

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: _James Davies _____

**Learner's University Registration Number:
_2016397 _____**

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	Maintaining Professional Standards Leadership and Team-working Wellbeing and Resilience	2000
Task 2	Vulnerability and Risk Evidence-based policing	2000
Task 3	O.C.P	2000 equivalent
Task 4	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 4		2000
Option 1	Response Policing	
Option 2	Policing Communities	
Option 3	Road Policing	
Option 4	Information and Intelligence	
Option 5	Conducting Investigations	

Task 5	Personal study/learning plan	2000
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Task 1

Relevant areas of the National Policing Curriculum: Understanding the role of a constable, maintaining Professional Standards, Leadership and Team-working, Wellbeing and Resilience

Critically evaluate theories of team dynamics as a means of developing team cohesion (reasons why some teams cannot function, theories and models relating to team dynamics, ways to improve team cohesion) and to what extent group dynamics are shaped by wider organisational cultural norms.

Consider why inter-personal conflict can occur within a team and outline what strategies can be adopted to enhance individual and team performance.

Consider how team dynamics within the police service can result in failing to comply with professional standards requirements demonstrating an understanding of organisational justice in a policing context (Code of Ethics, policies, procedures, protocols, or legislation).

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

ANSWER:

In this task I will be looking at team dynamics and how it can develop team cohesion. Firstly I will look at the definitions of team dynamics and team cohesion. (Colins Dictionary,1940) defines Team Dynamics as 'a field of social psychology concerned with the nature of human groups, their development, and their interactions with individuals, other groups, and larger organizations.' Team Cohesion is defined by (Russell Tobin, 2021) as something that '...happens when a team remains united while working to achieve a common goal. Being a cohesive team means that not only are groups met but everyone feels like they have contributed to the overall success of the group.'

Braun et al (2020) investigated team cohesion and coordination performance relative to newly formed teams. One of the main findings from this study revealed the importance of cohesion compared with coordination, it is strengthened with increased team interactions. This suggests when a team is first put together, the team leader will organise and coordinate the team for it to achieve its goal. As the team spends more time together, they get used to each other's skills, strengths and weaknesses and will need less communication from the team leader. They would know what is expected of them and the capabilities of their colleagues. Less communication from team leader might also mean the goal is achieved faster as there is greater team cohesion.

Braun et al (2020) also explored how a person and organisations success and or failings, hinge on the functioning and performance of the teams and person at the helm. In some cases, team performance does not just influence profit margins, but also has serious implications for societal well-being. This relates to South Wales Police (SWP) as it is a not-for-profit organisation and relies on budgets and grants being allocated by the Government. This is set out with the Police and Crime Commissioner (Medium Term Financial Strategy (2022-2026) Serious implications for societal well-being would occur when SWP becomes under budgeted and becomes unable to provide an effective service to look after the residents who live within the force area. This is reflected in an article in (IRVINE Times, 2022), This means the individuals at the helm of SWP are under immense pressure to ensure that targets are met in order to retain the funding needed to keep SWP an effective force and therefore, keep residents safe. This pressure is filtered down from the top positions to the front-line response officers as increased demand with no increase in budget means that response teams need to become more efficient in how they deal with emergency calls. The difficulty with this, as you see with the response team I work with, is most of the team are new officers. When you first join SWP, after the initial two years on response, you can look and apply for jobs in other departments such as traffic, the hub and CID. This means response have a big turnover of officers meaning effective team cohesion is hard to come by due to the turnover. Allisey et al (2013) adds to this claim by stating work-related stress, psychosocial working conditions and job satisfactions as leading contributors to officers switching jobs.

Furthermore, Braun et al (2020) also states an important finding; 'cohesion positively relates to team effectiveness outcomes, including satisfaction, performance, and viability.' A response officer has to attend a wide variety of calls ranging from domestic assault to sudden deaths.

A journal by Daspit, et al (2013) investigates the influences of cohesion, internal team environment and cross-functional team effectiveness. This study was relevant as it looked at the idea of cross functional teams (CFT). CFTS are described by Webber (2002) as consisting of 'individuals from various functional areas...that work together to obtain a specific goal.' Police forces could be described as CFTs as, due to the rapid change in circumstances and demands from the public, it has many different departments ranging from response, CID, the HUB, Roads Policing Units, Covert Ops, WETCU (Wales Extremism and Counter Terrorism Unit) and Custody (South Wales Police, 2021 pp.19) Each department mentioned above has its own structure starting at the bottom with officers, who will answer to sergeants who answer to Inspectors. This structure allows maximum efficiency as there is a clear chain of command. However, a response officer could still interact and take orders from a custody sergeant. For example, when booking a person into custody.

