

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: Abbi TARGETT

Learner's University Registration Number: 2124948

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

Introduction:

Throughout this part of the assignment, I will be discussing a policing incident that I have attended involving victims of anti-social behaviour. I will be reflecting on my performance by utilising Barton's Model of Reflection whilst incorporating the principles of vulnerability and risk and evidence-based policing. In addition to this, I will be critically evaluating the different approaches of supporting and managing those at risk of harm as well as exploring ways in which repeat victimisation and offending can be tackled.

Defining vulnerability:

There are many ways in which vulnerability can be defined; this can prove to be a difficult task and one which is not straightforward due to the complex factors surrounding vulnerability. Each individual's needs will be specific to their circumstances and as such, this must be considered accordingly when deciding whether a person is in fact vulnerable. For the purposes of policing, an individual will be deemed vulnerable if, 'as a result of their situation or circumstances, they are unable to take care of or protect themselves or others, from harm or exploitation' (College of Policing, 2018). It is paramount that partner agencies adhere to the same definition of vulnerability as this will allow professionals to gain an insight on what influences vulnerability thus enabling professionals to collaboratively execute their vital roles of ensuring that those who are most at risk of being exploited are protected, safeguarded and supported. This will also assist with risk management and prevent repeat victimisation within societies.

Barton's Model of Reflection "is a fairly straightforward reflective framework" (Physiopedia, 2023) which consists of three stages. As part of the first 'what' stage,

I will give a brief description of what happened during the policing incident that I attended.

Incident:

The incident that I attended involved two elderly female victims¹ who were subjected to anti-social behaviour by a group of youths. Female A had witnessed the youths causing a disturbance with police a short distance from her home address following the arrest of two of their associates. As the youths outnumbered the police, she attempted to assist police by politely confronting the youths to disburse from the area and to prevent them from obstructing police from carrying out their lawful duties. Shortly following this confrontation and once police had vacated the area, the youths attended her home address where they could see that both female A and B were inside the dwelling. They were causing a nuisance by banging on their windows and doors. One of the youths made homophobic comments towards them as they were aware that both females are in a same-gender relationship with one another. This is considered to be the first stage of antilocution in Allport's Scale of Prejudice occurring when a group freely expresses derogatory comments and opinions towards individuals who form part of a specific group within society based on their personal characteristics (Gordon Allport, 1954).

The victim's sexual orientation played a critical role in this incident. As sexual orientation is one of the five personal characteristics of which hate incidents/crimes are based on as well as one of the nine protected characteristics under the Equality Act 2010 (Equality and Human Rights Commission, 2021), I perceived this incident as being motivated by prejudice and as such identified that a hate incident had occurred.

Despite modern day legislative changes surrounding same-gender relationships which state that it is lawful to form a relationship with a person of the same gender (Marriage (Same Sex Couples) Act 2013, Section 1(1)), social and cultural issues existed in this incident. Both victims have been raised in a generation where same-gender relationships were frowned upon which had a significant impact on them by way of isolation and feelings of difference within society. As a result of their personal circumstances, I recognised that these victims were part of a vulnerable group within the community who are likely to be targeted and victimised. As such, I ensured that additional protection and preventative measures were put in place to cease hostility towards the victims and to prevent them from becoming subjected to repeat victimisation. There were no issues surrounding ethnicity or language.

As part of Borton's second stage of 'so what', I will now provide an analysis of my reflection whilst incorporating methodological approaches to solving the issues that exist in relation to repeat victimisation and repeat offending.

Since the establishment of the Metropolitan Police in 1829 by Sir Robert Peel, one of the key priorities of frontline emergency service workers have been upholding public confidence by safeguarding vulnerable members of society. This can be achieved by ensuring that the criminal justice system effectively minimises the risks posed to the public by not only prosecuting offenders but by rehabilitating them too.

¹ For the purposes of this assignment, I will refer to the victims as female A and female B.

In addition, the National Police Chief's Council (NPCC)² have created a National Vulnerability Action Plan which aims to support police in delivering the seven key themes contained therein. These include '1. early intervention and prevention, 2. information, intelligence, 3. data collection and management of information, 4. effective investigation and outcomes, 5. leadership, 6. learning and development and 7. communications' (NPCC, 2018). Furthermore, a whole-system multi-agency approach has been developed to ensure that organisations collaboratively work together to achieve long-term interventions and address the root causes of repeat victimisation and offending as opposed to a short-term solution.

