

Assignment answers

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, the concepts of 'Maintaining Professional Standards', 'Ethical and Inclusive' and 'Coaching and Mentoring' will be discussed in how they play a major part in how the police service act professionally. Notable examples of police misconduct will be compared with examples where police have acted professionally. This will be supported by demonstrating how ethical practice is employed within the policing community, with the application of 'The Code of Ethics' and the 'Potter Box Model'. Finally, the current coaching and mentoring practices that are working will be reviewed, whilst discussing what more the police service can do to improve professionalism.

College of Policing (COP) defines professionalism in a policing capacity as "creating a consistent high standard of training for all police officer's whichever way they choose to join the force" (CoP, 2020). This requires any police officer to combine a high standard of training and experience with life skills. Conduct, aims or qualities will obviously differ, depending on the individual.

In 2004, the introduction of PCSO's laid the foundations to build better proactive relationships with communities, rather than police simply being reactive. A particularly significant example of proactive policing is that of Dyfed Powys Police conducting the murder inquiry into the April Jones' murder in 2012. Police worked "tirelessly" to uncover the truth (Guardian, 2012) whilst remaining positive and professional at all times. More recently, the handling of the COVID-19 pandemic is another example of officers having to adapt professionally.

Positive aspects of policing are not often praised by the press or public because it is far easier and more interesting for people to comment on the negative aspects. For example, in the case of the 'Cardiff Three', significant lessons were learnt when it transpired that the original officers investigating the death of Lynette White had aimed to "achieve a result they had predefined, disregarding completely other potential avenues of investigation" and that it was discovered that "files had been intentionally destroyed by South Wales Police's investigating officers" in the reinvestigation (Fox, 2011).

Other recent examples of police misconduct include the murder of Sarah Everard by an officer and the numerous deaths of black people in the USA, leading to the Black Lives Matter movement. This demonstrates that the management of any given situation depends on how the individual applies their own values and professional experience – this is why the Code of Ethics is integral to policing (COP, 202).

The notion of ethics is a complex one - "moral principles that govern a person's behaviour or the conducting of an activity" (Lexico, 2020). Ethics are likely to differ between individuals.

In the medical field in 2003, Jay Black created "The Potter Box Model". Interestingly, this could also be applied to policing for officers:

1. Define the dilemma
2. Identify the stakeholders

3. Develop an accountability system
4. Compare the alternatives
5. Implement the decision
6. Monitor the consequences and develop a policy

(cited in Police Ethics and Values, MacVean and Neyroud, 2012, pg 11)

This model can provide a logical approach to policing so that professional – not personal - decisions are made. This explains why the COP produced the Code of Ethics as “a supportive, positive, everyday decision-making framework” to bolster “personal responsibility” and ensure that “professional judgment” is implemented in policing (COP, 2020).

The Potter Box Model is at the centre of the National Decision Model (NDM) and plays a major part in how a police officer will act in their ethical decision-making. With decision-making also comes discretion; “freedom of the individual officer to act according to his or her own judgement in particular situations” as defined in Blackstone’s Handbook for Policing students (cited in Newburn and Neyroud, 2008). For example, whether an officer decides to arrest or not is based on the circumstances put in front of them, i.e. an arrest in one scenario may not be appropriate in another. An officer’s ethical decision-making and how they demonstrate integrity, depends on their personal values and on the coaching and training they have received.

Coaching and mentoring are essential in most professional fields, but coaching is the most appropriate professional teaching method in policing. Coaching is seen as “developing a person’s skills and knowledge so that their job performance improves” (CIPD, 2009, pg 1) as shown in a student officers’ tutorship. This is a hands-on 1:1 approach set over a 12-week period. There are objects to be met by the end of their tutorship and with this method the student has set checkpoints where they can reflect and reassess. This way, the student develops a style of learning better suited to them and identifies their path of growth to achieve the necessary skills. This continues with work-based learning during probation, where valid work experience is provided, i.e. CID and HUB attachments. Finally, there is the PDR (Professional Development Programme) – a tool used to support police officers in their career progressions.

describe a relationship in which a more experienced colleague uses their greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff

Mentoring is still used in policing but not as common place as coaching. Mentoring can be described as “a relationship in which a more experienced colleague uses their greater knowledge... to support the development of a more... inexperienced member of staff” (CIPD, 2009, pg 1). In essence, mentoring is part of the tutorship process, but the difference is that mentoring is also focused on the mentee’s personal life goals as well as professional goals and is kept confidential between the two in the relationship.

Police face many other obstacles, including social media, sexual misconduct, corruption, and organised crime infiltration - and this barely scratches the surface. Policing in unprecedented times and being deployed during ‘rest time’, due to low resources, will inevitably have a negative impact on their wellbeing and their professionalism.

