

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

**Workbook title: Competency Based Workbook 1
(DHEP)**

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Ffion Rees

Learner's University Registration Number: 2124992

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)

Workbook Guidance

Please read these notes carefully; they provide essential information.

What is the workbook for?

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

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

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

How should the workbook be presented?

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

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

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

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 will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

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

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Guidance:

- Your workbook must contain the items specified in the table below (clearly identified and in the order given);
- You should use this document to insert your text / answer within each section of this workbook;
- You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	2000
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2000
	Bibliography	
Task 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll of a constable

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, discuss and compare the coping strategies you have applied to develop resilience and minimise stress.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During my initial 6 months of being attested as a Police Constable I have experienced the importance of applying beneficial coping mechanisms to deal with stress and develop resilience. I will examine the coping strategies I adopted, which include exercise, socialisation and time management, whilst reflecting on their effectiveness.

Naturally, feelings of stress were going to be high during my initial 6 months of training because I had not done anything like this role before. Mind (2022) explains that stress can be understood by how our body reacts whilst under pressure. Certain levels of stress can be beneficial, as they can push yourself through a problem, supported by Jackson (2013) who emphasises the importance of noting that all stress isn't bad; most people experience stress daily and cannot be eliminated in its entirety. However, it is important to learn how to reduce and manage stress because it can be detrimental to your physical and mental health (Betterhelp.com, 2022). Therefore, it is crucial to adopt effective coping strategies to enable you to cope with stressful situations and develop resilience.

Stress and coping mechanisms complement each other; however, coping mechanisms are not universal; you must decide which method would be most beneficial depending on the level of stress and based on your individual needs (Baqtayan, 2015). There are multiple coping mechanisms to deal with stress and develop resilience, some beneficial and others detrimental (Betterhelp.com, 2022). Examples of beneficial coping strategies are seeking social support, acceptance, humour, exercise and meditation (Carver *et al*, 1989). Some of these strategies will be discussed further, in relation to their use within my initial training. Alternatively, detrimental coping mechanisms to deal with stress include denial, behavioural disengagement and alcohol/drug abuse (Carver *et al*, 1989).

Throughout training, I found practical activities stressful. This stems from myself being a shy character, so the thought of essentially acting in front of groups of people was very daunting. Reflecting back on my first practical, I can confirm that it was awful; I forgot everything that I had previously learnt. Despite this, I was determined to do better within the next practical. As time went on, I was able to push myself through this stressful situation, which is a key attribute of resilience (Richardson, 2021). My performance within practical's improved

drastically; by no means were they perfect, but my stress prior to them started to decrease which was a huge achievement in my eyes.

The first coping mechanism to be discussed will be exercise. Exercise has proven to decrease stress, with the physical benefits being widely recognised (Edenfield and Blumenthal, 2011). When I started my initial training, I didn't exercise that often. It was only about 2 months in when I realised that I was not doing anything solely for my mental and physical well-being. I found it difficult to get into a routine of going to the gym, because we would not finish work the same time each day. However, here, I displayed resilience because I was fully aware of the beneficial impacts this would have on my mental and physical health, so I persevered through this difficulty. Richardson (2021) explains that highly resilient people exercise when they are stressed; they are aware that exercise is a beneficial way to manage stress, so will prioritise it, which is exactly what I did. Further benefits of exercise are explained by Jackson (2013); exercise essentially acts as a break from the aspects of life in which are causing you stress. This is how I viewed exercise whilst training; I saw it was a time to focus purely on myself and forget about whatever was making me feel stressed that day. Reflecting back, I am pleased that I stuck to this routine because I now go to the gym 2-3 times a week and am in the best physical shape I have been.

Throughout the first 6 months of being attested as a Police Constable, I was able to manage my stress well by managing my time wisely. Effective time management is strongly associated with the feeling of control over a situation (Jex and Elacqua, 1999), which I can resonate with regarding training. For example, when it came to revising for exams, I would have a schedule; I would plan which topics I would be revising that day, making sure I would adequately cover each one before the exam came around. As a result, I felt in control in relation to revision because I knew that, if I stuck to my schedule, I would be able to revise each topic in enough detail. Additionally, I would only allow myself to work until 6 pm. This is because I did not want revision to take over my social life, which brings me onto the next coping mechanism of socialisation.

Throughout my adult life, I have always been a sociable person. Therefore, I was determined not to let myself being attested as a Police Constable change this. Scott (2022) explains that having a social circle has been proven to minimise the effects of stress. Listening to others who can validate your feelings, offer support and opening about what is bothering you naturally makes stressful situations less damaging to your physical and mental health (Scott, 2022). Throughout my first 6 months within the role, I would meet outside work with my friends around twice a week for a catch up. Without a doubt, this contributed to my low stress levels within these months, because anything that was bothering me, I would talk about it to my friends instead of letting it fester inside. Reflecting back, I think the amount of socialising wasn't as beneficial as I wanted to believe; I can now see that I was prioritising seeing my friends as opposed to revising for my exams, which in turn was reflected in my results.

Within this essay, I have discussed the coping strategies I applied to minimise stress and develop resilience throughout my initial 6 months of my role. To conclude, I view exercise as the most beneficial coping strategy for myself, because it supports your mental and physical health in one. Alternatively, I believe that during my initial learning, my least

beneficial coping strategy surrounded socialisation. Recognising this, I have now joined group exercise classes with my friends. As explained by Jackson (2013), this provides a support network and accountability for keeping fit. Doing so has meant that I am able to essentially merge my most favourable coping mechanisms in order to deal with stress.

Word count: 1080

Task 2

Relevant areas of the National Policing Curriculum: Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose a policing incident involving conflict in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Reflecting upon your incident evaluate the theories and models underpinning conflict models in policing.

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

ANSWER:

As a police officer, it is inevitable that you will be involved in conflict, even on a day to day basis. Policing, as a profession, is physically demanding and can be potentially dangerous; police respond to, and deal with, situations involving violent and aggressive people, which naturally results in conflict (Dryer-Beers *et al*, 2020).

