

## **BSc (Hons) Professional Police Practice**

### **LEVEL 5 - 40 Credits**

#### **Workbook title: Competency Based Workbook 2 (PCDA)**

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

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**Learner's University Registration Number: 2031209**

## **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](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](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.

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

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

## **NOTE**

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

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

## **Dyslexia and other special circumstances**

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

**Guidance:**

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this 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**

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

## 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:

The importance of police officers maintaining wellbeing and resilience is highlighted by research which found that 70.4% of police personnel had personal experience of mental health problems (Mind, 2019). Here I will reflect on the impact of organisation culture within policing on my wellbeing and resilience since achieving Independent Patrol Status. I will also consider the risks of conforming organisational culture and will illustrate my strategies for maintaining wellbeing and resilience.

Since achieving independent patrol status, I have been exposed to both the positive and negative aspects of the organisation culture within policing. I will reflect on an example of this by using Gibbs's Reflective Cycle (University of Edinburgh, 2020). A tenured member of my team had been displaying behaviours towards myself, colleagues and members of the public which were not in line with the policing principles of honesty, integrity or respect from the Code of Ethics (College of Policing, 2014). Although our supervisor had been made aware, no action had been taken to remedy this behaviour. After some weeks, myself and colleagues raised our concerns to senior management and remedial action was taken against the colleague and the supervisor. My initial feelings towards the organisational culture of the police were negative and I was disappointed in the organisation which I had joined. However, thanks to the power structure (Johnson, 2015) and senior management acting, I now feel that the overall culture of the organisation is in line with the Code of Ethics and that officers' wellbeing is important. Upon evaluation, it is a negative point that concerns were not resolved initially at a local level. However,

it is a positive that once senior management were made aware, swift and effective action was taken.

My analysis of the experience is that at a local level, the organisation culture initially had a negative impact on my wellbeing. For me, the most important issues arose from the development of a negative subculture within the team. This subculture nurtured the poor attitudes and behaviour the colleague as well as the poor management and leadership style which had been adopted at a local level. It also caused a personal conflict for me in retaining personal values among the wider organisational culture within the police. This resulted in me believing that I was not right for the role as my personal values did not align with the behaviour which I was seeing go unpunished. Additionally, my resilience was adversely affected as I believed that the effort which I had put into joining police had been wasted due to feeling that I had joined an organisation which was the opposite of my pre-joiner perceptions of it. However, since this experience of organisation culture within the police, both my wellbeing and resilience have improved overall. This improvement in each case has come from the development of a more supportive team environment, the confidence gained from having dealt with the experience and reassurance that the organisation takes a positive organisational justice approach (College of Policing, 2022).

My conclusions from the experience are that it is unfortunate that my first exposure to the organisation's culture was initially negative, however I am pleased to have experienced this as I am now confident that such behaviour will not be accepted and that concerns around wellbeing and resilience will be taken seriously by the organisation. Additionally, having discussed the experience with members of other teams I now realise that this was an isolated experience within our team's subculture, rather than a representation of the organisation's culture. From the incident, I have learned that I should have questioned the behaviour sooner and if faced with the same situation again I would raise concerns with senior management more quickly. This will be essential to me as a practitioner because it will allow me to maintain my wellbeing and resilience in the future if dealing with similar experiences.

It may be argued however that there are some risks of conforming to organisational culture, such as the breeding of cynicism towards the role and a negative shift in officer's identities. Charman (2017) argues that police organisation culture may lead to newer officers developing a sense of cynicism as they try to fit in by sharing their more tenured colleagues' negative opinions of the role. Additionally, Charman's research found that some officers feel that their cultural identities have changed negatively as they have become emotionally hardened. I have found this to be the case among some officers and some adopt cynical attitudes as a means of socialising with more experienced officers or as a means of coping with the pressures of the role. Additionally, Kappeler, Sluder and Alpert (2015, p.83) have argued that conforming to organisational culture can lead to officers to developing an "us/them" mentality towards the members of the public and treating non-police officers with suspicion, which I have personally witnessed. This is a negative aspect of conforming to organisational culture as it can cause officers to show hostility towards anyone who is not in the police, which may alienate the police from the public and undermine confidence in the organisation.

