

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

Workbook title: Competency Based Workbook 1 (DHEP)

(SOUTH WALES POLICE, GWENT POLICE AND UWTSD)

Learner name: Carleigh Forsythe

Learner's University Registration Number: 2131867

FACULTY OF BUSINESS AND MANAGEMENT PUBLIC SERVICE PROGRAMME

Module title: Policing in the Workplace 3 (DHEP)
Workbook Guidance

Please read these notes carefully; they provide essential information.

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 programme. Essentially, you are being asked to outline your experiential learning based upon your theoretical understanding in a range of operational situations.

Area of Professional Practice covered, (called elements in your module descriptor):

- Wellbeing and Resilience
- Communication Skills
- Managing Conflict
- Valuing Difference and Inclusion
- Criminal Justice
- Decision making, discretion
- Conducting Investigations
- Criminal Justice (Managing offenders)
- Problem Solving
- Evidence Based Policing
- Maintaining Professional Standards
- Public Protection.

You may wish to use the same incidents as you've 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/contentassets/documents/academicoffice/agh-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 will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

Dates of workbook submission will be made available during the initial training day and posted on Moodle.

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- 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.

The content of this workbook should be your own work. Do not allow anyone else to see your work or use your work for their own submissions.

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 Student 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 very 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 Student 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.***

Guidance:

- *Your workbook must contain the items specified in the table below (clearly identified and in the order given);*
- *You should use this document to insert your text / answer within each section of this workbook;*
- *You should upload your completed document as a saved pdf file of this workbook; if this is not possible then a Worddoc file is acceptable. Do not send a scanned file from a photocopier, an apple.dot file or a Microsoft publisher file as Turnitin will not be able to assess them, despite you being able to upload them.*

Contents

Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1000
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2000
Task 3	Criminal Justice, Valuing difference and inclusion	2000
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2000
	Bibliography	
Task 5	Development Plan	Equivalent 1000 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum:

Understanding the roll of a constable

Guidance:

Focussing on your initial 6 months of learning and since being attested as a Police Constable, **discuss and compare** the coping strategies you have applied to develop resilience and minimise stress.

1000 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

In this essay, I will discuss the 6 months training and compare coping strategies I applied to develop resilience and minimise stress. I will be utilising Driscoll's Reflective Model (Gladd, 2020) to provide structure. Driscoll's model operates in 3 individual stages. College of Policing defines reflective practice as 'the ability to reflect on your actions and improve the way you work'. (College of Policing, 2020)

Reflective practice is deemed a fundamental skill in a practice-based professional learning environment.

The first stage of the model refers to the "what?", element which will outline the initial 6 months. I will relate to my experiences throughout my training and will reflect on what went well and what I found difficult.

The second element relates to "so what?" which will examine coping strategies which I utilised to develop resilience and minimise stress and how I applied them to everyday life. The final stage of the process relates to "now what?" to which I will reflect on what I learnt, what I would do differently and what would I do in the future to prepare.

The "What?" element consists of me reflecting on my time spent in the initial training phase. I completed classroom exercises, academic learning, exams, and practical sessions during training.

I had several areas of training that I felt I managed well. Firstly, I feel that the academic element of the course I progressed in. I achieved a high grade in both exams and believe this shows how I managed the workload and progressed throughout.

Secondly, I feel that I maintained my time management throughout. At the beginning I made a revision table including dates and topic areas that needed to be covered. I feel this method benefitted me as I documented evidence of each topic what I had learnt and what topic areas I needed to revise in more detail. By doing this it assisted me in maintaining on target with my workload and I feel this has prepared me for the workload I have as an operational Police Constable.

The second phase of the model is “so what?”, where I will examine coping methods used. I experienced high and low feelings which resulted in me developing coping strategies to assist.

The struggles that I faced in training was balancing work life around family life. After spending a day in the classroom, I would come home after working 0800-1600hrs weekdays and find myself studying for exams and learning new topic areas into the late evening. The weekends were challenging when trying to spend time with my partner and the kids and other family members as I would become distracted with the workload as I did not want to fall behind and I noticed stress levels increasing.

‘Stress is the body’s reaction to feeling threatened or under pressure’. Experiencing stress over a long period of time can lead to “feelings of physical, mental, and emotional exhaustion which is often known as burnout”. (NHS, 2021) “Stress can affect individuals’ mood, body and relationships when it feels out of control”. (NHS, 2021)
I noticed that my mood became low around exam time, and I became anxious.

I have played hockey for 15 years and I train weekly and complete fitness and skill sessions. I recognised that I needed to train more as I was experiencing higher stress levels and felt myself losing interest with the sport due to worrying over exams.

NHS states that “being more active regularly can help burn off nervous energy”. (NHS, 2021) I found that maintaining physical activity, it had a positive effect on my studies and produced a positive mood.

As stated by (Study,2022) “coping is the process of using behavioural and cognitive approaches to manage difficult situations”. It is “integral in maintaining physical and mental well-being”.

I experienced anticipatory coping which is used when an individual cannot avoid or wants to reduce an event reoccurring. I struggled with the practical sessions as I did not feel confident in front of people, I did not know which made me feel anxious and vulnerable at times. As time progressed, I became more confident and had regular review sessions with my trainer who encouraged and supported me where I feel turned a negative to a positive outcome as I performed to a higher standard in the remaining practical sessions.

I developed my own methods to cope with the struggles that I faced which resulted in me designing my own study pack, with topics and practice questions which aided revision. This benefitted me, and it showed in my results. I felt extremely happy when I received exam results as I felt that the time and effort put in had paid off.

Another coping strategy I used was communication. (NHS 2021) states that ‘talking to trusted friends, family, and colleagues, or contacting a helpline help manage stress.’ I established that by talking to my partner about my day when I arrived home would ease my anxiety. I recognised that I could talk to my partner about my problems as he was a police officer and understands how I was feeling. I felt at ease talking to him when discussing the struggles I faced.

According to American Psychological Association, (2012) resilience is “is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility”. (American Psychological Association, 2012)

Research carried out by the Police Federation of England and Wales indicated that 8 in 10 officers which consists of 79% of police officers state that they have experienced stress. (Mind, 2019)

I developed physical resilience as I enhanced physical fitness by focussing on my cardiovascular fitness and endurance to aid situations such as foot chase or restraint. Equipment officers carry and the uniform wear weigh 7kg. (LBC, 2019). I wanted to prepare my body to carry out the role sufficiently.

