

## **Graduate Diploma in Professional Police Practice**

### **LEVEL 6 - 40 Credits**

**Workbook title: Competency Based Workbook 1  
(DHEP)**

**6,500 Words**

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

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**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/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter\\_07\\_Assessment-Taught\\_Programmes\\_Pages\\_72-79-UPDATED-05-11-2019.pdf](https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/academic-office/aqh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf))

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

[https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod\\_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf](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.

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| Task 2   | Communication Skills, Managing Conflict, Valuing Difference and Inclusion                           | 2000                  |
| Task 3   | Criminal Justice, Valuing difference and inclusion                                                  | 1750                  |
| Task 4   | Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders) | 1750                  |
|          | Bibliography                                                                                        |                       |
| Task 5   | Independent Patrol Status Confirmation                                                              | Equivalent 1,500words |
|          | Confirmation of Confidentiality and Plagiarism<br><i>Confirmed by submission through `Turnitin</i>  |                       |

## Task 1

### Relevant areas of the National Policing Curriculum:

Understanding the role 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:

For this task, I am going to discuss and compare the coping strategies that I have developed and use to reduce stress and build resilience.

Stress is one of the main reasons for employees to be absent from the workplace (Hughes, Kinder and Cooper 2018). According to the Health and Safety Executive (2021) 914,000 people suffered with work related stress, depression, or anxiety. Therefore, it is important to ensure that we are able to develop workable strategies to develop resilience and minimise workplace stress. Stress can be defined as “*a state of worry or mental tension caused by a difficult situation*” (World Health Organisation 2023). Policing can be a stressful career for many reasons such as the dangers of the job, unpredictability, and shift work (Queiros et al., 2020). Developing strategies and resilience can make it easier for people to manage and be prepared for times of stress in their lives and help to improve their overall wellbeing.

Resilience refers to the “*positive adaptation, or the ability to maintain or regain mental health, despite experiencing adversity*” (Herman et al 2011). Each person’s response to stress is an individual experience due to different levels of resilience and life experience. This means that managing stress is a personal matter and different for each individual. However, to be an effective police officer, it is important we ensure that we have effective strategies in place to help manage the more challenging times we may face. Generally, I believe that I am a resilient person. I have had several demanding careers where resilience is key to being successful. The strategies that I use are tried and tested and work well for me.

I love to spend as much of my free time with my family, in particular, my three young children. I enjoy spending time outdoors with them and doing different activities together. This helps me unwind and relax. No person is an island, and theories such as ecological systems theory gives a good understanding of why. A support network built of my friends and family can be essential to helping maintain resilience. A good social network can also support people's emotional needs, such as the times where people feel they need to talk about their concerns, and practically, such as helping to support with childcare needs (Maclean and Harrison 2015). The support and encouragement I receive from my family and wider social network to succeed is helpful during those times where I may be feeling the pressure from certain stressful situations.

Being active is generally accepted to be good for your physical health, but it is often overlooked that it is good for a person's mental health and as a stress reliever, too. Being active has been found to improve energy levels, improve mood, and improve the quality of sleep. An active lifestyle reduces stress by promoting confidence, reduces the stress hormone, cortisol, and releasing hormones such as endorphins (Childs and De Wit 2014). Some of the ways I keep active are running, walking, lifting weights, paddle boarding, and martial arts. When I am active, I feel that I am in the moment and my mind is taken away from any negative thoughts I may have. This is particularly true for me when I am practicing martial arts. My mind is totally focused, due to the complexities of training in martial arts, and requires my full attention. There is no room to think about what may be going on regarding other aspects of my life. Being active outside, such as walking in the woods, is something I find particularly relaxing and peaceful.

