members hiding colleague's errors (Ewin, 1993). Furthermore, strong team direction, and a desire to meet objectives has at times led to a corruption form entitled noble cause, where rules and processes are broken in the perception of delivering a greater good (Kleinig, 2002). These areas I feel are well taught during initial training for police constables, however my research finds these realities have risked police standards for decades, in a unity described as a "blue code" (Westmarland, 2005, p. 145). Reassuringly however, a recent survey across approximately 1,500 police employees found consistent increases in the likelihood of reporting misconduct than comparable studies dating back to 2005 (Westmarland and Conway, 2020). Furthermore, attention has been brought to these

increases coinciding with the current Code of Ethics introduction in 2014, where it is recommended for further research to investigate whether in future years these expectations will directly combat the “blue code” (Westmarland and Conway, 2020, p. 391). When however prominent examples of police corruption occur, it is well understood high media attention is attracted, and public confidence in the police is greatly impacted.

Within the evaluation and analysis sections of my reflection, I feel I have been fortunate to join both a team and leadership structure where cohesion has been strong, supportive and successful. Furthermore, this has led to recognition being received across both individual and team levels which boosts, on some level, job satisfaction and pride (Danish, 2010). The area of conflict within teams I find to be an interesting area, where I have witnessed healthy debate focussed on team goals, in support of the theory of task based disputes leading to healthy team dynamic outcomes (Amason, 1996). On rare occasions, I have observed these moments test into the more personal landscape, however in all cases I have experienced the strength of supportive leadership to defuse the situation early, and protect the team long term (Tuckman, 1965).

In conclusion, my experiences within operational policing have mirrored existing research across the benefit team cycles, constructive conflict and strong leadership can form. When first joining an operational team, I was unsure of the environment that would exist, however I have been reassured and encouraged with my findings. Nonetheless, my research has taught me the risks that exist should team dynamics lead to a position where expected standards and Code of Ethics are at risk.

Furthermore, I compare my observations within policing with my previous experience in public sector industries, where the sense of team and joint motivation exists more powerfully in my opinion.

Within the action plan section of my reflection, I feel I have to this point predominantly contributed to my group from a team member perspective. With added experience, and learning from research, I now better understand that true team cohesion comes from the joint leadership of team members, as well as those in supervisory positions (Tannenbaum and Schmidt, 1986). My own leadership ability is therefore a development area I wish to focus on moving forward, where I plan to utilise the qualities and techniques I have experienced to support both my current team, and new members who join across the coming months.

Word Count – 1910

Task 4

Relevant areas of the National Policing Curriculum:

Policing the roads, information and intelligence and conducting investigations.

Explain how information and intelligence can be used in the disruption of the more prevalent criminal activity (e.g. drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines') by effective policing of the roads.

Outline how ANPR can be used as investigative resource when disrupting criminal activity.

1750 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Information and intelligence play vital roles within modern policing, in a drastic reputation change from their introductory perception of secrecy and disloyalty (Gottschalk, 2009). Their impact is widespread within the police environment, used to intercept some of the most serious and organised crimes which the British public believe to be a growing concern (Bullock and Leeney, 2012). Furthermore, with advancements in transportation, criminals operate on a national level, blended within approximately 95% of England's population who use the Strategic Road Network every year for example (Hawksworth, 2014). Due to this, the road network within the United Kingdom (UK) has become an enabler for serious crime. Within this essay I will explore how information and intelligence is utilised within police services and tour the journey they follow, from origination through to utilisation. Furthermore, this essay will lead into the technology of Automatic Number Plate Recognition (ANPR) and how this contributes to the interruption of criminal activity. Within this essay, policing of the roads forms a primary focus, where whilst innocent members of the public travel further with transportation enhancements, criminals follow in search of

opportunity and protection (Canter, 2007). Finally, this essay will explore the public perception of roads policing, where some people believe the area to be solely focussed on revenue generation, as opposed to the sometimes hidden bigger picture (Henni, Chong and Forbes, 2016). My essay will include referenced research which will be reflected against my experience using Gibbs' Reflective Model (Gibbs, 1988).

The relationship between information and intelligence is close, where intelligence is described to be the collection of information, viewed in connection to develop wider meaning (Innes and Sheptycki, 2004). This has led to the analogy of information being described as the "oxygen which breathes life into intelligence" (Gottschalk, 2009, p. 151). Whilst intelligence supports many areas of policing, the contribution it provides can help disrupt criminal networks on an international scale. This impact includes prevalent crimes, involving areas such as county lines, child sexual exploitation and human trafficking which are connected within the UK's Serious and Organised Crime Strategy (Home Office, 2018). Here, the growing scale of serious and organised crime means police forces depend increasingly on effective intelligence utilisation, and collaborative working to address this national priority (Kirby and Nailer, 2013).

