

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: Joe Tripp

Learner's University Registration Number: 2131983
--

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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook 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.

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	2000
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2000
	Bibliography	
Task 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism Confirmed by submission through `Turnitin	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll 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

Introduction:

Being a Police Officer is considered a stressful occupation. The physiological stress response is the natural response our body has to change, threat or pressure (Selye, 1956, p. 525-530). This stress reaction causes hormones such as adrenaline and cortisol to be released (The Centre for Integrated Healthcare, 2013). In the past this was essential in our 'fight or flight' response, however in today's society the stress we come over is posed by different stimulants, such as: internalised pressure, demanding jobs, and high stress 'always-on' lifestyles that we tend to experience daily (Goldstein, 2010; Healthspan, 2022). Stress can have a negative impact on both mental and physical health, as well as performance and interactions with citizens (Queirós, C. et al. 2020, p.1). Owing to the potential impact that stress might have on myself going forward I decided to utilise my initial six months of learning to develop a selection of coping strategies to help improve my resilience and minimise stress levels.

So, the approaches that I have established all look at improving my mental and physical health. The three coping strategies are as followed: improved sleep, eating healthier and exercising more.

Stress Less by Sleeping More:

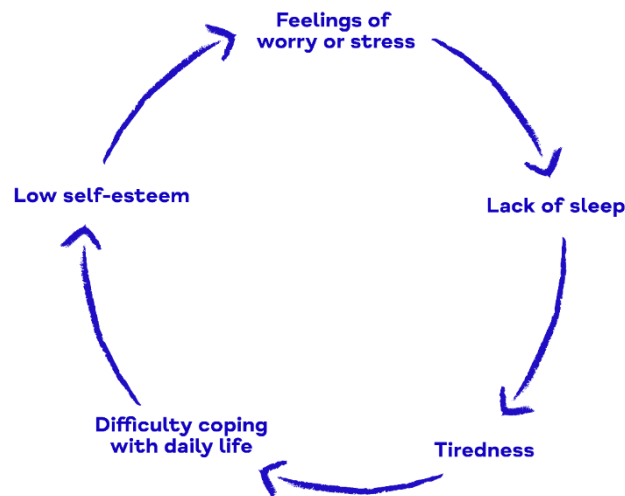


Figure 1 Relationship Between Sleep and Mental Health. This diagram shows that having mental health problems such as low self-esteem and increased stress can cause a lack of sleep and increased fatigue, which further effects everyday life and causes a further decrease in mental health. This is a continuous cycle that can only be broken by increasing the amount of sleep a person has and dealing with the mental health issues.
Mind, 2020.

Mind (2020) notes that there is a relation between your sleep quality and your mental health, as seen in Figure 1. They illustrated the diagram above as a way of explaining the vicious circle and how lack of sleep intensifies and aggravates the situation leading to stress and a worsening of the situation (Mind, 2020).

Unfortunately, a study of sleep quality in police officers undertaken in 2019 of 3,722 police officers suggested that 51% of officers pooled scored as 'bad' on the Pittsburgh Sleep Quality Index. This was said to be due to several risk factors; long working hours, shift work, occupational stress and being exposed to frequent traumatic events (Garbarino et al., 2019).

Mayo Clinic (2022) have a selection of tips that are designed to improve your sleep but not all are relevant to being a police officer. These include having a structured sleep schedule and not having any naps during the day. Unfortunately, I found these hard to achieve with the shift pattern in the police.

Mayo (2020) also suggest that creating a resting environment would be beneficial especially when I must sleep during the day. Making sure I block out light so I keep the room cool and dark would help with the sleeping process. My research also suggested that I needed to be careful with my food and drink consumption and include physical exercise in my daily routine (Mayo, 2020). These are the other two methods that I have been using to improve my resilience and minimise stress levels.

I will go into more detail regarding these topics later in the answer, but it is worth noting that there is an overlap between the different coping strategies, and they have a positive impact on one another when combined into a healthy lifestyle.

Changing Your Mood with Food:

Mind (2017) notes that although it is apparent that eating and drinking healthily has a positive effect on our physical health and that what you consume may also affect your mood and energy levels. Eating a healthier diet allows the mind clarity and focus. Mind (2017) explains how what you consume, and your feelings are interconnected, for example eating regularly and choosing foods that release energy slowly will help to keep your sugar levels stable throughout the day (Mind, 2017). When your blood sugars are kept at the correct level this alleviates fatigue.

Another important consideration is what and how much fluids I drink. Not drinking enough can have a negative effect on attention span concentration and cause fatigue and headache (Krecar et al. 2014, p. 557). Linking back to how what I eat, and drink can affect my sleep I make sure I limit the amount of caffeine I consume. However, it should be noted that caffeine can have positive effects if taken in moderation, but it is recommended to ensure you consume less than 400mg a day in order to avoid headaches, drowsiness, anxiety, and nausea (Richards and Smith, 2015).

Running for Resilience:

The final coping strategies to help improve my resilience that I have been using is running and exercise in general. The common theme across all three points I have raised are they are not only beneficial for my physical health, but also my mental health and well-being. It is well known that exercise increases the endorphin levels, I find personally that this is most apparent when I am running. This is the reason why I prefer this as my main method of exercising. Exercise has been shown to stress relief for your body while limiting effects of stress, which is quite important due to the stressful nature of policing (Mayo Clinic, 2022). As well as the physiological benefits of exercise there is also a benefit to your physical health, with exercise showing to reduce blood pressure, improve cardiovascular fitness, aid weight loss, and aid in the prevention of chronic diseases (Mikkelsen et al. 2017).

As well as the benefits that are provided by exercise to your physical and mental health it also helps by applying 'sleep pressure' which can lead to you falling asleep quicker, for longer and more restfully (Centre for Disease Control and Prevention, 2020). Not only does exercise increase the demand on the body to sleep, but it also makes for a longer and more consistent sleep.

