

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 2 (DHEP)

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

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FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

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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	
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Task 1

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

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

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

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

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

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

ANSWER:

In this essay I will be discussing a policing incident in which I played a significant role with a victim of crime. Throughout this essay, I intend to reflect on what happened using Borton's model of reflective practice. This model helps tackle practice problems as well as identifying solutions (Copley, 2011), therefore helping to improve my policing skills. Furthermore, I will be discussing the different approaches taken by the police and partner agencies when supporting and managing vulnerable people and people at risk of harm, i.e., use of PPNs, MARACs and support charities. It is essential we evaluate these approaches to understand what approaches work best as this can assist in reducing repeat victimisation and repeat offending. Further to this, I will explore evidence-based policing to help understand what works best for tackling repeat victimisation and repeat offending as evidence-based practice helps ensure policing adopts practices to suit the changing crime trends (Spooner et al., 2022).

The first stage of Borton's Reflective Tool (1970) is to consider what happened and the actions taken (Copley, 2011), I will therefore start by briefly explain the incident I

will be referring to throughout this essay. The incident was a domestic abuse related actual bodily harm (ABH). I was the officer in case (OIC) for this incident during my time with the investigative hub. The victim was an elderly and disabled woman, she reported her son had assaulted her the day prior by kicking and punching her. The victim suffered with bruising and cuts to her eyes and face and a possible fracture to her ribs. Response officers attended the victim's address following this report and spoken with the victim, soon after arrested the suspect on suspicion of ABH under Section 47 of the Offences Against Persons Act 1861 (CPS, 2022a). Additionally, during the arrest, the suspect has become aggressive, and he has bitten the boot of a police officer and kicked the police van causing damage. The suspect was then further arrested for assault on an emergency worker under the Assaults on Emergency Workers Act 2018 (CPS, 2022a) and criminal damage under Section 1 of the Criminal Damage Act 1971 (CPS, 2022b). My initial actions at the investigative hub were to gather all evidence, interview the suspect and importantly provide support for the victim.

To note, this incident and the further investigation had no relevant cultural, ethnicity or language issues. However, there were several social issues to consider throughout the investigation due to the incident being domestic abuse related. The Crime Survey for England and Wales found approximately 1.6 million women and 757,000 men experienced domestic abuse in 2020 (Bryant and Bryant, 2020). Additionally, The Office for National Statistics (2020) found more than 400,000 older people have been victims of domestic abuse in the past year in England and Wales (Age UK, 2022). These figures illustrate the large scale of domestic abuse in society today and reiterate the importance of police effectively working to support victims of domestic abuse and to help tackle repeat offending and victimisation. In addition to this, this victim was a vulnerable victim due to her age and disabilities. A vulnerable person is someone at risk of abuse because of a mental or other disability, their age or illness and are therefore unable to protect themselves against significant harm (Harfield, 2014). Due to these social issues, it was important for me to provide the victim with the correct level of support, to help reduce the risk of repeat victimisation in the future.

Crime is widespread across society and there are thousands of vulnerable people that need support from the police and other professional agencies (GOV.UK, 2022). Therefore, the most appropriate approaches need to be taken to support and manage these vulnerable people. Often a different level of support and management is needed for different individuals. For example, the victim in this case was elderly and disabled and relied on the suspect to care for her, thus, she needed a wide range of support to allow her to move forward positively. I therefore contacted the victim early in the investigation to introduce myself and establish her needs, this allowed me to implement the correct level of support for her. Doing this allowed the police and partner agencies to understand the victim's needs and so could put an appropriate care plan in place.

Additionally, Age UK (2022) found older people with disabilities often face further barriers to leaving an abusive relationship due to a lack of appropriate services, reliance on carers and/or relying financially on their abuser (Age UK, 2022). This research reiterates the importance of implementing the correct care plans and support for elderly victims. This support can be provided through charities, putting victims in contact with support networks and working with health care providers (Metropolitan Police, 2023).

Furthermore, another approach used by South Wales Police to help support and manage vulnerable people is by using public protection notices (PPN's) and Multi-Agency Risk Assessment Conferences (MARAC's). This is part of a multi-agency approach to support and manage vulnerable people. Therefore, following my conversation with the victim, I submitted a high-risk PPN due to her vulnerabilities and the behaviour of the suspect. I ensured the PPN contained plenty of detail about what we knew at the time and the support that I believed the victim required at the time i.e., contact with adult services. This PPN was shared with partner agencies and a MARAC was held to discuss the case further. Using Borton's Reflective Tool (1970) and learning from this incident, it would have been effective to submit a further PPN once the suspect was bailed so other agencies could be aware of his bail conditions. Additionally, on reflection, it can be argued PPN's are not always effective when dealing with victims of crime, there are often large backlogs of PPNs, therefore delaying support for victims at the most critical time. Research has also

found some officers fail to complete PPN's and this is often not picked up by supervisors, again, affording victims the opportunity of support (HMIC, 2015).

