



Prifysgol Cymru
Y Drindod Dewi Sant
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Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Jay Tew

**Learner's University Registration Number:
2134367**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

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

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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 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.*

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Task 1

Relevant areas of the National Policing Curriculum:

Understanding the role of a constable.

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, **discuss and compare** the coping strategies you have applied to develop resilience and minimise stress.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

I will be examining coping strategies necessary to develop resilience within my role as a police officer, thus minimising any endured stresses.

It is imperative that I construct my response in a reflective way, drawing upon my personal experiences, whilst incorporating theoretical study to support my discussion. I will adopt Borton's model to assist my reflection. University of Cambridge (2023) describes it as a model, developed in the 1970s, which specifically targets three questions:

1. "What?", or more comprehensively, what am I reflecting?
2. "So what?", or more exploratively, what knowledge have I gained?

And finally.

3. "Now what?", or more reflectively, what alterations will I adopt?

Utilising Borton's model will allow me to maintain a structured response, whilst ensuring all elements of discovery are achieved to successfully discuss and compare different coping strategies.

Firstly, let's reflect on "What?". What is stress? The World Health Organisation (2021) refers to stress as "any type of change that causes physical, emotional or psychological strain". This can be highly relatable to my role as a police officer, due to the rapid changes one experiences when responding to different types of incidents. One may respond to a violent public order incident, a sudden death and a serious sexual offence, all within a matter of hours. This can cause challenging stresses on any officer.

Hans Selye, a renowned doctor and researcher, identified three stages of stress, collectively termed the "General Adaptation Syndrome (GAS)". Timothy Legg (2023) cites GAS as "the three-stage process that describes the physiological changes the body goes through when under stress".

Firstly, the "Alarm Reaction Stage", or more popularly the fight-or-flight response. Symptoms experienced include increased heart rate, heightened blood pressure and a rush of stress hormones. This is subsequently followed by the "Resistance Stage", or what

can better be described as the recovery phase. Symptoms are the reverse of the initial stage, being that of a calming of the heart rate, reduction in blood pressure and a stabilisation of the stress hormones. These two stages collectively describe what most officers will experience in their roles, especially when dealing with numerous heightened and complex emergencies. However, there is a third stage, which is far more concerning and impactful for officers, and that is the “Exhaustion Stage”. This is constant, continued and repeated endurance of chronic stress, which can sometimes be from a single source. Without effective coping strategies, officers will undoubtedly start developing long-term stress-induced illnesses if the chronic stress is not dealt with.

Lets further reflect on “What?”. What is resilience? The American Psychological Association (2023) refers to resilience as “the process and outcome of successfully adapting to difficult or challenging life experiences”. The experiences officers face daily can be categorised as highly challenging, and as such, developing robust ways to achieve healthy resilience is very important to avoid chronic stress from manifesting. Mehdi Ghazinour et al (2021) states “because police officers are constantly asked to deal with increasingly complex and threatening incidents” they must not just develop resilience to deal with current problems. Thought is needed to implement robust coping strategies for future challenges too. This allows officers to maintain the best service deliver possible, whilst maintaining resilience to changing service demands and associated stresses.

“So what”? Through my experience, I have realised that physical exercise brings immense benefits. I have long used exercise as a means of achieving fitness and maintaining a healthy lifestyle. Having physical stamina and strength has not only enriched my life, but it has become a vital attribute in my role as a police officer. Moreover, I have also noticed that physical exertion impacts positively on mental wellbeing. Once engaged in exercise, I have an overwhelming feeling of satisfaction and happiness, which fully energises and motivates me to do anything. It was after conducting research into the benefits of exercise that I truly understood the science behind this. Harvard Medical School (2020) explains how “Exercise reduces levels of the body's stress hormones....it also stimulates the production of endorphins, chemicals in the brain that are the body's natural painkillers and mood elevators”.

This natural form of medicine also acts as a preventative measure, reducing future incidents of stress and enhancing overall resilience to challenging situations. This is seemingly purported by a study by Lancaster and Callaghan (2022) which showed that “exercise is strongly correlated to resilience”.

Lets now reflect on another “So What?”. I am always amazed by how much music impacts biologically on one's body. It can conjure-up precious memories, create deep complex feelings and manifest into vivid emotions. These changes have a substantial impact on my state of mind. This is very evident in a study by Queens University Belfast, whereby 80 people were put into a stressed state, and then split into two groups; one listening to music and another listening to a radio documentary. In conclusion it was identified that “stress reduction was greater in the group listening to music” (Queens University Belfast, 2019).

I always adapt music according to the mood I have at the time. Alternating between different genres, artists and sounds, thus complimenting one's mood, can act as a form of self-induced therapy, thereby creating calmness, harmony and prolonged mental states of relaxation. This kind of approach has been observed by Donald Collins and Heidi Moawad (2021) whereby “purposeful interactions with music can help you work through emotions or issues that are bothering you”. By listening to music which conflicts with an individual's

mood, for example listening to fast techno music when stressed “can be irritating and unwanted” (Krause et al, 2021). Therefore, it’s not about just listening to any type of music, but listening to the right music that works.

“Now What?”. The aforementioned coping strategies are my most favoured approaches. I find that a combination of physical exercise and music immersion helps me to destress and rebuild resilience most effectively. It is paramount, as a police officer, that I perform at my very best always, therefore, focussing solely on one coping strategy can have detrimental impacts on my physical and mental well-being. If I was to just exercise every day, it would result in stress injuries, and if I was to listen to music all the time, it could possibly cause a feeling of isolation.

Due to the nature of my role, I understand that the pressures experienced throughout my working life will continually test my resilience. Therefore, I must never lose sight of the fact that occasionally I will encounter situations whereby some coping strategies may not function effectively. It’s imperative that I continue to identify and develop new strategies to minimise stress and strengthen one’s overall resilience.

