

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based
Workbook 2 (DHEP/DET)**

***To be completed by DHEP Detective students
only***

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

Learner name: Eleri Phillips

Learner's University Registration Number: 2245975

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.*
- *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

Task	Area of Professional Practice	Word count
Task 1	Vulnerability and Risk Evidence-based policing	2000
Task 2	Conducting Investigations	2000
	Bibliography	

Task 1

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

You must choose serious and complex investigation in which you played a significant role with a victim of crime and reflect on what happened.

Give a brief description of the **investigation** 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 during the **investigative process**

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

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

ANSWER:

Vulnerability is an intrinsic feature of police work and subsequent investigations, being noted in contemporary approaches within criminal justice discourse as being more susceptible to harm or victimisation as a result of personal attributes such as social circumstances, age, or disability (Home Office, 2018). Policing often intersects with vulnerable groups, with these people being more susceptible to crime whether as victims or witnesses, thus requiring police intervention (Farrugia, 2024). The challenges faced by these groups necessitate the dynamic nature of policing, specifically when working with vulnerability to facilitate effective support while reducing the threat and risk they experience (Dehaghani, 2020).

Reflective practice, specifically through guided reflection, is paramount in professional development of police forces and the provision of a high-quality service through the promotion of self-awareness and emotional intelligence (College of Policing, 2023). This process is imperative in a role that can be inherently complex with vulnerable people often encountering the police, a service that bridges the gap

between these people and the Criminal Justice System. Thus, it is a fundamental requirement to safeguard them through recognising their vulnerabilities and respectively promoting their well-being to provide the highest-quality service through a process that can be overwhelming even for those without the added complexities of personal vulnerability (Slavny-Cross et al, 2022). This is evidenced in the stress placed upon working with vulnerability through the criminal justice process in the 'Victim Strategy' (Home Office, 2018) which consulted the College of Policing (2021) revised Victims' Code for operational practice when working with victims while addressing vulnerability.

This essay will employ Borton's Model of Reflection (Borton, 1970) to facilitate such reflective practice, providing a thematic structure through Borton's questions; "what?", "so what?", and "now what?". The former question will enable a discussion into the concept of vulnerability and risk in one of my investigations, considering the competing social, legislative and cultural contexts. The next stage of the model will be utilised to critically evaluate the approaches adopted by different agencies and departments throughout my investigation; such processes encompass vulnerability and risk throughout any investigation that has the potential to be prolonged and onerous for those involved, specifically victims (Joyce and Laverick, 2022). The latter question will facilitate reflection on effective approaches to tackling repeat victimisation and repeat offending while encompassing evidence-based policing and vulnerability.

Adhering to Borton's Model in asking: what? The support worker of a young man who was living in supported accommodation reported his client as the victim of a knife-point robbery where he was forced to hand over his phone, bank card and pin number before his card was used to make six-hundred-pounds worth of cash withdrawals. This victim has high-functioning autism and therefore had difficulties regulating his emotions and communication barriers in which he could not maintain eye-contact so was unable to describe the offenders. Due to this neurodivergence, often classified as a disability due to the impact on daily-functioning and social interaction, this victim can be classified as vulnerable. This reflects the discourse on

the exploitation of vulnerable persons, specifically those with autism, in contemporary society (Shea, Cooper and Wilson, 2021) as he was alone late at night when he was targeted by two males. Autistic individuals are recognised by scholars to encounter criminal justice systems at rates higher than the general public due to their increased risk of victimisation and exploitation (Collins et al., 2022). This victim displayed significant communication barriers and social naivety which evidently made him more susceptible to exploitation, aligning closely with the Home Office's aforementioned understanding of vulnerability.