The focal theory of the Peelian Principles being “the test of police efficiency is the absence of crime and disorder” (UK government, 2012) could be considered no longer relevant in today’s society. In order to evolve, the fundamental values of policing has evolved into the ‘New Professional Model’, i.e.

the Competency and Values Framework (CVF). Instead of focusing on the absence of crime, this system aims to see how we tackle the issues and identify what could harm society, not just the problems presented. This boils down to how officers deal with public encounters. As long as every officer tackles every situation with an open mind, whilst keeping public perception at the forefront of our minds, they will be seen as a professional.

Word count: 1098/1000 (including 10% allowance)

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

Critically evaluate the role of the police in:

- **Conducting Investigations (Volume, serious and complex)**

In policing, conducting investigations is one of the main job roles an officer. So an evaluation of what is an investigation, and how an investigation progresses differently, depending on crime, will be carried out. Also, an analysis of the various professional strategies officers have to follow will be shown and how this can impact on their personal attitudes and values, and the investigative process itself.

The CPIA define a criminal investigation as a way to determine “whether a person should be charged with an offence, or whether a person charged with an offence is guilty of it” (Code of Practice to the Criminal Procedure and Investigations Act, 1996 (2015, pg 8) and that any officer in that investigation is then an ‘investigator’.

In order for an investigator to approach an investigation effectively, they need to adopt an investigative mindset. They need to be able to understand the material, plan and prepare, examine the material, record and collate and evaluate (Association of Chief Police Officers) (ACPO), 2005, pg 62). They can do this by applying the 5WH, i.e. who, where, what, when, why and how (ACPO, 2005, pg 70). However, there may be a case where the material available does not produce a readily identifiable action in order to progress the investigation. This is where developing a hypothesis becomes relevant - “an idea which is suggested as a possible explanation for a particular situation or condition, but which has not yet been proved” (Collins dictionary, 2022). That way the investigator can ask themselves if they have obtained all the best “available material”, ‘do I understand it’, ‘are there any other reasonably lines of enquiry to be had’ and ‘where will this hypothesis lead me in this investigation?’ to progress the investigation further (ACPO, 2005). How an investigator applies this process entirely depends on the type of crime.

Most crime will fall into three groups – ‘priority and volume’, ‘serious and complex’ and ‘major crime and organised crime’. However, this body of writing will only be focusing on the first two categories as these are the most involved with everyday policing.

A volume and priority investigation can be described as “any crime that, through its sheer volume, has a significant impact on the community” (National Policing Improvement Agency (NPIA), 2009, pg 11). Examples of this will include, but not limited to, robbery, vehicle-involved crimes, assault and criminal damage with non-crime issues i.e. anti-social behaviour and mental health.

An example could be a street robbery where a subject has taken a mobile device off the victim and has subsequently been arrested as a result of positive identification via CCTV. The suspect provides a ‘no comment’ interview despite being shown the CCTV with there being no question it is them and showing the act of the crime. This could lead to the lines of enquiries such as a S18 Police and Criminal Evidence (PACE), (UK Government, 1984), speaking with any witnesses and researching the suspects criminal history to see if there are any potential associates. Legislation such as PACE, CPIA and the Human Rights Act 1998 (UK Government, 1998) are used to ensure that all actions taken are lawful.

There is no clear definition for a serious and complex investigation but the Serious Crime Act 2007 states that a serious offence constitutes the use of firearms and weapons, the level of violence, sexual assaults, substantial financial gain to the offender and loss to the victim (UK Government, 2007). These types of investigations are better suited to specialist teams.

Let's take the initial disclosure of a rape by a victim's partner. The response officers have done the initial enquiries such as obtaining the victim's statement, putting the necessary safeguarding measures in place, seizing the clothing worn, swabs taken by a forensic medical examiner (FME) and arrested the suspect in question. This would then be referred to the Rape Investigation Team (RIT) where slow-time enquiries such as procuring the results of the forensic swabs, speaking with other family members or friends to deduce the nature of the relationship and supporting the victim through the SARC (Sexual Assault Referral Centre) process. Whilst this is ongoing, the office in charge puts together the case file to be submitted to the Crown Prosecution Service to provide a charging decision.

The clear distinction between volume and serious crime is that volume crime can be seen as more common place, whereas serious crime has a more complex nature through further investigation. There are many factors that can also influence the investigative process and thus, the type of crime – i.e. protective characteristics as defined in the Equality Act 2010 (UK Legislation, 2010), aggravating factors, weapons used, injuries sustained, any vulnerability issues, previous criminal history and the scale of the crime (this list not being exhaustive).

As shown above, response officers generally deal with the volume investigations whereas specialist teams (RIT, Criminal Investigations Department (CID) and Organised Crime Team (OCT)) investigate the more serious offences as more focused skills and experience are required. It could also be argued that serious crime is a lot more unique case-by-case as compared to volume and priority crime, which can be seen as more lower-level and can be dealt with a lot quicker.

Despite the type of investigation, every officer needs to consider every aspect of the investigation and not let preconceived judgments and biases impact on the investigation itself. As Richard Bennett stated in the Guardian article (discussing the use of stop search powers) - "Our assumption is that every single person has biases. But the important thing... is to recognise those biases and to ensure they do not impact on your decision-making around things like stop and search and other operational decisions" (Guardian, 2016). This led to the deliverance of new stop search training amongst serving frontline officers.

