



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

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 4 (PCDA)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the workplace 2 (PCDA)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

- **Wellbeing and Resilience**
- **Evidence based policing**
- **Research Methods and Skills**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Criminal justice**
- **Conducting investigations**
- **Decision making and discretion.**
- **Digital Policing**

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.

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.

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this particular document to insert your text / answer within each section of this workbook;*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Evidence based policing Research Methods and Skills Decision-making and Discretion	1500
Task 3	Vulnerability and Risk	1250
Task 4	Conducting investigations Information and intelligence	1750
Task 5	Digital Policing, Vulnerability and Risk	1500
	Bibliography	
Task 6	OCP	1000
	Total	8000

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Guidance:

Consider and reflect on the impact of organisational justice on yourself as a member of the police service. (Code of Ethics)

Consider the steps that your organisation is taking to raise ethical standards.

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

ANSWER:

In this task I will discuss the impacts of organisational justice on myself as a serving member of the police service. I will then discuss the steps that my organisation is taking to raise the ethical standards. Organisational justice within the police organisation is referred to as a *'Degree to which police officers and staff perceive the decisions that affect them as fair. Officers and staff are more likely to treat the public fairly and respectfully if they feel that they are being treated this way, particularly by their own force. Organisational justice is a vital aspect of any assessment of police legitimacy.'* (HMICFRS, 2019)

Organisational justice plays a major part in police organisations. It is crucial for the job as it can have a domino effect on how the public are treated by police. With a poor morale and lack of positive attitude towards the organisation, it can have detrimental effects on how you respond to incidents and dealing with the public. This then influencing the public's perception of the police. However, if you are in a place of a positive mindset with a good shift, great management and job satisfaction then dealing with the public becomes much easier and you may feel more than willing to help the public and therefore achieve better results. Thus, making the public more likely to report criminal behaviour and assist the police.

Within the police agency, we are expected to follow the Code of Ethics within our roles. This was developed by the College of Policing in 2014 to set the standards of behaviours we need to follow. *'It is a supportive, positive, everyday decision-making framework and is a constant reinforcement of the values and standards that policing is proud of. It is intended to encourage personal responsibility and the exercise of professional judgement; empowering everyone in policing to ensure they always do the right thing.'* (College of Policing, 2014). Organisational justice can impact in the way we follow these codes. From my experience so far being on shift, I have noticed the standards not being where they should be. This is due to lack of numbers on shift, my shift was so short staffed that our workloads were huge and were having to juggle many crimes to investigate. This then led to victims not being updated as frequently as they should be. There was also a lack of sergeants, I came onto shift with not having one which caused my morale to be low. I was then learning from the most experienced on my shift, this was difficult because they had been in the organisation for a while and they felt they were never treated fairly or felt their worth. They would often cut corners at incidents and not go that extra mile for the organisation. This was not something I wanted to reflect on to me, but there was a chance where I could develop those behaviours and implement them into my policing style. I then had no supervisor that I could go to in relation to this. Also, due to the numbers it was very difficult to take annual leave, often dates requested being declined. This caused a lot of strain on wellbeing. This then became increasingly worse due to the pandemic.

Policing during the Coronavirus had impacted organisational justice on myself. This being that there was a lot of sickness and isolating happening making us even shorter of officers on shift and much

more was expected of us. We had to put ourselves in situations where we may be exposed to someone with the virus which was concerning as it was still so early on and we did not know the full effects. This had impacted me as I knew that I could become seriously ill but was still expected to carry out my duties. However, it felt like there was no appreciation from the organisation from what I was doing or any other member, making morale very low. This caused my well-being to suffer. I had to remember that what I was doing was helping the public and that it was my duty and I must persevere. Later during the pandemic, I was moved to another shift with a new sergeant. As my sergeant was newly promoted, his behaviour was positive and assisted me a lot. The shift was happy to receive another new member on their team and I felt like I had worth on this shift. Overall, this has allowed me to be much happier which has reflected in my job and has improved my confidence.

This links into how my organisation raises ethical standards as there are ways in which they support the well-being of members.