"The finding suggests that in CFTs, the internal environment influences team effectiveness directly through shared leadership and cohesion. The internal team environment is not directly related to effectiveness in CFTs nor in cohesion influenced by shared leadership: findings that diverge from traditional team structures. CFTs have the potential to perform successfully when the internal team environment supports member participation (shared leadership) and interaction (cohesion), thereby enhancing the exchange of diverse cognitive resources and influencing team effectiveness." Daspit, et al (2013).

CFT looks to be the most successful way to manage team effectiveness and dynamics in SWP. I believe this is because the variety of demands from the public on SWP is vast and in order to get enough 'experienced heads of departments' the workloads, especially in higher management, need to be spread out effectively. This ensures they have the knowledge to best help members of the public and officers when dealing with members of the public. This means team members need to be

dynamic. It also means that frontline/response officers would only deal with a portion of what the public demands from SWP and therefore, in a way, 'specialise' in these calls when gaining experience.

To avoid any confusion, SWP has strict policies and procedures in place to protect the safety of everyone involved in the process. This includes SWP employees, victims, and suspects. Protocols are always followed as well as following the Code of Ethics (COE) (College of Policing, 2014). This details how a person will be treated whilst in custody and explains their rights and entitlements. This ensures that everybody knows the situation, everyone is treated fairly and equally. The rights and entitlements can include speaking to a solicitor before and during an interview, getting medical attention if presented to custody with injuries and for someone to be informed they are in custody i.e. a family member or employer as stated in the COE.

The Independent Officer for Police Conduct (IOPC) manages public complaints, investigates internal conduct, and opens disciplinary cases towards SWP staff if deemed appropriate. They will also find learning/improvement opportunities so officers can learn from the mistakes of other officers. The IOPC has set out a new updated COE in 2014 which has nine policing principles and ten standards of professional behaviour. The COE is designed to guide officers when making correct decisions on a day-to-day basis which could affect their job role or the community they interact with, either directly or indirectly. Most decisions can be easily judged to be right or wrong. An example of this an officer using police computer systems not for policing purposes and purely for the officer's personal gain which is clearly a breach of the COE. Some decisions, however, may be harder to judge as some officers may be faced with a situation which has many different factors and result in several different outcomes. Officers will need to consider if the outcome mitigates the risk (if any) evolved in the decision made by that officer. Should the action of that officer have a negative impact on SWP or the member of public they were trying to protect with this action, it would be the job of the IOPC to investigate and determine if a breach has been made, how severe the mistake and if an obvious safer option was at the officer's disposal. If a breach has been made, then it is highly likely that professional standards have been broken to some capacity. This is set out in IOPC Guide of Independent Investigations (2020)

When considering inter-personal conflict, it is important that the team has coping strategies and procedures in place to reduce the likelihood and if necessary, reduce the negative impact they may have on team dynamics and team performance. Interpersonal conflict can occur for many different reasons and could be as a result and not limited to issues with communication from one or more officers, poor work performance by yourself or a colleague, lack of role clarification, poor processes or systems of work that are not fit for purpose or time constraints being unreasonable. This could lead to stress and mental health issues which in turn effect a persons and team performance. Police Foundation (2020) conducted an appraisal of police response during Covid-19 and states "local senior police stakeholders expressed apprehension about burnout and workforce fatigue given that the large majority of the workforce had been working harder, for longer without adequate time on annual leave." There are many strategies that could be adopted to enhance individual and team performance. Some of the strategies for individual improvement include working with different colleagues, they might perceive a situation differently and performance reviews with line managers to identify areas to work on and show what they were doing well. Yusuf et al (2021) studied upskilling staff and concluded "good service can be done if employees continue to be developed."

The College of Policing looked into team improvement strategies and have come up Continuous personal development (CPD) program which looks at informal conversation, tutor constables and use of knowledge hub as main strategies. (College of Policing, 2021).

Tekleab, Quigley & Tesluk (2009) looked at team conflict, management, cohesion, and team effectiveness. In their results, they stated "We found that high levels of conflict management mitigated the negative effects of relationship conflict on team cohesion; at the same time, however, high levels of conflict management seemed to decrease any positive influence task conflict might have had on team cohesion." Later in the conclusion it also states that using conflict management effectively might have a negative impact on team cohesion when there was conflict arising from the task. They advised that "teams who have relationship conflict should be given guidance on using conflict management processes. Teams with low relationship conflict and more task conflict should be given guidance on using conflict management processes. Teams with low relationship conflict and more task conflict should try to overly manage their disagreements over the task and rather let them work themselves out through expression."

