



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

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: Nicholas Morris_____

Learner's University Registration Number:
2134372 _____

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 role 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:

This essay will discuss and compare the coping strategies utilised in the initial 6 months of training to develop resilience and reduce stress. It will be structured using the Borton Reflective Model (Borton, 1970). Bortons reflective model is a reflective tool and I will therefore discuss the strategies used under the headings of; "What", "When" and "How". During the "What" part of the model I will discuss stress and resilience and how these impact the role of an officer. The "When" stage shall outline what strategies were used. The "How" part shall compare and assess the strategies, identify the advantages and disadvantages and asses their success for managing stress and building resilience.

Firstly, I shall address the "What" part of the model and define stress and resilience and how these relate to the role of a Police Officer. Stress can affect people in many different ways and can have effects on many parts of an individual's life. Mental Health UK describe stress as "our body's response to pressure that manifests itself in many different ways. It's the feeling of being overwhelmed and finding it hard to cope emotionally or mentally" (Mental Health UK, 2023). There can also be both physical and psychological effects from stress therefore its management is crucial as stress is a natural reaction to unfolding events. "Stress is defined as a physiological or biological response to a stressor." (Suter J, 2017). Police officers experience a high level of stress both physically, emotionally and mentally through the demanding duties of the role. They experience high levels of trauma, are exposed to emotionally demanding situations and the 24hour nature of the role disrupts sleep patterns and family/social life. Therefore, the development of strategies to manage stress is vitally important.

Resilience can be broken down into many categories however I will focus on the two I feel are most relatable to officers, mental and physical. It is a mentally and physically challenging role and requires high levels of resilience. A study by the Police Federation of 17,000 Officers reported "66% of those reported a psychological or mental health issue which they felt was a direct result of police work" (Police Federation, 2019) and "21% of police officers who responded reported symptoms consistent with PTSD or the more severe Complex PTSD (CPTSD)" (Police Federation, 2019). This highlights the importance of coping strategies, support networks and the importance to build and manage resilience. "Mental resilience refers to a person's ability to adapt to change and uncertainty.

People who possess this type of resilience are flexible and calm during times of crisis” (Cherry K, 2022). Remaining calm in these situations is essential as decisions made by officers in these situations must be informed, have regard to all the information and be made using a logical and informed process. Physical resilience is described as “how the body deals with change and recovers from physical demands, illnesses, and injuries. Research suggests that this type of resilience plays an important role in health” (Cherry K, 2022). This type of resilience is important as the work undertaken, combined with the irregular working shift pattern, requires officers to be able to deal with large physical demands; while also being able to think clearly, make informed decisions and remain calm while in physically demanding situations.

I will now address the “When” part of the model to discuss the strategies used. Firstly, I used walking in nature. Nature is known to reduce stress levels, enhance calmness and have great advantages for mental health due to the associated escapism and detachment. As supported by Harvard Health “Exercise is play and recreation; when your body is busy, your mind will be distracted from the worries of daily life and will be free to think creatively.” (Harvard Health Publishing, July 2020). There were many demands during the initial training from learning high volumes of complex information, exams and financial pressures. Therefore, the ability to remove yourself away from these pressures was crucial. As the Mental Health Foundation highlights “Nature can generate a multitude of positive emotions, such as calmness, joy, creativity and can facilitate concentration.” (Mental Health Foundation, 2021).

The second strategy used was mountain biking and although similar to the first strategy it provides many different elements to manage resilience. This is a sport which involves intense cardio exercise, provides a rush of adrenaline and is both mentally calming and physically tiring. “Mountain biking releases endorphins, a feel-good chemical produced by the body after a workout. These chemicals help prevent depression and anxiety.” (Cyclingspin, 2023). I have ridden bikes since a child and progressed through to competing nationally. This forms a large part of my stress and resilience management. However, it is an inherently dangerous sport and due to the injuries regularly sustained, the ability to return to the sport after these injuries builds high levels of resilience. “Research conducted by the National Interscholastic Cycling Association (NICA) shows that regular mountain biking participants develop higher self-esteem and resilience.” (Cyclingspin, 2023). This heightened resilience from facing fears following injury filters through to other aspects of life such as learning or completing demanding tasks. Mountain biking has also found to “improve your memory and creativity. Exercise promotes the development of new brain cells, called hippocampus. This part of the brain is responsible for memory and learning.” (Cyclingspin, 2023).

These are the two main methods used for managing stress and resilience. The advantages of walking in nature are the mental health benefits and the reduction of stress through spending time in nature. It provides a space to be calm and unwind. This is essential for being calm and making clear decisions as an officer. The disadvantage of this strategy is that it is not as accessible as other activities such as reading and requires more time investment to achieve results, which can be difficult when working a shift pattern. The advantages for mountain biking are the increased physical fitness gained due to its physicality and the building of resilience through sustaining injury’s and returning to the sport. This summer in a mountain biking accident I broke my neck. This built great resilience through recovery and physio treatment to return to the sport and also begin officer training

with a broken neck. However, this is also a disadvantage to the strategy as its inherent element of risk increases the chance of physical injury. This is a negative factor as it could potentially place additional stress on myself if I was to get injured and not be able to perform fully the role of an officer

Word count: 1091

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.

