

BSc (Hons) Professional Police Practice

LEVEL 5 - 40 Credits

Workbook title: Competency Based Workbook 3 (PCDA)

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

Learner name: Laura Morgan

**Learner's University Registration Number:
1922411**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Professional Police Practice 2 (PCDA) BMPP5000D

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

- **Wellbeing and Resilience**
- **Decision-making and Discretion**
- **Vulnerability and Risk**
- **Public Protection**
- **Maintaining Professional Standards**
- **Leadership and Team-working**
- **Policing the roads**
- **Information and intelligence**
- **Conducting Investigations**

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force

training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this particular document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1250
Task 2	Decision-making and Discretion Vulnerability and Risk Public Protection	1750
Task 3	Maintaining Professional Standards Leadership and Team-working	1750
Task 4	Policing the roads Information and intelligence Conducting investigations	1750
Task 5	Individual Learning Plan	1500 equivalent
	Total	8000
	Bibliography	

Task 1

Relevant areas of the National Policing Curriculum: Wellbeing and Resilience

Having achieved Independent Patrol Status, **reflect** on the impact of organisation culture within policing on your wellbeing and resilience (organisation change, retaining personal values in a wider organisational culture).

Consider the risks of conforming to organisational culture.

Illustrate your strategies for maintaining wellbeing and resilience.

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

ANSWER:

Schein (1991) describes organisational culture as unwritten rules established by group members that are presented to new members and accepted as how the team functions. This essay, will discuss organisational culture and the impact this has had on my wellbeing and resilience. This essay will then consider the risks of conforming to organisational culture and will conclude by outlining my strategies to build and sustain my wellbeing.

After completing my tutorship, I was assigned to a new station and a team that was led by a temporary sergeant. Despite the fact that I was unfamiliar with the team, I recognised nervousness amongst the members over the addition of a permanent sergeant. There were concerns about whether the team would get along with the new sergeant and whether the team culture and preferred working methods would change.

I was welcomed into the team, but the uncertainty created an unsettling atmosphere, which made it difficult for me to settle in. Furthermore, during my first set of shifts with the team, I faced additional issues with them. When I expressed some unpleasant abuse I had received from a member of the public, I was told that it was "part of the job" and that I should "man up." These comments were mostly spoken by one person, although the rest of the team seemed to concur. As a result, I became extremely sensitive, which led to my reluctance to speak up in stressful situations in the future.

However, this individual has since transferred to another team, and there is now a permanent sergeant in place. As a result, the atmosphere on the team has improved; it is now calmer, and there is less general conflict. In addition, the new sergeant's democratic management approach has given stability. While the police service is a disciplined organisation where officers must follow orders from superiors, the new sergeant invites as much input from team members as possible and is very approachable. As a result, there has been a significant increase in team motivation.

Cara Rabe-Hemp (2008) describes the police service as an "all boys club" and I was concerned that as a woman approaching her forties, I would not be able to relate to, or fit into a team dominated by males in their twenties. However, I have realised I have advantages over younger officers in terms of skills and experience. Further to this, the police service does have a predominantly masculine workforce, and in 2021, only 32.4% of police officers are female (GOV.UK, 2021), added to this I am currently the only female member of

my team. The team does have a masculine culture, but this will be the case when most members are male. Furthermore, considering my personal values, frequent jokes and comments are made within the team that push boundaries, and am not afraid to speak up and express that they are in danger of becoming inappropriate. However, on a more positive note, I have found that being partnered with males who have taught me conflict resolution strategies has helped me gain confidence and resilience.

Overall, I have found training to be a police officer incredibly challenging, especially when paired with working shifts, the stresses of the everyday work, the academic component, and attempting to maintain a personal life. When combined with the stress of moving stations, these factors made this the most difficult and stressful period of not only my police career, but of my life so far. According to Mind (2021), it is difficult to express feelings when stress is caused by a number of reasons. I was feeling overwhelmed and considered if I should continue in this role. I found shift work exhausting, and I was less interested in making time for family and hobbies, resulting in a very low mood.

I had also encountered several difficult shifts, one of which was the most difficult interaction I have experienced so far. A member of the public was aggressive and abusive, threatened to rape and kill me, spat at me, and attempted to urinate on me. I knew I would have to deal with conflict like this, but it's still unacceptable and distressing, mainly as I am not used to this behaviour. Because of the frequency with which it occurs, public abuse could be described as part of the job, however this does not mean it has to be accepted or ignored.

Ultimately, due to the team culture of 'it is part of the job,' I did not seek support, and I am embarrassed to admit that I withdrew into myself. Finally, I decided I did not want to continue in this role and submitted a letter of resignation. I then contacted a friend who is a colleague in another station and discussed my feelings and actions with her. She helped me understand that I was going through a stressful period and needed to work through these challenges and deal with them effectively. I realised I did not want to resign, so I approached my Inspector and discussed my resignation. He was extremely kind, supportive and took the time to speak with me at great length. As a result, I was fortunate enough to be allowed to retract my resignation.

My experience illustrates the risks of conforming to organisational culture. Subcultures can form within a team, and those with a dominant personality can make others feel hesitant to speak up about issues that affect them if they are dismissed as insignificant. As a result, officers' mental health can suffer, leading to sickness, low job engagement, and even poor communication among team members. Police officers' mental health is a serious issue, and it has been suggested that "the stereotypes associated with the label of mental illness represent weakness and unreliability in a culture that covets strength, steadfastness, and duty" (Bullock and Garland, 2018). This suggests that officers may conform in order to fit into the team. However, according to a recent police federation poll, the stigma surrounding mental health is beginning to change and officers are increasingly feeling more comfortable seeking help (Police Federation 2020).

Resilience is defined as "the ability to adapt and grow following adversity" (NHS, 2021a), and on reflection, seeking help and advice sooner would have been more beneficial to me. However, I researched techniques to increase resilience (Mind, 2017) and followed the recommendations. For example, I have resumed voluntary work with the Commonwealth War Graves Commission (CWGC), which involves visiting CWGC sites to document and physically care for war graves. This activity allows me to get exercise, provides me with a non-work related topic to focus on, and gives me a sense of accomplishment in completing a meaningful activity. I have also created a study timetable to ensure that I complete my

university work on time, and I try to get sufficient sleep. I've discovered that making these changes has lowered my stress and allowed it to become manageable.