One of the steps is by having Trim assessments. This stands for Trauma Risk Management. Two mental health nurses within the military developed this as a way of supporting personnel who have witnessed a traumatic incident. This has then been adapted into the police service. A trim meeting is where you will meet a trim assessor who will ask you questions in relation to a stressful or upsetting incident you may have been too. These are crucial as it can recognise if you are suffering with mental health by answering questions tailored to this. The purpose is to identify signs of stress which if left untreated or unrecognised can sometimes lead to long term mental health problems. Additional support can then be arranged following a referral. This is a great way to keep your wellbeing and resilience in a positive way. Evidence suggests that trim assessments have impacted positively on wellbeing of officers. By our wellbeing and resilience in a good place, it allows us to focus more on our roles and implement those standards of behaviour we need to show.

Other steps my organisation takes to raise ethical standards are by having dedicated training days every 10 weeks. These training days will often include training on how we deal with different communities, those who have different cultures and beliefs and how we can communicate effectively with these communities. *Gwent is an area of contrasts; a bustling city, historic towns and small, rural communities. We have a growing ethnic minority population, particularly in Newport, which is also one of Wales's four Border Agency dispersal areas for asylum seekers (Gwent Police, 2021)*. This helps us massively as it allows us to be professional, open and shows we respect these cultures by learning about them which is crucial for our standards of behaviour.

In conclusion, I have discussed how I have personally been impacted by organisational justice within my organisation. I reflected that I felt my well-being was not where it should be once becoming independent and how it was still affected during the pandemic. Now, I feel as though I am in a good place with my wellbeing, I can do my job effectively with satisfaction and I can see the difference from having a positive workforce than one with poor attitudes.

I then mentioned the steps that my force takes to raise ethical standards which has shown that the organisation implements good measures to assist with wellbeing and too keep our standards above what they should be.

Task 2

Relevant areas of the National Policing Curriculum: Evidence based policing, Research Methods and Skills, Decision-making and Discretion

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

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

What options did you consider when adopting a multi-agency approach?

How did you decide on the most appropriate option to mitigate or resolve the problem and how did you evaluate the available evidence?

Justify your intervention and highlight potential consequences.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this short assignment I will be discussing an incident whereby I had to implement evidence-based policing and take a problem-solving approach. I will reflect on how the problem was mitigated and the options I had to consider when taking a multi-agency approach. I will then go on to discuss the method I used to resolve the problem that I was facing and how it was the most appropriate method. I will then justify my actions of the intervention and highlight potential consequences of evidence-based policing and solving the problem.

The incident I was faced with was there was a call for children on their bikes causing alarm and distress in the local carpark. They were throwing items at members of the public and shouting abuse at them. It was believed that these children also go on the roofs of the local shops in the town centre. I have attended many calls relating to them being on the roof, however, have never seen them as they will always dispersed before I've attended. I knew this was a problem that would not go away on it's own. This was not just a one off, but a series of events occurring. There are many options to consider here, one of the first was I needed to work with a partner agency to assist me in dealing with this. This is known as partnership-orientated policing. This was developed by Herman Goldstein in 1979.

(Goldstein, 1979) offered the problem-oriented approach as a means of improving police outcomes. Specifically, he stated that the police need to 'develop a more systematic process for examining and addressing the problems that the public expects them to handle' (Goldstein, 1979, p. 236).

Traditionally, officers would initially deal with the incident by reporting it and logging it down. Then, another report would come in, officers would deal with it and then log it again with the possibility of random patrols and finding the incident or catching someone in the act. However, partnership policing constantly reviews the reports of patterns and looks for any commonalities which can be sorted. It is finding the root of the cause and implementing a solution to resolve it. It is using teamwork and leadership and identifying who has the resources and expertise to help. An example, of using partnership policing can be with domestic violence incidents, where agencies such as womens aid, social services and schools will work together. Or Anti-social behaviour of people drinking in the street, you will work with the council and licensing.

By doing this method of a multi-agency approach, it can enhance job satisfaction, provide better services to the public and being able to manage demands to an extent that police may lack in resources and need these agencies to assist in meeting that demand.

