

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

**(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) - BMPP6001D

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

(https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/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.

Contents

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

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

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

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

ANSWER:

During this task I will give a brief description of a policing incident I attended which led to the arrest of a male for criminal damage (Section 1 (1) Criminal Damage Act 1971), Violence for Securing Entry (Section 6 criminal law act 1977) and Racially aggravated Intentional Harassment, Alarm and Distress (Section 4a Public Order Act 1986). There were three aggrieved parties involved in the incident, each of whom were neighbours of the offender. I will critically evaluate the approaches I took, when safeguarding the offender's neighbours, and how I supported the vulnerable victims and met their needs. I will explore the difficulties I faced in the decision-making process and the actions I took to help prevent re-offending and repeat victimisation in the community. I will touch upon my exploration of evidence-based policing in order to demonstrate how I came to the best outcome to support both the victims and offender and discuss the ongoing help that has been offered to the community.

The incident I attended was initially reported as a large disturbance being caused by a neighbour. As my colleagues and I made our way to the location two further

reports were made, one stating they had seen the same subject throw large metal poles at an address and the other stating that the same subject had knocked on their door and demanded to be let into the address or face violence consequently. When I arrived at the location, I was immediately met with a male who matched the description of the subject. He had obtained a large laceration to his face and arm and was bleeding. I exited the vehicle and began speaking with the subject who was highly intoxicated, distressed, and immediately became aggressive towards police. As one of my colleagues and I attended to the offenders' injuries, further officers made enquiries with the neighbours and victims. The offender informed me that he had been out drinking when his neighbour approached him in a bar and made a comment about how loud his dog is during the day. Without further questioning the offender stated that he threatened to assault his neighbour and then later walked home with intentions to damage his house.

My colleagues finished making enquiries with the neighbours and had identified the three victims. One of the victims reported that the offender had knocked loudly on her front door and shouted racially aggravated comments towards her, the other stated that the offender had threatened violence to gain entry into her address, the third stated that the offender had broken his garden fence, entered his garden and thrown a plant pot through his kitchen window. I arrested the offender for, violence for the purpose of securing entry, racially aggravated public order Section 4a and criminal damage.

Whilst in custody the offender was extremely tearful and began to discuss the recent death of his wife. He further noted that he had been struggling with the grief and that drinking large amounts of alcohol had become a coping mechanism for him. The offender said that he had a fourteen-year-old son who was soon to return home and would be alone. Officers arranged to collect the offender's son and take him to a family members house while his father was in custody.

Antisocial behaviour is a local problem that looks and feels different in every area, to every victim (Home Office, 2012). When dealing with crime related antisocial behaviour, it is important to meet the individual needs of any persons effected within the community and understand that there is rarely going to be one approach to

resolving the incident. This was an isolated incident involving persons known to one another who had made no previous reports of antisocial behaviour to the police. The offender had lost his wife to cancer two years prior to the incident which the victims and neighbours of the community were aware of. While the victims were understanding of the offender's mental health, it was important to take police action in order to prevent any future incidents. In 2020 only 1.6 million of the 3.5 million incidents of anti-social behaviour reported to 34 police forces were attended by an officer (44.8% reports attended) (BBC News Politics, 2022). The victims of this incident did not want the offender criminally charged however I identified that if the dispute between the neighbour and victims was not resolved and the incident left unmediated, it may lead to future incidents being reported and potentially unattended by police.

The offender was interviewed under caution and although he made a full admission to the offences, he was released under investigation in order for each victim to decide on the outcome. The offender had no previous convictions and had few complaints made against him, each of which were made in the two years following the death of his wife. Due to the type of offences committed, the offender was eligible for an out of court disposal. Out of court disposals prevent the offender from entering the criminal justice system, are a valuable tool when tackling low-level crime and can represent a proportionate and effective response to offending that can focus on the needs of the victim (Ministry of Justice, 2014). Examples of out of court disposals include conditional cautions (where a victim agrees to a condition and failure to abide would result in a charge), fixed penalty notices, community service and restorative justice (where the victim agrees to a formal apology from the offender). I discussed the out of court disposal options to the victims and a community service, conditional caution and restorative justice (RJ) outcome was decided. The offenders conditions were to attend an alcohol awareness programme, pay the cost in damage repairs and attend a police meeting with the victim of the racially aggravated public order offence.