Within this essay, I will discuss a policing incident where I have played a role with a victim. This scenario is not the stereotypical conflict, where there is a clash between individuals when a difference in interests, understanding and attitudes arise (managementstudyguide.com, 2022), but reflects on a lady who was struggling immensely with her mental health; this led to her making the ultimate decision of trying to end her life. Luckily, myself and my colleague were able to prevent this from becoming a reality. Throughout, I will input any relevant legislation and theories which influenced the decision making throughout this incident, whilst reflecting on the incident in its entirety to conclude.

As briefly mentioned, the scenario which will be discussed within this essay surrounds a lady who was on her way to end her life. Officers received a call from this lady's friend, who explained that her friend had contacted her stating that she wanted to die and was going to end her life by jumping off a bridge; she was ultimately saying goodbye via this phone call. Naturally, this spurred her friend to call the police in order to prevent this from happening, where she was able to describe the situation to the call handlers. Following, call handlers would have risk assessed the information they were given using THRIVE. THRIVE is an acronym used by call handlers during the initial stages of an investigation in order to risk assess calls. This stands for threat, harm, risk, investigate, vulnerability and engagement (Wood *et al*, 2022). This model allows the handlers to assess whether a threat exists (to person or property); where harm is either psychological or physical; what investigative actions are needed; the vulnerability of the person and finally engagement (Wood *et al*,

2022). The threat, harm and risk of this call was clearly high, which influenced our rapid response to the call.

Officers had an idea where this lady may be heading, due to the reference of a bridge – there was only one bridge in the vicinity of where this lady was, so we headed there. When we were heading to the bridge, we could see a lady matching the description we were looking for on the other side of the road, so we made our way to her as quickly as we could through all the traffic. By the time we had got to the lady, she was sitting on the edge of the bridge with her legs dangling over the side. The friend who had called the police was there too; she was shouting at her to get down and not to jump. The lady on the bridge was in hysterics too; she was angry at her friend for being there because she did not want her to witness her falling to her own death. Meanwhile, myself and my colleague were also telling this lady to move back onto the pavement, but she was not listening. As a result, myself and my colleague grabbed this lady from behind and dragged her off the bridge. This lady was screaming and shouting at us and was trying her best to get back onto the bridge in order to jump. Myself and my colleague were on the floor with the lady trying to calm her down, but she continued to kick out and swing for us because she was so determined to complete her plan. The act of grabbing this lady off the bridge and essentially restraining her on the floor in order for her to calm down all equate to use of force. The law recognises that police officers may be in situations where they are required to use some form of force; this use of force must be proportionate, necessary and reasonable (College of Policing, 2013b). Furthermore, the College of Policing (2013b) emphasise that it is the duty of the individual police officer who used force, to justify why use of force was necessary within the situation, which is supported by the submission of ‘use of force documents’ following an instance where it has been used. This is because excessive use of force is unlawful (College of policing, 2013b). Within this policing scenario, the use of force used was the minimum level required to attain the objective of protecting and preserving life, so can therefore be justified (College of Policing, 2013b).

Despite our best efforts, this lady was not giving up; she was adamant that nobody would stop her from ending her life that day. As a result, we decided to section this lady under 136 of the Mental Health Act, place handcuffs on her and carry her to the van in order to get the lady the help she needed at a mental health hospital. As Wood et al (2022) explains, exercising section 136 of the Mental Health Act must only be used as a last resort. Furthermore, sectioning is classed as an emergency power which police can use in order to take a person to a place of safety (Rethink Mental Illness, 2021). As mentioned, myself and my colleague felt as though the only option we had regarding protecting this lady was to section her. This is because serious injury or death were increasingly becoming the apparent outcome for this lady, in which the College of Policing (2020a) explains that sectioning allows police to protect life when this is seen as a potential outcome.

When this lady was first placed in the van, she was understandably very angry and frustrated at the whole situation. She was furious that we ruined her plan of jumping off the bridge, resulting in herself attempting to hurt herself in the van despite being handcuffed. We

decided she was not safe to be by herself in any circumstance, so I decided to sit in the cage with her on the way to the hospital; I holding her head so she would not hurt herself.

I will now use models of conflict to help reflect on this policing scenario. Betari's box is one theory of conflict which is commonly used (College of Policing, 2020b). Betari's box model enables us to understand how our attitude and behaviour have the ability to have an impact on the behaviour of those around us (Help Children Live Better, 2022). Furthermore, the Betari box theory expresses that there is a link between our own attitude and positively changing the behaviour of others, with negative behaviours potentially making conflict worse (Mindtools.com, n.d). Within the context of the scenario discussed, I do not believe Betari's Box theory could have been used because this lady's behaviour was erratic so this theory would not have been effective. However, I will discuss the 'Listen, Empathise, Ask and Paraphrase and Summarise' (LEAPS) model of communication in relation to this incident. Mhr4C.com.au (2016) explain that LEAPS communication approach is effective when dealing with individuals who have poor insight and can enable those with serious mental illness express their thoughts; this is exactly what was needed within this policing incident.