To decide the most appropriate option when dealing with the problem, I needed to implement a problem-solving method when dealing with a multi-agency approach. I had to understand the issue better before it could be controlled. By doing this, I firstly used the SARA Model. This stands for, Scanning, Analysis, Response and Assessment. With the scanning I had to identify the problem and the risks involved and prioritising what needs to be done. Also by understanding how frequent this problem occurs. I also needed to recognise what partner agency would be the best to assist me and who has the best resources. In this case, I had to set a goal of what I wanted to achieve to deal with it. *'To develop a form of policing uniquely equipped to fulfill the complex needs of a free and diverse society police reform must have a more ambitious goal (Goldstein, 1979)'* The ultimate goal was to identify the youths, stop the anti-social behaviour and support the public. Within the next part, analysis, I needed to know who the offending children were. I also needed to know who can help me. The best partner agencies I could identify was the local council, social services and the school. I would also need the assistance from the neighbourhood policing team. During analysis, when going through a problem-solving approach the 'Problem Analysis Triangle model' is often used. *'The problem analysis triangle (sometimes referred to as the crime triangle) provides a way of thinking about recurring problems of crime and disorder. This idea assumes that crime or disorder results when (1) likely offenders and (2) suitable targets come together in (3) time and space, in the absence of capable guardians for that target' (Arizona State University)*. The problem is at the centre of the triangle. The problem will only exist if the following 3 are in place. This being the victim, location and offender. The victim in our case is the members of the public who are being harassed by these youths. The local town and council are also the victim as they could be causing damage to the car park, this can then cause financial issues for them. The location is straight forward, where it's taking place and why this particular carpark, is there any CCTV or any security measures in place. Lastly, the offender, how many times? Who are they targeting specifically? Using this model would have assisted me further in the problem-solving approach.

The next part is responding to the problem. So, how did I respond? Initially, I requested assistance from the council to request any CCTV footage, I was then able to gain images from the CCTV of the youths in order to identify them. I used the local schools and dispersed the images for possible identification. I also sent them to the local neighbourhood and response officers for possible ID. Another way of assisting in responding to these problems can also be evidence-based policing (EBP). So, what is EBP? An EBP approach is where police use the best available evidence and review it to inform and challenge decision making, practices and policies. It allows us to develop a better understanding as officers and help us to assess the effect of a policing intervention. It also assists as we use organisational data with facts and figures. It does need to be considered when applying EBP where we can get our sources from, this can be easily from previous niche reports of other peers. Other forces will often publish reports which can be viewed, as well as academic sources and journals. The government and HMCIFRS will also publish reports on experiences and evidence which has worked.

College of policing have adapted a website called 'What Works'. *'The Centre was set up in 2013 to map the crime reduction research evidence and get this evidence used in practice. College What Works supports and encourages greater collaboration across organisations with a shared aim of reducing crime. We do this by providing tools and resources that equip policing and other stakeholders to better access, understand and use research evidence in practice.'* (College of Policing, 2019). A crime reduction Toolkit was introduced which briefly states the best available evidence that works to reduce crime. It shows reviews that exist and allows those using to review the evidence of that intervention as well as finding out how to do it, where to do it and what it costs.

From evaluating evidence on the crime reduction toolkit within my problem I was able to see that, CCTV, street lighting, problem orientated policing and hotspot police were all ways that reduced the crime and ASB. I requested to the council that signposting for the CCTV is placed in the carpark as well as fixing the street lighting within the carpark and keeping them lit in the evening. I also requested that patrols were done by neighbourhood teams, especially by the community support officers as they would assist in engaging with the children and may even know them. From this, the ASB subsequently decreased within the area and the children were eventually identified and were being dealt with by the neighbourhood team and a referral was made to social services.

Finally, in SARA, would be the assessment of the problem. On evaluation of my intervention, I believe that by using evidence-based experience I was able to resolve the situation by using the methods which are known to work in the reduction of ASB. The intervention I did was justified, in the sense that as stated above traditionally officers will attend and conduct an area search for the youths and then close it down. But this does not actually solve the problem and further incidents occur allowing the youths to carry on with this behaviour. By intervening and solving the issue, puts a stop to the ongoing behaviour. However, when going through a multi-agency approach there are potential consequences. For example, time constraints being one of them. To make contact and arrange a possible meeting or to get information can often take time and delay the process. Another being, resources. They may not have the resources you require. Evidence based policing can often be a possible consequence, this being that you may follow the approach you have seen from that experience and it may not work for your exact problem or even cause further problems. It must be looked at cautiously.

