



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

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: _____

Learner's University Registration Number:

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)

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.

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 particular 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 5	Development Plan	Equivalent to 500 words
Task 6	Recognition and confirmation of the progress of your Occupational Competency Portfolio (OCP)	Equivalent to 500 words
	Confirmation of Confidentiality and Plagiarism <i>Confirmed by submission through `Turnitin</i>	

Task 1

Relevant areas of the National Policing Curriculum: Developing Resilience

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.

1500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

I will be focusing on the coping strategies I have utilised throughout the last six months to help minimise stress and develop resilience. The strategies I will be focusing on include group discussion, journaling, and exercising. The reflective model I will be using to assist in discussing and comparing the coping strategies used and to highlight their strengths and weaknesses will be Borton's developmental framework which focuses on three areas: what, so what and now what (Physiopedia, 2022).

When we are stressed, our body responds to this by releasing stress hormones to deal with it, commonly known as a fight or flight response (Mental health foundation, 2021). This can often be positive and helps us push through things we think we can't do, or it helps us responds to dangerous situations. However prolonged stress can impact upon physical and mental health (Mental health foundation, 2021).

Stress and resilience are closely linked as resilience is the process in which we successfully adapt to things we have been through, such as challenging or difficult life experiences (American psychological association, 2021). By adapting, we are building resilience and forming techniques to reduce stress, this can be done in numerous different ways such as developing coping strategies.

According to Ghazinour and Rostami (2021) being a police officer is one of the most stressful professions in the world, often impacting psychologically or causing behavioural and physiological issues. Ghazinour and Rostami (2021) highlight that the only way to build resilience is to constantly be exposed to stressful situations, which in turn will produce a

more effective police service as officers have adapted to the stressful environments, they find themselves in.

Haglund *et al.* propose that resilience is much like having the capacity to successfully adjust to stressors whilst maintaining a level of psychological wellbeing in the face of adversity. As Hesketh, Cooper and Ivy (2015) state, resilience is a key component in improving and sustaining positive well-being within individuals and the wider police workforce.

The initial six months of my police learning was met with a mixture of emotions. Whilst I have been in an academic environment before and the learning aspect was not something new for me, I have never had to learn material and information that I would then need to actively apply in a real-life situation. I found this challenging as there was so much information to retain with the added dimension of learning many different laws as verbatim that I did not account for, but which I knew I would need for the job. There was also the added stress of having exams throughout the six-month training period, therefore managing my time and juggling my work and home life balance efficiently to ensure I was fitting in revision was vital. This was also important in ensuring I was minimising stress throughout the six months and taking care of my emotional and mental wellbeing.

During the six months, I utilised the peers that I had in my training team. We would often arrive an hour before our working day started to discuss any learning that we did not understand and to discuss any issues we had in our training. We would often revise together within the first hour and quiz each other on different topics that we had learnt. I found it helpful that we all worked together as it gave me confidence when answering questions correctly. It also made me feel better if we were all having similar issues as I realised, I was not alone in my thinking and feelings towards certain matters.

As a team we were also able to develop revision tools and disseminate them to the whole group. For example, a revision booklet was made of all the different offences and legislation surrounding that offence. This was particularly helpful in revising for exams, as the offence was there, the punishment and/or fine and the law word for word. We were able to make notes on the booklet and it became a tool that I utilised everyday throughout my training which I still refer to now whilst on duty. Working together allowed us as a team to bond and share a common purpose and goal in revising and discussing any concerns. Research

shows that peer learning is beneficial in gaining knowledge, getting feedback and reflecting on what has been learnt together (Reeves, 2021). Peers with the same common goal are better motivated to overcome challenges together and can be a successful way in gaining new perspectives from each other (Reeves, 2021).

On reflection it would have been beneficial to utilise the extra hour in the morning from when we started in October to make the most of the time that we had and to get a head start on revision, it also would have acted as a good tool for initial bonding with the team. I have learnt that I work well in a team and the support of others around me allowed me to put more effort in to my revision and minimised stress by me not having to do this in my own time outside of work.

During my training I listened to mindfulness and stress relief podcasts before I went to sleep on most nights. I found listening to these types of podcasts before sleep would help me switch off and get a well-rested sleep. It also provided me with techniques to help manage stress and allowed me to focus on positivity when I felt quite vulnerable and low at times during the training. Mindfulness is a focused technique and focuses on being present and seeing things how they happen, it allows us to become aware of the thoughts and feelings we may be experiencing and how they may be unhelpful (NHS, 2018). Being able to take a step back and acknowledge that we are having negative thoughts or facing difficulties and stress in our life allows us to regroup and recognise this and remind ourselves that our thoughts do not control us, this then leads to a more positive way of thinking (NHS, 2018). Adopting this approach during training was beneficial for me, as every time I had a negative thought, I was able to counteract it with positive thinking, it was a working process and didn't happen overnight, but it allowed me to build resilience every time I utilised this coping strategy.

Research suggests that being physically active has a positive affect not only on our body but also on our mental health and can impact on getting a better night's sleep, a happier mood due to the endorphins released and can assist in managing stress and anxiety (Mind, 2019). Before joining the police service, I would go to the gym three or four times a week and would hit my daily goal of 10,000 steps a day. When I first started classroom based training, I intended to main this level of exercise.

