

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

Learner name: Claire Street

Learner's University Registration Number: 2124954

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP) - BMPP6001D

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

Advice and support about the completion of this workbook is available to you. Please contact Kelly Andrews direct using k.andrews@uwtsd.ac.uk with any questions or queries you may have.

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

Contents

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

Task 1

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

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

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

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

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

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

Answer:

The policing incident which I have chosen to discuss in relation to this task involved an elderly male who had been identified as having numerous vulnerabilities which put him at risk of being exploited by others. In this specific circumstance, this male had been taken advantage of by rogue traders that were operating in the area where he resided. The College of Policing defines the term vulnerability by using the acronym THRIVE. This stands for threat, harm, risk, vulnerability, and engagement, and by using this the College of Policing state that a person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation (College of Policing, 2021). Despite this, there does not appear to be a one size fits all definition of a vulnerable person as highlighted by Herefordshire Council who argue that everyone is vulnerable to harm at some point in their lives. They then go on to say that some people are just

more vulnerable than others, which is often referred to as the 'level of vulnerability' (Herefordshire Council, 2013).

In this circumstance, the elderly male had been wishing to have some maintenance work carried out in the back garden of his home address in the form of pipes being repaired, a new wall being built, and having old fencing replaced and the old taken away. As such he had seen a building company that was advertised in his local area and contacted them to invite them to his house to provide him with a quote for the work. The builders visited and quoted £12,500 initially, which then rose to £15,000 a few days later, and asked the male to transfer £5000 straight away as a deposit for the work. The elderly male agreed to this and a few days later the builders arrived to start some of the work. He then left the builders at his home address alone, whilst he travelled into the nearest town to go to the bank to transfer the £5000 deposit across. Staff members at the bank were immediately concerned by what the elderly male had been telling them and so a banking protocol was initiated. A banking protocol is an industry-wide initiative whereby bank staff are trained to spot when a person is likely a victim of fraud so that they are able to prevent the transaction or withdrawal of cash from taking place (UK Finance, n.d.). With this initiative the banks and the police work in partnership and once the banking protocol is initiated, the police will be called to investigate. In this instance, once the banking protocol was put in place I was dispatched as an emergency to attend the bank to investigate the suspected fraud.

It became apparent when I met with the victim that he had a number of vulnerabilities which concerned me greatly, and these vulnerabilities were not only physical but mental too. The THRIVE approach to vulnerabilities as mentioned previously consists of four steps which should be followed; these are 1) identify the

individuals vulnerabilities, 2) understand how those vulnerabilities might create harm and/or risk of harm, 3) assess the level of harm and/or risk of harm, and 4) take appropriate action if required involving partner agencies if relevant (College of Policing, 2021). In this instance I followed the THRIVE approach which assisted me in providing the best service possible for the victim. The evaluation of THRIVE in the literature is largely mixed with many police forces across the UK arguing that it is a successful tool and also some arguing that it is subjective and makes some calls last much longer (Walley and Adam, 2019). I personally found that by utilising the THRIVE approach in this instance I was better able to focus my mind on providing a more enhanced and tailored service to suit the needs of the victim. The victim was seventy-five years old, he used walking aids at all times as he was unable to walk unsupported, he was epileptic, he had issues with short-term memory which became more apparent later on, and he lived with another male of a similar age who was also vulnerable. He also had no relatives or friends living locally who would be able to support him should he need it. Therefore, for all of the above reasons I determined that the victim's level of vulnerability was high and that he was going to need enhanced services and extra support not only during the investigation but for a period of time following it. I felt it was important that partnership working was utilised in this instance in order to provide the victim with an all encompassing service from a number of different agencies who specialise in working with the vulnerable, and not just the police. This support was requested in the form of a Public Protection Notification Report (PPN) which I will refer back to later.

I knew that the first action I needed to take in order to protect the victim was to have the builders removed from his property. I made contact with the Sergeant covering that area and requested that a number of officers be sent to his home

address to remove them and provide them with a warning to not return or further police action will be taken against them. I was conscious that neither myself or the attending officers knew the builders or their histories and this potentially put them at risk of harm, so I asked that at least five officers attended so they were able to better protect themselves as we were also unaware of how many people were present at the address. I remained at the bank with the victim until it was confirmed that the builders had been removed and that it was safe for the victim to return. During this time I gathered as much information as possible from the victim about the builders, the work that had been quoted, bank details relating to the deposit transfer, etc., so that I was fully able to investigate the fraud upon my return to the police station. I then returned with the victim to his home address where my next step was to safeguard him from future incidents.