Conclusion:

After my initial months working as a police officer I believe that the three factors discussed have helped to minimise stress levels and help increase. I believe sleep is the underpinning foundation for being able to increase self-resilience and reduce stress. The other two points I raised have a direct impact on not only your mental and physical health but also your sleep quality. Neglecting your body and mind will lead to decreased performance, poor mood and finding it harder to bounce back

from diversity. While these coping strategies will not prevent all stress, they help mitigate the causing components.

Word Count: 1087

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:

Introduction:

Unfortunately, due to the nature of the job, conflict is something police officers are exposed to on daily basis. How an officer manages this conflict can have a direct impact on the outcome of the situation. Early intervention by diffusing the conflict can mitigate potential risk factors (College of Policing, 2020, p.1-3; Centrex, 2005, p.1; Bard and Zacker, 1976, p.2).

Resolving a situation of conflict between the police and public needs to be as safe as possible. The College of Policing suggest that officers should use their skills to de-escalate the situation to help protect themselves and the public, however there are many protocols and regulations around this. I will be critically assessing an incident that I attended that involved conflict that I tried to de-escalate using tactical communication and reflecting on the effectiveness of this using Gibbs' model of reflection (Gibbs, 1988, p. 49; College of Policing 2016, p. 1-3).

The Incident:

We received a call from the force control room (FCR) to attend an emergency. The details they provided were as followed: a male called in saying his brother was in their parent's house, despite the parents having a protection from harassment restraining order preventing him from being at the address, this was verified by the FCR. At the address we were met by the caller at the front door who allowed us entry, explaining that the subject was at the rear of the house in the kitchen. I was also informed from the FCR that the subject had warning markers for concealing weapons, drugs, and resisting arrest. Upon entry and confirmation of the subject's identity I reasoned with the subject and placed the subject in handcuffs before

cautioning him. After cautioning we explained that we would have to take him to the police car to take him into custody, at this point the subject started to resist arrest.

He became extremely verbally resistant as well as trying to drop to the floor as a dead weight. My tutor and I tried to carry him and the subject began to kick out and pull away from my grip before trying to exit the kitchen. I attempted to defuse the situation by using tactical communication, but he continued to be verbally and physically resistant to the arrest.

At this point we assessed the risks involved and performed a controlled take down to secure the subject. Due to this increased resistance, I made the decision to radio for a van. I then performed a Section 32 search (Home Office, 2012; Police and Criminal Evidence Act, Section 32, 1984). When taking the subject to the van the level of resistance increased even further and he began kicking out towards the officers present so three officers and myself had to carry him out of the property. Once the subject was secured in the van, I further arrested him for resisting arrest (Police Act, Section 89, 1996) and he was taken to custody where he was authorised detention.

Necessity for Arrest:

I was using the National Decision Model (NDM) throughout the incident to help inform my choices and reflect on the decisions I made based upon the Codes of Ethics. The NDM needs to be at the heart of all police decision making and is a vitally important model to keep to the professional standards of policing (College of Policing, 2014).

The powers I considered during this incident were the powers of arrest for breaching the restraining order and my use of force powers to actuate the arrest. As the occupiers of the address had a protection from harassment restraining order that required the subject not to be present at the address, the subject was in breach of this (Protection from Harassment Act, Section 2, 1997). The parents had the protection from harassment restraining order as due to their older age they were considered to be vulnerable to manipulation. Elder abuse includes physical, mental or emotional abuse and due to being more physically frail with age the elderly community are less able to take care of themselves and are less likely to fight back in situations. The abusers are often closely related to the elders and are most often adult children (Glisky, 2007; Vance, 2016; Robinso et al., 2022).

Due to the breach of the restraining order being police witnessed and the subject still being present at the address the necessity to arrest came under Section 24(5)(c)(i) of Police and Criminal Evidence Act (PACE) 1984 to prevent the person in question from causing physical injury to himself or another person (Home Office, 2012; PACE, 1984). Additionally, the arrest was necessary so the subject would be available to face the court for breaching the order.

The options and contingencies I had were that I was originally planning on conveying the subject in the back of a police car, but due to the increased levels of resistance I requested a van to alleviate jeopardy. This was all part of the constant reviewing of the decisions made, the NDM was in constant use through the incident and went around each time new information or intelligence was presented to me.

Gibbs' Reflective Cycle on Five Step Communication Model:

Due to the warning markers for the subject, I believed it was best to give the subject every opportunity to comply with his arrest. To do this I believed that tactical communication would be helpful in this case as studies have shown that officers who are willing to show understanding and consideration when acting with distrustful offenders will be more likely to foster a positive atmosphere (Barker et al., 2008).

Tactical communication allows an officer to work effectively with any individual regardless of level of stress or frustration towards a situation. The officer should approach every situation with a high level of professionalism and patience and use the skills taught in training to communicate to gain cooperation or compliance in high pressure situations. If used effectively this should minimise the amount of force required in a situation and help officers to communicate effectively even when under stress. This can have benefits to both the officers involved and the subject of the arrest. It improves relationships between the police and the public, minimises stress-related disorders and helps to prevent injuries on the job (Miller, 2008, p. 62-71).

I made the decision to use the Five-Step Appeal taught to me during my training. This includes five steps: Simple Appeal, Reasoned Appeal, Personal Appeal, Final Appeal, and finally Action (College of Policing, 2020).