However, since training I found it difficult to maintain this level of exercise due to the workload and revision. For me exercise is good for my mental health and allows me the chance to release my stress and tension. Therefore, not prioritising this throughout my learning was something that I found very difficult. On reflection, and for any future training or highly stressful situations I find myself in I would ensure that I prioritise exercise at least three times a week as I know this would reduce my own stress levels and give me a clear mind for the challenges ahead. It is also a good reflection tool as it allows for the time to digest and work through things that have happened throughout the day.

On reflecting on the initial 6 months of learning and how I dealt with stress and resilience I used three tools that were at my disposal, mindfulness, peer learning and exercise to enable me to deal with the stress that was prevalent during the 6 months training. I found it hard to always maintain a positive attitude throughout the 6 months and mindfulness really helped with this and provided me with new ways to develop a positive mindset. This in turn massively reduced my stress levels and helped me develop resilience in relation to the struggles I was having at the time.

Throughout the 6 months I really appreciated the time I had with my peers and its only on reflection I realise how much we all relied on each other and helped each other to learn and be the best versions of ourselves. I am typically someone who likes to work on their own when it comes to learning and academic work so this element for me has been surprising and something I would like to carry forward in my future endeavours.

Next time I will ensure I prioritise exercise as it makes me feel better physically and mentally which has a knock-on impact in to all areas of my life. For me it's the best tool however it is time consuming to fit this in daily life when working long hours and shift work. I am aware that the types of challenges I now face in the real world of policing will likely result in a higher level of stress and a different type of resilience to be developed. I will therefore adapt my coping strategies to match the level of stress and resilience needed going forward.

Word count 1564

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.

Reflect on your application of the fundamental elements of effective communication used (verbal, non-verbal, active listening skills, open and closed questions, building rapport and negotiation skills).

Describe the process for determining whether the use of force was necessary in a conflict situation (including a **critical evaluation** of any theories or models underpinning the causes of conflict within policing interventions – e.g. Betari's Box, The Drama triangle, Emotional versus rational brain) and provide a reflection on the outcome of the incident.

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, culturally sensitive practice and language preference.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Myself and my colleague were asked to conduct a welfare check on a man who had sent his ex-partner messages alluding to the fact that he was suffering with his mental health and was going to commit suicide. It is reported that nearly 10% of incidents which require police attendance have a mental health element to them (Hatherley, 2020). Therefore, when going to calls it is always important for officers to consider that mental health may play a minor or major role in the incident that is being attended. Officers should make a dynamic assessment on the information being received initially and then as the incident is unfolding in front of them.

On arrival at the males address he seemed stand offish and not willing to engage with officers. When asked if we could enter his address to have a chat with him, he was initially reluctant. I explained to him we were there due to a concern for his welfare, the male

brushed this off and stated he didn't mean anything by the comments he had made to his ex-partner. Trying to communicate and build a rapport with the male at this point was challenging due to his reluctant nature.

Whilst I was speaking to the male, my colleague had received information over her police radio that the male was in fact wanted for a domestic related assault on his ex-partner and therefore needed arresting. On telling the subject that he was under arrest he immediately became resistant, he would not allow me to handcuff him and instead sat down on the settee.

Due to the subject's initial reaction, I immediately thought of the possible consequences of not being able to effectively detain him, and the dangers that may arise for myself and my colleague. I thought of the impact factors, such as the subject being a larger male and myself and my colleague being both female, this was something I thought about as I knew his strength would potentially be overpowering. I was also very aware of the environment around me and that we were in a dwelling in the living room where the male could potentially make off toward the front door.

I recalled my Officer Safety Training and placed the subject in the active resistance category with the potential for this to escalate to the active aggressive stage.

I thought about the five-step communication model and how I could apply this to the incident. The five-step communication model provides officers with a methodical way to deal with resistance and allows for the subject to comply with the officer's request at every step (College of policing, 2020).

Step 1 Simple Appeal – ASK

The first step is to simply ask the person to comply with the officer's initial request (College of policing, 2020). The subject was asked to stand up and to comply with officers handcuffing him.

Step 2. Reasoned Appeal - TELL THEM WHY

The second step involves the officer explaining why the request has been made, and to outline what law has been broken (College of policing, 2020). I reminded the subject that he was being arrested for common assault which falls under section 39 of the Criminal Justice

Act 1988, an assault under this legislation involves a person recklessly or intentionally causing another person to suffer or apprehend immediate unlawful violence (CPS, 2022).

Step 3. Personal Appeal - GIVE OPTIONS

The third step involves reminding the person of what they may be jeopardizing if they continue to be non-compliant (College of policing, 2020). During this step myself and my colleague repeatedly reminded the subject that he was under arrest and by law he needed to come with us, we urged him to allow us to handcuff him however he continued to be disobedient and would not stand up or move into a position where he could be handcuffed. I kept saying things such as the quicker you're in custody the quicker this can all be resolved, as a way of reasoning with the subject however this did not work.

Step 4. Final Appeal – CONFIRM

By the time officers reached step four it was apparent that the subject was resistant to our request. It is at this stage where officers should make a final attempt at compliance by asking if there's anything within reason that officers can do to make the subject co-operate (College of policing, 2020). During this step I asked the subject if there was anything I could say or do to make him comply and co-operate, I reminded him that this was his final chance before officers would take further action. The subject at this point became vocal saying he was not going to come with us and that the offence for which he was being accused of is ridiculous.