This suggests that team dynamics and cohesion differ for the task once it has been issued. It is also important to find out if any disagreements/ conflicts occur in the group and whether they have

stemmed from the task that has been set and the group disagree on how to proceed or are they personal, meaning the group have personal issues with one another, maybe about one person's ability to perform a task. Either of these will have a negative effect on team dynamics and cohesion. This means that sergeants, the supervisors for the response officers, should have the guidance and training to firstly identify potential conflict in the workplace before it escalates and have the correct 'tools' (training) to effectively deal with the situation. As a result, sergeants should be proactive rather than reactive when dealing with conflict management processes.

SWP service is a massive organisation with a lot of different teams and could be easily considered a well-oiled machine when all different teams are working well together. This enables the police service to act smoothly and efficiently. However, should one team underperform, then the whole dynamics of the service could be compromised, the 'well-oiled machine' starts to fail, and mistakes/ failings can occur.

The study by Tekleab et al. (2009) also states that when a group is first formed it goes through a stage of 'counter dependency'. This is when a member within the newly formed team will try to establish their role and assert their independence from a team leader or colleague. In this process, they aim to build bonds with other team members with similar values and ideas and therefore, form coalitions. In a group with many like-minded individuals with multiple similar values and ideas, this could be effective as only one coalition group will be formed. However, if the team is made of multiple individuals with vastly different opinions on the direction of the groups, then smaller coalition groups would be formed, and the direction of the team could be conflicted. This suggests that, if there are too many different opinions in a group, this will destabilise the group dynamics and the group won't function correctly which in turn will affect the service the public get from officers.

In conclusion, communication is a key aspect in team cohesion and team dynamics. A line manager needs to communicate their vision clearly so the whole team can work cohesively and dynamically. SWP deploy tactics such as team briefings and have senior management teams in place to organise the Police Service. This maximises performance and public expectations for which good team cohesion and good team dynamics are essential.

Total word count 2174

Task 2

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

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

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

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

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

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

ANSWER:

In this assignment, I will be looking at a domestic incident that I was sent to involving a child. It is important to first outline what is meant by the vulnerable. The College of Policing (2021) describes vulnerability as "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."

The incident I am using involves a vulnerable person and is as follows. The police had received a third-party report (not reported by victim) that they could hear screaming coming from the neighbour and had concerns as there was a small baby there. Arriving on scene only the female and baby were present and after searching the address no male was located. I then spoke to the female to try to find out what had happened. Even though visibly distraught, no offences were disclosed, and no injuries visible. The female confirmed a verbal argument took place, the male had left and nothing physical had taken place.

A day later, the female victim phoned in and changed her story. She explained how the male in question had pushed her up against the wall by the neck during the verbal argument, but she had no wish to pursue a complaint. This led me to question if it was a genuine complaint and if so, why the victim had changed their mind.

Birdsall and Boulton (2022), theorised victim decision making in relation to domestic incidents. I did this further reading as I wanted to know common reasons for reporting abuse and reasons for not reporting abuse, even if it happened. The journal reviewed work conducted by Bernoulli (1954) and a concept called Utility Theory. Utility Theory explains how a person places value on utility values as opposed to actual monetary value. An example would be a 10% pay rise would be more appealing than a £100 pay rise, even if the values would add up to the same. Birdsall and Boulton (2022), concluded that the issue with Bernoulli's (1954) work was that they did not account for the change in the victim's circumstance. The journal looked at a victim (Victim B) and saw that if they proceeded with a complaint against their abuser, they would certainly lose the house. In relation to the incident I attended, the female I spoke to didn't disclose any offences, this journal infers that potentially the female may feel they had to lie to keep a roof over their child's head, so has to pick between what they perceive as the lesser of two evils. Felson et al (2002) discovered other factors which could

influence a victim's decision to disclose offences include previous bad experiences with police, fear of repercussions from accused, fear of not being believed and fear of losing children.

Boulton (2022) also referred to the level of the injury and sees a correlation between the level of injury compared to risk of losing the house. By this I mean the worse injury a victim has, the less concerned they will be about losing their home.