I have faced further verbal abuse, and in order to avoid becoming emotionally upset I try to keep in mind that they are ultimately insulting my uniform, not me personally. For example, one incident helped me in realising that I had made progress in developing my resilience. When a male called me an 'ugly cow,' I answered, 'I know, that's why I'm a police officer, not a model.' This reaction appeared to have caught him off guard as he did not respond and later even apologised to me for his comment.

In conclusion, while my role is mostly what I expected it to be, no one can fully understand an organisation's culture unless they have experienced it. I have accepted that I will suffer setbacks, as well as the significance of overcoming them and maintaining my health and wellbeing. Most significantly, while I have realised that remaining a response officer is not a long term goal, I have learned to recognise and successfully deal with difficult situations. In the future, I will continue to engage in things that I enjoy in order to manage work related stress and to help me increase my resilience.

1346 words.

Task 2

Relevant areas of the National Policing Curriculum: Decision-making and Discretion, Vulnerability and Risk, Public Protection.

You must choose an incident, for example a domestic related incident, and reflect on how you made decisions in complex and unpredictable circumstances using dynamic risk assessment.

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

Evaluate decisions made during the incident and your use (or otherwise) of the National Decision Model. Explain the rationale behind your decisions and your considerations when recording details of the incident. Consider your ethical approach to the decision. Outline the consequences of your decision making.

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

ANSWER:

Police officers must make difficult decisions, often in challenging situations, and this essay will reflect on the decisions I made while attending a domestic related incident. This essay will utilise Gibbs' Model of Reflection, a tool that helps identify and reflect on skills, strengths, and areas of improvement (Gibbs, 1988). Next, this essay will evaluate decisions made and explain their rationale. This essay will then consider the ethics behind the decisions made and conclude by outlining the consequences of the decisions made.

I responded to a request to attend an incident where a female in distress had requested police attendance and said she was at her address with her boyfriend. On attendance, the front door was ajar, but there were no sounds of a disturbance. I knocked and identified the police presence but received no response. However, it was three o'clock in the morning and the front door being open at this late hour was unusual. Therefore, I considered police powers of entry and entered the property under section 17 of the Police and Criminal Evidence Act 1984, allowing access to private property to save life and limb (Police and Criminal Evidence Act 1984).

I found a female, a male, and a child in the kitchen and inquired about their well-being. The male immediately responded that there was no issue and that the female had accidentally contacted the police. I knew I needed to separate the adults so they could be spoken to individually, so I asked the female to leave the kitchen. The female then became aggressive and abusive, telling me to leave the house. I stated that I could not leave, so she walked past me and pushed me into the wall. I asked her not to do it again, but she continued to be aggressive and abusive.

I was concerned because the female was behaving aggressively in front of her eight year old daughter. I asked the child to go upstairs to her bedroom to protect her from further witnessing the scene. I then spoke to my colleague, who informed me that the female had bitten the male's face. The female denied this, but I considered that he could not have

caused the bite mark on his own face and promptly arrested the female to prevent further harm to the male. I placed her in handcuffs as she had already shoved me and was highly aggressive towards officers.

I have attended a high number of domestic related calls and considered that I had enough experience to manage them effectively. However, I was initially confused by this situation due to the female's behaviour. She was rude and abusive, and I could not understand why someone who had called the police for help, would then be angry that the police had responded. I acknowledge that because she had contacted the police in distress, I had presumed she was the victim and that this was a mistake.

I responded appropriately by first attempting to establish the full details of what had happened before making any decisions, and then by remaining calm while being verbally abused and shoved. However, on reflection, I would have changed my approach to the situation by not assuming the victim's identity despite the influencing factors. I also completed out a Public Protection Notice (PPN), which allows police to share information regarding vulnerable people with partner agencies. The decision to submit the PPN ensured that the incident was reported to the appropriate partner agencies and made them aware that a child had witnessed it. This report would then allow safeguarding measures for the child to be considered and, if necessary, implemented.

I used the National Decision Model (NDM) en route to the address. The NDM is a six-part decision-making process that helps officers gather information and assess risk in order to design a workable strategy (College of Policing, 2021a). Due to the female was unknown on police systems, there was no evidence that she posed a threat to the officers. However, undertaking a risk assessment, I still considered the possibility of violence. Furthermore, I was unaware of the other parties' identities or whether they had a history of violence. As a result, I activated my body worn camera upon arrival to ensure that I considered this.

After arrival, I was confused and unsure how to react to the female due to her being abusive towards officers. However, I quickly composed myself and asked her to move to a separate room. Despite her aggression, I continued to assist the female and did not become angry after being shoved. In retrospect, I believe I managed this successfully due to my consideration of Betari's box model. Betari's box is a model that illustrates how one person's behaviour affects the reactions and actions of others (College of Policing, 2020). As a result, I refrained from allowing her anger to influence my behaviour or decision-making. However, I should have been firmer with her regarding physical contact with me.

At this point, I realised this was the first time I had attended an incident involving a female perpetrator of domestic abuse, which nearly caught me off guard. However, I was aware that the actions I should take were identical to those I had taken in previous domestic violence incidents. As a result, I treated her identically to everyone else I had interacted with. Additionally, I applied the NDM to all decisions and ensured that they adhered to the code of ethics. For instance, my decision to handcuff the female followed the NDM because she had demonstrated an aggressive demeanour. Handcuffing the female after her arrest was a precaution to protect me and my colleagues. Additionally, I believe that shielding the child from further distressing scenes was an important ethical decision.

I recognise that domestic incidents are highly emotive, and I exercised discretion by not including an assault police factor in her arrest. However, when I updated police systems, I ensured that it was noted that she was aggressive and verbally abusive toward police officers and a domestic violence (DV) aggressor. By ensuring that police computer systems

contain the most current and accurate information, officers will be able to make more accurate risk assessments in the future when responding to calls.

