



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

Learner name: _____ DYLAN HUGHES _____

**Learner's University Registration Number:
_____ 2029428 _____**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please see the Candidate Handbook for further guidance. The

University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

Contents

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

Task 1

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

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

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

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

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

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

ANSWER:

In this assignment I will be providing an overview and analysis of a policing incident in which I played a significant role in providing a policing service to a victim, in which the incident included cultural, ethnic and language issues. I will be discussing my role as a Police Constable with victims as well as how the police can tackle the issues of repeat victimisation and repeat offending.

The incident that I will be discussing is one that is classified as a hate crime. "Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity" (CPS, 2022). In this incident, the hostility and prejudice was directed towards the victims race. Officers attended the initial call which occurred at approximately 2300 hours to a report of two males aggressively shouting abuse outside the victims home address. On arrival it became clear that the address was above a kebab shop, no persons were in the area however there was broken glass on the floor outside the property. On speaking to the victims, it appears the perpetrators believed the owners of the takeaway lived in the flat above despite it being rented out. This was established due to them shouting words similar to "FUCK OFF BACK TO TURKEY!". The glass on the floor was from the flat window which had been smashed by a brick one of the males had thrown. On review of the CCTV footage from the takeaway, the males were identified as two males from the local area who earlier that evening were refused service due to their aggressive behaviour.

The decision was made by myself and my colleague to conduct arrest enquiries for the males for the offence of criminal damage. Criminal damage is defined as when “A person who without lawful excuse destroys or damages any property belonging to another, intending to destroy or damage any such property, or being reckless as to whether any such property would be destroyed or damaged” (CPS, 2022). We had reasonable grounds for believing the subjects arrest was necessary and proportionate with the necessities being a need for a prompt and effective investigation as well as preventing any further damage.

There were two victims as a result of this incident, the owner of the property as the primary, and the tenant as the secondary. The tenant, although effected by the crime will not be the point of interest in this assignment. They were safeguarded by being conveyed to a secondary address until the property was repaired.

As the victim of the criminal damage and the subjects of the hate related abuse, the property owner will be the point of interest when discussing my approach to victim support and South Wales Police policies.

The victim had a limited understanding and ability to speak English. Usually given these circumstances, South Wales Police have a translation service available through an organisation named LanguageLine. LanguageLine Solutions is an interpreting service with the ability to do over 200 languages, 24 hours a day, 365 days a year (LanguageLine Solutions, 2020). The company are the largest over the phone translation service and are exclusively used by South Wales Police for over the phone translation services. The interpreter is not an employee of the police and they are used in order to provide victims with the same comprehensive service available to those without a language barrier. Measures are also put in place to ensure that the same interpreter is not used for the victim and subject of the same incident which is important in order to provide an impartial service.

On this occasion however the victim had brought his son who assisted with running the takeaway. The victims son was able to provide the bridge between officers and victim to ensure the victim was fully able to understand the policing processes and how the incident would now be managed.

When dealing with the victim it is important to ensure the Code of Practice for Victims of Crime in England and Wales is adhered to (gov.uk, 2021). There are 12 Victims Codes to consider but not all apply to every victim; these are as follows:

1. To be able to understand and be understood.
2. To have the details of the crime recorded without unjustified delay.
3. To be provided with information when reporting the crime.
4. To be referred to services that support the victims and have services and support tailored to their needs.
5. To be provided with information about compensation.
6. To be provided with information about the investigation and prosecution.
7. To make a victim personal statement.
8. To be given information about the trial, trial process, and their role as a witness.
9. To be given information about the outcome of the case and any appeals.

10. To be paid expenses and have property returned.
11. To be given information about the offender following a conviction.
12. To make a complaint about their rights not being met.

During my time with the victim, the relevant victims codes that I had to ensure were followed were 1, 2, 4, 7, and 12. Number 1 of the victim code was addressed through offering the use of Language Line but instead the use of the victim's son to allow the victim a full understanding of police processes and was able to express himself fully throughout our interaction.

The second victims code was adhered to by officers attending the incident as an emergency response before then progressing the investigation as promptly and effectively as possible by obtaining CCTV footage and conducting arrest enquiries.