To help manage stress it is important that I am organised. While being organised is not the most exciting part of my life, it certainly does help me to reduce stress by helping to limit any possible surprises and issues that I may have to deal with down the line. Trying to find a solution to some issue that has arose at the last minute can be challenging, particularly, as I already lead a fairly busy life, with three children to care for and starting a new fulltime job with all the new knowledge and skills I must become proficient in. Some ways in which I stay organised are meal prepping, ensuring clothes are prepared for the week, and ensuring childcare is arranged. Time management is part of being organised and is also a key aspect of stress reduction. I try and be where I need to be on time, or even slightly early. I generally feel flustered for the day if I arrive to work or an appointment late. Being proactive with my

organisation can feel empowering, as I can recognise patterns of stress triggers and then manage them better or even try to find a solution to eliminating them altogether.

The importance of asking for help, when needed, cannot be underestimated. There are some barriers to asking for help. For example, some people feel there is stigma to needing help or they may feel that people will not be willing to help them. This can then be a trigger for stress (Ozbay et al., 2007). It can feel lonely when I do not know the answer to a question or a solution to a problem. However, it is important to recognise what support that is in place and to ask for help. Friends, family, colleagues, and supervisors are all a source of knowledge and abilities that may be able to help in my time of need.

As I have discussed, stress in the workplace can be a major issue for many people. Policing can be a demanding profession, with many officers feeling stressed or even overwhelmed during their career. It is important that we have an array of solution and coping strategies to manage stress for the benefit of our overall wellbeing. Stress management is personal to everyone, and the strategies that I have discussed are ones that I feel help me.

Word count: 991

## 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:

For this task, I am going to critically assess an incident I attended and consider the communication skills that I used. I will use Gibbs model of reflection to evaluate theories and models which underpin the causes of conflict within policing.

I attended an emergency call to a local housing hostel that provides accommodation to vulnerable homeless people in the area. I attended the hostel due to a report that two males at the property were fighting with each other. The information on the call log was limited. However, in incidents such where fighting has been reported, there is a risk of serious injury or even worse. Police officers must be aware of Article 2 of the Human Rights Act 1998 which is the right to life, and we should do our best to protect and preserve life. This is the first of the core principles of operational policing (College of Policing, 2018).

Officers should gather as much information as possible to help inform them of the incident. Information can be gained from the control room. Information can come from the scene itself, such as witness accounts, what is seen or heard; and if possible, any CCTV available. This will enable officers to make risk assessments based on what they know and to be able to control the situation they find themselves in (College of Policing, 2020). I always feel better prepared when I now more information about a situation, and this helps me to run more

possibilities through my head. Although, what I have learned is that you cannot prepare for every variable, but as my experience improves, so does my ability to predict the scenario. During this incident, I radioed to the control room for more information than was provided on the call log, but no more information was available. The name of one of the male subjects was available so I completed a person check to get background information on him. Completing a background check let me know of any warning markers and other involvements with police. When I arrived, I assessed the situation by looking for people who were involved.

When I arrived, I could see two males arguing at the front of the property, but I did not observe them fighting. When I arrived with my colleague went to speak with one of the males and I went to speak with the other. We separated the two males to start the investigation. First, I wanted to identify any offences, victims, aggressors, witnesses, and I done this by starting a conversation.

Good communication is a key element when engaging with members of the public. In this incident I need to identify possible victims, and I want them to be able to talk to me and trust me to give their account of what happened. To do this I try and build a rapport with people. Calvert (2022) describes building a rapport as a “*psychological handshake*” which supports people to build trust with each other and establish the groundwork for a positive interaction. This connection between police officers and members of the public is vital to be able to build a relationship with victims and witnesses and to be able to gather any key evidence in a given situation. In this incident I started a conversation with the person I was dealing with by using simple language to ensure I am understood and ensure I show genuine interest in what the person is saying to me.

A model of behaviour that is helpful for officers is Betari’s Box. This model explains a cycle of behaviour which can help officers understand how people are affected by the way you interact with them. The model suggests that if you modify your attitude or behaviour then, in turn, it will change people’s behaviour towards you. The model explains that that my attitude affects my behaviour which then affects the other persons attitude which affects their behaviour which then affects my attitude (College of Policing, 2020). I feel this model is a “common-sense” explanation to conflict. To be an effective at communicating with people,

particularly as a police officer when dealing with people who may be angry or acting in an uncooperative manner on a regular basis, I have learned to be aware of Betari's box.