Domestic abuse is a serious issue within the United Kingdom, and figures from the Office for National Statistics state that in the year ending March 2021, 18% of all crimes recorded by police were domestic abuse related (Office for National Statistics 2021). Additionally, UK government statistics show that "in the year ending March 2020, an estimated 2.3 million adults experienced domestic abuse". These statistics also show that one-third of victims are male (GOV.UK, 2021). Further to this, a study completed by Hogan et al. (2012) claims there is a lack of support and fewer resources available for male DV victims and also suggests that male victims are often not aware of how to seek help. This study is supported by the charity Mankind, which states that "Only 4.4% of domestic abuse victims are being supported by local domestic services are men" (Mankind.org.uk, 2021). In addition, male victims of DV underreport their abuse, and study undertaken by Tsui et al. (2010) suggests that this is due to embarrassment, denial, and the stigma of being a male victim. Dr Elizabeth Bates, a psychology lecturer at the University of Cumbria, supports this. Dr Bates suggests that social stigma makes it difficult for male DV victims to seek help due to societal perceptions that males are physically stronger, so they can not be a victim in the same way as a female (Norda House, 2018)

Furthermore, Mark Brooks of the Mankind Initiative charity believes that there is a question as to whether police and prosecutors have an unconscious bias when it comes to coercive control legislation and if this impacts how they apply the law to male victims. (Norda House, 2018).

Unconscious bias is described as "bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences" (NHS, 2021).

On reflection, I realise that my experience of attending many DV incidents involving female victims may have contributed to my unconscious bias on this occasion. However, I quickly recognised this and did not allow it to affect my judgement, arresting the female immediately.

The NDM includes the Code of Ethics as a central component to ensure that ethics is considered in all decisions (College of Policing, 2021b). I ensured that my decisions were ethical and rational by utilising the NDM. According to the charity Women's Aid, 'children can experience both short and long-term cognitive, behavioural, and emotional effects from witnessing domestic abuse' (Women's Aid, 2021). I knew that the child had already witnessed violence and was averse to exposing her to additional trauma. I made certain she was not downstairs when her mother was arrested and handcuffed to accomplish this. On reflection, I believe I assisted in calming and comforting the child, but I was concerned that this had been a frightening experience for her and had concerns about her future.

In conclusion, my decisions protected a victim from an abuser and protected a child from witnessing distressing scenes of her mother's arrest. Additionally, by submitting a PPN, I ensured that the appropriate agencies were notified of the incident, allowing them to take appropriate action.

As a result of this incident, I have understood that not all situations are as they appear. Although I was already aware that anyone could be a victim of DV, I now have first hand experience. Additionally, I have discovered that male victims of DV are more hesitant to seek

help, which should be considered when responding to DV-related incidents. Despite the male's intention not to make a formal complaint, my decision to arrest the female ensured positive action against DV. In the future, when responding to domestic violence calls, I will ensure that I gather all available information before determining the victim's identity.

Going forward, I will continue to develop my skills in making ethical decisions by ensuring that ethics are considered at all times. I will so look to receive further unconscious bias training and research the most effective strategies for avoiding unconscious bias. Additionally, I will seek out any available training on developing the skills necessary to communicate effectively with young children during such incidents, as I want to ensure that my words and actions can ultimately comfort and calm a distressed child.

1767 words

Task 3

Relevant areas of the National Policing Curriculum: Maintaining Professional Standards, Leadership and Team-working

Evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion).

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements (Code of Ethics, policies, procedures, protocols or legislation).

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

ANSWER:

This essay will evaluate theories of team dynamics and why some teams can not function. This essay will then consider why conflict occurs within teams, and conclude by considering how team dynamics within the police service can result in the failure to meet professional standards.

Bruce Tuckman's five stages of group development theory (Tuckman, 1965) explores team dynamics and explains how teams are formed and function. Tuckman's theory consists of five linear sequential stages that he suggests all teams will progress through to become successful.

The five stages are described by Carole Wilson (2017) beginning with forming. This stage is entered into when the team is created and "each member of the team focuses on the leader, accepting only the leader's authority and maintaining a polite but distant relationship with the others". Secondly is the storming stage where members are more concerned with how they fit in to the team rather than with the project at hand, and they want to prove their worth to the leader. There is a danger of subcultures forming and some members becoming isolated, particularly with the emergence of online teams. The third stage is norming. Decisions and ideas can be made and implemented, risks can be taken, and failure can be overcome as a method of success. Roles and relationships have now been established, allowing people to focus on their skills and building the team. Fourth is the performing stage. The group is now a well functioning team, members get along and help each other when necessary. Conflict occurs, but it is discussed and overcome. Finally, the adjourning stage is where the team has completed their task and is disbanded.

Kobiruzzaman, M. M. (2021) states that Tuckman's theory helps to understand primary and secondary tension in teams and how to reduce this tension. Primary tension occurs in the forming stage and is caused by the "social unease and stiffness that accompanies the getting acquainted stage in a new group" (Kobiruzzaman 2021). Secondary tension occurs

in the storming stage and is caused by members becoming comfortable with each other and where disagreements in opinion and arguments can start.

However, Tuckman (1965) identified limitations to his own theory and stated that his research was limited due to a lack of quantitative data and did not represent a representative sample of settings where small group development processes are likely to occur.

Additionally, Rickards and Moger (2000) identified further limitations to Tuckman's theory. They also suggested that Tuckman's theory is only based on small groups and does not consider how teams' function in the modern virtual world.

Furthermore, a study conducted by Doc Norton (2019) states that Tuckman's theory does not work. Norton claims that team development phases are not linear, and some teams never progress through all the stages. Norton stated that most teams stay in between the storming and norming stages. A research study conducted by Monterey Naval Postgraduate School supports Norton's theory as the study concluded that only two percent of teams surveyed go through all four stages of Tuckman's theory in a linear progression (Knight, P.J., 2007).

While Tuckman's theory suggests how teams function, not all teams are able to function successfully and will become dysfunctional. According to Patrick Lencioni (2002), there are five fundamental reasons for a team's dysfunction that are presented in a hierarchal, pyramid format. These reasons are the absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results (Lencioni, 2002). Lencioni defined a lack of trust as team members' inability to display weakness or vulnerability in front of their teammates.

Additionally, Lencioni claimed that a lack of responsibility would result in accountability avoidance. Sophie Laemars agrees with this and suggests successful teams consist of team members that understand how to work successfully with colleagues to achieve common goals. Laemars states that "to achieve this, team members should trust each other and dare to be vulnerable, engage in honest conflict without holding back, be committed, hold each other accountable and pay attention to results" (Sophie Laemars, 2021).

However, Judy Hamlin (2008) states that while Lencioni's theory is reasonable, it has not been academically tested and suggests that its credibility as a theory would benefit from a literature review. Hamlin also suggests that this lack of academic validation could 'limit acceptance and usefulness as a training tool' (Hamlin, 2008).