WORD COUNT: 1100

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose **a policing incident involving conflict** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

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

ANSWER:

I will critically assess a drunken disorder incident, involving an offender who reportedly was asked by security bouncers to change their behaviour, which at the time was observed to be aggressive and erratic in nature, however I was informed that repeated attempts had been unsuccessful. It ultimately led to the security bouncers evicting the individual. Officers were called to assist.

Upon arrival I immediately engaged my conflict management skills with the offender. I utilised respectful and calming dialogue, along with clear and direct communication, so as to take swift control of the situation, thereby, minimising any potential of escalation in offender behaviour. In most situations, using "tactical communication techniques to prevent, defuse and manage conflict situations" (College of Policing, 2020a) can prevent the need for physical force. This action most certainly made a difference to the offender's demeanour and I was able to enter into positive dialogue with them, however, one must be mindful that not all situations are easily controlled through simple dialogue.

It was vital at all times that I maintained situational awareness, constantly scanning my surroundings for developing concerns, whilst maintaining a heightened sense of vigilance to any unplanned and spontaneous outbursts of risk or dangers. This "ability to perceive and process potential threats in the environment" (College of Policing, 2020a) through sensory alertness and constant information gathering, optimised my awareness of risk, thus helping me to resolve the situation in the safest, quickest and most effective way.

The dialogue I had with the offender was a two-way process, which included active listening. It is through such a listening stance that I was able to actively engage with the individual, by helping "the speaker express him/herself clearly" (IOWA, 2023). Especially, being under the influence of intoxicating liquor, the offender's ability to communicate was impaired. When someone feels that they are not being listened to, or worst being ignored,

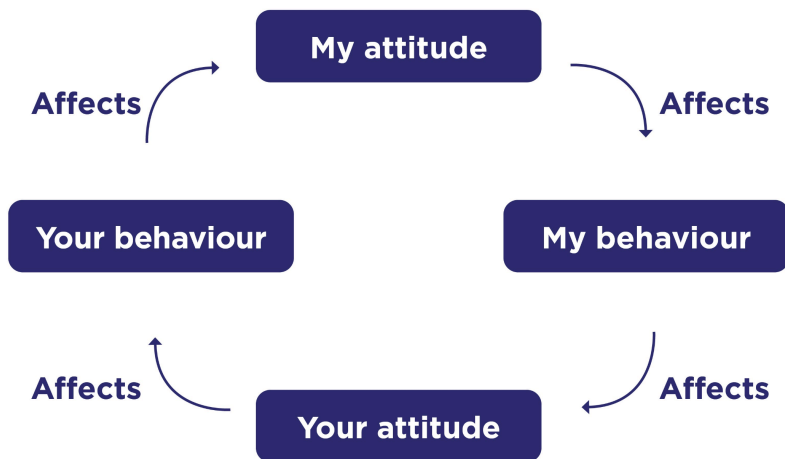
this can result in a heightened sense of frustration and ultimately aggression towards a recipient. Additionally, one must constantly assess potential risks that can make a conflict situation more difficult to handle, termed the “Impact factors”. The College of Policing (2020) regard such factors as “weapons, crowds, alcohol, prior knowledge, or the relative size and build of the people involved”. As the offender was under the influence of intoxicating liquor, and he was much larger than me, my level of response had to adapt accordingly. I choose to request more assistance and to start considering other tactical engagement options, for example, proportionate use of force if the situation were to escalate into violence as the very best of actions taken by an officer still may not alter the offender’s course of conduct.

McCarthy (2015) describes another type of awareness one needs to consider, being that of emotional awareness. This involves trying “to understand the other person's point of view without judgment”. It was important that I clearly described to the offender what my expectation was, in this case to leave the area, whilst acknowledging their feedback and suggestions. For example, the offender needed assistance to find a taxi in order to conform to my instruction. McCarthy (2015) states that “this will lead to a discussion that can resolve the conflict that recognizes and meets everyone's needs”. It is not acceptable to just tell someone to leave an area if the individual genuinely has no practical way to do so without assistance. This will inevitably lead to a failure in the verbal agreement made between then police and offender, thus escalating tensions.

During this incident, there were no cultural, ethnic or language concerns, however, I always reflect on these areas when encountering all members of the public. Shonk (2022) describes how we often develop mindsets during conflict which are not acceptable nor helpful when defusing tensions: “First, it’s fairly common when confronting cultural differences, for people to rely on stereotypes”. Approaching situations with pre-perceived stereotypical viewpoints can have the potential to cloud one’s judgement and immediately alienate positive dialogue. Additionally Shonk (2022) states that “we tend to interpret others’ behaviours, values, and beliefs through the lens of our own culture”. However, we must always be respectful of the differences we all possess and we need to maintain active listening and emotional awareness in order to develop positive dialogue, thus mitigating offending or making incorrect judgements over actions and decisions made through a cultural or ethnic related lens. However, officers must not consciously ignore criminal activity conducting by certain ethnic members in society on fear of being labelled discriminatory and targeting. This would be a gross failure of policing in our communities if serious crimes go unpunished to avoid confrontation.

Unfortunately, the offender’s behaviour escalated into direct confrontation with police officers, whereby the offender began swearing and offering to fight. At this point, I decided to implement primary tactical skills in the form of arm holds and person escorting, in order to safeguard the offender, police officers and other members of the public. My dialogue remained positive and calming, trying to encourage the individual to leave the area voluntarily on his own accord.

Betari’s box is a great model which shows how maintaining positive dialogue is so important to develop positive control of an escalating situation. It’s purpose is to “describe how people can get locked into a vicious or virtuous circle of communication, based on how their attitudes and behaviour respond to each other” (College of Policing, 2020a)



As you can see from the diagram, one's attitude affects their behaviour, which then affects another's attitude and subsequently their behaviour. This viciously repeats itself over and over again heightening the attitude and behaviour. This can flow through individuals like a wave of negative energy. The only way to stop this negative escalation from occurring is to break the cycle with positive interaction and calming dialogue. However, sometimes assertiveness is required, and this can often be misconstrued as being dominant and forceful, therefore a fine balance needs to be achieved.