During interactions with people, I need to remember that my mood will play a significant role in my behaviour. When I am in a positive mood, I feel motivated and want to engage positively with people. If I am in a negative mood the opposite is true. However, I must remember that, as a police officer, I need to show a positive mindset whenever I am interacting with people. It is not just my mood and actions of the day that will influence the interaction, but also my world view.

My life experiences and immutable characteristics such as age, sex, and race, will influence my view of people and their issues. (Eysenck and Keane 2015; Maclean and Harrison, 2015) I do not believe this is necessary a negative issue, but it is important to remember that people are diverse, and everyone has different challenges and opportunities in life which will affect their behaviour.

I am often dealing with victims of crime or people who are the lowest point in their lives. I like to remember that the people and the community that I serve do not have the option to choose who provides the police service they have. Like everyone else, I am human, and it is easy to get sucked into an argument with confrontational people, and I have found myself creeping into this way of working. I must be able to recognise when I am in "Betari's box" and reevaluate my methods of communication for a better outcome. There is little I can do with regards to other people's behaviour, but I have a choice in how I behave and respond. Just because someone is negative towards me it does not mean I have to be negative back.

I asked the male I was with what was going on. At this point it is time for me to allow the male to give his explanation and me to listen. Not just listen, but actively listen. Active listening is an important skill set for police officers and a key part of communication. Active listening involves listening to people and giving your full attention to what the person is saying to be able to fully understand them. Active listening should be used throughout the interaction with the member of public, as this can reduce tension and help to build a rapport (College of Policing, 2020). To ensure active listen a person should give their full attention, use nonverbal cues such as nodding and smiling, ask open questions

to encourage more detailed responses, and paraphrase to ensure you have understood what was said (Turner and West, 2019).

From the conversation I had with the male I could tell that he was irate and clearly, he had some sort of disagreement with the other male in question. However, the male I was speaking with did not disclose any offences. Even though the male was irate, his anger was not directed at me, but the person he was arguing with. I did not fear any threat in that moment. I conferred with my colleague who was speaking with the other male. The other male did not disclose any offences either. However, the staff at the hostel did not want to allow the male who I was speaking with back into the premises. They believed that he was the person who started the argument. The staff told the male he had to leave.

The male became even more irate at being asked to leave. I did not identify any criminal offences that had taken place, however, I now had to prevent a breach of the peace, as the male clearly did not want to leave the premises. Some people are more animated and expressive when trying to get their point across, and everyone has the right of freedom of expression under article 10 of the human rights act 1998, however, police officers need to understand the situation and make appropriate decisions and recognise any potential risks that may be present or may arise (Aten, 2020). To help navigate these situations police officers need a good level of situational awareness. Situational awareness can be described as “*The discerning apprehension of immediate surroundings*” (Parse, 2018).

The male did not want to leave and continued to protest his innocents. After a discussion with my colleague, we decided to move the male on to prevent breach of the peace. Breach of the peace gives police the power to intervene and or arrest a subject if they cause harm or they appear likely to cause harm to another person, cause harm to that person’s property, in the person’s presence, or put that person in fear of such harm being done through an assault, affray, a riot, unlawful assembly or other disturbance. If any of these are likely to take place then officers are able to take reasonable action, which may include arresting the subject to prevent a breach of the peace (Wood et al., 2022).

I first gave the male a chance to leave the area, however, the male continued to resist the order. A model used by police officers to deal with resistance is called the Five Step Appeal. This model allows a person to have several chances to comply with an

officer's order. The first step is called the simple appeal. This is where an officer asks the subject to comply with their order. The second step is the reasoned appeal. During this step the officer will explain why the order was made. The third step is the personal appeal. At this step the officer will tell the subject that they may be jeopardising things that may be of priority to them such as the possibility of an arrest, criminal record, and the affects this may have on their family. The fourth step is the final appeal. At this step an officer will use the phrase "is there anything I can reasonably do to make you comply with my order?". The final step is action. This is where an officer will take action if the subject has not complied with the order (College of Policing, 2020).