What works in relation to tackling repeat victimisation and repeat offending?

Repeat victimisation 'is when a victim has been subjected to the same or similar offence two or more times within a twelve-month period' (Home Office, 2000). A repeat offender is described as 'an individual who commits the same type of offence on more than one occasion' (Collins English Dictionary, 2023: online).

Although there is no definitive solution to the issues that exist surrounding criminality, there are several options available to assist with tackling repeat victimisation and repeat offending. Some of these options include the following:

Deterrence and CPTED:

One method which can be utilised to address the issues of repeat victimisation and offending is deterrence. Deterrence through police presence is an effective approach as it acts by discouraging individuals from engaging in criminal activity by placing fear in the minds of the offender. By increasing the offender's chances of being caught, they will less likely be tempted to pursue such an activity which will result in detrimental consequences. Research supports the deterrence approach and suggests that 'the choice of crime can be made less attractive by implementing policies that heighten the costs of illegal conduct- that is, laws and penalties that ensures that criminal participation does not pay' (Pratt and others, 2009).

Crime prevention through environmental design (CPTED)³ is a situational crime prevention approach utilised through its manipulation of the physical environment (College of Policing, 2017). Similarly to the deterrence approach through police presence, this method aims to deter offenders from making decisions to engage in criminal behaviour. CPTED interventions can range from the 'installation of security hardware systems such as alarms, cameras and CCTV to limiting access and escape routes or maintaining good visibility and lighting both inside and outside of the area' (College of Policing, 2017). CPTED can be considered an effective approach in crime reduction due to its flexibility of being applied to any setting.

Deterrence was one of the options utilised in this incident. The victims reside in a busy town centre which has recently become a 'hotspot' for youths to attend. With the school half term period nearing at the time and due to the increasing volume of calls received by police involving the youths, I was conscious of the fact that the youths were aware of where the victims reside and that they are vulnerable due to

² For the purposes of this assignment, the National Police Chief's Council will be abbreviated to NPCC.

³ For the purposes of this assignment, crime prevention through environmental design will be abbreviated to CPTED.

their age and sexual orientation. As part of my risk assessment through the use of the National Decision Model, these factors increased the level of threat, risk and harm. In order to prevent the females from becoming repeat victims, I ensured that our specialist neighbourhood department was made aware of the incident to allow frequent patrols by Community Support Officers within the area to be conducted. Not only did the existence of police presence within the community deter the youths from causing further anti-social behaviour and prevent the victims from being targeted, it also allowed for trusting relationships to be built and confidence to be installed between the community and the police. The victims felt reassured as the police service was able to support and manage those most at risk of harm.

Although deterrence can be an effective approach taken by police in the management of repeat victimisation and offending, this may not be a realistic approach to utilise in modern day policing due to the number of policing resources available on response. It can be argued that this only works to a certain degree and is not a sustainable approach to use as people nonetheless commit crime regardless of police presence. Similarly, CPTED is not always a suitable option to utilise as it can be expensive and not everyone can afford the prices for installation of such systems.

Collaboration:

Another option available for tackling repeat victimisation and offending is collaboration with third-party agencies. Police are often the first point of contact for many people who are considered vulnerable. Where there is no requirement for police involvement, this provides an opportunity for those in need to be directed to other partner agencies who may be willing to provide a more suitable service and cater for their needs. These partner agencies can range from health professionals, housing associations and educational organisations.

The importance of effective collaboration can be shown in the cases of Fiona Pilkington and Sophie Lancaster and Robert Maltby whereby repeated and persistent anti-social behaviour led to devastating consequences. Due to the lack of communication between multiple agencies, a failure to identify the family as being vulnerable existed (College of Policing, 2021).

Following an incident, the use of strategy meetings amongst several public health sectors, often including the police, health professionals, housing associations, educational professionals etc, allows for effective collaboration to be achieved. These meetings will set the standards of practice that agencies should be adhering to as well as determine which agency is most appropriate and suitable to intervene to protect and cater for the needs and wellbeing of those most at risk of being exposed to harm or exploitation. Collaboration can also take place by way of submission of necessary referral forms such as a Public Protection Notification to Social Services following an incident. This contributes towards safeguarding vulnerable persons as well as promoting the well-being of the victims at risk. It is vital that agencies comply with information sharing in accordance with the General Data Protection Regulation 2018 to prevent a lack of communication and to ensure that effective safeguarding is in place for those most in need of support in order to manage vulnerable people and those most at risk of harm.