I fully adopted and applied myself positively, however, my actions were futile and the offender started to push and pull from my tactical arm hold, whilst trying to kick with the intention to engage in physical conflict. The offender then went into a fighting stance, by clenching his fists and stooping his body.

It was at this point that I fully utilised the National Decision Model (NDM), a model which allows officers to "make decisions and to provide a framework in which decisions can be examined and challenged" (College of Policing, 2023a). I felt it was entirely reasonable and necessary to apply secondary control tactics upon the offender by positioning them into a floor restraint. Whilst restraining the offender, I always remained vigilant of the individual's health and well-being, especially surrounding the dangers of positional asphyxia.

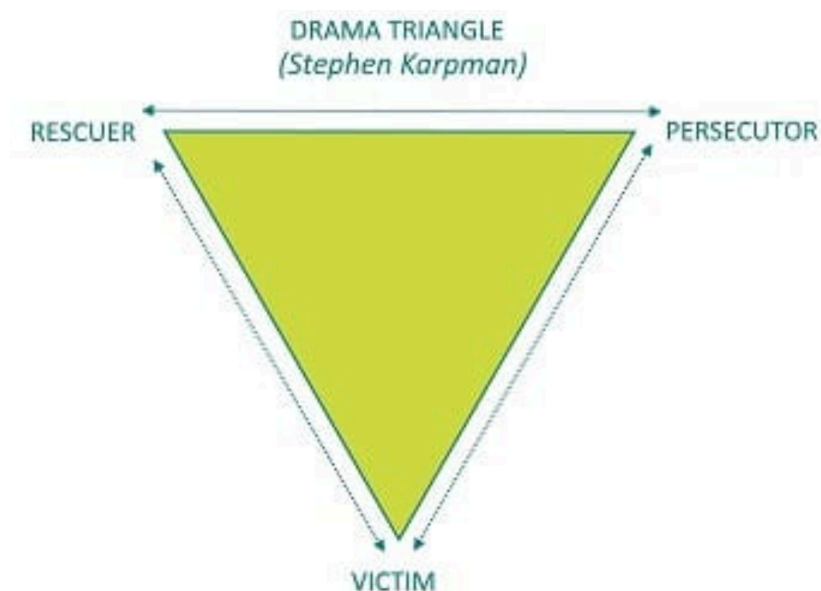
I now needed to consider the use of force powers available to me. Powers available included, common Law - to protect oneself or others, including any pre-emptive strike, Section 3 Criminal Law Act 1967 - to use reasonable force to prevent a crime, and Section 117 Police and Criminal Evidence Act 1984 (PACE) - to use reasonable force in the execution of powers under PACE.

It must be said that "responsibility for the use of force rests with the police officer exercising that force" (College of Policing, 2013a). I had to assess the necessity and proportionality of using any force, whilst understanding the outcome I wish to achieve from such force. In this case, I decided my outcome was to arrest the individual for being drunk and disorderly within a public place. I re-considered the impact factors, notably the intoxicated state and their size, along with other dangers posed by individual at the scene, for example the offender's friends and excited onlookers. Utilising force, albeit an appropriate too, may

increase the risk of injury to officers and the offender, therefore, I had to constantly review my actions and the responses they generated.

I immediately applied handcuffs to the offender in a controlled way and placed them back into a standing position. This was then followed with a controlled escort hold whilst walking them to the police van. I passionately ensured that I was “able to show that the use of force was lawful, proportionate and necessary in the circumstances” (College of Policing, 2013a). The actions I took met these elements, and I was able to effectively demonstrate such decision making in my use of force form. Once arrested, I resorted back to tactical communication with the offender, thus attempting to engage through active listening and emotional awareness.

I would like to explore the drama triangle, which was first conceived by Karpman in 1961, which asks why conflict occurs. It highlights three distinctive roles, “The Persecutor”, “The Victim” and the “Rescuer”.



Karpman states that “while they are all natural roles that everyone can step into at different times, each contains a power dynamic” (The Law Society, 2018).

The “Persecutor”, a person who assumes the role of challenger. They impart dominance and assertive power, thus gaining favour or control over others or situations.

The victim, a person who assumes the role of the oppressed, or weakened individual. However, this stance may not always mean they are powerless. Some individuals evolve themselves into the role of a victim as a matter of survival or to cope within a specific situation. This is most evident in relationships where domestic violence is often common place.

The rescuer, a person who assumes the role of the saviour or repairer. Nonetheless, the intentions of the rescuer may be greatly applauded, the outcome of such rescuing actions can sometimes result in a drawn-out resolution, and sometimes an escalation in conflict. Continually rescuing and protecting victims can ultimately undermine the victims own ability to cope during future conflicts and this effects how others perceive them.

To apply this theory to the context, the persecutor, namely the offender who had committed the offence of being drunk and disorderly, was trying to assert himself upon both the security bouncers and then subsequently myself, and the other police officers, in attendance. A combination of both intoxicating liquor and being surrounded by countless onlookers had led to the individual escalating his behaviour to the point of aggression and violence in order to achieve a state of control and power, boosting their pride and image amongst the public spectators.

The victim, which was initially the security bouncers, allowed the offender's strength and dominance to oppress them, ultimately limiting their perceived power to control the offender, thus resulting in police assistance being necessary. However, as referred previously, some victims evolve into the role of a victim for survival purposes. It can be said from my observations that the door staff, whom were very capable of evicting the offender successfully and preventing their re-entry, were very quick to express their fear and worry towards officers, thereby accentuating their position as a victim so that they could quickly transfer ownership and responsibility of the situation onto police officers, whom they regard as their "rescuer".