Step 5. Action- ACT

When officers reach step five it means they have explored all other options and at this point they can take action by using reasonable force due to the persons continued resistance (College of policing, 2020). During this stage the subject quickly stood up from the seated position and made off toward the front door. He was aggressive in doing so and overpowered both me and my colleague. My colleague stood in front of the front door so he could not leave however he used his hands to try and move her. At this point I was well aware I was fully engaged in a conflict situation and that I needed to act quickly to ensure mine and my colleague's safety as well as detaining the subject. Whilst everything was moving fast paced, I tried to recall the best steps to take to ensure a prompt and effective resolution. I used the National Decision Model to ensure I was making rational and

appropriate decisions and I also used this to consider what powers and policies I had at my disposal. The National Decision Model centres on the code of ethics, where officers are expected to act in accordance with these codes throughout their decision-making process. The two main steps I focused on were the assess threat and risk and to consider powers and policy (College of policing, 2014b).

I called for further units using my police radio and let them know that the male was resisting arrest. At this point I tried to take down the male using the techniques I had learnt in my officer safety training however due to the size of the male and his overbearing power it was not possible. I attempted to place handcuffs on the male in any position that I could just to restrict his movements, however due to his erratic movements and stature I was unable to. Myself and my colleague attempted to communicate with the subject by shouting “COMPLY” and “GET ON THE GROUND” continuously but this was to no avail. The subjected continued to fight with us and attempted to exit the premises.

As the subject was clearly trying to evade arrest and escape the premises, and due to being actively aggressive and resistant I considered what reasonable force would be proportionate in this circumstance and reminded myself of the relevant legislation that allowed me to use force such as Section 117 of the Police and Criminal Evidence Act 1984 and Section 3 of the Criminal Law Act 1967. Since 2017, police forces in England and Wales are legally required to record any use of force that has been used. Statistics show between April 2020 and March 2021 there were 562,280 recorded incidents where a police officer has used force (Home Office, 2021a). The most common type of force used in 80% of the recorded incidents were restraint tactics such as handcuffing (Home Office, 2021a). Officers protecting themselves was the most common reason an officer used force with 70% of the recorded incidents citing this (Home Office, 2021a).

Finally, I considered Article 2 of the European Court of Human Rights which by law protects everyone’s right to life and that in order to effect a lawful arrest the use of force used has to be essential and proportionate to the situation that has arisen (Equality and Human Rights Commission, 2021).

After a short while we were able to push the subject back toward the living room and I was able to use a sweeping motion with my feet to get the subject on to his knees. I was then

able to handcuff the subject to the rear. During this, the subject's sister who lived next door entered the premises and started recording us on her mobile phone and shouting abuse at us. We were then having to deal with two hostile persons, one who was verbally being destructive and one who was being physically resistant. Further units eventually arrived, and the sister was taken outside by officers. The subject's whole demeanour changed when male officers arrived, he was then safely placed into a police vehicle and conveyed to custody.

I applied the five-step communication model whilst the incident was happening as it's a natural methodical step by step process which makes sense when attempting to communicate and diffuse a situation. When looking at different theories and models that are used within policing, the model that I felt I utilised during this incident is the Betari Box model. This model focuses on how our attitude affects our behaviour, and in turn how our behaviour affects other peoples attitudes which then affects their behaviour and vice versa (Revolution, 2022).

When I first attended the call my initial mindset and attitude was that I was going to check on a potentially vulnerable male who is in need of support for his mental health. Whilst speaking to the male his attitude was fairly negative towards myself and my colleague and his behaviour mainly his body language was that of someone who was quite reluctant to engage and wanted officers to leave. This immediately changed my attitude and how I initially thought the call would go. Due to his initial attitude and behaviour this then affected my behaviour and how I then proceeded to deal with rest of the incident. Using Betaris Box it can be suggested that due to both of our negative attitudes this continued to have an ongoing impact on when the situation turned in to a conflict situation and potentially built a barrier for effective communication between myself and the subject which ultimately led to force being used against the subject.

Borton's reflective tool is divided in to three parts, those being, what, so what and now what (Physiopedia, 2022). When reflecting on this incident using Borton's reflective tool and going over how the situation unfolded my initial attendance was to conduct a welfare check which then escalated into an arrest. I have learnt that my attitude and behaviour can be affected by those around me, and that my attitude and behaviour can play a huge role in how a subject responds and engages. Whilst at the time of the incident I thought I was

communicating effectively, on reflection there are definitely parts of my communication skills that need working on. It's important for me to realise that an initial simple call can escalate into something completely different and that I need to be able to adapt to any situation that is thrown at me.

Whilst in the end the subject was detained, I would like to think in future incidents I would take the time to communicate more effectively and keep in mind that the male was dealing with suicidal thoughts which could have affected how he reacted. However, when thinking about the use of force that was used, I do feel it was necessary and proportionate to how the subject was acting and was used only as a last resort after giving the subject every chance to comply.

On reflection, if I was a more experienced officer who had been in a conflict situation before I would have approached the situation differently. I would have rationally thought about the initial reasons why I had attended the address, this being to conduct a welfare check on a male who was struggling with his mental health. Despite the male being wanted for an offence I would have tried to build more of a rapport with the male by using effective communication skills and exploring his mental health further before telling him he is under arrest. The situation escalated very quickly once the subject knew he was under arrest.