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

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

ANSWER:

Within policing conflict takes many forms and is caused by many factors. Police presence alone may increase conflict, emotional reactions to situations may be expressed in a confrontational manner or there may be impacting factors that led to conflict, such as mental health or alcohol. The conflict may be intentional or unintentional, however, must be managed by officers in line with policies and procedures outlined in the framework of policing. In this essay I shall be using an incident I attended to discuss how the conflict was managed. The incident will be described, with personal details removed for data protection, and critically assessed, addressing social and legislative contexts and any cultural, ethnicity or language factors. I shall then consider how effective the use of communication was during the incident and reflect using the Gibbs model (Gibbs, 1988). Academic models shall then be critically evaluated for managing conflict during police intervention.

I will begin by describing the incident which will be used as the subject for this essay. There was a report of an intoxicated young female trying to get into vehicles. The female was reported to of been walking in the road, nearly being hit by cars, and being abusive to members of the public. A description was provided by the reporting person. Upon attending the location, a female was sat at the side of the road matching the description. As we engaged with the female she became increasing aggressive toward officers and members of the public, resisting detention and shouting obscene words loudly in the street. She then begun to hit her head on a fence. The female was arrested for being drunk and disorderly and taken to custody. During her detention she was marked as level 3 so required monitoring by officers due to her admission of mental health treatment for being bipolar and self-harm.

When placed into her cell the female begun to hit her head on the concrete floor, so was restrained for her own welfare. Her aggression increased and she became violent towards

officers. The female was handcuffed, fast strapped and put on a rubber mat to protect her from injury. The female needed to calm down and whilst she was restrained, I engaged her in a conversation. A rapport was built with the female and her aggression subsided becoming calmer and not resisting. I began to use verbal communication with the female to understand why she was so aggressive. She disclosed medical conditions and personal information regarding her social and home life which contributes to this, alongside the consumption of alcohol.

Alcohol is an impact factor in many incidents involving violence. “70% of violent incidents which took place in a public space were alcohol-related” (ONS, 2015). This is due to alcohol affecting the areas of the brain which control your judgement, decision making, reaction time, co-ordination and after consuming over 8-9 units will cause speech to be slurred; resulting in the individual becoming reckless and uninhibited, potentially acting out of character or in a violent manner (NHS, 2022).

The offence committed was public order, specifically Drunk and Disorderly (section 91(1) Criminal Justice Act 1967). The three points to prove for this offence are while in a public place, whilst drunk and behaved disorderly (Legislation Gov, no date). The female was intoxicated in a public place, trying to enter vehicles, walking in the main road, shouting and swearing which was disorderly behaviour. This constitutes the offence, and she was therefore arrested. Due to the females aggression, she was restrained using handcuffs and fast straps. This used S117 PACE allowing officers power to use reasonable force if required, and necessary, to do so without the consent of the individual (Legislation Gov, no date). The JPLANE model was used to ensure the force was justified, proportionate, legal, accountable, necessary and ethical. The force was used to safeguard herself and officers from further harm.

There were no language or ethnicity contexts for this incident.

Communication was essential to prevent the situation escalating, therefore the “LEAPS” (Amador, X.F, 2020) strategy was utilized. LEAPS model stands for Listen, Empathise, Agree and Partner. Officers must consider how they interact with people with communication difficulties, such as intoxication or mental health, being aware that the presence, attitudes and demeanour of the police could increase a confrontational response; as the model Batari Box identifies that my behaviours directly influences the behaviour of the individual I am interacting with (Changing Minds, 2023). Verbal communication is not only what words you choose but also how you say them, the tone used and there delivery and interpretation. They are reinforced with non-verbal communication such as facial expressions (Skillsyouneed, 2023). The female was impaired through intoxication, had mental health conditions and was in distress over having nowhere to live after an argument with her sister. Therefore, clear and concise language was essential, asking for clarification and asking open ended questions to understand the background to this situation. Non-verbal communication was used to ensure the female felt unthreatened and comfortable to disclose any information to us. Non-verbal communication is how your communication is portrayed using body language. Calm movements as opposed to fast hand gestures which could be interpreted as threatening; body stance, standing over someone could be seen as aggressive whereas being at their level is less aggressive; and the tone of voice remaining calm (Skillsyouneed, 2023). Due to her vulnerability of limited family support, alcohol dependency, mental health, and increasing frustration; assuming an unaggressive neutral stance was essential to

engage, build rapport and lower her aggression. The third communication skill used was active listening. The Collage of Policing state this as

“a system of opening and maintaining communications using empathy, listening and body language...Active listening should be used throughout an encounter. Being open to what a person is saying helps to build rapport, which could help reduce tension” (Collage of policing, January 2020).

LEAPS helped to build a rapport, allowing understanding to be gained of the females circumstances, which allowed support to be provided for her mental health, alcohol dependency and support with living arrangements.

I shall critically assess this incident using the Gibbs Reflective model (Gibbs, 1988)

As the female became aggressive there were several types of communication styles used. Firstly, LEAPS and verbal communication were used, whilst considering my non-verbal behaviour, allowing a rapport to be formed. Once formed she disclosed her mental health, alcohol dependency, issues with her family and her struggle finding a permanent place to live. I was monitoring her non-verbal behaviours for further signs of aggression. However, active listening was still essential to engage with her, along with a calm tone to lower her aggression. Due to the rapport built with the female we begun to have a conversation about her life and things she enjoyed doing. At this point she was calm, and I agreed with her the restraints would be removed when her behaviour reached an acceptable level.