Team conflict occurs within teams "when there are disagreements between team members in terms of both disagreements concerning tasks and also conflict within relationships between team members" (Weingart et al., 2015). Conflict is common within teams, and research shows that managers spend about 20 percent of their time in conflict management (Thomas & Schmidt, 1976). Conflict can arise from many factors, and it is suggested that "Many individual differences lead to interpersonal conflict, including personalities, culture, attitudes, values, perceptions". (Beheshtifar & Zare, 2013).

Interpersonal conflict is defined as conflict between two or more individuals. It is a natural part of human behaviour due to interaction with others who have different personalities, values, expectations, and approaches to problem solving. (Healthline. 2020). Interpersonal conflict can lead to many adverse outcomes, such as depression and low self-esteem, especially if the chosen coping strategy is ineffective (Frone, 2000).

However, Amason, A. et al. (1995) suggest that conflict is fundamental to team effectiveness because it is an inherent part of the process that makes team decision making so effective. They claim that "Effective teams know how to manage conflict so that it makes a positive contribution. Less effective teams avoid conflict altogether or allow it to produce negative consequences that hamper their effectiveness".

This claim suggests that even though conflict is unavoidable, it can be positive when dealt with effectively. Therefore, teams may benefit from managers following conflict resolution models during periods of conflict. The CUDSA model of resolution is a five step tool that when followed, can help solve team conflicts. The model suggests that first, it should be accepted that there is conflict, then listening to the other person to understand each other's positions. The model suggests that those involved accept that compromise is needed and seek solutions that are agreed on.

The CUSDA model suggests that successful communication is paramount to a team's success, and the additional concept of emotional intelligence (EQ) is based on successful communication. With this in mind, research has found a link between EQ and good decision making skills (Cherry, 2018).

Emotional intelligence "concerns the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought". (Mayer et al., 2008, p. 511). The idea of EQ was introduced by psychologists Peter Salovey and John Mayer in 1990, and in 1995 psychologist Daniel Goleman introduced the concept of EQ as a five-part system. According to Goleman (1995), the five components of EQ are; self-awareness, which is the ability to recognise feelings, triggers, and limitations. Second, self-regulation is the ability to control emotions so not to have a negative impact on oneself or others. The third is motivation which is the drive to complete a task. Fourth, empathy is the ability to recognise, understand, and feel another person's emotions. Finally, social skills are the ability to effectively interact with and negotiate with others. Goleman also suggests that EQ can be learnt and improved.

Further to this, leaders with a high EQ have shown to be more effective as "when conflict arises, leaders with high emotional intelligence may be better able to control their impulses, view the situation from all perspectives, and seek mutually beneficial solutions." (GoodTherapy.org, 2016). Encouraging team members to improve EQ would significantly improve individual and team performance.

Additionally, Belbin's team role theory is another tool that can address conflict in teams. Dr Meredith Belbin (1981) observed that teams commonly adopt distinct team roles. Belbin defined a team role as "a tendency to behave, contribute and interrelate with others in a particular way" and stated that there are nine different roles that determine team success. Belbin identified these as resource Investigator, team worker and co-ordinator (the social roles); plant, monitor evaluator and specialist (the thinking roles), and shaper, implementer, and completer finisher (the action or task roles).

Belbin suggests that by recognising one's role within a team, it is possible to develop strengths and manage weaknesses. The Belbin model ensures that all necessary team roles are covered and identifies potential conflicts or weaknesses among team members (Belbin Associates, 2022).

Team dynamics can be complex and often result in adverse outcomes and the failure to reach professional standards. The police service is based around a team structure and a team members priority often is to be a valid part of that team. The need to belong "refers to a human emotional need to affiliate with and be accepted by members of a group" (Verywell

mind 2021). Considering this definition, it is clear that acceptance is the key to feeling part of a team. However, the need to belong has led to the failure to reach the professional standards set by the Code of Ethics (College of Policing, 2021) and even criminal offences.

For example, team members can develop misplaced loyalty forming from the desire to belong. As a result, officers may not speak up about misconduct or inappropriate conduct and even falsify accounts and produce false statements in fear of being outcasted. Misplaced loyalty has been described as the 'blue wall of silence', which is 'alleged to protect misbehaving officers and staff from outside scrutiny or punishment' (Westmarland and Rowe, 2020). Examples of misconduct by officers with the intention to protect colleagues, include an officer who produced a false statement to assist her colleague after he caused a road traffic accident (The Guardian, 2021). Also, three police officers were jailed after turning off their body worn cameras and falsifying statements around the circumstances of an assault committed by their colleague (CPS, 2021). However, Charman (2017) claims that recruits are now more concerned with meeting professional standards and ensuring they do not commit offences than they are concerned with fitting in and how colleagues perceive them.

In conclusion Bruce Tuckman's theory allows teams to identify at which stage they are in their development. This is invaluable to leaders as they can establish what is needed to progress to the next stage. However, not all teams will successfully pass through all the stages that Tuckman suggests and will stay in the norming stage. Further to this Lencioni's theory allows teams to understand why a team is dysfunctional and explains that trust is fundamental to the success of a team. However, it has been noted that Lencioni's theory has not been academically tested and would benefit from further research. Conflict is unavoidable due to different personalities and behaviours, but the use of conflict resolution tools can help ensure that conflict is dealt with in a constructive and positive manner. Finally, police officers must ensure their adherence to the code of ethics at all times. Breaching professional standards in an attempt to fit in or protect a colleague undermines the code of ethics and the authority of the Police service overall.

1850 words

Task 4

**Relevant areas of the National Policing Curriculum:
Policing the roads, information and intelligence and conducting investigations.**

Explain how information and intelligence can be used in the disruption of the more prevalent criminal activity (e.g. drug smuggling, human trafficking, child sexual exploitation, counterfeit goods, organised crime groups and 'county lines') by effective policing of the roads.

Outline how ANPR can be used as investigative resource when disrupting criminal activity.

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

ANSWER:

Information and intelligence are critical in assisting the police in disrupting criminal activity on the roads. This essay will explain how information and intelligence are used to disrupt prevalent criminal activity by the effective policing of the roads. In addition to this, it will outline how automatic number plate recognition (ANPR) can be used as an investigative resource when disrupting criminal activity.