When looking at preventative measures, I investigated the previous complaints made about the offender and it became apparent that alcohol and mental health was the aggravating factor to his crimes. This information led me to explore the ways

in which South Wales Police and other organisations could help prevent the offender from re-offending and protect the vulnerable victims living beside him. Alcohol is implicated in a large amount of recorded crime and in 2017 it was recorded that 39% of violent crimes were alcohol related in England (Office for National Statistics, 2017). It is evident that alcohol is often the catalyst to committing crime and this statistic would suggest that rehabilitating offenders, rather than criminalising them, could in turn reduce crime and reoffending. While the offender was in custody, I spoke with the victim of criminal damage, and he reiterated his concerns for the offender's mental health. I discussed the out of court disposal options and it was agreed that serving the offender a conditional caution was the desired outcome for the victim. The conditions were for the offender to pay for cost of repairs in damages caused and attend an alcohol awareness programme. This outcome focused on a positive resolution that covered the cost of damage repairs and worked towards rehabilitating the offender in order to help himself and protect the welfare of his son.

Through my exploration of evidence-based policing I discovered that the offender of this crime could benefit from an alcohol treatment programme that may have the potential to change his life and benefit his son. Furthermore, assisting the offender's sobriety could prevent further public order offences and reassure the victims of a reduced likelihood of antisocial behaviour in the community they live in. A 2020 report made by the Association of Police and crime commissioners explores the effectiveness of using out of court disposal methods in Wales. In 2019, North Wales police and crime commissioner Arfon Jones launched Checkpoint Cymru, a voluntary programme that tackles underlying causes of offending behaviour (Association of Police and Crime Commissioners , 2020). Checkpoint Cymru gives individuals the opportunity to enrol onto a program that will help rehabilitate or support them with their needs, as an alternative to prosecution. When discussing Checkpoint Cymru, Martin Blakebrough (CEO of Kaleidoscope, a referral pathway for Checkpoint Cymru) states,

“Checkpoint navigates people away from crime into positive futures. As a drug and alcohol service we recognise many people are at risk of being criminalised which will further add to their problems, Checkpoint will steer people to us ensuring they

get the help they need without the stigma people would get without Checkpoint.” (Association of police and crime commissioners, 2020).

I discussed programmes such as Checkpoint Cymru to the victim who requested that the offender be enrolled as part of his community resolution order. A 2017 joint report by the Ministry of Justice and Public Health England looked at alcohol treatments and reoffending behaviour and found that programmes like Checkpoint Cymru had led to a 59% reduction in reoffending 2 years following an alcohol treatment programme (Ministry of Justice, 2018). On reflection of this decision I feel I did the best to suit the victims needs and help prevent future incidents.

When exploring the best outcome to protect the victims I made use of further services that could offer on-going support and reassure all involved. I referred each victim to Victim Support, a charity that is dedicated to supporting victims of crime and traumatic incidents in England and Wales (Victim Support, 2022). The charity offers victims the chance to speak with a support worker at any time and have safeguarding tools such as dummy CCTV cameras installed at their address. The victim of violence for the purpose of securing entry was a female who lived alone and had recently moved to the area. She expressed concerns about the neighbourhood she had moved into and informed me that she couldn't afford CCTV cameras at her property to deter future offenders. I made a referral to Victim Support and requested the victim have dummy CCTV cameras installed onto her address. Due to the referral, information was shared to partner agencies and each victim was signposted to organisations that could offer support to meet their needs.