As part of this incident, Neighbourhood officers were able to collaborate with educational sectors to ensure that educational inputs on the detrimental impact that such behaviour has on victims of ASB and crime were provided to students. As well as upholding partnership intervention, the primary focus of doing so was to raise awareness of the aftermath of ASB in order to discourage them from participating in such behaviour. Whilst doing so, schools were also able to raise awareness on homophobia and educate students on same-sex relationships. 'Interventions, especially those in early childhood, not only prevent individuals developing a propensity for violence but also improve educational outcomes, employment prospects and long-term health outcomes' (Home Office, 2019). By incorporating the aims of the NPCC's 'National Crime Prevention Strategy', we were able to promote cultural changes to achieve positive outcomes in an attempt to solving the issue and were able to indirectly support those at risk by providing educational inputs to children who cause ASB.

Conclusion:

I will now consider the 'now what' stage of Borton's Reflective Model. As a result of taking positive action, I was able to promote a positive outcome by improving the daily lived experience of the victims at risk and uphold the victims' confidence within the police service. In addition to this, I was able to achieve effective partnership working through collaboration to ensure that the victims received the care, support and protection that they required in accordance with their specific needs. As a result of my learning experience, I recognise the importance of establishing whether a person is vulnerable from the outset and will continue to improve the service provided to each individual that I deal with in my role as a police constable.

Whilst there is no concrete solution to tackling repeat victimisation and offending, by utilising some of the aforementioned approaches to tackle repeat victimisation and repeat offending, there will subsequently be a reduction in the level of ASB and crimes being committed, fewer victims and as a result, a decreased demand in policing as well as the criminal justice system as a whole.

Word count: (2100)

Task 2

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

Choose 1 of these 5 options to answer

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

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

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

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

ANSWER:

Introduction:

Throughout this part of the assignment, I will be discussing a policing incident of a complex nature involving domestic abuse of which I have dealt with as part of my role as a police constable. I will be discussing the challenges that I faced throughout the incident as well as providing a critical assessment of the same through use of the Gibbs Reflective Cycle. In addition, I will be exploring strategies which have

been developed to assist in such challenging situations to ensure that policing is effective.

Defining Domestic Abuse:

Domestic abuse is defined as ‘an incident or pattern of incidents of controlling, coercive, threatening, degrading and violent behaviour, including sexual violence, in the majority of cases by a partner or ex-partner, but also by a family member or carer’ (Women’s Aid, 2022).

One of the challenges that arise when faced with a domestic abuse incident is that the type of abuse taking place will not always be clearly recognisable. Since the establishment of the Domestic Abuse Act 2021, it has been recognised that domestic abuse exists in many forms. For this reason, the Act covers a wide range of behaviours and states that behaviour will be deemed abusive if it consists of either ‘(a) physical or sexual abuse, (b) violent or threatening behaviour, (c) controlling or coercive behaviour, (d) economic abuse or (e) psychological, emotional or other abuse’ (Domestic Abuse Act 2021, section 1(3)). There is no requirement for a course of conduct as domestic abuse can still occur if the behaviour consists of a single incident. In addition, the Act extends the types of relationships that exist in relation to domestic abuse to those who are personally connected to each other as opposed to limiting this to current or former partners. This allows for police to effectively safeguard and protect the wide variety of people who experience domestic abuse by utilising measures which have been developed to reduce the risks of further incidents occurring which subjects them to harm.

Although a core part of the policing mission is to prevent crime and disorder, another priority that exists within policing is to provide the best level of service to those who are most at risk of harm or exploitation. This can be achieved through building trusting relationships between police and victims of crime, upholding public confidence and through law enforcement to ensure that effective safeguarding is in place. One of the challenges faced in the modern-day policing industry is domestic abuse related crimes which appear to be increasing annually and constitute a high percentage of crimes being dealt with. Figures show that ‘the number of police recorded domestic abuse-related crimes in England and Wales increased by 7.7% compared with the previous year, to 910,980 in the year ending March 2022’ (Office for National Statistics (ONS), 2022). It is therefore imperative that officers have a good understanding and knowledge of the policies, procedures and laws that are in place when dealing with such incidents to respond in the most appropriate manner and to properly protect, safeguard and sustain trusting relationships with those that require support.