However, in my opinion these negative effects can be reduced through awareness of the risks of conforming to certain aspects of organisational culture and by maintaining personal values. I believe that there are many benefits which can be gained from conforming to organisational culture. In my experience the team-spirit within policing is incredibly strong. Due to attending emotionally charged and high-risk incidents together, robust support networks are established within teams (Gutschmidt and Vera, 2020). An example of this is colleagues checking in with each other after traumatic incidents and staying late after their shifts to help each other with paperwork. Additionally, the wellbeing and resilience-focused organisational culture within the police ensures that Trauma Risk Management (TRiM) support is offered when officers attend incidents which may have had a negative impact on their mental health. Although it has been argued that police culture may promote "emotional suppression" (Jackman *et al.* 2021), I have personally that participation in TRiM is high. Furthermore, research shows that TRiM is effective as those who engage with it report "significantly lower public stigma, lower PTSD symptoms, and fewer barriers to help-seeking" (Watson and Andrews, 2018). Considering these points, I believe that conforming to organisational culture within the police can

provide more positives than negative, provided that officers engage with the support offered by the organisation and maintain values in line with the Code of Ethics.

Despite the benefits which I have experienced from police organisational culture on my wellbeing and resilience, I believe that it is important for individuals to employ personal strategies to maintain their wellbeing and resilience. A strategy which I use to maintain my wellbeing is running five kilometres three times a week. It has been argued that running can improve cardiovascular health and build muscular strength (Sayer, 2022) as well as improving your mental health, memory and ability to learn (WebMD, 2021). I have used this strategy since beginning my initial training and have found that whilst it has aided me in my role, it has also been incredibly effective at maintaining both my physical and mental wellbeing.

Additionally, a strategy which I use to maintain my resilience is listening to motivational speakers. It has been argued that benefits of listening to motivational speakers include learning how to grow from failure and how to overcome adversity (Globalgurus, 2021). I have personally felt these benefits and have found this to be an exceptionally useful strategy for maintaining resilience. I believe that listening to motivational speakers has been an even more useful strategy than running as it has kept me focused on my goals.

In conclusion, the organisational culture within the police has had a positive impact on my wellbeing and resilience overall. Despite having experienced incidents which have had the ability to negatively impact my wellbeing and resilience, I have gained a greater sense of both through developing confidence in the organisation and strong support networks among team members. Additionally, taking personal responsibility for my own wellbeing and resilience by employing strategies to maintain them has complimented the organisational culture of the police to ensure that I am able to perform the role to the best of my ability.

Word count: 1,372.

## 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:

“Each year more than 100,000 people in the UK are at imminent risk of being murdered or seriously injured as a result of domestic abuse” (Safe Lives, 2020). Therefore, officers must make effective decisions in such situations. By using the Gibbs Reflective Cycle (2020), I will reflect on how I made decisions in complex and unpredictable circumstances by using dynamic risk assessment during a recent incident.

I attended a domestic incident where we had received a third-party report of an assault from a victim’s support worker. They reported that the victim had disclosed that her partner had been assaulting her. Upon arrival, we gained access to the residence and encountered a male coming down the communal stairwell. He was irate and shouting up to someone at the top of the stairs. When questioned, he identified himself as the victim’s partner and told us that nothing had happened. My colleague remained with the male whilst I went to speak to the victim. The victim allowed me into the flat however was dismissive when I tried to engage her in conversation. I could see that she had bruises on her neck and arms and a bruised lump on her forehead. When asked about what the social worker had told us, the victim told me that she did not know what I was talking about and that nothing was

wrong. When I asked her about her bruises, she told me she had fallen over and that her partner had helped her up. I spoke to the support worker who gave me a background of incidents between the two and explained that they had concerns for the victim's safety. I used Betari's Box (College of Policing, 2020) and consciously adapted my communication style to build a rapport with the victim. I sat down with her to ensure that we were level and used open body language by maintaining direct eye contact and facing her to show that I was listening. I also used reassuring language to encourage her to talk. This worked well as the victim made a full disclosure to me. She confirmed that what she had told the support worker was true and went on to tell me that her partner had also strangled her.

