

Graduate Diploma Professional Police Practice

LEVEL 6 - 40 Credits

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

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

Learner name: CALLUM PRICE

**Learner's University Registration Number:
2031316**

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

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

Workbook Guidance

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

What is the workbook for?

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

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

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

How should the workbook be presented?

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

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

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

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

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

How is the workbook assessed?

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

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

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

Confidentiality

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

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

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

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

NOTE

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

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

Dyslexia and other special circumstances

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

Competency Based Workbook 2 - Learner Workbook

Guidance:

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

Contents

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

Task 1

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

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

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

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

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

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

ANSWER:

In this essay I will discuss an incident involving a vulnerable adult who had committed an offence of an 'Affray'.

An emergency call came in for a male (LR) who was known to me from a previous incident where he was sectioned under 136 of the Mental Health Act. This was the second incident of the day he was involved in; and it was now reported that he had gone for a member of staff with a knife and made threats to harm himself.

A taser officer and I were dispatched as an emergency call. On arrival he had fled the property, so we conducted an area search to locate LR. As I had dealt with him previously, I was able to identify him from a distance and used stay safe tactics to keep the LR under our control and place him under arrest safely while he was in a public place.

LR is considered vulnerable by the College of Policing which states '*a person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation.*' (College Of Policing, 2021). However, it does not mean they are exempt from offences and when they pose a risk to others they must be dealt with. As they still hold full capacity as defined by (Carers UK, 2022) they are responsible for their actions.

When dealing with a vulnerable yet high risk offender such as LR, a multi-agency approach must be considered and utilised. Not only is this necessary under Code C of PACE (Home Office, 2020) where it dictates that a vulnerable person has the right to support from an appropriate adult, but also through our force policies to

submit Public Protection Notifications, a report used to inform social services of an incident. We also look at tasking our neighbourhood teams to look at engaging with the appropriate agencies to get LR the correct support in their day-to-day life post incident, and long term.

In this incident we consider two key approaches: one was to detain and take LR to custody, the other would be to deescalate the situation and get LR to a place of safety and work with social services to act upon his care plan. As this was the second incident of the day and one of multiple throughout the week, it was deemed necessary to arrest LR to keep both himself and others safe, preventing any further offences (College of Policing, 2013).

From a policing perspective a serious indictable offence had been committed and a risk to the public was occurring. This was an emergency call, meaning we needed to take swift and dynamic action. Authorisation was passed by the force incident manager for the deployment of taser should LR be non-compliant. Through discussion on route to the incident with my colleague a plan was made, and a dynamic risk assessment was carried out using the National Decision-Making Model (Wood, et al., 2021). It was decided by taking LR into custody we could deal with him most effectively.

In custody we could safeguard both LR and the victims of the offence, which would allow us enough time to report to social services and request a strategy meeting (Social Care Wales, 2022). This is when professionals such as social services gather and discuss matters of importance and put forward considerations for interim safeguards while further enquires are made. In the case of LR, a possible outcome could be moving them to new facility to better manage their care needs.

Following this we were also able to give LR an opportunity to see what the possible consequences of his actions were and by effectively dealing with him for the offence it opened up opportunity for diversionary courses that he may now be eligible for such as Women's Pathfinders who interdicted to help improve outcomes of those at risk of entering the Criminal Justice System. It brings a wholistic approach to the complex needs of the offenders and with an evidence-based approach (IOM Cymru, 2022).

We also had to consider the professional support side of the incident. LR lives in a supported living facility which means they are already strongly engrossed with alternative services; they have a care place in plan for them and liaise regularly with social services to keep their care needs up to date. Over the span of under a year, LR had been moved through nearly 6 facilities as they were unable to meet his needs and it had been noted his behaviour had been escalating and the care plan that was in place was no longer working. It was the belief of the site manager that LR needed to see the consequences of his actions and have his escalating behaviour appropriately challenged. As LR's aim was often to be moved homes, he was, in essence, being rewarded for his poor behaviour. This would be reinforced in him under the principles of Positive Reinforcement within Operant Conditioning (Staddon & Cerutti, 2003); this is where an action is associated with the consequences, in this case poor behaviour meant being moved.