Officers need to remember that they must treat every individual within the justice system with 'fairness', 'objectivity', 'respect', 'honesty and integrity' and 'equality and diversity' as defined in the Policing Principles and Professional Standards of Behaviour (COP, 2014).

Overall, the role of a police officer is never going to be easy and always have its obstacles whether it be their personal bias, the legal powers and legislation to which they are bound or the factors impacting on the type of investigation. Despite all these issues, the steps involved in the investigative process are crucial and the main objectives have relatively stayed the same since the formation of the police. What is important is that all officers understand that their role is the epitome of an investigator, and thus they are the instigator of conducting investigations.

Word count: 1099/1000 (including 10% allowance)

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.

There are many various methods the police use in gathering information and intelligence which will be evaluated. Examples of effective real-time methods used in response policing and the UK intelligence community will be provided and compared to one another. This will be done by how they may work well in one aspect but not necessarily work well in another. The information gathered and/or provided to the police will be evaluated to show how it plays a major part in the 'Tasking and Coordination' process within intelligence-led policing. Finally, a discussion will be held to show how it is communicated within the police and the public.

There is a difference between 'information' and 'intelligence'. The distinction can be described by Innes and Sheptycki as:

"Information consists of bits of data that, when combined and viewed together with relevant background knowledge, may be used to produce intelligence which informs the actions and decisions of policing organisations"

(Innes and Sheptycki, 2004, pg 6).

The information-gathering methods used by the police can be categorised into three categories. First is 'routine collection' of Information so details are obtained as part of operational duties, i.e. information shared from the control room when responding to emergency incidents, when arresting subjects, during targeted patrols, and stop searches (College of Policing (COP), 2019).

The second is 'volunteered information' which is "usually collected from the general public, community contacts and partners" (COP, 2019). They can come from a range of sources such as any public contact with officers or staff, via social media, information from external agencies such as Neighbourhood Watch, crimestoppers or the anti-terrorism line. This information is normally provided when the subject wants something done about the issue.

Finally, the last source of collecting information/intelligence is via tasked information. This is when information is specifically obtained for a primary purpose, mostly when the information "is concerned with problems and subjects (suspect or victim) identified" from the initial attendance (COP), . Sources include the Police National Computer (PNC) or the Police National Database (PND). Other sources include CCTV systems, covert human intelligence systems (CHIS) or Automatic Number Plate Recognition (ANPR – used in roads policing to identify vehicles).

Routine and volunteered information can be seen as the most vital information sources in response policing as it happens in the moment. It helps identify the best evidence in the 'Golden hour' so that fast-track decisions are made to identify the crime, safeguard the vulnerable and implement a structure to solve the crime. With tasked information, this is best used in slow-time investigations when there is time to identify what sources of intelligence need to be obtained. For instance, in an ongoing CID (Criminal Investigations Department) investigation (i.e. a series of burglaries) or for a case

on a response officers' workload (i.e. a shoplift). In order for the source of information to be used effectively, it depends entirely on the situation at hand and clear communication between different agencies.

A failed example of this is the disaster of the Soham murders in 2002 where different police forces failed to disclose Huntley's previous sexual assault reports in the Humberside and Northeast area (Morris, Guardian, 2003). Because of this fiasco, Huntley was able to secure a job at the local school and meet with Wells and Chapman. As a result of this, the Sir Richard Inquiry was conducted and led to the creation of the Police National Database (PND) (Standard, 2012) and the Management of Police Information (MOPI) so that information can be used lawfully, accurately and reliably and shared across the whole of the UK to prevent the failings as described above.

With the information obtained through the local intelligence units, managers can then apply the National Intelligence Model (NIM). This is a "business framework which provides structure in a police investigation to process information and turn this into actionable intelligence" (Keningdale, 2020). This works at three levels: Neighbourhood and Basic Command Unit (BCU), Force and neighbouring forces and National and International.

The intelligence is then disseminated through a tasking and coordination (T&C) process. The T&C process enables managers to make "operational decision-making at strategic and tactical levels" so they can "prioritise the deployment of resources" (COP, 2015). This is made up of the Strategic Tasking and coordination group (ST&CG) and the Tactical Tasking and Coordination Group (TT&CG). The ST&CG is made up of the senior management team (SMT) and partner agencies where they oversee the operational resources, set out a control strategy through strategic decision and prioritise the resources for the most pressing concerns (COP, 2015). Whereas the TT&CG is more at the response policing level, so that operational supervisors can work tactically together to make assessments to identify the short-term issues at hand and implore fast track actions based on current threat risk assessment at incident (COP, 2015). Even though this shows that the information provided is the integral foundation of the T&C process for effective intelligence-led policing, it could be argued that this process is used at a more managerial level and not used by frontline officers.

In policing, Daily Management meetings (DMMs) are held every morning by the operational supervisors where they discuss key incidents that have occurred in the last 24 hours and what priorities and objectives need to be met (COP, 2015). This is then presented in a slide in the briefing at the beginning of every shift. Other examples are the handover document from shift to shift and intelligence reports shared to officers via electronic means.