Within the description element of my reflection, my experience has led me to work in partnership with roads policing units during high priority investigations. Here, I have witnessed how national crime groups have roots within local communities, where people can be drawn into activities such as drug transportation, county lines and child sexual exploitation through social groups and family (Kadushin, 2005). In response, I have experienced how policing teams share intelligence, with close

connections across key stakeholders such as response, neighbourhood, CID and intelligence teams. Additionally, supported by research, I have witnessed how intelligence units provide regular briefings across these teams, which informs them of criminal characteristics, behaviour and patterns (Gottschalk, 2009).

As technology evolves, modern policing is increasingly dependent on intelligence to plan and focus resources (Cope, 2004). This has led to a strategic approach into the management of intelligence. The intelligence cycle, first developed within American military, has formed structure to the intelligence journey for many years (James, 2016). Here, the model illustrates a revolving process, leading through the key stages of direction, collection, evaluation, analysis and dissemination (James, 2016).

Within the collection stage of the process, information is gained through three categories of routine collection, tasked information and volunteered information (College of Policing, 2013). The routine collection stage is information gained through general policing duties, such as attendance at incidents and targeted patrols whereas volunteered information is provided to police, generally by members of the public or partnering agencies (College of Policing, 2013). The value of routine collection has been highly regarded within intelligence development for decades, in an area which can build community engagement and therefore lead to additional volunteered information (Cope, 2004). The area of tasked information however is vast and can be accessed through increasing sources as technology develops, one prominent example here is ANPR which will be explored later within this essay.

Closely compared with ANPR is the UK's CCTV network. Here, the vast CCTV structure is proven to be both a deterrent to crime, and a valuable investigative tool (Ashby, 2017). Within recent years, technology advances have developed this area into the trail of Automated Facial Recognition (AFR) which is generally facilitated through cameras located in popular locations (College of Policing, 2022). This development has brought considerable public concern, with questions surrounding the human rights impact, and has led to South Wales Police being publicly labelled as unlawfully using the technology during early trials (Keenan, 2021). This relatively modern form of surveillance brings thought to more experienced approaches, such as intrusive surveillance through hidden cameras and microphones, directed surveillance which is less intrusive and Covert Human Intelligence Sources, generally described to be human informants who covertly provide information (Loftus and Goold, 2012).

Reflecting back to the intelligence cycle, the evaluation stage of the model becomes relevant once information has been collected (College of Policing, 2013). Here, the National Intelligence Model (NIM) was first piloted within England and Wales in 2000, designed to bring a standardised intelligence approach across all English and Welsh police forces (Maguire and John, 2006). The NIM separates the management of police intelligence into three levels, which range from a local level supported by local intelligence units, to a second stage focussed on force and neighbouring force scales, and finally a third level on a national and international magnitude, where working partnerships with departments such as the National Crime Agency are engaged (John and Maguire, 2003). Furthermore, the NIM includes a 3x5x2 titled element which grades reliability and sharing factors to allow intelligence to be shared

in a consistent form across forces and partners (Giles, Errickson and Márquez-Grant, 2022). To close the intelligence cycle, skilled personnel within intelligence teams piece together the wider picture, to create intelligence packs which brief and direct police approaches.

To protect all those involved in intelligence handling, governance policies have been introduced. A prominent area of legislation here is the introduction of the Investigatory Powers Act to the UK in 2016, designed to combine law enforcement, security and intelligence powers and create a structure which is suited to advancements in technology (Home Office, 2016). Through my experience, I feel my observations and increased knowledge have shown the vast reach of information and intelligence, which I feel is hidden from many members of the public. The process and quality of the intelligence journey I find reassuring, and reflects the advancements that have been made against the needs of evolving criminal behaviour.

In consideration of this intelligence background, roads policing provides a pivotal opportunity to disrupt this prevalent criminal activity across the UK. Despite traffic offences causing a continued danger on UK roads, with 1,558 reported road deaths in 2021, purely policing these offences is not the only focus for roads policing units (Department for Transport, 2022). Accordingly, as members of the public often view road policing units to be the image of police forces, the reality is they are majorly supported through the intelligence systems previously described to disrupt some of the most dangerous criminal networks in the country (Corbett, 2008a). This goal is further supported by the National Roads Policing Strategy 2022-2025, which

promotes police forces to work collaboratively given the understanding criminals do not view force borders when conducting criminal activity (NPCC, 2022).