After going through step one to four of the five appeal with the male he still would not comply with my order. Therefore, I decided to take action. I walked closer to the male and told him he was being arrested for breach of the peace. The male took a step backwards, but I had hold of his arm. At this point my colleague came to assist me.

In some situations, it may be necessary for officers to use force when dealing with conflict. Dealing with this male was one of those times. The primary responsibility for using force rests with individual officers. Core questions include the following. In England and Wales, the use of force by police officers is governed by the Police and Criminal Evidence Act 1984, the Criminal Law Act 1967 and common law. It is down to the individual officer to justify the use of force, but they must ensure that any force used proportionate. Citizens are protected under Article 2, 3, and 8 of the Human Rights Act 1998 regarding use of force (College of Policing, 2023). in this instance I had a lawful objective to use force. My intention was to put handcuffs on the male. I wanted to use handcuffs because I thought it was necessary due to the male's irate and uncooperative behaviour. I did not believe that the male would willingly go into the back of the police van and go to the police station. Fortunately, and with the assistance of my colleague, I handcuffed the male, and he was placed into the back of the police van.

Good communication skills are key for police officers to be effective in their role. Officers should also be mindful of any barriers that there may be to communication. Understanding models of conflict, such as Betaris box, can help police officers to manage conflict, and change their behaviour and communication methods to get the best possible outcomes for members of the public.

Word count: 2062

### 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.

1750 words (+/- 10%: *include your actual word count at the end of each section*)

#### ANSWER:

For this task I am going to explore a case where I was the officer in case for a male who was assaulted while he was on a night out at a local club. I will reflect on this incident using the Gibbs cycle of reflection. I will explore the victims code of practice and how this supported the victim, while taking into consideration equality and diversity, human rights, and the core principles of ethics.

The victim was out with some of his friends and family at a local pub for an organised event. While the victim was at the event, a male that he did not know punched him in his face, this assault caused him to fall to the floor. The victim contacted the police the next day and the case was allocated me.

The victim suffered a serious accident several years ago which has left him with brain damage and being visually impaired. The College of Policing (2020) says “A *person is vulnerable if, as a result of their situation or circumstances, they are unable to take care of or protect themselves or others from harm or exploitation*”. Therefore, the victim would already be considered a vulnerable person, as his injuries would impair his everyday activities and being able to protect himself from others. While the College of policing has a

definition of vulnerability, being vulnerable means different things to different people. Many people want to be recognised as vulnerable, where many others do not. There have been many attempts to categorise what it meant to be vulnerable, which have included people from minority groups, poor people, people who live in poor housing, sex and racial categories, physical and mental disabilities, and many other categories. While the definition of vulnerable may not be settled on, one thing has been shown is that vulnerable people are more likely to be victimised (Keay and Kirby 2017).

When working with victims of crime police officers must take into consideration the Code of Practice for Victims of Crime. This code came into force in England and Wales in 2005 through the Domestic Violence, Crime and Victims Act 2004. The code is designed for victims to be able to understand what they can expect from the criminal justice system, including police forces, in England and Wales. The code explains what the minimum level of service the victims should receive from the criminal justice system. The code has 12 key elements within it, with aim of raising the standards for victims. The code was last updated in 2021, having been updated a number of times since its incarnation (Gov.UK 2023).