Intelligence needs to be shared with the community and local authorities as well so they have confidence in the local authorities are doing something. This is done via local policing notice boards, the news, social media, routine information shared with partner agencies (NHS, social services) and PACT (partnerships and communities together) meetings. A more recent initiative was the introduction of Police Crime Commissioners (PCCs) in 2012. This ensures that PCCs, in each area, publish information to show the public "the performance of the police force" and how they are tackling the crime in their area (HMICFRS, 2018).

Overall, the most important aspect of intelligence-led policing is to utilise a pool of information and intelligence from a variety of sources and format this information effectively, reliably and accurately.

The police should always be adapting through successful collaboration via their partnerships with local and national agencies and the public, whilst ensuring that the processes and technologies used to obtain information and intelligence are efficient to provide consistent communication. Without information, we would not be able to create intelligence in order to prevent and reduce crime, protect the vulnerable and bring offenders to justice.

Word Count: 1098/1000 (includes 10% allowance)

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, various policing strategies that are in place for public protection will be looked at and how these types of incidents can impact on the victims. This will be supported by statistics of recorded crimes and exemplifying previous cases where the impact has been severe on the victim in question. Also, the personal attitudes and values that officers experiences during the process will be discussed in how they can either hinder or have a positive impact on public protection. Finally, the involvement of Serious and Organised crime will be critically assessed in how it can cause issues in public protection strategies.

In order to explore the policing involvement within public protection, we first need to understand why it is a major requirement in the criminal justice system (CJS). As Sir Robert Peel stated; "the police are the public and the public are the police" (Sir Robert Peel, UK Government, 2012.) This means that the police need to take every citizen's interests and welfare into account. These citizens can be defined as victims – "a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by criminal conduct" (Victim's Code of Practice, 2020 pg 3). Vulnerability is implicit with all victims. These vulnerabilities can include, but are not limited to, anxiety, depression, panic attacks, suicidal thoughts, powerlessness, behavioural changes and social isolation. Some severe cases can lead to more psychological damage such as Trauma Bonding.

There are various processes in place, within the police force, with one important, frequently used example being public protection notification reports (PPNS). These are reports submitted by the attending officers that have involved vulnerable victims, which are then shared with the relevant partner agencies so that support can be offered to the victims. There are many other support measures, including the Victims Code of Practice, MAPPA, Women's Aid, Social Services, Neighbour Policing Teams and the 18 to 25 Diversion Scheme (provided from personal notes, 2020).

By looking at statistics by the College of Policing (COP), we can see that the number of 999 calls received decreased by 21% since 2008/09 (COP, 2015, pg 3), compared to calls taken in 2013/14 with non-crime incidents (relating to vulnerability, public protection and safeguarding issues) amounting to 84% of calls for the year of 2013/14, (COP, 2015, pg 16). From this data, we can see there is a growing demand for more public protection expected from the police.

To show just how important public protection is, we can look at the famous case of 'Baby P'. Peter Connelly was abused by his mother, her lodger and her new partner and he suffered "more than 50 injuries" and was "visited 60 times by the authorities in the eight months prior to his death" with the "ten agencies" being involved. Local agencies failed to address the seriousness of the injuries and abuse that Peter suffered and "were too willing to believe the account Peter's mum gave". As a result, this led to his death in August 2007 (Virtual College, 2009). A more positive example of protective measures is the 'The Cardiff Model' which was created in 1997 by Dr Shepherd. This is where information is shared from hospital administration to the local police of violent-related injuries including data on time, date, location and how the injury may have been caused. This helps target where the violence is happening and enables police to incorporate violence preventing strategies, leading to a reduction in police recorded violence and hospital admissions (Centers for Disease Control and Prevention, 2018, pg 6).

The case of 'Baby P' is a perfect example of how preconceived judgements and unconscious bias can negatively impact the investigative process in public. 'Conscious bias' is described as "a prejudice of which the person who holds it is aware", meaning that 'unconscious bias' is where the individual has made a judgement without inherently realising they have, i.e. stereotyping (COP, 2016). This bias can be due to similar past experiences, so it could be argued that the local authorities who believed the words of Baby P's mother could have been involved in a similar scenario that had a positive outcome. They had relied heavily on the mother's judgment, i.e. anchoring bias, a form of cognitive bias (CPD, 2021). Personal biases can have a heavy impact on how a criminal case is dealt with and local authorities need to assess all information available to them, but also keep their eyes open to things that may not be as obvious.