An area which has greatly supported the roads policing response to serious and organised crime is the development of ANPR technology. First used by police within the UK in the 1990s, the technology initially raised concerns within the UK public, where it drew comparisons towards a growing CCTV culture (Corbett, 2008b). ANPR has since expanded to be used on mobile vehicles in addition to static locations and can be either easily visible or covert, where vehicle details are continually fed into police and partnering agency systems on a vast scale (Haines, 2009).

The systems used to process and store ANPR captured information create powerful intelligence databases, capable of receiving up to fifty million reads across the UK each day, and the ability to facilitate national, live traffic observation (Haines and Wells, 2012). The benefit of ANPR technology also stretches beyond the current time, where the technology is able to track the historical movement of vehicles across years which greatly supports retrospective investigations (Corbett, 2008b). This level of intelligence helps track persons of interest, and the behaviour of criminal groups as they travel using UK roads. Consequently, studies within the UK have shown ANPR technology to identify crucial locations, movements and vehicles related to organised crime groups, where planned policing action has led to a reduction in the group resources and activity (Kirby and Nailer, 2013).

When police action is taken in such situations, a powerful power uniformed police officers hold is the ability to stop a person driving a motor vehicle on a road under

S163 of the Road Traffic Act 1988 (The National Archives, 1988). Should a person fail to stop against this request, roads policing officers are required to comply with stringently reviewed police pursuit policies, which involve senior officer live decision making in what is viewed to be a highly dangerous police activity (Christie, 2020). Should a vehicle stop as requested however, police officers have a number of powers to seize vehicles should certain circumstances exist, an example being the power to seize vehicles believed to have been driven without a valid driving license or insurance (McGarry, 2011).

In evaluation and analysis, this demonstrates the immediate and impactful powers police officers possess to reduce criminals utilising the road network. The planning and implementation of such action however is sometimes wider orchestrated, to avoid ongoing investigations being sacrificed. Nonetheless, technology and intelligence used in this manner support effective policing of the roads. Furthermore, findings from early studies on the benefit of ANPR technology showed the arrest rates of roads policing teams were substantially higher when stops were ANPR supported compared with national averages, a benefit which has supported roads policing efficiency against a challenge of reduced resources (Henderson, 2004).

Public perception forms the final consideration within this essay, where despite statistical findings supporting ANPR technology, studies find members of the public still question the ethical grounds of increased surveillance (Haines and Wells, 2012). Conversely however, others praise the benefits ANPR has brought to roads policing, where members of the public believe vehicle stops are more reliant on intelligence, as opposed to randomness or discrimination (Corbett, 2008b).

In conclusion, it is clear how prevalent crimes such as drug transportation, human trafficking and child sexual exploitation have developed to become national priorities, where criminal groups utilise the road network to expand their footprint. In response, the development of information and intelligence has become increasingly important to both police services and partnering agencies to support the detection and disruption of such activity. Specific to roads policing, the introduction and evolution of ANPR has led to better informed responses, showing a considerable efficiency improvement towards the disruption of prominent criminal groups. Within the action plan element of my reflection, I feel I have opportunity for added experience within the roads policing environment. I have therefore set myself a target to engage and network with my local roads policing unit across the next month, where opportunity depending, I will request if it would be possible to spend time on placement with their team to enhance my experience and skills.

Word Count – 1922

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks in that this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

1500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Increase my knowledge of case file processes.			8	4			Within my reflection I have identified that at times I doubt the quality of my case file hand overs to oncoming teams. I feel this is due to a lack of knowledge with some case file forms and processes where I

						understand I have development opportunity. By the 9th of February 2023 I am going to engage with the case file review team and request, where possible, for a coaching session with them to be taught guidance and best practices. I feel revisiting this area of knowledge and understanding in addition to my current experience will greatly increase my performance and confidence within this area. On the 9th of February 2023 I will review whether this action has been completed and on the 9th of March 2023 I will further review whether my goal of increased
--	--	--	--	--	--	--

							knowledge and confidence has been achieved, or whether additional support would be beneficial.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Develop my leadership skills, to further support my supervisor and team members.			9		5		With increased knowledge of the importance strong leadership plays within policing teams, I have identified that I have development opportunity to further support both my supervisor and my team. By the 9th of February 2023 I plan to complete a meeting with my supervisor where I will present my own development plan regarding how I would like to further support the team dynamic within the team. This is to include a lead role within the team and a focus on my inter-personal skills to

