

Graduate Diploma in Professional Police Practice

LEVEL 6 - 40 Credits

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

(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/agh-chapters/chapters---en/Chapter_07_Assessment-Taught_Programmes_Pages_72-79-UPDATED-05-11-2019.pdf)

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

https://moodle.uwtsd.ac.uk/pluginfile.php/298870/mod_resource/content/1/Reflective%20Practice%20for%20Policing%20Students%20-%20Selina%20Copley%20Chapter5.pdf

How is the workbook assessed?

Advice and support about the completion of this workbook will be provided by university staff as part of your initial training day. Your tutor constable and in-force training staff will not be involved in assessing or marking your workbook after it has been submitted.

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

Once submitted your workbook will be assessed and marked independently.

Confidentiality

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

- adhere to guidance in the Student Handbook about unfair practice and plagiarism;
- not identify individuals including witnesses, victims or offenders by name;
- not write information that enables any individual to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which were high profile and could be identified due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules.
- not include any dates of any incidents or anything that specifically identifies an actual incident.

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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Workbook	Area of Professional Practice	Word count
Task 1	Wellbeing and Resilience	1500
Task 2	Communication Skills, Managing Conflict, Valuing Difference and Inclusion	2500
Task 3	Criminal Justice, Valuing difference and inclusion	2500
Task 4	Decision making and discretion, Conducting Investigations and Criminal Justice (managing offenders)	2500
	Bibliography	
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:

The initial six months of learning and being attested as a police constable no doubt had its challenges and obstacles, therefore developing resilience and minimising stress was a key component in being successful and making the most of that time as well as being able to grasp a strong understanding in the curriculum that would assist me in being a Police Constable. Stress has been described as our body's response to pressure (Mental health foundation, 2021) and it was important during my first six months of learning to know how to deal with stress in the most effective way and to keep it to a bare minimum.

Resilience has once been described as '*the virtue that enables people to move through hardship and become better*' (Greitens, 2016). This concept has no doubt enabled me to successfully pass my six months initial police training and I've continued to use and develop resilience to my police career out on patrol. It has enabled me to overcome stressful and difficult tasks and has allowed me to learn from my experiences rather than dwell on them. Revising for the two exams were no doubt stressful and challenging times during those six months and so becoming resilient was crucial in order to learn the subject we were required to discuss in our exams. There were several subjects such as roads policing and the criminal justice system which were content-heavy with a lot to try and understand in a short period of time and therefore having a strong level of resilience was very important for me to be able to be able to continue to learn topic such as the above mentioned to be able to pass both exams during training school.

One model that I learned and developed an understanding of was eustress, which is defined as '*A positive stress, that comes from positive challenges or exciting experiences.*' (Cambridge Dictionary, N.d). This model was used particularly during the first few weeks of

training when being inundated with information and various policies and pieces of legislation we had to learn. An example of when this was used was when learning new topics each week and so the idea of eustress was essential to ensure that I did not get too stressed in a negative way, which could potentially have a detrimental effect on my learning and development for the remainder of my initial six months of training. When learning a topic such as criminal damage, only to mention one of many heavy topics, initially, it was overwhelming to absorb so much information such as the different sections, the points to prove and the Mens Rea and the Actus Reus. It was, therefore, important to remain positive when learning this topic to ensure that I grasped a good understanding of the topic and to ensure I was aware of it should I encounter this following my six months training and in the shorter term for the exam. This model also helped me to become more resilient as it enabled me to have a positive attitude on my learning and to be able to overcome any obstacles due to me having a positive outlook on the challenges that I faced. I found this model to be one of the most useful tools to both minimise stress and to develop resilience, though it would be easy to argue that exercising was a much more effective method of minimising stress and developing resilience.

During my initial six months of training as well as after my initial training, health and nutrition has played a big part in dealing with stress as well as maintaining my physical fitness. Eating a balanced, healthy, and nutritious diet is key to managing the psychological changes in our bodies caused by stress (Lewin, 2019). It was important, during the six months of training to ensure that I ate well and knew what was good for the body to ensure that, not only was I going to get more stressed by eating foods that had no benefit for the mind, but also for the body to ensure that I did not lose track of healthy eating. Despite this, I would often reward and treat myself to different foods at the end of the week to avoid getting bored of what I was eating during the rest of the week. This was also a good way to get me through the working week since it allowed me to have something to look forward to as the week came to an end. Although this played a big part in minimising stress during my six months training and I ensured that I ate healthily during the week, there were other factors such as eustress, which played a bigger part in being able to minimise stress and develop resilience to be a successful student police officer.

