

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

Learner name: Mohamed Ahmed Naeim Moustafa

Learner's University Registration Number: 2131773

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your workbook are on the following pages.

What is the workbook for?

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

- Wellbeing and Resilience
- Criminal Justice
- Conducting Investigations
- Decision making and discretion
- Maintaining Professional Standards
- Leadership and Team working
- Policing the roads
- Information and Intelligence

You may wish to use the same incidents as you have outlined in the Occupational Competence Portfolio.

How should the workbook be presented?

Blank electronic copies can be found on Moodle of this workbook. You must submit this document electronically therefore it is important that you save your work regularly and upload the final typed version through Turnitin on Moodle.

Word count policy can be found in chapter 7 of the Academic Quality under section 7.7 (this applies to presenting work above and under the specified word count).

https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/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 is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

Dates of workbook submission can be located within the General information tile within Moodle.

Once submitted your workbook will be assessed and marked independently. You will be provided with individual feedback once the work has been marked.

Confidentiality

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

- adhere to guidance in the Candidate Handbook about confidentiality.
- not identify individuals including witnesses, victims, or offenders by name.
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions.
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

Please be aware that any content that is deemed to be inappropriate, disrespectful, or abusive will not be tolerated. Following review of any content of this nature the information will be shared with the employer of the student responsible.

Should any health and wellbeing concerns be raised because of disclosures made by the student within this workbook, the employer of the student will be informed.

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

- Your workbook must contain items 1 - 5 below (in the order given).
- You should use the pro-forma to insert your text within each section.
- Note that this module has 2 components with each weighted at 50% of the overall 100% marks total.
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Word Doc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file, or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Component 1 50%	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	CHOOSE ONLY 1 OF THESE 'ADVANCED LEARNING AREA' OPTIONS. IT SHOULD BE ONE THAT HAS BEEN AGREED WITH THE FORCE TO STUDY IN YEAR 2.	All options are 2000 words
Task 2		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Vulnerability and Risk, Evidence-based policing

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

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

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

Explore what works in relation to tackling repeat victimisation and repeat offending. Consider the use of evidence-based policing.

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

ANSWER:

When the Equality Act 2010 was passed in parliament, police and other agencies became responsible for tackling prejudice, hostility, and offences committed towards protected characteristic groups, which include ethnic minorities, LGBTQ communities, and religious groups (Pickles, 2019) . In recent years, statistics have shown increased targeting of vulnerable individuals from other countries with different faiths, sexualities, and disabilities, which is cause for concern (Pérez-Curiel et al., 2023). I will be talking about a racially aggravated offence against a vulnerable person that I have dealt with. I will also highlight the circumstances of this incident, how it could impact the victim's life and the challenges that police officers face today in upholding the Equality Act 2010. I will be exploring the options and support that are considered in safeguarding victims within the police services and other partner agencies. There will also be a reflection of what techniques were effective in protecting the victim and preventing reoffending.

The Public Service Centre (PSC) reported that they had an abandoned 999 call about racially aggravated criminal damage. At the time of the report, the information given was limited, and it was not clear if there were any injuries or casualties.

Upon arrival, I saw an upset elderly woman standing outside the address waving to us. We established that she was the reporting person. I approached her and asked if she was ok. The female was speaking broken English, which made communication and comprehension of the incident challenging for me and my colleague. Once the victim was calm, I felt that support from a Polish-speaking police officer would support the victim best. Shah et al (2007) explain how language barriers in some countries are one of the biggest challenges police officer faces, this is due to not being able to correctly gather as much evidence from victims to support investigations. This can often lead to victims whose first language is not that of the country they are in either not reporting the crime or inaccurately providing descriptions of the perpetrators. Therefore, we needed to arrange for Polish-speaking support to assist with the call. This appears to be something that the UK is taking seriously, as reports published in 2021 highlighted that language services in the UK are a growing area. This is after services had been under severe strain due to cuts (ATC, 2021).

It was found that the woman had ongoing issues with her next-door neighbour, including letting his dog foul outside her property and playing loud music late at night. That morning, he slashed her vehicle tyre and shouted comments in vulgar language towards her and her family.

Reports of these anti-social behaviours (ASB) had been made to the council before. The term "ASB" refers to any behaviour that disturbs, frightens, or distresses another person, as well as any behaviour that causes harm to someone's residential property (College of Policing, 2023). Anti-social behaviour incidents usually take a long time to be solved, depending on the case circumstances. The local council advises resolving the ASB issues in person first before reporting them to them. In most cases, the council will send a warning letter to the offender to flag their ASB and ask them to stop. If this does not work, the council officer will be in contact with the police-community officer to arrange a visit to the suspect (South Wales Police , 2020). In this incident, despite all the actions above, the offender's conduct had not changed and had escalated towards the female. ASB can be extremely complicated, as victims are often left with high emotional distress when the issues are not able to be resolved by the authorities. This often leads to secondary victimisation, where research by Heap (2021) highlights that victims often feel that ASB escalated even after reporting to councils and following all advised steps.