There are 260 MARACs across England and Wales which process around 56,000 cases each year. The meetings bring together public and private agencies concerned with high-risk domestic abuses cases and work together to formulate co-ordinated action plans (Wilkinson, 2014). Attending agencies often include, Police, Probation, Education, Health, Housing. Utilising MARAC is key to identifying where vulnerable people require support, it allows for the combination of up-to-date information (Harfield, 2014). A MARAC was held in relation to this incident, to discuss the needs of the victim and how best she can be supported. During the MARAC and the sharing of information, it became apparent the suspect was breaching his bail conditions. Therefore, South Wales Police conducted enquiries and the suspect was arrested for breaching his bail conditions. In addition to the action taken against the suspect, further support implemented for the victim by using Local Neighbourhood Policing Teams (NPT). The victim was placed on Police Watch, whereby NPT would regularly patrol the area and visit the victim. The victim was appreciated this support and stated it allowed her to feel safer at home. This is just one example of how effective sharing information between agencies can be through the use of MARACs, illustrating a multi-agency approach is an effective way to support/manage vulnerable people. I have reflected and learnt from this incident and in future will consider the use of NPT's earlier on in investigations to prevent bail breaches.

On the one hand, a multi-agency approach can prove effective, Robinson (2006) carried out research into MARACs and concluded they demonstrated a positive and measurable impact in victims' lives and they 'help maintain a coordinated community response to domestic violence.' (Wedlock and Tapley, 2016). This idea is also supported by Steel et al. (2011) who found information sharing, appropriate agency representing and the role of the IDVA is essential in supporting victims. Whereas, on the other hand, HMIC conducted an inspection of MARACs in 2014 and found due to very high caseloads, MARAC cases were being screened rather than the risks being managed, this increased the risk of victim safety (Wedlock and Tapley, 2016). Therefore, a multi-agency approach to supporting victims through MARACs is

effective but it is less effective when staffing and resource levels are low. Police and other professional agencies must ensure they allocate staff and resources to this area of work if they want to continue the safety of vulnerable people in society (Wedlock and Tapley, 2016).

Another approach to support and manage vulnerable people, more specifically, victims of domestic abuse, is by using an Independent Domestic Violence Advisor (IDVA). IDVA's are specially trained, and they help secure the safety of domestic abuse victims (Victim Support, 2023). They are often the primary point of contact for victims and provide safety support for high-risk victims (Ross et al., 2022). An IDVA was offered to the victim, but she declined this offer. When used, IDVA's can have a positive impact on vulnerable people's lives, research conducted by SafeLives (2022) found 78 people of those that they questioned stated they had an improved quality of life following help from an IDVA and 88 of people asked felt safer (SafeLives, 2022). This data illustrates IDVA's are effective in supporting domestic abuse victims. Although, many victims of crime and vulnerable people will often decline this support and therefore the cycle of repeat victimisation may continue as agencies find it more difficult to manage the vulnerable person's risk factors.

Providing vulnerable people with the appropriate support will assist with tackling repeat victimisation and repeat offending. Vulnerable people are more likely to work with agencies and leave domestic abusive relationships if they are given the correct support (Bryant and Bryant, 2020). There are many different approaches to tackling repeat victimisation and repeat offending, therefore evidence-based policing assists police and professionals to understand which approaches work best. Evidence-based policing helps ensure practices are efficient and effective as it constantly keeps up with new evidence as crime trends change (Spooner et al., 2022), evidence-based policing allow police forces to target their resources appropriately.

The Home Office defines repeat victimisation as "occurring when the same person or place suffers from more than one incident over a specified period of time" (Bridgeman and Hobbs, 1997). Bridgeman and Hobbs (1997) argued to tackle repeat victimisation we need accurate and fast information, a planned and managed response, and appropriate and robust partnerships. This allows for a timely and

planned approach with support from other agencies. This argument therefore supports the use of MARACs as MARACs allow for partnership sharing and create a co-ordinated response to incidents, in turn, reducing repeat victimisation and offending. For example, research illustrates MARACs have been shown to reduce repeated abuse by 60% and on average, 45% of cases result in a complete end of abuse (Wilkinson, 2014).