The intersectionality between vulnerability and crime highlights significant social and legislative challenges, with quantitative and qualitative research indicating that neurodivergent people are disproportionately targeted, displaying problematic societal attitudes that marginalise such individuals (Trundle et al., 2022). Such attitudes present complications in access to justice, with this notion encompassing the necessity of tailored support to these individuals, specifically for the police which frequently engages with vulnerable populations due to the nature of the job (Dehaghani, 2020). This is substantiated through the emphasis on vulnerability in the revised Code C of the Police and Criminal Evidence Act (1984), implementing a new vulnerability criteria focussing on suspects in police custody, replacing the previous terminology of people being labelled as "mentally disordered" (Home Office, 2018). This new legislative conceptualisation of vulnerability not only addresses the cultural stigma of the term "mentally disordered" without addressing individual needs, but moves towards preventing individuals from being lost in a system that does not consistently support their understanding of their vital role in the criminal justice process (Farrugia, 2024). Making such strides towards inclusivity has been pivotal in addressing cultural barriers through which individuals with autism can face a language and communication barrier which exacerbates their feelings of isolation and fear in a system that they might often deem ambiguous and daunting (Cross et al., 2022). Furthermore, existing scholarship critiques traditional views that underestimate autistic individuals' capacity to independently navigate social situations, highlighting the necessity for a more nuanced understanding of autonomy where there remain deficiencies in academic discourse (Spath and Jongsma, 2020).

Borton's Model next asks, so what? In evaluating approaches to supporting vulnerable individuals, both by the police and external agencies, this investigation accentuates the critical necessity for tailored approaches within the policing framework to managing incidents involving vulnerable people. Evidence-based policing can offer a valuable tool to evaluate such approaches, emphasising the use of empirical research to inform policing policies and practice, supported by collaborative working with external agencies and academics alike (College of Policing, 2024). Recognising vulnerability at the earliest possible stage is imperative in implementing an effective multi-agency strategy that encompasses the safeguarding and welfare of the individual subject to the support (Shorrocks, McManus and Kirby, 2020). Adopting this approach facilitated the reduction of victimisation through the cohesion of appropriate safeguarding agencies, collaborative decision-making and coordinated interventions where the victim's care-plan was subsequently adapted accordingly. While police are becoming more adept at interactions with autistic individuals, it is essential to acknowledge where revisions to the existing framework and training are crucial in working with and preventing such victimisation (Shea, Cooper and Wilson, 2021). In my investigation, the presence of a live-in support worker was fundamental in developing my own understanding of the victim's complex needs; they acted as his advocate, ensuring he was comfortable when talking with police. This massively enhanced the quality of the evidence he provided due to his communication barriers, and shows the importance of collaborative working with other professionals. I was also able to have private constructive conversations with his carers about my concerns on the victim being alone in town late at night while he was intoxicated and this exposing him to the risk of victimisation, specifically when considering the intersectionality of his neurodivergence. Once again aligning with the significance of evidence-based policing, where it is suggested by scholars that involving carers in the investigative process enhances understanding of victims' needs, improving the efficiency of the investigation (Gibbs et al., 2021).

The police process of submitting Public Protection Notifications when encountering vulnerable people begins the multi-agency referral process where the right care is provided by the specialist departments or agencies. The completion of this referral at the beginning of the investigation facilitated the comprehensive support for the young man from various services including mental health and social services where these extra needs were recognised and a care plan implemented due to the referral. Literature theorises that such integrated models can significantly improve outcomes for people like this vulnerable victim by encompassing a dynamic and holistic response that recognises and responds to different complexities within their individual needs (Ball et al., 2024). Working with neurodivergence, a multi-agency approach was utilised to address the victim's immediate safety concerns as well as longer-term support requirements so encompassing both reactive and proactive policing strategies. A concept that I noted throughout this investigation that surrounded vulnerability was that of procedural justice in which fair processes and transparency impact the quality of the public's interaction with the police (Gold, 2022). For the neurodivergent victim, being aware of his condition and adopting a versatile approach accordingly enabled him to feel more comfortable, supporting him to discuss the incident with me after we built a rapport in an environment that he felt most comfortable as I attended his home address and asked which room he felt most comfortable in when discussing the matter. This was after a conversation with the support workers pre-attendance who emphasised the necessity for this victim to be in one of his "safe spaces". I noted this was likely to shape his sense of trust and safety in a situation that was distressing due to his neurodivergence causing him social barriers and disrupting his usual routine. This was imperative in recognising that he was potentially at risk of additional-harm throughout the potentially-anxiety-inducing investigative process due to his existing vulnerability. Such collaborative approaches are fundamental in the prevention of repeat-victimisation by adopting an increasingly pro-active approach.