The final element to the model is “now what?” where I will demonstrate what I learnt. By remaining physically active reduced stress levels and leads to an increased mood. I found that by communicating with peers and my partner was a police officer helped me feel comfortable in expressing the struggles.

I feel that what I experienced has provided me with knowledge on how to deal with stressful situations which I will be expected to attend. I feel that I am prepared to deal with stress and know the signs. I feel that I am ready for a challenging career and feel prepared to manage my workload due to skills I developed in training such as managing my time effectively.

Final Word Count = 1093

Task 2

Relevant areas of the National Policing Curriculum:

Communication Skills, Managing Conflict, Valuing Difference and Inclusion

You must choose **a policing incident involving conflict** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess the incident including social and legislative contexts and any relevant cultural, ethnicity and language issues.

Consider the use of effective communication skills that you used within the incident.

Reflecting upon your incident, critically evaluate any theories or models underpinning the causes of conflict within policing interventions. (Examples would include, Betaris Box, The Drama Triangle).

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

ANSWER:

I will be reflecting on an occurrence where I played a significant role whilst in my tutorship phase. This task is constructed on reflection regarding conflict where I will be using the Betari Box model. The Betari Box Model is a sequence to how individuals' attitude and behaviour can be affected by others and how our own attitude and behaviour can impact other individuals. (Revolution Learning, 2022) The incident I will be referring to is a domestic related assault. I will be examining policing use of force tactics I used throughout the incident.

No cultural, ethic or language issues were identified when dealing with the incident relating to the occurrence discussed. Both the victim and suspect were white British and spoke English as their preferred language.

Domestic Abuse is "any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender of sexuality". (Wood, 2022, p302)

Office for National Statistics states that the year ending March 2022 within England and Wales there were an estimated 6.9% women and 3.0% men aged 16 and over had experienced domestic abuse. (Office for National Statistics, 2022)

I was on duty carrying out local patrols when I was informed of an urgent response call relating to an abandoned 999 call where a female could be heard shouting for police, followed by a male's voice before the call was disconnected. I was passed details via my radio and proceeded to communicate with the control room until arrival. On route to the address, I requested NICHE checks on the address and persons linked where I was informed that there were warning markers on the address and for the male linked to the occurrence which related to the male being a high-risk domestic abuse aggressor.

I carried out an initial assessment and on arrival, I could hear shouting coming from inside the property. I knocked on the door and a female answered and appeared upset and distressed. I entered the property spoke to the female alone to establish what had happened. Whilst building a rapport with the female, I was actively listening whilst she was providing me with her first account. As stated by the College of Policing 2022, "active listening lets the individual know you have heard and understood them". (College of Policing, 2020).

I achieved active listening by repeating specific details of the incident back to the victim and maintained eye contact which indicated engagement. The female disclosed that the male had punched her twice to her face which had caused bruising to the right eye, and a cut to her bottom lip. The victim informed me that the male had consumed a lot of alcohol and believes this a contributing factor to the assault. Alcohol has the capacity to advance aggression or violence as it disrupts normal brain function. (National Institute on Alcohol Abuse and Alcoholism, 2000)

Research carried out within the United Kingdom established that between 25%-50% of domestic abuse perpetrators had consumed alcohol when the assault took place. (Admin, 2020)

Once I had gained a first account, I liaised with my tutor who had been with the male. The male appeared aggressive and apprehensive. The male appeared to be intoxicated, his eyes were glazed, he was unsteady on his feet, and I could smell intoxicants on his breath. I explained to my tutor that the female had disclosed a common assault and she had sustained injuries. Common Assault is "any act by which a person intentionally or recklessly causes another to suffer or apprehend immediate unlawful violence". (Crown Prosecution Service, 2019)

Due to the victim suffering unlawful violence and the actions carried out being intentionally and recklessly the legislative contact is evidently clear. Section 39 Criminal Justice Act 1988 refers to Common Assault by Battery. Battery refers to the use of force by the assailant on the victim. (Wood, 2022, p360)

With the information I was presented with and the visible injuries, I arrested the male utilising police power of arrest under Section 24 Police and Criminal Evidence Act 1984 (GOV.UK, 2022) for domestic related common assault to which he became non-compliant. Preliminary actions were carried out on the male which included non-compliant handcuffing and escorting to the van for him to be conveyed to custody. As the suspect became non-compliant it resulted in me having to take physical control of him, I utilised use of force under Section 117 Police and Criminal Evidence Act 1984. (Kent Police, 2012)

Reflection of the Incident (Betari Box, 2022)

I had to adapt and use several communication skills with both the victim and suspect. Firstly, I spoke to the female to establish what had happened. I was actively listening whilst she was providing details surrounding the incident and achieved this by repeating details back to her whilst completing an electronic pocket notebook entry surrounding her first account.

When the suspect was informed of his arrest, he became aggressive and was standing in a dominative stance with his fists in-front of his face. He stated that if I was to walk towards him, he would become physically resistant which resulted in me negotiating with him and remaining calm. I maintained eye contact and explained the process that needed to be carried out safely. He was not responding to verbal communication and was becoming more aggressive as time progressed which resulted in physical restraint being applied to apply the handcuffs safely in line with force policy. Once the handcuffs were applied and the environment was safe, he was escorted to the vehicle and conveyed to custody. I sat within the back of the vehicle and proceeded to communicate and provided reassurance by explaining the process that he was going to undertake at custody and why it needed to be carried out which had a positive effect. He started to communicate and began to calm down once he was removed from the property and handcuffs applied. I was actively listening to him throughout the journey to custody and built a rapport which helped de-escalate the relationship between myself and the suspect. I was conscious of non-verbal indicators and body language due to intoxication; I assessed indicators throughout ensure there was no escalation on arrival to the custody suite.

I was composed but I did feel apprehensive at times due to the suspect's change in behaviour. A fundamental element to this incident was building rapport with the suspect to calm him down to keep compliance. The process could have escalated and became challenging at any moment due to intoxication but by effectively communicating I managed to remain in control. I was the officer who acquired responsibility for use of force, and I feel by remaining in control it assisted me gaining control of the suspect and made the conveyance to custody process straightforward.

Due to the initial information received I had concerns to what had been occurring. Attitude is defined as "a state of mind or a mindset then controls how we respond to other people and situations around us". (Revolution Learning, 2022). It was vital that I maintained a professional attitude towards the victim and suspect throughout and not be bias which indicated a positive approach to both parties and enabled me to establish what had happened quickly so I could provide positive action. I maintained situational awareness which allowed me to perceive and identify any potential threats within the property.

