

1000 words - Understanding the role of Constable/Maintaining Professional Standards

Critically evaluate the concept of 'the professionalisation of the police service' considering how 'Maintaining Professional Standards' 'ethical and inclusive' and 'Coaching and Mentoring' approaches contribute to this.

In this essay, I intend to evaluate the professionalisation of the police service and how professional standards, ethics and coaching and mentoring contribute to delivering this.

Police constables carry out a critical front-line role in the prevention and detection of crime and criminality. On a day to day basis, officers work with their local communities and colleagues in order to protect and reassure, promote law and order, and improve the quality of life for those within the community. Officers should carry an air of authority and confidence, whilst being fair, honest, and morally driven to do the right thing. However, there is a history of the police service getting things wrong, and in a time of austerity, and an erosion of public confidence thanks to high profile events such as the Black Lives Matter protests following the death of George Floyd and the murder of Sarah Everard by a serving Metropolitan police officer, the police service must look at how it operates and how it can become more professional in the eyes of the public.

Nationwide police forces and their officers and staff follow guidelines set out in the Policing Vision 2025, which states that we should be moving away from the traditional single organisation approach to policing, and embracing a holistic approach. The combination of efforts from all partnering agencies should offer the best possible solution to all involved. The Policing Vision states that by 2025, all partner agencies will be aligned with police forces across the UK to improve the services and support offered to our communities. (Policing Vision 2025, 2016).

The Policing Vision 2025 also highlighted 'a need for consistency, accreditation and defined roles' and that these roles 'need specific skills and knowledge, backed by qualifications'. In an effort to standardise police recruitment across the UK and maintain high standards, the College of Policing introduced the Police Education Qualification Framework (PEQF) across England and Wales. The aim of the PEQF is to create a high standard of training for all new officers. In addition, all officers who are on a pay progression must have a Professional Development Programme (PDR). This is a process that allows officers to maintain their own progress whilst getting support in their development. As with the PEQF, this is managed by the College of Policing. The College of Policing was formed in 2012 to take over the training and development of officers from the National Policing Improvement Agency (NPIA).

Following on from high profile investigations into policing, including the Hillsborough disaster in 1989 and the Levinson Enquiry in 2011/12, maintenance of professional standards in policing and review of complaints are now managed by the Independent Office for Police Conduct (IOPC) and force Professional Standards Departments (PSD). In order to police by consent, and rely on the trust and confidence of the public, PSDs can help to maintain that trust. A failure to manage complaints and any misconduct can lead to this trust breaking down. Therefore, it is essential that PSDs ensure that the code of ethics is being followed by all officers and police staff.

At the heart of the police service is the code of ethics code of ethics (College Of Policing, 2014). Ethical policing should be acting fairly, professionally, honestly and with integrity. Without an ethical approach, the trust of the communities we serve can erode.

In order to maintain a high level of service within policing, it is essential that there is a consistent standard of coaching and mentoring for all officers and police staff. This helps to improve the skill set available to officers and increases knowledge. Coaching, as opposed to teaching, helps the individual to become more self-aware of their skills and limitations, and through feedback and assessment, develop the required areas. In addition to coaches, new officers are provided with mentors who act as a trusted advisor and a guide and support the development of the officer.

Although the PEQF is relatively new in terms of modern policing, the College of Policing's aim to create a more standardised and high level of officers sit firmly withing the Policing Vision 2025. However, from personal experience, it often feels as though there is an information overload, particularly in the initial six months in the training school. Student officers are then expected to take that knowledge out onto the streets, and work with officers who have more experience, and possibly have been brought through the 'traditional way' of becoming an officer. There is a noticeable divide between those officers who learned 'on the job' and the new PEQF students, who are expected to be academics, managing a full policing workload as well as completing a degree. From talking to fellow PEQF students, morale is low when considering the PEQF as a whole. Further research should be done by the College of Policing to find a more balanced method whereby a combination of classroom based learning and on the job development is utilised to build up knowledge, confidence and aptitude in student officers. By instilling the code of ethics and the importance of maintaining standards at an early stage in the new officer's career, I believe that the honesty and integrity of the police force will continue to improve, and hopefully high profile incidents which erode public confidence will reduce in number.