Mawby (2020) conducted a study around crimes levels during the Covid-19 pandemic, he discovered that thefts and public violence had decreased due to there being "less available targets" i.e., less people venturing out in public to steal from. Mawby (2020) also noted "according to police figures, calls to woman's refuges and helplines have risen dramatically, indicating, that women attacked in their homes may feel trapped and unwilling to involve the police but seek alternative solutions." There have been strides with technology and mobile phone apps, such as Bright Sky. Officers have access to national hotlines to try and break down barriers in relation to this new trend however still taking positive action when necessary, Burston (2016) The Bright Sky app is a tool officers use and at every domestic incident I go to, if I know the victim has a smartphone, I will suggest they download and use the app.

On the way to incidents, information is sent to our work mobile devices regarding the situation we are attending. On this occasion, as there was mention of a young child at the address, this started a discussion between myself and my colleague about how to deal with and separate all parties when we arrived. As the male wasn't present at the time, the plans we had put in place were not needed, however I felt further reading would be necessary. Humphreys & Bradbury-Jones (2015) looked at safeguarding children, the response and intervention. In the journal, they discussed the significant health and social issues and long-term consequences for both adult and child victims. Additionally, the article describes the effects of domestic incidents involving children, that they may not be abused directly but may observe it between other people (mainly parents), either visually witnessing violence or hearing it from another room. It also explains how a childhood could be spoiled by growing up in fear with conditions which undermine the relationships between mothers, fathers, and children (Laing et al 2013). Barra et al (2022) looked at the relationship between youth offending and adverse childhood experiences (ACES) the study concluded that that youths with at least one ACES were 82% more likely to commit a crime compared to youths with no ACES.

Because the female was distraught and there was a confirmed offence, we had to prepare for the victim to not tell us the whole truth. Felson et al (2002) discovered this could be because of distrust towards the police, she could be scared the child might be taken away from them if they admit it or even, they could fear retaliation from the suspect and believe by not saying anything, they will have an 'easier life'. To try to safeguard the victims (both mother and child), South Wales Police policy is to complete a personal protection notification (PPN). With the victim's consent, they will answer a set of DASH (domestic abuse, stalking & harassment) questions, also including honour-based violence. There are twenty-seven questions, and they range from the relationship between the two parties involved, is there a history of abuse and is it getting worse, have they ever made threats to them or other family members and believed them, as well as mistreating animals/ family pets. All questions are assessed, and a risk assessment score is given. The officer will put in their own comments on what they see when on scene. This ranges from the state of the house, is it clean, to if there is food readily available to children. This will then be looked at by a specialist and outside agencies. They can contact the victim (with their consent) and offer services to help. Moore et al (2021) conducted a study that monitored data on police referrals of adults to RISE-Cardiff. The results 'indicates a tendency for women and third parties to be less likely to make police contact for domestic abuse during lockdown except for severe instances.' This journal is limited as it only looks at one source but coupled with Robinson (2006) which looked at (MARAC) Multi-Agency Risk Assessment Conferences in the same area (Cardiff) it can give us a better understanding. Robinson (2006) discovered "the overwhelming majority of MARAC victims did not experience any further incidents of violence."

To help with my understanding of the DASH question process and the accuracy of the DASH risk assessment, I have conducted further reading Turner et al (2019). This focuses on the debate about the effectiveness of the questions, if the questions are relevant/sufficient and if the risk assessment could be shortened in any way. They concluded that further discussions between police and wider agencies need to take place as results currently suggest "that DASH is not enabling police officers to identify high-risk revictimization or recidivism cases." It also suggests that the answer to some questions carry more weight or have a bigger influence compared to the answers of other questions. Some questions and answers which are less influential may affect an officer's risk perception and therefore it could be suggested that the police officer's tool (DASH risk assessment) is not fit for purpose and is not performing as originally expected.

I wanted to further my knowledge in this area and as I was only on response during the Covid-19 pandemic, I had no active knowledge on what policing domestic incidents was like before this time. A journal written by Walklate et al (2021) looked at the changes in police response to domestic incidents in England and Wales during the Covid lockdown. They found that the different forces, and sectors within forces, responded to domestic incidents differently depending on the resources they had at their disposal at that time. The journal notes a sharp rise in domestic incidents between 2013-2017 (88% rise) and a further 24% increase in 2019. They acknowledge a wide range of reasons why the increase has happened but the global financial climate and people being at home more often were contributing factors. It recognises that response officers catching Covid meant fewer officers were at work and therefore, there were less resources to attend calls. This could lead to inconsistency across the police in how incidents were dealt with. To summarise, the article looked at how the police had been subjected to considerable critique over the last 40 years. Even though the content has remained the same, the use of technology took a big leap forward to compensate for the reduced capabilities of the police when less officers were on duty.