Caffeine can cause you to feel wound up and therefore make stressful situations more intense... and has been advised to reduce the amount you drink gradually if you drink a lot

of it (Romito, Husney and Maldonado, 2020). This was a fundamental aspect for me during those six months, to ensure that I did not feel more stressed than needed and was an easy way to ensure that if I got stressed whilst learning and developing new skills and knowledge, it was managed effectively by making sure that I knew my limits on how much caffeine I should be consuming. This at times, was very challenging as a regular coffee drinker, however, it was vital that I knew my limits and to make sure I drank water regularly to avoid dehydration which can also have an unfavourable effect on the mind by making stressful situations more intense by prolonged elevated levels of cortisol in the brain in the form of chronic stress (Scott, 2020). I always tried to ensure that I did not consumed too much caffeinated drinks such as tea, coffee or energy drinks during the day so that way, I would make sure that I would not get myself too stressed without needing to be by limiting the amount of caffeine. Although this was not an important part of my learning in the long-term in order to minimise stress, this was an important factor in the short-term that I always considered everyday so that I would be in the best mental state to be able to learn, however, this was not the most important factor in comparison to exercising regularly which I found to be the most beneficial factor to minimising stress as well as developing resilience.

Exercising increases the brain's production of endorphins which are known to be the feel-good hormones that give what is known to many as the 'runners high', which effectively is the sense of well-being and euphoria after exercise (Madell, 2020). Being a regular attendee at the gym, this was a natural step for me to take following a long and stressful day at work. I particularly enjoy cross-fit style exercises, which require a high level of physical fitness that released a high amount of endorphins being produced after doing so. I found this method to be one of the most beneficial and effective ways to reduce stress during my time as it provided me with time to exercise, to see my friends, allow a break from studying, and most importantly, to produce endorphins which would instantly get rid of the stress that I had encountered during the day. I would tend to go to the gym at least 4 times a week, that way, I would be able to keep my stress levels to a minimum and maintain my physical fitness levels. This was undoubtedly, a factor that played one of the biggest parts in developing resilience due to the mental and physical demand of the type of exercise I would take part in and I was therefore able to carry over this type of attitude to my work life whilst training to becoming a frontline police constable and was therefore more

important in comparison to other factors such as health and nutrition, although health and nutrition played a big role in exercising to ensure that I was fuelling my body with the most nutritious foods that would allow me to exercise effectively.

After reviewing and comparing the various factors that I used to my advantage to minimise stress and to develop resilience during the first six months of learning and being attested as a police constable, it has been found that the most beneficial factor I used to minimise stress and to develop resilience was to exercise regularly. This was something I did day-to-day as one of my interests and so it was therefore a natural thing for me to do to ensure that my stress levels were kept to a minimum and to be able to develop resilience to a good level that I was ready to be a frontline police constable following my initial six months of learning and development. There are several other factors that are mentioned above which did play a significant part in being successful with my learning and development and were utilised throughout the six month period.

Word count- 1,527

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:

In this essay, I will be discussing a particular call that involved conflict and the way I worked to overcome any challenges that came towards me when dealing with this particular situation. To provide some background to the incident I will be discussing within this essay, it involved a female who was known to local police officers who was admitted to hospital under section 136 of the Mental Health Act 1983 and had taken an overdose. She was admitted due to a call that was received over the air regarding a female who had stated she had attempted to overdose by taking a large amount of paracetamol tablets in an attempt to take her own life. As a result, two of my colleagues attended the location and decided to admit her to hospital under the act. Although I was not one of the officers, who attended the initial call, a colleague and I were ordered to attend the hospital she was at to relieve the two officers who had attended the call and had been at the hospital for more than three hours. My colleague and I were present at the hospital for the

remainder of our day shift and had to ensure that she did not escape from the hospital, causing danger to herself and members of the public. There were several moments within this time that conflict had occurred; some worse than the others, and it was my duty and responsibility to ensure that the conflict was managed for the safety and wellbeing of the patient and other members of the public who were present at the hospital. Having said this, I believe my colleague and I handled the situation well on the whole until it was time to finish the shift and other officers from the next team came to take over our responsibilities and relieve us. As stated earlier, conflict did arise, though it was kept under control and the female was seen by staff at the hospital and was eventually deemed safe to return home. Since the female was admitted under the mental health act, and had not committed any crime, it was important to remember that her welfare was a priority in this situation and to remember one of our main responsibilities as police officer to preserve life. With that in mind, it was important to consider what her intentions were earlier in the day and so it was important to bear in mind that she may want to grab hold of any objects within the hospital to cause harm to herself.

Body language has been described as a non-verbal part of communication that can reveal a person's true feelings and can provide a bigger impact to the message that the person is trying to convey (MindTools, n.d). Having the correct body language when dealing with the patient was paramount to avoid getting the wrong message across to her. If I used the incorrect body language, then this could have potentially made the patient feel like she was not appreciated and could therefore allow her mental state to deteriorate and more conflict would have occurred. At the time, I remained professional and was determined to show the most appropriate use of body language to ensure that the correct message was displayed, which was to show that I was there to help her, by treating her like a victim and not a suspect/criminal. This was at the forefront of my mind and so I did this by having a more relaxed stance when it was appropriate to do so by adopting a posture that was not tense, for example, but when the patient decided to become argumentative with me and my colleague, it was important to adopt a more assertive stance to show that I was ready to defuse a situation. This was all important, to maintain the safety of the patient and other people at the hospital's waiting room. At the time in the hospital, I believe I used appropriate body language at the correct times. Having said this, I believe I may have used the incorrect body language at times, especially when the patient's mood deteriorated and so next time, I would use a more appropriate body language stance when a patient's mood changes in order to be more assertive and to not give the impression that I would allow them to cause a danger to themselves and people around them.