The College of Policing (2019) states that illicit use of roads ranges from minor traffic violations to international organised crime. Motorways connect major cities, provide access to airports and rail lines, and are relatively quick to travel on, making them an ideal route for criminals to move around the United Kingdom. The requirement for road policing is further evidenced because "drug trafficking is often associated with other forms of crime, such as money laundering or corruption. Criminal networks can also use trafficking routes to transport other illicit products" (Interpol, 2021).

Intelligence is information that is analysed to assess its relevance and reliability (NCA, 2021). Furthermore, information allows for intelligence-led policing to tackle serious and organised crime. Intelligence-led policing "focuses on systematic gathering and evaluation of data and information, turning it into strategic and operational analysis products, which serve as a basis for improved, informed and evidence-based decision-making" (Organization for Security and Co-operation in Europe, 2017)

According to John and Maguire (2006), the National Intelligence Model (NIM) is a model used by police to promote practical intelligence led policing and standardise intelligence related structures, processes, and practises across all police services in England and Wales. They state that it is designed to rationalise and standardise how the police service handles information and makes essential resource allocation decisions. Therefore, relevant, up to date information and intelligence is critical in the disruption of criminality on the roads. In their Serious and Organised Crime Strategy (2018), the UK government stated that road policing should be conducted as part of a 'whole system approach' to not allow any areas for serious and organised criminals to operate (Home Office, 2018).

In order to disrupt criminal activity on the roads, the police can proactively use information and intelligence. For example, a study conducted in 2000 showed that 40% of drink drivers

and 78% of disqualified drivers had criminal records and had committed violent crimes and drug offences (Rose 2000). According to the College of Policing (2021), criminals frequently disregard road traffic regulations and commit offences such as speeding, texting, and not wearing seatbelts. A study conducted in 2000 agrees with this as it showed that 40% of drink drivers and 78% of disqualified drivers had criminal records and had committed violent crimes and drug offences (Rose 2000). The College of Policing (2021) also states that a proactive approach by the Police and the Driver and Vehicle Standards Agency (DVSA) in pursuing them would be beneficial in disrupting crime and improving road safety.

A serious issue for road policing is the severe lack of traffic officers. A report released by The Parliamentary Advisory Council for Transport Safety (PACTS) (2020) states that the number of traffic officers has decreased significantly over the last decade. For example, PACTS reports that since 2010 the total number of police officers overall has decreased by approximately 13%. However, the number of dedicated road policing officers has decreased by 22% between 2010 and 2014 and by another 18% since 2015. Most notably, PACTS state that in 2019 road policing officers accounted for just 4% of police officers. A 2019 survey by the road safety charity Brake (2019) concluded that 83% believe that a visible police presence deters people from breaking road traffic laws, and 73% believe that there should be more police cars patrolling the roads. There is clear evidence that road policing is efficient. Staffordshire Police (2020) state that increased officer numbers, increased enforcement of anti-social behaviour, and new technology for catching criminals are just some of the benefits and initiatives reducing crime on roads.

Information and intelligence used to disrupt criminality on the roads can be sourced in several ways. The National Crime Agency (2021) describe these as; open source (publicly available information such as social media), covert human intelligence sources, undercover officers, technical interception of communications, law enforcement partners in the UK and overseas, security and intelligence agencies, private sector reporting and members of the public.

However, surveillance is regulated by law. The UK government explains that The Regulation of Investigatory Powers Act 2000 (RIPA) establishes a framework for ensuring that investigative methods are used consistent with the European Convention on Human Rights' Article 8, the right to respect for private and family life. RIPA ensures that these methods are regulated and protects against their abuse. Therefore the use of these covert techniques will only be permitted if determined to be legal, necessary, and proportionate (Gov.uk 2020).

There is some opposition to the powers that police have to investigate crime. The Investigatory Powers Act 2016 intends to ensure that investigation powers are suitable for an ever changing digital world and require internet service providers to keep a record of every website visited by each user for at least a year. However, liberty (2018) argue that the Investigatory Powers Act allows police to spy on anyone if they are a suspect or not and further argue that the Act violates the right to privacy.

Additionally, information and intelligence must be accurate and timely, as the consequences of poor intelligence can be catastrophic and far reaching. For example, a 2006 report on the 2005 London bombings concluded that while intelligence on the terrorist responsible was maintained, it was not kept current or thoroughly investigated due to the mistaken belief that he was not a high priority suspect.

Police can use information and intelligence to conduct intelligence-led operations, and an example is Operation Trivium which was launched in 2013 by The European Traffic Police Network (TISPOL). According to the National Police Chiefs' Council (NPCC), Operation Trivium was launched in 2013 and allowed UK police forces and other law enforcement agencies to share real-time information to identify individuals and vehicles using UK road networks in the facilitation of

crime.

Operation Trivium ran over a week in various locations throughout England, Wales, and The Netherlands, focusing on foreign national offenders who exploit road networks, as well as human trafficking, organised property crime, and drug trafficking". The operation was a success in the UK, as "almost 800 people were arrested (including people wanted on European Arrest Warrants for serious crimes in their home countries), and 8,440 vehicles were stopped, of which 616 were seized" (Europol 2016).

The Coronavirus pandemic has provided police with an opportunity to disrupt criminal activity on the road and rail networks.

For instance, North Wales Police and Crime Commissioner Arfon Jones stated that "With the roads being quieter, less people on the trains, it has been easier for the police and British Transport Police to detect people who are coming to north Wales to deal drugs" (BBC 2020). However, a report conducted by Joe Calouri for the Crest Advisory Service (2020) claims that the Coronavirus pandemic has forced county lines gangs to adapt as they cannot conduct trafficking of young people during lockdowns. The report claims gangs are recruiting locally instead. The police service has also had to adapt due to Coronavirus and have used information and intelligence to change their tactics to successfully disrupt county lines gangs (The Guardian 2020).

Concerning gathering intelligence and information, there are many ways to collect data. For example, advancing technology assists police forces to disrupt criminality on the roads, including automatic number plate recognition (ANPR), CCTV, roadside fingerprinting, average speed cameras and facial recognition systems.

According to police.uk (2021), ANPR is used by forces throughout Great Britain and Northern Ireland and is used in three different ways by police to identify vehicles known to be used by criminals and disrupt their activity, to gather intelligence and to investigate crime. ANPR cameras submit an average of around 60 million ANPR read records to national systems daily, and reports are created to circulate a vehicle of interest across the country. ANPR functions by scanning vehicle registration plates and checking the plate against information stored on the Police National Computer and databases known as 'hotlists' (police.uk 2021). ANPR cameras can be used overtly or covertly, but this is regulated by the Regulation of Investigatory Powers Act 2000 (NPCC, 2013).