After speaking with the victim, it became clear that the problems she was having had progressed from ASB to racially aggravated offences, which fall under Section 28 of the Crime and Disorder Act (1998) (Home Office, 1998). The offence is racially aggravated if the offender's actions are motivated by aggression built on the victim's ethnicity. These offences can be criminal damage, public order, or assault (College of Policing, 2020).

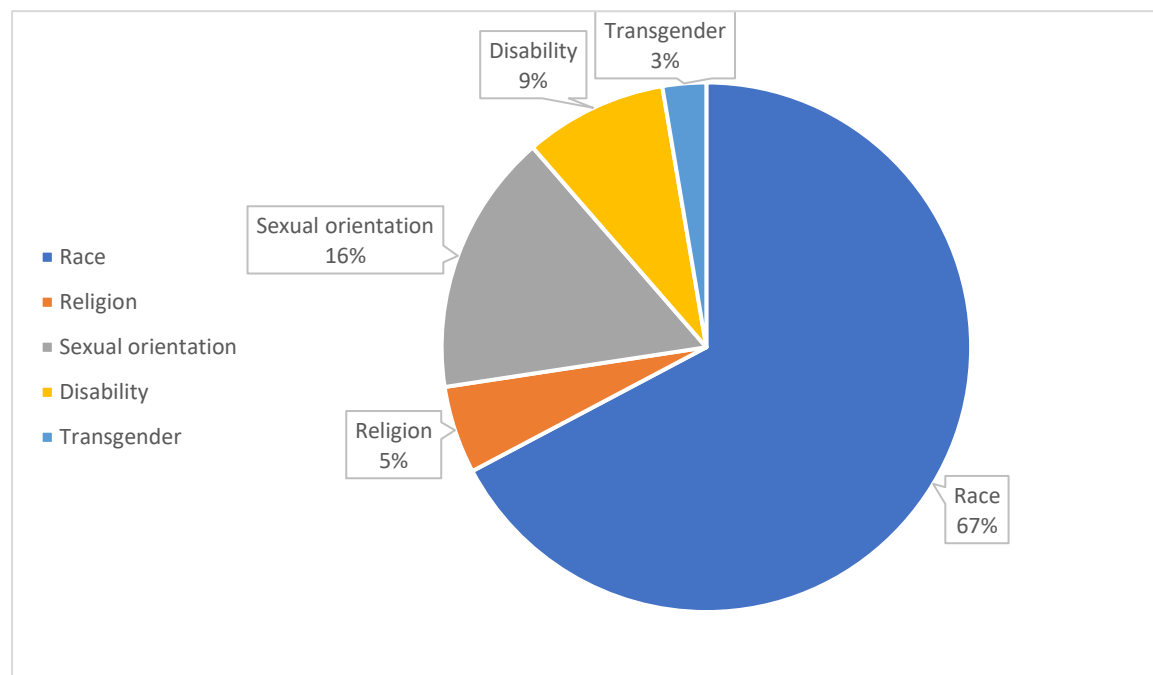


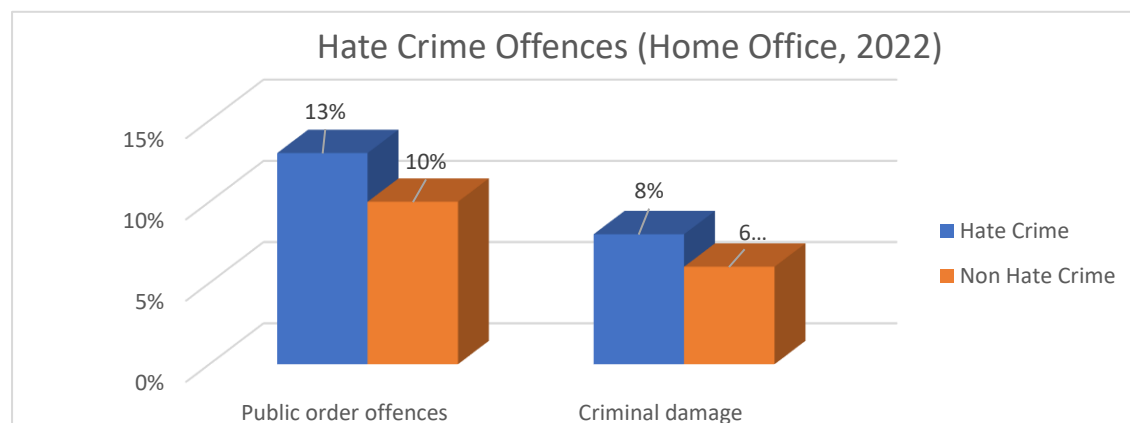
Figure 1: (Home Office, 2022)

The diagram above shows that race hate crimes are the highest compared to the others with 109,843 cases reported. These kinds of incidents can be motivated by political events, such as campaigns to exit the European Union or terrorist actions. The Home Office also highlights how hate crime has seen a surge of 26% in comparison to the last decade (Home Office, 2022). Not all hate incidents will lead to criminal offences however it is important to report any hate incident as it can escalate to be a hate crime. Boeckmann and Turpin-Petrosino (2002) discuss how reporting hate incidents is important as they can often escalate to hate crimes. Though, one of the difficulties that we can see after gathering data from English and Welsh constabularies, shows that; 13% of hate crime offences ended with a charge or summons, in comparison to 74% of incidents having no further action as a result of lack evidence and

victims no longer wishing to pursue. In 7% of the cases, the action was held to not be in the public interest during the full code test (Home Office, 2022).

