

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP) RESIT

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6009D

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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

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

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

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

Critical examine the different methods used by professionals, including police officers, in engaging with and assisting individuals who are vulnerable or at risk.

Evaluate the effectiveness of these methods and suggest any improvements or alternative approaches.

Analyse what practices and interventions are successful in preventing repeated incidents of victimisation and offending. Explore how evidence-based policing can inform and enhance these practices.

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

ANSWER:

Vulnerability is defined in the Oxford English Dictionary as 'The quality of being vulnerable is able to being easily hurt, influenced or attacked' (The English Dictionary, 2025). Assessing vulnerability is complex in nature (Brown et al, 2017). When it comes to crime victimisation, the most significant interpretations involve the potential risk of being victimised again in the future (Walklate, 2011) and the harm or impact resulting from the initial experience. Determining whether a crime involving a vulnerable individual depends on several factors used to assess vulnerability. These may include the individual's personal characteristics such as age / disabilities, the nature of the incident and circumstances in which it occurred (Innes and Innes, 2013). When

considering Domestic Abuse (DA) victims and them being vulnerable there are several interconnected reasons such as 'Fear, control and coercive dynamics (College of Policing 2025); psychological and health impacts (GOV, 2022) and isolation (Snyder, 2013).

As part of this workbook, I will explore a policing incident I attended involving a vulnerable victim of a DA. Because of this incident, a critical analysis will be conducted on how police combine both different methods and organisations to help with DA vulnerable victims of crime. In addition, an evaluation will also be conducted at the effectiveness of these methods, incorporating evidence-based policing.

An incident was received of an on-going disturbance happening at an address, known to myself. I have previously experienced DA calls there, some of which consisted of violence being carried out upon the female known there. Upon attending, there was a large disturbance continuing and once knocked on the flat's communal doors, the disturbance went silent. Considering my National Decision-Making model (NDM) I believed that there was enough power to enter the building under Section 17 of the Police and Criminal Evidence act (PACE) (College of Policing, 2013). This allows officers the right to enter if they believe it's to save life or limb (Blackstone's, 2024). Once entry had been gained, I was met with a female who had endured a series of injuries consisting to Actual Bodily Harm level, Section 47 Offences against the persons act 1861 (Crown Prosecution Service, 2022). This female immediately darted towards myself, to which I presumed was an act of fight or flight.

Once inside, both parties were separated. I have spoken to the female outside, away from the scene where she disclosed that the male had strangled her on two occasions causing her to lose consciousness along with a series of unprovoked attacks causing her to have apparent injuries consistent with the bruising on her face which looked new.

Subsequently, given these disclosures, I have made the decision, reverting to my NDM, to arrest this male for ABH and Non-Fatal Strangulation (NFS), which is under Section 75A Serious Crime Act 2015 (Crown Prosecution Service, 2023). The male was conveyed to custody. I had made the decision to remain with the female, having that initial disclosure and rapport to assess anything further which has happened and conduct safeguarding. The female was happy to engage with me, informing me the events of what happened between them tonight. However, the female did not wish to take this matter further and provide a statement. The only evidence present to this case was the disclosures I had received which were documented upon my body worn video (BWV), and the bruising she had endured captured on BWV.

In this instance, the matter resulted in being 'no further action' (NFA), due to the female not making a complaint. NFA refers to crimes or incidents that are not progressed any further and will be closed. There were multiple avenues that could've been explored such as evidence led prosecution (ELP), but to my surprise this was not warranted. ELP relies solely on the evidence available such as statements by officers, CCTV, body worn video (College of Policing, 2025), to be put forward to the prosecution without the victim's testimony (HMICFRS, 2020). It was believed that there was not enough evidence to put this forward for ELP. ELP provides positives to the victim such

as not requiring attending court. However, a study conducted by Thames Valley Police, showed that when using 82 cases of DA to put forward for ELP they found that several factors influencing the CPS decision for a charging outcome. The first being that statements by attending officers did not express feelings or demeanour of the victim. Secondly, out of these 83 cases, 59% of them were to charge via police outcome, however, in 37% of the cases, CPS closed the cases themselves, deeming the outcome of the victim not supporting / evidential difficulties (Hopkins, 2024).