I advised her that her partner would be arrested. At this point, the victim became frantic and begged me not to arrest him. I explained that he needed to be arrested for her safety and asked her to remain inside the address. However, she refused and tried to prevent me from leaving the address by holding onto my arm. Again, I asked her to remain inside the address, however she followed me out into the communal area. As I walked down the stairs to where my colleague was alone with the male, the victim shouted down to him and told him that he was going to be arrested. This caused the male to become irate with my colleague so I rushed to assist him. The victim followed me and continued to shout, resulting in neighbours gathering around us and shouting. Whilst the victim and neighbours were present, I handcuffed the male to the rear by using my powers under section 117 of the Police and Criminal Evidence Act 1984. Then, by using my powers under section 24(2) of the Police and Criminal Evidence Act 1984, I arrested him for causing actual bodily harm, contrary to section 47 of the Offences against the Person Act 1861. Whilst checking the handcuffs, the male deliberately began to headbutt the wall repeatedly, causing his forehead to bleed profusely. Whilst waiting for colleagues to arrive to convey him to custody, the victim continued to shout at us from the window of the address telling us to let him go.

Once the male had gone the victim's behaviour changed. For the first time she was relaxed. She let us back into the address and provided a positive statement against her partner. We gathered all evidence and conducted house to house enquiries which led to another statement being obtained. I also put safeguarding in place for

her by completing the domestic abuse, stalking and harassment questionnaire, submitting a public protecting notification with her consent, referring her to victim support agencies, arranging for a friend to stay for the night and arranging emergency housing. After our intervention, she was grateful for our help. Whilst being on patrol I have since seen the victim again who has a new partner. Upon speaking to her again, she was much happier.

During the incident, I felt stressed due to the initial erratic behaviour of the victim, the presence of the neighbours, and the fact that I had put my colleague at risk with the male. I also felt that I had lost control of the situation and that I should have managed it better. I still feel that this is the case, however I also now feel that my colleague and I provided a quality service to the victim as we were thorough in our investigation and provided a high level of safeguarding.

I believe that my decisions to arrest the male and to safeguard the victim as a priority were the best course of action. This is because these decisions led to an overall positive outcome for the victim. However, the fast-paced decisions I made around not managing the victim's emotions and arresting the male in front of everyone were poor as they caused the situation to become unnecessarily inflamed. When using the National Decision Model (NDM), my gathering of information and intelligence was effective as I gathered both from multiple sources which give me a good basis of knowledge. For instance, whilst enroute, I used our databases to gather information on both the victim and her partner. In doing this, I learned that the victim was a repeat domestic violence victim of her partner and had mental health issues. This allowed me to understand her requirements for safeguarding and the potential risks upon our arrival. Additionally, I gathered information from the victim's injuries. This was effective as I was able to factor this into my dynamic risk assessment. I also gathered intelligence through speaking to the victim's support worker and from the victim's disclosure to myself. This was effective as it allowed me to make an informed decision around safeguarding of the victim and our disposal of the male.

I believe that I effectively assessed the threat and risk to the victim based on the information and intelligence and deemed her to be at high risk. I believe that from my risk assessment I developed the most appropriate working strategy which was to

provide immediate safeguarding to the victim and arresting the male. I believe that my consideration of my available powers and force policy was effective as I considered that I had a power to arrest and that force policy is to take positive action during domestic-related incidents. However, I believe that my identification of options and contingencies was poor and that is what led to me losing control of the situation. I did not identify the options of calming the victim down prior to me arresting the male or requesting for another colleague to remain with the victim or to assist my colleague whilst the male was arrested. Additionally, I did not identify the contingency of the victim and neighbours becoming involved, which led to additional stress for the male. I believe that I got carried away with providing immediate safeguarding to the victim because of my risk assessment of her. Because of this, my use of the NDM from this stage onwards was rushed and ineffective.

Upon reflection, the decision I made during my dynamic risk assessment in the complex and unpredictable circumstances to arrest the male when I did was wrong as there were only two of us and the victim's emotions were still high. I should have calmed her down or called for another officer to attend prior to him being arrested. Additionally, I believe that the decision I made during my dynamic risk assessment in the complex and unpredictable circumstances to arrest the male in front of people he knew, was wrong. Both decisions caused me to lose control as the neighbours tried to intervene and the male headbutted the wall. I believe that both outcomes could have been avoided if the victim had been better managed and if the male had been taken to a private where he could not harm himself.