The consequences of domestic abuse are extremely damaging and have an adverse effect on the survivors that experience such horrific abuse. It can impact the victim mentally, emotionally, socially, financially or physically with either short-term or long-term effects. Although awareness of domestic abuse is on the rise, this has not always been the case and there are still barriers that exist which prevent victims from reporting domestic abuse. Many victims are reluctant to accept that they have been subjected to such degrading behaviour and often fear that they will not be believed whilst others live in fear of further repercussions as a result of police involvement and self-blame.

Incident and strategies:

'Gibbs' Reflective Cycle offers a framework for examining experiences and allows those using it to learn and plan from things that either went well or didn't go well' (The University of Edinburgh, 2020). Throughout this section, I will be covering the five stages of the cycle being 'description, feelings, evaluation, conclusions and action' (Mind Tools, 2023).

The incident that I played a significant role in providing a response involved an emergency graded abandoned call by a male victim who had been assaulted by his former partner. Upon attendance at the address, I located a male inside of the address who was covered in blood. I immediately considered whether the male required medical assistance and requested an ambulance to attend to assess the extent of his injuries. The male was conscious however when questioned about the circumstances of the incident, he was very reluctant to provide any information to police and was concerned as to whether his partner was aware that police had been requested to attend. He appeared to be afraid of the consequences he would face if his former partner was to discover that he had requested support from police. I immediately recognised that I was facing an incident of domestic abuse involving a vulnerable victim and began to go through the golden hour enquiries⁴.

This incident was particularly challenging for several reasons. Firstly, the male did not realise, nor did he want to believe, that he was being subjected to domestic abuse as he was unaware that such a crime existed. Due to the behaviour displayed towards him being regular, repeated and sustained over a long period of time, he considered this as normal as it became part of his daily life. I ensured that sufficient time was devoted to providing a careful explanation of all available options to the victim and confirmed that he understood the information relayed. Secondly, the victim was initially afraid to support police action due to fear of repercussions and was unwilling to provide a positive complaint. After engaging with him for several hours, I was able to build a rapport by building trust through responding sensitively and ensuring that he felt believed. As a result, detailed information was disclosed which indicated that he had been subjected to domestic abuse for several years. I was able to obtain a victim statement and photograph the injuries he sustained as a result of the assault.

I remained with the victim at the address whilst local officers conducted an area search where the perpetrator was located and arrested. I considered this to be one of the most appropriate actions as by doing so, I was able to take positive action by separating both parties to act as a means of protection to mitigate the risks of further incidents occurring as well as maximise the opportunities of recovering clothing for forensic examination which was used as evidence.

Although the information being disclosed to me was extremely sensitive and rather difficult to hear that a person had experienced such traumatising events, I ensured that I did not allow this effect how I responded. My priority was to ensure that the victim felt reassured, comfortable and supported therefore I composed a calm manner and remained professional throughout my dealings with him.

⁴ These are the initial enquiries carried out by attending officers and assist in gathering and securing the best evidence that is available at the time of dealing with a criminal offence.

'In 2009, National Policing leads endorsed a risk model to support and improve the police response to cases of domestic abuse: the Domestic Abuse Stalking, Harassment and Honour-Based Violence risk identification, assessment and management model'⁵ (College of Policing, 2016). The DASH should be utilised in every domestic incident as it allows police to appropriately identify the level of risk involved in such incidents and influences what response should be provided to increase public safety. The DASH is a very well-equipped tool which consists of 29 questions and three risk levels graded as standard⁶, medium⁷ and high⁸ designed for identifying, assessing and managing risks in relation to domestic abuse incidents.

This strategy provides officers with the opportunity to document and record their decisions in identifying and assessing risks in relation to domestic abuse which will then be reviewed by a supervisor. This is extremely useful as it delivers a shared understanding of risk amongst partner agencies by ensuring that all parties are in agreement allowing risks to be sufficiently managed and victims to be properly safeguarded. The use of the DASH is beneficial as it allows for 'professionals in the statutory and voluntary sectors to work together and provide the most effective response to victims of domestic abuse' (Gwent Safeguarding, 2023). In contrast, the DASH can be considered to be time consuming of which most victims of domestic abuse are unwilling to support. This means that police are unable to properly assess the risks involved with the incident they are facing as not all information is being provided.