If the care facilities were more able to apply the principles of Operant Conditioning, albeit the ideas of negative reinforcement, to remove these now engrained poor behaviours and use positive reinforcement to encourage the pro-social behaviours. While there can be some ethical issues with these principles when applied to the care setting *'the primary ethical consideration must always be the well-being of the patient and the society from which he comes'* (Miron, 1968). In all, from a support perspective it is about care staff, using tried and tested psychological principles to ethically encourage good behaviour and remove the negative improves the quality of life for them and their communities.

As mentioned LR was well known to police and social services and already had a care plan in place; unfortunately, this was failing. It was our duty to appropriately liaise from a multi-agency approach and use the principles to Trauma Informed care (TIC) (Frankish, 2019) which considers the effects of adverse childhood experiences (ACES) and how they affect a person later life, including medical and behavioural issues. TIC promotes the principles of safety, trust, and choice to an individual to help nurture pro-social behaviours and teach them appropriate coping mechanisms for their past trauma. These principles can be applied to a professional approach to help reevaluate LR's care plan to support them appropriately; this can reduce the demand LR was placing across various services. By applying these principles that underpin the care services, whether that be from a policing approach or a care approach, we can best serve the public by treating offenders in a manner that is productive to rehabilitation, thus, improving the quality of life for the general public and the outcomes for the offender; reducing the likelihood they would re-enter the criminal justice system.

A key consideration to understanding any incident can be found in evidence-based policing, this dictates that *'the best available evidence is used to inform and challenge policing policies, practices and decisions.'* (College of Policing, 2022). This shows us that not effectively dealing with offences causes offenders to reoffend, in this example LR had never received a punishment, nor reprimand for their actions and they have not been able to learn and break the cycle of offending; this gave us many options to consider within and out of court disposals which are shown to be effective and each have their own merits (Ministry Of Justice, 2011).

LR is a known and repeat offender, and by virtue of this the care staff have become repeat victims who are accepting of LR's behaviour; this can be explained by an external locus of control, this is where a person blames external stimuli for their situation (Wood, et al., 2014). From LR's perspective the justification would fall to the principle 'I act like this because they will not move me, it is not my fault'. On the other hand, for the care staff, the justification here may fall in line with 'I have to accept this because it is part of my job'. Whilst neither of these statements are true or a justification for LR's behaviour they provide a psychological explanation for the repeat offending and repeat victimisation.

As mentioned, prior evidence-based policing is working on the best available evidence. We often wonder why victims do not come forward and there are a wide range of reasons such as fear, shame and minimalization of the event, but when they are supported and validated, and positive action is being taken they are more

likely to come forward (Ministry of Justice, 2021); (Engel, 2017). On the other hand, offenders are most likely to stop offending when their actions are challenged appropriately and they are provided with the opportunity to rehabilitate this is shown under the principles of operant conditioning (Staddon & Cerutti, 2003).

As police we have a duty to keep people safe and break that cycle of offending. While LR is vulnerable, it does mean that they do not have the potential to be dangerous. Therefore, we took a robust approach to dealing with them upon release from custody. Specific bail suitable for the offence had been put in place tailored to the situation, to keep staff and the public safe should the LR's behaviour escalate and allow us to intervene. The importance of bail can be evidenced by the recent introduction of 'Kays Law' as it allows us to manage offenders, protect victims and complete an investigation in a timely manner (Home Office, 2022).

We also filed a public protection notification (PPN) with tailored recommendations for LR's behaviour, which looked at covering areas such as his care plan, his nature of repeat offending, and officers' observations to his behaviour during the event and importantly, what seems to be their driving motivation to commit an offence. A PPN falls under our safeguarding and partnership working, and is mandated by the Care Act 2014, this can help break the cycle of offending by getting the proper support in place and allow us, in conjunction with other agencies, take positive action to prevent the perpetrator committing further offences thus safeguarding victim (College Of Policing, 2021).

Due to LR residing in supportive living where staff cared for him, they were reluctant to provide statements of complaint to officers, however due to the LR's known history and risk to staff and public, it was decided that we would take positive action and explore the route of a victimless prosecution. This again looks at protecting the victims from repeat victimisation where they may be in fear to support police action due to how it may affect their job.

As LR has frequently been released with no further action, a robust approach to show them the consequences of their actions is key to breaking the cycle of offending as put in to practice through the principles of operant conditioning (Staddon & Cerutti, 2003).