Most victim-based crimes are strongly associated with serious and organised crime groups (OCG) as it involves a variety of different sub-crimes, such as modern slavery, human trafficking, child sexual exploitation, illegal firearms and drugs. The Office for National Statistics (ONS) most recent figures for child sexual abuse show a 3.26% increase in cases recorded from 2018 to 2019 (ONS, January 2020) and also show an increase in modern slavery - up 51% from 2018 to 2019 (ONS, March 2020). With the introduction of the internet, it is easier for people to fall victim to members of OCG, via social media. In addition, the culture of gangs is more prevalent than ever. Other factors influencing victim-based crimes, can include peer pressure, living in low-income areas, gaining power/status, rewards in return - such as money, drugs and alcohol. One notable method of recruitment is 'County Lines'. This is where "criminals befriend children" and "manipulate them into drug dealing", with the 'lines' "referring to mobile phones that are used to control a young person who is delivering drugs" normally from one town to another (Children's society, n.d.). The children/vulnerable persons are then forced to stay in the gang due to fear of intimidation and violence. OCG can be kept very well hidden because of these tactics. These factors create many issues when local authorities try and instil public protection. The important thing to learn from this is that partner agencies need to be aware and look for the signs of abuse, whether it be physical or psychological.

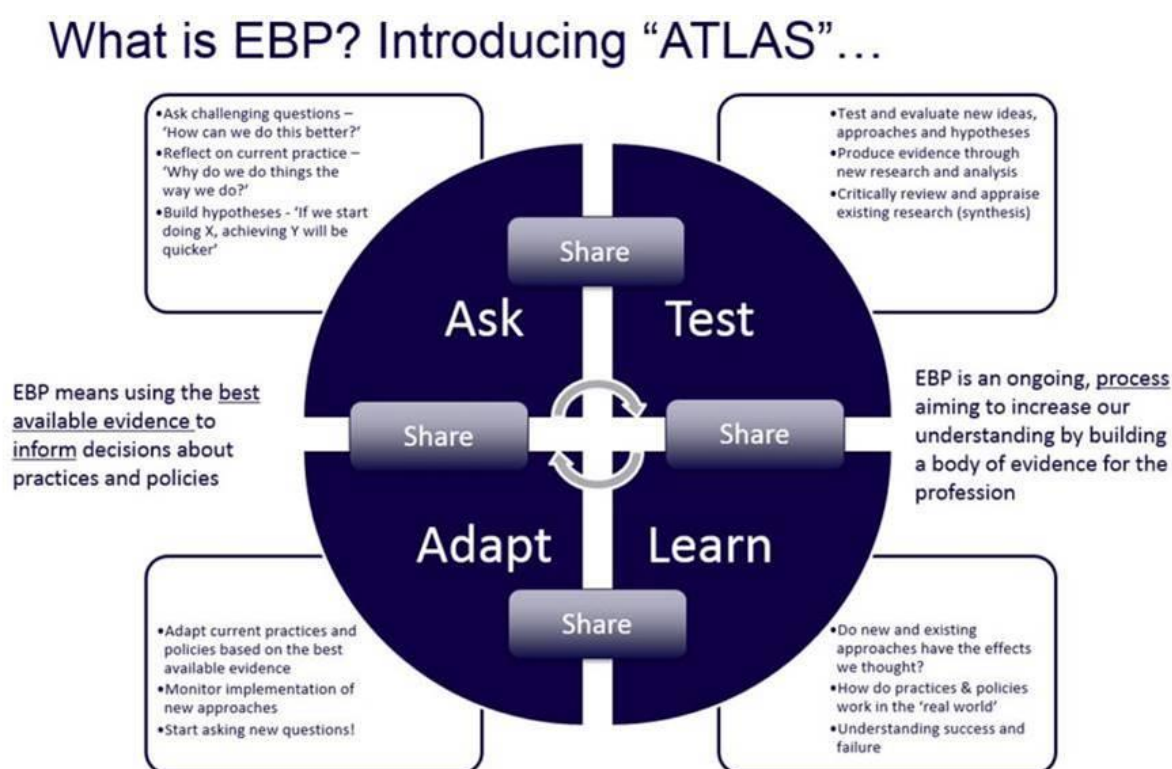
With many issues facing public protection strategies, whether it be due to the rise of complex crime, the impact on the victims or personal attitudes clouding a person's judgement, the obvious conclusion is the need for the adoption of a multi-agency approach. This is outlined in the 'Local Policing' objective in the Policing Vision 2025 model where the focus is on policing to work with other relevant partner agencies "moving beyond a single service-based practise" to a "whole place approach" (NPCC, 2016).

Word count: 1087/1000 (including 10% allowance)

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.

Policing has come a long way since the Peelian Principles were first introduced (UK Government, 2012). This assignment will explore how policing has changed by analysing the use and efficacy of evidence-based policing (EBP). An evaluation of a crime prevention theory will be made, supported by a crime prevention strategy applied in modern day policing. The lead onto a discussion of options available to reduce re-offending within the Criminal Justice System (CJS) and the factors most likely cause re-offending.