Despite the approaches highlighted and the positive interactions I had with the victim, there are limitations within current literature, linking back to the significance of evidence-based policing. While frameworks for intervention are offered within South Wales Police through the submission of Public Protection Notifications, these

are not infallible as being limited to a referral form in which one-third of individuals had repeat-referrals, showing inefficiencies in managing risk across agencies (Ford et al., 2019), thus being restrictive in the support provided to vulnerable victims. Throughout this investigation, I noted the victim engaged best with myself as I had worked to build a rapport. Given his neurodivergence and communication challenges, I was concerned that he would not be as receptive when it came to contact from other departments and agencies as a result of the multifaceted referral, reiterating the significance of procedural justice. The effectiveness of such tools is also dependant on the training and understanding of those utilising them (Ball et al., 2024), where lack of understanding can undermine the benefits of evidence-based policing. There also remains the conflict of the one-size-fits-all style approach through which traditional multi-agency working is inherently incapable of being dynamic and adopting to intersectionality in vulnerability, specifically in the context of repeat victimisation and addressing its' root causes (Shorrock, McManus and Kirby, 2020). This could indicate why many autistic adults largely describe their police interactions to be negative, thus contributing to lack of trust in police and the necessity for further police training when it comes to working with vulnerability (Gibbs et al., 2021). I aim to take this on as a personal responsibility in enrolling on courses to enhance my understanding of vulnerability, which will enhance the value of the service provided and better equip me to work with vulnerability.

Revisiting Borton's model to evaluate this investigation in asking; now what? Addressing repeat victimisation's complexities, specifically when considering the increased exposure to this with the intersection of vulnerability for this autistic victim, it is essential to consider the value of evidence-based policing. This has the potential to not only recognise the potential harm of vulnerability and repeat victimisation, but also to implement effective interventions to maximise the service quality for those encountering the police (College of Policing, 2024). This case highlights the necessity of a multi-agency approach and wrap around care where collaboration between police, social services, and mental health professionals is pivotal in preventing repeat victimisation and implementing effective care plans with the input of each specialist service, as advocated by academics (Gibbs et al., 2021). However, this holistic approach still requires ongoing training, community

engagement and a nuanced understanding of individual circumstances to recognise the full potential of pro-active work in promoting the safety of vulnerable people (Ball et al., 2024). Although such research can be invaluable, the disparity between theoretical policing and policing in action must be noted as from my experience, the role is inherently dynamic when working with different individuals with different needs, specifically when relating to vulnerability where set-guidance can prevent the flexibility required by such individuals. In tackling repeat victimisation and offending, preventative targeted interventions both for perpetrators and victims such as rehabilitative programmes and awareness campaigns focussed on vulnerability are imperative in adopting a pro-active approach (Trundle et al., 2022). Such programmes can educate the public on recognising suspicious behaviour to prevent offending and victimisation through the education on reporting concerns. Once again, collaboration between services such as the police, social services, and probation holds a fundamental role in prevention strategies by reducing the likelihood of future incidents through dynamic care and support plans (Ball et al., 2024). By continuing to implement such strategies and the commitment of all involved, a proactive approach can be adopted that not only addresses immediate concerns but contributes to the long-term prevention of repeat offending and repeat victimisation.

This investigation highlighted the ongoing challenge of addressing systemic complications within existing vulnerability frameworks, contributing to the discourse on safeguarding, multi-agency working and procedural justice. Borton's model has allowed me to evaluate this investigation critically in line with evidence-based policing, with each phase contributing to a comprehensive understanding of risk management in working with vulnerability, incorporating the cultural sensitivity, legislative refinement, and improved community education required to safeguard vulnerable individuals while promoting their inclusion in society.