Building a rapport with the patient was important to ensure that the correct message was sent across to the patient and to ensure she was seen as a victim and not a suspect or a criminal. Discretion is defined as *'the right to choose something, or to choose to do something, according to what seems most suitable in a particular situation'* (Cambridge Dictionary, N.d). This concept became an extremely valuable tool during this situation to be able to manage conflict and to negotiate with the patient in an attempt to avoid any further conflict taking place. A time during this incident that I used my discretion was when the patient insisted on going outside to get fresh air after she had threatened me and my colleague that she would run away from the hospital. Deciding whether to allow her to go outside and have some fresh air after she had threatened to run away was a difficult decision to make given the fact that my colleague and I had a duty of care and responsibility of ensuring she stays in the hospital. My colleague and I decided to discuss this issue with each other and discussed the potential negative effects this could result in, including the patient running away and causing further harm to herself considering her being suicidal. After discussing with my colleague, we decided to allow her to go outside since not allowing her to go outside could be considered as neglecting the patient's welfare and a potential breach of human rights and false imprisonment since she was not under arrest. It was decided that both officers were to go outside with her with officers standing either side of her by a small wall to ensure that she does not abscond and to be aware of any potential places where she could use and escape. Although at times, when outside, she had made further threats to abscond, we decided to allow her to stay outside and continued to work around the National Decision Making Model to make sure our actions were justified and all risks were considered. This model is a risk assessment model which provides police officers and staff a framework on how to make the most effective decisions and can be applied to any situation which includes assessing the threat and risk, identify options and to take action (College of Policing, 2013). This allowed me and my colleague to think of the most effective method of dealing with the patient at this time, as was reasonable in the circumstances.

Use of force was at the forefront of my mind during this particular incident. It was important to remember when and where to apply the use of force in the hospital, especially when she was not a suspect and has not committed any crimes. As already mentioned, my colleague and I were not the

ones who admitted the female to hospital and we only attended to relieve two of our colleagues from the hospital who had admitted her there under section 136 of the Mental Health Act 1983. We had been given permission from our Sergeant to apply handcuffs on her if we deemed it necessary and we were to use our discretion to apply the handcuffs. After we were given permission to apply handcuffs if it was necessary, it was important to consider when to use force, especially since she was compliant and was not causing any trouble at the start. It was important to remember when we can use force, under section 3 of the Criminal Law Act 1967, which states that a person may use force 'as is reasonable in the circumstances.' It was on my mind that we could only use force as was practicable in the situation and to prioritise the patient's safety. Prior to using force, we remained verbal with her, by considering the five-step appeal before applying force. This model is used as an effective communication tool that involves five methods prior to applying force. These five steps are simple approach, reasoned appeal, the personal appeal, the final practical appeal and finally, action (Teaching & Learning Toolbox for Research Informed Education, 2019).

This method was an effective way to defuse a situation at times when there were no factors present that could cause a high risk to life nearby such as blades, but was an effective method when conflict raised in a verbal manner. At one point, the patient started to grab hold of a few things after being seen by a doctor in the room that she could have used at the time to harm herself such as a Stanley blade and needles. It was at this moment, that the five step appeal was not practicable to use, due to the urgency to prevent her from harming herself considering her mental state and wanting to harm herself that day. It was by considering the threat and dangers using the National Decision Making Model that my colleague and I decided to use force by removing any objects she grabbed hold of at the time and to apply handcuffs to prevent her from holding any other objects. This was then justified, using the mnemonic JPLANE to account for my actions and was done so, first and foremost to protect the patient and other people at the hospital including staff and patients.

Betari's box is a model that describes how people can get locked into a vicious circle of communication, based on how their attitudes and behaviour respond to each other. This theory explains how my attitude affects my behaviour which affects your attitude and your behaviour (College of Policing, 2020). I decided to use this model when carrying out my duties on this particular incident since the patient suffered from mental health conditions and so it was therefore important to consider my actions and behaviour when dealing with her. This model helped me to

understand how my choice of words and actions determined how she would behave in mine and my colleague's presence and to allow me to critically assess my actions and to consider the best course of actions that would ultimately prevent the patient's mental state from deteriorating and disobeying any orders given by my colleague and I. The use of this model was successful at times, when dealing with her since it allowed me to think of my actions such as the way I spoke to her and the way I used force. A few hours into the hospital watch, however, the patient had had enough of my actions and decided to disobey any orders given by either myself or my colleague. She insisted she did not need to be seen by any hospital staff and started to shout at my colleague and I. It was at this moment that I decided to review my actions and my attitude to be able to adapt to the situation and to de-escalate the conflict that had arisen. Although this model is a useful tool to be able to defuse a situation such as the one I have mentioned above, it was important to remember that although my behaviour would affect her behaviour and attitude, it was necessary to conflict with the patient in order to maintain the safety and well-being of other people around us, in particular when in the waiting room of the accident and emergency department, which happened to be very busy, given it was a Saturday afternoon. It was at this point in time, that I had decided that the use of force may have been necessary to avoid any persons suffering any injury, including the patient herself. The use of force that was used in this particular moment was to prevent the female from getting out of her seat and move around by laying my hand on her shoulder so that she was not able to stand up from her chair. I believe this was justified at the time to prevent the situation from deteriorating and the force used was reasonable in the circumstances as is outlined in section 3 of The Criminal Law Act 1967. When I had managed to gain control of the situation and prevented the patient from standing up again, I re-evaluated my attitude and behaviour shown towards the patient and considered Betari's box theory, which would help me realise that my attitude shown towards the patient would assist me in managing the conflict that had arisen. I believe I managed this situation in line with Section 3 of the criminal law act and what I had learned during our officer safety training when it comes to the use of force, by only using as much force as was reasonable in the circumstances. Even though no crimes were being committed at this time, it was unclear on the extent of how much force I would be allowed to use, however, I believe it was the right thing to do in order to ensure that the patient, hospital staff, other patients at the hospital as well as my colleague and I were kept safe due to her actions and wanting to harm herself. I believe I communicated well with the victim on the whole, by ensuring that I gave enough