On route to the hospital, I could tell that this lady had calmed down a little, so I slowly stopped restraining her head. I was attempting to have a conversation with this lady about why she felt the way she did. She expressed clear signs of severe depression and suicidal idealisation which had been taking place over so many years. Here I adopted aspects of the LEAPS model by sitting there and just listening to every single word she was saying – I was conscious not to interrupt her because I wanted to make it clear that I was giving her all of my attention. After this lady expressed some of her thoughts, I identified with her feelings whilst emphasising my lack of judgement (Mhr4c.com.au, 2016). The next stage of LEAPS is ask (College of Policing, 2020b) – I proceeded to ask this lady whether she had done anything like this before, in which explained that this was not the first time she had hurt herself, in which I already knew due to her severe scarring over her body caused by self harm. I then paraphrased what she explained to me; for example, I said statements such as 'so you have felt like this for a long time?' and 'has anything specific made you feel like this?'. This then allowed her to expand on her mental health. Finally, I summarised all that she had explained to me concisely and relayed it back to her. This was beneficial as I believe it reinforced that I had been fully engaged within our conversation on the way to the hospital. I believe that the use of LEAPS was effective within this incident because there was a noticeable difference in the calmness of this lady by the time we had arrived at the hospital, in comparison to when we first had contact with her. I would like to reiterate that despite my use of the LEAPS within this context, I acknowledge that this lady was in a severe state of crisis. This method was invaluable regarding the creation of a rapport with this lady, however the help she needed greatly exceeded what any theory could offer. When we got to the hospital, myself and my colleague stayed with this lady until she could be assessed by a mental health professional. We stayed by her side for 6+ hours, until she was taken into the care of the professionals.

I will now begin to reflect on this incident, with help of the Gibbs reflective cycle. The Gibbs reflective cycle offers a cyclical framework which allows you to learn and plan from things that went well, or alternatively didn't go so well within a situation (The University of Edinburgh, 2020). There are 6 stages within the Gibbs reflection cycle; description, feelings,

evaluation, analysis, conclusion and action plan (University of Edinburgh, 2020). I will now utilise Gibbs' reflective model to dissect the policing incident with has been discussed.

As described throughout this essay, this policing incident involved a female who intended to commit suicide. As a police officer, and I believe as human beings, our main priority was to prevent this from happening. Naturally, this call was highly stressful; this was the first and only time I have seen somebody so close to death. Despite this, during the situation I did not have a moment to process my feelings because my priority was this lady's immediate wellbeing. It was not until after we left the hospital that I realise how different the outcome of this call could have been. I discussed this with my colleague, who has more years of service than myself, so did not shake him up as much as myself. However, no matter how many times you witness a call of this nature, it will not take away the importance of your role and professionalism within the matter. Thinking back, I cannot pinpoint anything that I would have done differently within this situation; there was an immediate risk to life, in which we prevented, and we took this lady to a place of safety in order to receive help. I think myself and my colleague responded well to the situation seeing as we did not have a plan of action due to the severity of the situation. I learned that I am able to act quickly when in an emergency situation and have the ability to put my own emotions aside when needed.

Throughout this essay I have discussed a policing incident where I have played a significant role in a victim's life. I have touched upon theories, such as LEAPS and Gibbs reflective cycle, whilst relating them to the policing incident. Finally, I have reflected on the incident with the help of reflected tools. This scenario opened my eyes to the reality of mental health; of course, I am aware that suicidal rates are through the roof, supported by the fact that 6428 people in the UK commit suicide in 2020 (Mental Health Foundation, 2022). However, I believe that it is not until you witness/experience a situation like this that you internalise the overwhelming statistics in their entirety.

Word count: 2074

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened

Critically discuss a policing incident that you have attended and critically explore how you dealt with competing issues law, social issues, culture and language.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations, culturally sensitive practice and language preference.

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

ANSWER:

Within this essay I will discuss a policing incident, where my colleague and I attended a sudden death. Throughout this essay, I will use Borton's reflective model in order to reflect on the scenario in question, whilst touching upon the core principles of ethics and codes of practice when they arise. This specific scenario will also explore the extent to which religion and culture can have an impact on the way in which your belief will influence the extent to which you digest the information you are provided.

To begin, I will explain Borton's model of reflection in more depth. In 1970, Terry Borton published a book, where he developed a 'what, so what, now what' sequence of reflection (Dabell, 2018). This is what I will utilise throughout my essay in order to reflect on the actions which took place. Within the 'what' stage, Borton states that you should explain what happened within the scenario in question, which also touches upon what others within the scenario did and explaining what your reaction was to the incident (Dabell, 2018). Following, is the 'so what' stage of reflection. Dabell (2018) explains that this is seen as the analysis of the event. Here, you reflect on what you could have done differently; Dabell (2018) uses 'so what are my feelings now?' 'Are they different from emotions I felt during the time?' as examples. Additionally, within this stage, you can reflect on the effects of what you did within the scenario. Finally is the 'now what' stage of Borton's model. This is where you are able to reflect on the actions following the event; an example Dabell (2018) gives of this stage would be asking 'now what is the learning I can take from reflecting on my practice this way?'. I will now use Borton's model to explain what happened regarding the policing incident I played a role in.

My colleague and I received an emergency call in response to a neighbour of this individual being concerned about their welfare – the male, who this scenario surrounds, expressed that he was going to harm himself to this neighbour. As a result, myself and my colleague deployed to this male's address. We entered the premises ourselves, due to having no response when the door was knocked - we had powers to do this, without a warrant, under the Section 17 of the Police and Criminal Evidence Act (1984) due to our purpose being to save a life or prevent injury to someone (Trevelyan, n.d). We then entered each room, making ourselves known to anyone who may be in there. Then, we found the male in the living room. It was clear that he was deceased. Initially, I felt sick – this was the first suicide call I had attended, so was naturally shocked to see somebody in this state. Then, I came back to reality and remembered our role. I reminded myself of the duties and responsibilities I had as a Police Constable on scene, which are identified as a core policing principle (Wood et al, 2022). The duties and responsibilities here were to establish whether this male was in a state of being saved and also to ascertain exactly what has happened.

When officers attend sudden deaths, you should question whether first aid, such as CPR, should be administered in order to resuscitate the individual (College of Policing, 2016). Gov.uk (2019) express that you should not assume somebody is dead unless it would be obvious to a non medically qualified person. It was clear that this male has been deceased for some time due to the pooling of blood and rigor mortis already setting in; therefore, it was decided that life saving measures would not be of use.