I felt concerned for the female due to her mental health and disclosure of her home life issues, but I was calm. My previous experience being a Community Support Officer meant I had previous experience of people in this situation, enabling me to remain calm. This allowed me to recognise her vulnerability to understand if support could be provided for her when she left custody. I believed that she could redirect her life away from its current destructive path with support. I feel the rapport built at the start was valuable when she became aggressive in custody and had to be restrained to prevent her harming herself and officers. I was conscious to only state things to her which I could fulfil as stated. This reinforced the rapport with the female and built a level of trust.

I had a substantial involvement with the detention of the female from initial contact, arrest and to custody detention. I feel that the incident was dealt with well and a good rapport as built with her. This led to the effective de-escalation of her aggression when she was being restrained in custody. I feel by being upfront and honest with her and doing the things stated in the timeframe stated helped begin to build a level of trust between myself and her. Improvements could be made following her release from custody by ensuring agencies contacted her to provide any support opportunities available to her. Also, during the call ensuring she was not near any objects which she could use to harm herself.

I feel the incident went well due to the high level of communication used and the rapport I built. Although her levels of frustration grew, ultimately, they were lowered and de-escalated for all restraints to be removed from myself using good communication strategies. I deescalated her aggression enough to have a calm conversation about her favourite TV show. I maintained a calm manner throughout and always ensured the communication was building a positive trust. The trust was further reinforced to her by releasing some restraint when she was calm and only using restraint, when necessary, which was explained to her

at the time. If I were to respond in an aggressive manner, like her own, then the aggression would have been further increased, no rapport or trust would have been built and no de-escalation would have occurred, as demonstrated by the model Betari's Box (COP, January 2020). This would not have led to a positive outcome.

I have learnt that a high level of communication, including active listening, with people being arrested or detained is essential for future incidents as building a rapport at the initial contact will reduce their frustrations and possible aggression. In relation to this incident if I had not built a rapport then the outcome of a calm detainee in custody would not have been achieved. However, due to her aggression rising and being de-escalated by good communication and a calm demeanour this reinforces the importance of LEAPS, active listening, rapport building and the Betari's box model.

In future I will be more conscious of detainee self-harm whilst in police detention. Going forwards I will always ensure that there are no items or structures near the detainee which they could use for self-harm. I will also consider further restraint when in the van to prevent further self-harm being caused.

Academic Models

There are two academic models which can be applied to this situation, Betari Box and the Drama Triangle. "Betari box" is a circular model which identifies how behaviour and attitude are linked between interacting people. It demonstrates how my attitude affects my behaviour which then affects another person's attitude and then returns to affect my attitude (Changing Minds, 2023). Attitude includes behavioural displays such as smiles, tone of voice or the use of certain words, non-verbal and body language signals. Behaviour relates to our physical actions and how we deal with the situation. The Betari model identifies that to stop the continuous cycle affecting each other's behaviours the attitude or behaviour of one person must change. In conflict management this could be the officer remaining at a very calm level and therefore not reflecting the aggression received back to the individual, therefore breaking the cycle. The advantage of this model in a conflict situation is that it is adaptable, and the officer has full control of this model. Also, the model can be easily and quickly implemented requiring only a basic knowledge to successfully use. The disadvantage is that it doesn't consider influencing external factors, such as other members of an aggressive group, near the person being dealt with. Due to its simplicity the model also has no consideration for impact factors such as mental health, drug or alcohol use; as these impact factors can contribute greatly to how an aggressive person is dealt with in a conflict situation. Therefore, the Betari model cannot be the only model used during conflict and must be combined with other approaches which consider external factors.

The second model focused on interaction during conflict is the "Drama Triangle" (Karpman, 1968). In this model there are three main elements. The victim (victim), the person who requires assistance, support and has suffered in some way. They feel victimised, helpless and powerless. They require the services of the rescuer. They may not be a genuine victim but may only believe themselves to be. The Persecutor (subject or perpetrator), this person is controlling, blaming and acting maliciously towards another. In a Police incident this would be the person who has committed the offence or is causing the conflict towards others. The rescuer (Police), they focus on helping the victim and solving the problems for the victim and act selflessly trying to help the victim and not themselves. In a Police incident this is through the conviction or detention of the persecutor. (Johnson, 2021).

The three parts of the “drama triangle” do fit well within the Police structure. However, there are more stakeholders in a police incident and therefore this model’s disadvantage is that not all the people involved in the incident can be placed inside the model. The advantage to the model is that it allows for a logical and systematic identification of which persons fit where within the incident being dealt with.

2158 word count

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 explore a policing incident that you have attended and examine how you dealt with competing issues such as legalisation, social issues, culture and language.

Consider the victims code of practice and how it was used to support your victim/witness through the criminal justice system.

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.

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

ANSWER:

Victims are at the heart of policing, and it is vital their rights and entitlements are maintained throughout the process of crime reporting and investigation. The Victims Code provides entitlements to victims and sets a minimum standard victims of crime should receive. The code consists of 12 outlined rights such as 'to be able to understand and be understood', 'be offered a victim person statement' and 'be referred to services that support victims'. (Ministry of Justice, 2020). These services are offered to victims when officers attend incidents and also by the Victim Care Unit. In this essay I will discuss how I have used the Code of Practice to support victims in an incident I played a significant role. I shall begin by explaining the incident.

I attended a report of domestic abuse where the wife had punched the husband in the face following an argument over their relationship. When attending the location and talking to the victim there was an injury to his top lip from the assault. The male disclosed that his wife had punched him in the face following an argument over their relationship and she is an alcoholic. The victim was also drunk when reporting the incident. I then attended the home address, and the female was present. The female was arrested for Common Assault and was taken to custody. Whilst gathering the initial account from the male I offered him a Domestic Abuse, Stalking and Honour Based Violence Risk Identification form (DASH), which he consented to complete and share. This is a Public Protection Notice report which once completed is circulated to partner agencies that can offer support for victims. A safety plan was also provided to the male for his welfare.