warnings to her prior to applying any force whatsoever and using my communication skills by keeping Betari's box theory in mind to ensure that some things I said may have a negative impact on her actions.

To conclude, I believe my colleague and I handled this situation well as we were able to defuse the situation and kept everyone safe. I believe we used the correct use of force and only applied it when it was absolutely necessary for the circumstances. One thing I would change next time, should a similar occasion arise would be to communicate more effectively with the patient by giving further warnings prior to applying force since I believe this would allow her to realise that what she is doing is wrong and make her re-consider her actions.

Word count- 2,406

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:

In this essay, I will be discussing a specific incident where I have played a significant role with a victim and the offender. The incident I will be discussing is regarding a female who had contacted the police stating that her vehicle tyres had been slashed and believed her ex-partner was responsible and had been following her. Furthermore, upon speaking to the victim regarding this issue, she stated that she believes her ex-partner had installed a tracker on her car so that he knows where she is going and when. I decided to call the victim to inform her that my tutor and I will be coming to see her at her home address to discuss this matter and what we will be doing to progress the matter and to ensure that her safety was our main priority. The victim provided some background to this matter, stating they had both been in a relationship for around six years and had a daughter together. Shortly after their daughter was born, their relationship broke down, there was some conflict over child contact, and the victim believes this is where this matter had all started. Prior to attending this incident, my tutor and me viewed the incident log on police systems and looked at previous incidents regarding both the victim and the suspect in this matter.

We did this to ensure that we were aware of any warning markers that may be on both parties so that we could prepare for when we attended and to have some background knowledge to the history. Upon reading the history to this case, it appeared that the victim had disclosed an incident similar to this in the past but had failed to attend court and therefore, the case was dismissed. We made sure that we spoke to the victim regarding this issue, asking her why she failed to attend court and to offer advice or put any specific measures in place so that she is able to attend court on this occasion, thereby ensuring that the best possible outcome is achieved from this.

Upon arrival at the incident, we spoke to the victim where I immediately noticed that she was nervous regarding this issue and believed that she would one day be killed by her ex-partner if this matter carried on. She immediately spoke about the fact her ex-partner had placed a tracker on her car and asked if I could look underneath her car to see if this was true. I looked under the car and immediately noticed that there was a tracking device on her vehicle. I informed the victim of this and explained that I will be seizing this item so that they could see if it belonged to the victim's ex-partner and how long it had been there for.

Immediately after the victim had explained this to me and finding the tracking device, it was evident that this was a case of stalking under S.2a of Protection from Harassment Act 1997 and fell into the mnemonic FOUR when it comes to stalking, which stands for fixated, obsessive, unwanted or repeated (What it Stalking and Harassment, 2022). Furthermore, it was clear that this case was high risk due to the circumstances of this incident, particularly with the tracking device being installed.

When the victim explained the situation to me and my colleagues, one thing she repeatedly asked me was whether the suspect was going to be arrested. It was my responsibility there to explain to her that we will be conducting arrest enquiries as a matter of urgency as we were obtaining statements and other forms from her. I had to be truthful and honest with the victim that we may not be able to find the suspect immediately since he was driving around the area and were not able to sight him right away. I informed my supervisor of this situation and so he was able to pass information onto other members of my team so that they are able to conduct arrest enquiries imminently. I also informed the Public Service Centre over the air on my personal radio of the suspect's vehicle details so that this could be placed on the police's automatic number plate recognition (ANPR) so that they are able to sight where the vehicle has travelled and when. By relaying this information over the air, the Public Service Centre were able to inform officers from the roads policing unit to be on the lookout

for any vehicles the suspect drives. I did this in order to ensure that all parties who were to be informed of the situation were made aware and were to assist in arresting the suspect to investigate this matter and to safeguard the victim from serious or further harm.

The first thing I did after speaking to the victim was to take a statement from her. I did this in order to ascertain what had happened and to ensure that all relevant information was recorded. It was imperative to record all relevant information and dates in order for this case to be brought to the attention of the courts and any relevant specialist departments within the police who can assist in investigating this and so the initial account was clear and concise for all to understand.