As a result of utilising the DASH, I identified that the male was at high risk of serious harm if he was to remain at the matrimonial home. I collaboratively worked with emergency social services to arrange temporary sheltered accommodation by placing him into a refuge. This strategy is used as a means of safeguarding victims of domestic abuse by removing them from their home to prevent them from being exposed to further abuse. The location of the refuge is confidential and it is commonly used as a last resort. However, due to the victim being isolated from his immediate family with no members in the surrounding area, I deemed this the most appropriate option available to protect the victim as the perpetrator would not be aware of his whereabouts once he had been released from police custody.

Following completion of the DASH, the information contained therein was shared with partner agencies in the form of a Public Protection Notification Report⁹. If it is established that the risks exposed to the victim are high, this will then be referred to MARAC, which is a Multi-Agency Risk Assessment Conference. These meetings are victim-focused and often include 'the police, criminal justice, health, social care, local authorities, housing providers, those supporting children and specialist domestic abuse service providers' (Gwent Safeguarding, 2018). These meetings are crucial in increasing public protection as they aim to implement a protection plan

⁵ For the purposes of this assignment, the Domestic Abuse Stalking and Harassment Risk Assessment will be abbreviated to DASH.

⁶ where current evidence does not indicate a likelihood of causing serious harm;

⁷ where there are identifiable indicators of risk of serious harm;

⁸ where there are identifiable indicators of risk of serious harm which could happen at any time.

⁹ For the purposes of this assignment, Public Protection Notification Report will be abbreviated to PPN.

to accommodate the needs of, and reduce the risks posed to, those at risk of harm or exploitation. In addition, they seek to provide professional support from the intervention of agencies deemed most appropriate in the circumstances. The continued support through the use of an Independent Domestic Violence Advisor¹⁰ allowed for the victim to be advised on the various range of services that he was able to access. I also ensured that the victim was signposted to third-party support agencies through the Independent Live Fear Free Service and the Assertive Outreach team to ensure that continued safeguarding was in place following the end of police involvement. As a result of my experience, I understand the importance of utilising strategies in such challenging situations and will continue to do so to ensure that policing is effective.

Other strategies that were considered throughout this incident involved the use of a Domestic Violence Protection Notice¹¹. 'A DVPN is an emergency non-molestation and eviction notice which can be issued by the police to a perpetrator and will be effective from the time of issue' (Home Office, 2022). Following the issuing of such a notice, an application will be made by police to a Magistrates Court within 48 hours for a hearing to take place in respect of a Domestic Violence Protection Order¹². If this order is granted by the court, this will implement protective measures by placing prohibitions upon the perpetrator from making contact with the victim and evicting them from the matrimonial home for up to 28 days. Whilst this is considered to be an effective measure for safeguarding victims by separating them from the perpetrator and providing space for a specified amount of time, I did not consider the use of the DVPN as required as there were sufficient immediate protective measures in situ by placing bail with conditions on the perpetrator and by placing the victim into temporary accommodation. I believed long-term safeguarding was required as opposed to providing protection for only 28 days.

The use of DVPNs in domestic abuse cases are extremely beneficial as they do not require the consent of the victim for such a notice to be issued. This is useful in challenging incidents where victims are not supportive of police action as police are still able to facilitate this method and provide protection to victims. The order can be monitored by police to ensure that perpetrators are complying with the conditions stated therein and a breach would lead to disciplinary action faced by the perpetrator.

Conclusion:

Whilst there are several strategies available to utilise in complex situations involving domestic abuse, it is vital that consideration is given to the circumstances as a whole. The use of victimless processes ensures that policing is effective in complex incidents where police are able to achieve their aims of reducing the risk of harm exposed to those who are considered vulnerable and uphold public protection. Concurrently, professional agencies are able to collaborate and reach joint

¹⁰ For the purposes of this assignment, an Independent Domestic Violence Advisor will be abbreviated to IDVA.

¹¹ For the purposes of this assignment, Domestic Violence Protection Notice will be abbreviated to DVPN.

¹² For the purposes of this assignment, Domestic Violence Protection Order will be abbreviated to DVPO.

decisions which contributes to the improvement of the standards of service provided to the public.

Word count: (2100)

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

Criminal justice faces ever more challenges from society. While official figures show a drop in police recorded crime in the UK the distribution of crime shows a more complex pattern with violent crime showing a rise.

In regard to community policing chose an incident that you have attended that presented a complex issue for the community, and that you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement that assisted in resolving the issue.

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

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

The police are the lead agency for collision investigation and have the primary duty to investigate and establish the circumstances that have led to road deaths and life changing injuries.

Describe a serious collision that you attended and in which you took a significant role (e.g., initial reporting officer, scene manager, lead investigator).