This highlights a concerning failure to deal with hate crime and harm to victims. Research by Chakraborti (2018) highlights how government interventions have been implemented to address hate crime across the country with the absence of guidance, full of conceptual ideas that have not been devised to connect with the problems presented in the real world. This could explain why hate crime is increasing in the UK due to a lack of clear and effective organisational support in place.

The diagram below shows the difference in percentage between related and non-related hate crimes.



According to Killias (1990), Crime, ASB, and hate crimes can affect victims and their families in brief or longstanding terms. The crime may have a significant impact on the victim, it might cause nervousness, sleeplessness, powerlessness, and fear of a repeat attack, and victims will often isolate themselves. This is often accompanied by anxiety about reporting to the police due to retaliation or worsening of the criminal acts towards them and the vulnerability that they feel as a result of the crime. Dinisman and Moroz (2017) stated, that victims might require assurance about their safety, clarifications about the police action, and what help and support can they receive. They might be annoyed and want to speak about how they felt.

I had to ensure that I was mindful of all of the above factors during the incident and adapt my support accordingly. I showed strong empathy to the victim throughout which supported her in feeling reassured that we were there to help her and support her. The victim was vulnerable, and she needed to be safeguarded. Tucker (2021) discusses how the police are

part of a network to protect defenceless individuals, and it is essential that the police cooperate with the relevant agencies to ensure victims are fully supported.

The College of Policing (2000) defines a vulnerable victim as someone defenceless against any harm or threat due to their circumstances (Killias and Clerici, 2000). In this case, the female victim was exposed based on her ethnicity, age, language barrier, and the escalation of crimes against her from ASB to hate crime. To ensure that the victim had the support she needed a referral to the victim-focused unit was made. They aim to support the emotional impact that the victim is suffering as a result of the crime, whilst making them aware of their rights and helping them to access further support that they feel is necessary (Victim Support, 2023).

Supporting the victim in this incident was my main priority because of her vulnerability as well as being a repeat victim. After undertaking the risk assessment, a police officer can refer to the RARA model which will help to monitor and review the incident. College of Policing (2020) described the stages of the RARA model as:

Remove the risk: In this incident, the offender was arrested.

Avoid the risk: I did not consider relocating the victim to a shelter or moving house before exploring the other safeguarding measures. However, if this were necessary for her safety, I would have discussed this with the victim.

Reduce the risk: The Neighbourhood Policing team was notified of the incident and asked to conduct reassurance visits to the victim's house, with a Polish-speaking officer. The victim was also referred to the crime prevention team to safeguard her and consider target hardening by adding CCTV outside her house, or a doorbell camera to reduce and prevent any further incidents.

Accept and manage the risk: I connected her with local partnership agencies such as women's aid and social services to support her further to help her feel safe. A referral to the witness care units was made, this would provide the victim with a Polish-speaking officer who could contact her directly with updates and provide all the information she required about the incident. I considered a special measure for the victim when she attended the court by providing an interpreter to assist her in giving evidence (Wood et al., 2015).

Research has highlighted how hate crime interventions have not been carefully implemented leading to little success, which is a cause for concern. Many interventions highlight steps that victims can take, but it could be argued that more steps need to be taken to intervene with offenders directly (Walters & Brown, 2020). Jolliffe and Farrington (2020) highlight that offenders of hate crimes could also benefit from early intervention just as we see with other crimes. They discuss how exposure to different cultures could have an influence on why some people resort to hate crime, exposure could reduce this, where offenders can understand their victims and their cultures. The hope is that this type of intervention will allow offenders to connect with the cultures they usually commit crimes against, reducing the hostility and hate that they will often show to different cultures and ethnic individuals.

There is not yet a dedicated program in Wales to monitor reoffending in connection to hate crimes. This could be argued as a necessity due to the increase in hate crimes reported in Wales. One of the interventions that has been highlighted to reduce reoffending, is engaging offenders in educational and training opportunities, in custody or out in the community. Offending programs and early interventions alter the offender's attitudes, actions, and behaviours as well as help him learn new skills to prevent him from committing crimes again (Home Office, 2022).

What the victim first described as anti-social activity during this investigation quickly transformed into racially aggravated acts, which are becoming more common in our varied areas. One way to help and support is increasing ethnic minorities in the force and increasing language lines allowing effective communication and helping attending officers effectively deal with and address victims' needs. It was evident that the victim was reassured when she was able to converse in her own language and relate to individuals of an ethnic minority. The victim's feedback highlighted that she felt supported and reassured due to the actions we had taken. She was able to express all her needs, concerns and have a regular update on the incident in her own language, meaning her victim's rights were being upheld.