Firstly, what exactly is EPB? The Dorset Police describes it as “an evidence-based approach, police officers and staff create, review and use the best available evidence to inform and challenge policies, practices and decisions” (Dorset Police, n.d.). By doing this, the right questions can be asked and answered, and decisions can be made and implemented accurately. In order for officers to apply an ‘evidence-based approach’, the ATLAS model can be used:



(Diagram taken from MOODLE, COP, 2022)

As mentioned above, it is about using the best available evidence and deciding what works, as implemented by The What Works Centre for COP (COP, n.d.). Though EBP may be very beneficial for problem solving policing, it does have its limitations. As Van Dijk & Hoogewoning highlight in their writing, “a thorough application of the EPB approach, can disregard the actual complex reality of policing and the many challenges officers face in today’s society” (Dijk & Hoogewoning, 2015). Policing is not just a simple box ticking exercise to get to the right outcome; a particular approach adopted in

incident is not necessarily going to work for another. The focus ought to be on what matters, i.e. utilising the tools of what works in EPB but also incorporate a more values-based and open-minded way of thinking in policing.

Many crime prevention theories have been developed over the years. This includes the Routine Activity Theory (RAT) developed by Cohen and Felson in 1979. The RAT suggests that a criminal activity cannot actually occur without all three of the following elements being present: the likely offender, the absence of a capable guardian and a suitable target. This may be an effective method to address why certain crimes happen within particular circumstances, but it does not consider other external factors such as ethnic background, socio-economic status, education and demographic areas. Consequentially, a crime should not be established by only considering the three factors within the RAT.

The term “Crime Prevention Through Environmental Design” (CPTED) was first devised by criminologist Ray Jeffery in 1971. The idea behind CPTED is that offenders are less likely to commit criminal activity if they are uninfluenced by their immediate surroundings. CPTED is based on five elements: ‘Surveillance’ (sufficient street lighting, street design), ‘Movement Control’ (restricted access, purpose-built footpaths in public spaces), ‘Defensible space’ (difference between a public and private space), ‘Physical Security’ (CCTV and alarm systems to detect unwanted entry) and ‘Management and Maintenance’ (actions taken to safeguard an area from any signs of disorder) (information taken from MOODLE, 2022). Crowe opines that “the proper design and effective use of the built environment... can lead to a reduction in the fear or incidence of crime and an improvement in quality of life” (Crowe, 1991, pg 46).

Although, the theory behind CPTED is based on using common sense to reduce crime, there are limitations in its application. For instance, CPTED might not be easily deployed to other cultures where funding and infrastructure may not allow for its implementation. It must also be noted that CPTED was defined in the 1970s – is CPTED still relevant in today’s society? Furthermore, factors such as rising levels of substance and alcohol abuse and commonplace use of weapons, lead to the following question – can the design of an environment deter an offender’s decision-making whilst under the influence?

Criminal activity is inevitable, no matter how much we try and prevent it. Therefore, we also need an approach to tackle re-offending. According to the Lammy Report (Lammy, p.3, 2017), “just 14% of the population, BAME men and women make up 25% of prisoners, while over 40% of young people in custody are from BAME backgrounds” suggesting a possible bias against Black, Asian and minority ethnic (BAME) backgrounds. The report recommended that “deferred prosecution” be adopted to give offenders the opportunity for another intervention, whereby should they meet certain conditions during the period of deferral, their case will be dismissed. Their criminal activity may have been a one-time error, which they will learn from to avoid any future criminal convictions. The report demonstrates that even in an ever-changing diverse society, issues within the British criminal justice system still remain, with minorities feeling targeted/mistreated. Other factors leading to re-offending include socio-economic difficulties, acute childhood experiences (ACE’s), static alcohol and drug abuse, and mental health problems (which have a particularly large impact on today’s current society). Certain factors are dynamic (likely to change) and others are static (unlikely to change at all).

To prevent re-offending from an early age, the Youth Offending Service (YOS) was designed to deter young people from a life of crime by supporting youths who may be at risk of committing a crime and or have a pattern of criminal behaviour (Youth Justice Board, 2022). A further avenue of support for all types of offenders is the Integrated Offender Management (IOM) approach which focuses on supporting the most “prolific offenders” (as identified in the PEEL: Police Effectiveness 2016 Report).

This states that “forces have a responsibility to work with other organisations [...] to protect the public from further harm and to address the underlying causes of offending behaviour” (Her Majesty’s Inspectorate of Constabulary, 2017, pg 17). However, due to lack of funding and resources, assessments of these offenders cannot always take place in a timely manner, posing a risk to the public. Some forces do not have the capacity to manage these offenders and maintain good offender-manager relationships.

In conclusion, it is obvious that by working together to pool a wide range of sources and expertise and incorporating a mindset of cooperation, police and local partners can apply evidence-based policing with a “what matters” approach, implementing crime prevention strategies more effectively and tackling re-offending. Services should aim to apply the “All Wales- Framework” mentality, to reduce “demand on services provided for criminal justice clients at the point of crisis, by moving focus to early intervention” and help “manage demand on health and social services for people who are not in the criminal justice system”, in the hope that “a reduction in offending and reoffending will help ensure our communities remain safe” (Welsh Government et al, 2017, pg 3).