The College of Policing (2021) has highlighted four key points of the code for police officers when supporting victims of crime. The first key point is that first impressions count. When meeting new people, human beings will often make instant first impressions of people. These first impressions can be influenced by many aspects of both the person making the judgements and the person being judged. Some of these aspects can be a person's looks, voice, emotional state, and attitude, along with the judging persons subconscious biases (Eysenck and Keane 2015). First impressions are usually long lasting; therefore, it is important for police officers to get their first encounter with victims of crime right. While people cannot do much about their physical features regarding first impressions, they can get their attitude right and build a good rapport. Building a rapport is about building a connection and developing a relationship with another person, which will help to build trust. The ability for a police officer to build a good rapport with a victim of crime has been shown to be important in being able to gather information and encourage people to give a good account of their experience (College of Policing 2020). When working with members of the public officers should When I saw the victim, I greeted him and introduced myself and my role. When meeting people officers must take into consideration equality and diversity by treating all people fairly, according to their needs, and showing compassion and empathy

(College of Policing 2014). My aim was to build a rapport with the victim, to empower him to be able to give the best possible evidence he can. The ways I done this was to be sincere with him and his family and show that I was willing to investigate this crime to the best of my ability. I believe that I am able to form working relationships effectively and this is an area I excel in. I believe this is down to my personal and professional life experiences.

The second key point is that Police officers should not expect victims of a crime to understand anything about the criminal justice system or about policing, but it is the responsibility of officers to support victims to understand what is going on (College of Policing 2021). Most people that I have dealt with do not understand how the criminal justice system or how the police work. While it can sometimes be easier just to do things alone and get the job done, I believe this is an important duty of the police to ensure that they are open and honest, giving people their options and take them along with you, empowering victims to be a part of the process. This is about being open and honest with victims, which is part of the police standard of professional behaviour in the police code of ethics (College of Policing 2014). I have found that explaining the situation, giving people their options on how they would like the incident resolved, and being open about possible outcomes helps to build rapport and trust with victims. During this incident I explained to the victim what options were available and asked how he would like to proceed. The victim decided that he wanted to go to court to try and get a conviction. Under the code of practice for victims I must ensure that I give information about the trial and the trial process (Gov.UK 2023).

I was glad the victim chose this option. The victim could have chosen to deal with this by officers giving words of advice or to potentially deal with it by a restorative justice approach. However, I did not believe these options were the right option and the suspect would not have received the correct punishment for his crime. I then explained the process to the victim.

The third key point is that officers should take ownership of their investigations. Victims deserve to be seen as individuals and, therefore, to do this they must be treated as individuals (College of Policing 2021). Officers should also take into consideration the code of ethics with regards to this point by being accountable for our work and leading by example (College of Policing 2014). This point is about giving people the best service and making

them feel valued at one of the most vulnerable times in their lives. I find this can be an easy principle to meet, and in this case, it has been achieved by giving the victim regular updates on the case. Time management is crucial not to let investigations drift, but good communication with supervisors can support this.

The fourth point is that police officers are not responsible for the crime and harm that has been caused to the victim, but they are responsible for not making the victims situation any worse (Gov.UK 2023). I became a police officer to make a difference to people in my community. I am always conscious of making sure I provide the best service I can. Of course, there are times when I am tired or lack energy, but officers must respect victims and give the service they expect. As a new officer I want to impress my colleagues and members of the public and I hope this will continue. This is easy to say, the police, as a whole, can suffer from low morale, which will affect the service they provide (Polfed.org, 2022). Following the code of Practice for victims will help to support them and reduce the possibility of retraumatising them.

This incident did raise some strong emotions for me, given that someone would punch a person who is visually impaired. However, it is important to remember the code of ethics, that police officers are impartial investigators, and must make decisions fairly, based on the best evidence (College of Policing 2014). Article seven of the Human Rights Act 1998 also says that people have a right to a fair trial. This is an absolute right which means people cannot be charged with a criminal offence if they did not commit it. This places a duty on police officers to properly investigate crimes and gather the best possible evidence (Equality and Human Rights Commission, 2018).

One of the rights under the victims' code of practice is the right to make a victim personal statement (Gov.UK, 2023). Victims of crimes may be affected physically, mentally, emotionally, or financially, and making this statement is where a victim can tell the court in their own words on how the crime has personally affected them. The statement is also considered by the court when deciding on a sentence for the suspect (Gov.UK 2018). I asked the victim if he would like to make a victim personal statement. He was unsure at the time whether he wanted to make one. I said that I would ask again at a later date. On reflection, I believe that the victim personal statement should be done at a later date. This allows victims to process what has happened to them and how the crime has or will affect

their lives. The victim did later make a personal statement and was glad that he had more time to make the decision and think about how the incident had affected him.