One approach the security bouncers, "victim", could have taken to assert more control over the situation would have been to "refuse to accept your opponent's force...once you move to the centre, your opponent will probably back away" (Listening Partnership, 2023). When referring to the centre, that is in relation to the "Drama Triangle".

As the attending police officer, I had assumed the role of saviour, with the intention of defusing the situation and removing the offender from the conflict they had caused. However, albeit my role was to deal with such a conflict, just my presence had served to inflame the situation. As the "persecutor", the offender observed this to be a direct challenge towards their authority, personal power and dominance. In order to maintain that position, the offender chose to engage in a head-to-head conflict with police officers. Once arrested and the offender removed from the scene, thus being out of sight from onlookers, the offenders' demeanour immediately calmed and they resorted to positive dialogue. They even began to apologise for their behaviour, whilst stating that their actions were a result of the security bouncer's attitudes.

The Law Society (2018) described this type of behaviour by saying "Phrases such as 'I had no choice', 'the situation needed dealing with immediately' or 'that's the way it works around here' are all ways of trying to maintain an already unacceptable pushed boundary".

Our involvement as "rescuers" had potential weakened the security bouncer's influence and control over future conflict situations, especially by adopting the "victim" like stance.

In conclusion, power struggles seem to be a natural process, however, one should be fully understanding of the negativities and dangers associated with such simple classification of roles during conflicts. Also, roles "can be interchangeable depending on how much power we feel we have" (The Law Society, 2018), therefore, we must continually review our own behaviours to ensure that we don't become "victims" or "persecutors" in the way we police.

Officers must also remain mindful that their attitudes directly affect the behaviours of themselves and people around them, especially offenders. Providing a communication environment whereby both officers and offenders can openly express their expectations and needs calmly, can mostly often support a successful resolution.

WORD COUNT: 2200

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

You must choose **a policing incident** in which you played a significant role with an offender/ service user/victim and reflect on what happened

Critically explore a policing incident that you have attended and examine how you dealt with competing issues such as legalisation, social issues, culture and language.

Consider the victims code of practice and how it was used to support your victim/witness through the criminal justice system.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations.

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

ANSWER:

I am critically assessing a domestic violence incident which occurred between two individuals who were in a romantic relationship together. Sadly, a verbal argument had escalated, and the resultant effect was common assault and threat to kill offences. Police officers were called to attend the dwelling by the victim of the assault and threats to kill comments, as they were in substantial fear for their own personal safety.

Upon arrival at the scene, the victim made themselves known to us and I quickly obtained an initial account from them. This involved obtaining a very quick account of what allegedly had taken place, so that I could identify what offences had occurred, and more notably in this case, to assess “the risk to the victim, witness and any other person” (College of Policing, 2020b). This was not the time for a comprehensive statement, as “a more detailed account should be left until the formal investigative interview takes place” (College of Policing, 2020b). Therefore, once the initial account had been obtained, thereby confirming that the victim had indeed been assaulted and had received threats to kill comments from her partner, I placed the victim in a safe place, quickly identified the offender of the crime, arrested them and arranged for them to be taken by other officers to custody, whereby their detention was authorised by custody.

It was now my duty as lead officer to support the victim and start building an investigation so that I may get justice for the crimes caused against the victim.

Throughout my interaction with the victim, I was always conscious of the Victims’ Code of Practice, a code newly implemented in April 2021, which “clearly sets out how victims can expect to be treated” (College of Policing, 2021). Most strikingly, it covers areas surrounding the victim’s choice of prosecution direction, their privacy and their anonymity.

It also expresses all the other support offerings available to help the victim through the prosecution process. It must be said that at all times the service I provided had to be “offered in a professional manner, without discrimination of any kind” (College of Policing, 2021). I took great pride in how I dealt with the victim, upholding these fundamental requirements.

I am going to explore how I dealt my victim using some of the 12 principles of the Victims' Code of Practice. The Victim Support (2023b) charity refers to the Victims' code as “the statutory code that sets out the minimum level of service that victims should receive from the criminal justice system”:

1. “To be able to understand and to be understood” (College of Policing, 2021).

Upmost in my mind was to obtain from the victim a more thorough account of the incident, in the form of a victim statement. However, before proceeding with this, as part of the Victims' Code of Practice, I needed to ensure that my communications were understood fully by the victim, and that there were no other barriers impacting their overall understanding. For example, I considered any language difficulties, as well as any physical, mental or learning development disabilities. I also wanted to ensure that the victim did not need any medical care following the assault, which could otherwise of affected their ability to recount the incident in detail.

2. To make a victim personal statement (VPS) (College of Policing, 2021).

Prior to obtaining a witness statement, I informed the victim of their right to provide a Victim Person Statement (VPS) which gave the victim an opportunity to clearly express their feelings following the incident and the impacts the incident has had on there personal life. This can be in the form of mental, physical, emotional or financial stresses. The Victim Support (2023a) charity states that “A Victim Personal Statement (VPS) gives you the opportunity to explain in your own words the impact that the crime has had on you and your family”. The benefits of the VPS is that it is read out in court, so that the offender hears first handed the impacts their crime has had on the victim. This could potentially facilitate a sense of remorse, guilt and empathy from the offender, which occasionally causes them to apologies to their victim, and change their plea to one of guilt, when in court. The VPS also provides the presiding judge with a greater understanding of the impacts the crime has had on the victim, which may be considered upon when making sentencing decisions, however, this is not guaranteed. The victim openly provided a VPS which outlined the fear and distress they had experienced, thereby potentially strengthening their case against the offender.