To conclude, I have discussed the options I had considered when adopting a multi-agency approach, I used partnership orientated policing and used a problem-solving model to assist me with an ASB problem that was a regular occurrence. I've discussed how evidence-based policing is beneficial to us when dealing with problems. I have then discussed the justification for my intervention of this ASB and highlighted the possible consequences that could happen when dealing with such a problem.

1415

Task 3

Relevant areas of the National Policing Curriculum: Vulnerability and Risk

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

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

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

Evaluate what works in relation to tackling repeat victimisation and repeat offending.

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

ANSWER:

In this task I will be discussing where I have supported a vulnerable repeat victim of anti-social behaviour (ASB) and reflect on what I did and how I dealt with it. I will then discuss the different methods by police and partner agencies in how they support vulnerable people or people who are at risk of harm. I will then move on to what works with tackling repeat victimisation and repeat offending, especially regarding ASB. *Antisocial behaviour is defined as 'behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person' (Antisocial Behaviour Act 2003 and Police Reform and Social Responsibility Act 2011) (Metropolitan Police, 2021).* From the office of National Statistics, In the 12 months of April 2020 - March 2021, there was 9,469 anti-social behaviour incidents reported in Gwent, an increase from the previous year.

I received an emergency call to attend an elderly female's address. She had called in due to having youths banging on her property door making threats and running away. They had then been throwing rocks at her house and shouting inappropriate things at her. On arrival, there was no youths present in the area. This female was clearly distressed. She stated this is the third time just this week that this has happened to her. She believed she was being targeted by these youths due to a family member being a convicted sex offender. She stated this has been ongoing for months and is too afraid to leave the house. She lives here on her own and is disabled. She is housed in her property by the local council but insisted they do not help her. The fact that this has been ongoing for months and that she is a disabled elder makes her a repeat vulnerable victim. A repeat victim is the victim of the same type of crime more than once in a year. Being a repeat victim can have effects on a person's health.

Due to the females mental health, I spoke with her and my first offer of support was to put in a public protection notification report (PPN). This is just one of the methods where police work with other professionals to support vulnerable people. This is used to detail everything in how the female is at risk and what can be done to help her. I detailed in this report that she is at risk of harm by these children, her mental health is at risk due to not wanting to leave the house by being in fear. I also detailed what could be done to help with the offending. I made the suggestion that it may be worth assisting her by placing CCTV at her address or removing her from the property all together. These reports offer not only assistance to adults at risk, but they are also used for children at risk and domestic violence victims.

After submitting the report, I had looked at previous incidents reported by the victim, I could not see that the local neighbourhood policing team (NPT) had not been aware that this was ongoing. By NPT being known of this situation can increase the support and tackling the ASB as their knowledge of ASB is much greater than the average response officer. I also asked if our community support officers

could often visit the victim to offer some support and reassurance alongside dedicated patrols, I attended the address a few weeks later for a reassurance visit. I was then told by the victim that housing officers have agreed that CCTV is to be placed onto the home of the victim, which was a great result in the deterrent of the youths and possibly identifying them.

Within an ASB context, there are many methods which can be used to tackle repeat offending. For some offenders, it may only take an early and informal intervention to stop the offending with a supportive intervention. These can be issued by the local authority also. A conference can be done between police (usually the crime and reduction officer) and other agencies such as local councils, housing officers and youth workers. Some of these interventions can include, warning letters or an acceptable behaviour contract (ABC). This is a written agreement between the offender of ASB and agencies acting locally to stop that behaviour. The rules of the contract can be discussed with the offender before being drafted and signed to show compliance. However, they are able to refuse to sign and cannot be forced to do so. However, the refusal of a signature may be a persuasion for the court that a civil injunction or a criminal behaviour order may be the only way to prevent this behaviour.