Description: During the incident I asked a Simple Appeal for the subject to put his hands above his head and allow me to handcuff him. At this time the subject was compliant. After being informed he would have to be brought into custody he became verbally resistant. At this time, I gave them a Reasoned Appeal and explanation as to why this was necessary due to him breaching his restraining order. The subject then started to resist arrest passively and actively by becoming a dead weight and kicking out at a stool. I gave the subject a Personal Appeal including options as to what could happen next. I explained that it would be easier for the subject to stop resisting arrest and gave him a Final Appeal- "if you don't stop resisting, I am going to have to take you to the floor". Unfortunately, the subject continued to resist so I did bring him to the floor using the Step 5 Action.

Feelings: During this arrest I was concerned for myself and other colleagues' safety as the subject was in the kitchen of a house. This area of a house is considered a dangerous area which was emphasised during my initial training due to the high likelihood of dangerous implements e.g., kitchen knives. I was also very prepared for the possibility of the subject having any potential offensive weapons due to having the warning markers for concealing weapons, drugs, and resisting arrest.

Evaluation: We managed to get the subject into handcuffs behind his back at an early opportunity due to my simple appeal when communicating with the subject. This helped when he began to resist as we were able to have greater control on the subject and prevent it escalating further. During this situation I tried to use the Five-Step Appeal to build a rapport with the subject. This has been shown to be effective

at gaining trust and positive behaviours in police interviews, however limited research has been undertaken as to how this can be used during situations like those described above (College of Policing, 2020; Pounds, 2019; Abbe and Brandon, 2014). Despite this, I feel as if it is a transferable skill- trying to gain the trust of someone who is being brought into custody is an important aspect of policing and would only benefit a situation. Despite further communications, such as my final appeal, not being effective in this case the subject being in handcuffs made it impossible for his profiled behaviour to escalate to aggressive resistance. Due to this the subject and police officers involved were not harmed in anyway and risk was minimised.

Conclusions: In conclusion, the Five-Step Appeal Model was effective in this situation to reduce the risk of harm to the subject, myself and other officers involved. The subject responded well to the initial simple appeal of placing their hands behind their head and allowing themselves to be handcuffed. Unfortunately, the subject became quite upset when they were informed they would have to be brought into custody. In the future I could use other effective communication techniques to try and de-escalate the situation. For instance, body language has been shown to play a key role in effective communication. This can include paying attention, nodding your head, open body language and mirroring expressions of a person (Goman, 2011). This shows the other person that you are engaged and care about what they have to say.

Action: The force involved in this conflict was necessary and justified. Despite my use of tactical communication, the subject was still unable to remain compliant. In the future, because the subject has markers for arrest already in place, I could have utilised even more forms of effective communication to help build a rapport with the subject and prevent the use of force. However, upon reflection, I think that considering the situation I had in front of me it was dealt with in an efficient manner whilst minimising as many risks as possible.

Betari Box Model:

College of Policing (2022) notes that the Betari Box model explains how people get caught in a “virtuous circle of communication” based upon their attitude and behaviour towards one another. This leads to escalation of the situation that could be avoided by being aware of how your attitude and behaviour might be interpreted. This model demonstrates how these behaviours can have both negative and positive effects on those around us and that by choosing our attitude we can positively change the behaviour shown to others around us (College of Policing, 2022; Revolution Learning and Development, 2022). I believe this is important in policing during conflict as our aim is to de-escalate a situation and calm others down rather than increase negative behaviours.

During this incident I made sure to stay calm to prevent my behaviour from effecting the behaviour of the subject. I calmly asked him to turn around and put his hand behind his back. I believe that I had a calm and confident manner in this situation in both my attitude and my behaviour. Because I initiated the communication in such a

manner the subject responded in a calm manner and was compliant at the time of me handcuffing him. If I had gone in demonstrating hostility towards the subject this would have had a knock-on effect, meaning that he would be more likely to be hostile to my requests, and this would have had the potential to cause harm to anyone involved. This is a clear example that demonstrates the importance of managing your actions as they have a direct impact on the attitude and behaviour of those around you.

Unfortunately, the behaviour of the subject did increase when we attempted to take him to the car. Despite this I stayed calm and confident, making his options clear and giving him a chance to rectify his behaviour. Even though he didn't remain calm I do believe that my behaviours had an effect here as he was not aggressive towards the officers, he was just kicking out at a kitchen stool and refusing to stand.

Conclusion:

Overall, I was satisfied with how I approached and handled the conflict in this incident. To the best of my abilities, I managed to calmly communicate with the subject and use tactical communication to prevent harm to the subject and police officers involved. This means that even though the behaviour of the subject did escalate, as I was able to get him in handcuffs early on, it meant that the risk to us was limited. This situation had the potential to escalate and due to our early gathering of information we were able to assess these potential risks early on and minimise them.

Word Count: 2199

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:

“After every crime, and behind every crime statistic, there are real victims and families left picking up the pieces” (Home Office, 2018). The term ‘victim’ has changed over time, however in the eyes of the newly reformed Code of Practice for Victims of Crime in England and Wales (Victim's Code). A victim can be anyone who has suffered harm (mental, physical, emotional or economic loss) or a close relative of a person whose death was caused directly by a criminal offense (Ministry of Justice, 2021).

This new code of practice was created to help a victim to be understood and to understand, to prevent any unjustified delay to recording crimes, to be informed when reporting a crime, to be referred to any necessary support services, given appropriate information at all points and, amongst other things, to make a Victim Personal Statement (VPS). To summarise, victims must be treated with dignity and respect and be supported in making informed choices where necessary (Ministry of Justice, 2021). As a frontline police officer it is my duty to interface between the process and the victim and make sure the victim's rights are upheld. I believe that it is one of the most important responsibilities of my job to manage this process, so that the victim gets the best outcome and ensure they are protected going forward. In this essay I will be describing and critically assessing an incident in which an elderly woman was assaulted and how I have supported her as a victim.