Using the experience and results of evidence-based policing encouraged me to seek support from specialised units within the force. By applying all the necessary actions, and legislation we can have a positive effect on a victim's holistic wellbeing, which was observed in the

discussed policing incident above. This will reassure victims to report crimes and trust that the police will take the matter seriously.

Word Count 1986

Task 2

Choose 1 of these 5 options to answer

(Note for officers who have an interest in becoming a detective and wish to specialise in this role, you **MUST** choose option 5)

1. Response Policing.
2. Policing Communities.
3. Road Policing.
4. Information and Intelligence.
5. Conducting Investigations.

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

A core part of the policing mission is to prevent crime and disorder. Domestic abuse causes both serious harm and constitutes a considerable proportion of overall crime

You should choose **a domestic abuse incident** that was of a complex nature, in which you played a significant role in providing a response.

Critically assess the challenges associated with a domestic abuse incident that you have attended, and the strategies developed for effective policing in such challenging situations.

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

ANSWER:

There has been a consistent increase in the figures for Domestic Abuse (Kourti, et al., 2023). Within this essay, a domestic incident will be discussed which was of a complex nature due to the victim's culture and beliefs. I will draw on information that highlights the difficulties faced with dealing with domestic abuse, and the support that is available for victims. The

actions that were conducted will be discussed throughout, highlighting the steps that were taken to safeguard the victim from further abuse.

While on duty, I dealt with a call from the Public Service Centre (PSC) concerning a disturbance, and possible domestic violence (DV). According to the Home Office (2022), domestic abuse is any number of instances of violent acts, hostile behaviour, or coercive control between two people who are or were intimate partners or family members who are sixteen years of age or older. A neighbour had reported hearing shouting, screaming and a baby crying. On arrival, it appeared there was no one at the property as all the lights had been turned off, however, we could hear a baby crying. After a couple of knocks and introducing ourselves as Police officers, a woman wearing a Muslim dress (niqab) appeared at the door, holding a newborn baby. We asked the woman if anyone else was at the property to which she nodded 'no.' We informed the woman that we had received a report in relation to a disturbance at this address, and we needed to enter the property to check the safety of everyone in the house.

Due to the female's clothing, which covered her face and body, I was not able to see her facial expressions and assess for any physical marks/injuries. It was evident that the female was scared to talk to us, so I needed to establish and build rapport to reassure the female. Research has highlighted that due to traumatization, because of the crimes victims have experienced, they can find it difficult to trust and open up to agencies of support. Therefore, it is crucial to use positive techniques to gain the victim's trust such as a calm voice, listening to them, giving them time to communicate, and respecting their emotions (Risan, Binder, and Milne, 2018).

I was able to establish from the victim that she had moved to the UK from Pakistan as part of an arranged matrimony nine months ago. I asked her about their marriage. After the victim answered it appeared to be a physical, coercive, controlling, and emotionally abusive relationship. The victim explained she had physical marks on her body, but due to her religious beliefs, she was not able to show me as a man. In Islam Muslim women are prohibited from exposing their hair and body to non-relative males (Gunning, 1991). I immediately requested a female officer to support us. I conducted a check on the husband, and it was identified that he had previous incidents of domestic abuse.

Anti-Social Behaviour, Crime and Policing Act (2014) makes forced marriage prohibited in the United Kingdom. Putting pressure on a person's will is against their human rights and is a type of domestic abuse (College of Policing, 2014). Government sources show that the highest figure of cases overseen by the Force Marriage Unit was from Pakistani-origin women:

Pakistan	47%
Bangladesh	9%
United Kingdom	3%
Kenya	2%
Romania	2% (Home Office, 2022).

However, in the last few years, the statistics have shown a decrease in the reports of forced marriage in Pakistani minority women in the UK. This can be suggested as a result of increasing the awareness that forced marriage is illegal and prosecuted, showing the importance of policy and legislation to support a person's rights and well-being.

Year	2019	2020	2021
Number of cases	559	286	159

Figure 1: Cases for forced marriage reported to FMU by years (Home Office, 2022)

One of the challenges faced with DV cases is that victims often do not report the abuse for a range of reasons, including cultural factors, shame and being scared from police involvement (Killias, 1990). The victim in this case did not want to take the case further, as she did not feel she had the support that she needed around her. The victim had expressed a close connection to the Imam (head of the mosque), and I asked the victim if she would want me to reach out to them to see if they could offer support, to which she agreed.

It also became apparent that the victim was worried about deportation, losing her child, and bringing shame to her family. Research has highlighted how ethnic minorities will often avoid communication with law enforcement out of fear of deportation. They are also unaware of rules and what constitutes breaking the law. This means that many individuals

of ethnic minorities are targeted by perpetrators who prey on this fear within their victims (Becerra et al., 2017). Therefore, knowing that this is often the perception of victims, I reassured the victim of her rights and how we had a duty to safeguard her and her child to keep them both safe.