To ensure compliance with section 4 of the victims code there were many considerations to be made. To begin with a Public Protection Notification (PPN) was completed due to a victim of a hate crime being classified as a vulnerable person. A PPN is an information sharing document which allows officers to record safeguarding concerns when identified (South Wales Police, 2021). Officers input a PPN with details of the incident and what they or the victim believe could be beneficial in the support of the victim. In relation to this incident specifically, this can be done by the PPN being shared with the local council in order to make them aware of potential community tensions, hate crime support organisations and charities or even with the victim's GP if they suffer with poor mental health and the potential impacts of the incident being traumatic.

As per section 7 of the victims code, the victim is able to make a Victim Personal Statement. There is a distinct difference between this and the regular victim statement. The victim statement details the events of the incident whilst the Victim Personal Statement allows the victim to specifically detail how the incident has and may affect them on both a physical and psychological level. This was something that the victim was actively seeking to do however, as was the issue with the victim statement, an official interpreter was required to be present. The victim statement was arranged to take place the following morning at 0900 hours, the interpreter's first availability. The victim personal statement was therefore arranged to be complete directly after this. The victim wished to include details of how the incident might affect his business and his mental health.

Section 12 of the victims code was completed by conversing at the end of my interaction with the victim in which I ensured that he was content with the actions that had been completed by that point and was also happy with the plans to progress the investigation. Before leaving to continue the progression of the case, I allowed time in the case that there were any further questions or concerns that he potentially had. I explained that officers would update him with any progress made and would also be in contact in the morning in relation to the statements however he was able to contact police on 101 or 999 depending on the reasoning.

To look at the appropriateness in the approaches of supporting victims of hate crime, the severity of the issue must first be understood. According to Statista (2022), England and Wales have seen a substantial increase in hate crimes rising from approximately 81,800 in 2012/13 to 124,091 in 2020/21.

There are those who hypothesize that this increase relates to specific incidents (BBC, 2017). It has been noted that there have been spikes in racial hate crimes after events such as the EU referendum and the Manchester Arena terror attacks. Despite statistics evidencing these spikes, there are some who would argue that the increase is primarily due to an increase in reporting. Toby Young (2019) states that due to a review completed by the Home Office in 2014, people are being more well-educated on what classes as a hate crime and how to report it and seek support for it.

Stop Hate UK is an organisation which is currently leading the support and educational fronts of hate crime (Stop Hate UK, N.D.). It offers various different victim services which are put in place to aid a victim in both reporting a crime and victim support. It also offers training and education services in order to assist other organisations with awareness of hate crime and how to tackle the issue. It is commonly ingrained in an organisations culture through unconscious bias, Stop Hate UK believes their educational courses can address these matters, supporting the review by the Home Office previously mentioned. Due to the above educational and support alterations, there is no tangible method to decipher whether there has been a genuine increase in hate crime however it is apparent that over recent years, victim focus has increased and improved.

In terms of what the criminal justice system is doing to reduce repeat offending and victimisation, according to available evidence, there are both long term and short-term solutions. Looking first at the short-term solution of reducing repeat victimisation, this can be tackled by a form of policing known as hot-spot policing. According to a study conducted by David Weisburd and Cody Telep (2014) hot-spot policing uses deterrence as a key principle to reduce crime, this method has proven to be successful. Despite its proven success, the reason for its short term application is due to its resource intensive requirement of police patrols. In order to reduce hate crime most effectively, the primary aim should be to reduce repeat offending. According to an article by Patrick Howse (2014), a study was conducted looking at the effects of prisoners who complete educational courses before being released. It found that only 19% reoffended within a year of release compared to 26% in prisoners who completed no educational course. This is further supported by a review completed by Gov.scot (2015) which found that rehabilitative interventions and cognitive-behavioural programmes provided the strongest evidence base for reducing reoffending.

In terms of my incident, I believe that I dealt with it as best I could with the resources available at the time. Based on the available evidence, it is of my view that any crimes relating to repeat victimisation and offending, especially those of a hate crime nature, the goal should be long term solutions as it is the only way to properly tackle the issues.