The victims code of practice is an important code that helps to support people who may be going through one of the most difficult times in their lives. The code is there to support victims through the criminal justice system, putting them and their needs at the forefront. When working with victims it is important to take into consideration the police code of ethics and the human rights of everyone involved to be able to provide the best service for victims and the wider community.

Word count 1737

## 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.

1750 words (+/- 10%: include your actual word count at the end of each section)

### ANSWER:

This task involves an incident I attended relating to an emergency call for a domestic violence incident. Using the Gibbs model of reflection, I will critically assess this incident and reflect upon the Nation decision Making model, the Code of Ethics, and the use of discretion. I will review my responsibilities regarding the Code of Practice to the Criminal Procedure and Investigations Act (1996) when conducting the investigation.

Before making policing decisions, it is important to consider the National Decision-Making Model (NDM). The NDM was established in 2012 and it is a framework, made up of a number of stages that police officers can use when they are making decisions. The NDM can be used by individual officers or as a team of officers. It can be used at planned events or for spontaneous incidents. The aim of the NDM is to make decisions made by police officers more standardised and easier to make. The NDM is also used to judge the decisions that were made by officers and to make improvements for any future problems or decisions (Wood et al., 2022).

The first stage of the NDM is to gather information and intelligence. Officers must find out what is happening, what has happened, and what else do I need to know. The second stage is to assess the threat and risk and develop a working strategy. At this stage, the officer assesses what is going on, specifically around the threat and risk of the situation. With the information that has been obtained officers should then begin to develop a working plan. The third stage is powers and policy. This is where the officer considers what powers and policies may be appropriate in the situation at hand. This may include any relevant legislation, any guidance set by the police force, or police powers that are available to the officer. The fourth stage is options and contingencies. At this stage the officer will consider the ways in which they may make a decision. Officers should ensure that the least invasive decision is made with the least amount of harm done to people. The final stage is action and review. At the first step of this stage, action, the officer executes their decisions based on what they have done and considered in the previous steps of the model. At the second part, review, the officer evaluates what happened and whether the decision that they made was the correct one. Officers can reflect on what went well and what they may do differently next time. There may be a time where the action taken did not work at the time, or it was not the correct decision. If this happens then the officer may need to go through the NDM again, until the correct outcome has been completed (College of Policing 2014).

I used the NDM throughout my involvement in this incident. I have found that if I keep an aid memoir with me by my pocket notebook, I am more likely to use the NDM, until it becomes second nature to just go through it automatically. Before I attended the call, the control, room passed on information regarding the people at the address. I was informed that there were a male and female linked at the address with significant domestic violence calls related. I was also informed that the male at the address had warning markers for resisting arrest and assaulting police. Due to this information, I made the decision, along with my colleague who I was teamed with, to call for additional units to support us with this call. On reflection I believe this was the right call and a good decision made from an evaluation of the information we had. It is a balance between officers being safe and looking too heavy handed by having too many police at the incident. However, I prefer to have more officers than are needed for the safety of myself and members of the public. If the extra officers are not needed, then they can always fall back. Even though I decided we would need more units, it was not possible to wait until they arrived. This is a balancing act where the safety of police officers needed to be weighed against the safety of the victim. This was a domestic incident that

required an immediate response, and I identified a possibility of risk to people involved, which may be exacerbated if I did not act immediately. No police officer wants to be injured, but we have a duty to protect life and limb. Additional units arrived almost immediately after I did, which helped to reduce the risk to my colleague and me.

Embedded within the NDM is the police Code of Ethics. The Code of Ethics are made up of the policing principles and the standards of professional behaviour, which all police officers must be consistent in. Police decisions must also adhere with the Code of Ethics. The code enables all police officers to work in a standardised way which in turn will promote confidence and trust among members of the public (College of Policing, 2014).