I used body language techniques such as eye contact and controlled facial expressions. Maintaining professional body language assisted as I was able to build a rapport with the victim instantly but due to the suspect being intoxicated this was an extended process due to him not being able to comprehend what was happening.

The suspect's attitude at the beginning of the incident was aggressive but I remained calm and spoke with a firm but professional tone to let him know I was taking control. My body language appeared effective as the male became compliant and began to converse in conversation which de-escalated the situation.

When informed of arrest the suspect became attacking, striking the wall with his fist which escalated the situation. I maintained self-disciplined and calm and provided instructions he needed to follow. The suspect refused to follow instructions which resulted in me having to physically restrain him to apply handcuffs which was extremely challenging as he was resisting and pulling at my uniform. I gained control of the suspect and the situation deescalated and I was able to portray myself in a calm manner and the suspect's aggressive behaviour reduced allowing me to be able to communicate effectively and explain the reason for arrest, provide a caution and necessity for arrest which is required. In this incident, the Betari Box worked, and it is shown in the result as the victim was safe, myself and my tutor were safe, and the suspect was conveyed to custody safely and in a professional manner. It identifies that there is a connection between attitude and behaviour and by altering and adjusting to your behaviour and not presenting negative thoughts which could impact actions.

Use of Force

Certain policing situations require use force to gain immediate control of a situation. Police officers must adopt a systematic approach to permit that using such force is necessary and it is only to be used when justified and proportionate to protect people from immediate risk of harm. It is vital that officers act in line with force policy when using force as it could be deemed unlawful.

Police Officers assess the threat level by profiling an individual's behaviour on a scale varying between compliant to aggressive.

I assessed the risk on arrival and considered the critical markers which had been placed on the address by previous officers who had attended. I received information and intelligence that the male inside the property had previous for being a domestic abuse aggressor so I was aware that he could become physically aggressive.

Policing requires officers to make ethical decisions which is adopted using the National Decision Model (NDM) and comprises elements which are used to assess situations. The NDM was developed in 2012 by the College of Policing and it is used to provide a structured rationale of what police officers have done or not done. I used the NDM to assess impact factors such as alcohol and size. I utilised the use of the mnemonic JPLANE to assist in decision-making to which officers' actions must apply by; every action must be justified, proportionate, legal, accountable, necessary, and ethical.

The Code of Ethics centralises policing standards of behaviour to which police officers are expected to adopt. (College of Policing, 2014)

I portrayed openness in the actions taken and decision and provided both the victim and suspect with fairness which identifies the use of policing standards of behaviour. I also applied integrity by following force procedures.

I utilised use of force as the suspect was intoxicated, he became physically aggressive and approached me with his fists in-front of his face which indicated a threat. I applied use of force when I identified impact factors which posed a threat which resulted in me taking control of his right arm and applying an entangled arm lock to gain control. Once I gained control, I applied handcuffs to the rear, checked for tightness and double locked to make sure he could not escape. The use of force was necessary and proportionate due to the threat/risk the suspect posed.

Having to physically restrain the suspect I considered human rights and made sure I was acting professionally. The Human Rights Act 1998 sets out fundamental rights and freedoms that every individual within the United Kingdom is entitled to. (Equality and Human Rights Commission, 2018)

I implemented the use of Article 5 Right to Liberty and Security when dealing with the suspect. I ensured that he was told in a language that he understood that he was under arrest and what he was under arrest for. (Equality and Human Rights Commission, 2010)

Conclusion

Reflecting on the incident, I am extremely pleased with how I handled the situation from start to finish. I applied policing standards of behaviour to the victim and suspect and utilised powers and procedures in line with force policy which is visible due to the successful outcome. By utilising the NDM correctly it allowed me to assess my decisions which was effective as I gained full control to stop re-escalation and safely conveyed to custody which provided positive action. I am pleased with the communication techniques I utilised as I managed to de-escalate the situation by taking effectively communicating. I feel that when having to attend a domestic related incident in the future I will be consciously aware of surrounding circumstances and of individuals involved due to behaviour constantly changing.

If I was to change anything it would be to identify impact factors or any threat/risks such as subject being intoxicated to defuse the situation quicker and gain full control before escalation.

Final Word Count = 2173

Task 3

Relevant areas of the National Policing Curriculum: Criminal Justice, Valuing difference and inclusion

You must choose **a policing incident** in which you played a significant role with an offender/ service user/victim and reflect on what happened

Critically explore a policing incident that you have attended and examine how you dealt with competing issues such as legalisation, social issues, culture and language.

Consider the victims code of practice and how it was used to support your victim/witness through the criminal justice system.

Your reflection must illustrate your understanding and application of core principles of ethics, equality, diversity and human rights, as well as any relevant Code of Practice considerations.

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

ANSWER:

I will critically assess an incident and will reflect on the responsibilities taken and procedures followed throughout in line with the relevant Codes of Practice which supported the victim through the process of the criminal justice system. I will identify how policing values were abided by and how I managed culturally sensitive information.

The incident to which I will be referring to is based on a Racially Aggravated Public Order Offence. Modern Policing requires critical thinking skills and reflective practice which is a fundamental skill. Reflective practice has helped me when dealing with challenging situations as has enhanced learning and furthered professional awareness. Allowing reflective practice has enabled me to identify positive actions to provide support to the victim. I had to make challenging decisions to which I was accountable for actions which I utilised the use of the NDM.

There were no language or ethnicity issues surrounding this occurrence. The male identified himself as Chinese but spoke English as his first language, so he was able to communicate with me and understand the procedure.

Incident

I received information regarding a hate crime which had occurred online utilising social media accounts. I was passed details including victim's name, place of abode and initial report information which allowed me to assess the incident by using the NDM before attendance. On arrival, the male appeared to be in distress and was frightened. I entered the property and provided support and explained that he did not have to rush and to take his time when explaining what had happened which provided reassurance. He stated that he had been attending a skatepark where he had encountered a group of youths which took an instant dislike to him, and he believed this to be due to his sexuality and race. The suspect had managed to locate social media account which resulted in him receiving hate related messages stating that he was a "Gay Chinese Freak". I asked if he would support police action and he stated he wanted to make a complaint by providing a victim statement.

He informed me that he had been persistently targeted for weeks by the same group but now feels that it is getting out of control, and it was affecting his mental health. He informed me that he was autistic which affected the way in which he adapts to situations. I communicated with my tutor and agreed it would be beneficial to get an appropriate adult to make sure that he understood the full process from reporting to attending court. In the presence of an appropriate adult, I obtained a victim statement detailing the offence and obtained a victim personal statement. He was also referred to victim support services to get support for what he had experienced.