							support stronger cohesion across the team. I believe this will increase my own leadership skills combined with providing additional support to my team and supervisor. I will request a review with my supervisor on the 9th of March 2023 to gain feedback and self-review my performance.
EXPERIENCE Increased experience of roads policing, including utilisation of police powers and ANPR technology.	Low 1-4	Med 5-7	High 8-10 8	Low 1-4 4	Med 5-7	High 8-10	I have identified that my current experience of roads policing is predominantly from a response policing perspective, with little interaction with ANPR technology and infrequent use of roads policing powers. Within the next month I will therefore engage

						and network with my local roads policing team and request to spend attachment time with their team across the next six months to increase my experience and confidence within this area. I believe this will build my experience within the roads policing environment and additionally develop my response policing skills. I will review my networking progress on the 9th of February 2023 and re-review my attachment progress on the 9th of July 2023.
--	--	--	--	--	--	--

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.

Acquadro Maran, D. *et al.* (2015) 'Occupational stress, anxiety and coping strategies in police officers', *Occupational Medicine*, 65(6), pp. 466–473.

Adair, J. (1973) *Action-Centred Leadership*. London: McGraw-Hill.

Amason, A.C. (1996) 'Distinguishing the Effects of Functional and Dysfunctional Conflict on Strategic Decision Making: Resolving a Paradox for Top Management Teams', *Academy of Management Journal*, 39(1), pp. 123-148.

Amnesty International UK (2016) *Spit hoods 'little more than glorified sack' which can be 'cruel and dangerous'*. Available at: <https://www.amnesty.org.uk/press-releases/spit-hoods-little-more-glorified-sack-which-can-be-cruel-and-dangerous> (Accessed: 20 December 2022).

Aplin, R. (2022) 'Investigating honour-based abuse and other crimes in South Asian communities: the benefits, limitations and impacts of 'ethnic matching' and ethnic 'difference' of police officers', *Policing and Society*, 32(9), pp. 1049-1070.

Ashby, M.P.J. (2017) 'The Value of CCTV Surveillance Cameras as an Investigative Tool: An Empirical Analysis', *European Journal on Criminal Policy and Research*, 23(3), pp. 441-459.

Bettinson, V. (2022) 'Defending the Domestic Abuse Victim/Defendant: Why the Prison Reform Trust's Campaign to Introduce Defences for Offending Driven by Domestic Abuse Is Important', *The Prison Journal*, 102(2), pp. 154-171.

Bradford, B. and Quinton, B. (2014) 'Self-legitimacy, Police Culture and Support for Democratic Policing in an English Constabulary', *British journal of criminology*, 54(6), pp. 1023-1046.

Bryant, R. and Bryant, S. (2020) *Blackstone's Handbook for Policing Students*. 15th edn. New York: Oxford University Press.

Bullock, K. and Leeney, D. (2012) 'Public concern about serious organised crime', *Crime Prevention and Community Safety*, 14(4), pp. 278-292.

Canter, D. (2007) *Mapping Murder: The Secrets of Geographical Profiling*. 1st edn. London: Virgin Books.

Carron, A.V. and Brawley, L.R. (2000) 'Cohesion: Conceptual and Measurement Issue', *Small Group Research*, 31(1), pp. 89-106.

Chan, J., Devery, C. and Doran, S. (2003) *Fair Cop: Learning the Art of Policing*. Toronto: University of Toronto Press.

Chang, A., Bordia, P. and Duck, J. (2003) 'Punctuated Equilibrium and Linear Progression: Toward a New Understanding of Group Development', *Academy of Management Journal*, 46(1), pp. 106-117.

Charman, S. (2017) *Police Socialisation, Identity and Culture Becoming Blue*. 1st edn. Cham: Springer International Publishing.

Chartered Management Institute (2015) *Understanding Organisational Culture*. Available at: <https://www.managers.org.uk/~media/Files/PDF/Checklists/CHK-232-Understanding-organisational-culture.pdf> (Accessed: 27 November 2022).

Christie, R. (2020) 'Managing the safety of police pursuits: A mixed method case study of the Metropolitan Police Service, London', *Safety Science*, 129(1), pp. 1-7.

Cimiotti, J.P. *et al.* (2012) 'Nurse staffing, burnout, and health care-associated infection', *American Journal of Infection Control*, 40(1), pp. 486-490.

College of Policing (2013) *Intelligence collection, development and dissemination*. Available at: <https://www.college.police.uk/app/intelligence-management/intelligence-collection-development-and-dissemination> (Accessed: 08 January 2023).