The diagram below highlights reporting of domestic abuse between White and Asian groups in the UK in 2019/2020. There is a significant difference between reporting, and it is evident from this incident that I was dealing with, that one attribute to this could be the lack of awareness of rights, and the significant cultural differences (Home Office, 2021).

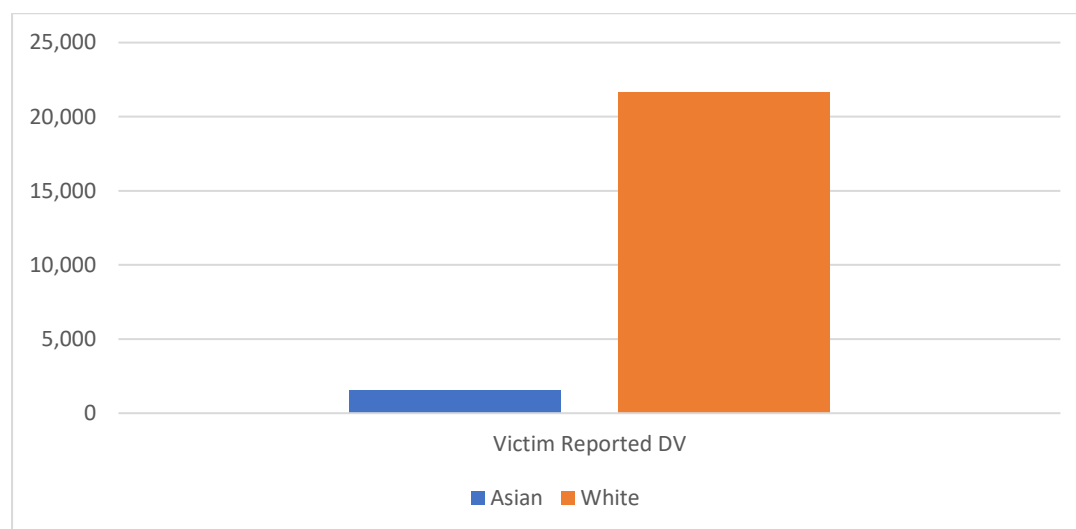


Figure 2: (Home office, 2021)

The cultural and religious implications are very prominent in this incident. Afrouz et al., (2018) suggest that Muslim Asian women are facing more barriers to reporting violence in their relationships or asking for support compared to other ethnic groups. This highlighted to me the need to develop better understanding for ethnic minority groups in reporting DV, and that I needed to broaden my skills to ensure I was supporting DV victims from ethnic minorities as best as I could.

The Domestic Abuse Act 2021, became law to ensure better awareness, challenge, and comprehension of DA. Being aware of the law change and how seriously South Wales Police

consider DV as a crime I wanted to support the victim as best as I could so that she felt comfortable reporting her abuser (South Wales Police, 2021).

Johnson and Leone (2005) explain there are three types of relationship violence. The first one is called Situational Couple Violence in which the perpetrator can be a man or a woman, where arguments can escalate abuse in the form of emotional and physical. The second type is Coercive Control Behaviour/Intimate terrorism where the male is a typical offender, it affects the victim's ability to live independently and induces fear after separation. The last one is the Violent Restraint, the woman who was a victim becomes a perpetrator and she fights back in self-defence which might lead to killing her abuser. It was evident that the woman was experiencing many of the violent behaviours of DV, it was imperative that I established the level of abuse that the victim was receiving to ensure that she was safeguarded accordingly.

Police officers dealing with domestic abuse incidents need to identify the repeat perpetrators and safeguard the victim from further harm, officers must complete the DASH Model. It will assist the professionals in identifying the risk of DV and deciding which cases should be referred to the multi-agency referral assessment (MARAC) to establish what additional help could be necessary. MARAC can involve the social services, health board, police, council, and other organisations to analyse the victim's situation and the role of the offender. There are many ways to support a victim of a crime under the victim code of practice, one of which is referring them to support groups, such as social services, women's aid, and housing support (Winkel et al., 2004). This will allow the organisations to produce the best available resources and action plans individualised to a victim's needs. Approximately 60% of domestic violence sufferers reported no more abuse after they had been referred to MARAC and support services (SafeLives, 2023).

Public Protection Notices (PPN) forms must be completed in each DV incident to inform the partner agencies and share data which they may be unaware of, this helps provide additional support to the victims and other vulnerable persons (children for example). All the decisions and actions must be documented and evaluated due to the dynamic circumstances of the incident.

I also ensured that I submitted a Domestic Violence Protection Notice (DVPN). This, and also a Domestic Violence Protection Order (DVPO), are some of the safeguard strategies to protect the victim. DVPN is an eviction notice authorised by police and it must be heard at the Magistrate court within 48 hours. DVPO is authorised by the Magistrate court to extend the eviction notice up to 28 days. It gives the victim immediate protection from the perpetrator and a space to discuss their options with the support agencies. Protection for the victim includes, the perpetrator not being allowed to enter the property or coming near the victim. Failing to comply can result in the perpetrator being arrested, fined, or imprisoned (Home Office, 2022).