The legislative context for this incident was a domestic assault offence of S39 Common Assault of the Criminal Justice Act 1988. This offence involves "any act by which a person

intentionally or recklessly causes another to suffer or apprehend immediate and unlawful violence.” (CPS, 2022). In this incident the wife had punched her husband in the face which constitutes an act and has internationally or recklessly caused him to sustain an injury as a result of the force used against him. He did not give her permission to punch him therefore the force is unlawful. In addition to the Common Assault this is also a domestic incident which is part of the Section 1 Domestic Abuse Act 2021 legislation. The points to prove for this are both A and B are over 16 years of age, are personally connected, the behaviour is abusive and it does not have to be a course of conduct and can be a single incident (legislation.gov.uk, no date). In this incident the behaviour is physical abuse which is one of the elements under the term abusive in the definition and there were previous reports of domestic abuse within their relationship; so course of conduct or a single incident could be applied for this point to prove. Both A and B were over 16 and they were personally connected in a romantic relationship. Therefore all the points to prove were met for a domestic incident.

Domestic abuse forms a large part of police incidents with 1,500,369 reported incidents in England and Wales. The Office of National Statistics published figures stating, in the year up to March 2022, 2.4million adults aged 16 or above had experienced domestic abuse with 1.7million being women and 699,000 being men. 1 in 20 adults had experienced domestic abuse although there were less reports of male victims (ONS, 2022). Although not as frequently reported 6-7 men will be a victim of domestic abuse in their lifetime and 49% of male victims fail to tell anyone about the domestic abuse (Mankind Initiative, 2020). This may be from perceptions of how others will see them, support available or a stigma attached of being a vulnerable male.

There were no cultural or language issues as both parties were white Welsh individuals

The victims code provides 12 entitlements to victims and sets a minimum standard victims of crime should receive. The rights include ‘to be able to understand and be understood’, ‘be offered a victim personal statement’ and ‘be referred to services that can support victims’. (Ministry of Justice, 2020). These services are offered to victims when officers attend incidents and by the Victim Care Unit. This was a domestic incident therefore certain processes and support mechanisms are in place for victims. Whilst attending the call the victim completed a statement and following this was offered a DASH. This is a risk assessment document that outlines and defines the victim's risk grading, from standard through to high, and allows for the officer to rationale their decisions and add additional information into the report regarding the victim. The DASH is also a Public Protection Notice document (PPN) which, if consent is provided by the victim, is circulated to partner agencies to provide support for victims. This can be in the form of counselling, mental health support, age concern, social services, housing and other agencies. The victim consented to the DASH and sharing of the PPN at this incident. If the victim does not consent to the DASH/PPN then the officer completes a skeleton DASH with information they know from the incident and attaches to the person on NICHE. The grading on this incident was a DASH consent to share with standard grading. If the grading was high risk, then a Multi Agency Risk Assessment Conference (MARAC) would be organised to discuss the situation. This involves agencies from local Police, health, child protection, housing agencies, Domestic Violence Advisors and other specialists. Under Section 8 of the Human rights Act an individual, including victims, have a right to live privately, a private family life and privacy in their home; without the involvement or interference of the government (Equality and Human Rights Commission, 2021). However, depending on the circumstances if the victim does not consent to complete the DASH or a PPN then a skeleton DASH is completed by the officer.

The DASH/PPN can then be shared, despite no consent, but it must be for the best interest and support of the victim and be justifiable. Safeguarding was also provided for the victim in the form of a safety plan including details such as lock doors, do not let the perpetrator into the address, keep your phone charged, have a friend stay with you and ring 999 if the perpetrator returns. Involvement from partner agencies, such as Woman's Aid or social services, is also available safeguarding if the victim requires housing away from the perpetrator. However, on this occasion only an officer safety plan was required as the victim solely owned the address.

The victim is also entitled to complete a Victim Personal Statement (VPS). This is a statement taken by officers around 6 weeks after the incident to document the effects the incident has had on the victim's life. This is then read out in court before the sentencing of the offender to inform any sentencing decisions.

If the case goes to court, then the victim would be entitled for special measures and these were introduced by the Youth Justice and Criminal Evidence Act 1999 (YJCEA, 1999). These are measures that are put in place through the Victim Support Hub to ensure the victim is confident to give evidence and their evidence is not diminished due to being in fear or distress when testifying, this is known as being an intimidated witness, and can be common in Domestic Abuse incidents. These measures are put in place to prevent a victim becoming intimidated and can include giving evidence behind a screen, giving evidence in private or via a live link so they do not have to see the perpetrator face to face in court (Gov UK, 2022).

Under the victims code it outlines the victim must receive regular updates of the case from the officer in case (OIC). Depending on the level of service, standard or enhanced, an update must be provided every 5 days or daily updates respectively by the OIC.

I shall reflect on this incident using the Gibbs reflective model (Gibbs, 1988).

This was a domestic incident where a female had punched her husband in the face leaving an injury to his top lip. The husband reported it to the police and the female was arrested for common assault. Due to this being a domestic incident a DASH and safety plan was offered to the male and a PPN submitted for them both to receive support around their marriage and alcohol issues. The male was offered these services under the legislation outlined in the Victims Code of Practice. Following interview, the female was released with No further Action.