I had several responsibilities when dealing with this incident to ensure that this resulted in the suspect being arrested and to maintain the safety and security of the victim. Due to the severity of this case and the victim's belief that she may well be killed by her ex-partner should he continue to stalk her, it was clear that I should reflect on the core principles of policing which is to preserve life (College of Policing, 2013). There were several things that I did as an operational response officer to ensure that the first stages of investigating this matter were thorough and had the victim's welfare and safety at the forefront of this. One of the main things I was reliant upon was the Code of Practice for victims of crime in England and Wales (2020) which includes the rights for victims of crime and the procedures that Police officers are bound to abide by when dealing with victims. I believe I abided by these rights and I informed the victim of these rights when speaking to her to ensure that she was aware of what she is able to do and what help is available for her as a victim.

As I've mentioned earlier, one of the first things I did after speaking to the victim was to obtain an MG11 witness statement. This was one of the main responsibilities I had when dealing with her since this would provide the victim's accounts of what has happened and puts it in her perspective and point of view for the criminal justice system. It was important that this was one of the main things that I did when I spoke to the victim and had her account of the events as this falls under right two of the victims' rights, which is *"to have the details of what had happened recorded without unjustified delay"* which allows the

victim to have the details of the incident recorded as soon as is practicable following the incident (Code Of Practice for Victims of Crime in England and Wales, 2020). By taking into consideration, what this right outlined, I ensured that I took this statement as soon as I had gathered all key evidence from the victim and informed my colleagues of any immediate actions that needed to be taken whilst I took a statement from the victim. After writing this statement, I gave the victim the opportunity to read it over and to inform me of any errors or inaccuracies that may have been included. I consider this a key duty and responsibility since the statement is their account of what had happened and so it was crucial that the information was true and accurate.

I also obtained a victim personal statement from the victim, which allowed her to express how this situation has affected her and made her feel (Victim Personal Statements - Victim Support, n.d.) Although it was optional for the victim to provide a victim personal statement, I explained to her that if she provided one of these, then it would support her as a victim through the criminal justice system and so this encouraged her to provide her account. I kept this statement brief since it was put on the same case file where her witness statement was provided which already expressed her feelings and how she has been affected by this. Despite this, I ensured that her feelings were emphasised in her victim personal statement. I believe this was the right thing to do as it gave the victim the opportunity to speak up and make the criminal justice system aware of this.

As well as obtaining statements from the victim, I also submitted a public protection notification (PPN) report on her behalf, which is a document which allows police officers to share information to partner agencies on the victim's behalf after it is reviewed by the force's public protection notice (South Wales Police, 2008). The PPN must then be graded and due to the nature of this incident, it was clear to me that this must be graded as high risk. Because of this, I ensured that the information I obtained from the victim's answers were clear and accurate to ensure her safeguarding was at the forefront of all I did. I did this in compliance with right four of the Code Of Practice for Victims of Crime in England and Wales, (2020) which is to refer the victim to services that tailor their needs and to apply for special measures if needed.

It was also responsibility for me under the codes of practice for victims in England and Wales (2020) to inform the victim with information regarding the investigation to this

offence which falls under right four (Code Of Practice for Victims of Crime in England and Wales, 2020). To practice this right for the victim, I ensured that I informed her of what actions are going to be taken at the time of speaking to her as well as informing her of any updates to the investigation such as whether the suspect has been arrested and whether he has been charged or not. I did this by informing the victim as soon as the suspect had been arrested and told her that he is going to be released on bail and so I informed her of his conditions which included not going anywhere near her home address. I advised the victim that if she saw her ex-partner by her home address, that she is to call the police immediately and to note the time. By doing this, this would keep the victim safe and aware of what is going on with the investigation. I would consider this right to be one of the most important rights regarding the code of practice and this case since this would allow the victim be informed and up to date with what is currently ongoing with the investigation so that she could protect herself and her family and without practicing this, then the suspect would be able to continue to commit this offence against her ex-partner, thereby endangering her life.

It is believed that the above mentioned rights within the Codes of practice for victims, (2020) are the ones that apply to this incident. Since the investigation is still on going, then there are other rights such as the right to be given information about the trial or to be given information about the outcome of the case would not apply as of yet, however would be relevant to my responsibilities whilst dealing with this victim when the time comes.

Policing values, I believe were engaged throughout this incident, primarily by putting the victim's needs at the forefront of everything I did, especially by taking the victims rights under the code of practice into account.

One of the values I tried to engage with the victim throughout was honesty and integrity, which is part of the code of ethics, specifically the standards of professional behaviour for police officers (Competency and Values - College of Policing, 2016) I believe I did this well by explaining all that I needed to the victim, even though if it was not the news she wanted to hear. An example of when I did this was when I explained that when we were going to be conducting arrest enquiries on the suspect, that we may not be able to find him immediately and that it may take some time to arrest him. Even though this was not what

the victim wanted, I believe it was important that this value was demonstrated whilst dealing with this incident so that she is informed of all actions that we were undertaking and that work was being done to protect herself and her daughter

Another policing value I believe I engaged well was public service, which outlines how police are expected to act in the interest of the public before anything else and to listen to their needs (Public Service - College of Policing, 2022) An occasion where I demonstrated this value was by speaking to the victim and to ensure that she was protected at all times and to put her needs first and manage her expectations by obtaining a statement from her to gather her account of what has happened and to understand how this has affected her. I also demonstrated this value by submitting a public protection notification report that would ensure that she is safe and other services who need to be aware of this care are notified of this incident. I then stayed on after the time I was supposed to finish my tour of duty to ensure that all the relevant work has been completed so that I can be safe in the knowledge that all has been done within my power to ensure the safety and security of the victim in this matter. This was done in the best interest of the victim and I believe I used this value to the best of my ability.