The rationale behind my decision to arrest the male was to protect the victim from further abuse. Additionally, I made the decision to arrest the male in the communal area of the flats and in front of other people as I wanted to gain control of him quickly because he was becoming aggressive towards my colleague. My considerations when recording details of the incident were that I needed to gain as much information as possible in the victim's statement and my referrals of her to partner agencies to provide the best outcome. My decisions throughout the incident were in line with the policing values of integrity and objectivity from the Code of Ethics as I made the right choice for the victim based off the available evidence and my best professional judgement. However, I believe that I could have shown more fairness

towards the male by arresting him in a private area. The consequences of my decisions were that the victim was safeguarded and was able to leave the abusive relationship. However, during the incident it created avoidable stress for all involved.

Upon analysis, I am pleased with the outcome of the incident as we were able to put safeguarding in place for the victim and make a positive impact in her life. However, there are points to learn from. I believe that I should have handled the victim's emotions better and calmed her down before arresting her partner. In hindsight, I realise that I should have spent longer explaining the reasons behind the decision to help her to understand the decision, and I believe now that doing so may have made her calmer. I now realise that her shouting may have been due to fear of her partner and her not wanting him to believe that she had disclosed anything to me or that she wanted him to be arrested. However, if I had made sure that she was calm prior to leaving to arrest her partner, she may have remained inside the address and therefore not alerted him that he would be arrested. This would have prevented my colleague from being in a dangerous position with the irate male. Additionally, it would have avoided the victim being present and neighbours coming out into the communal area which added further risk for all involved, which may have prevented the male becoming irate through embarrassment or playing up to the crowd.

In conclusion, I believe that my long-term decision making of arresting the male and providing safeguarding for the victim was effective as we were able to provide a positive result for the victim. However, whilst these long-term decisions were good, the dynamic decisions which I made to reach that point were poor and ill-considered, thus creating avoidable stress for all involved. From the incident, I have learned that I need to spend more time identifying options and contingencies to retain greater control of situations. If presented with a similar situation in the future, I will not rush into decisions without considering the potential consequences of my actions.

Word count:

1,921.

### 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:

Successful team working is critical to the success of the police. Here, I will evaluate theories of team dynamics as a means of developing team cohesion and consider why inter-personal conflict can occur within a team. I will also consider what strategies can be adopted to enhance individual and team performance and how team dynamics within the police service can result in failing to comply with professional standards requirements.

There are many models of team dynamics which can be applied to develop team cohesion. Tuckman's Model (1965, pp. 384-399) is an example of this. Tuckman outlines the four stages of: forming, storming, norming and performing which teams may go through. During the 'storming' stage, the causes of conflict within teams are effectively identified. By applying this theory and understanding the causes of conflict, the development of team cohesion may be encouraged as team members realise that the conflict is normal and can be resolved. In the 'norming' stage, Tuckman provides sound guidance to team members around how to overcome these conflicts by accepting other viewpoints and discussing issues as a team. He then demonstrates the positive effect of adhering to this guidance in the 'performing' stage and highlights the result of shared goals and autonomy. Additionally, the model gives comprehensive guidance for team leaders at each stage of the model to

guide the development of their team's cohesion. I have witnessed the model being used successfully develop cohesion within my team. My colleagues have gone through the 'storming' stage and argued because of different ways of working. From applying the 'norming' stage of the model and discussing issues as a team, shared goals have been established. As a result, we are now at the 'performing' stage and any conflicts are resolved without the need for supervisor intervention. However, limitations of the theory have been identified. Tuckman (1965) identified a lack of quantitative research to support his theory. He also identified that the model is not based on a representative sample of different teams and therefore it may generalise certain situations. Additionally, Gersick (1988) has argued that such types of models are limited as not all teams go through the same steps in their development and that such models do not consider the impact of external factors on a group's development. Therefore, whilst I have had a positive experience of the model, it can not be said to be entirely effective in developing team cohesion in all cases.

Another model which may be used to develop team cohesion is the CUDSA model (Codeofgoodpractice.com, 2019). This model aims to provide an outcome which is beneficial to both parties and recognises that situations in which one party may be seen to prosper more than the other will affect team dynamics. It focuses on resolving conflict and gives teams clear guidance to follow to do this. I have recently used this model with a colleague following a disagreement whilst working together. We acknowledged that there was conflict between us and spoke about it to understand each other's position. We then defined the problem which was a difference in opinion on how to work most effectively and, after having considered alternative options, we identified a solution of one person driving whilst the other completed paperwork. We both agreed on the action and now work effectively together. This has developed cohesion within my team as the colleague and I now work together without any further conflict and have become closer since having applied the model. Whilst my experience of the CUDSA model to develop team cohesion is positive, Richter (1999, pp. 19-20) argues that the model "requires a genuine and honest desire to succeed" and that "the outcome can never be guaranteed". Therefore, it can be argued that this model may not be entirely effective as there is no guarantee that all teams will follow this model and it assumes that team members will be willing to communicate with each other during periods of

conflict. Additionally, the model does not consider team members' heightened personal emotions and therefore potentially oversimplifies certain types of conflict. However, I believe that if the model is applied by two parties who are willing to cooperate it can be an effective model to develop team cohesion.

