



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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: _Hannah Rabaiotti_____

Learner's University Registration Number: 2029463

FACULTY OF BUSINESS AND MANAGEMENT

PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

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/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 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	All options are 2000 words

	HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	
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:

This essay will introduce a policing incident I attended as a response officer playing a significant role in initially attending the call and speaking to the victim prioritising her safety whilst identifying the correct approaches to take to progress an investigation.

The incident involved Intra-familial sexual abuse involving a juvenile female.

Throughout, I will make reference to Bortons Reflective model and the National Decision Model, both are important tools to help risk assess the situation to identify the correct action to take.

Through my police airwave radio, my colleague and I were informed of a missing person who had rung the control room stating she was in the local area in forestry as she had fled her stepfather.

Initially, it came across as a routine missing person check however, the young female stated to the control room that she'd been sexually assaulted and raped by her stepfather during her time as reported missing.

My colleague and I attended the reported location and on arrival, a young female looked to be in shock sitting on the pavement on a busy road, I will refer to the young female as Emma. It was clear Emma was very young and hyperventilating through distress, Emma was escorted to a marked police vehicle for safety and warmth. Whilst travelling away from the scene Emma started to state her stepfather had driven her down to the wooded area in a stolen car to which she had escaped and run away.

Emma stated throughout the traumatic ordeal she had been tied up with rope and raped by her stepfather in another area which was out of the South Wales Police force area, therefore officers were not knowledgeable of the location of the incident. The perpetrator was also living out of the force area which meant there was a very little footprint of his addresses, associates and criminal history. Throughout conversing with Emma it was vital information was gathered to assess the threat and risk to develop a working strategy and take action against the suspect, this was done with the National Decision Model (NDM) in mind.



Figure 1: College of Policing, 2013

The model has six key elements as seen in the figure above, breaking the incident down into six elements underpinned by the Code Of Ethics helped to work effectively and successfully identified a working strategy during this fast-paced incident.

Throughout the conversation, I was thinking of my next steps to help the victim and how my steps may impact the situation both positively and negatively.

I decided my approach was to focus on the welfare of Emma, it was vital due to what she had been through and her vulnerability being her age she felt safe and listened to. I considered following regular policy and taking a victim statement however, I knew it would not be appropriate, therefore, Identified different options. I decided to note vital information Emma was willing to give, for example, the specific details of her stepfather as I knew

enough information had been given to arrest the suspect when found. It was clear there were challenges due to the location of where vital evidence was unknown and the suspect's location also unknown. In terms of evidence, I thought of the implication of it being destroyed as Emma was stating vital items at the scene which would help prove her case. Secondly, the suspect needed to be detained to prevent any danger coming to others or himself, due to the severity of the allegation.

I informed my supervisors and asked control to speak to Dyfed Powys Police to inform them of the incident and the location of the scene whilst passing the detailed description.

Emma started to say she wanted to return home and was becoming visibly upset, however, thinking of the implications if Emma was to return home I risk assessed it as too high and she was to stay at the police station with officers. I emphasised to Emma as the trauma and hurt she was feeling must have been overwhelming, but the possibility of the perpetrator returning was too high.

Moreover, it was vital Emma felt supported due to her being a child and the situation itself.

The Police and Criminal Evidence Act 1984 (PACE) requires an appropriate adult to be present whenever a young person aged 10-17 or a vulnerable adult is being interviewed by the police, therefore, support was needed legally also. Through Emma's request, her sister attended the police station to help Emma feel at ease and supported.

Due to it being a sexual offence a further process of collection of evidence would be needed, this is an extremely intrusive and stressful situation for all victims regardless of age or gender.

Any sexual offence is heavily reliant on forensic evidence, for example, Jetmore (2006) quotes, "in a rape, there are two crime scenes: the location where the rape took place and the rape victim's physical person, including the clothing worn by the victim and the perpetrator."

Throughout this, I was mindful of not pushing Emma by asking questions and allowing her to speak freely as I did not want to conduct an interview with her due to her mentioning vital evidence and it not being written down or recorded. It was clear Emma had possibly been a

victim to Intra-familial child sexual abuse, Scott and McNeish (2018) define it as, “Intra-familial child sexual abuse refers to child sexual abuse (CSA) that occurs within a family environment.”