To conclude, I believe I dealt with this situation well on the whole, by assisting the victim to the best of my abilities and ensuring that she is safeguarded from any harm that could occur and to inform her of the process of this investigation. This was the first time for me to deal with a situation of this kind and to this extent and so there were many things I had learned such as the way to speak to the victim, to inform her of what actions have been taken and to inform her that should any further offences arise, then she is to call 101 or 999 if it was an emergency.

Word count- 2,501

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:

In this essay I will be writing about a specific incident I dealt with as part of my duties as a response officer with South Wales Police. The incident took place whereby we received a report of a male who had returned from the pub and had assaulted his partner at their home address. The victim sustained visible injuries to her upper lip and was clearly affected by this. The suspect was very intoxicated at the time of this incident and was subsequently arrested on suspicion of domestic related common assault. This essay will outline the actions I took as a response officer using my discretion, the National Decision Model and specific pieces of legislation such as The Police and Criminal Evidence Act 1984, The Crime procedures and investigations Act as well as data protection legislation.

My tutor and I attended the location of this incident due to the information we had received on our personal radios of a domestic incident. When we arrived, both parties were already separated whereby the victim, who was female, was in a neighbouring address. We immediately attended to the victim at her neighbouring address to ascertain what had happened and to explain what actions we would be taking in relation to this. The victim

stated her partner was at their home address and as a result, we attended the suspect's location. There were no cultural or language issues in this situation, since both the victim and suspect were English speakers and were British citizens

The National decision model (NDM) is a model that should be used by all police officers and staff and can be applied to any situation.... It is made up of six key elements with the police code of ethics at the centre. The six key elements are to gather information and intelligence, assess threat and risk and to develop a learning strategy, to consider powers and policy, to identify options and contingencies and finally, to take action and review what happens (College of Policing, 2013). This model certainly helped me with getting a positive outcome with this incident as it provided me with the appropriate steps that are required to take in order for this to result in this incident being resolved.

The first step I took whilst dealing with this incident was to ascertain exactly what had happened. I did this by reviewing the initial report on my work phone so I could have a brief background and understanding of what had happened. I discovered where the victim was at the time and what her name was. Since the log itself was fairly brief, I made the decision to go and visit the victim first, who was at a neighbouring address at the time, to ascertain what had happened and inform her of what actions I was going to take, and in this situation, it was to arrest the suspect. She informed me that her partner was at their home address and had been drinking throughout the afternoon and she described his demeanour as aggressive. She provided a description of him in case he had made off from the address. The victim had shown me her injuries and so we explained to her that we would arrest her partner and then we would be returning after conveying him to custody, to take a statement and get her initial account.

After gathering the relevant and appropriate information and intelligence, I decided to assess the threat and risk and developed a strategy in order for the arrest of the suspect to be as smooth and as safe as possible. I did this by explaining to three of my colleagues who were with me at the time, the information the victim provided to me regarding her partner, stating he was intoxicated and aggressive as well as providing a description of the male. I discussed with my colleagues that there was a threat and risk that one of us could get injured when we attended the address and so it was decided that one of my colleagues would have a taser ready to be deployed should it need to be used for everyone's safety. It was also decided that all four of us would attend the address and immediately enter without

waiting for him to come to the door and then apply handcuffs to the male immediately before informing the male of his arrest.

It was paramount to consider our powers and policies in this situation. If we had not considered our powers, then the arrest would be deemed unlawful by the courts and would allow the male to re-offend, putting the life of the victim in danger once more. The powers that were considered were our powers of arrest, which on this occasion was Section 24 of the Police and Criminal Evidence Act 1984, which is the power to arrest without warrant, if an offence has been committed (PACE n.d). Another power that we considered was the necessity to arrest which is stated under Code G of the Police and Criminal Evidence Act 1984, which on this occasion was to allow a prompt and effective investigation, protect a vulnerable person and to prevent physical injury to the victim. These necessities were important to consider in order for the custody sergeants to lawfully detain the suspect within their custody suits.

Police policy states that body-worn cameras must be activated in all domestic abuse response calls including assaults, criminal damage, disclosure or any type of controlling or coercive behaviour (Body-worn video, 2014). All four of us who attended the address activated our body-worn cameras in-line with police policy and to capture any evidence of what was said during the arrest. I believe I implemented these powers and policies well during this particular situation and remembered to use them all in order for this arrest to be lawful. An additional power that was considered during this incident was the use of force which is outlined under section 3 of the Criminal Law Act (1967), which states a person can use such force as is reasonable in the circumstances.... In the effecting or assisting in the arrest of offenders or suspected offenders. It was therefore permitted for me and my colleagues to use this power and to apply force if we thought it was necessary and reasonable, depending on the male's demeanour and the way we dealt with the offender to convey him to custody.