According to the college of policing (2013), ANPR cameras provide valuable information during investigations and can assist in locating lost or stolen vehicles, identifying the movements of vehicles involved in a crime and information associated with a vehicle, researching the movements of the victim's vehicle to assist with victimology, researching alibis, and identifying a vehicle in a particular location during specific periods to assist in identifying a vehicle.

Additionally, ANPR data can be cross-referenced and integrated with data from other sources in order to improve the quality of information and intelligence, and it can produce accurate geographical location data, is easy to search, can be accessed quickly and allows the monitoring of more than one vehicle at a time.

ANPR can be critical in disrupting criminal activity, and in September 2021, officers arrested a male suspected of being a courier for an organised crime group after discovering a kilo of cocaine in the vehicle during a traffic stop. Police stopped the vehicle after ANPR technology revealed that it was associated with organised crime and the supply of illegal substances (Manchester Evening News, 2022).

However, there is an argument that the use of ANPR is intrusive. Complaints have been made that using ANPR cameras violates Article 8 of the Human Rights Act (HRA) 1998.

Campaigners stated that "ANPR was already under-regulated and was ripe to be used disproportionately in this situation" (The Independent 2020).

In conclusion, there is compelling evidence that information and intelligence play a critical role in disrupting crime, but this is highly dependent on the quality of the information and intelligence.

In conclusion, information and intelligence have a critical role in disrupting criminal activity by effective policing of the roads. However, this information and intelligence must be of high quality in order for it to be investigated thoroughly.

Evidence suggests that police targeting minor road traffic offences can play a significant role in tackling more prevalent criminal activity. Targeting minor traffic offences could be an initiative that could be more focused on in the future.

Further to this, the correct use of the NIM standardises intelligence led policing and can allow successful operations such as operation trivium to be conducted.

ANPR has been demonstrated to be an effective tool for detecting, deterring, and disrupting criminal activity. ANPR cameras provide invaluable information and can instantly provide information to police officers. There are, however, ethical concerns about the use of ANPR and whether it violates human rights laws. The RIPA 2000, on the other hand, ensures that investigative methods are consistent with individual rights. In addition, given the extensive and significant impact that road policing has on crime disruption and the fact that only 4% of police officers in the UK are traffic officers, it would be highly beneficial to increase traffic officer recruitment and training.

1858 words.

Task 5

Individual Learning Plan

The second learning outcome identified in the accompanying module descriptor (BMPP 5000D) asks that you create an individual learning plan to meet your identified needs through reflection upon your continuing practice. This shows confidence in your ability to manage your own learning in response to evolving circumstances in the workplace.

This task differs from the PDPs that you have completed in your previous workbooks in that this learning plan allows you to assess what level you believe you are in key knowledge, skills and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

1500 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

It will count towards the overall equivalent word count of 8000 words expected from this module.

ANSWER:

Knowledge, Skills and Experience Assessment

	REQUIRED			RATING			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Knowledge of local priorities.		7		4			To liaise with NPT to ensure that I am up to date with local intelligence and local priorities.
To increase my knowledge relating to traffic offences as a first responder		5		2			To ensure that I am up to date with traffic legislation in order to recognise offences and actions required.

Public Order Sections 5, 4 and 4a			8		5		I am aware of the definition of each of these sections, but I must ensure that I am able to recognise which section a public order incident will categorise in, as I sometimes find this difficult when at scene.
Stop Search			8		5		To ensure that I am aware of the most up to date guidance surrounding stop and search and the laws and circumstances that allow for a stop and search to be conducted.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Gather and submit credible intelligence.			8	4			To improve on and find suitable ways to gather intelligence to enable it to be submitted for analysis and development
Response Driving			10	1			To book on to a response driver course to enable me to respond to emergency calls as soon as possible.
Case files			10		7		To ensure that I am aware of the most up to date requirements of case files to ensure that they are completed to the highest standards.
SOFR training			10	1			To train as a SOFR officer as I am currently the only female on my team, and I am not SOFR trained.

EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
Fixed penalty notices and other disposal methods			8	4			To gain more knowledge and experience in relation to the issue of FPN's and other disposal methods.
Stop and search			8	4			To gain more experience of conducting stop and searches and to ensure that I am fully aware of the procedures and safety implications.
Searching of suspects and detainees			10		7		To ensure my searching skills of suspects and detainees are accurate and appropriate.

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.

Amason, A., Thompson, K., Hochwarter, W. and Harrison, A. (1995) *Conflict: An important dimension in successful management teams*. *Organizational Dynamics*, 24(2), pp.20-35.

Association of Chief Police Officers (2013) *The police use of automatic number plate recognition*. [online] Available at: <<https://www.npcc.police.uk/Publication/ANPR/The%20police%20use%20of%20ANPR%20FinalJan2013.pdf#:~:text=ANPR%20is%20used%20in%20three%20key%20ways%20by,the%20Regulation%20of%20Investigatory%20Powers%20Act%202000%20%28RIPA%29.>>> [Accessed 5 December 2021].

BBC (2006) *Intelligence lessons of 7/7*. [online] Available at: <http://news.bbc.co.uk/1/hi/uk_politics/4861528.stm> [Accessed 5 December 2021].

BBC (2020) *Covid: Lockdown 'causing drugs gangs to recruit locally'*. [online] Available at: <<https://www.bbc.co.uk/news/uk-wales-54962907>> [Accessed 5 December 2021].

Beheshtifar, Malikeh & Zare, Elham (2013) *Interpersonal Conflict: A Substantial Factor to Organizational Failure*. *International Journal of Academic Research in Business and Social Sciences*. 3. 2222-6990.

Belbin Associates (2022) *The Nine Belbin Team Roles*. [online] Available at: <<https://www.belbin.com/about/belbin-team-roles>> [Accessed 3 January 2022].

Belbin, R.M. (1981) *Management Teams: Why They Succeed or Fail*, London: Heinemann.TMS

Bonebright, Denise A. (2010) *40 years of storming: a historical review of Tuckman's model of small group development*. 40 years of storming: a historical review of Tuckman's model of small group development. 13 (1), 111-120.