In addition, change within the police service appears to be reactionary rather than pre-emptive, requiring something to go wrong before change happens. The importance of policing standards and the Policing Vision 2025 should continue to drive the necessary changes going forward.

(922 words)

1000 words - Community/Response Policing/Policing roads/Conducting Investigations /Digital Policing

Critically evaluate the role of the police in one of the following areas:

- Community policing (strategies and incentives)
- Response policing (public perception and critical/major incidents)
- Policing the roads (application of regulations)
- Counter Terrorism Policing (Structure/ Risks/Insider threat).
- Digital Policing (Internet related crime / Digital evidence retrieval).

NB: If you wish to pursue a detective role within the police service, please choose the following option.

Critically evaluate the role of the police in:

- Conducting Investigations (Volume, serious and complex)

In this essay, I will critically evaluate the role of the police in the area of response policing. Policing is an extremely stressful and challenging role. Officers have to deal with dangerous offenders and often find themselves in life altering situations. The people that officers deal with tend to be dealing with traumatic and stressful situations. There is a public perception that police officers have to be hardened and able to easily manage the traumatic situations they encounter. In addition, police officers and staff follow the code of ethics which is at the heart of everything they do. (College Of Policing, 2014). However, due to the nature of the profession, any issues with regards to police integrity and corruption will be highlighted and receives more public attention than any other occupation. Officers are expected to adhere to the code of ethics and show honesty and integrity at all times.

The Cambridge Dictionary defines integrity as “the quality of being honest and having strong moral principles that you refuse to change “(integrity, n.d.). In policing, this means to apply values and work in a way that adheres to the code of ethics and legal requirements, upholding the policing standards.

Any negative reports regarding police integrity and corruption can adversely affect the trust built up in the communities in which we serve. Unfortunately, there has been a history of corruption within policing in the UK. This has led to the formation of the Professional Standards Department and the Anti-corruption Units.

A recent high profile example of a lack of police integrity was the murder of Sarah Everard by a serving Metropolitan police officer, Wayne Couzens. In addition to the horrific murder carried out by Couzens, it came to light during the investigation that there were a number of Whatsapp group messages between Couzens and other Metropolitan police officers of a racist nature and it was found that Couzens had been given the nickname of “The Rapist”. (Shearing and Portal, 2021). It was also discovered that sensitive police information was discussed. The integrity of these officers was been brought into question as Couzen’s behaviour should have been reported as per the code of ethics. This breach brought into question the public’s trust of the police. Traditionally within the police service, there has been a culture of supporting team members and disregarding the professional standards which govern police behaviour. Every serving police officer and staff member must adhere to the policing values and the code of ethics in order to continue policing by consent.

When policing our communities, officers must be aware of cross-cultural differences. The differences in language, culture and religion can create a divide between officers and members of different communities.

A study conducted in the USA put forward the theory that language barriers between police officers and Hispanic, non-English speaking members of the public were causing serious tensions between the two groups (Herbst and Walker, 2001). This study found that the language barrier was not causing significant tensions between police and the Hispanic

community, with police able to use “command Spanish” which was learned through both experience and training. However the study stated that larger cities were potentially at greater risk of these tensions. Police are not able provide an effective service if there is no way to overcome language barrier and communicate with different groups that reside in the neighbourhood.

There is a history of tension between the police and the communities in which they serve, with members of black and ethnic minority (BAME) communities particularly distrustful of the police force. The Brixton Riots of April 1981 led to the Police and Criminal Evidence Act (PACE) 1984 being created. The riots began following perceived racial discrimination by officers towards a black male. Newburn surmised that “irrespective of whether or not police stop and search powers are used... in a discriminatory fashion, it seems undeniable that this is how they are experienced by minority ethnic communities” (Newburn, 2007). When interacting with the public, police officers must be aware of the negative perception of how officers deal with BAME communities and ensure that all policing principles set out in PACE are followed. In recent times, similar tensions have risen following the high profile death of George Floyd.