College of Policing (2013) *National decision model*. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model> (Accessed: 16 December 2022).

College of Policing (2013) *Risk assessment*. Available at: <https://www.college.police.uk/app/civil-emergencies/civil-contingencies/risk-assessment> (Accessed: 15 December 2022).

College of Policing (2022) *Live facial recognition technology guidance published*. Available at: <https://www.college.police.uk/article/live-facial-recognition-technology-guidance-published#:~:text=Live%20facial%20recognition%20technology%20supports,are%20included%20on%20police%20databases>. (Accessed: 09 January 2023).

College of Policing (n.d.) *Code of Ethics*. Available at: <https://www.college.police.uk/ethics/code-of-ethics> (Accessed: 05 January 2023).

Collins, P.A. and Gibbs, A.C. (2003) 'Stress in police officers: a study of the origins, prevalence and severity of stress-related symptoms within a county police force', *Occupational Medicine*, 53(4), pp. 256-264.

Conlon, E. (2011) *Blue Blood*. 1st edn. New York: Penguin.

Cope, N. (2004) 'Intelligence led policing or policing led intelligence?', *British Journal of Criminology*, 44(2), pp. 188-203.

Corbett, C. (2008a) 'Roads Policing: Current Context and Imminent Dangers', *Policing: A Journal of Policy and Practice*, 2(1), pp. 131-142.

Corbett, C. (2008b) 'Techno-Surveillance of the Roads: High Impact and Low Interest', *Crime Prevention and Community Safety*, 10(1), pp. 1-18.

Corpuz, J.C.G. (2021) "Pandemic within a pandemic": a call to end police brutality', *Journal of Public Health*, 44(2), pp. e344-e345.

Coudert, F., Butin, D. and Le Métayer, D. (2015) 'Body-worn cameras for police accountability: Opportunities and risks', *The Computer Law and Security Review*, 31(6), pp. 749-762.

Cox, C. and Kirby, S. (2018) 'Can higher education reduce the negative consequences of police occupational culture amongst new recruits?', *Policing: An International Journal*, 41(5), pp. 550-562.

Danish, R.Q. (2010) 'Impact of Reward and Recognition on Job Satisfaction and Motivation: An Empirical Study from Pakistan', *International Journal of Business and Management*, 5(2), pp. 159-167.

Davis, C. (2007) 'Keeping the peace: conflict resolution training is paying immediate dividends for front line NHS staff', *Nursing Standard*, 22(12), p. 18.

Department for Transport (2022) *Reported road casualties Great Britain, annual report: 2021*. Available at: <https://www.gov.uk/government/statistics/reported-road-casualties-great-britain-annual-report-2021> (Accessed: 08 January 2023).

Dion, K.L. (2000) 'Group Cohesion: From "Field of Forces" to Multidimensional Construct', *Group Dynamics: Theory, Research, and Practice*, 4(1), pp. 7-26.

Edmondson, A.C. and Smith, D.M. (2006) 'Too Hot To Handle? How to Manage Relationship Conflict', *California Management Review*, 49(1), pp. 6-31.

Edwards, J. (2012) *Ethical decision-making: A treatise into the role of ethics in 21st century policing*. Doctoral dissertation. London Metropolitan University.

Elsley, S. (2010) *Media coverage of child deaths in the UK: The impact of Baby P: A case for influence?* The University of Edinburgh: NSPCC Child Protection Research Centre.

Engel, R.S. (2000) 'The Effects of Supervisory Styles on Patrol Officer Behaviour', *Police Quarterly*, 3(3), pp. 262-293.

Ewin, R.E. (1993) 'Loyalties, and why loyalty should be ignored', *Criminal Justice Ethics*, 12(1), pp. 36-42.

Gaub, J.E. et al. (2016) 'Officer Perceptions of Body-Worn Cameras Before and After Deployment: A Study of Three Departments', *Police Quarterly*, 19(3), pp. 275-302.

Gershon, R.M.M. et al. (2009) 'Mental, physical, and behavioural outcomes associated with perceived work stress in police officers', *Criminal Justice and Behaviour*, 36(3), pp. 275–289.

Gersick, C.J.G. (1988) 'Time and Transition in Work Teams: Toward a New Model of Group Development', *Academy of Management Journal*, 31(1), pp. 9-41.

Gibbs, G. (1988) *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Oxford Further Education Unit.