Once at the address I attempted to make the victim feel as calm as possible and so let him lead the conversation for some time and made him a drink to try to build a rapport so that he felt comfortable with me. I am aware of the benefits of rapport-building with victims, and regardless of this I solely wanted him to trust me and for him to feel protected in my presence. One of the force's guiding principles is to "support victims and protect the vulnerable" and with this in the back of my mind I set about providing the victim with relevant safeguarding advice in the form of a safety plan. Safety plans are important as they provide victims with a plan on how to keep themselves safe based on the risks that they face at that particular time (Victim Support, n.d.). In this instance, the biggest risk posed to the victim was if the building company decided to return to his home address and either further exploit him, make threats towards him, or cause harm to him. Although the victim's house mate was also considered vulnerable due to his age I made sure that he was present

during the safety plan as well as I felt that it was important for more people to be aware of the plan so that the victim did not feel alone following my departure. It also meant that the victim had extra protection from the building company in the case that he was out of the house and they turned up, police could be informed before he returned and put himself at risk. Following this I then informed the victim of the services that could be provided to him by the local neighbourhood policing team. Having been a part of this team previously I knew the benefits that the victim could receive from them, in the form of having regular visits from the Police Community Support Officers (PCSO) or receiving a crime prevention pack which includes a Ring Doorbell and various alarms for windows and doors, etc., which could further protect the victim. Neighbourhood policing has been found to not only increase trust and confidence in the police, but to also reduce victimisation (Gill *et al.* 2014) which was very relevant in this instance as the victim had spent a lot of time blaming himself for what had happened. Lastly, I asked the victim whether he would consent to a PPN being submitted on his behalf. The formal definition of a PPN is that it is an information-sharing document that records safeguarding concerns about an adult or a child at risk which is shared with partner agencies to inform a multi-agency response (HMICFRS, 2023) I explained the benefits of this to him and he provided me with consent to do so. I felt that a PPN was one of the most influential ways that I could safeguard the victim as it allows various partner agencies in the local area to provide him with any further support that they feel would be relevant to him and the specific circumstances. For instance, there is a local group consisting of key community safety partners in the area who use community engagement to prevent re-offending and support victims (Gwent Police and Crime Commissioner, 2015), who I felt would be able to provide the victim with relevant support both before and

after the investigation. Evidence suggests that the principles of partnership working, as demonstrated following the submission of a PPN, at tackling crime and disorder are largely effective (Berry *et al.* 2009). I then left the victim in the company of his house mate to return to the station; however, being doing so I reminded him of the safety plan that I had earlier given to him and felt it was appropriate to write this down for him to keep safe in case he forgot what advice he had been given. I felt comfortable leaving the victim at this time knowing that over the following days he would be receiving further enhanced support from agencies such as Age UK, Victim Support, and Social Services, etc.

This was the first banking protocol that I have dealt with since being a Police Constable and so I did need to request assistance from my supervisor initially in order to ascertain my responsibilities; however, once I relaxed into the job and understood my role I felt that I was able to deal with the victim with empathy and compassion ensuring that they did not feel patronised at any time due to the nature of the incident and him feeling largely responsible for it having happened in the first place. Upon reflection, I felt as though I provided the victim with the most effective tools and safeguarding opportunities available to me as a Police Constable and as a result of this, the victim has not been approached by the building company again and has since had the garden work carried out by a reputable company.

1884 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:

The policing incident which I have chosen to discuss in relation to this task involved a serious domestic assault between two partners and was complex in nature due to the level of injuries and offences disclosed to me. The term domestic abuse (DA) which has recently been changed from domestic violence (DV) has been defined by the Domestic Abuse Act 2021 as behaviour from one person towards another person who are both aged sixteen or over and are personally connected to each other, and that the behaviour is abusive (Home Office, 2022). In this definition abusive behaviour can include the following: physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, and psychological, emotional, or other abuse. Recent statistics collected by The Office for National Statistics (ONS) highlight the prevalence of DA within the United Kingdom showing that five percent of adults experienced some form of DA in the year ending March 2022 (The Office for National Statistics, 2022). It was also reported that the number of recorded incidents of DA increased by seven percent to 910,980, compared to the previous year. Both sets of statistics show how common DA incidents currently are across the United Kingdom and also highlight just how often police officers deal with and investigate these complex incidents. Therefore, the aim of this essay is to critically assess the challenges associated with dealing with a DA incident and the strategies that have been developed to assist in dealing with these incidents effectively.