Within England and Wales, the Criminal Justice System is based upon principles of adversarial justice. The prosecution within the CJS has the responsibility to prove that the defendant is guilty beyond all reasonable doubt of the crime to which they are accused. (Jackson and Jackson, 2017, p462)

The Victim Code was introduced by the Domestic Violence, Crime and Victims Act 2004 and came into force in 2006. The Code of Practice applies to victims of crime, and outlines services which are obtainable for victims of crime to receive. (Ministry of Justice, 2020)

A victim is defined as "a person who has suffered harm, including physical, mental or emotional harm or economic loss which was directly caused by a criminal offence". (CPS, 2022)

On the 1st of April 2021 a new Victim's Code was introduced which aims to provide enhanced support from the police service, courts, and other criminal justice organisations. The updated code provides victims with information on what to expect at each stage of the justice system including their right to be informed when a perpetrator is expected to be released from prison. The new Victim's law seeks to reinforce legislation surrounding victims' rights and warrant justice agencies are held to account for conveying them. The Victim Code established 12 individual rights that profile the minimum level of information and services to which victims are entitled to at each stage of the criminal justice process. Dame Vera Baird, Victim Commissioner for England, and Wales states that "this new, simplified Victims' Code represents a positive step forward for victims. These 12 rights are well set out and should provide some much-needed clarity for victims and victims' services". (Ministry of Justice, 2021)

The Metropolitan Police define hate crime as 'any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender'. (Metropolitan Police, 2019) In relation to hate crime incidents, the victim's perception is a significant consideration. The incident to which I am referring to within this essay is consistent with the definition of a hate crime as the victim has perceived it to be hate related as the suspects have been motivated by prejudice and have verbally abused the victim in relation to his sexual orientation and race.

The Criminal Justice Act 2003 was established within the United Kingdom following the murder of Stephen Lawrence who was a black British teenage from London. The attack on Lawrence was racially motivated which took place in April 1993. Sir William Macpherson developed a report into the death of Lawrence which concluded a 350-page report and indicated incompetence within the professional organisation, racism, and a failure of leadership. The Macpherson report established 70 recommendations to demonstrate zero tolerance to racism within our society. (Quinn, 2019)

The Guardian states that within England and Wales for the first-time recorded hate related criminal offences have reached over 100,000 cases. Hate related offences against minority groups within the United Kingdom have escalated by more than quarter which has resulted in the largest annual rise since 2017. In March 2022, police forces within the United Kingdom have recorded 155,841 hate crime incidents which has increased by 26% from 12 months prior. (The Guardian, 2022) The figures reported in 2022 identify that hate offences are increasing within the United Kingdom.

Hate crime offences are classified as a priority incident to which we were required to provide an effective response and took positive action to allow an effective investigation process. The positive actions I applied was obtaining a victim statement, carrying out initial enquires, victim personal statement, submitted a public protection notice as the male was vulnerable, and referred the victim to support services. On attendance to the victim's home address, I obtained a first account of what had occurred to which I identified that a Racially Aggravated Section 4A Public Order Offence under Section 31(1)(b) Crime and Disorder Act 1998 had been committed. Section 4A of the Public Order Act 1986 is defined as 'using threatening, abusive, or insulting words or behaviour'. (Wood, 2022, p332)

When speaking to the victim, he disclosed that he was autistic. I asked if he would like an appropriate adult with him when he provides a statement to which he agreed. As the male was a member of the local university, I made contact, and they supplied a member of staff to act as an appropriate adult. An appropriate adult's role is to assist vulnerable individuals and to ensure that the victim understood police procedures and provide support'. (Scottish Government, 2018)

Due to the victim being autistic he was entitled to enhanced rights under the Victim Codes of Practice. A victim is considered vulnerable if they are 'under the 18 years old at the time the offence was committed or have a significant impairment of intelligence and social functioning which relates to the victim in the occurrence discussed'. Also, due to the victim being persistently targeted this also falls into the category of enhanced rights. (Ministry of Justice, 2020)

It was my responsibility to provide safeguarding measures. I provided safeguarding by completing and submitting a public protection notice (PPN) as he was identified as an adult at risk. PPN's are utilised to indicate vulnerability in victims and are submitted to the public protection unit who then assesses the information to calculate risks. (HMIC, 2015) All initial actions were detailed and logged within the occurrence where my Sergeant could access to observe the duties and actions I had completed. I submitted the PPN in line with force policy which requires officers to complete before the end of duty. Due to PPN's being reviewed and sent to referral units I considered the General Data Protection Regulation and Human Rights Legislation. All information must be shared correctly to avoid a data breach as personal information is being viewed. Due to the nature of the offence the victims care, and support was considered at a premature stage within the investigation. The central role I achieved was I built the victims confidence in me, police force and the criminal justice system which secured the victims cooperations with the investigation. (College of Policing, 2022)

There are rights detailed within the Codes of Practice which I applied. I will be referring to the Codes of Practice and will identify the rights utilised. The first right is right 3 which is to provide the victim with information when reporting crime. I provided the victim with my number as I was the officer in the case and the occurrence number. By providing these details it gave the victim reassurance as I provided details of when I was on duty and off duty so he could contact anytime for updates or if he had any questions relating to the investigation. (Victims Commissioner, 2021)

Right 4 victims right to be referred to support services. I provided the victim with enhanced rights and offered them to provide a victim personal statement. I offered support from victim referral support to which they accepted and were very happy with the service provided. Due to the victim classified as vulnerable I explained the options available to them which included special measures and how it could benefit them through the investigation process. Special Measure are utilised within the trial process to assist victims provide the best possible evidence in court. As my victim was autistic he suffered with crowds of people and being in a place which he was not familiar with. Due to contributing factors, I explained special measures which he requested to provide evidence behind a screen to provide evidence without unsettling him.

Right 6 relates to the victim being provided with information surrounding the investigation. As the officer in the case, it was my duty to provide updates to the victim and I achieved this by setting a time frame of weekly contact to which the victim accepted. Throughout the investigation I provided updates relating to the suspects arrest, interview, and bail conditions when the suspect was released under investigation awaiting criminal prosecution service decision.