Giles, S.B., Errickson, D. and Márquez-Grant, N. (2022) 'A retrospective comparative study to evaluate the reliability of post-mortem interval sources in UK and US medico-legal death investigations', *Science & Justice*, 62(2), pp. 246-261.

Goleman, D., Boyatzis, R.E. and McKee, A. (2013) *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Boston: Harvard Business Review Press.

Gottschalk, P. (2009) 'Information Sources in Police Intelligence', *The Police Journal*, 82(2), pp. 149-170.

Green, T. and Gates, A. (2014) 'Understanding the Process of Professionalisation in the Police Organisation', *The Police Journal*, 87(2), pp. 75–91.

Haines, A. (2009) *The role of automatic number plate recognition surveillance within policing and public reassurance*. Doctoral thesis, University of Huddersfield.

Haines, A. and Wells, H. (2012) 'Persecution or protection? Understanding the differential public response to two road-based surveillance systems', *Criminology & Criminal Justice*, 12(3), pp. 257-273.

Hawksworth, D. (2014) *Use of the Strategic Road Network*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/343412/strategic-road-network-report.pdf#:~:text=The%20Strategic%20Road%20Network%20%28SRN%29%20comprises%20approximately%204%2C300,of%20the%20total%20motor%20vehicle%20traffic%20in%20England (Accessed: 06 January 2023).

Henderson, C. (2004) *Driving crime down: Denying criminals the use of the road*. 1st edn. London: PA Consulting.

Henni, M., Chong, M.D. and Forbes, A. (2016) 'Road traffic offences: Socially acceptable crimes?', *Academy of Criminal Justice Sciences Conference*. Marriott Hotel, Kansas City, 20-25th March 2016. Available at: <https://researchonline.jcu.edu.au/50143/1/Henni%2C%20Chong%20and%20Forbes%20Road%20Traffic%20offences.pdf> (Accessed: 06 January 2023).

Hernandez, M. (2022) *What is Team Dynamics? Methods & Examples*. Available at: https://www.quidlo.com/blog/team-dynamics/#What_are_team_dynamics (Accessed: 03 January 2023).

Ho, N.G. (2022) 'Children – the hidden or direct victims of domestic abuse?', *The Journal of Social Welfare and Family Law*, pp. 1-17.

Hoggett, J. et al. (2019) 'Challenges for Police Leadership: Identity, Experience, Legitimacy and Direct Entry', *Journal of Police and Criminal Psychology*, 34(2), pp. 145-155.

Home Office (2016) *Investigatory Powers Act*. Available at: <https://www.gov.uk/government/collections/investigatory-powers-bill> (Accessed: 08 January 2023).

Home Office (2018) *Serious and Organised Crime Strategy*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/752850/SOC-2018-web.pdf (Accessed: 07 January 2023).

Home Office (2022) *Annex: Statistics on the number of police officers assaulted in the year ending March 2022, England and Wales*. Available at: <https://www.gov.uk/government/statistics/police-workforce-england-and-wales-31-march-2022/annex-statistics-on-the-number-of-police-officers-assaulted-in-the-year-ending-march-2022-england-and-wales> (Accessed: 16 December 2022).

Innes, M. and Sheptycki, J.W.E. (2004) 'From Detection to Disruption: Intelligence and the Changing Logic of Police Crime Control in the United Kingdom', *International Criminal Justice Review*, 14(1), pp. 1-24.

Jackman, P.C. et al. (2021) '“We are fighting a tide that keeps coming against us”: a mixed method exploration of stressors in an English county police force', *Police Practice and Research*, 22(1), pp. 370-388.

James, A. (2016) *Understanding police intelligence work*. 1st edn. Bristol: Policy Press.

Jehn, K.A. (1995) 'A Multimethod Examination of the Benefits and Detriments of Intragroup Conflict', *Administrative Science Quarterly*, 40(2), pp. 256-282.

John, T. and Maguire, M. (2003) 'Rolling out the National Intelligence Model: key challenges', in Bullock, K. and Tilley, N. (ed.) *Crime Reduction and Problem-oriented Policing*. Cullompton: Willan.

Johnson, G., Whittington, R. and Scholes, K. (2012) *Fundamentals of Strategy*. 2nd edn. Essex: Pearson Education Limited.

Joyce, P. and Laverick, W. (2018) 'Spit guards, ethical policing and the need for an evidence-based approach', *Safer Communities*, 17(3), pp. 145-155.

Kadushin, C. (2005) 'Who benefits from network analysis: ethics of social network research', *Social Networks*, 27(2), pp. 139-153.