Word count: 1,911

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:

In this assignment I will be providing an overview and analysis of a policing incident in which I played a significant role in the development of strategies for effective policing relating to a challenging domestic abuse incident. I will be discussing my role as a Police Constable having to deal with domestic abuse on a regular basis and how it is currently being tackled by both police and supporting organisations.

The incident I will be discussing was one of domestic abuse between a mother as the victim and her son as the perpetrator. The reason that this incident was complex in nature is due to the domestic abuse at the time being an ongoing issue in which the victim did not want to support police action. On this occasion the perpetrator had assaulted the victim by punching her and throwing her against the walls with the intention of taking her car keys from her. Based on the available information the decision was made to conduct arrest enquiries for the perpetrator without victim support with the intention of a victimless prosecution, the offence being robbery. Defined under the theft act 1969 "A person is guilty of robbery if he steals, and immediately before or at the time of doing so, and in order to do so, he uses force on any person or puts or seeks to put any person in fear of being then and there subjected to force" (legislation.gov.uk, N.D.). We had reasonable grounds for believing the subjects arrest was necessary and proportionate with the necessities

being a need for a prompt and effective investigation as well as preventing any further physical injury and protecting a vulnerable person.

To understand the strategies and policies used by police to tackle domestic abuse, the issue must first be understood, specifically domestic abuse of a child against a parent. "Domestic abuse, or domestic violence, is defined across Government as any incident of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members, regardless of their gender or sexuality." (Kate Brown, 2021). According to the organisation Parental Education Growth Support (2021), child to parent abuse is the most misunderstood form of domestic abuse. They state that this is due to misconceptions and misunderstandings which stem from a concentration in education and support for those who suffer from intimate partner abuse. The work completed by them recognises that parents are often victims of emotional and psychological abuse, physical abuse, and financial abuse. The organisation Reducing the Risk (2020) conclude that parents often find it difficult admitting to themselves that they are victims of abuse from their child which results in a lack of reporting to police. They state that this is due to a sense of shame and disappointment cumulating in the result of the parent persuading themselves that the child's behaviour is normal.

These issues are something that showed to be true in my specific incident. As previously mentioned the victim had been suffering the abuse for a prolonged period of time. Despite police efforts, due to her lack of support in police action, safeguarding options were limited. South Wales Police have a positive action policy on all domestic related incidents. This is to ensure to proper safeguarding of all victims in the hope of reducing overall domestic rates. According to Bryant and Bryant (2021) a crime survey which was completed in the police force areas of England and Wales estimated that between April 2018 and March 2019 that approximately 1.6 million women and 786,000 men in the age range of 16 and 59 years old experienced a form of domestic abuse. This statistic demonstrates the paramount importance of completing effective positive action. Positive action is dependent on the severity of the incident, using the national decision making model to assess the threat, risk and harm.

The National Decision Making Model was created in order to be applicable for all situations and personnel (College of Policing, 2014). The model was created in order for officers dealing with any incident are able to do so with the ability to create a structured rationale in the decisions being made. There are five main components which create the National Decision Making Model:

- Gather information and intelligence: previous intelligence must be considered alongside the consideration of what other information is required to be gathered
- Assess threat and risk and develop a working strategy: the level of risk and type of threats must be assessed with the information and intelligence that has been gathered in order to best control the incident and keep all involved safe from injury
- Consider powers and policy: powers and policies available to officers must be considered and adhered to in order to ensure processes are properly completed

- Identify options and contingencies: a variety of options must be considered with the most effective and efficient one being acted upon but the availability of contingencies in case there is a situational change
- Take action and review what happened: once the incident has been dealt with it must be reviewed to ensure the code of ethics was adhered to and to allow for potential learning opportunities

These elements are all underpinned by the code of ethics. This ensures that all policing decisions are ethical and remain in line with the principles and standards of behaviour set out in the code. The code of ethics is split into two primary sections, these are the policing principles and the standards of professional behaviour.

Policing principles:

- Accountability
- Fairness
- Honesty
- Integrity
- Leadership
- Objectivity
- Openness
- Respect
- Selflessness

Standards of professional behaviour:

- Honesty and integrity
- Authority, respect and courtesy
- Equality and diversity
- Use of force
- Orders and instructions
- Duties and responsibilities
- Confidentiality
- Fitness for work
- Conduct
- Challenging and reporting improper behaviour

Whilst dealing with an incident and using the National Decision Making Model it is imperative to have consideration as to whether actions being taken are in line with the code of ethics. This should allow for police behaviour and services provided to the public to be professional and positive leading to an increase in public relations.