In the incident I discussed above, it may be worth using a community resolution. This is used for the less serious offence or anti-social behaviour; this is again an informal agreement between the parties involved. This is used as so not having to go down the criminal justice process. This is also a good way to deal with youths. It is a great tool with police as it enables us as police to deal with lower level crime and ASB in a more proportionate manner. There is also another intervention which is called 'Restorative Justice'. *Restorative justice (RJ) is an approach to trying to deal with the harm caused by crime and other conflicts. It involves bringing together victims and offenders to help you find answers, and to help the offender to fit back into society. Research shows many people find restorative justice helps them to move on with their lives after experiencing crime. It can also reduce the frequency of reoffending. (Victim Support).* This gives victims a say in how the offenders can be dealt with. It can involve a face to face mediation whereby the victim will express to the offender how they are feeling due to the ongoing ASB. This will only be done if the offender agrees they are in the wrong. The offender can often realise the effects they are causing and will not offend again also stopping the repeat victimisation. Research has been conducted and *'the government's analysis of this research has concluded that restorative justice reduces the frequency of reoffending by 14%.'* (Restorative Justice Council, 2016)

If this method is not proportionate, then a Civil Injunction could be another option. This comes under Part 1 of the Anti-Social Behaviour, Crime and Policing Act 2014. It is a civil power which is applied for to deal with individuals that are behaving in an anti-social manner. These offer quick and effective protections for victims and communities. It sets a clear standard of behaviour for offender and stopping their behaviour from escalating. However, many professionals will not want to go to this approach if not explored the other out of court interventions first, especially for under 18s. But if these informal approaches have not succeeded then it may be decided that a quicker response is needed. A range of professionals can apply for this, such as local councils and not just police. They will be issued by County Court and that organisation will need to prove that it is necessary.

These methods do have results in succeeding to tackle repeat victimisation as it tackles those who are repeat offenders and stops the behaviour, there are many more methods used by professionals which are not discussed in detail here. But these include, Criminal Behaviour Orders, Dispersal Orders and Public Spaces Protection Order.

To conclude this essay, I have discussed the support methods in place to help repeat or vulnerable victims of ASB. I have shown from a recent incident I attended how important it is to communicate with other partner agencies in order to help tackle ASB and support those who are victims of it.

Task 4

Relevant areas of the National Policing Curriculum: Conducting investigations and information and intelligence.

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

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

Consider how you have gathered, analysed and evaluated relevant information or intelligence from a range of sources as appropriate to the policing incident. Additionally, identify how you have developed the information and intelligence for the purpose of informing the tasking and co-ordination process.

Focus on how you have made use of the additional sources of intelligence obtained through this complex investigation and **explain** how you have **applied** learning from previous serious and complex investigations.

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, culturally sensitive practice and language preference.

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

ANSWER:

In this task I will be discussing an incident of a serious and complex nature that I have been investigating. I will be considering how I have gathered, analysed and evaluated relevant information or intelligence from a different range of sources that are appropriate to the ongoing investigation. I will then discuss how I was able to develop information for the purpose of informing the tasking and co-ordination process. I will also show how I focused on how I used a range of sources and how I have applied learning from a previous serious and complex investigation.

The incident I am currently investigating was initially a domestic violence report whereby the victim had been assaulted by her ex-partner after he has broken into her home. However, during the obtaining of the victim statement it became clear that there is much more to it which had gone unnoticed or unreported. It was clear that she had been in a controlling relationship with the offender previously. I had made the decision that there were coercive control elements to this and subsequently began an investigation into this. The behaviours the victim included in her statement was that, she continuously had to try and cancel her bank cards due to the offender taking her card and spending her money and would take control of her finances. There was also reports of him not allowing her to spend time with her friends, not allowing her to have social media and isolating her from family. *'Domestic abuse isn't always physical. Coercive control is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This controlling behaviour is designed to make a person dependent by isolating them from support, exploiting them, depriving them of independence and regulating their everyday behaviour.'* (Womens Aid, 2020)

Coercive control is a recent legislation which has come into practice and can be difficult to prove. It is not a simple investigation and can take some time to gather all the evidence. *'There were 17,616 offences of coercive control recorded by the police in the year ending March 2019, compared with 9,053 in the year ending March 2018. (ONS, 2019), (Womens Aid, 2020)'*. This statistic shows how more and more reports of this offence is being reported to police and will most likely continue to do so. It is important to gather as much information from a range of sources to protect life and property and preventing further crimes. In this case, due to the offence having such a range of behaviour over a continuous amount of time it is often difficult to gather information in relation to it.