It highlights the perpetrator does not have to be related to the child, however, it is whether the abuser feels like family from the child’s point of view within this incident it was clear the young girl looked at her abuser as family. It was evident as even after discussing the incident Emma was referring to the suspect as ‘Dad’.

Furthermore, as a response officer, I was not trained at specialist level involving sexual offences, for example, a Sexual Offences Liaison Officer (SOLO). A SOLO is there to be a first responder to allegations of sexual offences and to help gather evidence while securing the victim’s confidence and trust (College of Policing, 2021).

It was a very difficult and sensitive area due to the offence which had allegedly taken place in particular the domestic element of it and the victim’s age, research suggests, that the majority of cases involve some type of relationship between the victim and perpetrator (Jetmore, 2006). Due to the severity of the incident and a SOLO being present, it was vital evidence started to be collected from Emma, for example, the seizing of her clothes. I thought of seizing Emma's clothing immediately however, I thought this may have negative implications and I wanted the correct procedure to take place with SOLO present.

It highlighted as a new officer this was my first serious sexual offence victim, therefore, It was vital I took lead from my superiors as I didn’t want my actions to have any negative effects such as destroying any evidence on the clothing.

The next step in evidence gathering was the process of the Sexual Assault referral centre (SARC) being explained, this is a hard process for any person, especially a 12-year-old – it is incredibly mentally and physically intrusive.

At SARC the victim will have a full forensic medical examination, can get medical help if needed and get free pregnancy and STI tests (Oxfordshire Sexual Abuse & Rape Crisis Centre, 2020). Evidence will be collected from the victim herself and her clothing, any

biological evidence will then be analysed which can link it to the perpetrator, for example, DNA such as saliva or semen.

DNA is a powerful tool to help provide a case with overwhelming evidence, a report by Criminal Justice Joint Inspection (2021) suggested many victims have a fear of not being believed or being taken seriously. These sorts of feelings from victims highlight how important it is to treat all reports seriously and with empathy.

To safeguard Emma a public protection form was sent to multi-agency partners to help risk assess the situation. A public protection notification form (PPN) is a form involving the information of both perpetrator and victim, it then asks a multitude of questions in relation to the abuse the victim has been through and allows officers to write their observations.

This form will then be risk assessed by a trained team of specialists who will share the information with partners such as local authorities and social services. It was clear this needed to be looked at as high risk due to the nature of the incident, the vulnerability of Emma and the fact she was a repeat victim of intra-familial abuse as she had mentioned previous incidents.

Often to help prevent repeat victimization Evidence Based policing such as problem-orientated policing (POP) is looked at as a tool to identify the problem and mitigate the risk of it happening again. It is clear within a situation where it is intra-familial without removing the victim/perpetrator from that situation the abuse will continue. Scott and McNeish (2018) report highlights, much often abuse within families goes undisclosed and the victims being children are very vulnerable. Children often will feel responsible for any repercussions their family may face if they were to tell on that family member hurting them.

In relation to EBP if we look at The Problem Analysis Triangle as shown below, it shows all elements contributing to the problem have to be involved and when one is taken away it means the solution may become resolved (South Cambridgeshire District Council, n.d).

However, within this circumstance, it is clear the solution may often not be as simple as this due to factors already discussed.

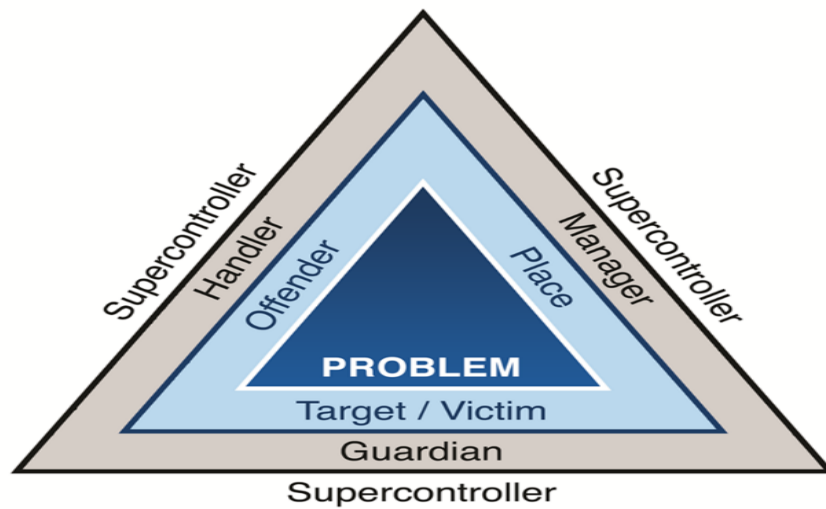


Figure 2: Problem Analysis triangle (South Cambridgeshire Council)