In this particular incident, a female had been in her house with her children when her partner had let himself into the house by smashing the glass in the back door. He then entered the living room where the female was sitting and dragged her upstairs into her bedroom where he then ripped her clothing, punched her to the face, strangled her, and then threw her onto the floor. One of the children were able

to phone police via 999 and my colleague and I were immediately dispatched to the address. As we arrived I activated my body worn video (BWV) camera not only for my protection but the protection of my colleague and everyone else involved in this incident. The BWV camera would also have captured any initial disclosures and other relevant information such as victim injuries, any damage caused inside the property, and the general condition of the address. The majority of the research into BWV concludes that they are highly beneficial to police officers (Harrison, L'Hoiry, and Santorso, 2021) and in most cases of DA incidents they may even strengthen evidential cases and prosecutions (Vakhitova *et al.* 2022). With this in mind my colleague and I approached the incident address. The victim informed me that the suspect had just left and was in the back garden. The suspect was found climbing over the garden fence and was detained by my colleague and I, handcuffed, and then placed into the rear cage of the marked police van until the victim had been spoken to.

The complexity of the situation became clear to me when I then spoke with the victim and the children. For instance, the victim and the suspect were going through a relationship breakdown where the suspect had suspicions that the victim was having an affair and so tensions were very high between the couple. One of the children was the offspring of the suspect and so it was unclear whether contact between them would remain following this incident. Furthermore, the victim appeared to be anti-police and was quite hostile towards myself and the other officers present. This made it very difficult for me to be able to deal with the situation fully and effectively as she was not co-operating with me. During this time the victim was leaving the house, standing out in the front garden, and shouting abuse at her partner whilst he was in the back of the van. My first thought here came back to

what I had learnt during my Officer Safety Training (OST) course which was to separate the two partners. This is also supported by the teachings of the College of Policing as being one of the first most effective actions a police officer should take on arrival to a DA incident (College of Policing, 2022). As such I asked one of my colleagues to remain with the victim whilst I dealt with the suspect. I knew that I needed to remove either the suspect or the victim from the scene in order to lower tensions, and so based off the initial disclosure provided to me by the victim I made the decision to arrest the suspect on suspicion of common assault, criminal damage, and non-fatal strangulation. One of my colleagues was then able to take the suspect away to the local custody unit where his detention was authorised. This then allowed my colleague and I to focus solely on the victim in order to provide the best possible service we could to her.

As mentioned previously, my main challenge in this situation was getting the victim to co-operate with me. DA victims that do not engage with police is something that I have seen often since becoming a Police Constable, and research suggests that this is a common occurrence throughout the United Kingdom, with over a third of all reported DA incidents involving a victim that did not support police action (HMICFRS, 2019). This is approximately forty-three out of every one hundred incidents. I made attempts to build a rapport with both the victim and her children but she would not engage at all. She also refused to provide me with a victim statement and did not want any police action to be taken against the suspect. I wanted to understand the reasons why she would not engage with police to see if there was anything my colleague and I could have done to change her mind. Research suggests that there are many reasons why a victim may be unsupportive of police action, including, blaming themselves, feeling angry and frustrated, and

feeling powerless (Richards *et al.* 2021) and these reasons appeared to correlate closely with the victim's previous experiences with police. Despite my attempts the victim still would not engage and therefore my next step was to consider an evidence-led prosecution.

An evidence-led prosecution for DA incidents can be challenging in themselves and was something that I had not done before and therefore I was unsure on what action I had to take to complete this effectively. Due to this I was unsure of whether an evidence-led prosecution in this case would be successful or not and having since carried out research into this subject I have learnt that evidence-led prosecutions are currently not being measured for their efficacy and at best still require improvement (HMCPSI, 2019). This is concerning as if these types of prosecutions turn out to be ineffective then this time-consuming process is putting unnecessary stress and strain on victims, potentially leading them to no longer report incidents of DA which could put them at risk of further harm from their perpetrators. What had been successful however, was the fact that my BWV was activated as soon as I arrived on scene as this meant that any evidence I needed in order to progress this case without the support of the victim had already been captured automatically and with ease. A trial carried out by the College of Policing highlights the benefits of using a BWV camera to capture footage at a DA incident can have for attending officers. For instance, it was found that a significantly higher proportion of incidents attended where a BWV was used resulted in a criminal charge. Furthermore, the majority of officers interviewed in this trial supported the above notion explaining that they felt more confident that the incident would result in a conviction when using a BWV at a DA incident (Owens, Mann and McKenna, 2014). Therefore, it could be argued that as a strategy for dealing with DA effectively,

BWV cameras are one of the best tools available to police, helping not only officers but victims too.