When attending incidents, officers have to be aware that any one of the incidents could turn into a critical or major incident. The College of Policing defines a critical incident as ‘any incident where the effectiveness of the police response is likely to have a significant impact on the confidence of the victim, their family and/or the community.’ (Critical incident management, 2013). A major incident is one where an event or situation requires one or more of an emergency service’s major incident plans. It is up to the first responders to understand the significance of the incident they are attending, and act in a professional, compassionate and objective way. A review of the risks must be completed, no matter the rank of the first responder, and should be able to identify a critical incident. However only a designated senior officer or the Duty Inspector can declare the incident as critical.

In conclusion, how the public view the police can have a great effect on the ability of the police to serve their communities. Any negative perceptions formed by the public can have a detrimental effect on the ability to police by consent. The public expect the police to be able to protect them, whilst also recognising the challenges faced by the police service. The pressure on police officers to maintain policing standards and always do the right thing can be great, and from personal experience sometimes feels like a thankless task. However, in order to support and protect our communities, we must ensure adherence to the code of ethics at the heart of the police service.

(971 words)

1000 words - Information and Intelligence/Communication Skills

Critically evaluate the methods used by police in gathering information and intelligence, how information contributes to the ‘tasking and coordinating’ process and how information and intelligence is communicated.

In this essay, I will critically evaluate how police gather information and intelligence, how this helps with tasking and coordinating and how it is communicated.

Intelligence is any information which has been subjected to a system of processing. However, it is not necessarily evidence. (Intelligence management, 2013). Intelligence helps the police to fight the increased mobility of offenders, anti-social behaviour and terrorism among other examples.

Information can come from many sources, and is the life blood of effective policing. It can be generated by officers, or provided by partner agencies. Information can be sourced internally using a number of methods. Examples of these include via Covert Human Intelligence Sources (CHIS), police intelligence databases, social media and specialist internal departments. Information can also come from external source such as local authorities, schools and via house to house enquiries.

In order to manage intelligence gathered, officers and senior management use the National Intelligence Model (NIM). This is a model that ensures information has been fully researched, analysed and developed in order to allow senior management to provide strategic direction, make tactical resourcing decisions and manage risk. The NIM can be used for most areas of policing, not just intelligence. The NIM can be utilised to target both prolific and priority offenders, resolving crime and disorder issues. It can also be used to work effectively with our partner agencies in order to manage offenders and support victims and their communities. Information gathered by officers and police staff can be used for five policing purposes. Protecting life and property, preserving order, preventing offences being committed, bringing criminals to justice and any other duty arising from common or statute law.

The police service believe that if we apply the NIM correctly, they will be able to provide focus to operational policing. However, this is dependant on a clear framework used to analyse information and intelligence which allows a problem solving approach to policing. This framework is known as the Intelligence Cycle. The intelligence cycle is a cyclical model which describes the process in which information is developed into intelligence. It is based on 5 stages; direction and planning, collection of information, processing of the information, analysis and finally dissemination of the intelligence to relevant parties. Feedback is then provided on the quality of the intelligence. As the model is cyclical, it is only as strong as its weakest link and therefore must be repeated until it has been satisfied that the intelligence is suitable. (Clifton and Brooks 2013).

Once intelligence has been gathered senior managers are able to review the information to consider and agree tactical options in relation to policing communities. This operates at all levels including local, regional and national intelligence. This is discussed in Tactical Tasking and Coordination (TT&C) groups and review all contingencies and policies when discussing how best to use the intelligence and allocate resources.