Through the PPN further safeguarding for the long term can be organised for victims, for example, Emma would now be placed on the children's register for protection with a safeguarding plan in place and would be placed in housing where she would be safe and cared for.

This would be the minimum level of safeguarding expected, however, it is noted through Scott and McNeish (2018) research, they quoted, "The number of children on child protection plans because of sexual abuse has fallen dramatically over the past 20 years: it is now the lowest category of registration, far below those for neglect and emotional abuse." It suggests not enough is being done to prioritise child sex abuse (CSA) within family environments, and perhaps wider issues such as Child Sexual Exploitation and Domestic abuse are being prioritised instead.

Many children experience multiple incidents of abuse, involving either the same perpetrator or different perpetrators (Hamilton & Browne, 1998). It became apparent from looking at

Emma's history on police systems and by what she was saying she had been the victim of abuse for many years, physical, mental and sexual.

It is estimated that child sexual abuse in the family environment comprises up to two-thirds of all child sexual abuse reported to the police (Children's Commissioner for England, 2015) and the vast majority of identified perpetrators of CSA, including abuse in the family, are male. Crime survey data from Office for National Statistics (2016) indicated that 4% of sexual assaults on under-16s by adults are committed by fathers, 5% by stepfathers and 1% by mothers.

In conclusion, the topic of Intra familial CSA is not readily researched or spoken about within police forces across England and Wales in comparison to CSA and Domestic Abuse. In terms of repeat victimization, it would appear many automatically think of domestic abuse situations due to this being widely spoken about within the police, and often being prioritised. There are many statistics in relation to CSA however, not in terms of Intra Familial CSA but it is clear there is a problem from ONS (2016) survey. It was a difficult incident to attend due to the clear trauma such abuse can cause on a vulnerable young girl, through both partner agencies and police, more needs to be done to protect those being abused in their own homes.

Words: 2088

Task 2

This is a reminder that this TASK 2 section is an opportunity for you to answer one question which should be relevant to the "advanced learning" area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

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:

As a response officer, domestic-related incidents are common practice to attend, often they are managed effectively by attending officers and victims are safeguarded through public protection departments. At times contributing factors such as children and alcohol can change a dynamic in a domestic-related incident rapidly presenting officers with threat, risk and harm. It is vital officers think through their decisions efficiently and strategize efficiently as possible utilising the National decision model.

Within this essay, the domestic violence definition is taken from the UK's government policy: "any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological, physical, sexual, financial, and emotional" (Home Office, 2012).

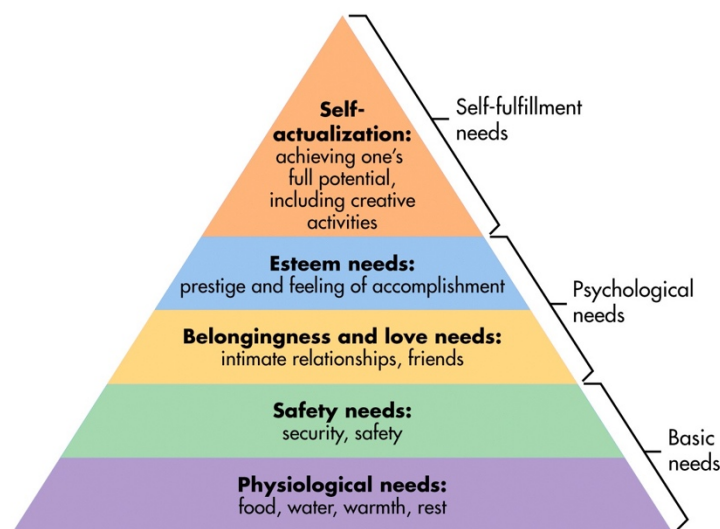
Firstly, when attending a domestic incident, it is important to strategize with your colleague beforehand, it is recommended not to attend domestic-related incidents single-crewed as it is an effective strategy to obtain accounts from both parties involved separately at the same time. Prior to attending the incident, information passed by the control room from the reporting person is to be analysed using the acronym THRIVE.