Another very important strategy for dealing with DA following an incident is the completion of a Domestic Abuse, Stalking, Harassment, and Honour-Based Violence (DASH) risk assessment. In the UK this is the most widely used model used by police for risk assessing in DA and contains twenty-seven questions asked to the victim which aims to capture the level of risk between the victim and the perpetrator (Robinson *et al.* 2016). In this instance as the victim was uncooperative with police she also refused to complete the DASH with me and as such I could only complete a 'skeleton' DASH based on the limited information I was provided with during the initial disclosure. This is a challenge in itself and potentially puts the victim at risk from further harm as the complete picture of the risk in the relationship cannot be established or looked into. The implications of a DASH are important as it can provide a victim of DA with further support from partner agencies such as Women's Aid, etc., especially so if the relationship is graded as high-risk. However, the current evaluation of the DASH within the relevant literature is contradictory with researchers finding both positives and negatives with the risk assessment itself. For example, one of the more alarming limitations of the DASH is that it is not actually as predictive as expected as indicated by Turner, Medina and Brown (2019). Their research highlighted that the sometimes stressful and rushed police response to a DA incident often means that the data collected for the DASH is not relevant or in-depth enough to be able to accurately assess the risk within the relationship. They also went on to report that the risk factors included in the DASH may not even be predictive of recidivism, that is the chances of the perpetrator re-offending, and therefore the DASH is not actually measuring what it was created to do. Despite

this, there are positive reports in the literature that indicate that DASH referrals can lead to an increase in high-risk victims being provided with enhanced support in the form of Multi-Agency Risk Assessment Conferences (MARACs) and Independent Domestic Violence Advisors (IDVAs) (SafeLives, 2023). SafeLives data reports that introduction of an IDVA to a victim of a high-risk relationship has been reported to reduce incidents of high-severity harm by seventy-five percent (SafeLives, n.d.). Therefore, it could be argued that the DASH does actually provide victims with support which could potentially save their lives following a referral, but what is important to note is that officers could benefit from increased and continuous training in completing this risk assessment effectively in order to achieve the best results for the victim.

It could be argued that any domestic incident whether there is a crime disclosed or not, is complex and requires a great deal of thought from the attending officer. There are a number of strategies recommended to police officers at every DA incident which are believed to be effective, such as, the activation of BWV cameras, the completion of DASH forms/referrals, and if there is no victim support, the consideration of an evidence-led prosecution. However, it does appear from the relevant literature that there are positives and negatives associated with each of these strategies. Despite this, from personal experience, each of these strategies can work in harmony with each other, for example, utilising the BWV camera to capture footage which might be relevant for an evidence-led prosecution, in order to provide the victim of a DA incident with the best all-encompassing service from those who are there to protect and reassure them, the police.

1956 words

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

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

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

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

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

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

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

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

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

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

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

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

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

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

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

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

Answer:

Authentication signature:

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

Signed: C.Street

Date: 07/08/2023

Bibliography

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

Berry, G. *et al.* (2009) *The effectiveness of partnership working in a crime and disorder context*. Home Office. Available at: [The effectiveness of partnership working in a crime and disorder context \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/222222/the-effectiveness-of-partnership-working-in-a-crime-and-disorder-context.pdf) (Accessed: 05 August 2023).

College of Policing. (2021) *Introduction to vulnerability-related risk*. Available at: [Introduction to vulnerability-related risk | College of Policing](https://www.college.police.uk/en/guidance/introduction-to-vulnerability-related-risk) (Accessed: 05 August 2023).

College of Policing. (2021) *Recognising and responding to vulnerability-related risks*. Available at: [Recognising and responding to vulnerability related risks: Guidelines \(college.police.uk\)](https://www.college.police.uk/en/guidance/recognising-and-responding-to-vulnerability-related-risks) (Accessed: 05 August 2023).

College of Policing. (2022) *First response*. Available at: [First response | College of Policing](https://www.college.police.uk/en/guidance/first-response) (Accessed: 06 August 2023).

Gill, C. *et al.* (2014) 'Community-oriented policing to reduce crime, disorder and fear and increase satisfaction and legitimacy among citizens: A systematic review', *Journal of Experimental Criminology*, 10(4), pp. 399-428.

Gwent Police and Crime Commissioner. (2015) *Groups to make Gwent safer*. Available at: [Group to Make Gwent Safer | Gwent Police and Crime Commissioner \(pcc.police.uk\)](https://www.pcc.police.uk/gwent-safer) (Accessed: 05 August 2023).