Another theory of team dynamics which may be used to develop team cohesion is Lencioni's Five Dysfunctions of a Team (2002). This theory outlines the reasons behind teams not functioning as: absence of trust, fear of conflict, lack of commitment, avoidance of team accountability and inattention to results. Lencioni's theory provides comprehensive guidance which managers can follow to avoid their teams being negatively impacted by these issues, therefore allowing them to develop team cohesion. Hamlin (2008) found that there is a strong correlation between the removal of these obstacles and the success of a team. However, whilst Lencioni's theory helps managers to understand and manage the five obstacles it places the responsibility of the team's success solely on the manager. If the manager does not follow the guidance, this could negatively impact the team's cohesion. Furthermore, Lencioni's theory does not account for all issues which may arise within teams such as personal issues between team members. Additionally, Eicher (2020, pp. 77-78) argues that the theory is not based on empirical research and that it is based on Lencioni's personal experience rather than studies. Therefore, whilst Lencioni's theory may be effective at developing team cohesion among some teams, it may not be successful or applicable in all cases which may arise and so can not be said to be entirely effective.

Interpersonal conflict can occur within teams for several reasons. One reason is personal issues between team members. Tuckman elaborates on these issues in the 'storming' stage of his model. He argues that as teams develop, team members become less reserved and conflicting views and personalities are revealed. He argues that these factors can cause interpersonal issues to arise as ideas are challenged and cliques begin to form, which may also lead to power struggles. Tuckman also argues that uncertainties within teams can lead to frustration and disagreements about objectives, roles, expectations and duties. Additionally, Tuckman argues that during the 'storming' stage of team development, team members may challenge authority and show hostility towards team leaders.

Eisenhardt, Kahwajy and Bourgeois (1997, pp. 65-83) also support Tuckman's theory that interpersonal issues arise through emotions and argue "interpersonal conflict involves animosity, frustration, distrust, personal dislike, and other negative emotions. Interpersonal conflict centers on people, not issues."

Osborne (2020) supports the belief that interpersonal conflict can occur within teams due to the team members themselves. However, she also argues that it can arise due to disagreements over the team's work and how this is being achieved. She lists: different behavioural styles or preferences, competition over resources, failure to follow team norms, performance deficiencies, poor communication and ambiguity about means and ends as causes of interpersonal conflict within teams. Having experienced interpersonal conflict within my team which has been caused by people's emotions and disagreements over different ways of working, I believe that it can be caused by both. However, I believe that people's emotions are the key driver behind interpersonal conflict within teams as they can create and exacerbate problems.

There are several strategies which can be adopted to enhance individual and team performance. One strategy is the use of leadership models such as Adair's 50:50 rule (2006 p. 38) which argues that one half of motivation comes from the individual, and the other half comes from people's working environments, with the standard of leadership they experience being particularly important. Another leadership model which can be used is Adair's Action Centred Leadership model (1973) which argues that in order for managers to lead teams successfully, they must simultaneously: achieve the task, build the team and develop the individual. Additionally, Kogler Hill's Four Layer Team Leadership Model (Martin, 2015) can also be adopted. This model outlines four stages of monitoring the team, diagnosing problems, putting appropriate actions in place and restoring the team's performance.

Another strategy which can be used is the use of motivation theories. An example of this is Mullins' theory (2005) which argues that performance is dependent on both ability and motivation and highlights the importance of leaders keeping their teams motivated. Another motivation theory which can be used is Maslow's Hierarchy of Needs (Cherry, 2022) which argues that people are motivated by needs such as:

physiological needs, safety, love and belonging, esteem and self-actualisation. Another example is Herzberg's Two-Factor Theory (Management Study Guide, N.D.) which outlines the motivational factors of: a sense of personal achievement, the job, recognition, responsibility and advancement. It also outlines factors of dissatisfaction as a lack of: company policy, quality supervision, good working conditions, good interpersonal relations and a lack of fair financial remuneration. Additionally, Vroom's Expectancy Theory (Channell, 2021) can also be used, which argues that an individual's motivation is based on: expectancy, instrumentality and valence.