It is important to consider the alternative disposal methods available to police such as educational and diversional methods. While they would be ideal for a vulnerable offender such as LR, due to his lack admittance to the offence they were not eligible. Those such as LR are great examples of individuals who could benefit from a diversional course, it shows them a consequence to their actions and allows them to learn alternative means of expressing themselves (Davidson, et al., 1987). These courses which are outside of the traditional criminal justice system are shown to reduce reoffending rates by a statistically significant amount as shown in Davidson, et al's 1987 study. This reinforces the idea of using alternative disposal methods for vulnerable individuals such as LR who would unlikely be suited to a typical prison environment without special measures in place.

We have covered in and out of court disposals, and diversionary courses set out by the police; partnership working and referrals with other agencies; and developing the best care plans for LR. All these approaches have their own merits and can work together to complete a holistic approach to dealing with a vulnerable offender. Overall, there are many ways for police and other professional services to work together to give this holistic approach to offending. Whether they are a victim or offender, even a vulnerable person we must acknowledge that there will never be a one size fits all approach. We must take careful consideration to the individual circumstances of every incident, and not let our prior experiences and internal biases dictate our decision-making process (Wood, et al., 2021). We must ensure we take all aspects of a situation into account and consider all possible means of disposal, not only to best suit the victims, but what is best for the offender and what will help break the cycle of offending (Ministry Of Justice, 2011). Those such as LR are a prime example of leniency due to vulnerability and a tough but fair approach in this incident is the best long-term solution to break the cycle of offending, reduce the demand on professional services, and do what is best by both victim and offender.

Word Count - 2199

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 5

Relevant areas of the National Policing Curriculum:

Conducting Investigations

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

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

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

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

Answer:

In this essay I will be discussing an incident of Grievous Bodily Harm against JP by PB and FS. During this incident, JP had recently left a bar on the high street and crossed into a subway where they were seriously assaulted by PB and FS. JP made his way back to the high street where he called the police and was then knocked unconscious by PB.

This incident was dispatched as an emergency call, and police arrived on scene in conjunction with an ambulance crew where JP received emergency medical treatment on the roadside.

It was evident, based on the injuries and the disclosure made via 999, that JP had been a victim of an assault and it was vital that we utilised the 'Golden Hour Principles' and 'Fast Track Actions'.

These two principles can be broken down into a systematic investigatory technique. Initially, our '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). In this incident I first considered the scene management as one of the first officers to book off at the incident. We immediately formed a cordon and safeguarded the victim; ensuring they would get medical attention whilst other officers safeguarded the scene and seized vital evidence. As I received disclosures from JP, I was able to pass

information over the airways to help direct my colleagues to the correct areas and speak with the right witnesses.

This incident took place at approximately 02:30 hours, and some of the key lines of enquiry identified were CCTV which would help cover the material time frame of all parties involved, meaning that keeping a detailed log and a concise handover was important as by the time the buildings that had CCTV opened, the shift would be over; but the incident would not be. This would require different officers to pick up these enquiries to ensure the investigation's integrity was maintained. It was also important to note that this took place in a close community; meaning tensions were high leading to a lot of attention on the police to act prompt and effectively. Arrest enquiries were conducted as soon as the suspects were identified. This would not only preserve the integrity of the investigation but safeguard the offenders from possible community backlash when tensions were still high. This process allowed us to follow the key priorities as suggested by the College of Policing (2013), to preserve life, scenes, secure evidence and identify victims and suspects.

As part of the fast track actions, I had to consider what were the limits of my initial attendance, as the officer in charge who would be carrying the investigation going forward. I was very aware of my shift coming to an end shortly after the incident took place; that, accompanied with the time of night, meant it was difficult for me to complete the full cycle of the golden hour principles at my first point of contact (Wood, et al., 2020). Thus, I thoroughly documented my actions, through use of my body worn video and pocket notebook, to keep a record of the incident in accordance with Disclosure Manual Guidance (Attorney Generals Office, 2018).