Word Count: 1097/1000 (includes 10% allowance)

Bibliography

Auke Van Dijk, Hoogewoning, F.C. and Punch, M. (2015). What matters in policing? change, values and leadership in turbulent times. Bristol Policy Press.

Bryant, R. and Bryant, S. (2019). Blackstone's handbook for policing students 2020. 14th ed. Oxford: Oxford University Press.

CPID. (2009). Mentoring – CIPD Factsheet. Sheffield University. Available at: https://www.sheffield.ac.uk/polopoly_fs/1.110468!/file/cipd_mentoring_factsheet.pdf. [Accessed Jan 2022].

Centers for Disease Control and Prevention (et al) (2018). Cardiff model toolkit community guidance for violence prevention. Available at: <https://www.cdc.gov/violenceprevention/pdf/cardiffmodel/cardiff-toolkit508.pdf#:~:text=The%20Cardiff%20Model%20is%20a%20multi-agency%20approach%20to> [Accessed Feb 2022].

Cohen, L.E. and Felson, M. (1979). 'Social Change and Crime Rate Trends: A Routine Activity Approach', American Sociological Review, 44(4), pp.588–608.

College of Policing (2013) (Revised 2015). Governance. Available at: <https://www.college.police.uk/app/intelligence-management/governance#control-strategy> [Accessed March 2022].

College of Policing (2013) (Revised 2015). Intelligence collection, development and dissemination. Available at: <https://www.college.police.uk/app/intelligence-management/intelligence-collection-development-and-dissemination#tasked-information>. [Accessed March 2022].

College of Policing (2014). Code of Ethics. Available at: <https://www.college.police.uk/ethics/code-of-ethics>. [Accessed Jan 2022 and May 2022].

College of Policing (2015). Estimating demand on the police service Estimating demand on the police service. Available at: <https://paas-s3-broker-prod-lon-6453d964-1d1a-432a-9260-5e0ba7d2fc51.s3.eu-west-2.amazonaws.com/s3fs-public/2021-03/demand-on-policing-report.pdf>. [Accessed Feb 2022].

College of Policing (2016). Fair. Available at: <https://www.college.police.uk/app/stop-and-search/fair>. [Accessed Feb 2022].

College of Policing. (2013) (Revised 2019). Collection and recording. Available at: <https://www.college.police.uk/app/information-management/management-police-information/collection-and-recording>. [Accessed March 2022].

Collins English Dictionary (2019). Hypothesis definition and meaning. Available at: <https://www.collinsdictionary.com/dictionary/english/hypothesis>. [Accessed May 2022].

Constabulary, H.M.I. of and Fire (2018). Role of police and crime commissioners. HMICFRS. Available at: <https://www.justiceinspectorates.gov.uk/hmicfrs/police-forces/working-with-others/pcc/role-of-police-and-crime->

commissioners/#:~:text=The%20principal%20obligations%20of%20a%20police%20and%20crime [Accessed March 2022].

Crowe, T.D. and National Crime Prevention Institute (University Of Louisville ((1991). Crime prevention through architectural design: applications of architectural design and space management concepts. Butterworth-Heinemann.

Davies, L. and Owen, P. (2012). April Jones: police continue search for missing five-year-old- Wednesday 3 October. The Guardian. 3 Oct. Available at: <https://www.theguardian.com/uk/blog/2012/oct/03/april-jones-missing-five-live?intcmp=239> [Accessed Jan 2022].

Dorset Police & Crime Commissioner. (n.d.). Build on evidence based policing methods and introduce best practice. Available at: <https://www.dorset.pcc.police.uk/delivering-the-police-and-crime-plan/2017-2021-police-and-crime-plan/transforming-for-the-future/build-on-evidence-based-policing-methods-and-introducing-best-practice/#:~:text=Evidence%20Based%20Policing%20%28EBP%29%20is%20an%20approach%20where> [Accessed April 2022].

Equality Act 2010, Contents. Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>. [Accessed May 2022].

Evening Standard. (2012). Soham murders prompted policing revolution. Available at: <https://www.standard.co.uk/news/crime/soham-murders-prompted-policing-revolution-8045802.html> [Accessed March 2022].

Fox, C. (2011). What price justice? The story of the Cardiff 3. The Justice Gap. Available at: <https://www.thejusticegap.com/what-price-justice-the-cardiff-3/>. [Accessed Jan 2022].

Her Majesty's Inspectorate of Constabulary (2017). [online] PEEL: Police effectiveness 2016. A national overview . Available at: <https://www.justiceinspectorates.gov.uk/hmicfrs/wp-content/uploads/peel-police-effectiveness-2016.pdf>. [Accessed April 2022].

Home Office (2012). Definition of policing by consent. GOV.UK. Available at: <https://www.gov.uk/government/publications/policing-by-consent/definition-of-policing-by-consent>. [Accessed Jan 2022].

Human Rights Act 1998, Contents. Available at: <https://www.legislation.gov.uk/ukpga/1998/42/contents>. [Accessed May 2022].

Innes, M. and Sheptycki, J.W.E. (2004). From Detection to Disruption. International Criminal Justice Review, 14(1), pp. 1–24. DOI: 10.1177/105756770401400101.