Due to this matter now being NFA, a domestic violence protection notice (DVPN) was implemented to ensure safeguarding was in place to the victim. I felt at this point being NFA'd, I had let the victim down.

When dealing with any DA incident whether that would be a verbal argument or to the incident above being violence, police use the Domestic Abuse Stalking and Honour-Based Violence (DASH) risk checklist. The DASH risk assessment enables frontline officers to evaluate the level of risk faced by a victim through a structured set of questions. Its primary aim is to identify individuals who are at a high risk of serious harm due to DA (CAADA, 2012). High-risk cases identified through this process are then referred to a Multi-Agency Risk Assessment Conference (MARACs), where actions plans are developed to enhance the victim's safety and provide additional support (SafeLives, 2024). Robinsons (2016), identifies three primary models for implementing the DASH framework. One commonly used model, adopted by Gwent Police, involves frontline officers conducting the DASH assessment directly with the victim and determining the initial risk level, guided by both the victim's responses and own professional judgement. This assessment is then subject to review by a

secondary assessor, a sergeant, who may confirm or amend the original grading based on additional context or oversight. In addition, it's generally considered that if there are 14 or more questions answered "YES", this would indicate a high-risk grading (CAADA, 2012).

When reverting to this incident, it was graded as high risk by myself for several factors; I had good knowledge of the previous incidents, all of which have been extreme levels of violence. The female also disclosed that she is afraid the male will kill her and lastly, the violence used consisted of two counts of (NFS), causing her to lose consciousness. This grading was then later downgraded to 'Medium' risk by the sergeant at the time.

When looking at the research of the DASH model, it suggests that while such models can improve the accountability and decision-making, they are also influenced by the variability in officers' training, professional experience and confidence in using structured tools (Hoyle, 2008; Grace, 2020). Ensuring appropriate training and reflective supervision is therefore crucial to the effective use of DASH in safeguarding high risk victims. Moreover, through an evidence-based policing approach there is insufficient research surrounding the correct classification errors of the grading's being Standard, Medium or High-risk from the utilisation of the DASH (Pease, 2014).

Almond (2017), in their analysis of the DASH risk assessment, found that only a limited number of the factors included in the tool are significantly associated with the likelihood of recidivism. This finding raises concerns about the overall predictive validity of the DASH framework, particularly in identifying victims at higher risk of repeat

victimisation. These concerns are supported by earlier research from Ybarra and Lohr (2002), who highlight that repeat victimisation is especially prevalent in cases of domestic violence. Furthermore, Chalkley and Strang (2017), argue that DASH risk grading's are unreliable predictors of future domestic homicides, suggesting that the tool may fall short of identifying those at risk of severe outcomes. Almonds' broader work emphasises on the importance of integrating empirical evidence and behavioural indicators to improve the accuracy and practical application within policing contexts. This implies that together, these findings point to a need for on-going refinement of risk assessment models and emphasise evidence-based practice in safeguarding responses.

When considering MARACs, this was utilised in the incident in which I attended as I had graded it high risk. The aim of the MARAC, which was introduced in 2004, is to share information on the highest risk DA cases between local police, health, child protection and Independent Domestic Violence Advisors (IDVAs) (Safe lives, 2014). According to Safe Lives (2024), through a survey conducted in the year of 2023, 41% of MARAC referrals came from police. This highlights police are making those referrals and putting their safeguarding in place.

From information sharing between those agencies, it allows for a co-ordinated safety and action plan for those victims (McLaughlin, 2018). However, per Shorrocks (2020), there is becoming an increasing number of referrals made in England and Wales through MARAC, with many agencies struggling to deal with the workload. This is further supported by Barlow and Walklate (2021) research, which raised concerns about how cases are picked to go to MARAC. They stated that the high increase of

cases being referred are causing high workloads, making safety planning increasingly difficult for staff (Steele, 2011).

When looking at a study conducted by McLaughlin (2016), between the year 2013 and 2014, he interviewed people relating to MARAC referrals. These consisted of 20 adult social workers, 24 MARAC conference attendees, 14 adult servers at the time and a series of persons working for women's aid. The findings highlighted the necessity for adult social workers to engage with domestic violence cases; however, there remains significant ambiguity surrounding the precise nature of their role in such situations. This could also highlight a missed opportunity, due to the 40% of referrals come from police. Furthermore, participants in MARAC attendees are frequently reported to be overburdened and inadequately represented in organisational meetings. Similarly, to this, Cleaver (2019), identified that it is primarily police featuring as lead agencies in identifying risk.