The victim of the racially aggravated public order offence was concerned that the offender would target her again. She wanted to make a formal police complaint but did not want to have the offender charged. Due to the nature of the offence, it was imperative for me to take positive action in order to prevent reoffending and reassure the victim that police will investigate alternative methods to resolving crime. Research shows that hate crimes incite fear, distrust and psychological trauma not just for victims but to all those who identify with the victims' community (Herek et al, 1999). Lantz et al. (2017) found that, victims of hate crimes were reluctant to make a report to police because they believed that 'the police wouldn't do something'. Due

to the risk of trauma an out of court disposal is not usually authorised for a hate crime in South Wales Police however as the victim did not want to criminalise the offender an RJ was authorised by my inspector.

“Restorative justice brings those harmed by crime or conflict and those responsible for the harm into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.”

(Restorative Justice Council, 2016)

The victim was willing for the offender to meet with her, with police present, for her to discuss the incident and the effect it had on her. When completing the Restorative Justice meeting the offender was highly apologetic and although not an excuse, had the opportunity to explain to the victim that he had been struggling since the death of his wife. The meeting allowed the offender to fully understand the crime he had committed and the effects he had on the vulnerable victim; something which may have not been achieved with a simple criminal charge against his name. Furthermore, I believe the meeting aided in reforming part of a community that otherwise may have become more hostile if a criminal charge had been the outcome.

In order to protect the victims from further incidents, I made the local neighbourhood policing team aware. Officers of the neighbourhood policing team (NPT) met with the victims while I was off duty. I made this arrangement to keep the victims up to date and ensure they felt safe in the street they lived in. The victims had received further apologies from the offender, and the compensation was paid for the damaged goods.

The main thing I learnt from this incident was the effectiveness of putting prevention measures in place and finding ways to rehabilitate offenders rather than simply record the crime. Through use of out of court disposal methods I was able to identify the effects the crime had had on the community, reassure a vulnerable victim with protected characteristics and put measures in place to prevent further crimes within the community. Not only were the victims of the incident safeguarded but the

offender's son was referred to support services for bereavement and I am hopeful his father will respond well to the alcohol treatment he receives.

(2185 words)

Task 2

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

Choose 1 of these 5 options to answer

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

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

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

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

ANSWER:

Every year more than 100,000 people are assessed at being high risk of being murdered or seriously injured from domestic violence (SafeLives, 2015). Police have a duty to not only prosecute offenders for domestic related crimes but ensure that preventative measures are put in place to put an end to a victim's suffering and prevent repeat victimisation.

During this task I will reflect on a complex domestic incident I attended and discuss the strategies I developed for effective policing. Using Gibbs reflective cycle, I will explain my thought process when dealing with the incident, evaluate what did and did not work and discuss what I learnt and what I would change about the experience. I will explore the difficulties I faced in a challenging situation and discuss the help I utilised from colleagues, neighbourhood policing team, the roads policing intelligence unit and partner agencies.

The domestic incident was initially reported by an independent witness who saw a male physically force a female and two children into a vehicle. I assigned myself to attend the incident along with a colleague and as we made our way, a further three reports were made detailing different circumstances. Due to the number of reports and unclear circumstances, I asked for further units to attend the location and requested for the traffic intelligence unit to complete ANPR (Automatic number plate recognition) camera checks to determine the vehicles direction of travel.

After arriving to the location, we found the vehicle abandoned in the middle of the road with a smashed windscreen and blood in the centre of the damage. There were no involved persons present so I asked the neighbourhood policing team to search the nearby park for any people matching the description given in the call text. The keys to the vehicle were still in the ignition and attached was a keyring with a photo of a photo of two children and a female matching the victim's description. I passed the vehicle index to the police control room and requested checks be made to

identify the registered keeper and insured parties. The vehicle was only linked to one elderly male at a local address.