The Incident:

The incident involved an elderly lady getting bitten on the nose by a younger lady. The victim was at a friend's house when the subject turned up at the address appearing as if she was on drugs. On being asked to leave and being walked to the door by the victim the subject grabbed hold of her by the hair and began to pull her

face towards theirs. The subject then bit the victim on the nose and pulled back as if she was attempting to bite it off, before leaving the address shortly after.

Social Context:

Older people may sometimes be more vulnerable due to age-related illnesses or disability or may perhaps have slower mobility or movement compared to younger people. This means they are often more vulnerable in situations and much less likely to stand up for themselves or to attack back (Robinson et al., 2022). As police officers we need to ensure that whatever the age of a victim we need to meet their needs and case-management on an individual basis and not based on any preconceptions or stereotypes we may have (Crown Prosecution Service, 2020). It is also part of the CPS policy to not make any assumptions of the credibility or reliability of a victim to give evidence based on their age or age-related vulnerability (Crown Prosecution Service, 2019).

How I Responded:

My first port of call was to contact the victim to make her aware that I would be dealing with the incident, and I would be her point of contact going forward. I was decided to do this to help reassure them in person and so that I could better assess the impact of the assault. It is the right of any victim "to be provided with information about the investigation and prosecution" (Ministry of Justice, 2021). It is vitally important that updates are passed to victims in a timely manner because "lack of information can make victims think that their case is being neglected or not being taken seriously" (Victim Support, 2011). There is a strong link between how satisfied the victim is with the quality and regularity of the updates and the confidence a victim has in the police and wider criminal justice service (Victim Support, 2011).

Also, whilst updating the victim I made sure to reiterate the safety plan put in place by the call handler and the police officer who took the original statement. I glad to see that she took the safety advice seriously and was even in the process of installing a video doorbell at her home address. A safety plan is usually to identify a potential risk and plan in advance before an emergency happens to give victims the tools to rebuild their lives and feel safe in their own homes (Murray et al., 2015). It also helps to remind them and prepare them that if there is an emergency, they are able to call for emergency services as quickly as possible to get the help they need.

After updating the victim, I began completing outstanding lines of enquires by obtaining a witness statement from the victim's friend who was present at the time of the incident. I did this so that I could build a clear picture of what had happened during the incident. The friend was present at the address at the time of the incident but was in another room at the time of the assault which took place by the front door of the property. The witness had known the subject when she was a child, so this provided a witness placing the subject in the address but not a witness to the actual assault- just the aftermath of the injury.

Shortly after the incident the victim took nine photographs of her face and nose nearly showing the extent of the injury. At the time of the original statement these were not exhibited in the statement. I arranged for the victim to come into the police station on the way home from work to complete an exhibiting statement for these photographs. As of yet a Victim Personal Statement (VPS) had not been completed (Ministry of Justice, 2021; Ministry of Justice, 2018). I looked back on the previous statement, and it was offered at the time, but the victim did not wish to complete one

right then because she was still quite shaken up from the incident. So, when she was in the police station to complete an exhibiting statement, I reoffered the option to complete one as well as going into detail about what they are and how they are used.

A VPS allows the victim of a crime to tell the police and the criminal justice system about how an incident has affected the victim physically, emotionally, psychologically, financially or in any other way that may be of concern (Ministry of Justice, 2013). This is incredibly important as the VPS acts as the 'voice' for the victim within the criminal justice process. Having access to making a VPS is the right of all victims of crime. Not only does it demonstrate the impact of what has happened but can be used when sentencing the offender (Ministry of Justice, 2021).

Now that I had completed all my lines of enquires it was time to arrange a voluntary attendance interview with the subject to put the evidence to her. I did consider using my powers of arrest but because some time had passed from the incident until I had the evidence ready I did not believe I had a necessity for arrest. Before the interview I made sure I was fully prepared with all the evidence printed out as well as a comprehensive interview plan of all the questions I wanted to cover. To make sure I was asking the correct questions to cover the points to prove and defences I looked over the relevant legislation.

The levels of injury from the assault were in keeping with a Section 47 of the Offences Against the Person Act 1861, Actual Bodily Harm (ABH). In the court case *R v Donovan (1934)* it was confirmed that the phrase 'bodily harm' should be given the following meaning; "any hurt or injury calculated to interfere with the health or comfort of the victim" (Crown Prosecution Service, 2022).

During the interview I asked the subject to account for her whereabouts and actions on the day in question. The account that the subject gave was that she was at the address but because she was invited there to have a drink with the victim and witness. She went on to say that the victim attacked her and because she had a back injury biting her on the nose was the only way to protect herself.

She admitted biting the victim, but she gave the defence for her actions as self-defence. Common law "allows a person to use reasonable force to defend himself from an attack." (LawTeacher, 2021). So, there is a potential defence of self-defence but when looking at the criteria for self-defence it must be both necessary and reasonable in the circumstances. This means that the force used to defend yourself must be justified and proportionate to the threat faced. They need to show whether or not a reasonable person would regard the force used as reasonable or excessive (CPS, 2019).

After the voluntary attendance interview, I discussed what was said in the interview with my Sergeant. He said because the defence of self-defence was brought up and the level of offence not being one that police would charge for it, then the case would have to go to the Crown Prosecution Service (CPS) for advice. Due to the fact it was a not guilty anticipated plea it would mean I would have to complete a full file to send off to the CPS.

For compiling the case file, I contacted the victim to make her aware that the subject had been interviewed that the fact a case file would have to be sent off for advice on the case. She thanked me for keeping her up to date and I said as soon as I had

sent off the case file, I would inform her. I compiled all the evidence from the case and included all the files that are required for a not guilty anticipated plea and redacted the files where necessary.

Finally, when the case file was complete, I sent the case file off to my Sergeant to complete his rationale and send off to the CPS. When this was done, I informed the victim that it had been sent off and gave her a rough indication on the expected time it would take waiting for the decision. I also informed the victim I would be back in contact as soon as I had any news because she has the right “to be given information about the outcome of the case” as well as “information about the investigation and prosecution” (Ministry of Justice, 2021). I hope soon I will get a decision back from the Crown Prosecution Service and will continue to update and assist the victim in any way I can.