However, some victims may feel a sense of pressure to complete a VPS, and the subsequent reliving of the horrendous crime, when reading or listening to it being read out in court, can have hugely negative psychological affects on the victim. Because of this, it should also be victim led as to whether they want to complete this or not, and post-court support must be provided to minimise any risks to the victim.

3. To be provided with information when reporting the crime (College of Policing, 2021).

At this stage I wanted to explain to the victim the criminal justice process, including how we would deal with the offender whilst in custody. I explained that I would conduct an interview, under formal caution. Following this, possible outcomes include charge and bail, with

imposed bail conditions for the offender not to return to the dwelling or come anywhere near the victim, whilst further enquiries were being sort. Additionally, I explained that if the evidential test failed to be met, i.e. in order to prosecute, the “Crown Prosecutors must be satisfied that there is enough evidence to provide a realistic prospect of conviction” (CPS, 2023), then we would release the offender without charge, however, a Domestic Violence Protection Notice (DVPN) would be served on the offender. A DVPN “is an emergency non-molestation and eviction notice which can be issued by the police, when attending to a domestic abuse incident, to a perpetrator” (GOV.UK, 2022). My intention was to make the victim fully aware of the possibilities that may arise, so to better prepare them for all eventualities. I actively ensure that I do not promise anything which I can not guarantee, as victims must be fully aware that the criminal justice system may not always deliver a judgement or sentence which they feel is appropriate, regardless of substantial efforts made by police and prosecutors in the background.

I also provided an extensive list of safeguarding advice to the victim, which including advice to keep their mobile charged and in hand at all times, to keep all windows and doors locked and to keep in regular contact with family and friends. This safeguarding information supports the victim to keep safe when police leave the scene, but also to support victims to take back some control of their lives, further empowering them to recover and thrive beyond the abusive relationship they were entrapped.

4. To be referred to services that support victims and have services and support tailored to their needs (College of Policing, 2021).

It is vital to provide victims with the support they need to manage the situation they have been faced with. I was able to provide the victim with contact details for victim support and domestic abuse charities, whose purpose is to help individuals seek out life changes for the better, thereby helping them escape the torment of domestic abuse. These charities support by “Empowering those affected by crime” (Victim Support, 2022).

Also, I must assess if there are any reasons to provide “enhanced rights and/or special measures at court” (College of Policing, 2021). I did not view the victim to be vulnerable or intimidated in anyway, which would affect there ability to give evidence at court, however, I did consider and assess this when discussing the possibility of going to court with the victim. I did this because I am aware that “special measures can improve the quality of their experience by helping them to give their best evidence” (CPS, 2021). However, it must be said that it is not the responsibility, nor the decision of police officers to grant special measures. Only “the court will decide on whether special measures (other support) will be provided” (College of Policing, 2022b).

As part of the victim support process, I asked the victim for permission to complete a “Domestic Abuse, Stalking and Harassment and Honour-based violence risk identification, assessment and management model” (College of Policing, 2016) on their behalf. This is known in shorthand as a DASH assessment. The DASH is part of the Person Protection Notification, a multiagency referral tool used to share concerns and initiate support service engagement for victims and vulnerable people. The DASH itself “has been used to target resources and effort towards some cases and away from others” (College of Policing, 2016). The victim was fully supportive of the assessment and was happy for the information to be shared with external agencies, with the hope of receiving additional support.

As part of the victim support services provided by Gwent Police, eligible individual are also provided with a pack which contains items such as a video doorbell, alarm and a door jarring object. The victim I was dealing with had met the criteria for such as pack. This made a huge difference to the victim, which they were extremely grateful to receive. This gave an extra added layer of security and personal safety for the victim during their time of need.

It is also true that some victims, due to the abuse they have suffered, may have resorted to alcohol and drug use as a coping mechanism. My victim had started to struggle with an unhealthy consumption of alcohol, therefore, I was able to identify a need for additional support and I provided them with alcohol and drug addiction support information. Additionally, I processed a referral, so that they could seek out the much needed help in order for them to overcome the temptation to drink.

5. To be provided with information about the investigation and prosecution

The days that proceeded the incident, it was imperative, as part of the Victims' Code of Practice that I provided regular updates on key developments and decision makings throughout the investigation process. "Officers and staff must...update victims about the decisions and where applicable explain it to them" (College of Policing, 2021).

I was able to inform the victim that the offender had been interviewed and subsequently charged for the offences committed. Due to the severity of the offence, being that of threats to kill, remand in custody was sort by myself and approved by the custody sergeant. This eliminated the need for the DVPN, as the person would remain in custody, and it also allowed the victim time and space to formally end the relationship and make alternative living arrangements.

There are a number of other rights within the Victims' Code of Practice that I have not explored within this critic, however, these are no more less important than the ones I have decided to include. As the case has yet to reach court attendance, I continue to provide regular updates to the victim, ensuring an ongoing communication is maintained throughout the whole criminal justice process. Additionally, I have made the victim aware of the complaints process if they feel at any time that their rights are not being met successfully.

There is another department who have greatly assisted the victim through the criminal justice process, and they are the Witness Care Unit. They "provide information and support to victims and witnesses in cases progressing through the criminal justice system" College of Policing (2022b). One of the great features of this service is that they review the needs of the victim post-court attendance and make suitable referrals to external agencies if additional support is needed. This ensures that victims are not just forgotten once the case has been heard in court, and are treated with dignity and respect.

It can be said that having multiple contact points for the victim can be confusing and demotivating, therefore, the victims' code encourages "single points of contact for information where possible (College of Policing, 2021). This allows my victim to build a professional rapport with me, as their officer in case, which gives them a more streamlined and consistent service.

In conclusion, before engaging with any member of the public, officers must demonstrate pride and professionalism at all times, and this can be seen in the demeanour and the way they present themselves. Also officers must never automatically presume that victims know

how the criminal justice systems operates, therefore, along with Witness Care Unit's input, collectively we are working towards closing the justice gap, thus encouraging more victims to speak out and report crimes, which in turn, increases the number of offenders who are brought to justice.

