

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

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

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

Contents

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

Task 1

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

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

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

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

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

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

ANSWER:

In this essay I will talk about anti-social behaviour (ASB) and how it heightened during certain months. I will explain about a certain anti-social behaviour incident and what steps were taken to help to reduce the amount of ASB happening in the Swansea area. I will explain and analyse how the police and other agencies tackle ASB and how effective these are at reducing the amount of ASB within the Swansea area.

Anti- social behaviour is conduct that has caused or is likely to cause harassment, alarm, or distress to any person (College of Policing, 2023). This can be categorised into three areas, personal, nuisance and environmental.

In the summer of 2023, Swansea travel decided to give free bus fare to those under the age of 16. This in theory was a fantastic idea as children could use buses to travel in and out of the city to see their friends and do activities. However, this had the opposite effect and increased the rates of ASB within Swansea.

The targeted area for ASB was the main bus stop and the surrounding streets. Children aged from 11-17 gathered in large groups of 15-20. The issues caused:

- Fighting
- Drinking
- Littering
- Causing a nuisance

In this particular incident, there were a group of 15 youths who were fighting, drinking and causing a nuisance at Swansea bus station. Throughout the course of the day, I attended three different call outs for the same incident at Swansea bus station. Each time, the youths got more complacent and were more reckless with their behaviour. On the third call which was later in the afternoon, a female aged 15 had assaulted a male in the group and was covered in blood, however on attendance they had all scattered in different directions making it difficult to locate those involved. The female was found screaming and swearing in the middle of the street. I offered several times to take her home or to a place of safety, however her verbal abuse only got worse, and she was subsequently arrested for a section 4 public order offence, this was executed under section 24 of the police and criminal evidence act (1984).

Section 4 of the public order act (1986) is an offence that involves using threatening, abusive, or insulting words or behaviour towards another person. This was suitable for the female in this incident due to her abusive and insulting words towards me. The female was given a chance due to her age and having previously dealt with her, I was aware of her life circumstances which has caused her to become heavily intoxicated, proving her to be incredibly vulnerable. The female was subsequently taken to custody which was a place of safety where she was allowed to sober up before being de-arrested and taken home by her guardian.

Another offence used frequently for ASB is Section 5 of the Public Order Act (1986) is an offence that uses threatening, abusive, or disorderly behaviour within the hearing or sight of a person likely to be caused harassment, alarm, or distress. This act was considered with the female and other youths as it was a busy summer day in the city centre with lots of families in the proximity.

The police uses problem solving approaches to tackle ASB. Problem-orientated policing (POP) is one of the main strategies used for ASB. POP uses an approach through identification of a specific problem, in this case, reoccurring ASB at Swansea bus station. By doing this, it allows thorough analysis of ASB to gain an understanding of what may be causing youths to be causing ASB in the locality. By doing this, it allows the police to develop a tailored response to tackle ASB issues which will then be assessed later on to evaluate how effective the response was in dealing with ASB.

Using POP, the SARA MODEL is also used when attending ASB. The SARA MODEL has four stages:-

- Scanning
- Analysis
- Response
- Assessment (College of Policing, 2022).

In this instance, the identified problem was ASB involving large groups of youths under the age of 18, making these individuals vulnerable. Analysing the situation showed that the cause of the constant ASB at Swansea bus station was free bus fare and the summer holidays. Youths have 6 weeks off school during the summer holidays. Consequently, these youths have no structure to their day and the lack of activities for youths in Swansea had only added to the increased ASB in the area. when responding to these ASB calls, it was important that the response. Pop and the SARA model significantly improves the efficiency of pop and reduces ASB by 33.8% (JC Hinkle et al, 2020). This being effective when approaching the youths at Swansea bus station and helped reduce further ASB and repeat victims.

Whilst using the Sara model, it must meet the CHEERS criteria (College of Policing, 2022). Using the CHEERS criteria, part of the community within Swansea was directly affected by the ongoing ASB at the bus station, this could directly affect tourism as the bus station is not only for local busses but also those who travel from airports. This could see a reduction in tourism due to the behaviour displayed by youths in the summer of 2023. Harm was directed to the public through fear, verbal abuse and their actions. The public was not only affected, in this

incident, harm was directed towards all youths involved as a fight broke out. The local community had put in complaints, and it was regularly reported by police officers in the area and PCSOs, this information was obtained and discussed with sergeants, inspectors and superintendents to put things in place to tackle ASB. These ASB events were both discrete and defined events, meaning that a discrete event is minor such as littering. A defined event such as this incident, was an assault which happened. These events were reoccurring, and a pattern emerged where the youths would attend around midday and cause ASB issues until approximately 1800hrs before leaving the local area. These events were similar due to occurring in the same area every day – Swansea bus station and the same offenders.