In conclusion I have learnt a great deal about Codes of Practice for Victims through being in charge of this case. It has made me incredibly passionate about making sure victims are treated fairly and equality, all getting the high level of service, despite any vulnerabilities they may have. By updating and supporting victims of crime it will in turn increase their trust in the criminal justice system and the police meaning that they are more likely to have faith in the services in the future. After a crime has taken place, the impact can be deep and long lasting. It is highly important that the impact is recorded in the form a Victim Personal Statement so that the victim can have a voice in the criminal justice process. From the moment the police have contact with a victim it is an opportunity to help start the victim to mend and feel safe again. By giving comprehensive safety advice at the early opportunity not only makes the victim feel safer but helps prevent further emergencies in the future. Finally, the importance of updating a victim can never be underestimated. Without contact to provide updates we are leaving victims in the dark. Even if it is just an update to say there is not a change will reassure the victim that you are still working tirelessly on their behalf to get them justice for what has happened to them or their families. This is an area of my practice I will continue to try and develop and improve because if we put victims at the centre of the criminal justice system it will make a very real difference to countless lives.

Word Count: 2060

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 CIPA when conducting this investigation.

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

ANSWER:

One of the most important qualities of any police officer is their ability to make sound decisions quickly and effectively during a wide array of situations. During our training and constantly throughout our career we are given a wider range of tools to help aid us in our decision making, one of these being the National Decision Model (NDM).

The NDM provides a “framework in which decisions can be examined and challenged, both at the time and afterwards.” (College of Policing, 2013). At the centre of the NMD is the Code of Ethics, at every step during the decision-making process you must consider the Codes of Ethics as it acts as the foundation of policing decision and action. The Codes of Ethics was created by the college of Policing in 2014 and “it sets and defines the exemplary standards of behaviour for everyone who works in policing.” (College of Policing, 2014).

In the following essay I will be discussing an incident I was involved in a reflecting on how I used the NDM effectively and reflecting upon the decisions I made before discussing how the Criminal Procedure and Investigations Act 1996 (CPIA) relates to this situation.

I attended an emergency call where there was a report of a male damaging a person’s car. On arrival at the scene, I spoke to the reporting person who explained to me that it was her neighbour who was the one who damaged her vehicle by throwing bolts at the vehicle. They also made me aware that they had CCTV of the incident that captures the male smashing the window.

My intention by speaking to the reporting person was to gain as much information and intelligence regarding the incident and male's involvement. The first stage on the NDM is "gathering information and intelligence". Within this stage it is important to define what happened and clarify matters relating to the initial information and intelligence (College of Policing, 2013). It was clear from the information discussed that the male had committed criminal damage, contrary to Section 1 of the Criminal Damage Act 1971 (Criminal Damage Act, Section 1, 1971).

Once I had more information, I went outside to speak with my colleagues who were already talking with the subject through his property's downstairs window. I shared with them the information I gathered and this they did the same with me. They made me aware that whilst talking to the male through the window they had attempted to slam the window closed which hit one of my colleagues.

This information meant that we could additionally arrest the male for assaulting an emergency worker contrary to the Section 1 of the Assaults on Emergency Workers Act 2018. (Assaults on Emergency Workers Act, Section 1, 2018). Any assault "is a terrible thing, but an assault on an emergency worker is an assault on us all". The legislation makes an assault on an emergency "an aggravating factor and must state in open court that the offence is so aggravated" (The Crown Prosecution Service, 2018). This increases the maximum sentencing in keeping with the severity of the offence.

The next stage of the NDM is "assess threat and risk and develop a working strategy", at each stage of the process you must reflect and consider if you require any further information. Once that is done, I had to assess the level of risk posed by the subject and consider what level of response would be proportionate (College of Policing, 2013).

Owing to the aggression demonstrated I called for assistance from other officers on my shift to help effect the arrest. Reflecting upon this decision this was the safest option as he had already posed considerable danger to officers involved. Before the additional officers arrived the partner of the male returned home. The subject was refusing entry into the property, but I was able to use tactical communication with the partner to provide me with the keys to the address.

Tactical communication is key skill when dealing with conflict "to prevent, defuse and manage conflict situations without using physical force" (College of Policing, 2020). The outcome of this tactical communication was that rather than needing to force entry into the property. I was able to use situational awareness to adapt my response as I was presented with new information.

On the arrival of my Police Sergeant and another police officer I reassessed the "threat and risk". From the window I could see that he was not currently holding any weapons, but he was presenting as intoxicated due to him slurring his words when speaking, glassy eyed and unsteady on his feet. Before entering the address, my Sergeant had his taser drawn and myself and another officer had their PAVA drawn. These tactical options were considered as part of the "consider powers and policy" stage of the NDM (College of Policing, 2013).

The police powers that I considered were our right to enter the property and the use of force, by using tactical options by drawing my PAVA. Section 117 of the Police and Criminal Evidence Act 1984 states that "the officer may use reasonable force, if

necessary, in the exercise of the power. I was entering the address under Section 17 of the Police and Criminal Evidence Act 1984, to arrest him for an either-way offence (indictable offence) because I had reasonable grounds to suspect he was guilty of it contrary to Section 24 of the Police and Criminal Evidence Act 1984.

Code G of the Police and Criminal Evidence Act states, an arrest can only take place if the “constable has reasonable grounds for believing that it is necessary to arrest the person” (GOV.UK, 2012). When arresting anyone I must always make sure I have a necessity to do so. I must consider if there is a less intrusive method of dealing with the situation at hand. The Human Rights Act 1998 needs to underpin all arrests because by arresting someone you are removing article 5: Right to Liberty. According to Code G my necessity for arrest in this example was to prevent further damage or loss to property and prevent injury to themselves or another. If not arrested the male was likely to assault someone else or cause more criminal damage.