The final right I utilised was right 7 which relates to Victim Personal Statement (VPS). VPS provides the victim an opportunity to put in their own words how the crime has affected them. The judge or magistrate will consider what sentence the defendant will receive and can help support organisations decide on the best possible routes of support. I explained the process of the VPS to the victim to which he accepted and provided a statement stating how it has affected him to which he stated that it made him feel degraded due to them

referring to his sexuality and made him afraid of going out due to the suspect targeting his race. (Ministry of Justice, 2020)

In 2014 the College of Policing designed the Code of Ethics which are used within policing which outlines professional standards of behaviours. I utilised codes which I have applied to the investigation.

Honesty and Integrity are the most vital professional behaviour traits. As the officer in charge of the investigation I met this as I provided the victim with all relevant updates and stuck to the agreed timeframe. I achieved honesty when submitting PPN as I informed the victim that their personal information would be shared with other partner agencies and made sure they understood fully what that entailed.

All information provided to me such as VPS and victim statements were treated with confidentiality and respect. The victim had experienced a distressing incident which related to their personal life it was fundamental that they were treated with the utmost respect and courtesy. This was achieved by respecting the victim and acknowledging how they felt by making them feel the priority.

I had responsibilities and duties to which I had to abide by. I achieved this by carrying out all attending officer actions including victim statement, PPN, referring to victim support and identifying possible issues to which could hinder the investigation. With regards to duties, I achieved this in relation to force policy when to which have been explained within this essay. I am satisfied with how I managed this occurrence as the victim is being supported through the CJS and safeguarding measures are in place.

Final Word Count = 2197

Task 4

Relevant areas of the National Policing Curriculum:

Decision making and discretion, Conducting Investigations and Criminal Justice (Managing offenders)

You must choose **a policing incident** in which you played a significant role with an offender/service user/victim and reflect on what happened.

Critically assess a policing incident that you have attended, where you played a significant role with an offender/victim and reflect upon what happened.

Reflect upon your use of the National Decision-Making Model and the Code of Ethics and review this impacted upon your decision making and use of discretion within the incident.

Critically review your responsibilities regarding the provision of CPIA when conducting this investigation.

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

ANSWER:

Police officers have qualities which are essential to effectively perform in their role and decision making is a fundamental skill. Officers attend an extensive range of incidents daily, and they must have the capability to construct justifiable decisions. Within the United Kingdom, Officers utilise the National Decision Model (NDM) to support decision making.

I will critically assess an incident to which I have recently attended and utilised the NDM to assist in reflecting upon actions and decision I conducted. I will evaluate how discretion was applied during decision-making and outline officer's responsibilities using the Criminal Procedure Investigations Act 1996 whilst conducting investigations.

I attended an assault which had taken place outside a pub involving two males. On route, I was communicating with control room and was passed details of the victim which included name, age, and medical conditions they were aware of from NICHE. I assessed the incident by utilising the NDM before arrival. On arrival, I could see the male had lost a substantial amount of blood and sustained injuries to his face which were consistent with Section 20 Offences Against the Persons Act 1861.

I communicated with the victim, and he stated that he had been assaulted outside the pub by a male known to him. He provided a name and description of the suspect, and I passed details to the control room for further units to carry out an area search. Due to the injuries sustained the male was conveyed to hospital by the ambulance service.

Prior to leaving the scene, myself and my colleague saw a male matching the description walking back towards the pub. I liaised with control room who informed me that the suspect had

several warning markers including weapons, assault emergency worker and had previously spat at officers. The suspect was later detained and arrested in relation to the offence.

Police Officers are required to make challenging decisions day-to-day as they are confronted with immediate response incidents where information and intelligence provided may be incomplete due to identifying a spontaneous incident or being purposely misled by members of the public which could lead to incorrect decision making. Officers utilise NDM to formulate ethical decision making. (Wood, 2022, p81)

In 2012, the NDM was established and specifies a structure to the Conflict Management Model (CMM) which was introduced to support decision making and provide appropriate response. By utilising the CMM it assists officers when reflecting and writing reports where required to justify actions such as use of force. (What Do They Know, 2016)

The NDM situates the Code of Ethics at the centre of the model to which five fundamental elements surround;

- Gather Information and Intelligence
- Assess Threat, Risk and Develop Strategy
- Consider Powers and Policy
- Identify Options and Contingencies
- Action and Review

The Code of Ethics were introduced in July 2014 by the College of Policing and was published under Section 39A(5) of the Police Act 1996, and amended by Section 124 Anti-Social Behaviour, Crime and Policing Act 2014. (College of Policing, 2014a).

The first stage of the NDM refers to gathering information and intelligence. I commenced this stage when I received the initial call from control room where I was passed initial information relating to the call including persons involved details such as name and date of birth which assisted me carrying out PNC and NICHE checks. I utilised PNC and NICHE to gather information such as warning markers and previous history relating to the victim and suspect. Initial checks indicated the suspect had previous concealing weapons, violent aggressor and had previously assaulted a police officer. I liaised with the victim who informed me that he had a verbal argument with a known male which resulted in him being physically assaulted and sustaining injuries to his face. The suspect had fled the scene.

The victim provided a description of the suspect where I passed details to the control room. My colleague spoke to witnesses to establish what had happened to assist in decision making and gathered a description which appeared consistent with the description provided by the victim. By asking open questions to the victim and witnesses it was clear the suspect had approached the victim to which a verbal argument had started and escalated. The injuries sustained were consistent with Section 20 Offences Against the Persons Act 1861.

Section 20 Offences Against the Persons Act 1861 is defined as 'Whosoever shall unlawfully and maliciously wound or inflict any grievous bodily harm upon any other person, either with or without any weapon or instrument'. (Legislation.Gov, 2011)

The second stage refers to initial assessment. I utilised this by assessing information provided by the control room, the victim, and witnesses. I was aware that the suspect had warning markers and was a potential threat. We proceeded to leave the scene after carrying out house to house enquiries and searched the immediate area for the suspect. Approximately 40 yards in front of our vehicle, I could see a male matching the description. I passed our location over to control room and informed them that we had clear view of the suspect and further units were required. Due to the warning markers present, I carried out an initial assessment of the scene and suspect to make effective decisions. Safety was my initial concern as I was aware he was violent. I maintained a sufficient distance away from the male and made sure I had a clear unobstructed view until further units arrived. Units arrived to which aided us to start communicating with the suspect to safeguard everyone involved and assess options going forward. The initial strategy was to gain control of the suspect.