Brake (2019) *Roads policing*. [online] Available at: <<https://www.brake.org.uk/get-involved/take-action/mybrake/knowledge-centre/roads-policing>> [Accessed 5 December 2021].

Bullock, K. and Garland, J. (2017) *Police officers, mental (ill-)health and spoiled identity*. *Criminology & Criminal Justice*, 18(2), pp.173-189.

Caluori, J. (2020) *County Lines after COVID - a new threat?*. [online] Available at: <<https://www.crestadvisory.com/post/county-lines-after-covid-a-new-threat>> [Accessed 5 December 2021].

Charman S. (2017) *Police Socialisation, Identity and Culture. Becoming Blue*. Cham, Switzerland: Palgrave Macmillan. P334.

Cherry, K. (2018) *Five Components of emotional intelligence*. [online] Available at: <https://www.verywellmind.com/components-of-emotional-intelligence-2795438>

College of Policing (2019) Available at: <https://www.app.college.police.uk/app-content/road-policing-2/disrupting-criminality> [Accessed: 4 December 2021].

College of Policing (2020) *Conflict management skills* [online] Available at: <https://www.college.police.uk/guidance/conflict-management/conflict-management-skills> [Accessed 17 November 2021].

College of Policing (2021) *Disrupting Serious and Organised Criminals*. Available: https://whatworks.college.police.uk/Research/Documents/Menu_of_tactics.pdf. Last accessed 12 December 2021.

College of Policing (2021a) *National Decision Model*. [online] Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/> [Accessed 16 November 2021].

College of Policing. (2021b). *National Decision Model*. [online] Available at: <https://www.app.college.police.uk/app-content/national-decision-model/the-national-decision-model/> [Accessed 16 November 2021].

Crown Prosecution Service (2021) *Met PC guilty of lying in police statement over colleague's car crash* [online] Available at: <https://www.cps.gov.uk/london-south/news/met-pc-guilty-lying-police-statement-over-colleagues-car-crash> [Accessed 5 November 2021].

Europol (2016) *Europol supports Operation Trivium 4 in the UK and The Netherlands | Europol*. [online] Available at: <https://www.europol.europa.eu/newsroom/news/europol-supports-operation-trivium-4-in-uk-and-netherlands> [Accessed 5 December 2021].

Frone, M. R. (2000) *Interpersonal conflict at work and psychological outcomes: testing a model among young workers*. *Journal of Occupational Health Psychology*, 5, 2, 246-255.

Gibbs, G. (1998) *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford Brooks University, Oxford

Goleman, D. (2005) *Emotional Intelligence*. New York: Bantam Books.

Good Therapy (2016) *How Emotional Intelligence Can Be Key to Workplace Success*. [online] Available at: <https://www.goodtherapy.org/blog/how-emotional-intelligence-can-be-key-to-workplace-success-> [Accessed 3 January 2022].

GOV.UK (2020) *Regulation of Investigatory Powers Act 2000 (RIPA)*. [online] Available at: <https://www.gov.uk/government/publications/regulation-of-investigatory-powers-act-2000-ripa/regulation-of-investigatory-powers-act-2000-ripa> [Accessed 5 December 2021].

GOV.UK (2021) *Domestic Abuse Act 2021: overarching factsheet*. [online] Available at: <https://www.gov.uk/government/publications/domestic-abuse-bill-2020-factsheets/domestic-abuse-bill-2020-overarching-factsheet> [Accessed 15 November 2021].

Hamlin, J. (2008) *Team effectiveness: A validation study of Lencioni's five functions of a team*. Ph.D. University of La Verne. ProQuest Dissertations Publishing.

Healthline (2020) *Interpersonal Conflict: What It Is and How to Resolve It*. [online] Available at: <https://www.healthline.com/health/interpersonal-conflict> [Accessed 3 January 2022].

Hogan, K. F. et al. (2012) *Counsellors' experiences of working with male victims of female-perpetrated domestic abuse*. [Online] Available at <https://doi.org/10.1177/1461355720947762>.

Home Office (2018) *Serious and Organised Crime Strategy*. [online] Home Office. Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/752854/SOC-2018-print.PDF> [Accessed 5 December 2021].

Interpol (2021) *Drug trafficking*. [online] Available at: <<https://www.interpol.int/Crimes/Drug-trafficking>> [Accessed 4 December 2021].

John, T. and Maguire, M. (2006). *The National Intelligence Model: key lessons from early research*. Home Office, p.2.

Knight, P.J. (2007) *Acquisition Community Team Dynamics: The Tuckman Model vs. the DAU Model*. Defense Acquisition University. Available at: <https://apps.dtic.mil/dtic/tr/fulltext/u2/a493549.pdf>

Kobiruzzaman, M. M. (2021) *Tuckman Theory of Communication, Advantages, and Disadvantages*. <https://newsmoor.com/tuckmans-model-five-stages-of-group-and-team-development-theory>. Last accessed 12 December 2021.

Laemersm, S. (2021) *The Five Dysfunctions of a Team — A Leadership Fable*. Research in Hospitality Management, 11:3, 267-267, DOI: 10.1080/22243534.2021.2006940

Lencioni, P. (2003) *The trouble with teamwork*. Leader to Leader, 2003(29), pp.35-40.

Liberty (2018). *Legal challenge: Investigatory Powers Act* [online] Available at: <<https://www.libertyhumanrights.org.uk/issue/legal-challenge-investigatory-powers-act/>> [Accessed 5 December 2021].

Machado, A., Hines, D. and Matos, M. (2016) *Help-seeking and needs of male victims of intimate partner violence in Portugal*. Psychology of Men & Masculinity, 17(3), pp.255-264.

Manchester Evening News (2022) *Drug courier jailed after block of cocaine worth £142k found in car*. [online] Available at: <<https://www.manchestereveningnews.co.uk/news/greater-manchester-news/drug-courier-jailed-after-block-22643009>> [Accessed 5 January 2022].

Mankind (2021) *Statistics on Male Victims of Domestic Abuse*. [online] Available at: <<https://www.mankind.org.uk/statistics/statistics-on-male-victims-of-domestic-abuse/>> [Accessed 15 November 2021].

Mayer, J. D., Roberts, R. D., & Barsade, S. G. (2008) *Human abilities: Emotional intelligence*. Annual Review of Psychology, 59, 507-536.