Identifying options and contingencies were straightforward in this situation. The victim had sustained injuries to her upper lip and stated that it was her partner who was responsible for this. Since it was a domestic-related incident, I only had one option in this incident, and that was to arrest the suspect. In some domestic-related incidents, namely verbal domestics, we can consider separating both parties and consider a breach of the peace; however, this certainly was not an option in this situation.

The final part of the NDM is to take action and review what had happened. The action we took with this incident was to arrest the suspect immediately after receiving information from the victim that he was at the address. We attended the male's address where he was present. He immediately knew why police were present and denied any knowledge of assaulting his partner, stating that she had made the whole thing up in order to frame him. As well as being verbally resistant, he was also physically resistant at the start, by refusing to comply with orders to put his hands behind his back for the handcuffs to be applied. This only lasted a few seconds since he was given a warning that he would be taken to the floor to be handcuffed should he continue to be resistant. Since he was clearly intoxicated, it was decided that the body-worn camera would remain on throughout the journey whilst being conveyed to the custody suite. This was done to ensure that any accusations he might make to the custody sergeant or interviewing officers would be proven wrong by providing body-worn footage of the entire time from the moment we attended the address. This process went according to plan since we had followed the previous steps of the NDM and effective communication was maintained throughout this incident and his arrest was authorised by the custody sergeant. After booking the male into custody, me and my tutor returned to the address where the female was to take a statement and to explain what the next steps were to ensure her safety was our priority.

Discretion whilst at work has been described as an employee's freedom and responsibility to make choices, judgements and decisions that are suitable fit in their job description (Carroll, 2020). I used my discretion throughout this situation, especially when I was dealing with the suspect. The times when I used my discretion when dealing with the suspect first appeared when I entered the premises. It was mine and my colleague's responsibility to ensure that the male was arrested and taken to custody as soon as possible in order to protect the female from suffering any further physical or mental harm from her partner following what had happened that night. I therefore decided, when entering the premises, to not wait for the male to come to the door after knocking, but to enter the premises immediately. Although this may be uncommon practice for police officers to do, since this may not have been an indictable offence nor was there a warrant for his arrest, I had to use my discretion, in this case, to enter the premises immediately to prevent the suspect from escaping, thereby putting the victim at risk of further harm. There were times, however, when I was not able to use my discretion. An example of this is arresting the

suspect. Since this was a domestic related common assault, I was not able to use my discretion to consider alternatives to arrest, in order to safeguard the victim and to allow an investigation to take place.

Under the Criminal Procedures and Investigations Act (CPIA), (1996), I had certain responsibilities as an attending officer to carry out an investigation to this offence under s.23 which states that all reasonable lines of enquiry are to be pursued when conducting a criminal investigation (Criminal Procedures and Investigations Act 1996). The responsibilities I had under this act was to ascertain all that had happened during this incident. One of the main responsibilities I had was to record the information and to ensure that it was recorded in a retrievable form (Ministry of Justice, 2020). I did this in the form of obtaining a disclosure statement from the victim where she explained what had happened that night, upload my body-worn video footage to the systems as well as writing my own statement from when I attended all onto the relevant occurrence file so that anyone who needs to view these files are able to. I had a responsibility to ensure this was done as soon as practicable following the incident, but with that in mind, it was critical that we conveyed the male to custody as soon possible to protect the victim and so we were not able to record the relevant information until we had booked the suspect in. After conveying the suspect, we immediately returned to the location to obtain statements and conducted house-to-house enquiries. It was important to remember, that under this act, I had a responsibility to record any information that was obtained during house-to-house enquiries, including any negative information such as the resident was not present.

A further responsibility I had under the CPIA (1996) was to retain information that was obtained when carrying out the investigation. One of the main things I had to retain was the statements I obtained and any significant statements made by the suspect. It was important that these were retained in order to ensure that it was available for the prosecution to view when needed. I therefore had a duty to inform the custody sergeant of any significant statements so that they can be included in the custody log as well as including them in my arrest statement. With regards to other material that needs to be retained under this act, it was not my responsibility to retain. An example of this would be the recording of the initial phone call made to police, since this would be the responsibility of the Public Service Centre to download the recording of this call. Since this was a domestic related incident and

the male was intoxicated, it was decided that the force's investigating team, the hub would be interviewing the suspect. Because of this, it was not my responsibility to record and retain any information during the suspect's interview and would be a matter for the interviewing officer. It was the responsibility of the custody sergeant to decide on whether the suspect should be charged for the offence and so it was not my responsibility to decide what action would be taken such as no further action, police bail or to be remanded.

Unconscious bias has been described as the tendency as people to act in a way based on assumptions that people are not aware of and can be shown in decision making and actions; using inaccurate and incomplete evidence that can ultimately, lead to the wrong decisions being made (University of Edinburgh, 2020) It was important then to consider the policing values that were instilled in us during our initial police training to ensure that we do not make the wrong decisions. Policing values were engaged throughout this incident. One of the main values that were demonstrated throughout was honesty and integrity which is described as doing the right thing (College of Policing, 2014) An example of when I demonstrated this was when dealing with the victim. I spoke to the victim when I first attended and asked her what had happened. When she disclosed to me that she had been assaulted, I immediately said to her that the suspect needed to be arrested. I believe this was the right thing to do in order to safeguard the victim and to ensure that this would lead to a prompt and effective investigation without any delay. I ensured that I gathered the correct and sufficient evidence prior to arresting the male so that I was confident that there was evidence for the male to be arrested and ensure that not having the right amount of evidence would lead to unconscious bias setting in.