A DVPO was implemented in this incident, which is a short-term, police protection aimed to help safeguard the victim (Blackburn, 2020). The Home Office (2016), states that when an allegation of violence has been used but insufficient evidence to charge a perpetrator, then a DVPO can be used to protect a vulnerable victim. The use of the orders are then applied for in a magistrate's court, where an order up to 28 days can be issued. These orders can include, removing a perpetrator from the address (College of Policing, 2015). Persons who are subject to these orders are regularly checked by police to ensure they are adhering to this. However, the mismanagement of police investigations including checks upon DVPO highlighted police failings (IOPC, 2025). In line with this, the Home Officer further identified that 27 domestic homicides

were linked to the significant issues concerning the police's risk assessment (Home Office, 2016).

A common theme which is prominent throughout analysing these frameworks is that the management of risk purely relies on the identification and assessment conducted by the officers dealing. Frontline officers can also be influenced by their experience, morals, perceptions and culture (Myhill, 2016). In addition, frontline officers can have diverse levels of training on and perspectives surrounding DA and risk. This is likely to impact their influence on how they tackle and address situations (Myhill, 2016).

The use of the DVPO was implemented well surrounding this incident as this was Gwent's' Police lowest form of intervention to protect the victim and have something in place. This minimises the risk of the victim being a susceptible to repeat victimisation. However, I would argue that this incident should've gained the Crown Prosecution Service's advice and allow officers to conduct their own evidence led prosecution given the nature of the offences and severity.

Although a MARAC was also completed by myself, there was no other additional safeguarding that I was aware was implemented. There was no follow up from IDVA's contacting police and if police wished to be in the conferences. This could've been since this incident was downgraded to Medium Risk following a review of the DASH risk assessment. This could also be linked to the research above, where staff associated with MARACs are overburdened to take on some cases where it has been graded on officer's own judgements than the victims support.

In conclusion, DA will continue being at the forefront of policing. It's clear from the finding of research above, that officers risk assessment and capability fluctuate upon their training and length of service. DASH gradings can differ based on these factors. It is also clear that police are primarily the lead through the multi organisational approach. Should this change and these organisations take an equal stance, this may result in better protection and enhanced support for those victims of DA.

What was learned through this incident is that seeking an ELP can be incredibly tough if the victim is not supportive. However, the more effort I as a police officer put in providing detailed statements and support, it may not make the CPS threshold. To me, knowing that this incident did not make it to CPS was a hard one, but I need to remain providing the same service and support to those victims of crime.

Word Count: 2199.

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Task 2

Choose 1 of these 5 options to answer

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

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

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

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

ANSWER:

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

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

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

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

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

Answer:

Crime rates in England and Wales have shown a decline over recent years (CrimeRate, 2024). As of September 2024, England and Wales saw a decrease of 4% across the general crime rates (Office of National Statistics, 2025), commonly correlating to the decrease of fraud and computer misuse offences (Thompson, 2024). However, when considering knife crime and sharp objects offences, these have been seen the generally increase. In March 2024, it was revealed that there were around 50,500 offences involving a knife / sharp instrument in England and Wales. This showed, through statistics, that these crime rates were 4.4% higher than in the year 2022/23 (UK Parliament, 2025). In addition, according to The Office of National Statistics (ONS, 2025), offences involving knives or sharp instruments increased by 2% in the year ending in December 2024. This

significantly highlights that violent crimes surrounding knives poses a high risk to the communities.

Community policing, also referred to as neighbourhood policing, was brought in recent years to address local issues and improve community safety (College of Policing, 2025). It promotes organisational strategies that support the systematic use of partnerships and problem-solving techniques (City of London Police, 2025). This essay will explore a specific incident where violent crime posed a multifaceted challenge for the community. It will examine how community policing interventions were employed to address both the immediate crisis and the longer-term causes of unrest to the community. By critically evaluating these responses, the essay will identify the strengths and limitations of community engagement and reflect on how these efforts can be improved in light of further demands on the criminal justice system.