WORDS - 2200

Task 2

Relevant areas of the National Policing Curriculum:

Conducting Investigations

You should choose an **serious and complex 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:

Reflective practice is a fundamental feature of professional development, allowing critical analysis to inform future practice, maximising service value (Eason, 2023). Utilising such tools align with investigative nuances in a role that is inherently dynamic where each incident demands a versatile response, both in terms of fast-track actions and the service provided to victims, witnesses, and offenders. The College of Policing (2023) recommends Gibbs' Reflective Cycle in evaluating investigations and decision-making to facilitate insights from the challenges encountered by detectives. Gibbs' (1988) cyclical-model will be utilised to critically evaluate a stabbing that I investigated, specifically where the investigation became increasingly complex over the initial twenty-four-hours; the stages of description, feelings, evaluation, analysis, conclusions, and action-plan will facilitate the thematic structure throughout this essay. Victims remain at the core of the criminal justice process and their role must not be overlooked, yet the support provided to witnesses and offenders must also be reflected on to recognise potential biases of personal

values and attitudes (Copley, 2019). This exploration contributes to existing discourse on conducting serious and complex investigations through my own experiences where support to victims, witnesses, and offenders was paramount in achieving positive outcomes.

Gibbs' Model begins with a "description"; I investigated a stabbing on a residential street, with the initial belief that there was one suspect due to short-video-recording provided by an anonymous-witness. Fast-tracked witness statements and CCTV enquiries expanded the scope of the investigation and soon enabled me to identify two further suspects and several additional involved weapons which had been discarded by the suspects. This necessitated further fast-track actions to promote public safety as scholars note the significance of efficient police response in information-gathering for complex investigations, with the likelihood of arrest reducing with time-passed post-incident following violent offences (Rief and Huff, 2023). Being the first detective on scene and discovering the outstanding suspects and weapons, I collaborated with the search team to arrange the location and seizure of the weapons and sent local units to arrest the further suspects. This approach aligns with scholars who emphasise safeguarding and community safety in critical incidents, particularly in the social and legislative context of violent crime where the potential for harm is significant and police response is likely to have a substantial impact on public-confidence (Lambert, 2023). Such public concern about knife-crime is prominent in academic criminological discourse (Williams and Squires, 2021), prompting the necessity for a dynamic policing response that reassures the public.

Within Gibbs' Cycle, my thoughts and feelings were primarily urgency and responsibility; as the detective in charge, assisting-departments sought my guidance. Decision-making under pressure is an intrinsic feature of policing, yet stress can adversely impact such decisions (Phillips-Wren and Adya, 2020); I had to recognise this and ensure I acted rationally in a situation which I felt somewhat out-of-depth. I conducted dynamic risk assessments throughout the investigation with specific considerations for safeguarding, securing evidence, and identifying

further lines of enquiry, utilising the College of Policing's (2024) National Decision Model to reinforce my decisions by ensuring I had considered all available information, assessed the threat and risk before taking action, then reaching this point of reflective practice.

The subsequent phase of Gibbs' cycle focuses on the evaluation and analysis of the investigation; when it was believed that there was only one suspect who was already in custody, my initial key action was house to house enquiries to identify any potential witnesses or CCTV covering the area. Only through identifying and completing these fast-track actions was I able to identify further witnesses and CCTV footage which revealed the gravity of the incident in which additional suspects and weapons were present. This itself accentuates the significance of dynamic adaptability and critical thinking in conducting investigations; criminological discourse highlights the importance of such flexible methodologies when responding to new evidence, where investigative specialism is fundamental in serious and complex incidents (Rumney et al., 2019). These scholars reinforce the crucial role of team working, communication, and a common purpose within specialist departments which enable better investigative outcomes. I specifically noted this benefit through the different specialist departments, each contributing unique insights based on their specialism in searching, safeguarding, and forensics alike.

CCTV has proven to be a critical technological-resource in contemporary policing, having a significant impact on crime prevention, detection, and reduction; although the cultural-conflict of right-to-privacy and such surveillance being considered 'intrusive' remains (Thomas et al., 2021). The combination of statements and CCTV also provided essential timelines and a location for the discarded weapons, enabling them to be located and seized efficiently, safeguarding the public who could have discovered them. Additionally, information sharing between police and the community proved invaluable through community-partnership and building public-trust, where civilians can feel confident in supporting police investigations. Aston et al. (2021) insist community rapport and public confidence have both theoretical and practical implications, and many investigations can face significant barriers where

local communities will not engage with police as information sharing is imperative; this I have noticed in locations where there is animosity towards the police and people will refuse to engage and provide information. There is limited academic literature on the significance of witnesses in the criminal justice process compared to that of victims and offenders; yet in this investigation, these accounts were fundamental obtaining information, and I believe the reassurance provided and positive interactions facilitated these supporting accounts. In managing the public safety concerns to foster community relations, I organised media releases to reassure the community once all suspects were arrested due to this being an incident that raised major public-safety concerns, hopefully working to lay foundations for long-term community-engagement and crime-prevention.