Developing emotional intelligence is another strategy which can be adopted to enhance individual and team performance. A theory which can be used to develop this is Goleman's Model of Emotional Intelligence (2020) which argues that emotional intelligence is made up of: self-awareness, self-management, social awareness and relationship management. Goleman breaks these down into twelve smaller components which individuals can develop their skills in such as empathy, adaptability and teamwork.

Whilst team dynamics within the police can provide positive outcomes, they can result in failure to comply with professional standards requirements. An example of this may be team members covering up for colleagues who have behaved in a way which falls below professional standards (Sunahara, 2004). Sherman (1978, p. 47) expands on this point and argues "Officers are socialised into not cooperating with investigations of their colleagues". This suggests that team dynamics within the police can lead to failure to comply with the policing principles of honesty and integrity or the standard of professional behaviour or challenging and reporting improper behaviour from the Code of Ethics (College of Policing, 2014). Additionally, when discussing the Bad Apple Theory, which suggests that a small number of officers are responsible for police corruption, Barker and Carter (1986, p. 10) argue that police culture may breed corruption. They state: "the task of corruption control is to examine the barrel, not just the apples – the organisation, not just the individuals in it – because corrupt police are made, not born". This suggests that team dynamics within the police may lead to officers becoming corrupt as they associate with corrupt colleagues, which can lead to failure to comply with policies and legislation. In my opinion, there is the potential for officers to adopt poor practices to fit in with their

teams, which I have seen to be particularly prevalent among newer officers. However, I would describe this as cutting corners to work more efficiently rather than covering up for colleagues or behaving corruptly. In my experience, team dynamics encourage compliance with professional standards requirements as any failures to comply with the Code of Ethics, policies or legislation have been challenged by team members and dealt with.

In conclusion, positive team dynamics within the police are critical to its success and the application of models of team dynamics can be beneficial in developing team cohesion. Interpersonal conflict which is not beneficial must be resolved effectively and leaders must ensure that they adopt useful strategies to enhance individual and team performance. Additionally, team dynamics within the police can result in failure to comply with professional standards requirements, but they can also encourage compliance as colleagues challenge improper conduct.

Word count:

1,924.

#### 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:**

In this essay I will explain how information and intelligence can be used in the disruption of prevalent criminal activity by effective policing of the roads and will outline how ANPR can be used as an investigative resource when disrupting criminal activity.

The use of information and intelligence in disrupting criminal activity by effective policing of the roads is invaluable in the prevention of crime. Research shows that those who commit driving offences often commit other offences (Bates, Alexander and Webster, 2022, pp. 137-156) and so it is critical that offences which are committed on the roads are disrupted. Poor intelligence gathering when policing the roads can allow serious crime such as drug smuggling, human trafficking, child sexual exploitation and possession of counterfeit goods to go unpunished. Additionally, it can permit organised crime groups and county lines activity to develop. As criminals often use the roads during the commission of prevalent criminal activity, police forces have an opportunity to disrupt this activity by using information and intelligence by effective policing of the roads.

There are several ways in which information and intelligence can be used to disrupt criminal activity by effective policing of the roads. One example of this is the use of CCTV. The College of Policing (2021) argues that CCTV may reduce crime by increasing offenders' perceptions of the risk of getting caught, increasing the actual

risk of getting caught and reducing the number of criminal opportunities. The College of Policing also found that “crime was found to have decreased by 13% in places with CCTV compared to those without.” CCTV is used by police in the disruption of crime as its dense coverage of roads makes it more effective than a finite amount of officers and vehicles patrolling on the ground. CCTV can be used in several ways to assist with the disruption of criminal activity in a roads policing context. It can be used to locate outstanding vehicles, for example those which may have been reported as stolen or carrying drugs. CCTV can also be employed via static cameras or the National Police Air Service (NPAS) during live incidents. This can generate information and intelligence on live locations of vehicles and their occupants, whether they are suspects, victims or witnesses. Additionally, CCTV can assist officers in developing strategies on how best to stop offending vehicles during pursuits, such as suitable locations for tactical pursuit and containment (TPAC) manoeuvres. CCTV can also be used to disrupt crime during slow-time enquiries such as investigations. For example, it can provide information and intelligence about behavioural patterns of offenders and evidence which may relate to offences. Additionally, information and intelligence gained from CCTV can also be used to assist with planning arrest strategies during operations.