I approached the situation with an open mind and listened to the account of the victim. He disclosed he had been assaulted so brief details were taken from him, however, he did not want to make a formal complaint. I felt this was disappointing as the male had received an injury from the incident. I then went to the home address and arrested the female for common assault. The female was intoxicated and was stating that she was the victim and he was a bully. This made me feel concerned about the arrest however I have to act on the information provided and I could justify the action taken. I felt that the arrest was the correct action to take to also separate the couple as they both resided at the same address.

The things that went well were that I recognised an assault had taken place and although the victim did not want to take further police action an arrest was made due to the injury

sustained. Additionally a PPN was submitted to provide support for the male following the incident. Another factor that went well was the offender was very irate to begin with but I calmed her down using communication. I feel the arrest could have been quicker in process, however, the offender did fall to the floor mid arrest, so I felt stopping the arrest was the correct thing to do to ensure she understood what was happening and was being arrested in the correct state of mind/health. Another area that didn't go so well was the offender was shouting over me during the arrest, for future incidents I must remember to take full control of situations and remain in the control.

I think that the action taken went well due to the recognition of an offence, resulting in injury, taking place meant action had to be taken. I also contacted my Sergeant to confirm if that was the right action to take. I think the way I calmed down the offender worked well as I employed the 'Betari Box' model (Changing Minds, 2023). If I had increased my voice and force to match the offender this would have had a negative impact on the situation. However, I recognised that I was not in danger and by remaining calm the offender would come down to my level. This resulted in a positive calm offender being arrested and taken to hospital and custody.

From this incident I learnt that I need to not let offenders or the public take control in situations and I may need to be more forceful to remain in control. For future incidents, especially if they are more aggressive or violent incidents, I need to develop my ability to have more presence and force in situations. Developing this will then in turn help me to remaining in control of situations. In this situation for my own safety, as we were in the offender's home, I could have done a person check on the offender to identify warning markers and also place her in handcuffs to prevent her from picking up any items or weapons such as knives that could have been used to injure officers.

When I am attending a situation such as this in the future, I shall be aware that even if the victim does not want formal action, if there is an injury then arresting the offender is still required. Also, I shall be aware of the consideration of completing person checks on the offender whilst detaining or arresting them to identify warning markers for officer safety.

2053 word count

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.

Reflect upon your use of the National Decision-Making Model and the Code of Ethics and review this impacted upon your decision making and use of discretion within the incident.

Critically review your responsibilities regarding the provision of CPIA when conducting this investigation.

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

ANSWER:

Decision making is an important factor in the role of a police officer. Officers make dynamic decisions which must be justifiable and accountable. There are many decision-making strategies. However for policing the National Decision-Making Model is used (COP, 2023). In this essay I will critically assess an incident, explain the NDM process and reflect upon decisions made using the NDM. Legislative responsibilities shall be critically reviewed which are outlined in the Criminal Procedure and Investigations Act (CPIA) and relate these to the incident discussed. I shall begin by outlining the incident.

I was assigned a handover to interview a male who was being detained in custody on suspicion of theft. I begun by collecting all of the information about the male, the incident and formed an interview plan. During the interview he was to be further arrested for two theft offences. Whilst being interviewed the male became aggressive, started shouting and punched the interview screen due to his drug use. The interview was terminated, and he was returned to his cell. Following the interview evidence was reviewed, a PNC check was completed of the male regarding previous convictions and the decision was made to remand the male. There was CCTV of the incident and positive identification by a witness from the store. The male was remanded as he was likely to re-offend due to funding a drug addiction and he had previous for failing to appear. I charged the male on three incidents of theft. The legislative context were three charges for Theft, Section 1 of the Theft Act 1968. This requires dishonesty taking property belonging to another with the intention of the other being permanently deprived of the item (Section 1, Theft Act 1968) (CPS, 2022). Although the

value of the theft was low the offence was a trigger offence due to the males Class A drug use.

The National Decision Making Model (NDM) is a model adopted by the Police Service for officers to use when making complex decisions. The model ensures that decisions made in difficult circumstances with incomplete or conflicting information can be justified and provides a framework which allows for decisions to be examined or challenged. At the centre of the framework sits the code of ethics which are the core principles to policing. Not all decisions made are correct, however if officers use the NDM to make assessed, justified and accountable decisions then they will receive support from their organisation (COP, 2023). The NDM has 6 key elements beginning with the Code of Ethics (COE). The remaining 5 stages are: gather information and intelligence, assess threat and risk and develop a working strategy, consider powers and policies, identify options and contingencies, and take action and review what happened (COP, 2023). The COE are principles that Officers uphold and adhere to whilst on and off duty. The COE must be at the core of decision making as if the principles are not met then the authority of the Police will be undermined with the public. This will result in less Police trust in the community (Blackburn, 2021, pg 80). There are ten principles in the COE and the following have been mostly involved in this incident. 'Authority, respect and courtesy' was one of the main ethics used as the male was being detained in custody. When I had any interaction with the male he was treated with respect and courtesy. Although being detained his rights were maintained and he had to be treated fairly and appropriately. The second COE was 'duties and responsibilities'. I was the interviewer and charging officer therefore it was essential I carried out my duty following processes in a responsible manner. The final COE was 'use of force'. Force was only used when and if required and the level of force used was proportionate and justifiable. When the male became aggressive force was used, however, this was carried out adhering to powers under PACE section 117 and the decision was made using the NDM and JPLANE models.