In concluding this reflection through Gibbs' cyclical-model, the value of thoroughness and a dynamic approach to investigations is highlighted through the wider-scope facilitated through additional witness accounts and evolving information. These accounts proved pivotal in re-directing the investigation towards three suspects and my adaptability enabled the safeguarding of those involved and the public. Such critical incidents demand collaboration where the specialism of external agencies and different police departments is paramount in public-protection, so incidents can be resolved expeditiously and adequately (Waring et al., 2019). Nonetheless, this collaboration can be problematic as within high-pressure environments involving numerous departments, fear of criticism can encourage decision-making-avoidance where individuals might deflect responsibility onto other departments (Andrews, 2022). My accountability as the officer in case was a key feature in managing this high-risk incident and coordinating other departments while recognising their value in apprehending the suspects, securing evidence forensically, and safeguarding, with each of these elements benefiting from a different departments' specialism. This thoroughness, adaptability, and collaboration between operational-departments where I adopted a dynamic yet systematic approach proved invaluable, and this was my key learning from the investigation, although that does not go to say there are not lessons to be derived from it.

Based on the insights from this investigation that Gibbs' reflective model has facilitated, it is next pertinent to devise an "action plan" for future learning based on these reflections. Effective communication was a paramount feature in drawing on the expertise of other departments, such targeted-delegation was fundamental in securing offenders and the scene at the earliest possible opportunity. This is noted by Andrews (2022) who notes the benefit of collaboration even within Criminal Investigation Department specialist investigations due to the risk involved and the necessity to recognise others' abilities in managing threat-to-life concerns and protecting vulnerable witnesses, both being matters we frequently engage in. As such, despite my own department's degree of specialism, I note the limitations of our own capacity in some investigative areas where other departments' expertise can be utilised to facilitate the best outcomes.

Time-pressure, complexity, uncertainty, and information-overload are four key stressors in decision-making, all contributing to risk-taking and impacting decision quality, yet collaboration through decision-support-systems and discussion can mitigate these implications (Phillips-Wren and Adya, 2020). These stressors are inherent features of police investigations, yet this article fails to explore those roles in which such stressors are often unavoidable, applying this understanding, I feel that initially reviewing incidents with a wider-scope could counteract such implications by reducing uncertainty and complexity. In this incident, ongoing enquiries revealed the evolving risk; if I had initially adopted a broader-perspective, the additional suspects and weapons could potentially have been secured earlier. Stressors of time-pressure and information-overload are often unavoidable when it comes to detention clocks, immediate safeguarding concerns, and multi-faceted police incidents. Nonetheless, management of mental and physical health to counteract work-based stressors by developing healthy-coping strategies can improve police officers' professional-performance (Foley and Massey, 2020). As such, this will be a key priority going forward in closely monitoring my health in a role that is pressurised both in terms of time-pressure and information-management. With the complexities of the aforementioned fast-track actions, I oversaw decision-making yet relied on my Sergeant to discuss pertinent matters in which he could

have been considered my decision-support-system as theorised by Phillips-Wren and Adya (2020). This reinforced my confidence in decision-making when identifying fast-track actions, enhancing my investigative skills and appreciation for the complexities of contemporary policing which I hope to continue to develop through future investigations.