THRIVE stands for Threat, Harm, Risk, Investigation, Vulnerability and Engagement.

THRIVE methodology is a recognised technique within policing and is used by Police forces throughout England and Wales, including South Wales police. THRIVE helps us as a force to make appropriate decisions and to remember factors such as vulnerability (Perkin, 2019).

Under THRIVE it highlights vulnerability, it's important those feeling vulnerable or who have a vulnerability, feel as though the police will provide them with safety at times of need.

The below diagram shows, "Maslow's hierarchy of needs".



(Fig 1: Image of Maslow's Hierarchy of needs)

Maslow's hierarchy of needs states that our actions are motivated by certain physiological needs, for example, the need of feeling safe, and a sense of belonging and safe. It is important to know the person may feel vulnerable from not having that basic need and officers are to reassure and safeguard, to prevent further harm.

It was clear within the incident I attended the reporting person was feeling as though their basic and psychological needs were not met, this was evident in the text of the call.

The text of the call read, "My boyfriend has gripped my throat, so I threw my vape at him".

In relation to Maslow's theory, it is evidenced in the text of the call the victim has felt her safety is at risk as she has responded physically and therefore has rung the police.

Initially, my colleague and I made our way to where we discussed our strategy due to the domestic element. It was agreed we would speak to both parties in separate rooms with our body-worn cameras activated.

As we attended the address there was no initial sign of a disturbance which could be heard from outside. My colleague and I activated our body-worn cameras as we came outside the house to ensure all of our attendance was recorded.

A recent report suggests, that over the last 10 years, police forces In Britain have begun to utilise the use of body-worn video cameras (BWC). The report stated officers viewed the use of BWC as a positive tool although, being an additional responsibility, the benefit outweighed the extra responsibility as it is an effective way of safeguarding victims and evidence for charging suspects (Lister and Pina-Sanchez, 2018).

A male answered the door to which my colleague and I explained the reason for our attendance and that we would need to speak to both parties in the house.

I immediately noted the male had an injury to his right eye, I assumed this was the injury from where the female had thrown a vape at him from the initial call of the text.

The male was incredibly hostile towards officers from the offset, I formed the opinion he was intoxicated through drink and drugs. The male continued to obstruct officers from carrying out their duties and It was clear the strategy initially thought through before attending speaking and gathering information from both parties was not going to be effective. It was

becoming increasingly challenging due to our positioning in the house, all parties were standing in a confined small porch way and the male's behaviour continued to escalate. Due to the position of the house with a steep set of concrete stairs, it wasn't a viable option to usher him out of the door due to the potential of a fall.

Communicating with the male was not an effective strategy in itself, and information involving persons in the address was coming across the air stating a child was living in the house. Due to this information, the dynamic changed and it was clear action needed to be taken immediately.

With the information passed prior to attending in relation to the male's warning markers and the incident reported I was gathering more information. I was using this information to utilise the National Decision Model (NDM) to help create a new working strategy in front of me to allow for effective action to be taken.



Fig 1. National Decision Model – College of Policing (2014)

As seen in the figure above the NDM is a decision-making tool putting the Code of Ethics at the heart of all police decisions to ensure the decisions are made which are consistent with the principles and standards of behaviour set out in the code. Each key element provides an area for the officer to focus on to ultimately come up with options, risk assess and take action (College of Policing, 2014).

At this time it was clear we were faced with a challenging person, I considered powers of arrest of assault from the information received from the 999 call as it was clear action had to be taken to remove the instigator of the problem but initially, I wanted to find out exactly what had happened and safeguard persons in the property.

The male's demeanour started to escalate stating, "I will headbutt you now", indicating he wanted to fight my colleague, at this point, it was becoming incredibly complex as we had to deal with the aggressive male but, still did not know of the female or child's whereabouts or importantly, welfare.