The first stage of the NDM is gather information and intelligence. I did not attend the initial incident therefore I read the CAD logs and NICHE reports to gain a detailed understanding of the incident and the timescales involved. Witness statements, identification statements and arrest statements were reviewed to gather further information. Checks were completed on NICHE to identify warning markers prior to interview. CCTV evidence was reviewed to understand visually what happened at the incident.

The second stage is to assess threats and risks present and develop a working strategy. During NICHE checks it was identified there were warning markers for mental health, assault police, violence, drugs and alcohol. During the interview I was aware of his violent markers and was observing his verbal and non verbal body language for signals of developing aggression. The working strategy developed was to interview the male to obtain his account and then review the information to determine if no further action, bail conditions, charge or remand was necessary.

Stage three is 'powers and policies'. The powers available when attending calls are arrest, voluntary attendance, words of advice or no further action. However, being already under arrest for Theft and the male being identified by witnesses for the other two thefts this eliminated the remaining powers. Therefore, he was arrested for the further 2 theft offences. Following interview, we had the power to release under investigation, bail with or without conditions or charge. The policies involved were PNC and NICHE reports to determine

previous offending and/or failing to appear to determine if a remand was necessary. The power and policies we have to follow while detaining/charging somebody are controlled by PACE. These include provisions of water, food, clothing, a copy of the custody record, a 24 hour custody clock and free independent legal advice.

The options and contingencies considered following interview were to release under investigation, bail, charge or no further action. The decision was made to charge and remand the male due to the risk of reoffending due to his drug addiction and a previous history of failing to appear. The option of discretion is also available to officers. Discretion allows officers to use their professional judgement to decide how they will act and proceed. It provides them with the freedom within their duty to make decisions on the course of action that would follow. This could include giving someone words of advice instead of interviewing them under voluntary attendance (Blackburn, 2021, pg 82). However, when discretion is used it must be used adhering to the COE and be applied to the NDM to ensure the decision is justifiable, proportionate, legal, accountable, necessary and ethical, also known as the JPLANE model. Due to the evidence available discretion was not used as the male was responsible for the offence and was therefore arrested and detained.

The final part is action and review. The decision was made to charge for the offence of theft, due to CCTV footage and witness statements identifying the male. This was a successful result, provided a positive outcome for the community and was in the public interest. Following the charge and remand the process was reviewed and it was identified that it was the correct decision by a custody sergeant to remand the male due to the nature of the committed offence and that his behaviour was dealt with accordingly during interview and custody detention.

The Criminal Procedure and Investigations Act (CPIA) outlines the process and policies which are in place for the management of investigations. The CPIA is legislation that defines the key roles for bodies involved with the investigation of offences or courts system and includes the investigators (Police officers and civilian staff), disclosure officers, the prosecutor and the officer in charge (OIC) (Blackburn, 2021 pg 574). The CPIA are a set of legal responsibilities that run through the investigation that the key roles must follow. The CPIA outlines requirements for the collection, documentation, storage and disclosure of information/material gathered during investigations. This can include items such as pocket notebook entries, CCTV, 999 recordings and statements. Outlined by the CPIA is also disclosure which is documented in the MG series of forms. This is where information is disclosed as evidence, used or unused material and presented to the CPS. This ensures that all information is presented, and a fairness is maintained to all investigations with all information collected being presented. The CPIA outlines policies for Police investigations as we must ensure that any material collected through the investigation is documented and stored correctly. NICHE must be updated in the OEL section with any investigation updates and external documents or evidence uploaded to the NICHE occurrence. In this incident there were many forms of evidence which I had to link to the NICHE occurrence. Witness statements were linked to the case file and were disclosed on the MG6 form series to the CPS. The CCTV of the offence was collected following the policies outlined by the CPIA and uploaded onto the central CCTV system called NICE. This was exhibited as evidence and disclosed to the CPS on the MG6 form series in the case file. During the interview the Aide Memoir was completed at the beginning of the interview and the interview was audio and visually recorded in line with investigation policies. The interview recording was stored on NICE and the interview summary updated on the OEL in NICHE / the case file. When

charged the male was read the charges at the custody desk and was cautioned with the 'now' caution before being remanded in custody before appearing before court. I feel that I followed the policies outlined in the CPIA when interviewing, updating NICHE and building the case file. I followed the policies outlined regarding investigation material classification, storage and disclosure to CPS. It was my responsibility to ensure that the files created, collected or updated on NICHE were disclosed when the case file was submitted to the CPS and the required MG series forms were submitted in line with the CPIA legislation.

I shall critically assess the use of the NDM using the Gibbs Reflective model (Gibbs, 1988)

The NDM was used to gather information about the incident, reading witness statements, identification statements and reviewing CCTV. PNC and NICHE checks were completed prior to the interview by myself. The male became aggressive during interview, which was subsequently terminated, and the male returned to his cell. He was charged and remanded to appear before the next available court.

At the time of the interview I felt prepared as I had collected as much information as possible and had a good understanding of the incident. I had prepared a detailed interview plan and was confident about conducting the interview. During the interview when the male became aggressive, I was concerned for my safety as the interview room is a small confined space not allowing the option to put distance between myself and the aggressive male. I feel the NDM was used well to determine the action to be taken to remand the male after being charged.

I was solely responsible for information gathering and preparing for interview and feel this went well. Due to my detailed and comprehensive information gathering a thorough interview plan was prepared. I was the lead interviewer and began in a confident and respectful manner, however the interview was terminated due to his aggression. When the male's aggression grew I feel my actions could have been more assertive and would have been justified to use a higher level of force, such as handcuffing, to protect myself. I charged the male which was carried out in a confident manner, ensuring that the male understood the charge and the process that would follow.