This public incident raised community concern, so promoting the welfare of witnesses while simultaneously supporting the offenders and navigating my own personal values and attitudes was paramount. The College of Policing's (2024) Competency and Values Framework emphasises the importance of respect and empathy while being emotionally aware and open-minded in policing; my personal engagement with this framework guided my interactions with the community, ensuing that I adopted an approach that recognised the implications for all involved. Although this incident was a stabbing in which injuries were caused, all involved parties brandished and used weapons, so the offence being considered was an affray, where there is no individual-victim. Despite there not being a specific-named-victim, the suspects all suffered injuries, and the witnesses experienced a violent attack outside of their homes, so all required support and in some capacity could be considered victims. The presence of children in the vicinity during the incident, and particularly as two of the suspects were their parents, necessitated immediate safeguarding. Research highlights the long-term trauma-experienced by children exposed to violence, specifically when it is domestic-related (Shields et al., 2020). Equipped with this knowledge, the safeguarding of these children was paramount as their experience resonated with my personal-values in relation to protecting vulnerable people and preventing them from such trauma, yet their parents exposed them to this. I submitted urgent referrals and had meetings with social services regarding the matter, making suggestions given the harm they had been exposed to. Although my personal values influenced my primary concern being the safeguarding of the children, I had to ensure that potential personal-bias that could arise through the knowledge of the suspects simultaneously being parents did not distract me from the wider safeguarding of other witnesses and offenders. However, due to the immediate risk to the children, I prioritised their care and decided that their safeguarding took primacy while their parents were in custody, so I took them

to stay with their grandparents, speaking to them in the car to build a rapport in an unnerving environment for them, promoting their welfare and keeping them in an environment and with people familiar to them. This encompassed the Competency and Values Framework's key-feature of being emotionally-aware and empathetic.

In recognising this personal-bias, I engaged with other witnesses which presented further complexities where they were concerned about reprisals if providing statements against their neighbours. I reassured them of the safeguarding we could implement which allowed them to feel secure in providing statements once they understood the support available such as bail conditions and special measures. This emphasises the significance of witness safeguarding and a sense of security in enhancing cooperation with police investigations as noted by Roycroft and Brine (2021). Due to the rapport I developed, many witnesses felt their concerns were appreciated, and the reassurance I offered through safeguarding seemed to improve to the quality of the witness accounts where they were more inclined to support police investigation. Despite this, a personal conflict that I faced when speaking with the community was the balance of reassuring community concerns with the rights of offenders who were also entitled to support; thus, I was unable to provide much detail on the incident to alleviate their concerns. This personal values reflection in terms of the support I provided aligns with Martin's (2021) discussion on the significance of self-awareness in policing. I noted where my personal values were potentially impeding my decision-making so aimed to approach each individual with impartiality where I could ensure my decisions were informed by evidence, rather than judgement, highlighting the holistic approach to policing that is pertinent throughout this essay that encompasses the Competency and Values Framework while navigating the complexities of any investigation, reinforcing my commitment to professional-development throughout my career.

Reflective practice has been pivotal for my professional development in conducting complex police investigations through fast-track actions, as well as the support provided to those involved, while noting where gaps in academic discourse could be explored to enrich the understanding of contemporary police investigations. This

accountability, balanced with my personal values improved public-confidence, promoted safeguarding and enabled a positive outcome for this investigation.

WORDS - 2198

Authentication signature:

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

Signed: E. Phillips

Date: 27/10/2024

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.

Andrews, T. (2022). Co-operation or unification: Is the future of police multi-agency working simply to become one agency?, *The Police Journal: Theory, Practice and Principles*, [online]. 96(3), pp. 451–470. Available at: <https://journals.sagepub.com/doi/abs/10.1177/0032258X221094494?journalCode=pjxa> [Accessed 20 October 2024].

Aston, E.V., O'Neill, M., Hail, Y. and Woff, A. (2021). Information sharing in community policing in Europe: Building public confidence, *European Journal of Criminology*, [online]. 20(4), pp. 1349–1368. Available at: <https://journals.sagepub.com/doi/full/10.1177/14773708211037902> [Accessed 15 October 2024].

Ball, E., McManus, M., McCoy, E. and Quigg, Z. (2024). Implementation of multi-agency safeguarding arrangements regarding exploitation of young people: Aligning policy and practice using normalisation processing theory, *Journal of Applied Youth Studies*, [online]. Available at: <https://link.springer.com/article/10.1007/s43151-024-00133-2> [Accessed 10 October 2024].

Borton, T. (1970). *Reach Touch and Teach*. New York: McGraw-Hill Paperbacks.

College of Policing (2021). *Victims' Code for Policing*. [online] College of Policing. Available at: www.college.police.uk/guidance/victims-code/victims-rights-policing [Accessed 10 October 2024].