At this time it was obvious action had to be taken and further units were needed to help detain the male, it was difficult to handcuff the male due to him being non-compliant and in a small confined space.

Due to the level of threat and risk escalating, I decided to press my emergency button to make officers aware help was needed urgently.

The male then storms past aggressively shouting, "I will stab you now". This threat has now made the incident incredibly complex to a point where I am now fearing for my own, my colleague's and the victim's safety. Due to the lead-up to this complex situation taking only a matter of seconds, it was clear we needed a different strategy to ensure all parties were going to be safe.

The only way to strategize this incident would be to contain the male, however, we did not know the layout of the address, a challenging factor in itself – it is always recommended on attending addresses to scope out the exits for reasons such as this.

The male entered the kitchen closed the door and could be heard searching the drawers pulling out items sounding like kitchen utensils. It was at this point it was clear use of force

needed to be the strategy. An effective and dynamic strategy to help minimise risk to contain this incident by using the method of Taser was decided.

My colleague and I dynamically risk-assessed the situation using the NDM while communicating with the control room to identify any other contingencies but it was clear there weren't any. The male stated he had a knife in his hand and opened the kitchen door storming towards us. My colleague deployed Taser at the male, however, this strategy was not effective as the male pulled the barbs out of his chest therefore Taser did not deliver the shock to allow us to detain him.

At this point It was clear this incident was proving to be quite dangerous. It was now a dynamic situation where firearms would be involved meaning my colleague and I had to follow the given strategy by the force incident manager (FIM).

The strategy developed by FIM was given to remove the female and child from the property due to the male being in the kitchen. The male proceeded to put the knife through the door almost causing serious injury to my colleague's head who was putting his weight behind the door to contain the male in the kitchen.

FIM had given the strategy however, I had to make the decision to go against it due to the information I had gathered from the scene. Again, using the NDM my only option was to secure the property as I could not guarantee the male would not be able to leave the kitchen and make an exit which may pose a risk if I removed the child and victim from the house.

It became apparent the male had left the property to flee police through the rear kitchen door. I relayed this information to my colleagues via the control room and the suspect was found by assisting officers where he had no weapon on his person and was subsequently arrested.

The next challenge was dealing with the victim, it was clear the victim needed time to allow herself to take in what has happened. The victim stated she would need further support to provide a statement, therefore I decided to first submit a public protection notification (PPN) form and involve the domestic abuse unit (DAU).

A PPN is a form which involves entering information about both the perpetrator and victim, it

then will ask a series of questions relating to domestic abuse. This will then be risk assessed by the officer submitting and further assessed by a specialist team who will then share information with agencies such as social services and domestic abuse agencies. In this case, the victim was assessed as high risk and this in turn meant she was subject to MARAC.

MARAC is Multi-Agency Risk Assessment Conference (or MARAC), It is a meeting that is held to discuss the most high-risk cases of domestic abuse and sexual violence, to share information and safeguard a victim (Torbay Council, n.d).

Once a plan was put in place, an independent domestic violence advisor who is a specialist professional who works with a victim of domestic abuse to develop a trusting relationship to help them give a statement for example (Safelives, n.d). It was clear without further support the victim would not have supported any police actions.

It highlights how important partner agencies are to the police service, for example, Women's Aid. Women's Aid (2022) quote, "the police receive a domestic call every 30 seconds," highlighting, how often people feel in fear of someone personally connected to them.

This essay highlights how factors such as intoxicants and children are increasingly playing a major factor making it a difficult judgment call as the standard approach is not effective.

It is concerning, public protection teams are calling critical incidents due to the number of public protection forms being submitted to help get support for domestic abuse victims. This incident highlighted that planned strategies aren't always effective as one doesn't fit all domestic incidents. It is vital the NDM is thought about throughout situations as incidents can change so rapidly.

In conclusion, it is clear within modern policing that domestic violence is rapidly becoming more widely spoken about and reported due to people now recognising it is more than being physically hurt by a loved one or family member. It is vitally important officers are open to dynamic change when attending such calls and be prepared for the most low-level approach to incredibly complex.

Words 2018

Authentication signature: HRabaiotti

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

Signed: HRabaiotti

Date:

03/12/2022

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.