Next, the ambulance should be called in order to declare that life is extinct (College of Policing, 2016). Whilst awaiting the arrival of the ambulance, myself and my colleague searched the premises. This done in order to distinguish whether a suicide had been left, and also to understand how this male had ended his life, so essentially we were looking for any form evidence relating to the commission this males death (Trevelyan, n.d). We had powers to search the premises under the Police and Criminal Evidence Act (1984) – specifically Code B, which lays out guidelines for lawful search of premises by police officers and also seizure of property found (Wood et al, 2022). Furthermore, it is policy for Body Worn Video to be running whilst at sudden death calls (College of Policing, 2014b), in which both of ours were - this is because a walk through of the premises needs to be recorded so that, if necessary, others are able to see the state of the location before anything is moved. We deemed it necessary for the Criminal Investigative Department (CID) to attend the scene, just to confirm our belief that this was a suicide under non suspicious circumstances. The final stage of a sudden death call is to call the undertakers, whom are responsible for removing deceased individuals from their location into the mortuary. As I have touched upon, I had not attended a suicide before; therefore it was crucial that I followed the orders and instructions of my colleague, who was more experienced than myself, which are crucial aspects of policing principles.

Whilst my colleague and I were dealing with this incident, we were struggling to find the males next of kin. However, we were able to obtain next of kin details from his place of work, so went ahead and contacted them in order to inform them of this male's passing and to facilitate his formal identification. We came to discover that the entirety of this male's family was spread across the globe, hence our difficulty contacting them initially. Additionally, the family's native language was Arabic. Neither myself nor my colleague were able to

communicate in Arabic, so therefore contacted Language Line in order to facilitate. Language line is an invaluable tool which is regularly used by Police Officers; we were able to contact the professional interpreters over the phone, being confident that an Arabic speaker would be available seeing as interpreters who speak more than 240 languages assist with language line (Languageline.com, 2019). We were able to contact the parents of the male, who spoke to the interpreter about any concerns and questions they had regarding the incident involving their son. This resulted in the interpreter relaying that back to myself and my colleague who were able to address them to the best of our abilities. Despite this being effective in communicating with the family of the deceased, I could not help feeling guilty. News like this should be delivered in the most sensitive way possible, and in my eyes it was almost impossible for this to be the case with neither of us understanding what the other was saying without the help of the interpreter. However, I acknowledge that this was our control, and that we did our best seeing the circumstances. Whilst communicating with others who knew this male, we discovered that one of his brothers spoke very good English. Then, we agreed to communicate through him, which resulted in a much more personal form of communication.

Here is when it arose that the male was a Muslim, in which I did not realise would have such an impact on the matter. This is because the family were in denial that this male had died; however after having to explain to them that, unfortunately, he was now deceased, the family firmly believed he had been murdered and would not accept that he ended his own life whatsoever. Of course, to hear that a family member has committed suicide would be traumatic, however I was initially shocked by the way that they were not absorbing any information officers were explaining as to why we were deeming this death as a non suspicious suicide. However, I then felt guilty because of my nativity towards religious beliefs surrounding suicide. Despite this, I ensured that throughout this incident I respected the diversity of each individual involved, which is highlighted as a key policing principle (Wood et al, 2022).

Muslim's consider suicide as a major sin within their culture, with it also being considered as a criminal offence (Lester, 2006). The Quranexplorer.com (2020) expresses that Muslim's live by the notion that life is something that is granted to individuals, meaning that God does not condemn those in Islam to end their own existence. So, within this incident, the family of this male could not comprehend what he had committed one of the biggest sins in Islam, on top of the fact that he was also no longer here. This was incredibly sad to experience as an outsider because there was nothing I could say or do to relieve their pain and denial.

I will now use the 'so what' stage of Borton's model to further reflect on my actions within this scenario. Looking back on this incident, I am proud of how I dealt with it. As I touched upon, this was my first time dealing with a suicide so would inevitably be challenging. I remained professional throughout my attendance at this incident and did not let the reality of the call sink in until we got back to the station and were able to discuss it with others. In my eyes, it has been the saddest sudden death I have attended. This is because, from being at his house, it was clear that this male was very successful in his career and had a lot of exciting things to look forward to – but for a reason I will never know, he decided he had to

leave this all behind. Furthermore, the communication barriers between officers and the family made this situation more challenging for myself.

The 'now what' stage of Borton's reflective cycle will now be discussed as a conclusion for this essay. From dealing with this policing incident, I have decided that I would like to broaden my understanding of the basics of some religious beliefs. As I have discussed, I was oblivious to the fact that the family of this male deemed his actions as a criminal offence and a sin; so, perhaps if I was aware of the depth of their disbelief of the situation, I would have been able to ease their pain, even a little more than I did here. Seeing as 9 million people living in the United Kingdom, in 2011, identified themselves as non-white (Gov.uk,2018), I believe that expanding my depth of knowledge on the said aspects would be appreciated within my role. Additionally, I think this would benefit myself too, because I was initially becoming very confused, and borderline frustrated, at their lack of acceptance of this male's death. Reflecting back, I am almost embarrassed to admit that – my lack of understanding of religious beliefs resulted in the sympathy I should have been expressing being replaced with confusion. I will take this aspect forward into every policing incident I attend, whilst remaining open minded to people's views before deflecting negative emotions.

Word Count: 1853

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

Consider your use of the National Decision Making and the Code of Ethics and review whether this impacted upon your use of discretion, and whether the outcome achieved best evidence.

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

ANSWER:

Within this essay, I will discuss a policing incident in which I played a significant role with a victim, whilst reflecting upon what happened. To begin, I will identify the code of ethics which underpin should policing actions and decisions. College of Policing (2014a) explain that there are 9 codes in total: accountability, fairness, honesty, integrity, leadership, objectivity, openness, respect and selflessness. Within policing, it is imperative that the code of ethics mentioned are reflected in the way police professionals behave and think and should ultimately be embedded in the way police staff go about their duties (College of Policing, 2014a). Within this essay, I will touch upon instances where the code of ethics can be witnessed whilst touching upon how the above impacted the use of my discretion regarding decision made.