Using the Rational vs Emotional brain process I acknowledge that when the situation was escalating and becoming more stressful, I was in my emotional brain as opposed to my rational brain. This means that I was most likely thinking irrationally due to being in a new and tense situation and was thinking impulsively due to my body going into fight or flight mode (Initial police recruits personal safety pre-read, n.d). If I were to think rationally using this approach, whilst taking into consideration the Betari's Box model I would have been able to adjust my attitudes and behaviours and remained calm throughout which in turn may have influenced the subject into doing the same. I would have called for further units as soon as the male sat down and refused to be handcuffed. I feel having further units, mainly a male presence may have deescalated the situation due to the subjects change in behaviour when male officers arrived. I would have tried to avoid using any force on the subject and if effective communication and a more rational approach was taken I believe all these things may have prevented this from happening.

Being a new officer, apart from the initial officer safety training that I had during my first six months of learning there has been no other training or learning on conflict management and how to handle tense and stressful situations. It's therefore fair to say that myself and other officers are learning this on the job and adapting to every incident the best way we can. I hope that with more experience of attending calls like this I'll be able to use my communication skills, situational awareness and the ability to constantly risk assess situations around me and foresee the risk before it happens and be proactive.

Ultimately the outcome of the incident was positive with the male being successfully detained, however as noted above there is room for improvement as officers are constantly learning and reflecting on how to be better and more efficient police officers.

Word count 2416

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

Consider and reflect on your responsibilities and procedures in line with the relevant Codes of Practice to support victims and witnesses through the criminal justice system.

Illustrate how policing values were engaged, as well as any other considerations including culturally sensitive practice and language preference.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

During the first few weeks as a response officer, I attended an emergency call involving a domestic disturbance between a male and female. On arrival at the address there was a male standing outside, male officers stayed outside and spoke with him whilst I entered the address to speak to the female. As the incident was domestic related, I turned on my body worn video as per force policy. The female told me that an argument had broken out in the family home between her and her husband which turned physical, she was able to contact her family who live on the same street and her parents attended the address. The husband has then argued with her parents and assaulted them by pushing the mother and punching the father. After engaging with the female, it was apparent she was of Bangladeshi origin but born in the United Kingdom. The victim's parents were present at the address when I arrived.

During the initial conversation with the victim, she disclosed that she was involved in a marriage where she was being controlled and believes her husband only entered the

marriage to have a child with her and be granted residency within the United Kingdom. The victim and her family expressed there was a potential that she could be at risk of shame and family honour being questioned from the wider Asian community. She explained her father was a well-respected figure in the Asian community where they lived. During my time with the victim, she disclosed many historic incidents of assault, controlling behaviour and rape. As such, this incident was to be dealt with in the same way as a domestic violence incident would with the additional cultural aspect that could be honour based violence (HBV).

HBV can be described as a form of violence usually inflicted upon women who are seen as bringing shame and dishonour on their family (Idriss, 2017, p. 3). Honour based violence can be inflicted by the family or the wider community, normally due to reasons involving the female's sexual conduct outside of the marriage or appearing to be too western and acting in a way which goes against traditional cultural values (Idriss, 2017). Statistics from Home Office (2021b) show that towards the end of March 2021 in England and Wales there were 2,725 HBV related offences recorded by the police showing an increase of 18% in comparison to the previous March. In terms of domestic abuse there were a total of 1,459,663 police recorded incidents in the year ending March 2021 in England and Wales, with the Crime Survey for England and Wales highlighting that 2.3 million adults aged between 16 and 74 years old had experienced domestic abuse within the 12 months prior to March 2020 (Office for National Statistics, 2021a).

Although the incident I attended did not involve the above reasons for HBV. I acknowledged that there was potential for HBV to occur if issues within the marriage were broadcast as this is seen as shameful. I also acknowledged that the alleged historic rape and sexual assaults could result in a negative backlash on the victim and her family from the wider Asian community. Whilst it wasn't known in the first instance if this was HBV it was important for myself and any other officers dealing with this incident to treat it as if it was, due to handling of previous HBV incidents where the threat level has not always been accurately assessed. One highly publicised case of HBV was that of Shafiea Ahmed in 2003. Her parents were both born in Pakistan before moving to England and held traditional Pakistani norms and values which they expected their daughter to adhere to, however Shafiea was born in the UK and lived a western lifestyle, this ultimately led to dishonour on her family and led to her death by her own parents (Gill and Brah, 2014).

Gill and Harrison (2016) found there is some awareness amongst police officers that shame and honour is a deeply concerning issue for those within certain religious communities and that highlighting any family issues outside of the immediate family into the wider community regardless of whether it is the male in the family who is the perpetrator, the shame and question of honour will always fall on the woman. Due to this I wanted to ensure the victim felt confident that I had some understanding on HBV.