Another example of information and intelligence being used to disrupt criminality by effective policing of the roads is the use of covert surveillance tactics, as permitted under the Regulation of Investigatory Powers Act (2000). Intellizen (2022) argues that covert surveillance “can provide invaluable information about an individual or group's activities” and that it “can help to identify potential threats, to monitor illegal activity, or to gather evidence in criminal investigations.” In a roads policing context, such tactics can include the use of covert tracking devices placed under vehicles to track vehicles and their drivers. They can also include plain-clothed officers in unmarked police vehicles following vehicles of interest to gain an understanding of a suspect's actions, frequently visited locations or their associates. Information and intelligence about the travel routes and locations of suspect vehicles and people can also be gained by using smartwater to mark vehicles. These tactics are used as they allow reliable information and intelligence to be gathered without raising suspicion. This information and intelligence can then be used to disrupt criminal activity by building cases against suspects and gathering evidence of offences. Additionally,

this information and intelligence can be disseminated to other units within police forces in the form of warning marking and intelligence reports, which can then be acted upon through proactive vehicle stops and searches of vehicles and their occupants. This in turn disrupts criminal activity by enabling arrests, finding missing people who may be involved in crime and increasing the risk for suspects.

Furthermore, information and intelligence which is gained through database checks can also be used to disrupt criminality by effective policing of the roads. Phythian and Kirby (2022) argue that the Police National Database has evolved to become a “national information source for organized crime and organized crime groups (OCGs), including county lines, modern slavery, and human trafficking”. Checks via databases can be done in multiple ways and can be carried out on vehicles and their occupants. One example of database checks is the use of roadside fingerprinting as seen in Project Lantern, whereby officers can use powers under section 117 of the Serious and Organised Crime Act 2005 to quickly ascertain the identities of those whom they reasonably suspect are committing, have committed, or are attempting to commit an offence. This can provide officers with information about whether the person is wanted for any other offences, enabling appropriate action can be taken. Additionally, database checks can be carried out during standard mobile patrols. From running checks on vehicles, officers can ascertain information and intelligence on them such as if they have been reported as stolen or if they are displaying false number plates. This enables officers to recover vehicles or prosecute offenders. Database searches can also provide details about a vehicle’s registered owner and registered address. This can be beneficial if a vehicle fails to stop when requested as officers can attend their registered address or make enquiries to track down the registered owner. Database checks can also provide officers with information about insurance details, enabling them to seize vehicles which are uninsured and further disrupt criminal activity. Alternatively, information and intelligence gained from database checks can also be used in slow-time investigations. For instance, database checks of vehicles can enable officers to learn about a vehicle’s involvement in previous offences. From this, officers can potentially link them to other offences if the modus operandi is similar or if officers have a matching description.

The sharing of information and intelligence between forces and partner agencies can also be used to disrupt prevalent criminal activity by effective policing of the roads. Brown (2018) argues that the sharing of information can help to identify which criminal groups to target and reduces instances of 'linkage blindness' where information which is available in one area is not available in another. The National Roads Policing Intelligence Forum (NRPIF) promotes the joint working and sharing of intelligence between police forces and other agencies within the United Kingdom to reduce criminality. Information and intelligence can be shared across local and national systems such as the Police National Computer (PNC) to assist officers in locating vehicles and suspects. Additionally, information and intelligence can also be shared between traffic officers and other departments within forces to make each other aware of suspects. An example of this is putting out observations of suspects and details of areas where they may frequent. When there is adequate information and intelligence, officers may have a power under section 4 of the Police and Criminal Evidence Act 1984 to stop vehicles in a particular area to find a suspect or witness who is suspected to be involved in an indictable offence. Additionally, When there is information and intelligence pertaining to potential terrorist activity taking place, officers have a power under sections 43-45 of the Terrorist Act 2000 to conduct preventative stop and searches of people and vehicles in specified locations. Furthermore, where information and intelligence exists which suggests that violence may occur in a particular location, officers may use a power under section 60 of the Criminal Justice and Public Order Act 1994 to search vehicles and people within that location.