The third stage of the NDM is the consideration of powers and policies which are available to ascertain available options. Due to the information present and the injuries sustained, Section 24 Police and Criminal Evidence Act 1984 power of arrest which is regulated by PACE Code G which refers to 'necessary' was considered. (Wood, 2022, p205)

To utilise Section 24 PACE 1984 there are two elements which are required for an arrest to be lawful. The first element for a lawful arrest is 'the person has been involved, has attempted to be involved or is suspected to be involved in the commission of a criminal offence' and the second element refer to 'reasonable grounds for believing that the person's arrest is 'necessary'. (Wood, 2022, p206)

The arrest was necessary due to information gathered and visible injuries present with the necessity for prompt an effective investigation into the allegation and to prevent further injury.

Section 117, Police and Criminal Evidence Act 1984 'use of force' was also considered due to previous intelligence relating to the suspects behaviour previously. During an arrest, if use of force is necessary the force use must be 'reasonable'. (Wood, 2022, p214). The suspect was detained and Section 117 PACE, was utilised as the suspect became non-compliant during arrest.

Use of force was utilised as the suspect became physically resistant towards me which resulted in having to apply ground restraint to apply handcuffs safely.

The fourth stage of the NDM relates to options and contingencies available at the time. During the arrest of the suspect, he became extremely aggressive. I tried to utilise the use of tactical communication which is a form of conflict management which can be used to reduce the risk of officers being assaulted and increases public safety. (College of Policing, 2020). I maintained situational awareness which helped carry out a dynamic risk assessment to how I was going to gain control. There were impact factors which increased the risk such as he had previous for concealing weapons, big in stature and appeared intoxicated due to him being unsteady on his feet and slurred speech. I utilised the use of verbal communication to interact to try and reason with him. I tried to let the suspect explain their side and showed I was listening by repeating specific details back to him and was being open and honest with him. I achieved this by explaining that due to information we had received that he was under arrest, explained what he was being arrested for and the necessity of the arrest to which allowed me to build a rapport with him.

The next stage of the NDM consists of actions taken utilising the NDM to make appropriate decisions. I gathered information from the victim, witnesses and carried out house to house enquiries which identified a suspect. As the suspect was identified and the NDM had been utilised, the power of arrest was implemented due to the seriousness of the offence. The victim had suffered several cuts to his face requiring stitches and sustained a broken cheek bone. I liaised with the control room and passed information and decisions made so a record was made. I liaised with my Sergeant and explained the circumstances, evidence we had obtained such as statements, CCTV and house to house enquiries and informed him that an arrest was necessary to investigate.

I utilised the use of my pocket notebook to document time of arrest, suspects details, circumstance surrounding the arrest, and grounds for arrest. I also noted use of force was required to make a safe arrest due to the suspect being non-compliant and handcuffs were applied to the rear, checked for tightness and double locked in line with force policy.

The final stage of the NDM relates to the review which identifies what went well from the decisions made and what I might do differently next time. I have reviewed the occurrence and the involvement I had which I am pleased with the result. I feel I managed the incident sufficiently as I maintained an account from the victim, took swabs from his face for any potential forensic opportunity, statements obtained, CCTV enquiries, and successful arrest of the suspect. I feel that by utilising the NDM it provided a route to a successful outcome, and it is evident in this case as the suspect was identified and arrested. I feel that in the future by utilising the NDM and becoming more confident it will assist in successful decision making throughout my career.

The application of discretion is an essential skill in everyday policing. Lord Scarman stated that "the exercise of discretion lies at the heart of policing". (Wood, 2022, p82) Discretion provides officers with the ability to act on what they see and determine if arrest is necessary or not. Discretion allows officers to choose how an offence will be dealt with, for example not all offences require arrest, minor offences such as driving anti-socially allow officers to provide a warning notice, verbal warnings can also be given, or penalty notice for disorder for offences such as driving whilst using mobile phone. I utilised discretion but due to the offence the power of arrest used.

The Criminal Procedure and Investigations Act (CPIA) 1996 identifies the manner to which officers are required to record, retain, and reveal to the prosecutor material obtained in a criminal investigation. (GOV.UK, 2020)

The CPIA relates to the conduct of the overall investigation. The code developed fundamental roles within the investigation stage which includes;

- Officer In Case who is responsible to direct the investigation
- Disclosure officer who is responsible for examining material which has been retained during an investigation and disclosing unused material to the accused, when requested by the prosecutor.
- Prosecutor who is required to take responsibility for the conduct of the criminal proceedings

The CPIA necessitates investigators to construct a list of unused material to the prosecutor, who utilises the information to consider what material is required to be disclosed to the defence. Material which is not used as evidence for the prosecution case will be disclosed to the CPS which determines what is required to be disclosed to the defence. (Wood, 2022, p574)

The CPIA Code of Practice entails the retention of material obtained during a criminal investigation which is deemed relevant. The officer within the case is responsible for ensuring that relevant material is recorded and retained which includes crime reports, pocket notebook entries, custody records, statements from victim or witnesses, exhibits, body worn video and CCTV footage.

Disclosure is a practice utilised under the CPIA which is a process that provides the defence with copies of any material which has not been disclosed beforehand and has the potential to be used to challenge the prosecution case against the accused. The CPS will determine which material should be disclosed police officers have the responsibility to implement subsequent disclosure. Police Officers will utilise the use of the MG6 series. (Wood, 2022, p576) Disclosure permits that defendant with a right to be informed of any material which has the potential to assist them in their defence. The defendant also has a right to an honest prosecution which exposes any weaknesses in the case against them. (CPS, 2022)

The incident to which I have referred to required me with the responsibility to prepare a case file for CPS. I completed disclosure documents such as PNC prints, custody records and evidence relating to the offence including exhibits of victim's injuries.

Final Word Count = 2181

Task 5

Personal Development Plan (PDP)

As part of your reflective process, please use this table to aid you in identifying the next steps for development.

This is equivalent to 1000 words towards the overall wordcount, please note this is not the actual number of words used in completing the table, the count reflects the thought and research behind it.