- Harrison, K., L'Hoiry, X. and Santorso, S. (2021) 'Exploring the impact of body-worn video on the everyday behaviours of police officers', *The Police Journal: Theory, Practice and Principles*, 95(2), pp. 363-377.
- Herefordshire Council. (2013) *What do we mean by 'vulnerable people' in Herefordshire?* Available at: [what do we mean by vulnerable people.pdf \(herefordshire.gov.uk\)](https://www.herefordshire.gov.uk/what-do-we-mean-by-vulnerable-people.pdf) (Accessed: 05 August 2023).
- HMCPSP. (2019) *Evidence led domestic abuse prosecutions*. Available at: [20 ELDA report \(justiceinspectorates.gov.uk\)](https://www.justiceinspectorates.gov.uk/hmcpsp/2020-01-20-elda-report/) (Accessed: 07 August 2023).
- HMICFRS. (2019) *The police response to domestic abuse: An update report*. Available at: [The police response to domestic abuse: An update report \(justiceinspectorates.gov.uk\)](https://www.justiceinspectorates.gov.uk/hmicfrs/the-police-response-to-domestic-abuse-an-update-report/) (Accessed: 06 August 2023).
- HMICFRS. (2023) *Public protection notice (PPN)*. Available at: [Public protection notice \(PPN\) - His Majesty's Inspectorate of Constabulary and Fire & Rescue Services \(justiceinspectorates.gov.uk\)](https://www.justiceinspectorates.gov.uk/hmicfrs/public-protection-notice-ppn/) (Accessed: 05 August 2023).
- Home Office. (2022) *Domestic abuse: Statutory guidance*. Available at: [Domestic Abuse Statutory Guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/105441/domestic-abuse-statutory-guidance.pdf) (Accessed: 06 August 2023).
- Office for National Statistics. (2022) *Domestic abuse in England and Wales overview: November 2022*. Available at: [Domestic abuse in England and Wales overview - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/mentalhealth/articles/domesticabuseinenglandandwalesoverview/november2022) (Accessed: 06 August 2023).
- Owens, C., Mann, D. and McKenna, R. (2014) *The Essex body worn video trial: The impact of body worn video on criminal justice outcomes of domestic abuse incidents*. College of Policing. Available at: [Main heading goes here \(bapcojournal.com\)](https://www.bapcojournal.com/2014/07/01/the-essex-body-worn-video-trial-the-impact-of-body-worn-video-on-criminal-justice-outcomes-of-domestic-abuse-incidents/) (Accessed: 07 August 2023).

- Richards, J. *et al.* (2021) 'If it goes horribly wrong the whole world descends on you: The influence of fear, vulnerability, and powerlessness on police officers' response to victims of head injury in domestic violence', *International Journal of Environmental Research and Public Health*, 18(13), pp. 7070.
- Robinson, A. *et al.* (2016) *Risk-led policing of domestic abuse and the DASH risk model*. College of Policing. Available at: [Risk-led-policing-2-2016.pdf \(college.police.uk\)](https://www.college.police.uk/publications/risk-led-policing-2-2016.pdf) (Accessed: 07 August 2023).
- SafeLives. (2023) *Marac data – key findings*. Available at: [Marac Data External Key Findings April 22 to March 23 0.pdf \(safelives.org.uk\)](https://safelives.org.uk/wp-content/uploads/2023/04/Marac-Data-External-Key-Findings-April-22-to-March-23-0.pdf) (Accessed: 07 August 2023).
- SafeLives. (N.D.) *About the risk led approach to domestic abuse*. Available at: [About the risk led approach to domestic abuse | Safelives](https://safelives.org.uk/about-the-risk-led-approach-to-domestic-abuse/) (Accessed: 07 August 2023).
- Turner, E., Medina, J. and Brown, G. (2019) 'Dashing hopes? The predictive accuracy of Domestic Abuse Risk Assessment by police', *The British Journal of Criminology*, 59(5), pp. 1013-1034.
- UK Finance. (N.D.) *Why the banking protocol matters*. Available at: [Why the Banking Protocol matters | Insights | UK Finance](https://www.ukfinance.co.uk/insights/why-the-banking-protocol-matters/) (Accessed: 05 August 2023).
- Vakhitova, Z. *et al.* (2022) 'The merits and risks of body-worn camera footage in domestic and family violence incidents and legal proceedings: A study of police perceptions and experiences', *Policing and Society: An International Journal of Research and Policy*, 33, pp. 170-186.
- Victim Support. (N.D.) *What is a safety plan?* Available at: [What is a safety plan? - Victim Support](https://www.victimsupport.org.uk/what-is-a-safety-plan/) (Accessed: 05 August 2023).

Walley, P. and Adams, M. (2019) *An evaluation of demand management practices in UK police forces*. The Open University. Available at: [An Evaluation of Demand Management Practices in UK - Final report.pdf \(open.ac.uk\)](#) (Accessed: 05 August 2023).