Karppinen, P. et al. (2018) 'Opportunities and challenges of behaviour change support systems for enhancing habit formation: A qualitative study', *Journal of Biomedical Informatics*, 84(1), pp. 82-92.

Keenan, B. (2021) 'Automatic facial recognition and the intensification of police surveillance', *Modern Law Review*, 84(4), pp. 886-897.

Kirby, S. and Nailer, L. (2013) 'Reducing the offending of a UK organized crime group using an opportunity-reducing framework - a three year case study', *Trends in Organized Crime*, 16(4), pp. 397-412.

Kleinig, J. (2002) 'Rethinking Noble Cause Corruption', *International Journal of Police Science & Management*, 4(4), pp. 287-314.

LanguageLine (n.d.) *About LanguageLine*. Available at:
<https://www.language.com/uk/company/> (Accessed: 16 December 2022).

Lencioni, P.M. (2002) *The Five Dysfunctions of a Team*. 1st edn. London: Jossey-Bass.

Loftus, B. and Goold, B. (2012) 'Covert surveillance and the invisibilities of policing', *Criminology & Criminal Justice*, 12(3), pp. 275-288.

Magnavita, N. and Garbarino, S. (2013) 'Is Absence Related to Work Stress? A Repeated Cross-Sectional Study on a Special Police Force', *American journal of industrial medicine*, 56(7), pp. 765-775.

Maguire, M. and John, T. (2006) 'Intelligence Led Policing, Managerialism and Community Engagement: Competing Priorities and the Role of the National Intelligence Model in the UK', *Policing & Society*, 16(1), pp. 67-85.

McGarry, J. (2011) 'Named, Shamed, and Defamed by the Police', *Policing: A Journal of Policy and Practice*, 5(3), pp. 219-227.

Ménard, K.S. and Arter, M.L. (2013) 'Police officer alcohol use and trauma symptoms: Associations with critical incidents, coping, and social stressors', *International journal of stress management*, 20(1), pp. 37-56.

Miranda, D. (2022) 'Body-worn cameras 'on the move': exploring the contextual, technical and ethical challenges in policing practice', *Policing and Society*, 32(1), pp. 18-34.

Mills, A. (2003) 'Ethical Decision Making and Policing - The Challenge for Police', *Journal of Financial Crime*, 10(4), pp. 331-335.

Mullins, L.J. (2007) *Management and Organisational Behaviour*. 8th edn. Essex: Pearson Education Limited.

Noppe, J. (2020) 'Dealing with the authority to use force: reflections of Belgian police officers', *Policing and Society*, 30(5), pp. 502-518.

Northouse, P.G. (2021) *Leadership: Theory and Practice*. 9th edn. Thousand Oaks: Sage publications.

NPCC (2015) *Honour Based Abuse, Forced Marriage and Female Genital Mutilation: a Policing Strategy for England, Wales & Northern Ireland – Eradicating Honour Based Abuse, Forced Marriage and Female Genital Mutilation Together*. Available at:

<https://www.npcc.police.uk/Publication/Final%20NPCC%20HBA%20strategy%202015%202018December%202015.pdf> (Accessed: 16 December 2022).

NPCC (2017) *NPCC Update on the use of Spit Guard*. Available at:

<https://www.npcc.police.uk/2017%20FOI/CO/078%2017%20CCC%20April%202017%2006%20%20Spit%20Guards.pdf> (Accessed: 16 December 2022).

NPCC (2022) *National Roads Policing Strategy 2022-2025*. Available at:

https://library.college.police.uk/docs/NPCC/Roads_Policing_Strategy_2022.25.pdf (Accessed: 09 January 2023).

NPCC (n.d.) *Policing Vision 2025*. Available at:

<https://www.npcc.police.uk/documents/Policing%20Vision.pdf> (Accessed: 02 January 2023).

Platow, M.J. and van Knippenberg, D. (2001) 'A Social Identity Analysis of Leadership Endorsement: The Effects of Leader Ingroup Prototypicality and Distributive Intergroup Fairness', *Personality & Social Psychology Bulletin*, 27(11), pp. 1508-1519.

Poyser, S. (2004) 'The Role of Police 'Discretion' in Britain and an Analysis of Proposals for Reform', *Police Journal*, 77(1), pp. 5-17.

Raypole, C. (2020) *How to Handle Interpersonal Conflict Like a Pro*. Available at:

<https://www.healthline.com/health/interpersonal-conflict> (Accessed: 04 January 2023).