The College of Policing (2021) states evidence-based policing can assist the Police in reducing repeat offending by ensuring they are increasing the chance of offenders being caught, reducing the opportunities for offenders to commit crime and by winning hearts and minds (College of Policing, 2021). For example, increasing surveillance such as street lighting, CCTV and increased police patrols are argued to increase the risk of being caught and therefore offenders will choose not to undertake the offence (Weisburd et al., 2016). To elaborate, research found an efficient way to tackle repeat offending is to focus police activities on the places where crime is concentrated (College of Policing, 2021), this is also referred to as problem-oriented policing or hot-spot policing (UCL, 2011). However, this type of crime prevention is more difficult when dealing with domestic abuse as domestic abuse often happens in private. Additionally, focusing police activities on certain areas can lead to unfair policing of certain groups in society and can just displace crime (Bryant and Bryant, 2020).

In this incident, there was evidence of repeat offending by the suspect against the victim as he was breaching his bail conditions. However, since being sentenced there have not been any further reports of crimes from the victim. However, evidence shows that often crimes go unreported to the police which creates a 'dark figure of crime' and we therefore do not always get the full picture of crime and repeat victimisation and victimisation may continue behind closed doors (Scott, 2014).

To conclude, the final stage of Borton's Reflective Tool (1970) is to plan for future actions and to learn from the incident. Therefore, on reflection, I feel I provided the victim with a good level of support throughout the process, the victim remained supportive of police action despite the difficult circumstances she was in. The victim was thankful for the support she received from South Wales Police. However, on

reflection, the victim declined the support of an IDVA, it may have been useful to refer her to a charity such as Age UK as they are specially trained to support elderly victims of crime, this is something I will consider in future when dealing with elderly victims of crime as it essential the Police and other agencies work to understand the different needs of different types of victims.

Word Count: 2194

Task 2

This is a reminder that this TASK 2 section is an opportunity for you to answer one question which should be relevant to the “advanced learning” area that you have chosen. The advanced learning lecture that you choose to attend will assist you in answering this task.

Choose 1 of these 5 options to answer

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

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

Task 2 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

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

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

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

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

ANSWER:

Task 2 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

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

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

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

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

Answer:

Task 2 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

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

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

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

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

Answer:

Task 2 Option 4

Relevant areas of the National Policing Curriculum:

Information and Intelligence

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

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

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

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

Answer:

Task 2 Option 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

Answer:

Throughout this essay I will be discussing and reflecting on an investigation in which I was the Officer in Case (OIC). The investigation was of a complex nature due to the nature of the offence and vulnerabilities of the suspect. I followed the investigation process discussed by the College of Policing and completed fast-track actions. I will also look to evaluate and reflect on the support I provided to the suspect and the suspect's family. There was no identifiable victim in this investigation. Due to the nature of the offence I was investigating it was important for me to manage my own values and attitudes by using the training I've received and by following The Code of Ethics (Newburn, 2008).

Firstly, a criminal investigation is "an investigation conducted by police officers with a view to ascertaining whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it" (Bryant & Bryant, 2020). Throughout this essay I will reflect on my actions during the investigation using

'Gibbs Reflective Cycle' as this reflective model helps explore and learn from situations (College of Policing, n.d.), allowing me to improve my skills.

The complex investigation I will be referring to throughout this essay will be one in which the offender was arrested for inciting children to engage in sexual activity online under Section 8 of the Sexual Offences Act 2003 (CPS, 2022c). Due to the nature of the offence, safeguarding was at the forefront of the investigation, ensuring the safety of any children the offender may have contact with. Additionally, investigations of this nature can cause high community tensions, it was essential the community impact was considered and well managed by keeping neighbourhood policing teams updated on the investigation (Brown, 2018). All these factors contributed to the investigations being complex and requiring a number of processes and fast track actions to be completed.

The below image shows the investigation process from start to finish stated by College of Policing (2013). Every investigation is different; however, investigations will often follow a similar process and adopt similar actions.

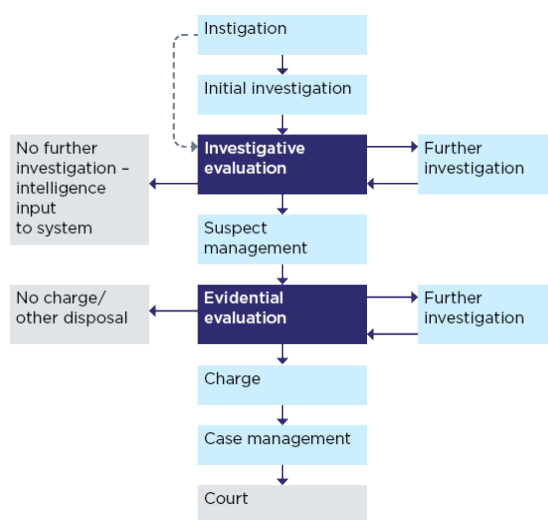


Figure 1. College of Policing (2013)