When dealing with domestic incidents, it is also important to consider cultural differences in the communities. Some religions only allow the head of the household, usually a male, to speak. This means a female victim may not be able to disclose an offence, especially to a male officer. Female officers would then need to be on hand to assist but in some forces, especially during Covid with reduced resource levels, this wasn't always the case. Choi et al (2016) concluded that due to multiple differences in diversities, religions, and ethnical groups, it's hard to consider each approach and would not be correct to generalise responses. This article considers the best course of action as getting victims from different diversities and religious backgrounds to "engage in these religious leaders and strengthen the natural help-seeking resources". This could be done by having a person from a similar background in a professional role, which can include social services and mental health professionals. This helps establish common ground, accessibility, and a comfort level that they will feel when speaking to a person from a similar background. They may feel they are understood better by this individual, however, what it doesn't say in this article, is the importance of training officers in ways to build a rapport, without crossing religious boundaries which may push a victim away from reporting a crime.

When investigating how to tackle repeat victimization, I revisited Robinson (2006) and found research conducted by Lloyd et al (1994) which found "in domestic violence cases, the risk of revictimization is highest within the first eleven days after the initial victimization and tends to decline thereafter". This confirming the importance of police action and safeguarding victims. In Robinson (2006)s conclusion it quotes Coker et al (2000) which discovered the main reason for someone to repeat the act of domestic violence was a lot higher when alcohol and/or drugs is involved. This would suggest tackling offenders alcohol/drug habits will reduce domestic violence reoffending. Robinson (2006) also concluded "the results from the outcome evaluation showed that multi-agency partnerships produce impressive results and would undeniably benefit any community's response to domestic violence." This proves the importance of police referrals in tackling repeat victimisation as it gets multi-agencies involved through MARAC. Donovan and Griffiths (2015) discovered an issue and state "motivating men to engage in programmes designed to change behaviour, and getting them 'treatment ready', is worthwhile but not clear in the case of VPPs (voluntary perpetrator programmes) who would do this work".

In conclusion, when attending domestic related calls, there is always pressure for positive action to be taken. However, proactive action in relation to domestic calls can have different meanings to different people. A person might feel that positive action means someone getting arrested, which isn't always the case socially if no offences have been committed or disclosed.

In relation to support that the police can offer, PPN/DASH appear no longer fit for purpose and discussions need to take place on how these DASH questions can be adapted, not only for the benefit of the officer but the actual victim. Robinson (2006) noted that agency check-up seemed to stop after six months and more research needed to be conducted 'to ensure that revictimization rates do not significantly increase with time'.

A problem with multiagency working discovered by Davies (2018) found that multi-agency partners "are not yet ready to assume a role requiring them to be in closer proximity to the perpetrator". This is backed up by Donovan and Griffiths (2015) which discovered that some agency staff found "work with perpetrators was outside the remit of some agencies."

Word count 2195

Task 3

Recognition and confirmation of progress on the Occupational Competency Portfolio (OCP).

By signing the section below, you are acknowledging your continuing progress on O.C.P.

This is recognised by the university as work that is fully supporting this module BMPP 6001D; Policing in the Workplace 3 and in signing it will be equivalent to 2000 words.

Confirmation of the progress on the Occupational Competency Portfolio (OCP).

I confirm that I am progressing with the Occupational Competency Portfolio (OCP) in accordance to the regulations.

Signed: __ J.Davies__ (Learner – electronic signature accepted.)

Date: __30.04.2022__

Task 4

This is a reminder that this TASK 4 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 4 Option 1:

Relevant areas of the National Policing Curriculum:

Response Policing

You should choose **a policing 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 response 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:

During this task I will critically assess the challenges associated with a response incident that I have attended. To help critically assess this incident I am going to use Gibbs reflective cycle (1988). The incident I have chosen to reference involves a group of youths that have assaulted an elderly male. The initial challenges were, defence, the youth being as young as thirteen and common practise not to criminalise children. There were challenges surrounding conducting my investigation via a voluntary interview (VA) rather than arresting the youths referring back to common practice. (gov.uk,2018)- 'Although a criminal justice response will remain in a small number of cases, this framework is designed to prevent, unnecessarily, criminalising already highly vulnerable children.' I referred to Blackstones (2021) Student Policing Handbook to reference a format for the VA process. I will then discuss strategies developed for police to effectively manage the situation.

Due to the incident involving youths and assault I have looked at a journal looking into anti-social behaviour issues, Barra et al (2022) discussed the relationship between youth offending and adverse childhood experiences (ACES). I chose this as I wanted to research why antisocial behaviour in youths was rising and what the main impacting factors could be.