Before entering the address, I had to identify options and contingencies, “this stage involves considering the different ways to make a particular decision (or resolve a situation) with the least risk of harm” (College of Policing, 2013). The contingencies that we implemented were to have an officer go around the back of the property if the subject tried to escape out of the back. As well as when we entered to have officers to take two different paths into the address.

Because I had the house key in my possession, I opened the door and went through the threshold alongside my Sergeant. Upon entering the house, I could see the subject in the kitchen, and we started to approach the kitchen as two other officers went around through the living room into the kitchen. Once inside the kitchen I could see the subject reach for a draw and pull out a silver object from it. I said to the subject to drop the object on the floor at this point my sergeant red dotted the subject with his taser and he was sprayed with PAVA by one of the other officers present.

The final step of the NDM is to “take action and review what happened” (College of Policing, 2013). This has two steps, the first being the decision maker making the decision regarding what actions to take and then reviewing the actions they have taken after the incident. The NDM is not fixed in the way decisions are made. It is common that you will have to go around the NDM several times in a short duration during an active incident.

After being sprayed he turned to try and exit through a side door from the kitchen. I grabbed hold of the subject to prevent him from leaving. At this point my sergeant and I took the subject to the floor and placed him in handcuffs behind his back. As soon as I had the subject secure my attention turned to making sure he was okay. He had just had PAVA in his eyes, and he was lying on his side, so I got him sat up and rested against the side in the kitchen.

Once secured we took him outside and I said to him that he was under arrest on suspicion of criminal damage, assaulting an emergency worker and resisting arrest. Resisting arrest is contrary to Section 89 of the Police Act 1996, a person shall be guilty of an offence if they “resists or wilfully obstructs a constable in the execution of his duty” (Police Act, Section 89, 1996).

What I have included in the above description of the incident is a small section of the overall events that took place. Throughout the remainder of the incident, I continued

to make rapid decisions using the NDM and Codes of Ethics to inform each decision. Later, whilst dealing with the same male I was unfortunately assaulted by him which I further arrested him for. Once in custody he was booked in for all the above offences and authorised detention.

Throughout the whole process of investigating this incident I acted in accordance with the Criminal Procedure and Investigations Act 1996. This sets out the framework by which police officers are to record, retain and reveal all relevant material obtained in a criminal investigation to the prosecutor (Criminal Procedure and Investigations Act, Section 23, 1996.). In accordance with this act I ensured that I pursued all relevant lines of enquiry, such as house-to-house enquiries, CCTV enquiries, initial 999 recording, victim and witness statements and an extensive review of body worn footage from the incident. Once all of the lines of enquiry were completed and an interview of the offender, I compiled all of the information into a case file to share with the criminal prosecution service. This led to a guilty plea in court.

After leaving custody I returned to my station where I completed a detailed statement recording my decision making and provided justification for my actions. I also completed a use of force form for the incident that detailed the steps I took when dealing with the incident. I believe all my actions throughout the incident were justified and proportionate to the risk faced to the officers present. It was unfortunate that another officer and I were assaulted during this incident, and upon reflection I will look to mitigate the chance of this happening in the future by completing thorough NDM assessments through every incident. This is a learning point I have taken forward to all future incidents. To mitigate the risk of a similar situation in the future I could use more effective communication, open body language, open-ended questioning and retain a calm demeanour to try and de-escalate the situation so no harm comes to myself or any others. Despite this, I am pleased with the outcome of this situation due to receiving a guilty plea to all offenses.

Word Count: 1864

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: Making sure I am comfortable and have a good balance between my response workload, my university workbooks as well as my personal life.	Measurable, Achievable and Realistic: Manage all areas of my workload effective and completing tasking in a timely manner to reduce the stress impact they could have on me. Also making sure I have time for my personal life so there is a balance to prevent burnouts. It will be measurable by my stress levels, and I believe this area of development is achievable and realistic in the time scale.	Depending on what I am struggling with dictates who I would seek support from. If I was struggling with my response workload, I would make my sergeant aware. If I was struggling with my university work, I would use the contacts provided to me for the university. Finally, my friends and family are able to help keep my work life balance in check.	Timely: Currently my response workload is manageable. Time will tell if my workload increases the longer, I spend as an independent response officer. A good indicator of how well I am progressing will be when I am completing my second workbook. My submission for the second workbook is on the 30 th of October, so this would be a good date to reflect back on my development.
Specific: Continue to improve my suspect interviewing technique, with the aim to be more thorough in	Measurable, Achievable and Realistic: I will achieve this area of development by practising suspect interviews	My Sergeant and the rest of my response relief will be able to provide me with feedback and advice regarding interviewing. Also, I have a	Timely: I believe that after my two-week tier 2 course will be a good time to reflect upon the development of my interview

my questioning and making sure I cover every possible detail.	whenever the opportunity presents itself. I will focus on making detailed interview plans as not only is this best practise, but it will serve as an aide to prevent me from forgetting any lines of questioning, as well as giving good structure to the interview. The level of success during interviews can be measured by the outcome of the interview and what information I have gathered from it. I will also get a sense for how well it has gone once I have completed each interview. I believe this achievable and realistic; it will be a on going learning process improving my interviewing techniques.	two-week Tier 2 interview course between the 27th of February and the 9th of March. This course will be help advance my interview skills and be a chance to ask the tutors any questions I have in relation to interviewing.	technique. I will continue to practise at any opportunity I get, plus I will take time to reflect after each interview to see how I could improve for the next interview. This constant reflection and questioning of my own practise will make sure that I am working towards my goals. This will be reviewed on the 27th February 2023.
Specific: Hone my response to a variety of incidents and expand the type of incidents that I am comfortable attending and dealing with. During my tutorship I have attended a wide	Measurable, Achievable and Realistic: It will be measurable by the number of different incidents that I attend and the level of confidence I feel after attending the said incidents. It is very achievable	As this is a response specific area of development my Sergeant and the rest of the team on my response relief are the most relevant people to assist and provide support. I could also request help from traffic	Timely: The timescale for this area of development is initially short-term but it will be an ongoing point of development throughout my career. The more variety of incidents that I am exposed to