Bibliography:

1. *Are you ok?* (no date) MARAC. Torbay Council. Available at:
<https://www.areyouok.co.uk/im-a-professional/marac/> (Accessed: November 24, 2022).
2. Children's Commissioner for England (2015) *Protecting Children from Harm: A Critical Assessment of Child Sexual Abuse in the Family Network in England and Priorities for Action*. London: Office of the Children's Commissioner. Available at:
<https://www.childrenscommissioner.gov.uk/report/protecting-children-from-harm/>
(Accessed: November 21, 2022)
3. Elkin, M. (2021) *Domestic abuse in England and Wales Overview: November 2021, Domestic abuse in England and Wales overview - Office for National Statistics*. Office for National Statistics. Available at:
<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/domesticabuseinenglandandwalesoverview/november2021#:~:text=In%20the%20year>

%20ending%20March%202021%2C%20the%20number%20of%20domestic,decreases%20seen%20in%20recent%20years (Accessed: October 21, 2022).

4. *Evaluation of rape survivors' experience of the Police & Other Criminal Justice Agencies*(2021) HMICFRS. Available at:
<https://www.justiceinspectorates.gov.uk/hmicfrs/publication-html/evaluation-of-rape-survivors-experience-of-police-and-other-criminal-justice-agencies/> (Accessed: October 27, 2022).
5. Hamilton, C.E. and Browne, K.D. (1998) *The repeat victimization of children: Should the concept be revised?* Available at:
https://www.researchgate.net/publication/223203668_The_repeat_victimization_of_children_Should_the_concept_be_revised (Accessed: October 21, 2022).
6. Jetmore, L. (2006) *Investigating rape crimes, part 2: Evidence collection and analysis, Police1*. Available at: <https://www.police1.com/police-products/investigation/evidence-management/articles/investigating-rape-crimes-part-2-evidence-collection-and-analysis-m9xK3iJEXeUSS4NT/> (Accessed: October 21, 2022).
7. Lister, S. and Pina-Sanchez, J. (2019) *Exploring the impacts of body-worn video in incidents of domestic abuse, Directories | University of Leeds*. University of Leeds. Available at: <https://essl.leeds.ac.uk/directories0/dir-record/research->

projects/1075/exploring-the-impacts-of-body-worn-video-in-incidents-of-domestic-abuse (Accessed: October 21, 2022).

8. McNeish, D. and Scott, S. (2018) *Key messages from research on intra-familial child sexual abuse*, www.basw.co.uk. Available at: <https://www.basw.co.uk/resources/key-messages-research-intra-familial-child-sexual-abuse> (Accessed: October 21, 2022).
9. *National decision model* (2014) *College of Policing*. Available at: <https://www.college.police.uk/app/national-decision-model> (Accessed: October 21, 2022).
10. Office for National Statistics (2016) *Abuse during Childhood: Findings from the Crime Survey for England and Wales, Year Ending March 2016*. Titchfield: ONS. Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/abuseduringchildhood/findingsfromtheyearendingmarch2016crimesurveyforenglandandwales> (Accessed: November 21, 2022)
11. Perkin, K. (2019) *How do Warwickshire police prioritise your 999 and non-emergency*
12. *Problem solving* (no date) *South Cambridgeshire District Council*. Available at: <https://www.scambs.gov.uk/community-safety-and-health/community-action/community-safety-toolkit/crime-prevention-in-your-community/problem-solving/> (Accessed: November 21, 2022).
13. *What is an Idva?* (no date) *Safelives*. Available at: <https://safelives.org.uk/what-is-an-idva> (Accessed: November 24, 2022).

Figures:

- 1) - : *Problem solving* (no date) *South Cambridgeshire District Council*. Available at:
<https://www.scambs.gov.uk/community-safety-and-health/community-action/community-safety-toolkit/crime-prevention-in-your-community/problem-solving/>
(Accessed: November 24, 2022)

- 1) Mcleod, S. (2020) *Maslow's hierarchy of needs*, *Simply Psychology*. Available at:
<https://www.simplypsychology.org/maslow.html> (Accessed: October 21, 2022).

- 2) *National decision model* (2014) *College of Policing*. Available at:
<https://www.college.police.uk/app/national-decision-model> (Accessed: October 21, 2022).