I truly believe by delivering the best service to victims, regardless of court outcome, will inevitably lead to greater cooperation and engagement from the victim, and potentially the community at large, when the victim openly shares with others their experience.

WORD COUNT: 2198

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

Reflect upon your use of the National Decision-Making Model and the Code of Ethics and review this impacted upon your decision making and use of discretion within the incident.

Critically review your responsibilities regarding the provision of CPIA when conducting this investigation.

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

ANSWER:

I am critically assessing a report that was made by a member of the public who had been approached by an unknown person, attempting to sell them an item, which they believed to be stolen. The item had a unique branding, which related to a local store within a very short walking distance from the attempted exchange. This created suspicion in the member of the public.

Upon arrival, I immediately began to operate according to the National Decision Model (NDM), a model which at its core focuses primarily on the “Code of Ethics”, by encouraging “officers and staff to act in accordance with the Code and use their discretion where appropriate” (College of Policing, 2023b). The Code of Ethics “sets and defines the exemplary standards of behaviour for everyone who works in policing” (College of Policing, 2014).

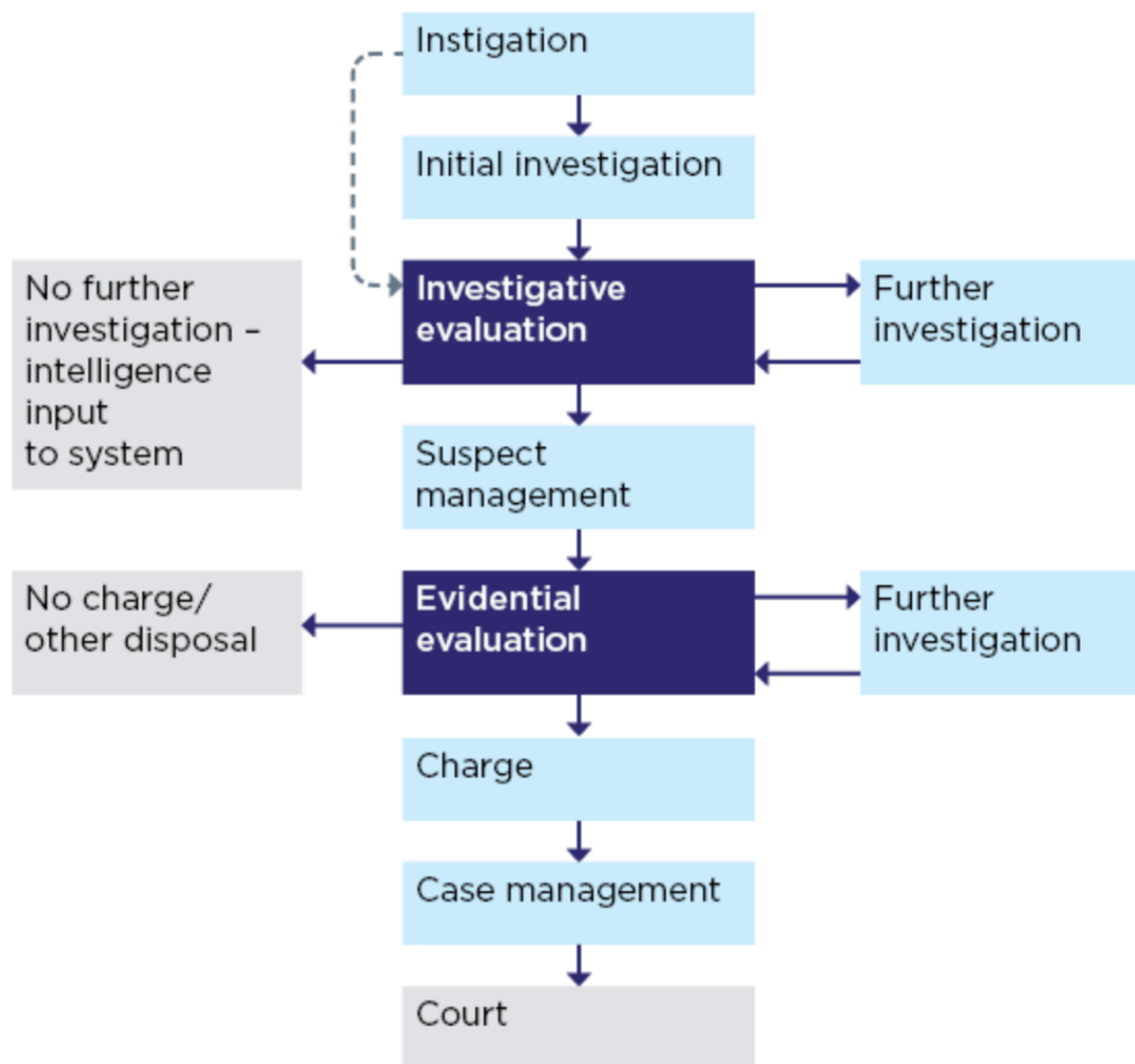
I have included a copy of the National Decision Model below for reference.



(College of Policing, 2014)

This model provided me with a foundation whereby I could explore, question and review my decision making at the time in a way which gave me confidence in my actions.

This is the point to which the investigation element of my role commences. Therefore, I will also attempt to critically assess my actions utilising the following investigative chart:



(College of Policing, 2013c)

Upon arrival at the scene, the offender was still present. I decided to start gathering information from the member of public, thus commencing the initial investigatory stage. Additionally, I conducted background PNC and local police system checks on the offender. This allowed me to determine if there were any intelligence or risks relatable to this situation that could help me in my decision making. Referencing to the NDM, this is where I am “accessing threat and risks, and developing my working strategy”. Intelligence had returned confirming that the offender was a prolific shoplifter, therefore, I placed specific attention to this when deciding on my working strategy. This could potentially have a negative impacts on decision making, as it has the potential to form pre-judgments, for example, not taking into consideration if the person has since reformed or not. However, through experience and objectiveness, I made a confident judgement based on the received intelligence.