There are initiatives and technological devices that have been put in place to support victims of domestic abuse, including the cocoon watch scheme, police watch in neighbourhoods and TecSOS. The cocoon watch scheme relies on the support of the victim's family, friends, and relevant support agencies to help protect victims, by alerting the police to new and further incidents. However, a downside to this scheme is that it could put the victim at risk if the perpetrator's family or friends live close to the victim (Home Office, 2013).

Increasing police presence in the victim's neighbourhood can also function as a deterrent to the perpetrator, it has been found to reduce repeat victimisation and further stress to the victim (Home Office, 2013).

TecSOS is a personal attack alarm that can be operated from the home of the victim which looks like a broken mobile phone as to not arouse suspicion from the perpetrator. The device when activated will link the victim with the emergency services. Yet, suspicion of the gadget can still be aroused and put the victim at risk of the perpetrator retaliating. However, one way that the police seek to minimize this is by adding critical marks to victims' numbers, so that the call handlers are able to identify that these are high-risk or vulnerable individuals, helping responders get to the victim quickly (TecSOS, 2013).

I had already the consent of the victim to alert her local mosque to offer some support. I referred her to the relevant authorities to provide further care and help with devices such as TecSOS, CCTV, personal and door alarms. I was able to deal with this effectively and the

victim felt supported and reassured, which would help her to make a report against her husband.

There are also strategies in place to help prevent perpetrators from reoffending. Drive is a partnership programme that focuses on respect, safe lives, social finance, MOPAC, they also collaborate with the Police and Crime Commissioner and Local authorities. This project aims to change perpetrators' behaviour, which should reduce reoffending and keep victims safe from becoming repeat victims (College of Policing, 2021). Published data from the DRIVE project's research on five hundred perpetrators of domestic violence (DV) showed a considerable decline in the percentage of victims who report physical abuse (82%), sexual assault (88%), harassment (75%), and controlling behaviour (73%) (Drive Project, 2019). Wales integrated Serious and Dangerous Offender Management programme is another multi-agency project that has been implemented in SWP to focus on an offender cohort that includes those who are at high risk of serious offending (IOM Cymru, N.D). The perpetrator in this case was a repeat offender of domestic abuse. Therefore, I feel that I could have conducted some research to see if the offender has been engaged in programmes such as these to help him to address his behaviours towards women.

In conclusion, as a Muslim police officer, I was able to recognize the complex character of this incident due to the victim's cultural beliefs. I learned the value of effective communication and listening to the victim's account and questioning her further to understand the complexity of this incident, which meant that great care and sensitivity were required to build rapport and trust with the victim.

I feel that the actions I had taken in this incident led to the effective safeguarding of the victim and her child. It also saw the perpetrator arrested for his crimes and issued with a DVPN followed by a DVPO to the court. The woman was also referred to relevant agencies, where a follow-up with the victim was shown to be successful and useful for her safety and well-being.

Word Count 2140

Authentication signature:

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

Signed: *Mohamed Moustafa*

Date: 27/10/2023

Bibliography

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

Afrouz, R., Crisp, B.R. and Taket, A. (2018) 'Seeking help in domestic violence among Muslim women in Muslim-majority and non-Muslim-majority countries: A literature review,' *Trauma, Violence, & Abuse*, 21(3), pp. 551–566. Available at: <https://doi.org/10.1177/1524838018781102>. (Accessed April 2023)

Almond, L. *et al.* (2017) 'Exploration of the risk factors contained within the UK's existing Domestic Abuse Risk Assessment Tool (DASH): Do these risk factors have individual predictive validity regarding recidivism?' *Journal of Aggression, Conflict and Peace Research*, 9(1), pp. 58–68. Available at: <https://doi.org/10.1108/jacpr-01-2016-0211>. (Accessed April 2023)

Association of translation companies (2021) *ATC UK Language Industry Survey and Report*, Available at: Market Research - The Association of Translation Companies (atc.org.uk) (Accessed 30 September 2023).

Boeckmann, R.J. and Turpin-Petrosino, C. (2002) "Understanding the harm of hate crime," *Journal of Social Issues*, 58(2), pp. 207–225. Available at: <https://doi.org/10.1111/1540-4560.00257>. (Accessed June 2023)

Chakraborti, N. (2018) 'Responding to hate crime: Escalating problems, continued failings.' *Criminology & Criminal Justice*, 18(4), pp.387-404. Available at: Responding to hate crime: Escalating problems, continued failings - Neil Chakraborti, 2018 (sagepub.com) (Accessed September 2023).

Collage of Policing (2014) *Forced marriage and honour-based abuse*, College of Policing. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/forced-marriage-and-honour-based-abuse> (Accessed: April 10, 2023).