Barra et al (2022)'s study concluded that 'youths with at least one ACE were 82% more likely to commit a crime compared to youths with no ACEs'. This suggests that when looking at developing successful strategies for incidents involving youths we need to look and address issues in a youth's upbringing. This should reduce the possibility of them being exposed to ACEs therefore less likely to commit crime, not just react to the incident after its occurred. This goes back to the police forces being proactive instead of reactive argument. Barton and Teagle (2007) confirms this and concluded 'in short, if the police are to fulfil their roll. they will need to find new ways of working in order to face the challenge of implementing proactive early intervention in line with centralized approach to "best practice".' In this incident, this was the case for one youth who grew up in a domestic abuse family environment. The youth showed up on police computers systems as witness to multiple incidents of violence in the home.

I will now use Gibbs' Reflective Cycle (1988) to reflect on the incident. Gibbs (1988) allows me to describe the incident, look at my feelings during it, then evaluate the good and bad aspects. I will then analyse the incident and sum up my findings. I will then develop an action plan and discuss what I would or could do differently in the future.

Firstly, I will describe the incident, I was asked to attend a call as report had come in from a family member of the victim that they had just been assaulted by a group of youths who have now left the area. I spoke to the victim, took pictures of the injuries, took a description of the youths, and completed an area search following the golden hour principles (College of Policing, 2022 pp.11,12). No youths were found at the time but with information collected and house to house and CCTV enquires completed, I was able to gain the details of the youths later. My role was to assist in the safeguarding of the victim, investigate who the offenders were and question them about the incident. When the youths were questioned, this was done via a voluntary attendance (VA) interview as it is deemed a less intrusive measure of questioning (Home Office,2019 Code C PACE (Police and Criminal Evidence Act 1984)). When questioned the youths admitted to hitting the victim however stated it was self-defence and the male attacked one member of their group first. Free independent legal advice was offered to all parties throughout the process to make sure they knew it was a fair process. If any victim, witness, or suspect came forward with potential evidence, such as CCTV, it was my role to ensure that all theories were looked into to both prove and disprove the information that had been given to me. CCTV is used as it will show an unbiased angle. It is factual and shows the event for what it is. This makes CCTV a critical component in making or breaking an occurrence. Security Solutions (2017) stated '... it proved that the best possible CCTV evidence is a critical component for police and the court to come to a definitive decision.'

After all evidence is gathered an outcome is then decided, either a policing decision or in some cases sent to Crown Prosecution Service (CPS). My job would then be to let all parties know the decision and any future steps, if there are any. (CPS, 2020). States 'that the crown prosecutors must consider the interests of a youth, amongst other public interest factors, when deciding whether a prosecution is needed.'

I felt that this incident was challenging as there was an expectation from the victim and the victim's family on getting a positive outcome, especially when there was little known about the youths. It was essential from the start that I managed their expectations and explained that even though South

Wales Police (SWP) is victim focused but evidence led (South Wales Police, 2021) 'A Joint Strategy 2021-2026', there was a lack of evidence, and the incident was one group's word against the victims. This information is backed with the information taken from Paterson and Williams (2018) which looked at the criminal justice system in relation to treatment of offenders and victims and found that the 'criminal justice and legal responses to victimization resulted in a process-oriented focus on offenders ahead of victims'. They concluded 'if police organizations want to situate the protection of victims as one of their primary functions, then a fundamental review of the role and function of police organizations, within the context of an agreed conceptualization, is required to deliver change.' It was clear that when interacting with the alleged offenders, that the youths are repeat suspects for multiple assaults and anti-social behaviour incidents. It is becoming clear that the youths have no respect for law or authority and that the disposal methods currently being used by the police are having no impact on deterring the youths from reoffending again in the future. (WalesOnline, 2012) supports this argument in an article 'violent crimes, theft and criminal damage were the two most common types of crimes among children in South Wales, with 940 and 806 total arrests'.

When I evaluate the incident, as the investigation progressed and those involved were spoken to, the facts of what happened became less and less clear. I think I managed this aspect well as I was open and honest with the victim and kept them up to date all times. Managing expectations ensured that if they didn't get the result they were after, it wouldn't be a negative experience for them which may result them not reporting crime in the future. Victim Commissioner (2021) 'victims are losing faith in the criminal justice system according to a new survey of victims, which suggests less than half of victims would report to the police again based on their experience of the justice system'. Victim Commissioner (2021) also found 'just 43% of victims would report a crime again.'