Information can be gathered internally, externally or through policies. A lot of my information gathering had come from internal. This was data already stored from the Police National Computer and previous incidents they had been involved in which were logged onto our internal Niche system. I could see that the offender has had previous convictions relating to domestic violence assaults. I could also see that from previous incidents occurring there were many incidents relating to him and the victim but also between him and previous partners. From these I was able to gather information externally, by conducting house to house enquiries and speaking to the previous partners of the offender. I was also able to gather information from the Social Worker as the victim has a child who has been exposed to this behaviour. By having these sources, I would not be able to gather as much information to assist in conducting the investigation.

By using the National Intelligence Model (NIM) this can assist us in making sure that the information is fully researched and analysed to provide intelligence. This enables us to provide strategic direction in tasking and coordination and managing the risk. Intelligence is not necessarily evidence, but it is made up of information concerning events, location, people which is then subjected to a system of processing. NIM is used as a model for policing that managers can use to assist them in determining a strategic decision. An example of tasking and coordinating would be directing patrols, working with partner agencies, improving road safety and problem solving. In my case, working with partner agencies was a big part in the investigation. Such as gaining information from social services, medical records from the GP and providing a multi-agency risk assessment meeting for the victim. Once information is gathered, I needed to analyse and evaluate it. By analysing, it makes us as police officers to have an insight and understand complex problems. It also provides us with an insight with what is going on and why it's happening and why it's important.

When gathering the information, it came to light that the offender would often use false registration plates on his vehicle and deliver drugs. This was told by 2 separate sources. However, there was no evidence to suggest this, but by putting in intelligence it would assist any other officers who come across this offender. They will be able to view this intelligence and will assist in any grounds for a potential stop and search, leading to possible crime reduction. To turn this information into intelligence I needed to evaluate the information. By doing this I used the 3x5x2 method. The 3 will stand for the reliability of the source. Essentially, do we trust them or not? I had to choose between 1. Reliable, 2. Untested and 3. Not reliable. In this case, I chose untested. As a reliable source it would most likely be no doubt in their reliability, for example a covert human intelligence source.

Therefore, I chose untested as it will need to be treated with caution. The next part of the evaluation would be the intelligence assessment. This is the reliability of the intelligence and do we believe it. There is a choice of 5 at this stage I put that the information is known directly to the source as they have witnessed this information taking place. The last being whether the intelligence is permitted to be lawfully shared or with conditions. I had chosen lawful sharing is permitted. This would then be circulated to the tasking and coordination process.

During the investigation I needed to apply knowledge that I have previously learnt from a separate serious and complex investigation. By applying knowledge from a previous investigation, it can assist in dealing with current investigations by knowing what has gone well and what could be done better. During a domestic sexual assault case I had to liaise with social services. They had provided me with a document of a parenting assessment form. This was consented to be shared with by the victim. When reading this form, I could see details on here which had not been known to police and therefore assisted in the investigation. By doing this previously, I requested information from social services in relation to this offence. I received a similar document and noticed inconsistencies from what has been told to us as investigators and what has been told to social services. The victim's social worker had been under the impression that the relationship had ended months prior but that was not the case.

This would have restricted them in properly safeguarding the child involved. Not only this, but also in this form there is a documented meeting whereby the behaviours have been documented by the social worker which may be able to assist in further evidence towards proving coercive control. Without having applied the previous information received from the sexual assault investigation then I may have missed this opportunity to gain that further piece of evidence. Not only receiving information is effective, but also sharing information with other agencies, individuals and the general public is reliant on having effective policing. An example of what can be effective information sharing and relates to this investigation is Domestic Violence Disclosure Scheme also known as Clare's Law. This is where members of the public can be given the opportunity to make enquiries about the person they are in a relationship with, or with someone they know, and that there is a concern that the person may be violent towards their partner. There is what's known as a 'right to ask' or 'right to know'. The right to ask is whereby the general member of the public has asked. The right to know is whereby a partner agency has requested the disclosure is made of the past history if the individual when they believe that someone is at risk. Information is then disclosed to the person in the relationship of violent convictions, or information held about their behaviour which may lead to harm. In this investigation, the victim was contacted and given the information, however at the time she did not believe the information to be true. This is an effective information sharing tool and evidence shows. *'In the year ending March 2020, 8,591 'right to know' applications were applied for in England and Wales. 4479 (52%) applications resulted in disclosure. In the year ending March 2020, 11,556 'right to ask' applications were applied for in England and Wales. 4,236 (37%) applications resulted in disclosure'.* (GOV website, 2020)