In order to be of use to police, intelligence must be sufficiently evaluated and it's provenance must be assessed. Officers use the National Intelligence Form to evaluate this raw information and use a system known as 3x3x2. This refers to how the information is recorded on intelligence logs, how it should be graded and how it should be disseminated. This comprises of three stages. The first stage is the source evaluation, determining if the

information is reliable, untested or not reliable. The next stage is the intelligence assessment – at this stage there is a need to evaluate the reliability of the information accurately. The final stage is the handling code stage. This is a system which officers record the of exposing the intelligence to other agencies. When intelligence logs are completed, the source of the information should not be identified. This is known as sanitisation. The intelligence gathered can only be accessed for authorised policing purposes and by personnel who are both vetted and authorised to access protectively marked material. The ethical gathering, storing, use and sharing of information must adhere to the Data Protection Act 1998 and the Human Rights Act 1998.

The lawful sharing of information has a number of benefits to the police service. It is a process which allows information to flow both from and to the police, helping to make links that may not be apparent without information sharing. It also helps to build trust between the police and partner agencies, allowing them to make better decisions on how to serve and protect our communities.

When information sharing goes wrong, it can have disastrous results. Despite previously being investigated for crimes including burglary, indecent exposure and rape in the 1990s, Ian Huntley was able to get a job at a school in Soham in November 2001. The following August, Huntley murdered two schoolgirls, Holly Wells and Jessica Chapman. Following his conviction, Sir Michael Bichard conducted an enquiry and found that there were severe failings of Humberside and Cambridgeshire police forces, with regards the storage and sharing of vital information which could have protected the two girls. Bichard's main recommendations following his investigation were a registration scheme for all who work with children, a national IT system, investment in the Police National Computer (PNC), enhanced criminal checks for those working in schools, a national code of practice, and guidance for social services when referring cases relating to underage sex to police. (The Bichard Inquiry report: summary - Social Care Online, 2004). This led to the code of principles on the Management of Police Information (MOPI). These principles are used to ensure good information management and are in place to ensure information gathered by the police is for a policing purpose and managed lawfully.

In conclusion, it is clear that there are detailed and robust measures in place with regards the gathering of intelligence and its sharing. However, these processes must be adhered to strictly in order to ensure data is managed correctly. As noted above, any lapses in these processes can lead to disastrous mistakes.

(986 words)

1000 words - Public Protection

Critically evaluate police strategies for dealing with public protection incidents considering the impact of abuse on victims, the impact personal attitudes and

values on the investigative process and the association between Serious and Organised Crime groups and public protection issues.

In this essay I will critically evaluate strategies used for dealing with public protection incidents by the police service and the impact this can have on victims.

The College of Policing defines a victim as 'a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence' (Working with victims and witnesses, 2013). A person who is a victim of crime may have physical or financial effects and they may also suffer with emotional or psychological harm which could be considered substantial. There has been a recent refocussing within Gwent Police with regards to victims and the introduction of restorative justice, and the perception of the boundaries of victimhood. For example, would we view a victim of criminal damage the same way we would a victim of grievous bodily harm?

Regardless of the crime, the impact of the abuse suffered by the victim should be considered. All police officers and staff must now adhere to the Victim's Code, developed by the College of Policing. This sets out the guidelines used by officers when dealing with victims and states that all victims should be treated with dignity, respect, compassion, courtesy and sensitivity. Victims must also be provided with all of the information and options available to them in order to make informed decisions which must be fully respected. The victim's privacy must also be respected by police officers and are subject to the relevant data protection laws. In addition, all victims should have appropriate services offered to them to help wellbeing, aid understanding and engagement with the criminal justice process. (Victims' Code for policing, 2020).

The impact of abuse can be very intense in the initial period following the incident. Once this has subsided, victims can suffer a prolonged period of anxiety, depression, a lack of sleep and in some cases, self-blame. There can also be the fear of repeat victimisation and these factors can lead to the development of long-term psychological issues including Post Traumatic Stress Disorder (PTSD), behavioural changes and even suicide. Victims can also be left with a feeling of vulnerability and helplessness and may create behavioural changes leading to offending. Some forms of abuse can also be classed as ongoing and not just a one off incident. Crimes such as child abuse, domestic violence and racially motivated offences fall into these categories.