range of different types of calls, but I wish to continue to expand upon this going forward.	and realistic, and I fully expect to attend a wide range of incident over the coming months. I would like to have more involvement with road policing incidents. So, when the opportunity presents itself, I will push to make sure I am involved. I am confident that I understand the process of issuing a traffic offence report and when the chance comes to issue one again, I will do so to make sure that I am well practised at doing them.	officers if I require further advise in relation to traffic offences.	the more well rounded a Police officer I will become. I will review this on the 28 th of March.
Specific: Complete the remainder of my probation period and be fully signed off. I have two years of probation from the time I started in Gwent Police, so I have a further 16 months. Once I have completed my probation this opens opportunities to specialise going forward.	Measurable, Achievable and Realistic: One of my tutors during training said to me that the first 18 months of being a Police officer is the hardest part to get through. I will measure success in this area of development if I make it through my probation. I hope to be a competent Police officer at the end of my probation, but I am fully aware that it is a	Like my previous areas of development my Sergeant and the rest of my response relief will be instrumental in providing me support so that I made sure I achieve my goals as a response officer. Also, the university will be able to assist me when it comes to the academic side of my probation.	Timely: My probation is set to end two years after starting the job, so I believe that to be on the 28 th of March 2024. This is my timeline for completing my probation.

	constant learning experience. I am fully prepared that it will be challenging but I believe this goal is achievable and realistic. Plus, once I am through my initial 2 years of probation this will open up an array of new opportunities.		
--	---	--	--

Word Count: 1014

Bibliography

Abe, A., and Brandon, S.E. (2014). 'Building and maintaining rapport in investigative interviews', *Police Practice & Research: An International Journal*, 15(3), pp. 207–220.

Assaults on Emergency Workers Act (2018) *Section 1- Common Assault and Battery*. Available at: <https://www.legislation.gov.uk/ukpga/2018/23> (Accessed: 4 February 2023).

Bard, M., and Zacker, J. (1976). *Police and interpersonal conflict: Third party intervention approaches*. Washington, D.C.: The Police Foundation.

Barker, V.(2008) 'Police Communication: Why Does it Matter?', *National Communication Association*, 1st June. Available at: <https://www.natcom.org/communication-currents/police-communication-why-does-it-matter> (Accessed: 29 December 2022).

Centre for Disease Control and Prevention (2020), *Module 2 Sleep Pressure: Homeostatic Sleep Drive*. Available at: <https://www.cdc.gov/niosh/work-hour-training-for-nurses/longhours/mod2/11.html> (Accessed: 25 October 2022).

Centrex, 2005. *Conflict Management Model*. Harrogate: Centrex.

College of Policing (2014) National Decision Model. Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-nationaldecision-model/?highlight=CRITICAL%20INCIDENTS> (Accessed 16th of December 2022).

College of Policing (2014). Code of Ethics. Available at: https://assets.college.police.uk/s3fs-public/2021-02/code_of_ethics.pdf (Accessed: 12 November 2022).

College of Policing, (2020). 'Conflict Management Using De-Escalation, Communication and Negotiation', *College of Policing*.

College of Policing, (2020). *Conflict Management Skills*. Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> (Accessed: 29 November 2022).

Criminal Damage Act (1971) *Section 1- Destroying or Damaging Property*. Available at: <https://www.legislation.gov.uk/ukpga/1971/48/section/1> (Accessed: 4 February 2023).

Crown Prosecution Service (2022) *Offences against the Person, incorporating the Charging Standard*. Available at: <https://www.cps.gov.uk/legal-guidance/offences-against-person-incorporating-charging-standard> (Accessed 30 December 2022).

Crown Prosecution Service (2020) *Older People: Prosecuting Crimes against*. Available at: <https://www.cps.gov.uk/legal-guidance/older-people-prosecuting-crimes-against> (Accessed December 29 2022).

Crown Prosecution Service (2019) *Self-Defence and the Prevention of Crime*. Available at: <https://www.cps.gov.uk/legal-guidance/self-defence-and-prevention-crime> (Accessed: December 29, 2022).

Crown Prosecution Service (2019) *Policy guidance on the prosecution of crimes against older people*. Available at: <https://www.cps.gov.uk/publication/policy-guidance-prosecution-crimes-against-older-people-0> (Accessed December 29 2022).

Criminal Procedure and Investigations Act 1996 Section 23 Code of Practice. Available at: <https://www.gov.uk/government/publications/criminal-procedure-and-investigations-act-1996-section-231-code-of-practice> (Accessed: 4 February 2023).

Garbarino et al., (2019). 'Sleep Quality among Police Officers: Implications and Insights from a Systematic Review and Meta-Analysis of the Literature', *International Journal of Environmental Research and Public Health*, 16(5), pp. 885.

Gibbs, G. (1998) *Learning by Doing: A Guide to Teaching and Learning Methods*. London: Further Education Unit.

Gilsky, E.L. 2007. *Brain Aging: Models, Methods, and Mechanisms*. Boca Raton (FL): CRC Press. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK3885/> (Accessed: 17 January 2023)

Goman, C.K. (2011) *The silent language of leaders: How body language can help-or hurt-how you lead*. San Francisco, Calif: Jossey-Bass.