College of Policing (2023). Making Good Decisions. *College of Policing*, [online]. Available at: <https://www.college.police.uk/guidance/conducting-effective-investigations/making-good-decisions> [Accessed 10 October 2024].

College of Policing (2024). Competency and values framework (CVF). *College of Policing*, [online]. Available at: <https://www.college.police.uk/career-learning/competency-and-values-framework> [Accessed 20 October 2024].

College of Policing (2024). Evidence-Based Policing. *College of Policing*, [online]. Available at: <https://www.college.police.uk/research/evidence-based-policing-EBP> [Accessed 15 October 2024].

College Of Policing (2024). *National Decision Model*. [online] College of Policing. Available at: <https://www.college.police.uk/app/national-decision-model/national-decision-model> [Accessed 10 October 2024].

Collins, J., Horton, K., Gale-St-Ives, E., Murphy, G. and Barnoux, M. (2022). A systematic review of autistic people and the criminal justice system: An update of king and Murphy (2014), *Journal of Autism and Developmental Disorders*, [online]. 53(8), pp. 3151–3179. Available at: <https://link.springer.com/article/10.1007/s10803-022-05590-3> [Accessed 2 October 2024].

Copley, S. (2019). An investigation of the value of reflective practice for the professional development of police officers. *University of Huddersfield Inspiring Global Professionals*, [online]. Available at: <https://eprints.hud.ac.uk/id/eprint/35151/> [Accessed 10 October 2024].

Dehaghani, R. (2020). Interrogating vulnerability: Reframing the vulnerable suspect in police custody, *Social & Legal Studies*, [online]. 30(2), pp. 251–271. Available at: <https://journals.sagepub.com/doi/abs/10.1177/0964663920921921?journalCode=sls> a [Accessed 4 October 2024].

Eason, A. (2023). Looking in the Mirror. *A Police Officer's Guide to Academic Research*, [online] pp.91–108. Available at: https://link.springer.com/chapter/10.1007/978-3-031-19286-9_6 [Accessed 16 September 2024].

Farrugia, L. (2024). *Exploring vulnerability in the criminal justice system in England and Wales*. Oxon: Routledge.

Foley, J. and Massey, K.L. (2020). The “cost” of caring in policing: From burnout to PTSD in police officers in England and Wales, *The Police Journal: Theory, Practice and Principles*, [online]. 94(3), pp. 298–315. Available at: <https://journals.sagepub.com/doi/full/10.1177/0032258X20917442> [Accessed 25 October 2024].

Ford, K., Newbury, A., Meredith, Z., Evans, J., Hughes, K., Roderick, J., Davies, A. and Bellis, M. (2019). Understanding the outcome of police safeguarding notifications to social services in South Wales, *The Police Journal: Theory, Practice and Principles*, 93(2), pp. 87–108. Available at: <https://journals.sagepub.com/doi/full/10.1177/0032258X19836144> [Accessed 8 October 2024].

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. London: Further Education Unit.

Gibbs, V., Love, A., Cai, R. and Haas, K. (2021). Police interactions and the autistic community: Perceptions of procedural justice, *Disability & Society*, [online]. 38(9), pp. 1608–1625. Available at: <https://www.tandfonline.com/doi/abs/10.1080/09687599.2021.2007359> [Accessed 1 October 2024].

Gold, J. (2022). Improving community relations in the police through procedural justice – an action learning initiative, *Action Learning: Research and Practice*, [online]. 19(3), pp. 230–247. Available at: <https://www.tandfonline.com/doi/full/10.1080/14767333.2022.2129586#abstract> [Accessed 2 October 2024].

Home Office (2018). PACE Code C 2018. [online] Home Office. Available at: <https://www.gov.uk/government/publications/pace-code-c-2018> [Accessed 22 September 2024].

Home Office (2018). *Victims Strategy*. [online] Home Office. Available at: <https://assets.publishing.service.gov.uk/media/5bbca235ed915d23aa4c2e2d/victim-strategy.pdf> [Accessed 22 September 2024].

Joyce, P. and Laverick, W. (2022). *Criminal justice: An introduction*. London: Routledge.