The National Decision Making Model allows officers to take varying levels of actions depending on the severity of the situation and the risk identified between those involved. In the case of a child and parent, an example of a low risk incident in which positive action

is required could be that following a verbal argument the child has caused damage to a table within the property. However the child is of a situation in which the parents are separated in which case, where there is no complaint forthcoming, the child can be conveyed to the other parents address allowing the situation to deescalate and safeguard both parties. In the incident being discussed for this assignment, it was classed as a high risk domestic related incident. The only available option of positive action for this was to arrest the subject due to the severity of the incident, both persons living in the same address, and the mother being a repeat victim of the son.

The immediate safeguarding strategy of the victim was to conduct regular welfare checks and patrols alongside with urgent arrest enquiries. Once arrested, further strategies were put in place to ensure the safeguarding of the victim. This took place in the form of a revisit to the victim relating to supporting prosecution and further discussions of available support. When doing this, it was myself who took primacy and it was my first time having proper engagement with the victim as it was previously other officers. The most noticeable section of the initial interaction was the victims gratitude towards officers for arresting her son as she felt that it meant she was temporarily safe. This caused me to question as to why she had persistently refused to support prosecution. She explained how her primary concerns were facing her son in court and also the repercussions if he was not charged. My first strategy that I explained to her was the availability of special measures when attending court. The Youth Justice and Criminal Evidence Act 1999 introduced a range of measures available for use by victims and witnesses who need assistance in providing evidence (CPS, 2022). The most commonly used are a screen which allows the person providing evidence to be shielded from the defendant, and a live link allowing the person providing evidence not to be in the court room at the time. Once this was discussed in detail, the victim agreed for the first time to provide a positive supporting statement.

The second strategy was to fully explain a Public Protection Notification (PPN) to the victim with the same successful approach done with special measures. A PPN is an information sharing document which allows officers to record safeguarding concerns when identified (South Wales Police, 2021). Officers input a PPN with details of the incident and what they or the victim believe could be beneficial in the support of the victim and it is completed after every domestic incident. Specific to PPNs submitted as a result of a domestic incident, a Domestic Abuse, Stalking and Honour Based Violence risk identification questionnaire is complete. The Public Protection Notification and Domestic Abuse, Stalking and Honour Based Violence risk identification questionnaire are completed as a tool to assist what is known as a Multi Agency Risk Assessment Conference. "A Multi Agency Risk Assessment Conference is a meeting where information is shared on the highest risk domestic abuse cases between representatives of local police, health, child protection, housing practitioners, Independent Domestic Violence Advisors, probation and other specialists from the statutory and voluntary sectors" (Safe Lives, 2014). The reason for the multi-agency method is to ensure a full and comprehensive approach to safeguarding as no one agency is able to cover each aspect required to provide the necessary support and services. Statistics evidence the approach to be an effective model for tackling domestic abuse with up to 60% of victims who are given this assistance since its conception reporting no further violence.

I was aware that previously the victim had not consented to police sharing the details of the PPN however when conversing with the victim it became apparent that due to her not wanting to support prosecution in the past she had not previously paid attention to what a PPN was and how it would be able to support her. Once the explanation was complete the victim was positively engaging and wanting to actively seek assistance from the organisations and charities who would be able to assist her.

The outcome of this incident was the perpetrator was remanded in custody until being sentenced to a 2 year custodial. I was informed by the officer in case that this was as a direct result of my victim care and approach. In terms of my role, I followed policies and procedures as directed by South Wales Police and implemented strategies that have been proven to be successful; as such I would not alter my approach if I was able to deal with this incident a second time. Whilst conducting community engagement approximately one month later, I encountered the victim who stated the organisations who made contact with her as a direct result of the PPN had been extremely helpful and she planned to continue actively engaging with them.

Word count: 1,915

Authentication signature:

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

Signed:  **Dylan Hughes**

Date: 31/10/2022

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.

Task 1:

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