All parties were talked to and dealt with via police practices with appropriate adults provided and arranged whenever necessary (College of Policing, 2020). The investigation process was solely undertaken by myself which slowed the process down. It was my job to locate evidence i.e. CCTV, arranging, booking and conducting interviews. I felt the VA process went well with direct and relevant questions. Next time I would have all interviews closer together to stop the potential for dialogue between the youths and for them to synchronise responses.

To analyse the incident, I will look at what went well and what didn't go as well. Firstly, I felt that speaking to/ updating the victim throughout the process went well. Alternatively, using a less intrusive approach to deal with the youths meant the process was slow and led to concerns that, as days went past, it allowed time for the youths to collaborate and come up with an alibi. It seemed the whole process was supportive of the youths and their defence. The defence of self-defence was taken more seriously and favoured them as there was no evidence to disprove their claim. Yule (2007) states 'self-defence should be reformulated, or excessive self-defence be reintroduced..... because the current law is producing an unjust result'.

During this investigation, I had to consider the impact this crime had or would have on the community. A single assault by itself could be classed as a lone or one-off incident. Multiple cases of assault in a small area or on a certain street could be interpreted as volume crime and affect the confidence in the community for basic things like walking to the shops via that certain street. Jackson et al (2009) discovered 'to increase public confidence and decrease the fear of crime, the police need to re-engage as an active part of the community and represent and defend community values.'

In conclusion, this was a complex case as it had many different voices with many common topics but each one had something different. With the victim being slightly narrow minded in their approach to find justice, it led to them naming a suspect as being involved purely on their reputation. As there seemed to be one parties' word against another, it was difficult for the police to take more formal action. The role of the police is to be 'impartial and gather all evidence possible' (Blackstones 2021 pp.). As the suspects and other youths had been involved in multiple assaults and anti-social behaviour near the assault location within the last 6 months, it was important for police to take positive action. This was done via tasking Neighbourhood Policing Teams to have visible presence in the area especially in the early evening (17:00-19:00hrs) as this was when most of the crimes were being reported.

One change I would make in the future is to challenge the self-defence response and conduct second VA interviews. More information can be gained through more interviews taking place. Another thing to consider is that investigating this incident by myself took time and should consider if two officers investigated would there been a different result. Levitt (1997) concluded 'a 10% increase in officers was likely to be associated with a 3% reduction in property crime'. Bradford (2011) reviewed Levitt(1997) and found that 'there was not enough evidence to conclude that an increase in police officer numbers can cause a reduction in crime.' In Bradford (2011), when reviewing Levitt (1997), found 'evidence of an association between police numbers and violent crime to be weaker and

sometimes contradictory.' This suggests that even if other officers assisted me in this investigation, the outcome would have been the same but maybe concluded quicker. To help understanding, I have found a journal by Mazerolle et al (2020) which looked at policing partnerships to address youth antisocial behaviour and how parental risk shapes a child's behaviour and outcomes. It discusses an integral part of partnerships with the police and third parties, such as schools and parents, coming together to deter anti-social behaviour in children. The journal concludes that youths would avoid offending when 'sanctions are delivered in a swift, certain and severe (enough) manner.' I found this part interesting as I have mentioned above it is common practice not to criminalise youths (gov.uk,2018) and to go down more informal routes such as VA. This can be a timely process and is a less intrusive measure, which is the complete opposite to the hypothesis suggested in this journal.

Mazerolle et al (2020) looked at the parents of the children and their perception of antisocial behaviour and the law. It concluded that a parent's knowledge of the law didn't necessarily change the parenting style or help reduce youth offending, however parents who engage with schools via ability school engagement program (ASEP) found levels of youth offending drastically lower. In conclusion, SWP policy may be the biggest issue with anti-social behaviour in the force, if the hypothesis of Mazerolle et al (2020) proves to be correct as dealing with youths takes too long and is not severe enough. Even in this case, a restorative justice approach may seem not severe enough to deter youths reoffending again in further. It suggests policing partnerships are likely to deter antisocial behaviour when the police work with a third party that has some sort of legislative responsibility. This will create opportunities for the police to better engage with youths about their legal responsibilities and explain consequences if they fail to comply. A bigger percentage of crime committed by youths are from youths who have experienced one or more ACEs. It seems a common consensus that the intervention of ACEs will be the biggest help in reducing youth offending crime. There is, however, no agreement on the best method to achieve this as it involves a multi-agency approach, and no single agency is taking the lead role.

Total word count 2199

Task 4 Option 2:

Relevant areas of the National Policing Curriculum:

Policing Communities

You should choose **a policing problem relating to policing communities that was of a complex nature**, in which you played a significant role in providing a response.