ANPR (automatic number plate recognition) can also be used as an investigative resource when disrupting criminal activity. National Police Chiefs' Council (NPCC) (2021) state that "ANPR data can confirm whether vehicles associated with a known criminal has been in the area at the time of a crime and can dramatically speed up investigations". ANPR cameras identify vehicles by detecting number plates and matching them against flags within police databases. They collect data and store it on the National ANPR Service (NAS) database. ANPR cameras may be used in multiple ways depending on their needs, such as being moveable or in a fixed location. Police traffic cars can also be fitted with ANPR technology and can provide instant information to officers whose cameras detect vehicles of interest, which

ensures that officers can act swiftly and effectively in intercepting such vehicles. Additionally, ANPR cameras which are fitted to police traffic vehicles can pick up passive data whilst an officer may be otherwise engaged, therefore allowing information and intelligence to be continually gathered. Some ANPR cameras can also read number plates of vehicles across multiple lanes and travelling in different directions, thus improving their effectiveness. Additionally, some ANPR cameras also have CCTV capability, which allows them to track not only vehicles with number plates but also people of interest who are travelling by other means. ANPR cameras can also be covert, which further improves their effectiveness as suspects may be aware of the locations of cameras and make efforts to avoid them.

Vehicles which are reported to be stolen or linked to suspects can be placed on a 'hot list' and if they drive past ANPR cameras this is flagged to force control rooms and the last known locations of the vehicles are disseminated to officers. This information and intelligence allows officers to track and locate vehicles in order to stop them. Retrospective ANPR camera hits can also be used as evidence in investigations. For example, ANPR data can be used as evidence of a driver's location within a time frame or evidence that they were driving whilst suspected of being under the influence of alcohol or drugs. Additionally, if still images from ANPR camera hits are of good enough quality, they may be submitted to identification teams for facial recognition through use of the facial images national database, thus providing further evidence of a suspect or missing person's location. ANPR can also disrupt criminal activity through tracking the movements of vehicles which are suspected of being involved in crime, detect trends in crime, track victim's vehicles, check a suspect's alibi, link crimes and can also identify suspects, victims and witnesses due to a vehicle's location within specific timeframes (College of Policing, 2021). The information gained from ANPR allows officers to apprehend suspects who use the roads during the commission of offences, which in turn increases public confidence and makes it more difficult for suspects to continue with such activity. However, whilst ANPR technology provides many benefits, it can not account for vehicles which are displaying false number plates or people who are travelling by other means, and so other means of locating vehicles and suspects are occasionally required. Therefore, ANPR should be used alongside other methods of investigation to enhance information and intelligence, rather than being solely relied upon.

In conclusion, police forces have multiple means of gathering information and intelligence such as CCTV, covert surveillance, police databases, the sharing of information and intelligence and use of ANPR. As offenders often use the roads, the police have many opportunities to disrupt prevalent criminal activity through effective use of information and intelligence when policing the roads.

Word count:

1,914.

## 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<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Whilst I am pleased with my current knowledge of legislation and processes, I am not confident with building case files and feel that this is a key area of development for me. I will develop in this area by spending more time completing them and will ask my colleagues if I can assist with the construction of their case files in order to gain more knowledge of how to do this. I am to be fully competent in |

|                   |            |            |              |            |            |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------|------------|------------|--------------|------------|------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |            |            |              |            |            |              | this area by the end of the next twelve months.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>SKILLS</b>     | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | I believe that my skills in taking statements and speaking to victims and witnesses are now at the required standard. However, I believe that I need to develop more assertiveness to take control of situations where conflict is present. I have recently attended a call where the male simply would not listen to me, however when my colleague stepped in the male was much calmer and responded to him well. To develop in this area, I will revisit the input on conflict management and will attend more incidents where conflict may be present to build my skills. |
| <b>EXPERIENCE</b> | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | Low<br>1-4 | Med<br>5-7 | High<br>8-10 | My experience in dealing with volume crime, domestic incidents and interviewing has increased rapidly since being granted independent patrol status. However, I believe that I need more experience in road traffic stops and issuing traffic offence reports. I intend to become proficient in this area over the next six months and will achieve this by completing attachments with the Roads Policing Unit.                                                                                                                                                             |

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

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