Critically evaluate the evidence base that you dealt with and strategies that could be implemented to reduce the likelihood of it reoccurring.

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

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically analyse an investigation, that you have led, commenting on the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to your information and intelligence.

Reference how effective information and intelligence was used within your operation, and how you used specialist intelligence tools to support your complex investigation.

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

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an investigation that you have been involved in **that was of a complex nature**, in which you played a significant role.

Critically evaluate the processes employed in a complex investigation you have been involved in, and the fast-track actions that you have utilised.

Evaluate the support you have provided to victims, witnesses, and offenders (where appropriate) during a complex investigation and reference the management of your own personal values and attitudes in relation to this.

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

Answer:

Authentication signature:

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

Signed: Abbi TARGETT

Date: 05.08.2023

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.

- Allport, G. (2012). *Prejudice and Allport's Scale*. [online] Available at: http://the-classroom.org.uk/wp-content/uploads/2014/07/Prejudice_And_Allport_Scale.pdf-1.pdf. (accessed 3rd June 2023).
- College of Policing (2017). *Crime prevention through environmental design*. [online] College of Policing. Available at: <https://www.college.police.uk/research/crime-reduction-toolkit/environmental-design>. (accessed 4th March 2023).
- College of Policing. (2016). *How do the police define, identify and respond to vulnerability?* [online] Available at: <https://www.college.police.uk/research/projects/how-do-police-define-identify-and-respond-vulnerability>. (accessed 18th June 2023).
- College of Policing (2022). *Interventions for situational crime prevention*. [online] College of Policing. Available at: <https://www.college.police.uk/guidance/neighbourhood-crime/interventions-situational-crime-prevention>. (accessed 3rd June 2023).
- College of Policing (2013). *Introduction and Types of Critical Incidents*. [online] College of Policing. Available at: <https://www.college.police.uk/app/critical-incident-management/introduction-and-types-critical-incidents>. (accessed 17th June 2023).
- College of Policing (2021). *Introduction to vulnerability-related risk*. [online] College of Policing. Available at: <https://www.college.police.uk/guidance/vulnerability-related-risks/introduction-vulnerability-related-risk>. (accessed 2nd May 2023).
- College Of Policing (2022). *Responding to hate*. [online] College of Policing. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/hate-crime/responding-hate>. (accessed 3rd June 2023).
- College of Policing (2022). *Police better equipped to spot controlling behaviour*. [online] College of Policing. Available at: <https://www.college.police.uk/article/police-better-equipped-spot-controlling-behaviour>. (accessed 1st June 2023).
- College of Policing (2023). *Police Constable* - College of Policing. [online] College of Policing. Available at: <https://profdev.college.police.uk/professional-profile/police-constable/>. (accessed 28th July 2023).
- College of Policing (2022). *Understanding risk and vulnerability in the context of domestic abuse*. [online] College of Policing. Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/domestic-abuse/understanding-risk-and-vulnerability-context-domestic-abuse>. (accessed 1st August 2023).
- College of Policing (2021). *Victims' Code for policing*. [online] College of Policing. Available at: <https://www.college.police.uk/guidance/victims-code/victims-rights-policing>. (accessed 1st June 2023).