There is also the risk of a trauma bond being created. This is where a relationship is formed between the abuser and the victim that is based on an imbalance of power where the victim feels dominated and subjugated by the abuser. The term Trauma Bond was coined by Dr. David Dutton whilst researching domestic violence and child abuse. This is also known as 'Stockholm Syndrome' (Casassa et al, 2021).

Another risk to victims of crime and abuse is the potential of involvement with organised crime groups (OCG). There were 4,500 OCGs identified in the UK and there are more than 100 government agencies and other organisations involved with tackling organised crime. The most serious of these crimes include human trafficking and modern slavery, money laundering, fraud, bribery, firearms and drug offences, and child sexual exploitation (CSE) and abuse. Offenders may use various tactics in order to recruit members into the OCG

including coercive control, bribery and intimidation, and relying on County Lines. County lines is where illegal drugs are moved from one area of the country to another, often using a dedicated phone, youths are often used in this and forced to do so by coercion, fear of violence or in exchange for money, status or gifts (County Lines, 2022).

In order to provide public protection in relation to these incidents, the police have several strategies. The Serious Organised Crime Strategy (SOC), built upon the National Security Strategy 2015 (NSS) is a framework built upon four strands. The first is preventing people from getting involved with organised crime. The next is pursuing and disrupting OCGs, followed by protecting individuals, communities and businesses from OCGs. Finally, preparing for when organised crime does happen and looking at ways to mitigate the impact. (Serious and Organised Crime Strategy 2018, 2018),

A further option available to officers investigating victims of repeat offences is to submit a referral to the Multi Agency Risk Assessment Conference (MARAC). This is a joint meeting between the police and their partner agencies which focus on ensuring the safety of the most vulnerable people. These agencies include the housing department, children's services and the health board. The MARAC process is effective in that multiple parties are able to provide both information and support when providing suitable support for victims of domestic abuse. (Partnership working and multi-agency responses, 2015).

Although there are multiple strategies in place to support victims, there is still the need to implement an effective media strategy in order to build trust in the communities in which we serve. High profile cases in recent years, including the death of 'Baby P', Operation Yewtree, and more recently the murder of Sarah Everard by a serving Metropolitan police officer have eroded public confidence in the police. The police service need to ensure that officers follow the Victim's Code, and rely on these strategies so that public confidence can be built back up. In conclusion, there are numerous strategies employed by the police service in order to support victims in regard to public protection incidents. The use of a multi-agency approach to not only providing support to victims at the time of the incident, but also recognising the after effects of these incidents can help to mitigate developing long term mental issues, and the risk of repeat offences and the ongoing threat of organised crime gangs.

(953 words)

1000 words - Evidence based policing/criminology and crime prevention/criminal Justice

Critically analyse the concept of evidence-based policing and 'what works' in policing evaluating crime prevention theories and strategies and considering the options open to reduce re offending.

In this essay, I intend to critically analyse evidence-based policing and 'what works' and how the theories and strategies employed are implemented by the police force in order to consider the causes of criminality and how best to deal with these issues.

The definition of evidence based policing was first outlined by Professor Lawrence Sherman in 1998. (Sherman, L. (1998). Sherman found that policing can be more effective if those tactics which had been proven to work during controlled tests were given priority.

Evidence based policing is a policing strategy whereby police officers, police staff and partner agencies work jointly by researching, reviewing, and utilising the best available evidence in order to make informed decisions regarding existing practices and policies, and where appropriate, challenge these practices, policies and previous decisions in order to see what works and what can be done better. (What is evidence-based policing? | What Works Centre for Crime Reduction, n.d.). This is an ongoing process where evidence is continually gathered in order to increase understanding of criminality and their underlying causes.