When conducting this investigation and using intelligence it was important to apply the Codes of Practice set out by the Home Office. When managing police information, it is important that the information gathered must be for a policing purpose and to be managed lawfully. These refer to protecting life or property, preserving order, to prevent the commission of crime, bringing those offending to justice and sharing information and intelligence. It is also extremely important to remember the Human Rights act when sharing information.

To conclude this task, I have discussed how I am investigation a serious and complex investigation relating to coercive control. This being a difficult offence to prove, I needed to make sure I used all the resources available to me. This being by gathering all the information and intelligence that I possibly could. I spoke about how I gathered the information and evaluated it using the 3x5x2 system that was relevant to the investigation. I also mentioned how this information can be used in the purpose of the tasking and coordination process. I mentioned how by using experience from a previous similar investigation, I was able to provide further evidence in this current investigation.

1596.

Task 5

Relevant areas of the National Policing Curriculum: Digital Policing, Vulnerability and Risk

You must choose an incident involving digital technologies and reflect on how you provided an appropriate initial police response.

Explain the immediate actions that you took to reduce the risk of harm caused by the incident. Detail who may be more vulnerable in this type of incident.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this task I will be discussing an incident whereby I had three victims of multiple offences, and how I had provided an initial response. I then had to use digital technologies for me to conduct the investigation. I will be explaining the immediate action that I took to reduce the risk of harm which had been caused by the incident. I will also be detailing the victims in this incident and why some may be more vulnerable than others. Digital policing plays such an important role in investigating crime. Our world is becoming increasingly reliant on digital technology, and the public expect us to have that online presence. With the use of technology rapidly increasing it is important for the police to also adapt to this to be able to resolve and offer the appropriate support to victims and reduce crime. However, with the digital world constantly developing it means more cyber crimes have increased significantly within recent years. Cybercrime is the fastest growing criminal activity across the world. There are 3 main definitions which link into cybercrime. Cyber dependant crime, cyber enabled crime and the use of the internet to facilitate crime.

In incidents of cybercrime, people who often use technology may be at risk the most of cybercrime. They tend to not be as up to date on the increasingly changing internet technology as the younger generation. *Adults aged between 35 and 44 are slightly more likely to be victims of cybercrime (by around 7.4%). This is in comparison to 16 to 24-year-olds (4.9%), 65 to 74-year-olds (5.4%) and over 75 (2.8%) (ONS)*

I had attended an incident whereby a male had attended the address of his previous co-worker and has banged on the front door of the property making threats to kill those inside. It was also threatened that he was going to burn the house down if no one opened the door. Inside the address was a young female with her 2-year-old child. This victim is the wife of the male who was his previous co-worker. She does not speak great English as she is originally from Thailand. She was alone at the address and very frightened and called 999. I will refer to her as victim A for the duration of this task. A further 999 call was then received by Victim As mother in law. She had the same male attend her address committing public order offences and has threatened to damage her car. He was there looking for his old co-worker. I will refer to her as Victim B. She is an elderly lady who lives at her address on her own, this makes her vulnerable in this incident. On arrival there was no offender present, it was stated he had made off in his vehicle. I requested that ANPR cameras where to be checked and for further local units to detain the offender due to the imminent risk of where he could be going next. Victim B had attended the address of Victim A and was present as I arrived. The male who the offender was looking for had come home whilst I was present. I will be referring to him as victim C. He expressed to me that he had received a voicemail that morning from the offender stating he was going to find him for the money that he had owed him. He has also received many missed calls from an unknown number and a number he was not familiar with.