This was the first type of incident I had dealt with which involved the potential for honour-based violence and the risks associated with it. However, I was well aware of HBV due to doing extensive research on this topic and South Asian communities whilst undertaking my MSc, therefore I felt I had a good overall knowledge on this area. I also come from a Pakistani background and my own family are of Muslim faith, the same as the victim and her family. I found due to this common ground the victim and her family were comfortable engaging with me and speaking to me about their faith and the pressures on them to look and act a certain way within the Asian community, as they knew I would understand this cultural aspect. It was clear they felt comfortable disclosing the timeline of incidents to me as someone who also comes from the Islamic faith they felt I would understand more.

Aside from the issue of HBV this was also a domestic incident which involved allegations of rape and sexual assault. Gill and Harrison (2016) found in a study that many women from South Asian communities fear the police will not understand their specific cultural needs and as such, this acts as a barrier for them reporting crime. Gill and Harrison (2016) also found that there is a culture of silence amongst South Asian women and even speaking to authorities about any type of sexual abuse or violence would be seen as dishonourable therefore resulting in a culture where everything is covered up. Finally, the study found that police officers are often ignorant and stereotype both the abuser and victim which then results in inadequate support and responses to what is being disclosed (Gill and Harrison, 2016). I was aware of this study at the time of the incident, so I wanted to ensure I did not make the same mistakes when dealing with this incident and wanted to ensure the victim and her family had confidence in the police right from the start of the initial investigation.

After speaking with the victim and her family for some time I let my colleagues know what had been discussed. The suspect was arrested for assault on three people and was conveyed to custody by my colleagues. We decided not to arrest for HBV until more

information had been gathered. I stayed with the victim and her family to provide support and to gather as much information from them as possible. I took statements from the victim's mother and father at their home address on my police issued phone, this was done in a separate room to ensure this was their own account and words. Victims of sexual assault are normally dealt with by the rape investigation team (RIT), however due to it being a historic allegation of sexual assault and due to me building a rapport with the victim due to our shared cultural backgrounds, it was decided that I would take the initial statement from the victim in the presence of my colleague from the RIT who could step in if needed. The victim was therefore taken to the police station where we could take an in-depth statement in private.

The Code of Practice for Victims of Crime, commonly referred to as the victim's code was first introduced in 2006 and sets out the services and a minimum standard for these services that must be provided to victims of crime by service providers in England and Wales, including the police service, the crown prosecution service and youth offending teams, to name a few (Ministry of Justice, 2020). Under the code, all victims have the right to be treated with respect, make informed choices, have privacy respected and to be equipped with knowledge on how the criminal justice process works (Ministry of Justice, 2020). The code consists of 12 rights, with all victims being entitled to rights 1, 4 and 12 and the remaining rights being applicable when a crime has been reported to police and throughout the Criminal Justice Process (Ministry of Justice, 2020).

Whilst I knew I would not be the investigating officer in this case as it would be passed on to RIT, I ensured that as the first responder to the incident the victim was made aware of her entitlements under the victim's code, and she felt confident that myself and other service providers she encounters adhered to the code. I provided her with a leaflet which broke down each code to ensure she had this to take home with her. Whilst I acknowledged all the rights under the code with the victim I explained a lot of these would be relevant if the case goes to court and these would be explained in further detail by the relevant service provider at a later date. I will now discuss some of the main rights that were discussed.

Right 4 is the right to be referred to services that support victims and have services and support tailored to meet their needs (Ministry of Justice, 2020). I was aware that as the victim was alleging a sexual offence, she may be entitled to special measures under section 22A

of the Youth Justice and Criminal Evidence Act 1999, which would allow her to provide a visually recorded statement in evidence (CPS, 2022). I informed the victim of this and made her aware of the special measure and if the case went to court her entitlement to apply for it. I also made the victim aware of some domestic abuse and honour-based violence organisations that could provide support such as Bawso and Karma Nirvana which specialises in these forms of violence and is tailored for black minority and ethnic communities.

I also made the victim aware that we can offer her an independent sexual violence and domestic violence advisor. With the victim's consent I completed a Public Protection Notification (PPN), the victim was made aware that this would be shared with the relevant agencies, and they would be in contact with her. I also explained to the victim that she will most likely receive a single point of contact as the investigation is ongoing to ensure she felt confident that she had someone she could contact in regard to any questions or concerns and for any updates. Finally, the victim was made aware of the sexual assault referral centre (SARC) in her local area. SARC's are a confidential service which provide practical, emotional and medical support to those who have been raped and sexually assaulted, they have specialised support workers and doctors to help victims (NHS, 2021). After the discussion with the victim a SARC appointment was made for later that day.

Right 7 is the right to make a Victim Personal Statement (VPS). I explained to the victim that she was entitled to provide a (VPS). A VPS is an optional statement which gives the victim an opportunity to highlight in their own words the impact the crime has had on themselves and/or their family (Victim Support, 2022). The victim can include how the crime has affected them financially, physically, emotionally and mentally and will be taken into account if the case reaches court and may be read out in full or in part, either by herself if she chooses to do so or someone else (Victim Support, 2022). I explained to the victim that she did not have to do the VPS right now and she could do this at any point leading up to if the case goes to trial. I printed off a VPS leaflet for the victim so she could refer back to it to make an informed decision. Right 12 is the right to make a complaint about rights not being met (Ministry of Justice, 2021). I made the victim aware that if she is unhappy at any point, she has the right to make a complaint. I advised her of how to do this and of the complaint's procedure.