Another policing value that was engaged throughout this incident was selflessness, which is described as acting in the public's interest (College of Policing, 2014). An example of how this was engaged was dealing with the suspect and the victim. I believe I acted in the public's interest here by ascertaining what had happened and to arrest the victim.

Furthermore, I submitted a public protection notification on behalf of the victim to ensure that she was safeguarded and referred to any relevant services that could assist her. This shows that the public's interest was acted in and I did not put my own needs ahead of those. I ensured that I gathered the information that I needed for this PPN so that the other services would be able to understand and so this would not impact their cognitive bias when reviewing the form.

To conclude, I believe I managed this incident well on the whole, since the suspect was arrested and relevant forms were submitted to ensure that the victim was safeguarded from suffering any further harm. There were things that I may do different next time such as taking the main lead of a situation like this, however, since this incident occurred during my first few weeks of being tutored, my tutor, spoke to me prior to arriving on what needs to be done and so next time, I believe I would have the confidence to be the leader in this situation. On the whole, however, I believe I've learned a lot on how to deal with a victim and suspect through the criminal justice system on my behalf, based on the main responsibilities I had.

Word count: 2,697

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
An area of development I need to improve on is my ability to speak to victims and to gain more confidence in doing so.	This will be achieved by having more responsibility to take sole leadership of a call when speaking to a victim to ensure that I receive the correct amount of practice to ensure that this will be achieved within the correct timeframe.	Support for developing on this area can be provided by a number of people, namely my tutor, my sergeants and more experienced members of my team who are able to point me in the right direction and provide me with constructive feedback after each situation/incident.	I will aim to achieve this by the end of March 2022 and this will coincide with the end of my tutorship period. Before the end of March, I aim to speak to at least five victims so that this would allow me to have plenty of practice and receive enough feedback.
Another area of development I believe I need to develop on is to deal with conflict in the most effective way in that situation.	This will be achieved by attending more calls in relation to conflict such as domestic related incidents or public order events, especially on a weekend shift where there is many opportunities to be able to deal with conflict. Additionally, this will be achieved by being taking the lead in situations and to not be dependent on my tutor or more experienced colleagues to deal with the majority of the work, but not be afraid to ask for assistance if needed.	Support can be provided at the time of the incident or just before from colleagues or sergeants. Prior to the call, I can ask colleagues if they are able to attend the close proximity to the incident location so that they are able to assist urgently. Support can also be achieved from conflict management trainers by asking them for assistance on where I can improve on the techniques that can be shown to me. This can be done at any time, but more specifically, on training days where we are receiving officer safety training courses.	I will aim to achieve this within the next two months where I will be able to gain more experience working on afternoon or night shifts on weekends where there is disorder so that I can find my own method of dealing with conflict that would best suit me.
A particular area I believe I need to work and develop on is the ability to manage my own workload and to	This will be achieved by writing a list on what is needed for all tasks so that I am able to ensure that all that is needed for	Support on this area of improvement can be obtained from my tutor who has more experience than I do	I will aim to achieve this by the end of March 2022. This timeframe gives me enough time to complete more tasks by

remain on top of my work at all times.	a file is included and so this will allow me to work methodically through a file and so I will therefore be able to finish tasks in a time efficient manner, so that I am able move on to new tasks and not allow my workload to build up.	who is able to give the best advice on how to manage my workload. Support is also available from my sergeants who are able to check that everything is included in my tasks so that they are able to finalise my tasks as supervisors.	figuring out the best method that works for me and to ask for further advice from my tutor, supervisors and more experienced members of my team.
An area of learning that has taken its time to get used to is the use of NICHE, which is South Wales Police's internal system where all information is recorded such as statements, case files and person details. Even though I have managed to get used to most areas of NICHE, there are some areas that I still need to get used to.	I will achieve this by ensuring that I get my head around certain areas of NICHE such as where to correctly put exhibits or how to book in property and to ask for help if I am unsure as this would avoid putting things in the wrong places, and therefore may not be included in the correct files for investigation purposes.	I am able to receive support with this area of development from BOB, which is South Wales Police's internal internet page where I am able to find videos and step-by-step tutorials on how to manage certain aspects of NICHE. If I am uncertain I will be able to view these at any time. Help is also available from my sergeants as well as colleagues from my team who have more experience and therefore able to point me in the right direction and to clarify some things with myself.	I will aim to achieve this goal by the middle of April. By giving myself this timeline, I am able to have enough time to view any videos online that would be of use to me as well as building more files on NICHE that would enable me to gain more confidence with using the program.

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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: Osian Llyr Morgan (Learner, Electronic signature or type name)

Date: __ _ 28/03/2022 __ _ _ _ _ _