Understanding community policing requires examination of both theoretical frameworks and challenges shaping policing within the UK. One being, Goldstein's (1990) Problem-Orientated Policing (POP), which laid the groundwork by advocating for a proactive, analytical approach identifying and solving underlying contributions to crime. Goldstein (1979) introduced the concept of the "means over end syndrome", highlighting how early policing policies, such as those advanced by August Vollmer (1932), placed primary emphasis on the organisation, structure and operations of the police service. During this period, police agencies often neglected the fundamental purpose of their role: addressing and resolving the diverse problems within the communities they served. Goldstein argued that the

police prioritised efficiency measures – such as reducing response times to calls for service – over the quality and effectiveness of the service delivered once officers were on scene (Carter, 2013).

This framework relating to POP was then later articulated by Eck and Spelman (1987) and developed into what is known today as SARA / OSARA. The model SARA stands for, scanning, analysis, response and assessment, in order to tackle crime prevention. Similar to Goldstein's 1979 model, the SARA framework was developed to address the root causes of crime and disorder, rather than merely responding to their immediate symptoms (Glenn, 2020). Skogan and Frydl (2004), later summarised the SARA as a way for police to learn more about victims, offenders and the interconnectedness between persons involved and places in order to be examined and documented. Police could then craft responses to address these matters and reduce crime rates, with an assessment of '*what went well?*' after.

In contrast to the above perspective, although POP has been widely adopted and evaluated, Cordner and Biebel (2005), argued that its full implementation has proven difficult, describing certain aspects of the approach as "*shallow*" (Braga & Weisburd 2010). In addition, in 2018 Goldstein reflected upon his 1979 POP theory and noted that the early initiatives within his first implemented POP plan did not adequately acknowledge the importance of having enough individuals with the requisite research and assessment skills when developing his model.

When considering other aspects of frameworks which shape community policing, socio-economic factors also influence crime in small communities. Pieszko (2016),

proposed a strong correlation between social and economic conditions and the levels of crime carried out. This can be seen through unemployment, poverty and inequality (Vargas, 2023). According to Shaw and McKay's (1942) *Social Disorganisation Theory*, communities marked by poverty show a significant correlation of higher crime rates more specifically within young adolescents (Jaworska & MacQueen, 2015). Economic disparities and peer influences at the social level play a significant role in fostering criminal behaviour among youths (Azeredo et al, 2020). Furthermore, aspects of the community environment such as experiences of bullying, poor interpersonal relationships and underachievement in academics also show strong correlations with elevated rates of criminal behaviour in youth people (Azeredo et al, 2019). Supporting this, studies conducted by Azeredo (2019), indicated that poor school attachment and experiences of school-based adversity significantly predict antisocial and offending behaviours. In contrast, children who come from a more favourable socio-economic background, and attend commending school environment coined with effective parental supervision and those family relationships show a decrease in criminal behaviours (Flanagan, 2019).

Procedural justice theory highlights why community engagement is essential. Tyler (2003) argues that perceptions of fairness, transparency and respect in police actions stem from people wanting to co-operate with authorities. Moreover, people are more willing to follow those laws set out if they see police fairer and individuals are more willing to report crimes if they feel they are treated justly (Tyler, 2004).

When considering all of the above, there are significant limitations to relying exclusively on police-recorded crime data. Such data often reflects biases rooted

in socio-economic disparities: communities with lower socio-economic status tend to report crimes less frequently, which impacts official statistics and obscures the true extent of victimisation in these areas (Buil-Gil; Moretti & Langton, 2021). This underreporting contributes to what criminologists refer to as the 'dark figure of crime', being the substantial amount of undetected or unreported criminal activity that remains invisible in official data. This problem is tightly linked to the dynamics of community engagement and trust which are key components of Tyler's (2003) procedural framework.

Moreover, socialisation processes play a critical role in shaping attitudes towards the police. Children often adopt the beliefs and norms of their guardians. In communities where negative perceptions of police prevail, such socialisation may reinforce distrust to engage with authorities.