Area of Development	How it will be achieved	Who can provide support	Timeline
I would like to improve my knowledge around building case files for CPS charging decision. I want to improve on putting the case file together to ensure all MG Forms are correct and have sufficient information within.	I have spoken with my tutor, and we have since been provided with the opportunity to complete two case files for court. One being Guilty Anticipated Plea the other Not Guilty Anticipated Plea. We have agreed that any opportunity to which case files are needed I will be provided with the opportunity to complete or assist colleagues who have a case file ongoing.	My tutor and Sergeant. I have discussed case files with my tutor who has provided me with a case file document to assist me in future case file building. My tutor also explains and has shown me example case files to widen my knowledge.	2 Months
I would like to improve on traffic offences whilst out on patrol. I have knowledge around traffic offences but have not managed to utilise this whilst on division. Due to there being several different books to	I have asked my tutor whilst out on patrol if we could focus on traffic offences to build up my confidence and awareness around traffic offences as there are so many. I have also asked for the opportunity to	My Sergeant and my colleagues. A member of my team is aspiring to become a traffic officer to which he has offered to take me on patrol to carry out traffic duties.	2 months

which we have been provided with I find it challenging to remember what offences require what book. For example (Traffic Offence Reports).	complete an attachment with traffic officers to widen my knowledge and understanding of what is required.		
I would like to improve my interview technique. I have completed several interviews on suspects but feel this is an area I would like to improve in. Interviewing is a vital part of policing and by improving in the future will see me become a more confident officer.	I have made an interview pack of what is expected when interviewing such as legislation and mnemonics which will aid me when carrying out an interview. I have also got a document with everything needed such as caution, solicitor briefing and memo card which will aid me when carrying out an interview.	I have spoken with my tutor and Sergeant and arranged that if any interviews are needed that I am in line to complete these to gain as much experience as possible. I have also asked that if my colleagues have interviews planned such as voluntary interview if I can sit in and watch to gain as much knowledge as I can in relation to the process.	3 Months

Bibliography

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

Admin (2020). *Alcohol Related Problems and Help And Advice, Abuse And Assaults Guide*. [online] www.fasdtrust.co.uk. Available at: <http://www.fasdtrust.co.uk/alcohol-relatedproblems-and-help-and-advice-abuse-and-assaults-guide/#:~:text=An%20Overview%20of%20Alcohol%2C%20Domestic%20Abuse%20and%20Sexual> (Accessed 6th December 2022)

American Psychological Association (2012). Building Your Resilience. *American Psychological Association*. [online] Available at: <https://www.apa.org/topics/resilience> (Accessed 24th October 2022).

American Psychological Association (2012). Building Your Resilience. *American Psychological Association*. [online] Available at: <https://www.apa.org/topics/resilience>. (Accessed 25th October 2022)

College of Policing (2014). *Code of Ethics*. [online] College of Policing. Available at: <https://www.college.police.uk/ethics/code-of-ethics>. (Accessed 5th December 2022)

College of Policing (2014a) *Code of Ethics: A Code of Practice for the Principles and Standards of Professional Behaviour for the Policing Profession of England and Wales*. [online] Available at: http://www.college.police.uk/What-we-do/Ethis/Documents/Code_of_Ethics.pdf (Accessed 6th November 2022)

College of Policing (2020) *National decision model*. [online] Available at: <https://www.college.police.uk/app/national-decision-model/national-decisionmodel#:~:text=The%20policing%20principles%20originate%20from> (Accessed 15th December 2022)

College of Policing (2020). *Conflict management skills – active listening*. [online] College of Policing. Available at: <https://www.college.police.uk/guidance/conflictmanagement/conflict-management-skills>. (Accessed 12th September 2022)

College of Policing (2020). *Resources for reflective practice*. [online] Available at: https://assets.college.police.uk/s3fs-public/2020-11/Resources_for_reflective_practice_v1_0.pdf. (Accessed 15th November 2022)

College of Policing (2022) *Victim and witness care and support*. [online] Available at: <https://www.college.police.uk/app/major-investigation-and-public-protection/hatecrime/victim-and-witness-care-and-support> (Accessed 15th November 2022)

Crown Prosecution Service (2019). *Offences against the Person, incorporating the Charging Standard | The Crown Prosecution Service*. [online] Cps.gov.uk. Available at: <https://www.cps.gov.uk/legal-guidance/offences-against-person-incorporating-chargingstandard>. (Accessed 26th November 2022)

Crown Prosecution Service (2022) *Disclosure | The Crown Prosecution Service*. [online] Available at: <https://www.cps.gov.uk/about-cps/disclosure#:~:text=To%20help%20guarantee%20a%20fair> (Accessed 14th December 2022)

Crown Prosecution Service (2022) *Information and support for victims & witnesses The Crown Prosecution Service*. [online] Available at: <https://www.cps.gov.uk/information-and-support-victims-witnesses> (Accessed 22nd October 2022)

Equality and Human Rights Commission (2010). *Article 5: Right to liberty and security | Equality and Human Rights Commission*. [online] Equalityhumanrights.com. Available at: <https://www.equalityhumanrights.com/en/human-rights-act/article-5-right-liberty-andsecurity>. (Accessed 18th October 2022)

Equality and Human Rights Commission (2018). *The Human Rights Act | Equality and Human Rights Commission*. [online] Equalityhumanrights.com. Available at: <https://www.equalityhumanrights.com/en/human-rights/human-rights-act>. (Accessed 15th October 2022)

Gladd, J. (2020). *John Driscoll's 'What?' Cycle of Reflection*. [online] idaho.pressbooks.pub. Available at: <https://idaho.pressbooks.pub/write/chapter/john-driscolls-what-cycle-ofreflection/>. (Accessed 9th September 2022)

GOV.UK. (2020). *Criminal Procedure and Investigations Act 1996 (section 23(1)) Code of Practice*. [online] Available at: <https://www.gov.uk/government/publications/criminalprocedure-and-investigations-act-1996-section-231-code-of-practice> (Accessed 9th December 2022)

GOV.UK. (2022). *PACE Code G 2012 (accessible)*. [online] Available at: <https://www.gov.uk/government/publications/pace-code-g-2012/pace-code-g-2012accessible>. (Accessed 5th December 2022)

Guardian. (2022). *Racist hate crimes pass 100,000 in England and Wales for first time*. [online] Available at: <https://www.theguardian.com/uk-news/2022/oct/06/racist-hatecrimes-pass-100000-in-england-and-wales-for-first-time>. (Accessed 13th October 2022)

HMIC (2015). *PEEL: Police effectiveness 2015 (Vulnerability) An inspection of South Wales Police*. [online] Available at: <https://www.justiceinspectorates.gov.uk/hmicfrs/wpcontent/uploads/police-effectiveness-vulnerability-2015-south-wales.pdf>. (Accessed 18th September 2022).