I knocked on the door and a female answered. The female was clearly distressed. As I entered the home, I asked the female who else was there. This helped me to gather more information and develop my strategy, as per the NDM. The female said another male was in the property. The male and female were separated by officers, who then started the investigation as to what was going on. The female reported that the male had assaulted her. With this information I considered the powers and policies that were available. In relation to domestic violence incidents there is little room for discretion. My force operates on the basis of “positive action” where police officers have a duty to take such action, which usually results in arresting the suspect if the arrest necessary (College of Policing 2018). If the officer chooses not to arrest, then they will have to be accountable and justify their decision. Being accountable for our decisions is one of the policing principles in the Code of Ethics (College of Policing, 2014). In this instance I identified an offence of assault. I also identified the necessity to arrests as per the Police and Criminal Evidence Act 1984 Code G, which was for a prompt and effective investigation, to prevent injury, and to protect a vulnerable person (Home Office 2023). It is not always easy to identify the correct offence, and this emphasises the need to keep learning legislation related to my role. I am not afraid to run decisions by my colleague, but my aim is to get to a point where I am fully self-sufficient in this area. Generally, I feel like I know enough legislation, but I need to have the confidence to back my decisions. I will improve with experience, but I must ensure I keep learning and improving my skills.

My options in this instance were to arrest the male for assault. I told my colleagues that I was going to arrest the male, to ensure that were ready for any altercations that may arise,

and the possibility of having to use force. Use of force is one of the standards of professional behaviour in the Code of Ethics. If I needed to use force, I must ensure that I only use is proportionate and necessary in the execution of my duties (College of Policing 2018). I told the male what the grounds were for his arrest and told him he was under arrest. Fortunately, the male accepted the fact he was being arrested and was compliant. The only force that I needed to use on this occasion was to handcuff the male. I decided to handcuff the male to prevent him from escaping, and to prevent injury to myself, other officers, and the victim. I felt this was necessary due to the information and intelligence I had in relation to him resisting arrest and assaulting police, and because he was arrested for an offence involving violence.

After arresting the male, I transported him to the custody suite where the circumstances of the arrest were read to the custody sergeant, who then authorised his detention. My colleagues remained at the scene to continue with the “golden hour” principles such as to gather victim statement and conduct house to house enquiries to find out if the neighbours had seen or heard anything.

The Criminal Procedure and Investigations Act (1996) (CPIA) outlines the conduct that police officers must follow when they are conducting investigations. It details how police officers should record, retain, and reveal any information that was gathered during an investigation to the prosecutor, to enable full transparency. The CPIA requires all relevant information obtained during the course of an investigation to be kept. This is known as disclosure. Disclosure is a fundamental aspect of the criminal justice system, and was designed to prevent a miscarriage of justice, causing a person to be wrongly convicted of a crime he did not commit because police officers did not disclose the relevant information. It is not up to police officers on what information is to be shared and paramount that any information that may undermine the prosecution must be shared with the defence of the defendant. This is to ensure that the defence has all knowledge of the case (Wood et al., 2022). When I completed the case file for this incident, I had to ensure that I followed the guidelines relating to disclosure of relevant material, which is outlined in the CPIA. This meant that I recorded, retained, and revealed all information relating to this case. I ensured that I completed the disclosure aspect of the case file to ensure that the defence had all the relevant information, and there was nothing left out that could undermine the case against the defendant.

The NDM is a good model for police officers to use when they need to make decisions on a given situation. The fact that the model is so versatile makes it a valuable tool. The model allows officers to make the appropriate decision or use their discretion if they feel that is possible. It is important that police officers follow the CIPA to ensure that they follow the correct procedures and that no miscarriages of justice are made.

Word count: 1728

## **Task 5**

Independent Patrol Status confirmation – equivalent to 1,500

This compilation of this task shall be confirmed by the employer once independent patrol status is achieved.

## 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.

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Signed: Christian Gumms

Date: 07/10/2023