Using POP, the repeat offenders were caught on Body Worn Video and regularly involved with police in different areas, therefore created intelligence to help aid all officers identify individuals and provide police presence within the area.

Under section 43 of the Anti-social Behaviour, Crime and Policing act (2014), Community protection order (CPN) can be given out by an authorised person if the conduct of an individual or body is having a detrimental effect, persistent or continuing in nature, on the quality of life of those in the local community and the conduct is unreasonable (Rodgers, Z. 2023). CPNs have significantly improved ASB, and it gives the individual guidance on their behaviour as well as referrals to (Heap, V. et al, 2022).

South Wales police implemented what is known as a section 35 under the Anti-social Behaviour, Crime and Policing Act (2011) order which is a dispersal power to exclude an individual from a specific location for up to 48 hours (College of Policing, 2023). Individuals are given up to 20 minutes to leave the designated area. These were used very frequently, and in the beginning worked very well. However, after repeated individuals had them several times they started to ignore. A superintendent had authorised officers to give section 35 notices to under 18's for the duration of the summer holidays. This enabled very positive outcomes and reduced the amount of ASB in the area, making the community feel safer. Section 35's helped significantly in reducing repeat victimisation and ensured safety of those affected by their behaviour.

The neighbourhood policing team have become well known for dealing with ASB. PCSO's were a vital part of helping with ASB as they provided police presence. Overtime was also given out to officers to ensure police presence and to protect the community. This was very effective in protecting vulnerable people within the community, as they felt safer attending the city centre. Aswell as protecting those vulnerable in the community, it also protected the vulnerable youths causing ASB within the area and helped prevent further crimes from occurring.

Fiona Pilkington is a well-known ASB case whereby the police failed to safeguard and protect Fiona (Wallis L, 2010). Fiona had learning difficulties and endured 11 years of constant ASB and repeated harassment (Cameron, K.L, 2022), this study shows that vulnerabilities such as learning disabilities are frequently overlooked by many different organisations such the police force. Having said this, the police as a whole have taken actions to tackle ASB and victim focus is the biggest priority. It is important to remember that police alone cannot tackle ASB. Youth offending team practitioners, crime commissioners and directors of children's services must work together for measures to be effective (Hopkins-Burke et al, 2014).

Using the GIBBS reflective model (Ingham-Broomfield, B. 2021). As per the described incident above, my feelings throughout the incident fluctuated. Initially I was frustrated as when trying to talk to the young people involved, they did not want to listen and constantly retaliated to anything you said, a lot of them were intoxicated so their actions were .

What is positive about this incident, is the situation did calm down, however one girl was arrested due to her behaviour, and she was given many different chances. The negatives is that incidents like these have not yet been resolved, they will continue to happen until a solution is thought of. There are many difficulties when trying to tackle ASB, it is not as simple as asking them to stop as they will rebel.

These young people have no activities throughout the summer, most of them being teenagers and in that age gap where they are too old for the activities that are put on for them and too young to drive to places for activities they would want to do. I believe that ages 14-17 need

to be analysed to gain an understanding of what they need in order to reduce ASB within the Swansea area.

If I were to deal with this incident again, I would not do anything differently. I tried all aspects of my training in order to diffuse the situation at hand, however this did not make a difference due to the further 2 calls I had for the same group of youths. I believe you need to build a relationship with the youths in order to get any positives from the incident, this is not easily sought as opinions of the police are not high in all age groups. Whilst POP, SARA and applying the CHEERS test provide officers a model to follow, there are several barriers. A study found that 54% of officers found there was a lack of time/resources dedicated to problem solving (Bullock, K. et al, 2022). For future I believe officers should be given more time and resources enable effective problem solving to tackle crimes such as ASB.

I have explained all elements to dealing and tackling ASB within the local community. I have explained how a case study – Fiona Pilkington has changed policing's response to ASB and how vulnerable people are thought of and affected by ASB. Problem orientated policing has been proven at reducing ASB and repeat victimisation and is a successful tool used by the police.

TOTAL - 1905

Task 2

Choose 1 of these 5 options to answer

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

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

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

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

ANSWER:

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

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

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

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

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

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

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

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

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

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

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

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

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

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

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

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

Answer:

In this essay I will be discussing a domestic abuse, stalking and harassment incident I have attended as a response officer. I will explain what occurred throughout the incident and what challenges were faced. I will explain and discuss different strategies used for safeguarding for the victim.

I will use the National Decision Making Model (NDM) and explain how I used this to effectively respond to a domestic incident. A number of different safeguarding agencies will be explained such as, Public Protection Notice, Clare's Law, Multi-Agency Risk Assessment Conference (MARAC) and , independent domestic violence advisors (IDVAS), and why these have been used in this incident.