Critically evaluate a range of interventions that you have employed to promote community engagement, focusing upon a community issue that you have dealt with.

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

Answer:

TASK 4 Option 3

Relevant areas of the National Policing Curriculum:

Road Policing

You should choose a serious collision that you have been involved in that **was of a complex nature**, in which you played a significant role in providing a response.

Task 4 Option 3:

Critically evaluate the evidence base for dealing with serious roads incidents 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 4 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 the effectiveness of the National Intelligence Model and the importance of the role played by cross border cooperation in relation to information and intelligence. Consider the how effective information and intelligence is utilised within policing operations.

Evaluate how you used specialist intelligence roles to support complex investigations.

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

Answer:

TASK 4 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 review the interviewing techniques employed during this investigation.

Demonstrate your understanding of both volume and priority crime and serious and complex investigations.

Consider the strategies that you have used to deal with the impact of personal attitudes and values throughout this investigation process.

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

Answer:

Task 5

Personal Study programme / Individual Learning Plan

The first learning outcome identified in the accompanying module descriptor (BMPP 6001D) asks that you formulate and implement a personal study programme to further enhance the development of your professional police practice. A template has been added for an 'Individual Learning Plan' that you can use for this task.

This task differs from the PDP that you have completed in your previous workbook in that this learning plan allows you to assess what level you believe you are in key knowledge, skills, and experience against where you believe you (and the force) consider you should be – now and in the coming 6 to 12 months of your placement. This should then be used to target future development need.

2000 words equivalent. Please note that this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

ANSWER:

In this task I have looked at the individual learning plan to enable me to become a better officer. When looking at the table below, it's important to look at skills required subjectively as progression routes require different knowledge, skills and experience compared to other pathways. An example of this is if I wanted to join traffic, I would look to gain traffic based knowledge, skills and experiences compared to if I wanted to move to the HUB, where I would want to improve my interview skills and learn more about psychology and how people think.

I think it is also important to consider, when using the table below, that the knowledge, skills and experience points 'required' to be an 'adequate police officer' are different to the knowledge, skills and experience points 'required for an excellent officer'. To me this means the 'required' section would be purely subjective and how professional a person wants to be seen in their role. An example of this would be knowledge – A person may feel that to be a good officer they wouldn't need to know too much due to the amount they need to learn on training and knowing where to look should the occurrence appear i.e. police computer systems and asking other colleagues. However other officers may strive to achieve more and want to have that knowledge as it will make them look more professional in their role, especially dealing with members of the public. Another example of experience could be one officer who may be fully focused on moving to a certain section i.e. traffic. They would only look to gain experience in their chosen field and don't really attend other calls or practise the skills needed for these calls effectively. However, another officer with the same goal could see the advantage of gaining experience in other sections; they would see how they operate and what resources could be used to assist and vice versa. For example, having the knowledge and experience to gather certain evidence when putting together files may make

it more likely for a hub officer to take over for the interviewing process. This is because you have gone above and beyond and made it easier for them to complete their job. This allows you to stay on response and answer calls. This can be compared to another officer who does the bare minimum, does inadequate statements and evidence gathering; the HUB officer will be less likely to take on the case. This would leave the officer stuck to a computer, preparing and interviewing a suspect and not doing the part of the job you enjoy.

	REQUIRED (I need to be at)			RATING (I currently am at)			DEVELOPMENT NEED
KNOWLEDGE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Traffic law, rules and regulations			8	4			Familiarise myself with the rules and laws. Complete driving course which will back up any prior learning.
2. When to use special caution during interviews		5		2			Look over learning notes from when this aspect was taught during training. During hub attachment look to gain further knowledge from colleagues and hopefully see it in practice.
SKILLS	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. Searching houses for potential evidence			9		7		Learn off colleagues and take over a systematic approach to searching and communication with other colleagues that are also conducting the search.
2. Tactical use of communication in high emotional situations			8		6		

EXPERIENCE	Low 1-4	Med 5-7	High 8-10	Low 1-4	Med 5-7	High 8-10	
1. The proper use of police vehicle lights when on scene		8			6		Complete response driving course which will go over the policies in regard to switching to full blues and rear reds. Also learning from other colleagues who have already gone through the course.

From completing this table, I have found that all three topics work hand in hand and develop together, even if it is at different rates. For example, when you go to a call, you gain experience of dealing with that call. You then get to use the knowledge you have learnt and it is recapped so it becomes memory. It also allows you to improve as you learn others' views and pick up on things which could be better than your current ideas. This means you get to improve on the skills you have learnt and put them into practice, therefore gaining more experience.

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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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