Moger, S & Rickards, T (2000) *Creative Leadership Processes in Project Team Development: an alternative to Tuckman's stage model*. British Journal of Management, vol. 11 (4).

National Crime Agency (2021) *Intelligence: enhancing the picture of serious organised crime affecting the UK*. [online] Available at: <<https://nationalcrimeagency.gov.uk/what-we-do/how-we-work/intelligence-enhancing-the-picture-of-serious-organised-crime-affecting-the-uk>> [Accessed 4 December 2021].

National Crime Agency (2021) *Intelligence: enhancing the picture of serious organised crime affecting the UK*. [online] Available at: <<https://nationalcrimeagency.gov.uk/what-we-do/how-we-work/intelligence-enhancing-the-picture-of-serious-organised-crime-affecting-the-uk>> [Accessed 5 December 2021].

National Police Chiefs' Council (NPCC) (2017) *HRH Prince Michael presents Operation Trivium team with International Road Safety Award*. [online] Available at: <<https://news.npcc.police.uk/releases/hrh-prince-michael-presents-operation-trivium-team-with-international-road-safety-award>> [Accessed 5 December 2021].

NHS (2021a) *What is resilience*. [online] Available at: <<https://people.nhs.uk/guides/health-and-wellbeing-conversations-support-for-facilitators/steps/what-is-resilience/>> [Accessed 5 November 2021].

NHS, (2021). *Unconscious Bias*. [online] Available at: <<https://www.bfwh.nhs.uk/onehr/recruitment/recruitment-process/unconscious-bias/>> [Accessed 14 December 2021].

Norda House, (2018) *Social stigma makes it difficult for male domestic violence victims to seek help* [online] Available at: <<https://nordahouse.org/social-stigma-makes-it-difficult-for-male-domestic-violence-victims-to-seek-help/>> [Accessed 14 December 2021].

Office for National Statistics (2021) *Domestic abuse in England and Wales overview*. [online] Available at: <<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/domestic-abuseinenglandandwalesoverview/november2021>> [Accessed 14 December 2021].

Organization for Security and Co-operation in Europe (2017) *Intelligence-Led Policing*. [online] Vienna: Organization for Security and Co-operation in Europe, p.6. Available at: <<https://www.osce.org/files/f/documents/d/3/327476.pdf>> [Accessed 12 December 2021].

Police and Criminal Evidence Act 1984. Available at: <<https://www.legislation.gov.uk/ukpga/1984/60/section/17>> [Accessed 12 December 2021].

Police Federation (2020) *The stigma around mental health is starting to fall away*. [online] Available at: <<https://www.polfed.org/dcp/news/2020/the-stigma-around-mental-health-is-starting-to-fall-away-says-federation-chair/>> [Accessed 9 November 2021].

Police.uk (2021) *Automatic Number Plate Recognition (ANPR)*. [online] Available at: <<https://www.police.uk/advice/advice-and-information/rs/road-safety/automatic-number-plate-recognition-anpr/>> [Accessed 5 December 2021].

Rabe-Hemp, C.(2008) *Survival in an "all boys club": policewomen and their fight for acceptance*. Policing: An International Journal of Police Strategies & Management, 31(2), pp.251-270. Available at <https://doi.org/10.1108/13639510810878712>

Rose, G. (2000). *The criminal histories of serious traffic offenders*. Home office Research, Development and Statistics Directorate, Research Findings No 206. London: Home Office.

Schein, E. (2004) *Organisational Culture and Leadership 3rd Edition*. San Francisco: Jossey Bass.

Schein, E.H. (1991) *Organisational Culture and Leadership*, 2nd ed., Jossey-Bass, San Francisco.

Staffordshire Police (2020) *Increase in investment in roads policing is driving down crime* [online] Available at: <<https://www.staffordshire.police.uk/news/staffordshire/news/2020/july/increase-in-investment-in-roads-policing-is-driving-down-crime/>> [Accessed 5 December 2021].

The Guardian (2020) *New tactics against 'county lines' drug dealing are working, say police*. [online] Available at: <<https://www.theguardian.com/society/2020/sep/20/new-tactics-against-county-lines-are-working-say-police>> [Accessed 5 December 2021].

The Guardian (2021) *Two Merseyside police officers jailed for covering up colleague's assault*. [online] Available at: <<https://www.theguardian.com/uk-news/2021/may/27/merseyside-police-jailed-covering-up-assault-guilty>> [Accessed 5 November 2021].

The Independent (2020) *Coronavirus lockdown causing 'creeping' expansion of intrusive surveillance tactics, campaigners warn*. [online] Available at: <<https://www.independent.co.uk/news/uk/home-news/coronavirus-lockdown-surveillance-uk-nhs-app-drones-anpr-4g-a9484566.html>> [Accessed 5 December 2021].

The Parliamentary Advisory Council for Transport Safety (2020) *Roads policing and its contribution to road safety*. [online] Available at: <<https://www.pacts.org.uk/wp-content/uploads/Roads-Policing-Report-FinalV1-merged-1.pdf>> [Accessed 5 December 2021].

Thomas, K. W., & Schmidt, W. H. (1976) *A Survey of Managerial Interests with Respect to Conflict*. Academy of Management Journal, 19, 315-318. <http://dx.doi.org/10.2307/255781>

Tsui, V., Cheung, M. and Leung, P. (2010) *Help-seeking among male victims of partner abuse: men's hard times*. Journal of Community Psychology, 38(6), pp.769-780.

Tuckman, B. W. (1965) *Developmental sequence in small groups*. Psychological Bulletin, 63(6), 384-399

Very well Mind (2021) *What Is a Sense of Belonging?*. [online] Available at: <<https://www.verywellmind.com/what-is-the-need-to-belong-2795393>> [Accessed 3 January 2022].

Weingart, L. R., Behfar, K. J., Bendersky, C., Todorova, G., & Jehn, K. A. (2015) *The directness and oppositional intensity of conflict expression*. Academy of Management Review, 40, 235–262.

Wilson, C. (2017) *Bruce Tuckman's Team Development Model*. [online] Academia.edu. Available at: <https://www.academia.edu/36101603/Bruce_Tuckmans_Team_Development_Model> [Accessed 3 January 2022].

Women's Aid (2021) *Impact on children and young people*. [online] Available at: <<https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/impact-on-children-and-young-people/>> [Accessed 17 November 2021].