Lambert, J.L. (2023). *Police Powers and Accountability*. London: Routledge.

Martin, D. (2021). Understanding the reconstruction of police professionalism in the UK, *Policing and Society*, [online]. 32(7), pp. 931–946. Available at: <https://www.tandfonline.com/doi/full/10.1080/10439463.2021.1999447> [Accessed 25 October 2024].

Police and Criminal Evidence Act (1984). Available at: <https://www.legislation.gov.uk/ukpga/1984/60/contents> [Accessed 24 September 2024].

Phillips-Wren, G. and Adya, M. (2020). Decision making under stress: The role of information overload, time pressure, complexity, and uncertainty, *Journal of Decision Systems*, [online]. 29(1), pp. 213–225. Available at:

<https://www.tandfonline.com/doi/abs/10.1080/12460125.2020.1768680> [Accessed 24 September 2024].

Rief, R. and Huff, J. (2023). Revisiting the influence of police response time: Examining the effects of response time on arrest and how it varies by call type, *Journal of Criminal Justice*, [online]. 84. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S0047235222001507> [Accessed 10 October 2024].

Roycroft, M. and Brine, L. (2021). Investigative interviewing, *Modern Police Leadership*, [online]. pp. 183–198. Available at: https://link.springer.com/chapter/10.1007/978-3-030-63930-3_16 [Accessed 24 September 2024].

Rumney, P.N., McPhee, D., Fenton, R. and Williams, A. (2019). A police specialist rape investigation unit: A comparative analysis of performance and victim care, *Policing and Society*, [online]. 30(5), pp. 548–568. Available at: <https://www.tandfonline.com/doi/10.1080/10439463.2019.1566329> [Accessed 21 October 2024].

Shea, L.L., Cooper, D. and Wilson, A.B. (2021). Preventing and improving interactions between autistic individuals and the criminal justice system: A roadmap for research, *Autism Research*, [online]. 14(10), pp. 2053–2060. Available at: <https://onlinelibrary.wiley.com/doi/abs/10.1002/aur.2594> [Accessed 21 September 2024].

Shorrock, S., McManus, M.A. and Kirby, S. (2020). Profile of repeat victimisation within multi-agency referrals, *International Review of Victimology*, [online]. 26(3), pp.

332–343. Available at:

<https://journals.sagepub.com/doi/abs/10.1177/0269758020902890> [Accessed 8 October 2024].

Slavny-Cross, R., Allison, C., Griffiths, S. and Baron-Cohen, S. (2022). Autism and the Criminal Justice System: An analysis of 93 cases, *Autism Research*, [online].

15(5), pp. 904–914. Available at:

<https://onlinelibrary.wiley.com/doi/full/10.1002/aur.2690> [Accessed 22 September 2024].

Späth, E.M. and Jongsma, K.R. (2020). Autism, autonomy, and authenticity,

Medicine, Health Care and Philosophy, [online]. 23(1), pp. 73–80. Available at:

<https://link.springer.com/article/10.1007/s11019-019-09909-3> [Accessed 8 October 2024].

Thomas, A.L., Piza, E., Welsh, B. and Farrington, D. (2021). The internationalisation of CCTV surveillance: Effects on crime and implications for emerging technologies,

International Journal of Comparative and Applied Criminal Justice, [online]. 46(1),

pp. 81–102. Available at:

<https://www.tandfonline.com/doi/abs/10.1080/01924036.2021.1879885> [Accessed 15 October 2024].

Trundle, G. et al. (2022). Prevalence of victimisation in autistic individuals: A

systematic review and meta-analysis, *Trauma, Violence, & Abuse*, [online]. 24(4),

pp. 2282–2296. Available at:

<https://journals.sagepub.com/doi/full/10.1177/15248380221093689> [Accessed 2 October 2024].

Waring, S. et al. (2019). The role of information sharing on decision delay during multiteam disaster response, *Cognition, Technology & Work*, [online]. 22(2), pp. 263–279. Available at: <https://link.springer.com/article/10.1007/s10111-019-00570-7> [Accessed 25 October 2024].

Williams, E. and Squires, P. (2021). *Rethinking knife crime: Policing, violence and moral panic?* Cham: Palgrave Macmillan.