College of Policing (2020) *Responding to hate*, College of Policing. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/hate-crime/responding-hate#racially-or-religiously-aggravated-offences> (Accessed: April 24, 2023).

College of Policing (2020) *Victim and witness care and support*, College of Policing. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/hate-crime/victim-and-witness-care-and-support> (Accessed: May 4, 2023).

College of policing (2021) *Victim safety and support*, College of Policing. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/domestic-abuse/victim-safety-and-support> (Accessed: April 9, 2023).

College of Policing (2023) *Anti-social behaviour powers*, College of Policing. Available at: <https://www.college.police.uk/guidance/anti-social-behaviour-powers> (Accessed: 31 May 2023).

Dinisman, T., Moroz, A., (2017). *Understanding victims of crime. The impact of the crime and support needs*. Available at: https://www.researchgate.net/profile/Tamar-Dinisman/publication/316787563_Understanding_victims_of_crime_The_impact_of_the_crime_and_support_needs/links/59118a70458515bbcb917314/Understanding-victims-of-crime-The-impact-of-the-crime-and-support-needs.pdf, pp.25-29, (Accessed August 2023).

Drive Project (2019) *A promise of the first ever da perpetrator strategy is now secured in law.*, Drive Project. Available at: <http://driveproject.org.uk/> (Accessed April 11, 2023).

Farrell, G. and Pease, K., (1993). *Once bitten, twice bitten: Repeat victimisation and its implications for crime prevention* (Vol. 46). London: Home Office Police Research Group.

Gunning, I.R., (1991). Arrogant perception, world-travelling and multicultural feminism: The case of female genital surgeries. *Colum. Hum. Rts. L. Rev.*, 23, p.189.

Heap, V. (2021) 'Anti-social behaviour victims' experiences of activating the 'community Triggers' case review.' *People, Place and Policy Online*, pp1-14. Available at: [Heap-AntiSocialBehaviour\(VoR\).pdf \(shu.ac.uk\)](#) (accessed 30 September 2023).

Home Office (1998) *Crime and disorder act 1998*, *Legislation.gov.uk*. Available at: <https://www.legislation.gov.uk/ukpga/1998/37/section/28> (Accessed: 27 October 2023).

Home Office (2013) *Anti-social behaviour, crime, and policing act*, GOV.UK. GOV.UK. Available at: <https://www.gov.uk/government/collections/anti-social-behaviour-crime-and-police-bill> (Accessed: April 30, 2023).

Home Office (2013) *Evaluation of the pilot of Domestic Violence Protection Orders* - gov.uk. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/260897/horr76.pdf (Accessed: 28 July 2023).

Home Office (2021) *Domestic abuse, GOV.UK Ethnicity facts and figures*. Office for National Statistics. Available at: <https://www.ethnicity-facts-figures.service.gov.uk/crime-justice-and-the-law/crime-and-reoffending/domestic-abuse/latest> (Accessed: April 5, 2023).

Home Office (2022) *Domestic Violence Protection Notices (dvpns) and Domestic Violence Protection Orders (dvpos) guidance*, GOV.UK. Available at: <https://www.gov.uk/government/publications/domestic-violence-protection-orders/domestic-violence-protection-notices-dvpns-and-domestic-violence-protection-orders-dvpos-guidance-sections-24-33-crime-and-security-act-2010> (Accessed: April 7, 2023).

Home Office (2022) *Forced Marriage Unit Statistics*, GOV.UK. Available at: <https://www.gov.uk/government/statistics/forced-marriage-unit-statistics-2021/forced-marriage-unit-statistics> (Accessed: April 10, 2023).

Home Office (2022) *Hate crime, England and Wales, 2021 to 2022*, GOV.UK. Available at: <https://www.gov.uk/government/statistics/hate-crime-england-and-wales-2021-to-2022/hate-crime-england-and-wales-2021-to-2022> (Accessed: April 30, 2023).

Home Office (2022) *Hate crime, England and Wales, 2021 to 2022*, GOV.UK. Available at: <https://www.gov.uk/government/statistics/hate-crime-england-and-wales-2021-to-2022/hate-crime-england-and-wales-2021-to-2022> (Accessed: 06 June 2023).

Home Office (2022) *Offending behaviour programmes and interventions*, GOV.UK. Available at: <https://www.gov.uk/guidance/offending-behaviour-programmes-and->

interventions#offending-behaviour-programmes-and-interventions (Accessed: 10 June 2023).

Home Office (2022) *Statutory definition of domestic abuse factsheet*, GOV.UK. Available at: <https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/statutory-definition-of-domestic-abuse-factsheet> (Accessed: April 2, 2023).

Home Office (2022) *Statutory definition of domestic abuse factsheet*, GOV.UK. Available at: <https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/statutory-definition-of-domestic-abuse-factsheet> (Accessed: April 2, 2023).

Johnson, M.P. and Leone, J.M. (2005) "The differential effects of intimate terrorism and situational couple violence," *Journal of Family Issues*, 26(3), pp. 322–349. Available at: <https://doi.org/10.1177/0192513x04270345>. (Accessed September 2023).