I have learnt that the use of the NDM (COP, 2023), alongside the JPLANE model, is essential for decision making. The framework allows decisions to be justified and consider all the risks and powers available. It highlights the options and any contingencies that can be utilised and provides reflection of the action taken to inform future decision making. I feel when the male became aggressive the NDM could have been further utilised to highlight that handcuffs were an option to restrain the male. This is an improvement and learning point for future situations. However, the successful use of the NDM determined a positive result following interview and the male was remanded in custody.

I have learnt that the NDM can be utilised and repeated many times during a situation. I have learnt that the powers and options stages need to be fully explored during the decision making to ensure that all outcomes and avenues of action are considered.

I can improve the use of the NDM in violent situations to identify the powers available to deal with conflict or aggression. These are the points which I have taken forward as learning points for future instances of violence or interacting with aggressive individuals.

2156 word count

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
<u>Specific:</u> Become more comfortable and confident in situations/incidents involving violence.	<u>Measurable, achievable, and realistic</u> To measure this I shall use reflection to determine if the incident was dealt with suitable and force was used as required. I can also measure the volume of violent calls I attend to get exposure to violence. It is achievable as I can attend violent calls to gain the exposure. It is realistic as I work in a city and there is nightlife therefore violence is common	My Sergeant can provide advice and support about how to further develop my experience surrounding violence. My sergeant can also allocate me to calls involving violence.	<u>Timely:</u> Due to the volume of violent calls within 3 months I should of attended enough incidents of this nature to be able to reflect and evaluate if I have achieved the outcome.
<u>Specific</u> Develop my understanding and exposure to incidents involving mental health. Develop my understanding / use of S136 and the AMP	<u>Measurable, achievable, and realistic</u> To measure this I shall reflected upon my actions at the call and measure how much of the call I could independently complete without assistance or queries. I can also measure the number of calls attended relating to mental health. It is achievable as there are many calls involving mental health and I can allocate myself to these calls as we receive them. It is realistic as a large proportion of calls are mental health therefore, I will easily get the exposure required.	My shift can provide support with advice and guidance. Also, my Sergeant can provide support in the area when I attend calls. There is also a contact in the force for mental health who I can contact for further information.	<u>Timely:</u> Due to the volume of violent calls within 3 months I should of attended enough incidents of this nature to be able to reflect and evaluate if I have achieved the outcome.

<u>Timely</u> I have a fear of dogs which I have had my whole life. We have to enter addresses with dogs therefore I will try and become more comfortable with dogs at incidents.	Measurable, achievable, and realistic I cannot measure this with any statistics due to the nature of it being a personal fear. I shall reflect upon my personal feelings, anxiety, and heart rate when at incidents with dogs. If I notice that I am becoming more comfortable during exposure to dogs and incidents, then this will identify a positive result. It is achievable as many incidents have dogs in the address and I can monitor easily throughout my shifts. It is realistic as it is a personal fear that can be developed and reduced with exposure to dogs	My family and friends can provide support outside of work and during shift the colleagues who are also at the call can provide support when there is a lot of fear due to the dog present.	<u>Timely:</u> Due to the volume of violent calls within 3 months I should be able to attend enough incidents of this nature to be able to reflect and evaluate if I have achieved the outcome
--	--	---	--

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.

Borton, T. (1970). *Reach, touch and teach*. Hutchinson

Stress Mental Health UK. Available at [Stress and how to cope with it - Mental Health UK \(mentalhealth-uk.org\)](https://www.mentalhealth-uk.org/) (Accessed 16/12/22)

Suter J (2017) 'The Physiology of stress'. Available at [The physiology of stress - The Physiological Society \(physoc.org\)](https://www.physoc.org/) (Accessed 16/12/22)

'Post Traumatic Stress Disorder widespread in Policing' (2019). Available at [Post-Traumatic Stress Disorder widespread in policing \(polfed.org\)](https://www.polfed.org/) (Accessed 16/12/22)

Cherry K (2022) 'What is Resilience'. Available at [Resilience: Meaning, Types, Causes, and How to Develop It \(verywellmind.com\)](https://www.verywellmind.com/) (Accessed 16/12/22)

Harvard Health Publishing 'Exercising to Relax' (2020). Available at [Exercising to Relax - Harvard Health Publishing - Harvard Health](https://www.harvardhealth.org/) (Accessed 19/12/22)

Mental Health Foundation (2012) 'Nature. How connecting with nature benefits our mental health'. Available at [MHAW21-Nature-research-report.pdf \(mentalhealth.org.uk\)](https://www.mentalhealth.org.uk/) (Accessed 19/12/22)

Cycling Spin 'The Benefits of Mountain Biking' (2023). Available at [The Benefits Of Mountain Biking - Cycling Spin](https://www.cycling-spin.com/) (Accessed 19/12/22)

Gibbs, G., Learning by doing: A guide to teaching and learning methods, ed. G. Gibbs, B. Farmer, and D. Eastcott. London: Further Education Unit. (1988). Accessed 25/01/23)

Office of national Statistics, 'Census 2021: Violent Crime and Sexual Offences – Alcohol Related Violence' (2015). Available at [Violent Crime and Sexual Offences - Alcohol-Related Violence - Office for National Statistics \(ons.gov.uk\)](https://www.ons.gov.uk/) (Accessed 29/01/23)

National Health Service, 'Risks Alcohol Misuse' (2022). Available at [Alcohol misuse - Risks - NHS \(www.nhs.uk\)](https://www.nhs.uk/) (Accessed 31/01/23)

Legislation.Gov – 'Section 91 Drunkenness in a public place' (no date). Available at [Criminal Justice Act 1967 \(legislation.gov.uk\)](https://www.legislation.gov.uk/). Accessed 29/01/23)

Legislation.Gov, 'S117 Police and criminal Evidence Act 1984' (no date). Available at: [Police and Criminal Evidence Act 1984 \(legislation.gov.uk\)](https://www.legislation.gov.uk/) (Accessed 26/01/23)

Amador, X.F. (2020) I am not sick, I don't need help!: How to help someone accept treatment. New York: Vida Press.