Using Borton's development framework I have reflected on the incident. My role in this incident was clear, which was to prevent further harm, safeguard the victim and to ensure the relevant information was gathered to progress an efficient investigation. The initial call was domestic related which then transpired to also potentially be HBV. Whilst this wasn't necessarily a problem, it wasn't something I had ever dealt with and I had only had a brief training session on. My colleagues who were also in attendance and were much more experienced than I was also had not dealt with an incident like this therefore highlight the rarity of it. However, I was aware of the cultural aspect to HBV and what it entails and felt confident in my abilities to provide a high level of service and support to the victim as a South Asian woman.

Overall, the outcome of the initial dealings with the victim were positive, she was reluctant to disclose information at first due to the cultural element however I reassured her she would be protected and would receive support every step of the way. I learnt during this incident that if you take your time with victims and build a rapport and talk things through with them they are more likely to provide you with relevant information and not withdraw their complaint. For me personally, taking my time with things is something I am still working on so it was encouraging for me that I was able to do it with this incident.

Going forward I will try to apply the level of patience I demonstrated during this incident when dealing with other victims. It has taught me that I am able to build good relationships with victims even in their darkest moments. This incident has made me recognise that there isn't enough HBV training and knowledge available to officers, perhaps due to the lack of it being reported. However, this is something I will mention to my superiors as it would be beneficial for officers to have a good general knowledge on HBV for any future incidents to ensure victims of HBV are treated with the same level of support as everyone else.

Throughout this incident I ensured I was adhering to the policing principles and the standards of professional behaviour which form part of the code of ethics which all police staff and officers are expected to adhere to (College of Policing, 2014b). In this situation I believe I treated the victim with respect and maintained her dignity whilst she was disclosing personal and intimate details. I acted with integrity and treated the victim and her family fairly whilst remaining open and honest about the next steps and what to expect. I used my

objectivity by utilising the National decision model and remained accountable for the actions I took and decisions I made.

I took leadership of the incident and directed my colleagues on what I wanted done at the time. I acknowledged the nature of what was being reported and the intimate details being shared, I therefore respected the victim's confidentiality and only shared what was necessary with relevant colleagues and agencies at the starting point of the investigation. I ensured the victim, and her family were treated without discrimination due to their cultural background and ensured they were treated fairly. I ensured I performed my duties to the best of my abilities and acted in accordance with what was expected of me.

Word count 2648

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 the situation including social and legislative contexts and any relevant cultural, ethnicity and language issues. **Reflect** on how you applied the National Decision Model (NDM) to assist in resolving this incident. **Evaluate** the role of discretion in the decision-making process.

Determine your responsibilities with regards to the provision of the CPIA when conducting this investigation including when managing the offender and suspects and recording and retaining significant information.

Illustrate how policing values were engaged particularly through **an assessment** of the potential impact of bias on the decision-making process.

2500 words (+/- 10%: include your actual word count at the end of each section)

ANSWER:

Introduced in 2012, The National Decision Model (NDM) was adopted to assist both operational and non-operational police staff in ethical decision making (Bryant and Bryant, 2020, p. 77). At the centre of the NDM is the Code of Ethics, which incorporates the policing principles and the standards of professional behaviour that police are expected to adhere to (Bryant and Bryant, 2020, p. 73). When making decisions in policing the NDM should be utilised at every opportunity and police may be expected to explain why they have reached certain decisions or why they have chosen not to do something. I will be looking at a police incident I have dealt with and how I applied the NDM to assist me when making decisions.

I was required to attend an address where a male had reported that his wife was intoxicated and was throwing items around their house and in the garden. The wife had been out drinking with her 15-year-old daughter and the male had been at home with their 1-year-old son. Upon her return to the address an argument has developed with the female

proceeding to throw items as a result. The male had reported that the female had just left the address on her own in an intoxicated and emotional state.

Based off the initial information of the call, I proceeded to stage two of the NDM which is to gather information and intelligence. I used my police radio to ask the control operator if there were any markers on the address and if the male and female were known to the police. The controller relayed that the female was in fact a domestic abuse victim and the male was a domestic abuse aggressor of the female, with there being a critical marker on the address.

Based off this information I moved to stage three of the NDM which is to assess threat and risk and develop a working strategy. This stage involves analytical thinking and assessing the situation based on the current knowledge to foresee any threat and risk of harm (College of Policing, 2014a). At this stage, those involved should also consider equal opportunities, promoting good relations and preventing discrimination (College of Policing, 2014a). This could include our own prejudices and bias, especially unconscious bias which is often present without realising. Unconscious bias is common and happens when our own assumptions, prior experiences, interpretation and thought patterns infiltrate the way in which we make judgements or base decisions (The Royal Society, 2022).

On the way to the incident myself and my colleague discussed the fact that the male who was the reporting person was a domestic abuse aggressor. We reminded ourselves that he could potentially be the victim in this incident and to remain open minded and not allow his previous dealings with the police impact upon our duty of care and how this incident is dealt with. Due to his previous criminal background I intended to remain vigilant, however I assessed that the risk of threat and harm was low due to him being the one to call us and that he had his child with him. At this stage we also considered the female who was intoxicated and how we would go about locating her to ensure her safety.