This policing incident surrounds domestic abuse, with aspects of criminal damage. Here, we received a call from an elderly lady claiming that her son had pushed her over and she needed help. Upon arrival, I obtained a first account from this lady. It was confirmed that this was a case of domestic abuse due to the elderly woman being intentionally knocked over by her son. Domestic abuse is defined as incidents or patterns of incidents of controlling, coercive, threatening, degrading and violent behaviour; this abuse is most perpetrated by a partner or ex partner, however, can also involve family members (Women's aid, 2022). The latter is what would apply to this instance. The lady also explained that her son had purposely damaged numerous items within her house, which brought a criminal damage element into this incident too.

Here, my colleague and I needed to use our police discretion to decide how to proceed. Discretion is described as acting according to your own judgement within different scenarios, which ultimately allows police officers to make decisions based on interpretation on what is

best for the individuals involved and in the public interest (Wood et al, 2022). When decisions are made based on discretion, there becomes a concern that decisions made may be corrupt or unethical; therefore, it is crucial that police discretion is rationally justified (Bronitt and Stenning, 2011). Police discretion is also used to choose between the different law enforcement options; for example, arresting, verbal warning or fixed penalties (Wood et al, 2022). Regarding the incident I attended, a criminal offence had been disclosed to us, so the discretionary decision in this sense was limited; this male needed to be arrested, which could be justified as it was a proportionate action to the conduct he had committed (Bronitt and Stenning, 2011).

The use of the National Decision Model (NDM) assisted in our decision to do so here, as well as police discretion. Here is a diagram of the NDM:



(Police Service of Northern Ireland, 2020)

As you can see, the NDM is made up of 6 components. The code of ethics, as previously explained, remain at the heart of decision making for police. The first stage of the NDM is information, which refers to the fact that officers must gather information and intelligence before making decisions (College of Policing, 2013a). Within this scenario, we had enough information to arrest the male, due to being told that he had pushed his mother over. Additionally, we could see with our own eyes a hole in the door evidently caused by a fist, so could arrest him for criminal damage at a minimum. This emphasises further that there was little no room for police discretion to be utilised. The next stage of the NDM is the assessment of threat and risk (College of Policing, 2013a); within any domestic abuse situation, the chances of the occasion happening again, or even being the first incident, are high. Therefore, the risk in leaving this male in the presence of his mother was at an all-time high, which pushed us further to carry out his arrest. Under Section 24 of the Police and Criminal Evidence Act (1984), officers have the power to arrest anyone “if a constable has reasonable grounds to suspect that an offence has been committed”; as mentioned, this was relevant to this policing scenario, which supports the powers and policy aspect of the NDM. The next stage of the NDM is to identify any options you may have within this situation

(College of Policing, 2013a). Within this scenario, the allegations were of an arrestable offence, therefore we were limited in the options we could opt for as opposed to arresting the male. Finally, the last stage of the NDM is action and review (College of Policing, 2013a). Here, we acted by arresting this male for domestic abuse and criminal damage. Whilst reviewing what happened, I believe we made the right decision with the information we had; we took the male to custody whilst further investigation into the matter took place.

After the male was placed into the van, I went back into the house to explain to the elderly lady what would happen next. Here, I was open and transparent in the actions and decisions that were made (College of Policing, 2014a). The lady was very grateful for this action because she had shut herself in a different room, meaning she was unaware of the actions which were taking place regarding her son.

The following day we needed to gain a witness statement from the lady who had been assaulted; however, we were deliberating whether this lady was vulnerable, which would ultimately alter our procedure. The older generation are more likely than other groups in society to suffer with physical or mental ill health, resulting in inevitable vulnerability (Her Majesty's Inspectorate of Constabulary and Fire Rescue Services, 2019). Additionally, Penhale (1999) explains that elderly people may be at higher risk of experiencing domestic violence; this is because their fragility ultimately makes them highly vulnerable which had the ability to increase the risk of abuse taking place. Even though old age does not automatically define you vulnerable, we defined this lady as vulnerable due to her sequence of events leading to much confusion when she was explaining her day to officers; there was clear confusion to what was happening and initial confusion to why officers were at her house. As Rethink Mental Illness (2020) explains, you can be deemed as vulnerable if officers believe you will not understand that you are being told because of your mental capacity, which was reflected within this situation. As a result, we decided that it would be best practice gaining this statement in accompany of an appropriate adult

Appropriate adults have the responsibility to ensure that you understand what is taking place, and that police treat you fairly and respect your rights (Rethink Mental Illness, 2020). Appropriate adults also support those who have been defined as vulnerable by the police, whilst remaining objective and independent (Mawdsley, 2020). An appropriate adult can be any responsible adult over the age of 18, who is not employed by the police (Pierpoint, 2006); within this scenario, a neighbour, who had a good relationship with this lady, acted as an appropriate adult.

Even though this lady was happy to discuss her relationship with her son, and the altercation that took place, she did not want to officially put this down on a statement. She did not want her son to go to prison and she also did not want to stand up in court against him. Here, myself and my colleague were open and transparent with the lady; we explained that without her cooperation, the chances that her son would be charged for his actions were slim.

Following this, I explained that special measures available in the courts in the hope that this would encourage the lady to act against her son. I explained that the Crown Prosecution Service may apply for special measures if this lady was to go to court. Examples of special measures available include screens, which ensure witnesses and defendants don't see each other, clearing the public gallery, which prioritises privacy and giving evidence via a live meaning that victims can give evidence from outside the courtroom (Burton *et al*, 2006). Despite this explanation, she was firm in her decision that she was not going to make an official statement against her son's actions. Here, I felt as though it was important to reiterate that without any evidence, or cooperation, her son was likely to be released imminently; here honesty was displayed. The lady understood this.

At this point, I felt quite disheartened because she had explained to us how cruel her son had been to her, so I initially did not understand her decision. Following this, the lady explained to us that she was in full ownership of the property, so did not want her son to return. Here, I recall feeling a little sense of relief as this showed me that she knew his actions were wrong and should not be tolerated.