Jolliffe, D. and Farrington, D. P. (2020) 'The criminal careers of those imprisoned for hate crime in the UK.' *European Journal of Criminology*, 17(6), pp.936-955. Available at: The criminal careers of those imprisoned for hate crime in the UK - Darrick Jolliffe, David P. Farrington, 2020 (sagepub.com) (Accessed 29 September 2023).

Killias, M. and Clerici, C., (2000). *Different measures of vulnerability in their relation to different dimensions of fear of crime*. *British journal of criminology*, 40(3), pp.437-450. Killias, M., 1990. *Vulnerability: Towards a better understanding of a key variable in the genesis of fear of crime*. *Violence and victims*, 5(2), pp.97-108.

Kourti, A., Stavridou, A., Panagouli, E., Psaltopoulou, T., Spiliopoulou, C., Tsolia, M., Sergeantanis, T.N. and Tsitsika, A., (2023). Domestic violence during the COVID-19 pandemic: a systematic review. *Trauma, violence, & abuse*, 24(2), pp.719-745.

Parliament of United Kingdom (1986) *Public order act 1986*, *Legislation.gov.uk*. Statute Law Database. Available at: <https://www.legislation.gov.uk/ukpga/1986/64/section/4A> (Accessed: April 24, 2023).

Pérez-Curiel, P., Vicente, E., Morán, M.L. and Gómez, L.E., 2023. The right to sexuality, reproductive health, and found a family for people with intellectual disability: a systematic review. *International Journal of Environmental Research and Public Health*, 20(2), p.1587.

Pickles, J. (2019) 'Policing hate and bridging communities: A qualitative evaluation of relations between LGBT+ people and the police within the north east of England', *Policing and Society*, 30(7), pp. 741–759. doi:10.1080/10439463.2019.1588269.

Risan, P., Binder, P.E., and Milne, R. J. (2018) 'Establishing and maintaining rapport in investigative interviews of traumatised victims: A qualitative study.' *A Journal of Policy and Practice*, 12(4), pp.372-387. Available at: Establishing and Maintaining Rapport in Investigative Interviews of Traumatized Victims: A Qualitative Study | Policing: A Journal of Policy and Practice | Oxford Academic (oup.com) (Accessed 03 October 2023).

SafeLives (2023) *Resources for marac meetings, Safelives*. Available at: <https://safelives.org.uk/practice-support/resources-marac-meetings> (Accessed: April 7, 2023).

Shah, S., Rahman, I. and Khashu, A. (2007) 'Overcoming language barriers.' *Solutions for law enforcement*, pp.1-17. Available at: LanguageTool.pdf (asu.edu) (Accessed 30 September 2023).

Sinclair, E., Hart, R. and Lomas, T. (2020) "Can positivity be counterproductive when suffering domestic abuse?: A narrative review," *International Journal of Wellbeing*, 10(1), pp. 26–53. Available at: <https://doi.org/10.5502/ijw.v10i1.75>. (Accessed June 2023).

South Wales Police (2020) *Antisocial behaviour | south wales police, ASB review* . Available at: <https://www.south-wales.police.uk/advice/advice-and-information/asb/asb/antisocial-behaviour/> (Accessed: 27 October 2023).

Stark, E. (2007) *Coercive control: The entrapment of women in Personal life*. New York, NY: Oxford University Press.

TecSOS (2013) *Providing an immediate response to the police 24/7, TecSOS*. Available at: <http://www.tecsos.co.uk/AboutTecSOS.html> (Accessed: 28 July 2023).

Tucker, D. (2021) *Identifying vulnerability – new guidelines to support police, College of Policing*. Available at: <https://www.college.police.uk/article/identifying-vulnerability-new-guidelines-support-police> (Accessed: May 2, 2023).

Victim Support (2023) *Victims' Code* Available at: Victims' Code - Victim Support (Accessed 29 September 2023).

Walters, M.A. and Brown, R. (2020) *Interventions for hate crime - report it*. Available at: https://www.report-it.org.uk/files/interventions_for_hate_crime_-_final_report_2.pdf (Accessed: 12 October 2023).

Winkel, F.W., Wohlfarth, T. and Blaauw, E., (2004). *Police Referral to Victim Support: The Predictive and Diagnostic Value of the RISK (10) Screening Instrument*. Crisis: The Journal of Crisis Intervention and Suicide Prevention, 25(3), p.118.

Winkel, F.W., Wohlfarth, T. and Blaauw, E., (2004). *Police Referral to Victim Support: The Predictive and Diagnostic Value of the RISK (10) Screening Instrument*. Crisis: The Journal of Crisis Intervention and Suicide Prevention, 25(3), p.118

Wood, D. et al. (2021) Blackstone's Handbook for Policing Students. Oxford, Oxford: Oxford University Press., pp. 515

Wood, D. et al. (2021) Blackstone's Handbook for Policing Students. Oxford, Oxford: Oxford University Press., pp. 347-350