An incident in which I have dealt with relating to community policing, consisted of violence being carried out in a dense and diverse city where there had been ongoing altercations between two gangs. This resulted in a stabbing of a male, being fatal, occurring in public and in broad daylight. I was made aware of the incident only being a short distance away from it. Upon arriving on scene, it was apparent that the whole community within that area was present and congesting. It had taken place on a busy street with little shelter or cover from bystanders. The violence carried out consisted of a male being stabbed to his upper chest with what was believed to be a 'zombie knife', due to the lacerations. It was clear whilst the male was currently being worked on that the level of violence inflicted to him was intended to be fatal. From assisting ambulance and other colleagues present with the male, I have made the decision then to ease crowd control and gather as much

information as I could from these bystanders. Due to the time of day and nature of the attack someone had to of seen something. Given this was classed as a critical incident, meaning any incident where the effectiveness of the police will have a significant impact upon the community (College of Policing, 2018), it is vital that 'golden hour enquiries' which refer to gathering witnesses accounts, CCTV, and identifying scene/s is completed with urgency (College of Policing, 2024). Due to this, I began conversing with the public regarding what they had seen. I found that some people were willing to talk and provide information, whilst others proceeded to walk away when I would approach.

The incident had clearly caused community outrage due to this now being fatal and a critical incident. It also led to media attention due to the complexity and seriousness of crime and revealed a broader context of gang tensions. The subjects of this incident also consisted of young adolescent males, later known to being confirmed of an association to a drug 'gang'.

When examining the geographical context of the incident, it occurred in a relatively diverse and economically affluent area of the city (Gwent Police, 2025). Despite this, the region is also characterised by significant pockets of deprivation, with certain communities experiencing persistent poverty. Within the locality of the incident, specifically young people are often exposed to social challenges, including the influence of gang-associated behaviours and attitudes (Nation Cymru, 2024).

The incident showed deep rooted community tensions which needed addressing. Many individuals wanted answers as to why and how this incident happened. It also caused a fear among local residents.

In order to tackle the concerns raised by residents, police can use a variety of interventions. One being, through multi agency collaborations such as Safer Gwent consisting of Youth offending teams (YOT) established to provide a strategic and structured approach for safer communities (Gwent Police, 2020). This is central to tackling violence and knife crime in England and Wales, both by enforcing the law and by addresses causes early. The Serious Violence Duty, in forces in England since January 2023 (Health Surrey, 2025), requires authorities including police and YOT to plan, share and act together in collaboration with schools and health sectors (GOV, 2023). In relation to this incident, communities' meetings were held between a multiple organisations being YOT, schools and community counsellors. It was then decided that youth clubs will offer lessons surrounding the dangers of knife crime and also schools to implement these lessons.

When considering a statistical approach, reoffending for children reached 32.5% for the year ending in March 2023 (GOV, 2023). Within this incident, YOS was not used, due to the incident surrounding a fatality, those involved would not be applicable. YOT referrals made within Gwent Police focus on low level crimes, where a voluntary interview can be completed, and that individual allows YOT to work with them. However, due to the fear among residents, interventions were placed in schools surrounding the area, highlighting on the dangers carrying, using or threatening knives can be.

High visibility patrols were also implemented by both police officers, community support officers and neighbourhood officers. A study conducted by Borovec (2019), looked at the correlation between police tactics and community safety, where they compared high visibility foot patrols against those in patrol cars. The results showed that police dealings that were high visibility foot patrols and dealing with incidents they saw directly had a positive on citizens feeling safe in the community as opposed to those patrolling in a vehicle which had the opposite effect. In line with this study, Salmi (2001), also conducted the same study and showed the same positive; seeing police on foot patrolling positively correlated both image factors compared to seeing them in patrol vehicles. When reflecting from the incident which happened, like those studies, people were happy to see officers on the street patrolling and I found more people would be inclined to approach.

When speaking to the public whilst conducting these patrols, the general feedback was that they felt safer in their community and preferred to see these officers on foot.

In conclusion, it is apparent that community policing has a positive engagement when the community see officers on foot patrol as opposed to in their vehicles. When dealing with an incident with devastating impact as this one did, it is clear the community are more affected than most would speak of. With the crime emphasised on youth crime, police and organisations need to work together to tackling youth offending. Police are reactive to incidents, however, there are departments and organisations such as YOT which can stop these crimes by education, prior to them happening. Early emphasis needs to be conducted through community policing to prevent crimes from occurring and providing a safer community.

Word count: 1989.

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