Later that day, the son was released from custody pending no further action. Officers explained to him about his mother's request for him not to return; he seemed understanding, but further requested that we return to the property to gather some belongings. We agreed and did so. However, before doing so, I decided to contact the mother to inform her about his release; this is a right that she has as a victim. Ministry of Justice (2020) highlights that right 6 of the victim's code of practice is for the victim to be provided with information about the investigation and prosecution; I explained to the lady that her son had been released and asked for her permission for officers to gather some of his belongings, in which she agreed.

Officers gathered the belongings of the son and did not allow him into the premises or to talk to his mother. This was because we were being fair about acting in the wishes of the elderly lady, who stated that she didn't want anything to do with her son. Following, we watched the son drive away from the property. A weight was lifted off my shoulders because I truly believed that we had the best outcome for this lady. Despite this, when driving past this property the following day, it was evident that the son had returned to the property because his car had returned. I was so frustrated and upset, because I was adamant that he would listen to us and that the elderly mother would not allow his return. This was a clear example of my ignorance and naivety to domestic abuse situations.

Within this policing incident, I reflect on feeling very confused to why this lady was not reporting the domestic abuse she had endured. However, as Yamawaki et al (2012) explain, the reality which victims experience is far more complicated than what those from the outside perceive. From researching domestic abuse in more depth, I discovered that there are a multitude of reasons why victims of domestic abuse do not report their abuse; victims may fear that the abusers' actions will become worse if reported, unsupportive friends and family and victims may seek to remember the good times thus blocking out the abuse (Ncadv.org. 2020). Furthermore, Psych Central (2021) reiterate that denial and a sense of obligation are common reasons why domestic abuse is not reported. The latter, I believe, played a

significant impact to why the lady within my policing incident failed to cooperate with police proceedings against her son. Reflecting, I do not believe that this lady defined what was taking place as 'domestic abuse', and even if she did realise this, a clear sense of guilt was evident whilst discussing the matter with her. I recall her stating 'but he is my son' 'I can't go against my son', whilst I was explaining the steps which needed to be made to charge her son. This shows the signs of guilt, almost betrayal, that this lady felt towards reporting her son.

Within this essay, I have discussed a policing incident where I had played a significant impact on the victim, whilst touching upon police discretion where relevant. Despite the outcome of this incident being far from the ideal (i.e. a prosecution), it enabled me to open my eyes to the cruel world of domestic abuse. Initially, my lack of understanding surrounding domestic abuse swayed me towards negative feelings towards the victim, which is not uncommon according to Yamawaki *et al* (2012). Reflecting, I believe that my colleague and I did all that we could in order to support this lady through this incident. It brought the statistic that only 28% of domestic abuse goes reported to life (Grierson, 2018), whilst teaching me to look at the bigger picture through understanding reasons why domestic abuse is deemed as a hidden crime (Ons.gov.uk, 2021).

Word count: 2132

Task 5

Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

This is equivalent to 1000 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
I would like to develop my knowledge surrounding the legislative side of policing. By doing so, I believe it will allow myself to be able to understand the decisions myself and my colleagues make on a deeper level. I can then use this knowledge to guide victims/those I interact with on the correct point of law regarding their situation.	This can be achieved through asking relevant questions to my colleagues when decisions are made. Additionally, I can use resources such as 'pocket sergeant' or 'black stones handbook for policing students' to enrich my depth of knowledge of legislation.	Support can be provided by the team I work with. It would be beneficial if they use their more advanced education regarding policing to enhance my knowledge. However, I recognise that it is my responsibility to ask the correct questions and cannot rely solely on others to educate me.	As soon as practicable. In my spare time, I will go through the application 'pocket sergeant' and read into aspects such as points to prove and sentencing guidelines for different offences.
I would like to develop my confidence approaching incidents. Specifically, putting myself forward more for incidents which arise.	I think this can be achieved through proposing that I initially lead incidents which we attend, then my colleague comes in when needed. Understandably,	As mentioned, I believe a conversation with my colleagues will result in support surrounding this decision. By taking more of a lead, I believe that my	It would be beneficial for this to take place as soon as possible.

	when you are more experiences than your counterpart, you will naturally take lead, which tends to take place with whomever I work with. However, I think I would benefit greatly by having to make the initial decisions myself as opposed to following someone else's lead.	confidence will grow and doing so will become more natural to me.	
I would like to develop my policing skills by attending courses available to me. This would include first aid training, sexual offence first response training and blue light driving courses as examples.	This can be achieved through keeping up to date with when courses become available, and registering at the earliest convenience.	My sergeant and other colleagues can provide support regarding this. They can advise me on where I can access the information needed and also offer advice regarding any other courses available to myself.	I would like to achieve this as soon as practicable as I believe that they will make be a good all round officer.

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.

Baqtayan, S. (2015) *Stress and Coping Mechanisms: A Historical Overview*. *Mediterranean Journal of Social Sciences*, [online] Available at: <https://www.researchgate.net/publication/276847037_Stress_and_Coping_Mechanisms_A_Historical_Overview> [Accessed 15 July 2022].

Betterhelp.com. (2022) *Coping Mechanisms for Stress: What Works and What Doesn't | BetterHelp*. [online] Available at: <<https://www.betterhelp.com/advice/stress/coping-mechanisms-for-stress-what-works-and-what-doesnt/>> [Accessed 15 July 2022].

Bronitt, S.H. and Stenning, P. (2011) Understanding discretion in modern policing. [online] *Criminal Law journal*, 35(6), pp.319-332. Available at: <https://constitutionwatch.com.au/wp-content/uploads/POLICE-DISCRETION.pdf> [Accessed 3 October 2022]

Burton, M., Evans, R. and Sanders, A. (2006) *Are Special Measures for Vulnerable and Intimidated Witnesses Working?*. [online]. Evidence from the Criminal Justice Agencies. London: Home Office. Available at: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.624.6353&rep=rep1&type=pdf> [Accessed 23 August 2022]

Carver, C., Scheier, M. and Weintraub, J. (1989) Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, [online] 56(2), pp.267-283. Available at: <<https://psycnet.apa.org/record/1989-17570-001>> [Accessed 26 July 2022].