The vehicle was recovered, and I tasked Crime Scene Investigators (CSI) to carry out forensic testing to establish who was inside the vehicle and who's blood was on the glass. Two hours into carrying out enquiries, the fifth report was made by a female who stated she had driven the victim to a safe location after she had witnessed her getting hit and strangled by her partner. I then stopped all enquiries as a potential location for the victim and her children had been identified and their wellbeing became my priority.

I soon located the victim who presented with red marks and bruising around her neck and face. The female was reluctant to speak and requested we attend her house and take her children home. Once we arrived at the victims house I asked her where she had got her injuries and she stated she had fallen over prior to going to the offender's mother's address. I was aware that the female might refuse for me to take photos of her injuries, so I activated my body worn camera to capture potentially vital evidence. Whilst speaking with the female at her address she denied there being any assault on her.

The offender was later arrested and released with bail conditions following a no comment interview. When carrying out enquiries in my following shifts, I was able to obtain a piece of footage from a ring doorbell which evidenced the assault reported by the fifth reporting person. The footage clearly displayed the offender pick up a recycling bin and use it several times to hit the victims face before placing his hands around her neck in a tight clasp. This key evidence was added to the case file and sent to the CPS for charging advise.

This incident was particularly complex as there were multiple reports made by independent witnesses, and I was at first unable to identify the offender and victim due to neither of them being linked to intelligence on the abandoned vehicle. My initial thoughts were that a kidnapping could have occurred, so whilst on route to the incident, I utilised the roads intelligence unit to complete checks on the vehicle's direction of travel. Although the vehicle was later found abandoned at the location,

the ANPR check was vital at the time as it could have identified a new location of the victim and children. This strategy helped to rule out any offence of kidnapping at the first instant which was important in order to stand down other search police teams such as the National Police Air Service (NPAS).

Evaluating the way in which the incident was dealt with during the golden hour, there were some positive approaches taken however it took approximately three hours to identify the offender and victim. This time could have had a detrimental effect to the preservation of evidence and the safety of the victim. I asked for officers to attend the address that was linked to the abandoned vehicle and when they arrived, they simply asked the elderly male whether anyone else was home. We later discovered that the male was the grandfather of the victim, who could have assisted us sooner in locating the victim. Despite this there were many officers searching the incident location, including a police search dog. Descriptions of the victim and offender were passed to the force CCTV operator for observations, and the neighbourhood policing team searched the vicinity. The vehicle was promptly seized for CSI to identify the persons involved in the incident. On reflection I feel the initial police response to the incident was proactive, the victim risk level was continuously monitored, and evidence was preserved. I was eventually able to locate the victim, but had I found her sooner she may have been willing to speak about the assault as I believe her interaction with the offender's mother may have influenced her withdrawal from making a complaint.

When responding to the incident I used the golden hour principles to ensure information and vital evidence was not destroyed. The "Golden Hour" is the initial period following the incident when the best opportunities exist to gather evidence and take decisive action (Home Office, 2021). I seized the abandoned vehicle under section 19, Police and Criminal Evidence Act 1984 as I had reasonable grounds for believing it was used in connection with an offence and it was necessary to prevent the evidence from being destroyed (Statute Law, 1984). I promptly tasked CSI to attend the vehicle forensic centre and they were able to identify the offender from the DNA found on the windscreen of the vehicle. This established an added offence of criminal damage which helped uphold the case. While I was at scene, my colleagues obtained key witness statements. It was imperative to obtain the

statements during the golden hour in order to prevent witnesses from forgetting important details such as the offender's description. These statements along with the ring doorbell footage, which was eventually found, were key to the case and bringing the victim to justice.