HMICFRS (2017) describes “in most cases, a belief by the victim...that a crime has occurred is sufficient to justify its recording as a crime”. Therefore, I had to act on the information provided to me, as failure to respond appropriately to allegations of criminal activity could destroy the fragile relationship that operates so delicately between police services and communities. “Effective investigators maintain a balance that recognises the concerns of all the parties involved” (College of Policing, 2013). At this point I am beginning

to consider “my powers and policies”. Legislation gives me the power to arrest based on reasonable grounds for suspicion:

“If a constable has reasonable grounds for suspecting that an offence has been committed, he may arrest without a warrant anyone whom he has reasonable grounds to suspect of being guilty of it.” (Police and Criminal Evidence Act, 1984).

Whilst continuing my questioning of the offender at the scene, to ascertain true ownership of the item, the offender made a significant statement implying that the item had indeed been stolen. Considering this statement, and all the powers that I had at my disposal, options being that of arrest, arrange a voluntary interview, offer words of advice or do nothing, I decided to arrest. The fact that additional investigatory avenues were needed, namely for me to attend the store to obtain an account from them and the fact the subject was a prolific offender, and therefore there was a great risk of further loss to property, I made the decision to arrest. However, I am always mindful not to fall into the trap of “arrests are the paradigmatic police activity” (Harmon, 2016), and that arrest should only be used when absolutely necessary.

I made this decision according to the NDM, ensuring the “Code of Ethics” were upheld to the highest standard. “The success of an investigation relies on the goodwill and cooperation of victims, witnesses and the community” (College of Policing, 2013b). It is only through professional conduct and delivery of policing in a way that is “conducted with integrity, common sense and sound judgement” (College of Policing, 2013b) that you build confidence in people’s belief in the policing criminal justice system and ultimately their respect to be policed as a service, and not as a police force. Even offenders may respect the decisions you make, as long as they can see that they were made with integrity and fairness foremost.

As part of my “suspect management”, I reviewed the necessity of using force, namely handcuffs, as I could have applied appropriate discretion not to use handcuffs, however, as I had observed the offender seemingly moving something unknown around in their underwear, I decided to apply them. The reason for this was to conduct a more thorough search of the offender whilst in custody. For this reason, handcuffs were appropriately and justifiably applied to ensure the safety of the offender, officers and other members of the public. Also, applying handcuffs prevented the risk of escape and protected any further evidence, which maybe on the offender, from being concealed, lost, altered, damaged or destroyed. However, a Metropolitan Police review identified that “the public are concerned that the use of handcuffs can be degrading” (Badshah, 2021), therefore, one must be able to justify such a force, which some regard to be overly excessive. The suspect was relayed to custody whereby their detention was authorised by the custody sergeant.

This is now where the “evidential evaluation” stage develops. To commence my investigation, significance was placed on golden hour principles, and if relevant, the management of any crime scene. The golden hour “is the term used for the period immediately after an offence has been committed, when material is readily available in high volumes to the police” (College of Policing, 2013c). It was imperative that I gathered all evidence needed to prove guilt for the offence of theft. This involved obtaining a key witness statement from the member of public who had been approached by the offender, thereby expanding upon their initial account provided at scene, in the form of a witness statement. Additionally, I attended the store to obtain their account of the situation and to be obtain any CCTV.

The Criminal Procedure and Investigations Act (1996) CPIA defines investigation as a way to “ascertain whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it” (College of Policing, 2013b). This involved visiting the store which I suspected had been deprived of the item. Upon speaking with the store management, they confirmed that the item had in fact been stolen and they were able to provide CCTV evidence which showed the offender removing the item from a shelf, placing it in a bag and leaving the store without paying, thereby, permanently depriving them of the item. This met all the points to prove required for the offence of theft. Additionally, the College of Policing outlines a number of golden hour principles, one being the preservation of evidence. With the suspect successfully arrested, I was able to preserve the stolen item as an evidential exhibit, by sealing it in an evidence bag.

The next stage of the investigation involved interviewing, under formal caution, the alleged perpetrator of the theft. This involves obtaining their version of the story. Every suspect has a legal right to free and independent legal advice to ensure that their rights are protected. The purpose of a solicitor is “to make sure your legal rights are protected and to present your case in court to make sure you get a fair hearing” (The Law Society, 2023). Conducting an interview required me to provide a detailed disclosure to the representing solicitor, thus outlining the offence being investigated, circumstances of the offence, evidence being used to prove the offence and the type of questioning I will be using. The Criminal Procedure and Investigations Act (1996a) CPIA defines disclosure as “providing the defence with copies of, or access to, any material which might reasonably be considered capable of undermining the case for the prosecution against the accused”. It was imperative that as investigating officer I provided an honest account to the solicitor, whilst retaining and recording all material I had used, even if it assists “the case for the accused, and which has not previously been disclosed” (Criminal Procedure and Investigations Act, 1996a).

The Criminal Procedure and Investigations Act (1996) CPIA clearly outlined the responsibilities I as a police officer had when handling all material linked to the investigation. There is an absolute duty and responsibility that I retain all evidential material and all other forms of material accumulated throughout the investigation. Everything “relevant to the investigation must be retained until a decision is taken whether to institute proceedings against a person for an offence” (Criminal Procedure and Investigations Act 1996b). I therefore kept copies of my interview planning, my pocket note book entries and all other forms of evidence, including multimedia in the form of Body Worn Video (BWV) and un-viewable CCTV. I booked the stolen item into the property store by inputting the relevant information onto the property management system. This ensured continuity of evidence handling, thereby, preserving evidential integrity as much as possible, until it’s formally presented in court by prosecutors.