College of Policing. (2013a) *National Decision Model | College of Policing*. [online]. Available at: <http://www.college.police.uk/app/national-decision-model/national-decision-model> [Accessed 22 August 2022]

College of Policing. (2013b) *Police use of force | College of Policing*. [online] Available at: <<https://www.college.police.uk/app/public-order/core-principles-and-legislation/police-use-force>> [Accessed 13 September 2022].

College of Policing. (2014a) *Code of Ethics: a code of practice for the principles and standards of professional behaviour for the policing profession of England and Wales*. [pdf] Coventry: College of Policing. Available at: http://assets.college.police.uk/s3fs-public/2021-02/code_of_ethics.pdf [Accessed 22 August 2022]

College of Policing. (2014b) *Body-Worn Video*. [online] Available at: <<https://library.college.police.uk/docs/college-of-policing/Body-worn-video-guidance-2014.pdf>> [Accessed 3 October 2022].

College of Policing. (2016) *Guidance on first actions at the scene of a sudden and unexpected death*. [online] Available at: <https://library.college.police.uk/docs/appref/Aide-Memoire-First-Actions-at-Scene-of-Sudden-or-Unexpected-Death.pdf> [Accessed 3 October 2022]

College of Policing. (2020a) *Mental health – detention* | College of Policing. [online] Available at: <<https://www.college.police.uk/app/mental-health/mental-health-detention>> [Accessed 2 September 2022].

College of Policing. (2020b) *Conflict management skills* | College of Policing. [online] Available at: <<https://www.college.police.uk/guidance/conflict-management/conflict-management-skills>> [Accessed 7 October 2022].

Dabell, J. (2018) *Borton's Model of Reflection*. [online] John Dabell. Available at: <<https://johndabell.com/2018/08/05/models-of-reflection/>> [Accessed 2 October 2022].

Dryer-Beers, E., Braddock, R. and Wire, J. (2020) *Conflict management: what works and risk factors*. [ebook] London: College of Policing, pp.1-65. Available at: <<https://assets.college.police.uk/s3fs-public/2020-09/200818-conflict-management-rea-final-1.0.pdf>> [Accessed 3 August 2022].

Edenfield, T. M., & Blumenthal, J. A. (2011) *Exercise and stress reduction*. In R. J. Contrada & A. Baum (Eds.), *The handbook of stress science: Biology, psychology, and health* [online], pp. 301–319. Springer Publishing Company. Available at: <https://psycnet.apa.org/record/2010-21826-023> [Accessed 26 July 2022]

Gov.uk. (2018) *Population of England and Wales*. [online] Available at: <<https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/population-of-england-and-wales/latest#:~:text=from%202001%20to%202011%2C%20the%20percentage%20of%20the,White%20and%20Black%20African%20%28from%200.4%25%20to%200.3%25%29>> [Accessed 7 October 2022].

Gov.uk. (2019) *Practice advice: Dealing with sudden unexpected death*. [online] Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/922344/Dealing_with_sudden_unexpected_death.pdf> [Accessed 3 October 2022].

Grierson, J. (2018) *Domestic abuse still under-reported in England*. [online] the Guardian. Available at: <<https://www.theguardian.com/society/2018/mar/07/domestic-abuse-still-under-reported-in-england-says-womens-aid>> [Accessed 23 August 2022].

Help Children Live Better. (2022) *Betaris Box - Help Children Live Better*. [online] Available at: <<https://helpchildrenlivebetter.co.uk/betaris-box/>> [Accessed 13 September 2022].

Her Majesty's Inspectorate of Constabulary and Fire Rescue Services. (2019) *The Poor Relation: The Police and CPS Response to Crime Against Older People*. [PDF] London: HMCPSP, pp.1-128. Available at: <https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/crimes-against-older-people.pdf#:~:text=Not%20all%20older%20people%20are%20vulnerable%2C%20but%20they,lonely%20and%20may%20leave%20their%20homes%20only%20rarely.> [Accessed 12 August 2022]

Jackson, E. (2013) STRESS RELIEF. *ACSM'S Health & Fitness Journal*, [online] 17(3), pp.14-19. Available at: <https://journals.lww.com/acsm-healthfitness/fulltext/2013/05000/stress_relief__the_role_of_exercise_in_stress.6.aspx.%C2%A0> [Accessed 26 July 2022].

Jex, S. and Elacqua, T. (1999) Time management as a moderator of relations between stressors and employee strain. *Work & Stress*, [online] 13(2), pp.182-191. Available at: <https://www.researchgate.net/profile/Tina-Elacqua-2/publication/263408114_Time_management_as_a_moderator_of_relations_between_stressors_and_employee_strain/links/54aec17d0cf2b48e8ed46084/Time-management-as-a-moderator-of-relations-between-stressors-and-employee-strain.pdf> [Accessed 26 July 2022].

Languageline.com. (2019) *CASE STUDY: Atlantic City Police Overcome Cultural Barriers with Residents*. [online] Available at: <<https://blog.languageline.com/case-study-atlantic-city-police-overcome-cultural-barriers-by-speaking-residents-languages#:~:text=Officers%20are%20able%20to%20call%20LanguageLine%20via%20an,interpreter%20when%20interacting%20with%20the%20police%2C%20as%20well.>>> [Accessed 7 October 2022].

Legislation.gov.uk. (1984) Police and Criminal Evidence Act. [online]. Available at: <http://www.legislation.gov.uk/ukpga/1984/60/seciton/24> [Accessed 22 August 2022]

Lester, D. (2006) Suicide and Islam. *Archives of Suicide Research*, [online] 10(1), pp.77-97. Available at: <https://www.researchgate.net/profile/David-Lester-3/publication/326960411_Suicide_and_Islam/links/02bfe51364d0f40b05000000/Suicide-and-Islam.pdf> [Accessed 1 October 2022].