When responding to emergency situations in South Wales Police, officers and staff recognise the vulnerability-related risk using the model THRIVE. THRIVE assesses the threat, risk, harm, investigation, vulnerability and engagement, of the victim and is used as a tool during first point of contact in the force control room and for officers when responding to the incident. The call handlers had assessed THRIVE as high due to the ongoing risks that the offender could pose, and the lack of contact we had received directly from the victim. College of policing explains how an early THRIVE assessment prepares the response officer when later communicating with a vulnerable victim,

“These guidelines focus on spotting the signs associated with vulnerability (clues), as well as creating a safe, trusting environment to identify risk, encouraging the disclosure of harm and eliciting the information required to inform appropriate actions to keep people safe (communication).” (College of Policing, 2021)

Once I had met with the victim, I used the three responder focused guidelines, Communication, Clues and Curiosity in order to get information from her on what had happened. When discussing the three responder focused guidelines, College of policing explains that, if officers and staff listen to people, spot potential indicators of risk and are curious about these indicators, it will help to identify individuals who require higher levels of intervention and support (College of Policing, 2021). When a colleague and I spoke with the victim I encouraged her to talk about her relationship with the offender rather than exactly what had happened during the incident. I decided to do this as I had identified her denial of the assault and was aware that she may be trying to protect the offender from being arrested. By having a non-formal discussion about her relationship, the victim eventually relaxed and explained that her and her partner had been struggling with daily arguments over the past 3 years and likened their relationship to “serving a fifteen-year prison sentence”. I was able to get the female to disclose on my body worn camera that

the offender had previously harmed her which evidenced a history of physical assault. The conversation with the victim was the catalyst for curiosity and my colleague pointed out to me that the victim's seven-year-old son had a purple mark on his face. I asked the victim where her son had got the mark from, and she reassured us that it was a birthmark. By working with my colleague and using communication strategies we were able to obtain information and identify the risks posed to the victim and her children. As per force policy a public protection notification report was completed to further assess the risk of the victim and she was signposted to Women's Aid in order to grant ongoing support.

When discussing abuse prevention strategies, the victim said she wanted to end her relationship and wished for a protection order against the offender. My initial desired outcome was to remand the offender to court, however due to evidential difficulties and no victim statement, the best achievable outcome was for the offender to be placed on police bail pending advice from the crown prosecution service. The conditions of the bail were for the offender to not make any direct or indirect contact with the victim or any witnesses. I identified that the victim wanted a protection order so made the decision to bail the offender in order to protect the victim and support her application. A report on the police response to domestic abuse, published for HMICFRS explains that a focus group was held with nine practitioners from Women's Aid who discussed the failures from response police officers when identifying the required safeguarding of victims. The article goes on to explain that police officers were simply advising victims to apply for a non-molestation order, placing the responsibility on them to protect themselves and not taking any police action to help them (HMICFRS, 2019).

I advised the victim that if the offender were arrested it could later strengthen her case when applying for a protection order. The victim then then informed me of three potential addresses the offender would be at, and arrest enquires were carried out. By taking the time to reassure the victim and explain the ways in which we could help her, I was able to obtain details on the offender and arrest enquiries were successful.

After the arrest of the offender a Domestic Violence Protection Notice was considered however it was not authorised by the inspector due to evidential

difficulties at the time of the investigation and due to the offender not having access to the victim's address. Critically assessing my decisions, I could have had a DVPN authorised if I had completed all enquiries and achieved the vital evidence to prove the case prior to the male's arrest. Despite this issuing police bail conditions provided protection for the victim and with regular victim contact she was able to confirm that the offender was abiding by them.

From this experience I am more mindful of the importance of carrying out enquiries to identify the location of a victim in order to get an account and respond to their needs in the first instance. Should we have mentioned the incident to the victim's grandfather he could have assisted in locating her before she spoke with the offender's mother. In hindsight if the victim was willing to provide a statement and allow us to take photos of the injuries, the offender may have been remanded to court the following day and the victim safeguarded. This case is still with the CPS which prolongs the justice outcome for the victim however the police bail issued, and the record of the incident will assist the victim in achieving a protection order should the offender not be prosecuted. This experience highlighted the importance of proactive team work on response, and I am confident that all involved officers and police staff did the best to achieve vital information and gather evidence.

(2200 words)

Authentication signature:

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

Signed: Azardockt Kate Ward

Date: 06/02/2023

Bibliography

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

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