On arrival at the address, I activated my body worn camera and obtained a first account from the male. He relayed what he had said in the initial call, that an argument had broken out between him and his wife she was intoxicated and began to throw items, she then left the premises. The male showed us the items that had been thrown and showed us that

there had been minimal damage caused. The male confirmed that he and his wife both jointly owned the property. The male also disclosed that his wife had pushed him during the argument, the male was asked if he had any injuries as a result of this, which he did not.

The male provided us with a description of his wife and what she was wearing and what direction she went in. Throughout our discussion with the male, he remained calm and asked if we could go and find his wife. Due to the time of night and due to her being intoxicated walking the streets myself and colleague conducted an area search to locate the female and speak to her.

The next stage of the NDM considers powers and policies. At this stage I identified that under Section 1 of the Criminal Damage Act 1971, the female had committed an offence regardless of how minor the damage was and due to the fact, the property was jointly owned the offence was relevant. The female had also committed an offence under Section 39 of the Criminal Justice Act 1988. The offence of assault by beating is for minor low impact assaults however if there has been an application of unlawful force, however slight then the offence has been committed (CPS, 2022).

After locating the female who was with her 15-year-old daughter, we placed her and her daughter in the back of the police van so we could speak to her and get her side of the story. My body worn camera was activated during the conversation. The female stated that she had been to her local pub, when she got home her husband was unhappy that she had stayed out later than anticipated and started saying to their son that he will be getting a new mother soon. She disclosed due to him saying this she became emotional, and an argument broke out. She stated that she had threw items within the household and she had pushed her husband away, but this was in self-defence after her husband had placed his arms on her. She has then left the address and met up with her teenage daughter who had been out with friends. The female then alleged that her husband had hit her a few weeks ago leaving a mark on her face. Whilst the conversation was unfolding the female was very upset and clearly intoxicated.

I attempted to ask her further questions as I was aware she was a domestic abuse victim from her husband. Statistics show that in the year ending March 2021 there were 845,734 police recorded domestic abuse related crimes in England and Wales, with the victim being

female in 73% of the incidents (Office for National Statistics, 2021). After asking some probing questions she stated she was never allowed to go out and on the rare occasion she did, she was made to feel awful. I recalled my initial police training and recognised that from her initial disclosures the female appeared to potentially be a victim of or at risk of coercive and controlling behaviour as well as domestic abuse. Coercive or controlling behaviour is a course of incidents and patterns that occur over time where an individual is able to exert coercion, power and control over another person (Home Office, 2015). This behaviour can leave the victim having a loss of control over their life and having to rely solely on the perpetrator.

After speaking to the female, I moved on to the next stage of the NDM which is to identify options and contingencies. In my opinion there were three courses of action that could be taken. Firstly, the female could be arrested for criminal damage and assault by beating. Secondly, the male could be arrested as the female has claimed self-defence through a counter allegation, and thirdly the female and her daughter be taken to an alternative address for the night.

After weighing up all three options and based on the information the female had told me I felt it was best not to arrest anyone on the night. The main reasons for this were that the female was intoxicated and with her teenage daughter who was in her care and the male had their 1-year-old son in his care. In each instance without knowing who the victim was I felt it wouldn't be appropriate to arrest either the male or female and for the children to have to go and stay with someone else or with the other parent/stepparent, one of which wouldn't have been able to care for a baby due to her intoxication. My thought process was that if the female and her daughter were taken to a hotel for the night everyone in that situation would be safeguarded including the children.

It is typically best practice to arrest when there have been allegations of domestic related assault however I felt that in this instance there was no necessity to arrest, and the risk of harm was low. Although I was confident in my decision, I utilised my police radio to contact my sergeant to ensure this line of decision making was appropriate given the circumstances.

The last stage of the NDM is take action and review what happened. At this stage I implemented the decisions I had made. I spoke with the female and advised her that I felt the best course of action would be for her and her daughter to stay at a hotel. I explained that there had been allegations of criminal damage and assault from her husband but due to her counter allegation it would be best for officers to speak to her tomorrow to take a proper account from her when sober. The female was happy with this and I conveyed her and her daughter to a hotel for the night. I contacted her husband and told him his wife had been located and she has made arrangements to stay elsewhere for the night. I explained officers would contact him tomorrow in relation to the incident.

During my decision making using the NDM I utilised my discretion in this incident. I weighed up all the options available to me and the alternative methods at my disposal instead of arrest. Discretion is when individuals can exercise their own autonomy in deciding the best course of action or inaction and plays a central role within policing (Sanders, 1992). For example, how I chose to deal with this incident may not be how another officer would choose to deal with it as we both have come to different conclusions on the proportionality of response needed. Where I used my discretion, another officer may have arrested or taken a different course of action, therefore officers need to be accountable for their own decisions.

The Criminal Procedure and Investigations Act 1996 (CPIA) relates to the conduct of a criminal investigation and outlines a number of duties and responsibilities for officers to adhere to from the start to the end of an investigation. These include the recording and retention of evidence, following all lines on enquiry that points to the truth even if it exonerates a suspect (Bryant and Bryant, 2020, p. 568).