- College of Policing (2021). *What stops people offending?* [online] College of Policing. Available at: <https://www.college.police.uk/research/what-works-policing-reduce-crime/what-stops-people-offending>. (accessed 3rd June 2023).
- Domestic Abuse Act 2021 (2021). *Domestic Abuse Act 2021*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/2021/17/contents/enacted>. (accessed 28th July 2023).
- Equality Act (2010). *Equality Act 2010*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>. (accessed 3rd June 2023).
- Equality and Human Rights Commission (2021). *Protected characteristics*. [online] Equalityhumanrights.com. Available at: <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>. (accessed 10th July 2023).
- Goldson, B. (2019). *Child Criminalisation and the Mistake of Early Intervention* | Centre for Crime and Justice Studies. [online] Crimeandjustice.org.uk. Available at: <https://www.crimeandjustice.org.uk/publications/cjm/article/child-criminalisation-and-mistake-early-intervention>. (accessed 3rd May 2023).
- GOV UK (2014). *Social Services and Well-being (Wales) Act 2014*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/anaw/2014/4/contents>. (accessed 3rd May 2023).
- Gwent Safeguarding. (n.d.). *Domestic Abuse Referral Pathway*. [online] Available at: <https://www.gwentsafeguarding.org.uk/en/safeguarding-children/professionals/what-is-abuse/domestic-abuse/domestic-abuse-referral-pathway> (accessed 7 July 2023).
- Home Office (2020). *Domestic Violence Protection Notices (DVPNs) and Domestic Violence Protection Orders (DVPOs) Guidance*. [online] 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 5th August 2023).
- Home Office. *Domestic Violence: Revised Circular to the Police*. Home Office Circular [19/2000]. [PDF] London: Home Office, Policing and Crime Reduction Group, 2000. Available at: <https://library.college.police.uk/docs/hocirc/ho-circ-2000-019-domestic-violence.pdf> (accessed 3rd June 2023).
- HMIC (2015). *PEEL: Police Effectiveness 2015 (vulnerability) a National Overview*. [online] Available at: <https://www.justiceinspectors.gov.uk/hmicfrs/wp-content/uploads/police-effectiveness-vulnerability-2015.pdf>. (accessed 28th June 2023).
- Law Enforcement Action Partnership (2022). *Sir Robert Peel's Policing Principles*. [online] Law Enforcement Action Partnership. Available at: <https://lawenforcementactionpartnership.org/peel-policing-principles/>. (accessed 3rd June 2023).
- Mind Tools (2022). *Gibbs Reflective Cycle*. [online] www.mindtools.com. Available at: <https://www.mindtools.com/ano9qiu/gibbs-reflective-cycle>. (accessed 27th July 2023).
- Multi-Agency Risk Assessment Conferences (MARAC) Gwent Operating Protocol. (n.d.). Available at: <https://www.gwentsafeguarding.org.uk/assets/en-documents/Gwent-MARAC-Protocol.pdf>. (accessed 3rd July 2023).
- Office For National Statistics (ONS) (2022). *Domestic Abuse in England and Wales Overview - Office for National Statistics*. [online] www.ons.gov.uk. Available at:

<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/domesticabuseinenglandandwalesoverview/november2022>. (accessed 27th July 2023).

- Physiopedia (2016). *Borton's Development Framework*. [online] Physiopedia. Available at: [Borton's Development Framework - Physiopedia \(physio-pedia.com\)](https://www.physio-pedia.com/Borton's_Development_Framework) (accessed 3rd June 2023).
- Public Health England (2019). *A whole-system multi-agency approach to serious violence prevention A resource for local system leaders in England*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/862794/multi-agency_approach_to_serious_violence_prevention.pdf. (accessed 4th June 2023).
- Robinson, A., Myhill, A., Wire, J., Roberts, J. and Tilley, N. (2016). *Risk-led policing of domestic abuse and the DASH risk model*. [online] Available at: <https://library.college.police.uk/docs/college-of-policing/Risk-led-policing-2-2016.pdf>. (accessed 1st August 2023).
- Schaap, D. (2020). Police trust-building strategies. *A socio-institutional, comparative approach. Policing and Society*, [online] 31(3), pp.1–17. doi: <https://doi.org/10.1080/10439463.2020.1726345>. (accessed 3rd August 2023).
- Theories to explain offending behaviour Offending behaviour -why do people do it? (n.d.). Available at: <https://www.hma.co.nz/wp-content/uploads/2016/01/Theories-to-explain-offending-behaviour.pdf>. (accessed 7th June 2023).
- Welsh Government and Partners (2015) *Improving the care and support for people experiencing or at risk of mental health crisis and who are likely to be detained under section 135 or section 136 of the Mental Health Act 1983*. Available at: [mental-health-crisis-care-concordat.pdf \(gov.wales\)](https://www.gov.wales/mental-health-crisis-care-concordat.pdf) (accessed 3rd June 2023).
- Women's Aid (2022). The impact of domestic abuse. [online] Women's Aid. Available at: <https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/the-impact-of-domestic-abuse/>. (accessed 4th June 2023).
- Women's Aid (2022). *What Is Domestic Abuse?* [online] Womens Aid. Available at: [What is domestic abuse? - Women's Aid \(womensaid.org.uk\)](https://www.womensaid.org.uk/what-is-domestic-abuse/) (accessed 3rd August 2023).
- www.collinsdictionary.com. (n.d.). Repeat offender definition and meaning | Collins English Dictionary. [online] Available at: <https://www.collinsdictionary.com/dictionary/english/repeat-offender>. (accessed 3rd June 2023).