Her Majesty's Government (2018) *Victims Strategy*. London: Her Majesty's Stationary Office. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/746930/victim-strategy.pdf (Accessed: 28 December 2022).

Home Office, 2012. Police and Criminal Evidence Act 1984 (PACE) Code G Revises Code of Practice for the Statutory Power of Arrest by Police Officers. Norwich: TSO.

Human Rights Act 1998 Article 5 Right to Liberty and Security. Available at: <https://www.legislation.gov.uk/ukpga/1998/42/contents> (Accessed: 4 February 2023).

Krecar, I.M., Kolega, M. and Kunac, S.F. (2014) 'The effects of drinking water on attention,' *Procedia- Social and Behavioural Sciences*, 159, pp. 577–583. Available at: <https://doi.org/10.1016/j.sbspro.2014.12.428>. (Accessed: 25 October 2022).

LawTeacher (2021) *Self Defence Case Summaries*. Available from: <https://www.lawteacher.net/cases/self-defence.php?vref=1> (Accessed: 29 December 2022).

Mayo Clinic (2022) *Sleep Tips: 6 Steps to Better Sleep*. Available at: <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/sleep/art-20048379> (Accessed: 21 October 2022).

Mayo Clinic (2022) *Exercise and Stress: Get Moving to Manage Stress*. Available at: <https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/exercise-and->

[stress/art20044469#:~:text=Physical%20activity%20may%20help%20bump,contribute%20to%20this%20same%20feeling](#). (Accessed: 25 October 2022).

Mikkelsen, K. et al. (2017) 'Exercise and Mental Health', *Maturitas*, 106, pp. 48–56. Available at: <https://doi.org/10.1016/j.maturitas.2017.09.003> (Accessed: 25 October 2022).

Miller, C. 2008. 'Art of Verbal Judo: How Tactical Communication Reduces Need to Escalate Use of Force', *Law Enforcement Technology*, 35(8) pg. 62-71.

Mind (2017) *How Can Food Affect Mood?* Available at: <https://www.mind.org.uk/information-support/tips-for-everyday-living/food-and-mood/about-food-and-mood/> (Accessed: 25 October 2022).

Mind (2020) *How to Cope With Sleep Problems*. Available at: <https://www.mind.org.uk/information-support/types-of-mental-health-problems/sleep-problems/about-sleep-and-mental-health/> (Accessed: 21 October 2022).

Ministry of Justice (2013) *Making A Victim Personal Statement*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/264625/victims-vps-guidance.pdf (Accessed 29 December 2022).

Ministry of Justice (2021) *Code of Practice for Victims of Crime in England and Wales (Victim's Code)*. Available at: <https://www.gov.uk/government/publications/the-code-of-practice-for-victims-of-crime/code-of-practice-for-victims-of-crime-in-england-and-wales-victims-code> (Accessed 29 December 2022).

Murray, C. E., Horton, G. E., Johnson, C. H., Notestine, L., Garr, B., Marsh, A., Flasch, P., and Doom, E. B. (2015). 'Domestic violence service providers' perceptions of safety planning: A focus group study', *Journal of Family Violence*, 30, 381-392. DOI: 10.1007/s10896-015-9674-1

Police and Criminal Evidence Act 1984. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/32> (Accessed: 27 December 2022)

Police and Criminal Evidence Act 2012 Code G. Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/32> (Accessed: 27 December 2022)

Police Act 1996 Section 89 Assaults on Constables. Available at: <https://www.legislation.gov.uk/ukpga/1996/16/section/89> (Accessed: 4 February 2023).

Pounds, G. 2019. 'Rapport-building in suspects' police interviews: the role of empathy and face', *School of Politics, Philosophy, Language and Communication Studies*.

Queirós, C. et al. (2020) 'Burnout and stress measurement in police officers: Literature review and a study with the Operational Police Stress Questionnaire,' *Frontiers in Psychology*, 11(1). Available at: <https://doi.org/10.3389/fpsyg.2020.00587> (Accessed: 21 October 2022).

Robinson, L., Saisan, J., and Segal, J. 2022. Elder Abuse and Neglect. Available at: <https://www.helpguide.org/articles/abuse/elder-abuse-and->

[neglect.htm#:~:text=As%20older%20adults%20become%20more,those%20who%20live%20with%20them](#) (Accessed 03/02/2023)

Revolution Learning and Development (2022) *The Betari Box Model*. Available at: <https://www.revolutionlearning.co.uk/article/the-betari-box-model/> (Accessed: 1 January 2023).

Richards, G. and Smith, A. (2015) 'Caffeine Consumption and Self-Assessed Stress, Anxiety, and Depression in Secondary School Children', *Journal of Psychopharmacology*, 29(12), pp. 1236–1247. Available at: <https://doi.org/10.1177/0269881115612404> (Accessed: 25 October 2022).

Vance, P. 2016. *Neuroscience Explains Why Seniors Are More Vulnerable To Predators*. Available at: <https://vparkerlaw.com/seniors-are-more-vulnerable/#:~:text=Cluttering%20of%20the%20brain%2C%20and,susceptible%20to%20manipulation%20by%20predators> (Accessed 03/02/2023)

Victim Support (2011) *Left in The Dark. Why Victims of Crime Need To Be Kept Informed*. Available at: <https://www.victimsupport.org.uk/wp-content/uploads/documents/files/Left%20in%20the%20dark%20-%20why%20victims%20of%20crime%20need%20to%20be%20kept%20informed.pdf> (Accessed: 29 December 2022).

Woman's Aid (2011) *Safety Planning and Staying Safe*. Available at: <https://www.womensaidnel.org/wp-content/uploads/2019/07/Safety-Planning-Feb11.pdf> (Accessed: 29 December 2022).

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin



Signed:

Date: 06/02/2023