In this incident communication and updates were a strong point of the investigation, passing key updates over the air allowed all officers involved to get a holistic view of the incident and allow us to divide and conquer in the sense of ensuring each scene was identified; along with the material time frames and that they were properly safeguarded from contamination. This in turn led to an excellent hand over, both written and spoken, to the day shift as they came in and carried on with the investigation. This ensured that from the point of view of the victim and the integrity of the investigation, things carried on smoothly and without interference ensuring the best service possible.

One issue that did arise, however, was the inability to locate FS. This raised community tensions as we were unable to locate a known suspect, and thus unable to properly safeguard our victim causing risk management issues. This was amplified in retrospect by allowing FS to attend a 'VA' rather than arresting them. It meant that we were unable to impose bail conditions on them and thus had the potential to compromise the investigation, and possibly leave the victim at risk of retaliation. Whilst this did not happen, the risk was ever present whilst waiting on CPS advice and could have been vastly improved by using our arrest necessity to 'Prevent Harm' to get bail conditions imposed (Wood, et al., 2020).

The Victim

JP was hospitalised due to his injuries and suffered from PTSD due to the incident. They were very supportive of police action, provided a positive complaint and

engaged thoroughly. This was a huge benefit to this investigation due to the number of outstanding actions that were required and this support in turn allowed us to provide to JP as they could see that the investigation was progressing.

JP was badly injured and had to receive emergency medical attention, meaning we had to wait to take a statement of complaint from them; however, we were able to get a first account to assist with our enquires. Officers ensured that JPs health and welfare was put first which allowed us to support him as a victim and make him feel comfortable and relaxed while provide a statement to us.

As JP was still in hospital when he provided his medical statement, we were unable to get a medical statement at the same time, this is because the treatment was not concluded. However, this worked out beneficial in some respects as after his release it allowed us to catch up with JP and show compassion in our role and further support the victim through the criminal justice system. This is shown to increase positive outcome rates, due to around 1 in 4 prosecutions being dropped due to lack of victim's support (Victims Commissioner, 2020).

Shortly after this JP was revisited to complete a forensic elimination sample, again this gave us the same opportunity to show compassion and support the victim and show that whilst they do not hear from us daily; actions are being taken in the background and they are being taken seriously as a victim of crime.

By taking these three key bits of evidence from JP over 3 occasions, it allowed us to develop an excellent rapport and make him feel safe and reassured. However, we must also consider that completing all of these in one setting may have sped up the investigation and used less resources. Both have their benefits, but in the 21st century policing is a victim focused service, and therefore the rapport and support for JP is invaluable (Ministry of Justice, 2013).

The Witnesses

Whilst there were several witnesses present for part of the assault, the subjects were known to be dangerous to the people of the village, which meant that getting their support was difficult but also vital. One issue that we quickly came across was that the offence took place in a close community which the offenders were apart of; this made getting support from witnesses difficult due to them being friends and acquaintances of the offenders. This was also magnified by the fact that it was a violent offence, and the witnesses were in fear of retribution. Whilst difficult to deal with, this did not make it impossible. I visited the potential witnesses to speak to them about the affect and used empathy and understanding to help them understand the consequences of the offence they had witnessed and how important a prosecution was to keep the victim and others safe. Following this, we also discussed their apprehensions of the process, and woes about going to court. In the case I informed them of the 'Victim Care Unit' (VCU) who can give support to those affected by crime and give them direction and advocate for their rights; as well as ensuring that they receive regular updates on top of those provided by the OIC (Gwent Police, 2023).

Whilst the VCU could help with their engagement and give reassurance to the witnesses, it was not all we could offer. Under Section 16 of the Youth Justice and Criminal Evidence act (Wood, et al., 2021) we can give special measures to vulnerable and intimidated witnesses. In this case a key witness qualified for this due to being fearful of the offenders, placing them in the intimidated category coupled with their underlying mental health conditions.

Together this worked well to ensure that we could safeguard a witness who provided key evidence to our investigation, and by including them on the bail conditions for PB, this allowed us to safeguard them and help them feel reassured that they would not be subjected to repercussions from the offender for supporting police action.

The Offenders

The two offenders were dealt with in very different ways. PB was seen as our main aggressor, and FS had appeared to have just been involved in the offence by proxy of PB. PB was aware that Police had been searching for them and handed themselves into the Police station within 24 hours of the offence taking place. However, FS was difficult to locate and was also under the age of 18 but was later brought in to be questioned by way of 'Voluntary Attendance'.