Domestic abuse can be a singular incident or several which involves controlling, coercive, threatening, degrading and violent behaviour (College of Policing, 2021). Domestic abuse is not limited to intimate relationships but can also be from a family member or carer. In this

incident I will talk about, it is an intimate relationship between a female (victim) and a male (subject). I will talk about the mental elements and the physical elements in this incident throughout this essay.

I have attended a domestic incident where the initial information I was given via the control room was 'Previous Domestic Assault'. Prior to attending, I had taken the time to read the information given which was an abandoned 999 call. After reading through the very little information given, I'd asked the control room to run a check on the address for any persons who live there, however this was known to be a student house.

Whilst driving to the call with my colleague, I used the NDM to think of all possible outcomes on arrival and ensure the safety of myself, my colleague, and the victim. The NDM is made up of six different elements:

- Code of ethics
- Gather information and intelligence.
- Assess threat and risk, develop a working strategy.
- Consider powers and policy.
- Identify options and contingencies.
- Take action and review what happened (College of Policing, 2013).

Due to the limited information, I did not know if the subject was to be with the victim or not. Once I had arrived at the address, I knocked the door several times and could hear lots of noise coming from inside. There was a significant time lapse and I started to think of my policing powers, I knew under section 17 of the police and criminal evidence act (1984), I had power of entry if I believed someone was in danger inside the property (College of Policing, 2018). I tried the door and opened it and was met by a female who was visually upset.

The female disclosed that her ex-partner had travelled to her address and assaulted her before leaving the address. The female disclosed several allegations, assault, stalking and harassment. Stalking and harassment involves unwanted and or unwarranted behaviour by someone towards another person. Under Section 2A Protection from Harassment Act (1997) states that contacting, attempting to contact a person by any means amounts to stalking

(GOV, 2022). I activated my Body Worn Camera (BWV) as this would be the first disclosure of the incident and as per the policy, BWV is to be activated at all domestic incidents (South Wales Police, 2023).

Using the NDM, I gathered all information and intelligence surrounding the reported incident. The victim had explained a lengthy history of domestic abuse between her and her ex-partner, none of which were reported to the police. The relationship had ended a few months ago and she had decided to move house in Swansea so that he would not know where she lived. However, this only resulted in her ex partners actions increasing. She disclosed that there had been several incidents where he had hit her, she had photos of the injuries caused.

He had found her new address and started sending unwanted text messages, messages on social media and letters before he attended her new address. She disclosed, 3 months ago she was walking home from a night out on her own when she was pushed into a side street where her ex-partner has held a knife to her face. He began threatening her before cutting her face with a knife. She explained how frightened she was and was visibly shaking whilst describing all events to me.

I had gathered information about the subject. I used intelligence given by the victim to find the subject. The male the male a few hours later was arrested for domestic assault which comes under section 18 offences against a person act (1861) and harassment protection from harassment act section 2A (1997). The arrest was executed under Section 24 of the Police and Criminal Evidence Act (1984). In order to use this power an officer must have reasonable grounds for believing that the person arrest is necessary and the persons involvement, suspected involvement, or attempted involvement in the commission of the criminal offence (College of policing, 2022).

At the time of arrest, I considered my police powers, under section 19 of the Police and Criminal Evidence Act (1984) allows a police officer to seize items in relation to the offence. Therefore, when the subject was arrested, his mobile phone was seized due to it playing a part in the investigation. The mobile phone was then downloaded for any evidence which related to the offences which could help prove or negate the offence. This helped gather very

little evidence, however showed conversations on WhatsApp and locations he was in Swansea via the global positioning system (GPS) on the photos.

After interview, the risk to the victim was assessed and bail conditions were used for the subject in order to support the positive action of arrest, meanwhile promoting further protection of the victim (college of policing, 2018). Due to the concerns of stalking and harassment, bail conditions were used upon the subjects' release from custody. The victim was updated of the bail conditions, and it was explained that if he broke any of the conditions she was to alert police.

The police in 2020 recorded 758,941 domestic abuse related crimes in England and Wales, which was a 9% increase when compared to 2019 (stripe, 2020). This shows that the rate of domestic incidents are increasing year by year, the conviction rate in this study was 78%, however this was limited due to it not stating how many of the recorded domestic abuse crimes were sent to the criminal prosecution services (Stripe, 2020). There are many reasons for this and victims withdrawing complaints play a big part, like this incident. It is shown that many victims worry about future repercussions, a return of abuse and little support (Birdsall N et al, 2022)

It was important to offer the victim the support she needed and to further safeguard her currently and for the future. Using the NDM, I acted, and a Public Protection Notification (PPN) was discussed and accepted by the victim. A PPN is a document completed by police for safeguarding concerns about an adult or child. PPNS are shared with partner agencies to inform a multi-agency response (HMICFRS, 2023). This allows other agencies to get in contact with the victim to provide her with support, this can be with mental health, housing, childcare and many more. This was beneficial for the victim as she needed mental health support as she was very shaken up and housing (College of Policing, 2015).