During the interview, I disclosed to the offender the statements obtained and CCTV recording. The suspect decided to give a no comment interview throughout, which means no account nor any defences were forthcoming. At this stage I was confident of an anticipated guilty plea at magistrates court, however, there continues to remain a “common Law duty to disclose material which may assist the defence” (Criminal Procedure and Investigations Act, 1996c). This further enforced my role as a police officer being that of an independent evidence gatherer and investigator, as opposed to prosecutor, judge or jury. As disclosure officer, I had to ensure that the prosecutor received all the relevant material “which has been retained and made available to him” (Criminal Procedure and Investigations Act, 1996d)

As disclosure officer, I “must disclose material to the accused either by giving him a copy or by allowing him to inspect it” (Criminal Procedure and Investigations Act, 1996e). It is my duty to present this to the accused so that they can provide their account of what happened, including offering any defences as to why they committed the act they did.

It was decided that the evidence was overwhelming enough to “charge” the suspect for the offence of theft. I then utilised the National Decision Model, by considering the “powers and policies” and “options and contingencies” available to me in order to successfully manage the offender throughout the next stages of “case management” and “court” process. It was felt due to the prolific nature of the offending, and that there was a very high chance of repeat offending causing further loss to property if released on bail, that the suspect should be remanded in custody.

I approached the remand application with fairness and objectivity reviewing all “information and intelligence” and “assessing threat and risk and developing a working strategy”, stages from the NDM, so that I could present to the custody sergeant a true and accurate representation of the facts. It was decided that the remand would be authorised and that the suspect would be presented to the next available magistrates court. It is always important to reflect on one's ethical approach to decision making, as “heavy-handed, discriminatory or disproportionate actions risk losing cooperation and any future criminal proceedings” (College of Policing, 2013). Maintaining an ethical approach ensures that all offenders are treated fairly without discrimination. Also, however beneficial remand may be, “remand is widely recognised as having a similar impact to ineffective short-custodial sentences which disrupt...housing, medical arrangements and family relationships” (Scottish Government, 2020). Therefore, remand should only be applied under exceptional circumstances.

In conclusion it is vital that I align my decision making directly in line with the National Decision Model, whilst upholding the Codes of Ethics. This, along with an effective investigatory model, ensures that I cover all elements necessary for a reflective, systematic and thoroughly considered investigation. It is vital from the onset that I preserve golden hour principles, along with appropriately dealing with offender management, minimising any loss of vital evidence. Without a methodical approach to evidence gathering from the offset, this can dramatically influence the outcome of any investigation in a negative way. Additionally, ensuring that all exhibits are handled according to police policy and procedures guarantees their validity and admissibility in a court of law.

Disclosing of all information and evidence gathered to offenders, and their legal representatives, even if it acts to support the defences position, is of absolute importance to ensure a fair trial for both victims and offenders.

It is very important that police officers utilise their powers in a confident but proportionate way. Utilising handcuffs and implementing powers to remand, albeit a very beneficial and often vital option in some criminal cases, if used incorrectly the impacts can be grave to the offender. Therefore remaining accountable, and taking responsibility of one's own actions, is something I adopt to the fullest when making decision on offender management.

WORD COUNT: 2194

Task 5

Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

This is equivalent to 1000 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
Specific: To gain a greater understanding of anti-social behaviour in the community and how to appropriately respond to this. I want to examine the route causes of some of the well known anti-social behaviour disturbances, e.g. youth related and neighbour disputes, and how local NPT and community services, e.g. schools, successfully prevent and rehabilitate offenders in the community.	Measurable, Achievable and realistic: This will be measured by my ability to take a positive lead on NPT related offences, and the successful outcomes that will follow. This is achievable and realistic as a non-multidisciplinary approach to offender management and increased knowledge of ASB offending in the community will positively affect my approach in helping reduce unnecessary repeat offending	Shift Sergeant to facilitate shadowing opportunities. Neighbourhood Sergeant, PC's and PCSOs to share their experiences. School Liaison Officer for insight into school improvement. Talk to local community leaders and service providers when out and about in the community to understand the community better.	Timely: 3 month in order to achieve all elements, especially the shadowing arrangements around my current case managements. This will then provide me with additional experiences that I can discuss upon in my second workbook.

Specific: I want to develop a better investigatory approach to crime scene management by improving my decision-making and thought-making processes. This will further enhance the possibilities I may have to gather and secure additional evidence, especially within the golden hour period of a crime occurring.	Measurable, Achievable and realistic: This will be measured by the successes I achieve from my evidence gathering and increased successes in prosecutions that I will experience from such evidence gathering. It is achievable and realistic as when I attend crime scenes I can apply my newly learnt knowledge in crime scene management to my investigations.	Shift Sergeant to facilitate shadowing opportunities. CID officers to share their experiences. Crime scene investigators to share and provide additional information on crime scene management and evidence gathering.	Timely: 6 months this will be medium-term in order to achieve all elements, especially the shadowing arrangement around my current case managements.
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Specific: To gain as much experience as I can throughout my probationary period so that I can then apply for other roles outside of response.	Measurable, Achievable and realistic: This can be measured through ongoing positive reviews by shift sergeant, successful completion of outstanding university work, incorporating the newly learnt knowledge, and successful applications to join another specialist teams after completion my probation. It's achievable and realistic because I am a resilient person who always endeavours to be better and develop myself into a more successful individual.	Shift Sergeant to facilitate shadowing opportunities. Shadowing opportunities within other departments. University support to ensue I can successfully complete my workbooks timely.	Timely: 14 months during the the remaining time left in my probation period.
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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.

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Signed: Jay Tew

Date: 3rd April 2023