PB handing themselves in made a huge impact on the case as it allowed us to complete early enquires and apply for a Section 18 Search under PACE 1984 (Legislation, 2017). This allowed us to search PB's home address and seize several items of clothing. These were later sent to forensics which allowed us to uncover key DNA evidence to place PB at the scene of the offence. This emphasises Locard's exchange principle that 'every contact leaves a trace' (Horswell, 2004).

PB was then released from custody and had bail conditions imposed on him. We used these conditions to keep both PB safe from retaliation and JP safe from further offences (Home Office, 2022). As this bail was imposed prior to the 2022 update in conditions, the APB was initially for 28 days later with the Superintendent's authorisation and Court Bail extensions were then sought. Each of these were served on to PB in person which allowed me to develop a rapport with the offender and keep PB updated with the updates to the investigation. This prevented the offender being left in the dark as this uncertainty could have had a substantial effect on PB's mental health (Mefoh, et al., 2016).

The arrest worked very well to get bail and a Section 18 search authorised; I do not believe we could have improved on this area of the investigation. It allowed us to both safeguard the victim and witnesses and uncover key DNA evidence that later proved vital in the prosecution of PB.

On the other hand, FS was dealt with by way of VA. This was due to them being under 18 and was a less intrusive method to deal with them as they would be going through the youth justice system which would prevent the vicarious trauma of going through custody (Northamptonshire Police, 2022). However, the issue with this was identified after we realised that a Section 18 search would not be possible of FS' address and would possibly lead us to losing key evidence like the forensics which

were key for the prosecution of PB. There are pros and cons to both sides of a VA and Arrest. Whilst for a youth we must consider the rights and, in many ways, protect them (Home Office, 2020) we must also consider the victims of offences and do what is right by them. It can be difficult to perfectly balance the two aspects of the instigation.

Throughout this investigation we were able to support JP through regular contact and keep him informed of the investigatory stages. Our policy was to do this within 5 working days and was often done as soon as the information came to light, so they were never left in the dark; especially as the court date approached. Officers worked well to identify all reasonable lines of enquiry and, by following the Fast Track principle, 'the first time to obtain evidence is also the last' (College Of Policing, 2013). We ensured that all available evidence was obtained in a timely manner. The biggest oversight of this investigation, however, would have been the Voluntary attendance of FS. Due to this we were unable to use Section 18 of PACE (Legislation, 2017) to search their address and lost the opportunity to perhaps gain vital evidence linking them to the offence. Whilst we were able to serve JP by prosecuting PB, who they saw in their eyes as the main offender, the lack of awareness at the time to arrest FS has possibly done the public a disservice and allowed a potentially violent offender to get away with a serious crime.

Word Count: 2187

Authentication signature: Callum Price

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

Signed: C.PRICE

Date:

30/01/2023

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.

Bibliography

Attorney Generals Office, 2018. *Review of the efficiency and effectiveness of disclosure in the criminal justice system*, s.l.: Crown Copyright.

Carers UK, 2022. *Mental capacity in England and Wales*. [Online]

Available at: <https://www.carersuk.org/help-and-advice/practical-support/managing-someone-s-affairs/mental-capacity-in-england-and-wales>

[Accessed 29 November 2022].

College Of Policing, 2013. *Investigation process*. [Online]

Available at: <https://www.college.police.uk/app/investigation/investigation-process#fast-track-actions>

[Accessed 07 January 2023].

College of Policing, 2013. *Response, arrest and detain*. [Online]

Available at: <https://www.college.police.uk/app/detention-and-custody/response-arrest-and-detention>

[Accessed 14 November 2022].

College Of Policing, 2021. *Adults at risk*. [Online]

Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/adults-risk>

[Accessed 29 November 2022].

College Of Policing, 2021. *introduction to vulnerability-related risk*. [Online]

Available at: <https://www.college.police.uk/guidance/vulnerability-related-risks/introduction-vulnerability-related-risk>

[Accessed 21 november 2022].

College of Policing, 2022. *Evidence-based policing*. [Online]

Available at: <https://www.college.police.uk/research/evidence-based-policing-EBP>

[Accessed 21 november 2022].

Davidson, W. et al., 1987. Diversion of juvenile offenders: An experimental comparison.. *Journal of consulting and clinical psychology*, 55(1), pp. 68-75.