Changing Minds, 'Betari Box' (2023). Available at [The Betari Box \(changingminds.org\)](https://www.changingminds.org/) (Accessed 31/01/23)

Skills You Need 'Verbal Communication Skills' (2023). Available at [Verbal Communication Skills | SkillsYouNeed](https://www.skillsyouneed.com/) (Accessed 25/01/23)

Collage of Policing, 'Conflict Management Skills' (2020). Available at [Conflict management skills | College of Policing](https://www.collageofpolicing.com/) (Accessed 26/01/23)

Karpman Drama Triangle: Karpman, S. (1968). *Fairy tales and script drama analysis*. *Transactional Analysis Bulletin*, 7(26), 39-43. Available at [Letter \(karpmandramatriangle.com\)](http://Letter.karpmandramatriangle.com). (Accessed 07/02/23)

Johnson S, 'Escaping Conflict and the Karpman Drama Triangle (2021). Available at [Escaping Conflict and the Karpman Drama Triangle | Borderline Personality Disorder \(bpdfamily.com\)](http://Escaping Conflict and the Karpman Drama Triangle | Borderline Personality Disorder (bpdfamily.com)). (Accessed 07/02/23)

Bettany O, 'Using the Drama Triangle to understand relationship conflict' (2016). Available at [Using the Drama Triangle to understand relationship conflict - Counselling Directory \(counselling-directory.org.uk\)](http://Using the Drama Triangle to understand relationship conflict - Counselling Directory (counselling-directory.org.uk)) (Accessed 07/02/23)

Ministry Of Justice, 'Code of Practice for Victims of Crime in England and Wales' (2020). Available at [MoJ Victims Code 2020 \(publishing.service.gov.uk\)](http://MoJ Victims Code 2020 (publishing.service.gov.uk)) (Accessed 06/03/23)

CPS, 'Offences against the Person incorporating the Charging Standard' (2022). Available at [Offences against the Person, incorporating the Charging Standard | The Crown Prosecution Service \(cps.gov.uk\)](http://Offences against the Person, incorporating the Charging Standard | The Crown Prosecution Service (cps.gov.uk)) (Accessed 06/03/23)

Legislation.Gov, 'Domestic Abuse Act 2021 (no date)), Available at [Domestic Abuse Act 2021 \(legislation.gov.uk\)](http://Domestic Abuse Act 2021 (legislation.gov.uk)) (Accessed 06/03/23)

Office of National Statistics, 'Domestic abuse in England and Wales overview: November 2022' (2022). Available at [Domestic abuse in England and Wales overview - Office for National Statistics \(ons.gov.uk\)](http://Domestic abuse in England and Wales overview - Office for National Statistics (ons.gov.uk)) (Accessed 06/03/23)

Mankind Initiative, 'Statistics on Male Victims of Domestic Abuse' (2020). Available at [Statistics on Male Victims of Domestic Abuse - \(mankind.org.uk\)](http://Statistics on Male Victims of Domestic Abuse - (mankind.org.uk)) (Accessed 06/03/23)

Equality and Human Rights Commission, 'Article 8: Respect for you private and family life' (2021) [Article 8: Respect for your private and family life | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://Article 8: Respect for your private and family life | Equality and Human Rights Commission (equalityhumanrights.com)) (Accessed 09/03/23)

Legislation.Gov, 'Youth Justice and Criminal Evidence Act 1999 (no date). Available at [Youth Justice and Criminal Evidence Act 1999 \(legislation.gov.uk\)](http://Youth Justice and Criminal Evidence Act 1999 (legislation.gov.uk)). (Accessed 09/03/23)

Gov UK, 'Special measures in the criminal courts factsheet' (2022). Available at [Special measures in the criminal courts factsheet - GOV.UK \(www.gov.uk\)](http://Special measures in the criminal courts factsheet - GOV.UK (www.gov.uk)) (Accessed 09/03/23)

Gibbs
Betari box

College of Policing, 'National Decision Model' (2023). Available at National decision model | College of Policing (Accessed 15/02/2023)

CPS, 'Theft Act Offences' (2022). Available at [Theft Act Offences | The Crown Prosecution Service \(cps.gov.uk\)](http://Theft Act Offences | The Crown Prosecution Service (cps.gov.uk)) (Accessed 15/03/23)

Wood, D. and Blackburn, B. (2021) "pg 80," in *Blackstone's Handbook for Policing Students 2022*. Oxford: Oxford University Press.

Wood, D. and Blackburn, B. (2021) "pg 82," in *Blackstone's Handbook for Policing Students 2022*. Oxford: Oxford University Press.

Wood, D. and Blackburn, B. (2021) "pg 574," in *Blackstone's Handbook for Policing Students 2022*. Oxford: Oxford University Press.

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: Nicholas Morris

Date: 20/03/2023