My body worn video was utilised in my interactions with both the male and female. When I returned to the police station the footage was safely and securely uploaded to my police issued laptop which could form part of the investigation if action was to be taken against either involved party. Capturing both first accounts on camera gives an accurate representation of what both parties said initially, and due to the counter allegation by the female this could become useful in an investigation. Whilst at the incident I recorded any other observations in my electronic pocket notebook on my police phone that my body worn video may not pick up. I ensured my rational and any decisions I had made were

documented on my EPNB as well as letting the control operator know what the outcome of the incident was so it could also be updated from their end on to the incident. Whilst at the police station I shared relevant information with third parties in terms of support from domestic abuse. I was therefore transparent in recording all steps that I had taken and adhered to CPIA throughout.

I have applied Gibbs reflective cycle to the incident which consists of six areas, those being description, feelings, evaluation, analysis, conclusion and action plan (University of Cumbria, 2020). As discussed throughout I attended an incident which involved criminal damage and accusations of assault from both male and female parties involved where the female was a domestic abuse victim from the male. Myself and my colleague used our discretion in this incident and decided to safeguard for the night and speak to both parties again the next day. I felt this was appropriate given the versions of events from both parties and there were no immediate safeguarding issues therefore no necessity to arrest. On reflecting on my feelings during this incident and knowing the female was a domestic abuse victim, I do feel this may have swayed my decision making as the last thing I wanted to do was arrest her. This is something I thought about after the incident, if the female involved wasn't a previous victim would I have decided on a different outcome.

At the time I felt the incident had been appropriately resolved for the night and I felt positive about the way in which the incident was dealt with. Overall, I do not feel there were any negatives in relation to the incident, as a new officer I owned the decision I made and felt positive about it. The only negative for me personally is that I didn't ask more questions to the female in relation to what she had disclosed about her husband but as she was intoxicated I felt probing too much was not appropriate.

I felt the incident went well as I ensured I used the NDM at each stage of my decision making and I was able to provide a rationale for all the decisions I made. I could have arrested either the female or the male but as there were no visible injuries on either and due to the low level of criminal damage it wasn't viable to do this. Everyone involved in the incident was safeguarded and as a police officer this was my main priority, which I achieved.

In hindsight, I would not particularly do anything different, I would instead ensure I have the appropriate knowledge on what to do when there is a counter allegation. Both parties involved were nonaggressive and compliant therefore making the rational for the decision I made even more appropriate. If their behaviour was different my method of disposal would also have been different.

This was the first time I used discretion and the first time I was able to make my own decision as a student officer and follow it through. Its therefore given me the confidence to be able to use discretion within reason in other incidents. If this incident arose again, I would ensure I follow the NDM and CPIA guidelines to assist with decision making and an effective investigation.

The Code of Ethics sets out specific principles and standards of behaviour which everyone in a policing environment is expected to follow. The code is designed to guide and support police in doing the right thing when faced with difficult and complex situations (College of Policing, 2014a). When reflecting on the incident I am confident that I adhered to the relevant policing principles and standard of profession behaviour. I took accountability for my decisions by following through and making sure everything was recorded therefore showing openness and transparency. I treated everyone involved with respect and fairness and didn't jump to conclusions. I was able to contain my bias I had in relation to the domestic abuse victim's allegation of self-defence and instead of arresting the male and going of my own personal instincts I chose a different method which was fair for both those involved. I remained objective through the decision-making process and had the support of my colleague to confer with. Overall, the resolution was best suited to all parties involved at the time.

Word count 2668

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 500 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
Submitting PPN's to a satisfactory level including all the relevant information that should be included	I would like to spend a day with PPU so I can see how a PPN should be filled out. Everyone fills them out differently with varying levels of information on them. As it is such an important document in terms of safeguarding and identifying risk I want to ensure I'm doing this correctly. I will therefore ask if I could spend a day with PPU to gain better knowledge and understanding of not only how to fill it out correctly but what then happens after a PPN is submitted.	Public protection unit	3 months I have given myself a 3 month limit on this as I would like to ensure by the time I go on to CID I am competent at this.
Being more authoritative when dealing with suspects/offenders	As I am new to the role I have found being authoritative quite challenging when dealing with suspects/offenders, this is most likely due to lack of experience and confidence. As I have now left	The hub Response	3 months Again, I have given myself a 3 month limit on this as I would like to be confident when in a detective role when dealing with offenders and suspects.

	response to join the hub for 3 months I will mainly be interviewing. I would therefore do as much overtime in response as I could to ensure I build confidence and experience in dealing with offenders/suspects. This will in turn help me in my role for the hub and CID ion terms of interviewing.		
Brushing up knowledge on sexual offences, public order offences and assaults.	Whilst on response I noticed that assault and public order offences were quite common and my knowledge on knowing the difference between them all wasn't particularly good in comparison with my other colleagues. In terms of the sexual offences on response I had been first responder to a number of incidents but typically the same offence either rape or sexual assault by penetration. Whilst on CID I anticipate I will be dealing with more of a variety of sexual offences so would like to ensure I have a better	College of policing PowerPoints from university Blackstone's handbook From other colleagues From https://www.legislation.gov.uk/	I have given myself 6 months to complete this as I feel like its an ongoing process with quite a lot to look over.

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

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CONFIDENTIALITY and PLAGIARISM – confirmed by submission through Turnitin

Task 6

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

By signing the section below you are acknowledging your continued progress on O.C.P., this is recognised by the university as work that is fully supporting this module. Signing it is equivalent to 500 words towards the overall wordcount.

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

Signed: Samera Sabir (Learner, Electronic signature or type name)

Date: 11th July 2022