A MARAC referral was completed after the first point of contact with the consent of the victim. This information shared between local police, health, child protection, housing practitioners and IDVAS. Interventions by MARAC have had a 60% rate of no further violence reported by domestic abuse victims (College of policing, 2018).

The victim was given an IDVA for her mental health. She disclosed that she was too afraid to leave the house and had recently put a lock on her bedroom door as well as CCTV around the house. IDVA follows six different mechanisms:

1. Stability and security
2. Receptive to alternative viewpoints
3. Empathy
4. Self-efficacy
5. Honesty and trust
6. Motivation to change (Ross, J. et al, 2022)

Clare's law is also known as the Domestic Violence Disclosure Scheme (DVDS). This enables the police to disclose information to a victim or potential victim of domestic abuse about their partners or ex-partners previous domestic violence (Fitz-Gibbon K et al, 2016). Clare's law was introduced in 2014 due to an incident where Clare Wood was murdered by her ex-partner George Appleton. Wood had made countless complaints to the police about Appleton being abusive on several occasions, however this was not taken seriously which ultimately led to her murder in 2009 (Duggan M et al, 2018). In March 2020, 8591 right to know applications were applied for within England and Wales, with 4479 (62%) resulting in disclosures of domestic abuse (Gov, 2024). Using Clare's law can be highly effective for those who have concerns surrounding their current partners behaviours and or actions. Clare's Law can play a key part in safeguarding future victims in new relationships.

Domestic violence protection notices (DVPN) and Domestic violence protection orders (DVPO) provides short term protection for the victim following a domestic incident (College of policing, 2015). In this incident, this was not used due to the subject was not living with the victim and lived several miles away. However, if they were to be living together this would have been considered. To add, the victim was also rehoused after his release.

After 2 weeks of dealing with this complex incident, the victim had decided to withdraw her complaint and wished for no further police action to be taken. All agencies involved were in constant contact with the victim, however shortly after she decided this, she refused to

answer calls which warranted a house visit. The seriousness of the offences were explained however she became increasingly distressed and stated that the investigation was causing her more upset as she did not want to, 'ruin his life'. With domestic incidents, withdrawals of complaints are usually within the first 5 days of the investigation (Barrow-Grint. K, 2016).

Using the Bortons reflective model, I will reflect upon this incident. The first part of the Bortons reflective model is 'what?' (Woodward, 2021). I have explained the domestic incident above.

The second part, 'So what?'. This incident was complex in nature due to how the victim's attitude and feelings changed throughout which made it difficult for police to carry out their actions. I believe that I did everything I possibly could in order to safeguard and support the female throughout this process. I learnt a lot about different organisations who are involved in the process by speaking with different teams and finding out exactly what they do and how they support domestic abuse victims. The issues that came from this incident was the victim withdrawing her complaint. This made it difficult due to the amount of evidence that was not shared with police which would have made a victimless prosecution stronger. Due to the victims' feelings towards a victimless prosecutions, meetings were held, and it was decided that this particular incident would receive no further action due to amount of distress it was causing the female.

The final part, 'Now what?'. In the future, I will ensure to get all information as soon as possible. I have learnt that every domestic is different, however this should not affect a police officer officers' attitude when dealing with these incidents. I have learnt that there are a lot of opinions surrounding domestic abuse incidents and that each victim reacts differently, but their feelings and emotions should be expressed not shut down. I have learnt to keep my own feelings to myself which will enable me to not get emotionally involved due to experiences I have been through. It is important to always support the victim's decisions even if I believe it is the wrong decision. Throughout this incident I experienced emotions such as hopelessness, frustration due to the victim withdrawing their complaint, this is common for police officers as there is only so much, we can do to help and support the victim and to stay positive that there would be a positive conviction (Horwitz et al, 2022).

In conclusion to this essay, I believe I did everything possible in order to safeguard the victim. The challenges that arose during this incident was the lack of communication from the victim, which made it very difficult to gather all the information needed. Due to the victim being so young, it was hard to explain the seriousness of the offences that had been committed by her ex-partner and how dangerous he was. A victimless lead prosecution was considered, however due to the lack of evidence provided by the victim and the amount of distress the victim was displaying, my inspector, Sargent, IDVA after much deliberation decided that 'No further action' would be best.

TOTAL: 2153

Authentication signature: M.Evans

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

Signed: M.Evans

Date: 05.02.2024

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.

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