All 3 were victims of offences in this case. However, some may be more vulnerable than others. For example, victim A she does not speak English well and it may be that when her husband is not at the address that he may turn up again and make further threats. These threats may be difficult for her to understand and not realise what is being said or threatened. Victim B was an elderly lady who lives on her own. She would be highly unlikely unable to protect herself in this instance if this male was to attack her. I stayed at the family address with all 3 victims and took separate victim statements. Victim C expressed that he has been harassed by the offender for months. The offender has sent him messages and telephone calls from unknown numbers who he believed to be the offender. Arrest enquiries were conducted immediately after and the offender was subsequently found and arrested. The ANPR cameras becoming a great help in finding where he was going. On arrest a seizure of his phone was conducted. This is because I needed this if I was to prove that the offender was harassing the victim by using a telephone device. I knew that to be able to make sure the offender was charged I needed to implement the digital technologies I have to me as a police officer in order to assist with an investigation. It was noted that he has been harassing victim C by calling him off unknown numbers and leaving him voicemails. To prove this, I had requested an XRY download of the offenders' phone that was located on his persons at his time of arrest. This digital download of his phone records will allow me to see messages sent/received. Unfortunately for this, no results came back that had any evidential value. Due to this, the offender was released with bail conditions pending further enquiries.

I then had to use another digital technology; this was a charter application. This is a way in order to be able to see incoming and outgoing call data from phone numbers provided. They can also show the registered keeper of that particular phone number. Other information we can receive from service data is historic cell site analysis which includes mast locations. It can also show the history of IP addresses that have been used to access the email address or social media account. I used both numbers that were given to me from victim C and was able to apply for this data within specific dates. This is due to having it to be proportionate and justified and within the guidelines of GDPR. The results came back a matter of days later, it showed that the one number provided was actually registered to the mother of the offender. These phone records came back as to 5 calls received that morning to the victims' phone. Without evidence gained from the digital technology systems available to police it would have been very difficult to prove any harassment. The offence of harassment can come under the cyber enabled crime bracket. Cyber enabled crime is where existing crimes already in place that have been transformed in some form by their use of the internet. The growing of the internet has enabled these crimes to be carried out on an industrial scale. Examples of these offences can be fraud, child sexual exploitation, harassment, stalking bullying and sextortion.

When applying for data for charter it is important that the Human Rights of the offender are taken into account. Particularly article 8, *'1 Everyone has the right to respect for his private and family life, his home and his correspondence. 2 There shall be no interference by a public authority with the exercise of this right except such as is in accordance with the law and is necessary in a democratic society in the interests of national security, public safety or the economic wellbeing of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others'* (ECHR Commission, June 2021). This means that when applying for this data it is important to ensure human rights aren't breached and that I am only collecting the data that I need. If I for example, request data that is outside of the timescales of the offences occurring then this could be seen as collateral intrusion. This is where *'searching through large amounts of data to find a small amount of digital evidence inevitably leads to collateral intrusion, the unintentional gathering of non-case relevant data alongside relevant data, into a person's private data that is not pertinent to the investigation.'* (Cyan forensics Ltd, 2018). It was important I was not being excessive in the purpose of the data I had requested for download and only between the dates reported for the harassment. It also important to remember the General Data Protection Regulations when collecting, reviewing, storing data and making sure it is not misused.

To conclude this task. I have discussed an incident whereby I used digital technology to investigate an incident of harassment and threats to kill. I explained the immediate actions I took to prevent any further risk of harm to the family involved. I then explained the digital technologies available to me as a response officer to investigate the offence. I have also detailed in the task answer, which victims would have been vulnerable and the most at risk of cybercrime offences and within this incident. I also

touched on the legislations and procedures I had to go follow to make sure my digital investigation was conducted in a proportionate and ethical manner. By understanding the legislation involved, it also allowed me to conduct my investigation lawfully.

1358

Task 6

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 5003D; Policing in the workplace 2 and in signing it will be equivalent to 1000 words towards the 8000 words equivalent total.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.



Signed: (Learner – electronic signature accepted.)

Date: 13.09.2021

Bibliography

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

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Further Reading:

[Intelligence cycle \(college.police.uk\)](https://college.police.uk/intelligence-cycle)

[National Intelligence Model \(college.police.uk\)](https://college.police.uk/national-intelligence-model)