Jeffery, C Ray. (1971). Crime Prevention Through Environmental Design. Beverly Hills [Calif.]: Sage Publications.

Lammy, D. (2017). The Lammy Review: An Independent Review into the Treatment of, and Outcomes for, Black, Asian and Minority Ethnic Individuals in the Criminal Justice System. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/643001/lammy-review-final-report.pdf. [Accessed April 2022].

Lexico Dictionaries English. (2020). Ethics | Meaning of Ethics. Available at: <https://www.lexico.com/definition/ethics> [Accessed Jan 2022].

Macvean, A. and Neyroud, P. (2012). Police ethics and values. Los Angeles: Sage.

Ministry Of Justice (2020). Code of Practice for Victims of Crime in England and Wales. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974376/victims-code-2020.pdf. [Accessed Feb 2022].

Ministry of Justice (2015). Criminal Procedure and Investigations Act 1996 (section 23(1)) Code of Practice Revised in accordance with section 25(4) of the Criminal Procedure and Investigations Act 1996. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/447967/code-of-practice-approved.pdf. [Accessed May 2022].

Morris, S. (2003). Vetting blunders let Huntley slip through net. The Guardian. Available at: <https://www.theguardian.com/uk/2003/dec/17/soham.ukcrime2>. [Accessed March 2022].

Murphy, N. (2021). Types of Bias. CPD Online College. Available at: <https://cpdonline.co.uk/knowledge-base/safeguarding/types-of-bias/#what-is-unconscious-bias> [Accessed Feb 2022].

National Centre for Policing Excellence et al (2005). Practice advice on core investigative doctrine 2005 Available at: <https://library.college.police.uk/docs/acpo/Core-Investigative-Doctrine.pdf>. [Accessed May 2022].

National Police Chief's Council (2016). Policing Vision 2025. Association of Police and Crime Commissioners. Available at: <https://www.npcc.police.uk/documents/Policing%20Vision.pdf>. [Accessed Feb 2022].

National Policing Improvement Agency et al (2009). Practice Advice on the Management of Priority and Volume Crim (The Volume Crime Management Model) 2nd Edition. Available at: <https://library.college.police.uk/docs/acpo/VCMM-191109.pdf> [Accessed May 2022].

Office for National Statistics (2020). Modern slavery in the UK: March 2020. Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/modernslaveryintheuk/march2020>. [Accessed Feb 2022].

Office for national statistics (2020). Child sexual abuse in England and Wales - Office for National Statistics. Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/articles/childsexualabuseinenglandandwales/yearendingmarch2019#main-points>. [Accessed Feb 2022].

Office for national statistics (2021). Victims of crime. GOV.UK. Available at: <https://www.ethnicity-facts-figures.service.gov.uk/crime-justice-and-the-law/crime-and-reoffending/victims-of-crime/latest#data-sources>. [Accessed Feb 2022].

Paige Keningale (2020). The National Intelligence Model. BSC Policing Network. Available at: <https://bscpolicingnetwork.com/2020/05/26/the-national-intelligence-model/>. [Accessed March 2022].

Police and Criminal Evidence Act 1984, S18. Available at:
<https://www.legislation.gov.uk/ukpga/1984/60/section/18>. [Accessed May 2022].

Police, V.D. and correspondent (2016). 'Police officers must be aware of biases, says training college', The Guardian. 26th October. Available at: <https://www.theguardian.com/uk-news/2016/oct/27/police-officers-must-be-aware-of-biases-says-england-training-college> [Accessed May 2022].

Serious Crime Act 2007, Part 1. Available at:
<https://www.legislation.gov.uk/ukpga/2007/27/schedule/1/part/1> [Accessed 30 May 2022].

The Children's society (n.d.). What Is County Lines? Available at:
<https://www.childrenssociety.org.uk/what-we-do/our-work/child-criminal-exploitation-and-county-lines/what-is-county-lines>. [Accessed Feb 2022].

Virtual College (2019). Serious Case Review: Baby P. Available at: [https://www.virtual-college.co.uk/resources/2019/12/serious-case-review-baby-p-\(2009\)](https://www.virtual-college.co.uk/resources/2019/12/serious-case-review-baby-p-(2009)). [Accessed Feb 2022].

Welsh Government and Her majesty's Prison and Probation Service et al (2017). A Framework to support positive change for those at risk of offending in Wales. Available at:
<https://gov.wales/sites/default/files/publications/2019-03/framework-to-support-positive-change-for-those-at-risk-of-offending.pdf#:~:text=Greater%20and%20continued%20collaboration%20across%20Wales%20will%20reduce> [Accessed April 2022].

What Works Network. (n.d.). College of Policing. Available at:
<https://www.whatworksnetwork.org.uk/members/college-of-policing/>. [Accessed April 2022].

Youth Justice Board (n.d.). About us. GOV.UK. Available at:
<https://www.gov.uk/government/organisations/youth-justice-board-for-england-and-wales/about>. [Accessed April 2022].