Jackson, A.R.W. and Jackson, J.M. (2017). *Forensic science*. 4th ed. Harlow: Pearson Education Limited, p.462

Kent Police. (2012). *Use of Force*. [online] Available at: <https://www.kent.police.uk/policeforces/kent-police/areas/kent-police/stats-and-data/stats-and-data/use-of-force/#:~:text=Officers%20are%20trained%20to%20use,and%20the%20training%20of%20oficers> (Accessed 22 September 2022)

LBC. (n.d.). *How Does UK Police Equipment Compare With US Cops?* [online] Available at: <https://www.lbc.co.uk/radio/presenters/nick-ferrari/time-tasers/how-does-uk-policeequipment-compare-with-us-cops/> (Accessed 2 October 2022)

Legislation.gov.uk (2011). *Offences Against the Person Act 1861*. [online] Legislation.gov.uk. Available at: <https://www.legislation.gov.uk/ukpga/Vict/24-25/100/section/20>. (Accessed 8th November 2022)

Metropolitan Police (2019). *What is hate crime?* [online] Police.uk. Available at: <https://www.met.police.uk/advice/advice-and-information/hco/hate-crime/what-is-hatecrime/>. (Accessed 8th December 2022)

Mind (2022). *Sections 135 and 136 - legal information*. [online] Available at: <https://www.mind.org.uk/information-support/legal-rights/police-and-mental-health/sections-135-136/#:~:text=Section%20136%20allows%20the%20police>. (Accessed 10th December 2022)

Ministry Of Justice (2020). *Code of Practice for Victims of Crime in*. [online] Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974376/victims-code-2020.pdf. (Accessed 8th December 2022)

Ministry of Justice (2021). *New Victims' Code comes into force*. [online] GOV.UK. Available at: <https://www.gov.uk/government/news/new-victims-code-comes-into-force>. (Accessed 17th November 2022)

National Institute on Alcohol Abuse and Alcoholism (2000) *Alcohol, Violence, and Aggression - Alcohol Alert No. 38-1997*. [online] Available at: [Alcohol, Violence, and Aggression - Alcohol Alert No. 38-1997 \(nih.gov\)](https://pubmed.ncbi.nlm.nih.gov/11111111/).. (Accessed 19th November 2022)

NHS (2021). *Stress - Every Mind Matters*. [online] nhs.uk. Available at: <https://www.nhs.uk/every-mind-matters/mental-health-issues/stress/>. (Accessed 25th October 2022).

Office for National Statistics (2022) *Domestic abuse in England and Wales overview - Office for National Statistics*. [online] Available at: [https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/domesticabuseinenglandandwalesoverview/november2022#:~:text=The%20Crime%20Survey%20for%20England%20and%20Wales%20\(CSEW\)%20estimated%20that](https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/domesticabuseinenglandandwalesoverview/november2022#:~:text=The%20Crime%20Survey%20for%20England%20and%20Wales%20(CSEW)%20estimated%20that) (Accessed 26 Nov. 2022)

Quinn, B. (2019). *Macpherson report: what was it and what impact did it have?* [online] the Guardian. Available at: <https://www.theguardian.com/uk-news/2019/feb/22/macpherson-report-what-was-it-and-what-impact-did-it-have>. (Accessed 16th November 2022)

Revolution Learning (2022). *The Betari Box Model - Wellbeing Articles*. [online] Available at: <https://www.revolutionlearning.co.uk/article/the-betari-box-model/>. (Accessed 15th September 2022)

Scottish Government (2018) *Victims and witnesses: Appropriate adults* [online] Available at: <https://www.gov.scot/policies/victims-and-witnesses/appropriate-adults/#:~:text=The%20role%20of%20an%20appropriate> (Accessed 14th November 2022)

Study.com. (2022). [online] Available at: <https://study.com/learn/lesson/coping-strategiestypes-examples.html>. (Accessed 24th October 2022).

Victims Commissioner (2021) *New Victims' Code comes into force - 'a positive step forward for victims*. [online] Available at: <https://victimscommissioner.org.uk/news/new-victimscode/> (Accessed 1st October 2022)

What Do They Know. (2016). *Centrex training manual - a Freedom of Information request to College of Policing Limited*. [online] Available at:

https://www.whatdotheyknow.com/request/360444/response/894960/attach/9/Conflict%20Management.pdf?cookie_passthrough=1. (Accessed 4th November 2022)

Wood, D., Bradshaw, S., Dickens, T., Parker-Mcleod, J., Simpson, F. and Weaver, G. (2022). *Blackstone's Handbook for Policing Students 2022*. S.L.: Oxford University Press, p.302.

Wood, D., Bradshaw, S., Dickens, T., Parker-Mcleod, J., Simpson, F. and Weaver, G. (2022). *Blackstone's Handbook for Policing Students 2022*. S.L.: Oxford University Press, p.360.

Wood, D., Bradshaw, S., Dickens, T., Parker-Mcleod, J., Simpson, F. and Weaver, G. (2022). *Blackstone's Handbook for Policing Students 2022*. S.L.: Oxford University Press, p.332.

Wood, D., Bradshaw, S., Dickens, T., Parker-Mcleod, J., Simpson, F. and Weaver, G. (2022). *Blackstone's Handbook for Policing Students 2022*. S.L.: Oxford University Press, p.81.

Wood, D., Bradshaw, S., Dickens, T., Parker-Mcleod, J., Simpson, F. and Weaver, G. (2022). *Blackstone's Handbook for Policing Students 2022*. S.L.: Oxford University Press, p.205.

Wood, D., Bradshaw, S., Dickens, T., Parker-Mcleod, J., Simpson, F. and Weaver, G. (2022). *Blackstone's Handbook for Policing Students 2022*. S.L.: Oxford University Press, p.206.

Wood, D., Bradshaw, S., Dickens, T., Parker-Mcleod, J., Simpson, F. and Weaver, G. (2022). *Blackstone's Handbook for Policing Students 2022*. S.L.: Oxford University Press, p.214.

Wood, D., Bradshaw, S., Dickens, T., Parker-Mcleod, J., Simpson, F. and Weaver, G. (2022). *Blackstone's Handbook for Policing Students 2022*. S.L.: Oxford University Press, p.82.

Wood, D., Bradshaw, S., Dickens, T., Parker-Mcleod, J., Simpson, F. and Weaver, G. (2022). *Blackstone's Handbook for Policing Students 2022*. S.L.: Oxford University Press, p.574.

Wood, D., Bradshaw, S., Dickens, T., Parker-Mcleod, J., Simpson, F. and Weaver, G. (2022). *Blackstone's Handbook for Policing Students 2022*. S.L.: Oxford University Press, p.576.

CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

--

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

Signed: Carleigh Forsythe

Date: 02/01/2023