This investigation was a proactive investigation as intelligence was received from another agency (College of Policing, 2013). The intelligence stated a user of a social media account within the South Wales area was inciting children to engage in sexual activity online. Once this referral, action was swiftly taken to identify the suspect and

ensure the safeguarding of children. I worked alongside the intelligence team, and we were able to identify the suspect, a search warrant for the address was obtained and subsequently executed. On reflection, it may have more productive to initially intend the address without a warrant and search the address with the consent of the occupier. This would have allowed the suspect to be apprehended sooner and therefore had less opportunity to dispose of evidence/commit further offences.

The next stage of the investigation process was the 'initial investigation'. This is an extremely important part of the investigation as this is where material, evidence and witnesses are most abundant. It is also known as the 'golden hour', fast-track actions are usually completed during this time (Smith, 2022). It was essential for me to have a full understanding on the suspect, intelligence, and offence in order to gather all the relevant material (College of Policing, 2013). I also briefed my colleagues on the details of the incident prior to attending the address.

According to College of Policing (2013) fast track actions are "any investigative actions which, if pursued immediately, are likely to establish important facts, preserve evidence or lead to the early resolution of the investigation" (College of Policing, 2013). It is important to identify the fast-track actions early on, however, fast-track actions can change throughout the initial investigation. Common fast-track actions include preservation of the scene, photographs of the scene, seizure of evidence, CCTV, statements (Smith, 2022). In this investigation, fast track actions included executing the warrant, preservation of the scene (which was the home address of the suspect and his family), seizing devices, obtaining statements and conducted an initial triage of the seized devices by the Digital Forensic Unit on scene. Ensuring the correct packaging and labelling of seized evidence is pivotal at this stage for the integrity of the investigation (Bryant and Bryant, 2020).

Another fast-track action was to ensure the completion of the Premises Search Book during the execution of the warrant. This ensured all seized exhibits were recorded appropriately as well as any comments made by the suspect and his family regarding ownership, access and passcodes for the devices were recorded and signed, doing this helps to establish who the offender is. This document proved very useful in the investigation when seeking a charging decision from the CPS. This

charging decision exhibits the importance of completely fast-track actions appropriately and keeping extensive records early in the investigation, as the Criminal Procedure and Investigations Act 1996 requires us to (HSE, 2023).

Evidence of inciting children to engage in sexual activity was found on two devices that were examined at the scene and the suspect had confirmed both devices belonged to him. I therefore arrested him on suspicion of inciting children to engage in sexual activity. On this occasion and since reflecting on this incident using Gibbs Reflective Cycle (University of Edinburgh, 2020), arresting the suspect was the most appropriate course of action to ensure the safeguarding of him and any children he may have contact with. Alternatives such as bring him in as a voluntary attendee would not have been appropriate due to the safeguarding issues of him and the public.

Furthermore, there was no identifiable victim in this case, so a victim statement/interview was not required. However, I ensured all attending officers completed an officer's statement prior to the end of their shift, exhibiting any items they seized and outlining their actions at the address. This fast-track action is important when putting a file together for the CPS to make a charging decision.

Using Gibbs Reflective Cycle to evaluate the fast-track actions completed during the initial stages of the investigation (University of Edinburgh, 2020.). Numerous actions were conducted well, for example, ensuring all attending officers were fully briefed on the intelligence and the seizure of all devices at the scene. However, on reflection, my colleagues and I should have gathered the suspect and the suspect's family more quickly into one area as the longer the suspect is left alone the higher the chance evidence may be disposed of.

The next stage of the investigation process was to interview the suspect whilst he was in custody. Interviewing is central to the investigation and there are several benefits to skilled interviewing, for example, it can direct an investigation to either prosecute the suspect or allow the early release of an innocent person (College of Policing, 2013). It was therefore important for the interview to be conducted well and to allow the suspect to give us their account. The suspect was then released on

conditional police bail whilst his devices were fully examined by forensic examiners. Appropriate bail conditions were placed on the suspect to restrict his access to the internet and restrict access to children online and offline. Management of the suspect correctly at this stage was essential to ensure safeguarding of him and the public.

Furthermore, whilst the suspect was on conditional police bail his devices were downloaded and several indecent images of children were found on the devices. I therefore prepared a detailed case file for the CPS, with all material and evidence gathered during the investigation. I worked closely with the CPS, discussing the case and answering any questions the CPS lawyer had efficiently, this allowed the CPS to address any evidential/presentational issues early on (CPS, 2023). The CPS charged the suspect with being in possession of indecent images of children under Section 1 of the Protection of Children Act 1978 (GOV.UK, 2019) and has since been sentenced.