Managementstudyguide.com. (2022) *Understanding Conflict - Meaning and Phases of Conflict*. [online] Available at: <<https://www.managementstudyguide.com/understanding-conflict.htm>> [Accessed 2 September 2022].

Mawdsley, G. (2020) Appropriate adults: a legal framework. [online] *Law Society of Scotland*. Available at: <<https://www.lawscot.org.uk/members/journal/issues/vol-65-issue-03/appropriate-adults-a-legal-framework/>> [Accessed 12 August 2022].

Mental Health Foundation. (2022) *Suicide: statistics*. [online] Available at: <<https://www.mentalhealth.org.uk/explore-mental-health/mental-health-statistics/suicide-statistics>> [Accessed 13 September 2022].

Mhr4c.com.au. (2016) *The LEAP approach – Mental Health Resources for Carers*. [online] Available at: <<https://mhr4c.com.au/coping-strategies/the-leap-approach/>> [Accessed 3 October 2022].

Mind. (2022) *Stress*. [online] Available at: <<https://www.mind.org.uk/information-support/types-of-mental-health-problems/stress/what-is-stress/>> [Accessed 10 July 2022].

Mindtools.com. (n.d) *Betari Box: Linking Attitude and Behavior*. [online] Available at: <https://www.mindtools.com/pages/article/newCS_82.htm> [Accessed 13 September 2022].

Ministry of Justice. (2020) *Code of Practice for Victims of Crime in England and Wales*. [PDF] London: Ministry of Justice, pp.1-38. Available at: <https://assets.college.police.uk/s3fs-public/moj-victims-code-2020.pdf> [Accessed 12 August 2022]

Ncadv.org. (2020) *NCADV | National Coalition Against Domestic Violence*. [online] Available at: <<https://www.ncadv.org/why-do-victims-stay>> [Accessed 23 August 2022].

Ons.gov.uk. (2021) *Domestic abuse prevalence and trends, England and Wales - Office for National Statistics*. [online] Available at: <<https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/domesticabuseprevalenceandtrendsenglandandwales/yearendingmarch2021>> [Accessed 23 August 2022].

Penhale, B. (1999) Bruises on the soul: Older women, domestic violence, and elder abuse. [online] *Journal of Elder Abuse & Neglect*, 11(1), pp.1-22. Available at: https://www.tandfonline.com/doi/pdf/10.1300/J084v11n01_01?needAccess=true [Accessed 23 August 2022]

Pierpoint, H. (2006) Reconstructing the role of the appropriate adult in England and Wales. [online]. *Criminology & Criminal Justice*, 6(2), pp.219-237. Available at: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1005.2223&rep=rep1&type=pdf> [Accessed 23 August 2022]

Police Service of Northern Ireland. (2020) Image of the National Decision Model. [image] Available at: <https://www.psn.police.uk/news/Latest-News/051120-chief-constables-report-to-northern-ireland-policing-board/> [Accessed 23 August 2022].

Psych Central. (2021) *Reasons People Stay in Abusive Situations*. [online] Available at: <https://psychcentral.com/lib/why-do-abused-victims-stay#impacts-on-mental-health> [Accessed 23 August 2022].

Quranexplorer.com. (2020) *Suicide in Islam*. [online] Available at: https://www.quranexplorer.com/blog/Education-In-The-Light-Of-Sunnah-And-Qura'an/Suicide_in_Islam [Accessed 1 October 2022].

Rethink Mental Illness. (2020) *Appropriate adult at the police station*. [online] Available at: <https://www.rethink.org/advice-and-information/rights-restrictions/police-courts-and-prison/appropriate-adult/> [Accessed 12 August 2022].

Rethink Mental Illness. (2021) *Section 136 of the Mental Health Act*. [online] Available at: <https://www.rethink.org/advice-and-information/rights-restrictions/mental-health-laws/section-136-of-the-mental-health-act/> [Accessed 2 September 2022].

Richardson, B. (2021) *Resilience: The Relationship Between Resilience & Stress - Development Academy*. [online] Development Academy. Available at: <https://development-academy.co.uk/news-tips/resilience-the-relationship-between-resilience-stress/> [Accessed 26 July 2022].

Scott, E. (2022) *How Social Support Can Help You Relieve Stress in Your Life*. [online] Verywell Mind. Available at: <https://www.verywellmind.com/stress-and-social-support-research-3144460> [Accessed 26 July 2022].

The University of Edinburgh. (2020) *Gibbs' Reflective Cycle*. [online] Available at: <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> [Accessed 13 September 2022].

Trevelyan, L. (n.d) *Police powers to enter and search premises*. [online] Inbrief.co.uk. Available at: <https://www.inbrief.co.uk/police/police-entry-and-search-powers/#:~:text=It%20is%20not%20necessary%20for%20the%20police%20to,would%20be%20heard%20at%20Crown%20Court%29%3B%20More%20items> [Accessed 3 October 2022].

Women's Aid. (2022) *What is domestic abuse? - Women's Aid*. [online] Available at: <<https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/>> [Accessed 13 August 2022].

Wood, D., Bradshaw, S., Dickens, T., Parker-McLeod, J., Simpson, F. and Weaver, G. (2022) *Blackstone's handbook for policing students*. 16th ed. Oxford: Oxford University Press.

Yamawaki, N., Ochoa-Shipp, M., Pulsipher, C., Harlos, A. and Swindler, S. (2012) Perceptions of domestic violence: The effects of domestic violence myths, victim's relationship with her abuser, and the decision to return to her abuser. [online] *Journal of Interpersonal Violence*, 27(16), pp.3195-3212. Available at: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1031.4995&rep=rep1&type=pdf> [Accessed 23 August 2022]

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

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

Signed: Ffion Rees

Date: 07/09/22