Reicher, S., Haslam, S.A. and Hopkins, N. (2005) 'Social identity and the dynamics of leadership: Leaders and followers as collaborative agents in the transformation of social', *The Leadership Quarterly*, 16(4), pp. 547-568.

Rief, S.F. (2016) *How to reach & teach children & teens with ADD/ADHD*. 3rd edn. San Francisco: Wiley.

Rosmith, E.S. (2013) *Mental Toughness Training for Police Officers: the Impact of a Stress Inoculation Program on Police Stress*. Unpublished PhD thesis. University of North Texas.

Rowe, M. (2006) 'Following the leader: front-line narratives on police leadership', *Policing: An International Journal of Police Strategies & Management*, 29(4), pp. 757-767.

Rowe, M. (2007) 'Rendering Visible the Invisible: Police Discretion, Professionalism and Decision-making', *Policing and Society*, 17(3), pp. 279-294.

Roycroft, M. and Roach, J. (2019) *Why Understanding Police Investigative Decision Making Is Important*. London: Palgrave Macmillan UK.

Salas, E., Vessey W.B. and Landon, L.B. (2017) *Team Dynamics Over Time*. 1st edn. Bingley: Emerald Publishing.

Schein, E.H. and Schein, P.A. (2017) *Organizational culture and leadership*. 5th edn. Hoboken: Wiley.

Seligman, M.E.P. and Csikszentmihalyi, M. (2000) 'Positive psychology: An introduction', *American Psychologist*, 55(1), pp. 5-14.

Silvestri, M., Tong, S. and Brown, J. (2013) 'Gender and Police Leadership: Time for a Paradigm Shift?', *International Journal of Police Science & Management*, 15(1), pp. 61-73.

Tannenbaum, R. and Schmidt, W.H. (1986) 'How to choose a leadership pattern', *Harvard Business Review*, 64(1), p. 129.

Tartell, R. (2016) 'Understand Teams by Using the GRPI Model', *Lakewood Media Training*, 53(1), p. 22.

Tekleab, A.G., Quigley, N.R. and Tesluk, P.E. (2009) 'A Longitudinal Study of Team Conflict, Conflict Management, Cohesion, and Team Effectiveness', *Group & Organization Management*, 34(2), pp. 170-205.

Terrill, W., Paoline, E.A. and Manning, P.K. (2003) 'Police Culture and Coercion', *Criminology*, 41(4), pp. 1003-1034.

The National Archives (1988) *Road Traffic Act 1988 Section 163*. Available at: [https://www.legislation.gov.uk/ukpga/1988/52/section/163/enacted#:~:text=\(1\)A%20person%20driving%20a,is%20guilty%20of%20an%20offence](https://www.legislation.gov.uk/ukpga/1988/52/section/163/enacted#:~:text=(1)A%20person%20driving%20a,is%20guilty%20of%20an%20offence) (Accessed: 08 January 2023).

The National Archives (1991) *Police and Criminal Evidence Act 1984 Section 17*. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/17> (Accessed: 15 December 2022).

The National Archives (1991) *Police and Criminal Evidence Act 1984 Section 24*. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/24#> (Accessed: 16 December 2022).

The National Archives (1996) *Police Act 1996 Section 89*. Available at: <https://www.legislation.gov.uk/ukpga/1996/16/section/89/enacted> (Accessed: 17 December 2022).

Tuckman, B.W. (1965) 'Developmental Sequence in Small Groups', *Psychological Bulletin*, 63(6), pp. 384-399.

Tuckman, B.W. and Jensen, M.A. (1977) 'Stages of Small-Group Development Revisited', *Group & Organization Studies*, 2(4), pp. 419-427.

Turner, R. (2017) *Spit masks issued to police after officers attacked*. Available at:

www.burtonmail.co.uk/news/burton-news/spit-masks-issued-police-after-333073

(Accessed: 16 December 2022).

Villiers, P. (2009) *Police and Policing: An Introduction*. Hampshire: Waterside Press.

Waddington, P. (1999) 'Police (canteen) sub-culture', *British journal of criminology*, 39(2), pp. 287-309.

Wankhade, P., McCann, L. and Murphy, P. (2019) *Critical Perspectives on the Management and Organization of Emergency Services*. 1st edn. New York: Routledge.

Westmarland, L. (2005) 'Police Ethics and Integrity: Breaking the Blue Code of Silence', *Policing & Society*, 15(2), pp. 145-165.

Westmarland, L. and Conway, S. (2020) 'Police ethics and integrity: Keeping the 'blue code' of silence', *International Journal of Police Science & Management*, 22(4), pp. 378-392.