Engel, B., 2017. *Why Don't Victims of Sexual Harassment Come Forward Sooner?*. [Online]

Available at: <https://www.psychologytoday.com/us/blog/the-compassion-chronicles/201711/why-dont-victims-sexual-harassment-come-forward-sooner>

[Accessed 29 November 2022].

Frankish, P., 2019. *Trauma-informed Care in Intellectual Disability: A Self-Study Guide for Health and Social Care Support Staff*. 1st ed. Shoreham By Sea: Pavilion Publishing and Media .

Gwent Police, 2023. *Support for victims and witnesses of crime*. [Online]

Available at: <https://www.gwent.police.uk/advice/advice-and-information/victim-support/Victim-witness-support-organisations/>

[Accessed 8 January 2023].

Home Office, 2020. *PACE Code C 2019*. [Online]

Available at: <https://www.gov.uk/government/publications/pace-code-c-2019>

[Accessed 13 November 2022].

Home Office, 2022. *Home Secretary to introduce 'Kay's Law' reform to better protect victims*. [Online]
Available at: <https://www.gov.uk/government/news/home-secretary-to-introduce-kays-law-reform-to-better-protect-victims>
[Accessed 29 November 2022].

Horswell, J., 2004. *The Practice Of Crime Scene Investigation*. 1 ed. London: CRC Press.
IOM Cymru, 2022. *Womens Pathfinder*. [Online]
Available at: <https://www.iomcymru.org.uk/Women%E2%80%99s-Pathfinder/>
[Accessed 21 November 2022].

Legislation, 2017. *Police and Criminal Evidence Act 1984*. [Online]
Available at: <https://www.legislation.gov.uk/ukpga/1984/60/section/18>
[Accessed 8th January 2023].

Mefoh, P. C., Odo, V. O., Ezech, M. A. & Ezech, L. E., 2016. Psychological Well-Being in Awaiting-Trial Inmates: The Roles of Loneliness and Social Support. *Social Sciences*, 5(5), pp. 64 - 69.

Ministry Of Justice, 2011. *Breaking the cycle: government response*, Belfast: The Stationery Office Limited.

Ministry of Justice, 2013. *Code of Practice for Victims of Crime*. Great Britain: Stationery Office.

Ministry of Justice, 2021. *New Victims' Code comes into force*. [Online]
Available at: <https://www.gov.uk/government/news/new-victims-code-comes-into-force>
[Accessed 29 November 2022].

Miron, N., 1968. Issues and Implication of perant conditioning : The primary ethical consideration. *Hospital and Community Psychiatry*, Volume 19, pp. 226 - 228.
Northamptonshire Police, 2022. *Northamptonshire Police introduce 'Trauma-Informed Custody' for detained children*. [Online]
Available at:
<https://www.northants.police.uk/news/northants/news/news/2022/april/northamptonshire-police-introduce-trauma-informed-custody-for-detained-children/#:~:text=Known%20as%20Trauma-Informed%20Custody%2C%20this%20new%20detainee%20process,and%20of%20these%2C%20>
[Accessed 8th January 2023].

Social Care Wales, 2022. *The professional strategy discussion*. [Online]
Available at: <https://safeguarding.wales/en/adu-i/adu-i-a5/a5-p4/>
[Accessed 21 November 2022].

Staddon, J. & Cerutti, D., 2003. Operant Conditioning. *Annual Review of Psychology*, Volume 54, pp. 115-144.

Victims Commissioner, 2020. *One in four cases, victims withdraw support for prosecution*. [Online]
Available at: <https://victimscommissioner.org.uk/news/one-in-four-cases-victims-withdraw-support-for-prosecution/>
[Accessed 08 January 2023].

Wood, D. et al., 2020. *Blackstone's Handbook for Policing Students 2021*. 15th ed. Oxford: Oxford University Press.

Wood, D. et al., 2021. *Blackstone's Handbook for Policing Students 2022*. 16th ed. Oxford: Oxford university Press.

Wood, P., Wilson, J. & Thorne, D., 2014. Offending Patterns, Control Balance, and Affective Rewards among Convicted Sex Offenders. *Deviant Behaviour*, 36(5), pp. 368 - 387.