The concept of evidence based policing was adopted as it was believed that policing was seen as being ineffective in the reduction of many areas of crime. Due to a lack of funding to the police service, a more targeted approach based on 'What Works' was deemed necessary in order to maximise the resources available. When crime is tackled in this way, it was believed that a more effective police service can be provided.

A model which has been adopted by the College of Policing for evidence based policing is the ATLAS model. This is a cyclical model made up of four main areas; Ask, Test, Learn, and Adapt.

The Ask stage posits that challenging questions should be asked and current practices should be reflected upon. The Test stage is where new ideas and approaches are evaluated. During the Learn stage, these new and existing ideas and approaches are reviewed to see whether they have the intended effects. Finally, the Adapt stage has these new procedures implemented into the way police officers work and new questions can then be asked. At all stages, the findings are to be shared in order to gain a better understanding.

When reviewing evidence, the Maryland Scientific Methods Scale (SMS) has been adopted by the College of Policing. This scale, which is also known as the 'Ladder of Evidence', is a five point scale that highlights the different levels of study that can be carried out in order to inform an evaluation where we want to know what impact our actions have had. It is particularly useful when considering evidence based policing and when thinking about 'what works.' The SMS runs from 1 which is for evaluations based on simple cross sectional correlations to 5 for randomised control trials. (Evaluation and review, 2013)

Since evidence based policing was adopted by the College of Policing, they have widened their definition and have included more types of acceptable evidence. Although this can be seen to improve the work done by officers and police staff, due to such a diverse range of acceptable evidence there is the danger of confusion and competition between officers regarding which policies and practices are the most suitable to adopt. The College of Policing have a duty to provide further clarity to the guidelines and requirements of police staff. (Fielding, Bullock and Holdaway, 2019).

It is evident that utilising 'What Works' and evidence based policing can prove invaluable when reviewing policing methods and the underlying causes of criminality. However, focussing solely on these methods can lead to an overemphasis on achieving results without considering the specific nature and culture of policing and ignore the challenges faced by officers on a day to day basis throughout an ever evolving and dangerous environment. There is the potential to shift from traditional 'Peelian' principles of policing by consent to a more controlling and repressive method with an emphasis on solely crime reduction and

counterterrorism, particularly in the current climate of austerity and a reduction of resources available to the police. (J. van Dijk and Hoogewoning, 2015). It is believed that policing should be based on a more holistic viewpoint, where accountability and a respect of the concerns and values of the communities in which we serve should take a higher precedence. There should be more of a focus on what matters rather than just on 'What Works'.

In conclusion, it is clear that evidence based policing is a good model for collecting information at an incident and evaluating how best to deal with it, but we must also consider that it does not provide definitive answers that can be relied upon wholly without critique. Police officers must evaluate their own policies and practices and learn from their own experiences, whether positive or negative, and consider how the best available evidence applies to the way in which they work. Officers and police staff should be encouraged to ask questions and challenge the accepted policies and practices in order to provide the communities in which we serve a more efficient service. The idea of evidence based policing can be difficult to embed in the day to day running of the police service for several reasons, including a resistance to change, reliance on falling back on 'the way it's always been done' and a level of confusion with regards the ever changing nature inherent in evidence based policing. Further training and clarity from the College of Policing, and a better understanding of evidence based policing of senior management would help to further embed these concepts throughout the police service.

(935 words)

Bibliography

- 2016. Policing Vision 2025. [ebook] National Police Chiefs' Council. Available at: <<https://www.npcc.police.uk/documents/Policing%20Vision.pdf>> [Accessed 30 January 2022].
- App.college.police.uk. 2013. Critical incident management. [online] Available at: <<https://www.app.college.police.uk/app-content/critical-incident-management/>> [Accessed 20 February 2022].
- App.college.police.uk. 2013. Evaluation and review. [online] Available at: <<https://www.app.college.police.uk/app-content/intelligence-management/analysis/evaluation-and-review/>> [Accessed 22 February 2022].
- App.college.police.uk. 2013. Intelligence management. [online] Available at: <<https://www.app.college.police.uk/app-content/intelligence-management/>> [Accessed 18 September 2021].
- App.college.police.uk. 2013. Working with victims and witnesses. [online] Available at: <<https://www.app.college.police.uk/app-content/investigations/victims-and-witnesses/>> [Accessed 22 February 2022].
- Auke J. van Dijk & Frank Hoogewoning (2015), 'What really matters in policing? And why "what works?" alone is simply not enough' Available at:

<<https://www.cepol.europa.eu/sites/default/files/28-dijk-hoogewoning.pdf>>
[Accessed 22 February 2022].

- Casassa, K., Knight, L. and Mengo, C. (2021) 'Trauma Bonding Perspectives From Service Providers and Survivors of Sex Trafficking: A Scoping Review', Trauma, Violence, & Abuse. doi: 10.1177/1524838020985542.
- Clifton L. Smith, David J. Brooks,(2013) ' Security Science', Butterworth-Heinemann
- College Of Policing, 2014. Code Of Ethics. College Of Policing. [online] Available at: <<https://www.college.police.uk/ethics/code-of-ethics/>> [Accessed 30 January 2022].
- College of Policing. 2015. Partnership working and multi-agency responses. [online] Available at: <<https://www.app.college.police.uk/app-content/major-investigation-and-public-protection/domestic-abuse/partnership-working-and-multi-agency-responses/>> [Accessed 6 February 2022].
- College Of Policing. 2020. Victims' Code for policing. [online] Available at: <<https://www.college.police.uk/guidance/victims-code/victims-rights-policing>> [Accessed 15 December 2021].
- Dictionary.cambridge.org. n.d. integrity. [online] Available at: <<https://dictionary.cambridge.org/dictionary/english/integrity>> [Accessed 22 February 2022].
- Fielding, N., Bullock, K. and Holdaway, S., 2019. Critical reflections on evidence-based policing. 1st ed. London: Routledge.
- GOV.UK. 2018. Serious and Organised Crime Strategy 2018. [online] Available at: <<https://www.gov.uk/government/publications/serious-and-organised-crime-strategy-2018>> [Accessed 22 February 2022].
- Herbst, L. and Walker, S., 2001. Language barriers in the delivery of police services. Journal of Criminal Justice, 29(4), pp.329-340
- Nationalcrimeagency.gov.uk. 2022. County Lines. [online] Available at: <<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>> [Accessed 30 January 2022].
- Newburn, T., 2007. Criminology. Routledge, p.787.
- Scie-socialcareonline.org.uk. 2004. The Bichard Inquiry report: summary - Social Care Online. [online] Available at: <<https://www.scie-socialcareonline.org.uk/the-bichard-inquiry-reportsummary/r/a11G00000017u9YIAQ>> [Accessed 22 February 2022].
- Shearing, H. and Portal, G., 2021. Sarah Everard: Gross misconduct probe into Couzens WhatsApp group. [online] BBC News. Available at: <<https://www.bbc.co.uk/news/uk-58760933#:~:text=Wayne%20Couzens%20is%20believed%20to%20have%20been%20part,Met%2C%20after%20kidnapping%20her%20in%20a%20fake%20arrest.>> [Accessed 28 January 2022].
- Sherman, L. (1998) Evidence-Based Policing. Ideas in American Policing Series. Washington, DC: Police Foundation
- Whatworks.college.police.uk. n.d. What is evidence-based policing? | What Works Centre for Crime Reduction. [online] Available at:

<<https://whatworks.college.police.uk/About/Pages/What-is-EBP.aspx>> [Accessed 30 January 2022].

- Whatworks.college.police.uk. 2022. [online] Available at: <https://whatworks.college.police.uk/Partnerships/Knowledge-Fund/PKF_catalogue/Documents/Nottingham/02_004.pdf> [Accessed 22 February 2022].