Although there were no identifiable victims or witnesses, I provided the suspect with support throughout this investigation. When investigating child sexual offences, there is a risk of self-harm or suicide by the suspect, as well as the victim and/or any witnesses (College of Policing, 2014a). It was therefore important I provided the suspect with support throughout the investigation to ensure his safeguarding. Reflecting on the support I provided is pivotal to learning and understanding how I can improve in future.

As a police officer I have a duty of care to the suspect throughout the investigation (Jacobsob, 2008), I ensured the suspect was given support in numerous ways, for example, the suspect had additional learning needs and therefore was considered a 'vulnerable person', as required by Code C of the Police and Criminal Evidence Act (1984) I arranged for the suspect to have an appropriate adult with him when he was read his rights in custody and during the interview (Deheghani, 2015). I spoke with the suspect and his parents to fully understand his needs to help ensure he could be best supported whilst in custody. Thus, it was agreed the suspect's father was going to act as his appropriate adult throughout his time in custody. On reflection, the suspect and his father were both happy with this arrangement, but it

may have been more appropriate to have an appropriate adult from an external agency due to the sensitive nature of the topics. The suspect may have felt more comfortable with this and may have been more likely to give an account during interview.

Furthermore, I ensured the suspect was seen by a healthcare professional to check he was fit for release from custody as self-harm and suicide are prevalent in those who have been arrested on suspicion of child sexual offences. Research conducted by Steel et al. (2021) found suicidal ideation was present in 73% of respondents and 19% of respondents attempted suicide after they became aware they were being investigated (Steel et al., 2021). These figures alone show the importance of providing suspects with the correct support during an investigation of this nature.

Additionally, when the suspect was released from police custody, he was given the details for the charity 'Stop It Now', this charity works with suspects/offenders of child sexual abuse to provide them with self-help and confidential support (Stop It Now, n.d.). In previous investigations, suspects have been grateful for this support and helplines, many have commented on how Stop It Now helped them with their behaviour and feelings.

I have used Gibbs Reflective Cycle to evaluate the support I provided the suspect during the investigation, this model is useful to help understand stand-alone situations and helps to create actions plans for future (University of Edinburgh, 2020). I have recognised providing the suspect with contact details for charities can be very useful and may help them in a time of crisis. On reflection, I plan to make regular contact with suspects throughout the investigation as it will allow me to become aware of any problems early on and help identify solutions for any problems.

Additionally, due to the nature of the offence I provided the suspect's family with a support 'family pack'. This is a South Wales Police pack which includes information on the processes of the investigation and helplines for the family such as The Lucy Faithful Foundation, this charity dedicates solely to preventing child sexual abuse by working with suspects and their families (Lucy Faithful Foundation, n.d.).

As this investigation was in relation to a child sexual offence it was important for me to manage my own personal attitudes and values throughout the investigation. As a police officer I must remain impartial, and it is important for me to be aware of my own personal attitudes and values to ensure I am not biased in any way (College of Policing, 2023). Imperial College of London (2023) states we can help mitigate unconscious bias if we are honest with ourselves and recognise our biases (Imperial College of London, 2023). Due to keeping up to date with force training days, I was aware of my unconscious bias and therefore remained impartial and professional throughout the investigation. I ensured I followed the Code of Ethics throughout the investigation and treated the suspect fairly and impartially. For example, I acted with honesty and integrity, whilst being diligent in the exercise of my duties (College of Policing, 2014b). Following the Code of Ethics helped manage my personal values and attitudes by ensuring I was acting professionally.

In conclusion, during this investigation process I adapted numerous fast track actions to ensure material and evidence was gathered appropriately and to ensure the best chance of a conviction at court. It is essential all relevant fast-track actions are completed during the golden hour to allow for a fair and thorough investigation, leading to the best chance of conviction (Stainton and Ewin, 2022). I also provided the suspect and his family with support throughout the investigation, this can sometimes be difficult when dealing with difficult offences such as child sexual offences, however by ensuring I am following the Code of Ethics and Force Policy I ensured the suspect was treated fairly.

Word Count: 2199

Authentication signature: · · ·

R.Chappell

A handwritten signature in black ink that reads "R. Chappell". The letters are cursive and fluid, with a large 'R' and a stylized 'Chappell'.

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

Signed:

R.Chappell

Date:

04/05/2023

Bibliography

The bibliography should only include sources referenced within the workbook using the Harvard referencing system. Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

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